

Title of Learning Unit: Thanksgiving

Subjects: Social studies/ History

Grade Level/Range: K-2

Overarching Goal or Concept for the Learning Unit:

Students will be able to identify the two main groups involved in the first Thanksgiving (Pilgrims and Indians), be able to compare the first Thanksgiving to the way we celebrate Thanksgiving in America today, and understand the history and journey that brought the Pilgrims and Indians together.

Overview:

This unit will teach young students the reason and importance of why we celebrate Thanksgiving in the United States. Through these lessons, the students will learn about the two groups at the first Thanksgiving. These lessons will also cover the hardships and journeys faced by the pilgrims during their voyage on the Mayflower prior to the First Thanksgiving.

Written By: Ashley Kapp and Olivia Latimer

Date: April 18, 2016

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Pre-instructional Assessment/Introduction:

The teacher will introduce the lesson by reading the book *Thanksgiving Day* by Anne Rockwell. To gauge student knowledge on the subject before beginning the lesson, the teacher will begin by asking them to tell what, if anything, they know about the first Thanksgiving, or why we celebrate Thanksgiving today.



Lesson/Activity #1: *Life on the Mayflower***Created By:** Ashley Kapp**Overview of Lesson:**

Students will use the primary source, and other interactive sources, to discover what life was like for the Pilgrims on the Mayflower. They will then make a flip-book describing what they have learned about the Pilgrim's voyage on the Mayflower.

PA Standards:

- 8.3.3.A: Identify contributions of individuals and groups to United States history.
- 8.3.3.B: Identify and describe primary documents, material artifacts, and historic sites important in United States history.
- CC.1.4.1.A: Write informative/explanatory texts to examine a topic and convey ideas and information.
- CC.1.4.B: Develop the topic with two or more facts.

Investigative Question for this activity: *What was life like on the Mayflower?***Objective(s):**

1. The student will analyze and discuss a primary source with encouragement.
2. The student will comprehend living conditions of the Mayflower.
3. The student will convey what they have learned about the Mayflower through a flip-book activity.

Materials:

- *If You Sailed on the Mayflower in 1620* by Ann McGovern
- Construction Paper
- Scissors
- Glue
- Lined Writing Paper
- Pencils
- Straws
- Large easel paper



Print Sources:

1. [The May Flower, 1620] By: Halsall, William Formby between the years 1900 and 1920.

<http://www.loc.gov/pictures/item/det1994023235/PP/>

2. *If you Sailed on the Mayflower in 1620..* by Ann McGovern

Online Collections/Exhibits/Websites:

Scholastic's "The First Thanksgiving":

http://www.scholastic.com/scholastic_thanksgiving/voyage/

Student Learning Process:

1. Start the lesson by reviewing the first Thanksgiving. Ask questions such as, **"Who was a part of the first Thanksgiving?" "What does it mean to be a Pilgrim?" "How did the pilgrims get here?"**
2. Then, present the students with the primary source, *The Mayflower, 1620*.
3. Ask students, **"What do you see in this picture?"**
4. After listening to student's response, guide their discussion towards the large boat.
5. Ask the students, **"What do you think was on that boat?" "Where do you think the boat came from?" "Does anybody know the name of the boat?"**
6. Then, introduce the boat by its name, the Mayflower. Tell the students the Pilgrims sailed on the Mayflower from England to America.
7. Introduce the book, *If You Sailed on the Mayflower in 1620* by Ann McGovern by saying, "Now we are going to read a book that is going to tell us all about the pilgrims and their boat, the Mayflower."
8. Read the book to the students accepting questions and discussion that may occur during the reading.
9. During the reading, also tie in the primary source, relating it to the reading.
10. After the book is over, on your large easel paper that is already prepared, ask students to tell you some things that they learned about the Mayflower from the story and write them down as you see fit.
11. Review the list with the class.
12. Then, on your smart board in front of the classroom, bring up the Scholastic "The First Thanksgiving" Website.
13. Click on the button that says "tour the ship."
14. Click on each part of the ship allowing the computer to read it for you. Explain words that students may not know so that they can relate to the readings.
15. Discuss if you can see the parts of the ship on the primary source that they are talking about on the website.



16. Ask students, “**Did you learn anything new about the Mayflower from this tour that we didn’t learn from the book?**”
17. If students bring up anything they did learn that is not already written, write it on the large easel paper.
18. Display the large easel paper at the front of the class and review the list with the students.
19. Tell the students, “Now we are going to make our own Mayflower, except it’s going to be special because it is also going to be a book.”
20. Model the pre-made Mayflower flipbook, turning the pages and showing the students.
21. Pass out already made Mayflower book templates to each student.
22. On each page, there is lined paper where the students are to fill in one fact that they learned about life on the Mayflower.
23. Above the lined paper is a piece of blank white paper where students are to draw a picture of the fact that they wrote.
24. Students may use facts that are written on the large easel paper.

Closure:

To wrap up the listen, have students volunteer to share pages of their own flip-book to their peers. After all volunteers are taken, direct the students’ attention back to the primary source, *The Mayflower, 1620*. Ask the students the same questions that were asked at the beginning of the class: “What do you think was on that boat?” “Where do you think the boat came from?” “Does anybody know the name of the boat?”

Modifications/Accommodation Techniques for Students with Special Needs:

For students who need special accommodations, have facts already written in their flip-books. They will have to hear the fact and then draw their own picture of what they think that fact portrays.

Formal Assessment:

Use the flip book activity as a formal assessment and score using the attached rubric.

Informal Assessment:

The teacher can informally assess students based on their participation in class while reading the book, taking the virtual tour, writing facts on the easel, and dissecting the primary source.



Name: _____

Mayflower Flip-Book Rubric

| | 3 | 2 | 1 |
|--|---|---|--|
| Written sentences portray facts about the life on the Mayflower and show student understanding | Student shows a complete understanding of the topic and was able to portray that through their written sentences. | Student shows that they somewhat understand the topic, but sentences are somewhat irrelevant. | Student shows no understanding of the topic, and sentences are completely irrelevant and show no comprehension of lesson. |
| Drawings are well portrayed visual representations that align with written facts about life on the Mayflower. | Pictures are accurate visual representations of what their sentence portrays about life on the Mayflower. | Students attempted to draw visual representations that are aligned with their stated fact about life on the Mayflower. | Student did not attempt to draw visual representations of life on the Mayflower that match up with their written fact statement. |
| Comprehends the conditions of life on the Mayflower and can relate these facts to their school work. | Student comprehends the conditions of life on the Mayflower and is able to reiterate those conditions in his/her own words. | Student somewhat comprehends the conditions of life on the Mayflower but struggles with reiterating those facts and applying them to school work. | Student does not comprehend the conditions of life on the Mayflower and cannot reiterate those facts in any way. |
| Shows on task and well behaved mannerisms and has put forth a valiant effort during the activity. | Student has been on their best behavior throughout the activity and has given it their best effort. | Student struggled with following directions but still put forth effort into the activity. | Student did not follow directions and put forth no effort during this activity. |

An example of a *Life on the Mayflower* flip-book:



Source:

<http://thefirstgradeprade.blogspot.com/2010/11/happy-thanksgiving-yall.html>



Lesson/Activity #2: *The Native Americans and Pilgrims*

Created By: Ashley Kapp

Overview of Lesson:

Students will analyze a primary source to see what the source tells them about the relationship between the Native Americans and Pilgrims. The students will then retrieve information from other sources and develop a timeline using the information.

PA Standards:

- 8.1.1.A: Demonstrate and understanding of chronology.
- 8.3.1.A: Identify Americans who played a significant role in American history.
- 8.3.1.D: Identify conflict and describe ways to cooperate with others by making smart choices.
- CC.1.2.1.A: Identify the main idea and retell key details of a text.
- CC.1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Investigative Question for this activity: What was the progression of the relationship between Native Americans and Pilgrims?

Objective(s):

1. The student will analyze and discuss a primary source with encouragement.
2. The student will comprehend the relationship amongst Native Americans and Pilgrims.
3. The student will convey what he or she has learned through developing a timeline.

Materials:

- Primary Source
- *Squanto's Journey: The Story of the First Thanksgiving* by: Joseph Bruchac
- The "What I see.. What I think.. What I know..." worksheet
- The "Native Americans and Pilgrims Timeline" worksheet
- Pencils
- Crayons



Print Sources:

1. [Landing of the Pilgrims at Plymouth 11th Dec. 1620] By: Currier, N. between the years 1838 and 1856. <http://www.loc.gov/pictures/item/95503144/>
2. *Squanto's Journey: The Story of the First Thanksgiving* by: Joseph Bruchac

Online Collections/Exhibits/Websites:

<http://www.loc.gov/pictures/item/95503144/>

Student Learning Process:

1. To start the lesson, review the concept of the Mayflower taught in the prior lesson.
2. Ask students questions that will pre-assess their understanding such as:
 - **“Who remembers what we call the group of people that came over on the Mayflower?”**
 - **“Where did those people on the Mayflower land?”**
 - **“Who remembers the name of the group of people that we were already here in America?”**
3. Guide students' answers to portray accurate information.
4. Then, inform the students that we are going to learn more about the Native Americans and the Pilgrims and their friendship today.
5. Ask the question, **“How many of you have someone that you call a friend?”**
6. Ask more questions about friendship such as:
 - **“Why do you call this person a friend?”**
 - **“Do your friends help you in anyway?”**
7. Then move on to ask questions like:
 - **“Have you always been friends with this person?”**
 - **“How did you and your friend meet?”**
8. Then, tell the children that the relationship between the Native Americans and the Pilgrims is almost like a friendship.
9. Split the classroom up into small groups of around 3-4 students.
10. Pass out a copy of the primary source to each group of students; also pass out the, “What I see..., What I think..., What I know...” worksheet.
11. Walk students through the following instructions for the activity:
 - Students are to look at the primary source together as a group to fill out the three different columns on their paper.
 - In the first column, students are to write down only items that they SEE in the primary source such as trees, people, and fire.



- Wait for all students to be finished with the SEE column before moving on to the THINK column.
 - Have students then fill out the THINK column; in this column, the students will write down what they think is happening in the picture.
 - Then, after that column is completed by all students have them fill out the KNOW column with things that they may already know about the Native Americans and Pilgrims or the picture.
12. After all students are finished filling out their three columns, have some students share some of the things that they found under each column.
 13. Then, ask the class to dissect the primary source.
 14. Ask students questions such as:
 - **“How do you think the Native Americans look in this picture?”**
 - **“Does it look like they are hiding?”**
 - **“Why would they be hiding?”**
 - **“What are the pilgrims doing?”**
 - **“Do you think that in this picture the Native Americans and Pilgrims are friends? Why or why not?”**
 15. If you believe that some students are struggling comprehending why the Native Americans and Pilgrims may not get a long at first, provide an example involving someone coming into their house (America) and taking something that they use (the harvest/food/land) for themselves. Then, ask students, **“How would that make you feel?”**
 16. Send students back to their seat and tell the students that we are going to learn about how the Native Americans and Pilgrims became friends and helped each other.
 17. Read the story, *Squanto's Journey: The Story of the First Thanksgiving* to the students
 18. During the reading, keep a tally on the board of all the things that the Native Americans did to help and teach the Pilgrims.
 19. Afterwards, look at the number of tallies on the board and ask students to recall what some of the things that the Native Americans taught the Pilgrims were.
 20. Then, ask the students, **“So, at first, were the Native Americans and Pilgrims friends?”** This question is based off of the primary source that they dissected. Then ask, **“But, once the Native Americans and Pilgrims got to know each other, did they become friends?”**
 21. At this point, pass out the “Native Americans and Pilgrims Timeline” and explain directions to the students. The directions are as follows:



- Students are supposed to fill out each set of boxes based on the relationship of the Native Americans and the Pilgrims and how it developed over time.
 - In the blank box, children are to draw a picture that portrays that relationship, and in the lines, they are to write what is happening in the picture.
22. Have students work on the timeline activity individually.

Closure:

To wrap up the lesson, have students volunteer to share their timelines, describing each picture, and each brief summary of the picture. The teacher may ask students why they put one event before another. Class will end by having a discussion of why the Native Americans' friendship was important to the Pilgrims and how it affected the First Thanksgiving.

Modifications/Accommodation Techniques for Students with Special Needs:

For those students who need modifications or accommodations, have a copy of the primary source printed off on which they can circle things that stand out to them in different colors. Students may circle things that they see in the picture with one color, and things that seem significant to the picture as a whole in a different color.

For the timeline activity worksheet, have sentences already written out on the lines. Students will have to draw pictures that portray that sentence that describe the Native American and Pilgrim's friendship at that time.

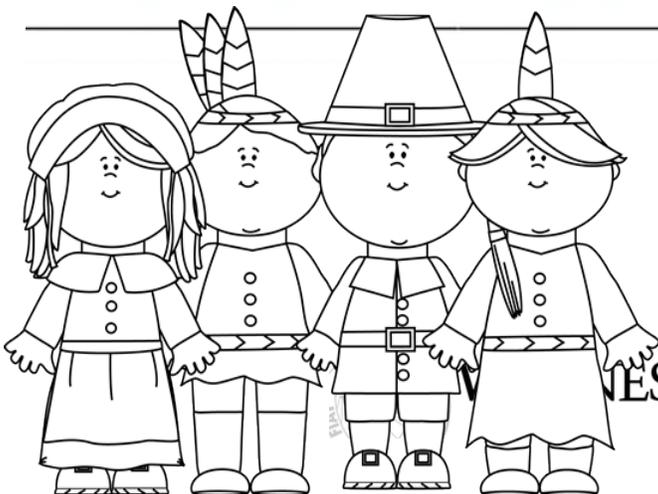
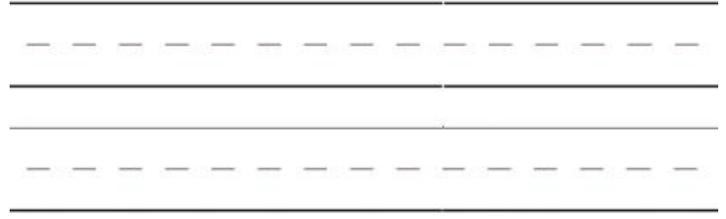
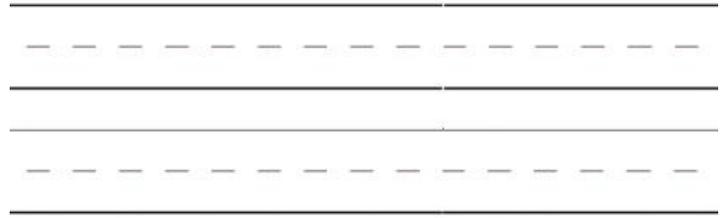
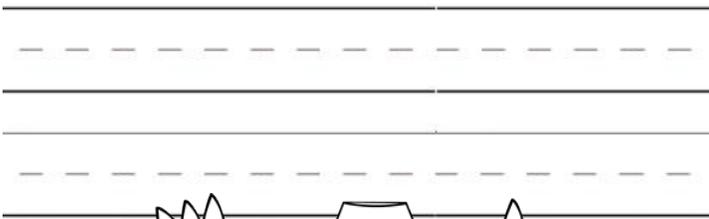
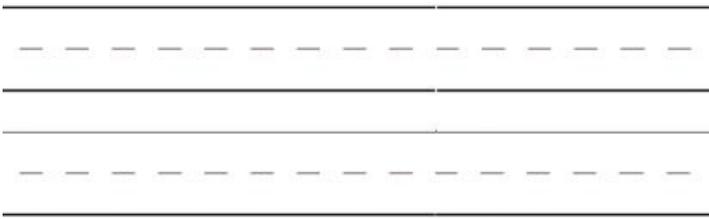
Informal Assessment:

Informal assessment will be used for this lesson through the act of observing and looking over/grading the students' worksheets completed in this lesson. These worksheets include the, "What I see.., What I think... and What I know.." worksheet and the, "Native American and Pilgrim Timeline" worksheet.



TEACHING *with* PRIMARY SOURCES

Native Americans and Pilgrims Timeline





What I know...

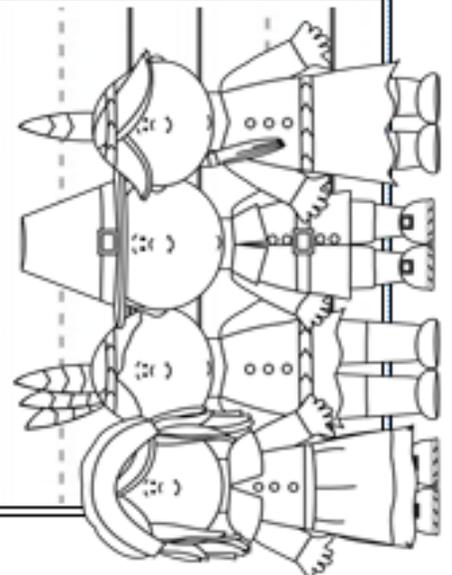
Handwriting practice lines for the 'What I know...' section, consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid).

What I think...

Handwriting practice lines for the 'What I think...' section, consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid).

What I see..

Handwriting practice lines for the 'What I see..' section, consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid).



Lesson/Activity #3: The First Thanksgiving**Created By:** Olivia Latimer**Overview of Lesson:**

After a reading of *Thanksgiving Day*, the students will learn about the differences between the first Thanksgiving and the way we celebrate it today. The class will have a discussion on the two groups that were involved in the first Thanksgiving and how the holiday came to be. After instruction, students will color pictures of their current Thanksgiving celebration traditions and compare them to the primary source we will be using, a picture titled, *The First Thanksgiving 1621*.

PA Standards:

- 5.1.K.F: Identify significant American holidays and their symbols.
- 8.1.2.B: Identify documents relating to an event.
- 8.3.K.A: Identify American people related to national holidays.

Investigative Question for this activity:

What are the similarities and differences between the first Thanksgiving celebration and the way we celebrate the holiday today in America?

Objective(s):

1. Students will be able to identify the first two groups involved in the first Thanksgiving.
2. Students will be able to name similarities and differences between the first Thanksgiving and current celebrations.
3. Students will understand why the first Thanksgiving happened.

Materials:

Book: *Thanksgiving Day* by Anne Rockwell, primary source: *The First Thanksgiving 1621*, blank paper, pencils, crayons, Venn diagram template, Youtube video: <https://www.youtube.com/watch?v=WumiRK06Yqw> (Kids History: The First Thanksgiving.)

Print Sources:

Primary Source: *The first Thanksgiving 1621*
<http://www.loc.gov/pictures/item/2001699850/>

Venn diagram template (attached)



Student Learning Process:

1. The teacher will pre-assess student knowledge on the subject by asking a series of related questions to the class as a group in the form of a discussion.
2. The teacher will read a story aloud to the class, *Thanksgiving Day*, to introduce the subject of the First Thanksgiving.
3. The teacher will show students a short kid's history video on the topic (<https://www.youtube.com/watch?v=WumiRK06Yqw>) before leading a discussion on how the first Thanksgiving came to be and who was involved.
4. The teacher will use the primary resource to talk about what the first Thanksgiving might have looked like and what happened at the celebration. The teacher will make clear to the students that the primary source is simply a depiction done from an artistic perspective many years later. The idea of the primary source is meant largely for inspiration rather than accuracy. This will initiate the discussion on similarities and differences between now and then.
5. The students will draw pictures of what their Thanksgiving celebration traditions include. Using their drawn pictures and the primary resource, students will fill out Venn diagrams with similarities and differences.

Closure:

The lesson will close with the students sharing their drawings aloud with the class and citing one big similarity or difference between Thanksgiving celebrations now and then.

Modifications/Accommodation Techniques for Students with Special Needs:

Below grade level or learning disabled students may draw images in their Venn diagram instead of writing them down. Students with physical, sight, or hearing disabilities will be accommodated in whatever physical way necessary to ensure they receive equal instruction.

Informal Assessment:

The teacher will informally assess by observing students as they work on their drawings and Venn diagrams. The teacher will use a simple checklist to record whether or not students participated during the classroom discussions. The teacher will lead a discussion at the end of the lesson and assess informally their understanding of why the first Thanksgiving came to be.



Lesson/Activity #4:

Created By: Olivia Latimer

Overview of Lesson:

The book, *Thanksgiving Day*, describes what everyone did on the first Thanksgiving, and why we celebrate it now. It tells the story of a man who remembers learning about the first Thanksgiving when he was in elementary school. This image will let children compare what they do to learn about and celebrate Thanksgiving with what these school children appear to be doing in the primary source document. To solidify the concept, students will create a Venn diagram to see the similarities and differences between now and what we think happened on the first Thanksgiving.

PA Standards:

- 5.1.K.F: Identify significant American holidays and their symbols.
- 8.1.2.B: Identify documents relating to an event.
- 8.3.K.A: Identify American people related to national holidays.



Investigative Question for this activity:

In what ways do we learn about and celebrate Thanksgiving in our school community?

Objective(s):

1. Students will be able to use the primary document as inspiration to brainstorm what the children in the picture might be doing on that Thanksgiving Day.
2. Students will be able to brainstorm ways that we celebrate and learn about Thanksgiving in school today.
3. Students will be able to complete a graphic organizer (Venn diagram) to compare and contrast the ideas they came up with about children in an earlier time frame such as in the primary source document, and now.

Materials:

Venn diagram graphic organizer, pencils, book *Thanksgiving Day*, video for anticipatory set: “The Story of Thanksgiving”

<https://www.youtube.com/watch?v=faUYJ9fMiGg>

Print Sources:

Thanksgiving, 1942. <http://www.loc.gov/pictures/item/oem2002005338/PP/>
Venn diagram template

Student Learning Process:

1. The teacher will engage students in the topic by playing a video about Thanksgiving to get them in the holiday mindset: “The Story of Thanksgiving” (<https://www.youtube.com/watch?v=faUYJ9fMiGg>)
2. The teacher will re-read *Thanksgiving Day* (taught in an earlier lesson) aloud to students as a whole class.
3. The teacher will present the students with the primary source document (*Thanksgiving, 1942.*) and begin a discussion about what they think the school children might be doing to celebrate/ learn about Thanksgiving in this graphic.
4. The teacher will let students brainstorm ways that they learn about and celebrate Thanksgiving in their own school community.
5. The teacher will let students work on their own or in pairs on a Venn diagram comparing and contrasting the ways students learn about/ celebrate Thanksgiving in school then and now.

Closure:

The teacher will gather the class as a whole for a discussion of the results of their Venn diagrams. Each student will have the chance to share one similarity or difference from their organizer out loud to the class.

Modifications/Accommodation Techniques for Students with Special Needs:

Below grade level students may use the time working on the Venn diagram to work in pairs or small group to bounce ideas off each other.

Informal Assessment: By use of a checklist, the teacher will mark off if each student:

1. Participated in the discussion about the primary source document.
2. Participated in the discussion about how students learn about Thanksgiving in schools today.
3. Completed their Venn diagram with a throughout understanding of the purpose of the assignment.

Post-instruction Assessment:

At the end of the unit, the students will be asked to complete short reports (three paragraph maximum, 2-4 sentences per paragraph) on what they learned about Thanksgiving, then and now, throughout the unit. The essay may include information on the pilgrims and Indians, how we celebrate or learn about Thanksgiving now, what happened at the First Thanksgiving, etc.



Bibliographic Organizer of Library of Congress Sources

| Title of Learning Unit: Thanksgiving | | |
|---|--|---|
| Thumbnail Image | Document Title, Author/Creator, Date | Library of Congress URL |
| Lesson #1: Life on the Mayflower | | |
|  | The May Flower, 1960, Halsall, William Formby, 1841-1919 | http://www.loc.gov/pictures/item/det1994023235/PP/ |
| Lesson #2: The Native Americans and Pilgrims | | |
|  | Landing of the Pilgrims at Plymouth 11th Dec. 1620, N. Currier (Firm), between 1838 and 1856 | http://www.loc.gov/pictures/item/95503144/ |
| Lesson #3: The First Thanksgiving | | |
|  | The first Thanksgiving 1621, Ferris, Jean Leon Gerome, 1863-1930 1932 | http://www.loc.gov/pictures/item/2001699850/ |
| Lesson #4: No Title Stated | | |



Thanksgiving, 1942, Hollem,
Howard R., 1942 Nov.

<http://www.loc.gov/pictures/item/em2002005338/PP/>

