

Journey on the Mayflower
Web Unit
by Danielle Helmer

The lessons in this third grade unit incorporate language arts, social studies, and technology. I hold an M.A. in teaching, with a specialization in Educational Technology. I enjoy creating lessons that incorporate technology. The unit begins with the story Across the Wide Dark Sea. It continues with various tools and materials to help students learn about the journey on the Mayflower and the aftermath. Through the use of books, technology visuals, and graphic organizers, students will create a narrative essay.

- *Day one will begin with a power point found on <http://borondameadowselementary.com> , introducing the vocabulary for Across the Wide Dark Sea. Students will also be able to practice their knowledge of the new vocabulary, playing “eword game” found on <http://www.eduplace.com/kids/hmr/index.jsp?grade=3>) Day one will also include a read aloud of the story Across the Wide Dark Sea.*
- *Day two will include a power point on Pilgrims and Puritans.*
- *Day three will begin with a Brainpop video on Thanksgiving. It will continue with a read aloud from Molly’s Pilgrim. Students will then complete a venn diagram, comparing and contrasting the pilgrims on the Mayflower and the characters from Molly’s Pilgrim.*
- *Day four will include a web viewing of On the Mayflower Reader’s Theater found on <http://www.eduplace.com/theater/> . The class will then participate in our own reader’s theater. Students will discuss how they would have felt on the Mayflower.*
- *On day five, students will use Kidspiration to generate ideas to create a web on the topic “My Journey on the Mayflower”. Students will take their webs to continue the writing process. Students will eventually have a written narrative of their “experiences” on the Mayflower.*

Journey on the Mayflower Unit: Lesson 1

Name: Danielle Helmer

Date: March 2009

General Information:

Grade level of lesson: 3rd

Lesson Topics: Social Studies and Language Arts

Estimated time length of lesson: 45 minutes

EL level of students: Beginning-Advanced

Materials and/or Technology:

Laptop

Projector

Internet <http://borondameadowselementary.com/index.php?page=81§ion=9>

Vocabulary Slideshow from Across the Wide Dark Sea

<http://www.eduplace.com/kids/hmr/index.jsp?grade=3> Eduplace

Houghton Mifflin Text Book: Story, Across the Wide Dark Sea

KWL Chart

Concept(s):

Introducing/identifying vocabulary from the story

Introducing text

Alignment of Standards:

Reading

3.3: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

3.4: Determine the underlying theme or author's message in fiction and nonfiction text.

Objectives:

Students will identify the story vocabulary with their definitions. Students will participate in a read aloud of the story, and discussion about the characters and theme of the story. Students will then practice their vocabulary skills using eword game. The interactive online game is scored as students progress throughout the game.

Procedure:

Name of instructional models: Direct and Cooperative

Classroom Management Details: Remind students of good listening techniques, raising hands, and participation.

Room Arrangement(s): Desks and on the carpet to read aloud

Student Groupings: Whole group & independent

Specific Details Throughout the Lesson: Make sure all students remain on task.

A. Focus/Motivation (Open)

*Tell students the objective of the lesson: Learning new vocabulary and learning about the story of the journey on the Mayflower

B. Development (Body)

*Ask students what they know about the Mayflower, Pilgrims, etc..

*Have students write what they know about the topic on the “K” section of the KWL chart.

*Have students share/write what they want to know, and write it on the “W” section of the KWL chart.

*Tell them that they are going to read a realistic fiction story about the journey on the Mayflower.

*Show students the power point, introducing the story’s vocabulary.

*Conduct a read aloud with the students of the story, Across the Wide Dark Sea

*Have students share in a whole group setting what they’ve learned about the Mayflower and the characters in the story.

*Have students identify sentences within the story where the vocabulary words are found.

*Have students practice their new knowledge of the vocabulary by playing eword game for the story Across the Wide Dark Sea

C. Closure (Close)

*Have students share/write what they learned on the “L” section of their KWL chart.

*Have students share how they did on eword game.

Modifications

Differentiate instruction for different groups:

Challenge Group: Encourage them to include detailed events

Intensive Group: Give one-on-one assistance and/or pair up with a buddy

Guided Instruction

SDAIE Strategies

Assessment

Observe students’ level of oral participation. Additionally, evaluate their knowledge from the eword game scores and their KWL charts.

Journey on the Mayflower Unit: Lesson 2

Name: Danielle Helmer

Date: March 2009

General Information:

Grade level of lesson: 3rd

Lesson Topics: Social Studies and Language Arts

Estimated time length of lesson: 30-45 minutes

EL level of students: Beginning-Advanced

Materials and/or Technology:

Laptop/Computer

Projector

Internet (site: <http://pppst.com> :

<http://americanhistory.pppst.com/puritans.html>

(1) "Pilgrim, Pilgrim" by M. Hubbard

(2) "New Beginnings" Pilgrims and Indians

KWL Charts from Day 1

Concept(s):

Expanding knowledge of Pilgrims' voyage on the Mayflower, along with providing students with information about Pilgrims and Native Americans.

Alignment of Standards:

Social Studies

1.0: Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

Technology

Students apply digital tools to gather, evaluate, and use information.

Objectives:

Students will identify reasons why Pilgrims ventured over on the Mayflower.

Students will add information to their KWL charts from Day 1. Students will deepen their knowledge about the relationships between the Pilgrims and Native Americans.

Procedure:

Name of instructional models: Direct and Cooperative

Classroom Management Details: Remind students of good listening techniques, raising hands, and active participation.

Room Arrangement: Desks

Student Groupings: Whole group & independent

Specific Details Throughout the Lesson: Ensure that all students are being active listeners.

D. Focus/Motivation (Open)

*Tell students the objective of the lesson: Yesterday, the class learned a little bit about the journey on the Mayflower, and what happened when the Pilgrims first settled. Today, they will be learning more specific information about Pilgrims, along with their relationship with the Native Americans after they first settled.

E. Development (Body)

*Have students verbally share some of the information they learned yesterday.

*Remind students to take out their KWL charts from yesterday. They will be adding new information in the “L” section again today.

*Tell them that they will be looking at two power points. One power point will teach them a catchy story about Pilgrims. The other will give them more in depth information about the relationship between the Pilgrims and the Native Americans. Across the Wide Dark Sea provided only minimal information about their relationship.

F. Closure (Close)

*Have students share some items that they’ve added to the “L” section of their KWL chart.

*Have students practice “Pilgrim, Pilgrim” with a buddy. (This can also be used as the poem of the week that they’ll recite on Friday).

Modifications

Differentiate instruction for different groups:

Challenge Group: Encourage students to write a journal entry from either a Pilgrim’s standpoint, or that of a Native American.

Intensive Group: Give one-on-one assistance and/or pair up with a buddy.

Guided Instruction

SDAIE Strategies

Assessment

Observe students’ level of oral participation in the whole group setting, along with participation with his/her buddy. Also, collect and review each student’s KWL chart.

Journey on the Mayflower Unit: Lesson 3

Name: Danielle Helmer

Date: March 2009

General Information:

Grade level of lesson: 3rd

Lesson Topics: Social Studies and Language Arts

Estimated time length of lesson: 30-45 minutes

EL level of students: Beginning-Advanced

Materials and/or Technology:

Laptop

Projector

Lumens

Internet (site: <http://brainpop.com> Subscription Required)

<http://www.brainpop.com/socialstudies/culture/thanksgiving/>

Thanksgiving video

Book: Molly's Pilgrim by Barbara Cohen

Teacher-Created Venn Diagram

Concept(s):

Expanding on the relationship between the Pilgrims and Native Americans.

Introducing the first Thanksgiving. Exposing students to other types of "pilgrims".

Alignment of Standards:

Reading

3.3: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

Social Studies

1.0: Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

Technology

Students apply digital tools to gather, evaluate, and use information.

Objectives:

Students will learn about the first Thanksgiving through a brainpop video.

Students will listen to a read aloud of Molly's Pilgrim. They will compare and contrast the first pilgrims, and those in the story Molly's Pilgrim, using a venn diagram.

Procedure:

Name of instructional models: Direct & Cooperative

Classroom Management Details: Remind students of good listening techniques during a video. Remind students to be active listeners during the video and read aloud, as they will be filling out a venn diagram at the end.

G. Focus/Motivation (Open)

*Tell students the objective of the lesson: Learning about the Pilgrim's first Thanksgiving, and learning about different kinds of "pilgrims".

H. Development (Body)

*Ask students to reflect on what they've learned so far about the Pilgrims' relationship with the Native Americans.

*Show the "Thanksgiving" video from brainpop jr.

*Have students participate in a discussion about what they learned

*Ask students to share what they think a pilgrim is.

*Tell students that they are going to listen to a story about a different type of pilgrim that they've learned about thus far.

*Remind students to listen to the story carefully, since they will be completing a venn diagram after the reading.

*Ask students to listen to the read aloud of Molly's Pilgrim

I. Closure (Close)

*Have students compare and contrast the first pilgrims and those in Molly's Pilgrim.

*Record ideas on a large scale diagram on the board, or place a copy on the Lumens. Students will record on their own venn diagrams at their desks.

Modifications

Differentiate instruction for different groups:

Challenge Group: Encourage students to write a short paragraph comparing and contrasting the pilgrims, using their venn diagrams.

Intensive Group: Give one-on-one assistance and/or pair up with a buddy

Guided Instruction

SDAIE Strategies

Assessment

Observe the students attention-span while watching the video. Observe the level of participation in the post-video discussion. Ask students to verbally share ideas/feedback after listening to Molly's Pilgrim, and while completing venn diagram.

Journey on the Mayflower Unit: Lesson 4

Name: Danielle Helmer

Date: March 2009

General Information:

Grade level of lesson: 3rd

Lesson Topics: Social Studies and Language Arts

Estimated time length of lesson: 45-60 minutes

EL level of students: Beginning-Advanced

Materials and/or Technology:

Laptop

Projector

Internet (site: <http://eduplace.com> Grade 2, "Mayflower Reader's Theater")

<http://www.eduplace.com/theater/>

Teacher-Created Reader's Theater for Across the Wide Dark Sea

Concept(s):

Demonstrate an example of reader's theater.

Participate in a reader's theater.

Alignment of Standards:

Reading

3.3: Determine what characters are like by what they say or do and by how the author portrays them.

3.4: Determine the underlying theme or author's message in fiction and non-fiction text.

Objectives:

Students will learn about Reader's Theater through watching an example.

Students will participate in a Reader's Theater.

Procedure:

Name of instructional models: Cooperative

Classroom Management Details: Remind students of good listening techniques while watching videos. Remind students to practice his/her parts when getting ready to present their Reader's Theater.

J. Focus/Motivation (Open)

*Tell students the objective of the lesson: Viewing a story, and presenting a story in a new way.

K. Development (Body)

*Ask students if they have participated in a Reader's Theater before.

- *Tell students that they will be viewing a Reader's Theater, based on the Mayflower.
- *After viewing the Reader's Theater, have students provide feedback.
- *Pass out the teacher-created Reader's Theater adapted from Across the Wide Dark Sea.
- *Review the model that was just seen in the video.
- *Assign students parts for the Reader's Theater.
- *Give students time to practice reading their lines out loud.
- *Conduct Reader's Theater.

L. Closure (Close)

- *After the class participates in the Reader's Theater, have them share new things that they've learned about Pilgrims and/or the story Across the Wide Dark Sea.
- *Students will discuss how they would have felt on the Mayflower.
- *Extensions: Assign students to new parts, invite classes to listen to Reader's Theater, or have students write a journal entry about their experience with Reader's Theater.

Modifications

Differentiate instruction for different groups:

Challenge Group: Encourage students to create their own version of Reader's Theater from the story Molly's Pilgrim

Intensive Group: Pair up with a buddy to help them read.

Guided Instruction

SDAIE Strategies

Assessment

Observe students participation and effort while doing Reader's Theater.

Journey on the Mayflower Unit: Lesson 5

Name: Danielle Helmer

Date: March 2009

General Information:

Grade level of lesson: 3rd

Lesson Topics: Social Studies and Language Arts

Estimated time length of lesson: 60+ minutes

EL level of students: Beginning-Advanced

Materials and/or Technology:

Computer

Smartboard (optional for instruction)

Kidspiration

Concept(s):

Reviewing the writing process.

Alignment of Standards:

Writing

1.0: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose.

Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, successive versions).

2.0: Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies.

Technology:

Students apply digital tools to gather, evaluate, and use information.

- a. plan strategies to guide inquiry
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks

Objectives:

Students will reflect back on what they've learned throughout this unit about Pilgrims and their journey on the Mayflower. Students will write a narrative essay, describing their "experiences" on the Mayflower. Students will use Kidspiration to generate ideas to create a web on the topic "My Journey on the Mayflower". Students will use their webs to continue through the writing process. Students will eventually have a written narrative of their "experiences" on the Mayflower.

Procedure:

Name of instructional model: Independent

Classroom Management Details: Remind students of proper procedures in the computer lab.

M. Focus/Motivation (Open)

*Tell students the objective of the lesson: Going through each step of the writing process to create a narrative.

N. Development (Body)

*Ask students to share what they've learned throughout the unit about the journey on the Mayflower.

*Using a smartboard, while the students use their computers, demonstrate creating a web on Kidspiration.

*Students will begin their own webs based on the topic "My Journey on the Mayflower".

*Students will draw on characters' experiences and events in literature.

*Students will print their webs and begin their narratives

O. Closure (Close)

*Have students share what they've begun to write on their narratives. They will continue through the steps of the writing process for the next day or two.

*Students will share their finished narratives in Author's Chair.

*Students can create books that include all of their steps of the writing process for this narrative.

Modifications

Differentiate instruction for different groups:

Challenge Group: Encourage them to include more specific details in their webs.

Intensive Group: Give one-on-one assistance and/or pair up with a buddy

Guided Instruction

SDAIE Strategies

Assessment

*Narratives will be graded using a rubric.

Name _____

Across the Wide Dark Sea

K

W

L

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Across the Wide Dark Sea Reader's Theater
Third Grade



Theme 5, Selection 1
Adapted by Danielle Helmer

Cast of Characters: Narrator 1, Narrator 2, Narrator 3, Boy, Father, Sailor, Passenger, Native American 1, Native American 2, Mother

Narrator 1: The story begins when a boy and his family set sail on a ship called the Mayflower. People on the ship were jammed tightly below deck. The passengers were nervous because they were traveling to an unknown land. Everyone had their worldly possessions with them.

Boy: I stood close to my father as we watched the anchor being pulled up from the sea. I clung to my father's hand as we watched our friends' faces on shore. Their faces got smaller and smaller as we drifted away.

Father: We are crowded below deck. The space is so cramped that we can't stretch out to sleep. Our family is luckier than most here. We have a dry, warm area to stay in.

Narrator 2: The weather the first few days were fair and windy.

Boy: My sister and mother got seasick. I stood on deck with them. I watched the sailors doing their jobs. They were hauling ropes and climbing in the rigging. I thought it might be fun to be a sailor.

Narrator 1: Soon, a storm began. Many more storms followed. The wind and waves pounded the ship until the main beam was cracked. The ship began to leak! The men gathered in the captain's quarters to discuss what they should do. They wondered if the passengers could survive another storm. They couldn't agree if they should keep sailing, or turn back.

Man: What about the iron jack that is used for raising houses? We have one on board. It could lift the cracked beam. Then we could put a new post underneath it and patch the leaks.

Father, Boy, Man: Our ship sailed on.

Narrator 2: For six weeks, we had traveled without seeing land. Everyone was cold and wet.

Boy: Water was seeping in from above. It put out my mother's cooking fire. So, all we had to eat was hard dry biscuits with some cheese. My brother, along with many others on the ship, was sick. I asked Father why we were taking this dangerous trip.

Father: We are searching for a place to live where we can worship in our own way. It is the freedom we seek in a new land.

Narrator 3: Almost nine weeks had passed without finding land. Then, finally at the end of nine weeks...

Sailor: Land ahead!

Boy: Look! There is a tree branch, seaweed, and a land bird's feather!

Narrator 1: Two days later, we saw it....

Sailor: Land ho!

Boy: Let's go! Look at the outline between the sky and the sea. Mother cried out the word we'd all been waiting for...LAND! We all fell to our knees. Our long journey was over.

Narrator 2: When the sailors dropped anchor, all they saw were dark hunched trees. All they heard was silence. Everyone wondered what lurked among the trees.

Boy: Could it be wild beasts?

Father: Will there be food, water, and shelter?

Sailor: Could there be wild men?

Narrator 3: They all wondered what was waiting for them on land. A few men set out in a small boat to find out. Much later, they returned.

Boy: Look! There they are! They are carrying armfuls of firewood.

Narrator 1: When the men came back on board, they had tales to tell.

Sailor: We saw forests of fine trees, rolling hills of sand, swamps and ponds, and rich black earth!

Father: We didn't see houses, wild men, or beasts. It seems safe to go ashore.

Narrator 2: Day after day, they looked for just the right place to build a settlement. The days grew cold. Soon, it started snowing. This worried Father and the other men.

Father: We must find a safe place before winter comes.

Narrator 3: One afternoon, the weary men returned with good news of finding the right spot to settle at last.

Boy: Father smiled when he saw it. It was high on a hill, with fields cleared for planting. It had brooks running with sweet water. They named it after the town which we sailed across the sea---Plymouth.

Narrator 2: It was December, icy cold and stormy. While the men went ashore to build houses, the rest stayed on board the ship. As the houses were being built more and more people fell sick. Some even died.

Narrator 3: Outside the settlement, Native Americans watched us and waited.

Boy: Father and Mother nursed the sick. Father led prayers for them. Still, more and more died. Only half of us were left. As I was gathering firewood one day, I heard a strange sound. Birds were singing in a birch tree. Could it be spring?

Narrator 1: The warm sun melted the snow. The sick rose from their beds to see the sunshine.

Father: We've done it! We've survived the winter!

Narrator 2: The Native Americans came close. Arrows were found. The settlers caught sight of them among the trees.

Narrator 3: The men met to talk about the danger.

Sailor: How can our small settlement defend itself?

Narrator 1: The men mounted cannons on top of the hill. They took turns standing guard.

Narrator 2: One day, a Native American walked into the settlement.

Native American 1: Welcome!

Narrator 3: The Native American later returned with his chief. Everyone agreed to live in peace.

Boy: One Native American stayed with us.

Native American 2: I will teach you where to find fish in the brooks.

Native American 1: I will show you how to plant corn. Next winter, you will have enough to eat.

Boy: Father and I worked hard planting barley, peas, and corn.

Mother: Perhaps we may yet make a home in this new land.

Narrator 1: In April, the ship sailed back across the wide, dark sea.

Boy: Look at the great sails filling with wind! It's heading into the wide, dark sea. As the ship got smaller and smaller, I started to cry. Then, I felt a hand on my shoulder.

Father: Look at our settlement. The fields are sprouting with green. It looks like a town. Come---we have work to do!

Boy: Mother washed our clothes in a shallow pond. I raced my brother up and down the beach. I watched whales spouting in the blue bay. We found clams and mussels to eat. I ate until I was sick.

Name _____

Journey on the Mayflower Narrative Rubric

Narrative is focused on the single experience of the Mayflower. Narrative has a strong topic sentence, body, and closing. The narrative includes who the writer felt as a passenger on the Mayflower. The writer includes details to create vivid pictures of what the writer experienced. There are no mistakes in grammar or punctuation.	4
Narrative is focused on the single experience of the Mayflower. The topic sentence is interesting. The body contains some details. The ending is satisfactory. More details would make the narrative more interesting. Minimal grammar, punctuation, and capitalization errors are present.	3
Narrative is somewhat focused on the single experience of the Mayflower. The overall focus may be a little unclear. The beginning, body, and/or ending are incomplete. Some vital events from the journey are left out. Simple sentences are evident. There are many grammar, punctuation, and capitalization errors.	2
Narrative is not focused. It is unclear what the writer's idea is. Sentences are incomplete. There is little to no organization in the writing. Frequent errors throughout the narrative make it difficult to read or understand.	1
<u>Overall Score</u>	_____

Name _____ Date _____

Journey on the Mayflower

Venn Diagram

