

Waynesburg University TPS Unit Outline



Title of Learning Unit: Thanksgiving: A Pilgrim's Way

Subjects: Social studies, reading, and writing

Grade Level/Range: 2nd grade

Overarching Goal or Concept for the Learning Unit: The students will take an in-depth look at the lives of the Pilgrims and how the First Thanksgiving came into existence by analyzing today's traditions with that of the Pilgrims.

Overview: In this unit, the students will dive into the life and journey of the Pilgrims and how the First Thanksgiving came into existence. Each student will have the opportunity to learn how different Thanksgiving and life was in the 1620s compared to 2014. They will have an opportunity to explore the lifestyle, clothing, and food of the First Thanksgiving in several comparative activities that will engage the students and help them to process the changes that have occurred in the last 400 years.

Written By: Laura Smith, Hannah Yoder, Rebecca Lane

Date: December 1st, 2014

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Pre-instructional Assessment/Introduction: The teacher will begin the unit by writing the word "Thanksgiving" on the board. Then, the students will come to the board and write one fact they know about Thanksgiving: past and present. Once the students have each had an opportunity to write a fact, the teacher will discuss each of the facts and how they will relate to the unit. The teacher will tell the students that during each activity they will have to wear two hats: their student hats and their pilgrim hats (these are figurative). If there are facts that the students thought of that diverge from the actual lesson, the teacher can use them as teachable moments or create centers around these ideas.



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Title of Lesson/Activity #1: Pilgrim Talk

Created By: Laura Smith, Hannah Yoder, Rebecca Lane

Overview of Lesson: Students will have the opportunity to examine a primary source of the First Thanksgiving. They will have an interactive experience with the language of the time period and complete a center using the phrases of Old English. Through this center activity, the students will demonstrate their understanding of language through receptive and expressive objectives. This will take approximately 25 minutes.

PA Standards: CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.

Academic Standards: 8.3.2.A. Identify groups and organization and their contributions to the United States.

Investigative Question for this activity: The Pilgrims came from Europe, an English speaking country, why did their language differ from the way we speak today?

Objective(s):

1. After an intro lesson on The First Thanksgiving, students will be able to utilize a primary source on the topic and list 3 reasons how the graphic representation helps them better understand the topic.
2. Once the students have examined the primary source and the Old English website, students will be able to place word/thought bubbles on 6 of the people in the pictures with no more than 1 incorrect usage.

Materials:

- Primary source picture of The First Thanksgiving
<http://www.loc.gov/pictures/resource/cph.3g04961/>
- Cut-outs of thinking bubbles and speech bubbles
- Plymouth speech <http://www.plimoth.org/learn/just-kids/talk-pilgrim>
- Ipad/Computer with headphones
- Pencils
- Sheets of paper
- Glue
- Guided key

Print Sources:

1. Thanksgiving Center
2. <http://www.loc.gov/pictures/resource/cph.3g04961/>

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Online Collections/Exhibits/Websites: <http://www.plimoth.org/learn/just-kids/talk-pilgrim>

Student Learning Process:

1. The students will work in groups of 3-4; however, each student will have their own picture to turn in.
2. First, the students will examine the primary source and reflect back on the previous lesson.
3. Then, the students will listen to each of phrases on the website.
4. After listening, the students will read each of the modern day translations for the words.
5. Once the students have read these, the students will look at the guided key and read the items.
6. Next, the students will start with #1 of the guided key.
7. They will read the item and translate the phrase into Old English using the website.
8. The students will write the Old English phrase on a word/though bubble.
9. Next, they will glue the bubble down.
10. The students will complete steps #6-9 for each of the numbers on the guided key.
11. Once they have completed each of the items, they can self-check themselves with the answer key.
12. On a separate piece of paper, the students will list 3 ways the primary source/website has increased their understanding of the time period or The First Thanksgiving (clothes, speech, food, etc).
13. Each will be handed in as a form of assessment.

Closure: Once the centers are completed, the students will share what they completed and how they went about constructing the activity.

Modifications/Accommodation Techniques for Students with Special Needs:

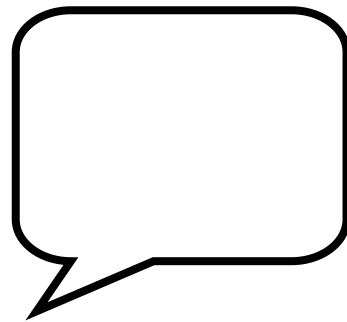
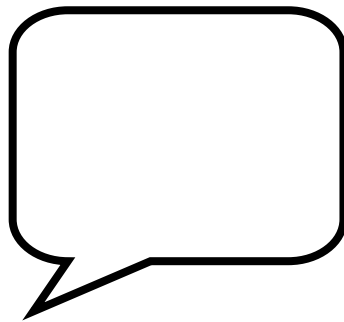
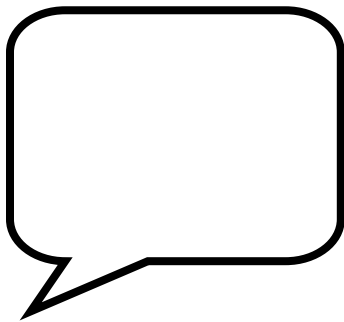
- Students who master the activity will be able to make a second picture and construct it the same way as the first. However, the second picture will be a translation in modern day speech in the word bubbles. (This will be completed without the guided key.)
- The students who struggle will only have to complete 3 word/though bubbles. If their writing skills are the issue, they can have pre-typed word/though bubbles to choose from and glue down.

Formal Assessment: Check the correction of word bubble placement.

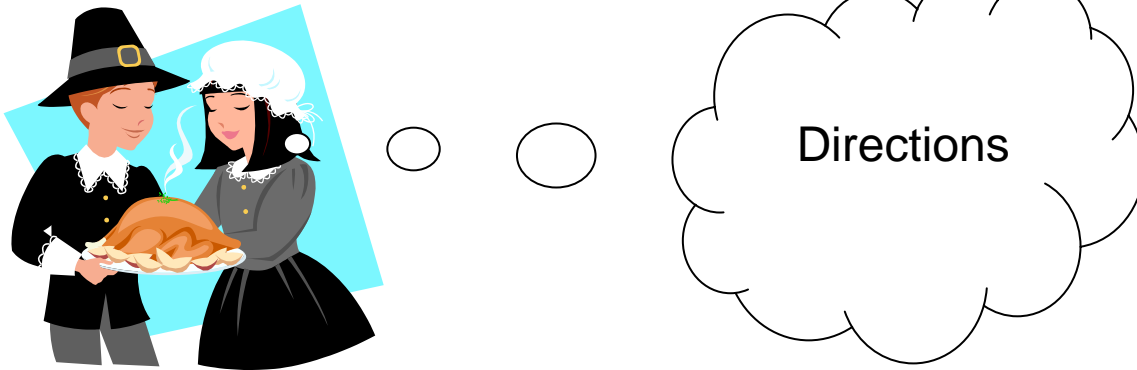
AND/OR

Informal Assessment: Teacher observation

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1. Listen to each phrase in Old English on <http://www.plimoth.org/learn/just-kids/talk-pilgrim>
2. Read the modern speech next to each Old English phrase.
3. Examine the primary source- The First Thanksgiving
4. Examine the guided key.
5. Read item #1 – write the Old English phrase on a word bubble that is stated in the directions.
6. Glue the bubble down on the correct person in the thanksgiving picture.
7. Read, write, and glue for #1-#3 on the guided key.
8. On a separate piece of paper, write three things about the time

Guided Key

1. Lady in purple with white head covering: Hi!
2. Man in black clothing and hat: Excuse me!
3. Indian reaching for food from lady in purple: Thank you!
4. Man in helmet: Hi, how are you?
5. Lady behind man in black clothing and hat: Stew?
6. Pilgrim woman talking with an Indian woman: Hi, how are you?

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Title of Lesson/Activity #2: The Mayflower and Today's Ships

Created By: Laura Smith

Overview of Lesson: The students will use the skill of comparing and contrasting. They will be using these skills to tell the similarities and differences between the Mayflower and the Titanic. The students will be completing a Venn diagram with the similarities and the differences of the two ships. This will take approximately 40 minutes.

PA Standards:

- 8.3.5.A: Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history
- CC.1.2.2.I: Compare and contrast the most important point presented by two texts on the same topic.

Investigative Question for this activity: How is the Mayflower and the Titanic similar and/or different?

Objective(s):

1. After viewing the pictures of the Mayflower and the Titanic, the students will work in groups of four to complete their individual Venn diagrams adding at least 3 aspects of each part of the diagram with no errors.
2. After the class has created a class Venn diagram, each student will write four sentences to compare and contrast the Mayflower and the Titanic with no errors in appropriate content.

Materials:

- Pencil
- Venn diagram
- SmartBoard
- Picture of Mayflower
- Picture of Titanic

Print Sources:

1. <http://loc.gov/pictures/item/det1994023235/PP/> (Picture of the Mayflower)
2. <http://www.loc.gov/pictures/item/96503908/> (Picture of the Titanic)

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Online Collections/Exhibits/Websites:

1. I am not having the student's access anything directly.
2. I will have the picture printed out for each of the students to have at their desk.
3. I will also have the pictures up on the SmartBoard for the students to see

Student Learning Process:

- The teacher will start off the class by putting the picture of the Mayflower up on the SmartBoard and also have a copy of the picture of each student to look at.
- First, the teacher will tell the student to look at the picture and think about what they see. Then she will ask the class to state what they see in the picture.
- Then, the teacher will then ask the class questions to get them thinking about the picture.
 - o Does anyone know what this is a picture of?
 - o What is the name of this ship?
 - o What do you know about the Mayflower?
 - o What do you know about the people on the Mayflower?
- Next, the teacher will have a picture of the titanic on the SmartBoard and give a copy of the picture to each of the students.
- The teacher will repeat the same concept as before. The teacher will have the students look at the picture and think about what they see. Then she will ask the class to state what they see in the picture.
- After that, the teacher will ask several questions again.....
 - o Does anyone know what this is a picture of?
 - o What is the name of this ship?
 - o What do you know about the Titanic?
 - o What do you know about the story of the Titanic?
- After the students have seen both pictures of the ships the teacher will ask them what the words compare and contrast mean. The teacher will allow time for the students to respond to the question.
 - o Comparing is telling what is the same is or similar to the things you are looking at.
 - o Contrasting is telling what is different or not the same between the things you are looking at.
- Next, the teacher will split the students up into groups of four so they can work together in completing their Venn diagram. Each student will have their individual Venn diagram to write down what they discuss.
- The teacher will move around through the groups asking questions like...
 - o What is similar between the two?
 - o What is different between the two?
 - o Why do you think the ships were built the way that they are?
- The teacher will be listening to hear the students using the key words, similar and different, to compare and contrast the two ships.

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Closure:

- Once the teacher feels that the students are wrapping up their conversations and have their Venn diagram filled out she will have every one come back together.
- They will then as a class, create their class Venn diagram comparing and contrasting the Mayflower and the Titanic.
- When the class Venn diagram is complete the teacher will have the students as their exit slip write four sentences comparing and contrasting the Mayflower and the Titanic. The students will be able to use the class Venn diagram to help in writing the sentences.
- The students will then turn the sentences in to the teacher for her to check and grade.

Modifications/Accommodation Techniques for Students with Special Needs:

- When the students are working on their Venn diagram the teacher will have a teacher table were these students will work with the teacher on coming up with what is similar and different about the two picture. The teacher will work with them and then allow them time to work as a group while she walks around to the other groups to ask questions and see how they are working together.

Formal Assessment:

- The students will complete a compare and contrast Venn diagram comparing and contrasting the Mayflower and the Titanic.
- For an exit slip the students will write four sentences comparing and contrasting the Mayflower and the Titanic.

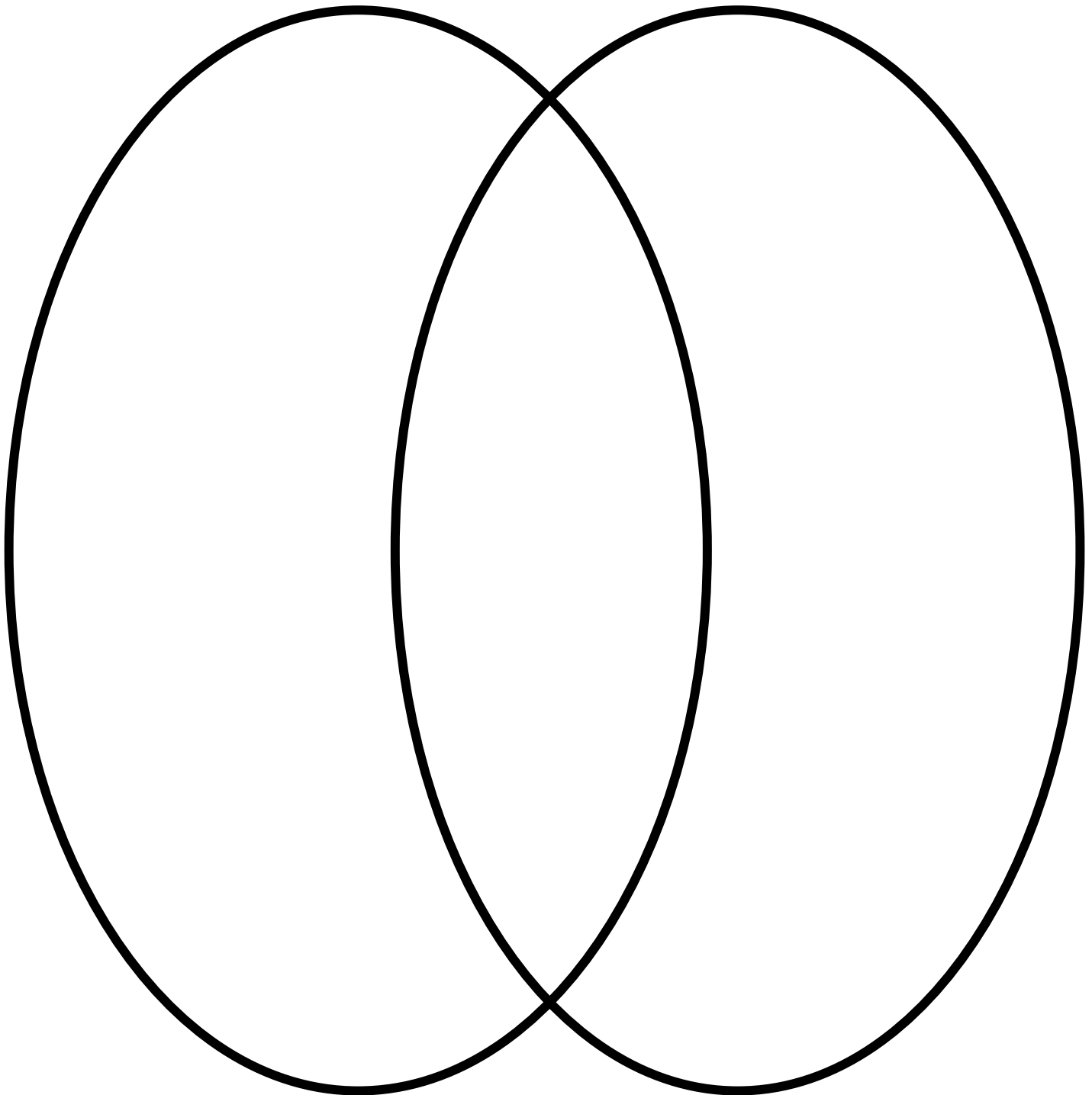
Informal Assessment:

- Answering the questions during the lesson.
- Giving input on the similarities and differences of the Mayflower and the Titanic.

Ships!

Mayflower

Titanic



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Title of Lesson/Activity #3: Pilgrim Days to Present Day

Created By: Rebecca Lane

Overview of Lesson: This lesson utilizes the literary work of Kate Waters to compare and contrast the lives of the Pilgrims to the lives of the students. The teacher will read a non-fiction book called Sarah's Morton's Day: A Day in the Life of a Pilgrim Girl. The students will be required to construct a Venn diagram to show how their lives are different and similar to the Pilgrims. This will take approximately 45 minutes.

PA Standards:

CC.1.3.2.C Describe how characters in a story respond to major events and challenges.
8.3.2.A: Identify groups and organizations and their contributions to the United States.

Investigative Question for this activity: How does life in the Pilgrims days (1600s) differ from life of American students and how is it similar?

Objective(s):

1. After reading the book, the students will be able to identify at least one challenge Sarah faced with no errors.
2. When the discussion of the book is complete, the students will have to list at least 4 ways they are similar to the pilgrims and 4 ways they are different (corresponding on each side) using a Venn diagram with a 84% accuracy.

Materials:

- Venn diagram
- pencils
- Sarah Morton's Day: A Day in the Life of a Pilgrim Girl
- See Bibliographic Organizer

Print Sources:

3. Pilgrims and You Venn diagram (see attachment)
- 4.

Online Collections/Exhibits/Websites:

1. N/A
- 2.

Student Learning Process:

1. The teacher will begin the lesson by showing the students the primary source titled, "Landing of the Pilgrims at Plymouth 11th Dec. 1620". "What do you notice?" "Who do

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you think these individuals are?" "What are they doing?" "What does the title help us to understand about the primary source?" "Why doesn't this look like modern day?"

2. After some discussion and ideas about the primary source, the teacher will inform the students that she will be reading them a book titled, Sarah Morton's Day: A Day in the Life of a Pilgrim Girl by Kate Waters.

3. Prior to reading, the teacher will inform students that the primary source and the book are both from the same time period. It is important that the students listen and pay attention to life of the Pilgrims because they will complete a Venn diagram comparing their lives to the Pilgrims.

4. Next, the teacher will have the students gather in the reading circle, and the teacher will read the students the book. Each time the teacher gets to a vocabulary word, the class will predict the meaning from context clues. Then, the teacher will tell the students what it means and reread the sentence to gain contextual information about the vocabulary word.

5. When the teacher is finished, teacher will ask the students to describe how their life/school day looks like: chores, foods, clothes, etc.. "How does your life differ from the Pilgrims?" "What are some similar things you do that are similar to the Pilgrims?"

6. The students will return to their seats. The teacher will write broad topics on the board: clothes, houses, food, family, school, daily routines.

7. The teacher will explain to the students that they will take these broad topics and narrow them down. "Let's do an example: How do your clothes differ from the Pilgrims? Okay, so on the Pilgrims side you would write 'wear petticoat' and on your side you can write 'wears jeans and t-shirt'" –Students will not be allowed to use example.

8. Next, the teacher will pass out the Venn diagram, and the students will work independently to compare and contrast the two lives.

9. The students will hand-in the diagram as an assessment.

Closure: To wrap up the lesson, the teacher will have the student draw an aspect of their lives they would like to give to the Pilgrims on a piece of paper. Additionally, they will write a sentence explain their picture. (Example: **I would give the Pilgrims...** (prompt) a stove so that they wouldn't have to cook their food on a fire.)

Modifications/Accommodation Techniques for Students with Special Needs:

For individuals with special needs, they can find two similarities and differences. Additionally, for the students who struggle with fine motor skills, the students can draw a picture instead of write. Also, the teacher can construct a similarities and differences sheet that has the numbers of each. The students will then have to put the correct

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number in the correct spot on the Venn diagram. (Example: #3 Girls wear petticoats. – Write a #3 on the Pilgrim side.)

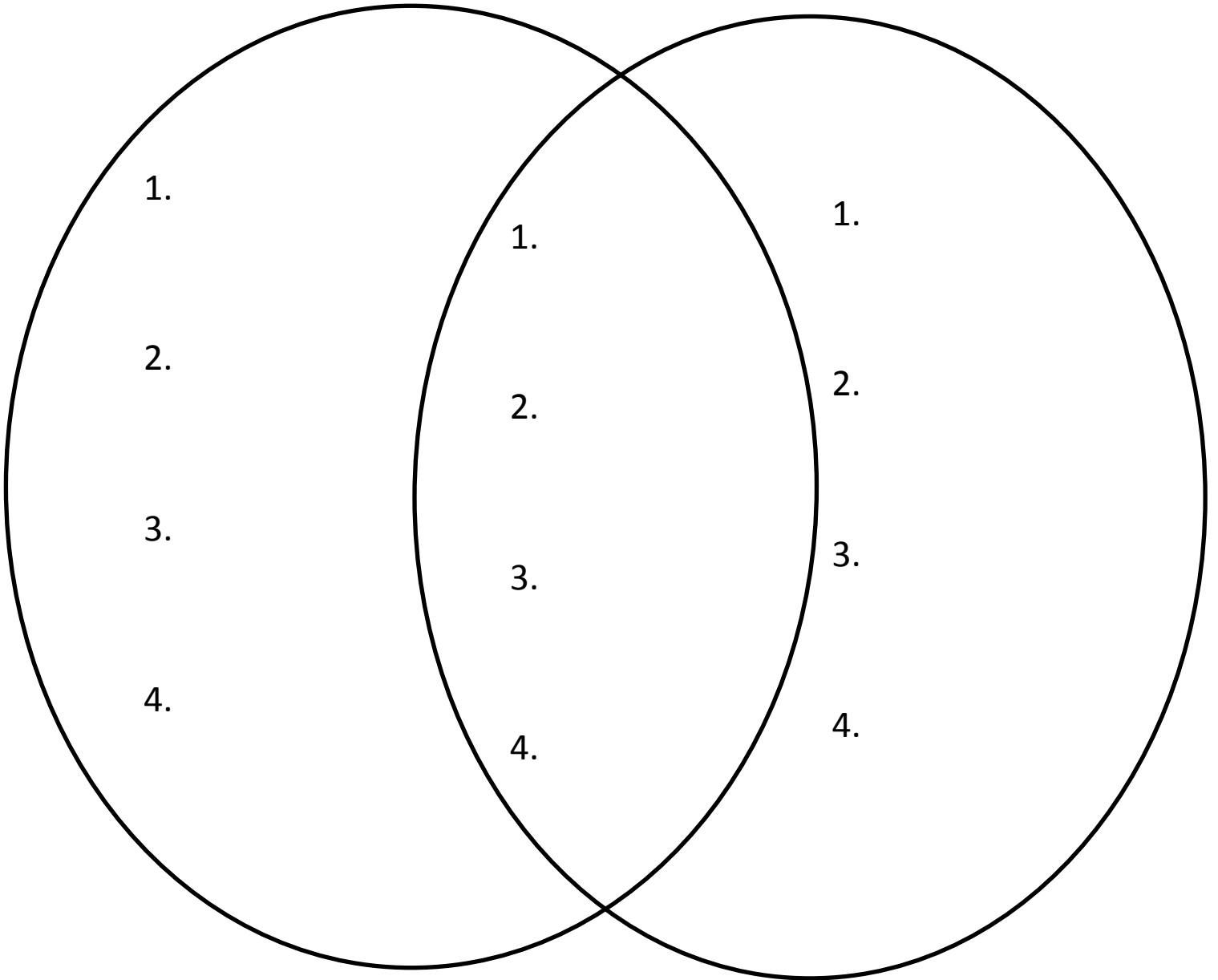
Formal Assessment: The formal assessment is the students' ability to complete the Venn diagram. Each point on the similarities is worth 1 point. Each point on the difference is worth two because they have state the difference for the pilgrims and themselves. (Example: Clothing- Pilgrims wear petticoats, garters, and stockings. You wear dresses, jeans, and socks.) (Pilgrims #1 can't be wears petticoats, but You #1 is eats pizza- must correspond.)

Informal Assessment: The teacher will go around and ask the students one challenge they think Sarah face while they work on their Venn diagram. If the student answers correctly, he/she will receive a checkmark by his/her name which indicates he/she answered appropriately. Also, observational assessment will be conduct throughout the lesson.

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Pilgrims

You



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Title of Lesson/Activity #4: Compare and Contrast the Celebration of Thanksgiving in 1621 to How it is Celebrated in 2014.

Created By: Hannah Yoder

Overview of Lesson: Students will be finding similarities and differences between the celebration of Thanksgiving in 1621 to how Thanksgiving is celebrated in 2014. This will be done by class discussion, slideshow/visuals, sentence writing, and a quote deciphering challenge. This lesson is for second grade students and should be separated into two one hour sessions.

PA Academic 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.)

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

PA Core Standards

CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.2.2.J: Acquire and use grade-appropriate conversational, general academic, and domain specific words and phrases.

CC.1.4.2.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. –Capitalize proper nouns. –Use commas and apostrophes appropriately. –Spell words drawing on common spelling patterns. –Consult reference material as needed.

Investigative Question for this activity: How has the celebration of Thanksgiving changed and/or remained the same since 1621?

Objective(s):

1. After initial prompting by the teacher, students will be able to write five sentences that describe how we celebrate Thanksgiving in 2014 with 100% accuracy.
2. After viewing each slide on the Thanksgiving slideshow, students will be able to write eleven total sentences about each slide with 100% accuracy.
3. While reading each quote, students will be able to write one out of two sentences correctly about the content of each quote.
4. When each quote has been discussed and understood, students will state one thing that's similar and one thing that is different about Thanksgiving in 1621 to today in 2014.

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Materials:

Teacher: Smart board, chalkboard, chalk, and the Thanksgiving slideshow-link on organizer.

Student: Thanksgiving slideshow-link on organizer, pencil, and crayons if needed for accommodation/modifications (see below).

Print Sources:

1. Thanksgiving Then/Thanksgiving Today writing sheet
2. Primary Sources- Quotes from Edward Winslow and William Bradford handout
3. The First Thanksgiving 1621
<http://www.loc.gov/pictures/resource/cph.3g04961/>
4. Accommodation/modification separate Thanksgiving Then/Thanksgiving Today writing sheets if needed)

Student Learning Process:

1) The teacher will begin by showing a painting of what the First Thanksgiving may have looked like. This would be shown on the Smart Board. She will remind the students that this is the same painting that they worked with in the "Talk like a Pilgrim" center activity. We are now going to look at it in a different way. We are not going to look at it for the language the Pilgrims and Indians may be using, but the type of food we see in the painting. Also, let's look at what the Pilgrims and the Indians are doing. Question- "What do you notice about the food and the actions of the Pilgrims and the Indians?" "What are they eating?" "What does it look like they're doing?" "Does this painting show similarities (same) or differences (different) to the way we celebrate Thanksgiving today?" This is what we will be discovering today. It is important to see how our celebrations began and how they've changed over time. For example, this helps us in knowing how we came to celebrate Thanksgiving in 2014. First, you will be given a writing sheet that has two columns. One says Thanksgiving Today and Thanksgiving Then. We will write some facts about how we celebrate Thanksgiving today. Then, we are going to watch a slideshow that explains what the Pilgrims and Indians ate, what they did, the length of the First Thanksgiving, and other details we wouldn't think actually happened. While we are watching the slideshow, we will write down these facts in the Thanksgiving Then column of the writing sheet. Then, all of you will be put to the challenge! Each of you will read two quotes by two important men who were at the First Thanksgiving. On the back of the writing sheet, you will write down some of the things they said happened. This is like your "Talk like a Pilgrim" activity as well. This will give us even more information to add to our Thanksgiving Then column. Finally, we will discuss what we learned that was different about the celebration of the First Thanksgiving and what is still the same today in 2014.

2) The teacher will then pass out the Thanksgiving Then/Thanksgiving Today writing sheet. When every student has the writing sheet, she will tell the students to write at

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least five ways that we celebrate Thanksgiving today in 2014. The teacher will tell the students to write in sentence form and use more than one line if needed. The sentences don't have to be long! Questions to think about- "What food do we eat?" "How do you get the food ready to cook?" "How do you cook the meal?" "What do you, with your family, before you eat the Thanksgiving meal?" "What do you do after you eat Thanksgiving meal?" The teacher will give the students a few minutes to write their responses. She will tell the students to put their pencils down to show they are ready to move on. As the students are writing, she will walk around and observe what they chose to write. She will look to see if it makes sense with the topic. The teacher will then tell the students that they will share what they wrote, and she will write their responses on the chalkboard. After there are at least five responses, the students will move on to view the First Thanksgiving slideshow. The slideshow will be played on the Smart board.

3) Before the teacher plays the slideshow, she will tell the students that after each slide they will write their own sentence in the Thanksgiving Then column. These sentences don't have to be long! At the end of the slideshow, the students should have eleven short sentences for each slide. While the teacher has the slideshow stopped for the students to write, she will once again walk around and observe what they are writing. Also, when they are done the students are to, once again, put their pencils down. Questions- "What did we learn on this slide?" "What did you notice about the way Thanksgiving was being celebrated?" "How was the food prepared and what did they eat?" "Why did they eat only certain food?" "How long was the feast?" "Are you surprised that the Indians stayed with the Pilgrims?" "What activities did kids and men do?" "What was the high table?" These would be a few of the questions asked as the slideshow is being viewed. After the students had their sentences and the slideshow was viewed, the teacher would make another class list, from their Thanksgiving Then column, to put on the chalkboard. The list would include their responses. Question- "What was Thanksgiving like in 1621?" "How was it celebrated?" "What do we now know from watching the slideshow?" The teacher will then tell the students that they will now complete their challenge!

4) The teacher will remind the students that they will be reading two quotes. These are actual words from two men who were at the First Thanksgiving. One quote is from Edward Winslow. The second quote is from William Bradford. She will then explain that they will be put into groups of two. Each of the students will take turns reading both quotes. The teacher will explain that these quotes are in the reading center. When one of you is done and you have your information written, hand it to your partner. Each of you will come up with your own sentences. She will remind the students to have at least two sentences explaining what each man was talking about. While each group is waiting, the teacher will tell the students to talk with their partner about the similarities and differences they are beginning to see between Thanksgiving Today and Thanksgiving in 1621. She will tell them to use their column writing sheet and the responses, the teacher has written on the board, to help them talk with their partner. The teacher will then tell the students that when every group has gone to the reading center, we will all come back, discuss the quotes, and what we learned that was the same and different about Thanksgiving in 1621 to today in 2014. While each group is

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back at the reading center, she will listen to how they are reading the quotes. Also, the teacher will look at their sentences to see if they understand the content of each quote.

5) When every group has finished, she will have the students all come back to their seats. The teacher will then ask for the students to tell her what each quote was about. She will start with the one written by Edward Winslow. Question- "What did you notice when you read his quote?" "What did he talk about?" The teacher will then write five student responses on the chalkboard as well. This gives us even more information about what the First Thanksgiving was like. She will write these responses in the Thanksgiving Then column on the chalkboard. As she hears the responses, she will look to see if comprehension was accomplished with the quote. The teacher will use the same process with the quote by William Bradford.

Closure:

1) The teacher will then tell the students that now that we have all of this information about Thanksgiving in 1621, let's go back to our Thanksgiving Today and Thanksgiving Then columns and see what is the same and what is different. You can also see if what you talked to your partner about was correct. Question- "By looking at the columns, either on your paper or on the board, what is still the same about how we celebrate Thanksgiving?" "What is different about how we celebrate Thanksgiving in 2014?"

2) She will then go around the room and have each student tell her one thing that was the same and one thing that was different. We now know that there are differences, but many of our traditions are still the same as well. The teacher will then tell the students what a great job they did learning about the First Thanksgiving and comparing it today's celebration.

Modifications/Accommodation Techniques for Students with Special Needs:

1) For students who have difficulty with their fine motor skills, I would just have them write one word for each column category. Another option I would give these students is for them to have one sheet that says Thanksgiving Then and one sheet that says Thanksgiving Today. I would have four lines for each sheet, and they can draw an object representing a Thanksgiving concept. For example, they could draw a turkey on one of the lines. I would have the big crayons available as well. They can do this for the quote writing portion as well. They can draw at least one picture representing something from each quote. This option won't overwhelm these students and would also assist those with a learning disability.

2) When the slideshow is playing, I would make sure to hit the sound button. A student reads the information that goes along with the corresponding picture on each slide. This would assist students who have difficulty reading, or have hearing difficulties.

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3) For the reading of quotes activity, students who have difficulty reading would be paired up with a strong reader in the class. I would allow the strong reader to read the quote aloud with the student who has a special need in this area.

Formal Assessment: The formal assessment for this lesson is the Thanksgiving Then/Thanksgiving Today writing sheet. This has the students quote sentences on the back as well.

Informal Assessment: The Informal assessment is teacher observation, teacher questioning, and the responses given by the students.

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PRIMARY SOURCES

Very little is known about the 1621 event in Plymouth that is the model for our Thanksgiving. The only references to the event are reprinted below:

“And God be praised we had a good increase... Our harvest being gotten in, our governor sent four men on fowling, that so we might after a special manner rejoice together after we had gathered the fruit of our labors. They four in one day killed as much fowl as, with a little help beside, served the company almost a week. At which time, amongst other recreations, we exercised our arms, many of the Indians coming amongst us, and among the rest their greatest king Massasoit, with some ninety men, whom for three days we entertained and feasted, and they went out and killed five deer, which they brought to the plantation and bestowed on our governor, and upon the captain and others. And although it be not always so plentiful as it was at this time with us, yet by the goodness of God, we are so far from want that we often wish you partakers of our plenty.”

Edward Winslow, *Mourt's Relation*. D.B. Heath, ed. Applewood Books. Cambridge, 1986. p 82



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“They began now to gather in the small harvest they had, and to fit up their houses and dwellings against winter, being all well recovered in health and strength and had all things in good plenty. For as some were thus employed in affairs abroad, others were exercised in fishing, about cod and bass and other fish of which they took good store, of which every family had their portion. All the summer there was no want; and now began to come in store of fowl, as winter approached, of which is place did abound when they came first (but afterward decreased by degrees). And besides waterfowl there was great store of wild turkeys, of which they took many, besides venison, etc. Besides, they had about a peck a meal a week to a person, or now since harvest, Indian corn to that proportion. Which made many afterwards write so largely of their plenty here to their friends in England, which were not feigned but true reports.

William Bradford, *Of Plymouth Plantation*: S.E. Morison, ed. Knopf. N.Y., 1952. p 90

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Title of Lesson/Activity #5: House of Massachusetts Over Time

Created By: Rebecca Lane, Hannah Yoder, Laura Smith

Overview of Lesson: Students will partake in a geographical lesson to uncover how houses in Massachusetts have changed in the last 400 years. They will examine a Pilgrims' home and JFK home to construct a replica of each. Then, they will be exposed to a Victorian style house and a modern house to increase their understanding of how houses have changed drastically in such a short time. Overall, this relates to how students understand geographical changes caused by humans and how every aspect of life is always changing. This will take approximately 2-30minutes sessions.

PA Standards:

CC.1.5.2.C. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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

Investigative Question for this activity: How has shelter in Massachusetts changed from 1600s to 2014?

Objectives:

Once students have viewed the home of JFK and the pilgrim house, students will state at least one difference they notice about the houses with no errors in appropriateness.

After the students have examined the different types of homes, the students will be able to cut and paste the pictures in correct order on the timeline with no errors.

Materials:

- Timeline and pictures for each child
- scissors
- glue
- Sarah Morton's Day book
- popsicle sticks

Print Sources:

<http://www.loc.gov/pictures/item/2011630152/> (JFK house)

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Student Learning Process:

1. The teacher will give an overview of the book again.
2. Students will take time to examine the home of the Pilgrims.
3. Then, the teacher will place the JFK on the projector. "What do you notice?" "What is the roof made of?" "Why do you think the homes have changed?"
4. After discussion, the teacher will divide the students in two groups.
5. With Popsicle sticks, one group will construct the Pilgrims' home. The other group will construct JFK home.
6. The teacher will place the two homes at the front of the class. Then, the teacher will take time to compare them to the houses from the book and the primary source.
7. Next, the teacher will place 4 pictures of homes on the SmartBoard. She will name each: Pilgrim's home, Victorian style home, JFK home, and a modern home.
8. Students will cut out the picture and place them on the timeline in chronological order.
9. The teacher will then have a few students show their timelines and explain why they sequenced them in the order they chose.
10. "What about the modern home tells you it is from this time period?" –lights, structure, fancy, etc.
11. This will be used as an assessment of students' understanding.

Closure: The teacher will share with the students that all of these houses are located or were located in Massachusetts. The students will brainstorm 5 reasons why houses have changed so drastically over the last 400 years as a class.

Modifications/Accommodation Techniques for Students with Special Needs:

Students with physical disability can number the pictures rather than cutting and pasting the material. Additionally, they can give verbal input on the structure of the house.

Formal Assessment: The formal assessment is the students' ability to correctly complete the timeline.

Informal Assessment: The teacher will walk around and observe the students' progress and their understanding of how times have changed in relation to shelter.

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1

3

Houses of Massachusetts





Over Time

2



4

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Bibliographic Organizer of Library of Congress Sources

Title of Learning Unit: Thanksgiving: A Pilgrim's Way		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: Pilgrim Talk		
	<p>Document Title: The first Thanksgiving 1621 / J.L.G. Ferris.</p> <p>Author/Creator: Ferris, Jean Leon Gerome, 1863-1930, artist</p> <p>Date Created/Published: Cleveland, Ohio : The Foundation Press, Inc., c1932.</p>	http://www.loc.gov/pictures/item/2001699850/
Lesson #2: The Mayflower and Today's Ships		
	<p>Document Title: The Titanic sailing in ocean</p> <p>Author/Creator : NA</p> <p>Date Created/Published: before 1937; from a photo taken in 1912</p>	http://www.loc.gov/pictures/item/96503908/
	<p>Document Title: The May Flower, 1620</p> <p>Author/Creator: Halsall, William Formby, 1841-1919</p> <p>Date Created/Published: Between 1900 and 1920</p>	http://www.loc.gov/pictures/item/det1994023235/PP/
Lesson #3: Pilgrim Days to Present Day		
	<p>Document Title: Landing of the Pilgrims at Plymouth 11th Dec. 1620</p> <p>Author/Creator: N. Currier (firm)</p> <p>Date Created/Published: between 1853 and 1856</p>	http://loc.gov/pictures/item/95503144/
Lesson #4: Compare and Contrast the Celebration of Thanksgiving in 1621 to How it is Celebrated in 2014.		
	<p>Document Title: Thanksgiving Slideshow/ The First Thanksgiving-The Feast.</p>	http://www.scholastic.com/scholastic_thanksgiving/feast/slideshow.htm

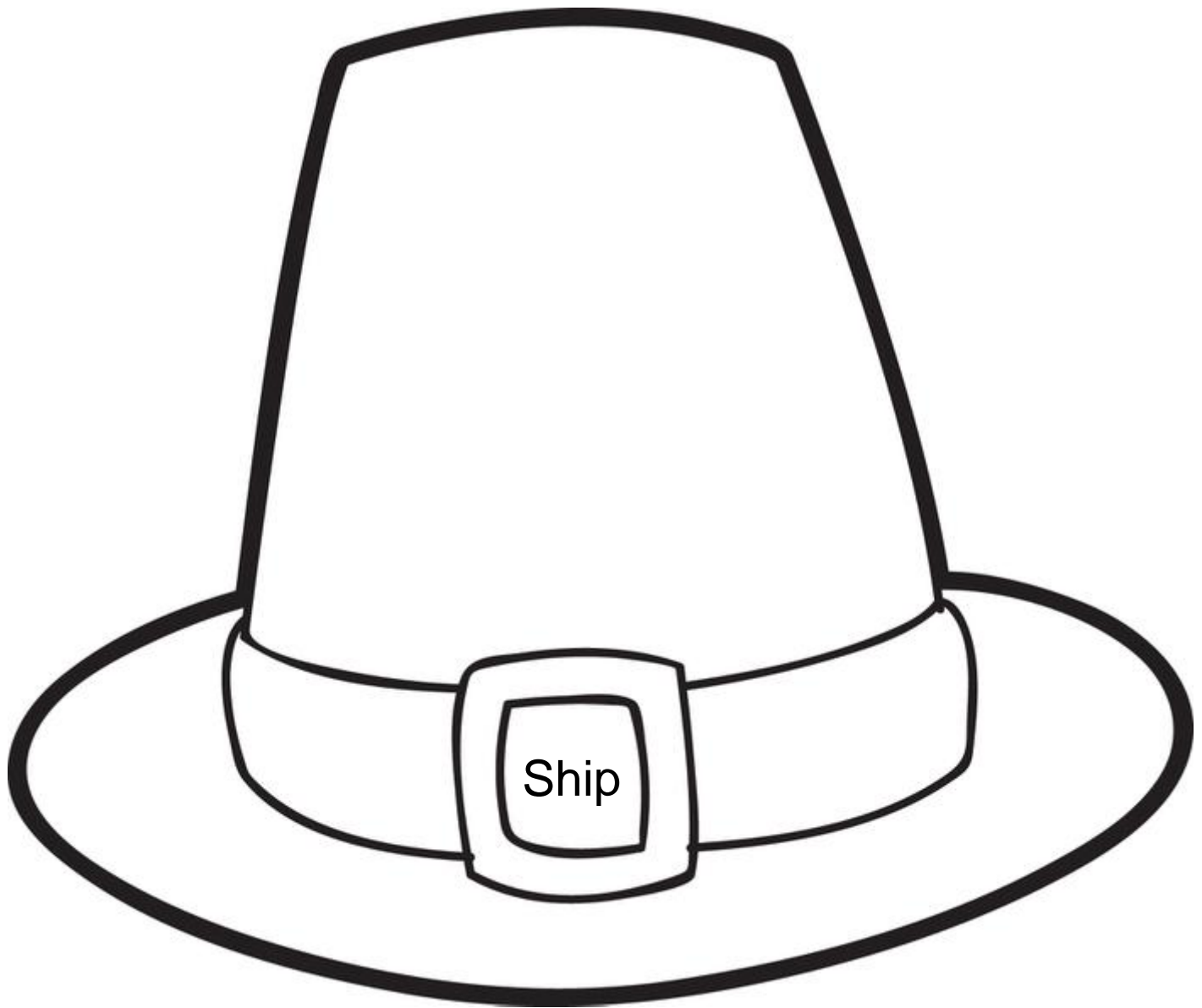
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	<p>Author/Creator: Scholastic, Inc. – Photographed by Russ Kendall</p> <p>Date Created/Published: c2014.</p>	
<p>PRIMARY SOURCES</p> <p>Very little is known about the 1621 event in Plymouth that is the model for our Thanksgiving. The only references to the event are reported below:</p> <p>"For God be praised we had a good increase. Our harvest being gotten in, our governor sent four men on footing, that so we might after a special manner rejoice together after we had gathered the fruit of our labors. They four in one day killed as much fowl as with a little help besides, served the company almost a week. At which time amongst other recreations we exercised our arms, many of the Indians coming amongst us, and among the rest their greatest King Massasoit, with some ninety men, whom for three days we entertained and feasted, and they went out and killed five deer, which they brought to the plantation and bestowed on our governor, and upon the captain and others. And although it was not always so plentiful as it was at this time with us, yet by the goodness of God, we are so far from want that we often wish you partakers of our plenty."</p> <p>Edward Winslow, <i>Mourt's Relation</i>; D.E. Heath, ed. Applewood Books, Cambridge, 1986, p.82</p>	<p>Document Title: <i>Of Plymouth Plantation</i>- Title of the book the quote is referenced in.</p> <p>Author/Creator: William Bradford- Wrote the quote.</p> <p>Date Created/Published: by S.E. Morrison, ed. Knopf. NY., 1952. p.90 - c1621.</p>	<p>http://www.scholastic.com/scholastic_thanksgiving/feast/slideshow.htm</p>
<p>"They began now to gather in the small harvest they had, and to fit up their houses and dwellings against winter, being all well recovered in health and strength and had all things in good plenty. For as some were thus employed in affairs abroad, others were exercised in fishing, about cod and bass and other fish of which they took good store, of which every family had their portion. All the summer there was no want, and now began to come in store of fowl, as winter approached, of which it place did abound when they came first (but afterward decreased by degrees). And besides waterfowl there was great store of wild turkeys, of which they took many, besides venison, etc. Besides, they had about a peck a meal a week to a peck, or more, since harvest. Indian corn to that proportion, which made many afterwards write so largely of their plenty here to their friends in England, which were not false reports."</p> <p>William Bradford, <i>Of Plymouth Plantation</i>; S.E. Morrison, ed. Knopf, N.Y. 1952, p.90</p>	<p>Document Title: <i>Mourt's Relation</i>- Title of the book the quote is referenced in.</p> <p>Author/Creator: Edward Winslow- Wrote the quote.</p> <p>Date Created/Published by D.B. Heath, ed. Applewood Books. Cambridge, 1986. p.82 Created- c1621.</p>	<p>http://www.plimoth.org/learn/MRL/read/thanksgiving-history</p>
<p>Lesson #5: Houses of Massachusetts Over Time</p>		
	<p>Document Title: John F. Kennedy home, Brookline, Massachusetts</p> <p>Author/Creator: Highsmith, Carol M., 1946-, photographer</p> <p>Date Created/Published: [between 1980 and 2006]</p>	<p>http://www.loc.gov/pictures/item/2011630152/</p>

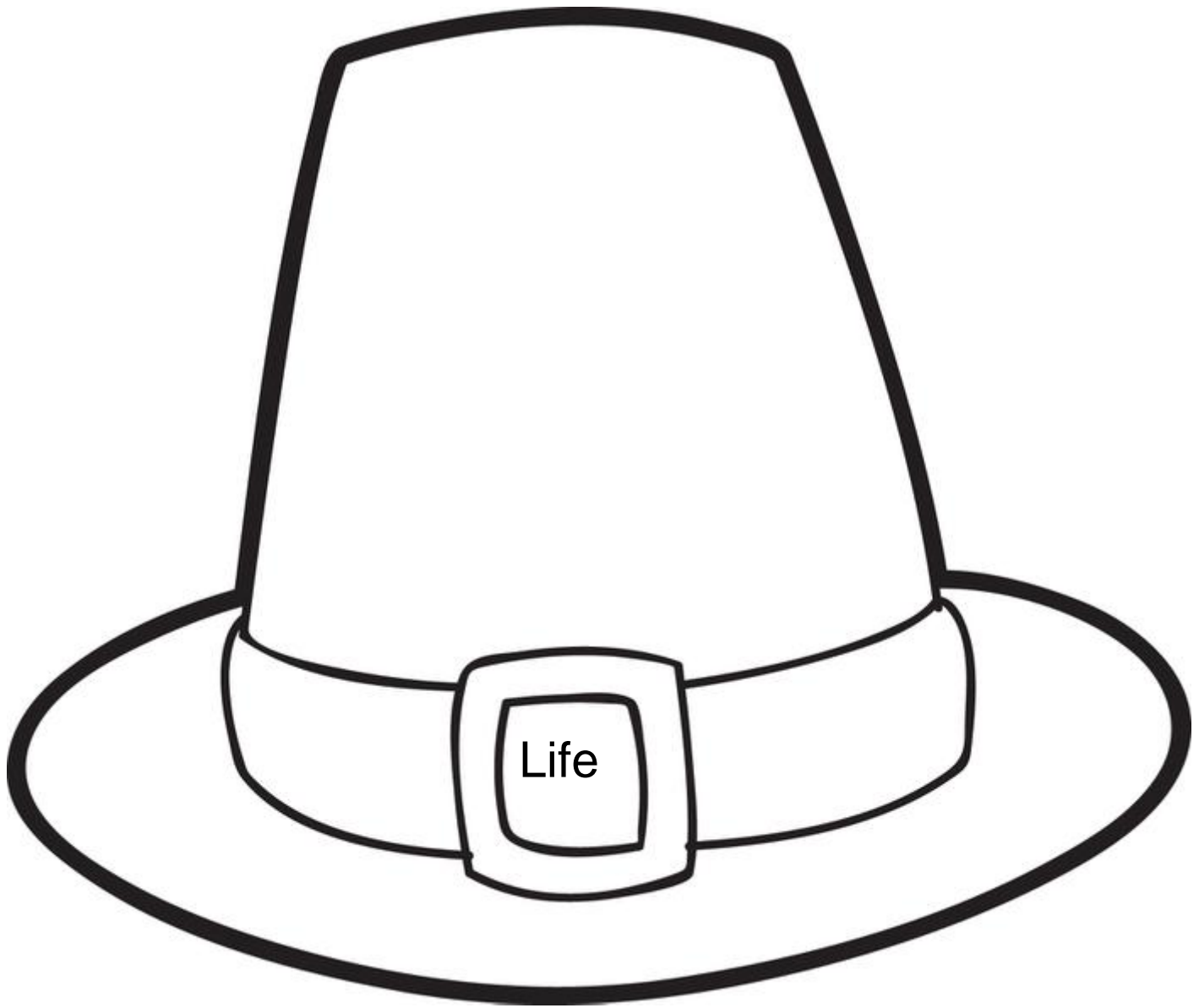
Post-instruction Assessment:

Students will write a 4 paragraph summary of how life was different in 1621 than it is in 2014 (each paragraph will be written after the appropriate lesson). The first paragraph will be about how the Pilgrims travels, the second paragraph will be about how they lived, the third paragraph will be about the houses. The last paragraph will be about how all these have effected Thanksgiving over time such food is different in America, the customs that are shared at Thanksgiving time, Thanksgiving is now indoors and a much larger event nationally. Once they have completed all the paragraphs, they will draw a picture that compares and contrast the two events. (see below)

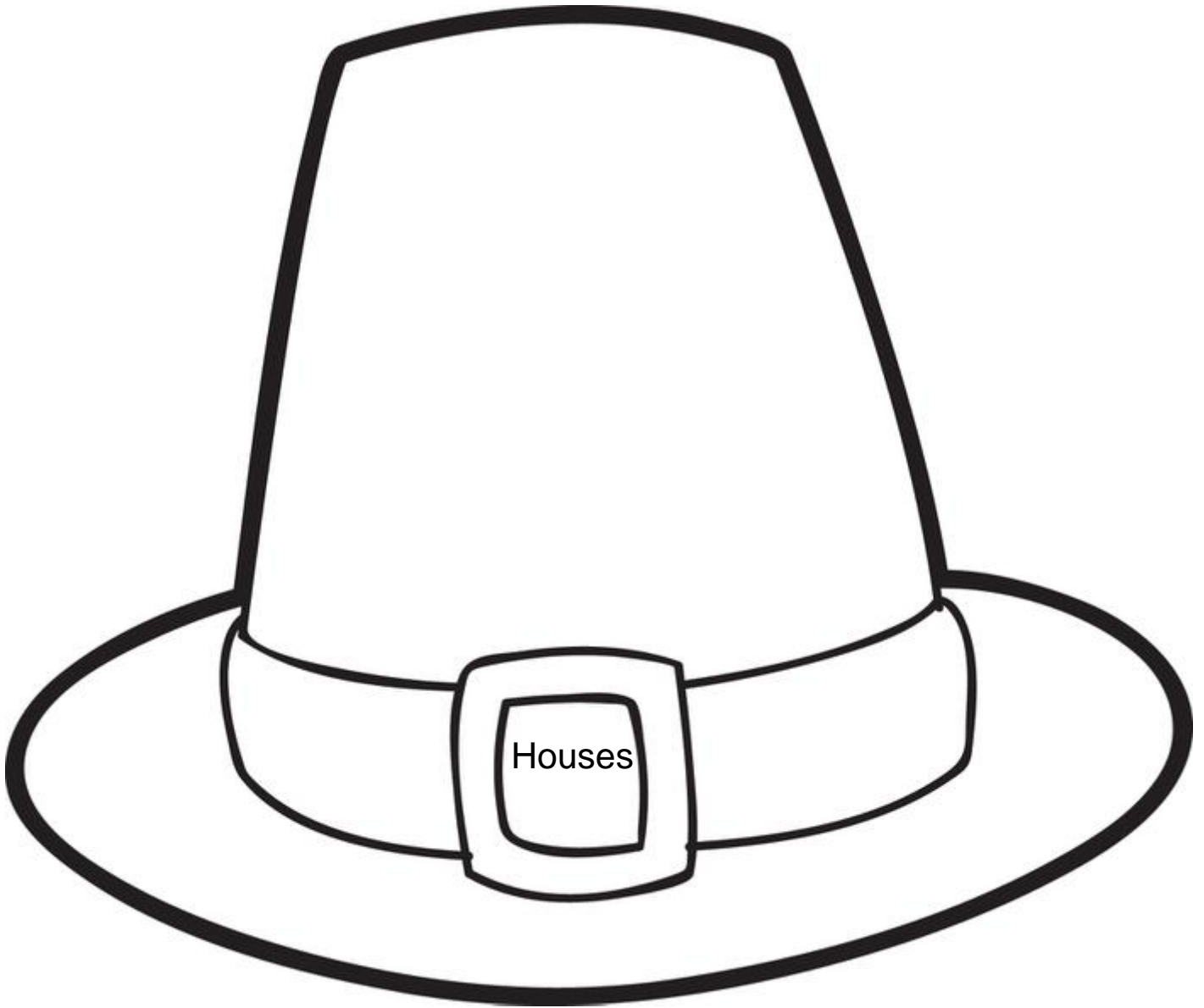
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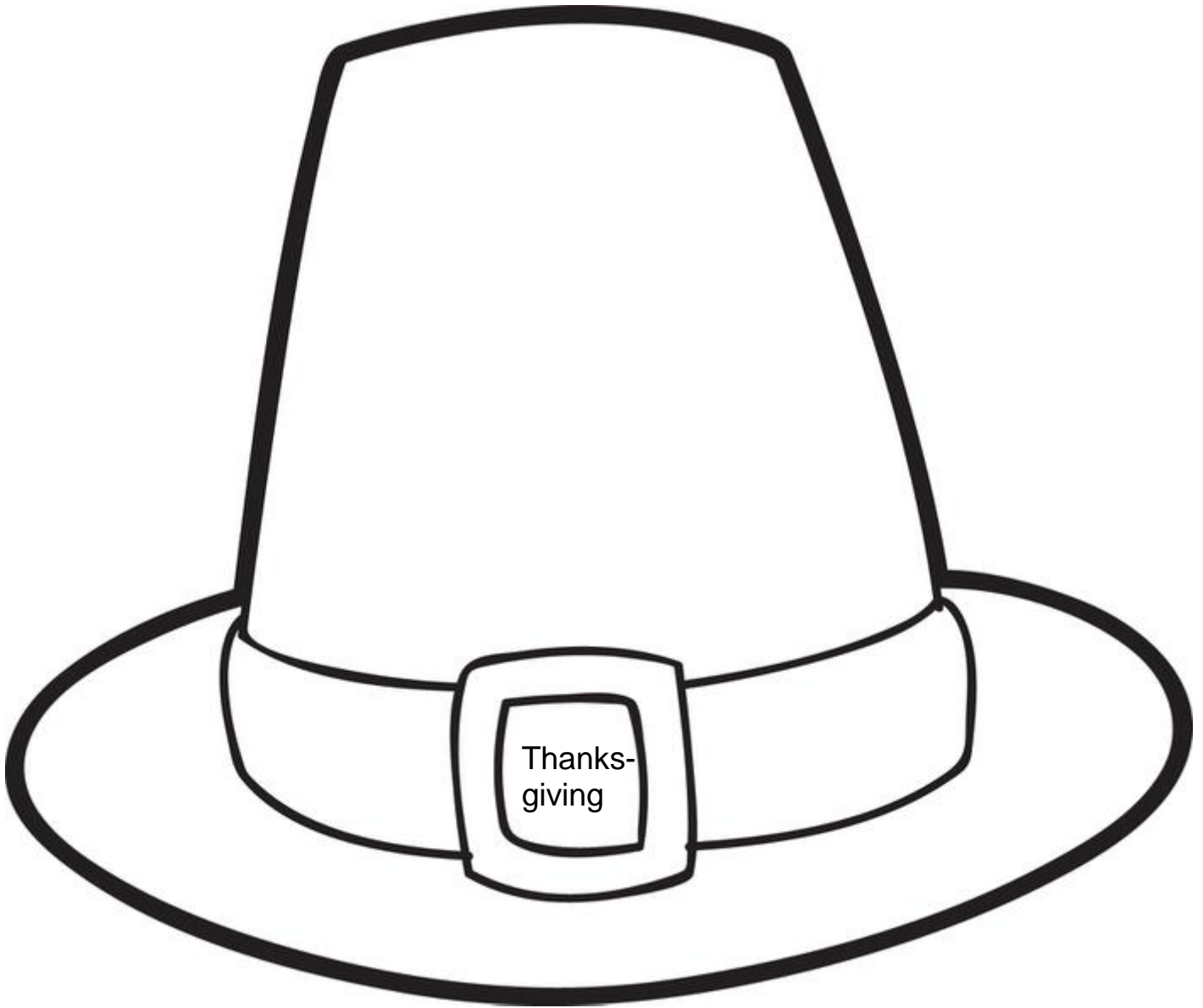
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Book Backdrop

Created by: Rebecca Lane



Date: 10/25/14

	<p>Title of book: <u>Sarah Morton's Day: A Day in the Life of a Pilgrim Girl</u></p> <p>Author: Katie Waters</p> <p>Book Type/Genre: Realistic Fiction</p> <p>Setting and Time Period: Plimoth Plantation in the Early settlement/ Pilgrim time</p> <p>Synopsis of Book: Waters' book is a detailed insight to the life of a young pilgrim girl by the name of Sarah Morton. Four years prior, her family arrived in Plimoth, Massachusetts. Her father did not survive the first winter, so now she is faced with the challenge of having a new father and his acceptance of her. Through the progression of Sarah's day, the reader is thrown into the actuality of life for a Pilgrim girl in the areas of clothes, chores, schools, meals, and faith. This insightful story gives any reader a sense of how Pilgrims made it in America.</p>	<p>Recommended Grade Level(s): 3-6</p> <p>Major Topic/Theme: Pilgrim Life (extension to a Thanksgiving lesson)</p> <p>Curricular Connections/ Subject(s): This book is used during Thanksgiving time to teach about life in early America. Through exploratory lessons, the book allows for compare and contrast activities to modern day life and Pilgrim life. Waters' book is useful for social studies and reading.</p>
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Primary Source Thumbnail	Caption Publication Information Book Notes	URL
	<p>Title: John F. Kennedy home, Brookline, Massachusetts</p> <p>Creator: Highsmith, Carol M.</p> <p>Date Created/ Published: [between 1980 and 2006]</p> <p>Book Note: JFK's home is located in MA only an hour away from Plymouth. This source allows students to compare modern homes to those of Pilgrim times. In a social studies lesson this illustrates time, continuity, and change of an area.</p>	<p>http://www.loc.gov/pictures/resource/highsm.11956/</p>
	<p>Title: The First Thanksgiving</p> <p>Creator: Scholastic Inc.</p> <p>Date Created/ Published: 2014</p> <p>Book Notes: Scholastic Inc. has made a comprehensive website to teach about The First Thanksgiving. There are tours of the Mayflower and primary sources pictures and letters available for the students to explore. Additionally, the students can compare and contrast life of the Pilgrim to the Indians. Through this source students are able to gain a better understanding of the two cultures.</p>	<p>http://www.scholastic.com/scholastic_thanksgiving/</p>

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	<p>Title: The May Flower, 1620</p> <p>Creator: Halsall, William Formby</p> <p>Date Created/ Published: [between 1900 and 1920]</p> <p>Book Note: The <i>Mayflower</i> is the boat that brought many Pilgrims to Plymouth. Although Sarah's family came over on <i>The Anne</i>, the picture gives students an insight on the type of boat that was used to make the long voyage to Plymouth. With a map (or using the Scholastic source) the students can make global connections and discuss the values and transitions that would have been brought over from England and Holland.</p>	<p>http://loc.gov/pictures/item/dct1994023235/PP/</p>
	<p>Title: Landing of the Pilgrims at Plymouth 11th Dec. 1620</p> <p>Creator: N. Currier (firm)</p> <p>Date Created/ Published: [between 1838 and 1856]</p> <p>Book Notes: This image is a reflection of the first winter the Pilgrims faced in Plymouth. Sarah's father and many other did not survive. In the realms of social studies, this provides an opportunity to teach about people, places, and environment. Discussion on how the Indians survived living in harsh conditions compared to the Pilgrims can occur with this image.</p>	<p>http://loc.gov/pictures/item/95503144/</p>