

Thanksgiving Unit Project

Now that we have come to the end of our Thanksgiving unit, all of us will have a chance to share with each other what we've learned! Students will have the opportunity to choose one question from a list of seven and present their answers to the class. Students are encouraged to use resources such as class handouts and unit materials to answer their question. Students will record themselves successfully answering the question using a flip camera that they will check out from the classroom library.

Pick **one** of the following questions to learn about and present:

1. What was the purpose of the Mayflower Compact?
2. What were some challenges the pilgrims faced in the new land?
3. Who were the Wampanoag? Describe their way of life.
4. What was life like on the Mayflower?
5. How were the puritans and pilgrims similar and different from each other?
6. Choose one leader from the Massachusetts Bay Colony to talk about. Why was he important?
7. Choose one leader from the Wampanoga tribe to talk about. Why was he important?

Once students have decided which question they want to answer and present on, they will be given a rubric. This rubric will explain the requirements that each student should meet in his/her video. There are five areas the students should be mindful of when presenting:

1. The student's presentation should include at least three supporting details that answer the question.
2. Students should explain their supporting details: Why they chose their details and how they relate to the question they are answering.
3. Students should use two vocabulary words in their presentation and explain both of the words in their proper context. Choose words from the *Thanksgiving Vocabulary Guide* that was given out in class.
4. The student should speak clearly at all times and be sure to pronounce all words correctly.
5. The quality of the video should be professional. The video should be focused and should not shake during the presentation.

Students are encouraged to record multiple takes of their presentation to become familiar with the technology and to perfect their presentation. Students are also encouraged to write down what they are going to say on note cards before they present so they can look at them while they are recording themselves. Once students have recorded their presentation, they will bring the flip camera back to school and his/her video will be uploaded to a secure Youtube account. When everyone has completed their video, the presentations will be compiled and watched by the class.

Good Luck! Have fun and be creative!

Curriculum Frameworks/ State Standards:

Technology:

- Conceptualize, guide, and manage individual learning projects using digital planning tools with teacher support. (4, 6)
- Research and information fluency
- Technology operations and concepts

Skill instruction:

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Content:

- Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)
- Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (H, G, C, E)
 - A. the purpose of the Mayflower Compact and its principles of self-government
 - B. challenges in settling in America
- Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. (H, E, C)

Sources:

Rubric- <http://rubistar.4teachers.org/>

Technology standards- <http://www.iste.org/standards/standards-for-students/nets-for-students-2007-profiles>

Skill instruction standards- <http://www.corestandards.org/ela-literacy/ccra/sl>

Content standards: <http://www.doe.mass.edu/frameworks/hss/final.pdf>

Content ideas taken from- <http://www.scholastic.com/teachers/lesson-plan/thanksgiving-lessons-grades-3-5>

*Vocabulary- <http://www.scholastic.com/teachers/article/first-thanksgiving-vocabulary-guide>