

Thanksgiving Lesson Plan

Note: This lesson will be conducted over three days needing varying amounts of time the most being needed for the first day.

I. Goal Standard:

- ? Experience the Myths and Facts about “The First Thanksgiving”
- ? Become Mini Historians by sorting out Facts, Myths, and Educated Guesses.
- ? Contemplate Thanksgiving today and consider their traditions.

II. Specific Objectives: At the end of the lesson students will be able to:

- ? Write or Depict through artwork what we know about “The First Thanksgiving”. (for Presentation)
- ? Create a Thanksgiving book for their family, listing traditions, typical foods they eat, and things they are thankful for.

III. Materials/Preparation”

1. Art Supplies (construction paper, scissors, markers, crayons, colored pencils, large white paper, glue)
2. Writing Supplies (paper, pencils)
3. Computer (output to TV) or three + computers for groups to view web-site
4. High Speed Internet access
5. The children’s book *THANKSGIVING DAY* by Anne Rockwell

IV. Prerequisite/Vocabulary

- ? KWL Chart
- ? Historian
- ? Indian/Native People
- ? Pilgrims
- ? Wampanoag
- ? English Colonists
- ? Stereotype
- ? Myth
- ? Harvest
- ? Best or Educated Guesses
- ? Primary Source
- ? Point of View

V. Instructional Procedures:

1. Hook: Student will be put into four groups and each group will construct a KWL chart of what they know about “The First Thanksgiving” and what they want to learn.
2. Sequence of activities:

A. Students will either watch on the TV and help the teacher navigate the website http://www.plimoth.org/OLC/index_js2.html or the students will split in to groups according to the number of available computers and have a leader navigate the site. Allow plenty of time for site navigation as you won't want them to miss anything.

1. During the navigation of this site, students will fill out answers to questions that correlate with the tour.
2. Either in the classroom or in group discussion and comments probably will occur and will be welcome.

B. Following the tour of the website, students will return to their desk and create either a piece of artwork or write about what we know about "The First Thanksgiving" This activity can flow into the following day if necessary. If some students finish early allow them to go back and navigate the site again or let them research Thanksgiving on the internet. They should also fill in the last part of their KWL chart (it will not be collected).

C. The Following Day, Read the Story *Thanksgiving Day* and discuss the problems with the story.

D. Give the children an assignment to go home and discuss what their family eats for thanksgiving day and any traditions they may have and things that they and their families are thankful for.

E. When children come to school the third day with the above information have them get into groups to discuss what they are thankful for. Let them know that if someone says something they are thankful for and they forgot to write that item that they can add it to their own list.

F. Have the children Create a book with one page will have their family tradition for Thanksgiving, the next page will be a menu with what they eat at thanksgiving, and the third page will have what they are thankful for. Let the Student decorate this however they would like.

G. Assessment will be done on the third day as they present either their artwork or writing and by completing their KWL charts in groups.

V. Differentiation

1. Re-teach and review as necessary.
2. Give clear explanations of expectations and provide examples where necessary.
3. Allow children to write in their native language.

4. If parent wants their child to opt-out of any of the assignment, discuss with parent alternatives and to what extent the child can learn these things. We can either modify the lesson to cater to the parent's particular feelings or the student can do a completely different assignment. The different assignment must include creating a KWL chart, researching primary sources and creating a piece of writing or artwork about the particular topic. The student may present this to the class and talk about what they have learned. The topic must be relevant to core curriculum and approved by the teacher, parent and student.
5. Alter lesson as needed for children needing 504 accommodations
6. If your students are grouped around the computers choose leaders to navigate the site that are not typically strong leaders.
7. If available present the curriculum in alternate language where it would be valuable.

VII. Assessment:

1. Students will show their knowledge of "The First Thanksgiving" through their Artwork or Writing. As they present these things to the class they should explain their artwork and how it depicts the facts about "The First Thanksgiving".
2. Students will be assessed following their group discussion to complete the "L" portion of the KWL chart. Following the completion of the task, each group will tell the class and teacher what they learned so that the teacher can address and misconceptions and praise accomplishments.