

# WHAT'S THE REAL STORY OF THE FIRST THANKSGIVING?



*"The First Thanksgiving at Plymouth" by Jennie Augusta Brownscombe (1914)*

Developed by Angela Orr



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Active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive, collaborative action; reflect on their actions; create and sustain groups; and influence institutions both large and small.

College, Career & Civic Life: C3 Framework for Social Studies State Standards

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Compelling Question	What's the real story of the First Thanksgiving?		
Relevant Standards	SS.2.2-2.6 (S.S. Disciplinary Skills)      SS.2.9, SS.2.13, SS.2.15, SS.2.22 (S.S. Content Themes) RI..2.1, RI.2.3RI.2.9, W.2.2, L.2.6 (ELA)		
Why Inquire into this topic?	The traditional story of Thanksgiving can be enlarged, complicated, and vivified for students as they analyze multiple perspectives and begin to understand why different groups of people may view a historical event differently. Student inquiry into this particular event promotes questioning about why certain voices have traditionally been underrepresented in our telling of the past.		
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	
What do we actually know about: Who was there? What did they eat? What did they do?	How did Squanto become the hero of Thanksgiving?	How does the story change when we learn from many different voices?	
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>	
<i>The First Thanksgiving</i> , Readworks, 2012 <i>The Plymouth Thanksgiving Story</i> by Larson, a Native American Historian, 1986 "The First Thanksgiving at Plymouth" painting by Brownscombe, 1914 "The First Thanksgiving" painting by Ferris, 1912	"Native Americans Get the Chance to Tell Their Side of the Pilgrim Story" Public Radio International Story, 2015.	Plimoth Plantation's <i>You Are the Historian!</i> Web-based Learning	
<b>Engaging with Source Materials</b>	<b>Engaging with Source Materials</b>	<b>Engaging with Source Materials</b>	
Reading Aloud/Thinking Aloud Developing Supporting Questions Zoom Out with Art Compare & Contrast	Read Aloud, Think Aloud Listen & Talk Tasks	Venn Diagram Timeline Read Aloud Web Based Activities	

Academic Language	<a href="#">See guidance document provided by the EL Department.</a>
Summative Performance Task	<p>Independently, students will construct an informational writing piece around the following prompt, using at least three pieces of evidence from their learning in the inquiry.</p> <p><i>(It would be a good idea to return back to Source A – a 3<sup>rd</sup> grade reading level traditional story of Thanksgiving – and brainstorm learning that goes above and beyond this story prior to the writing task. You might also begin brainstorming with “Before I thought...But now I know...” <a href="#">(examples here)</a></i></p> <ul style="list-style-type: none"> <li>▪ Prompt (choose one): What important facts should Americans know about the First Thanksgiving that they may not already know? <b>OR</b> Why is it important to tell this famous American story from multiple perspectives of Natives and Pilgrims?</li> <li>▪ Que datos importantes deben saber loks Americanos acerca del primer día de Accion de Gracias que tal vez no saben? Por que es importante saber los cuentos de Americanos famosos de varias perspectivas?</li> </ul>
Taking Informed Action	Help a family member or a friend go through the <i>You Are The Historian!</i> online activity. Ask them to tell you three new facts they learned about Thanksgiving. Share your writing task to demonstrate your new knowledge about Thanksgiving.
Additional Background & Related Readings	<p>Prior to this inquiry, ensure that students have some knowledge of the Mayflower voyage, and of the Pilgrims as one of the first large groups of Europeans to settle in North America. It would also be helpful to design a task for students to elicit and capture student knowledge of the Thanksgiving holiday today as well as what they know about the First Thanksgiving. Refer back to this prior knowledge throughout the inquiry. <a href="#">WCSD Librarians have provided a list of appropriate books to provide background.</a></p> <p>It is important to note that there is much more beyond this inquiry in regards to the story of Thanksgiving. First off, other groups claim the “first” thanksgiving celebration as their own, and thanksgiving celebrations were regular festivities for many cultures. Also, the U.S. history around Thanksgiving as a national holiday spans years and includes figures like George Washington and Abraham Lincoln. It is suggested that you compile a bucket of books on this topic for students to go to for free reading and/or when they are curious.</p> <p>For teacher background building (and possible student extension) see: <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/thanksgiving/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/thanksgiving/</a></p> <p>Before beginning this inquiry, help your students to define “culture” and “perspective.” To begin looking at multiple perspectives, you might consider reading and analyzing:</p> <ul style="list-style-type: none"> <li>• Steptoe, J. (1969). <i>Stevie</i>. New York: Harper &amp; Row.</li> <li>• Scieszka, J. (1996). <i>The true story of the three little pigs!</i> New York: Viking</li> </ul> <p>For a deeper understanding of the word “culture,” consider using <a href="http://study.com/academy/lesson/culture-definition-lesson-for-kids.html">http://study.com/academy/lesson/culture-definition-lesson-for-kids.html</a>. These two words should be used regularly by teacher and student throughout the 2<sup>nd</sup> grade social studies curriculum.</p> <p>It would be simple to add some additional map work to look at SS.2.20 and then to speak about the <a href="#">monument at Plymouth Rock</a> to meet SS.2.21.</p>

In the pages that follow, each supporting question will be accompanied by source material, questions, and tasks that provide students opportunity to engage with the content and interact with one another to make meaning and form an answer to the question. Some supporting questions may require only a single source of inquiry, while others may require multiple sources and perspectives. Following an inquiry into the supporting questions, students' knowledge, skills and disciplinary thinking will be assessed with a performance task. Students will also be provided opportunities to take informed civic action. Background texts as well as extension texts are highlighted above and offer opportunities for a class or individual students to learn more deeply about the focus of this inquiry.

Source A

Compelling Question	Supporting Question
What's the <i>REAL</i> story of the First Thanksgiving?	What do we actually know about: Who was there? What did they eat? What did they do?
<p><u>Engaging with the Source Instructions</u></p> <ol style="list-style-type: none"> <li>1. After eliciting prior knowledge from students about Thanksgiving, provide each student with the text and drawing below. Read the text aloud as students follow along. (<a href="#">Vocabulary and comprehension</a> questions are available from Readworks. Engage the whole class with a few of the questions to ensure basic comprehension.)</li> <li>2. Move students into groups of three or four. Ask student groups to develop supporting questions based upon the first three paragraphs of the text and the illustration. All questions are good questions. Each group should be asked to think of as many questions as they can with a minimum of 10 questions. The teacher should support this effort.</li> <li>3. Have groups share out their questions. As much as possible, document questions so that the class can see them and refer back to them throughout the inquiry process.</li> </ol>	
Source Citation: <a href="#">The First Thanksgiving</a> , by Readworks, 2012 (Lexile 570)	



Illustration by Lynn M. Hanousek

The first Thanksgiving was a huge celebration for the Pilgrims and their Native American neighbors. There were actually more Native Americans than Pilgrims at the feast!

The first Thanksgiving lasted three days. Many meals were served. All of the cooking and eating happened outside. They ate goose, duck, and seafood. Did they eat turkey? No one knows for sure.

They also ate a lot of deer meat, or venison. With all of this meat, they ate corn, cabbage, onions, and squash. They might have had fresh berries and dried fruits for dessert.

Today's Thanksgiving is actually a lot like the first one. The greatest joy of Thanksgiving isn't the food. It's the companionship and celebration with loved ones, family, and friends.



Source B

Compelling Question	Supporting Question
What's the <i>REAL</i> story of the First Thanksgiving?	What do we think we know about: Who was there? What did they eat? What did they do?
<p><u>Engaging with the Source Instructions</u></p> <ol style="list-style-type: none"> <li>Form eight small groups/pairs of students. (Or form a few less groups so that you can teach them their strip in small groups, depending on the level of scaffolding necessary.) Pass out one story strip from <a href="#">Source B</a> #s 2-9 to each group. The story strips are excerpts from a longer piece. Vocabulary with synonyms are provided to the right of each strip. Read aloud strip #1 and perform a think aloud:               <ol style="list-style-type: none"> <li>(e.g. "Hmmm. That's interesting. The Pilgrims came across an entire ocean in 1620. I wonder why? How long ago was 1620? I guess that was about 400 years ago! But they came to a place where people were already living. I like how the word "inhabited" is like the word "habitat" and tells me that is where people were living. I'm glad I've learned what the Native American tribe was called, too. The Wampanoag. Repeat after me...Wampanoag. The Native Americans weren't given a name in source A.")</li> <li>Ask the class to reflect on how you talked about what you had just read. Then, prompt each group to read their story strip aloud and try to think aloud about the ideas in the text. Post these prompts for students to see and use if they get stuck in their small group think aloud:                   <ol style="list-style-type: none"> <li>When I read this, it makes me think of...</li> <li>I wonder if...</li> <li>Why would...</li> <li>How is this different than...?</li> <li>We've seen this word before in...</li> </ol> </li> <li>Next, ask all the students to stand in a line in order of their story number. Review what they learned from the first strip. Then, have each group choose who will read the story strip to the rest of the class and who will explain the group's thinking. Have each group present their story strips in order. As each group presents, ask students from other groups to explain something new they learned about the First Thanksgiving. This is the time to model making connections between aspects of the text, clarifying vocabulary and ideas, and helping students to make sense of the story. (You can read the entire source for your background in the link in the Source Citation.)</li> <li>Ask students to explain how this source provides a new perspective on the event. Make sure students understand that Source A is a source written for students and follows the "typical" story told about Thanksgiving, while pointing out that Source B is written by a historian who is Native American who wants to shed light on multiple perspectives of the event.</li> </ol> </li></ol>	
<p>Source Citation: excerpts taken from <i>The Plymouth Thanksgiving Story</i> by Native American Historian, Chuck Larsen, 1986. Available at <a href="#">CommonLit</a>.</p>	

Source C

Compelling Question	Supporting Question
What's the <i>REAL</i> story of the First Thanksgiving?	What do we think we know about: Who was there? What did they eat? What did they do?
<p><u>Engaging with the Source Instructions</u></p> <ol style="list-style-type: none"> <li>Project the <a href="#">Zoom-Out on the painting, "The First Thanksgiving,"</a> for all students to see. Ask students to sit closely enough to the projection to see the details of the text. Pair students for discussion of the questions accompanying the text.</li> <li>With varying amounts of small group talk and whole group share out based on your formative assessment of student understanding, work through the Zoom-Out image analysis questions and tasks: <ul style="list-style-type: none"> <li>Can you name five things you see in this picture?</li> <li>What type of source is this? -a photograph -a painting -a drawing or sketch</li> <li>What type of prediction can you make about what you will see when we zoom out? On what pieces of evidence is your prediction based?</li> <li>With a partner, list all of the evidence you see. Be detailed.</li> <li>What season do you think it is? Why do you think this?</li> <li>How would you describe the clothing of the people?</li> <li>What new evidence do you see? (people, objects, actions)</li> <li>Are you surprised by the new people in the image? Why or why not?</li> <li>Make a claim: What is the relationship between the people in the image?</li> <li>List all of the new evidence you now see.</li> <li>With a partner, come up with five questions you have about the situation in this image.</li> <li>In a group of three, describe this scene. The first student will say one complete sentence with evidence. Then, the next person will add on. The third will add more details in a complete sentence.</li> </ul> </li> <li>Work with students to understand that this image is a piece of art rather than a literal interpretation of the event. Source (<i>an important historical thinking skill</i>) the document by asking students to not the number of years between the event and the depiction of the event. Explain to students that this is a secondary source rather than a primary source of the event. Ask questions about how art made 300 years after an event would differ from a primary source.</li> <li>Make sure that students are able to see the similarities and differences between Sources A, B, C.</li> </ol> <p>Source Citation: "The First Thanksgiving" painting by JLG Ferris c. 1912</p>	



Source D

Compelling Question	Supporting Question
What's the <i>REAL</i> story of the First Thanksgiving?	What do we think we know about: Who was there? What did they eat? What did they do?
<p><u>Engaging with the Source Instructions</u></p> <ol style="list-style-type: none"> <li>Using the final slide of the <a href="#">Zoom Out</a> of Source C, project Source D.</li> <li>Ask students to notice as many details as they can. (It is suggested that this is done through a think-pair-share so that the whole class hears as many details as possible.)</li> <li>Place students in groups of four and provide them with colored and laminated copies of <a href="#">Sources C &amp; D</a>.</li> <li>Instruct students on how to complete a <a href="#">Venn diagram</a> to compare and contrast the two paintings. (This will promote critical thinking as well as corroboration, another important historical thinking skill.) Pass out Venn Diagrams on chart paper to students along with pens/markers to collaboratively complete the activity.</li> </ol> <p>Source Citation: "<i>The First Thanksgiving at Plymouth</i>" painting by Jennie Augusta Brownscombe (1914)</p>	





Source E

Compelling Question	Supporting Question
What's the <i>REAL</i> story of the First Thanksgiving?	How did Squanto become the hero of Thanksgiving?
<ol style="list-style-type: none"> <li>1. Access the public radio story, "Native Americans Get the Chance to Tell Their Side of the Pilgrim Story," from <a href="#">ListenWise</a>. Project the picture accompanying the article:</li> <li>2. Read the introduction aloud to students: "The traditional Thanksgiving story tells us that the Pilgrims arrived in Plymouth, Massachusetts in 1620 and were greeted by an English speaking Native American named Squanto. Squanto taught the Pilgrims to survive in the New World and prevented them from starving. But this legend fails to tell the whole story; for example, why did Squanto speak English? Listen to learn the real story of Squanto, which began 400 years ago in 1614." Ask students, did any of you ask this question about Squanto knowing English?</li> <li>3. Arrange students in groups of three, establish discussion guidelines, and facilitate the listening and talk tasks that accompany the excerpts of the story noted below. Make sure to explain the requirements of each task (e.g. What does it mean to "infer" in the task for the third statement?). Formatively assess student understanding as they engage in the tasks. On Listenwise, you can choose to have the story played more slowly. You can also repeat each section before having students verbally process the tasks. It is suggested that students have multiple listens.</li> <li>4. Read the <a href="#">highlighted paragraphs from the text story</a> that accompanies the radio story aloud to the class before they engage in the final talk task.</li> </ol>	
Source Citation: <a href="#">Native Americans Get the Chance to Tell Their Side of the Pilgrim Story</a> Public Radio International Story, November 21, 2015.	Image credit: <i>Squanto is captured as a captured slave in one of the reconstructed scenes from a new exhibit in Plymouth, MA, courtesy of Ed Nute and Plymouth400.</i>

Podcast Excerpts	Task: Partner A	Task: Partner B	Task: Partner C
Indian Slaves?! .00-.18	Read this definition of slave to your partners: <i>A slave is a person owned by another person. The slave has no rights and must work for free.</i>	Answer this question: <i>Were you surprised to learn that Squanto was a slave? Why or why not?</i>	Answer this question: <i>What is a question you have about Squanto's slavery?</i>
Squanto .19-1.10	Answer this question: What is something new that you learned?	Lead your group of three as you write a sentence together using three of the words below.  Squanto, slave, corn, fish, interpreter	When the group is finished writing your sentence, read the sentence aloud to the class.
Paula Peters 1:11-2:10	As a whole group, try to think about the following questions: Answer: What can we infer about Paula Peters from her statement to her teacher in 2 <sup>nd</sup> grade: "No, that's not true. I'm still here." Answer: Why does Paula Peters believe it's so important to tell the story of Squanto correctly?		
Myths 2:10-3:41	Were the Pilgrims the first Europeans in the Americas?	Why do you think Squanto helped the Pilgrims after he was enslaved?	Sum up Partner A and Partner B statements. What are the most important things said?
A little more to the story...	<i>This final task is an open discussion. Everyone in your group should talk and listen to one another. Ask questions and use evidence from the radio story and the other sources you have studied.</i>  <i>A hero is someone who acts in ways that are courageous or noble. They do the right thing even in difficult circumstances. They help others even when it might put their own life in danger.</i>  Do you consider Squanto a hero? Why or why not? What evidence do you have to support your view?		

Source F

Compelling Question	Supporting Question
What's the <i>REAL</i> story of the First Thanksgiving?	How does the story change when we learn from many different voices?
<ol style="list-style-type: none"> <li>1. Book the computer lab, checkout a mobile lab, or use a few devices in your classroom to access the web-based lesson <a href="#">You Are the Historian</a> by Plimoth Plantation &amp; Scholastic. You may also run this entire activity whole class with a smart board. Make sure to address all instructions for students and guidelines for computer use. <b>Ensure that you have completed the activity yourself before assigning this to students.</b></li> <li>2. For the first several screens of the web lesson, work through them as a whole class. Read aloud the instructions and help orient students to the site. Students will begin with Fact or Myth. This will orient them and allow them to show what they've already learned from the previous sources in this inquiry. On the next page, have students help to decide which descriptions match each image. Make sure students hear what the historian has to say (left bar) about the difference between the past and history.</li> <li>3. Then, navigate the students to "The Evidence." Listen to the primary source read aloud. The text version for students is provided <a href="#">here</a>. Students can note how different the language sounded and contrast the type and style of writing to that of the present day. Then, demonstrate how the magic lens takes Winslow's letter and translates it to modern English. Ask students to comment on how the only primary source from the event discusses it. Require students to ask as many questions as they can about what is not included in the letter. This <a href="#">document</a> provides some supporting questions to help you probe for student understanding. The next step is to look at how a Native American historian has added knowledge to highlighted aspects of the letter.</li> <li>4. Ask for different groups of students to independently look into either the <a href="#">Wampanoag</a> culture or the <a href="#">Pilgrim</a> culture. If time permits, or a graphic organizer is necessary to promote student understanding, ask students to fill out <a href="#">Wampanoag Culture Chart</a> and <a href="#">English Colonist Culture Chart</a>. Then, line the students up in the hallway or a large area of the room in the traverse (one line facing another) to discuss the different cultures. The Pilgrim line will move down two people for each question. Questions can include: How were the tools of the two groups similar and different? What types of building does each culture create and why? How does each culture view hunting and eating of animals? How does each culture celebrate?</li> <li>5. Create a large Venn diagram to compare the multiple perspectives of the Wampanoag and the Pilgrims as they met and interacted. Next to the Venn diagram, create a timeline from 1614-1622 that tracks the major events. Ask for a few students to add information to the diagram and timeline during the activity. Assign sixteen students to the <a href="#">statements of the various Pilgrims and Wampanoag</a> from the <a href="#">Events Leading Up to 1621</a>. These sixteen students will be given time to practice their sentence(s) aloud with a partner. They will then read their statement as a speech in front of the class after the teacher reads the bolded material in each to set the stage. The class will then discuss what they learned from the statements and add this to the Venn diagram as well as to the timeline.</li> <li>6. Refer back to prior learning regarding why people who witness or are a part of the same event view it differently. Have students use evidence from what they have learned about the Wampanoag and Pilgrim cultures to discuss how these events could be seen from a variety of viewpoints.</li> </ol>	
Source Citation: Web-based lesson <a href="#">You Are the Historian</a> by Plimoth Plantation & Scholastic.	