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Title of Activity	Myth versus Reality – What Really Happened at Plymouth?
Overview	The mythology of the Pilgrims and the First Thanksgiving bears little or no resemblance to the fascinating events that actually occurred. Educators will explore through primary and secondary sources the reality of the Massachusetts Bay Colony and learn to draw out disparate narratives and points of view to discern the truth behind the myth.
Essential or Investigative Question	How did the colonists and Wampanoags view land, nature, and life differently, and how could these differences lead to misunderstandings and conflict?
Audience	K-12 Educators who have taken the Teaching with Primary Sources Basics workshop and desire a more in-depth look at history through primary sources.
Time Required	1 hour
Goal	Educators will understand that the Pilgrim narrative is not the only history of the founding of Plymouth and the First Thanksgiving.
Standards	<p>21st Century Learner Standards</p> <ol style="list-style-type: none"> 1. Inquire, think critically and gain knowledge. 2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. 3. Share knowledge and participate ethically as members of our democratic society. <p>ISTE Standards for Teachers</p> <ol style="list-style-type: none"> 5. Engage in Professional Growth & Leadership <p>NCSS Pedagogical Standards</p> <ol style="list-style-type: none"> 1. LEARNING AND DEVELOPMENT -- Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development. 2. DIFFERENCES IN LEARNING STYLES -- Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners. 3. CRITICAL THINKING, PROBLEM SOLVING, AND PERFORMANCE SKILLS -- Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. 4. ACTIVE LEARNING AND MOTIVATION -- Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate



	<p>school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation.</p> <p>5. INQUIRY, COLLABORATION, AND SUPPORTIVE CLASSROOM INTERACTION -- Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.</p>
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> Analyze a set of related primary sources in order to identify multiple perspectives. Facilitate a primary source analysis using Library of Congress tools. Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	<ul style="list-style-type: none"> Primary sources: Title: Seal of the Massachusetts Bay Colony Date Created: 1629 URL: http://www.sec.state.ma.us/pre/presea/sealhis.htm Title: Chronicles of the Pilgrim fathers of the colony of Plymouth, from 1602-1625. Now first collected from original records and contemporaneous printed documents, and illustrated with notes Creator: Young, Alexander, 1800-1854 URL: http://hdl.loc.gov/loc.gdc/scd0001.00140128193 Title: Gov. Bradford's history of Plymouth Colony Creator: Bradford, William, 1590-1657. URL: http://hdl.loc.gov/loc.gdc/scd0001.0002334239A Title: Plymouth Church Records, 1620-1859 Creator: Colonial Society of Massachusetts URL: http://books.google.com/books?id=wm4xUcRsk-sC&printsec=frontcover#v=onepage&q&f=false Title: The Present State of New England: Being a Narrative of the Troubles with the Indians in New England Creator: William Hubbard Date Created: 1677 URL: http://quod.lib.umich.edu/e/eebo2/A86661.0001.001?view=toc



	<p>Title: Nova Anglia Septentrionali Americae implantata Anglorumque coloniis florentissima geographicè exhibita (map) Author: Homann, Johann Baptist Date: 1720 Location: New England, New Jersey, New York (State), Northeastern State URL: http://maps.bpl.org/id/14136</p> <ul style="list-style-type: none"> • Other resources: Title: Massasoit--On his way to meet the Pilgrims and sign the Peace Treaty, 1621 / Waud & Jenkins, Cambridge ; [sic] by Alexander Gilmore, Boston. Date Created/Published: c1915. URL: http://cdn.loc.gov/service/pnp/cph/3c20000/3c20000/3c20500/3c20508v.jpg <p>Title: The first Thanksgiving 1621 / J.L.G. Ferris. Creator(s): Ferris, Jean Leon Gerome, 1863-1930, artist URL: http://cdn.loc.gov/service/pnp/cph/3g00000/3g04000/3g04900/3g04961v.jpg</p> <p>Title: "Indian Devils and Pilgrim Fathers: Squanto, Hobomok, and the English Conception of Indian Religion," in <i>New England Quarterly</i> 49 Creator: Frank Shuffelton Date Created: March 1976</p> <p>Title: "European Contact and Indian Depopulation in the Northeast: The Timing of the First Epidemics," in <i>Ethnohistory</i> 35:1 (Winter 1988) Creators: Dean R. Snow and Kim M. Lanphear Date Created: 1988</p> <p>Title: The Times of Their Lives: Life, Love & Death in Plymouth Colony Creators: James And Patricia Scott Deetz Date Created: January 2000</p> <p>Title: Thanksgiving History Creators: Plimoth Plantation URL: http://www.plimoth.org/learn/MRL/read/thanksgiving-history</p>
Classroom Materials	<ul style="list-style-type: none"> • Laminated copies of the primary sources • Writing utensils • Copies of the Graphic Organizer • Copies of the Article Excerpt Sheet with Journal Prompt
Preparation	<ul style="list-style-type: none"> • Select excerpts from Bradford, Plymouth Church, Hubbard, Shuffleton, and Deetz. • Download all primary and secondary sources with the bibliographic information. • Print and collate copies of all of the primary and secondary sources for each



	<p>educator or load onto website or flash drive.</p> <ul style="list-style-type: none"> • Print copies the Graphic Organizer. • Prepare the reflection journal template. • Load visual primary sources onto TPS Teachers Network for easy instructor access. • Set up workshop spaces for private reading and discussion. • Set out bowls of candy to facilitate relaxed atmosphere and enjoyment.
Procedure	<ol style="list-style-type: none"> 1) Have educators tell the facilitator what “facts” they know about the Native Americans of New England, the Pilgrims, and the Plymouth settlement. 2) Question to ascertain where they have acquired these “facts” and whose point of view they think it represents. 3) Discuss the idea of multiple points of view in historical narrative and how one more dominant view can become THE narrative. 4) Introduce the primary and secondary sources to be used in the activity. <ol style="list-style-type: none"> a) Explain that they will have a short reading and journal assignment for that evening based upon this activity. 6) Give pairs of educators a primary source and Graphic Organizers. <ol style="list-style-type: none"> a) Explain that they will work together to record the requested information on the Graphic Organizer. They should be as thorough as possible as their evening assignment will be based upon it. 6) Allow at least 20 minutes but no more than 35 minutes for the educators to examine and discuss their primary sources. 7) Call them back together for a discussion of the sources and what they determined. 8) Pass out a sheet with excerpts from the Shuffelton, Snow, and Deetz articles. A journal prompt will be on the reverse of the sheet asking them to consider in light of the primary sources and the secondary readings what conflicts may have existed, if any, between the Wampanoag and the Pilgrims and what evidence they found to support their point.
Assessment/ Reflection	<p>Assessment will be conducted in two parts. The first assessment will occur during the discussion following the primary source activity. The instructor will ask them to explain certain details of their source: did they find bias or point of view, who was the audience for the source, etc. The following day, the educators will discuss their thoughts on the article excerpts and if they, in any way, changed their assessment of the primary sources.</p>

