# Lesson Plan: Observation 3

**Demographics**
Student Teacher: Sydney Redigan
Date: November 24, 2014
Grade: 7
Subject: Language Arts
School: Bryant Middle School
Physical Setting: Classroom
School District: Dearborn Public Schools District
Lesson Plan Title: Thanksgiving Interpretations

**Rationale**

This lesson will take place on the second to last day of my district's second card marking. The Friday prior to this lesson, my students turned in a five paragraph argumentative essay, which took two weeks to complete. My cooperating teacher and I agree that for the two days of class before Thanksgiving break, I should plan a fun, yet educational, lesson for our students, as they have worked very hard on their essays.

The Dearborn Public Schools District's (DPSD) pacing guide for Grade 7 Language Arts requires students to focus on informational text during the second card marking. It also states that during the second card marking, students must learn about author's point of view. While my students have a good grasp on the differences between first, second and third person, they have not had much experience determining author's viewpoint and how this can influence an author's writing. I began looking for lesson plan ideas to incorporate instruction on author's viewpoint.

I chose to create a lesson on different interpretations of the first Thanksgiving story as it is both seasonally appropriate and a perfect example of a subject with many different viewpoints. This subject was also an opportunity to integrate an interdisciplinary lesson, as my minor is history.

This lesson is intended to be a fun, collaborative and intellectually challenging way to get my students to learn about author's perspective and think critically about subjectivity in informational texts.

This lesson plan addresses several of the Common Core State Standards (CCSS) for Grade 7 Language Arts. These standards are:

- CCSS.ELA-Literacy.RL.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguished his or her position from that of others.
- CCSS.ELA-Literacy.W.7.1: Write arguments to support claims with clear reasons and relevant evidence.
- CCSS.ELA-Literacy.SL.7.1: Engage effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.7.1.C: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

- CCSS.ELA-Literacy.SL.7.1.D: Acknowledge new information expressed by others and, when warranted, modify their own views.

**Outcomes**

The outcomes of this lesson are:
- Students will work collaboratively and cooperatively in small groups to discuss their concept of the first Thanksgiving story and create an illustrated depiction of this story.
- Students will share and discuss these illustrated depictions with the whole class and discuss similarities and differences among the group depictions.
- Students will understand the main concepts of an anchor chart on author's perspective.
- Students will work individually to "talk to the text" with one of four Thanksgiving story texts.
- Students will work collaboratively and cooperatively in small groups to complete and discuss the Thanksgiving Interpretations worksheet, focusing on the author's viewpoint.
- As a whole group, students will share what they found and discuss their thoughts on the four texts and author's viewpoint.

Performance will be measured by the following criteria:
- How well the groups are able to work collaboratively and cooperatively.
- The quality of questions and comments on the texts, reflecting how well students were able to apply strategies for comprehension.
- The quality of whole group reflection on author's viewpoint.

**Assessment/Evaluation**

Formative Assessment:
- The teacher will circulate the room as the small groups work to determine how well they are working together, as well as the quality of their discussions.
- The teacher will lead the whole group discussion and assess the quality of student reflection on author's perspective.

Summative Assessment:
- The teacher will collect the illustrated depictions of the first Thanksgiving story and the Thanksgiving Interpretations worksheet and assess the quality of work.

The illustrated depictions of the first Thanksgiving story, the Thanksgiving Interpretations worksheet and the teacher's own observation of student discussion and reflection will be evidence that documents students' progress and learning of author's viewpoint.

**Materials Needed**
- Blank paper
- Crayons, markers and colored pencils
- Document viewer
- Computer with projector
- Author's Viewpoint Anchor Chart
- Copies of four different Thanksgiving interpretation texts (1 copy per student)

   o "The Pilgrims and America's First Thanksgiving" from holidays.net
   o "Are You Teaching the Real Story of the 'First Thanksgiving'?" from Education World
   o "The Great Thanksgiving Hoax" by Richard J. Maybury
   o "First National Day of Mourning Held in Plymouth" from Mass Moments
  • Copies of the Thanksgiving Interpretations worksheet (1 per group of 3 or 4 students)

**Teacher Procedure/Development**
**A. Introduction**

1. Ask students to recall that we have been working with informational text throughout Card Marking 2.

2. Ask students to work in their assigned groups (3 to 4 students) to discuss the story of the first Thanksgiving, as they remember it.

3. Once each group comes to a consensus on the events of the story, each group will illustrate the story by creating a storyboard or comic strip. They should be sure to include key people, places and objects that figure prominently in their understandings of the story.

4. After the small group work is completed, reconvene the class and have each group share its depiction on the document viewer.

Ask the following questions about the groups' work:
  • What elements do our stories have in common? What differences did you notice?
  • What would you say is the most "mainstream" version of the Thanksgiving story, according to what we've been taught?

Ask the following questions about our "general" Thanksgiving story:
  • From whose perspective is this story told?
  • What values are present in this story? What does this story say about our national heritage?
  • What might these stories teach young children about broader themes like sharing, the American nation, cultural differences and giving and thankfulness?
  • Why do you think this version emerged as the dominant narrative about Thanksgiving? From what other perspectives could the story be told, and how might it look different if told from these perspectives?

**B. Methods/Procedures**
 1. Explain that we are going to be completing a Thanksgiving Interpretations activity today and that we will be reading different interpretations of the Thanksgiving story and discussing from what perspective they are told and how this changes the interpretations.

 2. Display the Author's Viewpoint Anchor Chart on the projector and discuss its contents.

3. Pass out the different texts to each group so that each member of a group has the same text

4. Ask students to individually read and "talk to the text" (annotate).

5. Next, ask students to discuss with their small groups what they have just read, sharing and understandings and confusions they noted while "talking to the text."

6. Pass out one Thanksgiving Interpretations worksheet to each group and ask them to fill it out as a group. The worksheet asks them to identify the text' author or publisher, the type of source and to answer three questions:
   - How does the author tell the story of the first Thanksgiving?
   - What sources of evidence did the authors use to support their version of the story?
   - How might the authors' point of view determine their interpretation of the story?

**C. Closure**
7. Once each group has completed the worksheet, have each group share their work with the class, explaining what they found about their text.

8. Lead the class in a discussion on the following questions:
   - What pictures of early colonial life and of indigenous peoples are painted by these versions of the story of the first Thanksgiving?
   - How do these stories inform our understandings of the roots of American nationhood?
   - Why are there so many perspectives on the first Thanksgiving?
   - How has learning about these different versions of the story of the first Thanksgiving changed the way you think about the holiday and how you typically celebrate it?
   - What does contention over the Thanksgiving story suggest about how historical facts are interpreted and how history is determined?


**Technology Use**
Technology was used to develop this lesson in that I searched for ideas online and found the different texts there. I also used Pinterest to search for examples of anchor charts on perspective. I used LucidPress, a free web-based alternative to Adobe InDesign desktop publisher, to design my own anchor chart.

Technology was also used in the implementation of this lesson as it requires the use of a computer, Internet access and a projector or smart board to project the anchor chart. The document viewer was also used to display the students' work.

**Accommodations/Adaptations**
I foresaw no potential safety issues that could arise in this lesson.

The texts that are used in this lesson are grade-level appropriate for 7th graders, yet many of our students do not read at grade level. Because DPSD implements the Reading Apprenticeship

program, we do not differentiate reading instruction or use lower lexile level texts for the majority of the students (there are a few exceptions with English Language Learner students). Instead, as Reading Apprenticeship advises, we scaffold the grade level texts by having students "Talk to the Text" or annotate (as was done in this lesson) to work through complex ideas, sentence structure, and unfamiliar vocabulary. Our students who read at the lowest grade levels are also in our Language Arts Lab class, so we work additionally with them to aid comprehension of the texts we use in Language Arts class.

Our students are grouped heterogeneously, so lessons such as this one allow students with different strengths and needs to work together and help each other. I have found that this type of grouping is one of the best ways to accommodate students' individual strengths and needs, as everyone in the group has something unique to contribute.

None of the students in our classes have any physical impairment, such as mobility, sight, or hearing. However, if there were, many aspects of this lesson would be accommodated, such as rearranging the classroom to make more open spaces and room for a student who uses a wheelchair or other mobility aid, finding alternative ways to respond to the text for students with vision or hearing impairment, using a text to speech device for students with vision impairment, and finding alternative ways to complete the illustration component for students with vision impairment.

**Teacher Reflection**
TBD

# Author's Viewpoint

Good readers are able to determine why the author wrote a selection or how the author feels about a subject

**Neutral**
presents all sides of a subject

or

**Biased**
presents one side of a subject

**Positive**
biased P.O.V. that shows the author feels positively about a subject

or

**Negative**
biased P.O.V. that shows the author feels negatively about a subject

**Think:**
Seen through whose eyes?
There are two sides to every story!

Names: _____

_____

**Thanksgiving Interpretations**

Directions: Read your assigned source and answer the following questions.

Source Title:

_____

Author or Publisher:

_____

Type of source (essay, informational article, etc…):

_____

1. In your own words, how do these authors tell the story of the first Thanksgiving?

2. What sources of evidence did these authors use to support their version of the story?

3. How might the writers' point of view help determine their interpretation of the story?