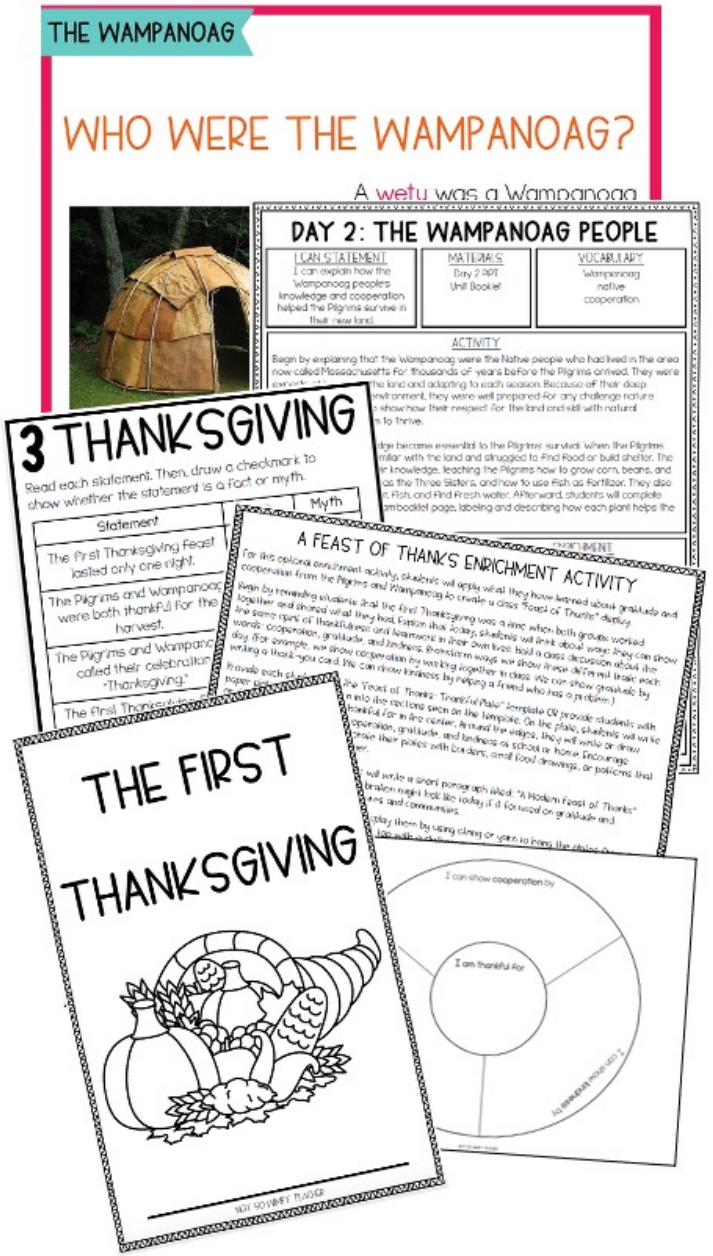
What's Included

- ✓ 3 instructional PowerPoints
- ✓ Vocabulary cards
- ✓ Student booklet with an activity for each day
- ✓ Feast of Thanks enrichment activity
- ✓ Assessment

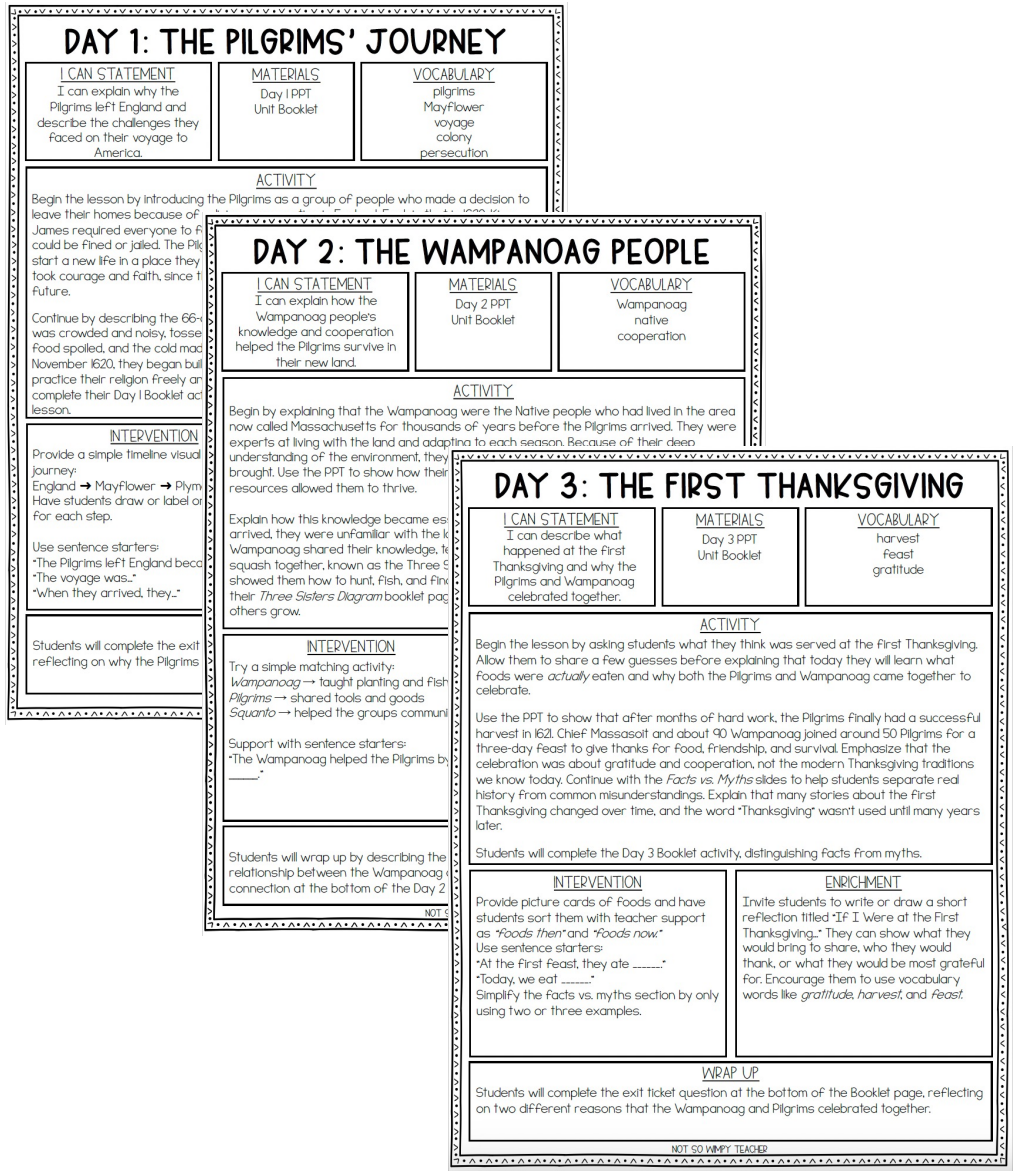


3 Days of Activities

This unit includes three instructional PowerPoints that teach the concept.

Students will practice the skill using guided booklets, feast of thanks enrichment activity, and vocabulary cards.

This unit comes with an assessment to test student understanding of the material taught.



DAY 1: THE PILGRIMS' JOURNEY

I CAN STATEMENT
I can explain why the Pilgrims left England and describe the challenges they faced on their voyage to America.

MATERIALS
Day 1 PPT
Unit Booklet

VOCABULARY
pilgrims
Mayflower
voyage
colony
persecution

ACTIVITY
Begin the lesson by introducing the Pilgrims as a group of people who made a decision to leave their homes because of
James required everyone to fi
could be fined or jailed. The Pilg
start a new life in a place they
took courage and faith, since t
future.

Continue by describing the 66-
was crowded and noisy, tosse
food spoiled, and the cold mad
November 1620, they began buil
practice their religion freely an
complete their Day 1 Booklet ac
lesson.

INTERVENTION
Provide a simple timeline visual
journey:
England → Mayflower → Plym
Have students draw or label or
for each step.

Use sentence starters:
"The Pilgrims left England beca
"The voyage was..."
"When they arrived, they..."

Students will complete the exit
reflecting on why the Pilgrims

DAY 2: THE WAMPANOAG PEOPLE

I CAN STATEMENT
I can explain how the Wampanoag people's knowledge and cooperation helped the Pilgrims survive in their new land.

MATERIALS
Day 2 PPT
Unit Booklet

VOCABULARY
Wampanoag
native
cooperation

ACTIVITY
Begin by explaining that the Wampanoag were the Native people who had lived in the area now called Massachusetts for thousands of years before the Pilgrims arrived. They were experts at living with the land and adapting to each season. Because of their deep understanding of the environment, they
brought. Use the PPT to show how their
resources allowed them to thrive.

Explain how this knowledge became es
arrived, they were unfamiliar with the k
Wampanoag shared their knowledge, fe
squash together, known as the Three S
showed them how to hunt, fish, and find
their *Three Sisters Diagram* booklet pag
others grow.

INTERVENTION
Try a simple matching activity:
Wampanoag → taught planting and fish
Pilgrims → shared tools and goods
Squanto → helped the groups communi

Support with sentence starters:
"The Wampanoag helped the Pilgrims by
_____."

Students will wrap up by describing the
relationship between the Wampanoag
connection at the bottom of the Day 2

NOT S

DAY 3: THE FIRST THANKSGIVING

I CAN STATEMENT
I can describe what happened at the first Thanksgiving and why the Pilgrims and Wampanoag celebrated together.

MATERIALS
Day 3 PPT
Unit Booklet

VOCABULARY
harvest
feast
gratitude

ACTIVITY
Begin the lesson by asking students what they think was served at the first Thanksgiving. Allow them to share a few guesses before explaining that today they will learn what foods were *actually* eaten and why both the Pilgrims and Wampanoag came together to celebrate.

Use the PPT to show that after months of hard work, the Pilgrims finally had a successful harvest in 1621. Chief Massasoit and about 90 Wampanoag joined around 50 Pilgrims for a three-day feast to give thanks for food, friendship, and survival. Emphasize that the celebration was about gratitude and cooperation, not the modern Thanksgiving traditions we know today. Continue with the *Facts vs. Myths* slides to help students separate real history from common misunderstandings. Explain that many stories about the first Thanksgiving changed over time, and the word "Thanksgiving" wasn't used until many years later.

Students will complete the Day 3 Booklet activity, distinguishing facts from myths.

INTERVENTION
Provide picture cards of foods and have students sort them with teacher support as *"Foods then"* and *"Foods now."*
Use sentence starters:
"At the first feast, they ate _____."
"Today, we eat _____."
Simplify the facts vs. myths section by only using two or three examples.

ENRICHMENT
Invite students to write or draw a short reflection titled "If I Were at the First Thanksgiving..." They can show what they would bring to share, who they would thank, or what they would be most grateful for. Encourage them to use vocabulary words like *gratitude*, *harvest*, and *feast*.

WRAP UP
Students will complete the exit ticket question at the bottom of the Booklet page, reflecting on two different reasons that the Wampanoag and Pilgrims celebrated together.

NOT SO WIMPY TEACHER

PowerPoint Lessons

PILGRIMS

Vocabulary:

Colony: a new settlement started in a different land

THE WAMPANOAG

I can explain how the Wampanoag people's knowledge and cooperation helped the Pilgrims survive in their new land.

PILGRIMS

THE VOYAGE

Time: September of 1620
Place: Atlantic Ocean

102 people gathered and



THE WAMPANOAG

HOW THE WAMPANOAG HELPED

Squanto was a Wampanoag man from the Patuxet village. He spoke English and became an important translator and teacher, helping the Pilgrims speak with the Wampanoag and learn how to live off the land



FIRST THANKSGIVING

FACTS VS MYTHS

metimes when a story is told for hundreds of years, details get changed or added.

going to figure out what really ened at the first Thanksgiving!

FIRST THANKSGIVING

THE FOODS THEY SHARED

The Pilgrims brought foods like corn, beans, and squash that the Wampanoag had taught them to grow.





THE FIRST

THANKSGIVI

3 THANKSGIVING

Read each statement. Then, draw a checkmark to show whether the statement is a fact or myth.

Statement	Fact	Myth
The first Thanksgiving feast lasted only one night.		

1 PILGRIMS

1. The _____ came to America to practice religion without the King's control.
2. In England, if people didn't follow the King's church,

2 WAMPANOAG

three vegetables in the Three Sisters diagram: eans, squash. Explain the role of each one.

Vegetable:
Role:

Vegetable:

Each lesson is designed to be taught in 30 minutes, with all student work completed in their booklets. You can choose to take a daily grade, completion grade, or grade for accuracy.

Enrichment Activity

A FEAST OF THANKS ENRICHMENT ACTIVITY

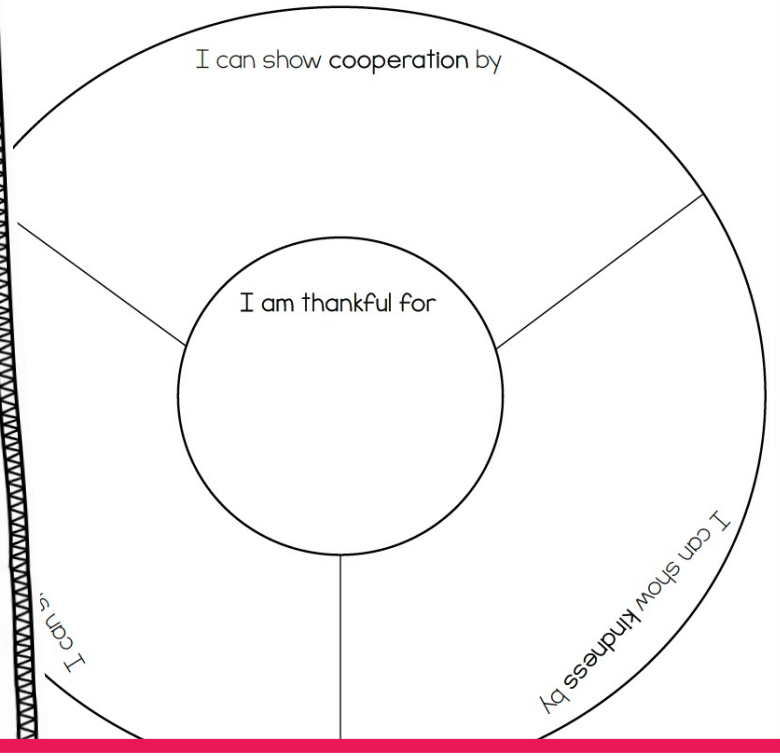
For this optional enrichment activity, students will apply what they have learned about gratitude and cooperation from the Pilgrims and Wampanoag to create a class "Feast of Thanks" display.

Begin by reminding students that the first Thanksgiving was a time when both groups worked together and shared what they had. Explain that today, students will think about ways they can show the same spirit of thankfulness and teamwork in their own lives. Hold a class discussion about the words: cooperation, gratitude, and kindness. Brainstorm ways we show these different traits each day. (For example, we show cooperation by working together in class. We can show gratitude by writing a thank-you card. We can show kindness by helping a friend who has a problem.)

Provide each student with the "Feast of Thanks: Thankful Plate" template OR provide students with paper plates and divide them into the sections seen on the template. On the plate, students will write or draw one thing they are thankful for in the center. Around the edges, they will write or draw three ways they can show cooperation, gratitude, and kindness at school or home. Encourage creativity — students can decorate their plates with borders, small food drawings, or patterns that represent sharing a meal together.

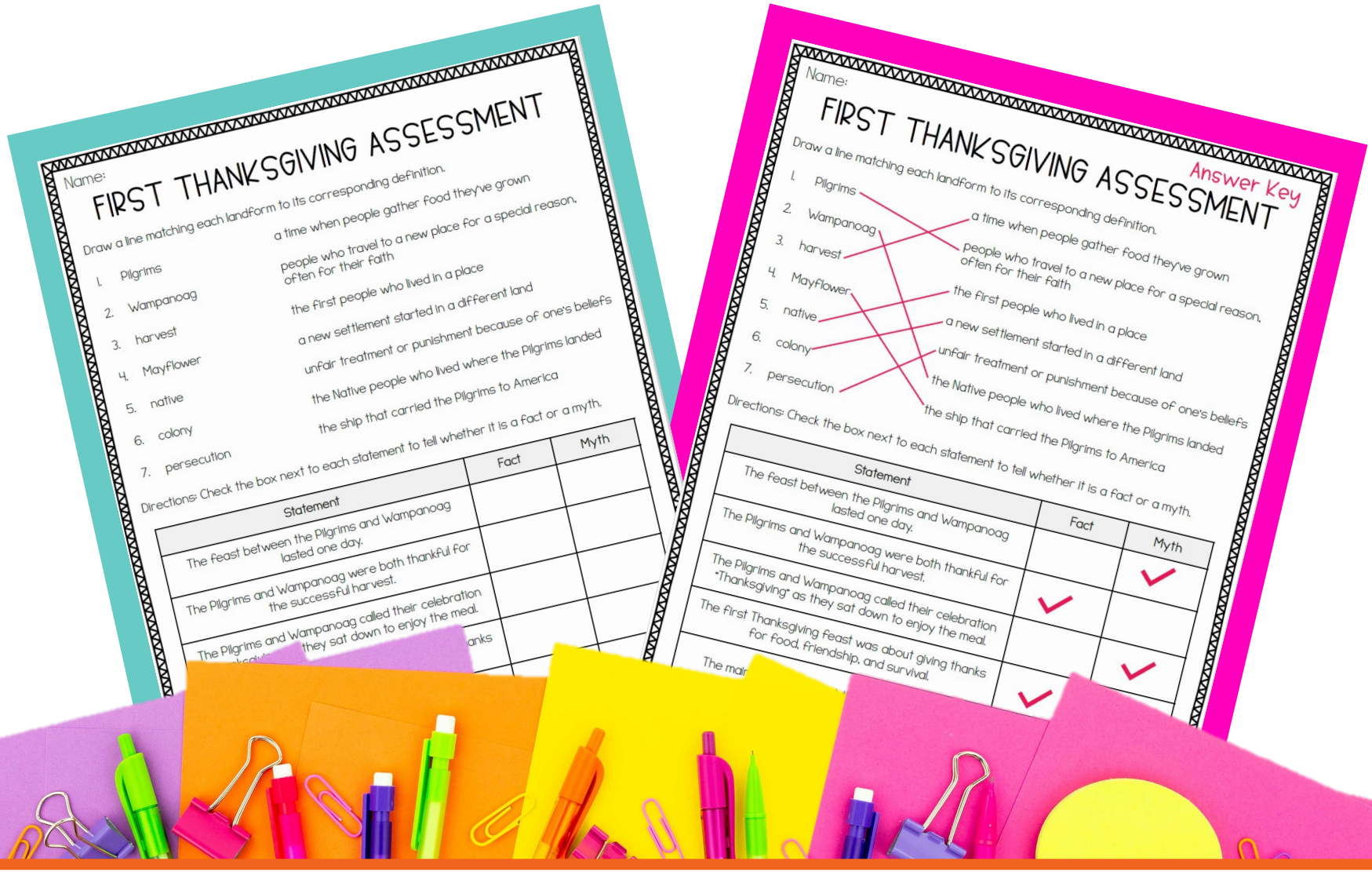
On the back of the plate, students will write a short paragraph titled: "A Modern Feast of Thanks" explaining what a Thanksgiving celebration might look like today if it focused on gratitude and cooperation between different cultures and communities.

When finished, collect all plates and display them by using string or yarn to hang the plates from a bulletin board. Attach each plate at the top with a clothespin or binder clip so they can easily flip upward or sideways. The activity can be completed in a single class period using only paper plates or the provided printable template, crayons, and pencils. It's a simple, meaningful way to wrap up the [illegible] to students' own experiences.



Students may complete this optional "Feast of Thanks" enrichment activity, perfect for a class bulletin board.

Assessment



Each unit includes an assessment with matching and fact vs. myth questions to gauge student understanding of the first Thanksgiving.