
✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ State that the Pilgrims left England because they did not like the king's rules
- ✓ State one way Squanto helped the Pilgrims learn to live in America (e.g., taught them to fish, hunt, plant gardens, or build houses)
- ✓ Explain that on Thanksgiving, we remember that the Native Americans and Pilgrims celebrated together long ago

Language Arts Objectives

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about "The Pilgrims" (RI.P.1, SL.P.2, SL.P.3)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ Find the illustration, or object within the illustration, that is being described (RI.P.7)
- ✓ With prompting and support, identify outcomes described in "The Pilgrims" (what happened) with possible causes (RI.P.3)
- ✓ With prompting and support, retell important facts and information from "The Pilgrims" (RI.P.2)
- ✓ With prompting and support, ask and answer questions about the word *Pilgrims* in reading and discussing "The Pilgrims" (RI.P.4)
- ✓ With prompting and support, use the word *Pilgrims* that was acquired through conversations, reading and being read to, and responding to "The Pilgrims" (L.P.6)

- ✓ Retell and dramatize the stories of the Native Americans and the Pilgrims that have been read aloud including characters, a beginning, and an ending (W.P.11)

Core Vocabulary

England, *prop. n.* A country across the Atlantic Ocean that has a king and queen

Example: In England, people like to drink tea in the afternoon.

Variation(s): none

harvest, *v.* To gather a crop, to pick fruits and/or vegetables

Example: My grandpa uses a tractor to harvest corn.

Variation(s): harvests, harvested, harvesting

king, *n.* A man who is in charge of his country and makes rules that everyone who lives there must follow

Example: The king made a rule that everyone had to pay him money.

Variation(s): kings

Pilgrims, *n.* The people who sailed from England to America because they did not want to follow the king's rules

Example: The Pilgrims sailed to America on a ship called the Mayflower.

Variation(s): Pilgrim

ship, *n.* A large boat

Example: The movie my family watched had a great big pirate ship that sailed on the ocean!


Variation(s): ships

Thanksgiving, *prop. n.* A holiday to celebrate the Pilgrims and Native Americans becoming friends and sharing food

Example: On Thanksgiving Day, my family eats turkey, mashed potatoes, and pumpkin pie.

Variation(s): Thanksgivings

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Already Know?		5
	W Purpose for Listening		
Presenting the Read-Aloud	W The Pilgrims		10
Deepening Understanding	W Deepening Understanding: <i>Pilgrims</i>	Image Cards 2A-1, 2A-2	10
 Complete remainder of lesson later in the day			
Extension Activity	S Tell Me About the Native Americans and the Pilgrims	Activity Pages 2A-1, 2A-2; scissors or paper cutter	15

Take-Home Material

Important People in American History: The Pilgrims

Give students the following material to take home to their family:

- **Activity Page 2A-3: *Important People in American History: The Pilgrims***

Advance Preparation

Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

Extension Activity

Use scissors or a paper cutter to cut apart the Native American and Pilgrim cut-outs from **Activity Page 2A-2** for all students. If students are able, they may cut the page themselves.

Whole
Group

What Do We Already Know?



◀ SHOW FLIP BOOK PAGE 1A-6: Native American daily life

- Remind students that the first people who lived in America were called Native Americans.

“We learned all about the first people who lived in America. They are called Native Americans. Who remembers some of the things Native Americans did long, long ago?”

- Call on a few students to respond. (hunted; fished; grew corn, peas, and beans; made houses out of logs, sticks, leaves, and vines; made baskets out of straw; made clothing out of skins and fur; cooked over a fire)

Purpose for Listening

- Tell students to listen to find out about some people who came to America long, long ago and met the Native Americans.

“Listen to find out about some people who came to America long, long ago and met the Native Americans.”

The Pilgrims



← SHOW FLIP BOOK PAGE 2A-1: King on throne

Long, long ago, long before your mother and father were born, and even before your grandparents were born, there were people living in a country called **England**. In England, the **king** made all the rules. He made rules about what people could and could not do. He even made rules about what church people should go to.

- Explain the illustration by pointing to the people in the picture.

"Here is the king. Here is a man reading all of the king's rules. Here are the people who have to follow the rules. Do you think everyone liked following all those rules?"

The king and his rules made some people so angry that they decided to go live somewhere else. The people who decided to move away from England were called the **Pilgrims**. The Pilgrims decided they would move to America so they did not have to follow the king's rules.

- Point to the Pilgrims and emphasize that the Pilgrims did not like the king's rules.

"Some of these people are Pilgrims. The Pilgrims really did not like the king's rules. They did not want to live the way the king told them to live and thought his rules were unfair. So, they decided to leave the king and his unfair rules and move to America where they could do what they thought was fair."

- Discuss fair versus unfair rules in the context of your students' experiences.



◀ **SHOW FLIP BOOK PAGE 2A-2: Ship at sea**

To get to America from England, they had to sail a long time across the Atlantic Ocean. They sailed on a boat named the *Mayflower*. Their journey was very hard. The **ship** rocked back and forth on the sea. A lot of people got sick. The Pilgrims just kept remembering that they were going to a new home where they could make their own rules. That made them feel better and want to keep going.

- *Point to the MAYFLOWER and explain that it is a boat.*

"This is the ship called the MAYFLOWER. A long time ago, there weren't any airplanes, so people used boats to travel across the ocean. A ship is a great, big boat. It is sailing on the sea, or ocean. These are the sails. Sails catch the wind and move the boat forward, away from England towards America. There were no engines or motors on the MAYFLOWER, so the people on the ship had to wait until there was enough wind to move the boat. Here are the Pilgrims on the boat. It took them a long time to get from England to America."

- *Ask students if they would like to have sailed on the MAYFLOWER with the Pilgrims.*

"Would you have liked to sail on the MAYFLOWER with the Pilgrims? Why or why not?"

- *Call on a few students to respond.*



← **SHOW FLIP BOOK PAGE 2A-3: Native American hunting deer**

Finally, the Pilgrims arrived in America, and they were surprised at what they saw. They saw trees and forests and wild animals. Soon they met the people who lived in America—the Native Americans. Native Americans looked and dressed differently from the Pilgrims. They spoke a different language that the Pilgrims could not understand.

- *Remind students that Native Americans were already living in America.*

"Remember, Native Americans were already living in America before the Pilgrims arrived. Native Americans knew lots of things about how to grow food and build houses in the place where they lived."



◀ **SHOW FLIP BOOK PAGE 2A-4: Native American holding corn**

One day, the Pilgrims met a Native American man who knew how to speak English. He told them his name was Tisquantum [Ti-SKWAN-tum], but people called him "Squanto." Squanto became a special friend of the Pilgrims. He taught them many things about how to live in America. He showed them how to use wood from the forest to build houses. He gave them seeds to plant, so they could grow corn, beans, and pumpkins to eat. He showed them the best places to hunt and fish. The Pilgrims were grateful to Squanto for helping them learn to live in their new home.

- *Point out and label the people in the illustration.*

"This is Squanto. He was a Native American. These are the Pilgrims who sailed on the MAYFLOWER from England."

- *Explain how Squanto was a good friend to the Pilgrims.*

"Squanto was a good friend to the Pilgrims. The Pilgrims had just moved to America from far away, and they were a little bit afraid. They were really hungry because they didn't know how to grow and find food in America. Squanto helped the Pilgrims learn how to live in America. He was a good friend."



◀ **SHOW FLIP BOOK PAGE 2A-5: Pilgrim with turkey at table**

Squanto told the Pilgrims that every year when it was time to **harvest** or collect the crops from the fields, he and the other Native Americans had a celebration. After the harvest that year, the Pilgrims and the Native Americans celebrated together. They roasted turkey, fish, and deer meat. They cooked corn, pumpkins, and beans. When they saw how much good food they had, they gave thanks together. The Pilgrims also thanked the Native Americans for helping them make a home in America, where they could follow their own rules rather than the rules of the king of England.

- *Explain that the Pilgrim is thanking Squanto.*

"This Pilgrim is saying 'thank you' to Squanto for helping them learn to live in America."



◀ **SHOW FLIP BOOK PAGE 2A-6: Family at Thanksgiving table**

Today, on the holiday called **Thanksgiving**, we remember the celebration that the Pilgrims and Native Americans had long, long ago. On Thanksgiving, families and friends eat a special meal together. Lots of families eat roast turkey, corn, and beans, just like the Pilgrims and Native Americans did long, long ago. Americans celebrate Thanksgiving to remember all we have to be thankful for: the beautiful country we live in, the food that keeps us healthy and strong, and the friends that help us feel safe and comfortable in our homes.

- Ask students if they have celebrated Thanksgiving.

"Have you ever celebrated Thanksgiving with your family? What did you do? Did you eat a big meal? What were your favorite things to eat? Did you eat turkey and pumpkins like the Native Americans and the Pilgrims?"

- Call on a few students to respond.

Deepening Understanding

10 minutes

Whole
Group

Deepening Understanding: *Pilgrims*

Defining Pilgrims

- Reread the part of the read-aloud text that contains the word *Pilgrims*.

"Remember, in our read-aloud, we heard the word Pilgrims. Listen for the word Pilgrims while I read part of the read-aloud you heard before."



◀ **SHOW FLIP BOOK PAGE 2A-1: King on throne**

Long, long ago, there were people living in a country called England. In England, the king made all the rules. The king and his rules made some people so angry that they decided to go live somewhere else. The people who decided to move away from England were called the Pilgrims. The Pilgrims decided they would move to America so they did not have to follow the king's rules.

- Point to the picture of and define the word *Pilgrims*.

“These are the Pilgrims. Pilgrims are the people who sailed from England to America because they did not want to follow the king’s rules.”

- Have students say the word with you.

“Say the word with me—Pilgrims.”

Reviewing Pilgrims

- Remind students that the Pilgrims sailed to America.

“The Pilgrims left England and sailed to America. They sailed on a ship called the Mayflower.”

- Ask students who the Pilgrims met in America.

“Who did the Pilgrims meet when they got to America?”

- Call on a few students to respond. (Native Americans, Squanto)

Expanding Pilgrims: Pilgrim and Native American Clothing

- Show **Image Card 2A-1: Native American Dress** and **2A-2: Pilgrim Dress**

- Tell students that the Pilgrims from England looked very different than the Native Americans.

“The Pilgrims who came from England looked very different from the Native Americans that they met [hide the Pilgrims]. Who remembers what materials the Native Americans used to make their clothes?”

- Call on a few students to respond. (skins and furs from animals)
- Tell students what the Pilgrims used to make their clothes [hide the Native Americans].

“The Pilgrims did not use animal skins and fur to make their clothes. They made their clothes out of cloth, kind of like your clothes today. The Native Americans’ and Pilgrims’ clothes looked very different from one another, but in some ways they were the same. [cover up the women] Both men wore pants and shoes and had long hair. [cover up the men] Both women wore dresses and shoes. Which kind of clothing would you like to wear most? Why?”

- Call on a few students to respond. (I would like to wear _____ because _____.)



Complete remainder of lesson later in the day

Tell Me About the Native Americans and the Pilgrims

Students will use cut-outs to act out “The Pilgrims” read-aloud.

- Give each student the cut-outs from **Activity Page 2A-2: Tell Me About the Native Americans and the Pilgrims**. You may choose to give them all four cut-outs, or just one Native American and one Pilgrim.
- Give students **Activity Page 2A-1: Tell Me About the Native Americans and the Pilgrims**. Point out the *Mayflower*, the Atlantic Ocean, and the woods where the Native Americans lived.
- Tell students that you want them to use the cut-outs to act out the story of the Pilgrims meeting the Native Americans as you retell it.
- Show students how to position and move their cut-outs as you retell the story.
- Have students position and move their own cut-outs as you retell the story again.
- If students are ready, have them retell the story as they move their own cut-outs.

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- ✓ Retell and dramatize the stories of the Native Americans and the Pilgrims that have been read aloud including characters, a beginning, and an ending (W.P.11)

At a Glance		Exercise	Materials	Minutes
Picture Talk		The Pilgrims		15
Deepening Understanding		Deepening Understanding: Harvest	Image Cards 2B-1—2B-4	10
 Complete remainder of lesson later in the day				
Extension Activity		Tell Me About the Native Americans and the Pilgrims	Activity Pages 2A-1, 2A-2; scissors or paper cutter	15

Take-Home Material

My Thanksgiving Feast

Give students the following material to take home to their family:

- **Activity Page 2B-1: My Thanksgiving Feast**

Picture Talk

15 minutes

Whole Group

The Pilgrims

Note: Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



◀ **SHOW FLIP BOOK PAGE 2A-1: King on throne**

- Remind students that this is the story about the Pilgrims who left England and sailed to America.

“We are going to tell the story of the Pilgrims who left England and sailed to America.”

- Point to the king and ask students to label him.

“Who remembers who this man is who is wearing a crown? What did he do that made the Pilgrims want to leave England?”

- Call on a few students to respond. (the king; he made rules)
- Ask students if they remember where the Pilgrims decided to go and how they got there.

“So, the Pilgrims left England. Where did they decide to go? How did they get there? Did they drive their car there? Did they fly in an airplane? Who remembers?”

- Call on a few students to respond. (America; They sailed in a ship.)



◀ **SHOW FLIP BOOK PAGE 2A-2: Ship at sea**

- Tell students that the Pilgrims sailed on the *Mayflower*.

“The Pilgrims sailed across the Atlantic Ocean on a ship called the Mayflower. Was their journey hard or easy? Was their journey long or short?”

- Call on a few students to respond. (hard, long)



◀ **SHOW FLIP BOOK PAGE 2A-4: Native American holding corn**

- Remind students that the Native Americans were already living in America.

“When the Pilgrims arrived in America, they met the people who were already living there. Those people were called the Native Americans. Who remembers the name of the Native American who helped the Pilgrims learn to live in their new home?”

- Call on a few students to respond. (Tisquantam, Squanto)
- Ask students how Squanto helped the Pilgrims.

“How was Squanto a good friend to the Native Americans? How did he help them learn to live in their new home?”

- Call on a few students to respond. (He helped them learn to build houses and grow food.)



◀ **SHOW FLIP BOOK PAGE 2A-5: Pilgrim with turkey at table**

- Ask students to tell you about the picture.

“Who remembers what Squanto and the Pilgrims are doing in this picture? Why are they having a feast? What are they eating?”

- Call on a few students to respond. (having a feast; celebrating the harvest or Thanksgiving; turkey, corn, and pumpkins)



◀ **SHOW FLIP BOOK PAGE 2A-6: Family at Thanksgiving table**

- Ask students to tell you about the picture.

“Who remembers what holiday this family is celebrating? Why are they having a feast? What are they eating?”

- Call on a few students to respond. (Thanksgiving; to remember the celebration the Pilgrims and Native Americans had long ago; turkey and pumpkins)
- Ask students about their own Thanksgiving experiences.

“Who in this class celebrates Thanksgiving? How do you celebrate Thanksgiving?”

- Call on a few students to respond.

Deepening Understanding

10 minutes

Whole
Group

Deepening Understanding: *Harvest*

Defining Harvest

- Reread the part of the read-aloud text that contains the word *harvest*.

“Remember, in our read-aloud, we heard the word harvest. Listen for the word harvest while I read part of the read-aloud you heard before.”



◀ **SHOW FLIP BOOK PAGE 2A-5: Pilgrim with turkey at table**

Squanto told the Pilgrims that every year when it was time to harvest the crops, he and the other Native Americans had a celebration.... They cooked corn, pumpkins, and beans. When they saw how much food they had, they gave thanks together.

- Define the word *harvest*.
- Show **Image Card 2B-1: Picking strawberries**

“Harvest means to gather crops from the fields where they are growing. Crops are plants like corn and strawberries that people and animals like to eat. When the crops are ready to eat, people harvest the crops. They go out into the field and pick the fruits and vegetables and bring them back home. They harvest the crops.”

- Have students say the word with you.

“Say this word with me—harvest.”

Reviewing Harvest

- Have students show ‘thumbs up’ if you name something the Native Americans harvested and ‘thumbs down’ if you name something they did not harvest.

I want us to play a game we have played before. Show me ‘thumbs up’ if I say something you can harvest from a plant. Show me ‘thumbs down’ if I say something you cannot harvest.”

- corn (yes)
- cupcakes (no)
- beans (yes)
- milkshake (no)
- hot dogs (no)
- pumpkins (yes)

Expanding Harvest

- Explain that people still harvest crops today.

“People still harvest crops today. People sometimes use their hands to harvest crops, but they also use machines like combines and tractors. Combines are big tractors that harvest crops for farmers. Let’s look at a few pictures of the different ways people harvest crops today.”

- Show **Image Cards 2B-1: Picking Strawberries** and **2B-2: Picking Blueberries**
- Show **Image Cards 2B-3: Harvesting Wheat with Combine** and **2B-4: Harvesting Corn with Combine**



Complete remainder of lesson later in the day

Extension Activity

15 minutes

Small
Group

Tell Me About the Native Americans and the Pilgrims

Continue this activity in Small Groups. See **Day 2A: Tell Me About the Native Americans and the Pilgrims** for detailed instructions on this Extension Activity.



Reflect on student progress using the Domain Assessment