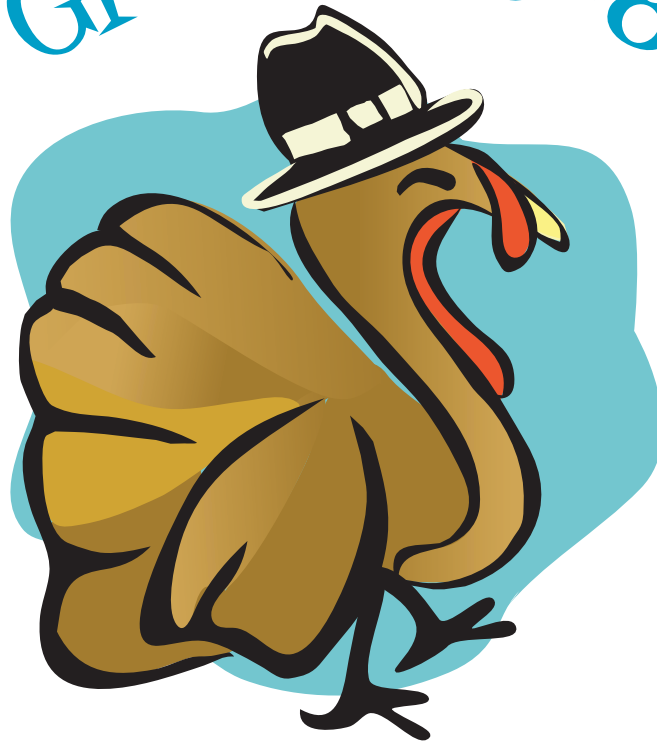




TeacherVision Books

presents

Thanksgiving Grades 3-8



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Contents

Art

3-Dimensional Turkey2
Cork Ship Mobile3
Cornucopia4
Magazine Turkey5
Native American Indian Crafts . . . . .	.6
Rolled Fruit . . . . .	.9

Language Arts/Literature

Fill-In the Story: Young Tom Turkey . . . . .	.10
Guests . . . . .	.11
Of Plymouth Plantation . . . . .	.17
Sarah Morton's Day, Samuel Eaton's Day, Tapenum's Day . . . . .	.21

Math

The Ant and Butterfly's Thanksgiving Meal . . . . .	.25
Colorful Column Addition Turkey . . . . .	.26
Missing Factor Coloring Problems . . . . .	.27
A Pet for Thanksgiving . . . . .	.28
Which Ones Are Your Turkey? . . . . .	.29

Social Studies

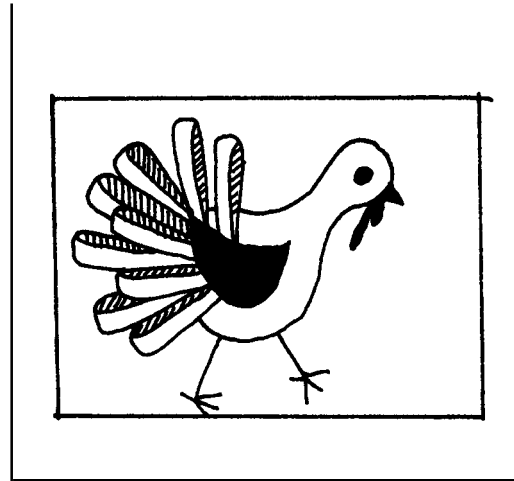
Indian Sign Language Chart . . . . .	.30
Squanto and the Great Debate . . . . .	.31
Thanksgiving Match-Up and Vocabulary . . . . .	.33
Thanksgiving Questions . . . . .	.34
The Mayflower Compact . . . . .	.35
Turkey Facts . . . . .	.37



3-Dimensional Turkey

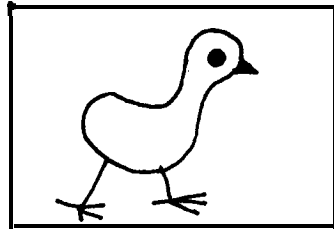
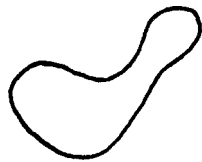
Materials:

1. (1) 9"x12" light brown construction paper
2. (1) 6"x12" dark brown construction paper
3. 1"x6" strips of yellow, orange and light brown construction paper
4. scissors and paste or glue
5. black crayon

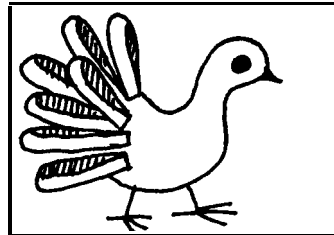
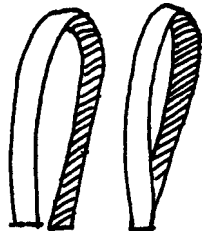


Steps:

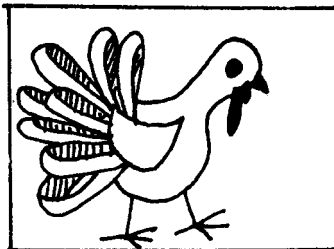
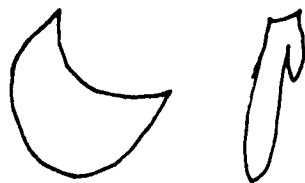
1. Draw a turkey body on the dark brown construction paper, freehand, and cut it out.
2. Paste the body onto the light brown construction paper. Draw around the turkey with black crayon and add legs, eyes, and beak.



3. Bend and paste 1"x6" strips of construction paper to make the tail feathers.



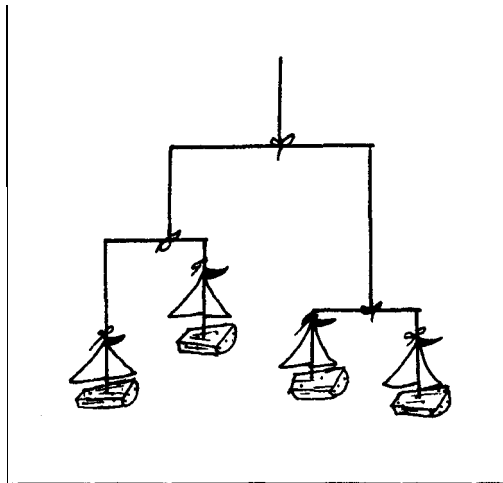
4. Cut out a wing from scraps and paste on turkey to cover strip ends. Cut out a red wattle and paste to turkey.



Cork Ship Mobile

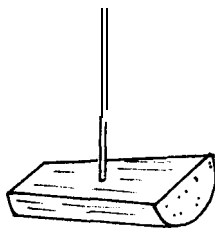
Materials:

1. half a cork, any size for each ship
2. large toothpick, 4" piece of reed or a pipe cleaner for each ship
3. (2) 2" x 3" white construction paper for each ship
4. scraps of construction paper
5. pieces of string or thread
6. 3 pieces of stick or wire
7. scissors and glue

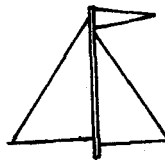
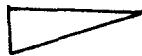


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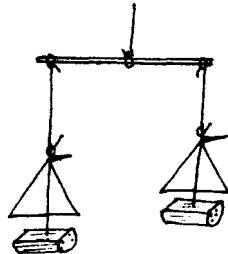
1. Poke a hole in the middle of the flat surface of the cork and push in the end of the toothpick, reed or pipe cleaner, covered with a little glue. Hold it until it is secure.



2. Cut two sails from the white construction paper by cutting diagonally across the paper. Cut a flag from the scraps of construction paper. Glue to the mast.



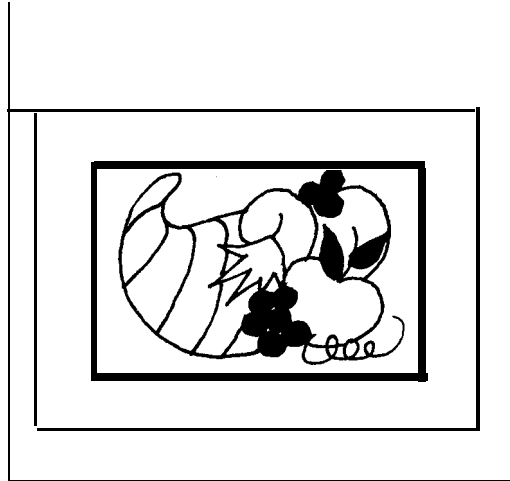
3. Tie a string or thread to the mast of each ship. Then tie the string to the two wires or sticks. Tie a string to middle of the stick or wire to hang the three-wire mobile.



Cornucopia

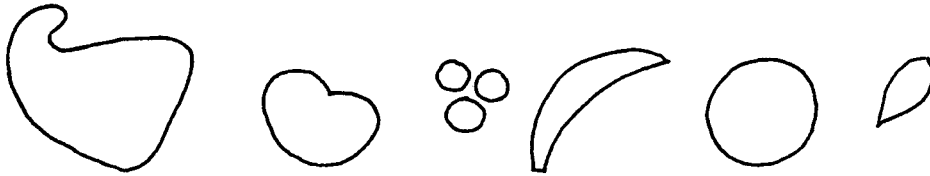
Materials:

1. tissue paper (brown, purple, blue, yellow, red, orange and green)
2. (1) 9" x 12" piece of newsprint
3. (1) 9" x 12" white construction paper
4. liquid starch
5. paint brush
6. black crayon

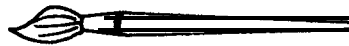
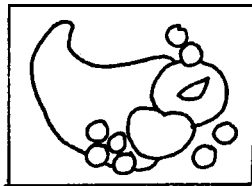


Steps:

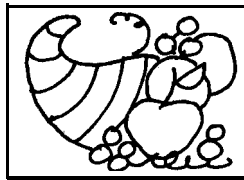
1. Cut a cornucopia out of brown tissue paper. Cut various fruit shapes from the other colors of tissue paper.



2. Have children arrange their design first on newsprint.
3. Paint the white construction paper with liquid starch. Move the arrangement from the newsprint to the white paper, one piece at a time. Go over the top of each piece lightly with the liquid starch. Be careful not to go over the edges so the colors won't run.



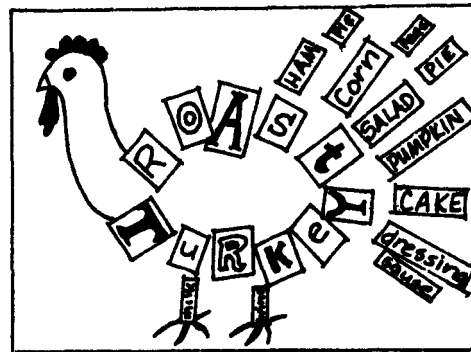
4. Outline the design with crayon after it is dry. The colors of the tissue will have run a bit and this makes it more interesting. Outline the original fruit design.



Magazine Turkey

Materials:

1. (1) 12"x12" construction paper, any color for background
2. scissors
3. paste or glue
4. old magazines



Steps:

1. Have the children cut out separate letters for the body of the turkey, spelling 'roast turkey'.
2. Clip out names of Thanksgiving dinner food items to make the tail and turkey legs.
3. Paste the separate letters to make the main part of the body. Use the words to make the tail. Lay on the paper and arrange before pasting.
4. Finish by drawing the head and feet with a black crayon or cut out of colored construction paper.



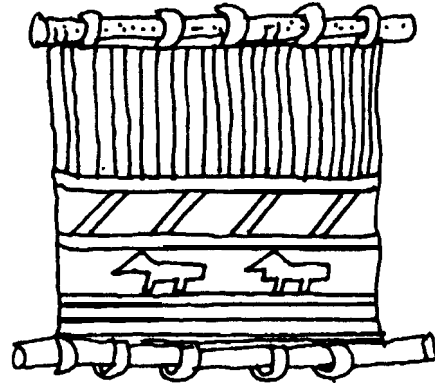
Native American Indian Crafts

Native American Indian Crafts: Weaving

Many Indians made their baskets with reeds of the same width in an over and under, over and under pattern. This method is called plaiting.

Paper placemats for Thanksgiving can be created using this method.

Wall hangings can be created on a cardboard loom using a variety of yarn, weeds, dried flowers, and cloth strips.



Native American Indian Crafts: Pottery

Native Americans dug clay from the earth and mixed it with water and sand to form clay. They molded this into pots and allowed a two- to three-day drying period. Beautiful designs were painted on the outside. For paint, dye was often made from berries, seeds, and plants. Brushes were made from weeds and animal hair.

HOMEMADE CLAY RECIPE

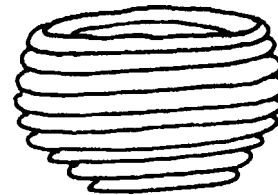
- 1 cup cornstarch
- 2 cups baking soda
- 1-1/4 cups water
- Pan
- Cookie Sheet
- Vegetable dye or food coloring
- Damp cloth

Procedure: Combine the cornstarch and baking soda in the pan. Slowly add the water while stirring the mixture. Cook over medium heat, while continuing to stir. When mixture becomes thick, add coloring. Then, spoon it out onto a cookie sheet. Knead gently. Cover with a damp cloth until cool.

POTTERY BOWL PROCEDURE

Use commercial clay, plasticene, or homemade clay recipe.

1. Make snake-like coils from the clay.
2. Make a round, flat piece of clay (about the size of the bottom of an average drinking glass).



Place the coil around the edge of the circular clay piece, and keep building up and up, layer upon layer, until the desired height is reached. The end of one coil can be joined with another during the building process. Scratch designs into the clay.

Native American Indian Crafts: Mask Making

Masks were used for ceremonies and festive occasions. They were made from corn husks, wood, gourds, leather, straw, and other items from natural surroundings. This can be an occasion for designing festive masks from butcher paper or from brown paper bags.



Native American Indian Crafts, Cont'd

Masks can be decorated with paint and feathers and other objects that convey a special message from the owner.

From Thread to Cloth to Thread

Have students examine loosely woven cloth (burlap is good for this activity) to note the warp and weft strands. Some of the early Navajo Indians traded items for bolts of material which they carefully pulled apart, and then reweave these threads using their own designs. Students can work together to make a fringe around large squares of loosely woven cloth, or burlap. Use these items in the classroom for decorations.

Tribes: Living Together, Sharing, Caring

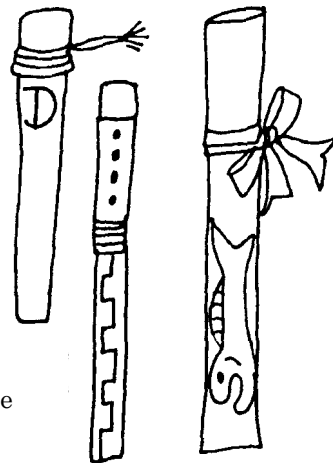
Indians lived in groups called tribes, and were faithful and loyal to their elders. Traditions were passed down from generation to generation. Discuss the meaning of traditions, and have students list some that we enjoy today. For example, it is a tradition in America that we celebrate Thanksgiving. In what way do we celebrate this holiday that reflects the ways of ancestors? (It is a day of giving thanks, a day of counting blessings, a day of feasting on certain foods, a day of getting together with family and friends.) This would be a good opportunity to review what students know about the first Thanksgiving that took place with the Pilgrims and Indians.

Today, Thanksgiving is one of the most heavily traveled periods by car and by plane. Why? People are traveling to be with family and old friends. Today, new traditions are being formed such as traditional football games on television for sport fans. Students can be invited to share their holiday customs.

We Can Make an Owner Stick

Some Indian tribes made owner sticks, and left them by the animal which they had just hunted in order to make their claim. In that way, others respected the ownership and did not touch the food. Indians carved animals and birds and attached them to the stick. They also used strings to weave handles or designs.

We can make an owner stick by using an actual stick or a 12-inch dowel rod. Decorate it, and add to it by using macrame yarn, beads, feathers. The owner stick can be gently placed by an unfinished project when a person has to leave. It gives the unspoken message, "I'll be back. Please do not touch." It is not to be used as a weapon, or it loses its owner.



Select an Indian Middle Name

Some American Indians have a middle name that reflects something special about them. For example, John Raincloud Smith might have been born on a day when the rainclouds were gathering overhead, or when it was actually raining. Traci Rose Petal Reynolds might have been born at a time of year when roses were in bloom. Ask students to speculate about these names: Daniel Singing Bird Hill, Emily Sunshine Kiri, Claire Still-Water Kyle.



Native American Indian Crafts, Cont'd

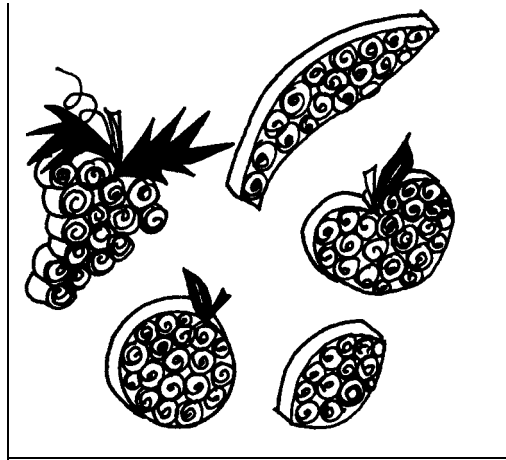
Students can think about selecting a middle name in the style of the Indians. It can be related to their birth month, the season of their birth year, their birthplace, or something that they especially like. It should be a very special name and selected with care. Have students make a new nametag for their desk which incorporates their new name.



Rolled Fruit

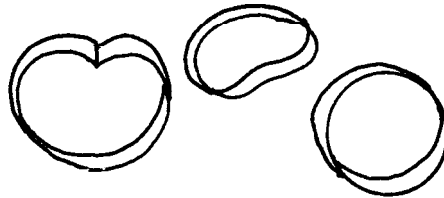
Materials:

1. strips of construction paper 1"x12" in various fruit colors
2. glue or paste
3. green paper scraps (for stems and leaves)
4. scissors

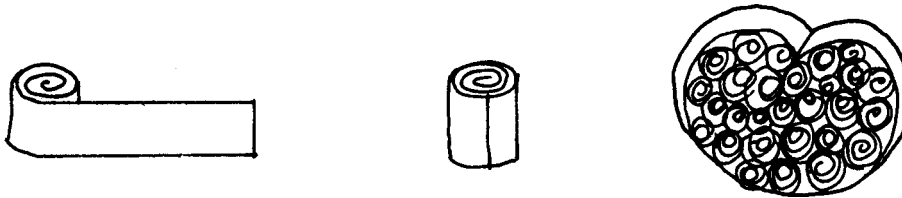


Steps:

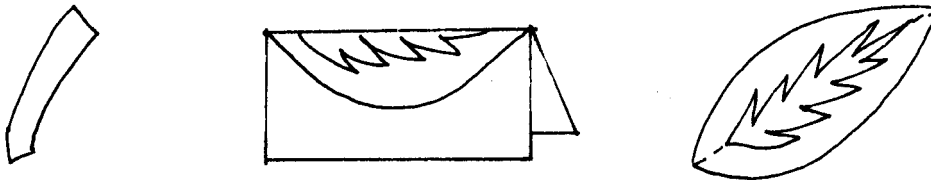
1. Using one strip, paste ends together to make shape of fruit. (For grapes no shape is needed)



2. Roll the strips and paste down ends. Do enough rolls to fill the shape of the fruit. Put them in shape to test. They can all be different sizes.



3. Take out rolls, put paste around edge and replace in fruit shape, sticking all rolls together.
4. Cut out leaves and stems. Paste to the top of the fruit.



Hints:

- Have each child in class make one fruit and then make a class cornucopia for a bulletin board.



Fill-In Story: Young Tom Turkey

DIRECTIONS: Write your own words or phrases in the blanks below. Then complete the story.

All the turkeys in the _____ were acting strangely. They were running about in a _____ manner and had very _____ looks on their _____ faces.

Young Tom Turkey didn't know what was going on. He was _____ confused. He went to find his mother. Mrs. Turkey was in the _____, cooking _____.

"Why is everyone acting so _____?" Tom asked.

"I'm too _____ to talk to you now," said Mrs. Turkey in a _____ voice. "Go ask your father."

Mr. Turkey was in the _____. He was _____ his _____. "Why are all the turkeys so _____?" asked Tom.

"Don't bother me now, son," said Mr. Turkey in a _____ voice. "I have to finish this _____. Go ask the Old Sage."

The Old Sage was an ancient turkey He was as old as _____. He knew more about _____ than any other turkey on the _____. Tom found Old Sage behind the _____. He was standing on top of a _____, and scratching his _____. "You're looking very _____, Tom," he said.

"Old Sage," asked Tom in a _____ voice. "Why are the turkeys acting so _____ today?"

Old Sage _____ his _____ eyes. "Don't you know that tomorrow is Thanksgiving?" Tom's eyes _____. "What's Thanksgiving?" he asked.

"Thanksgiving is the _____ day of the year for turkeys," said Old Sage.

"Why, what happens?" _____ Tom.

"I can't tell you the _____ details," said Old Sage. "They're far too _____ and _____ for your _____ ears. Just remember that you soon must hide."

Tom began to feel _____. "Where should I hide?"

"Find a place that's _____ and _____," advised Old Sage. "Do it now."

Tom was getting more _____ by the minute. He looked all around for a place to hide. He found a spot behind the _____. Poor Tom's _____ was shaking. Suddenly, he heard a _____ noise. (In the blanks below, finish the story in your own words. Use the back of this paper if you need more room.)



Guests

Moss, the Native American hero of Michael Dorris' book *Guests*, learns to recognize the complex emotions within himself and his elders when his tribe invites white settlers to share the harvest feast.

Enrichment Activities

Play a Vocabulary Game

Distribute the handout “Vocabulary for Guests” to the students. Separate the class into two teams and instruct them to work cooperatively to find definitions for the words in either print or online dictionaries. When the students have written all of the definitions down, tell them to memorize the spelling and definition of all the words for a game. Once the class is ready, allow each team member to ask a member of the opposite team to spell and define a word of their choosing. Keep alternating teams until all of the vocabulary words have been reviewed. No word may be used twice during the game. To make the game less competitive, you can choose not to keep score.

Name the Chapters

As students read the book, ask them to create a title for each chapter. Tell them to refrain from sharing the titles they've written with one another. After students have read the entire book, break the class into small groups and have students share the titles they created. Encourage students to explain why they think each title fits its chapter. Instruct the groups to select one title for each chapter and write them down in order. As a culminating activity, have each group read their list of titles aloud.

Wampanoag Boys and Girls

Make a chart contrasting the differences between the tasks expected of Wampanoag boys and Wampanoag girls. Ask students to imagine that they are members of this tribe and expected to live by these rules. Do students think they would enjoy their roles? Why or why not? After the class discussion, ask each student to consider this question: How would your life be different if you were the opposite sex? Then ask students to write a one-page journal entry from that point of view. Once these pieces are edited and students have created a final draft, you can make the pages look "old" by dipping them in a bucket of cold tea or coffee. When the pages are dry, arrange them on a bulletin.

Play the "Who Are You?" Game

Ask the class to generate a list of characters from the book and put the names on the board. Tell each student to silently select one of the characters and fill out a “Character Chart” or a “Who Am I? Worksheet”. This worksheet may be used during the game. Break the class up into pairs. Student #1 is the questioner and student #2 pretends to be one of the characters in the book until his or her identity is revealed. At that point, the partners switch roles. In the following example, Student #2 is Little Red Riding Hood:

Student #1: Who are you?

Student #2: I am a granddaughter.



Guests, Cont'd

Student #1: Who are you?

Student #2: I am someone who wears a red cape.

Student #1: Who are you?

Student #2: I could be someone's dinner.

Student #1: Who are you?

Student #2: I am someone with a basket of food.

Student #1: Who are you?

Student #2: I am someone who walks in the forest.

Student #1: Are you Little Red Riding Hood?

Student #2: Yes, I am.

Have a Debate

In the book *Guests*, the class can conclude that the "guests" who come to the harvest feast are the Pilgrims. What proof is there in the book that they are, indeed, the Pilgrims? Break the class into three groups: those who will argue that the guests *are* the Pilgrims, those who will argue that the guests are *not* the Pilgrims, and those who will act as judges of the debate. Help each group find specific descriptions and examples from the book to support their point of view. The judges can look for evidence that supports either view so they can decide if an argument is valid or not. Allow each group to present their arguments, then let the judges decide who wins the debate.

Be a Storyteller

Michael Dorris includes three Native American stories in this book: "Running Woman," "How the People Lost Each Other," and "The Beaver and the Muskrat Woman." Read each of them aloud to the class and explain that storytelling was a way for Native Americans to pass history, stories, traditions, and fables down from one generation to the next. Conduct a class discussion in which students try to capture the main point of each story and then create a moral for it. Tell students that each member of the class will perform one of these stories from memory. Instruct each student to select the story she likes the best and read it silently to herself one more time. Suggest that each student picture the events of the story in her head rather than trying to memorize the words. If students are nervous about performing without the book, allow them to write a one-sentence description of each important event from the story on an index card. Allow time for students to practice telling their stories. Encourage them to use hand motions, facial expressions, props, and different tones of voice to bring the story to life. When the students are ready, invite an audience (parents, classmates, teachers) to come and listen to the fabulous Native American stories they have to tell.

Make Brochures About the Wampanoag People

As a way to understand the differences between stereotypes about Native Americans and reality, students will conduct research about the Wampanoag people (including their lives today) and create brochures. Gather reference materials such as books, magazines, and the Internet resources below for student use and allow students to browse through them for a few minutes. Afterward, conduct a class discussion in which students generate a list of topics to research. These might include clothing, food, where the Wampanoag lived in the past and where they live today, cultural traditions, etc. Write the list on the board and allow each student to select a topic that interests him. Explain that each student will



Guests, Cont'd

research his chosen topic and then create a brochure about it to share with the class. To make the brochures, fold a blank piece of paper into thirds, which will give students six panels (using both sides of the paper) to fill in with illustrations and information. Ask students to put a title at the top of each panel, follow that with facts about the title, and include at least one illustration on each panel. When the brochures are finished, have students share them with one another.

Books by Michael Dorris

Sees Behind Trees

Grade Levels: Intermediate

Walnut, a Native American boy with limited vision, strives to prove that he is ready to receive a new name and become an adult.

Morning Girl

Grade Levels: Intermediate, Middle

Through the alternating first-person narratives of Star Boy and Morning Girl, the reader glimpses the complex, but peaceful life of two Taino Indian children living on a Bahamian island in 1492.

A Yellow Raft in Blue Water

Grade Levels: Secondary

Three generations of Native American women (teenager Rayona, her mother Christine, and her grandmother Ida) recount their family history from different points of view.



Guests: Vocabulary

Chapter 1	wampum appetite notion irritation gleamed	mollusk properly canopy ladle	bluff substitute encouragingly hospitality
Chapter 2	flints frayed occurred darted rawhide	coax ceremony rustle satisfied bluffing	compromise accusation confided superior insisted
Chapter 3	necessary guides insight abandoned resisted hospitable waddled	resist murmur predicament presence concerns haunches craving perception	forbidden pleaded gnarls tapered quivered shimmering bough trillium
Chapter 4	quills denying accusation barriers	warrior blazed homely familiar	insult ricocheted imitated persuade
Chapter 5	inquired preferred thudded gusty divert	dismiss wake contradict accumulated	overtake ebbing consulted reconsider
Chapter 6	rustle assembled denying hunched	vibrate rumpled plaits fortunate	squall emerged obliged
Chapter 7	stern indicate roily absorbed	gestured possession chasm	likelihood procession ancestors
Chapter 8	persuade coaxed endure silhouettes	impatient suspicious floundered hovered	perceiving oblige embers decipher



Name _____ Date _____

Guests: Character Chart

Character's Name	Relationship to Main Character	Characteristics



Guests: Who Am I? Worksheet

- Name of Character:
- Describe the character's physical appearance.
(Describe hair, eye, skin, clothes, unusual features, and anything else that makes the character unique.)
- Describe the character's personality.
(Does she have a sense of humor? Is she serious? Is she kind? Does she have strong feelings about anything?)
- Describe the way the character speaks.
(Does he speak in an unusual way? Does he speak at a fast or slow pace? Does he listen to others?)
- Describe how the character thinks.
(Is there any change in the way the character thinks? Does she analyze events or think about them as little as possible?)
- List the different roles the character plays in the lives of the people around him or her.
(Is the character a son, daughter, husband, wife, best friend, policeman, teacher, etc.?)



Of Plymouth Plantation

William Bradford wrote *Of Plymouth Plantation* from 1630-1650, recounting the early days of the Plymouth Colony. The narrative was not published until 1865. We read it today to gain insight about the early days of our nation, and to learn about Puritan Plain Style, Bradford's style of writing.

Reading Activities

Help Wanted: Leader. Have students write a classified ad seeking a governor for the Pilgrims, a person who can lead people in the most adverse situations. After students read *Of Plymouth Plantation*, ask them how they would change the job description.

Would your students want such a job? Do they think Bradford knew what he was getting into? Why would he have risked leading over 100 people to the unknown shores of North America?

Review Bradford's Biography

Find a number of sources on William Bradford, from encyclopedias to textbooks to websites, preferably with different perspectives. Get students into groups, giving each group one reference. Ask the groups to read the reference and then answer the following questions. Encourage students to find quotes from the texts to support their answers.

1. How is Bradford portrayed in this reference?
2. What kind of man do you think William Bradford was?
3. Do you think Bradford was successful? Why or why not?

After students have read the texts and answered the questions, ask each group to present an overview of their reference (title, author, summary), answers to questions, and quotes from the text. Discuss why different groups may have come up with differing opinions.

Here is a brief biography of Bradford:

William Bradford (1590-1657) was elected governor of the Plymouth Colony after the death of the previous governor, John Carver. Born in Yorkshire, England, Bradford joined a group of Puritan extremists, who called themselves Separatists, and moved to Holland with them to escape religious persecution in England. In 1620, Bradford and others boarded the *Mayflower* with the intent to settle in Virginia. Bradford maintained friendly relations with area natives because the Pilgrims could not have survived without their help. But certainly the customs and beliefs of the Pilgrims and the Wampanoag differed.

The Pilgrims indebted themselves to a group of Englishmen known as "merchant adventurers." The "merchant adventurers" agreed to risk their money, and the Pilgrims agreed to invest their personal labor for seven years. Bradford insisted that the Pilgrims meet their obligations to the investors, and in 1627, he and seven others bought out the merchants. Although more lenient than others about varying religious beliefs, he was responsible for keeping Plymouth independent of the Massachusetts Bay colony. He wrote *Of Plymouth Plantation* over a twenty-year period, 1630-1650, but it was not published in its entirety until 1865. *Of Plymouth*



Of Plymouth Plantation, Cont'd

Plantation was written in Puritan Plain Style which accounts for its simple language.

What Do You Think of Pilgrims? Before and After Reading Posters

Poster 1: Prior to reading *Of Plymouth Plantation*, on the top of a large piece of butcher paper write "Before Reading" and "After Reading," with a line down the center of the paper. Give students 3-5 minutes to write down everything they think they know about Pilgrims and early Plymouth. After they are done, make a list of their ideas below the heading "Before Reading." Display the poster in your classroom. After they have read *Of Plymouth Plantation*, students will generate another list, refuting or agreeing with their original notions about Pilgrims. That information will be written below the heading "After Reading."

Poster 2: On the top of a large piece of butcher paper write "Before Reading" and "After Reading," with a line down the center of the paper. Give students 3-5 minutes to write a description of the journey the Pilgrims took to the New World. What did the Pilgrims eat? How did they pass time on the ship? What was the journey itself like? Have any of the students been in a small vessel in open seas? After they have read *Of Plymouth Plantation*, students will generate another list, refuting or agreeing with their original notions about Pilgrims' journey. That information will be written below the heading "After Reading."

Keep posters up in your classroom for the entire time you are reading *Of Plymouth Plantation*.

Modes of Discourse

Prose is often considered to have four types of discourse: narration, description, exposition, and persuasion. Most prose writers use all four modes.

- **Narration**—a statement of events, especially in chronological order, that tells a story.
- **Description**—a telling of a tale that speaks to the five senses, creating pictures with words.
- **Exposition**—writing that is primarily intended to convey information, to explain, or to give instruction.
- **Persuasion**—writing that is meant to convince readers that a certain opinion is correct.

Bring in a number of newspapers, magazines, and books. Ask students to read through a few pages and decide which modes of discourse are used. After reading *Of Plymouth Plantation*, decide which modes Bradford used.



Of Plymouth Plantation, Cont'd

Internet Resources

The “First Thanksgiving:” Facts and Fancies

Grade Levels: Intermediate, Middle, Secondary

Plimoth Plantation provides a rundown of the historical events surrounding Thanksgiving. See the sidebar for further angles on the history of Thanksgiving in America.

<http://www.plimoth.org/learn/MRL/read/thanksgiving-history>



Of Plymouth Plantation, Cont'd

Related Books

American Sermons: The Pilgrims to Martin Luther King Jr.

Author: Michael Warner (Editor)

Grade Levels: Secondary

This book contains sermons from the 1600s to the 1900s, a very important style in American literature. Explore the Pilgrims' way of thinking by comparing their religious views with those of other American Christians.

Eating the Plates: A Pilgrim Book of Food and Manners

Grade Levels: All

Learn about home life in early Plymouth, MA. Penner explains the differences between the foods Pilgrims ate in Europe with those that were available in the New World. Also included are recipes from the era and an overview of crude Pilgrim manners.

A Little Commonwealth: Family Life in Plymouth Colony

Author: John Demos

Grade Levels: Secondary

Demos describes everyday life at Plymouth Plantation. It turns out that the Pilgrims were not as puritanical as we may believe. Read this book to gain insight about the lives of Pilgrims and dispel the folklore surrounding them.



Sarah Morton's Day, Samuel Eaton's Day, and Tapenum's Day

In Kate Waters' books, she shows young readers (through photographs and text) about the lives of a Pilgrim girl, a Pilgrim boy, and a Wampanoag Indian boy. These books include: *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*, *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*, and *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*.

Enrichment Activities

Compare and Contrast

At the beginning of the activity, give students pieces of paper and ask them to jot down any differences or similarities they notice in the lives of the three children in the books. Read aloud *Sarah Morton's Day*, *Samuel Eaton's Day*, and *Tapenum's Day* – one right after another. Provide copies of the books for students to examine in detail. Conduct a class discussion and analyze the comparisons students discovered. Ask what conclusions they could draw about Colonial society in general and how roles were defined then. Ask students to select one conclusion, write a caption, and illustrate it for a bulletin board.

Make a Book About Modern Life

Since Kate Waters recaptures life in Colonial times in great detail and makes it vivid through pictures, why not capture modern life in the same way? Ask students to brainstorm a list of activities that typically take place during their day. Assign each child one of the activities to act out and ask them to bring in any props they might need. On a designated day, students should bring in all of their props. Take photographs of each child in action. Once the pictures are developed, ask each student to write a paragraph describing the picture and indicating why that activity is significant in today's society. After the paragraphs have been edited, ask students to paste their photos onto a sheet of colored construction paper, leaving at least a two-inch border on the bottom of the page. Once the photograph is in place, write or attach the edited version of the caption underneath the photo. Bind all of the pages together with yarn or metal clips and you'll have a book about modern life!

Play a Guessing Game

Sharpen students' critical thinking skills by playing a guessing game. Ask students to sit on the floor and place a chair in front of them. Choose one student to lead the game and tell her to sit in the chair. Give her a moment to peruse the books and select one of the photographs. The leader should then silently select an object or action (such as milking a cow) from the photograph. When she is ready to begin the game, she turns to the group, shows them the photograph, says "I'm thinking of..." and adds a generally descriptive phrase to the end of this sentence. For example, the leader might say "I am thinking of something that has to be done every day" as a way to describe milking the cow. The rest of the students are allowed to ask only *yes* or *no* questions, to which the leader can respond with *hot* (for yes), *cold* (for no), or *warm* (for a guess that is close, but not entirely accurate). The game continues until one of the students guesses correctly. That student becomes the new leader and you begin the game anew.



Sarah Morton's Day, Samuel Eaton's Day, and Tapenum's Day, Cont'd

Explore Family Traditions

Many families have their own idiosyncratic traditions that they follow each Thanksgiving. Define tradition for the students and ask them to share traditions practiced by their own families. Here's a story you might want to share with students to set the mood:

My friend Kathy always cooked her turkey in a roasting pan and put the legs and wings in a separate pan to cook. Each year her turkey was delicious, if a bit funny looking. One year, as the family gathered around the table, a guest had the nerve to ask why she cooked the turkey this way. Kathy replied, "Well, Mom always did it that way, so I learned it from her." Kathy's mother smiled and said she'd learned it from watching her mother cook turkeys when she was a little girl. When she heard all of this, Kathy's Grandma laughed out loud and said, "I cooked the turkey that way because my oven was too small for the turkey to fit any other way!"

Some traditions are funny, some are serious, and some are just for fun, but all of them are important. Ask your students why that may be. You may want to videotape or record the students describing their traditions and share that with other classes.

Do a Food Experiment

Have students research the type of food the Pilgrims brought on the *Mayflower* (use the [Plimoth Plantation website](#)) and ask students why the Pilgrims selected those foods. Do an experiment to allow your students to discover why the Pilgrims did not take along highly perishable items. Give each student several sheets of white paper. Allow students to choose any food they wish and leave it out, unrefrigerated, for a week. Make sure that the items are in tightly covered containers. The first day students should write a hypothesis about their food item: What do they think will happen by the end of the week? Underneath the hypothesis each student should draw the food item and write the date next to it. Each day, students should draw and describe the way the food item changes. At the end of the week, conduct a discussion about which foods decayed faster, why that might be, and ask students what they would take with them if they had to experience a journey similar to that of the *Mayflower's*.

Amuse Yourself on the *Mayflower*

In another Kate Waters' book, *On the Mayflower: Voyage of the Ship's Apprentice and a Passenger Girl*, the hardships of life on board ship are described in detail. Often passengers did not have enough to eat, there was almost no privacy, and many people became sick and died. It took 66 days for the *Mayflower* to cross the Atlantic. Ask students to read the book and then imagine that they are children aboard the *Mayflower*. Have students write journal entries from the point of view of a passenger on the ship. Ask students to consider what kinds of games they would have made up to amuse themselves, and what emotions the passengers must have felt from the beginning of the journey until they saw land again. As an extension of the journal writing, break students into small groups and ask them to create a simple game that requires few materials beyond their imagination. Once each group has created a game and written down the instructions, ask them to teach it to the rest of the class. When all the games have been explained, allow the students to try each other's creations.



Sarah Morton's Day, Samuel Eaton's Day, and Tapenum's Day, Cont'd

Internet Resources

Kate Waters' Biography

Grade Levels: Pre-K, Primary

Learn about Kate Waters' life in her own words on her website.

<http://www.katewaters.com/>

Virtual Tour of Plimoth Plantation

Grade Levels: All

See photos of reconstructed life in the 1627 village of Plimoth. This site is an outstanding source for information on Pilgrims and Wampanoags.

<http://www.plimoth.org/>

: |fghH Ub_g |j |b|

Grade Levels: Primary, Intermediate, Middle, Secondary

Learn about the Pilgrims by reading interviews with people portraying inhabitants of Plimoth and a Wampanoag. A section on daily life in the Plimoth Village details the clothing, learning, housing, games, and chores of Pilgrim and Wampanoag children.

<http://www.scholastic.com/teachers/activity/thanksgiving-feast-first-thanksgiving-activity>



Sarah Morton's Day, Samuel Eaton's Day, and Tapenum's Day Cont'd.

Books by Kate Waters

Lion Dancer: Ernie Wan's Chinese New Year

Grade Levels: Primary, Intermediate

Six-year-old Ernie practices to perform his first Lion Dance on the Chinese New Year and the reader gets a close look at a Chinese household as the family supports Ernie's endeavors.

The Mysterious Horseman: An Adventure in Prairietown, 1836

Grade Levels: Primary, Intermediate

Andrew McLure, a boy living in Prairietown (an imaginary pioneer town from the 19th century), overhears talk about a headless horseman and learns about Washington Irving's recently published *Legend of Sleepy Hollow*.

On the Mayflower: Voyage of the Ship's Apprentice & a Passenger Girl

Grade Levels: Primary, Intermediate

Separated from their families, the main characters, William and Ellen, take care of one another as best they can on the treacherous journey across the Atlantic.

Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy

Grade Levels: Primary, Intermediate

Through vivid photographs and text, the reader experiences the typical tasks in the life of a Pilgrim boy.

Sarah Morton's Day: A Day in the Life of a Pilgrim Girl

Grade Levels: Primary, Intermediate

Through vivid photographs and text, the reader experiences the typical tasks in the life of a Pilgrim girl.

The Story of the White House

Grade Levels: Primary, Intermediate

The text and photographs of this book capture fascinating pieces of history and trivia about the White House.

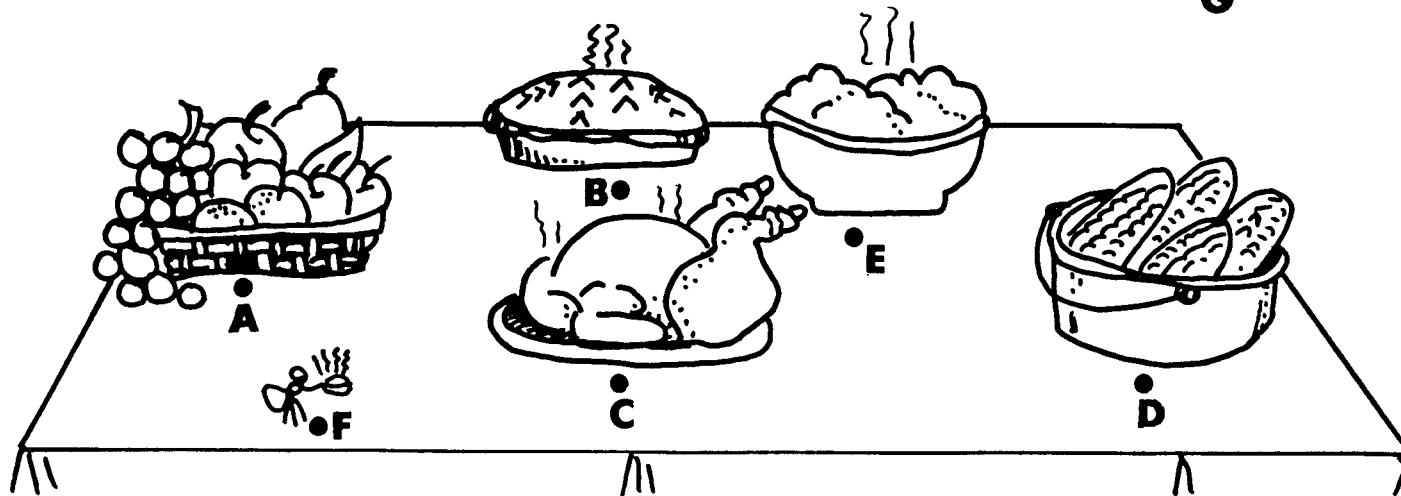
Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times

Grade Levels: Primary, Intermediate

Before Tapenum can become a warrior, he must learn how to make arrows and how to be patient. Through vivid photographs and text, the reader experiences a typical day in the life of a Wampanoag boy during Colonial times.



The Ant and Butterfly's Thanksgiving Meal



Use the decimeter below and measure how far the ant and butterfly have to travel to gather up a Thanksgiving dinner. (Round off your answer to the nearest whole number.)

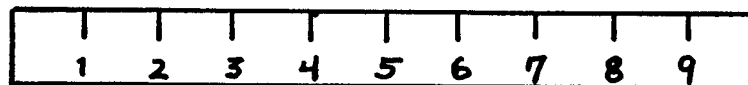
Ant's Travel

1. from F to C _____ cm
2. from C to E _____ cm
3. from E to D _____ cm
4. from A to E _____ cm
5. from A to B to C to D to E to F
_____ cm

Butterfly's Travel

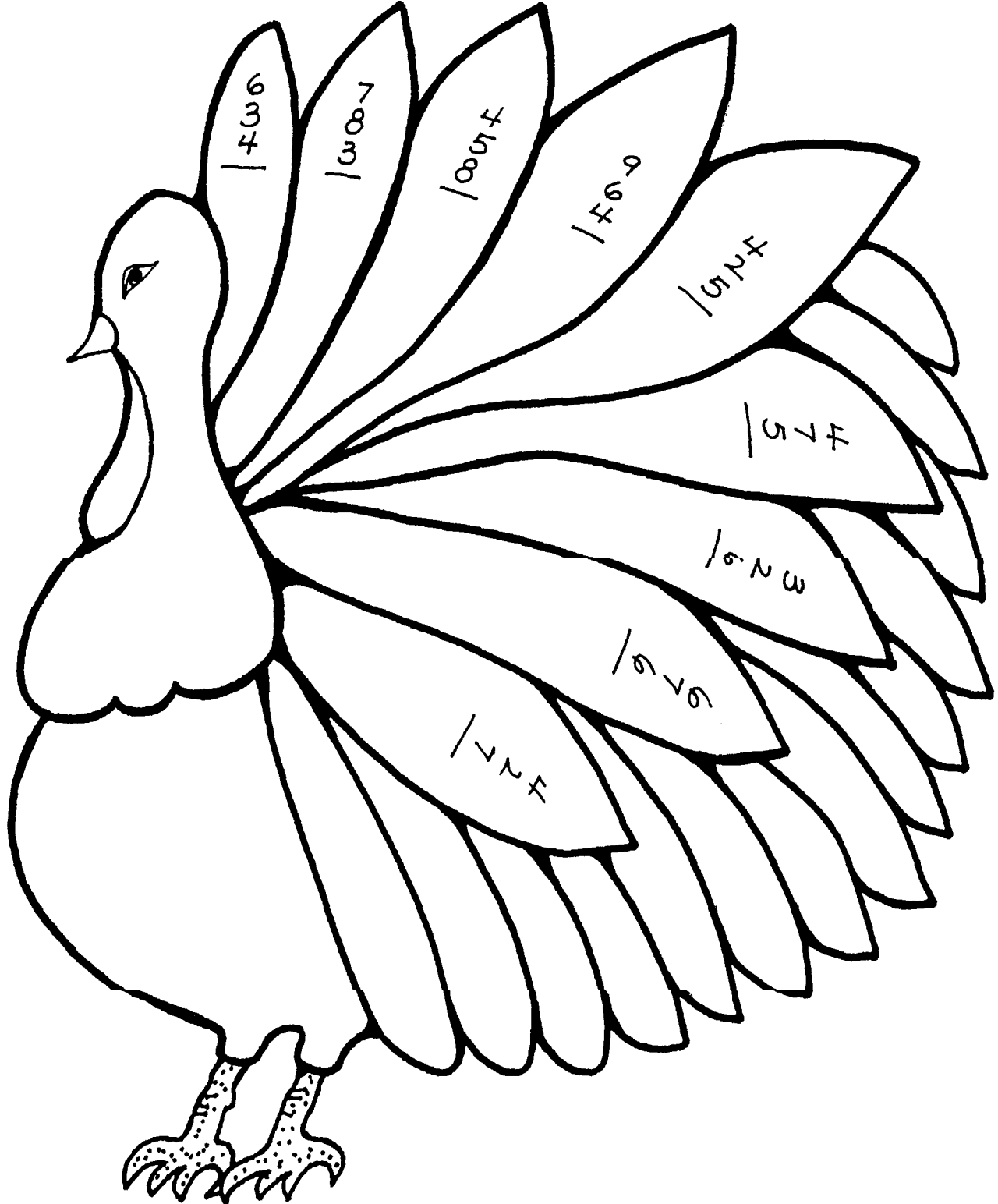
6. from E to B _____ cm
7. from G to D _____ cm
8. from D to A _____ cm
9. from A to G _____ cm
10. from A to B to C to D to E to G
_____ cm

cut out

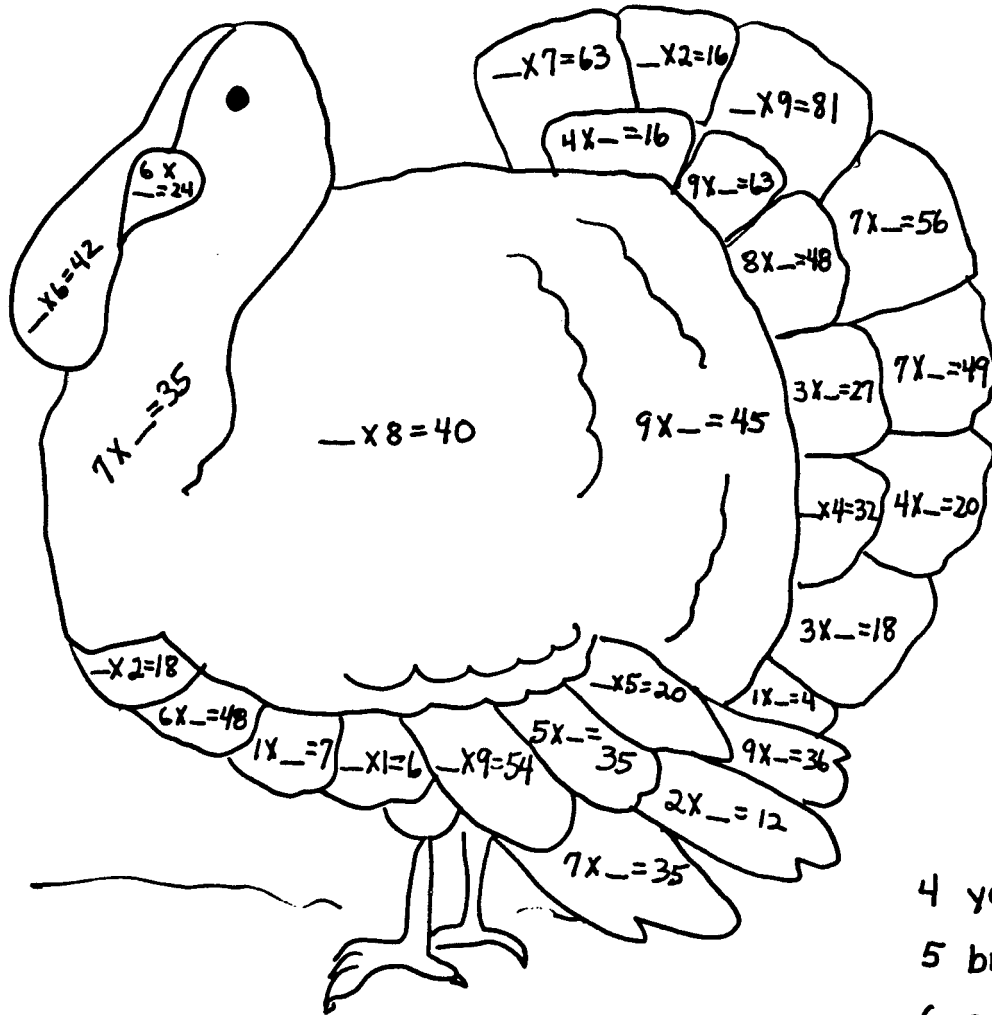


Colorful Column Addition Turkey

Add the numerals. Use this color code for the feathers: If the answer contains a 1, 3, or 7 in the One's place, color the feather orange. If the answer contains a 2 or 9 in the One's place, color the feather green. If the One's place has an 8, color it red.



Missing Factor Coloring Problems



Find the missing factors. Color the regions using the missing factor code.

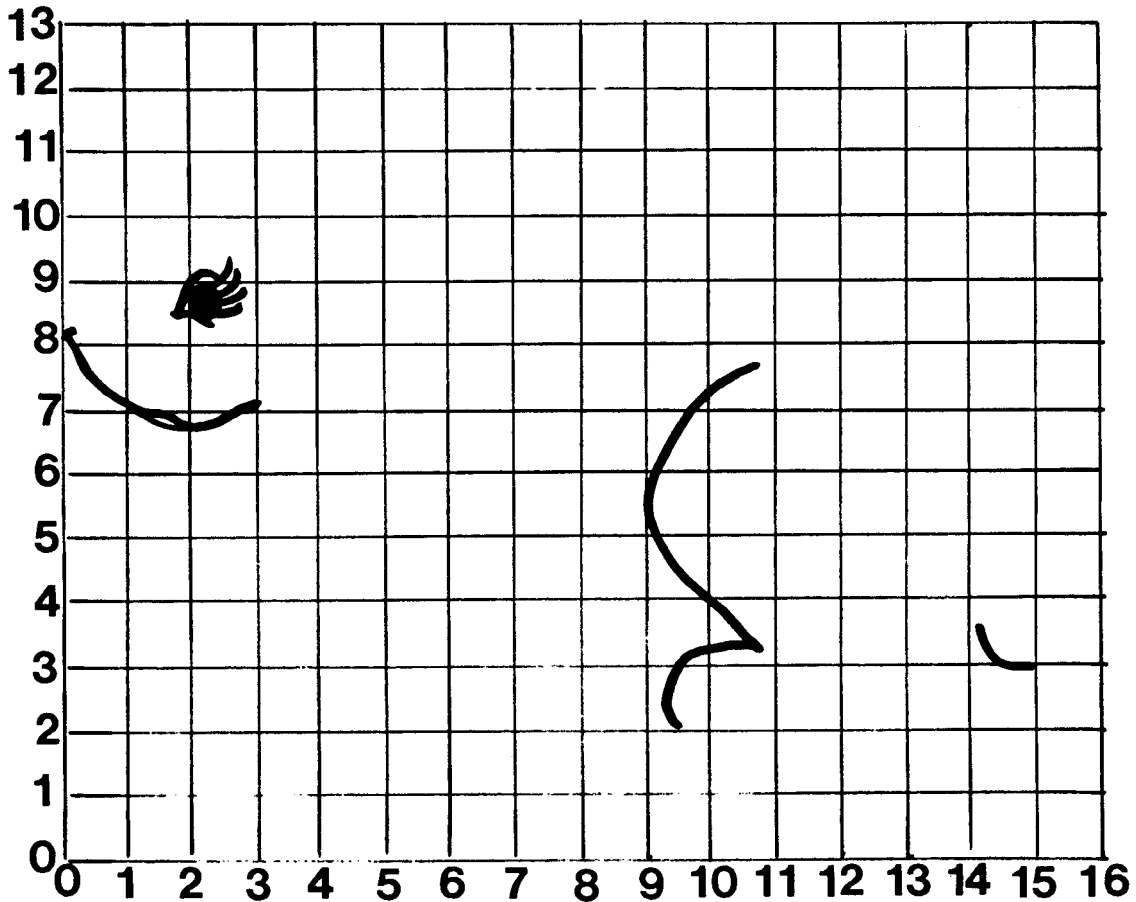
- 4 yellow
- 5 brown
- 6 green
- 7 red
- 8 orange
- 9 purple



A Pet for Thanksgiving

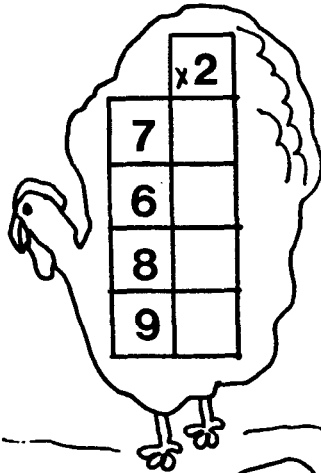
Solve this puzzle. Place a dot on the intersection of each pair of numbers. Then connect the dots. Label the dot with its letter.

- | | | |
|----------|----------|-----------|
| A (3,7) | G (16,5) | M (5,9) |
| B (5,3) | H (15,5) | N (7, 12) |
| C (3,2) | I (15,6) | O (4, 10) |
| D (15,2) | J (13,9) | P (5, 13) |
| E (15,3) | K (8,9) | Q (3, 10) |
| F (16,3) | L (6,8) | R (2, 10) |
| | | S (0,8) |



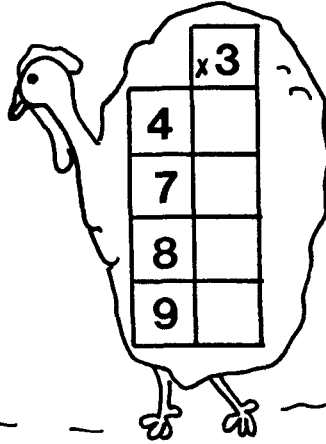
Which Ones Are Your Turkey?

Multiply each factor by the number given in the top cell.



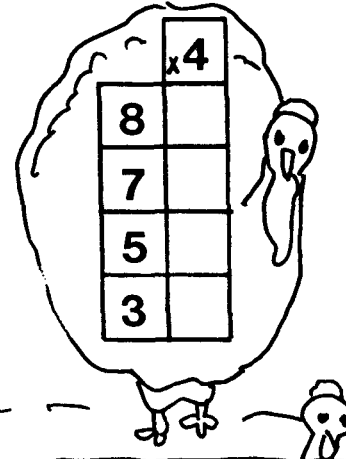
A turkey-shaped grid with a multiplication sign and the number 2 in the top cell. The grid contains the following numbers in the left column: 7, 6, 8, 9.

x2	
7	
6	
8	
9	



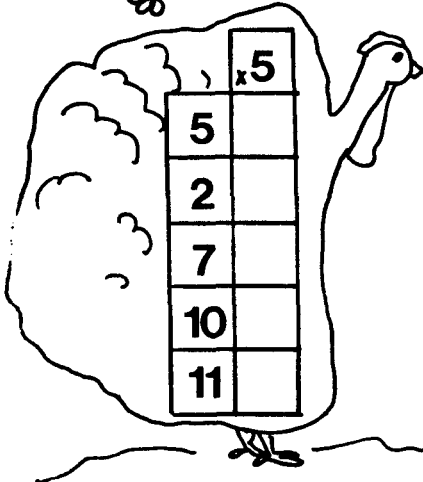
A turkey-shaped grid with a multiplication sign and the number 3 in the top cell. The grid contains the following numbers in the left column: 4, 7, 8, 9.

x3	
4	
7	
8	
9	



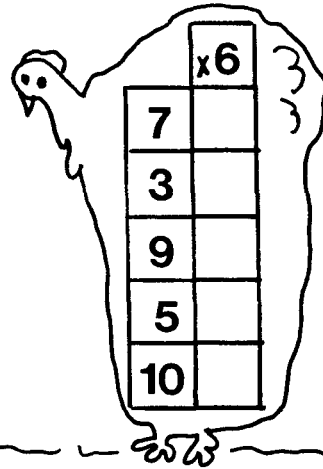
A turkey-shaped grid with a multiplication sign and the number 4 in the top cell. The grid contains the following numbers in the left column: 8, 7, 5, 3.

x4	
8	
7	
5	
3	



A turkey-shaped grid with a multiplication sign and the number 5 in the top cell. The grid contains the following numbers in the left column: 5, 2, 7, 10, 11.

x5	
5	
2	
7	
10	
11	

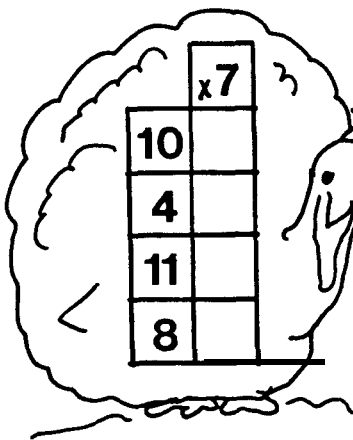


A turkey-shaped grid with a multiplication sign and the number 6 in the top cell. The grid contains the following numbers in the left column: 7, 3, 9, 5, 10.

x6	
7	
3	
9	
5	
10	

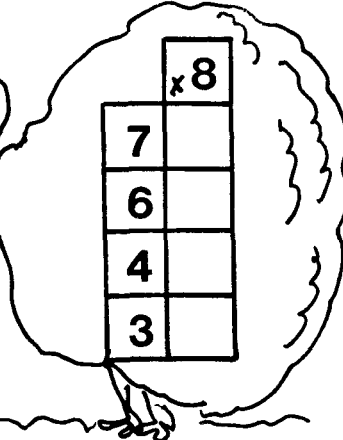
For each wrong answer
place a tally in the
turkey cage.

TURKEYS	
---------	--



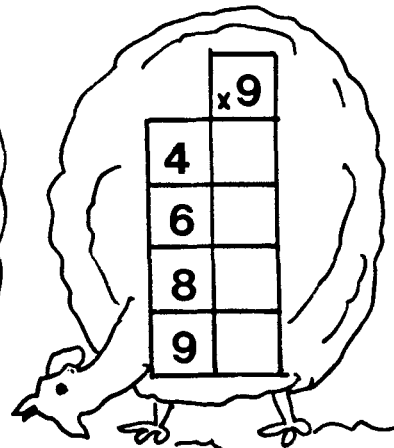
A turkey-shaped grid with a multiplication sign and the number 7 in the top cell. The grid contains the following numbers in the left column: 10, 4, 11, 8.

x7	
10	
4	
11	
8	



A turkey-shaped grid with a multiplication sign and the number 8 in the top cell. The grid contains the following numbers in the left column: 7, 6, 4, 3.

x8	
7	
6	
4	
3	








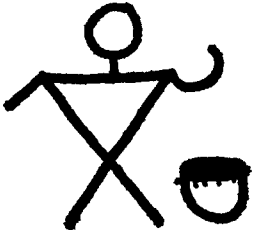

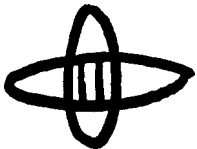
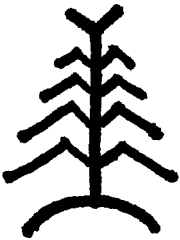
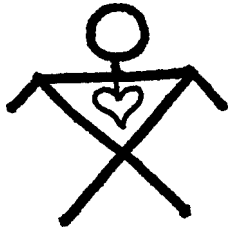






A turkey-shaped grid with a multiplication sign and the number 9 in the top cell. The grid contains the following numbers in the left column: 4, 6, 8, 9.

x9	
4	
6	
8	
9	



Indian Sign Language Chart

Write a rebus story using the Indian pictures to help you. Then, cut the squares and make a set of flashcards. Learn the words for a Thanksgiving treat!

 greetings	 peace	 sun	 sunrise
 November	 eat	 to hunt	 star
 corn	 happy	 home	 mountains
 meet	 sky	 rain	 fish



Squanto and the Great Debate

Overview

Tisquantum – also known as Squanto – may be one of the most controversial historical figures associated with the Pilgrim settlement in Plymouth in the early 1620s. One question worth pursuing is whether or not he helped the English settlers at the expense of his own people.

Objectives

- The students will research Squanto's and the Pilgrims' relationships.
- The students will prepare statements to support the point of view assigned for a debate.
- The students will debate whether Squanto was a man of honor or an opportunist looking to better his position in life.

Procedure

1. Have students research the life of Squanto in relation to the early colonists.
2. Divide the class into two position groups:

The pro-Squanto groups can begin formulating their position based on these facts:

- He befriended the Pilgrims.
- He taught settlers how to fish, catch eels, and work the land.
- He acted as an interpreter and guide to the colonists.
- He negotiated a peace treaty between Massasoit and the Wampanoag Indians and John Carver and the Pilgrims.
- He is credited with saving the Pilgrims from severe famine.

The anti-Squanto groups can build their case against the integrity of Squanto based on these theories:

- He abused his position of authority for his own gain.
- He threatened the Indians.
- He suggested the Pilgrims would release the plague against the Indians.
- He became corrupted by power.
- He hid from the Indians when Massasoit demanded that Squanto be turned over to him for execution.

Uncover more about Squanto and Thanksgiving <http://www.teachervision.com>



Squanto and the Great Debate, Cont'd

Read about debating techniques:

; fYUh8YVUHg'ff!%&L

www.teachervision.fen.com/public-speaking/printable/2587.html

.....**; fYUhA Uh '8YVUH'@Ygggcbg'ff!%&L**

.....www.teachervision.fen.com/math/printable/2661.html

.....**@]bW`b!8ci [`Ug'GmY'8YVUH'DfcWXi fY`**

www.teachervision.fen.com/us-civil-war/lesson-plan/2543.html

3. Hold a debate.



Thanksgiving Match-Up and Vocabulary

I. Find the match. Write the letter on the line.

- | | |
|--------------------------------|---|
| 1. the Pilgrims' boat _____ | A. home, family, and friends |
| 2. the Pilgrims' friends _____ | B. December, January, February |
| 3. fall _____ | C. fourth Thursday in November |
| 4. winter _____ | D. Indians |
| 5. Thanksgiving dinner _____ | E. the Mayflower |
| 6. Thanksgiving Day _____ | F. turkey, stuffing, potatoes, corn, beans, apple pie |
| 7. woods _____ | G. many trees |
| 8. gravy _____ | H. September, October, November |
| 9. I am thankful for my _____ | I. sauce for meat or turkey |

II. Draw a circle around the word that does not belong with the other words in each line.

- | | | | |
|--------------|-----------|--------------|--------------|
| 1. spring | fall | September | summer |
| 2. October | Thursday | November | December |
| 3. Pilgrims | Americans | England | Indians |
| 4. holiday | corn | beans | pumpkin |
| 5. Halloween | Mayflower | Thanksgiving | Columbus Day |
| 6. cold | hot | happy | warm |
| 7. king | church | school | house |
| 8. train | boat | jet | water |



Thanksgiving Questions

Answer in complete sentences.

1. Where did the Pilgrims come from?

The Pilgrims came from England.

2. What did the Pilgrims want?

3. Did many Pilgrims died the first winter?

4. Who came to visit in the spring?

6. What did the Indians show the Pilgrims?

6. What did the Pilgrims build?

7. Whom did the Pilgrims invite to the Thanksgiving dinner?

8. What did the Indians bring to the dinner?

9. What else did they eat?



The Mayflower Compact

On Sept. 6, 1620, the *Mayflower*, a sailing vessel of about 180 tons, started her memorable voyage from Plymouth, England, with about 100¹ pilgrims aboard, bound for Virginia to establish a private permanent colony in North America. Arriving at what is now Provincetown, Mass., on Nov. 11 (Nov. 21, new-style calendar), 41 of the passengers signed the famous “Mayflower Compact” as the boat lay at anchor in that Cape Cod harbor. A small detail of the pilgrims, led by William Bradford, assigned to select a place for permanent settlement, landed at what is now Plymouth, Mass., on Dec. 21 (n.s.).

The text of the compact follows:

In the name of God, Amen. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord, King James, by the Grace of God, of Great Britain, France and Ireland, King, Defender of the Faith, &c.

Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a voyage to plant the first colony in the northern Parts of Virginia; do by these Presents, solemnly and mutually in the Presence of God and one of another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid; And by Virtue hereof to enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions and Offices, from time to time, as shall be thought most meet and convenient for the General good of the Colony; unto which we promise all due Submission and Obedience.

In Witness whereof we have hereunto subscribed our names at Cape Cod the eleventh of November, in the Reign of our Sovereign Lord, King James of England, France and Ireland, the eighteenth, and of Scotland the fifty-fourth. Anno Domini, 1620.

John Carver
Digery Priest
William Brewster
Edmund Margesson
John Alden
George Soule
James Chilton
Francis Cooke
Moses Fletcher
John Ridgate

Christopher Martin
William Mullins
Thomas English
John Howland
Stephen Hopkins
Edward Winslow
Gilbert Winslow
Miles Standish
Richard Bitteridge
Francis Eaton



The Mayflower Compact, Cont'd

John Tilly
John Billington
Thomas Tinker
Samuel Fuller
Richard Clark
John Allerton
Richard Warren
Edward Liester
William Bradford
Thomas Williams
Isaac Allerton

Peter Brown
John Turner
Edward Tilly
John Craxton
Thomas Rogers
John Goodman
Edward Fuller
Richard Gardiner
William White
Edward Doten

¹ Historians differ as to whether 100, 101, or 102 passengers were aboard.



Turkey Factg

- At one time, the turkey and the bald eagle were each considered as the national symbol of America. Benjamin Franklin was one of those who argued passionately on behalf of the turkey. Franklin felt the turkey, although "vain and silly," was a better choice than the bald eagle, whom he felt was "a coward."
 - According to the U.S. Department of Agriculture, more than 45 million turkeys are cooked and eaten in the U.S. at Thanksgiving—that's one-sixth of all turkeys sold in the U.S. each year. American percapita consumption of turkeys soared from 8.3 pounds in 1975 to 18.5 pounds in 1999; the number dropped to 13.8 pounds in 2007.
 - ~~An~~ In 2011, more than 248 million turkeys were expected to be raised with an average liveweight per bird of 28 pounds with nearly 6 billion pounds of turkey processed.
 - In 2002, retail sales of turkey was approximately \$3.6 billion. In 2010, sales reached \$4.37 billion.
 - Age is a determining factor in taste. Old, large males are preferable to young toms (males) because tom meat is stringy. The opposite is true for females: old hens are tougher birds.
 - A turkey under 16 weeks of age is called a *fryer*, while a young *roaster* is five to seven months old.
 - Turkeys are the only breed of poultry native to the Western Hemisphere.
 - Turkeys have great hearing, but no external ears. They can also see in color, and have excellent visual acuity and a wide field of vision (about 270 degrees), which makes sneaking up on them difficult. However, turkeys have a poor sense of smell (what's cooking?), but an excellent sense of taste.
 - Domesticated turkeys cannot fly. Wild turkeys, however, can fly for short distances at speeds up to 55 miles per hour. They can also reach speeds of 25 miles per hour on the ground.
 - Turkeys sometimes spend the night in trees.
 - Turkeys can have heart attacks: turkeys in fields near the Air Force test areas over which the sound barrier was broken were known to drop dead from the shock of passing jets.
- #### The ballroom dance known as the Turkey Trot was named for the short, jerky steps a turkey makes.



Thanksgiving (3-8) is compiled from:

- *Math Activities for Every Month of the School Year* by Sonia M. Helton. Published by CARE.
- *ESL Teacher's Holiday Activities Kit* by Elizabeth Claire. Published by CARE.
- *Art Today and Everyday* by Jenean Romberg and Miriam Rutz. Published by Parker.
- *Hooked on Writing* by Carol H. Behrman. Published by CARE.
- *Second Grade Teacher's Month-by-Month Activities Program* by Elizabeth Crosby Stull. Published by CARE.
- *Kindergarten Teacher's Month-by-Month Activities Program* by Elizabeth Crosby Stull and Carol Lewis Price. Published by CARE.

