



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s):

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Grade Level(s):

8

Subject:

Social Studies

Length of Class:

1 hour



Image Citation: Ferris, J. L. G. (ca. 1932) The first Thanksgiving/ J.L.G. Ferris. Massachusetts, ca. 1932. Cleveland, Ohio: The Foundation Press, Inc. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2001699850	
Lesson Title:	The Myth of Thanksgiving
Overview:	Students will uncover the true story behind the Pilgrims' first Thanksgiving and discover how it became a national holiday.
Learning Objective:	The student will be able to use primary and secondary sources to evaluate facts and misconceptions about Thanksgiving and the Pilgrims.
Standards:	8.1.CC: Analyze the changes and continuities of the Native Americans' experiences prior to and as a result of settlement and colonization 8.1.CO: Compare the three British North American colonial regions economically, politically, socially, and in regard to labor development. 8.1.E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of settlement and colonization on the development of various forms of government across the colonies. AASL Standard 1: Learners display curiosity and initiative by recalling prior background knowledge as context for new meaning. AASL Standard 2: Learners engage with new knowledge by following a process that includes: using evidence to investigate questions.
Essential Question:	How do primary sources help us discover the truth about history?
Supporting Question(s):	<ul style="list-style-type: none"> ● What do you notice about Bradford's report (page 146) that fits with your ideas about the first Thanksgiving? ● What has been left out or seems unusual? ● What values do the various versions of the story of the first Thanksgiving reflect? ● How does the story of Thanksgiving change as we look at different sources?

	<ul style="list-style-type: none"> Why do you think that there are so many different versions of history?
Digital Primary and Secondary Sources:	<p>Ferris, J. L. G. (ca. 1932) The first Thanksgiving/ J.L.G. Ferris. Massachusetts, ca. 1932. Cleveland, Ohio: The Foundation Press, Inc. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2001699850</p> <p>Messner, K. (2020). History Smashers: The Mayflower. Random House Books for Young Readers.</p>
Required Classroom Materials:	<p>What materials do you need (computer, projector, etc.)? What materials do the students need (writing journals, laptop carts, textbooks, etc.)?</p> <ul style="list-style-type: none"> Smart board and laptop to show trivia quiz Trivia Quiz Copy of laminated Thanksgiving painting Magnifying glass Dry Erase markers Copies of <i>History Smashers: The Mayflower</i> Notebooks and writing utensils Chart paper Sticky notes
Classroom Environment:	<p>The room is arranged so that students sit together in small groups of 3-4. The Smartboard is at the front of the room so that all students can see it. Materials are already on the table for students to access as needed. An exit ticket parking lot is posted on a side wall ready for students to place their sticky notes at the end of the lesson.</p>
Differentiation and Adaptations:	<p>Reading can be done independently, in small groups, or whole group. The painting can be divided into quadrants to help students more closely study the image. Timelines can be provided on worksheets with fill-in-the-blank options.</p>

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
6 minutes	Anticipatory- Trivia Quiz: How much do you know about the first Thanksgiving?

	https://docs.google.com/presentation/d/1unn3EQZuB_3bZVf-vrFsXS-MgTbvRLySK6ccG0xvAmo/edit?usp=sharing
10 minutes	1. Give students copies of Thanksgiving painting and magnifying glass. Allow 4-5 minutes for students to silently examine the painting and list what they see, make inferences, and compare it to their own holiday traditions. Discuss as a whole group.
25 minutes	2. Read <i>History Smashers: Mayflower</i> pages 143-147. Cross off every image in the painting that is not accurate according to the text. Circle any image that is accurate. Discuss why the painting is inaccurate.
15 minutes	3. Continue reading through page 156. In small groups, have students create a timeline focused on Thanksgiving becoming a national holiday in 1942 beginning with the mythical date of 1621.
5 minutes	Closure- Exit ticket parking lot on a sticky note. Students answer the question: Today we learned that the popular Thanksgiving story is not all factual. How has today's lesson shifted your thinking about other popular history tales?

Assessments:	Students will be assessed through discussion and observation. When reading the text and comparing it to the picture, students are actively engaged with the content and observation of what they mark off and circle will determine if they can synthesize what they think they know and what is actually true. Learning extension project will be used as a summative assessment of students' ability to dissect a primary source to find the truth.
Learning Extensions:	Using the primary source on page 146, have students create an accurate "painting" (digital, collage, drawing, etc.) of what the first Thanksgiving might have looked like. Students will include a written description of the choices they made, such as why they included some images and excluded others.