Social Studies Unit: The Pilgrim Experience

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August 6, 2007
Unit Overview

This unit maintains five lessons and aims to address the third grade Massachusetts State Social Studies Framework Strands on Pilgrims. The five lessons are divided into: an introductory lesson, a primary source lesson, an Inspiration lesson, a cross-curricular lesson, and a concluding lesson. The main themes presented in this unit focus on the voyage of The Mayflower, the principles and implications of the Mayflower Compact, and the events leading up, as well as the actual, first Thanksgiving. Students will be given the opportunity to write, to read the historical fiction text, Thanksgiving on Thursday by Mary Pope Osborne, to analyze and hypothesize historical information, to draw, to use maps, and to formulate and evaluate the effectiveness and accuracy of a KWL Chart.

The justification for including this unit within the larger third-grade curriculum is two-fold. First, as this unit was designed to be utilized in a Massachusetts classroom, the Massachusetts State Frameworks require that third-grade classrooms instruct on The Mayflower voyage, the Pilgrims and their reasons for leaving Europe, the Wampanoags, and the Pilgrims’ experiences in Plymouth Colony leading up to, and including, the first Thanksgiving. This unit seeks to focus on all of these described areas. Second, this unit will serve as a foundation for future social studies units throughout the remainder of the school year and will also be built upon and referenced back to in the students’ future classrooms as the unit presents the very foundations of the history of the United States.
Research Paper in Justification of a Third Grade Unit on the Topic of Pilgrims

This paper aims to justify the inclusion of a Pilgrim unit within a third grade general education social studies curriculum. The rationale for this unit is argued through a discussion of research which suggests that maintaining social studies, as well as highlighting the importance of teaching United States history, is a critical component that needs to remain in school curriculum across the country.

In a time of high stakes assessment and standards, the social studies have started to take a back seat to the emphasis of many schools on developing and improving students’ reading, writing, and math abilities. In the article, “What happened to social studies? The disappearing curriculum” Margit McGuire talks about the potential problems that may be associated with such a narrowed curriculum focus. McGuire writes, “No one would argue against the importance of developing the literacy and mathematics skills of children….But at what cost? A society that depends on well-informed citizenry that understands how democracy functions…cannot afford to overlook the social studies” (McGuire, 2007, p. 620). Mathematics and literacy act as critical components in education, but, as McGuire points out, these disciplines often come at the price of failing to invest valuable time and teaching into areas within the school curriculum that impact that students’ development into thoughtful, critically analyzing citizens.

McGuire goes on to discuss the idea of “civic efficacy” (McGuire, 2007, p. 622), and asserts that “It is not enough to understand how the nation was founded. We also need to know what that means for living in a democratic society and an interdependent world” (McGuire, 2007, p. 622). This statement directly supports one of the primary focuses of implementing the Pilgrim unit into the third grade curriculum. Not
only does the unit discuss the origins and ideas behind the *Mayflower* voyage and the Pilgrims’ desire to flee Europe, for example, but it also focuses on the *Mayflower Compact* and the document’s implications for democracy within the Plymouth Colony as well as within the context of its future influences of the democratic structure of the United States.

William Gaudelli’s article, “U.S. kids don’t know U.S. history: The NAEP study, perspectives, and presuppositions” offers further support for this unit. Gaudelli identifies and analyzes recent studies generated by the National Assessment of Educational Progress (NAEP) that illustrate students’ small depth of understanding in terms of U.S. history. A crisis, according to the NAEP surveys, that is evident among students on a national level (Gaudelli, 2002, p. 197). Gaudelli indicates one NAEP study that found “nearly 60 percent of high school senior test-takers failed to demonstrate basic knowledge of U.S. history” (Gaudelli, 2002, p.197).

These results resonate with McGuire’s article, discussed earlier in this paper. Not only does McGuire claim that an increased focus of social studies within school curriculum is an essential need, but she also affirms that this focus needs to be implemented for children earlier in their school experiences. In her article, she cites *The Civic Mission of Schools*, a report created by the Carnegie Corporation, as stating that “Research suggests that students start to develop social responsibility and interest in politics before the age of nine. The way they are taught about social issues, ethics, and institutions in elementary school matters a great deal for their civic development” (*The Civic Mission of Schools*, as cited in McGuire, 2007, p. 620).
This theme of early exposure to social studies imparts additional justification for a third grade unit on Pilgrims. The unit works to help students engage in meaningful social studies lessons that take place within the early stages of their educational careers. Such emphasis works to enhance the development of these students’ identities as knowledgeable, actively engaged citizens.

Finally, as this unit is intended to take place with a Massachusetts third grade classroom, the MA State Social Studies Frameworks Introduction provides further support for the inclusion of this unit within the third grade curriculum. The MA State Social Studies Frameworks introduction maintains “three convictions”, which are to, first, illustrate “democracy as the worthiest form of human governance” (Massachusetts Department of Education, 2003, p.1), and to, second, ensure the survival and expansion of democracy through, the document’s third conviction of “transmitting to each new generation the political vision of liberty and equality that unites us as Americans” (Massachusetts Department of Education, 2003, p.1). Each of these main principles instill further confirmation that a Pilgrim unit within a third grade classroom will work to further promote the teaching of social studies in early education and also fit successfully into the frameworks of the state in which the unit is designed to take place.
References


Lesson Topic: Introductory Lesson. Creating a KWL Chart

Purpose:
This lesson is designed to take place in a third grade general education classroom and is intended to serve as the initiating lesson that kicks off a larger thematic unit on Pilgrims. The purpose of this lesson is to create the first two sections of a KWL Chart (what students already know about Pilgrims and what students would like to know about Pilgrims) to ignite students' thoughts on the unit topic.

Student Objectives:
• Students will be able to generate a list (individually) of 1) What they already know about Pilgrims and 2) What they would like to know about Pilgrims.
• Students will be able to identify verbally one fact they already know about Pilgrims and one fact they would like to know about Pilgrims. Students will identify these items as part of a class discussion.
• Students will be able to develop a class-wide KWL Chart (the K and the W sections) that will guide the class's unit.
• Students will be able to brainstorm and predict ways in which they might be able to investigate the items on the "what they would like to know about Pilgrims" list.

MA State Framework Strands:
• 3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life.
• 3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony.
  A. The purpose of the Mayflower Compact and its principles of self-government
  B. Challenges in settling in America
  C. Events leading to the first Thanksgiving

Materials and Resources:
• Blank KWL charts (number of charts = number of students in class)
  Large piece of poster-board with a blank KWL Chart, matching the design of the students' charts) drawn on the poster-board.
• Two different colored markers(to be used to fill in the class K and the W columns of the Chart)
• Students' social studies journals (note: the class has been using these journals all throughout year to-date. For this lesson, the journals will be used for the final activity when students predict ways in which they might discover the answers to the column "What they would like to know about Pilgrims".

Methods:
1. The teacher will introduce the first activity of the lesson (the students' individual generation of KWL Charts) by posing the questions:
   • What do you know about Pilgrims? About The Mayflower? About the first Thanksgiving? I want each of you to take five minutes to think about these questions on your own. Using the blank KWL Charts in front of you, fill-in the first column of what you know.
2. After the students have completed the first column of the KWL Chart, the teacher will ask the students to look at their "K" columns and to take a moment to analyze this section. The teacher will then ask the students to:
   • Think about the items that you wrote in your first column. What's missing from this column? Are there ideas or facts that you would like
to know about Pilgrims that are absent? Take five minutes and fill-in the second column of the KWL Chart. Consider and write down anything and everything you would like to know about Pilgrims.

3. The students will now come together as a class. Each student will be asked to share one item from, first, their "K" columns and then, second, their "W" columns. The teacher will use the items shared by the students to compile the first two components of a class-wide KWL chart (Note: the teacher will make the chart large enough to hang in the classroom throughout the unit and the final component of the chart, the "L", will be completed during the concluding lesson of the unit. This concluding lesson will also revisit all the items listed in the “K” column in an attempt to debunk any potential myths or incorrect facts that the students may have originally listed in this column).

4. Once the first two components of the class KWL Chart is completed, the teacher will ask the students to brainstorm/hypothesize/predict ways in which the class might go about discovering the answers to the items in the "W" column. The students will have 10 minutes to write down their ideas in their social studies journals.

Assessment /Evaluation:
- Students will be assessed on their individual KWL Charts, created in the beginning of the lesson.
- Students will be assessed on their participation in the class discussion that works to develop the class-wide KWL Chart.
- Students will be assessed on their brainstorm/prediction journal entries describing the possible ways in which the class might discover the answers to the chart's section of, "What you would like to know about Pilgrims".

Adaptations:
- The first activity of this lesson (filling in the "K" column) relies heavily on the assumptions that students possess prior knowledge about Pilgrims. If students are having difficulty accessing facts that they already know about the topic, they may focus on the second column of the chart, the “W”.
- In the closing activity, if students are stumbling to think about how they might discover the answers to the items in the “W” column, the teacher should be prepared to let these students generate a "top five" list. The “top five” list would consist of those items on the "W" column the students would most like to learn about in the unit.
Lesson Topic: Primary Source Lesson. Mapping the Pilgrims' Voyage

Purpose:
This lesson is designed to take place in a third grade general education classroom and is intended to occur within a larger thematic unit on Pilgrims. The purpose of this lesson is to help children grasp the length of time, in addition to all the various steps and stages associated with the Pilgrims' journey to Plymouth, Massachusetts.

Student Objectives:
• Students will be able to locate Plymouth, Massachusetts, Cape Cod, England (the English cities of Plymouth, Dartmouth, London, and Southampton) and the Netherlands (the Dutch cities of Delfthaven and Leiden) on a map.
• Students will be able to discuss, analyze, and demonstrate the route the Pilgrims traveled to Plymouth Colony through charting each step of the voyage on a map (they will chart the voyage on a class map as well as individual student maps).
• Students will be able to hypothesize the reasons why they think the Pilgrims chose to leave Europe.

MA State Frameworks:
• 3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.
• 3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony.

Materials and Resources:
Primary source to be used in lesson: National Geographic's Map Machine found at http://plasma.nationalgeographic.com/mapmachine/index.html. This source will first be used to point out locations relevant to the journey of the Mayflower and Speedwell that span from Europe to the United States and then, second, to illustrate the various stops of the Mayflower and Speedwell along the ships' journeys.
Other materials and resources needed:
• Computer with internet access and the capability of projecting National Geographic's Map Machine so that the program is visible to the entire class
• A large world map, hanging on a wall in the classroom. Note: The map must maintain enough detail so that the following locations are displayed: Plymouth, Massachusetts; Cape Cod; the English cities of Plymouth, Dartmouth, London, and Southampton; and the Dutch cities of Delfthaven and Leiden.
• Two balls of string (each a different color)
• Pushpins
• Photocopies of the world map that is posted on the wall in the classroom (one photocopy per student)
• Various colored markers/pencils/crayons
• Photocopies of the sheet "Timeline of the Pilgrims' Voyage", attached at the end of this lesson plan. (one photocopy per student)

Methods:
1. The teacher will lead a discussion that aims to get the students thinking about the concept of travel. Questions/Ideas the teacher should consider addressing in the opening discussion:
Everyone in this class has traveled. For example, you all had to travel this morning in order to arrive at school today. Think about all the different things you had to do to prepare to leave your home this morning. Take a moment, and in your mind, think about everything you had to do to plan and organize for your trip to school. Will some of you share with the class what you had to do to get ready?

Traveling to school is just one example; some of you may have traveled to other towns or states, or maybe even other countries in your lifetimes. Some of you may have once lived in a home that is different from the one in which you live now. Why did you decide to travel to that place? How did you get there? What did you bring with you?

Now we are going to turn our focus back to something that we were talking about yesterday: Pilgrims. Yesterday, we began to fill in a KWL Chart [note: the chart should be hanging in the classroom, large enough for the students to see], and some of the questions that you wanted to know about Pilgrims had to do with the ideas of moving and traveling. Why did the Pilgrims decide to venture across the Atlantic Ocean? Today, we are going to chart their voyage to Plymouth Colony, and, as we do this activity, I want you to keep thinking about everything we discussed yesterday.

2. Using the large world map displayed in the classroom, the teacher will familiarize the students with the larger regions addressed in the lesson (the Netherlands, England, and Massachusetts) on the map. [Note: each student will have a photocopy of the world map to refer to as the teacher and the students are locating these places.] Other locations to point out include: Plymouth, Massachusetts; Cape Cod; the English cities of Plymouth, Dartmouth, London, and Southampton; and the Dutch cities of Delfthaven and Leiden.

3. The teacher will pull up National Geographic’s Map Machine so that the computer screen includes the locations of Europe and North America.

4. The teacher will explain that the class is going to use this computer map as a resource to help them chart the Pilgrims’ voyage. Using the timeline of events/places along the Pilgrims’ journey [provided to each student at the beginning of the lesson], the teacher and the students will use Map Machine to locate each step of the voyage [the teacher will use the program to zoom in on each location]. After each journey leg is located on Map Machine, the teacher will ask two students (volunteers) to help her mark this place on the classroom’s large world map using pushpins and string [note: initially there will be two pieces of string, one to indicate the path of the Speedwell and one to indicate the path of the Mayflower]. The students, who are not plotting the specific stage of the voyage on the large classroom map, will use the location of Map Machine as well as the work of the two students charting the Pilgrims’ stop for the class as models to guide their individual charting of the voyage on their photocopied maps.

5. The process described in step four will take place for each date on the students’ timeline sheet.

6. After the voyage is charted completely, the teacher will lead a closing discussion on the Map Machine activity. Questions/Ideas the teacher should consider to address in the discussion:
   - Was the Map Machine program helpful in this activity? Why was this program helpful? What were the benefits? What were the drawbacks?
   - Thinking about Map Machine, looking at the chart of the journey, and considering your timeline sheets, what are some of the areas in which you think the Pilgrims experienced difficulty in their journey?
How are these difficulties different from those we talked about earlier today when we were discussing our personal travels? How are they similar?

Thinking back to the KWL Chart that we created yesterday and also reflecting on the Pilgrims’ charted voyage, can you think of any reasons why the Pilgrims might decide to embark on such a long and dangerous journey? [Note: this question will be used as a springboard into a lesson that discusses the reasons for the Pilgrims’ departure from Europe. This lesson, however, is not described in the unit assignment for EEDUC 5136].

Assessment/Evaluation:
- Students will be assessed on their individual maps that charted the journey of the Pilgrims.
- Students will be assessed on their participation in/contributions to the opening and closing discussions.

Adaptations:
- Depending on the student’s reading level, she/he may struggle to follow along and read the sheet “Timeline of the Pilgrims’ Voyage” as the class is charting the journey. The teacher should be conscious to read aloud each section of the timeline sheet before that place is located on Map Machine and the large class map.
- The teacher may also consider pairing potentially struggling students with classmates who might be stronger readers or who have demonstrated previous success with processing and understanding maps.
Lesson Topic: Utilizing Inspiration to Investigate the Mayflower Compact

Purpose:
This lesson is designed for a third grade general education classroom and is intended to take place within a larger unit on Pilgrims. The purpose of this lesson is to discuss the principles of the Mayflower Compact, the key people involved in the creation and signing of this document, and also the key effects and implications of this document.

Student Objectives:
- Students will read (as a whole class) the Mayflower Compact and will be able to work together in small groups to 1) brainstorm what they think the main ideas of the document are, 2) generate a list of key people who signed the document, and 3) think of effects/implications the document had. (Note: students will also write down any questions or areas of confusion the document may have created for them).
- Students will be able to present to the class what they discussed in their small groups and, through this discussion, will be able to assist their teacher in the development of a web of ideas/mind map, using the program, Inspiration. In this web of ideas, students will be able to theorize three key components of the Mayflower Compact: 1) the main ideas/principles of the document, 2) key people who signed the document, and 3) key effects of the document.
- Students will be able to utilize the Inspiration web to discuss as a class what they think the positives and negatives of the Mayflower Compact are in terms of self-government.

MA Social Studies State Frameworks:
- 3.3 A. The purpose of the Mayflower Compact and its principles of self-government

Materials and Resources:
Technology Resource: The computer software program, Inspiration. Note: an example copy of the web of ideas that will be created in this lesson is attached at the end of this document.
Other materials and resources needed:
- A computer with an internet connection and the program, Inspiration
- A projector that has the capability of projecting a computer screen that is visible to the entire class
- Copies of the Mayflower Compact (number of copies = number of students in class) as well as a list of the people who signed the document
- Paper and pencils (enough paper for each small group to have at least four sheets, and at least one pencil per student)

Methods
1. The class has already read together the Mayflower Compact at an earlier time and the teacher has taken time to go over key vocabulary and any obscure/strange language structure in the document. At the beginning of this lesson, the teacher will re-read the Mayflower Compact to the class (each student will have a copy) in order to re-familiarize the class with the content and structure of the document.
2. The teacher will divide the class into small groups (four – five students per group) and each group will have approximately 12 minutes to talk about the Mayflower Compact. In each group, at least one student will be the scribe, at least one student will be a “super summarizer” to report back to the class when all the groups come back together, and at least one student will be the “task master” to try to keep the group on task and to remind the group to think about all the assigned discussion questions. (Note: The teacher will have these four questions written on the board for the students to help guide their group
work – 1) What questions do you have about the document? Where are you confused? 2) What do you think are the main ideas of the document? 3) Who signed the document? 4) What do you think are the important effects of the document?). During the small group discussions, the teacher will circulate among the groups.

3. The groups will reconvene as a class, and report back. Using the information each group shares, the teacher will simultaneously create a web of ideas (through the program of Inspiration). The web of ideas will illustrate three key points: 1) the principles of the Mayflower Compact, 2) the people who signed the document, and 3) the key effects of the document.

4. Once the Inspiration web is completed, it will serve as a springboard into a class discussion which will aim to get at the positives and negatives of the Mayflower Compact in terms of self-government.

Assessment:
• Students will be assessed on their participation in the small group discussions in combination with each group’s notes (taken by the scribe) and the “super summarizer’s” report back to the class.
• Students will be assessed on their participation and contributions during the creation of the class’s Inspiration web of ideas.
• Students will be assessed on their participation during the class’s culminating discussion in which they talk about the implications of the Mayflower Compact in terms of self-government in the Plymouth Colony.

Adaptations:
• As the Mayflower Compact is a complicated and complex text, especially for third-graders to comprehend, the teacher should be prepared to create heterogeneous groups for the small group activity. The intention of this structure is to scaffold the learning and discussion that is taking place within the groups.
• In order to promote the participation of the entire, the teacher should be prepared to ask those students who are struggling more with the concepts to contribute some of the names of people who signed the Mayflower Compact (as opposed to the more critical thinking questions of the main ideas of the document and the key effects of the document).
Declared deep faith in God

Affirmed loyalty toward England

Mutual respect toward each other in eyes of God

Created equal laws for Plymouth Colony

Main ideas from the document

Mayflower Compact

Key Effects

Served as Constitution for Plymouth Colony

Served as democratic guide for government rule

Who signed the document
Lesson Topic: Cross-Curricular Lesson. Wrapping-up and Tying Together Thanksgiving on Thursday, by Mary Pope Osborne.

Purpose:
This lesson is designed to take place in a third grade general education classroom and is intended to serve as the cross-curricular lesson within a larger thematic unit on Pilgrims. The purpose of this lesson is to tie in Mary Pope Osborne’s text, Thanksgiving on Thursday, to the class’s unit on Pilgrims as well as to ignite students’ thinking surrounding the perspectives of both the Wampanoags and Pilgrims at the first Thanksgiving.

Student Objectives:
• Students will be able to identify at least five facts (as a class) that they have learned about the first Thanksgiving and the events leading up to the first Thanksgiving from the text, Thanksgiving on Thursday.
• Students will be able to analyze the facts recalled in the first objective and to apply these facts as they design characters, based on the characters described in Osborne’s text, to illustrate the experiences of both the Pilgrims and the Wampanoags at the first Thanksgiving and the events leading up to the first Thanksgiving.
• Students will be able to incorporate into their character designs: 1) a drawing of their character, 2) the name of their character, and 3) a list or a brief description of what that character did in preparation for as well as at the actual events of the first Thanksgiving.
• Students will be able to recall at least three vocabulary words from the text (note: these vocabulary words will have been discussed during previous activities with the text) and will be able to integrate these words into their character’s list or description of activities.
• Students will be able to present their character designs to the class.

MA State Framework Strands:
Social Studies:
• 3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life.
• 3.3 A. challenges in settling in America and B. events leading to the first Thanksgiving

English Language Arts:
Learning Strand – Beginning Reading: 7.9: Read grade-appropriate imaginative/literary and informational/expository text with comprehension.
Learning Strand – Understanding a Text: 8.14: Make judgments about setting, characters, and events and support them with evidence from the text.
Learning Strand – Writing: 19.12: Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.

Materials and Resources:
• Thanksgiving on Thursday Vocabulary Sheet (Attached to the end of this document). (one per student needed).
• Students’ social studies journals
• Pens/pencils (at least enough for each student to have on writing implement)
• Two large sheets of poster board
• Two (different colors) permanent markers
• Colored pens/pencils/markers (enough for students to have access to multiple implements)
Methods:

Note: The class will have just completed the book, *Thanksgiving on Thursday*. [The class read the text in conjunction with the Pilgrims unit.] Various discussions regarding the book will have already taken place throughout the class’s reading; an example of such discussions is the *Thanksgiving on Thursday* vocabulary list that is tied into this lesson. This vocabulary list was integrated into the reading of each chapter in the text.

1. The teacher will lead a discussion that aims to get the students thinking about: 1) the events leading up to the first Thanksgiving, 2) both the Wampanoags and the Pilgrims, and also 3) the experiences of each of these sets of people at the first Thanksgiving. The objective of this initial discussion is to use *Thanksgiving on Thursday* to generate two lists:
   a. **List One:** identifies facts/ideas about the Wampanoags in respect to the first Thanksgiving. What the Wampanoags had to do in preparation for the events of the first Thanksgiving as well as what various people did at the actual events of this celebration.
   b. **List Two:** identifies facts/ideas about the Pilgrims in respect to the first Thanksgiving. What the Pilgrims had to do in preparation for the events of the first Thanksgiving as well as what various people did at the actual events of the celebration.

   The teacher will ask each student to contribute at least one idea to one of the two class lists.

2. Once each student has supplied at least one fact (and each list has at least five items on it), the teacher will ask the students to take a few minutes to think about the two lists and to think about each list in the perspective of either a Wampanoag or a Pilgrim at the time of the first Thanksgiving. Then, in a class-discussion format, the teacher will ask the students to consider the questions:
   a. Looking at the two charts and also reflecting on *Thanksgiving on Thursday*, what do you think the Wampanoags were thinking/feeling during the events of the first Thanksgiving?
   b. Think about this question in respect to the Pilgrims. Consider how much they had endured throughout the first year leading up to their first harvest in Plymouth.
   c. How do both our reading of *Thanksgiving on Thursday* and our lists about the Pilgrims and the Wampanoags differ from any earlier thoughts you might have had about the first Thanksgiving?

3. Once the above discussion has concluded, the teacher will ask the students to think back to the characters they encountered as they read *Thanksgiving on Thursday* - the Wampanoag characters and the Pilgrim characters - and to think about these characters in relation to the charts the class just created as well as the class discussion. The teacher will ask the students to design a character who may have attended the first Thanksgiving. The teacher will explain to the students the requirements of the activity (note: the teacher will also write these requirements on the chalk board). The requirements will be:
   a. The students create a name for the character they think might be at the first Thanksgiving.
   b. The students must draw a picture of the character in their social studies journals.
   c. In their social studies journals, the students must develop a list or a brief description of what their designed character did in preparation for as well as at the events of the first Thanksgiving. Within their lists or descriptions, the students must include at least three vocabulary words from the *Thanksgiving on Thursday* Vocabulary Sheet that has been discussed and worked on throughout the reading of the text.
d. Upon the completion of a, b, and c, students will briefly present their created characters.
The teacher will give the students 30 - 40 minutes to design their characters.

4. The teacher will lead a closing discussion on the character design entry activity. The objective of this ending discussion is to have the students discuss the similarities and differences between the characters that the students created.

Assessment/Evaluation:
• Students will be assessed on their participation in both the introductory and concluding discussions.
• Students will be assessed on the thoroughness and development of their Thanksgiving characters.
• Students will be assessed on the inclusion of three Thanksgiving on Thursday vocabulary words in their diary entries.

Adaptations:
• If students are uncomfortable presenting all the components of their designed characters (for example, if students are insecure about their drawing abilities), the teacher should be prepared to allow students to discuss only one aspect of their character or, in reference to the character drawing, for example, the teacher should be prepared to permit students to describe what they included in their drawings as opposed to the actual drawings.
• If students are struggling to include three vocabulary words from the Thanksgiving on Thursday Vocabulary Sheet, the teacher should be prepared to permit students to use fewer than three with the guideline of: for each word number the student chooses to omit from his/her entry, the student will have to write a sentence that includes one of the vocabulary words.
Lesson Topic: Concluding Lesson. Finishing the KWL Chart and Debunking Pilgrim Myths

Purpose:
This lesson is designed to take place in a third grade general education classroom and is intended to serve as the concluding lesson within a larger thematic unit on Pilgrims. The purpose of this lesson is to complete the "L" column of the KWL Chart, created in the introductory lesson of this unit, and to revisit the “K” section of the Chart to debunk any potential myths or incorrect facts the students may have originally listed in this column.

Student Objectives:
• Students will be able to recall at least four facts they have learned throughout the Pilgrim unit and write these facts in their social studies journals.
• Students will be able to rank the facts they have learned in order of importance or significance (according to their own opinion).
• Students will be able to write about the facts that they chose as the most important and propose three reasons why they believe their facts to be the most important piece they learned in the unit.
• Students will be able to present their facts to the class to help create the “L” component of the KWL chart, and thus complete the chart for the unit.

MA State Framework Strands:
• 3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life.
• 3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony.
   A. The purpose of the Mayflower Compact and its principles of self-government
   B. Challenges in settling in America
   C. Events leading to the first Thanksgiving

Materials and Resources:
Other materials and resources needed:
• A computer with an internet connection
• A projector that has the capability of projecting a computer screen that is visible to the entire class
• Students’ social studies journals Pencils/pens (# = at least enough for each student to have a writing implement)
• The original class-wide KWL Chart; the poster board will have the “K” and the “W” portions of the chart already completed. These columns were completed in the unit’s introductory lesson.
• Colored marker (a different color than the two used to complete the first two columns of the KWL Chart.

Methods:
1. The teacher will begin the lesson by showing the class the film, Plymouth Plantation. This 15 minute unitedstreaming film demonstrates the major themes in the unit’s three main lessons: the primary source, the Inspiration, and the cross-curricular lessons. This
film will serve as a catalyst to get the students thinking about the unit as a whole, and thus weave together the previous four lessons.

2. Once the film is completed, the teacher will ask the students to take 10 minutes to reflect individually on the Pilgrims unit. She will ask the students to consider the previous four lessons, in conjunction with the video just shown to the class, to help them recall four important facts or ideas that they learned from the unit. Students will write down these four ideas in their social studies journals.

3. Once the students have identified their facts, the teacher will ask the students to think about each fact individually and to rank, in their own opinions, the order of the facts’ importance.

4. The teacher will then ask the students to look at their ordered lists and to write in their journals about why they think the facts they ranked first are most important. The teacher will ask the students to include three reasons as to why they think their facts or ideas are most significant to the unit.

5. Each student will then share his/her most significant fact with the class as well as one of the reasons why she/he chose the fact as the most important component of the unit. As the students share their responses, the teacher will write the presented facts in the “L” column of the KWL Chart.

6. Once each student has contributed his/her most important fact of the unit, the teacher will ask the class:
   a. What is similar about each of the responses we just heard?
   b. What is Different?
   c. Looking at the ‘L’ column, what pieces of the unit are still missing? What else have we learned that is not written on the poster yet? Will you share the other facts that you wrote in your journals?

The teacher will use these three main questions in an effort to complete the “L” section of the KWL Chart.

7. Finally, the teacher will ask students to analyze the three separate columns of the chart and also reflect back on their journal entries that they wrote during the introductory lesson of the unit. In this entry, students were asked to brainstorm possible ways in which they might be able to discover the items they had listed in the “W” column of the Chart. The teacher will use this reflection as a springboard into a discussion of what the unit answered from the “W” column and what questions still remain about Pilgrims. Further, as there are so many common myths and misconceptions about Pilgrims, Plymouth Colony, and the Mayflower, the teacher will also use this final discussion to debunk any myths or incorrect information that the students placed initially in the “K” column of the Chart.

**Assessment /Evaluation:**
- Students will be assessed on their participation in/contributions to the class discussions.

  **Note:** This is the only minor form of assessment placed in this lesson as it is the concluding lesson of the unit and a formal assessment of the entire unit will follow immediately after this lesson.

**Adaptations:**
- The first adaptation is in reference to the second journal activity of the unit (when the teacher asks the students to include three reasons as to why they think their fact or idea is most significant). This activity requires fairly complex critical thinking skills, and thus the teacher should be prepared to model the type of responses for which she is looking in support of their most significant facts.
• As this lesson has multiple discussion components, in particular a section in which students have to share what they think to be the most significant fact of the unit as well as a reason why they think this piece to be the most important, the teacher may consider offering cues to assist those students who are struggling to articulate their ideas in front of the class.
Unit Assessment/Evaluation Assignment

A Letter to a Friend or Family Member in England

We have spent the past two weeks in class studying and learning about the Pilgrims. We have investigated their voyage across the Atlantic Ocean, looked into their Colony’s first document of government, and studied the events leading up to the first Thanksgiving. Now, it is time to reflect on all that we have examined and to think about and synthesize the information that we have covered in this unit.

Your Task:
Imagine that you are a Pilgrim. Imagine that you have journeyed across the Atlantic on the Mayflower and that you have endured the first winter and the year leading up to the first Thanksgiving in Plymouth Colony. How do you feel? What experiences or events standout in your mind?

It is now the early summer of your second year in Plymouth, and a ship from England has just arrived. You have left friends or family members behind in England, and this is your opportunity to let them know how you are and what you have experienced. It is your task to share your story and to send a letter on the ship’s return voyage to England that will reach your friends and family across the Atlantic.

In an attempt to paint a rather complete picture of your experiences, your letter should include:
1. One hardship that you have endured, and also how this hardship made you feel.
2. One similarity between Plymouth and England.
3. One difference between Plymouth and England.
4. A description of your new life.

The purpose of this letter is to show me what you learned in the unit. The successful letter will be thorough, well-developed, and accurate, and almost completely free of any spelling and grammatical errors that we have discussed in class to-date. It will also possess all four of the components described above.

We will work on completing these letters in class this week. A first draft is due in one week. Once you have received comments and feedback on your first draft, you have an additional week to correct and further develop your letters.
<table>
<thead>
<tr>
<th>Letter Component</th>
<th>Extraordinary</th>
<th>Commendable</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>
| Description of Hardship and Feelings /25 pts. | - You have described at least one hardship.  
   - You have at least three details to support that hardship.  
   - Your feelings are clearly displayed in your writing. | - You have described one hardship.  
   - You have two details to support that hardship.  
   - Your feelings are displayed in your writing. | - You have described one hardship.  
   - You have one detail to support that hardship.  
   - Your feelings are somewhat displayed in your writing. | - You have not described one hardship.  
   - You have no supporting details.  
   - Your feelings are not displayed. |
| One Similarity /20 pts.          | - You have described at least one similarity between Plymouth and England.  
   - You have at least three details supporting your similarity. | - You have described one similarity between Plymouth and England.  
   - You have two details supporting your similarity. | - You have described one similarity between Plymouth and England.  
   - You have one detail supporting your similarity. | - You have not described one similarity between Plymouth and England.  
   - You have no supporting details.  
   - Your feelings are not displayed. |
| One Difference /20 pts.           | - You have described at least one difference between Plymouth and England.  
   - You have at least three details supporting your difference. | - You have described one difference between Plymouth and England.  
   - You have two details supporting your difference. | - You have described one difference between Plymouth and England.  
   - You have one detail supporting your difference. | - You have not described one difference between Plymouth and England.  
   - You have no supporting details.  
   - Your feelings are not displayed. |
<p>| Description of New Life /10 pts.  | - You have described at least three components of the writer’s new life. | - You have described two components of the writer’s new life. | - You have described one component of the writer’s new life. | - You have described no components of the writer’s new life. |</p>
<table>
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<tr>
<td>Creativity</td>
<td>o The letter shows that the author put significant time and thought into considering the lives of the Pilgrims during the first year in Plymouth Colony. o It is extremely obvious to the reader that the letter was written from the perspective of a Pilgrim. o The letter shows emotion</td>
<td>o The letter shows that the author put some time and thought into considering the lives of the Pilgrims during the first year in Plymouth Colony. o It is fairly obvious to the reader that the letter was written from the perspective of a Pilgrim. o The letter shows some emotion.</td>
<td>o The letter shows that the author has put only a little time and thought into considering the lives of the Pilgrims during the first year in Plymouth Colony. o It is, at times, apparent to the reader that the letter was written from the perspective of a Pilgrim. o The letter shows little emotion.</td>
<td>o The letter shows no prior thought on the part of the author, and it is unclear as to whether or not the author is writing from the perspective of a Pilgrim. o The letter shows no emotion.</td>
</tr>
<tr>
<td>Spelling and Grammar</td>
<td>o The letter is almost free of spelling, capitalization, punctuation, and grammatical errors that the student and the teacher have discussed in class.</td>
<td>o The letter has some spelling, capitalization, punctuation, and grammatical errors that the student and the teacher have discussed in class.</td>
<td>o The letter has many spelling, capitalization, punctuation, and grammatical errors that the student and the teacher have discussed in class.</td>
<td>o The letter has not been changed or corrected since its first draft.</td>
</tr>
<tr>
<td>Organization and Formatting</td>
<td>o The letter is clearly organized with separate paragraphs to describe each of the four main components of the assignment.</td>
<td>o The letter is fairly well organized and almost always uses a separate paragraph to describe each of the four main components of the assignment.</td>
<td>o Parts of the letter are well organized, but the letter only sometimes uses separate paragraphs to describe the four components of the assignment.</td>
<td>o The letter is disorganized and difficult to follow.</td>
</tr>
</tbody>
</table>
Unit References


MayflowerHistory.com was used in the primary source lesson to guide the creation of the Mayflower timeline. This website also served as a great resource for background information and was used for the unit’s website review as well.


The Mayflower Compact website was used in the *Inspiration* lesson to create a handout for the students to view the list of the passengers who signed the *Mayflower Compact*.


The National Center for Public Policy Research was used in the Inspiration lesson to retrieve a copy of the Mayflower Compact for students to view and read.

This website was used to create the vocabulary worksheet that coincided with the class’s reading of *Thanksgiving on Thursday*. 