



# Whose Story Is It?

## The Craft and Structure of Reading and Writing about History

### English Language Arts and History/Social Science, Grade 3

This three-week unit introduces students to concepts used by authors in writing informational texts about history: point of view, voice, chronological cause and effect, and sequence. They learn about two approaches to writing history: the historical narrative about significant events, and the examination of everyday lives of ordinary people in a particular historical period. Texts are about the American Pilgrims, the Wampanoag people, and the first Thanksgiving.

*These Model Curriculum Units are designed to exemplify the expectations outlined in the MA Curriculum Frameworks for English Language Arts/Literacy and Mathematics incorporating the Common Core State Standards, as well as all other MA Curriculum Frameworks. These units include lesson plans, Curriculum Embedded Performance Assessments, and resources. In using these units, it is important to consider the variability of learners in your class and make adaptations as necessary.*



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Stage 1 – Desired Results				
<b>ESTABLISHED GOALS</b> <b>G</b> <i>English Language Arts</i> CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . CCSS.ELA-Literacy.RI.3.7 Use Information gained from illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). CCSS.ELA-Literacy.RI.3.8 Describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> . CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information	<b>Transfer</b>			
	<b>Students will be able to independently use their learning to...</b>		<b>T</b>	
	<ul style="list-style-type: none"> <li>• Read and comprehend a range of increasingly complex texts written for various audiences and purposes.</li> <li>• Communicate ideas effectively in speaking and writing to suit a particular audience and purpose.</li> <li>• Critically appraise historical and contemporary claims/decisions.</li> </ul>			
	<b>Meaning</b>			
	<b>UNDERSTANDINGS</b> <b>U</b> <b>Students will understand that...</b> U1 Writers and illustrators use particular techniques to convey information clearly and keep readers interested. U2 Before the American Pilgrims arrived there were Native American people living in the area we now call Massachusetts. U3 Historical narratives can be told from different points of view.	<b>ESSENTIAL QUESTIONS</b> <b>EQ</b>  EQ 1 Why is reading and writing about history different from reading and writing fiction?  EQ 2 What was life like in the 1600s in the place we now call Massachusetts?  EQ 3 Why should we ask, “Whose story is it?” when we learn about the past?		
<b>Acquisition</b>				
<b>KNOWLEDGE</b> <b>K</b> <b>Students will know...</b> K1 Characteristics of historical narratives and other ways of presenting the past. K2 Characteristics of news articles as a subgenre of informational text. K3 The story of the first Thanksgiving from multiple points of view.	<b>SKILLS</b> <b>S</b> <b>Students will be skilled at...</b> S1 Gaining information from words and images in informational texts and media. S2 Recounting a series of events, identifying the connections among them, and recognizing when a point of view is used. S3 Comparing similarities and differences in			





<p>clearly.          CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences.</p> <p><i>History and Social Science</i>          HSS.3.LS.02 Identify the Wampanoags and their leaders at the time the American Pilgrims arrived and describe their way of life.          HSS.3.LS.03 Identify who the American Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony.          HSS.3.LS.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed.</p>		<p>accounts of the same event.          S4 Using evidence to support claims.          S5 Drafting, revising, and editing their writing.</p>
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**Stage 2 – Evidence**

Evaluative Criteria	Assessment Evidence
<p><b>Criteria for success:</b></p> <ul style="list-style-type: none"> <li>• The information is accurate.</li> <li>• The main idea and details are clear and well connected.</li> <li>• The descriptive language used is expressive and captures the time and place.</li> </ul>	<p><b>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT</b>            Students have studied some of the ways historians present the past; they now have a chance to make a mark on history. The local historical society has asked students to contribute to a website for 3rd graders to help them understand life in the 1600s. The head of the historical society suggests students compare the life of a 3rd grader in Massachusetts today with the life of a child in the 1600s, taking the perspective of a Native American child, pilgrim child, or them self. Students use words and illustrations (pictures, maps, timelines), and the focus is up to them. They choose the characters, the points of view, the events, and</p>





<ul style="list-style-type: none"> <li>There are maps, timelines, and/or illustrations to help the reader/viewer understand the event, place, or person.</li> </ul>	<p>the language in their descriptions of life. The historical society will publish their works if they are accurate, interesting, well-written and beautifully illustrated.</p>
	<p><b>OTHER EVIDENCE:</b> <span style="float: right;"><b>OE</b></span>          OE1. Assessment of individuals’ contributions to class and group discussion via teacher checklist. Student self-evaluation of their own contributions to class discussions.          OE2. Assessment of writings in the individual lessons.</p>

**Stage 3 – Learning Plan**

*Summary of Key Learning Events and Instruction*

**Lessons 1 and 2: Writing from Different Points of View**  
 Lesson 1: Students learn about point of view by listening to and discussing a literary work, *Voices in the Park*, which has several narrators with different points of view. They also learn to use a graphic organizer to separate main ideas and details and to use evidence from the book as a basis for acting out what happened in the park.  
 Lesson 2: Students learn about reading the same event from two different perspectives in history. Students will participate in a close read of two excerpts to understand that authors craft language to create different perspectives or points of view. Each description of the event is neither right nor wrong, just the authors’ interpretations. Students complete a Venn diagram that illustrates the similarities and differences in the description of the event.

**Lessons 3, 4, 5, 6, and 7: Reading about History: From the American Pilgrims’ Journey to the First Thanksgiving**  
 Lesson 3: Students learn about how a historian creates a historical narrative, using the example of the American Pilgrims’ experiences from their journey to Massachusetts beginning in September 1620 until the first Thanksgiving in November 1621. The teacher reads to them from primary and secondary sources that might be above their independent reading level and students read other books at their own level. In each segment, students complete a section of an illustrated flip book that tells the story sequentially, with attention to effective use of language and illustration.  
 Lesson 4: Students learn about another way of writing about history by reading books that present the daily life of ordinary people from the past. In this lesson, they read about an English girl and boy in the Plymouth Colony and a boy of the Wampanoag people in the 1620–1621. Each student assumes one of the characters and writes their own journal.  
 Lessons 5, 6, and 7: Students write and illustrate a composition that compares and contrasts the American Pilgrims and the Wampanoags.





**Lessons 8, 9, 10: A Day in the Life of a Pilgrim or a Wampanoag Child in the 1600s**

Lessons 8, 9, and 10: Students learn about another way of writing about history by reading books that present the daily life of ordinary people from the past; in this lesson they read about an English girl and an English boy in the Plymouth Colony and a boy of the Wampanoag people in 1620–1621. They assume one of the characters and write their own journal.

**Lesson 11: Summing Up: Comparing the Pilgrim and the Wampanoag Experience**

Students write and illustrate a composition that compares and contrasts the ways of life and beliefs of the American Pilgrims and the Wampanoags in the 1600s.

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## Lessons 1 and 2: Writing from Different Points of View

**Brief Overview:** In Lesson 1, students read Anthony Browne’s picture book, *Voices in the Park*, and discuss the literary concepts of voice and point of view through a close reading of the text. The focus will be on the fact that an author chooses specific words and illustrations to craft a character’s point of view about an event. At the end of the lesson, students act out the events that occurred in the text from one point of view. In Lesson 2, students learn about reading the same event from two different perspectives in history. Students participate in a close read of two excerpts to understand that authors craft language to create different perspectives or points of view. Each description of the event is neither right nor wrong, just the authors’ interpretations of the event. As you plan, consider the variability of learners in your class and make adaptations as necessary.

### **Prior Knowledge Required:**

- Students should be familiar with literacy practices that support this unit, such as read-alouds with discussion, reading instruction, and close reading of complex text.

**Estimated Time:** 60 to 90 minutes for Lesson 1; 50 minutes for Lesson 2

**Instructional Model:** Read-aloud with discussion and close reading model





## Resource for Lessons:

### Lesson 1

- Show students the video from WGBH of a young Spanish-speaking student in an immersion class.
- *Voices in the Park*, by Anthony Browne
- Teaching Kids News: <http://teachingkidsnews.com>. A selection of current news articles.

### Lesson 2

- *Squanto's Journey: The Story of the First Thanksgiving*, by Joseph Bruchac (pp. 12–17)
- *Three Young Pilgrims*, by Cheryl Harness (pp. 20–21)
- Venn diagram example
- Pictures to illustrate perspective: <http://mass.pbslearningmedia.org/resource/d003df73-61bd-4c30-b9bb-0e63e558bf19/d003df73-61bd-4c30-b9bb-0e63e558bf19/> or
- PBS Learning Media: <http://www.pbslearningmedia.org/> (a public site that provides primary sources for pictures and other documents to provide students with further information).
- Close Reading Sample (see the end of Lesson 2)

## Suggested related texts and resources (for use throughout the unit)

*The Wampanoag*, by Katherine M. Doherty and Craig A. Doherty

*Pilgrims of Plymouth*, by Susan E. Goodman

*Squanto and the Miracle of Thanksgiving*, by Eric Metaxas

*The Plymouth Colony* (We the People series), by Andrew Santella

*People of the Breaking Day*, by Marcia Sewall

*The Pilgrims* (Cornerstones of Freedom series), by R. Conrad Stein

*Kids in Colonial Times* (Kids Throughout History series), by Lisa Wroble





**Unit:** Whose Story Is It? The Craft and Structure of Writing about History

**Content Area:** English Language Arts, History/Social Science, Grade 3

**Lessons 1 and 2:** Writing from Different Points of View

**Time:** 60 to 90 minutes for Lesson 1; 50 minutes for Lesson 2

### Standards/Unit Goal(s) to be addressed in this lesson

CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*.

CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

CCSS.ELA-Literacy.RI.3.8 Describe the logical connections between a particular sentence and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CCSS.ELA-Literacy.RI.3.7 Use Information gained from illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

### Essential Questions addressed in this lesson:

EQ 1 Why is reading and writing about history different from reading and writing fiction?

EQ 3 Why should we ask, “Whose story is it?” when we learn about the past?

**Objectives:** Students will . . .

- Demonstrate understanding of the concept of point of view by acting out one character’s point of view.

- Gain information from words and images in informational texts and media.
- Recount a series of events, identifying the connections among them, and recognizing when a point of view is used.
- Compare similarities and differences in accounts of the same event.

### Instructional Tips/Strategies/Suggestions:

- *Voices in the Park* is written about a made up event, but is written from different points of view.
- If additional news articles are needed, Teaching Kids News provides a selection (<http://teachingkidsnews.com>).
- Academic Language: *point of view, voice, perspective*
- Key vocabulary to discuss and provide as a “word bank”: *voice, pedigree, mongrel, scruffy*.
- This lesson is a warm-up for the concepts of narrative and point of view that students will encounter throughout the unit. The first text is literary fiction. The remainder of the texts in the unit is informational texts.
- Students may need to be introduced to the literary concept of “voice” and be reminded that a writer chooses words to make readers understand what a particular character is like.
- In reviewing the first text, the teacher should ask directed questions about how the sequence of events is portrayed by each character to build understanding of what the author has done.
- Advanced students may be given the assignment of inventing a new character and writing his or her version of what happened in the park or writing about what occurred when they arrived home.
- Targeted academic language: similarities, differences; compare and contrast; point of view; perspective.
- Lesson 2: The illustrations in the text can be shown to students as a visual representation of the point of view of the two excerpts.



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Students should notice the differences in the portrayal of the Native Americans and the American Pilgrims.

- Review the list of additional resources listed in the Overview page for Lessons 1 and 2 to additional information, substitutions, etc.

### **Anticipated Student Preconceptions/Misconceptions:**

- Students may think that all stories are told from a single narrator's point of view and may need some help in understanding the concepts of point of view and voice.
- Students may believe that what they read in a text is always the truth.

### **What students need to know and are able to do before starting this lesson:**

Students should be familiar with literacy practices to support this unit, such as read-alouds with discussion, reading instruction, and writing instruction.

### **Formative Assessment:**

Teacher observes how students speak, listen, and collaborate in a group when discussing texts.

### **Lesson Sequence**

#### **Lesson 1**

#### **Lesson Opening**

- As a whole group ask students how they arrived at school today. Have them Turn-and-Talk to a partner and explain the details of how they came to school. The point is to demonstrate that the event is the same but everyone had a different experience.

- To model, describe how you arrived at school using details and word choice to craft the view of the event. For example: "On the way to school today, I was running late because my daughter was exhausted from soccer practice last night. She was dilly dallying while getting dressed, brushing her teeth, and deciding what she wanted to pick at for breakfast. No matter what I said, she would not get her act together! Finally, we made it to the car... Of course we were behind all the school buses and pokey drivers. When I finally made it to school, I was frustrated! BUT I made it to school on time!"
- For a technology option to help students understand perspective or point of view, watch the story of a young Spanish-speaking student in an immersion class. We hear how the teacher sounds to him and experience the class from his perspective, which is different from the perspective of a native English speaker:  
[http://www.pbslearningmedia.org/asset/midlit11\\_vid\\_splmoisesa/](http://www.pbslearningmedia.org/asset/midlit11_vid_splmoisesa/).

### **During the Lesson**

- Read *Voices in the Park* by Anthony Browne aloud to the whole class. As you read, ask questions strategically to make sure that students understand when different people are narrating the events. What does the author do to let the reader know when a different person is speaking? (See the sample of close reading of this text at the end of this lesson.)
- Using the Speaking and Listening Standards, establish with the students how discussions will take place throughout their work together: build on others' ideas and express their own clearly; follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- With the class, complete the graphic organizer (see form after this lesson) to show each point of view of the events that occurred in the park.





- Model with the class how to take the point of view of a character from the text and act out his or her version of the events that occurred in the park.
- Students work in small groups to act out the events of the voices in the text working collaboratively to demonstrate the different ways the characters interact.

### **Lesson Closing**

- Show students the video from WGBH of a young Spanish-speaking student in an immersion class, and ask them to reflect on the clip.

- What are the different perspectives in this class?
  - Of the teacher
  - Of English speaking students
  - Of the student who speaks another language
- Have students Turn-and-Talk to a partner, each taking a different perspective. Explain what happened in the class without telling them who you are. Give enough details to allow your partner to figure out which perspective you are describing. Students should be able to answer this question, “Whose story is it?”





## Close Reading Sample (Lesson 1)

<i>Voices in the Park</i>	Annotation ~ Close Read
<p>First Voice</p> <p>It was time to take Victoria, our <i>pedigreed</i> Labrador, and Charles, our son, for a walk.</p> <p>When we arrived at the park, I let Victoria off her leash. Immediately some <i>scruffy mongrel</i> appeared and started bothering her. I <i>shooed it off</i>, but the <i>horrible thing</i> chased her all over the park.</p> <p>I <i>ordered it to go away</i>, but it took no notice of me <i>whatsoever</i>. “<i>Sit</i>,” I said to Charles. “<i>Here</i>.”</p>	<p>First voice/person speaking: This lets us know that there must be more than one voice that we will be hearing from.</p> <p>Look at picture and the style of print on this first page. It looks like the house is nice, well-kept. The print is proper and sentences are written properly.</p> <p>The word choice of <i>pedigree</i> used to describe the dog, Victoria, shows that the author’s intention was to show the importance of the dog. A pedigreed animal is a pure breed. It is often thought to be better than non-pedigreed.</p> <p>What does this tell us about the first voice already?</p> <p>The word choice describing the other dog at the park is not the same. Some of the words chosen are <i>scruffy mongrel</i>, <i>bothering</i>, <i>shooed</i>, <i>horrible thing</i>. These words all have a different feeling. Do you think the first voice likes this dog? Why or why not? Use words from the text to help you explain this to a partner.</p> <p>The way in which the first voice speaks is through commands. What does this tell us about the first voice? What would be another way to communicate her wishes?</p> <p><i>Whatsoever</i> means “at all” and she is not happy that the dog did not listen.</p> <p><b>**Continue to provide commentary as needed to present the depth of meaning created by the different voices.</b></p>





## Graphic Organizer ~ *Voices in the Park* (Lesson 1)

<b>First Voice Mother</b>	<b>Second Voice Father</b>	<b>Third Voice Charles</b>	<b>Fourth Voice Smudge</b>





## **Lesson 2**

### **Lesson Opening**

- Discuss the following scene with students: Yesterday at recess, two students were sent to the principal's office for pushing. There are two sides to this story.
- Have students Turn-and-Talk to a partner explaining one side of the story. Then have the other partner explain the other side of the story. Together, have the students discuss ways in which the conflict can be resolved.

### **During the Lesson**

- Explain to the students that they will listen and/or read two passages about the event from two perspectives or points of view. Record their observations about the two descriptions of the event on chart paper. The students then use this information to complete a Venn diagram illustrating the similarities and differences between the two descriptions.
- Read the excerpt from *Squanto's Journey* (pp. 12–17). On the second reading, highlight the word choice and illustrations to begin charting detailed observations about the description of the event (see the close reading sample after this lesson.)

- Read the excerpt from *Three Young Pilgrims* (pp. 20–21). On the second reading, highlight the word choice and illustrations to chart detailed observations about the description of the event.
- After reading and discussing both excerpts, students complete the Venn diagram (see form after this lesson), comparing the descriptions of the excerpts. Students can complete this individually or with a partner.

### **Lesson Closing**

- On chart paper, write the question, "Whose story is it?"
- Have students reflect on this question independently, thinking about the description of the two events they learned about in this lesson.
- Have students share their reflection with a partner.

### **Formative assessment:**

Teacher observes students' discussions of the descriptions of the two events and completion of the Venn diagram.





## Close Reading Samples: Additional Texts (Lesson 2)

<b><i>Squanto's Journey</i>, by Joseph Bruchac (pp. 12-17)</b>	<b>Annotation ~ Close Reading</b>
<p>“That November, when the Mayflower reached shore, the <i>Pokanoket</i> watched. They <i>did not come close to the English</i>.”</p> <p>“Massasoit did not listen at first. He <i>watched silently through the winter</i>.”</p> <p>“Welcome, English,” he said <i>in their tongue</i>. He showed them <i>the two arrows in his hand</i>. One had a flint arrowhead; the other had the arrowhead removed. The arrows symbolized what we <i>offered them</i>, either war or peace.”</p>	<p>When you <b>watch</b> something, you are observing what is happening and interpreting what you believe is going on in this situation. In this situation the Pokanoket watched the American Pilgrims/English as they tried to settle on land.</p> <p>Watching implies that they did not want to interact with the American Pilgrims/English and therefore did not come close to them. Why did they just watch the American Pilgrims? What does this mean?</p> <p>The word <b>watched</b> is used again, but now an adverb explains how they watched...silently! Still no interaction between the two groups of people. What does this tell us about the Native Americans character? They were waiting to make sure that they would be safe.</p> <p>He walked into the village! What might have changed his mind to enter their village? Speaking in their tongue it means it is their language.</p> <p>He shows the arrows to the English/American Pilgrims letting them know that they have an offer (choice) to make, either war or peace. What representation did they use to show this choice?</p>





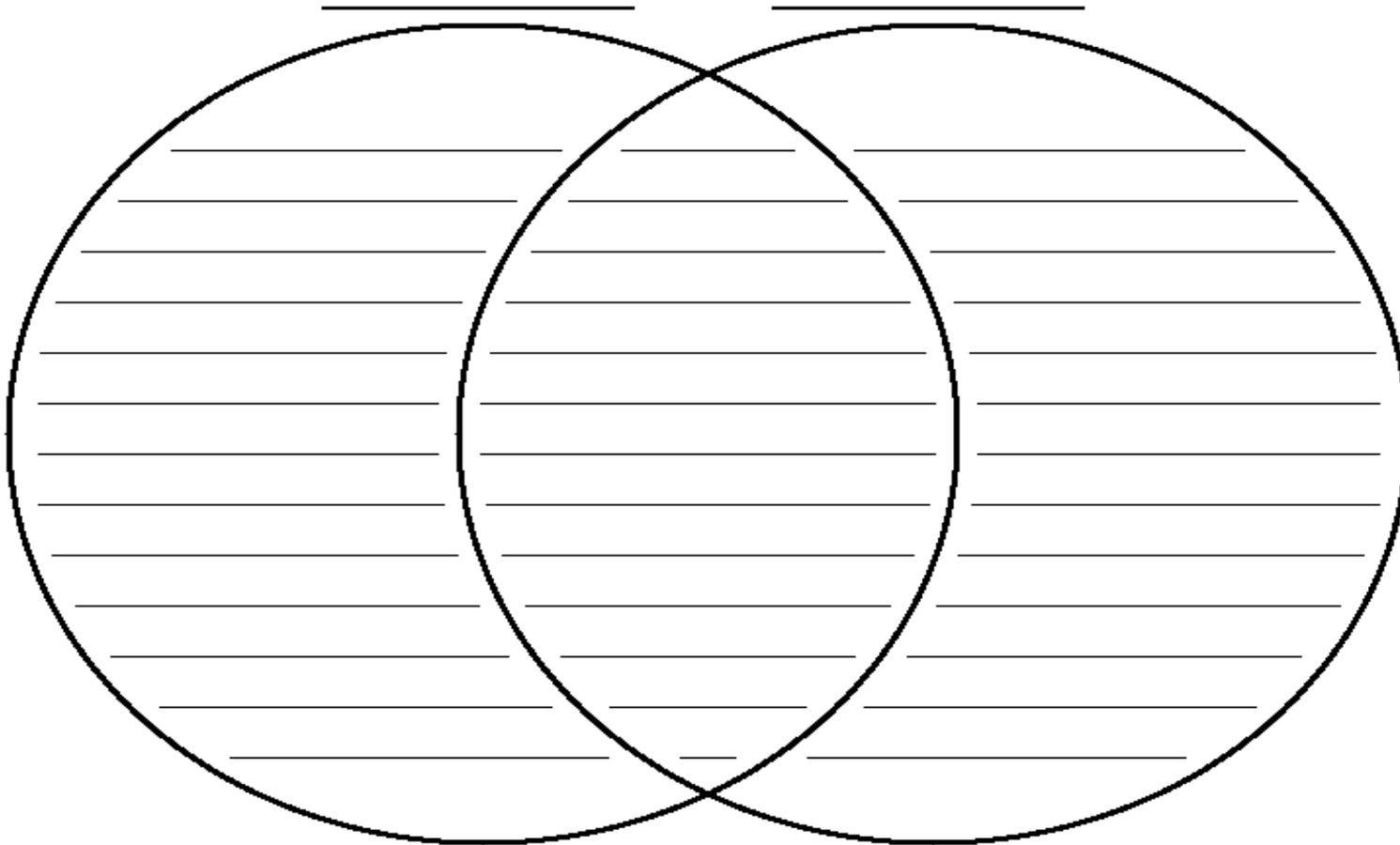
<b>Three Young Pilgrims, by Cheryl Harness (pp. 20–21)</b>	<b>Annotation ~ Close Reading</b>
<p>“He <i>stood quietly at the edge of the woods</i> and looked at them with <i>keen dark eyes</i>. His <i>skin was the color of copper</i>. The <i>children turned and ran to find Papa</i>.”</p> <p>“They <i>found him trying to break up the rocky soil</i> of their garden.  “Papa, come with us!”  “Not now...” he began in a weary voice.</p> <p><i>They pulled his hands. “There’s an Indian!”</i>  <i>They saw the tall man walk up to Mr. Hopkins and Mr. Bradford.</i>  “Welcome Englishmen!” he said in a <i>loud, deep voice</i>. “My name is Samoset.”</p>	<p>This description from the child’s point of view emphasizing that he stood at the edge of the woods, and looked at them with <i>keen dark eyes, and copper skin</i>, illustrates that he was different from them and they were afraid. The words chosen to describe the Native American feel negative.</p> <p>Children <i>running away</i> to their father is different from <i>scampering or skipping away</i>. What does this mean?</p> <p>The description of “finding him” breaking up the soil implies that he is doing something that he shouldn’t be.  Why is this important in the description of the Native American?</p> <p>The children <i>pulling</i> their father’s hand demonstrates that they wanted him to come right away. The children could have only held their father’s hand.</p> <p>The description of his stature and sound of his voice as loud and deep shows that they were once again afraid of this interaction. The power of words chosen for this illustrates a negative feeling.</p>





Name : \_\_\_\_\_

### Venn Diagram



Math-Aids.Com





## Lessons 3, 4, 5, 6, and 7: Reading about History: From the American Pilgrims' Journey to the First Thanksgiving

**Brief Overview:** Students learn how a historian creates a historical narrative, using the example of the American Pilgrims' experiences from their journey to Massachusetts, beginning in September 1620 until the first Thanksgiving in November 1621. For each segment of the narrative, students complete a section of an illustrated flip book that tells the story sequentially, with attention to effective use of language and illustration. As you plan, consider the variability of learners in your class and make adaptations as necessary.

### **Prior Knowledge Required:**

- Students should be familiar with literacy practices to support this unit, such as read-alouds with discussion, reading instruction, and writing instruction.
- Knowledge of reading informational text, and identifying the main idea and supporting details.

**Estimated Time:** 50–60 minutes per day

### **Instructional Model:**

Read-alouds with discussion; reading instruction, writing instruction





## Resources for Lesson:

### Texts

- *Squanto's Journey: The Story of the First Thanksgiving*, by Joseph Bruchac
- *The Pilgrims Before the Mayflower* ("The Library of the Pilgrims" series), by Susan Whitehurst
- *The Mayflower* (The Library of the Pilgrims series), by Susan Whitehurst
- *Three Young Pilgrims*, by Cheryl Harness
- Excerpts for read-alouds from other books, such as *Making Thirteen Colonies*, by Joy Hakim (A History of US series), and *Of Plymouth Plantation*, by William Bradford

### Websites

- Plymouth Plantation: [www.plimoth.org](http://www.plimoth.org); <http://www.pilgrimhallmuseum.org/>
- Frayer Model to guide vocabulary discussion <http://interactive-notebooks.wikispaces.com/Frayer+model+vocabulary>

### Materials

- Rubric for flip book





**Unit:** Whose Story Is It? The Craft and Structure of Reading and Writing about History

**Content Area:** English Language Arts, History/Social Science, Grade 3

**Lesson 3, 4, 5, 6, and 7:** Reading about History: From the American Pilgrims' Journey to the First Thanksgiving

**Time:** 50–60 minutes per day

**Standard(s)/Unit Goal(s) to be addressed in this lesson**

CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same subject.

HSS.3.LS.02 Identify the Wampanoags and their leaders at the time the American Pilgrims arrived and describe their way of life.

HSS.3.LS.03 Identify who the American Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth colony.

**Essential Questions addressed in this lesson:**

EQ 1 Why is reading and writing about history different from reading and writing fiction?

EQ 2 What was life like in the 1600s in the place we now call Massachusetts?

**Objectives:** Students will . . .

- Identify who the American Pilgrims were, explain why they left Europe, describe their shipboard crossing, who and what they found

when they landed, the challenges they faced in the first year, and who helped them survive those challenges.

- Explain how a historian finds evidence for events and people's lives in the past so that he or she can inform others about what happened.
- Recognize when an author has chosen to write from a particular point of view.

**Instructional Tips/Strategies/Suggestions:**

- These lessons integrate social studies content specified in the Massachusetts History/Social Science Framework standards with reading comprehension strategies being introduced in the whole group, practiced with teacher support in small groups, and used independently by students.
- Each section contains a read-aloud and independent reading by students.
  - The read aloud is considered the modeling of how to find a main idea to the class as a whole (Tier 1 instruction).
  - Then meet with students in small groups using leveled text that supports their instructional reading level. Guide and support students in finding the main idea and supporting details in the text being read in the small group (Tier 2 instruction).
  - Flip books: While students are working with the teacher, the rest of the class either completes the current section of the flip book (explicit directions for the flip book can be found at <http://www.southamptonpublicschools.org/webpages/KPalumbo/files/flipbookdirections.pdf>, or the reading and responding to text independently.
- This is a five-day set of lessons. In each lesson, students complete a section of an illustrated flip book that tells the story sequentially, with attention to effective use of language and illustration.
- A source for information on the ship The Mayflower is the website of Plimoth Plantation in Plymouth, Massachusetts, [www.plimoth.org](http://www.plimoth.org).



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Mayflower II, a replica of the ship, is part of the recreated historical site, which also features an American Pilgrim, a Wampanoag village and costumed re-enactors.

- Students will need help with the specific meaning of *compact* as an agreement among signers.

### **What students need to know and are able to do before starting this lesson:**

Students should be familiar with literacy practices to support this unit, such as read-alouds with discussion, reading instruction, and writing instruction.

### **Anticipated Student Preconceptions/Misconceptions:**

- Students may not understand that people in Native American tribal groups already lived in America before the American Pilgrims arrived, and that many of them had well-developed civilizations adapted to the environment in which they lived.
- They may not understand why the American Pilgrims would want to leave their former homes to take a dangerous journey, why they needed to form a compact for living together, or how dependent they were on the knowledge of the Wampanoags in the early years of the Plymouth colony.
- In addition, students may not be aware that people today leave familiar surroundings for many of the same reasons the American Pilgrims did: to seek freedom, financial security, and a better life for their families.

## **Lesson Sequence**

### **Lesson 3: Why the American Pilgrims Left Europe**

#### **Lesson Opening**

- Over the course of these content-embedded reading lessons students will be creating a book that takes the form of a historical narrative. Students will create a page or two for each topic below:
  - Why the American Pilgrims left Europe
  - A description of the American Pilgrims' journey
  - The Mayflower Compact
  - Challenges in the New World
  - Events leading to the first Thanksgiving
- Before beginning the first set of readings, recap what students have done in the unit so far. First, they read a fictional story which used the concept of point of view to interest the reader. Then they read two excerpts describing the same event from different points of view. As readers we need to be aware that authors deliberately choose words to convey a particular understanding.
- Over the next week the class will read a variety of informational texts about the past, written by historians who were not eyewitnesses to events or interview people who are long dead. How do historians go about their research? What evidence do they look for so that their work is as accurate as they can make it? How do we know what the "real" story is in history? Can we know it?
- Keep returning to this question of the historian's craft of researching primary documents and artifacts at appropriate times as the class examines books and websites. Point out bibliographies in the Unit Resources and other sections where the authors refer to sources consulted or how they did their research.
- The main site for the Pilgrim Hall Museum also has a link to a tour of where the American Pilgrims lived in the Netherlands, the passenger





list for the Mayflower and several ships that followed, as well as letters from the American Pilgrims giving advice to potential new settlers about what to bring to the New World.

- An outline of the Pilgrim story is on the Museum website at [http://www.pilgrimhallmuseum.org/ap\\_pilgrim\\_story.htm](http://www.pilgrimhallmuseum.org/ap_pilgrim_story.htm).

### During the Lesson

- To set the purpose for listening to the text, ask students to think about reasons why they would want to leave a place they call home.
- Students discuss reasons with a partner and then share responses with the class.
- Ask students to use a nonverbal signal (e.g., thumbs up, hands on shoulder) during read-aloud to indicate when they hear a reason the American Pilgrims left England.
- Read aloud a text to explain why the American Pilgrims left England (suggested text: *The Pilgrims Before the Mayflower*, by Susan Whitehurst)
- While reading, use a think aloud strategy to identify main ideas and details of the text.
- Ask students to list the reasons why the American Pilgrims left Europe. On chart paper, write the responses from the students.
- On the first page of the flip book students complete the “Why the American Pilgrims Left Europe” section, including specific evidence and details from the text to support the main idea.
- Students illustrate their writing to add more information. They may write captions or labels as needed.

### Lesson Closing

- Vocabulary to discuss and compile in a word bank: *religion, worship, freedom, liberty, emigrate*

- Use the Frayer Model to facilitate discussion of these words, clarify misconceptions, and provide examples: <http://interactive-notebooks.wikispaces.com/Frayer+model+vocabulary>.
- Review the class by asking questions. Preview the next lesson.

### Lesson 4: A Description of the American Pilgrims’ Journey

#### Lesson Opening

- To set the stage for understanding the journey, read the following quote. (Note, in this and subsequent passages, academic or domain-specific vocabulary that might be discussed and defined are italicized.)
  - “The ship is small, wet, and *foul*. The smells are *horrid*. There is no place to change or wash clothes. Each adult (has) a space below *deck* measuring seven by two and a half feet. Children get even less room. None of the *passengers* is allowed on deck; there is little fresh air below and many are sick. Fresh food soon runs out and then there is *hard bread* and *dried meat* that is wet and moldy. But the Pilgrims have *onions, lemon juice, and beer* to keep them from getting...*scurvy*”. From *Making Thirteen Colonies* by Joy Hakim.

#### During the Lesson

- Read a text aloud (suggested text: *The Mayflower* by Susan Whitehurst) to explain the difficulties that the American Pilgrims encountered on their journey to support finding main idea and details.
- Students Turn-and-Talk with a partner to discuss the difficulties and dangers the American Pilgrims encountered as they sailed across the Atlantic Ocean.





- On chart paper, write student responses of the events that describe the journey.
- Students complete the second section of the flip book titled “A Description of the American Pilgrims’ Journey.” Students list details supporting evidence and illustration that describes the journey.

### Lesson Closing

- Vocabulary to discuss and compile in a word bank can be taken from the italicized words in the text above.
- Use the Frayer Model to facilitate discussion of these words, clarify misconceptions, and provide examples. <http://interactive-notebooks.wikispaces.com/Frayer+model+vocabulary>
- To set the stage for learning about the Mayflower Compact, students make a list of rules that govern their family lives. They explain why their family devised these rules. They discuss them with partners.

## Lesson 5: The Mayflower Compact

### Lesson Opening

- To set the stage for learning about the Mayflower Compact, read the following quote taken from Janet A. Springer’s speech “The Continued Meaning of the Mayflower Compact: (<http://www.sail1620.org/articles/the-continued-meaning-of-the-mayflower-compact>)
  - “Three hundred and seventy eight years ago, a little band of people we now call the Pilgrims, who wanted to *worship* God in their own way and build a community based upon *brotherhood*, left their friends and *relations* in England and came to a strange country none of them had ever seen. But what is it that we should remember about these people? Simply this: That these people were the first to lay the *foundations* of our freedom as

Americans. The Mayflower *Compact*, which they signed on board the tiny ship before they ever came ashore, was the seed of *democratic government* in this land. The American Pilgrims were the first to realize that all the power in a community stems, not from a *king* or *dictator* or a small group of *elite nobles*, but from the people themselves.”

- The full text of the Mayflower Compact can be found on the website of the Pilgrim Hall Museum in Plymouth, Massachusetts: [http://www.pilgrimhallmuseum.org/mayflower\\_compact\\_text.htm](http://www.pilgrimhallmuseum.org/mayflower_compact_text.htm).

### During the Lesson

- Read some of the Compact, point out key phrases, and discuss their meaning with the class: “a voyage to plant the first *colony* in the northern parts of Virginia”; “combine our selves together into a *civil body politic*” ... “to enact, ...just and equal laws... for the general good of the Colony, unto which we promise all due *submission* and *obedience*.”
- Students Turn-and-Talk to describe why it was important for the American Pilgrims to establish rules of government before they even left the ship.
- On chart paper, write the main points as a resource for what students write in their flip books.
- Students describe the Mayflower Compact and the reasons for signing it, using evidence and details from the text. Students illustrate their writing, if desired.

### Lesson Closing

- Vocabulary to discuss and compile in a word bank can be taken from the unlined words in the text above.
- Use the Frayer Model to facilitate discussion of these words, clarify misconceptions, and provide examples <http://interactive-notebooks.wikispaces.com/Frayer+model+vocabulary>.





## **Lesson 6: Challenges in the New World**

### **Lesson Opening**

- To set the stage for learning, ask the following question: What if you lived in a city where the climate is warmer, and you moved to the harsh climate of New England, where there were no houses or other shelters? Have students discuss their answers with a partner.
- Explain that as children in Massachusetts today, you are prepared for snow because you have boots, coats, hats, and mittens. The American Pilgrims were not prepared for what they were about to encounter.
  - William Bradford, the first Governor of Plymouth, wrote “They now had no friends to welcome them....nor houses or much less towns to go... it was winter, and they that know the winters of that country know them to be *sharp* and *violent*... besides what could they see but a *wilderness* before them, if they looked behind them, there was the *mighty ocean* which they had passed!” (William Bradford wrote a journal about the years in Plymouth. The full text can be found on the Early America Archive website at: [http://mith.umd.edu//eada/html/display.php?docs=bradford\\_istory.xml](http://mith.umd.edu//eada/html/display.php?docs=bradford_istory.xml).)

### **During the Lesson**

- Read *Three Young Pilgrims*, by Cheryl Harness to describe the challenges the American Pilgrims faced in the first winter, including building homes, adjusting to the climate, sickness, meeting the Wampanoag Indians, and planting crops in New England.
- On chart paper, write the main challenges and supporting details from text.
- Students complete the next section of the flip book and provide an illustration that supports the description.

### **Lesson Closing**

- Vocabulary to discuss and compile in a word bank can be taken from the italicized words in the text above.
- Use the Frayer Model to facilitate discussion of these words, clarify misconceptions, and provide examples <http://interactive-notebooks.wikispaces.com/Frayer+model+vocabulary>

## **Lesson 7: Events Leading to the First Thanksgiving**

### **Lesson Opening**

- To set the stage for learning, ask students, what would have happened if the American Pilgrims did not meet Squanto and Massasoit?

### **During the Lesson**

- Read *Squanto's Journey*, by Joseph Bruchac, and make a list, by creating a cause and effect chart using clue words such as *because* and *so*, of all the ways Squanto helped the American Pilgrims survive. For example, “Squanto taught them how to hunt, so they were able to find food.”
- Students complete the last section of the flip book, listing evidence that showed how meeting the Wampanoag people helped the American Pilgrims survive and celebrate the first Thanksgiving.
- After students have written the final section of their flip book about the American Pilgrims, suggest they review their work with a partner and revise any sections of their writing or illustrations that are not clear to their partner/reader, or perhaps add elements such as a maps or timelines.
- Students illustrate their text, showing some of the details that were instrumental in the events leading to the first Thanksgiving.





### Lesson Closing

- To close this series of lessons, recap the events that they have described in the pages they have written.
- Explain that they have written in a way similar to a historian: They have learned about, and investigated, each topic and then written about it. Ask how this is similar and different from the way a reporter working on a news story about an event in the present might work.

- Vocabulary to discuss and compile in a word bank can be taken from the following list of words: *exchange*, *survive*, *guide*, *entwined*.
- Use the Frayer Model to facilitate discussion of these words, clarify misconceptions, and provide examples: <http://interactive-notebooks.wikispaces.com/Frayer+model+vocabulary>.

### Summative Assessment:

The completed flip books





# Rubric for Flip Books

## Topic Development, Use of Evidence, and Accuracy, and Illustrations

	1	2	3	4	5	6
<b>Topic development</b>	Little topic/idea development, organization, and/or details  Little or no awareness of audience and/or task	Limited or weak topic/idea development, organization, and/or details  Limited awareness of audience and/or task	Rudimentary topic/idea development and/or organization  Basic supporting details  Simplistic language	Moderate topic/idea development and organization  Adequate, relevant details  Some variety in language	Full topic/idea development  Logical organization  Strong details  Appropriate use of language	Rich topic/idea development  Careful and/or subtle organization  Effective/rich use of language
<b>Evidence and Content Accuracy</b>	Little or no evidence is included and/or content is inaccurate	Use of evidence and content is limited or weak	Use of evidence and content is included but is basic and simplistic	Use of evidence and accurate content is relevant and adequate	Use of evidence and accurate content is logical and appropriate	A sophisticated selection of evidence and accurate content contribute to an outstanding submission
<b>Illustrations</b>	Illustrations are missing or do not contribute to the quality of the submission	Illustrations demonstrate a limited connection to the text	Illustrations are basically connected to the text and contribute to the overall quality	Illustrations are connected to the text and contribute to its quality	Illustrations contribute to the overall quality of the work and provide additional information	Illustrations add greatly to the text, supply additional information and are show care in execution





	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Standard English Conventions</b>	<p>Errors seriously interfere with communication</p> <p>and</p> <p>Little control of sentence structure, grammar and usage, and mechanics</p>	<p>Errors interfere somewhat with communication</p> <p>and/or</p> <p>Too many errors relative to the length of the submission or complexity of sentence structure, grammar and usage, and mechanics</p>	<p>Errors do not interfere with communication</p> <p>and/or</p> <p>Few errors relative to length of submission or complexity of sentence structure, grammar and usage, and mechanics</p>	<p>Control of sentence structure, grammar and usage, and mechanics (length and complexity of submission provide opportunity for student to show control of standard English conventions)</p>





## Lessons 8, 9, and 10: A Day in the Life of a Pilgrim or a Wampanoag Child in the 1600s

**Brief Overview:** Students learn about another way of writing about history by reading books that present the daily life of ordinary people from the past; in this lesson they read about an English girl and an English boy in the Plymouth Colony and a boy of the Wampanoag people in 1620–1621. They assume one of the characters and write their own journal. As you plan, consider the variability of learners in your class and make adaptations as necessary.

### **Prior Knowledge Required:**

- Students need to be familiar with the basic outlines of the Pilgrim-Wampanoag relationships, knowledge they gained in Lesson 3, and with the literary concepts of point-of-view and voice learned in Lessons 1 and 2.

**Estimated Time:** About 60 minutes per lesson

### **Instructional Model:**

Read-aloud with discussion; close reading and observation of illustrations

### **Resources for Lesson:**

- *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*, by Kate Waters
- *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*, by Kate Waters
- *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*, by Kate Waters

Website: Plimoth Plonation: [www.plimoth.org](http://www.plimoth.org)



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**Unit:** Whose Story Is It? The Craft and Structure of Reading and Writing about History

**Content Area:** English Language Arts, History/Social Science, Grade 3

**Lessons 8, 9, and 10:** A Day in the Life of a Pilgrim or a Wampanoag Child in the 1600s

**Time:** about 60 minutes per lesson

**Standard(s)/Unit Goal(s) to be addressed in this lesson**

CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

CCSS.ELA-Literacy.RI.3.7 Use information gathered from illustrations and words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences.

H.SS.3.LS.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed.

**Essential Question addressed in this lesson:**

EQ 3 Why should we ask, “Whose Story Is It?” when we learn about the past?

**Objective:** Students will . . .

- Write a clear and concise third-person account of an event, telling pertinent facts in order.

**Instructional Tips/Strategies/Suggestions:**

- In the read-alouds, students encounter vocabulary words that are unfamiliar. Some of these words are general academic vocabulary (e.g., words such as *task* that they will encounter frequently in other contexts). Others will be specialized discipline-specific vocabulary that the author has used to convey knowledge about a particular culture (e.g., words such as *sachem* that they may encounter again in reading about Indians, but which is not commonly used in other contexts.)
- Different groups of students could be made responsible for the graphic organizer each day. Advanced students might model how to do the organizer, with other students receiving more assistance. Supply sentence starters and provide pictures of content vocabulary for English-language learners.
- Encourage students to research on the Internet or other sources to contribute to their knowledge of daily life in the 1620s. Plimoth Plantation’s website has a section for children:  
[www.plimoth.org/learn/just-kids](http://www.plimoth.org/learn/just-kids).
  - Look for the Virtual Field Trip and the Interactive Investigation, both of which have audio narration. The Interactive Investigation also deals with the topic of Wampanoag and English children, with pictures of their home sites, inside and out. In the audio components, students hear re-enactors speak in the English dialect of the American Pilgrims from the 1600s.
  - Choose whether not to include homework based upon the support provided at home for students to extend their learning beyond classroom text.
- For schools near Plymouth and that have the resources, an actual field trip is an excellent option.
- Students have written during other parts of this unit, so the routines should be familiar to them.





- The writing lesson uses the following structure:
  - Explain and/or demonstrates one technique for writing within this genre, in a 10-minute mini-lesson.
  - Students “have a go” at the technique, with guidance from partners or the teacher, during the lesson.
  - Students have a longer period to work on their own writing within the genre. Students may be at different places in the writing process at any given point—some may be beginning new pieces, and others may be working on pieces-in-progress.
- During independent writing, confer with individual or small groups of students. This is a way to differentiate support for their use of the techniques.
- Writers’ craft is embedded in all lessons to engage readers and create interest. Model each aspect of writing, followed by the students discussing and practicing that aspect themselves. Techniques to be modeled and practiced for this lesson include:
  - Writing a clear and concise first-person account of a day, telling pertinent actions in order as they might occur
  - Linking events with transitional words and phrases
  - Including observations from the point of view of the character chosen, using vocabulary the character might use
  - Revising by adding details to be more precise, reordering information, or deleting irrelevant information
  - Editing for Standard English conventions.
- Use three books by Kate Waters: *Sarah Morton’s Day: A Day in the Life of a Pilgrim Girl*; *Tapenum’s Day: A Wampanoag Indian Boy in Pilgrim Times*; and *Samuel Eaton’s Day: A Day in the Life of a Pilgrim Boy*.
  - Students may be confused about how these books could have photographs of children from 400 years ago. The photos in Waters’ books were taken at Plimoth Plantation ([www.plimoth.org](http://www.plimoth.org)), a “living history” museum in which

costumed re-enactors take on the roles of historical characters, live in dwellings of the period, wear period clothes, raise their own food using methods of the historical period, speak in the dialect, and answer visitors’ questions from the perspective of someone in the seventeenth century.

- Plimoth Plantation staff members have structured their interpretation around having historically accurate English and Wampanoag villages and presenting the cultural traditions of each group. The website also has sections for adults on the archaeology of the area and links to research on this period.

#### **Anticipated Student Preconceptions/Misconceptions:**

- Students may not understand the concept that different cultures have different expectations for children that affect how children are brought up.
- They may not understand that boys and girls were expected to learn and do different things as they grew up within the Pilgrim society.

#### **What students need to know and are able to do before starting this lesson:**

- Students should know that the American Pilgrims and the Wampanoags spoke different languages, and that even though the American Pilgrims spoke English, their version of English was different from the American English spoken in Massachusetts in the twenty-first century.
- They should have an understanding that the vocabulary presented in each text is part of a unique language for each culture for that time and place.





### Pre-assessment:

- Word Splash: Before reading each book aloud, select key academic and domain-specific vocabulary that students will encounter as the book is read.
- Writes these on chart paper. Students write a sentence for each word, using their knowledge of the Plymouth story gained from previous readings. (Note: you may include some domain-specific words, such as *sachem*, that students may not instantly recognize or be able to use in a sentence.)
- Each book sited contains a glossary with a large list of vocabulary that can be chosen for this activity and then added to the classroom word bank.

### Lesson Sequence

#### Lessons 8, 9, and 10

Follow the same process on each of the three days:

- Use one of the three books by Kate Waters per day:
  - *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*
  - *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*
  - *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*
- Complete the Word Splash with important vocabulary from the texts (See Pre-assessment above, 10 minutes)
- On each day, read aloud one of the texts mentioned above and complete a graphic organizer that categorizes aspects of the child's daily life including clothes, food, chores/tasks, and entertainment. These graphic organizers are collective notes that everyone can use when they start to write. (30 minutes per text)

- Create a word bank for students to easily access vocabulary for their journal writing entries (ongoing). Each book sited contains a glossary with a large list of vocabulary that may be chosen.
- As a class, complete a RAFT (Role, Audience, Format, Topic) as an organizer. This will allow students to understand requirements for a journal entry. (15 minutes)
- After the three books have been read, as a class, write a journal entry together. (Model how to write using the graphic organizer, 20 minutes)
- Either assign students a character for their journal entry or allow them to choose a persona. Possible characters: Wampanoag boy, a pilgrim boy, or a pilgrim girl.
- Students write their journal entries using the first person, describing their day and commenting on what they did. Remind students to use the voice, point of view, and vocabulary of their character. They also illustrate one aspect of the day of the character they have chosen.
- Share their journal entries with partners (15 minutes). Ideally pair students who have written as different characters so that students can compare similarities and differences.

### Formative Assessment:

Use conference notes and the Rubric for Journal Entries for the students' work.





## Rubric for Journal Entries

	<b>4 Exceeds expectations</b>	<b>3 Meets expectations</b>	<b>2 Developing</b>	<b>1 Emerging</b>
<b>Topic development</b>	<p>Rich topic development</p> <p>Careful and/or subtle organization</p> <p>Effective/rich use of language</p>	<p>Full topic development</p> <p>Logical organization</p> <p>Strong details</p> <p>Appropriate use of language</p>	<p>Moderate topic development and organization</p> <p>Adequate, relevant details</p> <p>Some variety in language</p>	<p>Little topic development or organization, and/or details</p> <p>Little awareness of audience or task</p>
<b>Evidence and Content Accuracy</b>	<p>A sophisticated selection of evidence and accurate content contribute to an outstanding submission</p>	<p>Use of evidence and accurate content is logical and appropriate</p>	<p>Use of evidence and accurate content is relevant and adequate</p>	<p>Little or no evidence and/or</p> <p>Content is inaccurate</p>
<b>Illustrations</b>	<p>Illustrations add greatly to the text, supply additional information and are shown care in execution</p>	<p>Illustrations contribute to the overall quality of the work and provide additional information</p>	<p>Illustrations are connected to the text and contribute to its quality</p>	<p>Illustrations are missing or do not contribute to the quality of the submission</p>





	<b>4 Exceeds expectations</b>	<b>3 Meets expectations</b>	<b>2 Developing</b>	<b>1 Emerging</b>
<b>Standard English Conventions</b>	Control of sentence structure, grammar and usage, and mechanics (length and complexity of submission provide opportunity for student to show control of standard English conventions)	Errors do not interfere with communication  and/or  Few errors relative to length of submission or complexity of sentence structure, grammar and usage, and mechanics	Errors interfere somewhat with communication  and/or  Too many errors relative to the length of the submission or complexity of sentence structure, grammar and usage, and mechanics	Errors seriously interfere with communication  and  Little control of sentence structure, grammar and usage, and mechanics





## Lesson 11: Summing Up: Comparing the Pilgrim and the Wampanoag Experience

**Brief Overview:** Students write and illustrate a composition that compares and contrasts the American Pilgrims' and the Wampanoags' ways of life and beliefs in the 1600s. As you plan, consider the variability of learners in your class and make adaptations as necessary.

### **Prior Knowledge Required:**

- Students need to be familiar with the basic outlines of the Pilgrim–Wampanoag relationship, which is knowledge they gained in Lessons 2, 3, and 4, and with the literary concepts of point-of-view and voice, which they learned in Lessons 1 and 2.

**Estimated Time:** 60–100 minutes

### **Resources for Lesson:**

- All the books and websites the students have already used in the unit
- CEPA Teacher Instructions, Student Instructions, and Rubric





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**Content Area:** English Language Arts, History/Social Science, Grade 3

**Lesson 11:** Summing Up: Comparing the Pilgrim and the Wampanoag Experience

**Time:** 60–100 minutes

**Standard(s)/Unit Goal(s) to be addressed in this lesson**

CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Essential Question addressed in this lesson:**

EQ 2 What was life like in the 1600s in the place we now call Massachusetts?

EQ3 Why should we ask, “Whose story is it?” when we learn about the past?

**Objective:** Students will . . .

Compare and contrast two ways of life in Massachusetts in the 1600s.

**Instructional Tips/Strategies/Suggestions:**

- While the Internet has many images of the American Pilgrims and the Wampanoags and Thanksgiving available, many of the paintings, prints, and sculptures were made well after the events occurred. Students should be taught that historians are very selective in the ways they use images, and that they often try to use images and texts that were made at about the time the events occurred. These are called primary sources. When historians use artworks made by others to illustrate their work, in the caption, they give the artist’s name, the title of the work, if known, and the date of the work (e.g.,

Johannes Vermeer, *The Milkmaid* [1660], or Advertisement for a Ship to the New World, 1609).

- Historians who write children’s books often work with an illustrator or photographer to make illustrations based on research (Joseph Bruchac’s and Kate Waters’ books reflect this approach). Having one artist for the illustrations adds coherence to a book, and is a perfectly acceptable way of presenting the past. In a project such as this one, students learn about main ideas and details by writing and making illustrations.
- Targeted academic language: Similarities and differences; compare and contrast.

**Anticipated Student Preconceptions/Misconceptions:**

Students may not be familiar with using their own work or using published works as resources for further writing.

**Lesson Sequence**

**Lesson 11**

**Lesson Opening**

- The teacher reviews the lesson sequence the students have experienced and the different kinds of writing about history they have done. For their final task, they will create an illustrated composition that compares the lives of the American Pilgrims and the lives of the Wampanoags.

**During the Lesson**

- Students may use any of the materials they have previously written, as well as the books and websites they have consulted.
- Their job is to draw evidence from many of these resources to complete their composition. This is a job of synthesis: they are not



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just determining point of view or presenting a day in the everyday life of someone from the past (as they did in Lesson 4).

- The teacher may supply some of the ways that authors link ideas to show comparisons:
  - “The Wampanoags had lived in the place we call Massachusetts for hundreds of years, *but* the American Pilgrims had spent most of their lives in England and the Netherlands. *Compared to* the Wampanoags, who were good hunters and knew how to grow and preserve crops, the American Pilgrims had lived mostly in cities and did not know how to fish, hunt, and farm. “
- Students illustrate their compositions with maps, timelines, or illustrations that clarify or amplify the text.

#### **Assessment:**

- Ask students to list at least three ways in which the American Pilgrims’ and the Wampanoag’s experiences were similar or different in the 1600s.
- Students can use a T-chart as to organize their thoughts. They may list leaders, journeys, familiarity with the environment and climate of the Massachusetts region, beliefs, ways of life, forms of government, clothing, and shelter.
- Students complete their lists independently in pairs, and then post them in the class so that everyone can use them as a resource.

#### **Closing Reflection:**

- Explain to students they have learned about the lives of the American Pilgrims and a Native American tribe in this unit.
- Why is it important for a historian to try to decide whose story it really is? OR Is one story more important than the other?





# Curriculum Embedded Performance Assessments (CEPA) Teacher Instructions

This culminating performance task asks students to compare a child's life today with a child's life in the 1600s. They are writing for other 3rd graders and for the staff of a local historical society, who will publish their work on a website or as a brochure if it is sufficiently accurate, informative, engaging, and beautiful.

Students have studied some of the ways historians present the past; now it is their chance to contribute to history. Their task is to contribute to a website of a local historical society to make a page for other 3rd graders to help them understand life in the 1600s. The topic is a comparison of the life of a 3rd grader in Massachusetts today with the life of a child in the 1600s, taking the perspective of either a pilgrim child or Native American child and comparing/contrasting it to a child from our society today. Students must use words and illustrations (pictures, maps, timelines), but the focus is up to them. They choose the characters, the points of view, the events, and the language in their descriptions of life. The historical society will publish their work if it is accurate, interesting, well-written, and beautifully illustrated.

This is a task with a lot of potential for real-life connections! There are many local historical societies, historic sites, and museums that already work with school districts to help students understand state and local history. Teachers may want to contact their local societies or museums before this unit begins to explain what students will be learning and ask if the organization might be interested in using the product from the final performance assessment. Tell the staff that you would like students to have an authentic experience and perhaps contribute valuable service to the community at the same time.

While the task has been written to suggest contributions to a website, the task could just as easily be done in the form of a brochure, a book, or an exhibition. The medium is less important than the accuracy, clarity, completeness of the CEPA, and the overall visual and verbal appeal to other children of the same age as the creators.

## Standards

### *English Language Arts/Literacy*

CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

CCSS.ELA-Literacy.RI.3.7 Use Information gained from illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).



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CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

*History/Social Science*

HSS.3.LS.02 Identify the Wampanoags and their leaders at the time the American Pilgrims arrived and describe their way of life.

HSS.3.LS.03 Identify who the American Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony.

HSS.3.LS.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed.

In crafting a meaningful compare/contrast essay that could be turned into website text, with illustrations, they will be meeting these standards.





## CEPA Student Instructions

You have studied some of the ways that historians present the past. Now it's your chance to contribute to history. You and your classmates have been asked by the local historical society to contribute to a website for other 3rd graders to help them understand life in the 1600s. The head of the historical society suggests that you compare the life of a 3rd grader in Massachusetts today with the life of a child in 1600s taking their perspective.

You must use words and illustrations (pictures, maps, timelines), but the focus is up to you. You choose the characters, the points of view, the events, and the language in your descriptions of life.

The historical society will publish your work if it is accurate, interesting, well-written, and beautifully illustrated.





## CEPA Rubric

	<b>4-Exceeds Expectations</b>	<b>3-Meets Expectations</b>	<b>2-Developing</b>	<b>1-Emerging</b>
<b>Topic development</b>	Rich topic development  Careful and/or subtle organization  Effective, rich use of language	Full topic development  Logical organization  Strong details  Appropriate use of language	Moderate topic development and organization  Adequate, relevant details  Some variety in language	Little topic development, organization or details  Little or no awareness of audience and/or task
<b>Evidence and Content Accuracy</b>	A sophisticated selection of evidence and accurate content contribute to an outstanding submission	Use of evidence and accurate content is logical and appropriate	Some of the evidence and accuracy of content is appropriate	Little or no evidence is included and/or content is inaccurate
<b>Illustrations</b>	Illustrations add greatly to the text, supply additional information and are show care in execution	Illustrations contribute to the overall quality of the work and provide additional information	Illustrations are mostly connected to the text and contribute to its quality	Illustrations are missing or do not contribute to the quality of the submission
<b>Standard English Conventions</b>	Control of sentence structure, grammar and usage, and mechanics show control of standard English conventions	Errors do not interfere with communication and/or few errors relative to length of submission or complexity of sentence structure, grammar and usage, and mechanics	Errors interfere somewhat with communication and/or too many errors relative to the length of the submission or complexity of sentence structure, grammar and usage, and mechanics	Errors seriously interfere with communication and little control of sentence structure, grammar and usage, and mechanics





## Unit Resources

### Lesson 1:

- *Voices in the Park*, by Anthony Browne, D-K Publishing, 2001
- A woman, a man, a boy, and a girl enter a park, and through their eyes we see four different visions. As the story moves from one voice to another, their perspectives are reflected in the shifting landscape and seasons.
- Flip Book Website: <http://www.southamptonpublicschools.org/webpages/KPalumbo/files/flipbookdirections.pdf>
- Teaching Kids News: <http://teachingkidsnews.com> If additional news articles are needed, Teaching Kids News provides a selection.
- Graphic Organizer: *Voices in the Park*

### Lesson 2:

- *Squanto's Journey*, by John Bruchac (pp. 12–17) (one copy)
- *Three Young Pilgrims*, by Cheryl Harness (pp.20–21) (one copy)
- Close Reading Sample
- Close Reading Samples: Additional Texts
- Venn diagram
- Pictures to illustrate perspective:
  - PBS Learning Media, pictures to illustrate perspective: <http://mass.pbslearningmedia.org/resource/d003df73-61bd-4c30-b9bb-0e63e558bf19/d003df73-61bd-4c30-b9bb-0e63e558bf19/> or <http://www.pbslearningmedia.org/>. This is a public site which provides primary sources for pictures and other documents to provide students further information.

### Lesson 3, 4, 5, 6, and 7:

#### Texts

- *The Pilgrims Before the Mayflower* (The Library of the Pilgrims series), by Susan Whitehurst (one copy)
- *The Mayflower* (The Library of the Pilgrims series), by Susan Whitehurst
- Excerpts for read-alouds from other books, such as *Making Thirteen Colonies* (The History of US series), by Joy Hakim, and *Of Plymouth Plantation*, by William Bradford





#### Websites

- Plymouth Plantation: [www.plimoth.org](http://www.plimoth.org); <http://www.pilgrimhallmuseum.org/>
- Frayer Model ~ Vocabulary Graphic Organizer: <http://interactive-notebooks.wikispaces.com/Frayer+model+vocabulary>

#### Materials

- Rubric for Flip Books

#### Lessons 8, 9, and 10:

Three books by Kate Waters (one copy each):

- *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*
- *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*
- *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*

#### Websites

Plimoth Plantation: [www.plimoth.org](http://www.plimoth.org)

Pilgrim Hall Museum: [www.pilgrimhallmuseum.org](http://www.pilgrimhallmuseum.org)

Frayer Model ~ Vocabulary Graphic Organizer: <http://interactive-notebooks.wikispaces.com/Frayer+model+vocabulary>

#### Materials

- Rubric for Journal Entries

#### Lesson 11:

- All the books and websites the students have already used in the unit
- CEPA Teacher Instructions, Student Instructions, and Rubric

#### Suggested related texts and resources

*The Wampanoag*, by Katherine M. Doherty and Craig A. Doherty

*Pilgrims of Plymouth*, by Susan E. Goodman

*Squanto and the Miracle of Thanksgiving*, by Eric Metaxas

*The Plymouth Colony* (We the People series), by Andrew Santella

*People of the Breaking Day*, by Marcia Sewall

*The Pilgrims* (Cornerstones of Freedom series), by R. Conrad Stein

*Kids in Colonial Times* (Kids Throughout History series), by Lisa Wroble



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