

# Social Studies Project

## The First Thanksgiving



[REDACTED]  
Social Studies Project

EDUC 321: Methods **I**

November 2008



## The First Thanksgiving (first grade)

I read Thanksgiving Day by Gail Gibbons to my class. As a class we filled in the "Idea Web" with information about the First Thanksgiving we learned from the book. We also talked about the web and what type of information we would put in it so they could think about it while I read. I then had the students create two sentences using facts from the web about the First Thanksgiving. After doing a rough draft and a final copy, they drew a picture of what they thought the First Thanksgiving would have looked like.

*Kim Ramsey*

# Teacher Portfolio Artifact Cover Sheet

## ACEI STANDARD #: 2.4 Social Studies

**2.4** Candidates know and understand major concepts and modes of inquiry from the social studies.

- Candidates demonstrate knowledge and understanding of the themes, concepts, and modes of inquiry drawn from the social studies that address:
  - (1) culture
  - (2) time, continuity, and change
  - (3) people, places, and environment
  - (4) individual development and identity
  - (5) individuals, groups, and institutions
  - (6) power, governance, and authority
  - (7) production, distribution, and consumption
  - (8) science, technology, and society
  - (9) global connections
  - (10) ideals and practices
- Candidates demonstrate in-depth knowledge and understanding of how the major themes of social studies are integrated across academic fields.
- Candidates use the major concepts and modes of inquiry from the social studies to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- Candidates use their in-depth knowledge of the social studies to provide K-6 students with multiple explanations and highly integrated learning experiences.
- Candidates help K-6 students demonstrate an understanding of the integration across the academic fields of the social studies.
- Candidates plan and implement engaging learning experiences in which K-6 students are challenged to research, analyze, and evaluate real world situations and are able to demonstrate their competence.

## ACEI STANDARD #: 2.8 Connections across the curriculum.

**2.8** Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues.

## ACEI STANDARD #: 3.1 Integrating and applying knowledge for instruction.

**3.1.1** Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

## ACEI STANDARD #: 5.1 Practices and behaviors of developing career teachers

**5.1.** Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

STAPLES

- Candidates can work independently on a variety of disciplinary and pedagogical problems and responsibilities by combining, as appropriate, their knowledge and skills in child development, curriculum, instruction, and assessment
- Candidates focus and defend independent analysis and value judgments about disciplinary content and methodologies and applications to specific circumstances
- Candidates can adapt to evolving issues and conditions as time and situations change and make wise decisions according to time, place, and population
- Candidates can identify, access, and use technology- based resources in support of their professional development
- Candidates demonstrate a commitment to the professional codes of ethical conduct

**NAME OF ARTIFACT: Social Studies Project and Teaching Experience**

**TYPE OF ARTIFACT: Lesson Plan for Social Studies**

**Brief description of artifact:**

My topic for this lesson was the First Thanksgiving. To begin, I read Thanksgiving Day by Gail Gibbons to my first grade class. Together we then filled in an "Idea Web" with pieces of information about the First Thanksgiving that we learned from the book including who was there, what they ate, and how long the feast lasted. As we went along, we discussed ideas and concept related to our topic. After we had the web filled in, I had the students create two sentences using facts from the web. After writing a rough draft and getting it corrected by the teachers, they did a finally copy. They also drew a picture to go along with their sentences of what they thought the First Thanksgiving might have looked like. Before they drew, we talked about what type of things should/might be in their picture.

**Brief description of how artifact demonstrates ACEI Standards 2.4 and 2.8:**

This lesson demonstrated standard 2.4 because it involved learning about (3) people, (5) groups, and (9) global connections. Also, I connected Social Studies across academic fields because I had the students filling in a literacy web, writing, and drawing. It also demonstrates the last bullet of standard 2.4 because as a class we did a form of research and then I had the students demonstrate their competence by filling in the web and completing the drawing and writing activity. Also, throughout the lesson, I had the students compare the First Thanksgiving to today's Thanksgiving in order to connect and evaluate their real world experience. This lesson demonstrated standard 2.8 because connections between concepts and procedures were made when I had the students use the book information and connect to filling in the web. I also connected the social studies topic with a literacy activity. The lesson definitely built the students understanding of the First Thanksgiving. It also built my understanding because I had to complete research in order to be prepared to teach this lesson to my class. This lesson integrated many different academic areas while still focusing on a social studies topic and requiring the students to understand the information, make connections, and complete an activity using the information.

Attached is the assignment that generated this artifact and the artifact scoring rubric completed by a Keene State College instructor.

**Methods Social Studies Project Rubric**  
Attributes: K (Knowledge); S (Skills); (D) Dispositions; (I) Impact on Student Learning

Steps & Point Range	Needs Improvement	Meets Expectations	Exceptional	Attributes & Standards
<b>STEP 1. PLANNING AND PREPARATION</b> <b>A. Selection of appropriate topic.</b> (1-6 pts.)	Topic does not fit well into social studies theme and developmental level of students. Weakly connected or not connected to state, national and/or local curriculum standards. Inspiration 8 web not included or few or unconnected ideas. Did not meet with CT to discuss lesson.	Topic selection appropriate for social studies theme and developmental level of students. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with several, well-connected ideas. Met with CT to discuss lesson.	Topic fits very well into social studies theme and developmental level of students. Topic supports grade level current Social Studies curriculum. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with many well-thought-out interconnected ideas. Met with CT to discuss lesson.	<b>Standards:</b> 2.1, 2.4, 3.1, 5.1, 5.2
<b>B. Research on topic</b> (1-6 pts.)	Few resources explored. Description does not reflect appropriate depth of knowledge needed to effectively teach lesson. Weak content background of topic. Research covers few perspectives. Does not meet minimal requirements for curriculum resources. Annotated bibliography does not meet requirements. Not completed in correct APA style.	Used a variety of resources including: Five children's books, two professional resources (not from the Internet), two web sites or software programs. Research of content background covers lesson's topic at a basic level. Covers differing perspectives in an adequate manner. Annotated bibliography meets basic requirements. Uses APA format for in-text citations and for bibliography with few errors.	Used a wide variety of resources including at least 5 children's books, two professional resources (not from the Internet), two web sites or software programs. Rich, detailed research of content background reflects depth of knowledge on lesson's topic. Covers multiple perspectives. Annotated bibliography reflects in-depth knowledge and evaluation of books. No errors in APA style in text citations and bibliography.	<b>Standards:</b> 2.1, 2.4
<b>C. Goals, curriculum standards, objectives and assessments.</b> (1-6 pts.)	Goals, curriculum standards, objectives not articulated to the extent needed. Assessments are minimal, mostly skills-focused, with little attention to student development of critical thinking, problem solving and/or not appropriately aligned with lesson objectives. No comments or minimal reflection on students' work. Comments do not address students' meeting (or not) lesson objectives.	Goals, curriculum standards, objectives clearly articulated. Assessments address concepts as well as skills related to development of student critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students' work reflect some thoughtful assessment of students' meeting (or not) lesson objectives.	Goals, curriculum standards, objectives clearly and thoroughly articulated. Assessments address concepts, skills and process competencies necessary for development of student critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students' work clearly reflect thoughtful assessment of students' meeting (or not) lesson objectives.	<b>Standards:</b> 1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 4

<b>STEP II</b> <b>INSTRUCTION</b> <b>A. Micro-teaching</b> <b>(3-6 pts.)</b>	<p>Minimal description of topic given. Several elements of lesson were incomplete and/or underdeveloped. Micro-teaching showed basic effort in preparation and minimal planning. Delivery was weak, lacking in enthusiasm or engagement.</p> <p>1-3 pts.</p>	<p>Description of topic given. Micro-taught lesson to peers. Evidence of thoughtful planning and preparation for micro-teaching. Delivery was energetic and engaging. Review of micro-teaching included in final reflection indicating lesson modifications made based on peers' feedback.</p> <p>4-5 pts.</p>	<p>Thorough description of topic given. Micro-taught a carefully-prepared, age-appropriate and engaging lesson to peers. Delivery was energetic, enthusiastic and engaging. Review of micro-teaching included in final reflection thoughtfully indicating lesson modifications made based on peers' feedback.</p> <p>6 pts.</p>	<b>Standards:</b> 1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2
<b>B. Develop and teach Lesson.</b> <b>(1-6 pts.)</b>	<p>Some components of the Methods Lesson Plan format missing and little detail included. Art(s) extension activity is missing or weakly developed.</p> <p>1-3 pts.</p>	<p>All components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Art(s) extension activity is relevant to topic and demonstrates thoughtful planning.</p> <p>4-5 pts.</p>	<p>All components of the Methods Lesson Plan format addressed in a detailed/thoughtful manner. Art(s) extension activity is relevant to topic and demonstrates creativity and thoughtful planning.</p> <p>6 pts.</p>	<b>Standards:</b> 1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, 5.2.
<b>STEP III</b> <b>PROFESSIONAL PRESENTATION</b> <b>A. Ensure quality of final product.</b> <b>(1-3 pts.)</b>	<p>Did not meet all project expectations and requirements. Editing needed. Included little analysis of teaching effectiveness and/or growth as a social studies educator. Project did not reflect adequate understanding of the teaching of social studies and use of children's literature to enhance student learning.</p> <p>1 pt.</p>	<p>Met project expectations and requirements. Basic analysis of candidate's growth as a social studies educator. Presented project neatly - few editorial issues. Pseudonyms &amp; professional terminology used. Demonstrated basic understanding of the teaching of social studies and use of children's literature to enhance student learning.</p> <p>2 pts.</p>	<p>Met and/or exceeded all project expectations and requirements. Used pseudonyms and professional terminology throughout. Presented project neatly with no editorial issues. Demonstrated in-depth understanding of the teaching of social studies and use of children's literature to enhance student learning.</p> <p>3 pts.</p>	<b>Standards:</b> 2.1, 5.1
<b>B. Final reflection on project and teaching experience.</b> <b>(1-3 pts.)</b>	<p>Final reflection shows little analysis. Discussion of the value of the social studies project experience is minimal. Does not include comments on the effect of the lessons on candidate growth.</p> <p>1 pt.</p>	<p>Final reflection demonstrates some analysis of the effectiveness of the lesson and teaching experience. Analysis of candidate's own growth as a social studies educator demonstrates the value of the social studies project experience.</p> <p>2 pts.</p>	<p>Final reflection demonstrates careful and in-depth analysis of the effectiveness of the lesson and teaching experience. Reflection of candidate's own growth as a social studies educator fully explores the value of the social studies project experience.</p> <p>3 pts.</p>	<b>Standards:</b> 1, 2.1, 2.4, 3.4, 4, 5.1, 5.2

Grading: A=(35-36); AB=(31-34); B=(25-30); BC=(21-24); C=(16-20); CD=(13-15); D=(12) Total Score: \_\_\_\_\_

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After teaching this lesson, I was very satisfied with how it went overall. The students were very interested in the topic and were extremely engaged in the lesson and information. I think the best part of this lesson was the idea web that we filled in as a class with information that we learned from the book. The students really understood the concept of the web and had some great answers and information to give me. Their ability to fill in the web as well as they did really showed me that they understood the information. I would definitely use the web again for this lesson and for others.

The writing and drawing activity also went very well and the students seemed to enjoy drawing what they thought the First Thanksgiving might have looked like. One thing I would change for next time would be the writing portion of the activity. Some of the students struggled with constructing complete sentences, so instead of having them come up with their own sentences, I would give them a fill in the blank model to use. For example I would give them, "The First Thanksgiving was \_\_\_\_\_" or "At the First Thanksgiving \_\_\_\_\_". I think this help them be more successful while still allowing them to use the facts and create a sentence.

This was the most in depth lesson I have to done to date and it proved to me how important planning ahead really is. For example, I had a word bank written out for the students with words I knew they would use, but would not know how to spell. This not only helped them, but it limited the number of questions I had to answer about how to spell certain words such as Thanksgiving and turkey. Not having to answer the same question over and over allowed me to use my time more productively and focus on more serious issues and struggles that some students had with other parts of the activity.

A major aspect of this lesson that helped me as the teacher was doing the research on the topic ahead of time. Having to write two pages about the First Thanksgiving gave me a lot of good information that I was able to share with my class. I could also answer questions and clear up any confusion the students had. For future lessons, I know now how important it is that, as the teacher, I have as much current information on the topic as I can. Even if I do not end up using the information in the lesson I would at least have it if I needed it. It was also very beneficial to have the Thanksgiving word search for students when they finished the activity. This is because while some students were finishing up, some were just beginning to write their final copy.

Having my lesson really planned out also gave me a lot more confidence and made teaching the lesson a lot easier. This lesson not only taught me a lot, but it also gave me lots of ideas to use in the future. I found this lesson to be very successful and I believe the work the students completed proved that it was.

Name: Kimberly Ramsey Date: November 13, 2008 Grade Level: 1

Subject: Social Studies Topic: The First Thanksgiving

**Purpose:** To have students learn and understand basic information and facts about the First Thanksgiving.

**Curriculum Standard:**

New Hampshire Curriculum Frameworks for Social Studies-- Grade 1

**SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions**

**Demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.**

SS:HI:2:3.1: Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims. (Themes: H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)

New Hampshire Curriculum Frameworks for Reading – Grade 1

**W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...**

W:RC:1:2.1: Using prior knowledge or references to text to respond to a question (evidence may take the form of pictures, words, sentences, or some combination) (Local)

(Retrieved on October 31, 2008 from

<http://www.ed.state.nh.us/education/doe/organization/curriculum/CurriculumFrameworks/documents/K-12SocialStudiesFramework.doc> and

[http://www.ed.state.nh.us/education/doe/organization/curriculum/CurriculumFrameworks/documents/K-12FrameworkWrittenandOralCommunication\\_002.doc](http://www.ed.state.nh.us/education/doe/organization/curriculum/CurriculumFrameworks/documents/K-12FrameworkWrittenandOralCommunication_002.doc))

**Objectives:** Given a book about the First Thanksgiving the students will identify and remember facts about the First Thanksgiving by listing them on a web graphic organizer.

**Materials Needed for Learning Experience:**

**Teacher:** book about Thanksgiving, web graphic organizer poster, dry erase marker.

**Student:** none

**Anticipated Length of Learning Experience:** 40-45 minutes

**Student Grouping:** whole class

**Prerequisite Knowledge:**

**Teacher:** For this lesson, the prerequisite knowledge that I will need is the information or knowledge about the First Thanksgiving that I will expect the students to

learn from this lesson. Being in a first grade classroom, this lesson will not get into too much detailed information and is more of a starting point for students to branch off of in the future. Most of the information I need I will get from the book that I am going to read aloud to the class, but I did consult other sources so I can supply the children other information if necessary and be able to answer any questions they have.

The Pilgrims decided to come to America in search of religious freedom. They wanted to separate from the Church of England and therefore were called Separatists (Kamma 2001). Their ship was the Mayflower and there were about 102 passengers aboard when it left England (Enjoy MA 2008). It took the Pilgrims about nine weeks to get from England to America and many of the passengers died during the long journey (Hayward 1990). Although it is not where they first landed, these brave people finally settled in what they called Plymouth, Massachusetts (Kamma 2001). When the settlers arrived, they soon realized that a Native American tribe called the Wampanoag already lived in the area. Fortunately for both the Indians and the Pilgrims, both sides wanted to keep the peace and together the groups signed a peace treaty (Kamma 2001). The relationship between the two groups grew even stronger when Samoset and Squanto, two Indians who both spoke English, taught the new settlers how to survive in their new land (Hayward 1990). These two men helped the Pilgrims hunt and showed them how to grow crops such as corn (Hayward 1990). The trick that Squanto taught the Pilgrims about growing corn was to put a fish under the seeds before covering the seeds with dirt (Kamma 2001). This was a good way to fertilize the seeds and make sure the corn crop would be bountiful.

After successfully surviving their first winter, the Pilgrims were very thankful for what the Indians had done for them. In order to celebrate their successful harvest, the Pilgrims decided to have a feast and the First Thanksgiving was held in 1621 (Schwarz 1996). The Pilgrims invited the Indians to join them for their feast and Chief Massasoit came with 90 other Indians (Kamma 2001). This harvest feast took place in the late fall and lasted a total of three days (Kendall 1997). During the three days there was a variety of food to eat. Some of the food on the table at the First Thanksgiving was turkey, nuts, bread, and cranberries (Gibbons 1983). They also ate roasted deer meat, beans, cornbread, and pumpkin (Gibbons 1983). During the three days, the Pilgrims and Indians did more than just eat. Together they played games, sang songs, held parades, and danced (Kamma 2001). There was also a big game of tug-of-war, which almost everyone joined in on (Kamma 2001). The Pilgrims had many things to be thankful for including food, shelter, and most importantly their good friends, the Wampanoag Indians (Hayward 1990).

The last of my resources is a Scholastic website that not only gives information about the First Thanksgiving, but is also an interactive site for students. Students can view a slideshow of pictures and it is appropriate for even young students because the website narrates to the student so they do not have to be able to read. There is also a quiz students can take that would be great for upper elementary aged students. The quiz would be harder for young children, but the questions would be good to answer and discuss as a class after learning about the Pilgrims, Indians, and the First Thanksgiving.

### References

Enjoy MA. (2008). *The history of Thanksgiving*. Retrieved November 2, 2008, from

<http://www.enjoyma.com/boston/thanksgiving.asp>

- Gibbons, Gail. (1983). *Thanksgiving day*. New York: Holiday House.
- Hayward, Linda. (1990). *The first Thanksgiving*. New York: Random House.
- Kamma, Anne. (2001). *If you were at...the first Thanksgiving*. New York: Scholastic Inc.
- Kendall, N. (1997). How much do you know about the first Thanksgiving? [Electronic version]. *Christian Science Monitor*, 90(1).
- Scholastic Inc. (2008). *The Thanksgiving feast*. Retrieved November 2, 2008, from [http://www.scholastic.com/scholastic\\_thanksgiving/feast/index.htm](http://www.scholastic.com/scholastic_thanksgiving/feast/index.htm)
- Schwarz, F. (1996). 1621 [Electronic version]. *American Heritage*, 47(7).

Student: none

**Procedure:**

**1. Introduction:**

- Ask the students who celebrates Thanksgiving. Ask them how they celebrate Thanksgiving.
- Ask the students if they have heard of the First Thanksgiving. Ask them what they know about the First Thanksgiving.
- Tell the students that we will be reading a book about the First Thanksgiving and filling in the "idea web" with facts we learn.
- Show them the "idea web" poster. Explain how this web is a good way to organize facts about a topic. Tell them how the topic goes in the middle circle and the circles around the topic go facts that relate to the topic.
- Tell them the topics of the five fact circles are Who, Food, Where, How long, and Thankful for...
- Explain that as we read they should be thinking about information to fill the circles and we will fill out our web as a class.

**2. Body of Learning Experience:**

- Read aloud Thanksgiving Day by Gail Gibbons
- During reading, emphasize information that will be used to fill the web.
- After reading, ask the students about some facts that they learned.
- Remind students that the information on the web is about the First Thanksgiving, not how we celebrate it today (even though the book talked about that information too).
- Together, as a class fill in the web with the facts from the book.
- Use page 38 of The First Thanksgiving by Linda Hayward to give students examples of what the Pilgrims and Indians might have been thankful for if necessary.

### 3. Conclusion:

- Once the web is filled in, review the information on the chart.
- Have the students identify things that are similar about the First Thanksgiving and how we celebrate Thanksgiving today.
- Show the students the book If You Were At... The First Thanksgiving by Anne Kamma.
- Ask if anyone has any questions about the web or the information that we put in the web.

### Assessment:

#### 1. Formative:

- During the read aloud, I will ask the students questions about the story and emphasize the facts that they will need to remember in order to fill the web.
- I will discuss how the pictures give us just as much information as the text does.

#### 2. Summative:

- The summative assessment for this lesson will be filling in the idea web with facts about the First Thanksgiving.
- If the students can provide me with the information, then I know they learned the facts.
- If they are struggling, we can go back in the book and see if together we can find the necessary information.

### Child Guidance (Behavioral):

#### **Proactive Considerations:**

- To prevent confusion with directions, I will go over them slowly and ask the students question such as "What is one piece of information that we will need to look for in the reading to write on our web?" to show they understand the assignment.
- To prevent behavioral issues, I will observe where certain students chose to sit on the rug and perhaps make some seating changes before I begin the lesson. I will also remind the class about the blur jar.
- To make sure all my students all involved I will call on a variety of students to give answers (even if they do not have their hand up) and also make sure that all students have are in a position to see the web.

#### **Reactive Considerations:**

- If students are misbehaving, I might change their seat or issue a warning. After 3 warnings I will have them move their card to yellow. If that student continues I will ask them to go back to their seat and listen from their desk.
- If the students do not seem to understand the directions, I will either explain them again in a different way or ask a student to tell the class what the directions are. This would show me who does understand and also will encourage student participation.

### Child Guidance (Cognitive):

Needs for Lesson Participation:	Modification Required:
<ul style="list-style-type: none"><li>• For some students, a challenge within the lesson will be the skills needed to remember/ recall information from the text to fill out the web circles.</li><li>• This honors the MI because not only are we discussing facts, but they will be visually represented on the web.</li><li>• Working as a class, there should not be many, if any, modifications needed for children with learning problems. They can look to the book or their peers to help them.</li><li>• To promote full engagement of all students, not just those with advanced knowledge, I will call on a variety of students and will ideally get an answer from every student.</li></ul>	<ul style="list-style-type: none"><li>• To ensure success, I will really emphasize the information they need to recall while I read. If a student needs help, as a class we can go back into the book and find the info.</li><li>• The materials can be modified so that if a student thinks of a new circle of information we can add to the web, I will draw it on and have the class fill it in.</li><li>• If I see that students are getting restless during the webbing because it is taking longer than expected I can have get up and stretch, then come back and finish the assignment.</li></ul>

### Resources Used:

Gibbons, Gail. (1983). *Thanksgiving day*. New York: Holiday House.

Hayward, Linda. (1990). *The first Thanksgiving*. New York: Random House.

Kamma, Anne. (2001). *If you were at... the first Thanksgiving*. New York: Scholastic Inc.

### Lesson Reflection:

1. Analysis: Overall, the lesson went very well. I think the best part was filling in the idea web. The students really grasped the concept and had good ideas and information to fill the circles. The students really learned a lot about the First Thanksgiving including who was there and how some of the foods are still eaten at Thanksgiving today. I knew they learned this information because they were able to discuss it as a class and also able to write about it for the activity. They were very interested in the story and had plenty of comments which showed me they were listening.
2. Planning: If I were to teach this lesson again I would definitely use the web to organize the information. I would also make sure that as I wrote on the web, I stood in a position where all the students could see what I was writing and I would not be blocking their view of the chart.

**Subject:** Social Studies      **Topic:** The First Thanksgiving

**Curriculum Standard:**

**W:IW:3:** In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by:

(Retrieved on October 31, 2008 from

[http://www.fishbase.org/summary.php?species=Hemirhamphus+proterops&lang=French&press=document](#)

Given their factual sentences about the First Thanksgiving students will support their writing by drawing a picture that represents what they think the First Thanksgiving looked like.

**Materials Needed for Learning Experience:**

Teacher: idea web poster, rough draft paper, final product paper, books on the First Thanksgiving for students to reference if necessary.

**Student:** pencil and crayons.

**Anticipated Length of Learning Experience: 25-30 minutes**

**Student Grouping:** Individual

**Prerequisite Knowledge:**

**Teacher:** An understanding of the facts and information that is written on the web and also how to help students find information in the books if necessary.

**Student:** Information and facts learned while putting together the web. Also, any information they can remember from the book read out loud.

### **Procedure:**

## 1. Introduction

- Review information that was put on the web.

- Discuss with students what they think the First Thanksgiving might have looked like (refer to the books)
- Explain to students the next activity which will be writing and drawing about the First Thanksgiving.

## 2. Body of Learning Experience:

- Tell students that they will be writing 2 sentences about the First Thanksgiving from the information on the web.
- Give them my example and have 1 or 2 students give an example sentence.
- Tell them they will be doing a rough draft on the FCA paper and review the FCAs.
- Remind them to use the web for ideas and help with spelling.
- Once they have had their sentences checked by a teacher, they can write them on the final paper.
- After writing their sentences, they are going to draw what they think the First Thanksgiving might have looked like.
- Review some things they might put in their picture (people, table, food).
- Have the students to go back to their seats and begin working silently,
- Tell the students they will be able to talk in whispering voices once everyone is working on the final copy.

## 3. Conclusion:

- For students who finish early, hand out the Thanksgiving word search.
- Once everyone is done, have 3-5 students share their work (more can if time permits).
- Finished work can be hung around the room and/or made into a class book about the First Thanksgiving.
- Have students clean up and clear off their desks.

## Assessment:

### 1. Formative:

- As students work, I can observe them and see who knows exactly what they want to write for facts and see who struggles. This will show me who really grasped the information and activity.
- I can also observe who followed the FCAs and who used the words given to them on the paper and on the web to help them with spelling.

### 2. Summative:

- The students' final product is the summative assessment for the entire lesson. It will show me what they learned and how well they understood the project.

### Child Guidance (Behavioral):

<b>Proactive Considerations:</b>	<b>Reactive Considerations:</b>
<ul style="list-style-type: none"><li>• I will go over the directions one time, very slowly and then again to review the basics. I will also ask if there are any questions.</li><li>• Doing the work at their desks should help with behavior, but I will remind them that it is silent until they are working on their final copies, then they can whisper.</li><li>• All students will be participating as they do their own work, but if a student is struggling I will work with them to come up with ideas for sentences.</li></ul>	<ul style="list-style-type: none"><li>• If a student is misbehaving, they get 3 warnings then they move their card to yellow. If they continue to misbehave, then their card turns to red.</li><li>• I will walk around as the students work to keep them on task and answer questions.</li><li>• If there is a question or confusion about direction, I will have everyone stop working and address the entire group with the question and answer in case somebody had the same question, but did not want to ask.</li></ul>

### Child Guidance (Cognitive):

<b>Needs for Lesson Participation:</b>	<b>Modification Required:</b>
<ul style="list-style-type: none"><li>• The skills that might be challenging for some individual students will be putting the facts together to make a sentence.</li><li>• To promote engagement, it will be important to tell the students that their work will be either hung up in the classroom or made into a class book.</li><li>• There will be some students that will need the constant encouragement to focus on their work. A modification for this lesson if it seems too much for the students is to get the rough draft done and then do the final copy another day or later that day.</li></ul>	<ul style="list-style-type: none"><li>• If a student is really struggling, I will have them pick out a fact they want to use and I can help them word by word to create an appropriate sentence.</li><li>• I will encourage them to write in their neatest handwriting and really focus on the FCAs.</li><li>• If this is the case, I could collect the rough drafts and hand them out to complete the next day or later that day.</li></ul>

Resources Used: none

**Lesson Reflection:**

1. **Analysis:** Overall, I think the activity was successful. The students enjoyed doing it and it also showed me that they had learned and understood the information. Their drawings were very detailed and they enjoyed adding these specific details. Having the students write a rough draft of their sentences was a good intervention to catch mistakes and gave me the chance to show the students how to correct their mistakes. Some students did have trouble putting sentences together, but as I talked it out with them, they were able to verbally put a sentence together and then write it down on paper.
2. **Planning:** If I were to teach this lesson again, I would modify the writing activity part. Instead of having students come up with sentences, I would give them a model to follow and fill in. (For example: The First Thanksgiving was \_\_\_\_\_ or At the First Thanksgiving \_\_\_\_\_) I think this would help the students be more successful with the writing aspect of the activity. If time allowed I would also want the students to have a chance to look through the books I brought about the First Thanksgiving.

Name: Kimberly Ramsey

Date: November 13, 2008

Grade Level: 1

Subject: The Arts

Topic: The First Thanksgiving

**Purpose:** To have the students do a hands-on art activity that involves teamwork and is connected the Thanksgiving theme.

**Materials Needed for Learning Experience:**

Teacher: brown, red, orange, and yellow construction paper, wiggle eyes, and craft directions

Student: scissors, glue, and pencil to trace

**Procedure:**

**1. Introduction**

- Introduce the craft to the students.
- Show them the example I made and tell them how it could make a nice centerpiece for their family's Thanksgiving table.
- Ask them if they think the Pilgrims and Native Americans had decorations on their table at the First Thanksgiving. If so what did they have?
- Explain how it is made and how they trace their feet for the body and their hands for the feathers.
- Explain how the students will use brown for the body. They will do 2 hands in red, 2 hands in yellow, and 2 hands in orange (6 total feathers).

**2. Body of Learning Experience**

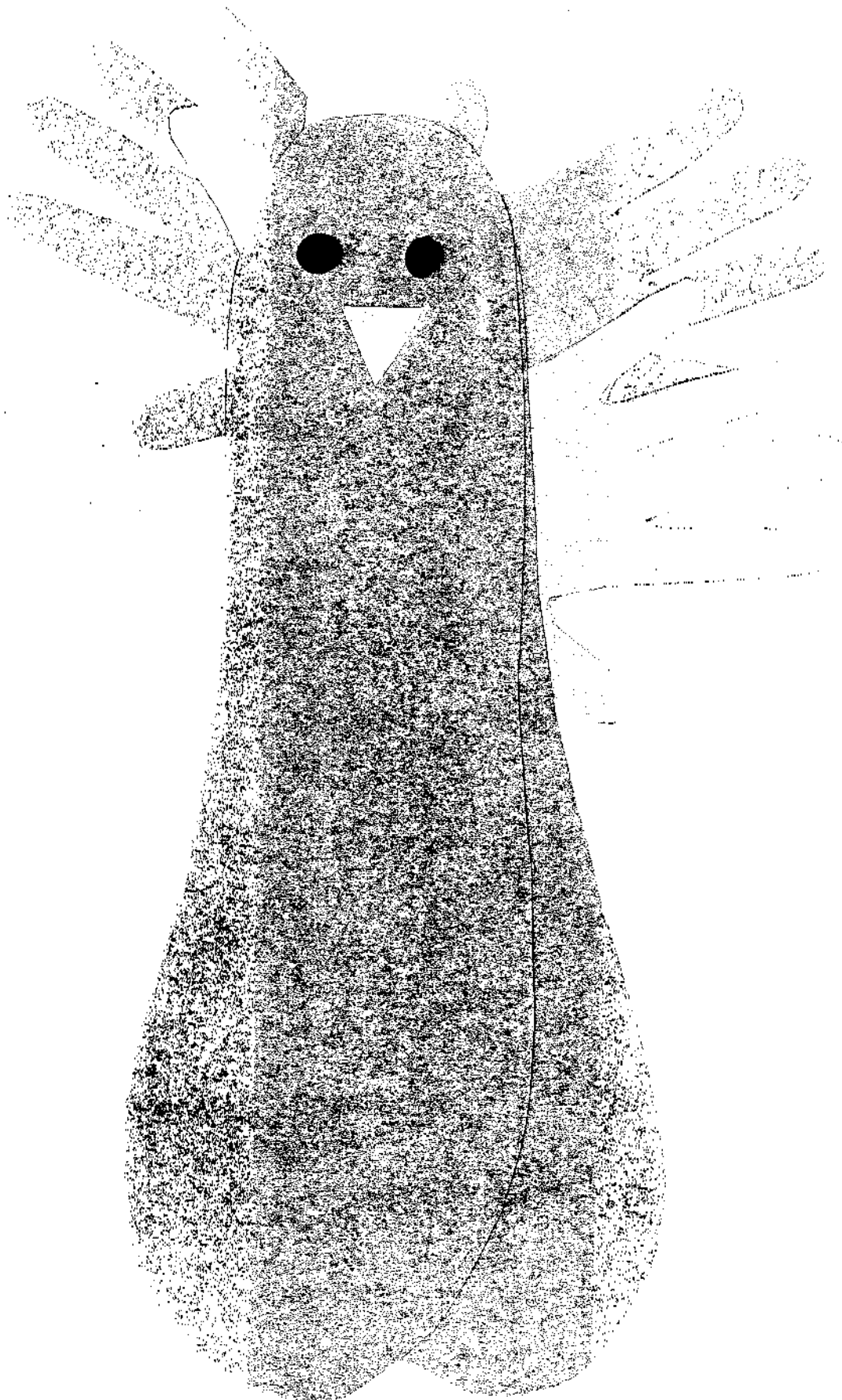
- Pair the students up so they can trace each others feet. Pair them up with someone sitting near them, but try to do a boy and a girl as much as possible.
- Have them trace each others feet and then cut out their own feet and put on the corner of their desk.
- When they finish the feet, give them the paper to trace their own hands.
- Once everyone in the class is all done tracing and cutting, assemble the turkeys step by step together.
- Show them how to glue the feet together by spreading open the bottom a little.
- Have them glue the hands on the back of the body, so they stick over the top. Make sure they spread them out so it looks like a bunch of feathers.
- Give each student 2 eyes to glue on.
- With the scraps from the orange construction paper, the students can cut out a beak and two legs. (It might help to draw what the beak and legs should look like on the board). They can then glue the beak and legs on.

**3. Conclusion**

- Have the students write their name on the back and leave on their desk or a back table to dry.
- Make sure students throw away all their scraps and put away their supplies.

**References:**

Kaboose Amazing Moms Inc. (2007). Hands and feet turkey craft. Retrieved November 1, 2008, from [http://www.amazingmoms.com/html/thanksgiving\\_craft\\_hands\\_feet\\_turkey.htm](http://www.amazingmoms.com/html/thanksgiving_craft_hands_feet_turkey.htm)



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### Thanksgiving Craft for Kids - Hands and Feet Turkey Craft

Your child's hands and feet will help make this colorful turkey decoration.



Young children may need help tracing their hands and feet.  
When complete, they make cute table decorations at each place  
setting for Thanksgiving dinner or for your holiday parties.  
Parental supervision is recommended.

#### You'll Need

construction paper in brown,  
black, orange, red, yellow, white  
scissors  
glue  
wiggle eyes, optional  
[Find the supplies >>](#)

Make the turkey tail feathers by tracing your child's hand  
on colored paper and cut out 6-8 times in a variety of colors.



For the turkey body, trace feet (shoes on)  
and cut from paper.



Glue the two feet together, spreading them  
slightly apart at the bottom.



Glue the "tail feathers" to construction paper overlapping them, to take on  
the appearance of feathers.

### Family Fun St

[Autumn Crafts for K](#)  
[Halloween Crafts &](#)  
[Halloween Costume](#)  
[Halloween Party for](#)  
[Harvest Party](#)  
[Arts & Crafts for Ch](#)  
[Kids in the Kitchen](#)  
[Birthday Party Idea](#)  
[Big List of Party The](#)

### See What's New

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STAPLES



Glue the "body" on top. Add a few more hands if you want. Attach wiggle eyes. Cut and glue or draw paper beak, wattle and feet.

### Amazingmoms Holiday Tip

Print out some your favorite [Amazingmoms holiday craft ideas](#) and add them to a plastic tub filled with basic craft supplies. this will keep your children busy through the holiday season. [Click here for our recommended supply list!](#)

### Related Links

[More Thanksgiving Ideas](#)  
[Thanksgiving Games](#)  
[Thanksgiving Crafts](#)  
[Amazingmoms Home](#)  
[Holiday Pages](#)

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and activiti

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KABOOSE



Are you and your family  
smart snackers?

TAKE QUIZ

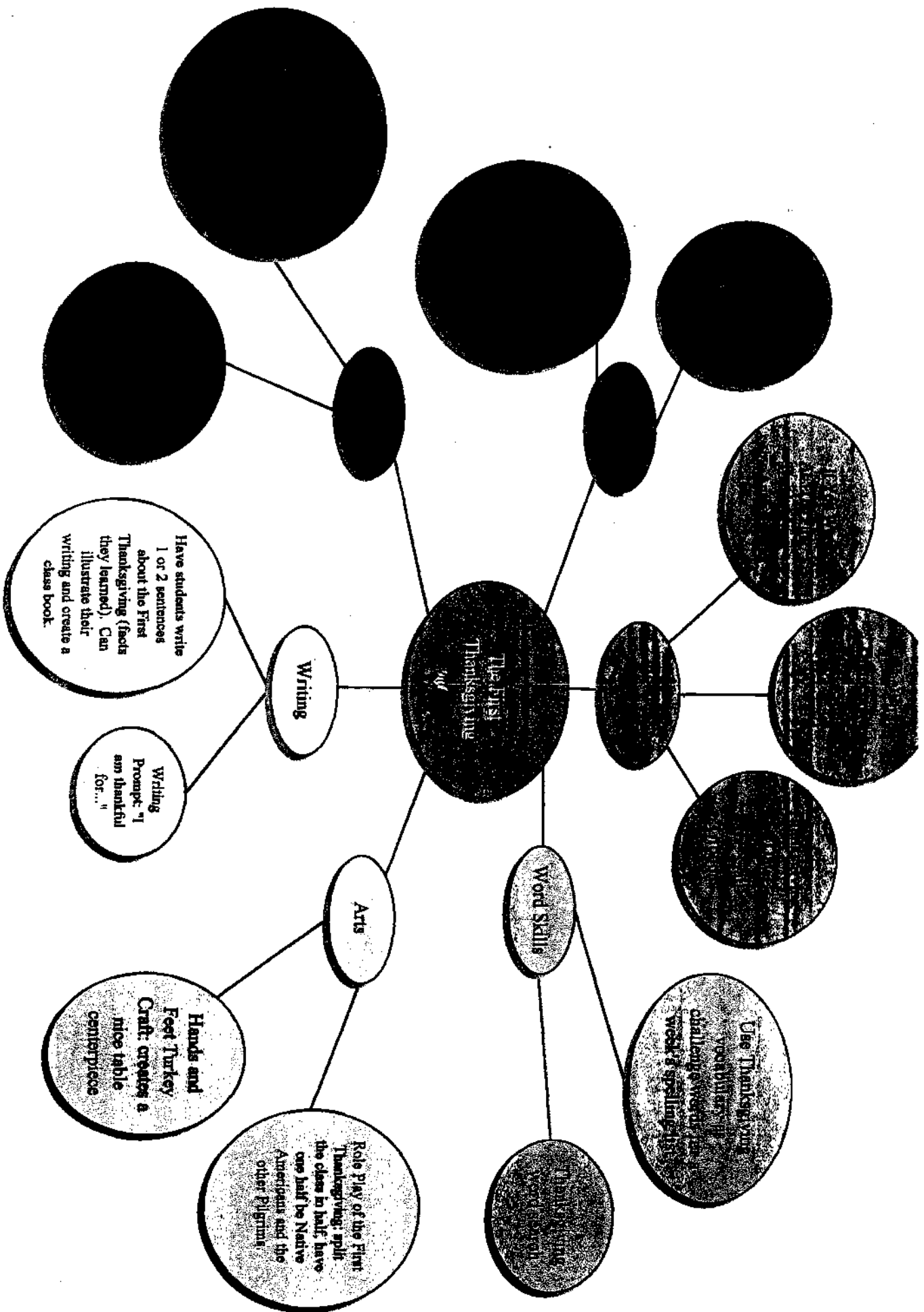
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### Annotated Bibliography

Gibbons, Gail. (1983). *Thanksgiving day*. New York: Holiday House.

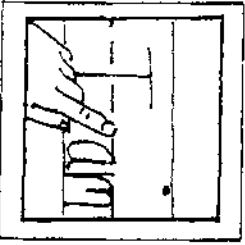
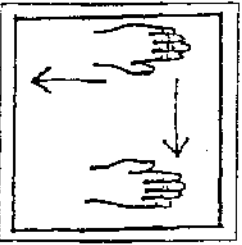
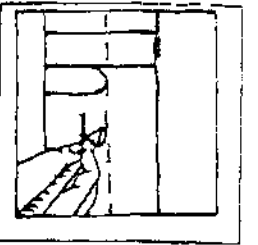
The book gives factual information about the Pilgrims and the First Thanksgiving. The last part of the book talks about how people today celebrate Thanksgiving. The story gives facts that are basic and easy to understand and good for young students. It also has bright and colorful pictures to show detail and attract attention. It is a very useful source to give children information about Thanksgiving in a way they can understand and relate to.

Hayward, Linda. (1990). *The first Thanksgiving*. New York: Random House.

This book gives a lot of detailed information about the Pilgrims and their trip from England on the Mayflower. It also has information about the Native Americans and the First Thanksgiving. It is a very useful source because it gives specific names of people and places that students (in grades 2 and up) would need to know when learning about the First Thanksgiving. A younger student might not be able to read this book on their own, but it would be a good classroom reference for the topic.

Kamma, Anne. (2001). *If you were at...the first Thanksgiving*. New York: Scholastic Inc.

This book is a book of questions and answers about the First Thanksgiving. There are about 50 questions that cover a variety of aspects about the First Thanksgiving. The information covers the Pilgrims, the Indians, and the Thanksgiving feast. This book is extremely detailed and would be a great reference for teachers and older elementary aged students. The pictures also appear to be very historically accurate and another good way students can use this book. This book is not read aloud material, but would be a good classroom reference.



Name \_\_\_\_\_

Date \_\_\_\_\_

Thanksgiving

feast

November

Wampanoag Indians

turkey

friends

Pilgrims



Name: \_\_\_\_\_

# Thanksgiving

F	I	R	L	G	Y	S	F	V	Q	M	R
S	W	E	S	N	P	N	F	M	N	E	Q
B	N	B	M	I	E	I	H	M	Y	N	D
P	G	M	U	V	K	K	R	V	R	W	B
J	S	E	M	I	O	P	X	O	K	Z	S
C	H	V	X	G	D	M	C	G	T	B	E
U	Y	O	L	S	J	U	P	P	U	E	A
I	E	N	Z	K	R	P	P	I	E	E	F
Z	K	A	X	N	Y	L	I	M	A	F	O
S	R	X	Y	A	O	D	W	K	G	B	O
M	U	R	D	H	M	X	N	S	T	N	D
Q	T	P	I	T	H	G	D	Z	C	W	N

CORN  
NOVEMBER  
THANKSGIVING

FAMILY  
PIE  
TURKEY

FOOD  
PUMPKINS

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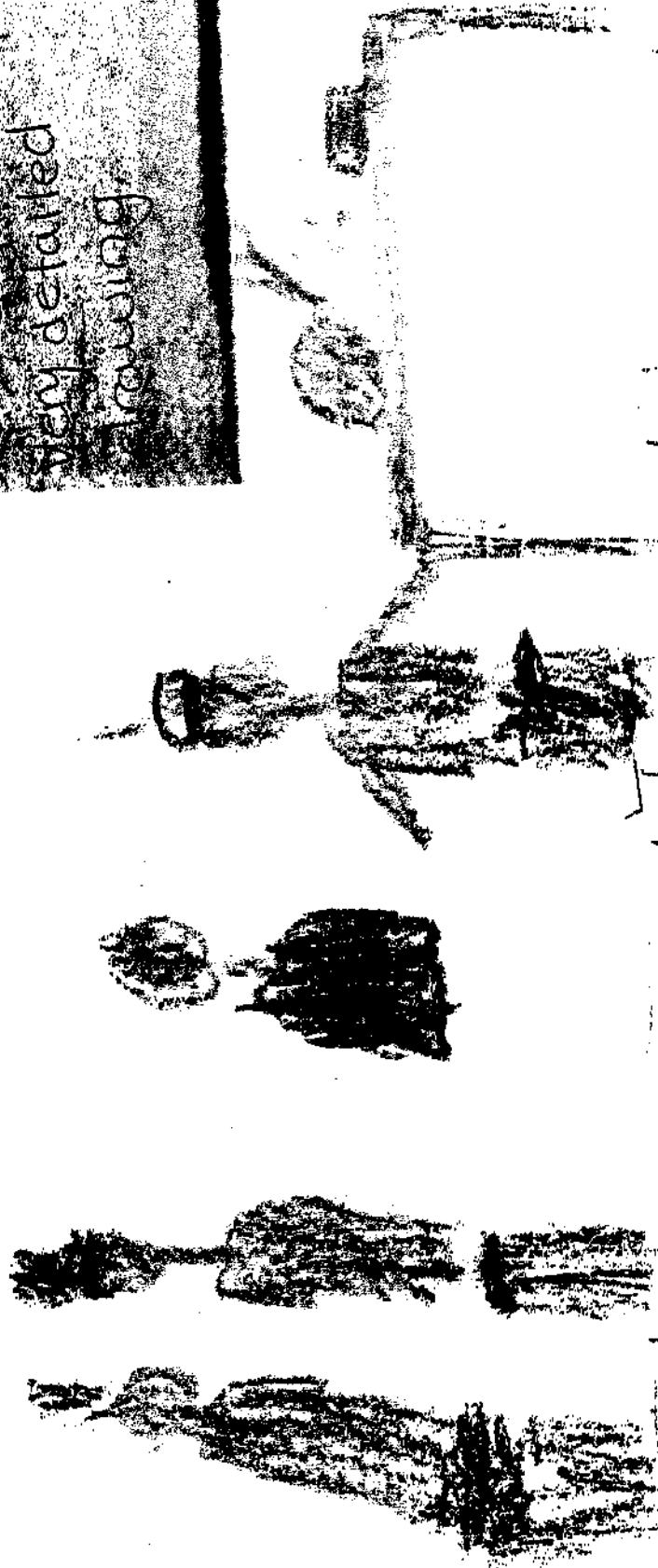
Created by Puzzlemaker at DiscoveryEducation.com

## Student Work Samples

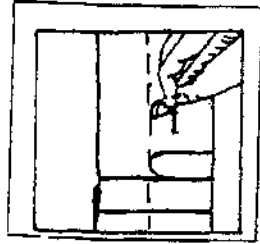
(Final copy of writing and drawing and the rough draft writing paper)

1. Student really understood creating the sentences and had a detailed picture. Did not copy the corrected sentence correctly on the final copy (missing capital letters).
2. One of the best from the class. Did a good job with drawing and writing the sentences.
3. Student used very advanced words that we did not even go over in class.
4. Student struggled with putting a sentence together and overall I do not think they really understood the concept of the activity. However, picture is relevant.
5. Student did very well with the writing, but the picture does not fit what the First Thanksgiving would look like. The picture does not include some of the aspects we discussed in class, but overall very good.

ident really  
sections  
didn't copy the  
is correction  
from rough draft.  
very detailed  
drawing.



the link a  
they will a  
they will a



Name \_\_\_\_\_

Date \_\_\_\_\_

11/13/10

Thanksgiving feast

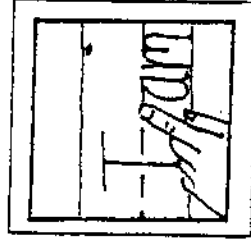
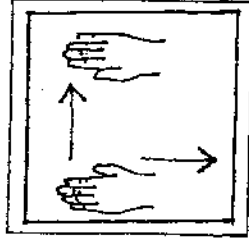
November

Wampanoag Indians

turkey

friends

Pilgrims



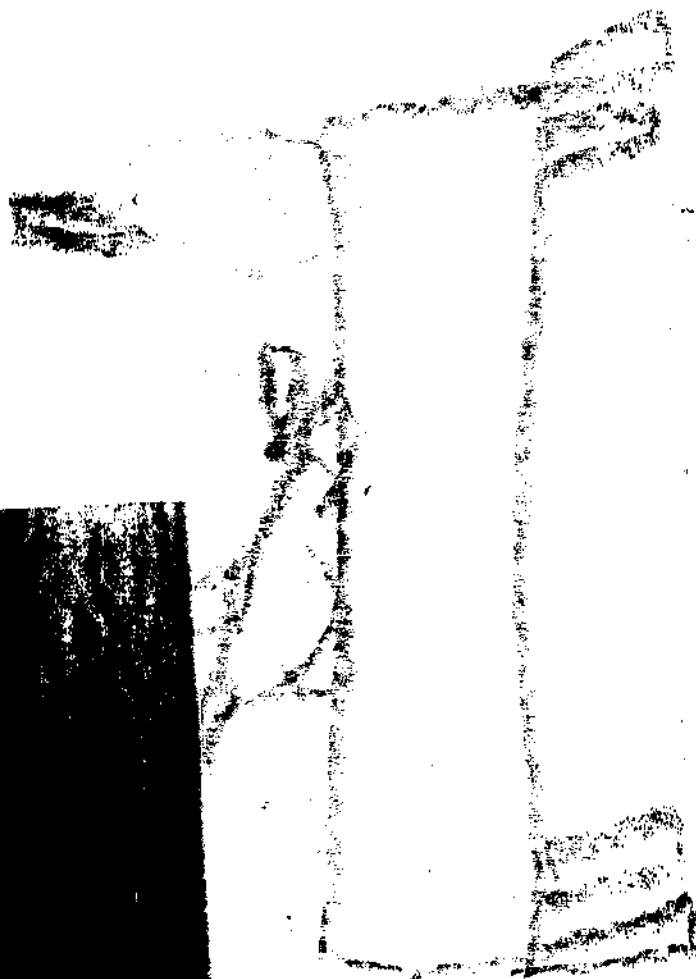
The first Thanksgiving

They had a feast

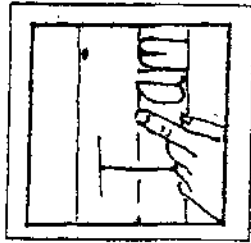
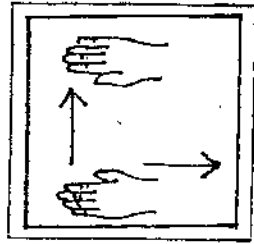
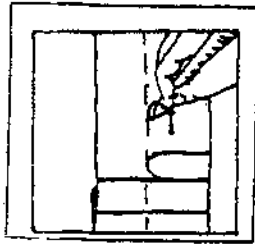
They had turkey.

2

STAPLES



FCAS



Name

Date

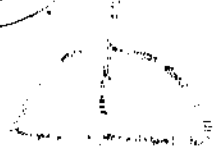
Thanksgiving feast  
November Wampanoag Indians  
turkey friends  
Pilgrims

The first Thanksgiving  
Pilgrims and Wampanoag Indians  
The Pilgrims and Wampanoag Indians

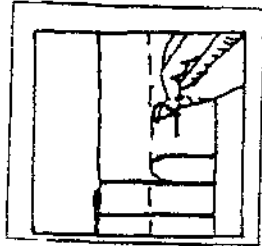


The 1st 1100  
so they could  
be 1100

(3)



Students very  
controlled used  
words we did not  
even discuss in class  
(as survive)  
Excellent picture  
Very advanced in  
all aspects



Name

Date

11/12/11

Thanksgiving feast

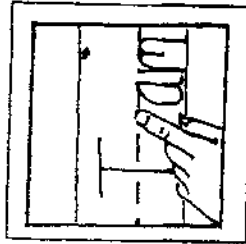
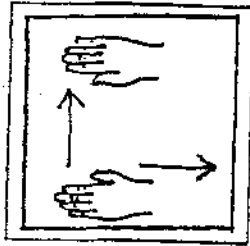
November

Wampanoag Indians

turkey

friends

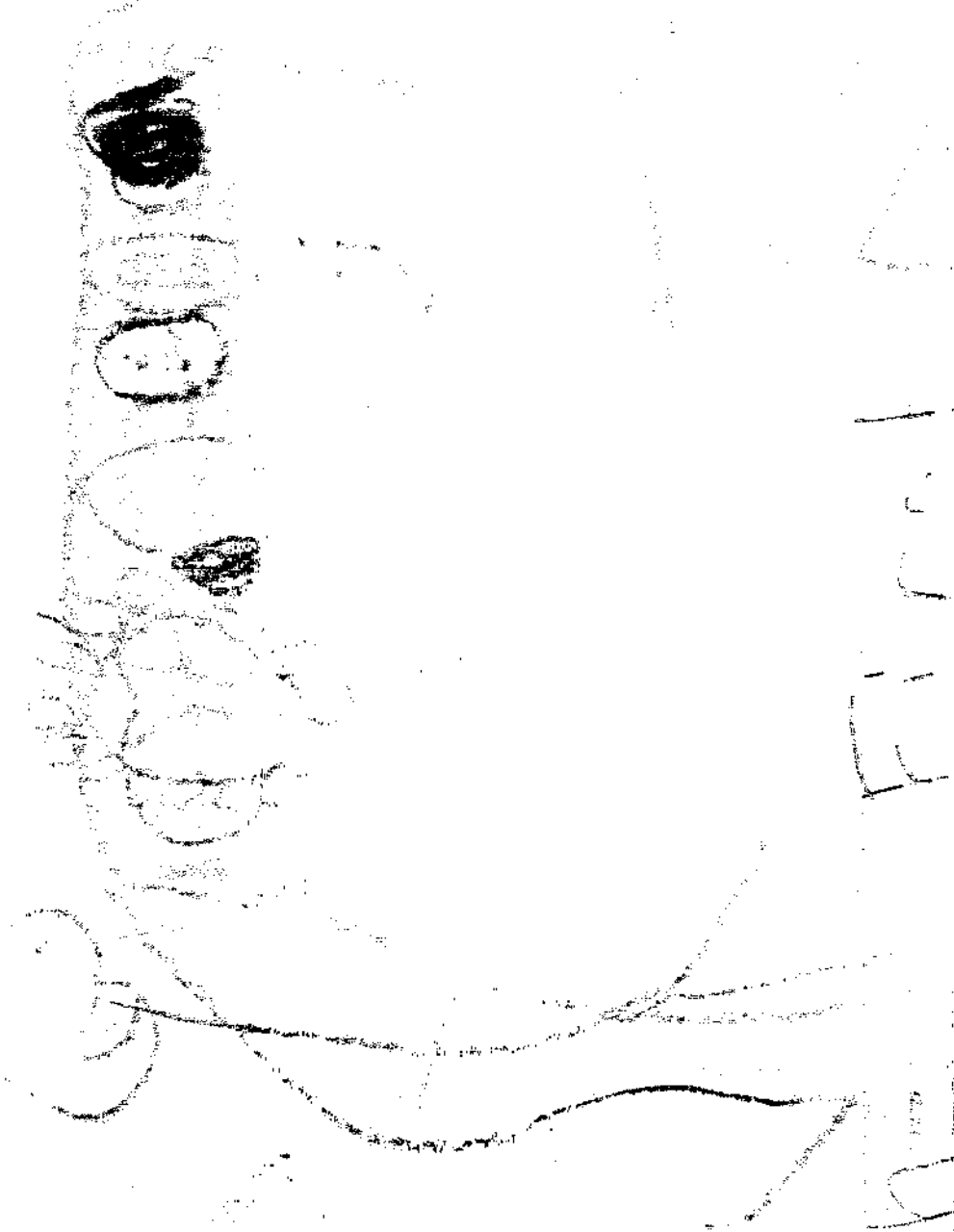
Pilgrims



The pilgrims made friends  
so they could survive. They  
learned how to hunt from  
the Indians.

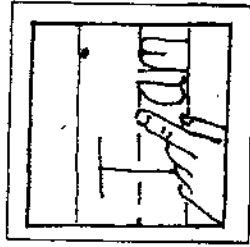
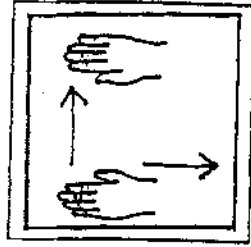
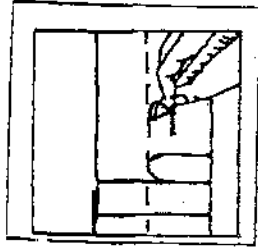
(F)

Student really  
... of a  
sentence together. I  
walked her thru  
it step by step.  
(word by word). Really  
didn't grasp concept  
of using the facts  
-- and information



Key

FCAS



Name \_\_\_\_\_

Date

11-1-11

Thanksgiving feast

November

Wampanoag Indians

turkey

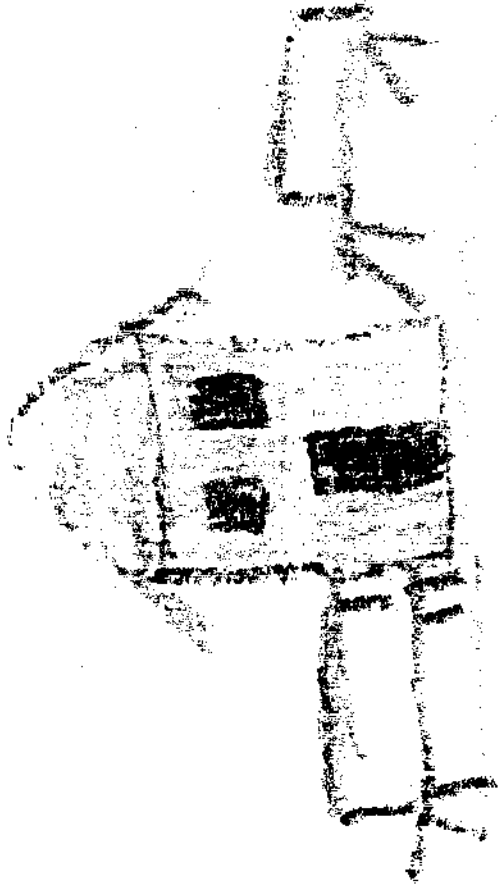
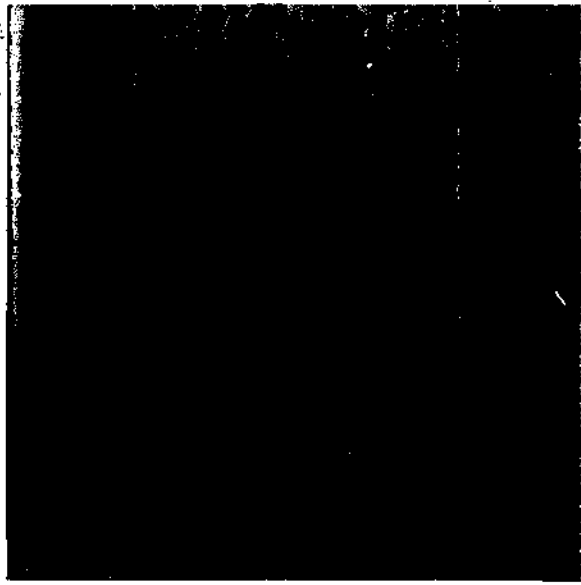
friends

Pilgrims

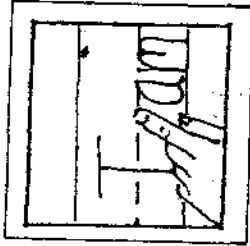
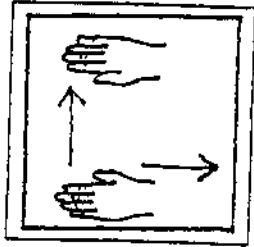
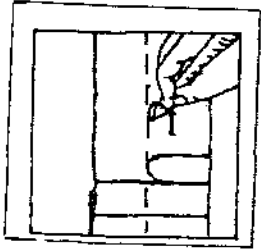
The First Thanksgiving  
 was 3 days They  
 ate corn

corn

5



First Thanksgiving  
November 1st  
1789  
food was  
Turkey  
and  
corn



Name

Date

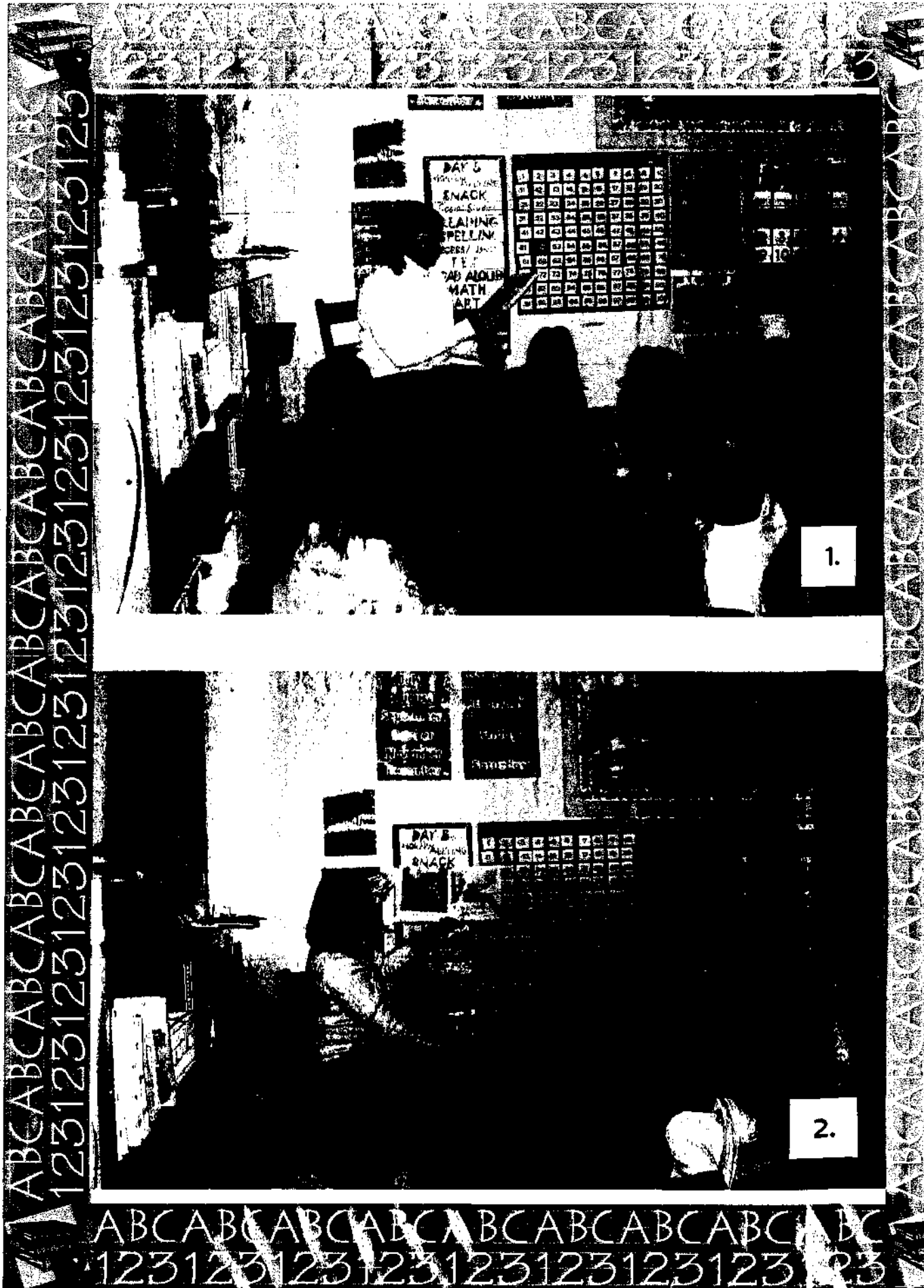
11/11/11

Thanksgiving feast  
November Wampanoag Indians  
turkey friends  
Pilgrims

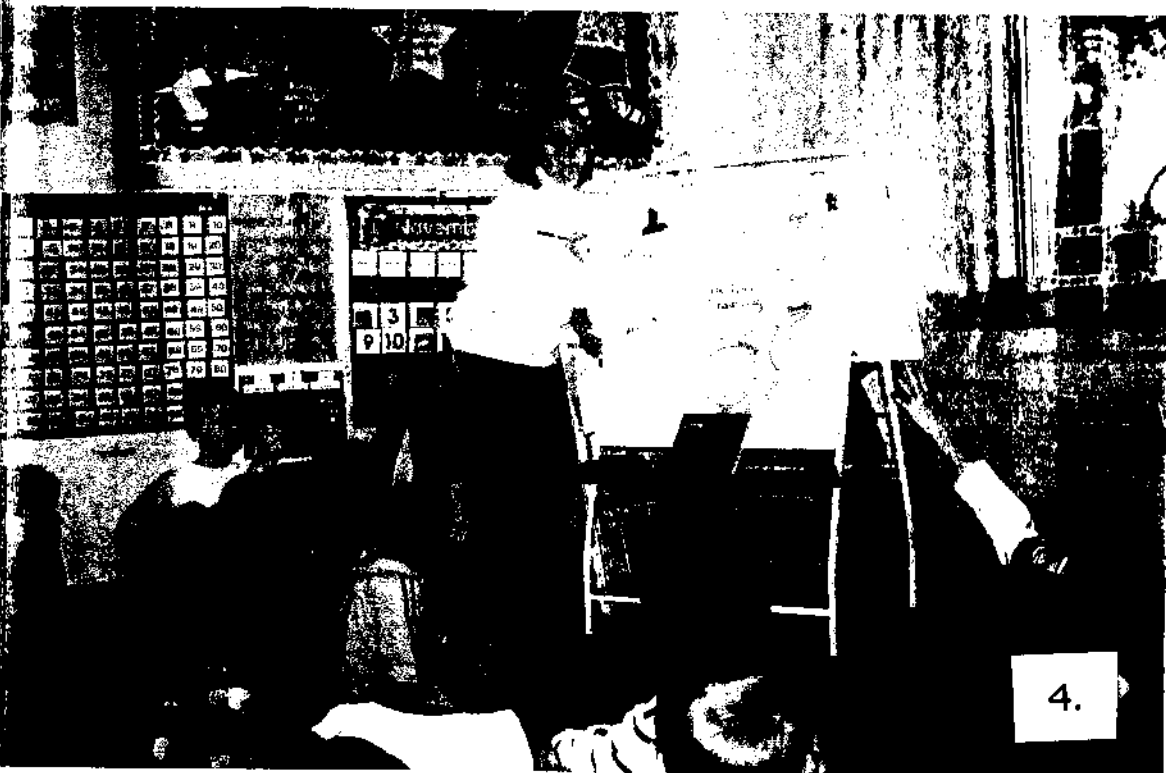
The first Thanksgiving it is in  
November. What they had for  
food was nuts and turkey.

## Photos of Lesson

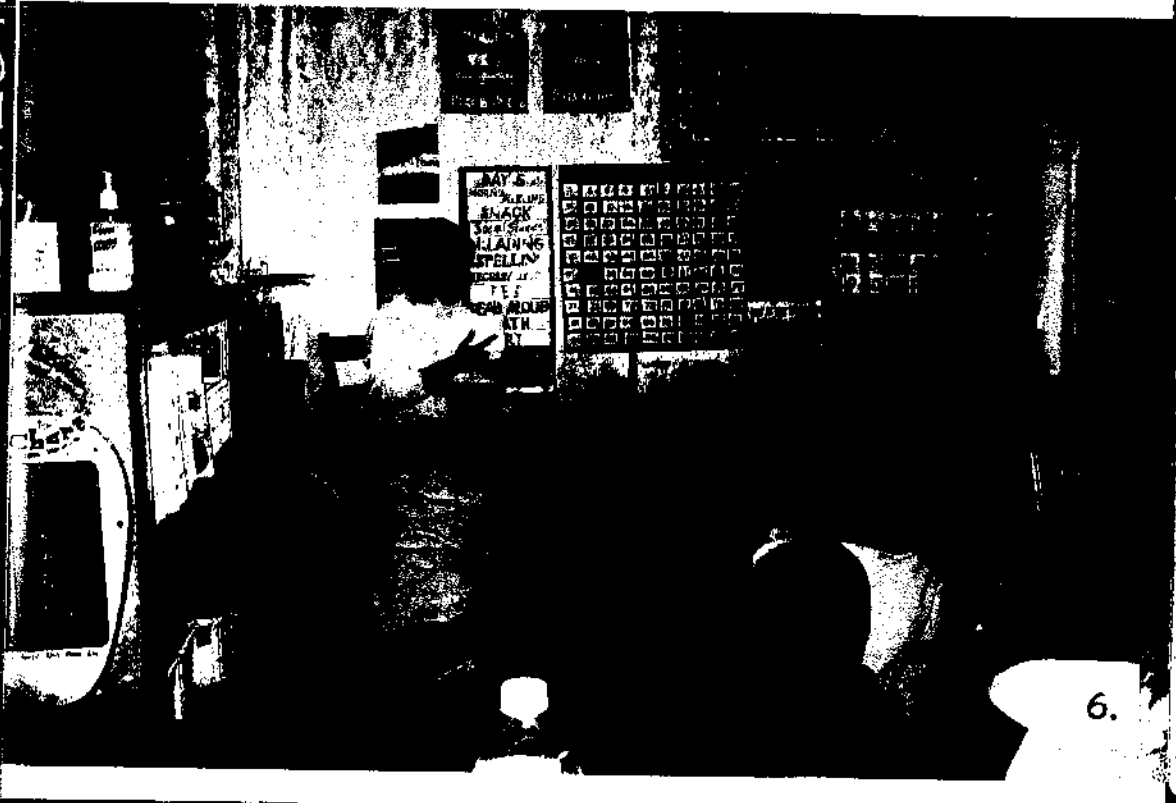
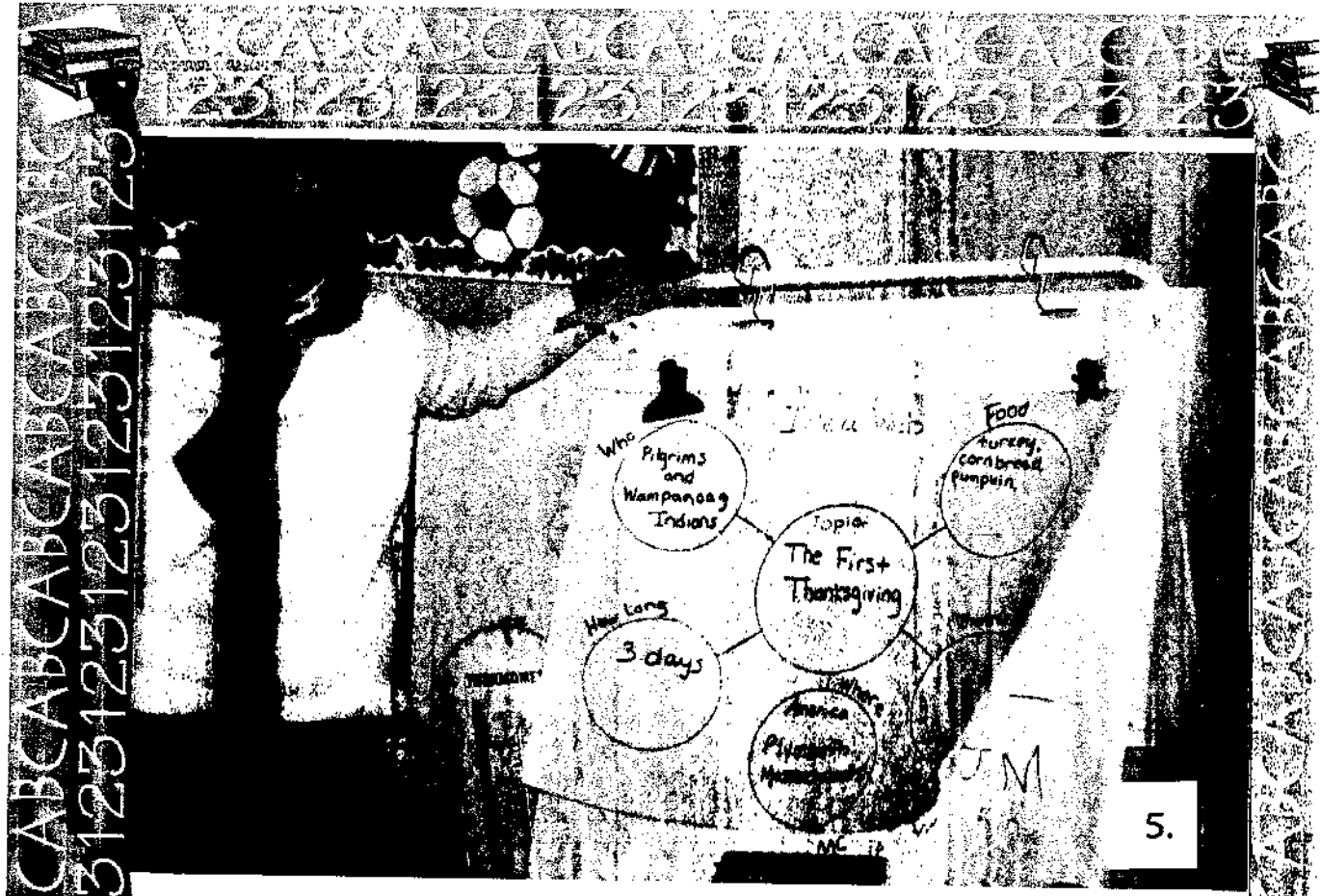
1. Showing the students the book we read to learn our information.
2. Reading the book to the students
3. Showing the students the Idea Web and discussing how we will fill it in. I told them how the topic goes in the middle and facts go in the surrounding circles. This photo gives a good picture of the Idea Web visual used in my lesson.
4. Filling in the information on the web.
5. Filling in the information on the web.
6. Reviewing the rough draft worksheet and going over word bank.
7. Students working on the writing activity.
8. Answering a question for a student and students working on their activity.



STAPLES



STAPLES



The image contains two black and white photographs of a classroom. The top photograph shows a teacher standing and talking to a group of students seated at desks. The bottom photograph shows a teacher sitting at a desk, writing on a piece of paper, with students in the background. Both photographs are labeled with a small white box containing the number 7 or 8. The entire image is framed by a decorative border consisting of repeating 'ABC' and '123' patterns.

7.

8.

## Methods Social Studies Project Rubric

Attributes: K (Knowledge); S (Skills); (D) Dispositions; (I) Impact on Student Learning

Steps & Point Range	Needs Improvement	Meets Expectations	Exceptional	Attributes & Standards
<b><u>STEP 1: PLANNING AND PREPARATION</u></b> <b>A. Selection of appropriate topic.</b> (1-6 pts.)	Topic does not fit well into social studies theme and developmental level of students. Weakly connected or not connected to state, national and/or local curriculum standards. Inspiration 8 web not included or few or unconnected ideas. Did not meet with CT to discuss lesson  1-3 pts.	Topic selection appropriate for social studies theme and developmental level of students. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with several, well-connected ideas. Met with CT to discuss lesson.  4-5 pts	Topic fits very well into social studies theme and developmental level of students. Topic supports grade level current Social Studies curriculum. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with many well-thought-out interconnected ideas. Met with CT to discuss lesson.  6 pts.	Standards: 2.1, 2.4, 3.1, 5.1, 5.2 <i>discussed WCT</i> <i>excellent web</i>
<b>B. Research on topic</b> (1-6 pts.)	Few resources explored. Description does not reflect appropriate depth of knowledge needed to effectively teach lesson. Weak content background of topic. Research covers few perspectives. Does not meet minimal requirements for curriculum resources. Annotated bibliography does not meet requirements. Not completed in correct APA style.  1-3 points	Used a variety of resources including: Five children's books, two professional resources (not from the Internet), two web sites or software programs. Research of content background covers lesson's topic at a basic level. Covers differing perspectives in an adequate manner. Annotated bibliography meets basic requirements. Uses APA format for in-text citations and for bibliography with few errors.  4-5 pts.	Used a wide variety of resources including at least 5 children's books, two professional resources (not from the Internet), two web sites or software programs. Rich, detailed research of content background reflects depth of knowledge on lesson's topic. Covers multiple perspectives. Annotated bibliography reflects in-depth knowledge and evaluation of books. No errors in APA style in text citations and bibliography.  6 pts	Standards: 2.1, 2.4 <i>Citations need commas</i> <i>thorough research</i>
<b>C. Goals, curriculum standards, objectives and assessments.</b> (1-6 pts.)	Goals, curriculum standards, objectives not articulated to the extent needed. Assessments are minimal, mostly skills-focused, with little attention to student development of critical thinking, problem solving and/or not appropriately aligned with lesson objectives. No comments or minimal reflection on students' work. Comments do not address students' meeting (or not) lesson objectives.  1-3 pts.	Goals, curriculum standards, objectives clearly articulated. Assessments address concepts as well as skills related to development of student critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students' work reflect some thoughtful assessment of students' meeting (or not) lesson objectives.  4-5 pts.	Goals, curriculum standards, objectives clearly and thoroughly articulated. Assessments address concepts, skills and process competencies necessary for development of student critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students' work clearly reflect thoughtful assessment of students' meeting (or not) lesson objectives.  6 pts.	Standards: 1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 4 <i>thoughtful Comments</i> <i>Web involved critical thinking</i>

<b>STEP II</b> <b>INSTRUCTION</b> <b>A. Micro-teaching</b> (3-6 pts.)	Minimal description of topic given. Several elements of lesson were incomplete and/or underdeveloped. Micro-teaching showed basic effort in preparation and minimal planning. Delivery was weak, lacking in enthusiasm or engagement.	Description of topic given. Micro-taught lesson to peers. Evidence of thoughtful planning and preparation for micro-teaching. Delivery was energetic and engaging. Review of micro-teaching included in final reflection indicating lesson modifications made based on peers' feedback.	Thorough description of topic given. Micro-taught a carefully-prepared, age-appropriate and engaging lesson to peers. Delivery was energetic, enthusiastic and engaging. Review of micro-teaching included in final reflection thoughtfully indicating lesson modifications made based on peers' feedback.	Standards: 1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2 <i>• Successfully taught</i> <i>• thorough reflection</i>
<b>B. Develop and teach Lesson.</b> (1-6 pts.)	Some components of the Methods Lesson Plan format missing and little detail included. Art(s) extension activity is missing or weakly developed.	All components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Art(s) extension activity is relevant to topic and demonstrates thoughtful planning.	All components of the Methods Lesson Plan format addressed in a detailed/thoughtful manner. Art(s) extension activity is relevant to topic and demonstrates creativity and thoughtful planning.	Standards: 1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, 5.2 <i>• Complete plans</i>
<b>STEP III</b> <b>PROFESSIONAL PRESENTATION</b> <b>A. Ensure quality of final product.</b> (1-3 pts.) <i>cute presentation</i> <i>original poster</i>	Did not meet all project expectations and requirements. Editing needed. Included little analysis of teaching effectiveness and/or growth as a social studies educator. Project did not reflect adequate understanding of the teaching of social studies and use of children's literature to enhance student learning.	Met project expectations and requirements. Basic analysis of candidate's growth as a social studies educator. Presented project neatly - few editorial issues. Pseudonyms & professional terminology used. Demonstrated basic understanding of the teaching of social studies and use of children's literature to enhance student learning.	Met and/or exceeded all project expectations and requirements. Used pseudonyms and professional terminology throughout. Presented project neatly with no editorial issues. Demonstrated in-depth understanding of the teaching of social studies and use of children's literature to enhance student learning.	Standards: 2.1, 5.1
<b>B. Final reflection on project and teaching experience.</b> (1-3 pts.)	Final reflection shows little analysis. Discussion of the value of the social studies project experience is minimal. Does not include comments on the effect of the lessons on candidate growth.	Final reflection demonstrates some analysis of the effectiveness of the lesson and teaching experience. Analysis of candidate's own growth as a social studies educator demonstrates the value of the social studies project experience.	Final reflection demonstrates careful and in-depth analysis of the effectiveness of the lesson and teaching experience. Reflection of candidate's own growth as a social studies educator fully explores the value of the social studies project experience.	Standards: 1, 2.1, 2.4, 3.4, 4, 5.1, 5.2 <i>reflected on importance of prerequisite knowledge</i>

Grading: A=(35-36); AB=(31-34); B=(25-30); BC=(21-24); C=(16-20); CD=(13-15); D=(12)

Total Score: **35**

*Excellent job* *This was well done and developmentally appropriate*