Grade: Kindergarten

Social Studies Unit Plan

Theme: Native Americans and Pilgrims
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Unique Learner

The student that I have chosen for my unique learner is a little boy who came into Kindergarten academically far behind the rest of the class. When he came into the class, even though he had attended preschool, he only knew two letters. He is able to participate in much that is going in the classroom but there are many things that have to be modified for his level. For example when doing work during literacy center, math centers as well as writing workshop. As the year has progressed he has slowly learned more of his letter and letter sounds but he is still very far behind most of the class. There are some things though that he does very well. If you give him a word and have him find words that start the same he can do that perfectly, but if you ask what sound a letter makes me has a lot of trouble. Because of this many of the modifications done in this unit utilize Mrs. Spears, his fellow students as well as a differentiated grading based on his developmental level of reading and writing.

- Reading Level: 1
- Identified as Developmentally Delayed: No
- IEP: No
- PEP: Yes
- ESOL: No
**Week 1: Native Americans**

This week of the unit focuses on the Native Americans. Some of the topics that will be covered during this week are the First Thanksgiving, Native American values, housing, clothing, food and how they learned and passed information from generation to generation. The goal of this week is to give the students a look into a Native American lifestyle in history and relate it to how their lifestyle is now as well as how the students’ lifestyle can compare. The students will be able to participate in craft making, writing, the use of pictures, real life artifacts and the gaining of knowledge through some hands on experiences.
Objectives for Week 1

Social Studies

Competency Goal 1: The learner will investigate how individuals, families, and groups are similar and different.

- 1.04: Recognize that families and groups have similarities and differences. (Lesson 2 and 4)
- 1.05: Compare and contrast customs of families in communities around the world. (Lesson 3 and 5)

Competency Goal 2: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.

- 2.01: Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments. (Lesson 3)

Competency Goal 3: The learner will recognize and understand the concept of change in various settings.

- 3.02: Evaluate how the lives of individuals and families of the past are different from what they are today. (Lesson 2 and 4)

Competency Goal 4: The learner will explain celebrated holidays and special days in communities.

- 4.01: Explore how families express their cultures through celebrations, rituals, and traditions. (Lesson 5)
- 4.03: State reasons for observing special, religious, and secular holidays of diverse cultures. (Lesson 1)

Competency Goal 5: The learner will express basic geographic concepts in real life situations.

- 5.05: Identify and state how natural and human resources are used within the community. (Lesson 3 and 4)

Competency Goal 6: The learner will apply basic economic concepts to home, school, and the community.

- 6.03: Identify examples of how families and communities work together to meet their basic needs and wants. (Lesson 1)
Competency Goal 7: The learner will recognize how technology is used at home, school, and the community.

- None

ELA

Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

- 1.01: Develop book and print awareness:
  - Identify the title, name of the author and the name of the illustrator (Lesson 1, 2 and 3)

Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

- 2.01: Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting). (Lesson 4)
- 2.04: Formulate questions that at ext might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens). (Lesson 3)

Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

- 3.01: Connect information and events in text to experience. (Lesson 1 and 5)
- 3.02: Discuss concepts and information in a text to clarify and extend knowledge. (Lesson 4)

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

- 4.01: Use new vocabulary in own speech and writing. (Lesson 1 and 2)
- 4.04: Maintain conversation and discussions:
  - Attending to oral presentations.
  - Taking turns expressing ideas and asking questions. (Lesson 2)

Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.

- 5.03 Use legible manuscript handwriting. (Lesson 1 and 5)
Computer/Technology

**Competency Goal 1:** The learner will understand important issues of a technology-based society and will exhibit behavior in the use of computer and other technologies

- None

**Competency Goal 2:** The learner will demonstrate knowledge and skills in the use of computer and other technologies

- 2.05 Use teacher-selected Internet resources/information to explore, identify, and discuss responsible use as a class activity. *(Lessons 1-5)*

Arts (Visual)

**Competency Goal 1:** The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

- 1.01: Use immediate environment, including family, home and surroundings, as source of ideas. *(Lesson 1 and 5)*

**Competency Goal 2:** The learner will develop skills necessary for understanding and applying media, techniques, and processes.

- 2.01: Become familiar with a limited number of basic art media, techniques and processes which may include:
  - Cut paper – glue, scissors, folding, bending 3-D – clay, paper, found objects, including wood scraps *(Lesson 3)*
- 2.03: Develop fine and gross motor control *(Lesson 1 and 5)*
- 2.08: Create original pictures of self, others, animals and objects. *(Lesson 5)*

**Competency Goal 3:** The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.

- 3.10: Use the entire page as part of the composition. *(Lesson 5)*
- 3.12: Recognize others may view or interpret differently *(Lesson 3)*
- 3.15: Explore a variety of materials. *(Lesson 3)*

**Competency Goal 4:** The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.

- None
Competency Goal 5: The learner will understand the visual arts relation to history and cultures.

- 5.01: Recognize that people in many times and places have made art. (Lesson 5)
- 5.03: Recognize that an artwork may serve functional purposes. (Lesson 3)

Competency Goal 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.

- None

Competency Goal 7: The learner will perceive connections between visual arts and other disciplines.

- None

Competency Goal 8: The learner will develop an awareness of art as an avocation and profession.

- None

(Teacher) Technology

Teachers integrate and utilize technology in their instruction

- Know appropriate use
- Help student use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate (Lessons 1-5)

Teacher uses a variety of instructional methods

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction (Lessons 2-4)
Vocabulary for Week 1

Day 1:

- Feast
- Harvest
- Pilgrims
- Native Americans
- Thankful

Day 2:

- Longhouses
- Tepees
- Chickies
- Adobe Houses
- Igloos
- Tribes

Day 3:

- Resources

Day 4:

- No vocabulary for this day

Day 5:

- Legend
Day 1: The First Thanksgiving

Objective:

- Social Studies: 4.03 State reasons for observing special, religious, and secular holidays of diverse cultures
- Social Studies: 6.03 Identify examples of how families and communities work together to meet their basic needs and wants
- ELA: 1.01 Develop book and print awareness
  - identify the title, name of the author and the name of the illustrator
- ELA: 3.01 Connect information and events in text to experience.
- ELA: 4.01 Use new vocabulary in own speech and writing
- ELA: 5.03 Use legible manuscript handwriting
- Art (Visual): 1.01 Use immediate environment, including family, home and surroundings, as sources of ideas
- Art (Visual): 2.03 Develop fine and gross motor control
- Technology: 2.05 Use teacher-selected Internet resources/information to explore, identify, and discuss responsible use as a class activity

(Teacher Objective) Technology: Teachers integrate and utilize technology in their instruction
  - Know appropriate use
  - Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Essential Question:

What happened on the First Thanksgiving?

Vocabulary:

- Feast
- Harvest
- Pilgrims
- Native Americans
- Thankful

Materials:

- Book
- 9” paper plates (17)
Before:

As the students get settled on the carpet we will talk about what month it is and if they know what holiday is coming up. We will talk about Thanksgiving and what we do for Thanksgiving. Do they have a big meal? What do they eat? Who do they eat with? Etc. I will then read the book “The Very First Thanksgiving Day” by Rhonda Greene. Before I read the book I will tell them the title of the book, the author and the illustrator. They will have to tell me what each is, for example if I say “the book is called ‘The Very First Thanksgiving’ they will have to tell me that that is the title of the book.

During:

Once we have finished the book we will talk about what we learned in the book about what the First Thanksgiving was like. In our talk about the book I will use questions that pertain to Bloom’s Revised Taxonomy. We will discuss who was at the First Thanksgiving. Who the Pilgrims were and who the Native Americans were. I will explain that the feast was a celebration of the first harvest for the Pilgrims and a thank you to the Native Americans who taught them how to grow crops and hunt for deer. We will talk about what they ate at the First Thanksgiving (deer, duck, onions, corn, and squash) and what we eat today for Thanksgiving.

Bloom’s Taxonomy Questions:

- Remembering – What happened after the Pilgrims arrived in the New Land?
- Understanding – What do you think happened after the Thanksgiving feast?
- Applying – What would you do for the Native Americans if they helped you grow food and taught you to hunt?
- Analyzing – What would have happened if the Native Americans hadn’t helped the Pilgrims?
- Evaluating – What would you have done to help the Pilgrims when they first got there?
- Creating – How would you feel if someone helped you when you didn’t know what you were doing?

After:

Then as a class we will talk about how Thanksgiving is also a time to be thankful for what we have in our lives. I will have a web written on the board. In the middle of the web will be
“We are thankful for”, then as a class we will brainstorm what we are all thankful for. To help them as they think about what they are thankful for I will have them think-pair-share. There will be one thing on the board already to give them an idea. For example I might put “my mom” or “my house.” After about 2-3 minutes to talk with their partner I will ask each group to share one thing they were thankful for. To write our web we will use a Smartboard and as we I write something down they will come up and find a picture that goes with what they are thankful for. When we have finished the web they will go back to their seats and they will make Sunflowers of Thanks. They will be given a red, yellow, or orange painted paper plate with a chopstick glued to the back. Each plate will have lines drawn along the outside about an inch apart and two inches in. They will then be asked to cut along all of those lines. Once they have finished cutting they will come get four green leaves and four piper cleaners. On each leaf they will write one thing that they are thankful for and then using the pipe cleaners they will attach the leaves to the stem (chopstick) of the flower. They will them have a Sunflower of Thanks.

Assessment:

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<th>Handwriting</th>
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V+ = The student identified the title, author and illustrator of the book; the student participated during class discussion by answering the bloom’s taxonomy questions and using information in the book as well as their lives in doing the think-pair-share; the student used the web created by the class when needed; the student used legible handwriting that is appropriate for their developmental level
V = The student identified 2 of the 3 parts of the book correctly; the student participated during class discussion by answering the bloom’s taxonomy questions and participated in the think-pair-share but did not want to participate willingly; the student would use the web but only when reminded; the student wrote with partial legible handwriting.

V- = The student identified less than 2 of the 3 parts of the book correctly; the student did not participate in the class discussion during the bloom’s taxonomy or the think-pair-share; the student did not use the web for words they did not know how to spell; the student did not write with legible handwriting that was appropriate for their developmental level.

Early Finisher Activity:

Those who finish early can go to the housekeeping center and put on their own Thanksgiving Dinner that is like the First one. They will work together to get food that they can present to the class and find food that we talked about and if they want they can show the class their dinner and tell us what they are serving.

Differentiation and Modification:

For this activity either Dupree will not be assessed based on his ability to write what he is thankful for just that he attempted to write something and that he can tell the class what he wrote. Or I or Mrs. Spears will be a scribe for him and he will be assessed based on his ability to come up with 4 things he is thankful for and share them with the class.
Day 2: Their view of the Earth and how they use resources

Objective:

- Social Studies: 1.05 Compare and contrast customs of families in communities around the world
- Social Studies: 2.01 Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other environments
- ELA: 1.01 Develop book and print awareness
  - Identify the title, name of the author and the name of the illustrator
- ELA: 2.04 Formulate questions that text might answer before beginning to read
- Art (Visual): 2.01 Become familiar with a limited number of basic art media, techniques and processes which may include:
  - Cut paper-glue, scissor, folding, bending, 3-D – clay, paper, found objects, including wood scraps
- Art (Visual): 3.12 Recognize that others may view or interpret differently
- Art (Visual): 3.15 Explore a variety of materials
- Art (Visual): 5.03 Recognize that artwork may serve functional purposes
- Technology: 2.05 Use teacher-selected Internet resources/information to explore, identify, and discuss responsible use as a class activity
- **(Teacher Objective) Technology:** Teachers integrate and utilize technology in their instruction
  - Know appropriate use
  - Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.
- **(Teacher Objective) Technology:** Teacher uses a variety of instructional methods
  - Choose methods and materials as they strive to eliminate achievement gaps
  - Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

Essential Question:

How did the Native Americans view the Earth and the resources around them?

Vocabulary:

- Resources

Materials:

- Book
• Moccasins
• Belts
• Fans
• Arrowhead
• Quilled Wheel
• Plastic bottles
• Milk Cartons
• Toilet Paper Rolls
• Construction paper scraps
• Glue

Before:

We will start the lesson on the carpet with the book “Giving Thanks: A Native American Good Morning Message” by Jake Swamp. This book is about how the Native Americans view the earth and the thanks that they give each part of the earth as it works together to keep them alive. Before we read I will have them look at the pictures and see how the pictures can help them to understand how the Native Americans viewed the Earth and how we should treat it. I will have them think-pair-share about some questions they have about the book and what they think they will learn from the book. After they have shared I will tell them the title, author, and illustrator and they will have to tell me the correct name for each. For example, I will say that the book is called “Giving Thanks: A Native American Good Morning Message” and they will have to tell me that that is the title.

During:

Once we have read through the book we will talk about how the Native Americans view the Earth as something you live on and live with but not something that can be owned. That we are all responsible for the Earth and its resources so we must take care of what we are given. They also believed that you need to reuse everything. This is evident in how they use the animals that they hunt. They would use the meat for food, the bones for weapons and jewelry, and the skin for clothing and housing. To help them understand how they Native Americans would use the animals they kill to make everyday items I will show them and talk about the artifacts that I brought in. I will show them the moccasins, the fans, belt, arrowhead, etc and talk about how they were made from the skin of the animal, bones as well as rocks and other items of the earth. Then, using the smartboard I will have 20 pictures up on the board, 16 of them will be reusable and 4 will not be. Students will have a chance to come up to the board and circle the pictures that are reusable. If they come up and circle a picture they have to also give an example of how they would reuse that item. Then we will talk about how we need to
reuse items and recycle when we can. We can also relate this to our classroom and how we can keep our classroom clean and “green.”

After:

I will then explain the activity that we are going to do with recycled materials. They will be making pencil holders using half of a plastic bottle. Each student will be given a plastic bottle that has been cut in half. On each of the four tables there will be a bin filled with construction paper scraps and enough glue for each student to have their own bottle. The students will be able to decorate their plastic bottle (pencil holders) however they would like using the construction paper scraps. They will be able to see that you can take something that you aren’t using anymore and turn it into something functional. Before the students do the activity I will model for them what I am asking them to do. That they need only a “ladybug” dot of glue and that when they place it on the bottle they need to press it down. I will also talk to them about where the construction paper scraps belong (on the table or on their plastic bottle, not on the ground).

Assessment:

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<th>Discussion</th>
<th>Art Project</th>
<th>Directions</th>
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V+= The student was able to identify the title, author and illustrator of the book; the student participated in the think-pair-share to formulate questions about the text; the student used the construction paper correctly and did some form of decoration on their
“pencil holder.”; the student followed directions when making their “pencil holders” by using the appropriate amount of glue, and keeping all construction paper on the table or picking it up if it falls.

√= The student was able to identify 2 out of the 3 parts of the book; the student either had to be reminded to participate in the think-pair-share or allow their partner to have chance to say something but worked well in the pair they were in; the student used the construction paper well but had to be reminded to put some form of decoration of their “pencil holder”; the student had to be reminded once to follow the directions on using the appropriate amount of glue and how to use the construction paper.

√-= The student could only identify less than 2 parts of the book; the student did not work well in their partner in the think-pair-share by either completely dominating the group or refusing to participate; the student did not use the construction paper well and did not decorate their “pencil holder” in any way; the student did not follow the directions given for making the “pencil holder” and did not use the glue or construction paper appropriately.

Early Finisher Activity:

If students finish the activity early I will have some books about Native Americans that they can look through as well as the artifacts left out if they would like to look at them more. For all of these things the students will be reminded to treat the objects with care.

Differentiation and Modification:

Due to the fact that this activity does not require Dupree to write out anything or do any reading there is nothing that needs to be done to modify the lesson. Dupree is perfectly capable of listening to a story and participating in class discussion as well as using glue, scissors and markers to make an art project.
Students Work for Lesson 2
Day 3: How did the children learn?

Objective:

- Social Studies: 1.05 Compare and contrast customs of families in communities around the world
- Social Studies: 4.01 Explore how families express their cultures through celebrations, rituals, and traditions
- ELA: 3.01 Connect information and events in text to experience
- ELA: 5.03 Use legible manuscript handwriting
- Arts (Visual): 1.01 Use immediate environment, including family, home and surroundings, as source of ideas
- Art (Visual): 2.03 Develop fine and gross motor control
- Art (Visual): Create original pictures of self, others, animals and objects
- Art (Visual): 3.10 Use entire page as part of the composition
- Technology: 2.05 Use teacher-selected Internet resources/information to explore, identify, and discuss responsible use as a class activity
- **(Teacher Objective)** Technology: Teachers integrate and utilize technology in their instruction
  - Know appropriate use
  - Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.
- **(Teacher Objective)** Technology: Teacher uses a variety of instructional methods
  - Choose methods and materials as they strive to eliminate achievement gaps
  - Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

Essential Question:

How did the children learn about their community and the world around them?

Vocabulary:

- Legend

Materials:

- Pictures
- Artifacts from Native American Dances
- Feathers
• Book
• Youtube video

Before:

I will start the lesson by having them get into groups of two and listen to a legend on youtube. This legend is about how the milky way came to be. At the end of the youtube video there are three questions that the students will answer with their partners. After they listen to the video and answer the questions we will talk about how the children in the community would learn from the elders in the community. They would listen to the stories that they told and understand the meaning behind the dances and songs they performed.

Youtube Video: http://www.youtube.com/watch?v=mrGFAntV9U

During:

We will then talk about how we learn. How we learn about our family and how to do new things, like tie our shoes. I will then show them pictures and artifacts of Native American Dances. They will be able to hold them and look at them. As I introduce new items we will talk about what it was used for and how this aided the dances. As we are talking about each artifact I will be writing down different things that they are used for on the board. This will aid the students for the next activity.

After:

When we are done talking about the artifacts and what they were used for I will lay them out on the carpet and label them. I will then show the students what I want them to do when they get to their seats. They will be doing a writing activity where they can use some of the artifacts or something they learned about the Native Americans and they have to draw a picture and write a sentence. The labels are there to help them know how to spell the artifacts names. After they have written and drawn a picture we will share them with the class.

Assessment:

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$\sqrt{+} = $ The student participated in the discussion of how the children learned through stories, dances and songs; the student completed the writing activity by having a picture and a sentence about the Native Americans (whether it is about the artifacts or anything about the Native Americans); the student used legible handwriting that is appropriate for their developmental level.

$\sqrt{\ } = $ The student had to be asked to participate in the discussion of how children learned through stories, dances, and songs; the student was missing one of the two parts of the writing activity, either the sentence or the picture of what they wrote; the student used partial legible handwriting for their writing assignment.

$\sqrt{-} = $ The student did not participate in the discussion of how the children learned through stories, dances, and songs; the student did not complete either parts of the writing assignment; the student did not use legible handwriting appropriate for their developmental level.

**Early Finisher Activity:**

If there are students that finish early they will be able to try on some of the different items that I have brought in for them to see about the dances.

**Differentiation and Modification:**

For this lesson Dupree will not be graded on based on whether he can write and spell correctly but that he can put some form of writing down and explain it to the class when he shares.
Day 4: What kinds of clothes did they wear, what kind of food did they eat?

Objective:

- Social Studies: 1.04 Recognize that families and groups have similarities and differences
- Social Studies: 3.02 Evaluate how the lives of individuals and families of the past are different from what they are today
- Social Studies: 5.05 Identify and state how natural and human resources are used within the community
- ELA: 2.01 Demonstrate sense of story
- ELA: 3.02 Discuss concepts and information in a text to clarify and extend knowledge
- Technology: 2.05 Use teacher-selected Internet resources/information to explore, identify, and discuss responsible use as a class activity
- (Teacher Objective) Technology: Teachers integrate and utilize technology in their instruction
  - Know appropriate use
  - Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.
- (Teacher Objective) Technology: Teacher uses a variety of instructional methods
  - Choose methods and materials as they strive to eliminate achievement gaps
  - Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

Essential Questions:

What kinds of clothes did they wear, what kind of food did they eat?

Vocabulary:

There is no vocabulary for this lesson

Materials:

- Moccasins
- Belt
- Book
- Projector
- Computer

Before:
When we get to the carpet we will talk about where we get our clothes and food from. That we can go to the market or the store to buy what we need. I will then show them pictures of what the clothes that the Native Americans wore as well as show them some artifacts and items I have and ask them where they think they got their clothes. Whether they had a store they went to or if they had to get their clothes and food in another way.

**During:**

I will then read them the book that I made in Technology that is about what the Native Americans ate and what they wore. As I am reading I will have them try and read with me. I will read the first line and then they will read the second line. The book will cover that the Native Americans had to hunt for their food and grow all their own crops and that their clothes came from the skin of the animals that they hunted. The Native Americans in the past did not have stores that they could go to and buy what they needed they had to get and make everything on their own.

**After:**

Once I have read the book I will put them into groups to talk about what they saw in the book. They will be given pictures of clothing we wear and clothing the Native Americans wore and they will have to separate them into the correct piles of their clothing and the Native Americans clothing. Then in their group they will talk about where the Native Americans got the food that they ate. When they have finished talking about that I will bring them all together again on the carpet and I will read out sentences and they will have to tell me if the sentence is correct or incorrect. They will tell me by either a thumbs up or thumbs down. I will ask questions like “The Native Americans buy their clothing at a store” or “The Native Americans hunt for their food.” They will have to give me the correct answer through their thumbs up or thumbs down.

**Assessment:**

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<th>Names</th>
<th>Picture Activity</th>
<th>Groups</th>
<th>Questions</th>
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√+ = The student was able to understand the information in the story and relate that to their lives today by successfully completing the picture activity with their team; the student worked well in their group by participating but allowing others to do the same; the student participated in the questions asked at the end and got 8 or more of the 10 questions asked correct.

√ = The student had some understanding of the information in the story and related it to their lives today by attempting the picture activity but having some difficulty with 2 or 3 pictures; the student worked well in groups but had to be reminded once or twice to either participate or allow others to participate; the student participated in the questions at the end and got between 6 and 8 of the 10 questions correct.

√- = The student did not understand the information in the text and was unable to complete the picture activity; the student did not work well in groups either refusing to participate or not allowing others to do so; the student either did not participate in the questions as the end or got less than 6 of the 10 questions correct.

Early Finisher Activity:

If there is a group that finished early from their activity and talking about the book there will be books that they can look through to learn more about the Native Americans.

Differentiation and Modification:

For this lesson when the students are in their small groups I will have them paired in a heterogeneous manner so that Dupree will be with above average and average students to help him with the task. I will also have Mrs. Spears work with his group to ensure that he is participating and understanding what is asked. The group that Dupree will be with will be with Katherine, Brenden and Jayda.
Day 5: Native American houses of the past

Objective:

- Social Studies: 1.04 Recognize that families and groups have similarities and differences
- Social Studies: 3.02 Evaluate how the lives of individuals and families of the past are different from what they are today
- ELA: 4.01 Use new vocabulary in own speech and writing.
- ELA: 4.04 Maintain conversation and discussions: attending to oral presentations and taking turns expressing ideas and asking questions.
- Technology: 2.05 Use teacher-selected Internet resources/information to explore, identify, and discuss responsible use as a class activity
- **(Teacher Objective)** Technology: Teachers integrate and utilize technology in their instruction
  - Know appropriate use
  - Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Essential Question:

What are the different kinds of Native American houses of the past?

Vocabulary:

- Longhouses
- Tepees
- Chickees
- Adobe Houses
- Igloos
- Tribes

Materials:

- Pictures of the Native American Houses of the Past
- Virtual Field Trip
- Computer
- Projector

Before:
I will start the lesson by laying out the pictures of the different kinds of houses that were used by the Native Americans. I will ask them to look at the pictures and tell me some differences and similarities between some of the houses and whether we could put any of the houses into like categories. I will then talk about how different tribes that lived in different areas of the United States lived in different houses. I will ask them why they think they might live in different houses. After the students give their answers we will talk about what they said and how the Native Americans built houses that were right for the weather they had and the resources they could find. The longhouses and the igloos were used in places that were cold while the chickee and the adobe were used in hotter climates. The tepee on the other hand was used in all types of climates and was for tribes of Native Americans that travelled to follow the herds of buffalo.

**During:**

Then I will place the students in groups of 4 or 5. In the groups there will be one high student, two average students and one low student. While they are in their groups they will work together to sort pictures and put them in the right category.

Each group will be given pictures of the different types of houses that we just went over. In their groups the students will have to put the pictures in three different categories. The houses were either in hot weather, cold weather or warm/cool weather. Before the students get broken off into groups we will talk about what they are going to be doing. I will demonstrate by putting one picture in each category to help them get started.

The students may go where ever they may like in the classroom to perform the task that is being asked.

**After:**

Once they have finished sorting their pictures we will all come back to the rug and talk about what they found out and where they put certain houses. When we finish going over what they have done I will also talk to them about how these are houses that were used in the past and not now. Native Americans in most cases live in modern houses and apartments. Just like how when our grandparents or great grandparents were growing up the houses they lived in look different from the houses that we live in now.

*At the end of this lesson, because it is the end of the week, we are going to play jeopardy.*

**Assessment:**

The students will be assessed based on their ability to work well in groups as well as complete the activity.
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<th>Names</th>
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√+= The student was able to identify and say the names of the houses presented in the lesson (this will be monitored both in whole group and when they are in their small group settings); the student discussed with their group which category each picture belonged to; the student paid attention during whole group time.

√= The student was able to identify 3 of the 5 houses presented in the lesson (this will be monitored both in whole group and when they are in their small group settings); the student had to be reminded to discuss with their group which category each picture belong to; the student had to be reminded once to pay attention during whole group time.

√-= The student was only able to identify 2 or less of the house presented in the lesson (this will be monitored both in the whole group and when they are in their small group settings); the student did not want to discuss where each picture belonged and either did not participate at all in the group activity or tried to do it on their own; the student had to be reminded multiple times to pay attention during whole group time.

**Early Finisher Activity:**

If the students finish early I will have different items like twigs, cotton balls, toothpicks, etc and they can pick a type of house and try and make it with the items.

**Differentiation and Modification:**
For this activity since the students are being group heterogeneously my hope is that Dupree will get help from the students in his group. I will place Dupree with a peer tutor in his group. His peer tutor will be Kayln. I will also have Mrs. Spears be with his group to help when he needs it.
Artifacts Used in Week 1
**Week 2: Pilgrims**

During the second week of the unit we will be covering the Pilgrims. As we have already covered the First Thanksgiving, I will be able to pull on prior knowledge to introduce this week. We will start the week with before the Pilgrims journey and work into how they got here and what happened after that. This unit will allow the students to work with manipulatives and compare how they live to the lives of the Pilgrim children. A goal for this week is to have the students understand how the Pilgrims lived and be able to see how things have changed to be how they are now. They will be able to see how the life that was lived about 400 years ago has changed and that the students’ can make the comparisons.
Objectives for Week 2

Social Studies

Competency Goal 1: The learner will investigate how individuals, families, and groups are similar and different.

- 1.05 Compare and Contrast customs of families in communities around the world. (Lesson 8)

Competency Goal 2: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.

- 2.01 Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments. (Lesson 9)

Competency Goal 3: The learner will reorganize and understand the concept of change in various settings.

- 3.02 Evaluate how the lives of individuals and families of the past are different from what they are today. (Lesson 7 & 8)
- 3.03 Observe and summarize changes in within communities. (Lesson 6 & 7)

Competency Goal 4: The learner will explain celebrated holidays and special days in communities.

- None

Competency Goal 5: The learner will express basic geographic concepts in real life situations.

- None

Competency Goal 6: The learner will apply basic economic concepts to home, school and the community.

- 6.03 Identify examples of how families and communities work together to meet their basic needs and wants. (Lesson 6 & 9)

Competency Goal 7: The learner will recognize how technology is used at home, school, and the community.

- 7.02 Explore modes of transportation at home and around the world. (Lesson 7)

ELA
**Competency Goal 1:** The learner will develop and apply enabling strategies and skills to read and write.

- 1.01 Develop book and print awareness:
  - Demonstrate an understanding of letters, words, sentence and story. *(Lesson 6)*
  - Identify the title, names of the author and the name of the illustrator. *(Lesson 8 & 9)*
- 1.04 Read or begin to read:
  - Read or attempt to read own dictated story. *(Lesson 8)*

**Competency Goal 2:** The learner will develop and apply strategies and skills to comprehend the test that is read, heard, and viewed.

- 2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text. *(Lesson 6)*
- 2.04 Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens). *(Lesson 8)*
- 2.09 Identify the sequence of events in a story. *(Lesson 7)*

**Competency Goal 3:** The learner will make connections through the use of oral language, written language, and media and technology.

- 3.01 Connect information and events in text to experience. *(Lesson 8 and 10)*
- 3.02 Discuss concepts and information in a text to clarify and extend knowledge. *(Lesson 8)*
- 3.04 Use speaking and listening skills and media to connect experiences and text:
  - Listening to and re-visiting stories. *(Lesson 10)*

**Competency Goal 4:** The learner will apply strategies and skills to create oral, written, and visual texts.

- 4.01 Use new vocabulary in own speech and writing. *(Lesson 10)*

**Competency Goal 5:** The learner will apply grammar and language conventions to communicate effectively

- 5.03 Use legible manuscript handwriting. *(Lesson 8)*

Computer and Technology
Competency Goal 1: The learner will understand important issues of technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

- 1.01 Identify and discuss multimedia terms/concepts beginning, middle, and end by arranging pictures in linear/sequential order as class/group. (Lesson 7)

Competency Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.

- 2.05 Use teacher-selected Internet resources/information to explore, indentify, and discuss responsible use as a class activity. (Lessons 6-8 and 10)

Arts (Visual)

Competency Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art

- 1.01 Use immediate environment, including family, home and surroundings, as source of ideas. (Lesson 6)
- 1.03 Understand and follow step-by-step presentation of art activities. (Lesson 10)

Competency Goal 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.

- 2.03 Develop fine and gross motor control. (Lesson 10)

Competency Goal 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.

- 3.10 Use the entire page as part of the composition. (Lesson 6)
- 3.12 Recognize others may view or interpret differently. (Lesson 6 & 7)

Competency Goal 4: The learner will choose an evaluate a range of subject matter and ideas to communicate intended meaning in artworks.

- None

Competency Goal 5: The learner will understand the visual arts in relation to history and cultures.

- None

Competency Goal 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.
Competency Goal 7: The learner will perceive connections between visual arts and other disciplines.

Competency Goal 8: The learner will develop an awareness of art as an avocation and profession.

(Teacher) Technology

Teachers integrate and utilize technology in their instruction

- Know appropriate use
- Help student use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate (Lessons 6-8 and 10)

Teacher uses a variety of instructional methods

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction
  
  (Lessons 6-8)
Vocabulary for Week 2

Day 1:
- King
- Mayflower
- Plea

Day 2:
- Mayflower
- Compass
- Atlantic Ocean

Day 3:
- Nine Man’s Morris
- Knicker Box

Day 4:
- Harvest

Day 5:
- Stockings
- Garter
- Doublet
- Points
- Breeches
- Pocket
- Petticoat
- Coif
- Apron
Day 1: Why did the Pilgrims come here?

Objective:

- Social Studies: 3.02 Evaluate how the lives of individuals and families of the past are different from what they are today
- Social Studies: 3.03 Observe and summarize changes within communities
- Social Studies: 6.03 Identify examples of how families and communities work together to meet their basic needs and wants
- ELA: 1.01 Develop book and print awareness: demonstrate and understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud
- ELA: 2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text
- Art (Visual): 1.01 Use immediate environment, including family, home and surroundings, as source of ideas
- Technology: 2.05 Use teacher-selected Internet resources/information to explore, identify, and discuss responsible use as a class activity
- **(Teacher Objective)** Technology: Teachers integrate and utilize technology in their instruction
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Essential Question:

Why did the Pilgrims travel to the New World?

Vocabulary:

- King
- Mayflower
- Plea

Materials:

- “Pilgrim Pilgrim” Booklet
Before:

I will have booklets of “Pilgrim Pilgrim”, one for each student. I will also have one that I will enlarge and read from. Before I read the booklet I will activate prior knowledge of the book by telling them that it is set up like “Brown Bear Brown Bear.” We will talk about how that book was set up and how the book we are reading is set up and what they think they might expect from this book. This will make it easier for them to join in the reading quickly. As I read they will follow along on their copy and join in the reading when they feel comfortable. Because it is a repeating and predictable text they will be able to join in quickly. The Booklet talks about how the pilgrims wanted to go to another church and how they came to the New World and met the Native Americans.  

- The booklet is in the pocket of the binder if you would like to look at it.

During:

After we read through the booklet we will discuss why the Pilgrims decided to leave England. I will use the part of the booklet that talked about the king refusing the pilgrims plea. I will tell them that a plea is when you ask for something, like if they ask their parents for something. We will talk about what the Pilgrims asked for and why they asked for it (That they King made everyone go to his church and they wanted to go to another church) Then that the King of England denied their plea, or said no and if they have ever asked their parents for something and their parents said no to them. After we talk about their plea being denied we will talk about how the Pilgrims then decided that they were going to go to the New World so that they could go to whatever church they want. When they moved they could only take a certain amount of things with them. I will then show the students a few things I would take with me if I moved. To finish our discussion we will talk about the difference between a President and a King. That a King is King because he was born into a certain family and that our President is President because he was elected by the people that live in that country. To help show how they are similar and different I will have a Venn Diagram on the smartboard that I will write the information on. Each student will also have their own Venn Diagram where they will write down the information. I will then show them a map of the trip the Pilgrims took.
online. This map shows the route but also has parts where a text will pop up and it will tell you information about the journey. We will do this as a class and the site will read the information printed out so that the class can understand and hear what is going on. As we are listening the students will have to write down one thing that they learned from the journey on the Mayflower.

Site: [http://www.scholastic.com/scholastic_thanksgiving/voyage/journey.htm](http://www.scholastic.com/scholastic_thanksgiving/voyage/journey.htm)

After:

For this part of the lesson I will have a suitcase that is the size of amount of things each passenger could take with them. We will talk about how they had to choose only the most important things with them so they had to choose. I will then model for them what they are to do at their tables. There will be magazines at the table and they will have to cut out pictures of what is most important to them that they would take. I will find 2 or 3 things that I would take with me and glue them on my paper. The students will then go to their tables and they can look through magazines and find only 5 items that they would take with them so they have to choose carefully and the most important items. They will cut out or rip out pictures of things that they would take with them on the Mayflower and they can make a collage of the pictures.
Once they have had a chance to finish their collage we will get together on the carpet and they will share their collage.

Assessment:

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<th>Names</th>
<th>Reading</th>
<th>Collage</th>
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$\sqrt{+}$ The student read along or attempted to read along to the book to the frequently repeated words and followed with their finger as we read; the student completed the collage by finding 5 pictures in the magazine of items that they would take with them on the ship to the New World; the student participated in the discussion about what the book was going to be about and what a King is.

$\sqrt{=}$ The student had to be reminded once to read along to the book to the frequently repeated words and to follow with their finger as we read; the student had some trouble completing the collage by not following directions but was still able to complete the project; the student participated when prompted in the discussion about what the book was going to be about and what a King is.

$\sqrt{-}$ The student did not read along to the book to the frequently repeated words or follow with their fingers as we read; the student did not complete the collage correctly (either they did not follow directions and the pictures did not relate to the project or they did not complete the project at all; the student did not participate in the class discussion even when prompted to do so.

Early Finisher Activity:
When the students finish their work I will have some pictures that have been laminated and cut up to make a puzzle. The pictures will relate to the Pilgrims voyage to the New World.

**Differentiation and Modification:**

For this lesson I will have it so when we read through the story I will have a larger version up on the board and a pointer so that they can keep track and give him partner to help follow in the book if it is needed. I will also have it so that Mrs. Spears help him if he needs finding pictures of what he would take with him on the Mayflower.
Day 2: How did the Pilgrims get here?

Objective:

- Social Studies: 3.02 Evaluate how the lives of individuals and families of the past are different from what they are today
- Social Studies: 3.03 Observe and summarize changes within communities
- Social Studies: 7.02 Explore modes of transportation at home and around the world.
- ELA: 2.09 Identify the sequence of events in a story.
- Technology: 1.10 Identify and discuss multimedia terms/concepts beginning, middle, and end by arranging pictures in linear/sequential order as class/group
- Technology: 2.05 Use teacher-selected Internet resources/information to explore, identify, and discuss responsible use as a class activity
- **(Teacher Objective)** Technology: Teachers integrate and utilize technology in their instruction
  - Know appropriate use
  - Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.
- **(Teacher Objective)** Technology: Teacher uses a variety of instructional methods
  - Choose methods and materials as they strive to eliminate achievement gaps
  - Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

Essential Question:

How did they travel to the new world and what was it like getting there?

Vocabulary:

- Mayflower
- Compass
- Atlantic Ocean

Materials:

- Video
- 100 Bear Counters
- Chart of 65 days
- Tape
- Globe
- Compass
Before:

I will start the class by talking about what we covered the day before about why the pilgrims left England. We will then watch the video that I made on animoto. (Because many of the students are not able to read yet I will have to read some of the information to the as the video is playing) The video talks about how the pilgrims got here and some information about the boat ride over.

- Animoto found at: [http://www.youtube.com/watch?v=s8G_vjm_wQw](http://www.youtube.com/watch?v=s8G_vjm_wQw)

During:

Once the video is over we will take the information that we learned and try and make them easier to understand. I will use the globe to show them where the Atlantic Ocean is and where the Pilgrims started their journey and where they ended. We will then talk about how what they used to get across the ocean, a boat and what the boat was called. Then I will show them a compass and talk about how the captains and crew knew where to go. I will have 100 counters out to show them how many people were on the ship. I will also try and tell them by using the different kindergarten classes. For example 100 people is the size of Mrs. Cox’s class, Mrs. Abondolo’s class, etc. Then I will have a chart that will show them how many days is 65 days. It will be more days than they have been in school, which is only 45, so I will be able to ask them how they will feel having to be on a boat for that long. Then I will have a box taped on the floor and have them stand in the box to show how cramped it may have been on the Mayflower (the actual ship 100x25 ft). This means that their each person had five square feet of space on the top deck and even less in the cargo space they had underneath the boat. After we have talked about what was in the video I will show them a virtual tour or the Mayflower. As we are taking a tour of the ship we will stop and after each area of the boat and they will talk with the student next to them about what they thought was most interesting and what they learned. After they will draw a picture of one area of the ship.

Site: [http://www.scholastic.com/scholastic_thanksgiving/voyage/tour.htm](http://www.scholastic.com/scholastic_thanksgiving/voyage/tour.htm)
After:

Once we have talked about what it was like on the boat they will work together in groups to sequence pictures. I will use pictures from the video that I made. The groups will be

- **Group 1:**
  - Abby
  - Evan
  - Christopher
  - Chad
- **Group 2:**
  - Kayln
  - Katherine
  - Brenden
  - Dupree
- **Group 3:**
  - Madison
  - Treasure
  - Caleb
They will be given the pictures and a sentence strip for the group. They can go anywhere in the room to put the pictures in order and when they are done they have to put all of their names on the back and turn the sentence strip into me. I will have the TA, Mrs. Spears, work with the group that Dupree is in so that I know that he is participating and to make sure that he understands what the task is.

Assessment:

The students will be assessed based on their ability to work well in their groups and the sequencing that they do as a group.

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$\checkmark+$ The student worked well in groups and participated; the picture sequence was neat and correct
√= The student worked in a group but had some difficulty (either not participating or trying to take over); the picture sequence was partially correct (one picture out of order) and neat

√-= The student did not work well in the group; the picture sequence was completely wrong and disorganized

**Early Finisher Activity:**

If a group finishes early they will be able to make a prediction of how many people they think can fit in the box that we made earlier and then test that prediction by seeing if their whole group can fit in the box.

**Differentiation and Modification:**

The modifications for this lesson are to ensure that Dupree is in a group that will allow him to work with the group and the group won’t override him. When we go over the video I will also make sure that there are manipulatives to explain all the larger numbers. This is not only for Dupree but will help him as well.
Day 3: What kind of clothes did they wear?

Objective:

- Social Studies: 1.04 Recognize that families and groups have similarities and differences
- Social Studies: 3.02 Evaluate how the lives of individuals and families of the past are different from what they are today.
- ELA: 3.01 Connect information and events in text to experience.
- ELA: 3.04 Use speaking and listening skills and media to connect experiences and text:
  - Listening to and re-visiting stories
- ELA: 4.01 Use new vocabulary in own speech and writing.
- Art (Visual): 2.03 Develop fine and gross motor control.
- Technology: 2.05 Use teacher-selected Internet resources/information to explore, identify, and discuss responsible use as a class activity
- **(Teacher Objective)** Technology: Teachers integrate and utilize technology in their instruction
  - Know appropriate use
  - Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.
- **(Teacher Objective)** Technology: Teacher uses a variety of instructional methods
  - Choose methods and materials as they strive to eliminate achievement gaps
  - Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

Essential Question:

What kind of clothes did the Pilgrims wear?

Vocabulary:

- Stockings
- Garter
- Doublet
- Points
- Breeches
- Pocket
- Petticoat
- Coif
- Apron
Materials:

- 9 pieces of white construction paper
- Glue
- Scissors
- Hole punch
- Yarn
- 11 pieces of black and gray construction paper
- Tape
- Pencil or Pen
- Pictures of pilgrim clothes (6 sets of boys clothing and 6 sets of girls clothing)
- “Sarah Morton’s Day” or “Samuel Eaton’s Day”
- Computer
- Projector

Before:

What kinds of clothes do we wear today? I will have to the students help me come up with a list of different things that we wear today. For example, jeans, shorts, t-shirts, dresses, skirts, etc. I will then show them pictures of the different kinds of clothes that Pilgrim children wore. They wore things like garters, stockings, petticoat, waistcoat, hat, apron, shoes, breeches, doublet, and laces. We will go online to look at pictures of the clothing that the Pilgrims wear. The pictures are accompanied by text that you can choose to have read to you. As we are listening to the text on the computer they will have to predict whether they think it was harder for boys or girls to get dressed and then after we will see how many pieces of clothing each had to put on and how difficult it was. I will also use the books “Sarah Morton’s Day” and “Samuel Eaton’s Day” that we had looked at in a previous lesson to show them the pictures. As a class we will talk about how long it might have taken the children to get dressed in the morning and whether they think it would be hard to wear that much clothing. I will also show them the clothes that they wore in the order that they had to be put on.
During:

I will split the students into groups and each group will be given a set of 5 or 6 pictures of the clothing that the Pilgrim children wore. As a group they will have to put the pictures in order of how the children got dressed in the morning. The groups will be:

- **Group 1:**
  - Abby
  - Evan
  - Christopher
  - Chad

- **Group 2:**
  - Kayln
  - Katherine
  - Brenden
  - Dupree

- **Group 3:**
  - Madison
  - Treasure
  - Caleb
  - Jamari
• Group 4:
  o Randy
  o Waleah
  o Jayda
  o Kolten
  o David

  I will have the TA, Mrs. Spears, work in the group that Dupree is in. This will help me to know that Dupree is doing some of the work and that he understands what is being asked of him.

**After:**

The students will then make hats like the pilgrims made. I will provide the pattern and they will cut them out and make the hats. Before they begin making the hats I will model for them how to cut them out and what they need to do. If they need help Mrs. Cox, Mrs. Spears and I will be around to help them.


**Assessment:**

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<tr>
<th>Names</th>
<th>Listened</th>
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The student was able to identify the types of clothing worn by the Pilgrims (this will be observed when they are working in their group as well as in whole group setting); the student was able to complete the art activity by following the directions given by the teacher; the student worked well in groups to complete the picture sequence.

The student was able to identify 50-75% of the types of clothing worn by the Pilgrims (this will be observed when they are working in their groups as well as in whole group settings); the student only completed part of the art activity or had to be reminded to follow the directions; the student had some trouble working in groups to complete the picture sequence and had to be reminded to participate or allow others in the group to participate.

The student could only identify less than 50% of the types of clothing worn by the Pilgrims (this will be observed when they are working in their groups as well as in whole groups settings); the student choose to not complete the art activity or did not follow direction to complete it; the student did not work well in their group by either not allowing others to participate or refusing to participate in the picture sequence activity.

**Early Finisher Activity:**

Because there are two different types of hats that the children are doing, if they would like to make the other hat they will be allowed to do so if they finish early.

**Differentiation and Modification:**

For this lesson modification that I have done for Dupree is to group with students that I know he will work well with and who will allow him to participate in the activity. I will also have one picture that I will have that I want him to physically place, I will have him try on his own at first and then get help from his group mates. I will also have Mrs. Spears work with his group to make sure that he understands what is going on.
Day 4: How did the Native Americans help them?

Objective:

- Social Studies: 2.01 Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments.
- Social Studies: 6.03 Identify examples of how families and communities work together to meet their basic needs and wants.
- ELA: 1.01 Develop book and print awareness: identify the title, name of the author and the name of the illustrator

Essential Question:

How did the Native Americans help the Pilgrims for the first harvest?

Vocabulary:

- Harvest

Materials:

- “Squanto and the First Thanksgiving”

Before:

I will start by reading the book “Squanto and the First Thanksgiving” written by Joyce Kessel. I will tell the students the title, the author and the illustrator and they will have to tell what each of them are and what they are called. This book is about how Squanto helped the pilgrims through the winter and their first harvest season. After we read the book we will talk about how Squanto and the Native Americans in the tribes around the Pilgrims helped them when they needed it.

During:

Then we will talk about how we can help others when they may be new and not know their way around the school or just help any friend that needs it. If they were new to a place would they be nervous? Would they be scared that they wouldn’t have friends? How can you help someone who is new?

After:

I will put them in groups of 4 or 5 and I will give each group a different scenario of either a new person in school or a friend in trouble. As a group they will have to come up with an idea
of how they can help the new student or friend. After they have talked about it with their group they will share it with the class. Once all of the groups have gone I will remind them that it is always important to be nice to those around you and treat them how you would like to be treated.

Assessment:

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<tr>
<th>Names</th>
<th>Identification</th>
<th>Participation</th>
<th>Group</th>
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√+= The student was able to identify the title, author and illustrator of the book; the student participated in the discussion of how we can help others; the student worked well in their group by helping to come up with how they could help a friend in trouble.

√= The student was able to identify 2 of the 3 parts of the book; the student participated in the discussion of how we can help others but had to be asked once or twice before they answered a question; the student worked well in their group but had to be asked to either join or let others join in the group discussion.

√-= The student identified less than 2 parts of the book correctly; the student did not participated in the discussion even when asked; the student either did not participate did not participate in the group work or would not let others participate.

Early Finisher Activity:
Because the students are going to be sharing what they came up with to the class and the lesson is ending with a whole class activity there will be no one group that is done early because I want them all to listen to each other and come up other ideas as a class as well.

**Differentiation and Modification:**

For this lesson the modification will be in the groups that are assembled. I will have the groups be heterogeneous. This means that in each group there will be a high, average and low student. This will make it so that students can help each other. The group that Dupree will be in will be Kayln, Katherine, and Brenden. This is a group that I think he will do very well with because they will help him without drowning him out. I will also have Mrs. Spears work with their group to make sure that Dupree understands what he is to do and make sure that he is participating.
Day 5: What was a day like for a Pilgrim child?

Objective:

- Social Studies: 1.05 Compare and contrast customs of families in communities around the world
- Social Studies: 3.02 Evaluate how the lives of individuals and families of the past are different from what they are today
- ELA: 1.01 Develop book and print awareness: identify the title, name of the author and the name of the illustrator
- ELA: 1.04 Read or begin to read:
  - Read or attempt to read own dictated story
- ELA: 2.04 Formulate questions that a text might answer before beginning to read
- ELA: 3.01 Connect information and events in text to experience
- ELA: 3.02 Discuss concepts and information in a text to clarify and extend knowledge
- ELA: 5.03 Use legible manuscript handwriting
- Technology: 2.05 Use teacher-selected Internet resources/information to explore, identify, and discuss responsible use as a class activity

(***Teacher Objective***) Technology: Teachers integrate and utilize technology in their instruction
  - Know appropriate use
  - Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Essential Question:

What was a day like for a Pilgrim child?

Vocabulary:

- Nine Man’s Morris
- Knicker Box

Materials:

- Home-made doll
- “Sarah Morton’s Day” and “Samuel Eaton’s Day”
- Marbles
- Computer
- Projector
Before:

I will start the lesson by reading from “Sarah Morton’s Day: A day in the life a Pilgrim Girl” and “Samuel Eaton’s Day: A day in the life of a Pilgrim Boy” by Kate Waters. Before I read I will tell them the title, author and illustrator and they will have to tell me what each of them means and what they are called. We will also talk about what they think might happen in the book or questions they have about the book, they will think-pair-share and then share what they think they will learn in the book or what they want to learn. The books that I will read to them are about the daily life of a boy and girl in the time of the Pilgrims. I may not read the entire book, just highlight different parts of their lives, like a couple of chores they have to do as well and activities and games they played.

During:

After we have read through the books we will talk about some of the different chores and games that they children played in that time. Pilgrim Boys would help build the houses, hunt for food, gather food, etc and Pilgrim Girls helped to cook and serve meals, wash clothes, take care of the animals, etc. After we talk about what the children did in that time we will talk about what they do now to help out around the house. What kind of chores do the students have? Then we will talk about what the students do for fun. We will talk about some of the games, like marbles, tag, Knicker Box and Nine Man’s Morris that were played in the Pilgrims time. They will be able to see and hold marbles and play with them as well as see a doll that Pilgrim girls would have used in that time.

After:

I will then show the students what they are going to be doing. I will have a piece of paper where I will write about what I do as chores and draw a picture. The children will then be given a piece of paper that they will write and illustrate about how they help their parents at their house. Once they have finished their writing they will share it with the class. After we have talked about what they children did for fun we will go outside and play tag if we have time. This will help them to see that this is a game that not only they played back then but one that they play now.

At the end of this lesson, because it is the end of the week, we are going to play jeopardy.

Assessment:

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<tr>
<th>Names</th>
<th>Identification</th>
<th>Participation</th>
<th>Handwriting</th>
<th>Project</th>
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Brenden
Christopher
David
Dupree
Kolten
Jamari
Chad

√+ = The student was able to identify the title, author and illustrator of the book; the student participated in the think-pair-share to formulate questions about the text; the student used legible handwriting appropriate for their level of development; the student wrote and drew a picture of how they help their parents at home; the student shared their writing with the class and read what they wrote.

√ = The student was able to identify 2 out of the 3 parts of the book; the student either had to be reminded to participate in the think-pair-share or allow their partner to have chance to say something but worked well in the pair they were in; the student used legible handwriting partially in their writing; the student was missing one of the 2 parts of the writing (either the drawing or the writing); the student shared only part of their writing with the class.

√- = The student could only identify less than 2 parts of the book; the student did not work well in their partner in the think-pair-share by either completely dominating the group or refusing to participate; the student did not use legible handwriting that is appropriate for their developmental level; the student did not complete the writing or did not write on the topic asked; the student did not share their writing.

Early Finisher Activity:

If a student finishes early there will be pictures that I have laminated and made into puzzles that they can put together. The pictures will be of the games that they Pilgrim children would play as well as some other pictures that relate to the week in general.
Differentiation and Modification:

For this lesson Dupree will not be graded based the correctness of his writing but that he has something written, a picture and that he can share what he wrote to the class or Mrs. Spears can be his scribe as he writes.
**Summative Assessment**

The summative assessment for this unit will be a portfolio of six pieces of work from the unit, three from each week. This will show that the students were able to complete the tasks that were asked of them and whether they gained knowledge from the information presented in the lesson. For week one I will use their sunflower from the lesson 1, their art project that they completed from lesson 3, and their writing about one of the artifacts from lesson 5. For week two I will use the collage from lesson 1, the picture sequence from lesson 2 and the writing from lesson 3.

**Week 1**

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\[+ = \text{(1)The student was able to comprehend being thankful for something by completing the activity of coming up with 4 things they are thankful for and the student used legible handwriting that is appropriate for their developmental level; (2)the student followed directions by using the construction paper well and showed understanding in reusing by designing their “pencil holder”; (3)the student showed}


understanding of Native Americans by writing about the artifacts or something about the Native Americans and including a picture to go along.

\[ \checkmark = (1) \] The student showed some comprehension of being thankful by coming up with 3 things they are thankful for and used legible handwriting appropriate for their developmental level most of the time; \( (2) \) the student followed most directions but had some trouble using the construction paper correctly and showed some understanding of reusing items by having some form of decoration on the “pencil holder” but had to be reminded to do so; \( (3) \) the student showed some understanding of Native Americans by either writing or drawing a picture of the artifact or something about the Native Americans.

\[ \checkmark - = (1) \] The student showed little comprehension of being thankful by only completing 2 or less of the leaves on the project and did not use handwriting that is developmentally appropriate; \( (2) \) the student did not follow directions or use the construction paper correctly and showed little understanding by not completing the “pencil holder”; \( (3) \) the student showed little understanding of the Native Americans by not completing the writing or drawing of the Native Americans.

**Week 2**

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\[ \checkmark + = (1) \] The student was able to understand the importance of items by only 5 pictures on their collage; \( (2) \) the student worked well in their group and showed understanding of the Pilgrims trip by completing the picture sequence correctly; \( (3) \) the student showed
understanding of chores and how their life is similar or different from the Pilgrim children by completing the writing and drawing of how they help at their house.

\[ V = (1) \] The student showed some understanding of the importance of items by having 6 or 7 pictures on their collage; \(2\) the student worked well in their group and showed some understanding of the Pilgrims trip by completing the picture sequence with one picture out of order; \(3\) the student showed some understanding of chores and how their life is similar or different from the Pilgrim children by completing either the writing or the drawing of how they help at their house.

\[ V^- = (1) \] The student showed little understanding of the importance of items by having more than 7 pictures or not completing the collage; \(2\) the student did not work well in their group and showed little understanding of the Pilgrims trip by either not completing the sequence or getting 2 or more pictures out of place; \(3\) the student showed little understanding of chores and how their life is similar or different from the Pilgrim children by not completing either part of the assignment.
Reflection

As I was working on the social studies unit, there were many things that I was able to learn and use in the classroom. By integrating the different subjects I was able to see how one may be able to fit all the necessary parts of the schedule in, while also being able to add in those that most benefit the learner. This unit was one that was a good learning experience and helped me to see how I may one day want to run my classroom.

In this unit, I have been able to realize that when you are planning a day it is quite simple to integrate your subjects; everything is not as categorical as I once thought. The day is planned in a way in which one might think integration is impossible or unnecessary but when you take a closer look you find the need. If you want to cover all that you need to in the time given, integration is found to be needed. While it may have seemed like more to think about and more to do at the beginning of the project I now see how I have not only made a unit that covers only social studies but has used English, Art, and Technology. When I look at it that way, I can see how this has taken a fraction of the time it would have to make three separate lessons for each day to cover each subject individually.

When planning and teaching lessons there are many resources and ideas to help improve the way in which the teacher teaches to best allow all students to learn. When improving teaching it is important to start at the beginning, planning. A teacher needs a plan that is conducive to all students. This mean differentiating lessons where it is needed and including whole group, small group and individual work across all lessons. This allows students
an optimal learning experience where they can have their highest achievement cause the teacher is teaching to the students needs not to the standards, the tests, or the state. This can also be achieved through the integration of subjects. It has been shown, that students tend to learn and understand best when subjects and ideas are interconnected and woven together. They are able to pull on more background knowledge thus improving learning in the classroom. I was able to see this in my classroom as I taught my two lessons. The average amount of time given to social studies in my classroom is about 10-15 minutes. This meant that I had to split up my lessons. I would usually end up reading a book and talking about the content in the first part of the lesson and then having them do something for the second part. I found that when I came to the second part of the lesson the students came with a larger amount of background knowledge. They had already heard about most of the content we were covering. This meant that they felt more comfortable talking about the information and participating. From seeing this in my classroom and reading about how integration can aid the students learning I feel as though integration across the subjects in your classroom allows the best teaching and learning to occur. The teacher is able to pull the students in more quickly and the students are able to activate a larger base of background knowledge.

Overall this unit was beneficial to my learning and my understanding of integration and its effects on teaching and learning. As I worked on it I had some times when I was confused or overwhelmed but with the help of my cooperating teacher and professors I was able to understand what I needed to do. There were some things though that may have been explained and worked over more effectively but in general the project was very beneficial and
as I am getting ready to go into the working world I feel one step more prepared for what is to come.

Bibliography

Websites:


Books:


**Videos:**