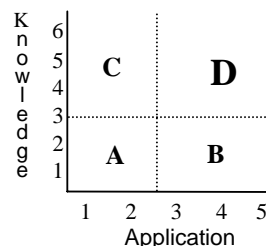




PLYMOUTH VILLAGE

Subject(s)
Social Studies

**Rigor/Relevance
Framework**



Grade Level 1–6

**Instructional
Focus**

Writing: Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
Listening: Students listen for a variety of purposes appropriate to the grade level.
History and Technology: Students develop skills in using technology and recognize the relationship between technology and history, including its potential and limits.
Turning Points: Students examine the significance of multiple causation and effects of major events in world history.
Mapping and Direction: Students will work with maps or globes in order to follow or create directions.

**Student
Learning**

- Students will create a Pilgrim and Native American village.
- Students will construct their own house or tepee.
- Students will write a journal entry as either a Pilgrim or a Native American resident of the village.
- Students will explain the importance of the relationship between Pilgrims and Native Americans.

**Performance
Task**

Overview
 Students will work together to build a Pilgrim and Native American village. Each child will build either a house or a tepee. Students will compare and contrast their modern lives to the lives of the Pilgrims and Native Americans. Each student will then write a journal entry through the eyes of the person who may have lived in the house or tee-pee he or she made.

Description

1. As a class, students should discuss how and why the Pilgrims came to America, as well as how they came to befriend the Native Americans. On a map, the teacher should also point out where the Pilgrims initially landed in Plymouth, Massachusetts, as well as other locations where some of the first settlements were, such as Virginia.
2. Students should work together to create the base for a Pilgrim and Native American village. This could be either a large piece of cardboard or a piece of plywood.
3. Together, discuss what things a village may have needed (roads, water, fields). Paint these things onto the base for the village.
4. The class will need to be split into two different groups: Pilgrims and Native Americans.
5. Native Americans will need to cut out and decorate a tepee. Poles can be added to the inside of the tepee by using small dowels or toothpicks.

Performance Task

(con't)

Pilgrims will need to cut out and decorate their own log cabins. Smoke can be added to the chimney by adding black or grey pipe cleaners.

6. When students have finished creating their village, they can add other things the village may have had such as crops in the fields, horses for travel, rocks, grass, dirt, etc.
7. Once the village has been finished, spend some time looking at the village and comparing it with the neighborhoods children may live in today. What things are alike? What things are different? How would living in a tepee be different from living in a house? How may travel have been different? What modern technologies do we have today that this village would not have had? How would life be different without them? What was the importance of the friendship between the Pilgrims and Native Americans? How would life have been different for the Pilgrims had they not befriended the Native Americans?
8. Finally, students will need to pretend that they are the Pilgrim or Native American who lived in the home they created. They will need to write a journal entry in which they describe their home, family, and daily life.

Assisting English Language Learners

Any cooperative learning activity can be an effective strategy for learning a second language. In the process of creating Pilgrim and Native American villages, ensure that culturally and linguistically diverse learners are given frequent opportunities to speak as they think about village needs and begin to work in their assigned groups. To help alleviate any perceived anxiety, students could first work as partners on one aspect, such as gathering materials to build the house or tepee, and then move to a larger friendship circle composed of either the Pilgrims or the Native Americans.

Another option is to expand the use of the journal for this activity. From the start of the lesson, have students take notes in a shared group journal and add the name of the student who made each comment to encourage recognition and friendship. To model correct language throughout the process, the teacher can write back in the journal by asking questions, making comments, and introducing new ideas.

Essential Skills

- E6 Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).
 - E1 Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).
 - E9 Organize supporting detail in logical and convincing patterns that focus on audience and purpose.
 - E16 Locate and gather information such as data, facts, ideas, concepts, and generalizations from oral sources.
 - SS1 Employ geographic tools (maps, globes, photographs, models, satellite images, charts, databases, GPS, etc.) and other visual images (physical, mental, and electronic representations) to acquire, process, and report information about people, places, and environments from a spatial perspective.
 - SS19 Compare and contrast the physical, human, and cultural characteristics of places and regions on Earth.
 - SS21 Analyze the interaction between humans and the physical environment.
 - SS37 Use geographic studies (e.g., demographics) to interpret the past and present and to plan or predict future events.
 - SS55 Compare and contrast family life as well as local and North American community life now and in the past.
 - SS13 Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
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**Attachments/
Resources**

Templates for a house:

- http://www.dltk-kids.com/crafts/miscellaneous/printable_paper_house_craft.htm

Templates for a tepee (simply use cone shape):

- <http://www.dltk-holidays.com/t.asp?b=m&t=http://www.dltk-holidays.com/xmas/images/bconeangel.gif>
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Scoring Guide

Rate student performance on each item using the following method:

4 Points: The student demonstrates a high-quality performance and presentation of new knowledge and skills.

3 Points: The student demonstrates a good application of new knowledge and skills.

2 Points: The student demonstrates an appropriate application of new knowledge and/or skills, which is technically correct.

1 Point: The student demonstrates minimally acceptable application of new knowledge and/or skills.

Item	Rating (circle one)			
Student helped to create a Pilgrim and Native American village and put together his or her own house or tepee.	1	2	3	4
Student was able to compare and contrast life today with life in a village like the one he or she created.	1	2	3	4
Student was able to write a journal entry as either a Pilgrim or a Native American resident of the village.	1	2	3	4
Student was able to explain the importance of the relationship between Pilgrims and Native Americans.	1	2	3	4