



A “Feast” of Knowledge
Dawn Flora
Rockingham County Public Schools



Topic: First Thanksgiving, compare/contrast

Overview

This is a two-day lesson that comes at the end of a unit of study on the first Thanksgiving. Its purpose is to be a “visual” learning tool to help master the material that has been covered in this unit of study, with some enrichment learning taking place also. The video used in these lessons is a historically accurate reenactment of the “harvest festival” celebrated by the pilgrims and serves as a wonderful “visual” to master learning. The students will have the opportunity to *summarize* what they have learned about the first, to *extend* what they have learned into some enrichment type activities, and to *compare* the first to the that we celebrate today.

Grade 1

Time Allotment

Two 45-minute periods

Learning Objectives

On completion of this lesson students will be able to:

- summarize the important events of the first
- distinguish between past and present
- compare the first celebration to the way we celebrate it today

This lesson addresses VA SOLs Social Studies: 1.1, 1.6; English: 1.1, 1.12

**Other VA SOLs listed in the extension activities

Media Components

- *Holiday Facts and Fun: Thanksgiving*. United Learning, 2005. Unitedstreaming <http://wvpt.unitedstreaming.com>
 - Segment 2: Wampanoags and Pilgrims' First Harvest Celebration
 - Segment 7: Mrs. Ryan's Class Plays Hubbub
 - Segment 9: Marshall's Thanksgiving Preparation
- Computer with Internet access
- Computer with projection device

Materials and Student Handouts (only for culminating activities)

Day 1:

Materials for the Indian Game Hubbub:

- paper plates (one for every team of 2)
- Popsicle sticks (five per team of 2, plain on one side and painted black on the other side)

Day 2:

- Large white sheet of paper for making a class mural (length depends on class size)
- Paints and paintbrushes

Teacher Preparations

- Download Unitedstreaming segment and make notes of play, pause, resume portions in this lesson
- Gather the materials for the culminating activities

Introductory Activity

Day 1:

Focus: We have spent the last few weeks reading about the first Thanksgiving, looking at many pictures and posters that show what it looked like, and making items that represent the first Thanksgiving.

Activity: Allow students to share what they have learned verbally or in a journal listing.

Follow-up: We are now going to finish up our discussion on the first Thanksgiving by viewing a video to "review" what we have learned, add to our learning, and then we will compare the first Thanksgiving to what we celebrate currently.

Day 2:

Focus: Discuss the Indian game that was played yesterday. Ask: Is this a game that we play on Thanksgiving today? What do you do on Thanksgiving? (This discussion will lead into the learning activity for Day #2)

Learning Activities

Day 1:

1. **Focus:** Ask: Who were the pilgrims? (*group of people who settled in America many years ago*) How did they get to this land? (*ship--Mayflower*)

Where did they come from?" (*England*)

Play: the *Holiday Facts and Fun, #2, Wampanoags and Pilgrims' First Harvest Celebration*

Pause: (00:20) when you see the boat on the ocean and it says "...across the ocean."

Follow-up: Locate England on a map and discuss how long the voyage would have taken. What do you think the Pilgrims would have need to bring with them on this long voyage?

2. **Focus:** What was the first Thanksgiving called? Listen and watch. (*Harvest Celebration*)

Play: the video (resume from where it paused).

Pause: (00:39) after teacher says "...kind of Thanksgiving do we celebrate today."

Follow-up: Why do you think it was called a *harvest celebration*?

3. **Focus:** What was the first winter like for the pilgrims? (*harsh, many died from cold and hunger*) Watch the next part of this video and observe how the pilgrims lived and worked together.

Play: the video (resume from where it paused).



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Pause: (1:31) after “*Why did the pilgrims come to America? asked Mrs. Ryan.*” Allow the students in your class to answer this question (*to worship as they pleased*) and then resume the video. Stop the video at (1:46) where you see a pilgrim woman and man and it says “to worship as they pleased.”

Follow-up: What does worship mean? What were they not allowed to do in England? Why was the first winter so hard on the Pilgrims?

4. **Focus:** Take a few minutes now to discuss how long the first Thanksgiving lasted (3 days) and talk about some of the things that the Pilgrims and Indians did during that first feast. Why did it last so long? Compare it to our Thanksgiving celebration now. How has it changed? Stayed the same?

Play: the *Holiday Facts and Fun, #7 Mrs. Ryan's Class Plays Hubbub*

Pause (00:31) after “....before we have our big dinner.”

Follow-up: Why did the first Thanksgiving last so long? What do you think the Pilgrims and Indians would think of our Thanksgiving celebrations today?

Day 2:

1. **Focus:** What happens at your house on Thanksgiving Day? What ‘jobs’ do YOU have? What are your relatives doing?” (*all varied answers*)

Play: the *Holiday Facts and Fun, #9 Marshall's Thanksgiving Preparation,*

Pause: (00:34) when it says “...one of the best traditions of the holiday.”

Follow-up: Compare your family’s celebration activities to those you just saw in the video.

2. **Focus:** Now you are going to meet this family’s ‘Funny Uncle Paul’ and let’s see what he does to celebrate!

Play: the video by resuming from where you paused.

Pause: after each joke to give the students a chance to answer:

Joke 1: **PAUSE (0:52)**

Joke 2: **PAUSE (1:04)**

Joke 3: **PAUSE (1:16)**

Joke 4: **PAUSE (1:25)**

After joke 4 solution, **PAUSE (1:29)** after it says “...Plymouth rock.”

3. **Focus:** On Thanksgiving Day, what will YOUR family be thankful for? (*varied answers*) Let’s see what the Marshall family says they are thankful for. Watch and listen carefully to compare this family to yours.

Play: the video to the end.

Follow-up: with a comparison of families.

Culminating Activities

Day 1:

1. **Focus:** Let’s view a specific game that the Wampanog Indians played at their first feast. What is the name of this game? How is it played? (*Hubbub*)

Play: the video (resume from where it paused until the video ends).

Pause: Review the directions for playing the Indian game called “Hubbub” by asking the students what they saw and heard in the video.

Follow-up: Divide the class into groups of 4. Distribute materials to play the game. Model directions with one group of 4 to demonstrate how the game is played, while the others watch. Then allow the others to begin playing the game in their group once you have given them the materials.

Day 2:

1. Have the class work together to paint a large mural showing the things we are thankful for. As the children work, stress the idea that some of the most important and wonderful things we have been given on earth are free for all to enjoy. Encourage group discussion about these things as they continue to work on the mural.

Assessment

Day 1:

Teacher will move around the room from group to group and observe that the game is being played correctly. Teacher may also ask specific questions about what was covered in the video to individuals as she moves through the groups while they are playing the game. If the individual answers the question correctly....they earn an “additional” point for their team.

Day 2:

When the mural is finished, display it on a classroom wall or bulletin board. Have the children take turns orally explaining their part of the mural. Then have the children write about the things that their class has represented on the mural that we should all be thankful for.

Community Connections

- Have a parent or a community volunteer “dress up” as a Pilgrim or an Indian and visit the classroom. Have the students ask them questions about the first Thanksgiving.
- Set up an “e-mail” conversation between the class and a parent, community member, who will represent an Indian or Pilgrim from the first Thanksgiving. Let the class ask questions through e-mail.
- Focus on giving by donating to a soup kitchen or taking a field trip to the Salvation Army with collected donations.

Cross-Curricular Extensions

Language Arts

- Have the students write in their journal, pretending that they are a Pilgrim boy/girl and what life was like for them. Tell them to include as many things in their writing as they can remember from the video that was viewed and from the books that have been read. **English SOL 1.12*
- Create a book entitled, “Life on the Mayflower” for each child with 7 blank pages in it. The students are to label each page with a day of the week, beginning with “Sunday” at the top of page 1. They are then to write a few sentences telling something they might have done on a “Sunday” while coming across the ocean on the Mayflower. Illustrations should also accompany their writing. Proceed through the book, with “Saturday” being the last day. **English SOL 1.9, 1.11, 1.12*

Math



- Invite other classes to come to your classroom to help you with this counting activity: Have your students stand in an open area of your room and have every one “count” out loud as each student walks into the area. Then have the next class file in one at a time, counting each of them as they enter the area. Continue with other classes until you have “102”. This is how many Pilgrims came over in the Mayflower. Now count 34 of the 102 and separate them slightly from the others. These represent the children who were on board the boat. **Math SOL 1.1*

Social Studies

- Use the pilgrims and the first to help teach the SOL dealing with “past and present”. Compare the pilgrims to the people of today, the first feast to our feast today, the way we celebrate with the way it was celebrated then, etc. **Social Studies SOL 1.1*
- Have the students look at a map and trace the path that the Mayflower probably took when it came to the new land. Use a compass rose to discuss directions that the ship moved in as it made the journey. **Social Studies SOL 1.4*
- Connect this lesson to the study on “timelines” by visiting the following website with your class: www.teacher.scholastic.com/pictimeline/Sept/1620.htm

Art

- Have the students make a pilgrim boy and girl using “raffia” (to resemble corn husks), yarn and a cotton ball. Cut a 12 inch and a 4 inch piece of raffia and have the children untwist it. Fold the 12 inch piece of untwisted raffia in half and put a cotton ball in the fold. Tie a piece of black yarn around the raffia, under the cotton ball, to make the “head” of the pilgrim. Take the 4 inch piece of raffia and place it between the flaps of the raffia, tightly up under the tied-off cotton ball to form the “arms” of the pilgrim. Tie a piece of black yarn around the raffia, under the arms, to secure them. Tie a piece of black yarn on the end of each arm to form the “hand section”. The “girl” pilgrim (with the flap of raffia hanging at the bottom being the skirt) is now completed, except for drawing a face on it and adding some yarn pieces for hair to the top of the head with glue. The “boy”

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pilgrim is made the same way, except that you cut the “skirt” of the girl up the middle from the bottom and then tie off each “foot” at the bottom.

Technology

- Draw a picture of something that has been learned about the first Thanksgiving using KidPix or another drawing program. **Technology SOL 1.1, 1.3, 1.5*
- Write about the first Thanksgiving using Claris Works. Download a picture of the first Thanksgiving from Internet and cut and paste it into the Claris Works document created by the student. **Technology SOL 1.1, 1.3, 1.5*

About the Author

Dawn Flora is a first grade teacher at Ottobine Elementary School in Rockingham County.

This lesson was written as part of the Fall 2003 WVPT NTTI for the Virginia Enhancing Education Through Technology Ed Tech Grant awarded to the Shenandoah Valley Technology Consortium (SVTC).