

Howdy Pilgrim!

Kevin Marcus

Overview: Pilgrims, Thanksgiving. From streaming video clips students will recognize that history describes events, they will also realize that people and events of previous times are the reason why we celebrate Thanksgiving. Students will take a journey through a telefieldtrip that depicts everyday life in the past and begin to recognize that when compared to everyday life today, things change over time.

Grade Level: Kindergarten

Time Allotment: 50 minutes

Subject Matter: Social Studies

Learning Objectives:

The students will be able to:

- Identify the people and event honored by the holiday Thanksgiving.
- Describe everyday life in the present and in the past.

Standards:

This lesson addresses the Standards of Learning for the state of Virginia. These SOLs can be found at <http://www.pen.k12.va.us/VDOE/Instruction/history/2001.doc>

Kindergarten

K.1 The student will recognize that history describes events and people of other times and places:

b) Identifying the people and events honored by holidays of Thanksgiving, Martin Luther King Jr. Day, and Independence Day (Fourth of July).

K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

Media Components:

Video: **Holiday Facts and Fun, #104: Thanksgiving**

Or

United Streaming Video @ www.unitedstreaming.com, **Thanksgiving** (The teacher will need to download this clip onto the desktop of a computer or burn it on a disk. By hooking up a LCD projector or other presentation device the teacher may show this clip in full screen on a television or on a pull-down screen.) If your school does not have access to use of United Streaming videos, then just use the VHS recorded copy with your VCR and television.

Web Sites: For class telefieldtrip, Plimoth Plantation, <http://www.plimoth.org>
This site contains information on the Pilgrims, Plymouth Colony, and the Mayflower.

Materials:

For the introductory activity you will need:

- Cut out pilgrim hats made from construction paper or tag board. The hats should be cut in half using a puzzle type cut, like zig zags or interlocking pieces. The hats should have the shapes circle, square, triangle, or rectangle drawn on them. A copy of the pattern for the hats is included in this lesson.

For the Culminating Activity each student will need:

- One pair of scissors.
- One box crayons.
- One sheet of vegetables to color and cut out.
- One picture of a cornucopia
- Glue stick

Preparations for Teacher:

1. The teacher should have all hats cut out and shapes drawn on them.
2. Preview and cue the video/streaming video as indicated in the Learning Activities section.
3. The teacher should have all websites book marked for easier use.

When using video segments, websites, or other multimedia elements, always provide students with a **FOCUS FOR MEDIA INTERACTION**. This is a specific task to complete and/or information to identify during or after the viewing of the intended multimedia.

Introductory Activity:

The following activity will prepare your students for a lesson on Thanksgiving.

1. Provide each student with half of a pilgrim puzzle hat. Show the class a complete hat and ask, “Do you know who wore this kind of hat? Wait for answers. Explain that the pilgrims wore hats similar to the one you are showing. Say: “Look at the way the hats are cut out. Do they remind you of anything?” Wait for answers. Explain that they look like puzzle pieces. Ask: “Do you see any familiar shapes on them? Let students identify the different shapes they observe. Say: “Another person in the room has the other half of your hat. I would like for you to find the person that has your matching half. You can use the shapes as a clue to help you find the other half.” Let the students find the other matching half of their hats.
2. Say, “When we started this I told you that pilgrims wore hats like these. Do you know who the pilgrims were?” Wait for responses. Say, “The pilgrims were a group of people who lived a long time ago. They sailed on a ship named the Mayflower to our country. I would like for you to watch, listen, and learn about the pilgrims, and the holiday that they celebrated that we still celebrate today in November. We’re going to find out why they came to America, and what life was like for them in a new world.

Learning Activities:

Step 1. Provide students with a **Focus for Media Interaction** by saying, “Class, I would like for you to watch and listen to this first video clip for who the Pilgrims were, where they came from and how they got here.” **Start** (Time Index for Streaming Video 1:31) when you see Pilgrims walking down the street of Plymouth and the narrator says, “The Pilgrims she explained...” **Pause** (1:45) when you see the schoolteacher. Ask, “Who were the Pilgrims? How did they get here and where did they come from?” (Ans.: The pilgrims were a group of people who settled in our country hundreds of years ago. They came here from a country called England on a ship called the Mayflower.)

Step 2. Say, “When the Pilgrims came to America they had a very rough time on the sea voyage and arrived here on November 9, 1620 during the fall of the year several weeks before the start of winter. To celebrate their making it to America they had a meal of thanksgiving. The meal consisted of dried salt meat, hard bread, cheese and some butter. You could say that this simple breakfast was the unofficial first Thanksgiving. I would like for you to watch and listen for what the winter and the next year were like for the Pilgrims. What did the Pilgrims do to prepare for the next winter? What did they do after they had all their crops harvested? **Fast Forward and Play** at snow covered forest scene (2:14). **Pause** (2:56) when you see Pilgrims firing muskets and the narrator says “...and had a celebration.” Ask, “What was the next year like for the pilgrims? What did the pilgrims do to prepare for the next winter?” (Ans.: The next year was much better for the Pilgrims. The Pilgrims grew crops to

prepare for the next winter.) Ask: “After they had their crops in what did they do? (Ans.: They had a celebration) Say, “Do you know what we call this celebration today? Wait for answers. (Ans.: We call it Thanksgiving! We celebrate it every year on the fourth Thursday in November.) Show students a calendar and point out the date on it. Also, discuss the time of the year for November, and events that occur before and after this month.

Step 3. Say, “We have learned that the Pilgrims came to America a long time ago on a ship called the Mayflower. We know that they came from a country called England. We haven’t learned yet why the Pilgrims wanted to leave England, their home, and come to a strange, new place called America. Let’s watch and listen to this next clip of video to find out why the Pilgrims came to America.” **Fast Forward and Play** (2:56) when you see the pilgrims walking out the gate and the narrator says “By the way...” **Pause** (3:15) when you see a man and woman reading from the Bible and the narrator says, “...come to America to worship as they pleased.” Ask, “Why did the Pilgrims come to America?” (Ans.: They came to America to worship as they pleased.)

Step 4. Say, “Now that we’ve learned a little about the Pilgrims, how they got here, the celebration that became Thanksgiving, and why they came, let’s go take a look at the ship that they came here on, the place that they lived, and see how things were then. As we do this I want you to think about how things have changed over time. Think about where you live today, how you go to the places you go, and the things you do everyday. We’ll be talking about these things as we go on an electronic fieldtrip together.” Go to the Plymouth-on-Web <http://www.plimoth.org> and lead the class on a telefieldtrip of the Mayflower and Plimoth Colony.

Step 5. At Plimoth-on-Web click link “Plimoth Plantation Virtual Tour”. On the next page go down to “Other Plimoth Plantation Exhibits” click on dropdown menu and select Mayflower II. Provide students with a **Focus for Media Interaction**, and say, “Here is the Mayflower II which is a copy of the ship that brought the Pilgrims to America. Does this ship look like a modern ship that we would see today?” Wait for answers. Then show a picture of a modern cruise ship to the class. Say, “It is very different than the ships we have today. It’s a lot smaller, it only has sails, and it doesn’t have any engines. At that time there were no engines. Since the ship didn’t have an engine there was no electricity. With no electricity that means that there were no electrical lights or any of the things that we can think of today that make our life easier. What are some of the things we use or your parents use today that make our life easier?” Call on student responses. Answers could include, microwave, lamps, heat and air conditioning, ovens, dishwashers, cars, bicycles, skateboards, etc.

Step 6. Click on “Return to Plimoth-on-Web”. Then click on “Plimoth Plantation Virtual Tour”. At top dropdown menu click “Role Playing”. Provide students with a **Focus for Media Interaction**, and say, “Here you see the inside of a typical house in which the Pilgrims would have lived. Do you see anything different about this house and the ones in which we live today?” Allow time for student responses, but they will

probably need to be prompted with questions such as: Do you see any lights, a TV, stereo, a play station, or computer? Say, “That’s right it’s not at all like our homes today. It doesn’t have lights, a TV, stereo, a play station or a computer.” Say, “Do you know why this house or any of the other didn’t have these things?” (Ans.: No electricity) Say, “At that time there was no electricity. Electricity hadn’t been invented yet. So that means they couldn’t have the things that we have in our homes today.”

Step 7. Click on dropdown menu “Households”. Provide students with a **Focus for Media Interaction**, and say, “Let’s now look at another room inside of a typical house that the pilgrims would have lived in.” Allow time for the students to study the picture. Say, “We see many different things going on. What do you see going on in this home? (Ans.: We see a father and son reading a bible, a girl washing the dishes and a girl with a big stick doing something.) Say, “At that time there were no schools so the children learned to read from their parents who used a bible. The girl washing dishes had to wash dishes in a bucket because they had no running water. The water was brought in from outside. They didn’t have running water in homes at that time. The girl with the big stick is grinding flour to make bread. The reason that she’s doing this is that they didn’t have grocery stores to go to like we do today. They had to make their own bread.” Click on pictures (Hover and drag mouse over pictures until you see a small hand and then right click on it.) and read the windows that open up to the class.

Step 8. Click on dropdown menu “Cookery”. Provide students with a **Focus for Media Interaction**, and say, “We’re now looking at the kitchen of a Pilgrim home. Do you see anything different about this kitchen and the one at your house? Is there a microwave, sink, refrigerator or electric stove?” Allow time for the students to study and answer. The answers will vary. Say, “That’s right. None of those things are there.” Ask, “Do you know why?” (Ans.: No electricity or running water.) Say, “At that time there was no electricity or indoor plumbing, which means no running water, so they didn’t have the things that we have in our homes today.” Explore the picture with class clicking on the different items in the kitchen. Read the different pop-up descriptions to the class.

Step 9 Click on dropdown menu “Harvest”. Provide students with a **Focus for Media Interaction**, and say, “We’ve now moved from inside the house to the fields. Let’s take a look at the fields and find out some of the things that the Pilgrims grew to eat.” Let’s predict first about what you think they depended on for food. Does anyone have any ideas about what they might have eaten many hundred years ago? Think about what we talked about earlier about being the Pilgrim’s first Thanksgiving.” Wait and call on students who want to share. Click on the different crops being harvested and read each pop-up window to the class. Ask, “Why did the Pilgrims grow these grains?” (Ans.: They grew these grains for food and because it reminded them of where they came from.) Ask, “Do you think that the Pilgrims had to work hard to gather the crops? Why?” (Ans.: Yes they had to work hard. They didn’t have machines to help them with the harvest. They had to do it all by hand.)

Step 10. Click on dropdown menu “House Building”. Provide students with a **Focus for Media Interaction**, and say, “Now that we have seen and talked about what life was like for the Pilgrims, let’s take a look at how their homes were built and see if their homes were built like ours today.” Explore the picture with the class clicking on the thatched roof and clapboard walls. Read the different pop-up descriptions to the class. Ask, “Were their homes built like our homes today? How are they different?” (Ans.: No, their roofs were made of bundles of reeds tied together and the walls were made of quickly split wood.)

Step 11. Say, “We have seen that when the Pilgrims started their journey across the sea they left behind everything they knew and had. When they arrived here they had to start all over. Do you think you could do that? Think about leaving your family, friends, and every thing that you’ve ever known behind and coming to a new and strange place that you’ve never seen before. What do you think it would be like for you to take a journey like the Pilgrims and start a new life?” Answers will differ. Allow time for discussion.

Culminating Activity:

1. On large screen monitor or single computer use the Internet site: http://www.primarygames.com/holidays/thanksgiving/games/mazes/over_the_river.htm. Using a dry erase maker put a compass rose on the screen designating up, down, left, and right. Play this maze game by having the class give directions up, down, left, and right. Provide students with a **Focus for Media Interaction** by saying, “Students we have seen how the Pilgrims came to Plymouth by taking a sea voyage. We are now going to go find our way through a maze to grandma’s house, for Thanksgiving, by having you give me directions of up, down, left, and right.”
2. Divide students into groups of four. Have the students work together making patterns using pictures of vegetables that they will color, cut out and glue onto a picture of a cornucopia. Discuss the vegetable patterns with the class and if they think these vegetables may have been eaten at the Pilgrim’s first Thanksgiving meal.

Cross-Curricular Extensions

Language Arts:

- Read and discuss the following books about Thanksgiving: The First Thanksgiving Day, A Counting Story written by Laura Krauss Melmed and illustrated by Mark Buehner. HarperCollins Publishers, 2001. The Pilgrims’ First Thanksgiving, by Ann McGovern and illustrated by Elroy Freem. Scholastic, 1993. Clifford’s Thanksgiving Visit, by Norman Bridwell, Scholastic, 1993.

Math:

- Make plate turkeys using paper plates and 3 different colors of construction paper per students. Cut the construction paper into strips to use as feathers. Make head and

feet for turkeys. Assemble the turkey having the students make patterns using the strips of construction paper as feathers.

Social Studies:

- Discuss Thanksgiving and giving/sharing. Use segments from **America's Special Day's #110, Thanksgiving Day.**

Technology:

- Create a picture of the Mayflower or the Pilgrims using Kid Pix or another drawing program. Then create a slide show of the children's work using Power Point or another slideshow presentation program.

Community Connections:

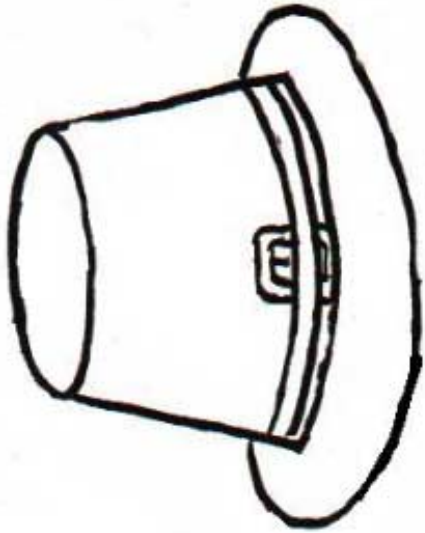
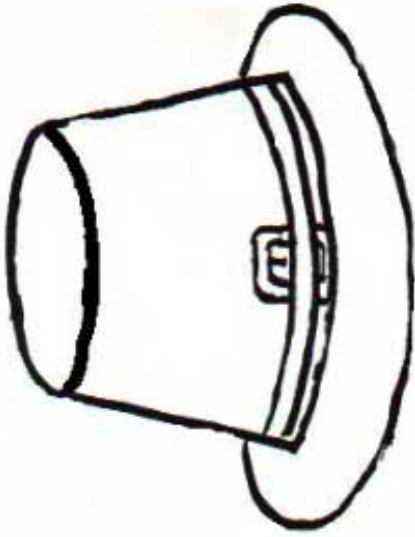
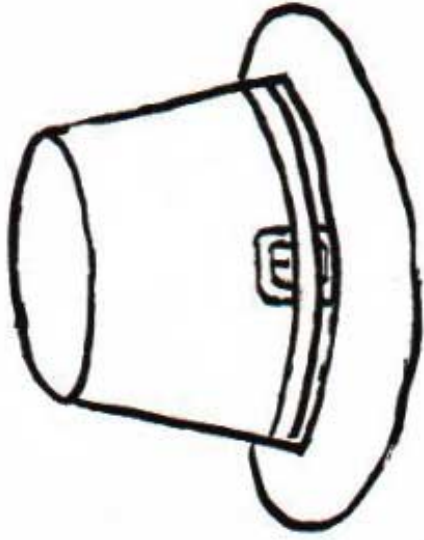
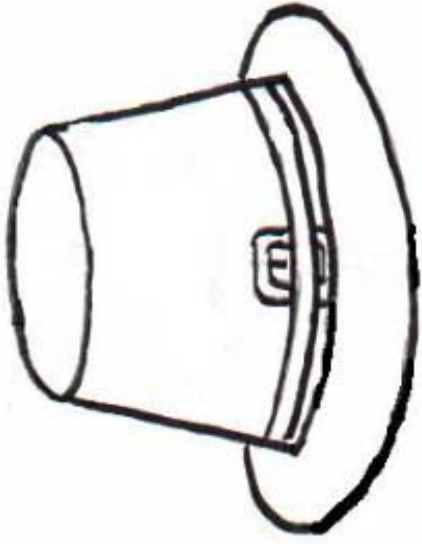
1. Invite a spokesperson from the local food bank to come in and talk to the class about helping with the local food drive at Thanksgiving.

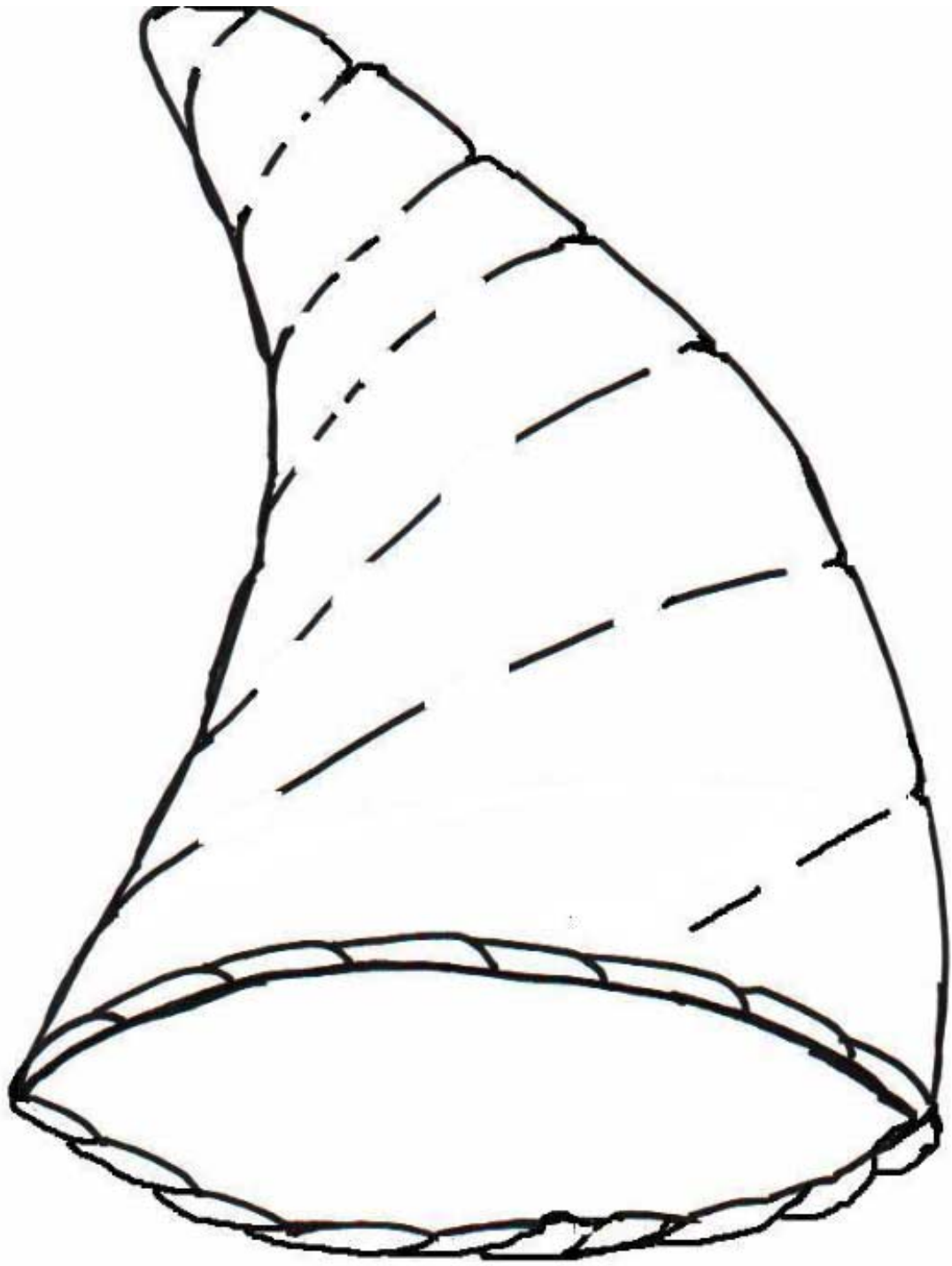
Student Materials:

- One pair of scissors.
- One box Crayons.
- One sheet of vegetables to color and cut out.
- One picture of a cornucopia
- Glue stick

PILGRIM HATS

Cut out pilgrim hats made from construction paper or tag board. The hats should be cut in half using a puzzle type cut, like zig zags or interlocking pieces. The hats should have the shapes circle, square, triangle, or rectangle drawn on them.





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