

# Thanksgiving worksheet 1



Read and **circle** the correct answers.



## Thanksgiving Quiz

How much do you know about Thanksgiving? Take the quiz, and get some pumpkin pie at the end!

- 1 If you go to the U.S., when will you celebrate Thanksgiving?  
a On the fifth Thursday in November.      b On the fourth Thursday in November.
- 2 If you are in the U.S., what will you do on Thanksgiving?  
a Have a special meal and give thanks for the good things in your life.  
b Have a special meal, open presents and say thanks for them.
- 3 If you eat Thanksgiving dinner, what might you have?  
a Turkey, mashed potatoes, and pumpkin pie.      b Chicken, salad, and pumpkin pie.
- 4 The Pilgrims celebrated the first Thanksgiving in 1621. Who were they?  
a The group of people who traveled from the north to the south of America.  
b The group of people who left England to start a new life in America.
- 5 The Wampanoag were the Native Americans who lived near the Pilgrims. What did they do?  
a They taught the Pilgrims where to hunt and fish, and how to plant corn.  
b They taught the Pilgrims how to climb mountains and build houses.
- 6 One Wampanoag man, Squanto, stayed with the Pilgrims to help them. Why was he the right person to help the Pilgrims?  
a Because he could speak some English.      b Because he could do things well and quickly.

## SCORE

5-6: You know a lot about Thanksgiving. Get your three pieces of pie!

3-4: You know some facts about Thanksgiving. There are two pieces for you!

2-0: You've started to learn about Thanksgiving. Enjoy one piece, and prepare for more!

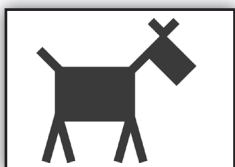


# Thanksgiving worksheet 2

**Look, match, and say.**

Some Native Americans drew pictographs on the rocks to communicate and tell stories. Help the Pilgrims understand these pictographs. Can you match them with their meanings?

I think the horse means ...



horse



sun



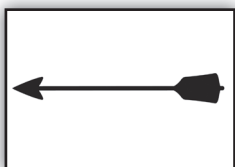
lizard / gecko



tepee



bear paw



arrow

good luck

desert

danger

travel / trip

hunting

happiness and energy



# Thanksgiving worksheet 3



**Create a message or story using the pictographs. Tell your message or story.**



## Level 5

# Teaching notes

### Thanksgiving

- These cultural notes describe both the origins of this festival, as well as its current traditions. You can explain as much as you think is relevant to your class and encourage students to recognize and point to the relevant items on the worksheet.
- Thanksgiving Day is celebrated on the fourth Thursday in November in the United States, and the second Monday in October in Canada. On this special day, families get together to give thanks for what they have. The origins of the modern Thanksgiving Day are mostly traced to the harvest celebration that the Pilgrims (the first English settlers) held in Plymouth in 1621 together with the Wampanoag tribe, who helped the pilgrims settle. However, the first recorded religious thanksgiving happened in 1623. At this event, the settlers gave thanks for rain that ended a drought. These early thanksgivings were not held as a feast; rather, they took the form of a special church service. In 1863, President Abraham Lincoln proclaimed the last Thursday in November as the national day to give thanks for “general blessings.”
- Nowadays, most people celebrate Thanksgiving by spending time with their families. They usually hold a feast with traditional dishes. Sometimes, most or all family members take part in the food preparation. Typical foods include turkey, gravy (a sauce made with meat juices and flour), stuffing (a mixture of food, such as bread, onion, and herbs used to fill the turkey), cornbread, mashed potatoes, sweet potatoes, and cranberry sauce. For dessert, people usually have pie, such as pumpkin, apple, pecan, or sweet potato. After the meal, families often do other activities, such as taking a walk or a nap. Children also get together with their elders and play card or board games.
- Thanksgiving is also known as “Turkey Day.” During their meal, some families play a game in which they try to break the turkey’s wishbone, which is the V-shaped bone between the neck and breast of the turkey. Once the wishbone has been removed, it is pulled apart by two people – the person that gets the longer piece makes a secret wish.
- Some Native American people such as the Wampanoag do not consider Thanksgiving Day a festive occasion. On this day since 1970, many native people have gotten together at the statue of Massasoit (the Wampanoag leader) in Plymouth to remember their ancestors and their strength. American Indian Heritage Day is also celebrated at this time of the year.

### Thanksgiving worksheet 1

- **Pre-activity:** Quickly introduce the topic of Thanksgiving to students, but without going into much detail, so as not to give away the answers to the quiz. Say *In the U.S., people celebrate Thanksgiving in November. It’s an important holiday there. How much do you know about this festival? Take the quiz and find out!* You may want to pre-teach the words *hunt*, *corn*, and *Native American*, which come up in question 5.
- Read the quiz introduction with students and talk about the score – encourage them to think carefully about the answers so they can get “three pieces of pumpkin pie” at the end. Individually, students take the quiz. As they work, circulate, helping them as necessary. Check the answers with the whole class. After that, students check their score. They can color their pieces of pumpkin pie if they wish to.

**Key:** 1 b, 2 a, 3 a, 4 b, 5 b, 6 a

- **Optional follow-up activities:** Set a time limit. In pairs, students look at the picture of the Thanksgiving icons and say or write as many words or ideas as they can. When time is up, students count and say how many words they came up with. Check the words and ideas with the whole class. There will be some they may not recognize. You may want to present the new items afterward. These may be: *Pilgrim’s hat*, *harvest*, *acorn*, *cornucopia* (the container in the shape of a horn, which is filled with the food from the harvest).

**Key (suggested answers):** apple, Native American, Pilgrim’s hat, grapes, harvest, (pumpkin) pie, (Autumn) leaf, sun, turkey, beans, acorn, (ear of) corn, scarecrow, cornucopia

- Students use the picture to say a sentence or idea about Thanksgiving. They can do this in pairs or groups and then share with the rest of the class, or you may want to have a quick class brainstorming session as an ending-the-lesson activity. Some sample sentences may be: *Thanksgiving is in the fall*, *The American Indians helped the Pilgrims to plant corn*, *The Pilgrims gave thanks for the food they had*, etc.

### Thanksgiving worksheet 2

- **Pre-activity:** Quickly discuss how people communicate now and in the past. Say *If you want to give a friend a message, what do you do? (send an email/a text / chat / write a card/a letter)*. Ask *In the past, what did people do? (they wrote letters / drew pictures)*. Say *Some Native Americans drew pictographs on the rocks to give messages and tell stories. Let’s look at some of them*.

- Read the instructions with students. Look at the pictographs and read their labels with the whole class. Students then match each pictograph to the meaning they think is correct. Check the answers with the whole class. Encourage students to use varied structures when saying their answers, e.g., *I think the ... means ... / The ... must/may/might mean ...*

**Key:** horse – travel / trip; sun – happiness and energy; lizard / gecko – desert; fire – danger; bear paw – good luck; arrow – hunting

- **Optional follow-up activity:** Students can compare the Native American symbols to the ones used in their country / culture to express the same things. They can do this orally, or they can draw their own culture symbols and then share and discuss them with the rest of the class.

### Thanksgiving worksheet 3

- **Pre-activity:** Draw (some or all of) the symbols from worksheet 2 on the board in a certain order and ask students to guess your message or story. For example, you can draw a horse, a gecko, a bear paw, and three suns. Encourage students to think of different ideas. Then reveal your message, which could be, *I'm going on a trip tomorrow. I'm going to the desert. I'm going to be very lucky and I'm very happy!*

- Students create their own messages or stories. Explain these can refer to the present, past, or future. They can be a message or a story about something that happened. As students work, circulate around the class, helping as necessary and making comments, e.g. *Three bear paws? That's a lot of good luck!*, etc. When they finish, in pairs, students ask each other to guess what their message or story is about. Finally they reveal their messages or stories to each other.

**Key:** Students' own answers

- **Optional follow-up activities:** Students can imagine and then act out a short scene showing the Pilgrims interacting with Squanto and some other Wampanoag people. Divide the class into groups of four to six students and assign roles: Squanto, two more Wampanoag friends, William Bradford (the Pilgrim governor), and two more Pilgrims. Students write a short script, imagining how these people met, what problems there were at the time, and how they helped each other. Then they come to the front to act out their scenes.
- For homework, students can find out one more fact about the Wampanoag and one about the Pilgrims.