



TEACHING
with PRIMARY
SOURCES

Title of Learning Unit: The First Thanksgiving

Subjects: History, Geography, Writing, Literacy

Grade Level/Range: 2nd Grade

Overarching Goal or Concept for the Learning Unit: How did Thanksgiving begin? Why is Thanksgiving celebrated?

Overview:

As a class, we will dive into the big ideas of Thanksgiving. We will work in chronological order. We will begin with the Pilgrims leaving England for new land, and their journey on The Mayflower. We will introduce the Wampanoag, who helped the Pilgrims adjust to the new land. We will compare the two groups, focusing on the areas of clothing, shelter, and food. We will conclude our unit with the discussion of the celebration.

Written By: Brittany Faust and Chelsey Shultz

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Pre-instructional Assessment/Introduction:

At the beginning of November, we will ask the students if they know what big holiday is coming up. We will ask them what they know about Thanksgiving, and how it became a holiday.



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Lesson/Activity #1: The Mayflower

Created By: Chelsey Shultz

Overview of Lesson: We will discuss the Pilgrims leaving England for new land. We will read about their journey on the Mayflower ship, and their time spent at sea. We will also touch on their early days in Plimoth.

PA Standards: 7.4.2.A Identify how environmental changes can impact people.

Investigative Question for this activity: What was the Mayflower?

Objective(s): After discussing the Mayflower, and the Pilgrim's journey on it, students will be able to write about the Pilgrim's trip with at least three accurately detailed sentences.

Materials:

- *Pete the Cat: The First Thanksgiving* by James Dean and Kimberly Dean
- Pencils

Print Sources:

- <https://www.loc.gov/item/det1994023127/PP/> Title: The Mayflower in Plymouth Harbor. Created between 1900 and 1920 by Halsall, William Formby, Detroit Publishing Co.
- Aboard the Mayflower paper (pg. 42)
<https://www.teacherspayteachers.com/Product/PILGRIMS-NATIVE-AMERICANS-FIRST-THANKSGIVING-Lapbook-WAMPANOAG--2181014>

Online Resource:

Voyage on the Mayflower: Take the journey
http://www.scholastic.com/scholastic_thanksgiving/voyage/

Student Learning Process:

1. Teacher-led discussion:
 - “What major holiday is coming up this month?”
 - “Do you know why we celebrate Thanksgiving?”
2. Read aloud: *Pete the Cat: The First Thanksgiving*.
 - “Who were the main characters in the story?” Pilgrims and Wampanoag
 - “And how did the Pilgrims end up in Plimoth?” They traveled from England
 - “How did they travel?” On the Mayflower
3. Primary source visual analysis: [The Mayflower in Plymouth Harbor](#).
 - “Look at the ship for a minute and think about how it makes you feel.”
 - “What do you notice in the picture?”
 - “What do you think of the picture?”
 - “Would you like to travel on the Mayflower?”
 - “Why or why not?”

- “Why do you think there is a smaller boat beside the Mayflower?”
4. Pull up the Scholastic website, go through the Take the Journey slideshow with students.
 - “Why do you think it said the journey would not be a smooth one?” “What might that mean?”
 - “What happened halfway to England?”
 - “How did they save the ship?”
 - “Why did they land in Cape Cod instead of Virginia?”
 5. After completing the slideshow ask “Do you think you would have enjoyed sailing on the Mayflower? Why or why not?”
 6. Write down some of the students’ thoughts on the board.
 7. “We will be writing a paragraph about the Pilgrim’s journey on the ship. I want you to include at least three detailed sentences about the journey. You can use this list of ideas to help.”
 8. Distribute the “Aboard the Mayflower” writing papers.

Closure:

Ask for volunteers to read what they wrote.

- “Do you think the Pilgrims enjoyed their trip on the Mayflower?”
- “Would you like to travel on the Mayflower yourself?”

Modifications/Accommodation Techniques for Students with Special Needs:

- Since this lesson is rather lengthy a brain-break for the students with emotional disorder may be necessary before going through the website.

Assessment:

- Students’ paragraphs will be collected and reviewed to make sure they included at least three detailed sentences that accurately describe the journey on the Mayflower.

Lesson/Activity #2: Pilgrims and Wampanoag

Created By: Brittany Faust

Overview of Lesson: Students will be learning about the Pilgrims and Wampanoag. They will read a story about the Pilgrims and then a story about Squanto. The students will then play a Pilgrim and Wampanoag board game.

PA Standards:

8.3.2.A Identify groups and organizations and their contributions to the United States.

CC.1.1.2.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Investigative Question for this activity: Who were the Pilgrims and the Wampanoag?

Objective(s):

- After learning about the Pilgrims and Wampanoag, students will be able to play the board game answering the questions correctly with 100% participation.
- After reading the stories, students will be able to answer comprehension questions about the stories correctly with at least 80% accuracy.

Materials:

- Game Pieces
- Dice
- Pilgrim and Squanto Stories (PDF)

Print Sources:

- The Story of Thanksgiving (Pilgrim and Squanto Stories; Pilgrim and Wampanoag Board Game) <https://www.teacherspayteachers.com/Product/The-Story-of-Thanksgiving-from-Two-Perspectives-1477442>
- Landing of the Pilgrims at Plymouth 11th Dec. 1620. Date: between 1838 and 1856. Creator: New York: Lith. & pub. by N. Currier, 2 Spruce St. <https://lccn.loc.gov/95503144>

Online Resource:

Daily Life: Clothes

http://www.scholastic.com/scholastic_thanksgiving/daily_life/clothes.htm

Student Learning Process:

1. Teacher-led review: "Today, we are going to learn more about the two very important groups that participated in the First Thanksgiving."
 - "Who can name the groups?"
 - "What do you remember about the Pilgrims?"
 - "What do you know about the Wampanoag?"
2. Present **Daily Life: Clothes** from the Scholastic website and discuss the similarities and difference of the Pilgrims and Wampanoag.
3. Have students form small groups.
4. Have group members take turns reading aloud the two stories. The first one is about the Pilgrims, while the second one is about Squanto. ("Does anyone know who Squanto is?")
5. Bring students back together for a whole-class discussion.
 - "Why did the Pilgrims leave England?"
 - "How long were the Pilgrims on the ship?"
 - "What was the first winter easy for the Pilgrims?"
 - "What happened to Squanto when he was 14?"
 - "Who was the Chief that Squanto met?"
 - "What did Squanto help the Pilgrims with?"
6. Have groups resume and explain the game instructions.
 - The goal of the game is to be the first person to reach the center.
 - When it's your turn, roll the dice and then pick up a card from the middle.
 - If you can answer the question correctly, then you may move the number of spaces on the dice.
 - It is up to your group to decide if the answer is correct.

Closure: Lead a review discussion asking students to share what they learned.

Modifications/Accommodation Techniques for Students with Special Needs:

If reading is causing a problem, students can listen to other students read the story for them. If the students become overwhelmed with work, I will provide a brain break for them.

Assessment: Participation in the board game will be observed. Note students who may have difficulty recalling information necessary to answer the questions.

Lesson/Activity #3: Clothing Then vs Now

Created By: Chelsey Shultz & Brittany Faust

Overview of Lesson:

Students will complete a Venn diagram comparing the Pilgrims, the Wampanoag, and themselves, citing at least two ways each group's clothing is unique and two ways they are alike.

PA Standards:

7.3.2.A- Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.)

CC. 1.5.2.A- Participate in collaborative conversations with peers and adults in small and larger groups.

Investigative Question for this activity: What are some similarities and differences between the clothing that you wear, the clothing that the Pilgrims wore, and the clothing that the Wampanoag wore?

Objectives:

- After learning about the clothing worn by Pilgrims and Wampanoag, students will be able to compare and contrast the two groups' clothing with their own with at least two facts per category.
- Students will participate and contribute to their small group activity at least 90% of the time.

Materials:

- Daily Life: Clothes presentation (Scholastic):
http://www.scholastic.com/scholastic_thanksgiving/daily_life/clothes.htm
- Pencils
- Scissors
- Glue
- Display of clothing characteristics for students to copy (see attached list)

Print Sources:

- <https://www.loc.gov/item/2002707741/> The Landing of the Pilgrims at Plymouth, Mass. Dec. 22nd 1620. Date: 1876. Creator: New York, Currier & Ives.
- Venn Diagram:
<http://www.readwritethink.org/files/resources/printouts/Venn3Circles.pdf>

Student Learning Process:

NOTE: Students will attend each of the following centers. The Writing Center will be teacher-led.

- ✓ Art Center: making a story bracelet with beads and create an Indian headdress or Pilgrim hat.
- ✓ Reading Center: listen to an audio version of *If you were at the First Thanksgiving*.
- ✓ Math Center: make turkeys with our geometric blocks.
- ✓ Writing Center:
 1. Ask students to visually analyze this primary source:
<https://www.loc.gov/item/2002707741/>.
 2. Help students attend to the details of the clothing depicted by asking:
 - “Look at this photograph, what do you notice about the Pilgrims?”
 - “What do you notice about the Indian?”
 - “What do you see that is similar to what you wear?”
 - “What is different?”
 3. Record details about how clothing today compares to clothing the Pilgrims and Indians wore back then on the Venn Diagram.

Modifications/Accommodation Techniques for Students with Special Needs:

We will modify the lesson for students with emotional disturbance who may get frustrated and meltdown. If the writing is upsetting them, all they will need to do is cut out and glue the choices to their correct spot.

Assessment:

- Check the Venn Diagram for accuracy. Students should have at least two facts in every category.
- Observe students during Center Time to ensure they are interacting appropriately with their group members.

List of clothing characteristics (left column) for students to reference

Wear headdresses	(Wampanoag)
Loin cloths	(Wampanoag)
Wear body paint	(Wampanoag)
Wears many layers	(Pilgrims)
Wear coifs	(Pilgrims)
Wear petticoats	(Pilgrims)
Wear jeans	(now)
Wear belts	(now)
Clothes woven by hand	(Pilgrims & Wampanoag)
Pockets not sewn onto clothes	(Pilgrims & Wampanoag)
Wear dresses	(Pilgrims & now)
Wear aprons	(Pilgrims & now)
Wear hats	(Pilgrims & now)
Wear dresses	(Pilgrims & now)
Wear decorative clothing	(Wampanoag & now)
Wears animal skin	(Wampanoag & now)
Wears jewelry	(Wampanoag & now)
Wear shoes	(Pilgrims, Wampanoag & now)

Lesson/Activity #4: The Feast

Created By: Brittany Faust and Chelsey Shultz

Overview of Lesson: This lesson will focus on the feast of the First Thanksgiving. We will discuss the different foods that were eaten at the First Thanksgiving. We will also look at how the first feast came to be.

PA Standards:

8.3.2.A- Identify groups and organizations and their contributions to the United States.

CC.1.4.2.M- Write narratives to develop real or imagined experiences or events.

Investigative Question for this activity: What was the First Thanksgiving feast like?

Objective(s):

After learning about the Pilgrim and Wampanoag's feast, students will write a paragraph including at least three things they learned.

Materials:

- Pencils
- Thanksgiving Slideshow: The Feast (Scholastic):
http://www.scholastic.com/scholastic_thanksgiving/feast/slideshow.htm

Print Sources:

- Title: The first Thanksgiving 1621. Ferris, Jean Leon Gerome, 1863-1930, artist. Published: Cleveland, Ohio: The Foundation Press, Inc., c1932.
<https://lccn.loc.gov/2001699850>
- The Harvest Feast Worksheet (p. 57):
<https://www.teacherspayteachers.com/Product/PILGRIMS-NATIVE-AMERICANS-FIRST-THANKSGIVING-Lapbook-WAMPANOAG--2181014>

Online Resource: The Feast slideshow (Scholastic):

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

Student Learning Process:

1. Review key points from earlier lessons.
 - “What historic event have we been talking about in social studies?”
 - “The first Thanksgiving, right!”
 - “And who were the two groups that we have been learning about?”
 - “The Pilgrims and Wampanoag, good!”
 - “What have we learned about the Pilgrims and the Wampanoag so far?”
 - Anticipate answers such as “We learned about their shelters, their clothing, the Mayflower, and the crops they grew.”
 - “That’s right, we have learned a lot about the Pilgrims and Wampanoag!”
2. “Today we are going to be learning about the Harvest Feast.”
 - “Who knows what a feast is?”
 - “A feast is a large meal, typically to celebrate something.”
 - “Why might the Pilgrims and Wampanoag have a feast together?”
 - Go through the “The Feast” slideshow with students. Click on the speaker on each page so the students can hear about the feast.
 - After the second slide ask “Do we still eat duck on Thanksgiving?”
 - After the third slide ask “Who was in charge of preparing the feast? Is it still like that today?”
 - “Who was the Wampanoag’s leader?”
3. “Where do we write down important people that we learn about? Go ahead and get out your “important people” page.”
 - Write Massasoit on the board so the students can see the correct spelling.
 - “What should we write about Massasoit on our page?”
 - Write “leader of the Wampanoag tribe” for the students to copy down onto their page.
 - “What does Massasoit mean?”
4. After the next slide ask students “What gift to Massasoit give to the Pilgrims at the feast?”
 - “What did they not eat during their Thanksgiving that we eat during ours?”
 - “What did they eat during their feast?”
 - Write the items on the board as the students list them: seafood, cabbage, onions, corn, and squash.
5. After presentation, discuss:
 - “How long did their feast last?”
 - “Why did the Wampanoag have to build houses during the weeklong feast?”
 - “What did the Pilgrims and Wampanoag do when they weren’t eating?”
 - “Who all sat at the high table?”
 - i. Write William Bradford, Captain Miles Standish, and William Brewster on the board.
6. Pass out the Harvest Feast papers.
7. “Now that we have learned about the feast I want you to tell me about what you learned. Write a short paragraph discussing at least three things that you learned about the harvest feast. You could include the people that were

present, the food that was eaten, or the games that they played. When you are finished, include an illustration of the feast.”

Closure:

1. Allow students to share their paragraphs and illustrations with their peers.
2. “What is similar about the Pilgrims and Wampanoag’s feast and yours?”
3. “What is different?”

Modifications/Accommodation Techniques for Students with Special Needs:

Brain-breaks will be used throughout the lesson as necessary.

Formal Assessment: Paragraphs will be reviewed for accuracy of at least three things they learned about the feast.

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Unit Post-instruction Assessment:

Lead a discussion to review what students learned throughout the unit. Assess students on their oral answers to the following questions:

- “Who was at the first Thanksgiving?”
- “Why were they celebrating?”
- “What are some ways we celebrate differently from how we celebrate Thanksgiving now?”