

Deer Valley Unified School District



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Unified School District

Boulder Creek High School
CTE & Academic Integration



Team Leader: Michelle Coots
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CTE Course: *Child Development*

Academic Course(s): *American History*

Unit Name: *Holidays in the Early Childhood Classroom*

Lesson Name: *The First Thanksgiving*

Lesson Synopsis: *Advanced Child Development students will research, write and create a historically accurate portrayal of the first Thanksgiving.*

Time Frame:

CTE Course - 3

Academic Course(s) - 1

Objectives:

CTE Course -

TSW determine the age appropriate information to share from the story of the first Thanksgiving

TSW write an age appropriate portrayal of the story of the first Thanksgiving

TSW will create, in story book form, a book portraying the story of the first Thanksgiving

Academic Course(s) -

TSW identify the appropriate way to share the reasons for Early Settlers to come to the New World

TSW research and share the interaction of the Early Settlers with indigenous people.

Standards:

CTE Course -

19.0 Demonstrate written communication skills required for an Early Childhood Education workplace

26.0 Demonstrate knowledge of growth and development of preschoolers

30.0 Examine behavior and development of children

Academic Course(s) -

American History

PO 1. Review the reciprocal impact resulting from early European contact with indigenous peoples:

a. religious (e.g., conversion attempts)

b. economic (e.g., land disputes, trade)

c. social (e.g., spread of disease, partnerships)

d. food (e.g., corn)

e. government (e.g., Iroquois Confederacy, matriarchal leadership, democratic influence)

PO 2. Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life).

PO 3. Compare the characteristics of the New England, Middle, and Southern colonies:

a. Colonial governments

b. geographic influences, resources, and economic systems

c. religious beliefs and social patterns

Language Arts

PO 1. Write in a variety of expressive forms (e.g. poetry, short story, drama) that:

a. use voice and style appropriate to audience and purpose

b. organize ideas in writing to ensure coherence, logical progression, and support

c. employ literary devices (e.g., irony, conceit, foreshadowing, symbolism) to enhance style and voice

Bloom's Taxonomy

- Knowledge
- Comprehension

- Application
- Analysis

- Synthesis
- Evaluation

Resources & Materials:

CTE Course –

- Computer with internet*
- Sample Story "The First Thanksgiving" by Nora Smith*
- Any children's Thanksgiving story that is not historically accurate*
- Plain, white paper*
- Crayons or markers*

Academic Course(s) –

- American History textbook*

Prerequisite Learning:

CTE Course –

- Language and Literacy standards for Early Learning*

Academic Course(s) –

- Basic knowledge of the first settlers and the first Thanksgiving*

Learning Structures/Strategies**CTE Course****Set for Interest**

Sample story "The First Thanksgiving" by Nora Smith and any children's Thanksgiving story that is not historically accurate.

Input/Modeling

Teacher will read "The First Thanksgiving" to the class, noting points when the story refers to historical happenings. Teacher will then read any other Thanksgiving story that is not historically accurate.

*After reading the stories and the check for understanding, students will also receive input via research and the American History text on the internet.

Check for Understanding

Classroom discussion regarding the differences between "The First Thanksgiving" and any other children's Thanksgiving story that is not historically accurate. Students should be able to point out the differences in the two stories as well as what the preschool students should be able to learn from hearing a historically accurate Thanksgiving story.

Guided Practice

-Students will first write a rough draft version of their age appropriate, historically accurate, Thanksgiving day story.

-Child Development students should maintain the appropriate age level of the story.

-American History students should maintain the historical accuracy of the story.

Independent Practice

-Child Development students will "publish" their Thanksgiving story into story book format, including illustrations or printed pictures.

Closure

-Child Development students will read their Thanksgiving story to preschool students on a one-on-one basis.

Assessment

Students will be assessed on both the historical accuracy and age appropriateness.

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