Title
- Thanksgiving- An American Tradition

Subject area/ Grade Level
- Language Arts, Social Studies, Visual Arts
- Pre-K/ K

Investigative Question
- Why is Thanksgiving important?

PA Standards for Preschool Students (www.pakey.org)
- Social Studies Thinking: connecting to community
  7.3 Human Characteristics of places and regions
  7.3.1 – Demonstrate an appreciation of one’s own characteristics and those of others.
- 8.1 Historical analysis and skills development
  8.1.2 Historical comprehension and interpretation- understanding how things, people and places change over time
  8.1.3 Research- understand that information comes from many sources
- Visual arts
  9.1c2 construction- combine a variety of materials to create new product, artwork to extend themes in classroom

Learning Objectives
- Students will compare and contrast pictures of “Thanksgiving” from different time periods
- Students will share information about their family traditions
- Students will understand that Thanksgiving is a time to be thankful for what they have
- Students will be able to complete a craft to further this concept
Rebecca Baczkowski

**Duration**
- 2 days

**Materials and Citation of Resources:**
- Pictures from LOC
- Questionnaire for parents about Thanksgiving traditions
- Construction paper
- Crayons
- Cornucopia cut out
- Scissors
- Book - *Thanksgiving if for Giving Thanks*

**Title:** The family of Mr. Timothy Levy Crouch, a Rogerine Quaker, at their annual Thanksgiving Day dinner. A twenty-pound turkey was dispensed with in short order. Ledyard, Connecticut

**Creator(s):** Delano, Jack, photographer
**Date Created/Published:** 1940 Nov.

**Collections:** Farm Security Administration/Office of War Information Black-and-White Negatives

**Bookmark This Record:**

**Title:** Puck Thanksgiving 1903 / L.M. Glackens.

**Creator(s):** Glackens, L. M. (Louis M.), 1866-1933, artist,

**Date Created/Published:** N.Y. : J. Ottmann Lith. Co., Puck Bldg., 1903 November 25.
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**Collections:** Miscellaneous collection from LOC, Washington, DC

**Bookmark This Record:** [http://www.loc.gov/pictures/item/2010652321/](http://www.loc.gov/pictures/item/2010652321/)

**Title:** [First Thanksgiving]

![Image](image1.png)

**Creator(s):** Ferris, Jean Louis Gerome, 1863-1930, artist

**Date Created/Published:** [between 1900 and 1920]

**Collections:** [Detroit Publishing Company](http://www.loc.gov/pictures/item/det1994023455/PP/)

**Bookmark This Record:** [http://www.loc.gov/pictures/item/det1994023455/PP/](http://www.loc.gov/pictures/item/det1994023455/PP/)

**Title:** Neffsville, Pennsylvania. Saying grace before carving the turkey at Thanksgiving dinner in the home of Earle Landis

![Image](image2.png)

**Creator(s):** Collins, Marjory, 1912-1985, photographer

**Date Created/Published:** 1942 Nov

**Collections:** [Farm Security Administration/Office of War Information Black-and-White Negatives](http://www.loc.gov/pictures/item/owi2001014443/PP/)

**Bookmark This Record:** [http://www.loc.gov/pictures/item/owi2001014443/PP/](http://www.loc.gov/pictures/item/owi2001014443/PP/)

**Inquiry-Based Instruction**

- I will use the Inquiry-Based Instructional Model with the following components:
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**Questioning**- I will ask the students to think about questions dealing with the theme Thanksgiving- (ex) what does it mean to be “thankful”? Why is Thanksgiving important? When was the first Thanksgiving? What do people do on Thanksgiving? Does everyone do the same things? What does your family do on Thanksgiving?

**Researching** - I will put the students in groups and ask them to research/investigate the pictures from the LOC. They will have to find differences and put them in chronological order. They will use the pictures to answer the above mentioned questions. They will also be given a short questionnaire to complete with their family.

**Discussing**- After looking at the pictures, we will discuss their findings, and discuss what their family’s do on Thanksgiving.

**Creating** – The students will construct a cornucopia including a message of what they are thankful.

**Reflecting**- I will display each child’s artwork, and discuss what we learned on the topic.
Description of procedures

Day 1:

We will start our day on the carpet. Prior to starting my APL I will ask the students if they have ever heard the word “thankful”, and what they think the word means. Then we will briefly discuss the topic thankful so I know they have prior knowledge.

I will begin my APL by telling the students we will be learning about Thanksgiving. Then, I will ask my investigative question “Why is Thanksgiving important?” The question will generate thinking and I will call on volunteers to answer. The students will be reminded of our rules to sit quietly while others are speaking and to raise their hand if they want to talk.

After briefly discussing the question, I will have the students move to tables where they will work in groups. I will place four pictures downloaded from the LOC website on the tables. I chose these pictures to coincide with the theme Thanksgiving. I will use them to give my students a visual aid for our investigation and discussion. The students will be instructed to look over the photos looking for things that are similar and different. While floating between groups, I will prompt their thinking with questions like: When was the first Thanksgiving?, What time of year is Thanksgiving?, What do you think they are eating?, What do you notice about their clothes?, Why did Thanksgiving begin?, What do you think the people are thankful for?, How do you think people celebrate Thanksgiving?, Does everyone look the same? Each group will be asked different questions so I do not get the same answer from every group, but they will all have to put the pictures in chronological order. After our investigation/discussion
time I will tell them we will be using the thumbs up/thumbs down method to make sure they have the pictures in correct order. I will proceed by holding up the pictures to check their understanding, and place my copy of the pictures on the board in order as they hold up their thumbs.

At the end of the investigation period, I will briefly hit on some facts collected form the LOC website listed as follows: (before Pilgrims) in 1610 people held a prayer service because they were thankful for ships from England delivering much needed food, 11 years later Pilgrims celebrated with Native Americans at Plymouth Rock with food and games to show thanks for their harvest, many years later Macy’s dept. store started a parade to celebrate Thanksgiving, football became a tradition that people like to play or watch on Thanksgiving, a President pardoned, or set a turkey free so he would not be eaten on Thanksgiving, and Thanksgiving did not become a national holiday until the early 1940’s.

To end the day’s lesson, the students will be given a brief questionnaire to complete with a family member or legal guardian for tomorrow’s reflection. The questionnaire will include things on what their family does on Thanksgiving including: food, visitors or trips, and activities. They will also be asked to bring in a photo taken on Thanksgiving if one is available.

Day 2:

Today’s continued lesson will start on the carpet. I will begin the reflection part of the APL by talking about why Thanksgiving is important to me including: my family’s traditions, and a picture taken during one of our Thanksgiving dinners. The students will
then be asked to share what they have learned from their families and what they personally remember about their experiences of Thanksgiving. I will assist them by reading the questionnaires completed at home.

After everyone has had a chance to share their reflections I will wrap up the day by reading the story, Thanksgiving is for Giving Thanks, by Margaret Sutherland. We will conclude by discussing what the children in the story are thankful for.

The students will then move to our art center to complete a cornucopia. I will distribute the supplies needed for each child to complete the artwork. When the students have completed their project I will ask each of them what they are thankful for. I will assist them by writing their answers on their papers. When everyone has completed the cornucopia I will display them on our bulletin board, and ask each child to share what they are thankful for.

My assessment for the finished APL is as follows: their group work from day one, the thumbs up method of putting the pictures in chronological order, listening to their reflections of their own Thanksgiving, and the final art project of why they are thankful.

Teaching preschool we do not distribute grades, but we do share how a child is doing on certain skills. This APL touches on several skills at the preschool level such as: listening, sharing ideas, comparing two or more things, interacting with others, curiosity, creativity through art, understanding that families differ from one another and being able to complete short tasks.
## Literature Circle - Listening and Sharing:

**Teacher Name:** Mrs. Baczkowski

**Student Name:** __________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respects Others</td>
<td>Student listens quietly, does not interrupt, and stays in assigned place without distracting fidgeting.</td>
<td>Student listens quietly and does not interrupt. Moves a couple of times, but does not distract others.</td>
<td>Student interrupts once or twice, but comments are relevant. Stays in assigned place without distracting movements.</td>
<td>Student interrupts often by whispering, making comments or noises that distract others OR moves around in ways that distract others.</td>
</tr>
<tr>
<td>Participates Willingly</td>
<td>Student routinely volunteers answers to questions and willingly tries to answer questions s/he is asked.</td>
<td>Student volunteers once or twice and willingly tries to answer questions s/he is asked.</td>
<td>Student does not volunteer answers, but willingly tries to answer questions s/he is asked.</td>
<td>Student does not willingly participate.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Student seems to understand entire theme and accurately answers 3 questions related to the theme.</td>
<td>Student seems to understand most of the theme and accurately answers 2 questions related to the theme.</td>
<td>Student understands some parts of the theme and accurately answers 1 question related to the theme.</td>
<td>Student has trouble understanding or remembering most parts of the theme.</td>
</tr>
<tr>
<td>Follows Along</td>
<td>Student is staying on task, is looking at pictures to come up with at least 3 differences and similarities.</td>
<td>Student is quiet, but is looking around room, can come up with at least 2 differences and similarities.</td>
<td>Student is interrupting others, but can identify 1 difference and similarity in pictures.</td>
<td>Student is unwilling to participate in looking at pictures and is disturbing others. Does not identify anything about theme.</td>
</tr>
</tbody>
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