



The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

MASTER

Thanksgiving

Unit Overview:

In this 3-day unit, students will learn about the history of the Thanksgiving holiday in the U.S. They will read about the significance of the first Thanksgiving meal. They will also discuss the role that food plays in a culture and its celebrations by reading about corn and the Native American cultures, and then talking about food in their own cultures. They will finish the unit by writing about holiday memories from their childhoods and their plans for the upcoming holiday.

This goal of this unit is to have the students share about their own cultural heritage while also learning about an important piece of American culture. Teachers should try to promote as much discussion as possible and ensure that every student is given the chance to share.

Unit Objectives:

After this unit students will be able to...

- ...understand the history of the Thanksgiving holiday in the U.S.
- ...share about their own cultural holidays
- ...discuss the role of food in cultural celebrations
- ...talk about their plans for the holiday season

Unit Outline:

Week 1 - Thanksgiving

Monday: Why Do We Celebrate? / The history of Thanksgiving in the United States

Tuesday: Why Do We Eat So Much? / The role that food plays in cultural celebrations

Wednesday (morning classes): How Do We Celebrate? / Writing about past and future plans

Thanksgiving: Monday, Week 1 of 1

Why Do We Celebrate? / The history of Thanksgiving as a holiday in the United State

Lesson Objectives:	Materials
<p>Students will read about the history of Thanksgiving in the United States</p> <p>Students will share about holidays in other (their native) countries</p>	<p><u>History of Thanksgiving:</u> History-Easy: ESL-Library Thanksgiving (easier) Story p. 2 & activities pp. 3-4 History-Hard: ESL-Library Thanksgiving (harder) Story p. 2-3 & Activities 4-5</p> <p><u>Holidays in Other Countries:</u> ESL-Lab Listening (hard)</p>

Activity Ideas:

Warm-Up: Conversation Circle

Lead a conversation circle about ss' Thanksgiving plans this week. Ask if they will celebrate on Thursday; who with; what they will eat; etc. REMIND SS THAT THERE'S NO CLASS ON THURS (AND NO CLASS WEDS NIGHT).

History of Thanksgiving:

Pre-reading: Choose some pre-reading activities to get ss ready to read. For example, (1) ask what they already know about the history of Thanksgiving; (2) define some key words from the reading; and (3) ask what things they're wondering about. Using a KWL chart on the board might help facilitate your pre-reading.

Reading: Choose the story that best matches the ss' abilities. Have ss read the story a few times, in different ways, making sure all the key vocab words are clear. (T reads; round-robin reading; ss read to a partner; ss read to themselves.)

Post-reading: (1) Introduce the comprehension activities and have ss complete them. (2) Follow up on the questions they were wondering during the pre-reading. See if they got all their questions answered. (3) lead the class in a discussion about how this history relates to the history of any holidays in their countries.

Please note in your lesson report if you used the easy or the hard reading!

Holidays in Other Countries:

Concentric circle activity:

- 1 Have all ss stand up and divide into two equal groups. One of the groups should form a circle with each S facing outward; the other group should form a circle around the first with each S facing inward toward a person in the inner circle.
- 2 T tells the Ss in the outer circle that they are going to talk about their favorite holiday in their country. They can say anything that they want but they must speak for a full minute without stopping. Say GO; time the discussion for 1 minute.
- 3 After 1 minute, say "STOP" and have all Ss in the outer circle to move one student to their right. Say GO again and the Ss in the outer circle speak for a minute on the same topic (to a different person). T has the Ss repeat this same step, moving one person to the right after each minute, until the Ss in the outer circle are speaking with ease.
- 4 Then the T has the Ss in the outer and inner circles switch places and repeat the activity, now with the Ss who were listening as the speakers and the original speakers as the listeners.

When the activity is done, the T should have volunteers share something that they learned about a holiday in another country.

For higher level Ss: The class can make a list on the board of similarities and differences between the ways that different countries celebrate special days.

Thanksgiving: Tuesday, Week 1 of 1

Why Do We Eat So Much? / Discussing the role that food plays in cultural celebrations

Lesson Objectives:	Materials
<p>Students will read about the role that corn played as a staple food in the Native American cultures and then share about staple foods in their own cultures</p> <p>Students will read recipes from the original Thanksgiving meal and then write recipes for dishes from their own culture that are associated with a particular holiday or celebration</p>	<p><u>Staple Foods in Different Cultures:</u></p> <p>Indian Corn Reading: at the bottom of this document</p> <p><u>Read and Write Recipes:</u></p> <p>Pair-Share: pg. 6-7 ESL-Library Thanksgiving (harder)</p> <p>Recipes: at the bottom of this document</p>

Activity Ideas:
<p><u>Warm-Up: Thanksgiving Dictation</u></p> <p>Choose a few key sentences from the History of Thanksgiving reading from yesterday. Read them aloud to ss, repeating a few times to allow them to listen and write. After, call on some ss to write the sentences on the board, and help them correct the sentences. If time, you can also review the key vocab words from the reading.</p> <p><u>Staple Foods in Different Cultures:</u></p> <p><u>Pre-reading:</u> Show a picture of corn. Ask if ss eat corn; brainstorm a list of all the things they can cook with corn. Define some of the key words that you think they won't know.</p> <p><u>Reading:</u> Have ss read the article a few different times, in different ways, making sure all key vocab words are clear. (T reads; round-robin reading; ss read to a partner; ss read to themselves.)</p> <p><u>Post-reading:</u> (1) Ask ss some comprehension questions from the story (or have them ask each other). (2) lead a discussion centered around staple foods in their native cultures (ie: Does their culture have a staple food?, What is that staple food?, What role does it play in their culture?, Do they miss it or is it easy to find in the U.S.?, etc...)</p> <p>For higher level Ss the T could move into a discussion of staple foods in U.S. culture today (ie: Is corn still a staple food? If so, why do you think it survived all this time, If no, what is the staple food?)</p> <p><u>Read and Write Recipes:</u></p> <p>As a class, read one or both recipes listed at the bottom of this week's curriculum. Define any key words, and have ss ask each other if they sound good or not.</p> <p>Have ss think for a moment about traditional recipes in their own countries. Give them a note card to write the name of the dish. Then have ss mingle to ask "what is a traditional recipe in your country?" and answer.</p> <p>Give ss a recipe worksheet and have them write the ingredients & directions for their recipes.</p> <p>If time, ss could re-copy their recipes on display paper, or T could make photocopies for sharing amongst ss.</p> <p>If time, have ss do the Pair Work activity listed above (pp 6-7).</p>

Reading for Tuesday's Class:

INDIAN CORN
Woodland Culture Area, Ross/Fernandes, 1979

Corn was a very important crop for the people of the northeast woodlands. It was their main food and was eaten at every meal. There were many varieties of corn -- white, blue, yellow and red.

Some of the corn was dried to preserve and keep it for food throughout the winter months. Dried corn could be made into a food called hominy. To make hominy, the dried corn was soaked in a mixture of water and then ashed* for two days. When the kernels had puffed up and split open, they were drained and rinsed in cold water. Then the hominy was stir-fried over a fire. Today, you can buy canned hominy in most grocery stores.

Corn was often ground into corn meal, using wooden mortars and pestles. The mortars were made of short logs which were turned upright and hollowed out on the top end. The corn was put in the hollow part and ground by pounding up and down with a long piece of wood which was rounded on both ends. This was called a pestle.

Corn meal could be used to make cornbread, corn pudding, corn syrup, or could be mixed with beans to make succotash. A special dessert was made by boiling corn meal and maple syrup.

All parts of the corn plant were used. Nothing was thrown away. The husks were braided and woven to make masks, moccasins, sleeping mats, baskets, and cornhusk dolls. Corncobs were used for fuel, to make darts for a game, and were tied onto a stick to make a rattle for ceremonies.

Corn was unknown to the Europeans before they met the Indians. Indians gave them the seeds and taught them how to grow it. Today in the U.S.A., more farm land is used to grow corn (60 million acres) than any other grain.

* The term ASHED refers to the practice of mixing sifted and prepared ashes with the corn to make Hominy.

RECIPES FROM THE WOODLAND CULTURE AREA
Our Mother Corn, Mather/Fernandes/Brescia 1981

ROAST CORN SOUP ('o' nanh-dah) by Miriam Lee
SENECA

Ingredients:

- 12 ears white corn (in milky stage)
- 1 lb. salt pork (lean and fat)
- 1 lb. pinto or kidney beans

Directions:

- 1 Turn the range or griddle to low heat
- 2 Roast corn on top of range, rotating until ears are a golden brown
 - a While corn is being roasted
 - b Dice salt pork into small pieces
 - c Fill a kettle about 3/4 full with hot water
 - d Add salt pork and bring to a boil
 - e Sort beans and wash twice
 - f Parboil for approximately 35-45 minutes.
 - g After parboiling beans, rinse well in tepid water 2 or 3 times.
- 3 After the corn is roasted, take ears and put on foil covered cookie sheet until cool enough to touch
- 4 Scrape each ear once or twice with a sharp knife.
- 5 Put corn and beans in the kettle with the salt pork and cook for about 1 hour
- 6 Eat and enjoy!

SUCCOTASH
SENECA

Ingredients:

- Green corn with kernels removed
- Fresh shelled beans
- Enough water to cover
- Salt and pepper to taste
- Cubed salt pork

Directions:

- 1 Mix the corn and beans and cover with water
- 2 Cook the mixture over medium heat for about a half hour (Be sure to stir the mixture to avoid scorching)
- 3 Add pepper and salt and salt pork if desired
- 4 Eat and enjoy!

Thanksgiving: Wednesday, Week 1 of 1

How Do We Celebrate? / Writing about our past experiences and our future plans

Lesson Objectives:	Materials
Students will write and share about their childhood memories of a holiday(s) or celebration(s) in their native countries	<u>Write/Share Childhood Memories:</u> Conv. Questions
Students will write and share about their plans for the upcoming Thanksgiving holiday	<u>Plans for Thanksgiving Holiday:</u> Find Someone Who : pg. 9 Find Someone Who (ESL Library)

Activity Ideas:
<u>Write/Share Childhood Memories:</u> Have the Ss do a Write & Share activity centered on this topic. Pick 2 or 3 questions from the linked page above to give the Ss some options on what to write about. <ol style="list-style-type: none">1 Have the Ss spend some time individually writing about this and then,2 Pair up Ss as they finish to share what they have written and do peer-editing,3 When everyone is finished, have volunteers share their writing with the class.
<u>Plans for Thanksgiving Holiday:</u> Use the Find Someone Who activity listed above in the "Materials" section. Make sure to go over the correct question format for each of the items listed before the Ss do the activity. After the activity, as a whole class, go through each item and ask the class who they found that answered yes to that item. You can ask those Ss who answered yes to share a little more to promote conversation.