

2nd Grade Thanksgiving Maskers Library Lesson Plan

LESSON OVERVIEW			
Name: Kaila Thompson	Grade: 2 Library Collaboration Class	Subject: Interdisciplinary	Location: Virginia
<p>Context & Purpose: <i>VA Social Studies 2.1 and 2.5 Students will compare how days of thanks like Thanksgiving are and were celebrated at different times and places.</i> <i>This lesson will come during approximately the end of October through the Thanksgiving holiday.</i></p>			
<p>Lesson Procedure:</p> <p><u>Library Class 1:</u> Step 1. The librarian will share and model the QFT rules, then present an edited image of "Thanksgiving" that focuses on the children in costume without the title, captions and the signs removed/blurred. Step 2. The students will investigate the image for one minute. Step 3. The students will write their "wonder list" as individuals, then add them to the class collection. Step 4. As a class, the students will discuss how their questions compared or contrasted with each other. Step 5. The librarian will review the QFT rules, then present the unedited image. Step 6. The students will make note of any answered questions from the previous picture and add any new ones to their "wonder list". Step 7. As a class, the students will identify closed and open-ended questions.</p> <p><u>Library Class 2:</u> Step 1. The librarian will review the revelation that the QFocus image of the children was taken during Thanksgiving and not Halloween, then share the story of <i>Rettie and the Ragamuffin Parade: A Thanksgiving Story</i>. Step 2. As a class, create a list of questions called "Wonder's for Rettie" by thinking what they would ask Rettie to learn more about her and about how she celebrates Thanksgiving. Step 3. Identify the closed and open-ended questions and discuss the kind of information each would give.</p> <p><u>Library Class 3:</u> Step 1. The librarian will share the author's note from <i>Rettie and the Ragamuffin Parade: A Thanksgiving Story</i> and place a major focus on the photo of the "maskers". Give room for student connections made with the QFocus image. Step 2. The librarian will read a shortened version of the Library of Congress newspaper article discussing Thanksgiving Maskers noting its comparison to other holidays based on different settings (time/year, seasons, locations in the US) and cultures. Step 3. Instruct students that they will be interviewing a person from the "upper-Gen" (someone at least 25 years older) to compare similarities and differences in celebrations of Thanksgiving (or another version thereof) between the past and present. Share examples of what the product and process could be using the following resources: 1). Product example - show the newspaper article New York "Kids" on Thanksgiving reading the section from the first-person narrative. 2.) Process example - show the Introduction to StoryCorps. Step 4. As individuals, students will write a list of their own Thanksgiving traditions which might be compared.</p> <p><u>Library Class 4</u></p>			

Step 1. As individuals, the students will review their “Wonders for Rettie” list to see if there are any questions they could use for their interviews and add more questions that would fit their “upper-gen” subject.

Step 2. As a class, create a list of basic questions that peers could use during their interviews.

Step 3. As a class, sort their questions list into categories to develop their “priority questions.”

Step 4. The students will choose three priority questions.

Step 5. Share their final questions with the teacher and practise with partners.

Step 6. The teacher will tell students that they will share results of the interviews with the class. You must include some graph or diagram comparing and contrasting how they celebrate in the present with how the interviewee did in the past; their own primary source image(es) (photo, illustration, video, animation, etc) showing something related to the this year’s celebration and at least one complete sentence telling an interesting fact they learned during the interview.

Note: When sharing with the class, students can minimally share the answers to their questions or they can go more in-depth as they desire.

Library Class 5

Step 1. The students share their experiences with the class.

Step 2. Students reflect on the kind of questions (open or closed) they asked and the resulting answers they received during the interviews.

Next Steps (i.e. how student questions will be used after the QFT):

- **Students will make a diagram to compare the similarities and differences between present and past holiday traditions.**
- **Students will create a primary source image that represents this year’s celebration.**
- **The student will share at least one fact that they learned from this unit.**
- **The students will share at least one open-ended question that resulted in an interesting and/or surprising answer.**

Question Focus: *Must include at least one primary source from loc.gov. Whenever possible, please embed the image/primary source here AND include the link. Include additional text or caption only if it is part of your QFocus.*

Edited:



Unedited:



and

LINK: <https://www.loc.gov/resource/ggbain.14928/>

- *The river press. [volume] (Fort Benton, Mont.), 29 Nov. 1911. Chronicling America: Historic American Newspapers. Lib. of Congress. <<https://chroniclingamerica.loc.gov/lccn/sn85053157/1911-11-29/ed-1/seq-6/>>*

Reflect on your QFocus: *You might consider why you chose this image, alternative QFocus options, earlier QFocus drafts or process you went through to develop it, etc.*

I chose the initial QFocus because it shows children in some sort of “costumes”; there are others that seemed a bit creepy to me so this had the lowest “creep factor” while also one of the best representatives of the “mummers”/“ragamuffins”.

I also saw photos of children “scrambling” for pennies like it was mentioned in the book, but the only reason I knew what was happening in the picture was because of the caption. I will probably share it anyway, but only if time allows.

Tailoring Instructions: *Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.*

- **Categorization Instructions:** Students will use the collected list of individual questions to identify major patterns, create “Wonders for Rettie” that would help you find out more about her and “identify questions that can help learn more about your interviewed person.”
- **Prioritization Instructions:** To make sure students have an idea of what priority questions means, they will be given examples like “Pick three questions that you would most like to know about your person.”
- **Reflection Questions:** Student reflections will help them see how open-ended questions most likely end up resulting in not only more information, but more interesting and/or unexpected information.
- **Other:**

While you are not required to implement your lesson plan to complete the “Teaching Students to Ask Their Own Primary Source Questions” course, we hope that you do! If you do have a chance to implement your lesson plan prior to posting it in the TPS Teachers Network Question Formulation Technique for Primary Source Learning group [album](#), please consider adding and sharing some of the information below in addition to your plan above:

LESSON OUTCOMES
Student Questions:
Student Reflections:
TEACHER REFLECTIONS
Reflect on your lesson design and how well it achieved your objectives.
Which student questions stood out to you? Why?
Overall, what did you learn from this experience? What questions do you now have?