

LESSON PLAN

Thanksgiving 2—The Pilgrim Story and My Immigrant Story

Level: Literacy, Low Beginning

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

Civics Test Questions

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

#64—There were 13 original states. Name three.

#100—Name two national U.S. holidays.

*Related test items:

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

#96—Why does the flag have 13 stripes?

Basic Conversation Questions

Where are you from?

When did you come here?

How did you come here?

How long did the trip take?

Who helped you in the United States?

Why did you come here?

How did you feel?

Reading Test Vocabulary

states

United States, U.S.

Thanksgiving

How, What, When, Where, Who, Why

come, was

a, for, here, in, of, the to, we

first, many, north, one

Writing Test Vocabulary

Indians, freedom, states

United States

Thanksgiving

come

and, for, here, in, of, the, to, we

first, one

Objectives:

Students will:

- identify one reason the Pilgrims/colonists came to North America
- understand American Indians' role in the Pilgrim story
- understand the background of the first Thanksgiving celebration
- ask and answer questions about student's own immigrant story
- locate North America, Europe, and the Atlantic Ocean on a map
- identify Massachusetts as one of the original 13 states
- identify Thanksgiving as a U.S. national holiday

Materials:

Wall maps of the world and the United States.

Handouts: *Life in Plymouth, Massachusetts*, *The Pilgrims' Life Gets Better*, *Richard More—A Pilgrim's Story*, and *My Immigrant Story*

Optional handout (Literacy Level Writing Practice): *Massachusetts*

Thanksgiving 2—The Pilgrim Story and My Immigrant Story Lesson 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 (this lesson), and Thanksgiving 3—Traditions. We strongly recommend teaching the Thanksgiving 1 lesson first because the chronology of **Richard More—A Pilgrim Story** is based on the background about the Pilgrims' voyage. In addition, that same chronology ties into the exercise on the handout **My Immigrant Story**.

This lesson focuses on the Pilgrims' life in America and the first Thanksgiving celebration. It also compares the Pilgrims' story (based on Richard More, a young passenger on the Mayflower) to the students' individual experiences coming to the United States. There is an

assumption that the class has already been exposed to interrogative pronouns and question words, such as what, when, where, who, why, how, etc. In the handouts **Richard More—A Pilgrim Story** and **Your Immigrant Story**, the students will respond to these question words in a meaningful way. If you have not already taught these pronouns, there are many good ESL beginner textbooks that cover this grammar point; use them freely to introduce or supplement this lesson.

The Literacy Level Writing Practice handout **Massachusetts** gives beginners practice with vocabulary from the Civics Test as well as map reading skills. It also highlights Massachusetts as one of the original 13 states, which is an item on the Civics Test.

Introduction: Tell the class **Today we will study more about the Pilgrims and the American Indians.** Review the first Thanksgiving lesson briefly by asking what year the Pilgrims arrived, where they came from, how long

the trip was, etc. Tell the students **Today we will learn about the Pilgrims' first years in America and their first Thanksgiving.**

Guided Practice: Write **Massachusetts** on the board. Have a student point out Massachusetts on a world map. Explain that Massachusetts is where the Pilgrims first arrived and later it became one of the original 13 colonies. Ask the students **How many original colonies were there? (13)**, and point out that the 13 stripes on the U.S. flag represent those colonies. Point out that **Why does the flag have 13 stripes?** is a Civics Test item. Explain that the 13 original colonies later became the 13 original states. Ask **Is Massachusetts on the East Coast or the West Coast?** Point out that the other 12 original states are also on the East Coast. Have the students name all 13 original states (answers: *New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and*

Georgia) while you write them on the board. Note that the area that is now the state of Maine was once part of Massachusetts—see the map on the USCIS Civics Flash Cards, Question 64: **There were 13 original states. Name three.** Point out that this is an item on the Civics Test.

Distribute the handout **Life in Plymouth, Massachusetts**. Write **Plymouth** on the board. Explain that Plymouth was the name of the town where the Pilgrims came from in England as well as the name of their new home in Massachusetts. Have the students look at the pictures in the handout and discuss what they see in the pictures before reading the paragraph. Model each sentence for the students 2-3 times, giving them an opportunity to repeat. Explain any new vocabulary.

Practice: Distribute the handout **The Pilgrims' Life Gets Better**. Discuss the painting of the first Thanksgiving, and go over the sentences in the same manner. The handout **Richard More—A Pilgrim's Story** is an "interview" of a boy who traveled on the Mayflower. Have the students look at the picture of the Mayflower, and ask the class what they remember about the Mayflower and the Pilgrims' trip to America (how many people came, how long the trip took, etc.) Tell the students **We will answer questions about Richard's trip.** (Note that the exercise highlights

interrogative pronouns and question words, but full questions are not written out—this is left for the teacher to expand on orally at this point.) Go over the example in the box. Say **Who?** and then elaborate by asking **Who were the Pilgrims?** Indicate the different choices and ask the students to decide which one completes the sentence. You may notice that each correct answer is the last choice listed, but do not share this with the class. After reviewing the example, you can go over each item orally before they begin writing, or let them do it silently and

Practice: (continued) then review it together. When you review, model each question word for the class to repeat and then expand on it as a full question. Help the students understand the choices and have them circle the best answer. The purpose of this story is to help the students remember that one reason the colonists came to America was for **religious freedom** and to reinforce

the adjective **thankful** as it relates to the Pilgrim story. It also introduces the next handout **My Immigrant Story**. **My Immigrant Story** allows the students to answer the same “interview questions” about their own experience coming to the United States. Explain that they can share their story with their classmates or not, as they wish.

Follow-up/Extension: Have the students do a line-up activity according to when they arrived in the United States. To set up for the activity, go around the room and ask individual students **When did you come here?** They can answer with a date like **In 2003** or **May 16, 1999**, or with a time frame like **10 years ago**. Then have them stand up and get in order of their arrival in the United States. Explain that the first student in line is the one who has been in the United States the longest time and that the last one has been here the shortest. There will probably be some talk in native language but urge them to ask each other in English, **When did you come here?** The students themselves will need to figure out the

correct order. This exercise can take a little time—it is a student-centered activity so try to resist the temptation to get involved while they are organizing. When the students indicate they are finished, go down the row, asking **When did you come here?** and checking the answers. After a few students respond, ask one to continue by asking the next person in line and so on, until everyone has asked and answered the question until the end of the line. Depending on the comfort level and rapport of the students, you can do the same activity with **How long did your trip take?** Again, use your best judgment and discretion about these types of questions, and emphasize to the students that they may participate or observe.

Additional Writing Practice for Literacy/Low Beginning Students: The handout **Massachusetts** is included for optional copy work. Students can practice

writing words from the Reading and Writing Vocabulary lists or from the Civics Test.