

Pilgrim Unit

Monday

Objective: SWBAT identify and describe the history of the New England colonies region.

Materials: bread, painters tape, pilgrim voyage story, pilgrim book, vocab flip book, paper suitcases, suitcase with pilgrim supplies.

Procedure:

- Mark out an area on the carpet just large enough for all students to sit in with painters tape.
- Instruct students to sit in the 'ship' and sway back and forth as you read about the pilgrim's voyage.
- Hand out hard tack (bread) to illustrate what the pilgrims had to eat.
- Show students that you are a pilgrim and you are bringing a suitcase with you. Have them guess what might be in the suitcase.
- Dismiss students to stations
- Station #1: Read ch.1 of the pilgrim book with me.
- Station #2: Create vocabulary flip book.
- Station #3: Draw/write what they would bring in their suitcase if they were a pilgrim.
- After stations, discuss what students thought pilgrims would bring in their suitcase then show what you brought.

Assessment: See what students chose to bring in their suitcases and if those items are realistic choices.

Reflection:

Tuesday

Objective: SWBAT recognize the importance of the contributions of the Native American colonies.

Ranger Laura visits

Wednesday ****Record Lesson****

Objective: SWBAT recognize the importance of the contributions of the Native American colonies.

Materials: Squanto Article, List of Squanto Pros and Cons

Procedure:

- Put the article about Squanto on the board and read it to the class.
- Ask class for ideas about what they think the good and bad qualities of Squanto are.
- Put the list of Squanto pros and cons on the board.
- Split the class into groups of 6 then assign 3 of them to be pro Squanto and 3 to be con Squanto.
- Describe how a debate works and give students time to come up with their arguments.
- Give each side 3 minutes to make their points and then time to come up with a rebuttal.

Assessment: Listen to student conversations to see if students are able to identify how the native Americans helped the pilgrims.

Reflection:

Thursday

Objective: SWBAT identify states of the region and reasons for settlement.

Materials: Labeled map of New England colonies, copies of map for students to fill in, vocabulary cube sheets, 8 dice, pilgrim book.

Procedure:

- Show the colonies map on the board and what they already know about the region. Call on 3 different students to read a description about each region.
- Ask students what they would be looking for in a place to live and which region they would choose to live in.
- Dismiss students to stations
- Station #1: Read ch. 2 of the pilgrim book with me.
- Station #2: Students will color and label a map of the colonies.
- Station #3: Students will play tic-tac-toe with the vocabulary words.

Assessment: Look at student's maps to see if they labeled them correctly and they can identify the different characteristics of the regions.

Reflection:

Videos:

Horrible Histories – Pilgrim Rap
Plymouth colony and the pilgrims

Monday:

Objective: SWBAT recognize the importance of the contributions of the Native American colonies.

Materials: Pilgrim book, brain pop video, paper plates, markers, yarn, Squanto pieces, Native American artifacts.

Procedure:

- Watch Native American brainpop video as a class.
- Explain stations.
- Station #1: Read ch. 3 of pilgrim book with me and review vocabulary.
- Station #2: Decorate a paper plate like a dream catcher and connect facts about Squanto to the plate with yarn.
- Station #3: Read the picture book as a group and look at Native American artifacts and discuss what they think the items were used for.

Assessment: Listen to students as they discuss the book and as they talk about the NA artifacts to see if they understand the significance of NA.

Reflection:

Tuesday:

Objective: SWBAT discuss the significance of town meetings in the 1600's.

Materials: town hall meeting paragraph & chart, governors venn diagram, pilgrim book, powerpoint

Procedure:

- Present powerpoint about town meetings.
- Explain stations.
- Station #1: Read ch. 4 with me.
- Station #2: Create a venn diagram comparing and contrasting the two governors.
- Station #3: read the paragraph about town meetings and cut out the terms and glue them in the correct spots on your worksheet.

Assessment: Are students able to create the venn diagram and the chart correctly?

Reflection:

Wednesday:

Objective: SWBAT describe life in the New England village.

Materials: supplies to make candles, dolls, Pilgrim rap video

Procedure: Students will get to decide if they want to make a candle or a doll and then switch half way through the class period. Students will watch rap video if there is time after the crafts.

Assessment: Observe if students are able to complete activities that pilgrims their age would do.

Reflection:

Thursday:

Objective: SWBAT describe life in a New England village.

Materials: brain pop video, pilgrim book, food basket worksheet, grocery ads, conversation sticks, envelope with pilgrim manners.

Procedure:

- Watch the brain pop video about Thanksgiving as a class.
- Describe the stations to students.
- Station #1: Read ch. 5 with me and review vocabulary.
- Station #2: Students will cut out pictures of food from grocery ads and glue them into the correct seasonal basket.
- Station #3: Students will use conversation sticks to discuss the manners that pilgrims used.

Assessment: Listen to students discussions about pilgrim manners and see if students can relate to the pilgrims.

Reflection:

Friday:

Objective: SWBAT describe life in a New England village.

Materials: Pilgrim information packet, pilgrim book, 9 computers with Blabberize site, job description sheets, Native American box game.

Procedure:

- Read passage to students about what the villages looked like and jobs that pilgrims had.
- Describe stations to students.
- Station #1: Read ch. 6 with me and review vocabulary.
- Station #2: students will read about a pilgrim job and create a blabberize to share at the end of class.
- Station #3: play the native American box game.

Assessment: See if students are able to create a blabberize that describes the jobs of the pilgrims.

Reflection: