

Squanto & the first Thanksgiving

Audience: Primary – First Grade

Standards: History and Social Science Standards of Learning

1.1 The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.

1.6 The student will describe how location, climate, and physical surrounding affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Materials:

Young Squanto: The First Thanksgiving by Andrew Woods, time line paper, list of significant events in Squanto's life, crayons, pencils, scissors, glue, dry erase markers, whiteboard

Time: 1 hour

Space: front rug for whole class discussion & tables for individual activities; class size is 23 students

Lesson Description:

Anticipatory Set:

With the students seated together on the rug at the front of the classroom, ask students what they think of when they think of the word Thanksgiving. Next have a couple students share their ideas about Thanksgiving with the class. After a few minutes introduce that the students will be learning about the first Thanksgiving that took place in the fall of 1621. Ask students, "Where was the first Thanksgiving?" Pull down the map of the United States so that the students can use the map to guide their answers. Allow a few students to share where they think it was, and then show them on a map the location of Plymouth, Massachusetts. Ask the students, "Are we North of (above) Plymouth or South of (below) it?" Have a student find where we are located on the map and then have the students answer the question again.

Objective and Its Purpose:

Students will be able to explain the origins of Thanksgiving.

Students will be able to locate Plymouth, Massachusetts on a map in relation to Jamestown/Williamsburg, Virginia.

Students will order events in Squanto's life and their life by creating time lines with illustrations.

Input/Modeling:

Students will remain seated on the rug at the front of the classroom while the teacher reads the story *Young Squanto: The First Thanksgiving* to the class. Students will be prompted to think about the order of events that occurred in Squanto's life during the reading. After the story has been read, the students will focus on how to create a time line. The teacher will provide a small example of her life's time line for the class so that they can understand how to sequence events.

Check for Understanding:

Next the class will review events of Squanto's life as a whole group activity. The teacher will read an event and the students will vote on the order that the event should be in for the time line. For example the teacher would say "Squanto first sees a ship in the bay, should this event come before or after the first Thanksgiving?" Students would vote for it to come before the first Thanksgiving and the class would continue to go through the events.

Guided Practice:

Students will receive a copy of the events in Squanto's life that were reviewed during the whole class activity and a time line paper. They will then cut the events and put them in order based on the class discussion. The teacher will instruct them to glue the events in order of occurrence and illustrate the different events. While the teacher is reviewing the order of events with the students, she will circulate the room to ensure that students understand how to put the events onto the time line.

Independent Practice:

After sequencing Squanto's life, the students will create a time line of their own life. Students will receive a blank time line to fill in with their information. Students will work to identify at least three important events from their life. Examples of important events may be moving to a new home, getting a pet, losing a tooth, the birth of a sibling, going to camp, etc. Students' time lines will include illustrations and simple labels identifying the event. The particular day or years are not important for the sequence. Students should focus more on putting the events in sequential order. While students work independently, the teacher will continue to circulate around the room checking on the student's progress and helping when questions arise.

Closure:

The teacher will collect the time lines for Squanto's life. Next she will ask for volunteers to share an important event from their life. Students will take turns sharing their time lines and talking about the sequencing of events. The teacher will keep track of which events were most important to the class and compare the events with Squanto's time line.

Evaluation:

Formative: The teacher will gauge ongoing understanding of the lesson based on student participation in discussion and by circulating throughout the classroom to look at individual time lines the students will create.

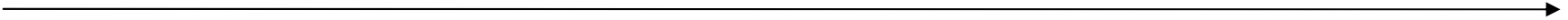
Summative: The teacher will evaluate the time lines completed by the students for the correct sequential order of events for both Squanto's life and the student's life.

Background Information/Content:

Squanto was a Native American from the Patuxet tribe who lived near what we now call Plymouth, Massachusetts. Squanto first saw a ship sailing toward the shore when he was around fourteen years old. The Native Americans traded with the sailors and Squanto learned to speak English. Squanto went with the sailors to help them trade with other natives. Later he was kidnapped and taken to England where he spent nine years of his life before returning with John Smith to the New World. After returning, Squanto was again kidnapped by another Englishman and taken to Spain to be sold as a slave. Eventually, Squanto escaped to London and later made his way back to North America. When he finally reached his homeland, Squanto discovered that his tribe, as well as a majority of coastal New England tribes, had been decimated the year before by a plague. Squanto finally settled with the Pilgrims. He helped them recover from their first winter by teaching them to increase their food production by fertilizing their crops, and by directing them to the best places to catch fish and eels. When the fall harvest came, the Pilgrims and the Native Americans joined in a feast. This celebration is known as the First Thanksgiving.

Time Line of Squanto's Life

Directions: Put the events in the correct order and illustrate the events



Directions: Cut the events and put them in the correct order. Glue the events onto the timeline and illustrate them.

<p><i>1614</i> - Squanto returned to the New World with John Smith.</p>	<h2>Important Events from Squanto's Life</h2> <h3>1605 - 1621</h3>	
<p><i>1619</i> - Squanto returned to find his tribe had all died of illness.</p>	<p><i>Spring 1621</i> - Squanto helped the Pilgrims catch fish and fertilize crops.</p>	<p><i>Fall 1621</i>- Squanto and the Pilgrims have a feast to celebrate the harvest, the first Thanksgiving.</p>
<p><i>1605</i> - Squanto was kidnapped and taken to England.</p>	<p><i>1614</i> - Squanto was kidnapped and taken to Spain.</p>	<p><i>March 22, 1621</i> - Pilgrims met Squanto for the first time</p>

My Life Timeline

by _____

