

Lesson 10

Giving Thanks- the Feast

Subject Area : Social Studies

Group/Grade : K-2

Time: 2-3 class periods

Standards:

II: time, continuity and change

Materials:

- Giving Thanks: The 1621 Harvest Feast by Kate Waters
- Sampling of authentic foods (coordinated and supplied by classroom parent volunteers)
 - baked butternut squash, honey apples, corn meal cakes, hominy, beanhole beans,
 - beef jerky, pemmican,
 - cups, plates, napkins, utensils,

Objectives:

- Students will be exposed to authentic examples of Pilgrim and Native American foods as well as examples of foods eaten at present day Thanksgiving meals. This will provide students with historical information surrounding the first harvest feast at Plymouth Colony.
- Students will be encouraged to construct meaning and understanding by making connections to past events.
- By sampling kinds of foods that would have been eaten by Pilgrims and Native Americans and comparing them to doos eaten during present day Thanksgiving celebrations students will have opportunities to construct historically accurate knowledge of the First Harvest Feast while chronicaling the changes that have occured over time.
- Students will articulate changes that have occured in relationship to present day Thanksgiving celebrations and the original harvest fest of 1621.
- It will be noted that Native Americans now consider Thanksgiving to be a day of mourning because it serves as a reminder of the arrival of the English which brought betrayal, bloodshed and loss of tribal land. (p. 43 of 1621: a New Look at Thanksgiving)

- Students will engage in personal reflection while journaling about what they are thankful for.

Motivational Activity:

- Announce to students that their class will share some traditional Pilgrim and Native American food in honor of the traditional Thanksgiving feast between these two cultures.
- Read aloud Giving Thanks, the 1621 Harvest Feast, by Kate Waters

Lesson Development:

Begin the lesson by assembling the students on the classroom's meeting area rug. Teacher will read the story drawing attention to the split-screen format. Children will be encouraged to make verbal comparisons between the two cultures.

While the story is being read, the parent volunteers will set up the tasting table and all of the supplies the children will need to take part in the sampling.

After the story the children will form a line and proceed to the tasting table to receive samples that they will bring back to their seats to eat.

Closure

- Once all of the children have finished eating and cleaning up their things they will take out their journals. They will write about what they are thankful for in their own lives. Upon finishing their entry students will be encouraged to share their ideas in a whole group format.
- Teacher can xerox coloring book page enclosed for students to work on and include in portfolio

Extension/Link Up:

Share with students relevant information from the enclosed Sea Grant article : Indians and Colonists. Selections should give an overview on the years between 1621 and the arrival of Roger Williams in Massachusetts Bay Colony.

Student Assessment:

Students will be assessed on both their participation during the read aloud and the quality and effort put into their journal entry. Teachers will add written feedback in their journals.

Teacher Reflection in journal

