

## LESSON PLAN

# Thanksgiving 1—Pilgrims and American Indians

**Level:** Literacy, Low Beginning

**Suggested Length:** 1 or 2 class periods, depending on class time and level

### Civics Test Questions

#58—What is one reason colonists came to America?

#59—Who lived in America before the Europeans arrived?

#87—Name one American Indian tribe in the United States.

### Reading Test Vocabulary

America

Who

is/was, lived

a, for, in, on, the, to

many, north, one, people

### Writing Test Vocabulary

American Indians, freedom

September, November

is/was, lived

and, for, in, on, the, to

north, people

## Objectives:

Students will:

- identify one reason that the Pilgrims came to America
  - understand Pilgrims' voyage to the New World and initial life in America
  - understand life of American Indians and their role in the Pilgrim story
  - name one American Indian Tribe
- .....

## Materials:

Wall maps of the world and of the United States.

Handouts: **The Pilgrims Come to North America**, **The Pilgrims' First Winter**, and **The New World and the American Indians**

Optional handout (Literacy Level Writing Practice): **American Indians and Europeans**

**Thanksgiving 1—Pilgrims and American Indians Answer Key**



## Lesson Overview and Notes to Teacher:

The Thanksgiving unit is divided into three separate lessons, Thanksgiving 1—Pilgrims and American Indians, Thanksgiving 2—The Pilgrim Story and My Immigrant Story, and Thanksgiving 3—Traditions. In planning this first lesson, consider whether you wish to cover this material in one or two class sessions. It introduces the Pilgrims' arrival and first year in North America as well as the life of the American Indians who helped them. On the handouts, you will find Reading Paragraphs and Word Banks with visuals to help illustrate the teaching points and to engage the students in discussion. There is new vocabulary that your students will not need to know for the Civics Test. For example, the readings cover historical background to the Thanksgiving story but these details are **not** on the test. The story of the Pilgrims' experience presented here will be explored further in, "Thanksgiving 2—The Pilgrim Story and My Immigrant Story," when the students have an opportunity to share their own stories.

To set up the lesson, you will discuss the first European settlers and the American Indians in 1620 Massachusetts. To help the students understand the history of the Pilgrims' voyage, use world maps to show the progress of the Mayflower toward North America. Key vocabulary, such as **Pilgrims**, **American Indian Tribe**, and **Plymouth** will be taught. The lesson shifts from the Pilgrims to the lifestyle of the Wampanoag Indian Tribe who made the first contact with the Europeans. This content involves information about the lives of the Pilgrims and American Indians, but again, these facts (details about the Mayflower and the Wampanoags) **are not** on the Civics Test. This information provides background for the Civics Test questions regarding religious freedom and American Indians. In the extension activity, the class will learn more about the names of American Indian Tribes, which is an item on the Civics Test.

**Introduction:** Tell the class you will talk about an early group of European immigrants in North America. Ask **What year are we in now?** Students answer and you write the current year on the board. Then ask **What year did the first immigrants/people come to America?** Write the students' answers on the board (and help them with the pronunciation such as "fourteen-ninety-two," for example.) After a few tries, tell them **Today we will talk about immigrants who came to America in 1620.**

Explain **The group was called the Pilgrims.** Write **Pilgrim** on the board and explain that it is **a person who goes to look for a special place.** Stress that this special place is often an important religious place or has a religious purpose. Ask the students if they know of any examples of places like that. Explain that, in the Pilgrim story, they **wanted a place to practice their religion** or **wanted religious freedom.** Point out that **What is one reason colonists came to America?** is on the Civics Test.

**Guided Practice:** Pointing to a world map, ask **Where is Europe?** and **Where is North America?** Have students come to the map and point out the continents. Tell the class that you will talk about one of the first groups of European immigrants in America. Distribute the handout **The Pilgrims Come to North America.** Ask **What country did these first European immigrants come from?** Ask **How did they come? (by boat/ship)** and **What year did they come? (1620).** Point out the Word Bank and go over the words and numbers highlighted in the box. Explain that you will read the story together and they should find the correct word (or number) in the box to copy into the blanks. Ask about the first picture before reading the sentences. Ask **What's this? Where is Massachusetts?**, etc. Read through the paragraph, modeling each sentence 2-3 times for students to hear and repeat. Have the students choose the correct answer, as you write it on the board for them to copy. (The **Answer Key** has the whole text and answers for each blank; however, for easy reference, the

answers using numbers are as follows: The Pilgrims were **102** people, **50** men, **20** women, and **32** children, and the trip took **2** months). On the handout, **The Pilgrims' First Winter**, the paragraph describes the Pilgrims' arrival in America. The students can learn and practice "feeling words" and categorize the adjectives by whether the words relate to positive emotions (happy, thankful, clean, good) or negative ones (worried, nervous, bad). As you read each adjective, ask the students whether the word is positive or negative and have them write the word in the proper box. Ask the students **Were you happy when you arrived in America? Were you nervous?**, etc., and add any other adjectives the students offer. (Note: in the Thanksgiving 2—The Pilgrim Story and My Immigrant Story, the students will have a chance to read and write information about their own immigration experience.) Point out that **What is one reason colonists came to America?** is on the Civics Test. See the **Answer Key** for all missing information.

**Practice:** Continue the same method reviewing the paragraph in the handout **The New World and the American Indians**. Refer to the **Answer Key** for information to fill in

the blanks. Point out that **Who lived in America before the Europeans arrived?** is an item on the Civics Test.

**Follow-up/Extension:** Referring to the following abbreviated list of American Indian Tribes, research which indigenous groups are/were found in your region of the country. If your students have access to computers and the internet in class, you can guide them in this research and look up web sites on local tribes. Point out that **Name one American Indian tribe in the United States** is an item on the Civics Test.

Abbreviated list of American Indian Tribes: Cherokee, Navajo, Sioux, Chippewa, Choctaw, Pueblo, Apache, Iroquois, Creek, Blackfeet, Seminole, Cheyenne, Arawak, Shawnee, Mohegan, Huron, Oneida, Lakota, Crow, Teton, Hopi, Inuit.

**Additional Writing Practice for Literacy/Low Beginning Students:** The handout on **American Indians and Europeans** is included for optional copy work. Students

can practice writing the question and answer from the Civics Test.