

P R O J E C T D E S I G N : O V E R V I E W

page 1

Name of Project: Not Your Typical Thanksgiving Lesson		Duration: 1-2 weeks		
Subject/Course: English Language Arts		Teacher(s):		
Other subject areas to be included, if any: Social Studies		Recommended Grade Levels: 6-9		
A. Cognitive Strategies (taught and assessed)	Comprehend	X	Application	X
	Analysis	X	Synthesis	X
B. Culturally Based Education	<ul style="list-style-type: none"> Indigenous history and the connection to today’s celebration of Thanksgiving Understanding of Indigenous cultural value of giving thanks 			
C. College & Career Readiness	<ul style="list-style-type: none"> Key Content: ELA Reading and Writing Standards Contextual Skills & Awareness: Ability to work and learn collaboratively 			
Culminating Project Summary	Working in teams of 4 or 5, students will study a variety of texts on the celebration of and history behind Thanksgiving. Each team will develop a Public Service Announcement (such as a broadcast, commercial, billboard, etc) to bring awareness to the public of the meaning of Thanksgiving to Native Americans.			
Pre-requisites to consider:	<p>Teacher will need to assess student access to smart phone for filming. At least one student per group will need the capability to film.</p> <p>Students need time to write their personal narrative of Thanksgiving prior to beginning this inquiry. They will use this first narrative to compare with one they write after their research.</p>			
Driving Question	What does Thanksgiving represent to American Indians? How does this differ than the mainstream narrative typically taught in classrooms?			
Entry Event / Hook	<p>Mainstream Representations of Thanksgiving story</p> <p>-Share video (www.history.com) clip of Kids’ History: The First Thanksgiving https://www.youtube.com/watch?v=WumiRK06Yqw&t=80s</p> <p>-Compare to Readworks.org children’s story of the First Thanksgiving http://www.readworks.org/passages/first-thanksgiving and discuss:</p> <p style="padding-left: 40px;">“What does mainstream society believe about the Thanksgiving story? How are Natives represented? What is their role in the story?”</p>			
Products	Individual: Reader’s Notebook, graphic organizers,	Specific content and competencies to be assessed: CCSS.RI.1, RI.2, RI.3, RI.4, RI.6, RI.7, RI.9		
	Team: Each team will produce a media item that serves as a Public Service Announcement.	Specific content and competencies to be assessed:		



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Making Products Public	Products can be displayed at the school or local community center. PSA/digital products can also be published on the school’s social media platforms through YouTube (with permission from parents). Share these with NIEA if you would like them posted publicly!			
Resources Needed				
Language/Culture Standards	IC.AH.1- Engage fully and spontaneously in conversations and discussions on complex issues and concrete topics using connected sentences. IL.AH.2- Understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts. IR.AH.1- Understand what was read on most topics that deal with special interests, unfamiliar situations, and abstract concepts. PS.M.1- Deliver detailed presentations on a variety of events, experiences, academic topics, and issues in various time frames. (World and Native Language Standards-Arizona Department of Education)			
CCSS Academic Standards	RI.6-8.1- Citing evidence and details RI.6-8.2- Central message RI.6-8.3- Analyzing interactions and relationships RI.6-8.4- Word meaning and impact of word choice RI.6-8.6- Authors purpose or point of view	RI.6-8.7- Contrast media and text on same subject RI.6-8.9- Analyze multiple texts on same subject W.6-8.2a- Organized/strategic informative writing W.6-8.2b- Use concrete details/facts in writing SL.6-8.1- Effective collaboration and preparation for discussion		
Materials/Equipment	Media lab, computers, camera/recording device, LCD projector, art supplies, presentation boards, microphone			
Online Resources	Filmora (which has a free app) or other video editing app/program, Windows Movie maker, Power Point (saved as a movie file)			
Community Resources:	Elders, tribal resource centers, archives			
Reflection Methods (how individual, team, and/or whole class will reflect during/at end of project)	(Short-term) Readers Notebook /Journal	X	Small-group Discussion	X
	Whole-Class Discussion	X	Fishbowl Discussion	X
	Survey	X	Other: Socratic Seminar	X
Notes: Ensure that structures for small groups are in place so that students share the responsibility of the discussion and work. Project-based learning leaves openness to student discovery but there is still need for accountability and responsibility for individual contributions.				



PROJECT DESIGN: STUDENT LEARNING GUIDE

Project: Not Your Typical Thanksgiving Lesson

Driving Question: What does Thanksgiving represent to American Indians? How does this differ than the mainstream narrative typically taught in classrooms?

Day	Key Cognitive Skills	Texts	Daily Tasks/Objectives	Tasks/Formative Assessments
1	Students comprehend how Thanksgiving is presented differently from mainstream and Native narratives	<p>History.com clip of Kids' History: The First Thanksgiving https://www.youtube.com/watch?v=WumiRK06Yqw&t=80s</p> <p>Starter Text: Typical children's story of the First Thanksgiving http://www.readworks.org/passages/first-thanksgiving</p>	<ul style="list-style-type: none"> • Students craft their own personal narrative of Thanksgiving • Students discuss noticings from the way Native Americans are represented in children's stories about Thanksgiving • Teacher introduces the PBL plan and students discuss the question of study 	<p>Reader's Notebook entries</p> <p>Group Discussion</p>
2-3	Students will apply critical thinking and reading skills	<p>Indian Country Today article on the Wampanoag side of the story http://indiancountrytodaymedianetwork.com/2011/11/22/wampanoag-side-first-thanksgiving-story-64076</p> <p>"Accepted" source-scholarly article on the history of Thanksgiving http://www.history.com/topics/thanksgiving/history-of-thanksgiving</p>	<ul style="list-style-type: none"> • Students read, discuss, and write about their learning from the two articles. • Students complete a Venn Diagram of the two narratives of Thanksgiving presented (Native American/White mainstream) • Students respond to a prompt: "The children's article we read stated, "Today's Thanksgiving is actually a lot like the first one." After our reading, do you agree or disagree? Support your answer based on the two articles we read in class. 	<p>Reader's Notebook entries</p> <p>Graphic organizers</p> <p>Small group Discussion</p>



4-5	Students analyze multiple texts to determine common themes and Native perspectives on the presentation of Thanksgiving history	Sam Levine article on Huff Post “Why Thanksgiving is a National Day of Mourning” http://www.huffingtonpost.com/entry/native-americans-national-day-of-mourning_us_5650c46ee4b0258edb31c3ca Frank James- Suppressed Speech for Day of Mourning http://www.uaine.org/suppressed_speech.htm Visual audio of Chief Jake Swamp Giving Thanks https://www.youtube.com/watch?v=PE2YHTSQVgY	<ul style="list-style-type: none"> • Students read the Huffington Post article in small groups and add their learning to their Reader's Notebook. • Students react to the article’s reference to Frank James suppressed speech • Students read and listen to Frank James’ Suppressed Speech • Students prepare for a group discussion to determine why the two Thanksgiving narratives are different and why society chooses to popularize one over the other (Fishbowl/Socratic Seminar) 	Small group discussion Reader’s Notebooks Vocabulary checks Constructed Response Prompts
6	Students synthesize information across texts to formulate a narrative on the history of Thanksgiving	Huff post interview: What Does Thanksgiving Mean for Native Americans?’ https://www.youtube.com/watch?v=h2MsZQALhCI	<ul style="list-style-type: none"> • Students and teacher hold structured discussion in preparation for PSA work 	Reader’s Notebooks
8-10	Students apply their learning to share new narrative with their intended audience about the celebration of Thanksgiving	All texts are available for student use. Teachers can decide if they want to recommend further reading or research.	<ul style="list-style-type: none"> • Student groups synthesize learning across texts and discussions from their research to create a Public Service Announcement in their choice of format to share the Native American narrative regarding celebrating Thanksgiving. • Students journal about their current narrative (or questions about it) and compare this to their first narrative. Reflect in their journals. • Student take a survey of their own thinking and process as well as reflect on others’ work. 	Final Product: PSA Constructed Response Prompts Rubric

