Jessica VanMeter's Modified Lesson w/ Primary Sources
My modifications have asterisks around them under each category.

Plymouth Pilgrims

Name: Sylvia S. Fafalios
Subject: Social Studies
Grade: 1

****First, I would change this lesson to grade 3.****

Importance of the lesson, relevance for students:
The students will identify several similarities and differences comparing Plymouth Pilgrims and 21st century Americans including but not limited to shelter, clothing, and sustenance, culminating with a reenactment of the First Thanksgiving feast. The students will observe historical lifestyle and celebration of Thanksgiving as compared to today.

**** After I found this lesson, I decided to first adapt it to a third grade level for higher order thinking objectives. I looked up Sylvia's primary sources that she used then went online to search for my own to correlate nicely with this lesson. I will briefly describe what a primary source is and how to find one for example the LOC website.

First, I found another photo of a Thanksgiving feast from a more recent time. I decided to have the students compare and contrast the two photos on a Venn diagram. I will go around the room and have each child contribute one or the other on the board.

The second photo I found showed the Mayflower crossing the Atlantic Ocean. I decided to have the students imagine they came over to America on the Mayflower. I wanted them to write a letter home describing what it was like to be aboard the Mayflower and their journey. This will fit nicely into Sylvia's lesson because the students can use what they think it was like then on a ship, along with what they know goes on aboard a ship now a days, such as; fishing, sea sickness, lack of food and water, etc.

Lastly, I found a photo of Plymouth Rock. I would have the students draw a picture of what they think Plymouth Rock looks like; then, I will show them the photo from the LOC. I will have the students reconstruct their pictures to look more like what they see in the photo. I will then display them on the class bulletin board.****

Related Primary and Secondary Sources:
School children’s Thanksgiving Games, 11/27/11 http://hdl.loc.gov/pnp/cph.3a17442
The first Thanksgiving 1621 / J.L.G.Ferris.
Call Number: LC-B2-2341-2 [P&P]
Digital ID: (color film copy transparency) cph 3g04961
http://hdl.loc.gov/loc.pnp/cph.3g04961
(b&w film copy neg.) cph 3a17442 http://hdl.loc.gov/loc.pnp/cph.3a17442
Call Number: Lot 4579 [item] [P&P]
Reproduction Number : LC-USZC4-4961 (color film copy transparency) LC-USZ62-15195 (b&w film copy neg.)
Plymouth Rock, in front of Pilgrim Hall, “1834”
Call Number: U.S. GEOG FILE –Mass.—Plymouth—Plymouth Rock [P&P]
Reproduction Number: LC-USZ62-97130 (b&w film copy)
Political world map. G3299 ct002063 http://hdl.loc.gov/loc.gmd/g3200.ct002063


Expected Duration: 5 days

**Academic Standards:**
X Pennsylvania
United States History 8.3.3 A,B
Historical Analysis and Skills Development 8.1.3A,B,C

****PA Standards that I used:
History 8.1.3.D Understand historical research- primary and secondary sources.
History 8.4.3.C Compare similarities and differences between earliest civilizations and life today.

Reading, Writing, and Listening 1.4.3.A Write narrative pieces.
Reading, Writing, and Listening 1.4.3.B Write informational pieces using illustrations when relevant. ****

**Assessment method:** Each student will illustrate and/or write one similarity or difference learned through discussion and observation of content material. During the course of the week, each student will display and explain their finished product.

**** I will have the students orally discussion primary sources and how I found my sources from the LOC. Along with Sylvia's assessment, I would have each student contribute one similarity or difference about the Thanksgiving photos on the board for a class Venn Diagram. I would have each child read aloud their letters they wrote
describing their journey on the Mayflower. Then, the students will display their reconstructed portraits of Plymouth Rock on the class bulletin board.

Objectives are:
X Cognitive _____ Affective ___X__ Psychomotor

**Student Objectives:** (related to assessment)
As a result of this lesson, the students will be able to:
1. Identify contributions of a Pilgrim group.
2. Identify the monument of the Pilgrims’ landing at Plymouth Rock.
3. Understand chronological thinking distinguished between the past and present.
4. Relate and understand visual data from Point A to Point B (crossing the Atlantic Ocean).

**** 1. Students will compare and contrast the Thanksgiving photos (one Sylvia used and the new one I found) on a Venn diagram.
2. Students will make believe they came over on the Mayflower, they must write a letter home describing their journey.
3. Students will reconstruct their own version of Plymouth Rock on a poster.
4. Students will define primary sources and where to find them.****

**Content Notes and Questions for Students:**
The teacher will elicit prior knowledge regarding settlement of the Native Americans and the location of the Atlantic Ocean as the means of travel from Europe to North America. We will have already discussed the importance of corn and how it was the basic staple in Pilgrim life. During the feast, the students will observe and eat similar foods that were eaten by the Pilgrims as are consumed today.

**** While teaching the lesson, I will constantly reinforce the use of my primary sources. I will emphasize the similarities and differences regarding the Pilgrims and today's Americans. I will assess the students based upon the objectives I have set forth for this lesson. ****

**Professional Development**
Thoughts before/after Teaching the Lesson:
I am thrilled to have learned about primary sources utilizing the Library of Congress. With this lesson, the visuals that my first graders will be able to see will certainly increase their interest and knowledge regarding the content material of this lesson. I look forward to finding additional resources, both visual and audio, for future lessons.

****I obviously did not actually get to teach this lesson, however, I feel that it is a well constructed and easy to follow. I was able to adapt Sylvia's lesson with more primary sources and more objectives. I feel that it has a mixture of activities to reach every learning type. I was excited to use the LOC website, it gave me an opportunity to experiment with the different links and sites available. ****