

Pilgrims and Wampanoag of the 1620s

A Unit to Encourage Perspective for Grade 3

Kathleen Monahan, Laurie Higgins, and Mark Galligan

DESCRIPTION

The *Pilgrims and Wampanoag of the 1620s* unit is designed as four weeks of 120-minute English language arts blocks for grade 3 students, but it can also be incorporated into a grade 4 or 5 curriculum. This unit focuses on the concept of personal perspective and how the same events in history can be viewed from several different points of view. In particular, students will learn about the Pilgrims of the 1620s and the Wampanoag Native American tribe who helped the Pilgrims survive (a period in United States history that has been romanticized).

Students will read realistic accounts of the Pilgrims' voyage and the challenges they faced, learning about

the impact the Pilgrims had on the Wampanoag culture and the ultimate demise of most of the tribe. As an introduction to the unit, students will be exposed to several picture books and corresponding tasks related to point of view. Each day, a mentor text lesson focusing on point of view and perspective will be given. Then, students will complete various activities to reinforce the concepts taught.

Students will access this information through the reading of several fiction and nonfiction texts. A variety of reading modes will be used including, but not limited to, read-aloud with think-aloud, interactive reading, partner reading, and independent reading.

UNIT OVERVIEW

Week	Grouping	Central Ideas	Objectives	Teaching and Learning Activities	Common Core State Standards and Learning Goals Achieved	Texts Used
1	Students will complete lesson activities as a whole class, in small groups, in pairs, and individually.	Students will be exposed to several picture books and corresponding tasks related to point of view.	<ul style="list-style-type: none"> • Students will know what a point of view is and how experiences can be different when viewed from other points of view. • Students will recognize when an author has chosen to write from a particular point of view. • Students will demonstrate understanding of the concept of point of view by writing a narrative from one character's point of view. 	Students will engage in reading and listening to fiction stories with an emphasis on personal perspective and point of view. Students will also use these texts to participate in strategies lessons that culminate in writing.	RL.3.3 RL.3.6 W.3.3a, b, c, d SL.3.1a, b, c, d SL.3.3 SL.3.4	<ul style="list-style-type: none"> • <i>Voices in the Park</i> by Anthony Browne • <i>The Jolly Postman, or Other People's Letters</i> by Janet Ahlberg and Allan Ahlberg • <i>Dear Mrs. LaRue: Letters From Obedience School</i> by Mark Teague • <i>The True Story of the Three Little Pigs</i> by Jon Scieszka
2	Students will complete lesson activities as a whole class, in small groups, in pairs, and individually.	This week focuses on the common misconceptions surrounding the first Thanksgiving.	<ul style="list-style-type: none"> • Students will understand the importance of perspective with regard to historical events. • Students will identify the facts surrounding the events of 1620 and 1621. 	Students will engage in reading and listening to nonfiction accounts of the Wampanoag Native American tribe and their contributions to the survival of the Pilgrims of 1620. Students will also use nonfiction texts to participate in strategies lessons that culminate in a writing task.	RI.3.1 RI.3.2 RI.3.3 RI.3.6 RI.3.9 W.3.8 SL.3.1a, b, c, d SL.3.2 SL.3.4	<ul style="list-style-type: none"> • <i>1621: A New Look at Thanksgiving</i> by Catherine O'Neill Grace and Margaret M. Bruchac • Excerpts for read-aloud from other books, such as <i>Of Plymouth Plantation</i> by William Bradford
3	Students will complete lesson activities as a whole class, in small groups, in pairs, and individually.	This week focuses on the Pilgrims of 1620.	<ul style="list-style-type: none"> • Students will know who the Pilgrims were, the reasons they left England, who and what they found when they landed, and the challenges they faced in the first year, and who helped them survive those challenges. • Students will know how a historian finds evidence for events and people's lives in the past so that he or she can inform others about what happened. • Students will be able to define why writing history or a news article is different from writing fiction. • Students will be able to define what life was like in the 1600s in the place we now call Massachusetts. 	Students will engage in reading and listening to nonfiction accounts of the Pilgrims of 1620 and their history. Students will also use nonfiction texts to participate in strategies lessons that culminate in writing tasks.	RI.3.1 RI.3.2 RI.3.3 RI.3.7 RI.3.9 W.3.2a, b, c, d SL.3.1a, b, c, d	<ul style="list-style-type: none"> • <i>The Pilgrims Before the Mayflower</i> by Susan Whitehurst • <i>The Mayflower</i> by Susan Whitehurst • <i>American Documents: The Mayflower Compact</i> by Judith Lloyd Yero • <i>Plymouth: Surviving the First Winter</i> by Susan Whitehurst • <i>Three Young Pilgrims</i> by Cheryl Harness • <i>Squanto's Journey</i> by Joseph Bruchac • Excerpts for read-aloud from other books, such as <i>A History of US</i> by Joy Hakim and <i>Of Plymouth Plantation</i> by William Bradford

(continued)

UNIT OVERVIEW (CONT.)

Week	Grouping	Central Ideas	Objectives	Teaching and Learning Activities	Common Core State Standards and Learning Goals Achieved	Texts Used
4	Students will complete lesson activities as a whole class, in small groups, in pairs, and individually.	This week focuses on point of view and perspective of people living in the colonies in the early 1620s.	<ul style="list-style-type: none"> • Students will be able to recount a series of events, identifying the connections and recognizing when a point of view is used. • Students will be able to compare similarities and differences in accounts of the same event. • Students will know what daily life was like in the 1620–21 period. • Students will understand that different cultures have different expectations for children and that these expectations affect how children are brought up. • Students will be able to write a clear and concise third-person account of an event, telling pertinent facts in order. 	Students will engage in reading and listening to fictional accounts of Pilgrim and Wampanoag boys and girls in the early 1620s. Students will use these fiction texts to participate in strategies lessons that culminate in writing tasks.	RL.3.1 RL.3.4 RL.3.6 RL.3.9 W.3.3a, b, c, d W.3.7 W.3.8 SL.3.1a, b, c, d	<ul style="list-style-type: none"> • <i>On the Mayflower: Voyage of the Ship's Apprentice and a Passenger Girl</i> by Kate Waters • <i>Sarah Morton's Day: A Day in the Life of a Pilgrim Girl</i> by Kate Waters • <i>Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy</i> by Kate Waters • <i>Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times</i> by Kate Waters

TEXTS

- Ahlberg, J., & Ahlberg, A. (1986). *The jolly postman, or other people's letters*. Boston, MA: Little, Brown.
- Bradford, W., & Morison, S.E. (1952). *Of Plymouth Plantation, 1620–1647* (New ed.). New York, NY: Knopf.
- Browne, A. (1998). *Voices in the park*. New York, NY: DK.
- Bruchac, J., & Shed, G. (2000). *Squanto's journey: The story of the first Thanksgiving*. San Diego, CA: Silver Whistle.
- Grace, C.O., Bruchac, M.M., Brimberg, S., & Coulson, C. (2001). *1621: A new look at Thanksgiving*. Washington, DC: National Geographic Society.
- Hakim, J. (2003). *Freedom: A history of US*. New York, NY: Oxford University Press.
- Harness, C., Quan, J., & Egolf, R.L. (1992). *Three young Pilgrims*. New York, NY: Bradbury.
- Scieszka, J., & Smith, L. (1989). *The true story of the three little pigs*. New York, NY: Viking Kestrel.
- Teague, M. (2002). *Dear Mrs. LaRue: Letters from obedience school*. New York, NY: Scholastic.
- Waters, K. (1996). *Tapenum's day: A Wampanoag Indian boy in Pilgrim times*. New York, NY: Scholastic.
- Waters, K., & Kendall, R. (1989). *Sarah Morton's day: A day in the life of a Pilgrim girl*. New York, NY: Scholastic.
- Waters, K., & Kendall, R. (1993). *Samuel Eaton's day: A day in the life of a Pilgrim boy*. New York, NY: Scholastic.
- Waters, K., & Kendall, R. (1996). *On the Mayflower: Voyage of the ship's apprentice and a passenger girl*. New York, NY: Scholastic.
- Whitehurst, S. (2002). *Plymouth: Surviving the first winter*. New York, NY: PowerKids.
- Whitehurst, S. (2002). *The Mayflower*. New York, NY: PowerKids.
- Whitehurst, S. (2002). *The Pilgrims before the Mayflower*. New York, NY: PowerKids.
- Yero, J.L. *American documents: The Mayflower Compact*. Washington, DC: National Geographic Children's Books.
- Yolen, J. (1992). *Encounter*. San Diego, CA: Voyager.

TEACHING AND LEARNING ACTIVITIES

Week 1: A Look at Perspective

Group Description

These lessons are designed for whole-class, small-group, paired, and individual instruction.

Materials

- Chart paper and markers
- *Voices in the Park* by Anthony Browne
- *The Jolly Postman, or Other People's Letters* by Janet Ahlberg and Allan Ahlberg
- *Dear Mrs. LaRue: Letters From Obedience School* by Mark Teague
- *The True Story of the Three Little Pigs* by Jon Scieszka
- Literacy notebooks

Objectives

- Students will know what a point of view is and how experiences can be different when viewed from other points of view
- Students will recognize when an author has chosen to write from a particular point of view
- Students will demonstrate understanding of the concept of point of view by writing a narrative from one character's point of view

Common Core State Standards and Learning Goals Achieved

- [Reading: Literature, Grade 3, Standard 3](#)
- [Reading: Literature, Grade 3, Standard 6](#)
- [Writing, Grade 3, Standard 3a, b, c, d](#)
- [Speaking and Listening, Grade 3, Standard 1a, b, c, d](#)
- [Speaking and Listening, Grade 3, Standard 3](#)
- [Speaking and Listening, Grade 3, Standard 4](#)

Procedures

Lesson 1. Introduce the performance task. As a prereading strategy, discuss what students think about spring. Record responses. Suggest the possible perspective of someone who suffers from seasonal allergies. Suggest that when people have different feelings about things, it is called *perspective* or *point of view*. Ask students what *point of view* means. Create an anchor chart of point of view and record any ideas shared.

Read aloud *Voices in the Park* by Anthony Browne. Ask strategic questions to make sure that students understand when different people are narrating the events. What does the author do to let the reader know when a different person is speaking? Who is the narrator?

Complete a four-column graphic organizer to show each point of view of the events that occurred in the park. As a model, show the class how to take the point of view of a character from the text and write his or her version of the events that occurred in the park.

Students will then take the point of view of one of the dogs in the text and write a narrative about what that dog believes occurred in the park. Students must introduce the character they are writing about, explain what they know about him or her, and then give the character's version of what happened. Students should create an illustration of the park from their character's perspective.

Lesson 2. As a prereading strategy, read aloud *The True Story of the Three Little Pigs* by Jon Scieszka. Discuss the differences between this account of the happenings of the three little pigs with the original version of this well-known fairy tale. Discuss how these differences are due to this story being told from the perspective or point of view of the wolf rather than of the pigs. Using chart paper, create a class T-Chart, listing the main differences between these two stories. Then, divide the students into five groups. Give each group a copy of a traditional fairy tale and a portion, including the appropriate letter, of *The Jolly Postman, or Other People's Letters* by Janet Ahlberg and Allan Ahlberg.

Fairy tales should include Goldilocks and the Three Bears, Hansel and Gretel, Jack and the Beanstalk, Cinderella, and Little Red Riding Hood. In groups, students should read the original fairy tale and the corresponding portion from *The Jolly Postman*. Students should create a T-Chart in their literacy notebooks like the one made on chart paper. Groups should share their findings with the class. Afterward, discuss as a whole class how perspective and point of view can change the way events in a story are presented.

Lesson 3. As a prereading strategy, review the discussions regarding perspective and point of view from the past two days. Review the anchor charts. Tell the

students that today they will hear another story that is heavily influenced by personal perspective.

Read aloud *Dear Mrs. LaRue: Letters From Obedience School* by Mark Teague. Referring to the work from the previous days, tell students that they all will get a copy of one of the letters from the book. Students in turn will each have to write back to Ike, the dog, from the perspective of the owner. Students should use information from Ike's letter to include in their replies.

Lessons 4 and 5. As a prereading strategy, show students the prewritten excerpt "Rip in the Pants" from the perspective of an unknown student:

Just about a week ago, my teacher had a rip in his pants. It was really funny. I didn't see it right away, but someone told me about it. Then I saw it, and I wanted to laugh but I held it in. Finally, someone told him, and everyone started to laugh. My teacher went home to change. The end.

Divide the class into small groups and assign possible points of view for a writing assignment. Points of view might include the students, the principal, the teacher, the pants, or another teacher. Assign a point of view to each group and ask members to brainstorm how the voice would change according to their assignment. For instance, what voice would be appropriate if a student wrote about his teacher's pants ripping compared with the teacher himself writing about it? Ask the groups to rewrite the story. Groups should read their versions aloud, and a class collection of points of view should be collected.

Week 2: The First Thanksgiving: Fact or Myth?

Group Description

These lessons are designed for whole-class, small-group, paired, and individual instruction.

Materials

- Chart paper and markers
- *1621: A New Look at Thanksgiving* by Catherine O'Neill Grace and Margaret M. Bruchac
- Excerpts for read-aloud from other books, such as *Of Plymouth Plantation* by William Bradford
- Literacy notebooks
- Lined paper

Objectives

- Students will understand the importance of perspective with regard to historical events
- Students will identify the facts surrounding the events of 1620 and 1621

Common Core State Standards and Learning Goals Achieved

- [Reading: Informational Text, Grade 3, Standard 1](#)
- [Reading: Informational Text, Grade 3, Standard 2](#)
- [Reading: Informational Text, Grade 3, Standard 3](#)
- [Reading: Informational Text, Grade 3, Standard 6](#)
- [Reading: Informational Text, Grade 3, Standard 9](#)
- [Writing, Grade 3, Standard 8](#)
- [Speaking and Listening, Grade 3, Standard 1a, b, c, d](#)
- [Speaking and Listening, Grade 3, Standard 2](#)
- [Speaking and Listening, Grade 3, Standard 4](#)

Procedures

Lesson 1. As a prereading strategy, brainstorm ideas about Thanksgiving. Record the students' ideas on a web. Afterward, students should complete a quick-write in their literacy notebooks about how they celebrate this holiday with their families.

Pass out an anticipation guide to the students (see Figure 1 for anticipation guide statements). In the *Before* column, have students indicate whether the statement is a myth (false) or a fact (true). Save the anticipation guide to review in Lesson 5.

Tell a story about a Wampanoag child and how he or she might have felt while watching the Pilgrims for the first time. (See Figure 2 for a suggested story.)

FIGURE 1. Anticipation Guide Statements for Week 2

- 1621 was when the First Thanksgiving occurred.
- *Wampanoag* means "People of the Light."
- The colonists called themselves Pilgrims.
- For thousands of generations, Wampanoag people lived in what is now called Massachusetts.
- The Mayflower voyagers were the first European explorers to visit Wampanoag territory.
- The English and Wampanoag people formed an alliance.
- Cranberry sauce and pumpkin pie were served at the 1621 harvest celebration.
- The 1621 harvest celebration consisted of a single large meal.
- 1863 was when Thanksgiving was officially declared a national holiday.

FIGURE 2. Suggested Story for Week 2

You and your family live in a comfortable house near the ocean with a huge yard, lots of trees, a big garden, and a pretty little stream. You have many friends, lots of pets, and plenty of good food to eat. You are safe and sound and very happy.

One day, when you are home, a strange object comes slowly into view. You've never seen anything like it before. It is strange and very large, and it has giant white wings. Soon, very strange-looking people get out. The strangers have skin the color of the giant wings. They are dressed in clothes different from yours, and they talk to each other in a way that you cannot understand.

You are hiding so that the strangers cannot see you. You don't want them to see you because you are trying to figure out who they are and what they want. From your mother and father, you have heard about people who look like this. They do not live next to the earth. They build boxes around themselves so that they cannot hear the wind and the birds. You have heard that these people do not live in peace within their own tribes but fight each other in the streets with harsh words and sharp knives.

These strangers walk about and pick up your things and examine them closely. Many are walking all over your sacred land and garden. Others are helping themselves to the vegetables in your garden and the fruit on your trees. They fill a lot of big baskets with your fruit and vegetables and put them in the big strange object with the giant white wings that they arrived in.

After reading, have students answer the following questions in their literacy notebooks:

- How do you feel about these people?
- What do you think you will do? Why?
- What do you think will happen to you?

Ask students to share their responses. Discuss.

Lesson 2. As a prereading strategy, read *Of Plymouth Plantation* by William Bradford. Pass out copies to the class. Discuss words that elicit negative feelings. If needed, suggest *savage*, *skulking*, and *aloof*.

Students should write two questions in their literacy notebooks: one that could be answered by reading a text and one “I wonder” question. Students will share their questions and discuss them with their groups.

Begin reading *1621: A New Look at Thanksgiving* by Catherine O'Neill Grace and Margaret M. Bruchac. Read aloud and discuss the Foreword on page 7 and “A Bountiful Harvest” on page 9. Discuss how this information differs from accounts students have previously read or information previously learned. Make a T-Chart on chart paper. Write *fact* on one side of the T-Chart and *myth* on the other side. Record information from today's reading on the T-Chart as it applies.

Lesson 3. As a prereading strategy, pass out a paper listing the following myths:

- Myth: The Pilgrims were the first people in America.
- Myth: The Pilgrims were the first European settlers to arrive in Plymouth, Massachusetts, and they treated the land and what they found there with respect.
- Myth: Squanto was the only Wampanoag to live among the Pilgrims.
- Myth: The Native Americans wore elaborate head-dresses with many feathers.
- Myth: The Pilgrims shared pumpkin pie, corn on the cob, and sweet potatoes with the Wampanoag.

Inform students that as they read *1621: A New Look at Thanksgiving*, they will find and record evidence to decide if the myths are realistic. Students should read “People of the First Light” on page 11 and “Making a Myth” on page 27.

Lesson 4. As a prereading strategy, pass out a paper listing the following myths:

- Myth: The Pilgrims invited the Wampanoag to their first Thanksgiving feast, and they ate one large meal.
- Myth: The Wampanoag brought popcorn to the first Thanksgiving.
- Myth: The harvest feast celebrated by Pilgrims and Wampanoag in the fall of 1621 was the first of its kind in the Americas.
- Myth: The first official Thanksgiving took place near Plymouth Rock in 1621.
- Myth: After the First Thanksgiving, in 1621, the Pilgrims and the Wampanoag remained friends and lived happily ever after.

Discuss that as students read *1621: A New Look at Thanksgiving*, they will find and record evidence to decide if the myths are realistic. Students should read “The Harvest” on page 29 and “A Broken Peace” on page 42.

Lesson 5. Ask students to review the questions they wrote during Lesson 2. Have students answer any questions that they can on the basis of the reading done during the week.

Redistribute the anticipation guides from Lesson 1. Have students record their thinking about each statement in the *After* column. Discuss differences in the first impressions versus the new understandings. Ask students why they think differences in thinking happened. Discuss. Relate this to the importance of understanding perspective and point of view.

As a culminating activity, have the groups complete a write around. Provide all students with this starting statement: *There are many misconceptions about the Pilgrims, the Wampanoag, and the first Thanksgiving.* At a signal, students will pass their paper to the person sitting on their right. Students will have a few minutes to read what has been written on the paper and add a statement that makes sense. Students will continue passing to the right to add a new sentence. When the paper returns to the original owner, the activity is complete. Students should review their papers and be prepared to share them with the class.

Week 3: The Pilgrims of 1620

Group Description

These lessons are designed for whole-class, small-group, paired, and individual instruction.

Materials

- Chart paper and markers
- *The Pilgrims Before the Mayflower* by Susan Whitehurst
- *The Mayflower* by Susan Whitehurst
- *The Mayflower Compact* by Judith Lloyd Yero
- *Plymouth: Surviving the First Winter* by Susan Whitehurst
- *Three Young Pilgrims* by Cheryl Harness
- *Squanto's Journey* by Joseph Bruchac
- Excerpts for read-aloud from other books, such as *A History of US* by Joy Hakim and *Of Plymouth Plantation* by William Bradford
- Websites: www.plimoth.org; www.pilgrimhall.org
- Directions for flip book: www.southamptonpublicschools.org/webpages/KPalumbo/files/flipbookdirections.pdf
- Literacy notebooks
- Lined paper

Objectives

- Students will know who the Pilgrims were, the reasons they left England, who and what they found when they landed, the challenges they faced, and who helped them survive those challenges
- Students will know how a historian finds evidence for events and people's lives in the past so that he or she can inform others about what happened

- Students will be able to define why writing history or a news article is different from writing fiction
- Students will be able to define what life was like in the 1600s in the place we now call Massachusetts

Common Core State Standards and Learning Goals Achieved

- [Reading: Informational Text, Grade 3, Standard 1](#)
- [Reading: Informational Text, Grade 3, Standard 2](#)
- [Reading: Informational Text, Grade 3, Standard 3](#)
- [Reading: Informational Text, Grade 3, Standard 7](#)
- [Reading: Informational Text, Grade 3, Standard 9](#)
- [Writing, Grade 3, Standard 2a, b, c, d](#)
- [Speaking and Listening, Grade 3, Standard 1a, b, c, d](#)

Procedures

Lesson 1. As a prereading strategy, ask students to think about the reasons why they would want to leave the place they call home. Have students talk with a partner about additional reasons someone might leave their home. Call on students and ask them to describe their partner's response.

Begin reading aloud *The Pilgrims Before the Mayflower* by Susan Whitehurst. Write bulleted notes on chart paper about the reasons why the Pilgrims left England. After reading, discuss the notes taken. Highlight the main idea or write one on chart paper. Discuss how the other notes on the chart paper are details that support the main idea.

Students will complete the first page of their flip books (section: Why the Pilgrims Left England). They should use specific details and evidence from the text to support the main idea. Students should refer to the chart made earlier in the lesson as a resource and should illustrate their writing as a way to augment their information. Students may wish to add captions or labels as needed.

Lesson 2. As a prereading strategy, read the following quote:

“The ship is small, wet, and foul. The smells are horrid. There is no place to change or wash clothes. Each adult (has) a space below deck measuring seven by two and a half feet. Children get even less room. None of the passengers is allowed on deck; there is little fresh air below and many are sick. Fresh food soon runs out and then there is hard bread and dried meat that is wet and moldy. But the Pilgrims have onions, lemon juice, and beer to

keep them from getting...scurvy.” (from *A History of US* by Joy Hakim)

Discuss the size of the *Mayflower* and explain that it was a cargo ship, not a passenger ship.

Begin reading *The Mayflower* by Susan Whitehurst. Start an interactive reading session. Read the first page of text, recording any important information about the *Mayflower* or the journey. For the rest of the text, continue reading but take student suggestions for notes. After the reading, discuss the difficulties and dangers that the Pilgrims encountered as they sailed across the Atlantic Ocean.

Students will complete the second page of their flip books (section: A Description of the Pilgrims' Journey). Students should follow the directions given in Lesson 1.

Lesson 3. As a prereading strategy, have students make a list of some rules they need to follow at home. Tell students to think about why their family devised those rules.

To set the stage for learning about the Mayflower Compact, read the following quote taken from Janet A. Springer (www.sail1620.org/Articles/the-continued-meaning-of-the-mayflower-compact):

“Three hundred and seventy-eight years ago, a little band of people we now call the Pilgrims, who wanted to worship God in their own way and build a community based upon brotherhood, left their friends and relations in England and came to a strange country none of them had ever seen. But what is it that we should remember about these people? Simply this: That these people were the first to lay the foundations of our freedom as Americans. The Mayflower Compact, which they signed on board the tiny ship before they ever came ashore, was the seed of democratic government in this land. The Pilgrims were the first to realize that all the power in a community stems, not from a king or dictator or a small group of elite nobles, but from the people themselves.”

Read some of the Compact, pointing out key phrases and discussing their meaning. Suggestions for discussion are “a voyage to plant the first colony in the northern parts of Virginia”; “combine our selves together into a civil body politic”; and “to enact just and equal laws...for the general good of the Colony, unto which we promise all due submission and obedience.”

Following this, students should read with a partner *The Mayflower Compact* by Judith Lloyd Yero. To ensure comprehension, have students do a partner read sequence. As they read, students should take notes

regarding the importance of the Mayflower Compact and how it helped to shape the first form of government in the New World. Discuss why it was important for the Pilgrims to establish rules of government before they even left the ship. On chart paper, record the main points of the Mayflower Compact. Students will later use these notes as a resource.

Have students complete the third page of their flip books (section: The Mayflower Compact). Students will describe the Mayflower Compact and the reasons the Pilgrims signed it, following the directions given in Lesson 1.

Lesson 4. As a prereading strategy, students should answer the following question in their literacy notebooks: What if you lived in a city where the climate is warm and you moved to the harsh climate of New England, where there were no houses or other shelters? Discuss the answers students wrote in their notebooks. Explain that we are prepared for the weather in our climate because of the warnings we receive through the media about upcoming weather and the experience we have had of previous seasons in this climate. The Pilgrims were not fully prepared for what they were about to encounter. Read a quote from William Bradford, the first governor of Plymouth:

“They now had no friends to welcome them...nor houses or much less towns to go...it was winter, and they that know the winters of that country know them to be sharp and violent...besides what could they see but a wilder-ness before them, if they looked behind them, there was the mighty ocean which they had passed!”

Following the discussion, read aloud *Plymouth: Surviving the First Winter* by Susan Whitehurst. This book describes the challenges the Pilgrims faced in the first winter, including building homes, adjusting to the climate, surviving sickness, meeting the Wampanoag, and planting crops in New England. Model taking notes on chart paper.

With a partner, students will then read *Three Young Pilgrims* by Cheryl Harness. To ensure comprehension, one person will read a page. Then, the other will repeat the information read to the partner. On the next page, the partners will switch roles. Students should take notes as they read regarding the challenges the Pilgrims faced in Plymouth. A discussion should follow. On chart paper, record any additional information learned. Students will use these notes as a resource.

Have students complete the fourth page of their flip books (section: Surviving the First Winter) following the directions given in Lesson 1.

Lesson 5. As a prereading strategy, students should write in their notebooks an answer to this question: What would have happened if the Pilgrims did not meet Squanto and Massasoit?

Students will then independently read *Squanto's Journey* by Joseph Bruchac. Students should take notes independently while reading. Set this purpose: The Pilgrims were helped by the Native Americans. Students should look for evidence that supports this claim.

Students will complete the last section of their flip books (section: The First Thanksgiving). They will describe the ways in which the Wampanoag tribe helped the Pilgrims adjust to the climate of the New World and how this relationship resulted in the first Thanksgiving.

Week 4: A Day in the Life

Group Description

These lessons are designed for whole-class, small-group, paired, and individual instruction.

Materials

- Chart paper and markers
- *On the Mayflower: Voyage of the Ship's Apprentice and a Passenger Girl* by Kate Waters
- *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl* by Kate Waters
- *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy* by Kate Waters
- *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times* by Kate Waters
- Website: www.plimoth.org
- Literacy notebooks

Objectives

- Students will be able to recount a series of events, identifying the connections among them, and recognizing when a point of view is used
- Students will be able to compare similarities and differences in accounts of the same event
- Students will know what daily life was like in the 1620–21 period

- Students will understand that different cultures have different expectations for children and that these expectations affect how children are raised.
- Students will be able to write a clear and concise third-person account of an event, telling pertinent facts in order

Common Core State Standards and Learning Goals Achieved

- [Reading: Literature, Grade 3, Standard 1](#)
- [Reading: Literature, Grade 3, Standard 4](#)
- [Reading: Literature, Grade 3, Standard 6](#)
- [Reading: Literature, Grade 3, Standard 9](#)
- [Writing, Grade 3, Standard 3a, b, c, d](#)
- [Writing, Grade 3, Standard 7](#)
- [Writing, Grade 3, Standard 8](#)
- [Speaking and Listening, Grade 3, Standard 1a, b, c, d](#)

Procedures

Lesson 1. Pass out copies of *On the Mayflower: Voyage of the Ship's Apprentice and a Passenger Girl* by Kate Waters. Create a word splash before reading the book aloud to students. Select key vocabulary that students will encounter as the book is read. Provide pictures for as many words as possible. Write these words on chart paper and have the students write a sentence for each word, using their knowledge of the Plymouth story gained from previous readings. Students share sentences and discuss words.

Tell students that all good readers form questions in their mind as they read. Show students a three-column anchor chart. The first column of the chart should read, *What Are My Questions?* The second column should read, *Why Did I Ask My Question?* The third column should read, *Did I Answer My Question?* Explain that although all questions are good, the best ones are questions that enhance the reader's understanding of the book. Pass out sticky notes to the students. Tell them that as they listen to the story, they should write on sticky notes at least three questions they have and what from the book prompted the question.

Read the story *On the Mayflower: Voyage of the Ship's Apprentice and a Passenger Girl* by Kate Waters. Discuss the content and how it applies to perspective and point of view as you read. Discuss vocabulary from the word splash as words are now used in context. Each book contains a glossary with a large list of

vocabulary that can be chosen for this activity. Also, have students affix their sticky notes onto the question anchor chart introduced earlier.

As a class, complete a graphic organizer on chart paper that categorizes aspects of the child's daily life, including clothing, food, chores/tasks, and entertainment. These graphic organizers are collective notes that everyone can use as a resource for writing journal entries.

Discuss all words again, understanding that the vocabulary presented in each text is part of a unique language for each culture for that time and place. Discuss the specific language of perspective and point of view, and challenge students to reconsider the same account from someone else's perspective. In this instance, the point of view of the captain or Ellen Moore might be considered. Focus students' attention on the actions, dialogue, and descriptions of the characters.

Lesson 2. Pass out copies of *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy* by Kate Waters. Follow the routine for vocabulary as described in Lesson 1.

Remind students that all good readers form questions in their mind as they read. Pass out sticky notes again. Follow the same format for using a three-column anchor chart described in Lesson 1.

Read the story. Students should complete a graphic organizer in their literacy notebooks like the one made on the chart paper in Lesson 1.

Once the text has been read, follow the format from Lesson 1. In this instance, consider the point of view of the father, Mam, or Rachel.

Lesson 3. Pass out copies of *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl* by Kate Waters. Follow the routine for vocabulary from Lesson 1.

Pass out sticky notes again. Follow the format for using a three-column anchor chart from Lesson 1.

Read the story. Students should complete a graphic organizer in their literacy notebooks, as in Lesson 1.

Once the text has been read, follow the format from Lesson 1. In this instance, consider the point of view of Elizabeth, Sarah's mother, or Sarah's new father.

Lesson 4. Pass out copies of *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times* by Kate Waters. Follow the routine for vocabulary from Lesson 1.

Pass out sticky notes again. Follow the format for using a three-column anchor chart from Lesson 1.

Read the story. Students should complete a graphic organizer in their literacy notebooks as in Lesson 1.

Once the text has been read, follow the format from Lesson 1. In this instance, consider the point of view of Nootimis or Waban.

Lesson 5. Students have been writing and reviewing questions all week. As a prereading strategy, review the questions for the four texts and discuss whether or not the answers have been discovered through further reading. If a question has not been answered, discuss whether or not the answer to the question would enhance further understanding of the book. Allow students to use classroom computers, tablets, laptops, or the computer lab to research any other unanswered questions about the content. Instruct students to explore the websites www.plimoth.org and www.mashpeewampanoagtribe.com.

Performance Task—Introduce RAFT

Role of Writer: Students will write in first person as a historical character

Audience: Classmates, teacher, Plimoth Plantation staff

Format: letter/journal

Topic: A day in the life of a Pilgrim or Wampanoag boy or girl in the 1620s

Having a better understanding of time-period content and personal perspective, students will write journal entries. Each entry will be from the perspective of a person from the week. Students will write as Will, the ship's apprentice; Samuel Eaton; Sarah Morton; or Tapenum. Entries should be written in first person and serve as a continuation of what was read earlier in the week. Appropriate time-period vocabulary should be used, and each entry should detail the events in the day in the life of the character chosen. Students will share their journal entry with a partner. The partner will provide constructive feedback. Entries should then be revised. Finally, each student will read his or her revised entries to the class. Discuss the differences in perspective to reinforce point of view. Journal entries will be compiled into a class book, and a copy of the book will be sent to Plimoth Plantation, 137 Warren Avenue, Plymouth, MA, 02360.

Unit Assessments

Formative Assessments

Formative assessment opportunities include daily check-ins with students, observations of the development of learning new skills, writing samples,

FIGURE 3. Reading and Understanding Language From a Historical Perspective Rubric

Standard	4	3	2	1
Ask and answer questions based on the reading and analysis of multiple texts.	Refers to key details and examples in a text when explaining the text explicitly. Is able to draw inferences and create questions based on multiple text analyses.	Refers to key details and examples in a text when explaining the text explicitly. Is able to create reading comprehension or analysis questions based on one primary text.	Refers to key details and examples in a text and provides a basic explanation of the events described in a text. Can create basic reading comprehension questions based on one primary text.	Cannot refer to key details, or only generally cites major event-based information. Cannot create any questions that indicate the reading and analysis of multiple-perspective accounts.
Describe characters/ persons in the text and how they affect events in the text.	Describes in depth the characters, settings, and events, and links them to key details cited from the text.	Describes characters and the setting of the text and generally describes how their actions contribute to events in the text.	Describes characters, setting, and major events in the story. No text citations/ examples are provided as a basis for descriptions.	Vaguely identifies characters, setting, or major events in the text. No text citations/examples are provided.
Determine the definition of words and phrases used in the text and analyze them for temporal meaning.	Defines words and phrases and determines that they can have different meanings based on culture, time, and place. Analyzes and utilizes temporal vocabulary accurately.	Determines meaning of words. Is able to use them in similar contexts.	Determines some definitions of words and phrases. Cannot apply them in multiple contexts or between texts.	Is unable to determine the meaning of culture-, time-, and place-specific words and phrases.
Determine connections between recorded events documented from multiple perspectives/texts.	Explains events, ideas, or concepts from multiple perspectives, including what happened and how accounts are different/ similar between texts.	Explains events, ideas, or concepts in multiple perspectives. Gives little/no analysis of how accounts of events are different/similar between multiple texts.	Explains events, ideas, or concepts from multiple texts. Gives no analysis of perspective.	Cannot explain events, ideas or concepts from a single text.
Overall:				

small-group discussions, and learning log entries. Formative assessments should focus on building skills to analyze characters’ perspective and decipher how language and literature are time, place, and culture specific. A reading rubric (see Figure 3) is particularly useful in Week 3, where six texts are used as read-alouds and for close reading. The teacher may use the rubric over the course of the four-week unit to gauge the development of a range of reading skills.

Summative Assessments

Weekly summative assessments are included as part of the writing portion for each week. In addition, the unit includes the performance task. The teacher may use the performance task rubric (see Figure 4) to assess understanding and for grading purposes. ■

REFERENCES

Ainsworth, L., & Anderson, K.R. (2013). *Getting started with rigorous curriculum design: How school districts are successfully redesigning their curricula for the Common Core*. San Francisco, CA: Lead+Learn.

Bambrick-Santoyo, P., Settles, A., & Worrell, J. (2013). *Great habits, great readers: A practical guide for K–4 reading in the light of Common Core*. Boston, MA: John Wiley & Sons.

Clark, S.K., Jones, C.D., & Reutzell, D.R. (2013). Using the text structures of information books to teach writing in the primary grades. *Early Childhood Education Journal*, 41(4), 265–271. doi:10.1007/s10643-012-0547-4

Council of Chief State School Officers. (2013). *Implementing the Common Core State Standards: State spotlights*. Retrieved from eric.ed.gov/?q=Implementing+the+Common+Core+State+Standards+State+Spotlights&id=ED542706

Darling-Hammond, L., Herman, J., Pellegrino, J., Abedi, J., Aber, J.L., Baker, E., ... Steele, C.M. (2013). *Criteria for high-quality assessment*. Stanford, CA: Stanford Center for Opportunity Policy in Education, published with the Center for Research on Evaluation, Student Standards, and Testing (CRESST), UCLA, and the Learning Sciences Research Institute, University of Illinois at Chicago.

FIGURE 4. Performance Task Rubric: Writing From a Historical Perspective Rubric

Standard	4	3	2	1
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Establishes many situations and introduces a narrator and/or characters; organizes many events whose sequences unfold naturally.	Establishes a situation and introduces a narrator and/or characters; organizes an event sequence that unfolds naturally.	Begins to establish a situation and introduce a narrator and/or characters; begins to organize an event sequence that unfolds naturally.	Does not establish a situation and introduce a narrator and/or characters; does not organize an event sequence that unfolds naturally.
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Uses much dialogue and many descriptions of actions, thoughts, and feelings to develop experiences and events or to show the response of characters to situations.	Uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show the response of characters to situations.	Begins to use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show the response of characters to situations.	Does not use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show the response of characters to situations.
Use temporal words and phrases to signal event order.	Uses many temporal words and phrases to signal event order.	Uses temporal words and phrases to signal event order.	Begins to use temporal words and phrases to signal event order.	Does not use temporal words and phrases to signal event order.
Provide a sense of closure.	Provides a sense of closure that corresponds to the beginning.	Provides a sense of closure.	Begins to provide a sense of closure.	Does not provide a sense of closure.
Overall:				

Dove, M.G., & Honigsfeld, A. (2013). *Common Core for the not-so-common learner, grades K–5: English language arts strategies*. San Francisco, CA: Sage.

Fisher, D., & Frey, N. (2012). Close reading in elementary schools. *The Reading Teacher*, 66(3), 179–188. doi:10.1002/TRTR.01117

Fisher, D., Frey, N., & Lapp, D. (2012). *Text complexity: Raising rigor in reading*. Newark, DE: International Reading Association.

Fisher, D., Frey, N., & Rothenberg, C. (2008). *Content-area conversations: How to plan discussion-based lessons for diverse language learners*. Alexandria, VA: ASCD.

Frey, N., & Fisher, D. (2013). *Rigorous reading: 5 access points for comprehending complex texts*. New York, NY: Corwin.

Hiebert, E.H., & Grisham, D.L. (2012). What literacy teacher educators need to know about supporting teachers in understanding text complexity within the common core state standards. *Journal of Reading Education*, 37(3), 5–12.

Hinchman, K.A., & Moore, D.W. (2013). Close reading: A cautionary interpretation. *Journal of Adolescent & Adult Literacy*, 56(6), 441–450. doi:10.1002/JAAL.163

Lanning, L.A. (2012). *Designing a concept-based curriculum for English language arts: Meeting the Common Core with intellectual integrity, K–12*. San Francisco, CA: Sage.

March, J.K., & Peters, K.H. (2013). *The Common Core, an uncommon opportunity: Redesigning classroom instruction*. New York, NY: Corwin.

McLaughlin, M., & DeVoogd, G.L. (2004). *Critical literacy: Enhancing students' comprehension of text*. New York, NY: Scholastic.

McLaughlin, M., & Overturf, B.J. (2012). The Common Core: Insights into the K–5 standards. *The Reading Teacher*, 66(2), 153–164. doi:10.1002/TRTR.01115

McLaughlin, M., & Overturf, B.J. (2012). *The Common Core: Teaching K–5 students to meet the reading standards*. Newark, DE: International Reading Association.

National Council for the Social Studies (NCSS). *The college, career, and civic life (C3) framework for social studies state standards: Guidance for enhancing the rigor of K–12 civics, economics, geography, and history* (Silver Spring, MD: NCSS, 2013). Retrieved from www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf

Neuman, S.B., Morrow, L.M., Shanahan, T., & Wixson, K.K. (2012). *Teaching with the Common Core Standards for English language arts, preK–2*. New York, NY: Guilford.

Shanahan, T., & Shanahan, C. (2012). What is disciplinary literacy and why does it matter? *Topics in Language Disorders*, 32(1), 7–18. doi:10.1097/TLD.0b013e318244557a

ABOUT THE AUTHORS



Kathleen Monahan has taught third grade in a Title I English Language Learner pilot school for the past nine years and has experience teaching both kindergarten and fifth grade as well.

Currently, she is the coliteracy liaison for her school. She earned a Bachelor of Science in Communications and Management with a minor in Human Studies from Babson College in Wellesley, MA, and she earned her Masters of Education from Bridgewater State University. Currently, Kathleen holds a professional license in Elementary Education for grades 1–6, and she is endorsed in English Language Learner education. In addition to her teaching responsibilities, Kathleen has been a mentor for numerous new teachers, and she has been a part of countless curriculum and school improvement committees. Passionate about curriculum development, she is most recently a member of a team responsible for writing and editing the new English Language Curriculum aligned with the Common Core State Standards for grades K–5. Kathleen plans to begin work toward an EdS from the University of Massachusetts in Curriculum and Instruction with a focus on Education of Diverse Populations. In her spare time, Kathleen is a mother to two young men, ages 18 and 14.



Laurie Higgins is a Title I Reading Specialist in a K–5 English Language Learner magnet school. She has a dual Bachelor of Science degree in Elementary Education and Special Education and a

Masters of Education degree as a Consulting Teacher of Reading. She also holds a license as a Certified Occupational Therapist and is endorsed in English Language Learner education. Laurie has taught for more than 20 years in the same district. During this

time, she has taken on many collaborative leadership roles, including coliteracy liaison, Teacher Mentor and Building Based Support Team member. Currently, Laurie is a member of the district’s Curriculum and Benchmark Development and Editing Team. She has spent the last two years immersed in the design and implementation of a new Common Core–aligned ELA curriculum. Looking ahead, she plans on continuing her education with a focus on educational leadership.



Mark Galligan has been an educator for 15 years in Rhode Island and Massachusetts. He is experienced in teaching grades 4–12 and specializing in English Language Arts and History/

Social Studies, and he has taught German language and literature as well. Mark currently serves as the K–12 Humanities Curriculum Director for Stoughton Public Schools in Stoughton, Massachusetts. Mark has overseen the district’s curricular alignment to the Common Core State Standards in ELA and History/Social Studies as well as preparing the district’s educators to deliver the PARCC exam. As a recent doctoral graduate whose dissertation research analyzed the development of American history curriculum from a historical perspective, Mark’s research interests involve the intersection of public policy and curriculum standards. His other research interests include building and sustaining communication between researchers in education and practitioners as a way of promoting research-based instructional practices. As the director of curriculum, Mark is most proud of the work of his K–5 Literacy teacher team, which has worked tirelessly for more than two years to perfect and put into practice Common Core–aligned curriculum and assessments.



ILA Bridges: Instructional Units for the Engaging Classroom | © 2015 International Literacy Association
ISSN 2409-6237 | No. 7014

All rights reserved. This downloadable PDF is intended for use by the purchaser only. Your download allows one person to retain an electronic copy of the file for personal and classroom use. Display of any portion of this PDF on an intranet or website is prohibited. It is illegal to reproduce, store in or introduce into a retrieval system or database, or transmit any portion of this PDF in any form or by any means (electronic, mechanical, photocopying, recording, or otherwise) without the prior permission of the International Literacy Association. By using only authorized electronic or print editions and not participating in or encouraging piracy of copyrighted materials, you support the rights of authors and publishers.

For more information about ILA Bridges and for submission guidelines, e-mail LRPunits@reading.org.