

# Waynesburg University TPS Unit Outline



**Title of Learning Unit:** The First Thanksgiving

**Subject(s):** Social Studies, Language Arts, Geography, Civics

**Grade Level/Range:** 3rd

**Overarching Goal/Concept/Skill:**

Students will form an understanding of the First Thanksgiving and relate the Pilgrims journey to modern traditions.

**Overview:**

The students will begin the unit by researching the Pilgrim's journey on the *Mayflower* focusing on living conditions and the route traveled. Students will also discuss the impact of the signing of the Mayflower Compact on the Pilgrim's lives. Students will then develop their own "compact". The unit will conclude by comparing and contrasting the First Thanksgiving to how Thanksgiving is celebrated today.

**Written By:** Katie Fox, Missy Fox, and Jen Brockman

**Date:** September 28, 2010

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## Pre-instruction Assessment for Entire Unit

Before this unit begins, the class will complete the first two sections of a KWL chart about the First Thanksgiving. Key concepts that should be included on the chart are: The Mayflower, the Indians, Pilgrims and the feast.

## Lesson #1

**Title of Lesson:** "On Board the Mayflower"

### Overview of Lesson:

In this lesson, students will have a better understanding of conditions the Pilgrims faced while traveling on the Mayflower. Student will also discover the distance traveled and the amount of time it took to reach America

## PRE-INSTRUCTIONAL PLANNING

### PA Standard:

8.1.3.A:

Understand chronological thinking and distinguish between past, present and future time.

- Calendar time
- Time lines
- Continuity and change
- Events (time and place)

1.4.3.B:

Write informational pieces using illustrations when relevant (e.g.: descriptions, letters, reports, instructions).

### Investigative Question/Overall Goal:

The goal for this lesson is for students to develop an understanding of the Pilgrims journey to America and the conditions they faced while traveling.

### Objective(s):

- Using primary sources from the Library of Congress, the student will be able to develop an understanding of the living conditions on the Mayflower.
- Using On the Mayflower: Voyage of the Ship's Apprentice and a Passenger Girl, the students will create a timeline with at least 5 events that occurred while aboard the ship.

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## Materials:

## Print Sources:

- On the Mayflower: Voyage of the Ship's Apprentice and a Passenger Girl by Kate Waters

## Online Collections/Exhibits/Websites:

- a) [http://www.scholastic.com/scholastic\\_thanksgiving/voyage/journey.htm](http://www.scholastic.com/scholastic_thanksgiving/voyage/journey.htm)
- b) [http://www.scholastic.com/scholastic\\_thanksgiving/voyage/tour.htm](http://www.scholastic.com/scholastic_thanksgiving/voyage/tour.htm)
- c) <http://www.loc.gov/pictures/item/det1994023235/PP/>
- d) <http://www.loc.gov/pictures/item/2003666350/>

## Other Materials:

- a) paper
- b) pencil
- c) tea bag
- d) water
- e) container
- f) marker board and marker
- g) internet access

## DURING INSTRUCTION

### Motivator/Anticipatory Set:

To begin the lesson ask the students the following questions: "Has anyone ever been on a boat before? How long were you on it?" Where did you begin and end your journey?

### Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
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<p>1. Students will be shown the primary source, "Departure of the Pilgrim Fathers for America".</p>	<p>How do you think the passengers felt as they were leaving their homes and going to travel to new land?</p>	<p>Wonder</p>
<p>2. <u>After students have had time to analyze the source read On the Mayflower: Voyage of the Ship's Apprentice and a Passenger Girl</u> as a whole class. When the story is completed students will record information about the conditions of the ship and other information</p>	<p>Do you think you would like to travel aboard the <i>Mayflower</i>? Why or why not?</p>	<p>Connect</p>
<p>3. Next, students will construct a timeline about the voyage individually using the LOC to find their information students will take notes that will assist them in the creation of their timeline.</p>	<p>What are some of the important events that occurred while aboard the <i>Mayflower</i>?</p>	<p>Investigate</p>
<p>4. Allow students time to share their timelines with the class then show the primary source, <i>The Mayflower</i>. Ask students to share their thoughts with a partner (or with the class)</p>	<p>How do you think The <i>Mayflower</i> was different than ships today? Do you think it would be fun to live on the <i>Mayflower</i>?</p>	<p>Wonder</p>
<p>5. Students will then explore the <i>Mayflower</i> by using the provided websites. They can either take the journey or tour the ship. If individual computers are not available, the teacher can demonstrate how to use the websites on a projection screen. Students will be required to take notes while exploring the Mayflower website to use for an upcoming activity</p>	<p>How did your predictions compare with the actual conditions on the <i>Mayflower</i>?</p>	<p>Construct</p>
<p>6. Inform the students they will be writing a personal letter to a family member about the living conditions on the Mayflower. Students will use the notes they have taken throughout the unit and develop a graphic organizer to help them brainstorm ideas on information to be included in their letter.</p>	<p>What are some ideas that you want to tell others about living on the <i>Mayflower</i> and the route which you traveled?</p>	<p>Express</p>
<p>7. Students will write a letter to a family member who is in England about the journey to America using their graphic organizer and notes</p>	<p>Who will you write you letter to and why would you choose that person? What will be the main focus of your letter?</p>	<p>Reflect</p>

### Closure:

To close the lesson, students will stain a piece of paper using tea to give it an aged appearance. Students will then write a final copy of their letter on the paper and share the letter with the class.

### Inclusion Techniques for Students with Special Needs:

### Enrichment:

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- Students will be able to do further research about the journey and living conditions on the *Mayflower*.
- Students can add an illustration to their letters to display what they would look like aboard the *Mayflower*.

## **Modifications/Accommodations:**

- \*Students can receive timelines that are already partially completed.
- \*Students can work in pairs to brainstorm ideas for their graphic organizers.
- \*Students can receive an outline of a letter.

## **Assessment of Student Learning**

### **Formal Assessment:** (rubrics, worksheets, tests):

Students will be assessed on their Letters, timelines, graphic organizers, and notes

### **Informal Assessment:** (teacher observation, participation, cooperation, etc.)

Students will be assessed on teacher observation, and class participation

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## Lesson #2

**Title of Lesson:** The Mayflower Compact

### **Overview of Lesson:**

In this lesson, the students will gain an understanding of the Mayflower Compact using primary source documents from the Library of Congress. Students will work in groups to create hypotheses about the compact paintings. The class will also create a classroom compact in which they will all sign.

### **PRE-INSTRUCTIONAL PLANNING**

#### **PA Standards:**

8.3.3.B.

Identify and describe historical documents, artifacts, and places critical to United States history.

#### **Investigative Question/Overall Goal:**

Why was the Mayflower Compact important?

#### **Objective(s):**

1. Given a primary source, the student will work cooperatively in a group to brainstorm ideas about the source.
2. given a journal writing assignment, the student will follow directions and write an appropriate response

#### **Materials:**

#### **Print Sources:**

A) American Documents: The Mayflower Compact By: Judith Lloyd Yero

#### **Online Collections/Exhibits/Websites:**

- a) <http://www.allabouthistory.org/mayflower-compact.htm>
- b) <http://www.loc.gov/pictures/item/99471902/>
- c) <http://www.loc.gov/pictures/item/2005684450/>
- d) <http://www.loc.gov/pictures/item/det1994024259/PP/>

#### **Other Materials:**

- a) tea bag
- b) paper
- c) pencil
- d) chart paper
- e) journal

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- f ) container
- g) water

## **DURING INSTRUCTION**

### **Motivator/Anticipatory Set:**

Break the class into three groups. Give each group one primary source document from the Library of congress to analyze. Students will then write a journal entry including information they are getting from the image and what they feel the image represents.

### **Student Learning Activities:**

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
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<p>1. Students from each group will share their journal entries about their primary source image with the class.</p>	<p>What made you think that? What ideas are similar from the 3 groups? How did you figure that out?</p>	<p>Wonder</p>
<p>2. Explain to the class that all three pictures are capturing the same event: The signing of the Mayflower Compact. <i>compact- covenant: a signed written agreement between two or more parties (nations) to perform some action</i></p>	<p>Can anyone tell me what they think a compact is?</p>	<p>Wonder</p>
<p>3. Give the history about the Mayflower Compact. (<u>American Documents: The Mayflower Compact</u>)</p> <p>A.) It was an agreement for the settlers on the Mayflower. B) The compact contained fair and equal laws. C) All 41 males on the Mayflower signed the compact.</p> <p><a href="http://www.allabouthistory.org/mayflower-compact.htm">http://www.allabouthistory.org/mayflower-compact.htm</a></p>	<p>Why do you think they needed laws? Why do you think only the men signed the compact?</p>	<p>Investigate</p>
<p>4. As a class, write a compact for the classroom. Review the class rules, add more, etc. Have students come up with ideas and write them on the board. As the teacher, guide students into rules that are still acceptable for the classroom environment.</p>	<p>Why do you think we need to change this rule? Do you think we need a rule for ____? Why?</p>	<p>Connect</p>
<p>5. Once the rules have been agreed upon, write the rules on a piece of paper that has been dipped in tea to make it look old. Have the students sign their names on the contract.</p>	<p>Which rule needs to go first? Is it the most important?</p>	<p>Connect</p>
<p>6. Hang the “classroom compact” in a place in the room where everyone will be able to see it.</p>		<p>Reflect</p>

### Closure:

Students will compare and contrast the classroom compact to the compact the Pilgrims wrote. Students will also have an opportunity to write about their feelings towards the new classroom rules and why these are important to have in the classroom.

### Inclusion Techniques for Students with Special Needs:

### Enrichment:

Students will be able to research the authors of the Mayflower Compact and share their findings with the class.



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## **Modifications/Accommodations:**

When writing in their journals, students will be able to create a Venn diagram to compare and contrast instead of writing in sentences.

Students will be given extra time to complete their journal entries.

## **Assessment of Student Learning**

### **Formal Assessment:** (rubrics, worksheets, tests):

Students will be assessed on their journal entry

### **Informal Assessment:** (teacher observation, participation, cooperation, etc.)

Oral participation

Participation in groups

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## Lesson #3

**Title of Lesson:** Thanksgiving- Past and Present

### **Overview of Lesson:**

In this lesson, students will compare and contrast the First Thanksgiving to modern Thanksgiving traditions. Students will also work in small groups to act out the role of a Pilgrim, Service Member or an Indian using a Primary Source from the Library of Congress. They will then present their play to the class and write a short paper on which Thanksgiving they would rather take part in.

### **PRE-INSTRUCTIONAL PLANNING**

#### **PA Standard:**

8.1.3.A.

Identify the difference between past, present and future using timelines and/or other graphic representations.

8.1.3.B

Identify fact, opinion, multiple points of view, and primary sources as related to historical events.

8.3.3.B.

Identify and describe historical documents, artifacts, and places critical to United States history.

#### **Investigative Question/Overall Goal:**

Students will be able to explain the difference between the first Thanksgiving in 1621 and a Thanksgiving dinner in 1942.

#### **Objective(s):**

- Students will be able to explain the key differences they see between the two photographs of Thanksgiving dinner
- After further examining the photographs, the students will create a Venn diagram of the similarities and differences of the photographs.  
Students will perform a student created play about the first Thanksgiving

**Materials:** (List individual Library of Congress resources on Bibliographic Organizer):

**Print Sources:** (Include reference to any handouts or worksheets.)

- Venn diagram
- Play script

**Online Collections/Exhibits/Websites:** <http://www.loc.gov/pictures/item/oem2002005338/PP/>

#### **Other materials:**

- a) paper
- b) pencil

### **DURING INSTRUCTION**

#### **Motivator/Anticipatory Set:**

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To begin the lesson, ask the students one or both of the following questions: Do you remember your first Thanksgiving? What do you think The First Thanksgiving was like 389 years ago?

## Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
1. Students will work in small groups to examine the prints they are given of The First Thanksgiving and Thanksgiving 341 years later.	What is the first thing you notice about the photograph?	Wonder
2. After examining the images, students will complete a Venn diagram noting the similarities and differences between the two photographs.	Are there more similarities or differences between the photographs?	Investigate
3. Once the diagrams are finished, students will discuss their findings as a class.	Do other students see similarities or differences that you did not?	Construct
4. Students will then pick a photograph that they wish to depict either as a Pilgrim, Indian, Serviceman, or family member.	Why did you choose the role and time period you did?	Express
5. Students will then break into small groups according to the role and time period they selected. In their group, students will write a short play depicting what they saw in their Thanksgiving image	How did you feel as your acted out your role?	Express
6. Students will perform their plays for the class		Reflect
7. Students will write a short paper about the Thanksgiving they would rather be a part of and how it is similar and different from the way the currently celebrate Thanksgiving.		Reflect and Connect

## Closure:

Students will perform their plays for other students in the school as part of a celebration for Thanksgiving.

## Inclusion Techniques for Students with Special Needs:

### Enrichment:

Students will research how the Thanksgiving holiday is celebrated by other places around the world then share their findings with the class

### Modifications/Accommodations:

Students will be provided with an outline of their play and also be allowed to use a script while performing for the class.

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## Assessment of Student Learning

### **Formal Assessment:** (rubrics, worksheets, tests):

Students will be assessed on the paper they write using the found at the end of the lesson.

### **Informal Assessment:** (teacher observation, participation, cooperation, etc.)

Students will be assessed on class participation and group cooperation during group work and play development.

## **Rubric for Thanksgiving: Past and Present Essay**

CATEGORY	4	3	2	1
Introduction	First paragraph has a "grabber" or catchy beginning.	First paragraph has a weak "grabber".	A catchy beginning was attempted but was confusing rather than catchy.	No attempt was made to catch the reader's attention in the first paragraph.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Neatness	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.

## **Post-instruction Assessment**



After the unit is completed, students will complete the KWL chart they started at the beginning of the unit and have a class discussion to emphasize the main concepts taught in the unit.

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## Bibliographic Organizer of Library of Congress Sources

<b>Name of Learning Unit: The First Thanksgiving</b> <b>Created by: Katie Fox, Missy Fox and Jen Brockman</b> <b>Date: September 28, 2010</b>		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: (On Board the <i>Mayflower</i> )		
	<p>TITLE: The departure of the pilgrim fathers, for America, A.D. 1620</p> <p>CREATED/PUBLISHED: [no date recorded on shelflist card]</p>	<a href="http://www.loc.gov/pictures/item/2003666350/">http://www.loc.gov/pictures/item/2003666350/</a>
	<p>Item Title The May Flower, 1620.</p> <p>Halsall, William Formby, 1841-1919 artist.</p> <p>Created/Published [between 1900 and 1920]</p>	<a href="http://www.loc.gov/pictures/item/det1994023235/PP/">http://www.loc.gov/pictures/item/det1994023235/PP/</a>
Lesson #2: (The Mayflower Compact)		
	<p>The Mayflower Compact 1620 / J.L.G. Ferris.</p> <p>CREATOR: Ferris, Jean Leon Gerome, 1863-1930, artist.</p>	<a href="http://www.loc.gov/pictures/item/99471902/">http://www.loc.gov/pictures/item/99471902/</a>
	<p>The pilgrims signing the compact, on board the May Flower, Nov. 11th, 1620 / painted by T.H. Matteson ; engraved by Gauthier.</p> <p>CREATED/PUBLISHED: New York : Published by W. Schaus 629 Broadway, c1859 (Paris : Imprimé par Alfred Chardon jne, rue Racine, 3)</p>	<a href="http://www.loc.gov/pictures/item/2005684450/">http://www.loc.gov/pictures/item/2005684450/</a>

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	<p>Signing of the compact in the cabin of the Mayflower</p> <p>CREATED/PUBLISHED: between 1910 and 1930</p>	<p><a href="http://www.loc.gov/pictures/item/det1994024259/PP/">http://www.loc.gov/pictures/item/det1994024259/PP/</a></p>
<p>Lesson #3: (Thanksgiving: Past and Present)</p>		
	<p>The First Thanksgiving. CREATED/PUBLISHED: Cleveland, Ohio : The Foundation Press, Inc., c1932.</p> <p>CREATOR: Ferris, Jean Leon Gerome, 1863-1930, artist.</p>	<p><a href="http://www.loc.gov/pictures/item/2001699850/">http://www.loc.gov/pictures/item/2001699850/</a></p>
	<p>Thanksgiving, 1942. Turkey, pumpkin pie, cranberry sauce, sweet potatoes--nothing is too good for Uncle Sam's fighting nephews when they come home to Silver Spring, Maryland. The four Coast Guardsmen, eyes riveted on the juicy turkey, watch their father, Wayman Fincham, as he carves. Seated next to him is Mrs. Fincham and next to her is the wife of Fincham's eldest son, who is fighting overseas. Another daughter-in-law is seated between the two Coast Guardsmen at the right. The sixth and youngest of the Finchams is a Coast Guardsman in training.</p> <p>Hollem, Howard R., photographer. CREATED/PUBLISHED 1942 Nov.</p>	<p><a href="http://www.loc.gov/pictures/item/oem2002005338/PP/">http://www.loc.gov/pictures/item/oem2002005338/PP/</a></p>