

Instructional Recipe

How Do Our Thanksgiving Day Celebrations Compare to Those in the Past?

First Grade, Social Studies & Language Arts

Step 1 – Ask

Objectives: Students will compare Thanksgiving celebrations today with the Pilgrims' "first Thanksgiving".

Introduction: Distribute grocery store sales circulars from Thanksgiving week to pairs of students. Ask students to discuss with their partners which ad items their family would be likely to eat for Thanksgiving dinner (e.g., turkey). Share with the whole class. Discuss ways in which foods are prepared using household tools and appliances (e.g., cooking a pie in the oven).



"Thanksgiving Day: "First Thanksgiving, The," reproduction of an oil painting by Ferris." Online Photograph. Encyclopædia Britannica Online School Edition. 15 July 2008 <<http://school.eb.com/elementary/art-91965>>.

Ask:

- ★ How do we celebrate Thanksgiving today?
- ★ Where do the foods we eat come from? How are the foods prepared?
- ★ How did the Pilgrims and Wampanoag celebrate the first Thanksgiving long ago?
- ★ Where did the foods they ate come from? How were they prepared?

Vocabulary:

- ★ Thanksgiving
- ★ past
- ★ present
- ★ Pilgrims
- ★ Wampanoag

Social Studies TEKS:

- (1.3) **History.** (A) distinguish among past, present and future.
 (1.12) **History.** (B) compare the observance of holidays, past and present.
 (1.16) **Science, technology and society.** (A) describe how household tools and appliances have changed the ways families live.

English/Language Arts TEKS:

- (1.15) **Reading/inquiry/research.** (A) identify relevant questions for inquiry such as "What do pill bugs eat?"; and (B) use pictures, print, and people to gather information and answer questions.
 (1.23) **Writing/inquiry/research.** (B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas.

Technology Application TEKS:

- (4) **Information acquisition.** (B) select appropriate strategies to navigate and access information for research and resource sharing.
 (8) **Solving problems.** (B) Use electronic tools and research skills to build a knowledge base regarding a topic, task, or assignment.
 (7) **Solving Problems.**
 (A) Use software programs with audio, video, and graphics to enhance learning experiences
 (B) Use appropriate software to express ideas and solve problems including the use of word processing, graphics, databases, spreadsheets, simulations, and multimedia.
 (11) **Communication.**
 (A) Publish information in a variety of media including, but not limited to, printed copy, monitor display, Internet documents, and video.

Step 2 – Investigate

K-12 Databases Resources:

- ★ [Thanksgiving Across America](#). Scholastic News -- Edition 2, Nov/Dec2004, Vol. 61 Issue 3, p2-2, 2p, 3 maps, 1c; Reading Level (Lexile): 530; (AN 14829941)
- ★ [The First Thanksgiving](#). Turtle, Nov/Dec2006, Vol. 28 Issue 6, p8-10, 3p; Reading Level (Lexile): 640; (AN 23006382)
- ★ [Look at Two Feasts!](#) Scholastic News -- Edition 1, Nov/Dec2004, Vol. 61 Issue 3, p2-3, 2p, 6c; Reading Level (Lexile): 310; (AN 14831070)
- ★ [A Pilgrim 'Sallet' Bar!](#) By: Schuler, Betty Jo. Jack & Jill, Oct/Nov2001, Vol. 63 Issue 7, p20, 3p; Reading Level (Lexile): 650; (AN 5223179)
- ★ "Thanksgiving." [Britannica Elementary Encyclopedia](#). 2008. Encyclopædia Britannica Online School Edition. 13 Oct. 2008
<<http://school.eb.com/elementary/article?articleId=353852>>.

Additional Websites:

You are the Historian: http://www.plimoth.org/education/olc/index_js2.html

Scholastic First Thanksgiving Slideshow:

<http://www.scholastic.com/scholastic%5Fthanksgiving/feast/slideshow.htm>

Plimoth Plantation: Recipes- <http://www.plimoth.org/kids/recipes.php>

Plimoth Plantation: Make it at Home- <http://www.plimoth.org/kids/make.php>

Books:

The Very First Thanksgiving by Rhonda Greene

Celebrate Thanksgiving by Deborah Heilegman

Thanksgiving on Plymouth Plantation by Diane Stanley



Step 3 – Create

Note taking-

Create a large data collection chart on butcher paper. With teacher assistance, students will draw, label, and post illustrations related to the following categories:

	First Thanksgiving	Thanksgiving Today
Food		
Sources of Food		
Household Tools for Preparing Food		

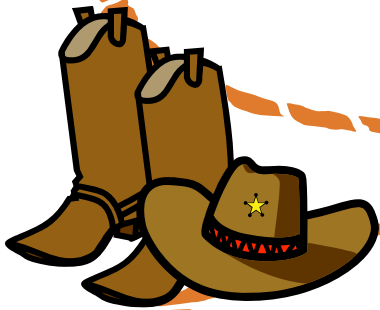
Step 4 – Discuss

Projects:

- ★ Students will create illustrations depicting: (1) a modern day Thanksgiving Day celebration; and (2) the “first Thanksgiving” celebrated by the Pilgrims and Wampanoag. Students will write one to three sentences describing each picture
- ★ Students can create an illustrated Venn diagram to explain how modern day Thanksgiving Day celebrations are alike and different from the “first Thanksgiving”.

Whichever project students choose, they should share their project with the class.

🔗 Technology Link - Students can create their illustrations using a drawing program, such as KidPix or Microsoft Paint.



Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Rubric

Thanksgiving Then and Now—Illustrations

CATEGORY	4	3	2	1
Use of Class Time-Research	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Product-Required Elements	Drew two illustrations and wrote two or three sentences for each.	Drew two illustrations and wrote one or two sentences for each.	Drew two illustrations and wrote one sentence for each.	Did not draw two illustrations and/or did not write at least one sentence for each.
Product-Content Accuracy	Illustrations and sentences were 100% accurate	Illustrations and sentences were mostly accurate.	Illustrations and sentences did contain several content errors.	Illustrations and sentences contained numerous content errors or did not relate to topic.

Thanksgiving Then and Now—Venn Diagram

CATEGORY	4	3	2	1
Use of Class Time-Research	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Product-Required Elements	Venn diagram features eight or more examples.	Venn diagram features six or seven examples.	Venn diagram features four or five examples.	Venn diagram features three or less examples.
Product-Content Accuracy	Examples are 100% accurate	Most examples are accurate.	About half of the examples are accurate.	Most of the examples are not accurate.

Oral Presentation of Illustration or Venn Diagram

CATEGORY	4	3	2	1
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.