

Sunitha Reddy
Unit Presentation
EEDUC 5136-01
Professor Keefe

I. Overview of Unit

The overarching theme to the unit presented is the essential question: What is Freedom? It is important for students to gain perspectives on this question by examining and interpreting past events which occurred during the Colonial Times. The purpose of interpreting events from the past is for students to gain a new understanding which they can apply to the present schemata of comprehension. It is the unit purpose that students are able to be presented with multiple facts, viewpoints and scenarios so that they may generate their own understanding of the past.

The unit is based on the state standards for 3rd grade social studies on the examination of the Colonial Times which includes the Wampanoags, the Pilgrims and the Puritans to name a few examples. The unit topic is in the curriculum for this grade level. The unit was chosen because it is an area of great importance for students to understand the fundamental questions surrounding the meaning of freedom. Students will assess the meaning of freedom in different time periods and among different groups of people. Students will also assess the meaning of government as they study an example of self government as existed with the Mayflower Compact. Students will also examine events surrounding the First Thanksgiving and the meaning behind the holiday.

II. Summary of Research

Please see attached Research Paper on “What is Freedom?”

Sunitha Reddy
Research Paper
5136-01
Professor Keefe

Teaching History to Elementary Students: What is Freedom?

In teaching social studies to elementary school students, it is important to reiterate certain methodologies for teaching freedom and teaching about the past. In the presented social studies unit, the realm of focus presents the meaning of freedom to those people from the colonial times. Therefore, it is important to focus on the meaning of teaching history as a means for expressing the value of learning how to dictate the meaning of freedom. “A teacher’s academic freedom is his/her right and responsibility to study, interpret, and discuss all the relevant facts and ideas in the field of his/her professional competence” (Academic Freedom Committee, 1991, p. 13).

In teaching history to elementary school students there are certain approaches that prove to be essential. “Elementary students can learn how to take an interpretive approach to learning history so that they can construct knowledge about our collective past experience in ways that provide a meaningful context for understanding present experience” (Fertig, 2005, p. 2). That is, at the level that elementary school students interpret the past, they need to create meaning from present experience in order to better understand past events. This process is a developmental level of learning which continually evolves as the students grows into higher stages of learning.

There are many theories that exist to describe the way in which elementary school students are able to make meaning about the past.

...according to constructivism, meaning is constructed by the learner; prior knowledge plays a major role in this construction. Children actively involved in their own learning, learn concepts more effectively when they are given a variety of examples within the context of authentic activities (Fresch, 2004, p 90).

Therefore, the ability for children to make their own interpretations is of utmost importance in the area of constructivism. It is important to reiterate the meaning that prior knowledge has in the context of processing new information about the past.

Given the present information, how do we as social studies teachers present history? “Ultimately, freedom to teach and to learn will exist only if a continuing effort is made to educate all Americans regarding these important freedoms” (Academic Freedom Committee, 1990, p. 343). Therefore, as history is presented, it is important to highlight certain relevant themes such as freedom while studying certain past events. Teaching the meaning of freedom delineates the importance of past events and its relevancy to the present which is an important concept for students to grasp. How was the concept of freedom utilized in the past? How do we give meaning to the concept of freedom in the present time? Utilizing the schema of freedom for students is important in conceptualizing their own meaning of freedom and the relevancy it has for Americans and other people in the World.

There exist certain approaches such as oral presentation, text analysis and the use of primary source documents to the presentation of historical facts to elementary school students which proves to be of utmost importance. “Unfortunately, history is not always taught to elementary school students as a problem-solving activity; instead, it is presented as inventories of famous people, events, dates, and meanings that children are expected to memorize” (Fertig, 2005, p. 2). Therefore, the responsibility of elementary school educators, is to present the facts and then allow students to critically analyze the facts, viewpoints and scenarios to generate their own further understanding.

It is important to expose elementary school students to a number of viewpoints as well when teaching about the past. “As with effective decision making applied to controversial social issues, interpreting the meaning of events in history requires dispositions and abilities that facilitate problem solving and knowledge construction based on evaluations of evidence and the perspectives of different groups” (Fertig, 2005, p. 2). By examining many viewpoints, historians are able to gain a comprehensive view of past events by comparing and contrasting different people and events. It is important that the student is presented with a comprehensive overview of many different perspectives so that they may come to their own conclusions and interpretations of the past. While studying social studies, it is important that different points of view are analyzed without proposing one point of view as the correct one so that students may learn not to discriminate information or utilize a biased point of view (Academic Freedom Committee, 1991).

The main idea of this paper is to convey that:

Teaching and learning history in elementary school prepares children for living in a democratic society in which citizens are expected to interpret the meaning and significance of controversial social issues from diverse perspectives (Fertig, 2005, p. 2).

As a pluralistic society it is important to be exposed to the many different view points which exist in a democratic society and to be able to make an informed interpretation based on one’s own prior knowledge and ability to be open to new events. Therefore, “children develop historical understanding as they reconstruct the meaning of events in time not by interpreting history itself by rather by interpreting information derived from a variety of different sources to establish historical evidence” (Fertig, 2005, p. 2).

In conclusion, teaching about freedom requires a certain methodology of teaching history to elementary school students. It is important to present the student with the ability to create meaning and personal interpretations rather than have them simply memorize factual information. It is also essential to provide a variety of different viewpoints as a means to create a comprehensive overview.

References

- Academic Freedom Committee (1991). "Academic Freedom and the Social Studies Teacher". *Social Education, Vol 55(1): 13.*
- Academic Freedom Committee (1990). "The Freedom to Teach and The Freedom to Learn". *Social Education, Vol 54(6): 343.*
- Fertig, G. (2005). "Teaching Elementary Students How to Interpret the Past". *The Social Studies, Vol 96(1): 2-8.*
- Fresch, E. (2004). "Preparing Preservice Elementary Teachers To Use Primary Sources In Teaching History". *International Journal of Social Education, Vol 19(1): 83-103.*

III. Activities

Please see the attached 5 unit lesson plans including: Introductory Lesson Plan, Primary Source Lesson Plan, Kidspiration Lesson Plan, Crosscurricular Lesson Plan and the Concluding Lesson Plan.

IV. Website Review

Please see attached Website Review.

V. Evaluation

Please see attached Assessment test on the Colonial Times.

VI. Annotated Bibliography

Anderson, J. (1984). *“The First Thanksgiving Feast”*. Clarion Books: New York.

This book describes the First Thanksgiving Feast at Plimoth Plantation in 1621. The book discusses William Bradford, the Mayflower, Squanto and the Indians. It depicts the events that took place at the Thanksgiving Feast from types of food present to the type of blessings mentioned.

Arai, G. (1993). *The World of the Wampanoag: The Indians Who Met the Pilgrims*. Retrieved July 15, 2007 from <http://www.asdk12.org/depts/IndEd/Wampanoag.pdf>.

This file is a document created on the World of the Wampanoag Indians and the encounter they have with the Pilgrims. It incorporates multiple activities to plan for students as they learn about this topic. A list of descriptors is provided for the Wampanoags and the Pilgrims to distinguish between the two ways of life. Also suggestions for creating a Venn Diagram based on these descriptors is given.

Bowden, H. (n.d.) *Puritanism*. Retrieved July 17, 2007 from <http://content.scholastic.com/browse/article.jsp?id=5094>

This website provides information on the Puritans and discusses the historical background and reasons that they wanted freedom. The website distinguishes between English Puritans and American Puritans.

Carr, K. (1998 – 2006). *Puritans*. Retrieved July 17, 2007 from <http://www.historyforkids.org/learn/northamerica/after1500/religion/puritans.htm>

Clark, R. (2000-2004). *The Pilgrims and the Mayflower Compact*. Retrieved July 16, 2007 from <http://members.aol.com/RichClark7/pilgrims.htm#COMP> .

This website provides a primary source document of the Mayflower Compact for students to analyze and discuss in class. It is a web friendly version of the Mayflower Compact.

Maestro, G. (1998). *"The New Americans Colonial Times 1620-1689"*. Scholastic Inc.: New York.

This book provides a comprehensive overview of the Colonial Times from 1620-1689. The book highlights a number of topics throughout history. The main purpose of the book is to present facts of the Puritans and the Pilgrims. The Mayflower Compact is discussed and introduced to students in an informational manner.

McGovern, A. (1969). *"..if you sailed on the Mayflower"*. Scholastic Book Services: New York.

This book presents perspectives from the Pilgrims and what it was like for them in the past. It describes the Mayflower from the type of ship it was, how many people sailed on the boat, what you could eat, how you slept, etc. The book highlights the experiences in the New World of the Pilgrims and their encounter with the Wampanoags. The book highlights events at Plymouth and events surrounding the First Thanksgiving.

Sewall, M. (1990). *"People of the Breaking Day"*. Macmillan Publishing Company: New York.

This book describes the story of the Wampanoags by describing their way of life prior to the encounter and after the encounter with the Pilgrims. It is a very colorful presentation of the way of life of the Wampanoags.

Sewall, M. (1986). *"The Pilgrims of Plimoth"*. Aladdin Paperbacks: New York.

This book presents the daily tasks of the Pilgrims. It describes the hardships the Pilgrims faced as they encountered the New World and their way of life. It also incorporates the help they received from the Wampanoags.

Weisgard, L. (1967). *"The Plimoth Thanksgiving"*. Doubleday: New York.

This book delineates the experience of the Pilgrims and the events that took place surrounding the First Thanksgiving. Events discussed include the Mayflower, the Mayflower Compact, the food at the first Thanksgiving and important people such as William Bradford, Squanto and Chief Massasoit.

Wiist, B. (n.d.) *The Real Pilgrims!* Retrieved July 17, 2007 from http://www.wswstudios.com/real_pilgrims.htm

This website provides a kid friendly informational description of who the Pilgrims were, what they dressed like, the First Thanksgiving time frame and what it was like to be a child Pilgrim. The website is easy to use and provides information in a fun manner.

Zeichner, O. (n.d.) *Plymouth Colony*. Retrieved July 17, 2007 from <http://content.scholastic.com/browse/article.jsp?id=5092>

This website provides an article that describes Plymouth Colony and the events surrounding the location such as the Mayflower, the Mayflower Compact and their form of government.

----- (n.d.) *Colonial America*. Retrieved July 17, 2007 from http://www.mce.k12tn.net/colonial_america/pilgrims.htm

This website provides children dressed as Pilgrims and a description of what a Pilgrim was in historical times and a background history is provided. The website also discusses the Mayflower and the Speedwell ships.

----- (n.d.) *Colonial America*. Retrieved July 17, 2007 from http://www.mce.k12tn.net/colonial_america/puritans.htm

This website provides a map of the thirteen colonies. It describes the Puritan way of life, and provides a picture of a child dressed in traditional Puritan clothing. The website also provides a brief synopsis of Puritan history.

----- (n.d.) *Plimoth Plantation*. Retrieved July 15, 2007 from <http://www.plimoth.org>

This website presents a virtual tour of what it was like on Plimoth Plantation. Activities are provided for students such as coloring sheets, recipes, stories, how to talk like a Pilgrim and homework help. This website presents information in a playful and historically informative manner.

Introductory Lesson Plan to the Colonial Times and the Puritans vs. the Pilgrims.

Sunitha Reddy

July 17,2007

BACKGROUND

Grade to be taught: 3rd grade social studies class

Overall Purpose of this lesson: To be able to gain an overall sense of the colonial times and to compare the Puritans vs. the Pilgrims.

Relationship of this lesson to curriculum/theme: Unit theme on the Pilgrims, Wampanoags, Mayflower Compact, the first Thanksgiving and Plymouth colony.

LESSON

Massachusetts Curriculum Frameworks Strand: Massachusetts Social Studies Frameworks 3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. 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, B, C).

Behavioral Objectives / Learning Outcomes:

Students will be able to:

Acquire knowledge of the Colonial Times from reading the text *The New Americans Colonial Times 1620-1689* by Giulio Maestro of the Wampanoag way of life, History of the Pilgrims that landed at Plymouth in 1620, the Puritan desire for freedom, the charter the Puritans had with the King of England, the Massachusetts Bay Colony.

Compare the Puritans and the Pilgrims ways of life, types of religion, clothing, and houses by a class role play exercise.

Materials: The book *The New Americans Colonial Times 1620-1689* by Giulio Maestro, Online descriptions of the Puritans and the Pilgrims via Computers, paper, pens or pencils, costume materials so students can dress up as either a Pilgrim or a Puritan.

Procedure: Read book *The New Americans Colonial Times 1620-1689* by Giulio Maestro as a means to introduce students to events in the Colonial Times. The book gives a comprehensive overview of the unit of study. Engage in research about the Puritans and the Pilgrims by going online and reviewing the descriptions of each. There are also online Pilgrim activities such as a virtual tour. Following the previous activities engage in a class role play exercise in which half of the class role plays being a Puritan and the other half of the class role plays being a Pilgrim. Create costumes for students as a class depending on whether the student is a Pilgrim or a Puritan. There is information on the online websites on type of dress, religion, way of life, and houses.

Wrap up: Review students responses to the book and the online websites on the Pilgrims and the Puritans. Ensure that students understand the differences between the Pilgrims and the Puritans by monitoring the role play and ensuring that students are able to compare and contrast both ways of life depending on the role play exercise.

Assessment: Walk around and help students understand the information online at their computers. Assist students in the role play exercise by correctly representing themselves as either a Pilgrim or a Puritan. Ensure that they have understood the activities by the role play exercise.

Modifications: Help students go online and look up the websites. Review the text via audiotape or a one on one session for those having trouble with the text. Assist students with the role play exercise for those having difficulty with the task.

References:

Bowden, H. (n.d.) *Puritanism*. Retrieved July 17, 2007 from <http://content.scholastic.com/browse/article.jsp?id=5094>

Carr, K. (1998 – 2006). *Puritans*. Retrieved July 17, 2007 from <http://www.historyforkids.org/learn/northamerica/after1500/religion/puritans.htm>

Maestro, G. (1998). *“The New Americans Colonial Times 1620-1689”*. Scholastic Inc.: New York.

Wiist, B. (n.d.) *The Real Pilgrims!* Retrieved July 17, 2007 from http://www.wswstudios.com/real_pilgrims.htm.

Zeichner, O. (n.d.) *Plymouth Colony*. Retrieved July 17, 2007 from <http://content.scholastic.com/browse/article.jsp?id=5092>

----- (n.d.) *Colonial America*. Retrieved July 17, 2007 from http://www.mce.k12tn.net/colonial_america/pilgrims.htm.

----- (n.d.) *Colonial America*. Retrieved July 17, 2007 from http://www.mce.k12tn.net/colonial_america/puritans.htm.

Using Kidspiration to Compare and Contrast the Wampanoag and the Pilgrim Way of Life.

Sunitha Reddy

July 25,2007

BACKGROUND

Grade to be taught: 3rd grade social studies class

Overall Purpose of this lesson: To be able to compare and contrast the Wampanoag with the Pilgrim way of life. Students will listen to two stories and create lists of common themes. Students will then create a Venn Diagram as a class using the Kidspiration software.

Relationship of this lesson to curriculum/theme: Unit theme on the Pilgrims, Wampanoags, Mayflower Compact, the first Thanksgiving and Plymouth Colony.

LESSON

Massachusetts Curriculum Frameworks Strand: Massachusetts Social Studies Frameworks 3.2 Wampanoags and leaders and 3.3b Pilgrims and challenges in settling in America.

Behavioral Objectives / Learning Outcomes:

Students will be able to:

Interpret the reasons the Pilgrims came to America.

Identify the hardships the Pilgrims first experienced as they established the first community in America.

Recognize the Wampanoag way of life and philosophy of the environment.

Listen to two literature books and view a list of common themes of both the Pilgrims and the Wampanoag way of life.

Compare and contrast the Wampanoag and the Pilgrim way of life by creating a Venn Diagram using Kidspiration software.

Materials: The books *People of the Breaking Day* and *Pilgrims of Plimoth* both written by Marcia Sewall, Kidspiration Software, Kidspiration List comparing and contrasting the Wampanoag and the Pilgrim way of life (see attached sample), Kidspiration Venn Diagram (see attached sample).

Procedure: Explain to students that freedom of speech and freedom of religion are two important aspects that Americans consider to be important. Explain that while differences may occur, one should respect differences by understanding them and respecting other people's point of view. The class will then read both stories by Marcia Sewall and view the list of Wampanoag and Pilgrim ways of life. Students will then as a class review how to use a Venn Diagram to compare and contrast the Wampanoag and the Pilgrim way of life. After students understand what a Venn Diagram is, the class will

use Kidspiration software to create a Venn Diagram which compares and contrasts the Wampanoag and the Pilgrim way of life.

Wrap up: Review the Venn Diagram comparing and contrasting the Wampanoag and the Pilgrim way of life. Review the importance of Venn Diagrams in all aspects of curriculum as a means to compare and contrast.

Assessment: Use “kid watching” to make sure that students understand the important components of both stories. Walk around and make sure that students understand what a Venn Diagram is and how to make one. Also walk around and make sure that students are able to use the Kidspiration software.

Modifications: Help students with reading both stories and understanding components of each. If possible have audiotapes of each story available for those who have trouble reading. Help students fill out a Venn Diagram and be able to use components to compare and contrast the Wampanoag and the Pilgrim way of life.

References:

Arai, G. (1993). *The World of the Wampanoag: The Indians Who Met the Pilgrims*. Retrieved July 15, 2007 from <http://www.asdk12.org/depts/IndEd/Wampanoag.pdf>.

Sewall, M. (1990). *“People of the Breaking Day”*. Macmillan Publishing Company: New York.

Sewall, M. (1986). *“The Pilgrims of Plimoth”*. Aladdin Paperbacks: New York.

Using Kidspiration to Compare and Contrast the Wampanoag and the Pilgrim Way of Life.

Sunitha Reddy

July 25,2007

BACKGROUND

Grade to be taught: 3rd grade social studies class

Overall Purpose of this lesson: To be able to compare and contrast the Wampanoag with the Pilgrim way of life. Students will listen to two stories and create lists of common themes. Students will then create a Venn Diagram as a class using the Kidspiration software.

Relationship of this lesson to curriculum/theme: Unit theme on the Pilgrims, Wampanoags, Mayflower Compact, the first Thanksgiving and Plymouth Colony.

LESSON

Massachusetts Curriculum Frameworks Strand: Massachusetts Social Studies Frameworks 3.2 Wampanoags and leaders and 3.3b Pilgrims and challenges in settling in America.

Behavioral Objectives / Learning Outcomes:

Students will be able to:

Interpret the reasons the Pilgrims came to America.

Identify the hardships the Pilgrims first experienced as they established the first community in America.

Recognize the Wampanoag way of life and philosophy of the environment.

Listen to two literature books and view a list of common themes of both the Pilgrims and the Wampanoag way of life.

Compare and contrast the Wampanoag and the Pilgrim way of life by creating a Venn Diagram using Kidspiration software.

Materials: The books *People of the Breaking Day* and *Pilgrims of Plimoth* both written by Marcia Sewall, Kidspiration Software, Kidspiration List comparing and contrasting the Wampanoag and the Pilgrim way of life (see attached sample), Kidspiration Venn Diagram (see attached sample).

Procedure: Explain to students that freedom of speech and freedom of religion are two important aspects that Americans consider to be important. Explain that while differences may occur, one should respect differences by understanding them and respecting other people's point of view. The class will then read both stories by Marcia Sewall and view the list of Wampanoag and Pilgrim ways of life. Students will then as a class review how to use a Venn Diagram to compare and contrast the Wampanoag and the Pilgrim way of life. After students understand what a Venn Diagram is, the class will

use Kidspiration software to create a Venn Diagram which compares and contrasts the Wampanoag and the Pilgrim way of life.

Wrap up: Review the Venn Diagram comparing and contrasting the Wampanoag and the Pilgrim way of life. Review the importance of Venn Diagrams in all aspects of curriculum as a means to compare and contrast.

Assessment: Use “kid watching” to make sure that students understand the important components of both stories. Walk around and make sure that students understand what a Venn Diagram is and how to make one. Also walk around and make sure that students are able to use the Kidspiration software.

Modifications: Help students with reading both stories and understanding components of each. If possible have audiotapes of each story available for those who have trouble reading. Help students fill out a Venn Diagram and be able to use components to compare and contrast the Wampanoag and the Pilgrim way of life.

References:

Arai, G. (1993). *The World of the Wampanoag: The Indians Who Met the Pilgrims*. Retrieved July 15, 2007 from <http://www.asdk12.org/depts/IndEd/Wampanoag.pdf>.

Sewall, M. (1990). *“People of the Breaking Day”*. Macmillan Publishing Company: New York.

Sewall, M. (1986). *“The Pilgrims of Plimoth”*. Aladdin Paperbacks: New York.

Use a Venn Diagram to Compare and Contrast

Wampanoag

Both Wampanoag and The Pilgrim Way of Life

Pilgrim



Using Primary Sources to Understand Thanksgiving

Sunitha Reddy

July 17,2007

BACKGROUND

Grade to be taught: 3rd grade social studies class

Overall Purpose of this lesson: Social Studies

To be able to analyze primary sources and review the events around the first Thanksgiving.

Relationship of this lesson to curriculum/theme: Unit theme on the Pilgrims, Wampanoags, Mayflower Compact, the first Thanksgiving and Plymouth colony.

LESSON

Massachusetts Curriculum Frameworks Strand: Massachusetts Social Studies Frameworks 3.3 c. Events leading to the first Thanksgiving.

Behavioral Objectives / Learning Outcomes:

Students will:

Recognize how historians use a primary source and educated guesswork to research the past and create history.

Explain the events around the First Thanksgiving.

Prepare a KWL chart.

Integrate questions based on the primary source document using a graphic organizer.

Materials: Objects, written information, or stories about a recent event that happened at your school or in your town or city, KWL chart (see attached sheet), Primary source document- Text version of the Winslow letter (see attached sheet), Graphic Organizer (see attached sheet)

Procedure: Explain to the students that historians believe that most of the story of the “First Thanksgiving” is a myth that people started telling more than 200 years after the event is said to have occurred. Remind the class that history is only a historian’s view of the past, a view that can be influenced by the historian’s preconceptions. Therefore, instead of taking current historians at their word, the class’s task is to use their historian skills to figure out their own answers to the following questions:

What parts of the story of “The First Thanksgiving Feast” are true?

What parts are false?

What does the Winslow letter tell us about history?

Fill out the KWL chart on Thanksgiving. Do the “K” as the introduction to the lesson on what students know about the first Thanksgiving. Do the “W” after on what students

want to know about the first Thanksgiving. At the end of the lesson do the “L” on what students learned about the first Thanksgiving.

Read the story “The First Thanksgiving Feast” by Joan Anderson.

As a class create a summary of the story using graphic organizers.

Read the Winslow letter as a primary source and explain to the class what qualifies as a primary source.

See attached sheets of the Winslow letter, the graphic organizer, the KWL chart.

Wrap up: Review answers to the questions on the Winslow letter. Teach students how to use primary sources in modern day life by looking in the newspaper about a recent event that has occurred in the student’s school, town or city. Analyze the importance of primary sources.

Assessment: Assess the use of a primary source by walking around and talking with students. Review the written sheets of questions on the Winslow letter that the class completed, the KWL chart and the graphic organizer.

Modifications: Help students fill out the KWL chart. Help students with comprehension of the Winslow letter.

References:

Anderson, J. (1984). *“The First Thanksgiving Feast”*. Clarion Books: New York.

----- (n.d.) *Plimoth Plantation*. Retrieved July 15, 2007 from <http://www.plimoth.org>

Crosscurricular Lesson Plan on the Mayflower Compact using the Social Studies and Language Arts Frameworks

Sunitha Reddy

July 25,2007

BACKGROUND

Grade to be taught: 3rd grade social studies class

Overall Purpose of this lesson: To be able to understand what self government means in relation to the Mayflower Compact. To be able to retell important facts from a work of literature.

Relationship of this lesson to curriculum/theme: Unit theme on the Pilgrims, Wampanoags, Mayflower Compact, the first Thanksgiving and Plymouth colony.

LESSON

Massachusetts Curriculum Frameworks Strand: Massachusetts Social Studies Frameworks 3.3a Mayflower Compact – principles of self government. Massachusetts English Language Arts Standard 8 Strand 8.5 Retell important facts from a text heard or read.

Behavioral Objectives / Learning Outcomes:

Students will learn to:

Brainstorm ideas on what is a self government and relate it to the Mayflower Compact.

Formulate a concept of what is self government.

Read and evaluate a text and retell important historical facts about the Mayflower Compact.

Integrate the meaning of the Mayflower Compact by creating a set of rules for the playground.

Materials: The book *The Plimoth Thanksgiving* by Leonard Weisgard, The web version of the Mayflower Compact, paper, pencils or pens, blackboard and chalk, a “think cap”, formal sheet of paper to write the rules of the playground on (see attached sheets).

Procedure: Explain to students the importance of government. Then ask students to define the terms “self” and then “government” separately. Brainstorm ideas on the board of each making a list or a web. Tell the students the definition of self government and then compare the list or web to the definition. Read the book *The Plimoth Thanksgiving* by Leonard Weisgard and have the students retell the important historical facts from the book by having a “think cap” which rotates around the room from student to student. The student with the think cap will retell an important event from the story until the majority of events and facts have been reviewed. Then read the web version of the Mayflower Compact and read parts of it for clarity and the ability to analyze. Have the students integrate the knowledge they have learned by creating a set of rules for the

playground as a means to create their own “self government”. Place students in pairs of two for creating a set of rules for the playground so that individual assessment may be carried out more clearly according to student needs and questions.

Wrap up: Review the set of rules created for the playground and their own understanding of what a self government means to each student individually. Have a round robin discussion in small groups for students to compare and contrast ideas on a self government.

Assessment: Use “kid watching” to make sure that students understand the important components of both texts. Walk around and make sure that students understand what a self government is and that they are able to interpret the web version of the Mayflower Compact. Assess the set of rules created for the playground and ensure that students are understanding the fundamental concept of self government.

Modifications: Help students with reading the first story and understanding components of it. If possible have audiotapes of the story available for those who have trouble reading. Help students understand components of the web version of the Mayflower Compact. Evaluate the set of rules created by the pairs of students and assist with the formation of rules for the playground.

References:

Clark, R. (2000-2004). *The Pilgrims and the Mayflower Compact*. Retrieved July 16, 2007 from <http://members.aol.com/RichClark7/pilgrims.htm#COMP> .

Weisgard, L. (1967). *“The Plimoth Thanksgiving”*. Doubleday: New York.

Concluding Lesson Plan on the Unit covering the Pilgrims, Puritans, Wampanoags, Mayflower Compact, the first Thanksgiving and Plymouth Colony.

Sunitha Reddy

July 25,2007

BACKGROUND

Grade to be taught: 3rd grade social studies class

Overall Purpose of this lesson: To create a comprehensive overview of the unit studied by reviewing all relevant events during the Colonial Times.

Relationship of this lesson to curriculum/theme: Unit theme on the Pilgrims, Wampanoags, Mayflower Compact, the first Thanksgiving and Plymouth Colony.

LESSON

Massachusetts Curriculum Frameworks Strand: Massachusetts Social Studies Frameworks 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, B, C). 3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony.

Behavioral Objectives / Learning Outcomes:

Students will learn to:

Evaluate and review who were the Pilgrims.

Generalize and describe the life and events on the Mayflower.

Interpret events in the New World with the Pilgrims.

Recall events at Plymouth.

Recognize events surrounding the first Thanksgiving.

Produce a journal entry from the point of view of either a Wampanoag, a Pilgrim, or a Puritan.

Materials: The book “*..if you sailed on the Mayflower*” by Ann McGovern, paper, pens, pencils.

Procedure: Review the ideas with students that freedom of speech and freedom of religion are two important aspects that Americans consider to be important. Read the book by Ann McGovern on the events and people taking place in the unit design during the Colonial Times. Have students produce a journal entry from the point of view of either a Wampanoag, a Pilgrim or a Puritan to assess the level of understanding of the unit. Students will be directed on their journal entries to include the point of view of either a Wampanoag, a Pilgrim or a Puritan. Dimensions of the journal entry should

include at least 5 facts, incorporating such features as way of life, clothing, typical foods eaten or type of housing.

Wrap up: Engage in a class discussion on any questions about the unit design and conclude with closing comments on the meaning of freedom. Review as a class each student's journal entry as a means to culminate a group effort on the exploration of the Colonial Times.

Assessment: Walk around and make sure that students understand the events discussed so far in the unit. Ensure levels of comprehension of the text. Review the journal entries after the group exploration and make individual comments on comprehension and other dimensions such as creativity.

Modifications: Help students with reading the text and if possible have an audiotape available for those who are having trouble reading. Monitor and help students verbalize and provide written pieces of work of the journal entry on the perspective of either the Wampanoags, the Pilgrims or the Puritans.

References:

McGovern, A. (1969). *"..if you sailed on the Mayflower"*. Scholastic Book Services: New York.

Name: _____

Professor Reddy

3rd Grade Social Studies

Colonial Times Assessment Test

Complete the following multiple choice questions by choosing the appropriate answer.

1. The _____ landed at Plymouth in 1620 (10pts)
 - a. Pilgrims
 - b. Puritans
 - c. Wampanoags
 - d. Catholics

2. The pilgrims set aboard the _____ to travel to the New World (10pts)
 - a. The Mayflower
 - b. The Sunflower
 - c. The Sputnik
 - d. The Titanic

3. The _____ was signed by the male passengers aboard the ship to protect the rights and safety of all the colonists (10pts)
 - a. The Declaration of Independence
 - b. The Bill of Rights
 - c. The Mayflower Compact
 - d. none of the above

4. Upon entering the New World the pilgrims encountered the _____ Indians who helped them survive on the new land. (10pts)
 - a. Wampanoag
 - b. Cherokee
 - c. Iroquois
 - d. none of the above

5. The first Thanksgiving feast took place in the year 1621 and was a holiday of gratitude. People at the First Thanksgiving probably did not eat _____. (10pts)
 - a. Bread
 - b. Turkey
 - c. Corn
 - d. Spaghetti

6. The Pilgrims started a settlement called Plimoth Plantation. Their leader was: (5 pts)
 - a. William Bradford
 - b. Squanto
 - c. Thomas Jefferson
 - d. none of the above

7. The _____ wanted to “purify” the Church of England (5pts)

- a. Pilgrims
- b. Wampanoag
- c. Catholics
- d. Puritans

8. One of the main leaders of the Wampanoags was: (5pts)

- a. Squanto
- b. Chief Lee
- c. Cherokee
- d. none of the above

Match the following statements to either the Wampanoag, the Pilgrims or both the Wampanoag and the Pilgrims. Circle the appropriate letter at the end of the statement.
W=Wampanoag P=Pilgrim W+P=Both the Wampanoag and the Pilgrims (5pts each)

We move several times of year to gather foods **W / P / W+P**

We are thankful for food from the sea, the rivers,
the forests and our gardens **W / P / W+P**

We believe that land can be sold, bought and fenced **W / P / W+P**

We share all our food with visitors **W / P / W+P**

We are not used to living in this land **W / P / W+P**

In class we spent time discussing what the term “self government” means. In your own words describe what this term signifies in the space below: (10pts)

Extra Credit: (5 pts)



Describe below the event that took place in 1621 in the above picture: (* Hint: Be sure to include the major groups there)