

Date of Lesson: 11/16/2012

Lesson Topic/Book Title: Thanksgiving literature/Squanto's Journey: The Story of the First Thanksgiving

Literature Lesson Plan #1

BASIC LESSON INFORMATION

Grade: 5th grade

Estimated Time: 45 minutes (20 minutes read-aloud, 25 minutes activity)

Connections to Standards and Lesson Objectives:

Arizona Content Standards for Reading

Key Ideas and Details

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (5.RL.2)

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (5.RL.2)

Describe how a narrator's or speaker's point of view influences how events are described. (5.RL.6)

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). (5.RL.7)

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (5.RI.6)

Students will determine the theme from the story of *Squanto's Journey*. (5.RL.2)

Students will see how Squanto faced his challenge of whether to help the Pilgrims or not.

(5.RL.2) Students will be able to summarize the novel. (5.RL.2)

Students will determine meanings of words as they are read aloud in the novel such as "pniese." (5.RL.2)

Students will describe how Squanto's point of view influences what they think about Thanksgiving.

(5.RL.6)

Students will analyze the pictures of the novel to add a historical setting images perspective to the story. (5.RL.7)

Students will see the Native American perspective of Thanksgiving and of their relationships with the Europeans in the New World.

Materials and Supplies:

Literary Selection: Squanto's Journey: The Story of the First Thanksgiving

Author: Joseph Bruchac

Illustrator: Greg Shed

Publication: 2000

Genre: Historical Fiction

Supplies Needed:

The Literature (Squanto's Journey)

White board and markers

Paper shaped into squash, corn, and beans

Crayons, markers, colored pencils

Key Vocabulary:

Patuxet, pniiese, friar, tribute,

Response Activity:

Students will write the answers to three questions on shaped paper of the three sisters, corn, squash and beans. After, they can color and decorate their chosen shape with elements from the literature, *Squanto's Journey*.

Connections to Prior Learning/Knowledge/Experience:

I will state that a holiday the students know and are excited about is coming up. I will ask them to review the elements of the holiday and what they already know about the first Thanksgiving.

LESSON PROCEDURES/ACTIVITIES

1. Gather students around the reader sofa chair and say, "Lets close our eyes and have 15 seconds of complete silence. No talking!" to get students in a peaceful, focused mood.
2. Say "Class, there's a very important and exciting holiday coming up. Would you happen to know what it is?" The children raise their hands and respond, "Thanksgiving!"
3. Say "That's correct! What words do we associate with Thanksgiving? I'm going to need a scribe, or someone to write, for me. Who would like to volunteer?" A child raises his hand, I pick one student, and they go to the board.
4. Say "Alright, one at a time, please, raise your hands and when you are called, please say a word you connect to Thanksgiving. For example, turkey. Please do not use that example. Think of other words that relate to the holiday." Children respond with answers as you call on them.
5. Have the student write the responses on the board with marker. Go up to 5 connection words.
6. Say "Now class, we know of Thanksgiving, but do we know of the first Thanksgiving?" Give students time to think and answer
7. Call on one student to explain the first thanksgiving. Their answer will probably be from the pilgrim perspective.

8. Say “That’s the story we always hear, but what about the Native Americans? Didn’t they have a big part to play? Why don’t we hear from their side of the story?”
9. Hold up book, and say “This is *Squanto’s Journey: The Story of the First Thanksgiving* by Joseph Bruchac. The Illustrations are by Greg Shed.
10. Begin reading about Squanto and his tribe.
11. Have students repeat Squanto’s name after it’s said as well as the tribe name.
12. Stop periodically through the story for the vocabulary words.
13. Read the sentence that contains the vocabulary word again then ask students what they think the word means.
14. Make sure the students understand the word and say it to themselves. Especially the word “pniese,” which will be used in one of their application questions.
15. Stop periodically to ask comprehension questions as well such as “Where did they take Squanto?” And “What did Squanto teach the pilgrims?”
16. Finish the reading and ask 3 discussion questions. For example, 1. What did Squanto do to make himself remembered in history? 2. If you were Squanto, would you have tried to help people that kidnapped you and destroyed everything you loved? 3. How do we see Squanto’s effect on America today?
17. Listen to responses for each question, then transition from the last question of what Squanto gave America, one of the answers being the three sisters, ask “What were the trio of plant food the Native Americans gave the Pilgrims?” Have students answer beans, corn, and squash.
18. Explain that these foods were vital to the Natives and Pilgrims and most likely were part of the dishes in the first Thanksgiving.
19. Then, take out the paper shaped into corn, squash and beans, and be sure to have plenty of copies for each food.
20. Let students choose their paper shape.
21. After, have students sit at their desk with their paper shapes and quiet them down.
22. Say, “Now class, I will write 3 questions on the board. Please answer these questions in complete sentences and be sure to give answers that don’t say much. For example, if I said describe the car; please don’t have an answer that says the car is nice or good. I want specific answers and why you think that way. For example, ‘The car is red because that is the main character’s favorite color. And it symbolizes his passion for speed and the streets.’ So as I write these questions on the board, please write the questions on your piece of paper, and give yourself some room to write your answers.
23. Write on the board, “1. What are you thankful for? 2. Who was Squanto and what did he do for the pilgrims? 3. How can you be “pniese,” or a person of honor and courage, in your own life?”
24. Give the students time to write down the questions and answers.
25. Then, go around and check that students remain on task and answer any questions that may arise.
26. After they finish answering the questions, say, “Now that you’re done with the questions, please turn your paper over to the blank side and decorate your bean, corn or squash in the way that you like best. Please use crayons, markers, or colored-pencils to give your decorations color.”

27. After the students finish their decorations, end the lesson by reviewing who Squanto was and why he mattered. Help the students see that they have many blessings to be thankful for and to always try to be “pniiese,” a person of honor and courage.
28. Say “Class, you did a great job learning about Squanto. Please take your creations home to show your parents what you are grateful for and what you learned about Squanto.” Always try to be “pniiese” or a person of courage and honor!”

REFLECTION

Why did I choose this particular literary selection?

I chose this book because it meets the standards that I saw for the 5th grade students as well as was a good book to read just before Thanksgiving. Joseph Bruchac’s Picture Book *Squanto’s Journey* accomplishes getting the Indian perspective while leaving the readers reminded of giving thanks. I believe this book is appropriate for any age child. It’s wonderfully illustrated by Greg Shed and tells of Squanto and his story. Born in 1590 and of the Patuxet people, Squanto is taken against his will to Spain in 1614. He returns to his homeland in 1621. In the end, after a good harvest comes in in the fall, Squanto gives thanks and hopes for many more days to give thanks for. He gives thanks for the people. I felt that this would be good for students to understand and to be grateful for what they have.

In Bruchac’s author’s note, he explains how carefully he researches and learns the stories of the Native Americans he tells. After knowing this, I knew that this was historically accurate, with Squanto’s feelings and his dialogue are speculated or made up.

How did the children receive it? Why did they like or not like the story of literary selection?

I believe they liked the story. They liked saying and repeating all the colorful names of the Native American tribes as well as the character Squanto. Squanto had a tragic past that garners sympathy and the fact that he has a strong moral obligation to help the people that killed his family and kidnapped him makes him an interesting character. We discussed why he would do that for the people that seemingly took everything he had of value. We concluded that he wanted peace and at any cost. He may have known that the situation was hopeless and to try to not be overcome by evil, but to overcome evil with good. We also discussed that if he hadn’t been nice, he may have not even been remembered in history. So the students liked Squanto’s character and putting themselves in the story to see if they would have made the same choice as Squanto. Through this visualization, they see how special Squanto really was.

What were my challenges in planning the lesson? Delivery?

The challenges that I faced were just putting enough thought in every aspect of the lesson to make sure I knew what I was doing. I had no idea the depth and the amount of time that goes into lesson planning for students. I basically had to imagine and play out how I thought the lesson would go and write it down. I had a target time which I took into account the time I would start and approximately how long it would take to finish my book with constant stopping throughout. The delivery went okay, but of course, the words were not natural to come out exactly like I

planned. For example, I used “guys” instead of “class.” Some of my natural speech was coming out. This happened because I did not want to read from my lesson plan, instead having it off the top of my head. I gave extra and further explanation for every direction I wanted the students to know, and I tried to have the simplest speech possible when re-explaining items.

What worked well in the lesson? Why?

I believe that the read aloud of repeating the foreign vocabulary worked well to engage students with the reading. I also believed the 15 seconds of silence and closing their eyes got students calmer and in a mindset to listen, view and think. The shaped paper reinforced the foods that the Native Americans gave to the Pilgrims as well as was fun type of paper. The activity went well as did the decorations. They came out to be very colorful and the students had a good time. I also think that they learned a great deal about being thankful and that the three questions were the most important to guide their thoughts on the theme of the lesson. These questions were personal, as well as comprehensive. They also had a call to action based on a vocabulary word from the novel.

What didn't go as hoped or expected? Why not?

Unfortunately, despite the silence moments before we began, many students could not focus or were rowdy at different points of the lesson. In their seats, students sat next to friends that made it difficult for the students to concentrate and finish their work. I had to be constantly telling students to please finish their work and to stop talking so much with their friends. I really didn't know if I had the power to make them separate, or if that was needed, but for those students who can't handle working with their friends, they may have to work or sit alone. Also, the answering of the three questions took way longer than I expected. Many students were at different levels and some would complete the questions quickly while others took a while.

Did the students learn? How do I know?

I believe the students learned a great deal because of what they put down to the questions and the fact that when I questioned them, they explained who Squanto was and his effect as well as used their new word “pniese” in a sentence. I wanted to relate the information to their lives and put themselves in Squanto's shoes to better understand what he went through and his mindset.

If I had to do this lesson over again, what changes would I make?

If I had to do this lesson over again, I would group the students myself so that they wouldn't have as many distracting best friends that keep them off track. I would also maybe have them act out the actions. The novel is a bit long and does not use many describing words or pictures. So in order to help students be able to visualize the material better and more effectively, they can act out the actions as I read the novel out loud. But, I felt overall, the lesson was a success and that most of the lesson went exactly as planned.