The Pilgrim's Journey to America

A Third Grade Unit Plan
By: Emily Vnencak
Unit Plan Template #1: Understanding by Design

<table>
<thead>
<tr>
<th>Title: From England to the Americas</th>
<th>Subject/Course: Social Studies</th>
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<td>Topic: Pilgrims</td>
<td>Grade(s): 3rd</td>
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<tr>
<td>Teacher(s): Emily Vnenca</td>
<td>Date(s): 25 Day Unit Plan</td>
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### Stage 1 – Desired Results

#### Established Goal(s) / Content Standard(s):

- **MA Frameworks:**
  - 3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)
  - 3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (H, G, C, E)

1. the purpose of the Mayflower Compact and its principles of self-government
2. challenges in settling in America
3. events leading to the first Thanksgiving

#### Understanding(s):

- The Pilgrims were an oppressed group in England
- When people feel oppressed there are a variety of paths people they can take.
- The lives of the Pilgrims were both similar and different from theirs.
- The point of view of both the Pilgrims and the Wampanoags.

#### Essential Question(s):

- Why do groups of people emigrate?
- How do societies function as a whole?
- How are the Pilgrims connected to life in America today?

#### Students will know:

- Who the Wampanoags were
- About the Pilgrims lives before they left England
- Their lives on their journey from England,
- The Pilgrims new lives in America.
- Specific, important Pilgrims and Pilgrim families. - About the Pilgrims relationship with the Native Americans.
- Why we celebrate Thanksgiving.

#### Students will be able to:

- Write for different purposes and from points of view other than their own.
- Build off of prior writings in a sequential way, building on prior knowledge as well as new knowledge.
- How to connect what is happening in illustrations with the words on the page.
- Compare and contrast their lives to the lives of others.
- Compare and contrast what is happening
- Read third grade texts fluently.
- Know third grade irregularly spelled words
- Identify cause and effect
- List events sequentially

**Stage 2 – Assessment Evidence**

### Key Formative & Summative Assessments used throughout unit

**Formative**

Because students will be writing diary entries and letters throughout the unit, looking at their progress and ability to include knowledge in these writing assignments will be a formative assessment. The teacher will also constantly be asking questions throughout teaching an individual lesson to make sure the students understand the new material being taught. Mini-quizzes will be given out after each new lesson (i.e. Pilgrims in Europe, the journey to America etc)

**Summative / Performance Tasks**

At the end of the unit students could choose to continue to write an additional 3 journal entries or letters or write a monologue from the point of view of a Pilgrim or Native American. This would require them to use the knowledge they had gained during the unit to write something informationally correct. Students could also choose to create a poster timeline of events, using short descriptions of the events and including images.

**My final lesson plans deviate from the original ones that I posted because I decided to work with a longer time frame and simply choose 10 of the lesson from within a longer unit – some of which occur back to back and some of which do not.**
## Stage 3 – Learning Plan / Learning Activities

### Learning Activities:

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<tr>
<td>KWL Chart</td>
<td>Pilgrims (Separatists) lives in England (Why did they leave etc) Split children into family groups</td>
<td>Ask Students to locate important places (Pilgrim related) on a map.</td>
<td>Discuss important Pilgrims -Create Mayflower game pieces</td>
<td>Journal: If you could bring three things with you from home when leaving what would they be and why?</td>
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<td>Discuss hardships faced, boat names, life on the ship, time it took. Homework: Revise journal entry</td>
<td>Read Mayflower book. Talk about vocab used. Introduce Mayflower game</td>
<td>Model how to write a letter. Have students write a letter back home as Pilgrims</td>
<td>Discuss Mayflower Compact. Importance of laws. Mayflower game.</td>
<td>Why did the Pilgrims choose to build at Plymouth? (Will connect to science for more details)</td>
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<td>Discuss the Indians that met the Pilgrims. Introduce discussion of stereotypes. Homework: Respond to a friends letter.</td>
<td>Talk about the Wampanoags (and other Indian tribes). Compare / contrast Pilgrims and Indians</td>
<td>Activity related to Indians</td>
<td>Family roles then vs now. Split into families.</td>
<td>Read books about Pilgrim children in pairs Continue Mayflower game</td>
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<td>Make venn diagram about own lives / Pilgrims lives Homework: Ask students to think / write about what they think their lives would be like if they lived during the Pilgrim's time.</td>
<td>Share venn diagrams with class. Homework: Write a second letter home</td>
<td>The first Thanksgiving and how Thanksgiving is viewed today.</td>
<td>Have students write what they are thankful for</td>
<td>Ask students what they think happened to the Pilgrims and discuss.</td>
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LESSON PLAN 1

Day One: 35 minute lesson

1. Lesson Objectives
   a. Knowledge Outcomes:
      - MA SS Frameworks 3.2 and 3.3
   b. Skill Outcomes:
      - How to ask questions that relate to a topic
      - Create a KWL Chart

2. Assessment:
   a. Formative assessments:
      - Throughout the creation of the KWL chart the teacher would be able to assess how much knowledge the students as a group had of the subject. This would help the teacher create a starting point from which to begin the lesson.
   b. Summative assessment:
      - The summative assessment for this lesson would not come until the end of the unit and the class could look back and make sure all of their questions were answered and they added what they learned to the chart.

Materials:
   - Writing journal
   - Large pieces of lined paper and markers

3. Sequence of activities
   a. Hook:
      - The hook for this lesson would simply be that the class would be starting a new unit.
   b. Activities:
      1. Students would be asked to write any information that they knew and any questions they had about the Pilgrims in their writing journal. This would be a good way for them to gather their thoughts before sharing with the class (10 minutes).
      2. As a class the teacher and students will create a KWL chart. Students would be asked to share anything they knew about the Pilgrims (or thought they knew about the Pilgrims). If students were having trouble I would ask them guided questions such as: “Who were the Pilgrims?” and “What did the Pilgrims do?” However, I would want all of the information given to come from the students. This would allow students to activate their prior knowledge. If a child shared information that was incorrect I would ask them to rephrase it as a question and we would put it in the WONDER column instead. The teacher would keep track of this information on a large piece of paper that would be kept in the classroom throughout the unit. (25 minutes).
   c. Differentiation:
      - Not all students would be required to share their thoughts as they might not be comfortable doing so.
- Students could write their ideas on post it notes and then place it where they think it belonged on the KWL chart and the teacher could write it up later.

d. **Wrap-Up:**
- This lesson does not need to be wrapped up, per say, because it is an open ended chart that is simply used as a guideline and starting point for the rest of the lesson. Students will most likely leave the class with questions, and it is the teachers job to answer those questions before the end of the lesson.

4. **Potential Pitfalls**
The only potential pitfall I can foresee is that student’s have little to no knowledge of the Pilgrims which might make creating the KWL chart difficult. However, as far as pitfalls go, this would not be a big one as it would just mean that the teacher would have to make sure that the lessons started from the basics answered all of the student’s questions that were on the chart.

5. **Reflections**
I think that it is important to start a large unit such as one on the Pilgrims with a KWL chart so that the teacher can assess the student's knowledge of the subject. This will help the teacher to differentiate and know what needs to be focused on throughout the lesson.
LESSON PLAN 2

Day Three: 50 minute lesson

6. Lesson Objectives

   a. Knowledge Outcomes:
       There is not a specific knowledge outcome that is related to this lesson but it falls under the MA
       framework 3.3, which is about identifying who the Pilgrims were and knowing about their lives.

   b. Skill Outcomes:
       Students will know how to locate places on a map and create a key.

7. Assessment:

   c. Formative assessment
       As the students are filling in the information on their maps the teacher will go around and ask
       questions that relate to map reading.

   d. Summative assessment
       After the maps have been filled out, students would be asked to hand them in so that the teacher
       could see the work that had been done. A completed map should have all of the locations
       properly marked with the given color as well as a key.

Materials:
- Individual map handouts
- Colored pencils or crayons
- Smartboard or projector
- Atlas, globe, map, books, (computer)

8. Sequence of activities

   b. Hook:
       The hook for this lesson would be asking students what they knew about reading maps. This
       would get them interested and excited to share the information that they knew about how to
       read maps.

   e. Activities:
       1. Each student would be given their own map on paper on which they would label North
          America and Europe as well as the Atlantic Ocean on the world side and on the back there
          would be a zoomed in map on the New England / New York area. (5 minutes).
       2. As a class the students would identify the town that they live in on the map. Starting by
          identifying the country, then the state, and then the town. The teacher would have a projector
          or smartboard on which he was doing this as well. This would set up a base point for all of the
          other locations. Before giving the students a list of places to identify, the teacher would ask if
          students knew the names of any important places related to the Pilgrims and their journey (10
          minutes).
       3. Then in pairs the students would identify Plymouth, MA, Holland, England, the Hudson
River, and Cape Cod. Marking each spot with a certain colored ‘X’ and creating a key somewhere on the paper. They could use the globe, atlases, and books (maybe even computers) to help them locate these places (20 minutes).

4. Meet up as a group to go over where the locations are on the map and ask students what they know about these places or what they want to know about these places – this can be added to the KWL chart. Talk about how this part of the social studies unit will connect to the science unit that is taking place concurrently (15 minutes).

f. Differentiation:
- For students that moved to the town where the school is from somewhere else, they would have the chance (either in front of the whole class or on their own map) to also locate that place as well. If it was a place outside of Europe or North America, the map given to all students would need to reflect that. Students could also locate other places that they had a connection with to make the activity more personal.
- Students would be seated in a way that if they had problems with their eyesight, seeing the board would not be a problem.
- There are already multiple ways to find the information needed (books, maps, atlases), though if there were students that would benefit from looking the information up on a computer that would be provided.

g. Wrap-Up:
The wrap-up for this lesson would be coming together as a whole to discuss where the places on the map were as well as misconceptions about where these places are (if students located the wrong place). Because this lesson lends itself quite readily to a connection with science the lesson would wrap-up with a connection and transition into the science lesson that relates to it.

9. Potential Pitfalls
A pitfall that I thought of, but then dismissed, was students being unable to read maps. However, I think that I would have had to gone over basic map reading skills previously in a science lesson for this lesson to be plausible, hopefully avoiding that as a potential pitfall.

10. Reflections
While this lesson is not particularly literacy based I think that it is an important lesson to use at the beginning of the social studies unit because it encompasses a science skill so students will begin to see the connection that can be made from social studies to other subjects.
**Lesson Plan 3**

**Day Five: 95 minute lesson**

11. **Lesson Objectives**

   a. **Knowledge Outcomes:**
      - MA Frameworks 3.3 – Focus on describe the Pilgrims journey

   b. **Skill Outcomes:**
      - Learning a new style of writing (characteristics of journal writing) as well as learning how to edit work that has already been written (given teachers mark-ups).

   c. **Language Outcomes:**
      i. Students at ELD level 1 will be able to write basic sentences or ideas about the items they would bring and would be able to represent those items through a picture.
      ii. Students at ELD level 4 would be able to write about the items he or she would bring, though the teacher would look less at semantic, phonological, and other grammatical errors when correcting the work but focus on the overarching ideas and if the students grasped the concept of the assignment (would still correct all errors though).

12. **Assessment:**

   e. **Formative assessments:**
      - The formative assessment would be to see how well students wrote the first draft of their journal entry. Some students may have no problem formulating ideas in a comprehensive way, while others may struggle to compile their thoughts. Likewise, some students may struggle with spelling, capitalization, or punctuation and that is something that the teacher needs to note for going forward throughout the lesson.

   f. **Summative assessment:**
      The summative assessment for this lesson would not be until after the journal entry had been looked over by the teacher and revised for homework by the students. It would be important not simply correct the students work but rather underline or circle mistakes that should be corrected and give comments and feedback and see if students are able to fix the grammatical, spelling, etc. mistakes. The summative assessment would be the ideas in their journal entry as well as their ability to correct their mistakes when given guidance.

**Materials:**
- Writing journal and pen
- Paper with prompt on it

13. **Sequence of activities**

   c. **Hook:**
      - Ask students what their favorite item or most prized possession is and why. Students can share with the class and then as each students to write down what their favorite item is and why it is important to them (15 minutes).
h. **Activities:**
1. Talk to students about how journal writing is different than other types of writing (less formal, can use I, stream of consciousness) but for the sake of writing in school still needs to make sense (15 minutes).
2. Give students the prompt “If you could bring three items with you when leaving what would you bring and why? Remember to think as the Pilgrims were – that means many things that you own today are not options!” (written on the board) and give them time to turn and talk to their neighbors about their ideas before starting their writing (10 minutes).
3. Students will work individually to write the three items that they would bring, giving reasons why they chose the items they did (40 minutes).
4. After handing in their drafts of their journal entries – students would share some items that they had picked with the whole class. We would create a chart of what items were picked because they were practical, what items had sentimental value, and what items were brought for other reasons (15 minutes).

i. **Differentiation:**
- The prompt could also be handed out individually for students that need to have it in front of them.
- Students that could not write that much could be given computers to aid in the writing process.
- Students that cannot sit and simply write for 40 minutes (the teacher would know who they were at this point in the year) could be given one break while writing.

j. **Wrap-Up:**
Students will hand in their draft that will be revised over the weekend and they will edit and type (or re-write neatly) at home for homework.

14. **Potential Pitfalls**
Pitfalls could be that 40 minutes could be too much time or not enough time for students to complete the writing prompt. This would change the schedule on which the teacher plans the homework. The teacher could also underestimate how much time it will take to review and proofread the students work (as well as the other work) and that is something that the teacher would need to learn to gauge.

15. **Reflections**
I like this lesson because I think that it is a very interesting prompt that students would enjoy writing about. It is personal, yet also relates back to the Pilgrims and the choices they had to make when leaving England.
LESSON PLAN 4

Day Seven: 45 minute lesson

1. Lesson Objectives
   a. Knowledge Outcomes:
      - M.A.S.S Frameworks 3.2 and 3.3
   b. Skill Outcomes:
      - Problem solving skills
      - Working in groups

2. Assessment:
   a. Formative assessments
      The formative assessment for this lesson will be through the teacher observing which students are taking charge in groups and whether or not students are answering questions correctly or not.
   b. Summative assessment
      The summative assessment for this lesson will be in the form of an “exit ticket” in which the students will have to come up with a question that they think should be used in the Mayflower Game when we continue playing it in a later class.

Materials:
- Mayflower book by Kate Waters
- Game board (made by me)
- Game pieces (made by students, on small piece of paper, that represents their family group)
- White board and dry erase markers

3. Sequence of activities
   a. Hook:
      - The hook will be asking the students what they think the pictures they created as groups on a previous day. This will spark their curiosity and they should have fun guessing what the purpose of the cards will be.
   b. Activities:
      1. This game will be created by me and students will play in the family groups that were created earlier in the unit. Students will gather on the rug and before the game is played, the teacher will read the book out loud to the class, asking students what they think the pictures represent or if they know certain facts that are in the book already (20 minutes).
      2. Next, the teacher will explain the game to them: students will divide into their family groups, with one designated speaker, for the game. The teacher will ask a couple of questions (either multiple
choice, date related, location related, or “short answer” questions that the students have to answer. There will be a given number of spaces on the board and the students will be racing. All students will be answering each question by writing it on the whiteboard of their group and holding it up. If a group gets the correct answer – they move ahead one space, and if they do not they stay where they are. His would all be explained to the class in the most basic way possible (15 minutes).

3. The students will answer a practice question to ensure they understand the rules and then play the game briefly (10 minutes).

c. **Differentiation:**
There is not much that can be differentiated within the game itself, but as for groups I would have created them in a structured and thoughtful way. Each time we play the game, I would elect a different person to be the speaker / writer for the group so that all students were required to participate and take turns in the group. For students that like to lead, getting the chance to lead on a regular basis would be encouraging, and if there were students (perhaps with autism or another social disorder) I would allow them to write their answer on a white board and hold it up instead while a classmate reads it out so that I am not forcing them to speak in front of the entire class. ELL students would be paired with a student that I knew would be supportive.

d. **Wrap-Up:**
This lesson does not lend itself to a clean wrap-up as it will be an ongoing game in which two or three questions are asked for it during a short mini-lesson to make the lesson more interesting. It would take place throughout the entire unit – and even continue to the Americans trek across America if the game was still holding the students attention.

4. **Potential Pitfalls**
-Potential pitfalls could be that members of certain “families” are missing on any given day. Also students may not be as interested in the game as the teacher anticipated ans she would need to find a way to revise it in order to continue to hold the student's attention.


**LESSON PLAN 5**

**Day Eight:** 65 minute lesson

16. **Lesson Objectives**

a. **Knowledge Outcomes:**
   - MASS Frameworks 3.3

b. **Skill Outcomes:**
   - How to format and write a letter

17. **Assessment:**

g. **Formative assessments:**
   - Asking students to write about what they expect America to be like when they arrive will give the teacher an idea of what students know and don’t know about the Pilgrims experiences in America.

h. **Summative assessment:**
   - The outcome of this lesson is to be able to write a letter, so the student's letter will be the summative assessment of this lesson.

**Materials:**
- Pen and paper
- Sample letter handout

18. **Sequence of activities**

d. **Hook:**
   - Ask students if they have written a letter before, if so who were they writing to and why did they write it. Also discuss what we do today instead of writing letters (10 minutes).

k. **Activities:**
   1. The teacher will model how she expects the letter to be formatted and written, showing students the proper heading, how to end a letter, etc. This will be done on the board so that students can refer back to it as they are writing their letters (15 minutes).
   2. Students will be given a sample letter as well to keep in their social studies folder so that they can use it as a reference for other similar exercises throughout the year (5 minutes).
   3. Students will be asked to write a letter home to a family member as if they were a Pilgrim aboard one of the ships to the new world. They would be asked to describe the journey and its conditions, write about missing family members or places, and also what they expect the new world to be like (25 minutes).
   4. As a class discuss what students found difficult about writing the letter, writing form a POV other than their own, etc. (10 minutes).

l. **Differentiation:**
   - For students that are ELL students (depending on their level), they will get a handout that has
some degree of structure so that they simply have to fill in their ideas.

m. **Wrap-Up:**
- This is going to become an ongoing assignment, which would be explained to the students after they had finished their letters and handed them in. The wrap up for this lesson would be asking students what they had trouble with when writing the letter and letting them know that for homework later in the week they would be responding to a classmate's letter (as if they were from England to gain a new perspective).

19. **Potential Pitfalls**
A potential pitfall would be if a student had trouble writing the letter, they would not be very interested in writing a response letter to a classmate. This could be fixed by meeting with groups of students and helping them work on how to write a letter.

20. **Reflections**
In theory I really like this idea of writing letters from different perspectives and from different parts of the Pilgrim's journey. Though I'm not sure how many times the exercise could be used before the students no longer found it interesting. This would be something that the teacher would need to monitor, and the following lessons could be adapted according to whether students were still interested in writing the letters or not.
Lesson Plan 6

Day Eleven: 75 minutes

1. Lesson Objectives
   a. Knowledge Outcomes:
      - MA SS Frameworks 3.2 and 3.3
   b. Skill Outcomes:
      - Making connections with text
      - Creative writing
      - Using knowledge to reevaluate ideas and thoughts
      - Basic computer skills

2. Assessment:
   a. Formative assessments
      While students are going to centers the teacher will be observing how they are working together, ask
      questions such as “why are you chose to do this?” (in regards to what they are drawing, which part of
      the website they are looking at for certain info, or a certain line in the story).
   b. Summative assessment
      Each final product at each center will be part of the summative assessment for the day, as each is its
      own miniature activity that has a specific outcome.

Materials:
- Books on the Wampanoags
- Worksheet
- Safe and easy to navigate website(s) for students to use
- Paper and crayons (or colored pencils)
- Writing journal
- Relevant pictures of the Wampanoags that can be written about

3. Sequence of activities
   a. Hook:
      Students will be asked to draw a Native American – what he (or she) is wearing, where he
      (she) lives and what he (she) owns and lives in. This will all be before they study the
      Wampanoags the following day in class (15 minutes).
   b. Activities:
      1. Students will discuss the Wampanoags in class today. They will learn about what they wore, where
         they lives, their lives before the Pilgrims. This will begin as a whole class discussion that is led by the
         teacher. This will include the discussion of stereotypes and why the students depicted the Native
         Americans in a certain way (15 minutes).
      2. After the class discussion, the students will go to centers. One in which they draw another picture of
         a Native American based on what they have learned, one in which they fill in a worksheet after doing
         basic online research on a given website, one in which they read book and write about what they learn,
one in which they look at pictures and write a short story about what is happening in the pictures (20 minutes at each center).

c. **Differentiation:**
- The different centers in this lesson allow for a lot of differentiation. The list of websites to use could range from very basic to more complex for students that struggle or excel on the computer. These activities all vary and only spending 20 minutes at each center allows students to get up and move around a lot so they are not sitting for an extended period of time.

d. **Wrap-Up:**
At the end of the class the teach would ask some students to share which of the four centers they lied best and why, to know which types to incorporate more and which ones might need some modification to reach more students

4. **Potential Pitfalls**
A pitfall could be that the centers take longer than expected and students feel rushed or do not reach all of the centers in one day. Another pitfall may be that students may get too loud in the centers – and the teacher would need to find an appropriate way to regain classroom management.

**Lesson Plan 7**

**Day Fourteen:** 45 minute lesson
5. **Lesson Objectives**

   a. **Knowledge Outcomes:**
      - MASS Frameworks 3.2 and 3.3
   
   b. **Skill Outcomes:**
      - Working in pairs and groups
      - Comparing and contrasting
      - Finding similarities and differences

6. **Assessment:**

   c. **Formative assessments**
   The teacher would be able to see which students wrote each stickie and where they put it. She could ask students questions about their choices, if other people ever did certain chores, and who they thought would have done those chores in the aPilgrims time (if they existed / what was the equivalent chore).

   d. **Summative assessment**
   After the class discussion (the next time students are in their family group) the students will discuss how they would chose to split up a given list of chores between themselves and why. They would need to write who would do which chore and a short reason why they chose that.

**Materials:**
- Post-it notes
- White board / paper and markers

7. **Sequence of activities**

   b. **Hook:**
   - Give each student 2 stickie notes and ask them to write three chores, one on each note. One they do at home, and 2 that other people do (5 minutes)

   e. **Activities:**
   1. On the board / pieces of large paper make a chart including mom, dad, grandma, grandpa, son, daughter (and any other family member that needs to be represented to include all students and their families). Ask students to place the stickies under the appropriate name. Students can place stickies between names or under more than one name (10 minutes).
   2. As a class brainstorm other chores that people do, and ask students why certain chores seem to be thought of as only for moms or dads. Also talk about the differences between who did certain chores in Pilgrim times and how that is different now (ie: chores no longer needed, new chores etc.) (15 minutes).
   3. Hopefully students will realize that anyone can do any chore today and it is not as regimented as during Pilgrim times. This can lead to further discussion about familial roles (15 minutes).
f. **Differentiation:**
As a teacher I would need to be extremely aware of the family situations and family dynamics in the classroom. This would definitely need to be taken into account when creating the lesson. I would also want to consider students that might not be from America and might see familial roles differently, and include that in the lesson to expand the students knowledge about how familial roles can differ from time period to time period and from place to place.

g. **Wrap-Up:**
This lesson will hopefully spill over into other discussions (perhaps in class meetings and language arts) that relate to families and their differences. The final charts will hang in the room for about a week.

8. **Potential Pitfalls**
A potential pitfall would be that the activity could rely too much on the teacher for information and not on the students and their knowledge. Also, if the family dynamics in your classroom are extremely diverse – this would pose a potential problem for planning the lesson, though the teacher would need to find a way to differentiate the lesson to still teach the same ideas in a way that worked for all students.
21. Lesson Objectives

a. Knowledge Outcomes:
- MA SS Frameworks 3.2 and 3.3

b. Skill Outcomes:
- How to compare and contrast
- How to extract relevant information from a book

22. Assessment:

i. Formative assessments:
- Their journal entry would be part of a series of responses that the teacher would look over at the end of the week to see if students understood the topics that were being talked about. The teacher would also circulate the room asking students questions about the similarities and differences they had found between their lives and the Pilgrim's lives.

j. Summative assessment:
- The finished poster-board would be the summative assessment for this lesson along with asking students to share and discuss what they chose to put in their venn diagram.

Materials:
- Writing journal
- Poster-board or larger paper
- Colored pencils / crayons
- Books
  - Sarah Morton's Day: A Day in the Life of a Pilgrim Girl by Kate Waters
  - Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy by Kate Waters

23. Sequence of activities

e. Hook:
- Ask students “What is one thing that you have in your lives that you have today that you would miss the most if you lived when the Pilgrims lived?” Instead of having them share, simply give them 5 minutes to write their response in their writing journals.

n. Activities:
1. The teacher would quickly model how she expects the venn diagram to look, explaining that one side will be for the Pilgrims and one side will be for their own lives, with the overlapping part being for the things that they had in common. They will be encouraged to draw from the reading, but can use outside knowledge as well, as long as it pertain directly to the assignment (10 minutes).
2. Because the students would have read the books about Pilgrim children the day before (boys about Pilgrim boys and girls about Pilgrim girls) in pairs. Students would be split into new pairs to create a venn diagram comparing and contrasting their lives and the lives of the Pilgrim children so that both students had accountability and would need to contribute to the information on the diagram. They will have to pick a title for their poster (25 minutes).
3. After completing the venn diagram, students will need to illustrate the area surrounding it with pictures or other ways of representing some of the things that they wrote on their poster (15 minutes).

   o. **Differentiation:**
   - Students that prefer to work in non-traditional ways will be able to draw pictures to depict the work that was done.
   - After the posters are finished, students that wish to share theirs with the class will be given the chance to the following day in class.
   - There would not need to be any differentiation for students from different cultures or backgrounds because they would still be able to compare and contrast their lives with the lives of the Pilgrim children.

   p. **Wrap-Up:**
   The following day in class students that want to discuss their posters can before they are hung up in the room or in the hallway outside of the room. The teacher and the students will discuss what similarities and differences the students thought of and how living at the time of the Pilgrims would have been harder and why.

24. **Potential Pitfalls**
A potential pitfall would be students not staying within the guidelines while thinking of their own reasons why the Pilgrim's lives were different than theirs. However, I think that it is important to allow the students to be creative and not be confined to only using the information given in the text. Another pitfall would be if a student was absent for either of the days of the lesson.

25. **Reflections**
I think that this lesson is important because it shows students ability to read a text and be able to pull relevant information from it. It is also very interesting to see how different the lives of the Pilgrim's were when they came to America, because we have so many things that they did not have.
LESSON PLAN 9

Day Nineteen: 45 minutes

5. Lesson Objectives
   a. Knowledge Outcomes:
      - MA SS Frameworks 3.2 and 3.3
   b. Skill Outcomes:
      - Small group work
      - Answering a given question

6. Assessment:
   c. Formative assessments
      Asking students about what they think thankful means, why the Pilgrims were thankful, and reasons why people today are thankful and judging student participation.
   d. Summative assessment
      The summative assessment would be the final hand that the students decorated along with why they wrote they were thankful. This would need to demonstrate that they understand what thankful is.

Materials:
- Construction paper
- Sharpies
- Markers
- Glitter etc.

7. Sequence of activities
   b. Hook:
      Have all of the materials being used for the lesson laid out across the desks where students will be working and ask them to guess what activity they will be doing in class (5 minutes).

   e. Activities:
      1. Students will talk about what it means to be thankful and some of the reasons the Pilgrims were thankful (15 minutes).
      2. Students will trace their hands on construction paper of their choosing and write down one reason that they are thankful and write that reason on their hand and place it on the allotted bulletin board (15 minutes).
      3. After all students' hands are up on the board the teacher will read them out loud and the rest of the people need to decide whose hands print is whose (10 minutes).

   f. Differentiation:
      - This allows students to complete a lesson through artistic means as well as working in small groups
and individually. I would be important to encourage even students who do not think they are good artists to simply make the hand they are creating their own. ELL students could be given a prompt to follow such as “I am thankful for ________” and they would simply need to copy the sentence starter and fill it in.

g. Wrap-Up:
To end the lesson students would get in pairs and discuss what they wrote on their hand and why. This lesson also functions as a team building lesson.

8. Potential Pitfalls
Students that do not celebrate Thanksgiving may not feel comfortable (or their families may not), though this lesson is not specified directly towards Thanksgiving. It simply uses the time of Thanksgiving to incorporate the discussion. If a parent complained – this lesson would need to be modified to accommodate the needs and beliefs of all students.
LESSON PLAN 10

Day Twenty: 100 minute lesson (split into 2 parts on this day)

9. Lesson Objectives

   a. Knowledge Outcomes:
      - MA SS Frameworks 3.2 and 3.3

   b. Skill Outcomes:
      - Make predictions
      - Use prior knowledge to inform predictions

10. Assessment:

   e. Formative assessments
      Students would all be asked to contribute something they learned about the Pilgrims (or things / people associated with them) to the KWL chart.

   f. Summative assessment
      To end the unit the students would be given a short quiz and would be asked to chose from a list of projects that would be greatly differentiated to appeal to all students.

Materials:
- KWL chart
- Quiz
- Project choice handout
- Large paper / markers

11. Sequence of activities

   χ. Hook:
      Students will be given a handout with a list of the information that will be covered in the next unit. They will be asked to list those events / topics form what they find most interesting to least interesting. They will also be asked to write 2 questions they have about the upcoming unit (10 minutes).

   h. Activities:
      1. After completing the hook, the students will gather on the rug and all contribute to the KWL chart as the class looks over what they wondered at the beginning of the lesson versus what they learned. Did any questions go unanswered? Did they learn something unexpected? (20 minutes)
      2. Teacher will go over the handouts form the beginning of class quickly (10 minutes).
      3. Students will pick their final projects from a given list and thy will be given time in class to work on it (60 minutes). [this will be finished in the next 2 social studies class periods before moving on to the next lesson]
i. **Differentiation:**
- Students will pick their top 3 choices for projects and the teacher will create groups based off students that work well together as well as the student’s interests.

j. **Wrap-Up:**
To end the lesson the teacher will ask students if they have any final questions then go over the handout the students filled out at the beginning of the class. She will give a brief description of what will be covered at the beginning of the next unit.

12. **Potential Pitfalls**
It could be hard to put all students into groups that work well together and also fit all students into their top 3 project choices.