(Miss Slick, 1st Grade History,???)

Thanksgiving Lesson Plan

1. **Topic:**
2. Students will be knowledgeable about activities, holidays, and scientific processes that occur during the season of fall.
3. **Vocabulary**
	1. *Thankful-*glad that something has happened or not happened, that something or someone exists, etc.: of, relating to, or expressing thanks.
4. **Objectives/Standards**
	1. After reading a story about Thanksgiving, TSWBAT identify ways the Pilgrims and Native Americans worked together to create this wonderful holiday to the teacher’s satisfaction (8.3.1.D Identify conflict and describe ways to cooperate with others by making smart choices).
	2. Given a song about Thanksgiving, TSWBAT sing along to the video song to the teacher’s satisfaction. (Standard - 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: • sing • play an instrument • read and notate music • compose and arrange •improvise.)
5. **Teaching Procedures**

Anticipatory Set: *(3 minutes)*

1. The teacher will hold up the story *The Pilgrim’s First Thanksgiving* by Ann McGovern for the class to see. The teacher will ask students if anyone knows about the first Thanksgiving. The teacher will also ask students to make predictions about what might happen based on the cover of the book.

 Development 1: *(10 minutes)*

1. The teacher will read the story *The Pilgrim’s First Thanksgiving* by Ann McGovern. Throughout, the teacher will pause and ask students questions about how they would feel if they were in the Pilgrim’s place.
2. After the story, the teacher will ask students what were some of the struggles the Pilgrim’s faced during their journey to America. The teacher will record student responses on the easel and will draw little pictures next to each sentence.
3. The teacher will then ask students if we have to go through any of those struggles today. For example, if we want to go somewhere do we take a boat? No, we take an airplane.
4. The teacher will then ask students if the Native Americans and the Pilgrims were similar in any ways. Then she will ask how they were different. Finally, how did both groups put aside their differences to create what we call Thanksgiving?

 Guided Practice 1: *(10 minutes)*

1. The teacher will then explain to the class that we celebrate Thanksgiving to share what we are thankful for. Being thankful is a way to show we are glad for what we have or about something that has happened to us. This could be a person, place, or thing. For example, I am thankful to have such a wonderful class of students this year.
2. The teacher will then explain that later we will be making a craft to show our thankfulness, but before we can do this, we have to come up with some things we are thankful for.
3. The teacher will pass out a graphic organizer worksheet for students to take with them back to their desks. The teacher will project a large version of this worksheet on the Smart Board for the class to see. Together, the class will brainstorm a list of things they are thankful for and fill out their graphic organizer. The teacher will have students draw pictures of the things they write down in the little bubbles as well.
4. Then the teacher will have students stand up and stretch, before playing a quick Schoolhouse Rock video song that shows the Pilgrim’s journey to America. The teacher will encourage students to sing along during the chorus and whenever they feel they know the tune. (<https://www.youtube.com/watch?v=3wwpQz21X10> ).

 Independent Practice 1: *(10 minutes)*

1. After the video, the teacher will explain to students that the craft they are making is going to be a thankfulness turkey. Each student will get four different colored paint chips. On each paint chip, they will write one thing they are thankful for and draw a small picture underneath it.
2. Once students finish the feathers, they will get a brown construction paper circle. On this, they will glue two googley eyes and a yellow construction paper triangle to make the turkey’s face.
3. Once students have completed both parts, they will come to the teacher and she will pin them together with a two pronged paper fastener.

Closure: *(3 minutes)*

* 1. The teacher will conclude the lesson by asking students how did the Pilgrim’s and the Native Americans work together to create the holiday Thanksgiving? What are some things you are thankful for this Thanksgiving?
1. **Materials**
* *The Pilgrim’s First Thanksgiving* book
* Easel
* Dry erase marker
* Thankfulness graphic organizer
* Pencils
* Smart board
* Paint chips
* Markers
* Googley eyes
* Brown and yellow construction paper
* Glue
* Paper fasteners
1. **Evaluation**
2. Formative Assessment- The teacher will assess student understanding through questioning, class discussion, and the craft.
3. Summative Assessment- N/A
4. **Reflection**
	1. Student Evaluation:
		1. How did the students do grasping the true meaning of Thanksgiving?
		2. Did they have to ask for help from their peers, the teacher, or did they attempt to complete their thankfulness turkeys?
		3. What was their body language during the independent practice? (i.e. were they slouched in their seat frowning, just sitting there doing nothing because they were stuck, or were they actively working on the turkey craft and smiling?)
	2. Teacher Evaluation:
		1. Did I include enough students in the class discussions?
		2. Did I do an effective job of getting to all the students who needed help during the independent practice to help assist them?
		3. How could I have improved this lesson to better teach my students?

