



Thanksgiving Program Pre-Visit Lesson ideas

Terms:

Religious pilgrims who were looking to create their own Christian Church in the “New World”

Strangers Mostly non-religious passengers on the Mayflower

Miles Standish Military advisor for the Pilgrims. One of the leaders of Plymouth Colony

Mayflower The name of the ship that brought the Pilgrims to the New World

Elizabeth Hopkins Mayflower passenger who gave birth to her second child, Oceanus, onboard the Mayflower during the trip from England to the New World

Scurvy A disease that people can get who do not eat enough fruits or vegetables. Gum disease can be a symptom, as well as tooth loss

Mayflower Compact ... A set of rules that the Pilgrims would follow in the New World

Massasoit Native American friend of the Pilgrims at Plymouth Colony

Edward Winslow One of the leaders of Plymouth Colony

Squanto Native American friend of the Pilgrims who helped them speak with other Native Americans (a translator)

Map Locations:

Atlantic Ocean

Original route of the *Mayflower*

Route to Cape Cod

Plymouth, England

Plymouth, Massachusetts

Timeline of Important Events:

Sep 16, 1620 *Mayflower* sails from Plymouth, England

Nov 19, 1620 The crew of the *Mayflower* spot land. They see Cape Cod, part of modern day Massachusetts.

Nov 21, 1620 The Mayflower Compact is signed. This represents the Pilgrims form of self-government.

Dec of 1620 The Pilgrims settle in the area now known as Plymouth, Massachusetts

Fall of 1621 The first Thanksgiving is held



Mayflower Compact Lesson

History of the Mayflower Compact

The 102 passengers on the Mayflower left England in 1620 to escape religious persecution and to start what they felt would be a Godly settlement in the New World near the Hudson River. The voyage took 63 days and as the Mayflower eventually prepared to land in New England instead of near the Hudson River, there were conflicts aboard the ship. Some aboard the ship decided that when they went ashore that they would do what they wanted to because nobody was in command of them. Other passengers were alarmed by the conflict and worried that the only way for the new settlement to succeed was for everyone to work together to do so. The very real possibility of their new settlement failing could have happened, unless something was done to create order. The passengers wanted some sort of a document to agree to do so. That document (probably written by William Brewster) is the Mayflower Compact. The ideas contained within the Mayflower Compact were very influential in the ideas contained within our Founding documents. The Declaration of Independence and the Constitution both contain elements of self-government and representative government that have become the framework of our government today.

Full Text of the Mayflower Compact

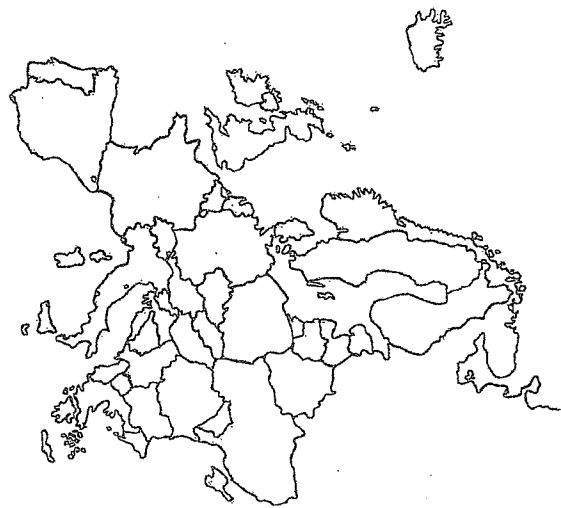
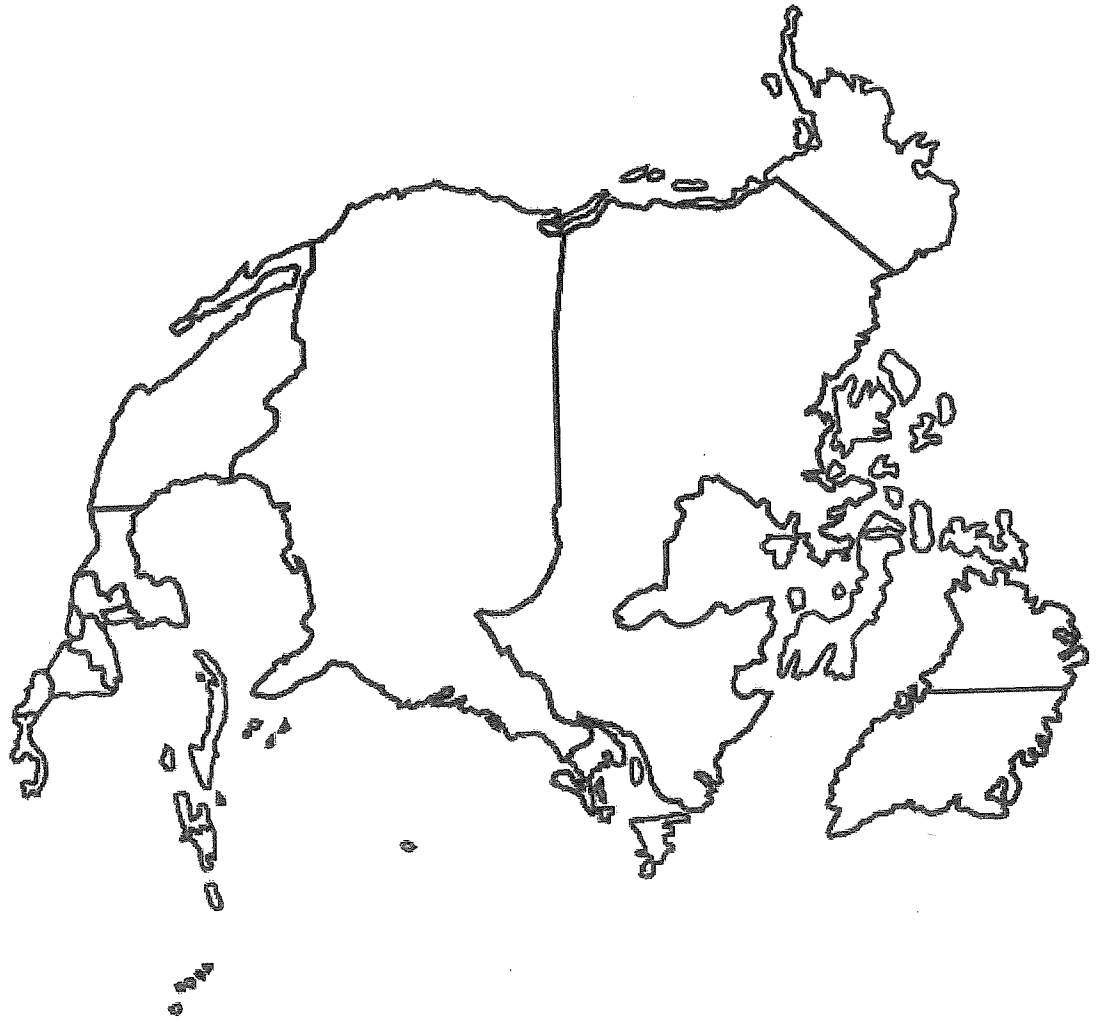
In the name of God, Amen. We whose names are under-written, the loyal subjects of our dread sovereign Lord, King James, by the grace of God, of Great Britain, France, and Ireland King, Defender of the Faith, etc. Having undertaken, for the glory of God, and advancement of the Christian faith, and honor of our King and Country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents solemnly and mutually, in the presence of God, and one of another, covenant and combine our selves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions and offices, from time to time, as shall be thought most meet and convenient for the general good of the Colony, unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cape Cod, the eleventh of November [New Style (the calendar we use today), November 21], in the year of the reign of our sovereign lord, King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth. Anno Dom. 1620.

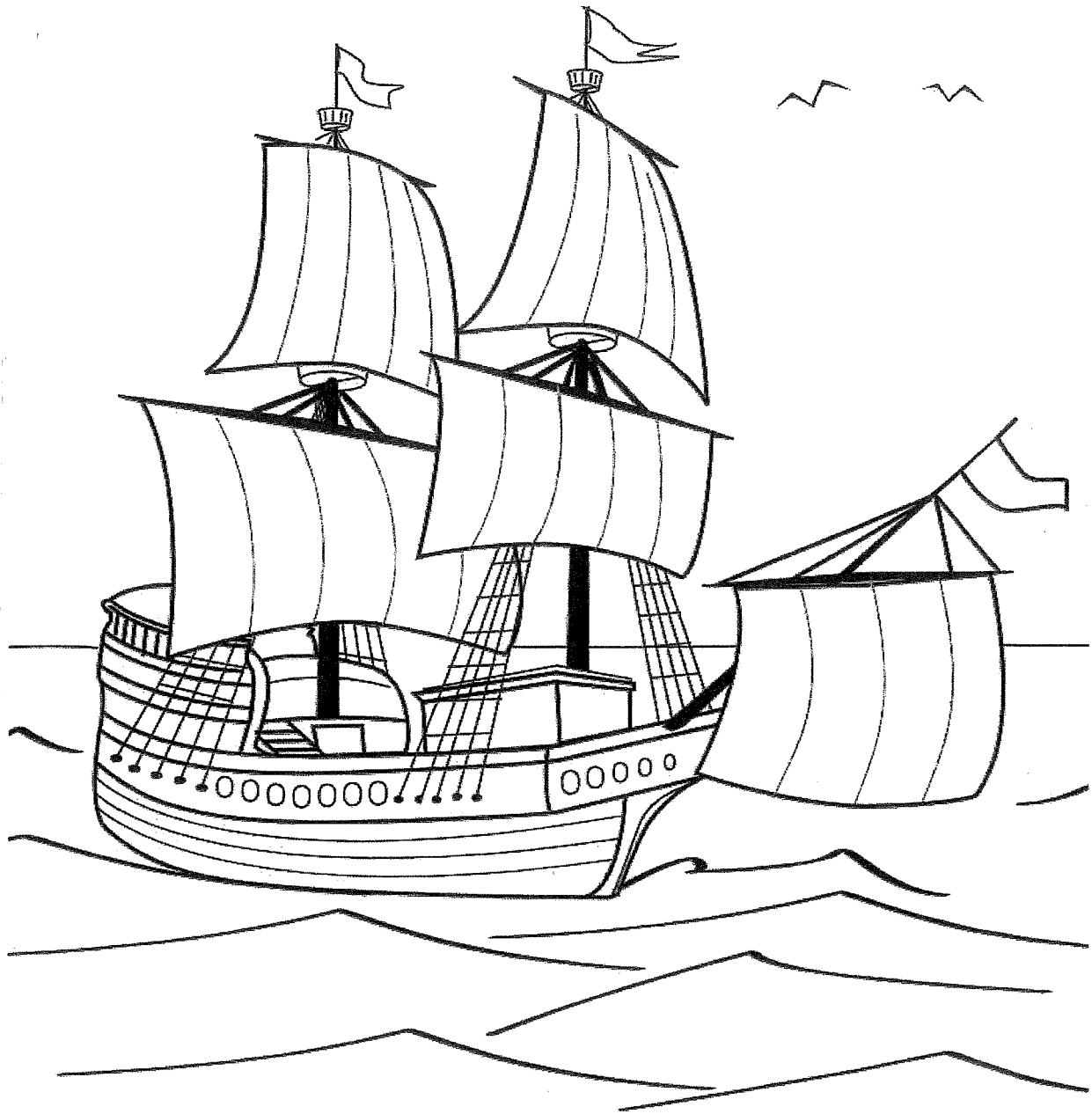
John Carver	William Bradford	Edward Winslow
William Brewster	Isaac Allerton	Miles Standish
John Alden	Samuel Fuller	Christopher Martin
William Mullins	William White	James Chilton
John Craxton	John Billington	Richard Warren
John Howland	Steven Hopkins	Edward Tilly
John Tilly	Francis Cook	Thomas Rogers
Thomas Tinker	John Rigdale	Edward Fuller
John Turner	Francis Eaton	Moses Fletcher
Digery Priest	Thomas Williams	Gilbert Winslow
Edmond Margeson	Peter Brown	Richard Bitteridge
Richard Clark	Richard Gardiner	John Allerton
Thomas English	Edward Doten	Edward Liester
John Goodman	George Soule	

Questions

Please use the text of the Mayflower Compact to answer the following questions.

1. What did the people who were on the *Mayflower* value in your opinion as you look at the document? Give three examples. Why do you think these were important things to them?
2. Define self-government.
Where in U.S. History have we also seen self-government (other documents)?
Where do we see self-government in the United States today?
3. How does the Mayflower Compact show that the passengers from the ship were independent from England and how does it show they were still loyal to England?
4. The Pilgrims established their government before they even left the ship. Why do you think they did that?
5. Look up 2 names from the list of signers of the Mayflower Compact and find out what happened to them after they landed in Plymouth. Search the name and add the word "Mayflower" and you should be able to find out what happened to them. (*Example: William Brewster Mayflower*)





The ship that brought the Pilgrims to the New World was called the *Mayflower*.



Thanksgiving Word Search

THANKSGIVING

F T M S A K P N A N K X W S B
K J H A Q N Z L C S W A Y T X
Z P Q A S U S S Y Y Z Z W A S
B U B V N S A P H M O F O N N
S Y R Z F K A N E V O V Z D X
O N X J I Z S C T E L U K I T
X H Z J S A M G H O D P T S O
P N V C H Z D A I U C W W H B
I I U E A S I H S V S Z E K I
L I C A P E C O D S I E M L T
G M A Y F L O W E R A N T P L
R M P X Q C C F Q P O S G T G
I S J V Z H O D G O I W O B S
M U E V J H R O V N Q D I I A
S E N G L A N D E Z X L P X T

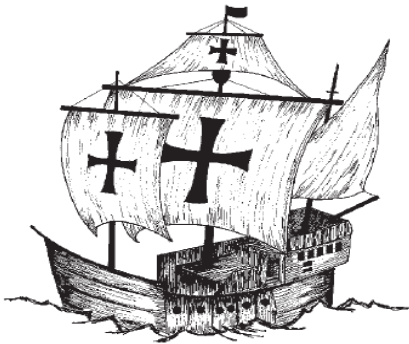
MASSACHUSETTS	THANKSGIVING	MAYFLOWER	SPEEDWELL
PLYMOUTH	MASSASOIT	ENGLAND	SQUANTO
CAPECOD	FISH	PILGRIMS	STANDISH
CORN			

THE AMERICAN VILLAGE

Living America's Story: Thanksgiving

Thanksgiving is part of the series of popular and exciting early childhood programs, Living America's Story, best suited for grades K through 3, giving younger students the chance to participate in meaningful seasonal adventures.

VIGNETTES:



“The Journey”: Rules and laws are important, especially in difficult times and new situations. By acting out the voyage of the Mayflower, children will discover their historical roots as they acquire the ability to consider the rights, ideas, and feelings of others. They will learn the importance of rules and laws by contributing solutions to problems.

“Peace Treaty”: Cooperation can overcome difficulties in a new situation. In this vignette, students will meet Chief Massasoit as he makes a treaty with the Pilgrims. Through their experience, they will understand that differences can be overcome to find friendship.

“First Feast”: Collaboration, or working side by side, will give students an opportunity to see how strangers can become friends. Through becoming part of the original Thanksgiving Feast between the Pilgrims and the Native Americans, children will experience how working together and sharing can make friendship grow.

“Harvest Games”: Playing games can teach about different cultures. Both Native Americans and settlers in the New World used games to relax and learn about the world. These physical activities help children understand how people from Early America conquered boredom and expressed themselves with fun.



WHAT TO DO TO PREPARE FOR YOUR EXPERIENCE AT THE AMERICAN VILLAGE

- ☆ Review the story of the voyage of The Mayflower. Ask your students about trips they have taken, how they prepared for them, and what hardships they encountered.
- ☆ Talk about how people need rules and laws to live together in a way that will be safe and comfortable for everyone. Create a set of rules for your trip to The American Village.
- ☆ Discuss the meaning of the word “treaty.” Divide the class into two groups with a problem to solve. Let them create a treaty to resolve their differences.
- ☆ Recall the story of the first Thanksgiving. Ask students about their own Thanksgiving traditions. What foods do they like the best? Have them draw pictures of their own celebrations.
- ☆ Our first President George Washington issued the first Thanksgiving Proclamation. Every President since his time has also done this. Thanksgiving is a holiday on which we give thanks for the many blessings of liberty and the many opportunities of our country. Have your students name some American blessings, liberties, and opportunities.
- ☆ Games can help conquer boredom or express the nature of a culture. What are the student's favorite games?



The American Village: Teaching Youth America's Legacy of Liberty

Lesson Title: Thanksgiving – Native Americans, Pilgrims, and Me

Introduction:

This lesson plan has been developed for the Kd 3 classroom but can be adapted for older students. The lesson can be used as a pre- or post-visit lesson for the student field trip to the American Village – LAS: Thanksgiving.

Objectives:

In this lesson, students will:

Develop an understanding of different cultures through the exploration of holidays, customs and traditions

Consider the rights, ideas and feelings of the Pilgrims and the Indians

Materials and Resources:

The Pilgrims and Me by Judy Donnelly

Pilgrim Maze Worksheet

Thanksgiving Poem

Crayons or colored markers; feathers; art paper to draw "Turkey Hands"

Large color poster board (to simulate a quilt)

Smaller pieces of colored paper (quilt blocks)

Background Information:

Thanksgiving Day is a holiday celebrated in the United States on the fourth Thursday in November. It has officially been an annual tradition since 1863 when, during the Civil War, President Abraham Lincoln proclaimed a national day of "Thanksgiving and Praise to the beneficent Father who dwelleth in the Heavens", to be celebrated on Thursday, November 26th. It did not become a federal holiday until 1941.

The event most Americans commonly call "Feast of Thanksgiving" was celebrated by the Pilgrims to give thanks to God for guiding them safely to the New World. The First Thanksgiving feast lasted three days,

providing enough food for about 50 Pilgrims and 90 Indians (the exact count is unknown, but this is the best estimate). The feast consisted of fish (cod, eel and bass) and shellfish (clams, lobster and mussels) along with fowl (swan, ducks, geese and turkey), venison, berries and fruit, vegetables (peas, pumpkin, beetroot and possibly wild or cultivated onion), harvest grains (barley and wheat) and the Three Sisters – beans, dried Indian maize or corn and squash.

Squanto, an Indian who had learned to speak English while traveling in Europe, taught the Pilgrims how to catch eel and grow corn, make molasses and find plants that were safe to eat. He served as an interpreter for the Pilgrims and introduced the Pilgrims to the great Indian chief, King Massasoit. As the chief and greatest leader of the Wampanoag tribe, Massasoit donated food to the Pilgrims during the first cold, harsh winter when supplies from England were insufficient. King Massasoit and the Pilgrims signed a Peace Treaty promising that they would never fight against each other.

Strategy:

1. Students assemble on the carpeted area or simulated “Mayflower” (draw an outline of the Mayflower on the floor with colored masking tape).
2. Ask the students, “What do you know about Indians and Pilgrims?” Write their answers on the board.
3. Read the book: *The Pilgrims and Me* by Judy Donnelly.
4. Throughout the story, ask the students, “How would you feel if you were the Indians? Would you be scared of the Pilgrims? What did you think about King Massasoit? What would have happened to the Pilgrims without the Indians? Would you have liked to have eaten the First Thanksgiving Feast with the Indians and Pilgrims? Why?”
5. Students will return to their seats – pass out the Pilgrim Maze and conduct the art activity of drawing the “Turkey Hands”.
6. Lead a discussion as to why the Pilgrims wanted to come to America; talk about what life was like for the Pilgrims when they first came to the New World; what was the name of the ship on which they came to America?
7. Talk about what it was like to live on the ship. Tell the students that it was very crowded – over 120 people were on the Mayflower and 33 of those people were children. Ask the students, “What kind of food did they eat on the ship? Where did they sleep and go to the bathroom? What kind of chores or jobs did the children have on the ship and after they arrived in America?”
8. What do you think the Pilgrims were most thankful for once they got to America? Explain that this voyage is why we celebrate Thanksgiving.
9. Ask the students what they are most thankful for and pass out a piece of colored paper to each student (can be different sizes).
10. Students are to draw a picture of what they are most thankful for this Thanksgiving/teacher can provide magazines, scissors and students can find pictures to glue on their paper.
11. When the class has finished their “quilt block”; glue them on the large colored poster board (may take more than one piece) to make a Thanksgiving Quilt.
12. The class will then discuss what they drew and what they are thankful for.

13. Conclude the class with the Thanksgiving Poem. The teacher can distribute the letter and saying to 12 children to learn the part and draw the letter on a large piece of poster board.

Evaluation: Observation/participation of students.

THANKSGIVING POEM - Conclusion for a Thanksgiving Presentation

Title: Poem Thanksgiving by Beth Matheson

Directions: Prepare each of the letters of the word on individual poster board (colors and illustrations would be nice).

Select two students each who will hold a large card with a letter that will be turned over as it is their turn in the lineup. You may ask one of these two students to read what the letter stands for; the other members of the class can read each in chorus or select a third student to read each of the phrases. Involve as many students as possible. Students may dress that day as Indians or Pilgrims if you choose to include this as a part of a presentation.

T IS FOR TURKEY ON THANKSGIVING DAY

H IS FOR HURRY, WE'RE HUNGRY WE SAY

A IS FOR AUNTIE, SHE WORKS AND SHE MENDS

N IS FOR NATIVE AMERICAN FRIENDS

K IS FOR KITCHEN, THE OVENS ON LOW

S IS FOR SILVERWARE SAT IN A ROW

G IS FOR GRANDMA, THE ONE WE LOVE MOST

I IS FOR INSIDE WHERE WE'RE WARM AS TOAST

V IS FOR VEGETABLES, EAT THEM WE TRY

I IS FOR ICE CREAM ON TOP OF THE PIE

N IS FOR NEVER DO WE HAVE ENOUGH DRESSING

G IS FOR GRANDPA WHO GIVES THANKS FOR OUR BLESSINGS

HAPPY THANKSGIVING! (all students say together)