

*The Rock Ranch*

*Pioneer/ Pilgrim Days*

*Fall Field Trip Lessons*



*Third Grade*

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

**ELA3R2 The student acquires and uses grade-level words to communicate effectively. The student**

- a. Reads literary and informational texts and incorporates new words into oral and written language.
- b. Uses grade-appropriate words with multiple meanings.
- c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.
- f. Determines the meaning of unknown words on the basis of context.

**ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text. The student**

- a. Reads a variety of texts for information and pleasure.
- g. Summarizes text content.
- h. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
- i. Makes connections between texts and/or personal experiences.
- j. Identifies and infers main idea and supporting details.

**ELA3W1 The student demonstrates competency in the writing process. The student**

- d. Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers).
- g. Begins to develop characters through action and dialogue.

**ELA3C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student**

- b. Identifies and uses nouns (singular, plural, possessive) correctly.
- e. Speaks and writes in complete and coherent sentences.
- i. When appropriate, determines the meaning of a word based on how it is used in an orally presented sentence.
- m. Uses appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks).
- n. Writes legibly in cursive, leaving space between letters in a word and between words in a sentence.

**ELA3LSV1 The student uses oral and visual strategies to communicate. The student**

- a. Adapts oral language to fit the situation by following the rules of conversation with peers and adults.
- b. Recalls, interprets, and summarizes information presented orally.
- d. Listens to and views a variety of media to acquire information.

**M3N1. Students will further develop their understanding of whole numbers and ways of representing them.**

- a. Identify place values from tenths through ten thousands.
- b. Understand the relative sizes of digits in place value notation (10 times, 100 times,  $1/10$  of a single digit whole number) and ways to represent them.

**M3N2. Students will further develop their skills of addition and subtraction and apply them in problem solving.**

- a. Use the properties of addition and subtraction to compute and verify the results of computation.
- b. Use mental math and estimation strategies to add and subtract.
- c. Solve problems requiring addition and subtraction.

**M3D1. Students will create and interpret simple tables and graphs.**

- a. Solve problems by organizing and displaying data in bar graphs and tables.

**M3P1. Students will solve problems (using appropriate technology).**

- a. Build new mathematical knowledge through problem solving.
- b. Solve problems that arise in mathematics and in other contexts.
- c. Apply and adapt a variety of appropriate strategies to solve problems.
- d. Monitor and reflect on the process of mathematical problem solving.

**M3P3. 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.

**M3P4. 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 produce a coherent whole.
- c. Recognize and apply mathematics in contexts outside of mathematics.

**M3P5. 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.

**SS3E1 The student will describe the four types of productive resources:**

- a. Natural (land)
- b. Human (labor)



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

### Synonyms of Thanksgiving

Can you match the words with their synonyms? Remember synonyms are words that mean the same thing. Synonym=Same

On the blanks below the chart, write one word from the first column and then put its synonym from the second column next to it.

Native American eat grateful feast corn Fall	Autumn maize Indian banquet dine thankful
---	--

1. _____ = _____
2. _____ = _____
3. _____ = _____
4. _____ = _____
5. _____ = _____
6. _____ = _____





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

### America's Love for Corn

Corn has been an important food for Native Americans as far back as records can be found. Some Native Americans refer to themselves as "children of the corn."

When European explorers and then settlers came to America, the Native Americans gave them corn and showed them how to cook and eat it. The new settlers began planting and eating corn.

Throughout the heartland of America, green fields of corn shine in the prairie sun and the crop feeds people and animals alike. In New Mexico, there is a blue corn used to make popular blue corn chips and enchiladas. In the South and Southeast, corn fritters are popular. In the Pacific Northwest and New England, corn on the cob is served with barbecues and clam bakes. Children and adults munch popcorn at movie theaters in large and small American cities.

Corn is harvested with a combine machine and measured in terms of bushels. It is one of our most valuable crops, so much that in 1997, the US harvested 79 million acres of corn—enough that if you stacked each ear from end to end, they would reach from Earth to Mars.

In fact, corn is probably more truly American than apple pie but "Mom and corn" may not be as catchy a slogan as "Mom and apple pie."

**Write short answers for each question below.**

1. What did the Native Americans teach the European explorers about corn?
2. In the Southeast, what is a popular form of corn?
3. Where is corn on the cob served with barbecues and clam bakes?
4. What is a popular form of corn served at movie theaters?
5. What type of machine is used to harvest corn?

## Corn Cob Estimations

**Materials:** unshucked ears of corn for each student

**Directions:**

1. Provide each student or pair of students with an unshucked ear of corn.
2. Tell students they have 2-3 minutes to shuck the corn and estimate the number of kernels of corn on the ear. (The time limit ensures that students do not have time to count the kernels, but allows time for students who might have the skills to count the number of kernels in a row and the number of rows -- and then use addition or multiplication to come up with what might be a pretty accurate estimate.) Have students record their estimates.
3. After students have recorded their estimates, the counting can begin. You might allow students to count in any way they choose, and then discuss the different approaches they used. Before counting, you might talk about possible approaches, including: making a mark on a sheet of paper for every 10 kernels counted or counting the kernels in each row, and then adding together the counts for each row to learn the total.
4. After the counting is done, have students record the actual kernel count next to their estimates and determine the difference between their estimate and the actual kernel count.





## Corn Graphs

**Materials:** 3 bags of popcorn (only label as A, B, C)

*Bag A = popcorn bought from sealed bag in a store*

*Bag B = microwaved popcorn*

*Bag C = stove top popcorn*

**OR**

*Bag A = salt only*

*Bag B = salt and butter*

*Bag C = butter only*

**Directions:**

1. Create a chart with three columns as shown in example below:

Bag of Popcorn	Tallies of Favorite
A	
B	
C	

2. Let students taste a sample from each bag.

3. Record each student's choice on the Tally chart.

4. Identify what each bag represents.

5. Record into a bar graph. You may choose to use an online graphing tool such as found at the site: <http://nces.ed.gov/nceskids/graphing/>





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

### Cooking a Turkey

The first Thanksgiving was held in 1621 for three days as a celebration. The Pilgrims and Indians did not have ovens like we do today. They had to build a fire outside and cook on the fire. Aren't you thankful we have ovens, stoves, toasters and microwaves to cook our food today?

**Directions:** Don't you love the smell of turkey cooking in an oven? What ingredients do you think your mother uses to cook a turkey for Thanksgiving? Write the ingredients you think she uses in the chart. Then, write the steps you think she follows when cooking a turkey.

Ingredients:


How to cook the turkey:

---

---

---

---

---

---

---

---

---

---

---



## Squanto's Science Lesson

It is said that Squanto taught the Pilgrims much about growing crops in the soil at Plymouth. Since fish was plentiful in the area, Squanto showed how fish could be used to fertilize the seeds the Pilgrims planted. This hands-on science activity proves what a great help Squanto was to the early settlers.

**Materials:**  $\frac{1}{2}$  pint milk cartons, soil, corn seeds, fish emulsion fertilizer, water

**NOTE:** Fish emulsion can be purchased at any nursery. (Stores such as Home Depot and Lowe's probably have fish emulsion in stock, too.) Some fish emulsion products have an odor, others are odorless. Observe safety instructions when handling fish emulsion products.

### Directions:

1. Group students into pairs. Give each pair two  $\frac{1}{2}$  pint milk cartons.
2. Have students fill their container with soil. Plant corn seeds in the soil.
3. Each pair of students will water their "gardens" regularly. They will water one plant with water only. They will water the other plant with water plus a fish emulsion fertilizer.
4. Each pair of students will write a prediction of what might happen and why. They will keep a record of the growth of their two plants. They will measure the height of their plants daily. This is perfect time to include graphing of individual plants compared to whole class plants.
5. At the end of the experiment time, students will write a paragraph that tells what they learned from the experiment.



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

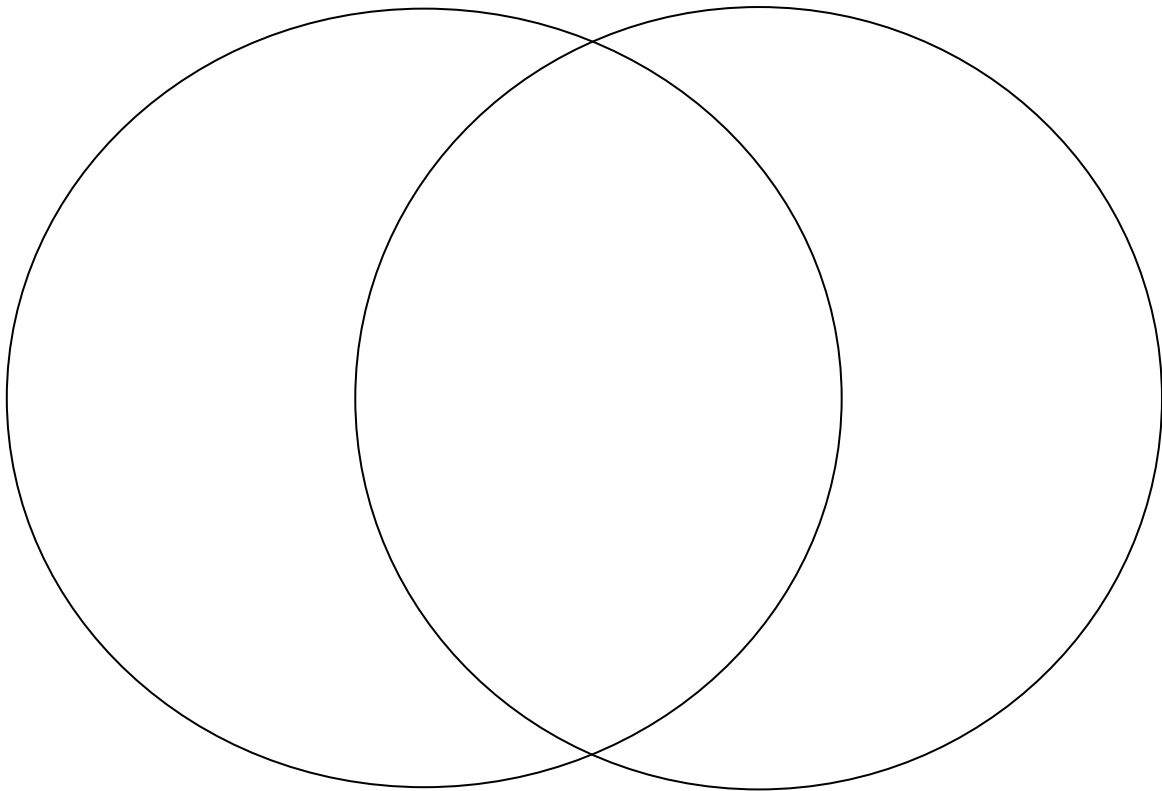
**Thanksgiving Comparisons Composition**

Complete the Venn diagram and then use those notes to write three paragraphs. The first paragraph should tell about the First Thanksgiving. The second paragraph should tell about your Thanksgivings and the third paragraph should tell about how they are both alike. Don't forget to give your story a title.

**First Thanksgiving**

*Both*

**My Thanksgivings**





## Role Play of Peace Treaty

Tell the students that they are going to role play a peace treaty that may have been signed between the Wampanoag Indians and the Pilgrims. Assign them the various parts, and then give each student a copy of the play.

### Skit

**Narrator** (Teacher or advanced reader): One day an Indian walked straight into Plymouth. He went right up to the common house. The astonished Pilgrims ran out.

**Samoset**: Welcome!

**Pilgrims**: He speaks English!

**Samoset**: Yes, my name is Samoset. I learned some English words from English fishermen. I am from the north. The Indians who used to live in this place were almost all killed a few years ago by a terrible sickness. Tomorrow I will return to trade with you.

**Narrator**: When Samoset left, the Pilgrims gave him a knife, a ring, and a bracelet. Samoset liked the presents. The next day, he returned with five tall Indians carrying beaver skins to trade with the Pilgrims. Soon, Samoset came again with an Indian named Squanto. Squanto spoke even better English than Samoset.

**Squanto**: I speak English well because I learned it when I was in England.

**Narrator**: Just then, the Pilgrims looked up and saw an astonishing sight. A warrior chief was standing on a hill across the river. Behind him there were sixty brightly painted Indians.

**Pilgrim 1**: Is this a war party?

**Narrator**: The Pilgrims were greatly outnumbered.

**Edward Winslow**: Come! We will give our gifts to these people!

**Narrator**: Edward bowed to the chief and gave him many gifts.

**Edward Winslow**: King James of England wishes to salute you with love and peace. I hope we will be friends. Will you please come meet our governor and make peace with him?

**Massasoit**: I will meet your leader, but only if you stay here with my people while I am gone.

**Edward Winslow**: I will stay.

**Narrator**: Twenty men went with Massasoit to Plymouth. Captain Miles Standish met them on the shore. A group of men carrying guns stood behind him. They took Massasoit to a half finished house up the street. Governor Carter came in, and the two men greeted each other. They arranged the treaty.

**Governor Carter**: We agree to live in peace with Massasoit and his people, the Wampanoag Indians. When we come to visit each other, we will always come without weapons. Any Pilgrim who harms a Wampanoag Indian will be punished.

**Massasoit**: Any Wampanoag who harms a Pilgrim will be punished.

**Governor Carter and Massasoit**: If any outsiders harm each other, we will defend each other.

**Narrator**: This was a wonderful treaty. The friendship between the Pilgrims and the Indians lasted for more than 50 years. The Indians taught the Pilgrims how to survive in this land; they helped them to plant and hunt.

Ask the children:

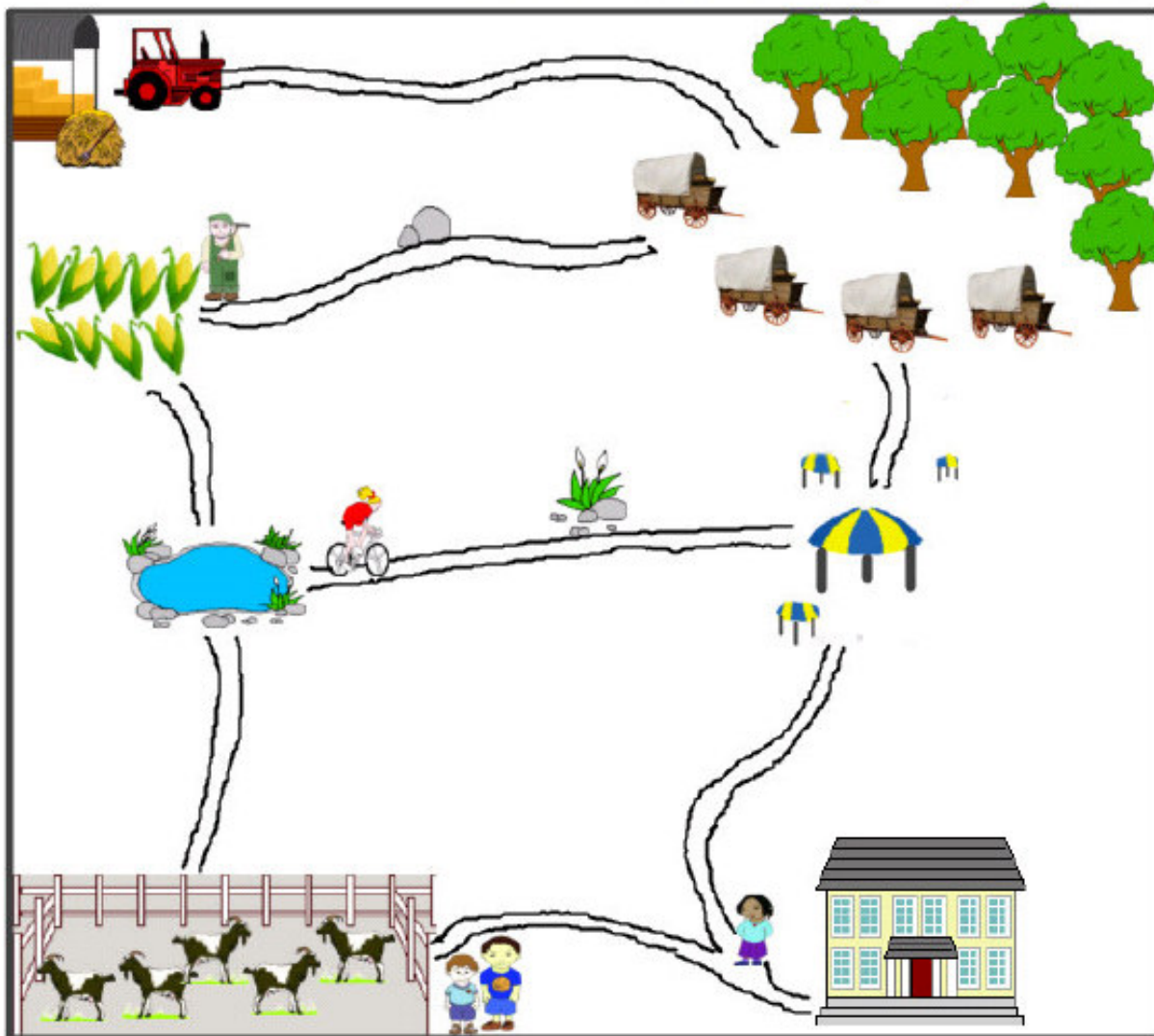
1. Why do you think Squanto knew English?  
(He was kidnapped as a child and taken to England).
2. Do you think Squanto had reasons to be thankful?
3. What do you think he was thankful for?
4. What did the Pilgrims have to be grateful for because of their peace treaty with the Indians?
5. What is different about the way that we show our gratitude today?
6. What are you grateful for in your own life?
7. Did the Pilgrims have these things?

**Extension**: Have the children write their own peace treaty on parchment paper.



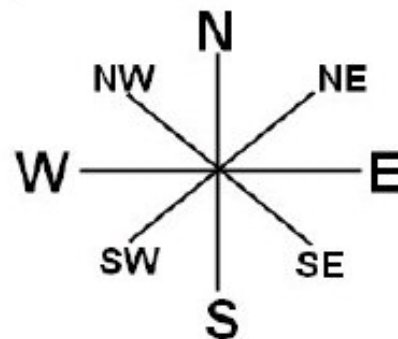
# Rock Ranch Map Symbols

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



## KEY / LEGEND

	pathway
	ranch house
	pavilion (cover)
	tree
	conestoga wagons
	pond
	goat field
	corn maze
	hay barn



Use the map and key to complete the statements on the next page.

# Rock Ranch Map Symbols

## pg 2

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

1. The goat pasture is \_\_\_\_\_ of the Conestoga wagons.
2. The hay barn is \_\_\_\_\_ of the house.
3. The pavillions are \_\_\_\_\_ of the corn maze.
4. The pathway from the hay barn to the trees goes from \_\_\_\_\_ to \_\_\_\_\_
5. To go from the house to the Conestoga wagons, you must go \_\_\_\_\_
6. The corn maze is \_\_\_\_\_ of the pavillions.
7. The pond is \_\_\_\_\_ of the goat field.
8. If you re at the pavillion, you must go \_\_\_\_\_ to get to the house.
9. On my walk from the house, I went \_\_\_\_\_ to the goat pen, then \_\_\_\_\_ to the pond, and then \_\_\_\_\_ to the pavillion for a picnic.
10. After I left the corn maze, I took the pathway to the southeast. Where did I go? \_\_\_\_\_
11. After I left the Conestoga wagon, I went on a hayride. Which direction did I go to get to the haybarn?  
\_\_\_\_\_
12. I left the pond and went South. Where did I go? \_\_\_\_\_

# A Pilgrim's Needs

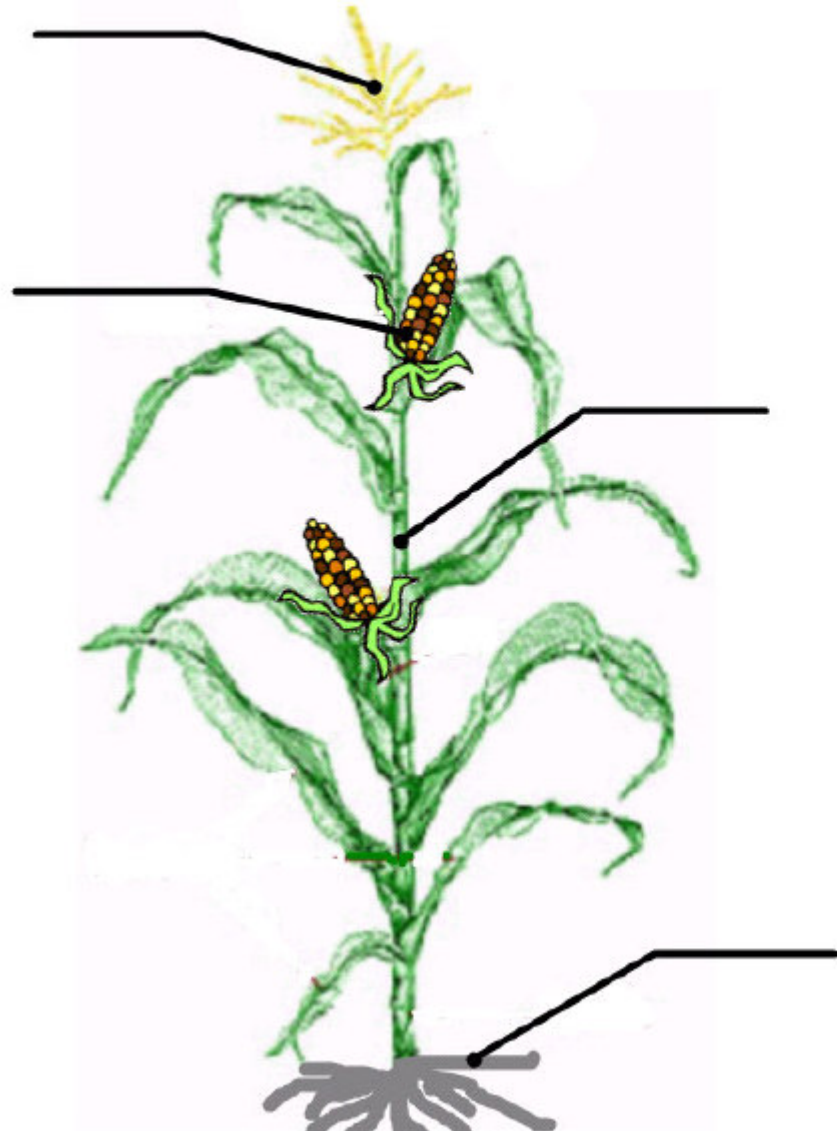
Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Directions: Pretend you are a Pilgrim getting ready to sail across the Atlantic and settle in the New World. What are some things you must take in order to survive the journey and colonization? You are only allowed two suitcases. Remember, if you are a pilgrim, you would not have a PS2, a skateboard or a cell phone.

Needs	Wants	Leave Behind

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

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



**DIRECTIONS:** Label the parts of the corn plant.

The words and definitions are listed below.

ear or cob: protected by a husk of tightly wrapped leaves

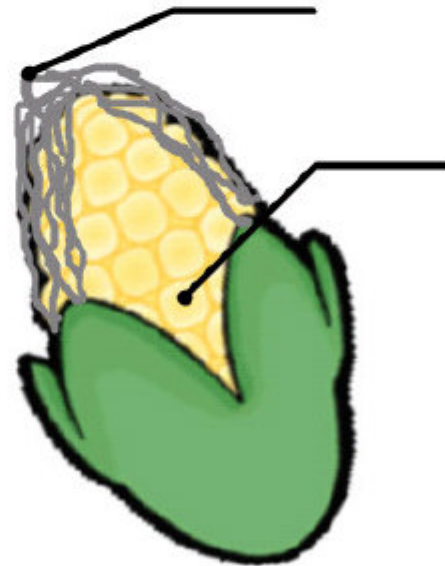
kernel: the plant's seeds and the part you eat

roots: these go deep into the soil and take out the food  
and water the plants needs to grow

silk: long soft threads at the top of the corn plant

stalk: some kinds of corn have stalks asa high as 31 feet

tassel: the flower at the top of the plant



Name:

Date:

## Corn Definitions

Directions: Do you know the parts of a corn plant? Complete these sentences with words from the word bank.

1. The underground parts of the plant that carry water and minerals \_\_\_\_\_
2. The main food producing organ of the plant \_\_\_\_\_
3. This part gives the corn plant its inside structure \_\_\_\_\_
4. These parts add support to the plant \_\_\_\_\_
5. These produce pollen \_\_\_\_\_
6. These consist of rows of kernels \_\_\_\_\_
7. This consists of wrapped leaves \_\_\_\_\_
8. Pollen cells are transported through these to produce kernels \_\_\_\_\_



leaves

husk

ear

silks

roots

tassels

prop roots

stem/stalk



## Colonial Cursive



Thanksgiving

Native American

covered wagon

corn

celebration

Thursday

Mayflower

Plymouth

feast

Pilgrim

harvest

crops

thankful

November

journey

Squanto