

Jay Curriculum: Unit Cover Page

Unit title: The Thanksgiving Story

Grade Level: 1

Content Area(s): History

Date Created:

Designed By:

**Year 1
Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

**Year 2
Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

**Year 3
Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- B1 Civics & Government
- B1 Understand that all nations have government
- History
- B1 Families now and in the past

Unit: The Thanksgiving Story – 1

Brief Summary of Unit/Topic

Summary:

The first Thanksgiving unit introduces the students to the pilgrims, the Mayflower, the Mayflower Compact, the Plymouth colony and Native Americans. Students will discuss why the Pilgrims came to America and the first Thanksgiving celebration.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

- Children will learn how settlers called Pilgrims overcame harsh conditions to live in North America, and how Native Americans helped them survive.
- The Mayflower Compact was a list of rules and compare to classroom constitutions.

Students will know:

- Pilgrims didn't agree with the government so they left so they could have religious freedom
- Pilgrim life was very different from life today
- Pilgrims came here and set up their own government
- They had to set up their own town and provide for their own needs.
- Most didn't have skills as hunters and farmers. The Indians helped them to survive.

Students will be able to:

- Explain why the pilgrims came to the new world
- Compare and contrast pilgrim life with life today
- Explain the Mayflower Compact was a list of rules and compare to classroom rules
- Gather and present information as to how the Pilgrims set up their town and learned from the Indians
- Show England, New World, and Atlantic Ocean on a map.
- Sequence events in order

Enduring Understanding/s:

Everybody has to live by the rules of the place where they live. People are dependent upon each other and their environment.

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
England is another nation with their own set of rules. Gather and explain that England had a gov't ruled by a king	SSCIVGOV B1			
Children will add to a time line to continue awareness of events that happened in the past.	SSHIS B1			
Children will be able to compare and contract life in the time of the pilgrims and today	SSHIS c1			
QUIZZES, TESTS, PROMPTS				
Map work (show New World, Atlantic Ocean, and England)				
Writing or drawing to show three things different from pilgrim life and life today				
Write pro or con reasons for having a king				
Using the time line to know what came first, Columbus or the Pilgrims				
OTHER				
Classroom observation				
Discussions				
Class Charts				
Books-literature				
Maps				
Time line				
STUDENT SELF ASSESSMENT				
Rubrics to check work				

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Are 3 things present in their drawing or writing				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

- Read books, literature and read alongs
- Observe Videos – Ex: “Mouse on the Mayflower”
- Do map work
- Do worksheets
- Use a time line
- Use posters
- Sing songs, read chants
- Present play ex: “The Best Thanksgiving”
- Classroom discussions

REFERENCES: