



Pilgrim children were often named for the virtues their parents held dear, as well as the experiences they encountered on their voyage to or life in America. Write the following names on the chalkboard. Invite students to guess what each name represents and why parents would choose the name for a child.

**Oceanus**

(reminds you of the sea; baby born on Mayflower voyage was given this name)

**Remember**

(to think about the past)

**Wrestling**

(a kind of fighting)

**Desire**

(to want something very much)

**Love**

(to care a lot)

**Resolved**

(to never give up)

**Humility**

(not to be too proud)

**Constanta**

(to never change)

## Teacher Share

### Pilgrim Postcards

Invite children to pretend they are Pilgrims writing notes to people they miss and love far away in their homeland. Share with students that they might be writing to loved ones in Holland and England after their Mayflower voyage, first winter in Plimoth, or Thanksgiving feast. Give each student a copy of the postcard pattern. (See page 12.) Have children cut out the postcards and glue the back sides together. They can draw pictures about Pilgrim life on the front and write messages on the back, telling something special that happened to them or describing something of interest. Students can design colorful stamps and address their postcards to fictitious friends back home. (This is a good opportunity to explore common Pilgrim names. See Tip, left.)



Before they write home, encourage your students to gather background information about Pilgrims. Share picture books or visit these web sites:

- © Plimoth Plantation Museum ([www.plimoth.org](http://www.plimoth.org))
- © Pilgrim Hall Museum ([www.pilgrimhall.org](http://www.pilgrimhall.org))
- © John Alden House ([www.alden.org](http://www.alden.org))

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## Book Break

### The Wampanoag Indians

by Bill Lund (Capstone Press, 1998)

Share books on Wampanoag Indian life, such as *The Wampanoag Indians*. After students spend time exploring the Wampanoag lifestyle, have them pretend they are Wampanoag Indians long ago. Invite students to share what they've learned by writing a poem, short story, or play from a Wampanoag's point of view, or by drawing a mural to show details in Native American life. Questions your students might answer by writing or drawing include:

- ☉ What did you think of the Pilgrims when you first met them?
- ☉ Was it easy to talk with the Pilgrims?
- ☉ Did you attend the first Thanksgiving, and if so, did you have a good time? What did you eat? What games did you play?

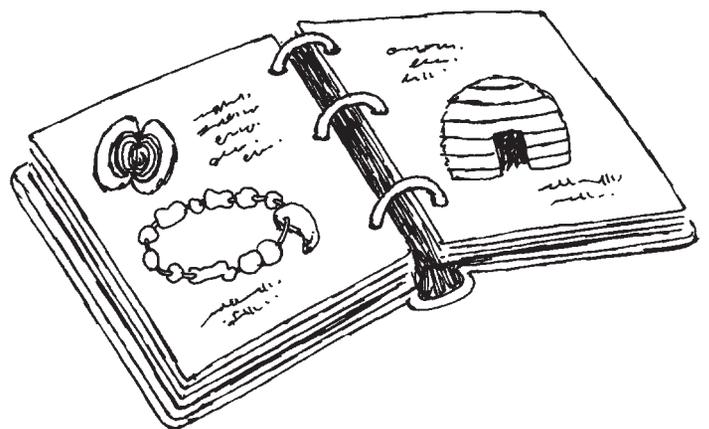
*Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times* by Kate Waters (Scholastic, 1996) is another good resource.

### Native American Scrapbooks

Many people keep scrapbooks today to commemorate events past and present. What if Wampanoag Indians had kept their own scrapbooks in 1621? Help your students learn more about Wampanoag Indians. Then guide them as they create scrapbooks of Wampanoag Indian life in 1621. Questions your students might answer through pictures, words, and homemade artifacts include:

- ☉ What did the Wampanoag eat?
- ☉ What did the Wampanoag home look like?
- ☉ What special feast days did they observe?

Encourage students to personalize scrapbooks with comments such as *I helped my mother collect quahog shells*, or *Animal skins kept me warm!*



# Teacher Share

## Thanks at Thanksgiving Collaborative Book

Copy the poem “Thanks at Thanksgiving” on chart paper and read it aloud with the class. Ask children to think about how they would complete the poem. Give each child a copy of the poem on page 13. Have children fill in the blank at the end, illustrate their poems, then take turns reading them aloud. (Children who are not ready to read aloud can ask you or a classmate to read the first four lines.) Compile the pages to make a classroom book of thanks. Display in the classroom or circulate to students’ families.

### Thanks at Thanksgiving

I think of sunshine, clear and bright.  
 I think of stars, twinkling at night.  
 I think of friends, family, and more—  
 I have so much to be thankful for!  
 I’m especially thankful for \_\_\_\_\_.

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## Book Break

### On the Mayflower

by Kate Waters (Scholastic, 1996)

Share *On the Mayflower: Voyage of the Ship's Apprentice & a Passenger Girl*. Then ask each student to write a diary entry of one or more Pilgrims on the Mayflower, telling about reasons for coming on board, life on board, and plans for the future. Students might include a drawing, as if a Pilgrim child sketched what he or she saw on board the ship. Youngest students may draw a picture rather than write a diary entry.



## Tip

For an authentic look, let children write their diary entries on pieces of brown paper, torn or cut from grocery bags.

## Cornucopia Word Wall

Create a colorful, interactive word wall/bulletin board to highlight word families. Here's how:

- ☉ From a flat piece of brown paper, cut out a horn-shaped basket to represent the base of a cornucopia. Make eight baskets, each approximately  $8\frac{1}{2}$  by 11 inches.
- ☉ Staple the baskets on a background of yellow or white, at a height children can reach.
- ☉ Use construction paper to cut a variety of fruits. Size the fruit so five pieces will fit easily onto each basket. (You will need 40 pieces of fruit for eight baskets.) These might include apples, oranges, bunches of grapes, bananas, peaches, and pears. (You can also cut pictures of fruit from magazines.)
- ☉ Divide the fruit into eight piles, with a variety of fruit in each pile. Label each pile of fruit with words from one word family. For example, one pile of fruit may be from the *-at* family: *cat*, *fat*, *bat*, *mat*, and *bat*. Another may be from the *-op* family: *hop*, *mop*, *pop*, *stop*, *shop*.
- ☉ Label each cornucopia basket with the letters for one word family and an example (such as *-at*, *cat*).
- ☉ Place the fruit in a large margarine tub and place near the bulletin board. During free time, students can sort the fruit by word family, attaching each piece to the basket labeled with its word family name.



### Tip

Preserve your hard work by laminating all fruit and cornucopia baskets. Attach five small squares of Velcro to the open end of each basket and one square of Velcro to the back of each fruit. Students can use the Velcro to attach the fruit to the baskets.



## Thank-You Place Mats

Set your students on-course for some mysterious Thanksgiving fun! Provide students with place mat-size pieces of white paper. (Students may want to make a place mat for one special person or for each person coming to dinner.) Have students decorate the place mats and write a message of thanks to someone in their family. Students should not sign their names. Laminate place mats if possible before having children take them home. Encourage students to secretly place the mats on their Thanksgiving tables beside the appropriate place settings. Family members will be pleasantly surprised.

**Variation** Rather than make place mats, your students might like to make place cards, again decorating them and writing secret messages of thanks on them. Unlined index cards folded in half work well for this.





For background information on Pilgrim children's clothing, see page 25.

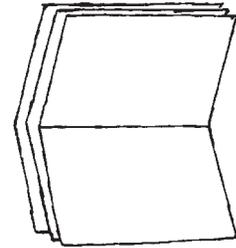
## Book Break

### Samuel Eaton's Day and Sarah Morton's Day

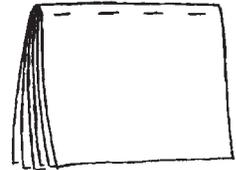
by Kate Waters (Scholastic, 1993/1989)

Share *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy* and *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*. Discuss the children's lives as described in the stories. Then let each student make a flap book to compare his/her life to that of Samuel or Sarah, noting differences in aspects of life such as clothing, homes, or food. To make a flap book, help each child:

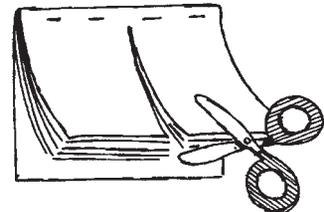
- ① Place three pieces of white paper in a pile. Hold vertically.



- ② Fold in half, bringing the top down to meet the bottom. Staple four times along fold.

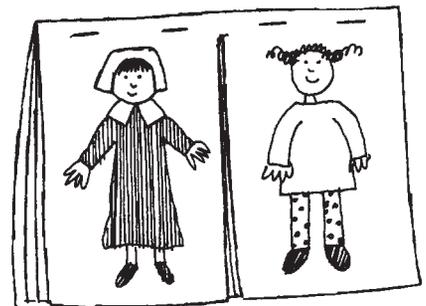


- ③ Hold the book so staples are along the top, as shown. Lift all but the bottom sheet and cut to divide into two sets of flaps, still joined at the top with staples.



- ④ Ask each child to draw a picture of Samuel Eaton or Sarah Morton on the left cover flap and his/her own self on the right cover flap. Have children label the pictures: "Samuel Eaton" (or "Sarah Morton") and "Me."

- ⑤ On the remaining pages, have children draw pictures to compare aspects of their lives with aspects of Samuel's or Sarah's. For example, on page 2, children might draw the clothes Samuel Eaton wears on the left flap and the clothes they wear on the right. On page 3, they might draw Samuel's breakfast foods alongside their own.



## Pocket Chart Poetry

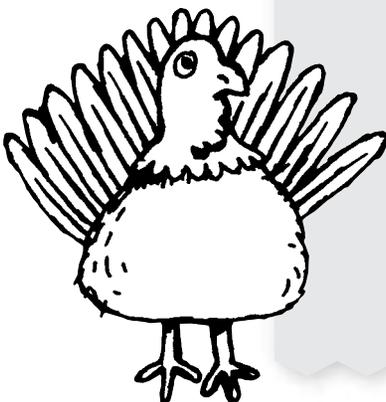
Use the poem below to strengthen skills in word recognition, rhyming, and critical thinking. Copy each line of the poem on a strip of tagboard. Place the lines in order in the pocket chart. Read the poem aloud several times. Then try these activities.

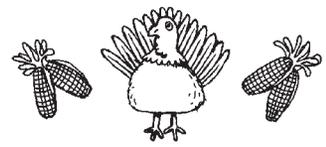
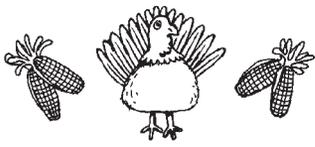
- ☉ On small squares of tagboard, draw pictures (one per square) to illustrate these words: *turkey, pie, corn, bread, squash, toys, sun, family, me*. Distribute the pictures to volunteers. As students read the poem aloud with you, let volunteers come up to the pocket chart and insert each picture beside the word it illustrates.
- ☉ Use tagboard trimmed to size to cover up the last word in each line. Write these words on tagboard and let children take turns placing the words where they go to complete the poem.
- ☉ Let students substitute their own messages of thanks in place of the ones in the poem. For example, instead of *I'm thankful for the turkey*, students might write *I'm thankful for my sister*.
- ☉ Emphasize the skill of rhyming by encouraging students to replace words so the poem still flows in meter and rhyme.
- ☉ Mix up the tagboard strips and place them in the pocket chart so the poem is out of order. Invite volunteers to come up to the chart and unscramble the poem, line by line.

# Thankful

I'm thankful for the turkey.  
 I'm thankful for the pie.  
 I'm thankful for the corn and bread  
 And squash I'm going to try.  
 I'm thankful for the toys I have,  
 The sun I feel and see,  
 And always, for my family  
 Who gather here with me.

*Kathleen M. Hollenbeck*

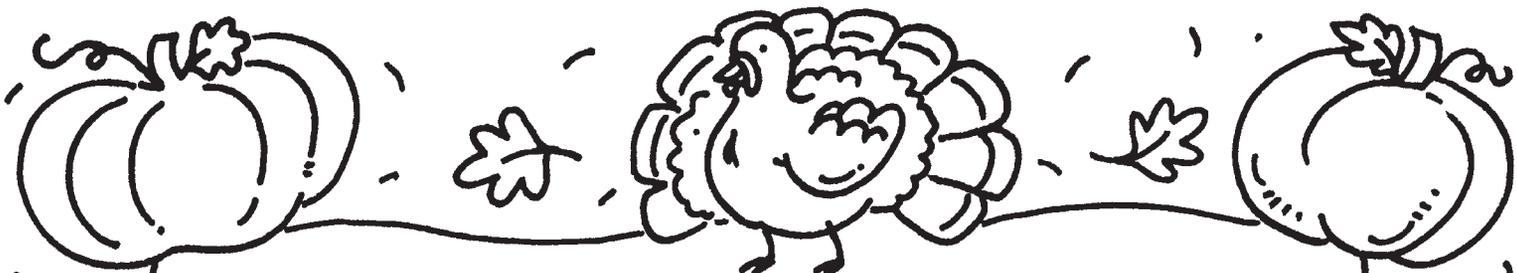




# Pilgrim Postcards

Front of postcard: Draw picture

Back of postcard



# Thanks at Thanksgiving

I think of sunshine, clear and bright.  
I think of stars, twinkling at night.  
I think of friends, family, and more—  
I have so much to be thankful for!

I'm especially thankful for

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Name \_\_\_\_\_ Date \_\_\_\_\_

