

## **Teacher Notes and Suggestions**

### **Purpose:**

The purpose for presenting a Social Studies unit on the history of Thanksgiving via a Webquest is to (a) primarily educate the students about the history and origin of the Thanksgiving holiday in America; (b) vary traditional instructional methods by incorporating the use of technology; (c) develop and strengthen students' technological abilities such as keyboard and computer navigational skills; (d) provide students with an alternative method to learning which also lends itself to multiple intelligences and learning styles.

### **Design:**

In accordance with the National Council for Social Studies (NCSS), the desired curricular goals and performance expectations of this Webquest are implemented in terms of people, time and change, culture, and places and environments. The K-4 History Standards which will be addressed are:

- Standard 1: Family life now and in the past; family life in various places long ago
- Standard 2: History of students' local community and how communities in North America varied long ago
- Standard 3: The people, events, problems, and ideas that created our history
- Standard 4: How democratic values came to be, and how they have been exemplified by people, events, and symbols
- Standard 5: The causes and nature of various movements of large groups of people into and within the US, now and long ago
- Standard 6: Regional folklore and cultural contributions that helped to form our national heritage

Student learning and success are intended to be maximized by the utilization of the Seven Multiple Intelligence's as proposed by Howard Garner. Students will be given options regarding a final project:

- Verbal/Linguistic- write a children's book/magazine article
- Logical/Mathematical- make a timeline of important events
- Visual/Spatial- make a mural or diorama
- Musical/Rhythmic- write and perform a play or skit
- Bodily/Kinesthetic- create models of the "time period" food, dress, homes, etc...
- Interpersonal- option to work with others in a group
- Intrapersonal- option to work alone

In addition, the links in each mission strategically follow each question in order to narrow the students' focus and direct their attention. One of the main objectives is for the students to learn about the history of Thanksgiving, not to get lost in internet navigation.

Students will gain a sense of freedom while exploring the various links as well as be able to work at their own pace.

### **Suggestions:**

This Webquest is best suited for students in grades three or above. Adult supervision and guidance is strongly recommended for younger grades. Perhaps the use of a projector screen will enable the quest to be completed as a class effort while the teacher manipulates the links.

The general population targeted consists mainly of general-ed students. The majority of the students do not require instructional modifications; however it is not unlikely that gifted and learning support students will be utilizing the program. In such cases, heterogeneous grouping will provide support and independence in order to successfully employ the program. Teacher assistance may also be provided to those in need of additional guidance. For the advanced and gifted, the program allows students to freely explore areas of interest as well as choose an individualized final project.

It is recommended to complete one mission a day in class (45-60 minute period) to ensure internet accessibility. At the end of each class period, the students' progress should be documented via their personal diary which supplements the Webquest. Because each mission builds from previous missions completed, it is important that students stay on task and on the right track in order to complete the program successful and in a timely fashion.

Missions 4 and 6 do not require internet access therefore would be ideal homework assignments.

### **Teacher Rubric for Final Project:**

- *Create a model* ~ make and explain realistic models of food, dress, homes, and other things appropriate from the time period of the First Thanksgiving.
- *A writing activity* ~ write a children's book or magazine/newspaper article portraying all the information you discovered.
- *Create a mural or diorama* ~ recreate the Mayflower, a Pilgrim and/or Indian home and the feast
- *Write and perform a play or skit* ~ from either a Pilgrim's or Indian's point of view
- *Make a timeline* ~ accurately display and explain all the events leading up to and including the First Thanksgiving

Score

4

Includes

All information is provided

Use details and facts from Webquest

Effort and creativity is evident

Understanding of the first Thanksgiving is clear

3

Clearly contains 3 to 4 of the above criteria

2

Clearly contains 2 of the above criteria

1

Clearly contains 1 of the above criteria