

**Title:** Thanksgiving

**Grade Level:** 7 - 12

**Subject/Content:** Social Studies/History

**Summary of Lesson:** Students will compare their own ideas about Thanksgiving with the experiences of Squanto

**Focus Question:** How does the early history of our nation differ from our myths?

**Resource(s):** *Student Resources In Context*

**Procedures by Teacher:**

1. Arrange for student access to *Student Resources In Context*
2. Define Myth and ideal for students
3. Lead class discussion

**Steps/Activities by Student(s):**

1. Take part in a group pair share describing our idea of Thanksgiving and what it symbolizes
2. Use *Student Resources In Context* to find articles on Squanto, who is remembered for assisting the Pilgrims
3. Discuss/write a paragraph answering the following question: "How does the story of Squanto relate to Thanksgiving? How does it challenge our traditional idea of Thanksgiving and its meaning? Use specific details from your reading to explain"

**Outcome:** Students will evaluate the accuracy of our idea of Thanksgiving in terms of actual life in the early colonies

**Related Activities:** Students may do further research into the relationship between the American colonists and the Native Americans, looking for both positive and negative interactions

**Content Standard(s):**

- Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change
- Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding
- Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use

### **Performance Indicators:**

- At Level 1, the student is able to:
  - Identify the role of Squanto in American history
- At Level 2, the student is able to:
  - Evaluate the Treatment of Squanto in comparison to Native Americans as a whole
- At Level 3, the student is able to:
  - Analyze the differences between myth and actual history

### **Computer Literacy and Usage Standards 9-12:**

- The student will develop skills using a variety of computer resources to increase productivity, support creativity, conduct and evaluate research and improve communications
- The student will use technology resources to improve problem solving and decision-making skills and apply these skills to real world situations

### **ISTE NETS for Students**

- Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Develop cultural understanding and global awareness by engaging with learners of other cultures
- Contribute to project teams to produce original works or solve problems
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

### **Information Power; Information Literacy Standards 1-4:**

- **Standard 1:** The student who is information literate accesses information efficiently and effectively
- **Standard 2:** The student who is information literate evaluates information critically and competently
- **Standard 3:** The student who is information literate uses information accurately and creatively