

Myth and Truth: The first thanksgiving

WebQuest Description: This WebQuest investigate the Wampanoag, the pilgrims, and the "First Thanksgiving" to sort myth from reality. Students will prepare group presentations and share their findings.

Grade Level: 6-8

Curriculum: English / Language Arts

Keywords: Pilgrims, Native Americans, Wampanoag

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Introduction

By exploring myths surrounding the Wampanoag, the pilgrims, and the "first Thanksgiving," this lesson asks students to think critically about commonly believed myths regarding the Wampanoag Indians in colonial America. Students will begin by considering the difference between myth and historical truth by reading "Of Plymouth Plantation" by William Bradford. They will then, in a full-class discussion, reflect on common myths related to the first Thanksgiving. By using a "myth-breaking" process, groups of students will further explore one myth commonly believed about the Wampanoag and the pilgrim settlers. Finally, students will share their findings in group presentations.

Tasks

In a full-class discussion, have students share their thoughts on the "First Thanksgiving" in light of Bradford's report. Write their ideas on the board or on chart paper. The idea is simply to brainstorm a list. You will be placed in groups of 4 and as a team decide on which Myth they would like to do your presentation on. I will pass out the Common Myths about the "First Thanksgiving" handout. When you have decided on the Myth you will present, you will research that myth and uncover the truths about myth of the Wampanoag and the pilgrim settlers. As a group you will prepare a five-minute presentation to the class that explains your understanding of the myth, using creative drama, visual aids such as posters, music, illustrations, or an oral presentation. You will be provided a Myth and Truth: The "First Thanksgiving" Presentation Rubric as a reference for what you will be graded on.

Process

Students will: Choose a myth from the given list. Research your myth using links provided. Explain your myth answering these two questions: What is the truth in this myth? What are other truths behind this myth that may contradict it? As a group, you may use any of the materials available to help you understand and explain the myth. Prepare a five-minute presentation to the class that explains your understanding of the myth, using creative drama, visual aids such as posters, music, illustrations, or an oral presentation.

Evaluation

This is the criteria in which you will be graded on

| Category and Score | Excellent | Good | Satisfactory | Needs Improvement | Score |
|------------------------|--|---|--|--|-------|
| Understanding of Topic | The team clearly understood the topic. they convincingly demonstrated an awareness of the biases in the material that they examined and the relationship between bias and culture. | The team clearly understood the topic. They demonstrated an awareness of the biases in the material that they examined and the relationship between bias and culture. | The team seemed to understand the topic. They were aware of the biases in the material that they examined. | The team did not seem to understand the topic and/or were not aware of the biases in the material they examined. | 4 |

| Category and Score | Excellent | Good | Satisfactory | Needs Improvement | Score |
|--------------------|---|---|--|--|-------|
| Presentation style | The team consistently used gestures, eye contact, voice and enthusiasm in a way that kept the audience interested. | The team usually used gestures, eye contact, voice and enthusiasm to try and keep their audience's attention. | The team sometimes used gestures, eye contact, and appropriate voice to keep their audience's attention. | One or more of the members did not use body language or style to keep the audience's attention. Someone may have been a distraction. | 4 |
| Information | The team presented information that fully and accurately explained the origin and characteristics of the myth. The information was clear and logical. | The team presented information that accurately explained the origin and characteristics of the myth. The information was generally clear and logical. | Most of the information accurately explained the origin and characteristics of the myth. There may have been some mistakes or some things that were not clear. | The information did not accurately explain the origin and characteristics of the myth and/or the information did not make sense. | 4 |
| N/A | N/A | N/A | N/A | N/A | N/A |
| | | | | Total Score | 12 |

Conclusion

Now you know more about Thanksgiving than anyone else!! So the next time you have a conversation with someone about Thanksgiving, you can share with them all the cool stuff you learned!! If you wanted to read up more on Thanksgiving feel free to do so. Lastly, have a wonderful Thanksgiving and remember to give thanks for everything you have.

Teacher Page

This web quest is for a Language Arts class in middle school, particularly 6th grade. It is a project based lesson, which incorporates engagement and researching. It also includes collaboration. The following two details were used in the incorporation of this lesson. • An oral presentation which enhances oral language development and reading fluency in a diverse population of students • Web Quest was designed for a diverse population of students enabling them to gather information from a variety of print and digital sources, assess the credibility and accuracy, and integrate the information to support analysis, reflection, and research.

Standards

LAFS.6.W.3.8. • Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. LAFS.6.SL.2.4. • Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. LAFS.6.SL.1.3 - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. FL-ESOL-2010.4.2.c - Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels. FL-ESOL-2010.3.2.h - Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).

Credits

Other