

Thanksgiving with the Pilgrims

Grade Level or Special Area: Kindergarten, American History

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Length of Unit: Six lessons (approximately 30-40 minutes each)

I. ABSTRACT

This unit integrating reading, writing, and geography skills with the Core Knowledge history content for the Pilgrims allows students the opportunity to discover how past societies and cultures have shaped our nation's holidays, government, and traditions. Specific skills include predicting, writing, comparing and contrasting, and reading.

II. OVERVIEW

A. Concept Objectives

1. Understand that religious and philosophical ideas have been powerful forces throughout history. [**Colorado State Standard History 6**]
2. Understand how economics, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. [**CSS Geography 4**]
3. Understand the purposes of government, and the basic constitutional principals of the United States republican form of government. [**CSS Civics 1**]

B. Content from the *Core Knowledge Sequence*

1. **History and Geography:** The Pilgrims (p. 12)
 - a. The Mayflower
 - b. Plymouth Rock
 - c. Thanksgiving Day celebration
2. **History and Geography:** Become familiar with the people and ways of life of at least one Native American tribe or nation (Wampanoag) (p. 12)
3. **History and Geography:** Democracy (rule of people): Americans wanted to rule themselves instead of being ruled by a faraway king. (p. 12)
4. **History and Geography:** Maps and globes: what they represent, how we use them (p. 11)
5. **History and Geography:** Locate the Atlantic Ocean. (p. 11)
6. **History and Geography:** Identify and locate continents on a map and globe (p. 11):
 - a. Europe
 - b. North America
7. **Science:** The four seasons (p. 20)
8. **Language Arts:** Mother Goose and Other Traditional Poems: (p. 8)
 - a. London Bridge is Falling Down
 - b. Ring Around the Rosey
9. **Language Arts:** Read any three-sound CVC word (for example, cat, sit) or nonsense word (for example, mup, fap). (p. 8)
10. **Language Arts:** Understand and follow oral directions. (p. 8)
11. **Language Arts:** Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories. (p. 8)
12. **Language Arts:** Distinguish fantasy from realistic text. (p. 8)
13. **Language Arts:** Listen to and understand a variety of texts, both fiction and nonfiction. (p. 8)
14. **Language Arts:** Write his or her own name (first and last). (p. 8)
15. **Language Arts:** Write all uppercase and lowercase letters of the alphabet. (p. 8)

16. **Language Arts:** Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing “boat” as “bot”). (p. 8)
- C. Skill Objectives
1. Students will answer prediction questions about a story.
 2. Students will write about why they think we celebrate Thanksgiving or why we eat turkey for Thanksgiving.
 3. Students will discuss a fiction story.
 4. Students will learn a song about a turkey.
 5. Students will answer prediction questions about a section of reading.
 6. Students will find Europe on a map and a globe.
 7. Students will write their first and last names.
 8. Students will accurately and neatly trace words written on a page.
 9. Students will accurately and neatly copy words written on a page
 10. Students will discuss the difficulties of traveling on the Mayflower.
 11. Students will compare and contrast the importance of certain items on a trip.
 12. Students will categorize items as necessary or unnecessary for the Mayflower voyage.
 13. Students will draw one thing that they would have been able to take with them on the Mayflower.
 14. Students will draw one thing that they would not have been able to take with them on the Mayflower.
 15. Students will write a word to describe each picture they have drawn.
 16. Students will discuss specific ways Squanto helped the Pilgrims.
 17. Students will discover which of the four seasons the Pilgrims experienced when they first landed on Plymouth Rock.
 18. Students will discover the impact the seasons and weather had on the Pilgrims.
 19. Students will contemplate how to communicate a message without knowing the other person’s language.
 20. Students will read CVC words.
 21. Students will match pictures to the correct words.
 22. Students will discuss how Democracy came from the Pilgrims.
 23. Students will learn about the daily life of a Pilgrim.
 24. Students will create a hornbook.
 25. Students will copy all uppercase and lowercase letters of the alphabet.
 26. Students will practice Democracy by voting on their favorite game.
 27. Students will discover how the Pilgrim’s day of Thanksgiving became the beginning of our traditional Thanksgiving Celebration.
 28. Students will write a definition for Thanksgiving.
 29. Students will answer question on paper about the Pilgrims and Thanksgiving.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. Grace, C. O. & Bruchac, M. M. *1621 A New Look at Thanksgiving*. Washington, DC: National Geographic Society, 2001. 0-7922-7027-4.
 2. McGovern, A. *...If You Sailed on the Mayflower in 1620*. New York: Scholastic Inc., 1969. 0-590-45161-8.
 3. George, J. C. *The First Thanksgiving*. New York: Puffin Books, 1993. 0-698-11392-6.
- B. For Students
1. The Voyage of Columbus in 1492 (p. 12)

2. Identify and locate North America and Europe on a map and globe (p. 11)
3. Maps and globes: what they represent, how we use them (p. 11)
4. Locate the Atlantic Ocean. (p. 11)

IV. RESOURCES

- A. *Animated Hero Classics: William Bradford the First Thanksgiving* (video) by Nest Entertainment, Inc. (Lesson Four)
- B. *Squanto's Journey The Story of the First Thanksgiving*, by Joseph Bruchac (Lesson Four)
- C. *Gracias The Thanksgiving Turkey*, by Joy Cowley (Lesson One)
- D. *The First Thanksgiving*, by Jean Craighead George (Lesson Four)
- E. *The First Thanksgiving*, by Linda Hayward (Lesson Six)
- F. *...If You Sailed on the Mayflower in 1620*, by Ann McGovern (Lesson Three)
- G. *The Story of the Mayflower Compact*, by N. Richards (Lesson Two)
- H. *On the Mayflower, Voyage of the Ship's Apprentice and a Passenger Girl*, by Kate Waters (Lesson Three)
- I. *Samuel Eaton's Day, A Day in the Life of a Pilgrim Boy*, by Kate Waters (Lesson Five)
- J. *Sarah Morton's Day, A Day in the Life of a Pilgrim Girl*, by Kate Waters (Lesson Five)

V. LESSONS

Lesson One: Why Do We Celebrate Thanksgiving? (approximately 30 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand how economics, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 2. Lesson Content
 - a. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
 - b. Write his or her own name (first and last).
 - c. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing "boat" as "bot").
 - d. Listen to and understand a variety of texts, fiction.
 - e. Distinguish fantasy from realistic text.
 3. Skill Objective(s)
 - a. Students will answer prediction questions about a story.
 - b. Students will write about why they think we celebrate Thanksgiving or why we eat turkey for Thanksgiving.
 - c. Students will discuss a fiction story.
 - d. Students will learn a song about a turkey.
- B. *Materials*
 1. One copy of Appendix A for every student
 2. One copy of Appendix B for every two students
 3. *Gracias The Thanksgiving Turkey* by Joy Cowley or *I Know an Old Lady Who Swallowed a Pie* by Alison Jackson, if you are unable to find either of these books, any 'fun' Thanksgiving book that covers typical Thanksgiving traditions will do
 4. Pencils
 5. Crayons
 6. One copy of Appendix C (you may want to copy this onto an overhead transparency or large chart paper)

C. *Key Vocabulary*

1. Turkey – a large bird usually eaten for Thanksgiving

D. *Procedures/Activities*

1. Before beginning this lesson you may want to find out if there are any students who do not celebrate Thanksgiving. If there are, make sure that you explain that everyone does not celebrate the same holidays.
2. *What holiday is coming up soon?* Thanksgiving.
3. *What do you do on Thanksgiving?* Accept all answers, possibilities are: eat turkey, watch football, watch a parade, etc.
4. *Every family celebrates Thanksgiving in a different way. Today I am going to read to you a story about Thanksgiving and I want you to pay attention to what happens.*
5. Show the students the book *Gracias The Thanksgiving Turkey* by Joy Cowley or *I Know an Old Lady Who Swallowed a Pie* by Alison Jackson.
6. Here is a possible way to introduce the book:
 - a. *The title of this book is: Gracias The Thanksgiving Turkey.*
 - b. *What is a title?* The name of a book.
 - c. *What do you think the story might be about?* Accept all answers.
 - d. *How did you decide what the story was about?* By looking at the pictures on the cover and knowing the title.
 - e. *The author of this book is Joy Cowley. What does the author do?* Writes the story.
 - f. *The illustrator of this book is Joe Cepeda. What does the illustrator do?* Draws the pictures.
 - g. Take the students on a picture walk of the book. You will page through the story letting the students look at the pictures and asking observation and prediction questions as you go.
7. Read the story *Gracias The Thanksgiving Turkey*. As you read the story stop periodically to ask prediction questions.
8. This book does not have numbered pages, but so you know where I am, I included page numbers for each question. Accept all answers for each question and go on. Here are some possible prediction questions:
 - a. Page 3: *Why do you think Papá wants to fatten the turkey?*
 - b. Page 7: *Do you think Miguel will give his turkey to Officer Deveraux?*
 - c. Page 13: *What do you think the boy will do with Gracias?*
 - d. Page 17: *Abuela forgot Gracias. What do you think will happen to him?*
 - e. Page 27: *Do you think that Miguel will send Gracias to the zoo?*
9. After reading the story discuss the book. Possible discussion questions are:
 - a. *Who was Gracias?* A turkey.
 - b. *What made Gracias unusual in this story?* He was a pet.
 - c. *Did you think that Gracias would get eaten in this story? Why or why not?* Accept all answers.
 - d. *Do you think this was a realistic story, meaning that it could really happen, or a fantasy story, meaning that it could not happen?* Realistic because while it may not have really happened, it could.
10. *What do people usually eat for Thanksgiving?* Turkey or ham.
11. *Why do you think people eat turkey for Thanksgiving?* Accept all answers.
12. *Did the story tell you why many people eat turkey for Thanksgiving?* No.
13. *We are going to be learning about the first Thanksgiving, why it is a holiday, and why many people eat turkey for Thanksgiving over the next couple of days.*
14. *I am going to have you write about why you think we celebrate Thanksgiving.*

15. *You might not know the real answer, but I am curious to see why you think we celebrate this holiday. If you would like, you can also write about why we eat turkey for Thanksgiving.*
 16. *When you are finished writing you may draw a picture underneath.*
 17. Hand out a copy of Appendix A to each student. Make sure that they write their first and last names on the page.
 18. Encourage the students to sound out their words using their letters.
 19. After the students have finished writing, write a translation underneath, so that you can understand what was written.
 20. If there is time, have the students share their work with one another.
 21. Teach the students the song Albuquerque Turkey from Appendix C (or any other Thanksgiving song).
- E. *Assessment/Evaluation*
1. Appendix B, Checklist for writing
 2. Teacher observation

Lesson Two: Why Did the Pilgrims Leave? (approximately 40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that religious and philosophical ideas have been powerful forces throughout history.
 2. Lesson Content
 - a. The Pilgrims
 - b. Maps and globes: what they represent, how we use them
 - c. Identify and locate continents on a map and globe: Europe
 - d. Understand and follow oral directions.
 - e. Listen to and understand a variety of texts, nonfiction.
 3. Skill Objective(s)
 - a. Students will answer prediction questions about a section of reading.
 - b. Students will find Europe on a map and a globe.
 - c. Students will write their first and last names.
 - d. Students will accurately and neatly trace words written on a page.
 - e. Students will accurately and neatly copy words written on a page.
- B. *Materials*
1. One copy each of Appendices D and F for every student
 2. One copy of Appendix E for every two students
 3. *The Story of the Mayflower Compact* by Norman Richards, pp. 5-17 or *The First Thanksgiving* by Linda Hayward, pp. 4-9
 4. Pencils
 5. World map
 6. Globe
- C. *Key Vocabulary*
1. Pilgrim – a group of people who left their homeland to find religious freedom
 2. Religious freedom – the right to practice a religion without the government interfering
 3. Separatists – the name given to a group of people who decided to separate from the Church of England
- D. *Procedures/Activities*
1. Review the previous lesson. Possible review questions are:
 - a. *What holiday did we talk about yesterday?* Thanksgiving.

- b. *What was one of the animals many people eat during Thanksgiving? Turkey.*
 - c. *Did we figure out where Thanksgiving came from? No.*
2. *We won't find out where Thanksgiving came from until the end of the week. Instead we are going to start talking about a special people called the Pilgrims.*
3. *Who do you think the Pilgrims are? Accept all answers and write them on the board or a chart.*
4. *I am going to read a part of a book to you today that will help you begin to understand a little bit about the Pilgrims.*
5. Introduce *The Story of the Mayflower Compact* by Norman Richards to the students. If you are unable to find this book use *The First Thanksgiving* by Linda Hayward.
6. Here is a possible way to introduce the story:
 - a. *The title of this book is: The Story of the Mayflower Compact. What is a title? The name of a book.*
 - b. *We will not be reading this entire book today, because we only want to know one part of the story.*
 - c. *In this story the Pilgrims have a problem. I want you to figure out what the problem is and how they decide to solve it.*
7. Read pages 5-17 from *The Story of the Mayflower Compact* to the students. As you are reading this story you will need to stop and ask questions to make sure that they understand.
8. Here are a few possible questions:
 - a. Page 6: Give the vocabulary term Separatist.
 - b. Page 8: *Does King James sound like he was a nice person? Why or why not? No, because he put people in jail because they didn't do what he wanted them to.*
 - c. Page 11: *What is the Pilgrims problem right now? They want to worship God in their own way and the king won't let them.*
 - d. *What does it sound like they are going to do? Go to Holland because they will be free to do as they please.*
 - e. Page 14: *The Dutch people seem very nice, why are the Separatist (or Pilgrims) worried now? Their children are beginning to forget their English language and customs.*
 - f. *What do you think they will do now? Accept all answers.*
 - g. Page 17: *Where do you think this New World is? North America.*
9. After reading the story discuss it. Possible discussion questions are:
 - a. *Why did the Pilgrims first move to Holland? Because the king would not let them worship the way they wanted to.*
 - b. *Was Holland a nice place to live for the Pilgrims? Yes.*
 - c. *Why did they decide to leave Holland? Because their children were beginning to forget what it was like to be English.*
 - d. *Where did the Pilgrims decide to go? The New World or North America.*
 - e. *Do you think it was dangerous to go to the New World? Why or why not? Yes, because there were no cities, no houses, and no people there to help them. They also didn't know if they would starve or be killed by Indians.*
10. *The trip to the New World sounds very dangerous. Even dangerous enough for them to die.*
11. *Would you make that kind of a trip? Why or why not? Accept all answers.*

12. *Many of these families that decided to take the dangerous trip had children and they still decided to go. Does it seem as if this was very important to them?*
Accept all answers.
 13. *It is very hard for us to understand why people like the Pilgrims would take that kind of a risk.*
 14. *To help us understand we are going to pretend for a moment that I am your queen. The Queen of Kindergarten is who I am.*
 15. *Since I am Queen, then you are my loyal subjects and I have decided that from now on you may have no more recess for the rest of the year and no more snack-time.*
 16. *How does that make you feel?* Accept all answers.
 17. *Would you want to stay in kindergarten if that was really the new rules?*
Probably not.
 18. *This shows you how the Pilgrims may have felt and why they decided to leave.*
 19. *What country did it say the Pilgrims were from?* England.
 20. *England is in the continent of Europe.*
 21. Display a World map to the students. *Can anyone find Europe on this map for me?* Have a volunteer point to Europe.
 22. Display a globe. *Can anyone find Europe on this globe for me?* Have a student point to Europe on the globe.
 23. Hand a copy of Appendix D to the students and have them trace and write the words on the page as neatly as possible. Explain to the students what the page says and that they are practicing their handwriting.
 24. When the students are finished with their handwriting page collect them for assessment purposes.
 25. *Tomorrow we are going to talk about how the Pilgrims leave Europe and go to the New World.*
- E. *Assessment/Evaluation*
1. Appendix E, rubric for handwriting
 2. Appendix F, anecdotal notes

Lesson Three: How Did the Pilgrims Leave? (approximately one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how economics, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 2. Lesson Content
 - a. The Pilgrims: The Mayflower
 - b. Maps and globes: what they represent, how we use them
 - c. Locate the Atlantic Ocean.
 - d. Identify and locate continents on a map and globe:
 - i. Europe
 - ii. North America
 3. Skill Objective(s)
 - a. Students will discuss the difficulties of traveling on the Mayflower.
 - b. Students will compare and contrast the importance of certain items on a trip.
 - c. Students will categorize items as necessary or unnecessary for the Mayflower voyage.

- d. Students will draw one thing that they would have been able to take with them on the Mayflower.
 - e. Students will draw one thing that they would not have been able to take with them on the Mayflower.
 - f. Students will write a word to describe each picture they have drawn.
- B. *Materials*
- 1. ...*If You Sailed on the Mayflower in 1620* by Ann McGovern, pp. 14-29. If you are unable to find this book try: *Across the Wide Dark Sea The Mayflower Journey* by Jean Van Leeuwen, pp. 1-10, *The Story of the Mayflower Compact* by Norman Richards, pp. 18-15, *On the Mayflower, Voyage of the Ship's Apprentice and a Passenger Girl* by Kate Waters, or *What Your Kindergartner Needs to Know* by E. D. Hirsch, Jr., and John Holdren, p. 142.
 - 2. A chest or box
 - 3. A large variety of things taken on the Mayflower voyage for four people as well as things kids would want to take:
 - a. Clothing
 - b. Shoes
 - c. Toys
 - d. Books
 - e. Toiletries
 - f. Pencils
 - g. Paper
 - h. Blankets
 - 4. One copy each of Appendices G and H for each student
 - 5. Pencil
 - 6. Crayons, Colored Pencils, or Markers
 - 7. A world map
 - 8. A globe
 - 9. One copy of Appendix J
 - 10. One copy of Appendix I (optional)
- C. *Key Vocabulary*
- 1. Hardtack – a hard dry biscuit
 - 2. Salt horse – salted beef, pork, or fish
 - 3. Cargo ship – a ship designed to carry cargo, things like clothing and barrels
 - 4. Passenger – someone who is riding a ship to get to a different place
 - 5. Sailor – a person who works on the ship
 - 6. Chest – a box used to store belongings
- D. *Procedures/Activities*
- 1. Review the previous lesson. Possible review questions are:
 - a. *Why did the Pilgrims leave England?* Because the king wouldn't let them worship God the way they wanted to.
 - b. *Where did they go?* Holland.
 - c. *Why did they leave Holland?* Because the children were forgetting what it was like to be English.
 - d. *What did the Pilgrims decide to do?* Go to the New World to start a new live.
 - e. *Was it dangerous to go to the New World? Why?* Yes, because there was no one there to help them.
 - 2. *What continent is England in?* Europe.
 - 3. Have a student locate Europe on the map and a globe.
 - 4. *What continent were the Pilgrims going to?* North America.

5. Have a student locate North America on a map and a globe.
6. *What do you see on this map that is between Europe and North America?* Water.
7. *What is this water called?* The Atlantic Ocean.
8. *So how do you think the Pilgrims are going to get to North America if the ocean is in the way ?* They will take a boat.
9. *The Pilgrims took a very special boat called the Mayflower to get to the New World. I am going to read a little bit about that voyage so we can understand what it was like.*
10. Read pages 14-29 of the book ...*If You Sailed on the Mayflower in 1620* by Ann McGovern. If you are unable to find this book try: *Across the Wide Dark Sea The Mayflower Journey* by Jean Van Leeuwen, pp. 1-10, *The Story of the Mayflower Compact* by Norman Richards, pp. 18-15 or *On the Mayflower, Voyage of the Ship's Apprentice and a Passenger Girl* by Kate Waters. (You will be reading about what the Pilgrims took on the trip and what daily life was like on the Mayflower.)
11. As you are reading the story you will need to stop and introduce the different vocabulary words.
12. After reading ask discussion questions. Possible discussion questions are:
 - a. *Was the Mayflower made to carry people?* No.
 - b. *How many people did the Mayflower carry?* 102 passengers and 30 sailors.
 - c. *Was there a lot of room on the Mayflower?* No.
 - d. *Did all of the people on the ship get along?* No, because they didn't trust one another.
 - e. *What did the Pilgrims take with them?* A chest for clothing and personal items, cradles, cooking items, guns, swords, and tools.
 - f. *Did the children get to take a lot of toys? Why or Why not?* No, because there wasn't enough room.
 - g. *What did the Pilgrims eat on the Mayflower?* Hardtack, salt horse, dried peas, beans, cheese, butter, and water. Their food was almost always cold.
 - h. *Where did the Pilgrims sleep?* Most of them slept on the floor.
13. *Do you think that this was a fun journey for the Pilgrims to take?* Accept all answers.
14. *How do you think the Pilgrims felt about leaving a lot of their things and their friend behind, knowing that they would never see them again?* Accept all answers.
15. *It is difficult for us to understand how they were not able to take things with them. To help us understand that, today we are going to pack like we are going on the Mayflower.*
16. Display the chest, box, or trunk to the students.
17. *We are all going to go on a trip and we will need to pack our things in this chest.*
18. *Now, because there are very few families as large as our class, we will pretend that there are only four people going.*
19. Display the variety of items that could be packed. As a class go through them and discuss the importance of each item. You may need to start over when you have filled up the trunk and realize that there are important things that you must bring.
20. Guide the students to understand that no matter how hard you try you can't fit everything. (Leave the trunk out for students so that they may explore it later.)
21. When finished discuss what items eventually had to be left out and why.

22. Hand out Appendix G to each student. The students will need to draw one item that they could have taken with them on the Mayflower and one item that could not be taken.
 23. The students must write their first and last name on the page and must try to write the word for what they drew underneath.
 24. If you have time afterwards you could share hardtack with the students so that they could understand what it is. (A recipe is on Appendix I.)
- E. *Assessment/Evaluation*
- a. Appendix H, Checklist for drawing
 - b. Appendix J, Anecdotal notes

Lesson Four: Landing and Surviving (approx. 40 minutes, 30 extra minutes for movie)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how economics, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
2. Lesson Content
 - a. The Pilgrims
 - i. The Mayflower
 - ii. Plymouth Rock
 - b. Become familiar with the people and ways of life of at least one Native American tribe or nation (Wampanoag)
 - c. The four seasons
 - d. Read any three-sound CVC word (for example, cat, sit) or nonsense word (for example, mup, fap).
3. Skill Objective(s)
 - a. Students will discuss specific ways Squanto helped the Pilgrims.
 - b. Students will discover which of the four seasons the Pilgrims experienced when they first landed on Plymouth Rock.
 - c. Students will discover the impact the seasons and weather had on the Pilgrims.
 - d. Students will contemplate how to communicate a message without knowing the other person's language.
 - e. Students will read CVC words.
 - f. Students will match pictures to the correct words.

B. *Materials*

1. *The First Thanksgiving* by Jean Craighead George, pp. 7-16, if you are unable to find this book try *The First Thanksgiving* by Linda Hayward, pp. 14-36, ...*If You Sailed on the Mayflower in 1620* by Ann McGovern, pp. 32, 37-43 or *The Story of the Mayflower Compact* by Norman Richard, pp. 28-29
2. *Squanto's Journey The Story of the First Thanksgiving* by Joseph Bruchac, if you are unable to find this book try *Squanto and the First Thanksgiving* by Teresa Celsi, pp. 4-18, or *New Friends in a New Land A Thanksgiving Story* by Judith Bauer Stamper, pp. 4-21.
3. One copy of Appendix K for every four students
4. One copy of Appendix L for every student
5. Scissors
6. Glue
7. *Animated Hero Classics: William Bradford the First Thanksgiving* (Video)

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Review the previous lesson. Possible review questions are:
 - a. *How did the Pilgrims make it to the New World?* They sailed on the Mayflower.
 - b. *Was the Mayflower a comfortable journey?* No, many people got sick, there wasn't enough room, they couldn't get clean, and the food went bad.
2. *The First Thanksgiving* by Jean Craighead George, 7-16. If you are unable to find this book try *The First Thanksgiving* by Linda Hayward, pp.14-29, ...*If You Sailed on the Mayflower in 1620* by Ann McGovern, pp. 32, 37-43 or *The Story of the Mayflower Compact* by Norman Richard, pp. 28-29.
3. After reading the selection ask discussion questions. Possible discussion questions are:
 - a. *How do you think the Pilgrims felt when they finally landed? Why?* Accept all answers.
 - b. *The Pilgrims first landed in Cape Cod in November and then sailed and landed one more time. Where did they land the second time?* Plymouth Rock.
 - c. *Why did they decide to stay there?* Because it was safe.
4. *Even after the Pilgrims found a safe place to live they had a very difficult time surviving. They landed on Plymouth Rock in December.*
5. *What season is it in December?* Winter.
6. *What is the winter like?* Cold and snowy.
7. *Many of the Pilgrims got very sick that winter and died.*
8. Introduce *Squanto's Journey The Story of the First Thanksgiving* by Joseph Bruchac. If you are unable to find this book try *Squanto and the First Thanksgiving* by Teresa Celsi, pp. 4-18, *The First Thanksgiving* by Linda Hayward, pp. 30-36, or *New Friends in a New Land A Thanksgiving Story* by Judith Bauer Stamper, pp. 4-21
9. Here is a possible way to introduce the story:
 - a. *The title of this story is: Squanto's Journey The Story of the First Thanksgiving. What is a title?* The name of a book
 - b. *The author of this book is Joseph Bruchac. What does the author do?* The author writes the story.
 - c. *This story is about a man who helps the Pilgrims after their first hard winter.*
10. Read the story to the students. After reading it to them discuss the story.
 - a. *What did Squanto teach the Pilgrims?* He taught them how to plant and catch food.
 - b. *What made Squanto different from the other Native Americans?* He could speak English.
 - c. *Did the Wampanoag people get along with the Pilgrims?* Yes, but they had to learn how to share things and how to treat one another.
11. *Do you think that it would be difficult to communicate with someone if you did not speak the same language?* Yes.
12. *If Squanto had not spoken English, how is another way they could have communicated?* Pictures and hand motions.
13. *Today we are going to pretend that we have met a group of people that do not speak the same language that we do. We are going to make a picture sheet to try and teach them a little of our language.*

14. Hand out a copy of Appendix K. There is four different pages to this Appendix, however, for variety, each student only needs one page.
 15. *Each of you has a page with English words on it. Using what you know of letters, you should be able to sound out the letters to figure out what the words are. Your pages are all different from one another. Please put your name on this page.*
 16. Hand out one copy of Appendix L to each student.
 17. *This page has pictures to go with the words on your other page. You will need to cut out the four pictures that go with the words on your page and glue them in the box with the correct word.*
 18. *The pictures are pig, hat, dog, cat, rat, and mom.*
 19. Circulate around the room to make sure that students understand. When students, finish collect the work to correct.
 20. If you have time watch a video about the Pilgrims journey. A good one to watch is: *Animated Hero Classics: William Bradford the First Thanksgiving*. This movie is 30 minutes long.
- E. *Assessment/Evaluation*
1. Appendix K, picture/word graph
 2. Teacher observation

Lesson Five: Daily Life and Democracy (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the purposes of government, and the basic constitutional principals of the United States republican form of government.
 2. Lesson Content
 - b. The Pilgrims
 - c. Democracy (rule of people): Americans wanted to rule themselves instead of being ruled by a faraway king.
 - d. Write all uppercase and lowercase letters of the alphabet.
 - e. Mother Goose and Other Traditional Poems:
 - i. London Bridge is Falling Down
 - ii. Poem: Ring Around the Rosey
 3. Skill Objective(s)
 - a. Students will discuss how Democracy came from the Pilgrims.
 - b. Students will learn about the daily life of a Pilgrim.
 - c. Students will create a hornbook.
 - d. Students will copy all uppercase and lowercase letters of the alphabet.
 - e. Students will practice Democracy by voting on their favorite game.
- B. *Materials*
1. *...If You Sailed on the Mayflower in 1620* by Ann McGovern, pp. 33-35, 57-70, if you are unable to find this book try *The Story of the Mayflower Compact* by Norman Richard, pp. 25-30
 2. *Sarah Morton's Day A Day in the Life of a Pilgrim Girl* by Kate Waters
 3. *Samuel Eaton's Day A Day in the Life of a Pilgrim Boy* by Kate Waters
 4. One copy of Appendix M for every student copied on tag board
 5. Yarn
 6. Hole Puncher
 7. Pencils
- C. *Key Vocabulary*
1. Hornbook – a thin piece of wood with a handle, covered with a thin piece of paper attached around the edges with a thin sheet of clear horn

2. Trundle bed – a small bed that is stored underneath regular sized beds
- D. *Procedures/Activities*
1. Review previous lesson. Possible review questions are:
 - a. *What happened after the Pilgrims landed in Plymouth?* It was winter, many got sick and died, and they didn't have enough food.
 - b. *Who helped them after the winter?* Samoset, Squanto and the Wampanoag.
 - c. *How did they help the Pilgrims?* They taught the Pilgrims how to plant and catch food.
 - d. *How did they communicate with the Native Americans?* Samoset and Squanto knew English.
 2. *When the Pilgrims first landed they began to make some laws.*
 3. Read the book ...*If You Sailed on the Mayflower in 1620* by Ann McGovern, pp. 33-35. If you are unable to find this book try *The Story of the Mayflower Compact* by Norman Richard, pp. 25-30.
 4. After reading the selection ask discussion questions. Possible discussion questions are:
 - a. *Why did the Pilgrims start to quarrel?* They were worried that other people would try bossing them around.
 - b. *What did they decide to do so that they could all stay together?* They signed the Mayflower Compact.
 - c. *What was the Mayflower Compact?* It was an agreement saying that they could vote for anyone they wanted to, they would no longer have a king.
 5. *Was it important to the Pilgrims to be able to vote for who their leaders were? Why?* Yes, because that is why they left England, they didn't like their leader.
 6. *If they are able to vote for whoever they want, do you think that they will vote for someone who will make rules that they don't like?* No.
 7. *This was the very beginning of Democracy, which is the form of government that we have in our country right now.*
 8. *We have gotten many things from the Pilgrims; do you think that their lives were similar to our own?* Accept all answers.
 9. Read...*If You Sailed on the Mayflower in 1620* by Ann McGovern, pp. 57-70. If you are unable to find this book, read portions from *Sarah Morton's Day A Day in the Life of a Pilgrim Girl* by Kate Waters and *Samuel Eaton's Day A Day in the Life of a Pilgrim Boy* by Kate Waters. (These books also have excellent pictures in them!)
 10. *How are some ways that the Pilgrims' lives were different?* The children slept in lofts or trundle beds, they didn't use silverware, they didn't always have chairs and usually only for the father so everyone else had to stand, children had to share their plate with a sibling, boys watched over the cornfields and girls helped cook in the kitchens.
 11. *Did the Pilgrims always wear black clothing and tall stiff black hats?* No, they wore brightly colored clothes everyday and only wore the darker ones for church.
 12. *Did children go to school?* They did not have school right away because they did not have time.
 13. *They didn't have books in school. What did they have?* Hornbooks.
 14. Explain the definition for hornbook.
 15. *Today we are going to make our own hornbook.*
 16. Give each child a copy of Appendix M. The students will need to cut out the hornbook from the tag board, punch a hole through the handle, and put a string through the hole (so it can be worn around the neck).

17. After this students will put their names on it and write the alphabet.
 18. If time permits you can have students vote, to help them understand Democracy, on different games that were played during the time of the Pilgrims.
 19. Games that were popular during Pilgrim times are:
 - a. London Bridge is Falling Down
 - b. Ring Around a Rosy
 - c. Here We Go Round the Mulberry Bush
 - d. Blind man's Bluff
- E. *Assessment/Evaluation*
1. Appendix M, Hornbook
 2. Teacher observation

Lesson Six: Thanksgiving (approximately 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how economics, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 2. Lesson Content
 - a. The Pilgrims: Thanksgiving Day celebration
 - b. Become familiar with the people and ways of life of at least one Native American tribe or nation (Wampanoag)
 3. Skill Objective(s)
 - a. Students will discover how the Pilgrim's day of Thanksgiving became the beginning of our traditional Thanksgiving Celebration.
 - b. Students will write a definition for Thanksgiving.
 - c. Students will answer question on paper about the Pilgrims and Thanksgiving.
- B. *Materials*
1. *The First Thanksgiving* by Linda Hayward, pp. 38-48, if you are unable to find this book try *New Friends in a New Land A Thanksgiving Story* by Judith Bauer Stamper, pp. 24-32, *Squanto and the First Thanksgiving* by Teresa Celsi, pp. 20-30, *A Day of Thanksgiving* by Ruth Roquitte, pp. 47-55, or *The First Thanksgiving* by Jean Craighead George, last five pages
 2. One copy each of Appendices N, O, and P for each student
 3. One copy of Appendix Q
 4. Pencils
- C. *Key Vocabulary*
1. Found – to begin or start something (such as a colony)
 2. Definition – the meaning
- D. *Procedures/Activities*
1. Review the previous lesson. Here are some possible review questions:
 - a. *Who was the only person who usually got to sit down for dinner and why?* The father because there was only one chair.
 - b. *Were children allowed to speak at dinner?* Only if an adult spoke to them first.
 - c. *What was the special book called that children used to help them learn?* The Hornbook.
 - d. *After Squanto showed the Pilgrims how to correctly plant food and catch food what happened to the Pilgrims?* They had a lot more food.
 - e. *Do you think the Pilgrims were happy about that?* Yes.

2. Read *The First Thanksgiving* by Linda Hayward, pp. 38-48. If you are unable to find this book try *New Friends in a New Land A Thanksgiving Story* by Judith Bauer Stamper, pp. 24-32, *Squanto and the First Thanksgiving* by Teresa Celsi, pp. 20-30, *A Day of Thanksgiving* by Ruth Roquitte, pp. 47-55, or *The First Thanksgiving* by Jean Craighead George, last 5 pages.
 3. After reading the story discuss it. Here are some possible discussion questions:
 - a. *Why did the Pilgrims decide to have a special meal of thanks?* Because they had survived and they had a lot of food.
 - b. *Who did they tell about this feast?* They asked Squanto to bring Massasoit and a few guests.
 - c. *What did Squanto do that surprised the Pilgrims?* He brought ninety Indians with him.
 - d. *How long did the feast last?* Three days.
 - e. *What kinds of things did they eat?* Turkey, ducks, geese, fish, lobster, corn, and deer.
 - f. *What did the Pilgrims and Indians do besides eating?* They played games.
 4. *When we first started talking about Thanksgiving, what bird did we say was usually thought of?* Turkey.
 5. *Why do you think we always think of turkey?* Because turkey was served at the first Thanksgiving Day feast.
 6. *This is what we consider to be the first Thanksgiving Day. There were many other celebrations of thanksgiving before this, however. Many of Squanto's people had celebrated by giving thanks for family, food and life.*
 7. *Because the Pilgrims helped to found our country their Thanksgiving Day became one of great importance and in 1863 Abraham Lincoln declared that it should be a national holiday.*
 8. Today I want you to write what your definition of Thanksgiving is.
 9. Hand out a copy of Appendix N to each student.
 10. Students need to write their first and last names on the page.
 11. Using the letter/sound knowledge students need to sound out their words to finish the phrase, "Thanksgiving is..."
 12. When the students are finished write a translation underneath.
 13. Afterwards give the students the quiz about Pilgrims. You will need to make sure that students are separated from one another so that they cannot look at each other's papers.
 14. You will also need to read through the quiz slowly, circulating around the room as you do to make sure that no one gets lost.
 15. Collect quizzes and writing for assessment.
- E. *Assessment/Evaluation*
1. Appendix O, checklist for writing
 2. Appendix P, Quiz

VI. CULMINATING ACTIVITY

- A. Thanksgiving Day Celebration – Have half of your students dress up like Pilgrims and half dress up like the Wampanoag tribe. Get a long table and cover it with brown butcher paper and have all of the students sit at it. Serve traditional Thanksgiving food and afterwards play several games.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Why do we celebrate Thanksgiving?

- B. Appendix B: Checklist for “Why do we celebrate Thanksgiving?” writing
- C. Appendix C: Thanksgiving songs
- D. Appendix D: Handwriting page
- E. Appendix E: Handwriting rubric
- F. Appendix F: Anecdotal notes, Lesson Two
- G. Appendix G: What could you take on the Mayflower?
- H. Appendix H: Checklist for “What could you take on the Mayflower?” drawing
- I. Appendix I: Hardtack Recipe
- J. Appendix J: Anecdotal notes, Trunk Packing Exercise
- K. Appendix K: Picture/Word graph (four pages)
- L. Appendix L: Pictures for graph
- M. Appendix M: Hornbook pattern
- N. Appendix N: Thanksgiving is...
- O. Appendix O: Checklist for “Thanksgiving is...” writing
- P. Appendix P: Thanksgiving with the Pilgrims Quiz (two pages)
- Q. Appendix Q: Thanksgiving with the Pilgrims Quiz Answer Key

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Appendix A

Name _____

Why do we celebrate Thanksgiving?



Appendix B

Checklist for “Why do we celebrate Thanksgiving?” writing

Student Evaluated: _____

Date of Evaluation: _____

Did the student write his/her first name correctly? Yes ____ No ____

Did the student write his/her last name correctly? Yes ____ No ____

Did the student write why he/she thinks we celebrate Thanksgiving or why we eat turkey for Thanksgiving? Yes ____ No ____

Did the student use initial and final consonants in his/her words?

Comments: Yes ____ No ____

Checklist for “Why do we celebrate Thanksgiving?” writing

Student Evaluated: _____

Date of Evaluation: _____

Did the student write his/her first name correctly? Yes ____ No ____

Did the student write his/her last name correctly? Yes ____ No ____

Did the student write why he/she thinks we celebrate Thanksgiving or why we eat turkey for Thanksgiving? Yes ____ No ____

Did the student use initial and final consonants in his/her words?

Comments: Yes ____ No ____

Appendix C

THANKSGIVING SONGS

Albuquerque Turkey

(Tune of "My Darlin' Clementine")

Albuquerque is a turkey
Andy he's feathered and he's fine
And he wobbles and he gobbles
And he's absolutely mine!

He's the best pet you can get yet
Better than a dog or cat
He's my Albuquerque turkey
And I'm awfully proud of that!

And my Albuquerque turkey
Is so happy in his bed
'Cause for our Thanksgiving dinner
We have spaghetti instead!

We Eat Turkey

(Tune of "Where is Thumbkin?")

We eat turkey, we eat turkey,
Yum, yum, yum,
Yum, yum, yum.
Always on Thanksgiving,
Always on Thanksgiving,
Yum, yum, yum,
Yum, yum, yum.

(Add other foods that children eat at Thanksgiving)

Turkey Dinner

(Tune of "Are You Sleeping?")

Turkey dinner, turkey dinner
Gather round, gather round
Who will get the drumstick?
Yummy, yummy drumstick
All sit down, all sit down.

Cornbread, muffins,
Chestnuts, stuffing.
Pudding pie, ten feet high.
We were all much thinner,
Before we sat down for dinner!
Me, oh, my. Me, oh, my!

I'm a Little Turkey

(Tune of "I'm a Little Teapot")

I'm a little turkey, I like to play.
I'm very hungry, I eat all day.
When I see the hunter with his gun.
Then I know it's time to run.

Songs from the November 2002 issue of the KinderKaper's Newsletter an online newsletter. Subscribe to farrm@aol.com if interested.

Appendix D
Handwriting Page

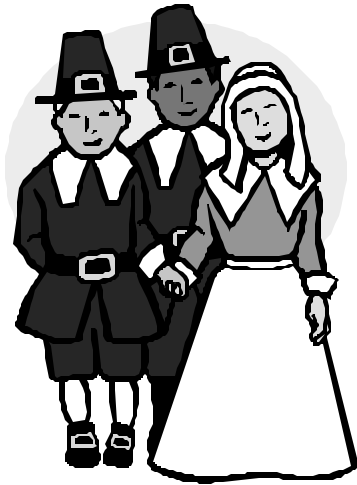
Handwriting Rubric







Name _____



The pilgrims came

from Europe.

Appendix E Handwriting Rubric

Student Evaluated: _____

Date of Evaluation: _____ Score: _____ pts/12 pts.

Task	3	2	1	0
First Name	Written correctly	1 mistake in name	2 or more mistakes in name	Name not written or is unrecognizable
Last Name	Written correctly	1 mistake in name	2 or more mistakes in name	Name not written or is unrecognizable
Tracing	All letters have been traced	Most letters traced	Whole line or word skipped	No letters traced
Writing	All letters/spaces written neatly with no corrections needed	Most letters/spaces written neatly with 1-3 corrections needed	Many of the letters/spaces written sloppily or many words/spaces are skipped	No words written

Make a check on Appendix D (student's work) to show how the student scored.

😊	<u>12-9 pts.</u>
😐	<u>8-6 pts.</u>
😞	<u>5-0 pts.</u>

Student Evaluated: _____

Date of Evaluation: _____ Score: _____ pts/12 pts.

Task	3	2	1	0
First Name	Written correctly	1 mistake in name	2 or more mistakes in name	Name not written or is unrecognizable
Last Name	Written correctly	1 mistake in name	2 or more mistakes in name	Name not written or is unrecognizable
Tracing	All letters have been traced	Most letters traced	Whole line or word skipped	No letters traced
Writing	All letters/spaces written neatly with no corrections needed	Most letters/spaces written neatly with 1-3 corrections needed	Many of the letters/spaces written sloppily or many words/spaces are skipped	No words written

Make a check on Appendix D (student's work) to show how the student scored.

😊	<u>12-9 pts.</u>
😐	<u>8-6 pts.</u>
😞	<u>5-0 pts.</u>

Appendix F

Anecdotal Notes, Lesson Two

Date _____

As a class, were the students able to accurately answer the questions?

Were there any questions/concepts that the students did not understand?

Are there any students that did not participate in the discussion, or who seemed to struggle with concepts?

Are there students who seem to have a strong grasp of the content taught in this lesson?

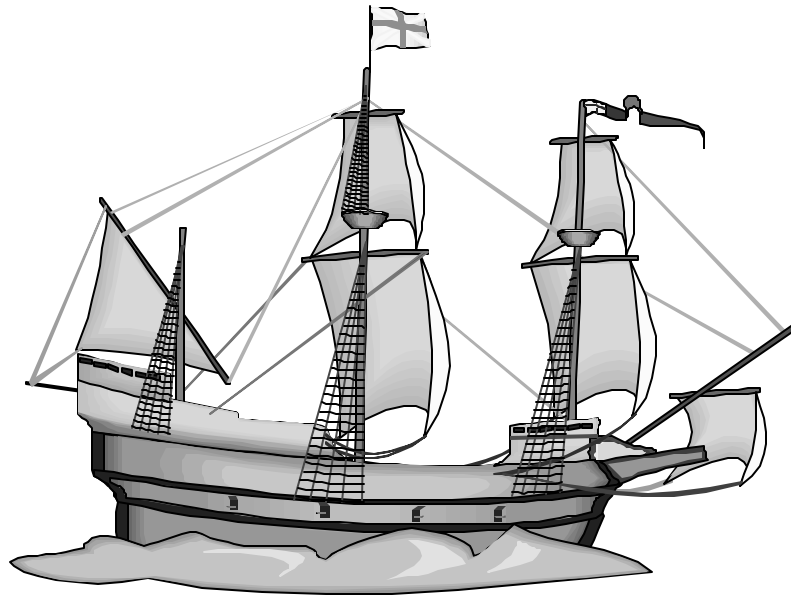
Comments:

Appendix G

Name _____

What could you take on the Mayflower?





Appendix H

Checklist for “What could you take on the Mayflower?” Drawing

Student Evaluated: _____

Date of Evaluation: _____

Did the student write his/her first name correctly?

Yes ____ No ____

Did the student write his/her last name correctly?

Yes ____ No ____

Did the student draw a picture of something he/she could take on the trip?

Yes ____ No ____

Did the student draw a picture of something he/she could not take on the trip?

Yes ____ No ____

Did the student write a word to go with each picture?

Yes ____ No ____

Did the student use initial and final consonants in his/her words?

Yes ____ No ____

Comments:

Appendix I

Hardtack Recipe

2 C. Flour

½ Tbs. Salt (optional)

½ Tbs. Sugar (optional)

½ C. Water

Mix flour, salt, sugar, and water. Using hands or rolling pin, flatten dough on floured cloth until ¼ inch thick. Score with a knife if desired. Bake on cookie sheet in 350° oven for 30 minutes. Break into pieces to eat.

WARNING: Hardtack is VERY HARD! If you are going to serve this to students, try it first yourself. If it is too hard someone could chip a tooth. You may want to try softening it in water.

This would be a very easy recipe for the students to help make as well.

Recipe from: www.melborponsti.com/basic019.shtml

Appendix J

Anecdotal Notes, Lesson Three Trunk Packing Exercise

Date _____

As a class, were the students able to understand why not all of the items could be packed?

Were there students who continually tried to have things packed that were not necessary over necessary items?

Are there any students that did not participate in the discussion, or who seemed to struggle with this exercise?

Are there students who seem to have a strong grasp of the content taught in this lesson?

Comments:

Appendix K
Picture/Word Graph

Name _____

<p>cat</p>	<p>dog</p>
<p>mom</p>	<p>rat</p>

Appendix K, page 2
Picture/Word Graph

Name _____

<p>pig</p>	<p>mom</p>
<p>dog</p>	<p>hat</p>

Appendix K, page 3
Picture/Word Graph

Name _____

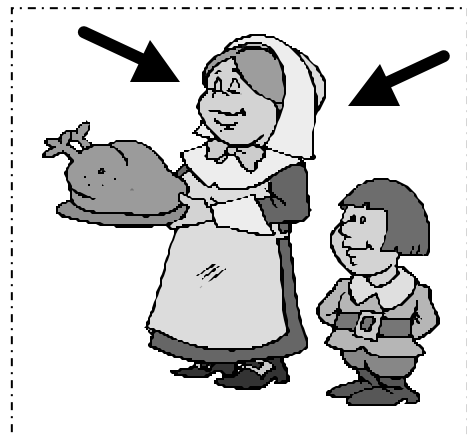
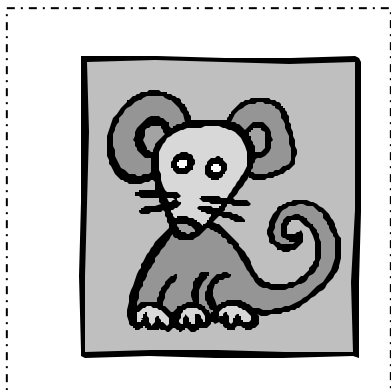
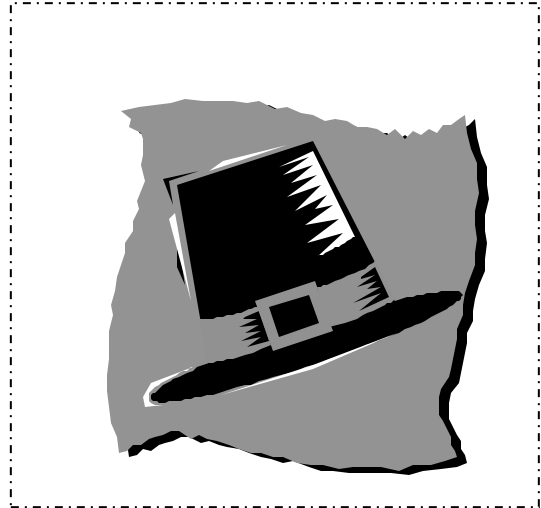
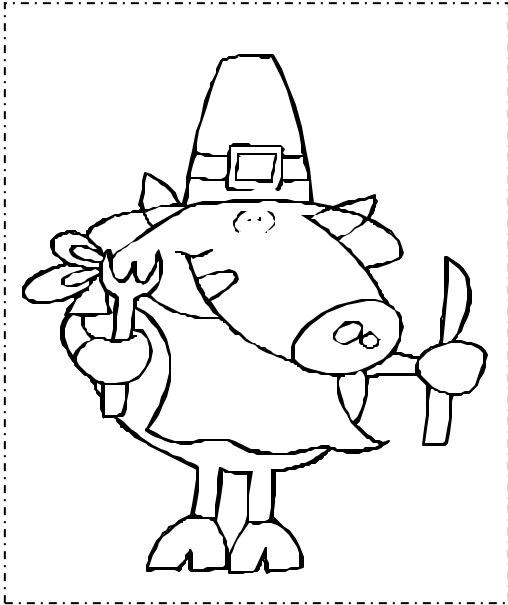
<p>rat</p>	<p>dog</p>
<p>cat</p>	<p>pig</p>

Appendix K, page 4
Picture/Word Graph

Name _____

<p>hat</p>	<p>cat</p>
<p>pig</p>	<p>mom</p>

Appendix L
Pictures for Graph



Appendix M
Hornbook Pattern

Aa _____ Bb _____ Cc _____ Dd _____

Ee _____ Ff _____ Gg _____ Hh _____

Ii _____ Jj _____ Kk _____ Ll _____

Mm _____ Nn _____ Oo _____

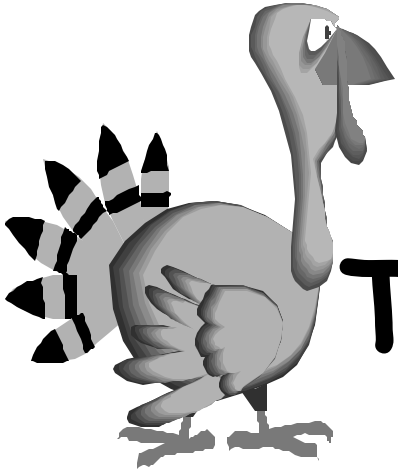
Pp _____ Qq _____ Rr _____ Ss _____

Tt _____ Uu _____ Vv _____ Ww _____

Xx _____ Yy _____ Zz _____

_____ 's
Hornbook

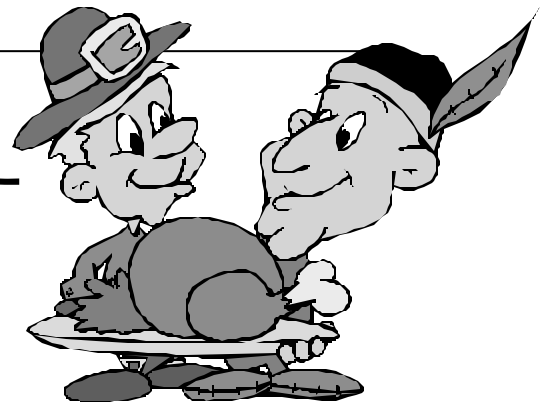
Appendix N



Thanksgiving is...

Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

by _____



Appendix O

Checklist For "Thanksgiving is..." Writing

Student Evaluated: _____

Date of Evaluation: _____

Did the student write his/her first and last name correctly? Yes No

Did the student give his/her definition of Thanksgiving? Yes No

Explanation:

Did the student give a reasonable definition of Thanksgiving? Yes No

Did the student use initial and final consonants in his/her words? Yes No

Comments:

Appendix P

Name _____

Thanksgiving with the Pilgrims

1. Did the Pilgrims come from the continent of Asia?



2. Did the Pilgrims leave their country for Religious Freedom?



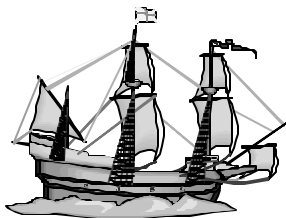
3. Are Pilgrims people who travel for fun?



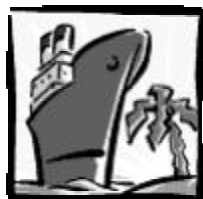
4. Did the Pilgrims sail on the Mayflower?



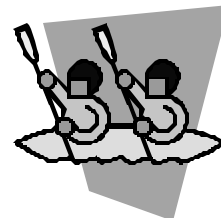
5. The Mayflower was a:



cargo ship



luxury liner

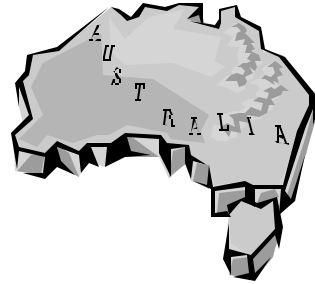


canoe

6. The Pilgrims were sailing to:



North America



Australia

7. Did the Pilgrims land on Plymouth Rock?



8. When the Pilgrims got to the New World many of them got sick and died.



9. What did Squanto teach the Pilgrims?

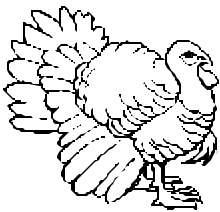


To plant food

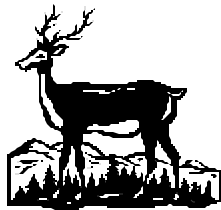


To heal the sick

10. What was not eaten at the first Thanksgiving?



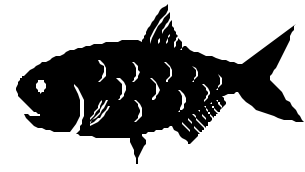
Turkey



Deer



Pumpkin Pie



Fish

Appendix Q

Name _____

Thanksgiving with the Pilgrims

1. Did the Pilgrims come from the continent of Asia?



2. Did the Pilgrims leave their country for Religious Freedom?



3. Are Pilgrims people who travel for fun?



4. Did the Pilgrims sail on the Mayflower?



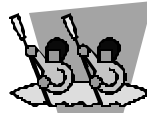
5. The Mayflower was a:



cargo ship

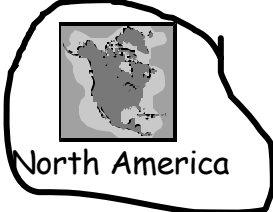


luxury liner



canoe

6. The Pilgrims were sailing to:



North America



Australia

7. Did the Pilgrims land on Plymouth Rock?



8. When the Pilgrims got to the New World many of them got sick and died.



9. What did Squanto teach the Pilgrims?

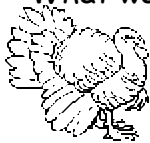


To plant food



To heal the sick

10. What was not eaten at the first Thanksgiving?



Turkey



Deer



Pumpkin Pie



Fish