

Grade: 3rd Grade

Unit Topic: Thanksgiving

Course/Discipline: Art- Drama

Approximate Time Required: One Week

Main Purposes of the Unit Study: By the end of the unit, students will be able to interpret a script to create a meaningful and accurate performance of the events occurring in the script, in this case, the basics of Thanksgiving.

Standard 2: Acting

Students use fundamental acting skill

4.2.1 Use a variety of movement, vocal pitch, tempo, and tone.*

4.2.2 Understand the relationship between character and movement, vocal pitch tempo, and tone.*

4.2.3 Create and sustain a character.

Performance Objectives:

1. Students will formulate a variety of movements, vocal pitches, tempos, and tones when presenting a play on the basics of Thanksgiving
2. Students will interpret a piece of writing (script) on the basics of Thanksgiving to determine the appropriate movement, vocal pitch, tempo, and tone when presenting the play
3. Students will determine the relationship between character and movement, vocal pitch, tempo, and tone
4. Students will create and support a character, as the actor

Lesson Outlines:

1. Introduce Drama
 - a. Show students a short clip of *Wizard of Oz* play on YouTube
 - b. Review definition of “drama” and point out the aspects of drama in the clip
 - c. Ask students what plays they’ve seen or heard of
2. Describe basics of acting
 - a. Go over meaning of movement, vocal pitch, tempo, and tone
 - b. Explain importance of movement, vocal pitch, tempo, and tone
 - c. Give students an example of each and have students mirror teacher
3. Discuss the way that the movement, vocal pitch, tempo, and tone reflect the traits and personality of the character
4. Assign Roles for the play “ABCs of Thanksgiving”, a play about the basics of Thanksgiving
 - a. Students will be given scripts
 - b. Students will be assigned their part and be asked to highlight what they are responsible for
 - c. Students will read entire script to help them determine the way they should present their lines
 - d. Provide time for students to ask teacher questions about what they have read
 - e. Students will fill in a character traits, emotions, and actions chart that teacher provides based on what they’ve read about their character
 - f. Students will collaborate with other students to gain ideas for their charts
5. Practice Play

. Students will present the play (rehearse) using the chart they've created, and teacher will provide tips for enhancing the performance, direction, etc.

6. Costumes

. Teacher will provide any clothes or costumes that the school has available and allow students to choose a garment that fits the play

Garments may also be used from the social studies unit described below

7. Performance

. Students will present the play (using scripts) to one or two of the younger classrooms, time permitting

Procedures and Activities:

1. Direct instruction on basics of drama and acting
2. Prepare character chart for determining character traits, emotions, and actions
3. Individual reading of scripts
4. Small group collaboration for filling in character charts
5. Large group collaboration when rehearsing and performing the play

Instructional Aids or Resources:

1. Overhead projector for YouTube clip
2. Prepare examples of dramas that kids would recognize
3. Use free version of ABCs of Thanksgiving that can be found online
4. Gain access to clothing or costumes from the school, home, garage sale, etc.

Evaluation:

1. Character chart activity
 - a. Students accurately fill in a character chart that reflects their knowledge of what they have read
2. Group performance
 - . Student is engaged, demonstrates 100% effort, is respectful of the play and others, makes changes to acting skill based upon instruction from the teacher

Grade: 3rd

Unit Topic: Thanksgiving

Course/Discipline: Social Studies: History of the Origins of Thanksgiving/How is Thanksgiving Celebrated in America today

Approximate Time Required: Maximum-1 week

Main Purposes of the Unit Study: By the end of the unit, students will be able to describe how community life from past to the present.

Standard: 3.6.2 Identify examples of how different groups, societies, and cultures are similar and different (e.g., in beliefs, traditions, family relationships, celebrations, institutions, folklore)

Performance Objectives:

1. Student will examine varying resources to provide information on the first Thanksgiving.
2. Students will identify and examine articles of clothing and images as artifacts from the original Thanksgiving.
3. Students will analyze the life of pilgrims in the 17th century, identifying their location, brief description of life, and family society.
4. Students will compare and contrast the celebration of Thanksgiving today vs. in the 16th century.

Lesson Outlines:

1. Show and Tell: Fabrics of Clothing: students will pass around differentiating articles of clothing from and tribes of Abenaki and Squanto as instructor gives a brief description of items and history behind them. This would happen at the beginning of the unit plan as this will invigorate the students to want analyze and research the topic further.
2. Research Day: Students will dedicate a day towards researching the history behind Thanksgiving (when and where it happened, who was involved, food and social exchanges, etc).
3. Map on Pilgrims: students will create a biography on a pilgrim, identifying the (name of pilgrim can be fictional) pilgrim's location, family life style, origin, and original location.

Procedures and Activities:

1. Direct instruction as well as modeling and guided practice will be demonstrated. Direct instruction will come from the show and tell and from research day, modeling will come from the "map on pilgrims" as well as how to research the information on Thanksgiving.
2. Show and Tell:
 - Instructor will provide samples of artifacts (some may be images) from the Wampanoag Indians, images of food eaten at the original dinner, pictures of the village at Plymouth where the Pilgrims settled.
 - Students will pass the objects quietly around as instructor speaks about them, making sure that the students are both paying attention to the objects they are holding as well as the speaker.

- Instructor will pose questions about images and clothing items, such as, “Why do you think the Wampanoag Indians wore clothing such as these items?” “What resources did they have?” “Why does the food look so different from the food we now have at Thanksgiving?” Instructor will make sure to pose very open-ended questions, as this is the first activity they will be doing with social studies in the unit. Another way to pose the question: “What can we inference about this item/image?”
3. Research + Cafe around the World:
- Through use of books *If You Were at the First Thanksgiving* and *If you Sailed on the Mayflower*, and information provided by history.com on the topic of Thanksgiving (information on the website will be segmented and highlighted by instructor in advance as the information is very detailed), students will group up in groups of 3-4 people.
 - Each station will have a different piece of information (book or segmented piece of information from history.com); students will quietly read information from information. Once the rotation happens, one student will stay at the station to teach the next group what they learned. This will help keep the students on task while working with a group. Students should bring a notebook and pencil to different stations, as they don’t know when they will teach the next group.
 - At the end, students will gather up everything that they learn and return to original spot.
4. Pilgrim Map:
- As the students have researched all information on Pilgrims, Abenaki, Squanto, the time of arrival of the Mayflower, difficulties along the way, etc, students will create a map of the Pilgrim village, using N,S,E,W and a key to describe places in the village. Village should include housing, workplaces, stores (appropriate during the time period), and roads of some sort.
 - Students will work on the maps individually. If the student is stuck on ideas, the student can look back to informative books from research and round cafe day. Instructor will have a map premade only available to see the first time, as instructor wants to see different interpretations of the village. NOTE: make sure as the instructor that the student is sticking to the interpretation of a village from the time period of 1620, not contemporary.

Instructional Aids

- **Visual aid: books, highlighted information from website**
- **Construction paper for pilgrim maps**
- **Samples/items of clothing and images for show + tell; this might include displaying images from a smartboard for differentiation in instruction**

Evaluation:

1. Fact vs Myth: Students will play a trivia game in determining what actually happened at Plymouth rock. This would include questions or statements such as:
 - Desserts such as pie, ice cream, cakes were served at the first Thanksgiving dinner. FALSE: student that answers must give a reason why the answer is incorrect; for this

2. At home: Students will write a reflective paragraph on the history of their family thanksgiving. With this piece, they will describe the location of where their thanksgiving dinner takes place in their home, what kinds of foods they eat, any family traditions, etc.

Grade: 3rd

Unit Topic: Thanksgiving

Course/Discipline: Mathematics

Approximate time: Maximum of 1 week

Main purpose of the Unit Study: The main purpose of this unit study is for students to understand how to use the operation of multiplication in Math when solving word problems by creating a diagram to show their work.

Standard: 3.OA.1 Interpret and model products of whole numbers.

Performance Objectives:

By the end of the unit study, students will be able to show the products of whole numbers by using a diagram/model to multiply two whole numbers together.

By the end of the unit study, students will be able to identify what parts of a word problem are the factors in the word problem to determine the answer of the word problem.

By the end of the unit study, students will be able to create a Thanksgiving themed scenario in which the scenario has students use the operation of multiplication in Mathematics.

Lesson Outlines:

1. Introduce students to the operation of multiplication in Math.
 - Introduce students to scenario where multiplication is used. This scenario will have a Thanksgiving theme.
 - Teacher should review with students the different operations of Math (addition, subtraction, multiplication, and division).
 - Review with students what operations in Math will the total increase or decrease.
 - Based on this small review of the operations in Mathematics, teacher should ask students if the total number of objects/items in the scenario will increase or decrease.
 - Review with students the operation of multiplication. This operation increases the total number of items.
2. Explain to students how to diagram multiplication problems.
 - Role play the opening scenario with props.
 - Diagram this role play on the whiteboard, so all students can see. For example: If there are four students in the scenario and each student has four pumpkin pies, represent each student with a circle. Tell if each student has four pumpkin pies, I am going to place four small dots in each of the four circles to represent the four pumpkin pies that each person has.
 - Ask students how might we figure out the total number of pumpkin pies.
 - Students may say repeated addition.
 - Teacher can also tell students to determine what four multiplied by four is.
 - Explain to students what each factor of the multiplication problem represents. For example, explain to students that since there are four people who have four pumpkin pies

we can multiply four by four and determine that there are sixteen total pumpkin pies altogether.

3. Practice the skill of multiplication.

- Students will work in pairs to complete a list of scenarios that have a Thanksgiving theme that have the students use the operation of multiplication in Math. (This step will take approximately 3 Math periods).
- After students have completed the list of scenarios, the pair of students will have to create a scenario that has a Thanksgiving theme and that uses the operation of multiplication. Students will then have to solve their scenario. They must also show their work with a diagram. (This step may take approximately 2 Math periods. Students in the first Math period will have to determine an outline of the scenario. In the second Math period, students will write the scenario and solve the scenario with a diagram on a sheet of paper. Students will have one scenario per pair of students).

Procedures and Activities:

- Teacher will use direct instruction and guided practice when introducing students to the skill of multiplication in Math.
- Teacher will also have students collaborate with other students while students practice the multiplication skill on their own.
- Students will create their own scenario where the scenario is a Thanksgiving theme and uses the multiplication skill. Students must solve this scenario.

Instructional Aids or Resources:

- Introduction of lesson: teacher will use projector, computer, Active board.
- While the teacher models the scenario, appropriate props must be used.
- Teacher should have a list of scenarios (5 or 6 scenarios) that pairs of students will solve during the independent practice time.

Evaluation:

- Multiplication Math Problems Created by Student
 - Teacher will evaluate students' ability to solve word problems when using the operation of multiplication in Math.
 - Teacher will look for the student's work and how they solved the multiplication problem (specifically how they used a diagram).