

Uncovering Truths

Big Ideas

Content

History books can portray incomplete truths and mistruths.

Inquiry

Primary sources contain different historical insights and viewpoints than those found in history textbooks.

Nature of the Field

Cultural stereotypes and myths result from inaccurate sources and inaccurate retellings.

Enduring Outcomes

(What will students need to recall, know or do to demonstrate understanding of the Big Idea?)

P) Find examples of inadequacies, cultural bias, prejudice, generalizations, and incomplete truths in history.

A) Compare and contrast a history textbook with other historical sources.

C) Retell in pictures a historical event from the perspective of a person from another culture.

P) Demonstrate how the author of a primary source is affected by his/her environment and culture.

A) Examine and recognize replicas of primary source documents.


C) Create a visual illustrating how multiple historical sources can provide a detailed depiction of historical data when compared to one source.

P) Site an example of an historical event that *unlike the 'stereotypical representation'* did not bring a period of peace and good relations between two cultures.

A) Analyze and evaluate facts and myths about a specific culture of people.

C) Design and create displays that diffuse the stereotypical representation of historical people.


Evidence of Enduring Outcomes



P) **Evidence:** Able to site examples of incomplete, inaccurate or misleading historical accounts in American history. **Task:** Participate in a class discussion about the ‘composite’ view of history and with cooperative group provide example.

A) **Evidence:** Analyze and compare a Thanksgiving textbook story with another historical source. **Task:** Read with a partner a 4 page excerpt from the social studies textbook and then read the article *A Plymouth Thanksgiving*. Write facts on post-its from each story that will later be shared on class Venn diagram.


C) **Evidence:** Design illustrations that display a cultural perspective of the pilgrim and Wampanoag. **Task:** Draw pictures and symbols on poster depicting pilgrim point of view of Thanksgiving on one side and Wampanoag on other side of paper.



P) **Evidence:** Understand how oppressed cultures like the Wampanoag may not have the opportunity to create primary sources. **Task:** Read sentence strip facts about Wampanoag including: plague, slavery, language barriers, and then discuss how these factors affect the recording of history.

A) **Evidence:** Provide a detailed explanation of primary source documents about Thanksgiving. **Task:** Read *The First Thanksgiving at Plymouth* and *The Proclamation of Together* as a class and provide access to replicas of other primary source documents.

C) **Evidence:** Demonstrate an accurate depiction of the first authentic Thanksgiving meal and a modern Thanksgiving meal. **Task:** Using multiple resources such as Wampanoag recipe and *Partakers of Plenty* cut and glue pictures of and draw food to represent an authentic Thanksgiving meal. Depict a traditional Thanksgiving in the same way using one source (a student’s written account of Thanksgiving).



P) **Evidence:** Understand how disease, broken promises, cultural conflicts, dispute over land and other events affected the Wampanoag. **Task:** Visit *Wanapoe Website* or review literature printed from site about the peoples’ history and time-line of events. Review findings as a whole class.

A) **Evidence:** Retell myths about Thanksgiving. **Task:** Participate in a game called *Thanksgiving Facts and Fallacies* where students go to one side of the room or the other based on whether they think an answer is true or false.

C) **Evidence:** Create stereotypical images and authentic images of pilgrim and Wampanoag. **Task:** After drawing stereotypical images on board and than studying authentic illustrations, design and dress cardboard figures of an authentically dressed pilgrim and Wampanoag.

Essential Questions

Do Textbooks Lie?

What factors affect the accuracies of historical accounts?

What life experiences might lead others to record history with a stereotypical lens?

Can improving textbooks improve our present day lives?

Instructional Blueprint

Lesson Topics	Content Standards	Measurable/Observable Learning Objectives (What should students know, understand and/or be able to do?)	Instructional Strategies/Tasks to Support Differentiation (Include a balance of <i>analytical, creative, and practical activities</i>)	Assessments that match objectives
<p>1.</p> <p>Uncovering Truths</p>	<p>5.3</p>	<p>Students will explore, recognize, review and state in writing Thanksgiving facts and fallacies.</p>	<p>1. Teacher instructs student to stand on a long strip of masking tape on the floor and reads one fact or fallacy about Thanksgiving.</p> <p><i>Note: Use the facts/fallacies found on the link below and add more to the list prior to the lesson.</i> http://www.eosc.edu/~cwbutler/histpol/Thanksgiving%20Facts%20And%20Fallacies.doc</p> <p>2. Each student moves to the 'fact' side of the tape or the 'fallacy' side of the tape based on his or her guess if the teacher's statement was true or false.</p> <p>3. Students examine how many people are on each side of the tape while teacher tapes a pre-made sentence strip of the statement on the 'fact' or 'fallacy' side of the white board, based on students' majority opinion.</p> <p>4. Teacher and students repeat the process for 10 more statements.</p> <p>5. The teacher reveals the correct answers and students vote by a show of hands which fact or fallacy was the most surprising.</p>	<p>1. When giving a fact or fallacy statement, each student will respond by moving to the left or right of the line.</p> <p>2. Each student will write in a history response journal two facts and two fallacies about Thanksgiving.</p>
<p>2.</p>				<p>1. Students sketch a stereotypical drawing of a</p>

Stereo-typical lens	5.3	Students will design and create a cardboard figure dressed in a representation of authentic pilgrim or Wampanoag attire and accessories.	<ol style="list-style-type: none"> 1. Students sketch a stereotypical drawing of a pilgrim and Native American during Thanksgiving. 2. Teacher shows examples of stereotypical images of pilgrims and Native Americans using samples gathered from movies, costumes, and students' sketches. 3. Students examine illustrations of typical Plymouth colony clothing and Wampanoag clothing, and then design and create authentic-style clothing for a cut out shape person, using paper, markers, material, paint and glue. <p>http://web.ccsd.k12.wy.us/techcurr/Social%20studies/05/0101nacostum.html</p> <p>http://www.tolerance.org/images_action/answer.jsp?p=0&id=29</p>	<p>pilgrim and Native American in history response journal.</p> <ol style="list-style-type: none"> 2. Students create an authentically-dressed pilgrim or Wampanoag cardboard doll and display the figure in class.
3. Post-It Venn Diagram	5.3	Students will read, recall and record five facts about Thanksgiving found in a history textbook.	<ol style="list-style-type: none"> 1. Students take turns reading aloud a two page account of Thanksgiving from a textbook. 2. Students, in cooperative groups, skim the chapter and write down facts provided in the reading on post-it notes. 3. Groups read aloud a fact that has not been shared and then one representative from the group places the post-it on the left side (labeled 'Textbook Information') of a large Venn diagram at the front of the class. 4. Teacher explains 'Composite View.' 	<ol style="list-style-type: none"> 1. Students will write in their history response journal five facts found in the textbook about Thanksgiving. <p>Modification: Student illustrates five facts.</p> <p>Extension: Provide different variety of textbooks.</p>
4. Teaching About Thanks-giving	5.3	Students will read and answer questions regarding 'The Plymouth Thanksgiving Story.'	<p>http://www.nzdl.org/fast-cgi-bin/library?e=d-00000-00--off-0ipc--00-0----0-10-0---0---0direct-10---4-----0-1--11-en-50---20-about---00-0-1-00-0-0-11-1-0utfZz-8-00&a=d&c=ipc&cl=CL1.12&d=HASH0121b97a3378f3821ecbe51a</p>	<ol style="list-style-type: none"> 1. Students record five facts they found interesting in history response journal.

			<ol style="list-style-type: none"> Using the above link, the teacher reads the introduction of Teaching About Thanksgiving by the Highline School District and prepares a summary of information regarding the history of the pilgrims and Wampanoag. Students review a study guide page and then read together as a whole class <i>The Plymouth Thanksgiving Story</i> (same link) While reading together, when students find an answer to one of the study guide questions, they highlight the passage. Students take turns rephrasing the highlighted words in the story to form answers to the study guide questions, while the teacher writes their answers on the whiteboard. 	<p>2. Students select their favorite fact and circle it in red crayon.</p> <p>Modification: Student copies one sentence from the board.</p> <p>Extension: Write a journal response imagining you were a Wampanoag and you just say a pilgrim for the first time.</p>
5. Facts in Motion	5.3	Student will act out several facts about Thanksgiving and recognize how a point of view can affect historical accounts.	<ol style="list-style-type: none"> Students participate in discussion about what new facts to add to the right side of the Venn Diagram labeled 'Other Sources.' Any overlapping facts go in the center. Students work in groups of three. Groups are assigned one or two Thanksgiving Fact Cards. http://www.teachervision.fen.com/discovery/american-colonies/785.html After reading and practicing the fact card, one student reads the fact card while two students act out the information in front of the class, using hand motions, body motions, props, and other creative ideas. Teacher asks if these facts seem to be written from a Separatist/Pilgrim perspective or a Native American 	<ol style="list-style-type: none"> Students will work cooperatively to demonstrate Thanksgiving facts through movement. Students will participate in a discussion about point of view.

			<p>perspective, and leads class discussion about point of view.</p> <p>5. Teacher refers back to the Venn Diagram and asks each triad to come up and add one more fact to the 'Other Sources' side. Any overlapping facts go in the center.</p>	
6. Thanks-giving Word Strips	5.3	1. The students will identify and understand how the Wampanoag and Pilgrim encounter affected lives.	<p>1. Teacher passes out the following words on strips of paper randomly to students: disease, broken promises, cultural conflicts, dispute over land, language/writing barriers, spirituality, familiarity</p> <p>2. Students read each strip aloud one at a time, while the teacher writes the word on the whiteboard.</p> <p>3. Class discusses how the words relate to the Wampanoag and Pilgrim encounter.</p> <p>4. Students revisit the textbook account of Thanksgiving and look for shortcomings, half-truths, mistruths, inaccuracies, etc. based on the other sources studied in class.</p>	<p>1. Students answer the history response journal question: Do Textbooks Lie? Why or why not?(Teacher notes there is no wrong or right answer)</p> <p>Modification: Student explains to another helper student a response and the helper records the answer.</p> <p>Extension: Discuss other historical encounters that involved the words listed on the board.</p>
7. Primary Sources	5.3	1. Students will examine and recognize replicas of primary source documents and understand the importance of primary sources in the recording of historical events.	<p>1. Teacher pre-reads the following and guides students in listing primary sources in response journals. http://www.fdrlibrary.marist.edu/primsrce.html</p> <p>2. Teacher and students skim/read the following primary sources:</p> <p>(a) 'Proclamation of Thanksgiving' by President Lincoln. http://showcase.netins.net/web/creative/lincoln/speeches/thanks.htm</p> <p>(b) Franklin D Roosevelt Presidential Library Sources,</p>	<p>1. Students examine primary source documents, participate in a discussion about primary sources, and write examples of primary sources in response journals.</p> <p>2. Cooperative groups will work together to write a primary source document</p>

			<p>including: "The Year We Had Two Thanksgivings." http://www.fdrlibrary.marist.edu/thanksg.html</p> <p>(c) "Primary Sources for 'The First Thanksgiving' At Plymouth. http://www.pilgrimhall.org/1stthnks.htm</p> <p>3. Students suggest and write new facts to the 'Other Sources' side of the Venn diagram.</p>	<p>of what happened at lunch time (or another event during the week). The group decides what type of primary source it will be e.g., newspaper, journal entry, etc.</p>
8. Oppression	5.3	<p>1. Students will understand what the term oppressed means and understand how factors such as oppression can limit opportunities to write and preserve primary sources.</p>	<p>1. Teacher asks students to define oppression and then provides a definition.</p> <p>2. Class listens to the C.D. 'Story of the World' Volume 3, chapters 11-12. http://www.peacehillpress.com/index.asp?PageAction=VIEWCATS&Category=8</p> <p>3. Students record in response journals reasons why they think the Wampanoag were oppressed and volunteer to read responses.</p> <p>4. Students add facts to the Venn diagram.</p>	<p>1. Students will complete a page of their response journal about oppression.</p> <p>Modification: Student illustrates pictures about oppression.</p> <p>Extension: Read the book <i>Story of the World</i> as a class together.</p>
9. Where's the Pumpkin Pie?	5.3	<p>1. Students will accurately depict with cut out pictures and hand-drawn illustrations the first authentic 'Thanksgiving' meal.</p>	<p>1. Students discuss what they have experienced or seen people eat at Thanksgiving in modern times.</p> <p>2. The teacher and class write a paragraph about present day Thanksgiving and use the story as a 'primary source' from this time.</p> <p>3. Students review recipes and foods found at:</p> <p>(a) Teaching Tolerance http://www.tolerance.org/images_action/answer.jsp?p=0&id=28</p> <p>(b) Plimoth Plantation Site: http://www.plimoth.org/discover/thanksgiving/</p> <p>(c) Foods Listed on Pilgrim Fact Card #8 from lesson 5 'Facts in Motion.'</p>	<p>1. Students list in response journals ten foods found at an authentic Thanksgiving meal and list common foods found at modern time Thanksgiving meals.</p> <p>2. Students complete a poster of an authentic Thanksgiving Meal including at least ten items.</p>

			<p>(d) Food suggestions from lesson 4 'Teaching About Thanksgiving.'</p> <p>4. Students cut and paste or draw pictures of food that represents what they have learned about an authentic Thanksgiving meal.</p> <p>5. If some sources contradict each other about what was authentic food and what was not, teacher leads a discussion about how and why sources can be inaccurate.</p> <p>6. Add authentic foods to Venn diagram.</p>	
10. Cultural Perspective	5.3	1. Students will draw a representation of the Thanksgiving experience from the pilgrims' and Wampanoag's view point.	<p>1. Students will review http://mashpeewampanoagtribe.com/history.html</p> <p>2. Teacher and students will add to and review Venn diagram together one last time.</p> <p>3. Students will create an artistic representation demonstrating the Thanksgiving experience through the pilgrims' and Wampanoag's view point. One side of a poster board will show one view and the other side the other view.</p> <p>4. Students will prepare a description of their project on an index card and record time worked on the project in their history response journal.</p> <p>5. Projects will be on display around the room and students will look at the creations.</p> <p>6. Students will write in their history response journal two projects they liked. Responses will be read by the teacher only and not shared.</p>	<p>1. Students will record in their response journal the time they work on their project.</p> <p>2. Students will turn in a completed project on time with a description written on an index card.</p> <p>3. Students will record five facts learned at the Mashpee Wampanoag website in their response journal.</p> <p>Extension: Study the timeline on the website and research other events listed on the timeline.</p>

11. Final Evaluation Review	5.3	1. Students will prepare for a written evaluation by completing and reviewing a study guide and grading rubric with the class and at home.	<ol style="list-style-type: none"> 1. In preparation for a unit evaluation, Students will review the Venn diagram, the Thanksgiving meal posters hanging up in class, and other information in the classroom and in individual response journals. 2. Students will review the grading rubric for the upcoming evaluation. 3. Students will work in small groups to answer questions on the study guide and then share out the responses with the entire class. 	<p>1. Students will work to complete a study guide during class time and complete unfinished work at home.</p> <p>Modification: Student participates in study guide group discussion but is not required to complete the study guide sheet.</p>
12. Final Evaluation	5.3	1. Students will complete a written evaluation about the unit <i>Uncovering Truths</i> and then partake in sharing authentic Thanksgiving foods.	<ol style="list-style-type: none"> 1. Teacher will be allot time to answer any concerns and questions regarding study guide sheet and rubric. 2. Students will independently complete a written evaluation. 3. Students will celebrate the end of the unit by sharing in authentic Thanksgiving food. 	<p>1. Students will independently complete evaluation.</p> <p>Modifications: Students may use response journal during evaluation and study guide. Teacher may assign only a portion of the evaluation.</p>

Additional Resources:

<http://www.learnnc.org/lp/pages/623> 'Teaching About Thanksgiving'

Click on full text on page: http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/14/ba/6b.pdf

1621: A New Look At Thanksgiving by Grace, Catherine O'Neil

Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times

500 Nations National Geographic CD

<http://www.understandingprejudice.org/>

Attachments

1: Context form that addresses the “context” prompts.

Classroom Community Profiles Model Classrooms 5th & 6th Grades

Location: Twain Elementary School, Sacramento, CA

Mark Twain Elementary School is in southeastern Sacramento. It serves a diverse community of students who largely hail from Central America, though a variety of cultural backgrounds are represented. Approximately thirty percent of the students are English language learners who have CELDT scores ranging from one to fully reclassified English proficient.

The principal has been at Mark Twain for the past eight years, and many of the staff have been teaching there for years. It is a very stable environment. For the purposes of this paper, we will be looking at the 5th and 6th grade classes.

The intellectual and academic development levels of this class vary from far below basic learners to advanced learners. The typical issues of not speaking English at home, little to no parental involvement, poverty, and high rates of mobility affect student achievement negatively. This is a population of children who seldom recognize racial or ethnic differences. They are kind, inclusive, and are quick to involve each other in all activities.

This set of students often does not have a computer with internet access at home, but they are quick to use facilities at the local library, as well as the computers we have at school. They are quick learners of various computer programs, often achieving levels that surpass their instructors, especially using Microsoft Powerpoint.

The administration of this school is focused on measurable student achievement— especially those students likely to move from basic to proficient; as a result, creative projects take a back seat to academic endeavors. We have found that students of all backgrounds and capabilities thrive in a creative environment, which serves the needs of special needs children as well as those who are gifted and talented.

While many of our students are English learners, they are very functional in English. Their lack is mostly in vocabulary and varied experiences that would occur outside of school, such as working on household projects. Often students will not know the name of a broom, but they are able to tell the name for broom and the action of sweeping are different in their own language. They simply need more avenues to gain experience in using English in varied contexts. Students at this school are very motivated by science, so teachers us science lessons to support other curricula, especially Open Court reading.

Social interactions at Mark Twain are, on the surface, as normal as any other 5th and 6th grade. Social conventions do factor, such as the tendency for Hmong students to not look adults in the eye. Given the high level of rapport between students and instructors, these barriers resolve themselves with each party maintaining appropriate dignity. Community –building events are common, such as anti-bullying assemblies, Character Education assemblies, the very successful Healthy Start program, which includes the Friendship Club, where children who may have a difficult time integrating with their community find support and a voice. We also have a vibrant START after school program which as been a giant positive influence on this school. Overall, we enjoy a very low effective filter, thus anxiety is low.

Socio-economic and cultural factors are major influences at Mark Twain. It is a Title One school, 100% funding for breakfast and lunch. The rich traditions of this population often come into play and are celebrated during the multi-cultural fair. The parents of our student population are largely incapable of assisting their children with homework or school projects. Popular activities for after school include watching television or playing video games, neither of which require much human interaction so vibrantly necessary for language development. Despite the obvious challenges of working at a school of poverty, our students are creative, socially interactive, vibrant learners who thrive on challenges that interest them.

2: Standards (state and/or national content standards) this unit will address.

Fifth grade history/social-science 5.3: Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

3: One detailed assessment related to a single lesson selected from the instructional blueprint. This should include any instructions or prompts you will provide to the students. Also include a rubric and/or other applicable evaluation criteria used to assess levels of mastery related to quality, proficiency, performance, and/or understanding.

A study guide, evaluation (test), and grading rubric are on the following pages.

Uncovering the Truths Study Guide (LESSON 11)

Name:

Your evaluation will be on:

1. Sketch a picture of a Wampanoag or Pilgrim.
2. List five facts the textbook provided about Thanksgiving.
3. List two important facts not provided in the textbook about Thanksgiving.
4. Explain why you believe these two facts are important.
5. How does our traditional Thanksgiving meal not reflect the original 'Thanksgiving?'
6. Who were the Pilgrims? Who were the Wampanoag?
8. List five examples of a primary source.
9. What does *oppressed* mean? How can *oppression* affect the retelling and recording of history?
11. List five foods you might have found at the original 'Thanksgiving.'
12. What facts might the Wampanoag people include in the telling of Thanksgiving?
13. If you were to rewrite the story of Thanksgiving, what is one detail you would include?
14. Do you think textbooks lie? Why or Why not? Support your argument.
15. What is a stereotypical view?
16. How can changing our history books change our present day outlook?
17. List two fallacies you believed about Thanksgiving before the start of this unit:

Uncovering Truths Evaluation (LESSON 12) Name_____

1. Draw a detailed picture of a stereotypical Wampanoag.
2. Draw a detailed picture of an authentically dressed Wampanoag.
3. Do you think the Wampanoag were an **oppressed** people? Why or why not?
4. List five foods you might have seen at the first Thanksgiving.
5. List three foods you would not find at the first Thanksgiving.
6. List three examples of a primary source.
7. Name one fallacy about Thanksgiving and why it is a fallacy.
8. Name two truths you learned about Thanksgiving.
9. What is one fact you think the Wampanoag would include in the Thanksgiving story?
10. Write another fact you learned about the story of Thanksgiving.
11. Choose **one** of the following essay questions to answer. **(30 points)**
 - (a) Do you think textbooks lie? Explain your answer.
 - (b) How can the oppression of people affect our recorded history?
 - (c) Rewrite the story of Thanksgiving from a Wampanoag point of view.
 - (d) How would you improve our history textbooks?

Uncovering Truths Evaluation Rubric (80 points possible) Name _____

Question	Notes	Points Earned
Question One: 1 point assigned to each stereotypical image drawn. (5)		
Question Two: 1 point assigned to each stereotypical image drawn. (5)		
Question Three: Oppression defined and example and reasoning provided. (5)		
Question Four: 2 points for each correct food listed. (10)		
Question Five: 2 points for each food correct food listed. (6)		
Question Six: 2 points for each correct source listed. (6)		
Question Seven: Understanding of fallacy, fallacy stated, fallacy explained. (4)		
Question Eight: 2 points for each correct truth listed. (4)		
Question Nine: A relevant fact about the Wampanoag related to Thanksgiving and not usually found in a standard textbook. (5)		
Question Ten: A correct fact not already mentioned in question or written on evaluation. (5)		
Question Eleven: See separate rubric for essay. Worth 30 points.	See Notes on Separate Rubric	

Total

Points:

[Uncovering Truths Essay Question Rubric](#)

Total points possible: 30

Level	Criteria
30 Meets with Excellence	<ul style="list-style-type: none">• Wrote five or more detailed sentences.• Answered all aspects of the question in detail and includes specifics.• Provided complete and detailed sentences and used correct grammar and punctuation.• Concepts are complete and correct.
25 Meets with Proficiency	<ul style="list-style-type: none">• Wrote four or more detailed sentences.• Answered all aspects of the question.• Provided complete sentences and has minor grammatical or punctuation errors.• Missing one key concept or has a minor inaccuracy.
20 Approaching Proficiency	<ul style="list-style-type: none">• Wrote three or more sentences.• Answered some aspects of the question.• Has grammatical and punctuation errors.• Lacked details and specifics.• Minor inaccuracies or moves off topic.
15 Below Proficiency	<ul style="list-style-type: none">• Wrote two sentences or less.• Key aspects missing in answer.• Grammatical and punctuation errors take away from the content.• Incomplete concepts.• Moves off topic or difficult to understand.

Lesson One: Uncovering Truths: Fact or Fallacy?

This assessment is a tool to determine if you can evaluate facts and myths about the historical event of Thanksgiving.

Answer the following four questions to the best of your ability.

- 1) Write three historical myths about Thanksgiving.
- 2) Write three historical truths about Thanksgiving.
- 3) Site an accurate and detailed reason why a historical myth may develop.
- 4) Sketch a pilgrim or Wampanoag dressed in authentic clothing and include at least four details of the clothing.

Level	Criteria
4 Meets with Excellence	<ul style="list-style-type: none">• Wrote three detailed and stereotypical myths.• Wrote three detailed and historically accurate truths.• Explanation for the reason why a historical myth may develop is clearly stated, detailed and accurate.• Sketch has four or more authentic features.
3 Meets with Proficiency	<ul style="list-style-type: none">• Wrote three stereotypical myths.• Wrote three historically accurate truths.• Explanation for the reason why a historical myth may develop is accurate.• Sketch has three or more authentic features.
2 Approaching Proficiency	<ul style="list-style-type: none">• Wrote one or two stereotypical myths.• Wrote one or two historically accurate truths.• Explanation for the reason why a historical myth may develop is unclear or inaccurate.• Sketch has two or more authentic features.
1 Below Proficiency	<ul style="list-style-type: none">• Wrote one or less stereotypical myth.• Wrote one or less historically accurate truth.• Explanation for the reason a myth develops is inaccurate, confusing or incomplete.• Sketch has one or less authentic feature or is incomplete.

This is a rubric that can be used with lesson one.