### Project Design: Overview

**Name of Project:** Not Your Typical Thanksgiving Lesson

**Subject/Course:** English Language Arts

**Teacher(s):**

**Duration:** 1-2 weeks

**Recommended Grade Levels:** 6-9

**Subject/Course:** Other subject areas to be included, if any: Social Studies

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**A. Cognitive Strategies**

(taught and assessed)

<table>
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<tr>
<th>Comprehend</th>
<th>Analysis</th>
<th>Application</th>
<th>Synthesis</th>
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**B. Culturally Based Education**

- Indigenous history and the connection to today’s celebration of Thanksgiving
- Understanding of Indigenous cultural value of giving thanks

**C. College & Career Readiness**

- Key Content: ELA Reading and Writing Standards
- Contextual Skills & Awareness: Ability to work and learn collaboratively

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**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:**

- Teacher will need to assess student access to smart phone for filming. At least one student per group will need the capability to film.
- 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.

**Driving Question**

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

**Entry Event / Hook**

- Share video (www.history.com) clip of Kids’ History: The First Thanksgiving https://www.youtube.com/watch?v=WumiRK06Yqw&t=80s
- Compare to Readworks.org children’s story of the First Thanksgiving http://www.readworks.org/passages/first-thanksgiving and discuss: “What does mainstream society believe about the Thanksgiving story? How are Natives represented? What is their role in the story?”

**Products**

**Individual:**

- Reader’s Notebook, graphic organizers,

**Team:** Each team will produce a media item that serves as a Public Service Announcement.

Specific content and competencies to be assessed:

- CCSS.RI.1, RI.2, RI.3, RI.4, RI.6, RI.7, RI.9

Specific content and competencies to be assessed:
### 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

<table>
<thead>
<tr>
<th>IC.AH.1</th>
<th>Engage fully and spontaneously in conversations and discussions on complex issues and concrete topics using connected sentences.</th>
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<tbody>
<tr>
<td>IL.AH.2</td>
<td>Understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts.</td>
</tr>
<tr>
<td>IR.AH.1</td>
<td>Understand what was read on most topics that deal with special interests, unfamiliar situations, and abstract concepts.</td>
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<tr>
<td>PS.M.1</td>
<td>Deliver detailed presentations on a variety of events, experiences, academic topics, and issues in various time frames.</td>
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*(World and Native Language Standards-Arizona Department of Education)*

#### CCSS Academic Standards

<table>
<thead>
<tr>
<th>RI.6-8.1</th>
<th>Citing evidence and details</th>
</tr>
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<tbody>
<tr>
<td>RI.6-8.2</td>
<td>Central message</td>
</tr>
<tr>
<td>RI.6-8.3</td>
<td>Analyzing interactions and relationships</td>
</tr>
<tr>
<td>RI.6-8.4</td>
<td>Word meaning and impact of word choice</td>
</tr>
<tr>
<td>RI.6-8.6</td>
<td>Authors purpose or point of view</td>
</tr>
<tr>
<td>RI.6-8.7</td>
<td>Contrast media and text on same subject</td>
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<tr>
<td>RI.6-8.9</td>
<td>Analyze multiple texts on same subject</td>
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<tr>
<td>W.6-8.2a</td>
<td>Organized/strategic informative writing</td>
</tr>
<tr>
<td>W.6-8.2b</td>
<td>Use concrete details/facts in writing</td>
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<tr>
<td>SL.6-8.1</td>
<td>Effective collaboration and preparation for discussion</td>
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#### 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

- (Short-term) Readers Notebook/Journal
- 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?

<table>
<thead>
<tr>
<th>Day</th>
<th>Key Cognitive Skills</th>
<th>Texts</th>
<th>Daily Tasks/Objectives</th>
<th>Tasks/Formative Assessments</th>
</tr>
</thead>
</table>
| 1   | Students **comprehend** how Thanksgiving is presented differently from mainstream and Native narratives | History.com clip of Kids’ History: The First Thanksgiving [https://www.youtube.com/watch?v=WumiRK06Yqw&t=80s](https://www.youtube.com/watch?v=WumiRK06Yqw&t=80s)  
Starter Text: Typical children’s story of the First Thanksgiving [http://www.readworks.org/passages/first-thanksgiving](http://www.readworks.org/passages/first-thanksgiving) | • 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 | Reader’s Notebook entries  
Group Discussion |
“Accepted” source-scholarly article on the history of Thanksgiving [http://www.history.com/topics/thanksgiving/history-of-thanksgiving](http://www.history.com/topics/thanksgiving/history-of-thanksgiving) | • 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. | Reader’s Notebook entries  
Graphic organizers  
Small group Discussion |
<table>
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<tr>
<th>Grade Level</th>
<th>Activity Description</th>
<th>Assignments</th>
<th>Class Activities</th>
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| 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_5650c46ee4b0258ed31c3ca](http://www.huffingtonpost.com/entry/native-americans-national-day-of-mourning_us_5650c46ee4b0258ed31c3ca)  
- Frank James- Suppressed Speech for Day of Mourning [http://www.uaine.org/suppressed_speech.htm](http://www.uaine.org/suppressed_speech.htm)  
- Visual audio of Chief Jake Swamp Giving Thanks [https://www.youtube.com/watch?v=PE2YHTSQVgY](https://www.youtube.com/watch?v=PE2YHTSQVgY) | - 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) |
| 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](https://www.youtube.com/watch?v=h2MszQALhCI) | - Students and teacher hold structured discussion in preparation for PSA work |
| 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. | - 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. |