

Name:

# *The* **Wampanoags** *and the* **First Thanksgiving**



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**Program Consultants:** Katherine L. Schlick Noe, Ph.D., Professor and Director of Literacy, Seattle University; H. "Sonny" Carreno, B.A. Education, Licensed Instructor, English as a Second/New Language (Texas, Wisconsin, Indiana)

**Program Management:** Morrison BookWorks LLC

**Program Design:** Herman Adler Design

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Published by Storypath  
10200 Jefferson Boulevard  
P.O. Box 802  
Culver City, CA 90232-0802  
1-800-359-0961  
[www.teachstorypath.com](http://www.teachstorypath.com)

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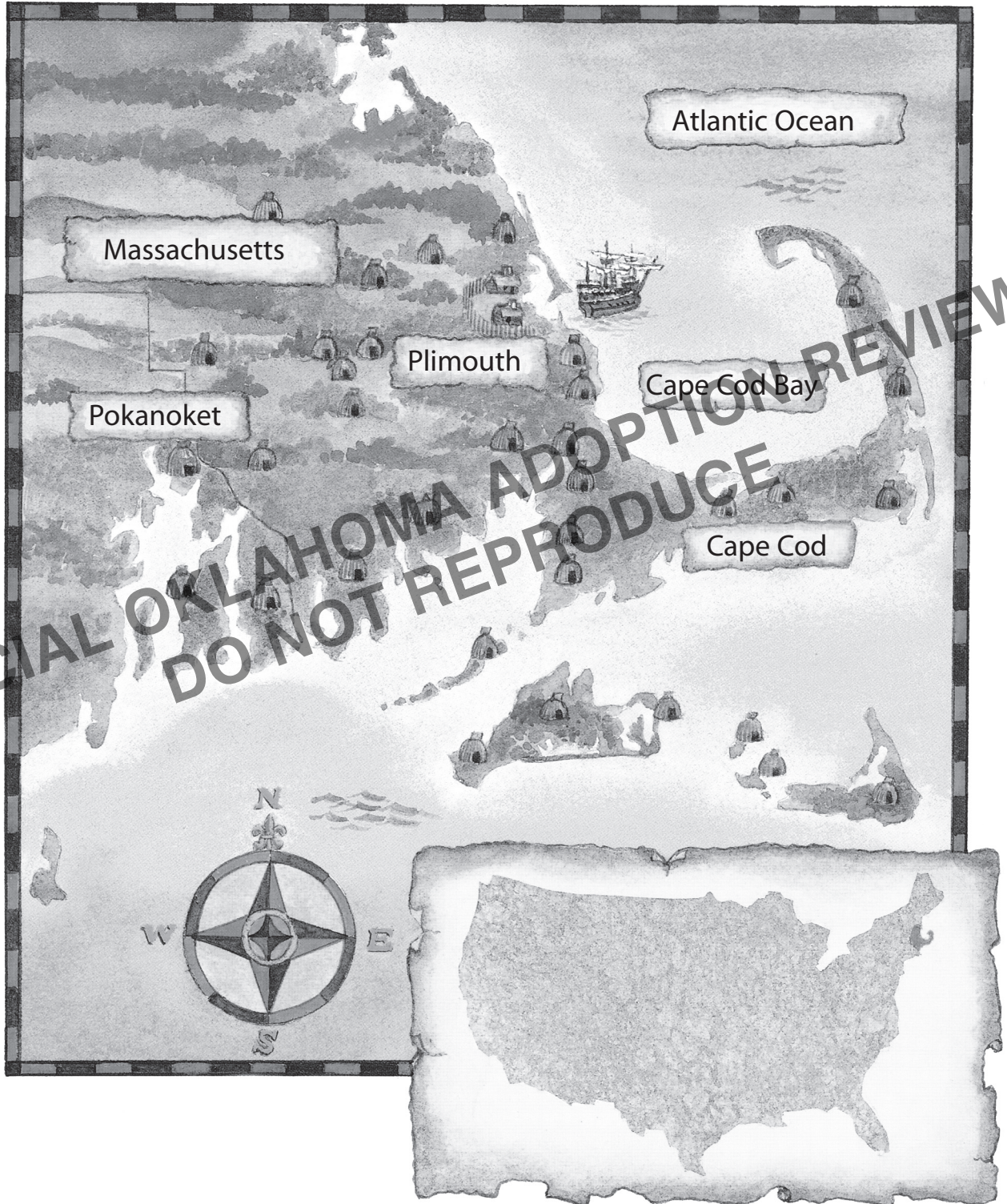
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# MAP OF WAMPANOAG SUMMER VILLAGES



Data source: Linda Coombs, The Plimoth Plantation.



DATE \_\_\_\_\_

## FRIEZE GUIDE

People in my group:

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Things we will make for the frieze:

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We will work together to make our frieze.

To work well with my group:

























- I will share my ideas.
- I will do my share of work.
- I will take turns.
- I will disagree in a nice way.
- I will stay on task.
- I will help others when I am done.

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## SELF-ASSESSMENT: WORKING TOGETHER

How well did you work with your group?

	Always	Sometimes	Not often/ Never
1. I worked with my group.			
2. I shared my ideas.			
3. I did my share of work.			
4. I took turns.			
5. I cooperated.			
6. I disagreed in a nice way.			
7. I stayed on task.			
8. I helped others when I was done.			

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**WORD BANK: WINTER**

In the column on the left, make a list of things that are in the winter scene. Look at the setting you made to get ideas. In the other column, add words that describe the things in the winter scene.

Things in the setting	Describing words
trees	snow-covered

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**Assessment:** Words relate to the frieze; describing words appropriately depict the setting's features.

**WRITING: SENSE POEM**

Write a sense poem to describe your setting. Complete each of the lines below with at least one describing word (adjective) and a word that names a thing (noun). You can use words from the word bank or any other words you can think of that will give your readers a clear picture of the winter setting.

I see \_\_\_\_\_

I hear \_\_\_\_\_

I touch \_\_\_\_\_

I smell \_\_\_\_\_

I feel \_\_\_\_\_

On a separate sheet of paper, rewrite your poem using only the words you wrote on the lines. Use your best handwriting and check for correct spelling.

Your finished poem might look something like this:

Snow-covered trees

Marsh grasses whispering

Sandy cold rocks

Salty damp air

Soft cold snow

**Assessment:** Beginning: The class poem is copied accurately and read correctly.

Advanced: The poem includes objects from the environment. It uses appropriate describing words for the objects.

It successfully follows the form of a sense poem, and it shows evidence of care in construction and correct spelling.





### WORD BANK: FAMILIES

In the column on the left, make a list of the roles in a family. In the other column, write words that tell about families.

Family roles	Other words about family
mother	caring

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What special skills do your family members have?

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DATE \_\_\_\_\_

## FAMILY MEMBERS

Students in the group:

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Write the names of your family members below.

(first name) (last name) (family role) (age)

(first name) (last name) (family role) (age)

(first name) (last name) (family role) (age)

(first name) (last name) (family role) (age)

(first name) (last name) (family role) (age)

(first name) (last name) (family role) (age)

**Assessment:** Names and family roles are complete; ages are realistic for the roles.



### WORD BANK: SPRING

In the column on the left, make a list of things that are in the spring scene. Look at the setting you made to get ideas. In the other column, add words that describe the things in the spring scene.

Things in the setting	Describing words
wildflowers	blooming

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**Assessment:** Words relate to the frieze, and describing words appropriately depict the setting's features.



## MAKING OUR VILLAGE

There are many things to make for our village. The people must have shelter, food, and clothing. Decide who will do each job. You may want to add some jobs to the list.

Things to Make	Students' Names
Shelter	
Food	
Clothing	
Landscape	
Open fire	
Other ideas: _____ _____	

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### SELF-ASSESSMENT: HOW DID I DO?

What did you make for your village? \_\_\_\_\_

How did your family group decide where to place the things you made for your village?

\_\_\_\_\_  
\_\_\_\_\_

How well did you work with your group to make a Wampanoag village?

Always      Sometimes      Not often/  
Never

1. I shared ideas about how to make our village and other things.



2. I shared materials when we made our village.



3. I did my fair share of the work.



4. I helped others in my group.



5. What did you like best about making your village?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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### PREWRITING: A SUMMER DAY

Answer these questions to plan your writing.

1. What is one activity your character does on a summer day?

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2. What tools do you need to do the activity? List at least two.

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3. Who else in the village do you do this with? Name at least one character.

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4. What basic need is met by this activity?

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5. What are some describing words that will add interest to your writing?

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**Assessment:** Beginning: The answers are correctly copied from the board.  
Advanced: The responses include an appropriate summer activity. Tools are appropriate to the activity.  
The character choice is logical. A basic need is correctly identified.

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## WRITING: A SUMMER DAY

Use your prewriting to describe a summer day.

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**Assessment:** Beginning: The description is copied correctly from the board.  
Advanced: The description uses the prewriting information. It is logical and realistic and it includes at least three details about the activity.



### WRITING: WHAT SHOULD WE DO?

Talk with your family to decide what to do.

What did Squanto say?

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Talk about the problem with your family.

Should the village help the Pilgrims? \_\_\_\_\_

Why or why not? \_\_\_\_\_

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**Assessment:** At least three details are recalled from Squanto's meeting. A position was taken about what to do with at least one logical reason stated for the position.

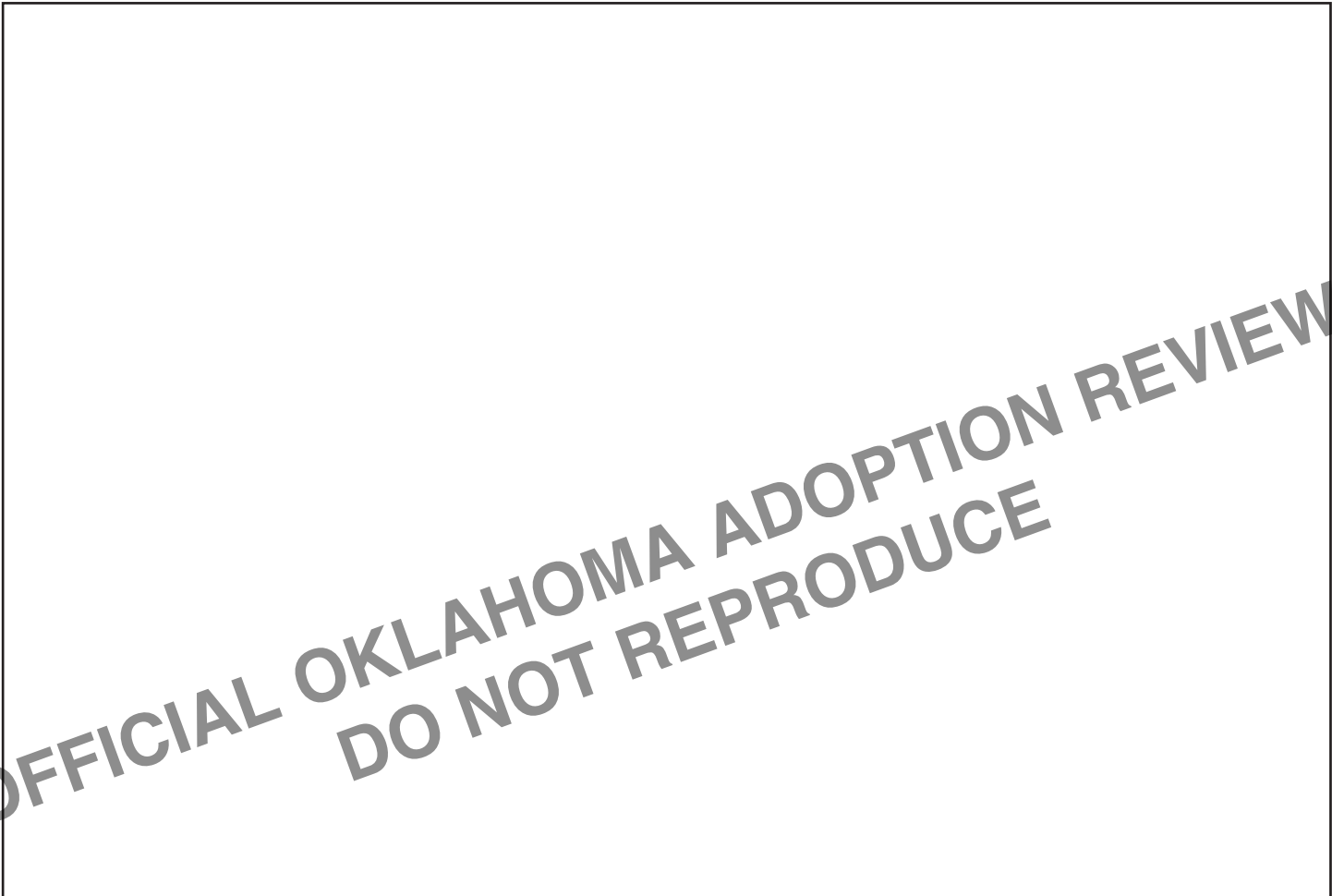
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## DRAWING AND WRITING: SQUANTO'S VISIT

Draw a picture that shows Squanto's visit.



Write two sentences that explain your picture.

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**Assessment:** The picture and writing accurately represent the event. The writing includes two sentences and tells how the characters feel about the event. Springtime is shown.



### WORD BANK: FALL

In the column on the left, make a list of things that are in the fall scene. Look at the setting to get ideas. In the other column, add words that describe the things in the fall scene.

Things in the setting	Describing words
leaves	falling

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**Assessment:** The words relate to the frieze, and describing words appropriately depict the setting’s features.



### GRAPHIC ORGANIZER: SEQUENCING EVENTS

Write what happened in the Storypath. Write what happened first in box number 1. Write what happened next in box number 2. Continue this way for the rest of the boxes.

1.

2.

3.

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## GRAPHIC ORGANIZER: SEQUENCING EVENTS (CONT.)

4.

5.

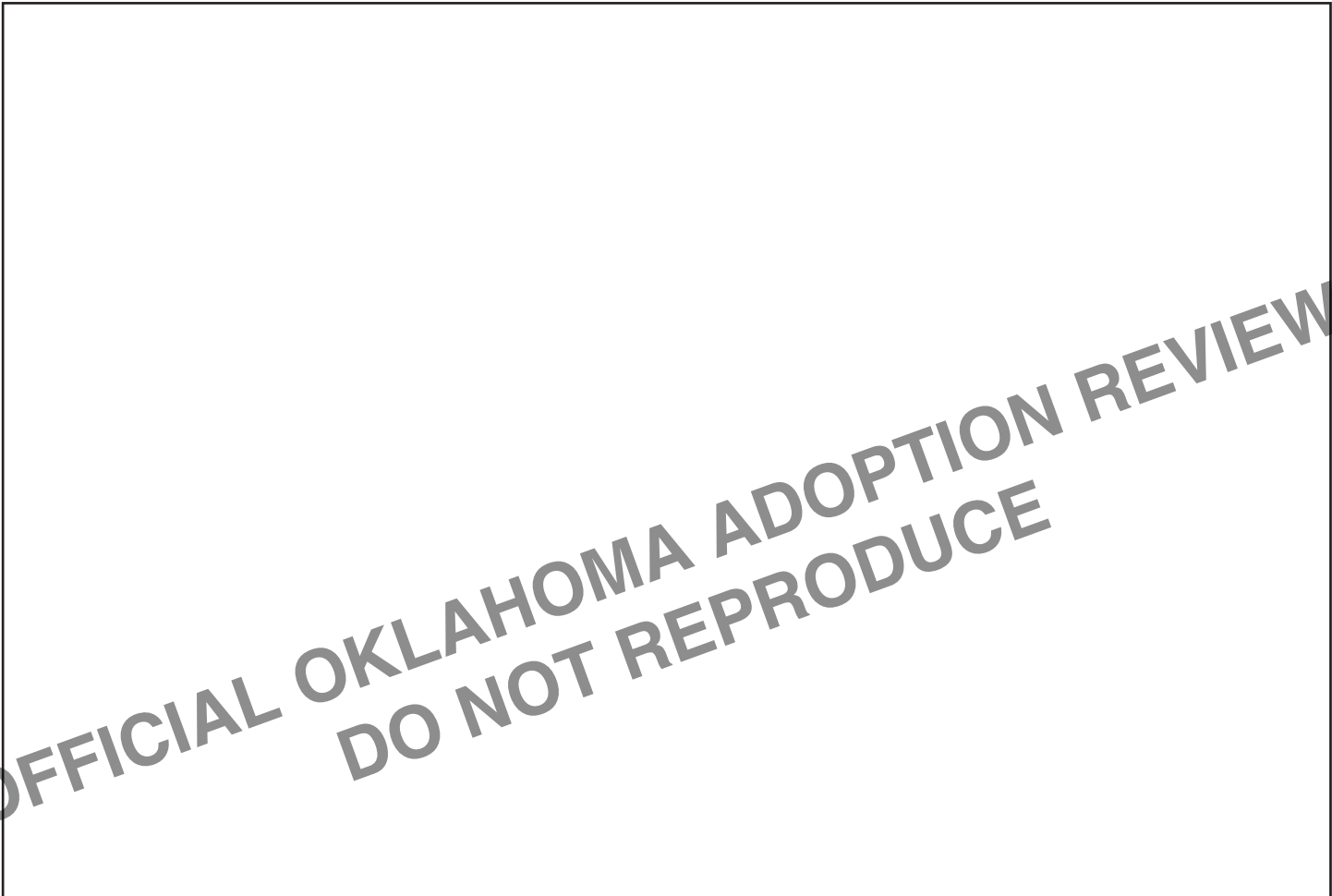
6.

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## DRAWING: A STORYPATH EVENT

Draw an event from Episode 6.



Write two sentences that explain your picture.

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**Assessment:** The picture and writing accurately represent the event and include information from the unit. The writing includes two sentences and tells how the character feels about the event. The appropriate season is represented.



## WRITING: A THANKSGIVING CELEBRATION

Write about your Thanksgiving celebration.

What happened at the celebration?

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What did you like best about the Thanksgiving celebration?

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Why do we celebrate Thanksgiving today?

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**Assessment:** Writing includes accurate information about the celebration, explains what was liked best, and describes why the celebration is important today.

## GLOSSARY

**canoe** a boat made out of a log

**extended family** a family with many different relatives

**harvest** the crops gathered in the fall

**leader** someone who guides other people

**longhouse** a big house where many Wampanoag families lived in winter

**map** a drawing of a place that tells where things are

**Pilgrim** a person who left England for Massachusetts

**relative** someone who belongs to the same family

**sachem** a leader of a Wampanoag tribe

**village** a group of houses

**wetu** a round Wampanoag house used in summer

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