

**MANCHESTER COLLEGE- Department of Education**

**LESSON PLAN by:** Sahara Kipfer

**Source:** Original

**Lesson:** The Different Outlooks on Thanksgiving

**Length:** 30-40 minutes

**Age or Grade Intended:** 1<sup>st</sup> grade

**Academic Standard(s):**

- Social Studies 1.1.5- Identify people and events observed in national celebrations and holidays. (Core Standard)
- English/Language Arts 1.5.3- Write rhymes and simple poems.

**Performance Objectives:**

While reading *The Very First Thanksgiving Day*, the students will identify with the people, Pilgrims and Indians, of that time period by responding to various questions about the first Thanksgiving holiday, with roughly  $\frac{3}{4}$  of the students participating.

After reading *The Very First Thanksgiving Day* and discussing the pattern of rhymes, each student will create their own “Thanksgiving as a \_\_\_\_\_” poems, in which they are to write three pairs of rhyming word, with 100% accuracy.

Given a graphic organizer, students will work as a class and in pairs too, to fill it out with 100% accuracy.

**Assessment:**

The teacher will make an anecdotal record of those students who participated in the discussion concerning the book. These records will be brief and they will also indicate whether the student correctly responded to the question being asked or whether they were inaccurate.

After the teacher has helped the class fill out most of the organizer, the teacher will then shift into observation mode, in which the students will be monitored as they work with partners to finish completing the last 3 rhyming words within their graphic organizers and then share this information with the class.

The teacher will collect the poems at the end of the class, in which they will be checked for proper rhyming patterns.

**Advanced Preparation by Teacher:**

The teacher will need to have read *The Very First Thanksgiving Day*, in which they will develop questions to ask the class throughout the reading of the book. The teacher will also need to create the following: a graphic organizer centering upon rhyming words that are related to the first Thanksgiving, a “Thanksgiving as a Pilgrim” poem example, and a “Thanksgiving as a \_\_\_\_\_” worksheet for

the students to write their poems upon. Additionally, the teacher will have to obtain a hat and then write the words “Pilgrim” and “Indian” on slips of paper to be placed in the hat. The ratio of Pilgrims to Indians should be even, so that there is an equal amount of students working on each point of view. Lastly, the teacher should make sure that each child has either 3 different highlighters or markers in their desk or they can pass them out during the lesson.

### **Procedure:**

**Introduction/Motivation:** The teacher will begin the lesson by asking the students: “What do you know about Thanksgiving? For example, can you name any foods you eat on this holiday?” (Bloom’s: Knowledge) Students are to raise their hands in order to be called upon. The responses that are given will then be written on the whiteboard. (Gardner: Visual/Spatial) Once there are roughly ten words, the teacher will bring the focus to one specific aspect- the first Thanksgiving. In order to do this, the teacher should make a connection between some of the words written on the board and relate them to the feast in 1621. For instance, if a student mentions corn, the teacher can say that the Indians called it maize and that is one thing they brought for the meal.

### **Step-by-Step Plan:**

Step 1: The teacher will read *The Very First Thanksgiving Day*, by Rhonda Gowler Greene, while the students remain seated at their desks.

Throughout the book, the teacher will ask the following questions:

- a. After reading page 3, the teacher will ask the students to compare what the Pilgrims and Indians ate to what they normally eat at Thanksgiving. (Bloom’s: Comprehension)
- b. After reading page 5, the teacher will explain what the word “skillful” means. Next, the students will be asked “What skills do you think the Indians had that helped them survive through the long winters?”
- c. On page 11, the author says “where first steps were taken to chart the unknown.” The teacher will ask the students “who is the author referring to when she says this?” (Bloom’s: Application)
- d. Once page 15 is read, the teacher will clarify the meaning of the word “foe.” The teacher will then ask “why do you think the author called the ocean a ‘foe and sometimes a friend?’” (Bloom’s: Analysis)
- e. When the 20<sup>th</sup> page has been read, the teacher will ask the class “What types of weather did the Pilgrims find on the rough seas?” (Bloom’s: Knowledge) Also ask “what problems do you think this weather presented?” (Bloom’s: Evaluation)

- Step 2: The teacher will ask the students if they noticed anything about the words in the book. (Bloom's: Knowledge) For example, was there a pattern that was repeated throughout the book? If students are unable to answer the question correctly, then the teacher will redirect their attention to page 9, in which it will be read again. The teacher will then focus on the words "rows" and "snows" and ask the students "How are these words alike?" (Bloom's: Knowledge) The answer the teacher is looking for- these words rhyme, they sound similar. It is also important to note that they both are at the end of a line, or verse, which is typical of many poems.
- Step 3: The teacher will introduce the concept of rhyming. The definition of the term will need to be shared, so that students are better able to comprehend the meaning. The description that the teacher will dispense is "two words that sound the same are rhyming words, such as 'car' and 'far.' These two words have the same ending- 'ar.'" This information will be written on the whiteboard, that way students can refer to it later if need be. (Gardner: Visual-Spatial)
- Step 4: Next the teacher will distribute one graphic organizer to each student. The teacher will need to read the directions to the class and then ask if there are any questions. (Gardner: Verbal-Linguistic and Visual-Spatial)
- Step 5: After passing out the graphic organizer, the teacher will explain that the class will be completing most of it together. For example, the teacher will begin by focusing on the word "take," in which a definition will be provided, along with its use in a sample sentence. A sample sentence that could be used might be "The Indians take maize (corn) to the Thanksgiving meal." For the first word, "take," the teacher will provide a possible rhyming answer, such as "make," "cake," or "lake." Clarifying that more than one answer is likely should be done, that way students will not become anxious if they see one of their classmates with a different response. All of the rhyming responses that are given will be written on a graphic organizer that is displayed on the overhead. (Gardner: Visual-Spatial)
- Step 6: The teacher will repeat step 5 for the following words: "game," "corn," "sun," and "land."
- Step 7: Students will still have 3 more words to complete ("day," "sad," and "hat"). In order to do this, the students will work with one other person, preferably someone they are sitting next to. They are to work together and share their ideas, as well as write down at least one of their rhyming responses for each word. (Gardner: Interpersonal and Logical Mathematical)
- Step 8: Once the students have filled out the remainder of their graphic organizers, the teacher will ask for students to share their word choices. For this to occur in an ordered manner, the teacher will have

the different pairs share their responses, but only for a certain word. For instance, only 1/3 of the class will share their reply for the word “day,” and so on. (Gardner: Verbal-Linguistic)

Step 9: Next the teacher will inform the students of their writing assignment.

At this time the teacher will pass out the example poem. Students will need to understand the topic for the poem. The idea is for them to think like an Indian or a Pilgrim. From there, they are to write a poem that expresses how they would feel during that time period. For example, if they were a Pilgrim, they most likely would be happy to have food such as corn, as well as nice new friends. There were many things that the Indians and Pilgrims had to be thankful for and this can be conveyed in their poems.

Step 10: After giving details about the assignment, the teacher will read this poem aloud to the class. Consequently, the students will need to get out 3 different colors of markers and/highlighters. Their task will be to find the rhyming words in the poem, in which they are to highlight each pair of rhyming words in the same color. For instance, “eat” and “meat” will be the same color, perhaps pink. (Gardner: Visual-Spatial and Logical-Mathematical) The teacher will then review the correct answers with the students. During this review session, the teacher will ask the students “what is the relationship between the rhyming words? For example, can they all be found in a similar spot, such as at the beginning, middle, or end of a line?”

(Bloom: Analysis)

Step 11: The students will be given their writing assignment paper, in which they are to follow the same structure of putting their rhyming words at the end of a line or verse. (Gardner: Verbal-Linguistic) Also at this time, the teacher will explain to the students that there are two possible writing options for this assignment. Either they can write from the point of view of an Indian or a Pilgrim (they should be told to pretend to be like one of those people and then try to think as they might have during that time in history). To ensure variety within the class, the teacher will have students draw a name (Indian or Pilgrim) out of a hat, in which they are to use that as the basis for their poem. To know which group of people they extracted from the hat, they are to fill in the blank space within the title of the poem, that way it is clear as to who they are pretending to be.

**Closure:** At the end of the class period, students will be required to hand in their “Thanksgiving as a \_\_\_\_\_” poems. If students complete this writing assignment before the end of the class period, then they should choose a book to read independently.

### **Adaptations/Enrichment:**

A girl with a visual impairment- the teacher could obtain a copy of the book in “big book” format, so that she would be able to see the pictures and words more clearly. Also, the worksheets that are handed out may need to be enlarged for her.

A boy with a hearing impairment- The teacher could give the student a written copy of the verbal directions, in addition to having the student sit close to the teacher, that way they would be able to hear the teacher explain these instructions. Sitting close to the teacher would only be necessary if they do not have an enhanced hearing aid of some kind. If they have a supporting device, then the teacher might wear a lapel or other device to help in conveying the directions clearly.

A girl who is gifted and talented in English/Language Arts- when writing their poem, their rhyming words should be of at least two syllables.

**Self-Reflection:**

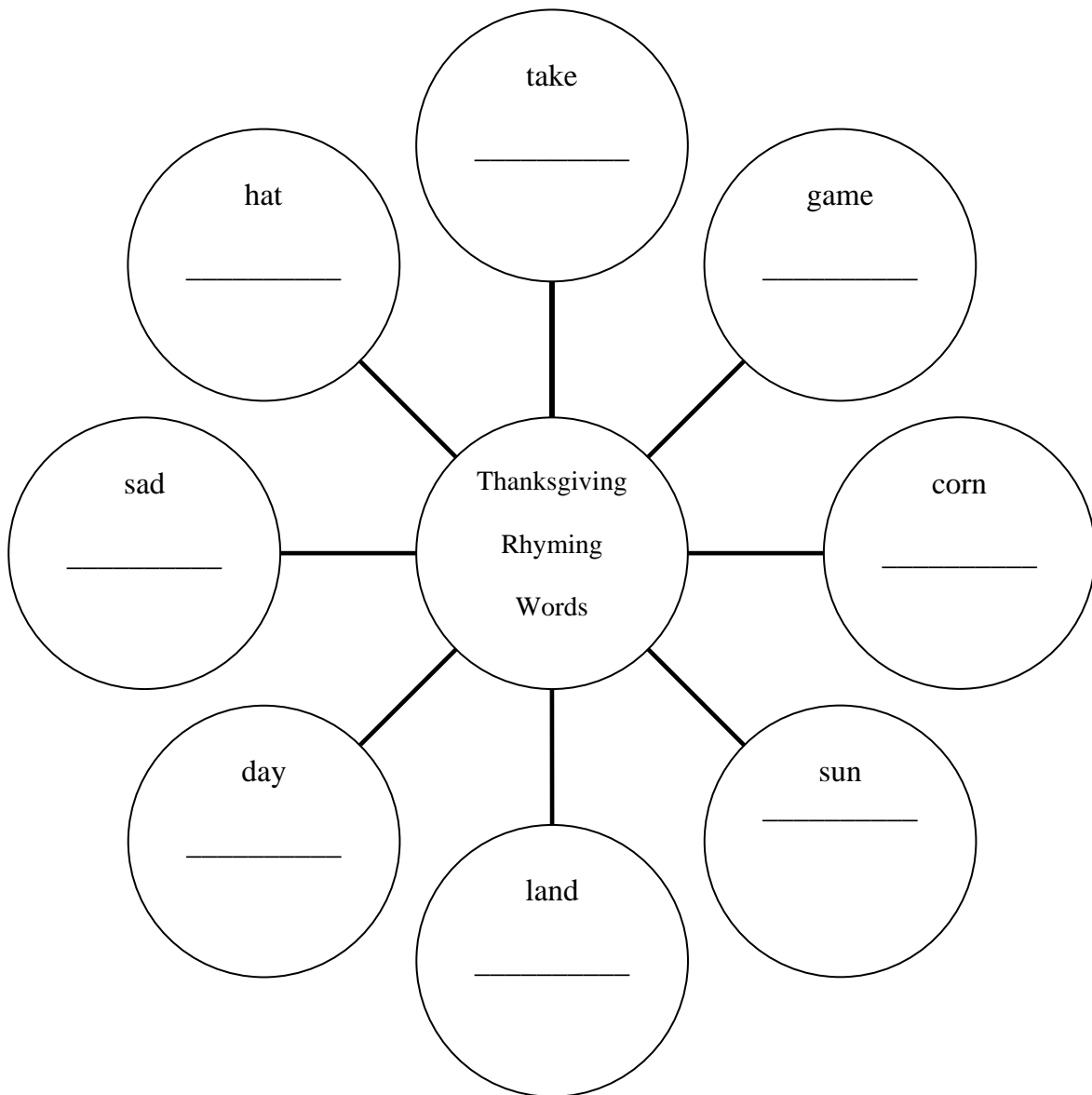
Did I immediately engage my students' attention in the beginning? If not, how could I change the introduction to better captivate their interest? Were the performance objectives met with success? If not, what part did the students struggle with? Were the directions clearly stated for the lesson or were students easily confused? Was enough time allotted for this lesson? Were the adaptations appropriate for such students? For future references, what would I change about this activity, anything?

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

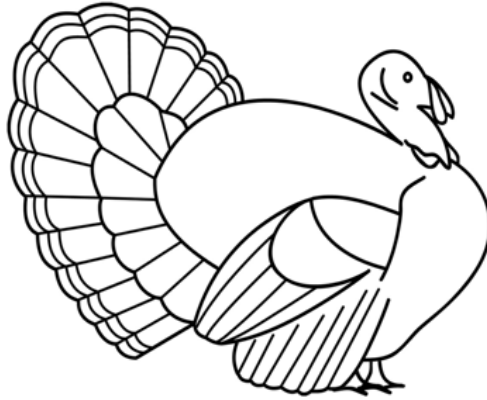
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## It's Time to Rhyme

Directions: Today we are going to work with rhyming words (words that sound the same) that are related to the first Thanksgiving. There is 1 word in each circle and there are 8 circles in all. Your task is to think of 1 word that rhymes with each of the words below and then write those words on the lines provided.



## Miss Kipfer's Example Poem



### Thanksgiving as a Pilgrim

As I sat down at the table to eat,

I was thankful to see the meat.

The corn and berries all tasted well,

This is a fact that I must tell.

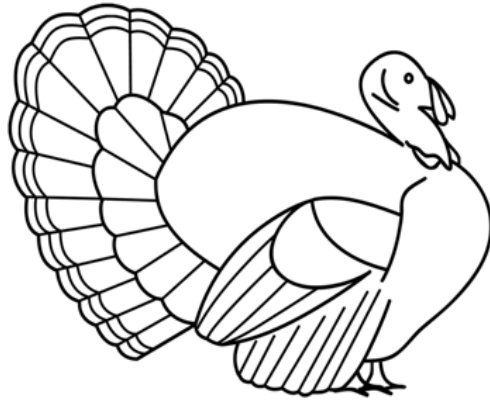
I am happy to be in my new house,

Where I am not on ship with a mouse.

\_\_\_\_\_  
\_\_\_\_\_

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

Date: \_\_\_\_\_



Thanksgiving as a \_\_\_\_\_

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.