



TEACHING *with* PRIMARY SOURCES

Title of Learning Unit: Thanksgiving: Old and New

Subjects: Reading, Writing, History

Grade Level/Range: Kindergarten and 3rd grade

Overarching Goal or Concept for the Learning Unit: We want the students to understand how the tradition of Thanksgiving happened. We also want the students to understand the differences that there are as the years have passed.

Overview: This unit is for teaching students about Thanksgiving. They will learn about the First Thanksgiving and how it came to be. They will also learn about how Thanksgiving has changed over the years.

Written By: Jackie Crites and Dana Holzapfel

Date: 12-1-14

*** **

Pre-instructional Assessment/Introduction: The teacher will ask the students what they know about Thanksgiving and how it was started. She/he will write down the answers that are given on the board. She/he will then take these answers and change the lessons as needed.



WAYNESBURG UNIVERSITY

Title of Lesson/Activity #1: Thanksgiving Dinner Changes

Created By: Jackie **Grade:** Kindergarten

Overview of Lesson: This lesson will be connected to the book that was read previously. We will use an older photo of Thanksgiving to compare and contrast differences. They will compare the picture to the dinner in the book and the dinner that they eat now.

PA Standards:

CC.8.5.6-8.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

8.1.K.B: With guidance and support, differentiate facts from opinions as related to an event.

Investigative Question for this activity: “Who likes Thanksgiving dinner?” “Well, we are going to use our book we read and our own knowledge to look at a picture and find the differences between the first Thanksgiving, Thanksgiving in the picture, and today’s Thanksgiving. Are you ready to get your magnifying glass eyes on to find the differences?”

Objective(s):

After looking at the picture, students will be able to circle at least 5 differences between the first Thanksgiving and Thanksgiving in the photo from 1942.

After looking at the picture, students will be able to circle at least 5 differences between Thanksgiving in 1942 and Thanksgiving today.

After comparing the three Thanksgivings, students will be able to write at least three opinions of why Thanksgiving has changed in these ways.

Materials:

- Thanksgiving 1942 Picture
- Dry erase markers
- Paper towels
- Sheet protectors
- Thanksgiving Changes Opinions worksheet
- Pencils
- Whiteboard
- *The Pilgrims’ First Thanksgiving* by: Ann McGovern

Waynesburg University TPS Unit Outline

Print Sources:

- Primary Source-
Title: Thanksgiving 1942
Date: 1942 Nov.
Creator: Hollem, Howard R.
<http://loc.gov/pictures/item/oem2002005338/PP/>
- Thanksgiving Changes Opinions

Student Learning Process:

1. The teacher will hand out the pictures in the sheet protectors.
2. She will then hand out the dry erase markers with a piece of paper towel.
3. "What do you think is happening in this picture?"
4. "Does this picture look like the picture that we saw in our book about Thanksgiving?"
5. "Will you please circle at least 5 differences you see in this picture compared to the picture in our book."
6. The teacher will walk around and look at the differences that are being circled.
7. When the students have finished, (give the students 5-10 minutes) "Who can give me one difference that you circled?"
8. The teacher will get 5-7 differences that the students have circled and write them on the board under a heading, "First Thanksgiving."
9. "Erase your pictures. Now I want you to think about what you do every year at your Thanksgiving."
10. "Will you please circle at least 5 differences you see in this pictures compared to what you do at your Thanksgiving."
11. The teacher will walk around and look at the differences that are being circled.
12. When the students have finished, (give the students 5-10 minutes) "Who can give me on difference that you circled?"
13. The teacher will get 5-7 differences that the students have circled and write them on the board under the heading, "Today/s Thanksgiving."
14. The teacher will have the students erase their pictures and collect the supplies.

Closure:

1. The teacher will then hand out the "Thanksgiving Changes Opinion" paper
2. "I want you to think about why Thanksgiving has changed so much over the years."
3. "Will you please write me at least three opinions of why you think it has changed?"
4. The teacher will walk around and give help to students for spelling. She will encourage them to sound the word out on their own.
5. When the students have finished the teacher will collect the papers. (Give the students 10-15 minutes)
6. "Who can give me one of their reasons why they think Thanksgiving has changed?"

Waynesburg University TPS Unit Outline

7. The teacher will get 5-7 opinions and write them on the board under the heading, "Our Opinions."

Modifications/Accommodation Techniques for Students with Special Needs:

- I. The teacher will talk to the students as they are circling to try and get them to think about what they see in the picture that is different from either the book or their Thanksgiving.
- II. The teacher will give the students some ideas to go off of to help them think of their own opinions to write down. She will write down what the students want to write and have them copy or trace it if they need to.

Informal Assessment:

1. While the students are circling the picture, the teacher will walk around to see if they are circling what they should be.
2. She will ask questions to see if the students understand what they are learning about.
3. The teacher will collect the opinion papers and look at them to see if they wrote opinions and not facts. (The teacher will look to see if the students used facts from what they have learned for the facts. She/he will look for opinions by looking to see if what they wrote is a fact from what they learned or just what the students have think from what they have learned.)

Waynesburg University TPS Unit Outline

Title of Lesson/Activity #2: Thanksgiving Old and New

Created By: Dana and Jackie

Overview of Lesson: The students will use pictures to compare and contrast “old and new” Thanksgiving. They will draw a picture about Thanksgiving now and then draw a picture of the First Thanksgiving. They will also be asked to write at least one sentence about their picture.

PA Standards:

CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

8.3.K.C: Demonstrate an understanding of time order.

Investigative Question for this activity: What are the differences between the New Thanksgiving and the Old Thanksgiving

Objective(s):

- After a class discussion, the students will be able to draw a picture of the old Thanksgiving and the new Thanksgiving with 100% accuracy.
- After drawing a picture the students will be able to write at least one sentence describing their picture.

Materials:

- Thanksgiving article
- Pictures of Old Thanksgiving
- Crayons
- Coloring worksheet that is front and back
- Pencil
- <http://loc.gov/teachers/classroommaterials/primarysourcesets/thanksgiving/>

Print Sources:

Old and New Worksheets:

<http://loc.gov/teachers/classroommaterials/primarysourcesets/thanksgiving/>

Student Learning Process:

1. “Who likes Thanksgiving?”
2. “What is your favorite part of your Thanksgiving?”
3. The teacher will allow all students who want to participate to answer.
4. She will then tell the students that they are going to learn about Thanksgiving when it first started so that they can complete their center work.
5. The teacher will hand the pictures around to the students.
6. “What do you think is happening in these pictures?”

Waynesburg University TPS Unit Outline

7. After the student have shared their thoughts; the teacher will show the students the article and summarize it.
8. As she goes through the article she will allow students to ask questions at any time.
9. After summarizing the article the teacher will ask, “now what do you think is happening in those pictures that I passed around. (She will pass the pictures around again while students are answering.)
10. As the students answer she will be sure to redirect their answers to them showing Thanksgiving dinners.
11. The teacher will wrap the discussion up by having the students comparing and contrasting their Thanksgiving (she will tell the students that we will call this the new Thanksgiving) and the old Thanksgiving.

Closure:

1. The students will go to the writing center.
2. At the writing center the student will get one worksheet that is front and back, crayons, and a pencil.
3. One side of the worksheet says NEW. On this side of the worksheet the students will draw a picture of their favorite thing to do at Thanksgiving. They will also be allowed to write a sentence below the picture. The other said will say OLD. On this side of the worksheet the students will draw a picture of something that they remember from the old Thanksgivings. This side will also have a line for the students to write a sentence if they want to.
4. When the students finish their worksheets, they will tell their partner/s about the pictures they drew.
5. The students will then turn the worksheets into the teacher.

Modifications/Accommodation Techniques for Students with Special Needs:


Students will be able to use the picture of the old Thanksgiving to refer to when coloring and writing.

Informal Assessment: The students will draw a picture and write a sentence about the old and new Thanksgiving. The teacher will ask questions about what the students are learning.

Waynesburg University TPS Unit Outline

Name _____

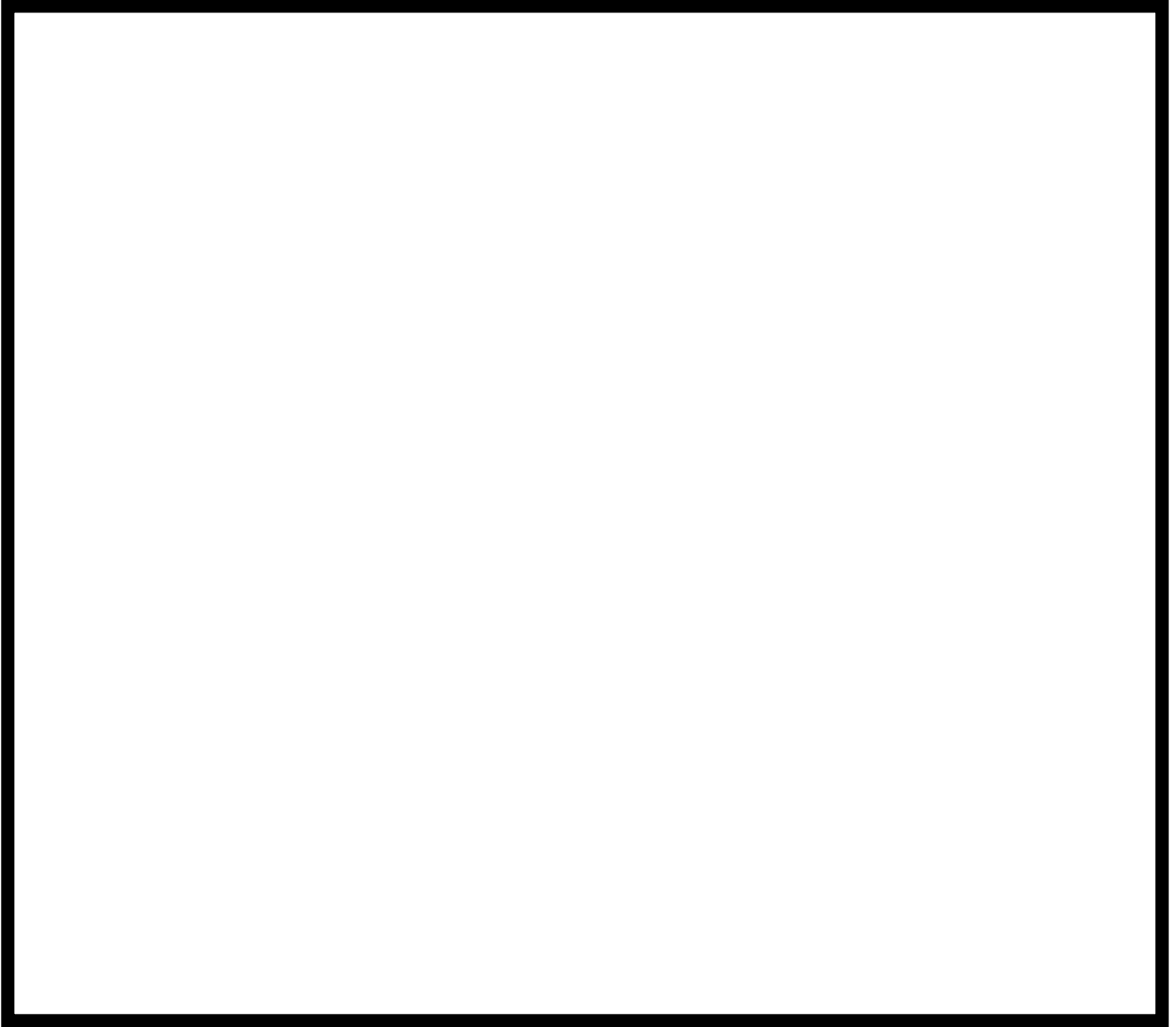
OLD



Waynesburg University TPS Unit Outline

Name _____

NEW

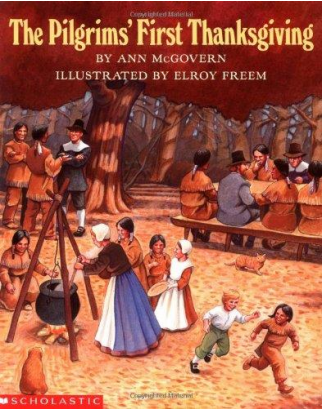




Waynesburg University TPS Unit Outline



Book Backdrops: Connecting Literature and Primary Sources

Created by: Jackie Crites

Date: 11-3-14

<p>Cover Image of Book</p> 	<p>Title of Book: The Pilgrims' First Thanksgiving</p> <p>Author: Ann McGovern</p> <p>Book Type/Genre: Historical Picture Book</p> <p>Setting and Time Period: Plymouth Colony, 1621</p> <p>Synopsis of Book: This book is about the pilgrim's journey. It starts with their travels to America and then their struggle to live in America. It ends with how the first Thanksgiving Feast was started. This relates to our topic of Thanksgiving.</p>	<p>Recommended Grade Level(s): K-5</p> <p>Major Topic/Theme(s): Pilgrims, Thanksgiving</p> <p>Curricular Connections/Subject(s): Social Studies</p>
<p>Primary Source Thumbnail</p>	<p>Caption Publication Information Book Notes</p>	<p>URL</p>
 <p>The teacher would need to be sure to talk about the picture with the students so that they can get what he/she wants them to get out of it.</p>	<p>Title: The first Thanksgiving 1621 Creator(s): Ferris, Jean Leon Gerome Date Created/Published: 1932 Book Notes: This picture would go along with the end of the book. It is showing another view of what the Thanksgiving dinner looked like. This image could be used to have the students compare how they eat their meal compared to how they are in this picture. This would allow the students to see how the times have changed the way Thanksgiving dinner goes.</p>	<p>http://loc.gov/pictures/item/2001699850/</p>
 <p>The teacher would need to be sure to talk about the picture with the students so that they can get what he/she wants them to get out of it.</p>	<p>Title: Landing of the pilgrims Creator(s): Bobbett, Albert Date Created/Published: 1877 Book Notes: This image would go along with the part of the book where the Pilgrims land. This image could be used to have the students compare and contrast the landing in the book and the landing in the picture. This would allow students to see that everyone looks at history differently.</p>	<p>http://loc.gov/pictures/item/93509602/</p>

Waynesburg University TPS Unit Outline

 <p>The teacher would need to be sure to talk about the picture with the students so that they can get what he/she wants them to get out of it.</p>	<p>Title: The May Flower, 1620 Creator(s): Halsall, William Formby Date Created/Published: 1900-1920 Book Notes: This picture would go along with the part of the story with the Pilgrims on the ship. This could be used to have the students look at the picture of the ship and the pictures of the ship in the book. While the students are looking at them they could think about positive and negatives of the Pilgrims being on that ship. Students would have to use their knowledge from the story to think about the differences between how life is on a ship now compared to back then. The teacher would lead a class discussion on this topic.</p>	<p>http://loc.gov/pictures/item/det1994023235/PP/</p>
 <p>The teacher would need to be sure to talk about the picture with the students so that they can get what he/she wants them to get out of it.</p>	<p>Title: School children's Thanksgiving Games Creator(s): Bain News Service Date Created/Published: 11/27/11 Book Notes: This picture could be compared to when they are playing games in the story. The teacher could use this and the story to have the students draw a picture of the games that they play during Thanksgiving. This would allow the students to see how even the games have changed since the first Thanksgiving.</p>	<p>http://loc.gov/pictures/item/ggb2004010001/</p>

Waynesburg University TPS Unit Outline

Title of Lesson/Activity #3: Compare and Contrast

Created By: Dana Holzapfel

Overview of Lesson: Students will read a copy of “The Letter of William Hilton, Passenger on the Fortune” as a class. They will go through the letter and find similarities and differences between England and the new land. The students will then put those similarities and differences into a venn-diagram.

PA Standards:

CC.1.2.1.C: Describe the connection between two individual, events, ideas, or pieces of information in a text.

CC.1.3.1.C: Describe characters, settings, and major events in a story, using key details.

8.3.3.C. Demonstrate an understanding of how people in different times and places view the world.

Investigative Question for this activity:

*What are the main differences between where William came from and where he ended up?

*Did he mention anything that was the same or similar in his letter?

Objective(s):

After reading, “The Letter of William Hilton, Passenger on the Fortune,” students will be able to fill in a venn-diagram with at least three differences and two similarities using the letter as prompt with 90% accuracy.

Materials:

- Letter- The Letter of William Hilton, Passenger on the Fortune.
- Venn-diagram paper
- Pen
- Highlighter

Print Sources:

The letter of William Hilton, passenger on the *Fortune* (The letter was written in November of 1621)

From Alexander Young's *Chronicles of the Pilgrim Fathers*. Boston: Charles C. Little and James Brown, 1841.

Waynesburg University TPS Unit Outline

Loving Cousin,

At our arrival in New Plymouth , in New England, we found all our friends and planters in good health, though they were left sick and weak, with very small means; the Indians round about us peaceable and friendly; the country very pleasant and temperate, yielding naturally, of itself, great store of fruits, as vines of divers sorts in great abundance. There is likewise walnuts, chestnuts, small nuts and plums, with much variety of flowers, roots and herbs, no less pleasant than wholesome and profitable. No place hath more gooseberries and strawberries, nor better. Timber of all sorts you have in England doth cover the land, that affords beasts of divers sorts, and great flocks of turkey, quails, pigeons and partridges; many great lakes abounding with fish, fowl, beavers, and otters. The sea affords us great plenty of all excellent sorts of sea-fish, as the rivers and isles doth variety of wild fowl of most useful sorts. Mines we find, to our thinking; but neither the goodness nor quality we know. Better grain cannot be than the Indian corn, if we will plant it upon as good ground as a man need desire. We are all freeholders; the rent-day doth not trouble us; and all those good blessings we have, of which and what we list in their seasons for taking. Our company are, for most part, very religious, honest people; the word of God sincerely taught us every Sabbath; so that I know not any thing a contented mind can here want. I desire your friendly care to send my wife and children to me, where I wish all the friends I have in England; and so I rest

Your loving kinsman,
William Hilton

Waynesburg University TPS Unit Outline

Student Learning Process:

1. Students will all receive a copy of William Hilton's letter.
2. The class will look at the letter together and think about what William might be writing about to his cousin.
3. The class will make predictions together.
4. The class will read the letter together doing popcorn reading around the room.
5. The teacher will then ask the students to focus on the differences they see between the two places that William is talking about in this letter.
6. The teacher will read the letter out loud to the students so they can focus on finding the differences they see.
7. After the teacher is finished reading, she will ask the students what they found.
8. "What was a main difference that William talks about between Plymouth and England?"
9. The students will fill in their charts together as a class as they come up with the differences.
10. The teacher will then ask the students to look for similarities as she reads it out loud one last time.
11. "What were some similarities you noticed as I read it again?"
12. Students will fill in the chart with the similarities that they found.
13. The teacher will ask at the end if any of the students have any more that they would like to add to the list.

Closure: Students will be asked to write a letter home to their parents/guardians/who ever is at home telling all about their life at school and how it is different from their lives at home. They will have to provide three differences and three similarities in their letter. They will have the opportunity to share their letter if they want to with the class once they are finished.

Modifications/Accommodation Techniques for Students with Special Needs:

1. Enrichment activities- Students will be able to exceed the three differences and the two similarities. They will be able to do this independently without any prompting from the teacher.
2. Modifications/accommodations- Students will read over the passage with the teacher and highlight the similarities in one color and the differences in a different color. Then together they will put them in the correct spots on the venn-diagram.

Formal Assessment: Students will write a personal letter to someone that they live with at home describing the differences and similarities between home and school life. Students will be graded on spelling, punctuation, grammar, and content. Each section will be worth 5 points.

Informal Assessment: Students will be allowed to share their letters if they choose.



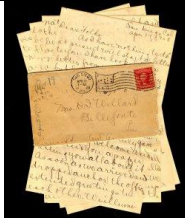
Waynesburg University TPS Unit Outline

Post-instruction Assessment:

The student's will make a sequence booklet putting the events from the story in sequential order. This will help us to see if they understood what happened in the story. The kindergarten students will have the words already written for them to copy. They will be able to draw pictures as well to support their ideas. The third graders will be able to write their own sentences to go along with their pictures. The book should go in sequential order.

Waynesburg University TPS Unit Outline

Bibliographic Organizer of Library of Congress Sources

Title of Learning Unit: Thanksgiving: Old and New		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: Thanksgiving Dinner Changes		
	<p>Thanksgiving 1942</p> <p>Hollem, Howard R., photographer</p> <p>Created/Published: 1942 Nov.</p>	<p>http://loc.gov/pictures/item/oem2002005338/PP/</p>
Lesson #2: Thanksgiving Old and New		
	<p>The First Thanksgiving 1621</p> <p>Ferris, Jean Leon Gerome, artist</p> <p>Created/Published: 1932</p>	<p>http://loc.gov/pictures/item/2001699850/</p>
Lesson #3: Compare and Contrast		
	<p>The Letter of William Hilton: Passenger on the Fortune</p> <p>Charles C. Little and James Brown</p> <p>Created/Published: 1841</p>	<p>http://www.pilgrimhallmuseum.org/pdf/TG_What_Happened_in_1621.pdf</p>