

Activity 1

Picture Time!

Directions:

Examine the image and then answer the following questions.

(Colman, 2008)

* Good!
You give
credit.



This is one of the first illustrations, *Thanksgiving Week—1621*, that was based on Edward Winslow's firsthand account of the 1621 event. In the article that accompanied the illustration, the artist Charles Stanley Reinhart explained the "subject of my picture" and quoted from Winslow's letter to his friend in England. The illustration and article appeared in *Harper's Weekly*, dated December 1, 1894.

Questions:

1. What do you see in the image?
2. Tell what the two men are doing?
3. Describe the other people you see and what they are doing?
4. What are these people wearing?
5. How can you connect what these men are doing in the picture to how they lived during this time and obtained their food?

Good! Builds
critical
visual
literacy.

You may want
label these for
 Bloom's levels.

Essential Question Alignment:

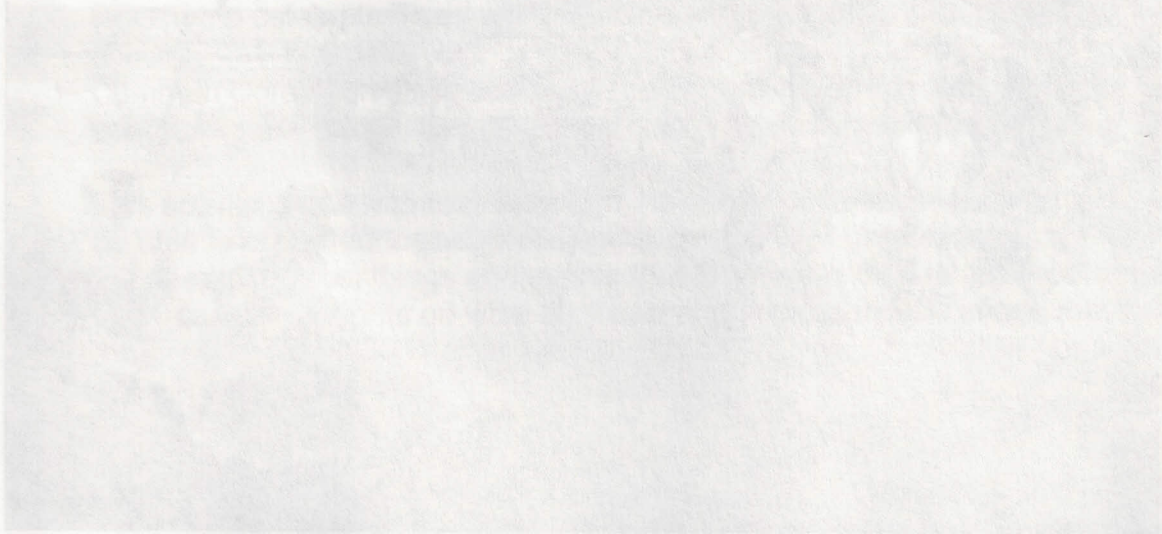
- Who is important to a community?
- Who has the power to shape a community?

This activity connects to these two essential questions, because this image shows that the Native American Indians and Pilgrims were the two important groups for the community. The Pilgrims and Indians had celebrated the first Thanksgiving in Plymouth in 1621 and made their community important. Also, before the Europeans came over to North America, even Columbus, Native American Indians first lived in North America and they had the power as a group to shape their community and later on it was changed and developed into the North America it is now after many discoverers, wars, battles, land developments, etc.

Common Core Alignment: Reading Standards for Informational Text for Grade 1: Use the illustrations and details in a text to describe its key details.

This activity aligns with this section of the common core, because grade 1 students will be able to examine this image and answer the given questions based on the key details and ideas they see from the image.

**Thank you for adding more detail.*



This image of the first Thanksgiving... based on Edward Winslow's... of the 1621 event... the illustration... the artist Charles... the subject of the... and... from... friend... in England. The illustration and... the... 1621.

OTHER RESOURCES:

Morgan, B. (2012). Easy Thanksgiving crafts...

- Questions:
1. What do you see in the image?
 2. Tell what the two men are doing.
 3. Describe the other people you see and what they are doing.
 4. What are these people wearing?
 5. How can you connect what these men are doing in the picture to how they lived during this time and obtained their food?

*Cool! Bold!
Critical
Visual
Lifelong*

*for many years
label for
pilgrims*

Activity 2

Picture and Read!

Directions:

Look at the image and list some of the important ideas you see.

and tell why you think they are important.

(Colman, 2008)



Although parts of this photograph are blurry, I selected it because it shows an early—1904—Thanksgiving Day Pageant at Maxfield School in St. Paul, Minnesota. It's interesting to note that there are no children dressed as Indians. Also note the children sitting with their hands folded. The bottle on the corner of each desk contains ink.

Colman

*plan, body
to here.*

Then read about this image and list some of the important details from the passage.

(Colman, 2008)

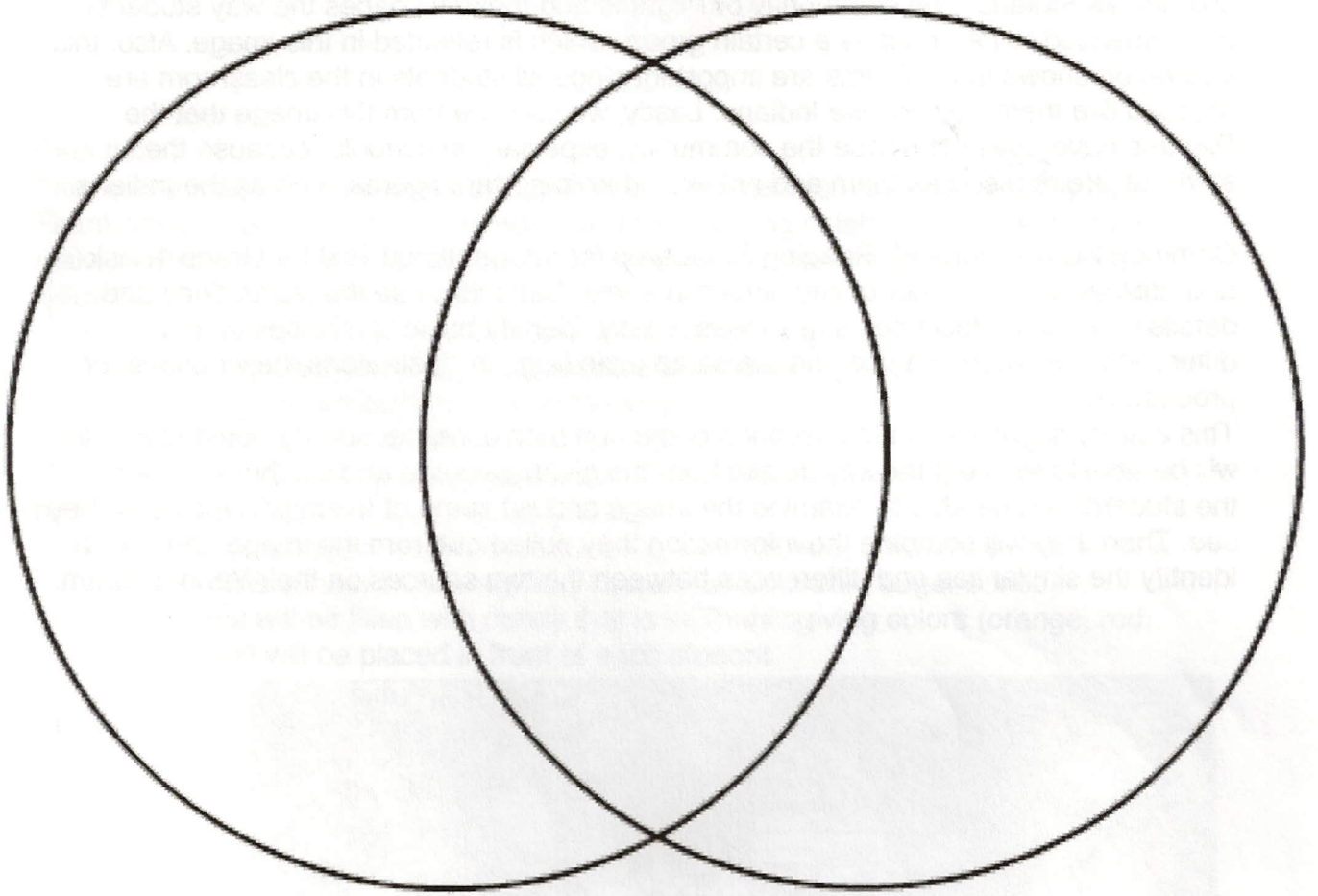
Yearly Pageants

Year after year, the "Pilgrim and Indian" Thanksgiving story was reenacted in school pageants throughout America. Getting children to dress up like Pilgrims and Indians and reenact the event in classroom and community programs was a powerful way to spread the story into the popular culture. A newspaper article published on November 17, 1940, advised its readers that "practically every well-run school program features that perennial favorite . . . the First Thanksgiving. . . . There are little boys in high cardboard hats and silver cardboard buckles. Little girls trip on long gray skirts. And the Indians in crepe paper say, majestically, 'Me Massasoit, me great chief,' or, less impressively, 'Me Squanto, me friendly.'"

Typically, there were more Pilgrims than Indians in the pageants, although in fact there were many more Indians at the feast in 1621. The male Pilgrim actors always wore black clothes and a high hat with a silver buckle. The majority of teens and adults who took my survey agreed that was what Pilgrim men wore. The majority also thought Pilgrim women wore black clothes and a white apron. However, the evidence from historical records reveals that black was not the typical color of the Pilgrims' clothes, nor were there any high hats with a silver buckle. Women commonly wore clothes that ranged from red to brown to violet. Men typically wore white, beige, and earthy green. On their heads, men wore a felt hat or cap. Women wore a bonnet or a hat. Girls wore dresses, and so did boys until they were about eight years old. Children's clothes came in many colors—blue, yellow, red, and brown.

Powerful!

After reading the passage compare the image and reading on the Venn diagram and be ready to share your ideas with the class.



Nice progression
of learning activities.
You have a whole
lesson plan ready
to go here.

Essential Question Alignment:

- Do communities shape individuals, or do individuals shape communities?
- Who is important to a community?
- Who has the power to shape a community?

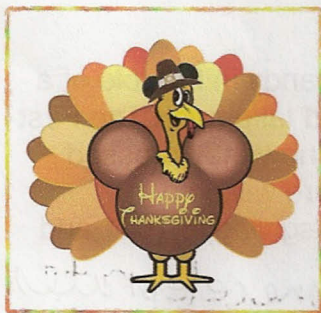
This activity connects to these three essential questions, because in this image we are shown students dressed as Pilgrims and it is noticed that none of the students are dressed as Indians. The community of Pilgrims and Indians shapes the way students are influenced to be or act as a certain group, which is reflected in this image. Also, this illustration shows that Pilgrims are important since all students in the classroom are dressed like them and not like Indians. Lastly, we can see from this image that the Pilgrims have power to shape the community, especially in schools, because the students are dressed as them and not like other important figures such as the Indians.

Common Core Alignment: Reading Standards for Informational Text for Grade 1: Ask and answer questions about key details in a text. Secondly, use the illustrations and details in a text to describe its key ideas. Lastly, Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

This activity aligns with these sections of the common core, because grade 1 students will be able to take out the key details from the given passage and list them out. Also, the students will be able to examine the image and list some of the important ideas they see. Then they will combine the information they pulled out from the image and text to identify the similarities and differences between the two sources on their Venn diagram.

*clear alignment!

Handwritten notes in the bottom left corner, including the words "learning objectives" and "assessment".



Activity 3

Time to celebrate Thanksgiving!



Directions:

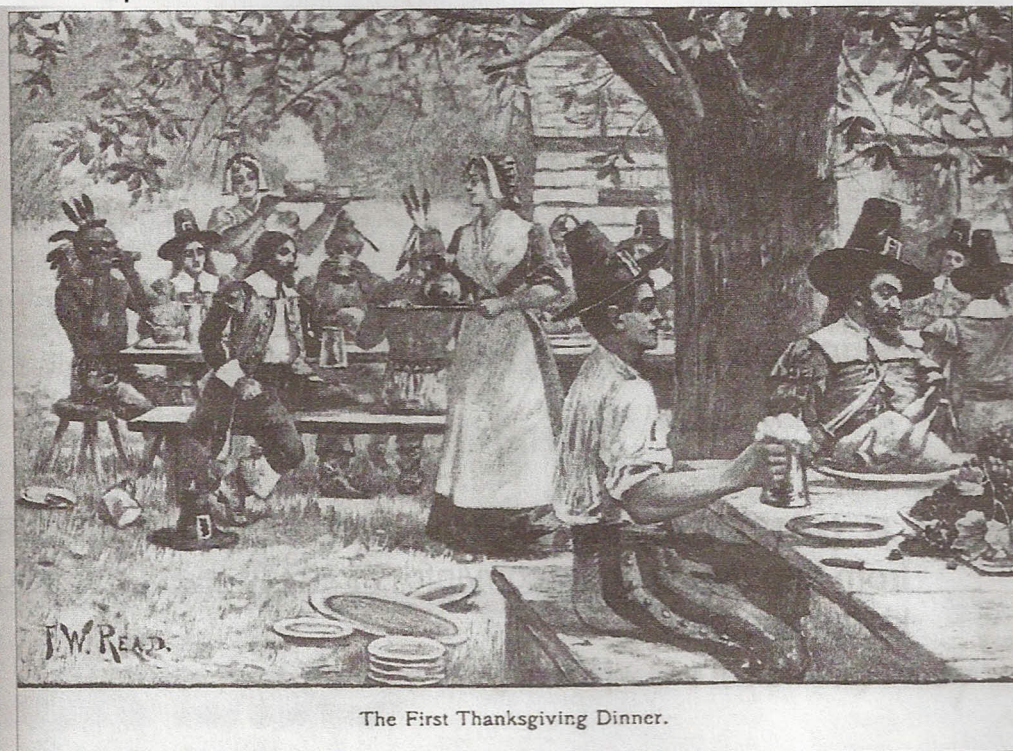
After everything we learned about Native American Indians, Pilgrims, and the First Thanksgiving, we will now act out our own Thanksgiving celebration in class. We will make Native American Headbands out of construction paper and we will take the following steps: (Morgan, 2012)

- Cut about 2 inches of a wide strip of construction paper
- Cut out large feathers from multi-colored construction paper
- Tape or glue them to the center of the strip
- Wrap the headband around student's head

Then, we will make candy cornucopia place holders for our Thanksgiving dinner table by taking the following steps: (Morgan, 2012)

- Use Thanksgiving colored decorator icing (orange, red, brown) that comes in a tube to write different Thanksgiving dinners on ice cream sugar cones.
- The cones will be filled with candy that is in Thanksgiving colors (orange, red, brown) and will be placed in front of each student

(Colman, 2008)



The First Thanksgiving Dinner.

This picture by F. W. Read of the 1621 event is in the 1898 book for young readers *The Story of the Thirteen Colonies*, by H. A. Guerber.

As students are enjoying their own Thanksgiving dinner with their candy in the role of a Native American Indian, they will examine this image as a class and take apart The First Thanksgiving Dinner back in 1621. They can see what people ate, how they dressed up, the structure of the table, etc. After they observe, as a class there will be a discussion of what everybody saw and made connections of Thanksgiving in 1621 and now in 2012.

make sure not to assume that everyone celebrates Thanksgiving.

Essential Question Alignment:

- Do communities shape individuals, or do individuals shape communities?
- How do you build community

This activity connects to these two essential questions, because in this activity students learn that individuals have a way of shaping communities. The traditions of the time that individuals followed shaped the way communities functioned and adapted to. As more and more cultures developed and traditions changed, communities started to develop new ways of living and that is why life is different now than it was back in the 1600's. Lastly, a community is built with different people and traditions all coming together, which is what we see in this activity. Native American Indians and Pilgrims coming together to celebrate Thanksgiving with a wonderful feast.

Common Core Alignment: Speaking and Listening Standards for Grade 1: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

This activity aligns with this section of the common core, because grade 1 students will be able to observe the image and come up with their own ideas and feelings towards the people, places, things and events that they see in the image. Then they will be able to share their thoughts on what they saw and understand the image more clearly after the discussion with their classmates.

CITATION FOR PRIMARY DOCUMENTS:

Colman, P. (2008). *Thanksgiving the true story*. (1 ed.). New York, NY: Henry Holt and Company, LLC.

OTHER RESOURCES:

Morgan, B. (2012). *Easy thanksgiving crafts for kids to make*. Retrieved from <http://www.ehow.com/info/7929770/easy-thanksgiving-crafts-kids-make.html>

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