Thanksgiving Day Celebration

Vicky Trevizo

4-1-2014

Recommended Citation
https://via.library.depaul.edu/tps-lesson-plans/57

This Article is brought to you for free and open access by the Teaching with Primary Sources Program at Via Sapientiae. It has been accepted for inclusion in Lesson Plans by an authorized administrator of Via Sapientiae. For more information, please contact wsulliv6@depaul.edu, c.mcclure@depaul.edu.
Thanksgiving Day Celebration

Lesson Overview:
This lesson uses primary source-photographs from the Library of Congress. The lesson is on Thanksgiving Day celebrations and how it was celebrated Then and Now. By looking at primary sources the students will gain an understanding of how Thanksgiving Day was celebrated in the 1600's and today.

Goal:
The students will learn about differences and similarities between how Thanksgiving Day was celebrated in the 1600' and how it is celebrated today.

Investigation Question:
What did you discover during your analysis of photos of Thanksgiving Then and Now? (Observe-Identify and note detail, Reflect- purpose of lesson, Question-observation Wh questions who, what, when, where, why, and how)

Content Objectives:
Students will be able to analyze and discuss with a partner primary source photographs of the Thanksgiving Day Celebration Then and Now.
Students working with a partner will be able to identify and label different foods eaten Then and Now on Thanksgiving. Vocabulary will be provided for the students.

Students will be able to demonstrate understanding of foods by describing orally with a partner the differences and similarities of foods Then and Now and then writing a short paragraph in journal.

**Language Objectives:**

Students will learn and use key vocabulary from photos to enhance oral language development.

**Language Target:**

I can identify and label foods and other key vocabulary in photograph used Then and Now during Thanksgiving Day Celebrations.

**Differentiation of Activity for ELLs:**

This is a first grade ELL class. The languages spoken in this class are Chinese, Russian, Hungarian and Urdu) the student’s level of English language proficiency is at a Level 4 Expanding. This level is considered in the Middle to High range. Students have good conversational English but still need support with content vocabulary and everyday English vocabulary. Before lesson I will support student learning with background information to enhance the learning process. We will read books and go over specific vocabulary about Thanksgiving and make connections to celebrations like birthdays. We will also discuss how they celebrate different holidays in their country.
Time Required for Lesson:

This lesson will require at least a week of instruction. Each lesson will be about 30 minutes.

WIDA Standards:

WIDA Speaking and Writing: Level 4 Word and Phrase Level (Vocabulary Usage) Specific and some technical content-area language.

ELD Standard 1: Social & Instructional Language. Students will gather information from a variety of photos and share with a partner.

Connection to WIDA Standards: Common Core Standard for English Language Arts, Reading Standard for Informational Text, Craft and Structure, Integration of Knowledge and Ideas #6-7 (Grade 1): Distinguish between information provided by pictures or other illustrations and information. Use illustration and photos to describe key ideas in photos Then and Now.

Common Core Standards:

CC.K-5 SL.4

Presentation of Knowledge and Ideas: Describe people, places, things, events with relevant detail, expressing ideas and feelings.

CC.K-5 SL.5

Presentation of Knowledge and Ideas: Add drawings or other visuals displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
**CC.K-5 SL.6**

**Presentation of Knowledge and Ideas:** Produce complete sentences when appropriate to task and situation.

**Materials Used:**

**Library of Congress Course Book:** A Voyage Long And Strange by Tony Horwitz

**Books Used for Instruction:** (It's Thanksgiving by Jack Prelutsky, A Charlie Brown Thanksgiving by Charles M. Schulz, One Tough Turkey, A Thanksgiving Story by Steven Kroll and If You Were At THE FIRST THANKSGIVING by Anne Kamma).

**Materials:** (Writing journal, chart paper, vocabulary labels pencil, crayons)

**Resources Used:** Library of Congress website, Primary Source Photographs from Library of Congress, and Picture books

**Citations of Photographs from Primary Sources:**

**Photo 1**


Title: First Thanksgiving.

Date: between 1900-1920.

URL: [http://www.loc.gov/pictures/item/det1994023455/PP/](http://www.loc.gov/pictures/item/det1994023455/PP/)
Photo 2

Creator: Collins, Margory, 1912-1985

Title: Neffsville, Pennsylvania. Thanksgiving dinner at the house of Earle Landis.

Date: 1942 Nov.

URL: http://www.loc.gov/pictures/item/owi2001014451/PP/

Photo 3

Creator: Delano, Jack

Title: Pumpkin pies and Thanksgiving dinner at the home of Mr. Timothy Levy Crouch, a Rogerine Quaker living in Ledyard, Connecticut.

Date: 1940 Nov.

URL: http://www.loc.gov/pictures/item/fsa2000024247/PP/

Photo 4

Creator: Collins, Marjory, 1912-1985

Title: Neffsville, Pennsylvania, Saying grace before carving the turkey at Thanksgiving dinner in the home of Earle Landis.

Date: 1942 Nov.

URL: http://www.loc.gov/pictures/item/owi2001014443/PP/
**Lesson Procedure:**

**Day 1**

We will make a web and in the middle write the word *Celebrations*. Students will share about the different *Celebrations* in their country and how they celebrate culturally (food, dress, traditions etc.).

**Day 2 and 3**

Begin to read books about picture books on Thanksgiving. During reading we will discuss specific foods, traditions etc. Complete Organizers, play WH Game with a partner.

**Day 4**

We will analyze photos of Thanksgiving Day Then and Now from the Primary Sources. We will together generate vocabulary and discuss about the Inquiry Question. What did you discover during your analysis of photos of Thanksgiving Day Then and Now? Students will then put vocabulary words (these will be provided) on Chart paper distinguishing between Then and Now. Make a T-Chart using Then and Now and discuss differences with students.

**Evaluation (Assessment):**

Together with a partner students will match up vocabulary words with Primary Source Photos and put labels in the correct place on the photo.

**Extension Activity:**

After labeling photo students will write a sentence in journal and discuss foods Then and Now.
We will go over before lesson how to reflect on topic and write their response in their journal and draw picture to match with sentence. We will label at the top Then and Now on two separate pages.

**Vocabulary Words for Primary Source Photos:**

<table>
<thead>
<tr>
<th>fork</th>
<th>salt shaker</th>
<th>pepper shaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>knife</td>
<td>flowers</td>
<td>suit and tie</td>
</tr>
<tr>
<td>spoon</td>
<td>dress</td>
<td>chair</td>
</tr>
<tr>
<td>plate</td>
<td>tablecloth</td>
<td>napkins</td>
</tr>
<tr>
<td>bowl</td>
<td>present</td>
<td>dinner</td>
</tr>
<tr>
<td>cup</td>
<td>bread bowl</td>
<td>curtains</td>
</tr>
<tr>
<td>glass</td>
<td>glasses</td>
<td>ring</td>
</tr>
<tr>
<td>cake</td>
<td>apple pie</td>
<td>Pilgrims</td>
</tr>
<tr>
<td>Indians</td>
<td>dog</td>
<td>Pilgrim hats</td>
</tr>
<tr>
<td>Priest</td>
<td>Indian Princess</td>
<td>kettle</td>
</tr>
<tr>
<td>soldier</td>
<td>sword</td>
<td>turkey</td>
</tr>
<tr>
<td>bowl</td>
<td>Indian chief</td>
<td>child</td>
</tr>
<tr>
<td>Indian headdress</td>
<td>praying</td>
<td>picture</td>
</tr>
<tr>
<td>chandelier</td>
<td>windows</td>
<td>table</td>
</tr>
<tr>
<td>tray</td>
<td>house</td>
<td>dining room</td>
</tr>
</tbody>
</table>
Lesson Plan Reflection on Thanksgiving Then and Now

By Victoria Trevizo

The students understood the purpose of the lesson which was to identify and note detail of Thanksgiving Then and Now. Students demonstrated their knowledge by completing the Photo Analysis Sheets and answering questions on the topic in discussion. One of the goals of the lesson was for the students to understand what a celebration is about, a time to get together with friends and family. The students were asked to compare similarities and differences of Thanksgiving Then and Now using Primary Source Photos. During the lesson the students were able to express their knowledge of Thanksgiving Then and Now in discussion and by completing their Photo Analysis Sheets.

During the next part of the lesson the students were asked to identify key vocabulary and match it up with the illustrations. Some students were able to read words without support and others needed some support in order to read the words. This activity prepared students for the following activity which was to complete the Photo Analysis Sheet (What Do I See) in the picture.

In observing their photo students were allowed to use the vocabulary to assist in writing a list of vocabulary words from the lesson on the Photo Analysis Sheet (What Do I See). They were very focused on the spelling of the word which was important to them. I noticed during the lesson that they were so concerned about the spelling that it distracted them from completing the next organizer. I then moved the vocabulary off to the side and asked the student when completing the second Photo Analysis Sheet (What Is Going On In This Photo) to focus on the picture and observe what is going on with the celebration of Thanksgiving in each photo. Students were then asked to write complete sentences and focus on the photo. I thought students demonstrated a good understanding of the subject and were able to share their knowledge in their discussions and in their writing.

I have included in my reflection some samples of student writing from their organizer (What Is Going On In This Photo). I made some corrections in spelling to make it easier to read.

The people are praying.

They are celebrating Thanksgiving.

They are going to eat the turkey.

The Pilgrims and Indians are meeting together.

They are having a feast. They are having a celebration.

They are eating the fruit and thanking each other for all the good food.
Photo Analysis

What Do I See (Observe)
Photo Analysis

What Is Going On In This Photo?
What Do You Wonder About?

<table>
<thead>
<tr>
<th>fork</th>
<th>salt shaker</th>
<th>pepper shaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>knife</td>
<td>flowers</td>
<td>suit &amp; tie</td>
</tr>
<tr>
<td>spoon</td>
<td>dress</td>
<td>chair</td>
</tr>
<tr>
<td>plate</td>
<td>tablecloth</td>
<td>napkins</td>
</tr>
<tr>
<td>bowl</td>
<td>present</td>
<td>dinner</td>
</tr>
<tr>
<td>cup</td>
<td>bread bowl</td>
<td>curtains</td>
</tr>
<tr>
<td>glass</td>
<td>eye glasses</td>
<td>ring</td>
</tr>
<tr>
<td>cake</td>
<td>apple pie</td>
<td>Pilgrims</td>
</tr>
<tr>
<td>Indians</td>
<td>dog</td>
<td>Pilgrim hats</td>
</tr>
<tr>
<td>Priest</td>
<td>Indian</td>
<td>kettle</td>
</tr>
<tr>
<td></td>
<td>Princess</td>
<td></td>
</tr>
<tr>
<td>soldier</td>
<td>sword</td>
<td>turkey</td>
</tr>
<tr>
<td>bowl</td>
<td>Indian chief</td>
<td>child</td>
</tr>
<tr>
<td>Indian</td>
<td>headdress</td>
<td>praying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>picture</td>
</tr>
<tr>
<td>chandelier</td>
<td>windows</td>
<td>table</td>
</tr>
</tbody>
</table>

V. Trevizo  Thanksgiving Day Celebration 12
<table>
<thead>
<tr>
<th>tray</th>
<th>house</th>
<th>dining room</th>
</tr>
</thead>
<tbody>
<tr>
<td>pumpkin pie</td>
<td>apple pie</td>
<td>sweet potato pie</td>
</tr>
<tr>
<td>mirror</td>
<td>frame</td>
<td>wallpaper</td>
</tr>
<tr>
<td>fruit</td>
<td>bowl</td>
<td>soup bowl</td>
</tr>
<tr>
<td>door</td>
<td>cake</td>
<td>tablecloth</td>
</tr>
</tbody>
</table>