Whose Story Is It?
The Craft and Structure of Writing about History
Grade 3
English Language Arts and History/Social Science

This three-week unit introduces students to concepts used by authors in writing about informational texts about history: point of view, voice, chronological sequence, cause and effect. They learn about two approaches to writing history: the historical narrative about significant events and the examination of everyday lives of ordinary people in a particular historical period. Texts are about the Pilgrims, the Wampanoag people, and the First Thanksgiving.
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<td>Writers and illustrators use particular techniques to convey information clearly and keep readers interested.</td>
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<td>What was life like in the 1600s in the place we now call Massachusetts?</td>
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<td>There were Native American people living in the area we now call Massachusetts before the Pilgrims arrived.</td>
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<td>Why should we ask ourselves “whose story is it?” when we learn about the past?</td>
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<td>Historical narratives can be told from different points of view.</td>
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<td>Students will know...</td>
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<td>Gaining information from words and images in informational texts and media.</td>
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<td>Characteristics of historical narratives and other ways of presenting the past</td>
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sequences.

History/Social Science
3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived and describe their way of life.
3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony.
3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed.

Stage 2 - Evidence

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<th>Evaluative Criteria</th>
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<td>Criteria for success: The information is accurate; the main idea and details are clear and well connected; the descriptive language used is expressive and captures the time and place; there are maps, timelines, and/or illustrations to help the reader/viewer understand the event, place, or person.</td>
<td>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT You have studied some of the ways historians present the past; now it’s your chance to contribute to history. You and your classmates have been asked by your local historical society to contribute to a website for other third graders to help them understand life in the 1600s. The head of the historical society suggests that you compare the life of a third grader in Massachusetts today with the life of a child in 1600s. You must use words and illustrations (pictures, maps, timelines), but the focus is up to you. You get to choose the characters, the points of view, the events, and the language in your descriptions of life. The historical society will publish your work if it is accurate, interesting, and well-written and beautifully illustrated.</td>
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<td>OTHER EVIDENCE: OE1 Assessment of individuals’ contributions to class and group discussion via teacher checklist. Student self-evaluation of their own contributions to class discussions. OE2 Assessment of writing in the individual lessons</td>
<td>OE</td>
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Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

Lesson 1: Students learn about point of view by listening to and discussing a literary work, *Voices in the Park*, which has several narrators who have different points of view. The teacher will facilitate a discussion of effective class discussions, resulting in a list of agreed-upon rules that will be used throughout the school year. Students also learn to use a graphic organizer to organize main ideas and details and to use evidence from the book as a basis for writing their own narrative of what happened in the park.

Lesson 2: Students learn about objective news reporting as a form of informational text. Unlike the story told by four narrators in lesson 1, news reporting is told in an objective third-person voice. They read articles whose purpose is to be accurate, complete, informative, and to engage the reader. Students focus on finding sequences and causal relationships in what they read.

Lesson 3: Students write an informative objective news story about something that the class has participated in (e.g., a field trip, a performance). They focus on sequences and causal relationships and making their writing interesting.

Lesson 4: Students learn about how a historian creates a historical narrative, using the example of the Pilgrims’ experiences from their journey to Massachusetts beginning in September 1620 until the first Thanksgiving in November 1621. The teacher reads to them from primary and secondary sources that might be above their independent reading level and students read other books at their own level. This lesson is divided into 5 sections and occurs over a period of days. In each segment, students complete a section of an illustrated flip book that tells the story sequentially, with attention to effective use of language and illustration.

Lesson 5: Students learn about another way of writing about history by reading books that present the daily life of ordinary people from the past; in this lesson they read about an English girl and an English boy in the Plymouth Colony and a boy of the Wampanoag people in the 1620-21 period. They assume one of the characters and write their own journal.

Lesson 6: Students write and illustrate a composition that compares and contrasts the Pilgrims and the Wampanoags.

Performance Assessment: Students apply their knowledge by writing and illustrating a website article or brochure that compares a child’s life today with life in the 1600s in Massachusetts for an audience of third graders.

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July 2012
English Language Arts and History/Social Science, Grade 3
Whose Story Is It? The Craft and Structure of Writing about History
Lesson 1

**Brief Overview:** As a class, students read Anthony Browne’s picture book, *Voices in the Park*, and discuss the literary concepts of voice and point of view. This lesson also introduces the expectations for speaking and listening in class and small group discussions. At the end of the lesson, students write a narrative from a particular point of view.

**Prior Knowledge Required:** Students should be familiar with literacy practices to support this unit, such as read-alouds with discussion, reading instruction, and writing instruction.

**Estimated Time:** 120 minutes

**Resource for Lesson:** Anthony Browne, *Voices in the Park*
Lesson 1: Writing from Different Points of View

Overview: Students learn about point of view by listening to and discussing a literary work, *Voices in the Park*, which has several narrators who have different points of view. The teacher will facilitate a discussion of effective class discussions, resulting in a list of agreed-upon rules that will be used throughout the school year. Students also learn to use a graphic organizer to organize main ideas and details and to use evidence from the book as a basis for writing their own narrative of what happened in the park.

*By the end of this lesson students will know and be able to:*

Demonstrate understanding of the concept of point of view by writing a narrative from one character’s point of view.

**Essential Question addressed in this lesson:**

Why is writing history or a news article different from writing fiction?

**Standard(s)/Unit Goal(s) to be addressed in this lesson**

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

**Instructional Resources/Tools**

*Voices in the Park* by Anthony Browne (D-K Publishing, 2001)

A woman, a man, a boy, and a girl enter a park, and through their eyes we see four different visions. As the story moves from one voice to another, their perspectives are reflected in the shifting landscape and seasons.

**Anticipated Student Preconceptions/Misconceptions**

Students may think that all stories are told from a single narrator’s point of view and may need some help in understanding the concepts of point of view and voice.

**Instructional Model**

Read-aloud with discussion

**Instructional Tips/Strategies/Suggestions:**

This lesson is an introductory warm-up for the concepts of narrative and point of view that students will encounter throughout the unit. The first text is literary fiction; the remainder of the texts in the unit are informational texts. Students may need to be introduced to the literary concept of “voice” and reminded that a writer chooses words to make readers understand what a particular character is like. In reviewing the first text, the teacher should ask directed questions about how the sequence of events is portrayed by each character to build understanding of what the author has done.

Advanced students may be given the assignment of inventing a new character and writing his or her version of what happened in the park.

**Key Vocabulary to discuss and provide as a “word bank”:**

*Voice, pedigree, mongrel*
In the course of the unit, students will create several pieces of illustrated writing. It would be helpful to collaborate with an art teacher who can guide students with illustrations and also provide background on how book illustrators go about their work.

Pre-Assessment

Students turn and talk to a partner before the reading begins to answer this question: “What does point of view mean?”

Formative assessment:

Teacher observes how students speak, listen, and collaborate in a group when discussing texts or peer editing during writing sessions.

What students need to know and are able to do coming into this lesson (including language needs):

Students should be familiar with literacy practices to support this unit, such as read-alouds with discussion, reading instruction, and writing instruction.

Lesson Sequence

1. Read *Voices in the Park* aloud to the whole class. As you read, ask questions strategically to make sure that students understand when different people are narrating the events. What does the author do to let the reader know when a different person is speaking?

2. Using the Speaking and Listening Standards, establish with the students how discussions will take place in the course of this unit and throughout their work together: build on others' ideas and express their own clearly; follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

3. With the class, complete a four column graphic organizer to show each point of view of the events that occurred in the park.

4. Teacher models with the class how to take the point of view of a character from the text and write his or her version of the events that occurred in the park.

5. Students take the point of view of one of the characters in the text and write a narrative about what that character believes occurred in the park. Students must introduce the character they are writing about, explain what they know about him or her and then give the character's version of what happened. Students use linking words and phrases (e.g. because, therefore, since, for example). Provide a concluding statement or section.

6. Review outcomes of this lesson: students will be able to identify, speak, and write from different points of view about different topics.
Resources for Lesson 1

Anthony Browne, *Voices in the Park*
English Language Arts and History/Social Science, Grade 3
Whose Story Is It? The Craft and Structure of Writing about History
Lesson 2

**Brief Overview:** Students learn about objective news reporting as a form of informational text. Unlike the story told by four narrators in lesson 1, news reporting is told in an objective third-person voice. They read articles whose purpose is to be accurate, complete, informative, and to engage the reader. Students focus on finding sequences and causal relationships in what they read.

**Prior Knowledge Required:** Students should be familiar with literacy practices to support this unit, such as read-alouds with discussion, reading instruction, and writing instruction.

**Estimated Time:** 50 minutes

**Resource for Lesson:** News articles from a local, regional, or national newspaper, a children’s newspaper, or from online sources
Lesson 2: What is a News Article?

Overview: Students learn about objective news reporting as a form of informational text. Unlike the story told by four narrators in lesson 1, news reporting is told in an objective third-person voice. They read articles whose purpose is to be accurate, complete, informative, and to engage the reader. Students focus on finding sequences and causal relationships in what they read.

By the end of this lesson students will know and be able to:

- Explain the purpose and features of an objective news article.

Essential Question addressed in this lesson:

Why is writing history or a news article different from writing fiction?

Standard(s)/Unit Goal(s) to be addressed in this lesson

RI.3.8 Describe the logical connections between a particular sentence and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Instructional Resources/Tools (list all materials needed for this lesson)

News or feature stories that chronicle a specific event or a series of events that will be interesting and comprehensible to students. Articles may come from a national or local newspaper or a newspaper written for young readers. They should not be editorials, op-ed pieces, or other commentary. Online sources of such articles:

- http://teachingkidsnews.com
- http://www.sciencenewsforkids.org (advanced readers)

Anticipated Student Preconceptions/Misconceptions

Students may not understand that different kinds of writing serve different purposes. The purpose of a news article or an article in an online news journal is to present facts in a clear and objective manner. Other sections of the newspaper or online journal – such as letters to the editor, editorials, op-ed pieces, signed commentary, blogs, and product or political advertisements – are intended to express opinions and represent the author’s (or, in the case of an advertisement, the sponsoring company’s or sponsoring organization’s) point of view.

Instructional Model

Read-aloud with discussion

Instructional Tips/Strategies/Suggestions:

Levels of text complexity of the articles read can be differentiated for students’ reading levels.

Pre-Assessment

Students look at a newspaper or online journal and distinguish between news articles and articles that express opinions or endorse particular points of view.

What students need to know and are able to do coming into this lesson (including language needs):

Students should be familiar with literacy practices to support this unit, such as read-alouds with discussion, reading instruction, and writing instruction.
Lesson Sequence

1. Opening: The teacher will ask students to discuss, in partners or whole group, what they know about news articles, a form of generally short informational text that appears in the newspaper or news magazines or online journals. What is their purpose? The teacher may ask students to define what it means for reporting to be objective.

2. The teacher will read an article closely with the students, pointing out vocabulary, logical connections among sentences, linkages between paragraphs, comparisons or cause/effect relationships, leads, subheads, and conclusions. If there are photos, diagrams, charts, or tables, discuss how the graphics and captions add information to the story.

3. The teacher will provide several strong examples of news reporting. In pairs or groups, students will read one or more of the examples. Students will work with their partner or group to make a list of observations about the articles.

4. The teacher will facilitate a discussion of the students' observations, focused on questions such as: What does objective reporting do for us, as readers? Why is it important for a reporter to be accurate? How are news articles written in a way that interests us? The teacher will create an anchor chart, “Qualities of Good Reporting.”

   http://teachingkidsnews.com

   http://www.sciencenewsforkids.org (advanced readers)

5. Students and the teacher brainstorm a discussion of important events that have taken place at school this year, which students could write about in the genre of a newspaper article. For instance, students might suggest the idea of writing about a recent field trip, a school musical performance, a family/parent classroom event, the time an author visited the school to talk about books, etc.

6. Students are asked to be thinking about the article they are going to write on the following day and about the additional information they might have to gather to do an accurate job and answer the “who, when, where, why, and how” questions (e.g., do they need to consult the website of the place they went for a field trip? Interview the music teacher? Ask the school secretary when Parent Night was?)

7. In the next lesson students will draft, revise, and edit a news article.

Formative assessment:

Teacher observation of students' discussions of news articles. For homework, students could be asked to find two types of articles, one that represents news reporting and one that represents commentary or opinion.

Summative Assessment:

N/A
Resources for Lesson 2

Articles from print newspapers or from

http://teachingkidsnews.com

http://www.sciencenewsforkids.org (advanced readers)
English Language Arts and History/Social Science, Grade 3
Whose Story Is It? The Craft and Structure of Writing about History
Lesson 3

Brief Overview: Students write an informative objective news story about something that the class has participated in (e.g., a field trip, a performance). They focus on sequences and causal relationships and making their writing interesting.

Prior Knowledge Required: Students should be familiar with literacy practices to support this unit, such as read-alouds with discussion, reading instruction, and writing instruction. The teacher will introduce the terms objective and subjective in relation to writing.

Estimated Time: 100 minutes

Resources for Lesson: Rubrics for scoring articles
Content Area: English Language Arts, History/Social Science

Unit: Whose Story Is It? The Craft and Structure of Writing about History

Time (minutes): 100

Lesson 3: Writing a News Article

Overview: Students write an informative objective news story about something that the class has participated in (e.g., a field trip, a performance). They focus on sequences and causal relationships and making their writing interesting.

By the end of this lesson students will know and be able to:

Write a clear and concise third-person account of an event, telling pertinent facts in order.

Essential Question addressed in this lesson:

Why is writing history or a news article different from writing fiction?

Standard(s)/Unit Goal(s) to be addressed in this lesson

W3.3 Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences.

Instructional Resources/Tools

No new materials are introduced in this lesson. Students write either on computers or by hand.

Students may not understand reporters must check their sources to make sure that information is accurate and that they may have to revise and edit their work before it can be published.

Instructional Model

Writing instruction

Instructional Tips/Strategies/Suggestions:

Writing lessons in this unit use the following structure:

1. Teacher explains and/or demonstrates one technique for writing within this genre, in a 10-minute mini lesson
2. Students “have a go” at the technique, with guidance from partners or the teacher, during the lesson.
3. Students have a long period to work on their own writing pieces within the genre. Students may be at different places in the writing process at any given point—some students may be beginning new pieces, and others may be working on pieces-in-progress.

During step 3 (Independent writing), the teacher should confer with individual or small groups of students. This is a way to differentiate support for students’ use of the techniques.

Writers’ craft will be embedded in all lessons to engage readers and create interest. The teacher will model each aspect of writing, followed by the students discussing and practicing that aspect themselves. Techniques to be modeled and practiced include:

- Writing an accurate, clear, and concise third-person account of an event, telling pertinent actions in order
- Making good use of evidence from interviews or readings
Creating headings and subheadings to add clarity
• Orienting the reader with an opening
• Linking events with transitional words and phrases
• Providing a sense of closure
• Including observations and ideas to heighten information
• Revising by adding details to be more precise, reordering information, or deleting irrelevant information
• Editing for standard English

Pre-Assessment
None

What students need to know and are able to do coming into this lesson (including language needs):

Students should be familiar with literacy practices to support this unit, such as read-alouds with discussion, reading instruction, and writing instruction. The teacher should introduce the terms **objective** and **subjective** in relation to writing.

In the real world, elements of narrative writing are embedded within opinion, and informational/explanatory writing to create a more interesting piece of writing. Therefore you may see an overlap of instructional writing techniques in this unit.

Lesson Sequence

1. Opening: If students were given a homework assignment to find news articles and other types of writing such as editorials, review some of the samples and point out the different purposes for writing in each of the types. Once the teacher models this, the students can continue to do this in pairs.

2. The teacher will emphasize that objective reports are written to explain something that happened. The reporter tells all the facts from an observer’s neutral point of view. The facts come from the reporter’s observation of events, interviews with people who were involved in the event or knowledgeable about some aspect of the event, or from the reporter’s background reading of credible sources.

3. Teacher will select one of the classroom event topics generated in the previous lesson.

4. Based on collective memory, teacher will model writing a narrative report of the event clearly and concisely, and with interesting language. Thinking-aloud during the modeling should emphasize telling the events **accurately and in order**. The teacher might also point out places that facts need to be checked.

5. Towards the end of the modeled writing, the teacher should involve students in some guided practice. The teacher should ask students to contribute language to the writing, again emphasizing telling the events accurately and in order. (For instance, teacher might say, “Think back and consider what I should write next. Make sure it’s the next event in order and that you tell what happened clearly. Talk with your partner.”)

6. Once modeling is done, the teacher should repeat the focus for students. (For instance: “See how we wrote everything that happened, clearly and accurately and in order? This is how we draft a news article.) The teacher should send students off to practice in their own writing—students will need to select a topic from the options made available the previous day, and work on an independent draft. They will have the chart they made in the previous lesson to guide their work as well.

7. Students work together as peer editors to respond to each others’ writing and help one another with sequencing, use of facts and evidence, word choice, logical connections, accuracy, use of subheads or illustrations, and the use of Standard English. As the teacher observes the process, he or she can point out particularly strong elements of drafts-in-progress to the class.
8. Finished pieces should be displayed so that others can read and react to them. If the pieces were written on computers they can be put together as a class collection of news articles.

9. If it is feasible, it would be great to invite a reporter from a local newspaper, a high school or college paper, radio, television, or news website to visit the class and talk about the reporter’s craft. Even better to visit a newsroom in action and talk to reporters, editors, photographers, and designers onsite.

**Formative assessment:**

The teacher should use conference notes and the students’ work to formatively assess the lesson.

**Preview outcomes for the next lesson:**

In the next lesson students will learn about the kinds of writing that historians do, and how historical writing is both similar and different from reporting.

**Summative Assessment:** The written articles, scored with rubrics in the Resource Section
## Resources for Lesson 3

### Rubrics for scoring articles

#### Topic Development, Use of Evidence, and Accuracy

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<tbody>
<tr>
<td><strong>Topic development</strong></td>
<td>Little topic/idea development, organization, and/or details</td>
<td>Limited or weak topic/idea development, organization, and/or details</td>
<td>Rudimentary topic/idea development and/or organization</td>
<td>Moderate topic/idea development and organization</td>
<td>Full topic/idea development</td>
<td>Rich topic/idea development</td>
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<td></td>
<td>Little or no awareness of audience and/or task</td>
<td>Limited awareness of audience and/or task</td>
<td>Basic supporting details</td>
<td>Adequate, relevant details</td>
<td>Strong details</td>
<td>Careful and/or subtle organization</td>
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<td></td>
<td></td>
<td>Simplistic language</td>
<td>Some variety in language</td>
<td>Appropriate use of language</td>
<td></td>
<td>Effective/rich use of language</td>
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<tr>
<td><strong>Evidence and Content Accuracy</strong></td>
<td>Little or no evidence is included and/or content is inaccurate</td>
<td>Use of evidence and content is limited or weak</td>
<td>Use of evidence and accurate content is included but is basic and simplistic</td>
<td>Use of evidence and accurate content is logical and adequate</td>
<td>Use of evidence and accurate content is logical and appropriate</td>
<td>A sophisticated selection of and inclusion of evidence and accurate content contribute to an outstanding submission</td>
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## Rubric for Standard English Conventions

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<td>Errors seriously interfere with communication and Little control of sentence structure, grammar and usage, and mechanics</td>
<td>Errors interfere somewhat with communication and/or Too many errors relative to the length of the submission or complexity of sentence structure, grammar and usage, and mechanics</td>
<td>Errors do not interfere with communication and/or Few errors relative to length of submission or complexity of sentence structure, grammar and usage, and mechanics</td>
<td>Control of sentence structure, grammar and usage, and mechanics (length and complexity of submission provide opportunity for student to show control of standard English conventions)</td>
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English Language Arts and History/Social Science, Grade 3
Whose Story Is It? The Craft and Structure of Writing about History
Lesson 4

**Brief Overview:** Students learn about how a historian creates a historical narrative, using the example of the Pilgrims' experiences from their journey to Massachusetts beginning in September 1620 until the first Thanksgiving in November 1621. For each segment of the narrative, students complete a section of an illustrated flip book that tells the story sequentially, with attention to effective use of language and illustration.

**Prior Knowledge Required:** Students should be familiar with literacy practices to support this unit, such as read-alouds with discussion, reading instruction, and writing instruction. Their practice in writing news articles in the previous lesson prepared them for thinking about a sequence of more complex events in history.

**Estimated Time:** 250-300 minutes, over 5 days

**Resources for Lesson:** Joseph Bruchac. *Squanto’s Journey.*
Susan Whitehurst. *The Pilgrims Before the Mayflower*
Cheryl Harness. *Three Young Pilgrims*
Excerpts for read-alouds from other books, such as Joy Hakim, *The Story of US* and William Bradford, *Of Plymouth Plantation*
Websites: [www.plimoth.org](http://www.plimoth.org); [www.pilgrimhall.org](http://www.pilgrimhall.org)
Rubrics for flip book
Content Area: English Language Arts, History/Social Science

Unit: Whose Story Is It? The Craft and Structure of Writing about History

Time (minutes): 250-300, spaced over 5 days.

Lesson 4: Reading about History: From the Pilgrims’ Journey to the First Thanksgiving

Overview: Students learn about how a historian creates a historical narrative, using the example of the Pilgrims’ experiences from their journey to Massachusetts beginning in September 1620 until the first Thanksgiving in November 1621. The teacher reads to them from primary and secondary sources that might be above their independent reading level, and students read other books at their own level. This lesson is divided into 5 sections and occurs over a period of days. In each segment, students complete a section of an illustrated flip book that tells the story sequentially, with attention to effective use of language and illustration.

By the end of this lesson students will know and be able to:

- Identify who the Pilgrims were, explain why they left Europe, describe their shipboard crossing, who and what they found when they landed, the challenges they faced in the first year, and who helped them survive those challenges,

- Explain how a historian finds evidence for events and people’s lives in the past so that he or she can inform others about what happened. Recognize when an author has chosen to write from a particular point of view.

Essential Questions addressed in this lesson:
- Why is writing history or a news article different from writing fiction?
- What was life like in the 1600s in the place we now call Massachusetts?

Standard(s)/Unit Goal(s) to be addressed in this lesson
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same subject.

H/SS 3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived and describe their way of life.

H/SS 3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth colony.

Instructional Resources/Tools
Joseph Bruchac. Squanto’s Journey.
Susan Whitehurst. The Pilgrims Before the Mayflower
Cheryl Harness. Three Young Pilgrims
Excerpts for read-alouds from other books, such as Joy Hakim, The Story of US and William Bradford, Of Plymouth Plantation
Websites: www.plimoth.org; www.pilgrimhall.org

Anticipated Student Preconceptions/Misconceptions
Students may not understand that people in Native American tribal groups already lived in America before the Pilgrims arrived, and that many of them had well-developed civilizations adapted to the environment in which they lived. They may not understand why the Pilgrims would want to leave their former homes to take a dangerous journey, why they needed to form a compact for living together, or how dependent they were on the knowledge of the Wampanoags in the early years of the Plymouth colony. In addition, students may not be aware that people today leave familiar surroundings for many of the same reasons the Pilgrims did: to seek freedom, financial security, and a better life for their families.

**Instructional Model**

Read-alouds with discussion; reading instruction, writing instruction

**Instructional Tips/Strategies/Suggestions:**

This lesson should be done over the course of several days, during the literacy block.

These lessons integrate social studies content specified in the Massachusetts History/Social Science Framework standards with reading comprehension strategies being introduced in the whole group, practiced with teacher support in small groups, and used independently by students.

Each section contains a read-aloud and independent reading by students.

**Reading lesson for each section:**

The read aloud is considered the modeling of how to find main idea to the class as a whole (Tier 1 instruction).

Teachers would then meet with students in small groups using leveled text that supports their instructional reading level. Teachers would guide and support students in finding the main and idea and supporting details in the text being read in the small group (Tier 2 instruction).

While students are working with the teacher, the rest of the class is either completing the current section of the flip book (explicit directions for the flip book can be found [http://www.southamptonpublicschools.org/webpages/KPalumbo/files/flipbookdirections.pdf](http://www.southamptonpublicschools.org/webpages/KPalumbo/files/flipbookdirections.pdf)) or reading and responding to text independently.

The teacher should collaborate with the school librarian or the public library's children's librarian to assemble a collection of print texts and websites at various reading levels to provide access for students with disabilities, ELLs, advanced students.

A source for information on the ship The Mayflower is the website of Plimoth Plantation in Plymouth, Massachusetts, [www.plimoth.org](http://www.plimoth.org). Mayflower II, a replica of the Pilgrim's ship, is part of the recreated historical site, which also features a Pilgrim and a Wampanoag village and costumed re-enactors.

Students will need help with the specific meaning of “compact” as an agreement among signers.

Janet Springer’s quote can be found on the website: The Continued Meaning of the Mayflower Compact: ([http://www.sail1620.org/history/articles/112-continued-meaning.html](http://www.sail1620.org/history/articles/112-continued-meaning.html))

The full text of the Mayflower Compact can be found on the website of the Pilgrim Hall Museum in Plymouth, Massachusetts: [www.pilgrimhall.org/compact.htm](http://www.pilgrimhall.org/compact.htm). The main site for the Museum, [www.pilgrimhall.org](http://www.pilgrimhall.org) also has a link to a tour of where the Pilgrims lived in the Netherlands, the passenger list for the Mayflower and several
ships that followed, as well as letters from the Pilgrims giving advice to potential new settlers about what to bring to the New World.

An outline of the Pilgrim story is on the Museum website at www.pilgrimhall.org/pilstory.htm

A short reading from William Bradford, the first Governor of the Plymouth Colony, is included. He wrote a journal about the years in Plymouth. The full text can be found on the Early America Archive website at http://mith.umd.edu//eada/html/display.php?docs=bradford_history.xml

After students' have written the final chapter of their flip book about the Pilgrims, the teacher should suggest that they review their work with a partner and revise any sections of their writing or illustrations that are not clear to their partner/reader, or perhaps add elements such as a maps or timelines.

Pre-Assessment

To set the stage for learning about the Mayflower Compact, students make a list of rules that govern their family lives. They explain why their family devised these rules. They discuss them with partners.

What students need to know and are able to do coming into this lesson (including language needs):

Students should be familiar with literacy practices to support this unit, such as read-alouds with discussion, reading instruction, and writing instruction.

Lesson Sequence

Over the course of these content-embedded reading lessons students will be creating a book that takes the form of a historical narrative. Students will create a page or two for each topic below;

- Why the Pilgrims Left Europe
- A Description of the Pilgrims’ Journey
- The Mayflower Compact
- Challenges in the New World
- Events Leading to the First Thanksgiving

Before beginning the first set of readings, the teacher should recap what they have done in the unit so far. First, they read a fictional story which used the concept of point of view to interest the reader. Then they read news articles, which have a different purpose of informing a reader about something that happened, and they wrote news articles themselves. Reporters write about things they can actually observe and people they can interview. Over the next week the class will be reading a variety of informational texts about the past, written by historians who can't be an eyewitness to events or interview people who are long dead. How do historians go about their research? What evidence do they look for so that their work is as accurate as they can make it? How do we know what the “real” story is in history? Can we know it?

Keep returning to this question of the historian's craft of researching primary documents and artifacts at appropriate times as the class examines books and websites. Point out bibliographies and appendices and other sections where the authors refer to sources consulted or how they did their research.

Section 1: Why the Pilgrims Left Europe

1. To set the purpose for listening to the text, the teacher asks the students to think about reasons why they would want to leave a place they call home with their family.
2. Students discuss reasons with a partner and then share responses with the class.

3. The teacher asks students to use a non-verbal signal (e.g., thumbs up, hands on shoulder) during read aloud to indicate when they hear a reason the Pilgrims left England.

4. The teacher reads aloud a text to explain why the Pilgrims left England. (Suggested text: The Pilgrims Before the Mayflower by Susan Whitehurst)

5. While the teacher reads, s/he uses a think aloud strategy to identify main ideas and details of the text.

6. The teacher asks students to list the reasons why the Pilgrims left Europe. On chart paper, the teacher writes the responses from the students.

7. On the first page of the flip book students complete the “Why the Pilgrims Left Europe” section, including specific evidence and details from the text to support the main idea.

8. Students illustrate their writing to add more information. They may write captions or labels as needed.

9. Vocabulary to discuss and compile in a word bank: religion, worship, freedom, liberty, emigrate

   - Use the Frayer Model to facilitate discussion of these words, clarify misconceptions, and provide examples.  

Reading lesson: See Instructional Tips

Section 2: A Description of the Pilgrims’ Journey

1. To set the stage for understanding the journey, the teacher reads the following quote. (Note, in this and subsequent passages, academic or domain-specific vocabulary that might be discussed and defined are underlined.) “The ship is small, wet, and foul. The smells are horrid. There is no place to change or wash clothes. Each adult (has) a space below deck measuring seven by two and a half feet. Children get even less room. None of the passengers is allowed on deck; there is little fresh air below and many are sick. Fresh food soon runs out and then there is hard bread and dried meat that is wet and moldy. But the Pilgrims have onions, lemon juice, and beer to keep them from getting…scurvy”. From The Story of US by Joy Hakim

2. The teacher reads aloud a text to explain the difficulties that the Pilgrims encountered on their journey (Suggested text: The Mayflower by Susan Whitehurst) to support finding main idea and details.

3. Students turn and talk with a partner to discuss the difficulties and dangers the Pilgrims encountered as they sailed across the Atlantic Ocean.

4. On chart paper, the teacher writes student responses of the events that describe the journey.

5. Students complete the second section of the flip book titled “A Description of the Pilgrims’ Journey.” Students list details supporting evidence and illustration that describes the journey.

6. Vocabulary to discuss and compile in a word bank can be taken from the unlined words in the text above.

   - Use the Frayer Model to facilitate discussion of these words, clarify misconceptions, and provide examples.  
Reading lesson: See Instructional Tips.

Section 3: The Mayflower Compact

1. To set the stage for learning about the Mayflower Compact, teacher reads the following quote taken from Janet A. Springer. "Three hundred and seventy eight years ago, a little band of people we now call the Pilgrims, who wanted to worship God in their own way and build a community based upon brotherhood, left their friends and relations in England and came to a strange country none of them had ever seen. But what is it that we should remember about these people? Simply this: That these people were the first to lay the foundations of our freedom as Americans. The Mayflower Compact, which they signed on board the tiny ship before they ever came ashore, was the seed of democratic government in this land. The Pilgrims were the first to realize that all the power in a community stems, not from a king or dictator or a small group of elite nobles, but from the people themselves."

2. The teacher reads some of the Compact, points out key phrases, and discusses their meaning with the class: "a voyage to plant the first colony in the northern parts of Virginia"; "combine our selves together into a civil body politic", “to enact, …just and equal laws... for the general good of the Colony, unto which we promise all due submission and obedience."

3. Students turn and talk to describe why it was important for the Pilgrims to establish rules of government before they even left the ship.

4. On chart paper, the teacher writes the main points as a resource for what students write in their flip books.

5. Students describe the Mayflower Compact and the reasons for signing it, using evidence and details from the text. Students illustrate their writing, if desired.

6. Vocabulary to discuss and compile in a word bank can be taken from the unlined words in the text above.

- Use the Frayer Model to facilitate discussion of these words, clarify misconceptions, and provide examples.
  http://interactive-notebooks.wikispaces.com/Frayer+model+vocabulary

Reading lesson: See Instructional Tips

Section 4: Challenges in the New World

1. To set the stage for learning, ask the following question: What if you lived in a city where the climate is warmer, and you moved to the harsh climate of New England, where there were no houses or other shelters? Have students discuss their answers with a partner.

The teacher explains that as children in Massachusetts today, you are prepared for snow because you have boots, coats, hats, and mittens. The Pilgrims were not fully prepared for what they were about to encounter.

2. William Bradford, the first Governor of Plymouth, wrote “They now had no friends to welcome them.....nor houses or much less towns to go .....it was winter, and they that know the winters of that country know them to be sharp and violent... besides what could they see but a wilderness before them, if they looked behind them, there was the mighty ocean which they had passed!”

3. Teacher reads Three Young Pilgrims by Cheryl Harness to describe the challenges the Pilgrims faced in the first winter including building homes, adjusting to the climate, sickness, meeting the Wampanoag Indians, and planting crops in New England.

4. On chart paper, the teacher writes the main challenges and supporting details from text.
5. Students complete the next section of the flip book and provide an illustration that supports the description.

6. Vocabulary to discuss and compile in a word bank can be taken from the underlined words in the text above.
   - Use the Frayer Model to facilitate discussion of these words, clarify misconceptions, and provide examples.
   http://interactive-notebooks.wikispaces.com/Frayer+model+vocabulary

Reading lesson: See Instructional Tips

Section 5: Events Leading to the First Thanksgiving

1. To set the stage for learning, ask students, what would have happened if the Pilgrims did not meet Squanto and Massasoit?

2. Read Squanto’s Journey by Joseph Bruchac and make a list of all the ways Squanto helped the Pilgrims survive by creating a cause and effect chart, using clues words such as because and so. For example: “Squanto taught them how to hunt, so they were able to find food.”

3. Students complete the last section of the flip book listing evidence that showed how meeting the Wampanoag people helped the Pilgrims survive and celebrate the first Thanksgiving.

4. Students illustrate their text, showing some of the details that were instrumental in the events leading to the first Thanksgiving.

5. To close this series of lessons, recap the events that they have described in the pages they have written. Explain that they have written in a way similar to a historian: they have learned about and investigated each topic and then written about it. Ask how this is similar and different from the way a reporter working on a news story about an event in the present might work.

6. Vocabulary to discuss and compile in a word bank can be taken from the following list of words: exchange, survive, guide, entwined
   - Use the Frayer Model to facilitate discussion of these words, clarify misconceptions, and provide examples.
   http://interactive-notebooks.wikispaces.com/Frayer+model+vocabulary

Reading lesson: See Teacher notes for Section I.

Formative assessment: Class discussions

Preview outcomes for the next lesson: In the next lesson, the class will read books about the children who lived in Plymouth and the surrounding area. These books will take a different approach to writing about history: a focus on the everyday life of an individual.

Summative Assessment: The completed flip books
Resources for Lesson 4

Joseph Bruchac. *Squanto’s Journey.*
Susan Whitehurst. *The Pilgrims Before the Mayflower*
Cheryl Harness. *Three Young Pilgrims*

Excerpts for read-alouds from other books, such as Joy Hakim, *The Story of US* and William Bradford, *Of Plymouth Plantation*

Websites: [www.plimoth.org](http://www.plimoth.org); [www.pilgrimhall.org](http://www.pilgrimhall.org)

Instructions for making flip books

Frayer Model to guide vocabulary discussion

Rubrics for flip books
Rubric for flip books: Topic Development, Use of Evidence, and Accuracy, and Illustrations

<table>
<thead>
<tr>
<th>Topic development</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little topic/idea development, organization, and/or details</td>
<td>Limited or weak topic/idea development, organization, and/or details</td>
<td>Rudimentary topic/idea development and/or organization</td>
<td>Moderate topic/idea development and organization</td>
<td>Full topic/idea development</td>
<td>Rich topic/idea development</td>
<td></td>
</tr>
<tr>
<td>Little or no awareness of audience and/or task</td>
<td>Limited awareness of audience and/or task</td>
<td>Basic supporting details</td>
<td>Adequate, relevant details</td>
<td>Strong details</td>
<td>Careful and/or subtle organization</td>
<td></td>
</tr>
<tr>
<td>Moderate topic/idea development and organization</td>
<td>Adequate, relevant details</td>
<td>Appropriate use of language</td>
<td>Strong details</td>
<td>Effective/rich use of language</td>
<td></td>
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</tr>
<tr>
<td>Strong details</td>
<td>Appropriate use of language</td>
<td>Effective/rich use of language</td>
<td>Effective/rich use of language</td>
<td></td>
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</tr>
<tr>
<td>Illustrations</td>
<td>Illustrations are missing or do not contribute to the quality of the submission</td>
<td>Illustrations demonstrate a limited connection to the text</td>
<td>Illustrations are basically connected to the text and contribute to the overall quality</td>
<td>Illustrations contribute to the overall quality of the work and provide additional information</td>
<td>Illustrations add greatly to the text, supply additional information and are show care in execution</td>
<td></td>
</tr>
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<td>Illustrations add greatly to the text, supply additional information and are show care in execution</td>
<td></td>
</tr>
</tbody>
</table>

Evidence and Content Accuracy

1. Little or no evidence is included and/or content is inaccurate
2. Use of evidence and content is limited or weak
3. Use of evidence and content is included but is basic and simplistic
4. Use of evidence and accurate content is relevant and adequate
5. Use of evidence and accurate content is logical and appropriate
6. A sophisticated selection of and inclusion of evidence and accurate content contribute to an outstanding submission

Illustrations

1. Illustrations are missing or do not contribute to the quality of the submission
2. Illustrations demonstrate a limited connection to the text
3. Illustrations are basically connected to the text and contribute to the overall quality
4. Illustrations contribute to the overall quality of the work and provide additional information
5. Illustrations add greatly to the text, supply additional information and are show care in execution
6. Illustrations add greatly to the text, supply additional information and are show care in execution
### Rubric for flip books: Standard English Conventions

<table>
<thead>
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<th>1</th>
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard English</strong></td>
<td>Errors seriously interfere with communication and Little control of sentence structure, grammar and usage, and mechanics</td>
<td>Errors interfere somewhat with communication and/or Too many errors relative to the length of the submission or complexity of sentence structure, grammar and usage, and mechanics</td>
<td>Errors do not interfere with communication and/or Few errors relative to length of submission or complexity of sentence structure, grammar and usage, and mechanics</td>
<td>Control of sentence structure, grammar and usage, and mechanics (length and complexity of submission provide opportunity for student to show control of standard English conventions)</td>
</tr>
</tbody>
</table>

*Note: The table above represents a rubric for assessing the standard English conventions in flip books. Each level is described in detail to guide the assessment process.*
English Language Arts and History/Social Science, Grade 3
Whose Story Is It? The Craft and Structure of Writing about History
Lesson 5

Brief Overview: Students learn about another way of writing about history by reading books that present the daily life of ordinary people from the past; in this lesson they read about an English girl and an English boy in the Plymouth Colony and a boy of the Wampanoag people in the 1620-21 period. They assume one of the characters and write their own journal.

Prior Knowledge Required: Students need to be familiar with the basic outlines of the Pilgrim/Wampanoag relationships, which is knowledge they gained in Lesson 4, and with the literary concepts of point of view and voice, which they learned about in Lesson 1.

Estimated Time: 180 minutes

Resources for Lesson:
Three books by Kate Waters:
Sarah Morton’s Day, A Day in the Life of a Pilgrim Girl
Tapenum’s Day, A Wampanoag Indian Boy in Pilgrim Times
Samuel Eaton’s Day: A Day in the Life of a Pilgrim Boy
Website: www.plimoth.org
Rubric for scoring journals
Content Area: English Language Arts, History/Social Science

Unit: Whose Story Is It? The Craft and Structure of Writing about History

Time (minutes): 180

Lesson 5: A Day in the Life of a Pilgrim or a Wampanoag Child in the 1600s

Overview: Students learn about another way of writing about history by reading books that present the daily life of ordinary people from the past; in this lesson they read about an English girl and an English boy in the Plymouth Colony and a boy of the Wampanoag people in the 1620-21 period. They assume one of the characters and write their own journal.

By the end of this lesson students will know and be able to:

Write a clear and concise third-person account of an event, telling pertinent facts in order.

Essential Question addressed in this lesson:

Why should we ask, "Whose Story Is It?" when we learn about the past?

Standard(s)/Unit Goal(s) to be addressed in this lesson

RI.3.7 Use information gathered from illustrations…and words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur.
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

W3.3 Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences.
H/SS 3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed.

Instructional Resources/Tools

Three books by Kate Waters: Sarah Morton’s Day, A Day in the Life of a Pilgrim Girl; Tapenum’s Day, A Wampanoag Indian Boy in Pilgrim Times; and Samuel Eaton’s Day: A Day in the Life of a Pilgrim Boy.

Anticipated Student Preconceptions/Misconceptions

Students may not understand the overall concept that different cultures have different expectations for children and that these expectations affect how children are brought up. They may not understand that boys and girls were expected to learn and do different things as they grew up within Pilgrim society.

Students may also be confused about how these books could have photographs of children from 400 years ago. The photos in Waters’ books were taken at Plimoth Plantation (www.plimoth.org), a “living history” museum in which costumed re-enactors take on the roles of historical characters, live in dwellings of the period, wear period clothes, raise their own food using methods of the historical period, speak in their dialects, and answer visitors’ questions from the perspective of someone in the 17th century. Plimoth Plantation staff members have structured their interpretation around having historically accurate English and Wampanoag villages and presenting the cultural traditions of each group. The website also has sections for adults on the archaeology of the area and links to research on this period.
**Instructional Model**

Read-aloud with discussion; close reading and observation of illustrations.

**Instructional Tips/Strategies/Suggestions:**

In these read-alouds, students will encounter vocabulary words that are unfamiliar. Some of these words will be general academic vocabulary (e.g., words such as “task” that they will encounter frequently in other contexts); others will be specialized discipline-specific vocabulary that the author has used to convey knowledge about a particular culture (e.g., words such as “sachem” that they may encounter again in reading about Indians, but which is not commonly used in other contexts.)

Different groups of children could be made responsible for the graphic organizer each day; advanced students might model how to do the organizer, with other students receiving more assistance. The teacher can supply sentence starters and provide pictures of content vocabulary for English language learners.

Students can be encouraged to research through the Internet or other sources to contribute to their knowledge of daily life in the 1620s. Plimoth Plantation’s website has a section for children: [www.plimoth.org/learn/just-kids](http://www.plimoth.org/learn/just-kids). Look for the Virtual Field Trip and the Interactive Investigation, both of which have audio narration. The Interactive Investigation also deals with the topic of Wampanoag/English children, with pictures of their home sites, inside and out. In the audio components, students can hear re-enactors speak in the English dialect of the Pilgrims from the 1600s.

Teachers can choose whether not to include homework based upon the support provided at home for students to extend their learning beyond classroom text. For schools that are near Plymouth and that have the resources, an actual field trip is another option.

There are many parts to this lesson, which can be modified according to the time available.

Students have written during other parts of this unit, so the routines should be familiar to them.

**Writing lessons in this unit use the following structure:**

1. The teacher explains and/or demonstrates one technique for writing within this genre, in a 10-minute mini lesson
2. Students “have a go” at the technique, with guidance from partners or the teacher, during the lesson.
3. Students have a longer period to work on their own writing pieces within the genre. Students may be at different places in the writing process at any given point—some students may be beginning new pieces, and others may be working on pieces-in-progress.

During step 3 (independent writing), the teacher should confer with individual or small groups of students. This is a way to differentiate support for students’ use of the techniques.

Writers’ craft will be embedded in all lessons to engage readers and create interest. The teacher will model each aspect of writing, followed by the students discussing and practicing that aspect themselves. Techniques to be modeled and practiced for this lesson include:

- Writing a clear and concise first-person account of a day, telling pertinent actions in order as they might occur
- Linking events with transitional words and phrases
- Including observations from the point of view of the character chosen, using vocabulary the character might use
• Revising by adding details to be more precise, reordering information, or deleting irrelevant information
• Editing for standard English

Pre-Assessment

Word Splash: Before the teacher reads each book aloud, he or she selects key academic and domain-specific vocabulary that students will encounter as the book is read. The teacher writes these on chart paper and students write a sentence for each word, using their knowledge of the Plymouth story gained from previous readings. Note – you may include some domain-specific words (such as “sachem”) that students may not instantly recognize or be able to use in a sentence.

Each book cited contains a glossary with a large list of vocabulary that can be chosen for this activity and then added to the classroom word bank.

What students need to know and are able to do coming into this lesson (including language needs):

Students should know that the Pilgrims and the Wampanoags spoke different languages, and that even though the Pilgrims spoke English, their version of English was different from the American English spoken in Massachusetts in the 21st century. They should have an understanding that the vocabulary presented in each text is part of a unique language for each culture for that time and place.

Lesson Sequence

For each of the three books:

1. Complete the word splash with important vocabulary from the texts (See Pre-Assessment, above, 10 min)

2. Read each text mentioned above and complete a graphic organizer that categorizes aspects of the child’s daily life including clothes, food, chores/tasks, and entertainment for each child. These graphic organizers are collective notes that everyone can use when they start to write. (30 min per text)

3. Create a word bank for students to easily access vocabulary for their journal writing entries. (ongoing)
   Each book cited contains a glossary with a large list of vocabulary that can be chosen.

4. As a class, complete a RAFT (Role, Audience, Format, Topic) as an organizer. This will allow students to understand requirements for a journal entry. (15 min)

5. After all 3 books have been read, as a class, write a journal entry together. (Teacher models how to write using the graphic organizer, 20 min.)

6. The teacher can either assign students a character for their journal entry: Wampanoag boy, a Pilgrim Boy, or a Pilgrim girl; or allow them to choose a persona. Students will write their journal entry using the first person, describing their day and commenting on what they did. Remind students to use the voice, point of view, and vocabulary of their character. They will also illustrate one aspect of the day of the character they have chosen.

7. Share their journal entries with partners (15 min). Ideally pair students who have written as different characters so that students can compare similarities and differences.

Formative assessment:

The teacher should use conference notes and the students’ work to formatively assess the lesson.

Preview outcomes for the next lesson:
In the next lesson, the students will compare and contrast different lives in Plymouth Colony and among the Wampanoag People.

**Summative Assessment:** The journal entries
Resources for Lesson 5

Three books by Kate Waters:
*Sarah Morton’s Day, A Day in the Life of a Pilgrim Girl*
*Tapenum’s Day, A Wampanoag Indian Boy in Pilgrim Times*
*Samuel Eaton’s Day: A Day in the Life of a Pilgrim Boy*

Website: [www.plimoth.org](http://www.plimoth.org)

Rubric for scoring journals: Use the rubrics from Lesson 4
English Language Arts and History/Social Science, Grade 3
Whose Story Is It? The Craft and Structure of Writing about History
Lesson 6

Brief Overview: Students write and illustrate a composition that compares and contrasts the ways of life and beliefs of the Pilgrims and the Wampanoags in the 1600s.

Prior Knowledge Required: Students need to be familiar with the basic outlines of the Pilgrim/Wampanoag relationships, which is knowledge they gained in Lessons 4 and 5, and with the literary concepts of point of view and voice, which they learned about in Lesson 1.

Estimated Time: 60-100 minutes

Resources for Lesson:

All the books and websites the students have already used in the unit
Rubric for scoring compare/contrast compositions: Rubric from Lesson 4
Content Area: English Language Arts, History/Social Science

Unit: Whose Story Is It? The Craft and Structure of Writing about History

Time (minutes): 60-100

Lesson 6: Summing Up: Comparing the Pilgrim and the Wampanoag Experience

Overview: Students write and illustrate a composition that compares and contrasts the ways of life and beliefs of the Pilgrims and the Wampanoags in the 1600s.

By the end of this lesson students will know and be able to:

Compare and contrast two different ways of life in Massachusetts in the 1600s

Essential Question addressed in this lesson:

What was life like in the 1600s in the place we now call Massachusetts?

Why should we ask ourselves “whose story is it?” when we learn about the past?

Standard(s)/Unit Goal(s) to be addressed in this lesson

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Instructional Resources/Tools (list all materials needed for this lesson)

All of the materials from previous lessons, including what students have already written.

Anticipated Student Preconceptions/Misconception

Students may not be familiar with using their own work, as well as published works, as resources for further writing.

Instructional Model

Writing instruction

Instructional Tips/Strategies/Suggestions:

While the Internet makes many images of the Pilgrims and the Wampanoags and Thanksgiving available, many of the paintings, prints, and sculptures were made well after the events occurred. Students should be taught that historians are very selective in the ways they use images, and that they often try to use images and texts that were made at about the time the events they are writing about occurred. These are called primary sources. When historians use artworks made by others to illustrate their work, in the caption, they give the artist’s name, the title of the work, if known, and the date of the work (e.g., Johannes Vermeer, The Milkmaid, 1660, or Advertisement for a Ship to the New World, 1609).

Historians who write children’s books often work with an illustrator or photographer to make illustrations based on research (Joseph Bruchac’s and Kate Waters’ book reflect this approach). Having one artist for the illustrations adds coherence to a book, and is a perfectly acceptable way of presenting the past. In a project such as this one, students learn about main ideas and details by writing and making illustrations.

Lesson Sequence

1. The teacher reviews the lesson sequence the students have experienced and the different kinds of writing about history they have done. For their final task, they are going to create an illustrated composition that compares the lives of the Pilgrims and the lives of the Wampanoags.
2. Students may use any of the materials they have previously written, as well as the books and websites they have consulted.

3. Their job is to draw evidence from many of these resources to complete their composition. This is a job of synthesis: they are not just recounting events in order (as they did in Lesson 4) or presenting a day in the everyday life of someone from the past (as they did in Lesson 5).

4. The teacher can supply some of the ways that authors link ideas to show comparisons:

   The Wampanoags had lived in the place we call Massachusetts for hundreds of years, but the Pilgrims had spent most of their lives in England and the Netherlands. Compared to the Wampanoags, who were good hunters and know how to grow and preserve crops, the Pilgrims had lived mostly in cities and did not know how to fish, hunt, and farm.

5. Students illustrate their compositions with maps, timelines, or illustrations that clarify or amplify the text.

Formative pre-assessment:

Ask students to list at least three ways in which the Pilgrim and the Wampanoags experience was similar or different in the 1620s. Students can use a T-chart as to organize their thoughts. They may list leaders, journeys, familiarity with the environment and climate of the Massachusetts region, beliefs, ways of life, forms of government, clothing, and shelter. Students complete their lists independently in pairs, and then post them in the class so that everyone can use them as a resource.

Preview outcomes for the next lesson:

This is the final lesson

Summative Assessment: The finished illustrated compositions.
Resources for Lesson 6

All of the previous resources used in the unit.
Rubric for scoring compositions: Use the rubrics from Lesson 4
Curriculum Embedded Performance Assessments (CEPA)
Whose Story Is It? The Craft and Structure of Writing about History

This culminating performance tasks asks students to compare a child’s life today with a child’s life in the 1600s. They will be writing for other third graders and for the staff of a local historical society, who will publish their work on a website or as a brochure if it is sufficiently accurate, informative, engaging, and beautiful.

In bringing to the task their research, reading, and writing during the course of the lessons in this unit, students will be meeting these standards:

**English language arts/literacy**
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
- RI.3.7 Use Information gained from illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
- W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**History/Social Science**
- 3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived and describe their way of life.
- 3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony.
- 3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed.

In crafting a meaningful compare/contrast essay that could be turned into website text, with illustrations, they will be meeting these standards.
CEPA Teacher Instructions:

Students have studied some of the ways historians present the past; now it’s their chance to contribute to history. Their task is to contribute to a website of a local historical society to make a page for other third graders to help them understand life in the 1600s. The suggested topic is a comparison of the life of a third grader in Massachusetts today with the life of a child in 1600s. Students must use words and illustrations (pictures, maps, timelines), but the focus is up to them. They get to choose the characters, the points of view, the events, and the language in their descriptions of life. The historical society will publish their work if it is accurate, interesting, and well-written and beautifully illustrated.

This is a task with a lot of potential for real-life connections! There are many local historical societies, historic sites, and museums that already work with school districts to help students understand state and local history. Teachers may want to contact their local societies or museums before this unit begins to explain what students will be learning and ask if the organization might be interested in using the product from the final performance assessment. Tell the staff that you would like students to have an authentic experience and perhaps contribute valuable service to the community at the same time.

While the task has been written to suggest contributions to a website, the task could just as easily be done in the form of a brochure, a book, or an exhibition. The medium is less important than the accuracy, clarity, completeness, and overall visual and verbal appeal to other children of the same age as the creators.
CEPA Student Instructions:

You have studied some of the ways historians present the past; now it’s your chance to contribute to history. You and your classmates have been asked by your local historical society to contribute to a website for other third graders to help them understand life in the 1600s. The head of the historical society suggests that you compare the life of a third grader in Massachusetts today with the life of a child in 1600s.

You must use words and illustrations (pictures, maps, timelines), but the focus is up to you. You get to choose the characters, the points of view, the events, and the language in your descriptions of life. The historical society will publish your work if it is accurate, interesting, and well-written and beautifully illustrated.
# CEPA Rubric:

## Topic Development, Use of Evidence, and Accuracy, and Illustrations

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<tr>
<td><strong>Topic development</strong></td>
<td>Little topic/idea development, organization, and/or details Little or no awareness of audience and/or task</td>
<td>Limited or weak topic/idea development, organization, and/or details Limited awareness of audience and/or task</td>
<td>Rudimentary topic/idea development and/or organization</td>
<td>Moderate topic/idea development and organization</td>
<td>Full topic/idea development</td>
<td>Rich topic/idea development</td>
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<tr>
<td><strong>Evidence and Content Accuracy</strong></td>
<td>Little or no evidence is included and/or content is inaccurate</td>
<td>Use of evidence and content is limited or weak</td>
<td>Use of evidence and content is included but is basic and simplistic</td>
<td>Use of evidence and accurate content is relevant and adequate</td>
<td>Use of evidence and accurate content is logical and appropriate</td>
<td>A sophisticated selection of and inclusion of evidence and accurate content contribute to an outstanding submission</td>
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<tr>
<td><strong>Illustrations</strong></td>
<td>Illustrations are missing or do not contribute to the quality of the submission</td>
<td>Illustrations demonstrate a limited connection to the text</td>
<td>Illustrations are basically connected to the text and contribute to the overall quality</td>
<td>Illustrations are connected to the text and contribute to its quality</td>
<td>Illustrations contribute to the overall quality of the work and provide additional information</td>
<td>Illustrations add greatly to the text, supply additional information and are show care in execution</td>
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# Standard English Conventions

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<td>Standard English Conventions</td>
<td>Errors seriously interfere with communication and Little control of sentence structure, grammar and usage, and mechanics</td>
<td>Errors interfere somewhat with communication and/or Too many errors relative to the length of the submission or complexity of sentence structure, grammar and usage, and mechanics</td>
<td>Errors do not interfere with communication and/or Few errors relative to length of submission or complexity of sentence structure, grammar and usage, and mechanics</td>
<td>Control of sentence structure, grammar and usage, and mechanics (length and complexity of submission provide opportunity for student to show control of standard English conventions)</td>
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Appendix: Resources for all the lessons in the Unit

Flip Book Website:

Newspaper Article sites:
http://teachingkidsnews.com
http://www.sciencenewsforkids.org (advanced readers)

Frayer Model ~ Vocabulary Graphic Organizer
http://interactive-notebooks.wikispaces.com/Frayer+model+vocabulary

Bibliography of unit:
Waters, Kate. Sarah Morton’s Day A Day in the Life of a Pilgrim Girl. New York, NY:
   Scholastic, 1989.
Waters, Kate. Samuel Eaton’s Day A Day in the Life of a Pilgrim Boy. New York, NY:
   Scholastic, 1993.
Waters, Kate. Tapenum’s Day: A Wampanoag Indian Boy In Pilgrim Times.
Whitehurst, Susan. The Pilgrims Before the Mayflower. New York, NY:
   Rosen Publishing Group, 2002.

Bibliography of related resources:
Doherty, Katherine; Doherty, Craig. The Wampanoag. New York, NY:
Metaxas, Eric. Squanto and the Miracle of Thanksgiving. Nashville, TN:

Plimoth Plantation: www.plimoth.org
Pilgrim Hall Museum: www.pilgrimhallmuseum.org