In a diary given to her by her mother, twelve-year-old Remember Patience Whipple, known throughout the story as Mem, recounts the miserable sea journey and settlement of the Pilgrims. Mem’s family was part of a religious group who decided to travel to America so they could practice their religion freely and openly. However, the dangers of the ocean and unknown land caused many Pilgrims to ultimately lose their life. In her diary, Mem shares with readers her fear of Indians whom, she had heard, were feathered and painted and lived in strange dwellings. When her mother suddenly dies and her best friend, Hummy Sawyer, is forced to return to England, Mem seems to lose all hope; although, her abiding sense of humor and hopes for the future carry her through the worst of times.
**RELATED MATERIALS**


- Reading Level: 2-4

This informational text, written by Linda Hayward, demonstrates the diverse hardships the Pilgrims suffered, their relations with the American Indians, and details the first Thanksgiving. This beautifully illustrated book will be placed on display in the classroom for students to read if they wish.


- Reading Level: 3-5

Throughout this interactive, question-and-answer style book, students will learn countless facts about the Pilgrims’ journey on the Mayflower and their first year in America. This fun-to-read text will be placed on display in the classroom for students to read if they wish.

_If You Were at the First Thanksgiving_ by Anne Kamma. Scholastic, 2001.

- Reading Level: 3-5

This engaging, fact-filled book provides detailed descriptions of what the first Thanksgiving was like. _If You Were at the First Thanksgiving_ will be placed on display in the classroom for students to read if they wish.


- Reading Level: 4-8

Similar to the featured selection, _A Journey to the New World: The Diary of Remember Patience Whipple, Mayflower, 1620_, this book, viewed through the eyes of fourteen-year-old Jasper, illustrates the day-to-day life of the brave pioneers. This book will be placed on display in the classroom for students to read if they wish.


- Reading Level: 2-4
Squanto’s friendship with the English ultimately brings him to England where he is anxious to discover and learn about their diverse cultures and homelands. After being mistreated and held captive, Squanto returns home to find his family and the land he once lived upon has disappeared; despite this, he befriends the Pilgrims and helps them settle the new land.

GOALS

- Students will appreciate Thanksgiving and understand the meaning and origins of the holiday
- Students will be introduced to the Mayflower and will gain an understanding of what the Pilgrims went through in order to come to America
- The students will be able to understand the reasons why the Pilgrims and other passengers came to America
- The students will gain an understanding of the two types of people that created the first Thanksgiving

ACADEMIC STANDARDS

English/Language Arts

4.1.1 Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.
4.2.9 Recognize main ideas and supporting details presented in expository (informational texts).
4.2.5 Compare and contrast information on the same topic after reading several passages or articles.

Science

4.6.4 Observe and describe that some features of things may stay the same even when other features change.

Social Studies

4.1.16 Distinguish fact from opinion and fact from fiction in historical documents and other information resources* and identify the central question each narrative addresses.
4.3.4 Map and describe the physical regions of Indiana and identify major natural resources and crop regions.
4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.
UNIT PLAN

Pre-reading
Activity: Quickwrite - Students will demonstrate what they know about the topic.
- Monitoring: I will walk around the room, making sure each student is staying on task
- Assessment: I will collect each student's Quickwrite
- Grouping: Individual

Activity: As a class, we will discuss what we know about Pilgrims/Native Americans/Thanksgiving. Together, we will create a list on the blackboard of what we know.

Introduce key words: Pilgrims, Native Americans, Mayflower, Plymouth, Thanksgiving
- Monitoring: Observe students, making sure everyone is working well together
- Assessment: I will make sure each student contributes at least one idea
- Grouping: Whole Group

Activity: Give students a sense of how crowded the Mayflower was by making a rectangle on the floor of the classroom with masking tape. Make rectangle small enough so that when all students stand inside it, they feel crowded.
- Monitoring: Observe students, making sure everyone is working well together
- Assessment: Participation
- Grouping: Whole group

Reading
Activity: A Journey to the New World: The Diary of Remember Patience Whipple, Mayflower, 1620 – Different types of reading
- Monitoring: Observe students, making notes of what students are doing/contributing
- Assessment: Following each reading assignment, students will quickly respond – Reading Log
- Grouping: Whole group, individual, buddy reading
Responding
Activity: After each reading, students will briefly respond in Reading Log. May write a brief summary, their thoughts on what they have read, or make a personal connection.

- Monitoring: Go around room, check off each Reading Log (completion)
- Assessment: At end of unit, I will collect all Reading Logs
- Grouping: Individual

Activity: Following buddy reading/individual reading (homework), we will have a class discussion highlighting the main ideas.

- Monitoring: Observe students, making sure everyone is contributing to discussion (call on students if necessary)
- Assessment: Participation
- Grouping: Whole group

Exploring
Activity: Students will be assigned to groups and will read *Squanto, Friend of the Pilgrims.*

- Monitoring: Observe students, making sure everyone is working well together
- Assessment: Students will write a Reader Response Letter (I will collect)
- Grouping: Small group


- Monitoring: I will walk around the room, making sure each student is staying on task
- Assessment: Created rubric
- Grouping: Individual

Applying
Activity: Thanksgiving Songs and Game
Songs: “The First Thanksgiving” (Tune: The Muffin Man)
“Thankful We Are” (Tune: Frere Jacques)
Game: Turkey Trot (Hokey Pokey)
- Monitoring: Observe students, making sure everyone is staying on task
- Assessment: Participation
- Grouping: Whole group

Activity: As a class, we will prepare cornbread and butter!!

- Monitoring: Observe students, making sure everyone is staying on task and participating
- Assessment: Participation
- Grouping: Whole group
<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tbody>
<tr>
<td>-Quickwrite</td>
<td>-Read pages 21-44 individually</td>
<td>-Discuss Teacher reads pages 45-64</td>
<td>-Discuss Coffee Filter Turkeys</td>
<td>-Read pages 86-110 with partner</td>
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<td>-Introduce/discuss Thanksgiving</td>
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<td>-Assign pages 65-85</td>
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<td>-Teacher reads pages 1-20</td>
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<td>Day 6</td>
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<td>-Discuss</td>
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<td>-Discuss</td>
<td>-Review book</td>
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<tr>
<td>-Teacher reads pages 111-143</td>
<td>-Read pages 166-194 individually</td>
<td>-Thanksgiving songs Assign pages 195-208</td>
<td>-Turkey Trot (Hokey Pokey)</td>
<td>-Cornbread and butter</td>
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<td>-Assign pages 144-165</td>
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</tbody>
</table>

ASSIGNMENT CHECKLIST

_____ Quickwrite
_____ Reading Logs
_____ Reader Response Letter
_____ Venn Diagram

Ideas for Focus Unit taken from

http://www.everythingsl.net/lessons/gobble.php

http://www.lessonplanspage.com/ArtCoffeeFilterTurkeysK5.htm

http://www.ed.uiuc.edu/vlp/97-98/97-98_units/97-98mini-unit/BWexler_Thanksgiving/butter.htm

http://www.canteach.ca/elementary/songspoems9.html