

*The Rock Ranch*

*Pioneer/ Pilgrim Days*

*Fall Field Trip Lessons*



*Second Grade*

**GA Standards: Second**  
**Taught in this Unit**

**ELA2R1 The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words. The student**

g. Applies learned phonics skills when reading and writing words, sentences, and stories.

**ELA2R3 The student acquires and uses grade-level words to communicate effectively. The student**

a. Reads a variety of texts and uses new words in oral and written language.

d. Determines the meaning of unknown words on the basis of context.

**ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student**

c. Generates questions before, during, and after reading.

d. Recalls explicit facts and infers implicit facts.

g. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.

**ELA2W1 The student demonstrates competency in the writing process. The student**

a. Writes text of a length appropriate to address a topic and tell the story.

b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).

d. Begins to create graphic features (charts, tables, graphs).

k. Creates documents with legible handwriting.

**ELA2LSV1 The student uses oral and visual strategies to communicate. The student**

a. Interprets information presented and seeks clarification when needed.

d. Listens to and views a variety of media to acquire information.

e. Increases vocabulary to reflect a growing range of interests and knowledge.

**M2N1. Students will use multiple representation of numbers to connect symbols to quantities.**

b. Understand the relative magnitudes of numbers using 10 as a unit, 100 as a unit, or 1000 as a unit. Represent 2-digit numbers with drawings of tens and ones and 3-digit numbers with drawings of hundreds, tens, and ones.

**M2P3. Students will communicate mathematically.**

a. Organize and consolidate their mathematical thinking through communication.

b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.

c. Analyze and evaluate the mathematical thinking and strategies of others.

d. Use the language of mathematics to express mathematical ideas precisely.

**M2P4. Students will make connections among mathematical ideas and to other disciplines.**

- a. Recognize and use connections among mathematical ideas.
- b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- c. Recognize and apply mathematics in contexts outside of mathematics.

**M2P5. Students will represent mathematics in multiple ways.**

- a. Create and use representations to organize, record, and communicate mathematical ideas.
- b. Select, apply, and translate among mathematical representations to solve problems.
- c. Use representations to model and interpret physical, social, and mathematical phenomena.

**SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creeks and Cherokees.**

- b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.
- c. Describe how each historic figure adapted to and was influenced by his/her environment.

**S2CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.**

- a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.
- b. Readily give the sums and differences of single-digit numbers in ordinary, practical contexts and judge the reasonableness of the answer.
- c. Give rough estimates of numerical answers to problems before doing them formally.

**S2CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.**

- c. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.

**S2L1. Students will investigate the life cycles of different living organisms.**

- c. Investigate the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Thanksgiving Nouns

**Common nouns** are nouns that name persons, places, things or ideas.

**Proper nouns** are nouns that name specific persons, places or things. They are always capitalized.

**Directions:** Read the list of nouns below. Decide if each noun is a common or proper noun and write it on the blanks below the list.

Thanksgiving	turkey	November	Massachusetts
feast	fruit	corn	potato
Thursday	Plymouth	cabin	Remember Allerton
nuts	family	friends	squash

Common Nouns:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Proper Nouns:

_____	_____
_____	_____
_____	_____



Name: \_\_\_\_\_ Date: \_\_\_\_\_



**ABC Order of Passengers**

Pilgrims journeyed upon the Mayflower. Many passengers had names that we would think were unusual. Look at the name list below and put the names in ABC order by their unique ***first*** names.

- |             |          |          |           |
|-------------|----------|----------|-----------|
| Bartholomew | Remember | Solomon  | Wrestling |
| Damaris     | Resolved | Humility | Elias     |
| Degory      | Myles    | Love     | Giles     |
| Desire      | Oceanus  |          |           |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

## ABCs of Thanksgiving

**Directions:** Put the following Thanksgiving words in ABC order on the given lines.

Thanksgiving	blessed	Pilgrim	Native American
cornucopia	Plymouth	Mayflower	feast
harvest	Wampanoag	colony	celebration
grateful	settler	treaty	friends
family	gather	fish	butter

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Native American -Be an Editor

**Directions:** Circle the mistake in each sentence below. Then write the sentence correctly on the line. Check for capital letters and punctuation.

1. have you ever been to a powwow

\_\_\_\_\_

2. a powwow is a Native american celebration

\_\_\_\_\_

3. people play drums and sing

\_\_\_\_\_

4. kids dance to the beat of the drum

\_\_\_\_\_

5. a powwow is a very joyful event

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Sequencing**

**Materials:** construction paper, glue

**Directions:** Cut and paste these events in sequential order on a separate piece of construction paper. Then draw a picture to show the story.

**There was a very long winter and many Pilgrims died.**

~~~~~

**The Pilgrims harvested their crops and invited their Native American friends to a Thanksgiving feast.**

~~~~~

**Squanto became a good friend and helper to the Pilgrims.**

~~~~~

**The Pilgrims sailed from England on the Mayflower.**

~~~~~

**The captain and the crew of the Mayflower sailed back to England.**

~~~~~

**Samoset welcomed the Pilgrims.**

~~~~~

**The Thanksgiving feast lasted for three days.**

~~~~~

**Squanto taught the Pilgrims to fish, hunt, gather seafood, and plant corn.**

~~~~~

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pioneer Games

If early settlers wanted a toy, they would have to make it themselves. Sometimes someone would make a toy and sell it to a store and then you could buy one, but this happened rarely. They played a lot of games that children still played today by different names. One game was called Drop the Handkerchief. It was a lot like our Duck, Duck, Goose. A child would go around the circle of people and drop a handkerchief on a player to get that player to chase them. Another game, Blindman's Bluff, was played several different ways. One person would be blindfolded and another was to call out in Blindman's Bluff like you do in Marco Polo. In a different version, you were silent and the blindfolded child had to find you. When the person found you, they had to tag you and guess who you were. Leap Frog was a third game they played and it is like our game we still play today. One person would be the leaper and the other people would stand in a line, put their hands on their knees, and bend over just a bit. When the leaper got to the end of the line, this action was repeated by the next person. Hunt the Shoe was almost like Doggie, Doggie, Where's My Bone? A guesser sits in the middle of the circle as the people around the circle pass different shoes around the circle behind their backs. (All the shoes are passed at once.) The guesser holds that shoe's match to one of the shoes that is being passed. Then the guesser would try to guess who has the match to the shoe they were holding. The children had to be creative and enjoy games like this since toys were hard to buy.

**Answer the questions below in complete sentences.**

1. Which game used a handkerchief?
2. Which game was like Marco Polo?
3. Which game has the same name as the game we play today where each child hops over another?
4. What game was like our Doggie, Doggie, Where's My Bone?
5. Why did children have to create games to play instead of playing with toys?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Rhyme Time

How many rhyming words can you make for each word on the list below? It is alright to use proper nouns. This activity should help you remember your words from the field trip and our unit lessons.

Example: pilgrim = him, Kim, Jim, gym, rim, grim, slim, swim, trim, Tim

1. corn = \_\_\_\_\_

2. goat = \_\_\_\_\_

3. hay = \_\_\_\_\_

4. turkey = \_\_\_\_\_

5. bale = \_\_\_\_\_

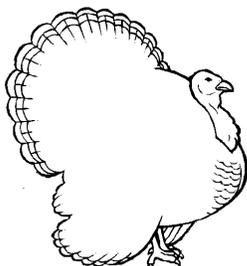
6. butter = \_\_\_\_\_

7. churn = \_\_\_\_\_

8. Mayflower = \_\_\_\_\_

9. ship = \_\_\_\_\_

10. feast = \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Wampanoag Indians Vs Pilgrims

1. Read the following two books and discuss.

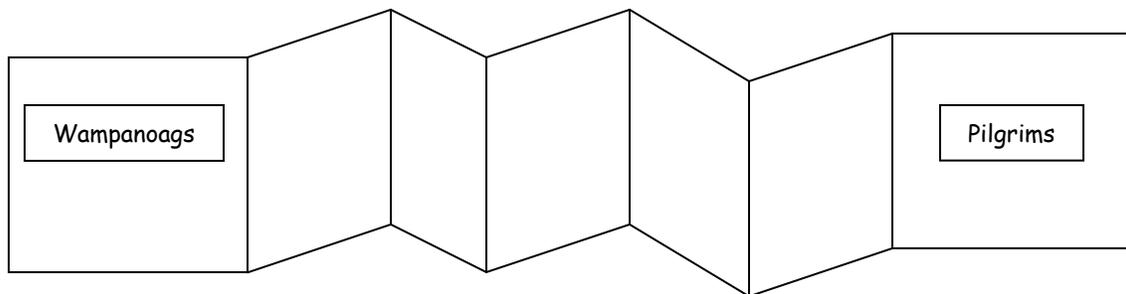
People of the Breaking Day, by Marcia Sewall (explains the life of the Wampanoag Indians before the Pilgrims arrived)

The Pilgrims of Plymouth, by Marcia Sewall (explains the life of the Pilgrims)

2. Make a chart like below with the children to review basic information.

	<b>Wampanoags</b>	<b>Pilgrims</b>
Clothing		
Food		
Homes		
Games		

3. Create a two-sided book with the children comparing the points of view of both the Wampanoag Indians on one side, and the Pilgrims on the other.



Name: \_\_\_\_\_ Date: \_\_\_\_\_



### Corn Counting / Place Value



**Materials:** extra large container, popcorn kernels, small paper cups

**Directions:**

1. Have the student record an estimate of the number of popcorn kernels in the container.
2. Choose 5 students to be collectors. All other students will be counters.
3. Give approximately the same amount of kernels to each student.
4. Instruct the students to count the kernels by sorting their share into groups of ten.
5. When a student has ten groups of ten, he/she raises a hand. A collector goes to that student's desk, checks the piles to make sure there are ten groups of ten, and puts the kernels into a small paper cup.
6. Count how many cups of 100 kernels (ten piles of ten) were collected.
7. If counters have any kernels left over, have them partner with another counter, combine their kernels, and arrange them into piles of ten. Repeat steps 4 and 5.
8. Add any loose kernels.
9. Compare estimates to actual total.
10. Reward whole class for effort with popcorn treat.



## Five Kernels of Corn: A Gratitude Lesson

The students will understand how the Pilgrims had to suffer through a long, hard winter. The students will learn about being grateful for what they have.

**Materials:** canned corn, paper plates, "Five Grains of Corn" article from The Glory of the Sun by Sterling W. Sill (optional), writing journal

### **Directions:**

1. Arrange with the cooks to have the children come to the lunch room early.
2. Give the cooks the cooked corn and paper plates.
3. Line the children up and have the cooks pass out only 5 kernels of corn each.
4. Once they have all sat down, explain to them that this is all they get for the entire day, so they may want to save some of it. Watch their expressions.
5. After a few minutes, tell the children that they really will get their regular lunch, but you wanted them to experience what it was like for the Pilgrims.
6. Summarize the story of the five kernels of corn by explaining to the students how at one time this was all the Pilgrims had to eat, per person, per day.
7. Talk to them about being grateful for what we have.
8. When they have finished their regular lunch, have the children write about five blessings.
9. Tell them to remember how the Pilgrims suffered, and that they had the first Thanksgiving after their first successful harvest to show gratitude for what they had been given.



\*Let the students read aloud their gratitude stories. If they put non-necessity things such as PlayStation 2, skateboard, soccer, phone, TV, etc., they have not learned about needs and wants. Review needs and wants and discuss what Pilgrims were thankful for such as food, clothing, homes, and safety.

## Pinecone Turkey with Facts

**Materials** (per student): pinecone, chenille pipe cleaners, 5 (or more) construction paper feathers

**Preparation:** Use fluffy chenille pipe cleaners to make a turkey head

**Directions:**

1. Glue the turkey head to the end of the pinecone.
2. On each feather, write one fact you remember about pilgrims and Indians from the field trip and Thanksgiving unit. If student wants, give more feathers to write more facts.
3. Glue each feather to the other end of the pinecone.



## Pilgrims and Native Americans Craft & Role Play



**Materials:** scissors, tissue paper rolls, colored paper, markers or crayons, glue

### **Directions for craft:**

1. For each figure, wrap a cardboard tissue tube with a 4- by 6-inch rectangle of colored paper and glue the paper in place.
2. Draw the facial features on a 2- by 3-inch piece of paper with markers or crayons. Glue the face onto the tube.
3. For the hair, cut fringe along one side of a small paper rectangle. Roll the hair around a pencil to make curls, trim it, and glue it into place.
4. Cut and decorate headbands and feathers for the Native Americans and collars for the Pilgrims.
5. For the Pilgrim girl's bonnet, wrap a 2- by 5-inch paper rectangle around the top of the tube with the ends overlapping and glue at the back.
6. For the Pilgrim boy's hat, cut out a black circle  $2\frac{1}{2}$  inches in diameter. Roll and glue a black, 2- by 5-inch paper rectangle into a tube shape. Cut slits along one end, fold in the tabs, and glue them to the center of the paper circle. Add a  $\frac{1}{2}$ -inch band and square buckle and glue the hat to the boy's head.

### **Role Play:**

Have the students role play the first Thanksgiving. Remind them of different scenes they can reenact such as Squanto teaching the Pilgrims to plant corn and fertilize their corn plants with fish. Let them role play preparing for the feast and everyone celebrating.

## Pilgrim Toys

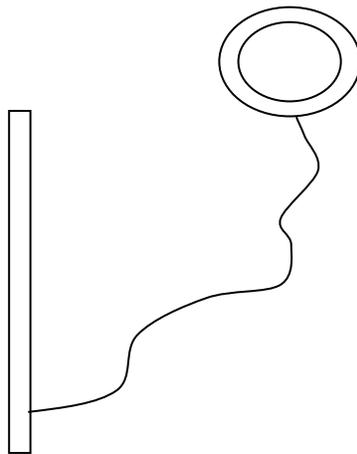
**Introduction:** Discuss what kind of toys the students like to play with and ask them where they get those toys. Then question the students: "What type of toys do you think the Pilgrim and Indian children played with and where do you think they got the toys?" Discuss that Pilgrim and Indian children had to make their toys. Discuss the hardships of how they had to make everything, and now we just have to go to a store to buy what we need. Explain to them that they are going to make a simple toy that the pilgrim or Indian children may have played with (out of other material) when they were done with their chores and schooling.

**Materials:** one pencil (or stick), one 8" string, one 1" pre-cut end of a cardboard tube

### **Directions:**

1. Let the children decorate their cardboard tube with crayons or stickers.
2. Tie one end of the string to the cardboard tube (make a hole with a puncher).
3. Tie the other end of the string to one end of the pencil or stick.
4. To play, hold the stick vertically in one hand.
5. Gently swing the ring up over the end of the stick and try to catch it.
6. The object of the game is to catch the ring on the stick.

**Conclusion:** While making the toy, talk to the children about what kinds of materials they think the pilgrim and Indian children would have used to make this toy. After their toy has been made, discuss with the children the hardships the pilgrim and Indian children had to face. Make sure they get the idea that they need to be grateful for the things they have, and how easy it is for them to get the things they need. Focus on how the pilgrim and Indian children had to work hard for the things they had, and how they had to work with the materials around them in order to have things they needed.



## Extras

### Corn is Maize book:

Read aloud the book, Corn is Maize: The Gift of the Indians by Alike  
This story is a stage 2 story about the role of corn, maize, in the life of South and North American Indians and the Europeans who received the Indians' life sustaining gift.

Have the children draw a picture book to "read" to a partner in a Kindergarten class.