

2019 Teaching Native American Histories

Curricular Project*

*This lesson plan will be submitted for inclusion into an on-line database of curricular projects for the NEH program "Teaching Native American Histories."

Title (255 characters or fewer): **Picture This: An interactive read aloud of 1621: A New Look At Thanksgiving**

Grade Level : 3-5

Subject Area Focus (Ex: Social Studies/History, English Language Arts, etc... List all that apply): **Social Studies, English Language Arts**

TNAH Conceptual Focus: **2: Identity in the specifics of perpetuating stereotypes; 5: Evaluating and Using effective teacher resources**

Estimated Number of Days to Complete: 1-2

Submitted by*: [name, school -or- city, state] Jeremy Wolfe, Paul Hanlon School, Westwood MA

**This lesson plan will be submitted for inclusion into an on-line database of curricular projects for the NEH program "Teaching Native American Histories".*

Additional Creators (if any): N/A

School, district, and state:

Date Submitted: 7/25/2019

Curricular Project Summary(Please write a brief overview summary of the curricular project in 150 words or less) : In this lesson, students will sketch what they think the first Thanksgiving looked like, and they will share their sketches and thinking with a nearby partner. Following this, they will participate in an interactive read aloud of 1621, A New Look at Thanksgiving, where they will listen to the story, analyze the pictures, and answer and discuss document based questions that are geared to enhance their understanding of the First Thanksgiving. After the story is read, students will again sketch what they think the first Thanksgiving looked like and compare their sketches. The hope is the new and accurate information from the book will alleviate stereotypes based off of perpetuated misinformation.

Desired Results/Objectives

1. Essential Questions / Historical Questions:

What did the First Thanksgiving look like?

2. Objectives / Learning Targets: By the end of this project students what will students know, understand and be able to do?

By the end of this lesson, students will be able to draw an accurate sketch that portrays what the First Thanksgiving looked like. In addition, students should be able to answer questions regarding what the author wants to teach them through this book, and how their thoughts about what the First Thanksgiving looked like after the read aloud.

3. Curriculum Standards (National, State, Local):

- Massachusetts Social Studies Curriculum Framework 2018: 3.T2.3: *Explain the Diversity of the Native Peoples, present and past, in Massachusetts and the New England region.*
- Massachusetts Social Studies Curriculum Framework 2018: 3.T3.4c: *Explain who the pilgrims are and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of the early years, and **analyze the relationships with the Wampanoag and Abenaki/Wabnaki people.***
 - *4c: contacts with the native leaders Samoset and Massasoit, events leading to a celebration to give thanks for the harvest, and subsequent relationships between Europeans and Native peoples in southeastern Massachusetts.*
- CCSS.ELA-Literacy.RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-Literacy.RI.3.6: Distinguish their own point of view from that of the author of a text.
- CCSS.ELA-Literacy.RI.3.7: Use information gained from illustrations (e.g maps and photographs) and the words in a text to demonstrate understanding of a text.

4. Transfer Goals / Enduring Understandings:

Students will have the ability to think about the author's purpose when writing a text; what is the author trying to teach us? Students will also be using visualization strategies to demonstrate their learning, and comparing the products of those strategies. In addition, students will continue to develop essential nonfiction reading skills, such as asking and answering questions about the text and explicitly referring to the text to support their thinking, and to use information from pictures, maps, and other text features to help them understand the content that is being taught. Students will be processing information using the turn and talk method, so I hope they continue to develop their speaking and listening skills as well. Finally, students come away with the ability to think with an open mind, being ready to accept new information and using that to develop a new understanding and perspective on a topic.

Assessment / Evidence

Performance Task or Assessment used to gauge student learning: (Please describe and/or attach)

Pre-Assessment: For the pre-assessment, students will sketch what they thought the first Thanksgiving looked like.

Formative / Student-Engaged Assessment: At various points of the books, the teacher will ask the students questions that are based on the text. Students will turn and talk to partners to answer these questions verbally. At these times, the teacher will walk around to listen to the students. He or she may take anecdotal notes on student thinking.

Summative Assessment: For the summative assessment, students will again sketch what they thought the first Thanksgiving looked like.

Other Evidence: After the summative assessment, students will have the opportunity to compare their sketches. With their partners, they will have the opportunity to reflect on how their thinking has changed. The teacher will listen to student conversations and take anecdotal notes on their thinking.

Learning Plan

Lesson Summaries:

Lesson 1: **Picture This: An interactive read aloud of 1621: A New Look At Thanksgiving**

Learning Events and Instruction:

LESSON 1

Title: **Picture This: An interactive read aloud of 1621: A New Look At Thanksgiving**

Details: In this lesson, students will sketch what they think the first Thanksgiving looked like, and they will share their sketches and thinking with a nearby partner. Following this, they will participate in an interactive read aloud of 1621, A New Look at Thanksgiving, where they will listen to the story, analyze the pictures, and answer and discuss document based questions that are geared to enhance their understanding of the First Thanksgiving. After the story is read, students will again sketch what they think the first Thanksgiving looked like and compare their sketches. The hope is the new and accurate information from the book will alleviate stereotypes based off of perpetuated misinformation.

By the end of this lesson, students will be able to draw an accurate sketch that portrays what the First Thanksgiving looked like. In addition, students should be able to answer questions regarding what the author wants to teach them through this book, and how their thoughts about what the First Thanksgiving looked like after the read aloud.

Guiding Questions: What was the First Thanksgiving like? What did the First Thanksgiving look like?

Lesson opening:

- The teacher will tell the students that they will be thinking about the first ever Thanksgiving and what it looked like. He/she will say they are going to make a sketch of the first Thanksgiving, and to draw

what they think it looked like. After giving the students 1-2 minutes of quiet thinking time, the teacher will send them to make their sketch for about 5 minutes.

- After giving students sufficient time to sketch, have them turn to a partner or a neighbor to share their sketch and explain why they included certain things in their drawings. The teacher will walk around, keeping students on task and taking anecdotal notes. He/she will choose 1-2 drawings to share with the rest of the class on the document camera.
- The teacher will then explain to the students that they will be reading the book: 1621 A New Look At Thanksgiving, which is about the Wampanoag nation, their relationship with the Pilgrims, and what the First Thanksgiving was like. The teacher will tell the students that they will be stopping at different parts to answer some questions about the book. “As you are reading and listening to the story, I want you to pay attention to how your thinking changes as you learn about the first Thanksgiving.”
- The teacher will begin to read the book to the students, using a document camera (if available) to display the words and pictures to the students. At various points, the teacher will stop to ask the students a question that is based on what they’ve read so far. He/she will give the students around a minute of thinking time. Students will then turn and talk to their partners about the question, while the teacher moves around the room to listen in on conversations and guide them if necessary. The teacher may summarize what he or she heard from partnerships, or have 1-2 partnerships share what they or their partners described. He or she will repeat this cycle for every question.
- The teacher will stop at the following parts of the book and ask the following questions.
 - Page 9: “What big idea about Thanksgiving do you think the authors want to share with us?”
 - Page 16: “What do the authors want to teach us about the Wampanoag?”
 - Page 19-20 (emphasize the last paragraph of page 19 that goes into the beginning of page 20): “What are thinking about after you’ve read this passage?”
 - Page 27: “How has your thinking about the First Thanksgiving changed since reading what we’ve read so far?”
 - Page 33: “What do you picture after reading this part?”
 - Page 43: “How has your thinking about the First Thanksgiving changed since reading this book?”

Lesson closing:

- When the teacher finishes reading the book, he or she will say to the students, “Wow! From listening to all of your thoughts and discussions about this book, it seems like your ideas about what the First Thanksgiving looked like have really changed. What you will be doing now is making another sketch of what you think the First Thanksgiving looked like. Like before, I want you to use labels as you sketch.”
- Give the students 1-2 minutes of quiet thinking time, then send them off to create their sketches. Like the pre-assessment, give students around 5 minutes to create these sketches.
- Students will then share their sketches with their partner/neighbor. The teacher should tell the students to explain why they included certain things in their drawings, and also include explanations on how their sketches have changed. The teacher will walk around, keeping students on task and taking anecdotal notes. He/she will choose 1-2 drawings to share with the rest of the class on the document camera. Those students will explain to the class how their sketches changed from the beginning.
- Finally, the teacher will direct the students to compare their final sketches with their first sketches. “Think about how your sketches changed after reading this book. What did you learn about the first Thanksgiving that you didn’t know before? What information surprised you?” After giving kids time to think about these questions, they can either explain their thinking to a partner, or write a quick reflection on the back of the final sketch, a journal, or another piece of paper. This all depends on teacher preference.

- The teacher can quickly summarize the lesson by saying. “From your thinking and your drawings, it’s clear that your ideas about the First Thanksgiving have really evolved! You read a book that contains true information, and you used that information to change your thinking. As learners, it’s really important for us to be open to new thinking to use that to grow as learners and as people.”

Instructional Tips/Strategies/Suggestions:

- The objectives for this lesson should be on the board, as well as the criteria for their sketches (making sure they label parts of their drawing)
- A document camera is a great way for students to look at the text and the text based questions. Make sure you write the questions on a sticky note ahead of time, so that you can show the questions to the students. If you don’t have a document camera available, write the questions ahead of time on chart paper or a white board.
- There’s a lot of tricky content vocabulary in this book (especially for younger kids). It would be wise to preview 3-5 of the vocabulary words with the students. Some suggestions are: (*perspective; sachem; voyagers; resistance; territory; gravesites; priese; alliance; harvest; fowl; fertilize; accompanied; venison; proclaimed; tensions*) For the vocabulary words you don’t preview, you could give a quick definition to the word as you read.
- When reading this book, it’s a good idea to slow down and emphasize specific passages that are essential to student understanding. Don’t be afraid to even reread some of the important parts before the kids start their turn and talks!
- When giving the kids thinking time, you might want to have them give you a quick thumbs up if they have an idea to talk about. Once most of the students have an idea, you can let them go to talk to their partners.
- As I referenced in the closing part of the lesson, there are a few ways students can reflect on their learning. You can either have them write their reflections, or share them with a partner. This will depend on the abilities of your students and your time constraints.

Materials and Sources Used

What secondary sources are being used (full citation)? Please annotate each source.

Grace, Catherine O'Neill, et al. *1621: a New Look at Thanksgiving*. National Geographic Society, 2004.

What other curricular materials do you plan to use to support the curricular project? (attach any student-facing documents and teacher resource documents needed to implement the lesson)

[1621: A New Look At Thanksgiving Sketch Notes \(Pre and post assessment\):](#)

Araujo, Judy. "[Comprehension Questions.](#)" Mrs. Judy Araujo, M.ED, CAGS, Reading Specialist, 2019, www.mrsjudyaraujo.com.

Nichols, Maria. "Growing Purposeful Talk: Using Read Alouds as the Spark." *Comprehension through Conversation: the Power of Purposeful Talk in the Reading Workshop*, by Maria Nichols, Heinemann, 2006, pp. 51–70.

Reflection / Rationale

After teaching the lessons, what suggestions do you have for other teachers who might use this curricular project?

How does the content of this lesson plan clearly tie to perspectives gained from TNAH Institute? [e.g. How does it use resources provided during TNAH Institute in place of or to supplement existing resources? How does it analyze narratives and/or resources that would typically be used – how does the newly created lesson provide a counter-narrative to the accepted canon?]

One critical takeaway I have from this curricular project and from the entire teacher seminar is the importance of finding and evaluating learning resources. Students need to be exposed to information that will not perpetuate negative stereotypes. *1621: A New Look At Thanksgiving* is such a fantastic book because it provides the reader with an accurate depiction of the Wampanoag nation's relationship with the Europeans during the point of first contact, and how the First Thanksgiving went. This was all done from the Wampanoag perspective, which my students rarely get when studying this point in history. Thanks to experts like Debbie Reese, there are ways for teachers to find effective and accurate literature on Indigenous people.

It's also not enough to simply have the students read this information, they also need the opportunity to apply comprehension strategies that will deepen their understanding of the text. The interactive read aloud strategy and the document based questions I used will help students construct new learning. The questions will allow students to think about what the author wants to teach them, visualize descriptions of important content, and synthesize information by using new learning to build on or change what they already know. Additionally, the beauty of the questions I used is that can be applied to any nonfiction text. Students can determine the main idea, synthesize two texts, and use text features to enhance their understanding while also learning important information about indigenous peoples.

Finally, I think having the kids sketch their thinking is an effective way for teachers to assess what their students know about what they are learning. This is especially critical in the younger grades, or with students who struggle with written expression. Teachers can look at the drawings to determine if their understanding of indigenous peoples is Eurocentric and contains stereotypes. Once he or she has that information, the teacher can start the process of decolonizing the thinking of his or her students.