

**TEACHING LITERACY IN TENNESSEE:
UNIT STARTER STUDENT ACTIVITY PACKET
GRADE 3 ELA UNIT CONNECTED TO
SOCIAL STUDIES (CHANGE)**

Third Grade Myth Busters:

Changing Historical Perspectives One Myth at a Time

Name of Myth Buster: _____

[illegible]

[illegible]

Your writing should:

- be in friendly letter format;
- provide a summary of how your perspective has changed;
- provide reasons/evidence to support your changes perspective;
- tell why you are thankful for the work of the museum; and
- use precise language from the vocabulary you have learned.

Daily Task 2: Pretend you are a colonial colonist. Write an invitation to the Wampanoag tribe to come to your harvest gathering that would accurately depict the gathering of both groups of people ("The First Thanksgiving"). Use information gathered from texts and discussions around this topic. Additionally, you will need to ensure that there is accurate information regarding the dates, location, and invitees. Please use an invitation format.

Your writing should:

- be in invitation format;
- provide accurate information about dates, location, and invitees;
- use accurate information to explain the event that will be held with the Wampanoag tribe; and
- use precise language from the vocabulary you studied.

Daily Task 3: Choose a person to email (parent, lawmaker, community member, younger student etc.) and explain the actual first Thanksgiving. Be sure to explain how your thinking and perspective about Thanksgiving has evolved. Cite text evidence to support your perspective.

Your writing should:

- be in email format;
- provide accurate information explaining the first Thanksgiving;
- use accurate information to explain how your perspective about Thanksgiving has evolved; and
- use precise language from the vocabulary you studied.

[illegible]

Daily Task 4: Imagine you and your family are going to travel from England to America on the Mayflower. Create a series of at least three short journal or diary entries describing your trip. You will want to include the range of emotions from departure to arrival. Use evidence from the read aloud, the primary source of William Bradford's journal entry, and the ship cutaway picture to support your thinking and creation.

Your writing should:

- be in narrative journal format;
- establish characters;
- sequence events that unfold naturally;
- use dialogue and descriptions of thought and feelings to develop experiences and events;
- use accurate information to develop the journal entry; and
- use precise language from the vocabulary you studied.

Daily Task 4:

Daily Task 5: You were scrolling through the Internet and found this post. “We all know that the pilgrims came to America to find religious freedom. They were a large group of people from similar backgrounds. They landed and immediately began setting up their colony with no problems.” What would you tell the author of this post?

Use text evidence to describe and support the reason that the colonists traveled to the New World and how they came together to form new colonies. Identify reasons why this was difficult for this varied group of people.

Your writing should:

- introduce the topic;
- state your opinion;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- provide a concluding statement or section; and
- use precise language from the vocabulary you studied.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Daily Task 6: You will be assigned a section of the text about womenfolk or menfolk. Take notes about key information on your side of the graphic organizer, and then share that information with your partner. Work together to complete the middle section of your organizer. Be prepared to present evidence about the roles and responsibilities from your section of reading (menfolk or womenfolk).

Your graphic organizer should:

- introduce the topic;
- represent information from multiple sources; and
- sort information into categories.

Notes:

Graphic organizer:

Womenfolk	Both	Menfolk

Your writing should:

- [illegible]

Daily Task 8:

Supporting Anchor Chart/Graphic Organizer

[illegible]

Daily Task 8: Would you consider the colonists to be selfish based on their actions? Support your answer with text evidence. Be sure to consider both primary sources from *Mayflower 1620: A New Look at a Pilgrim Voyage* and new information from *The New England Colonies: A Place for Puritans*. Use transition words to connect reasons to your opinion.

Your writing should:

- introduce the topic;
- state your opinion;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- provide a concluding statement or section;
- use precise language from the vocabulary you studied.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Daily Task 9: You are the founder of a new colony in early America. You have some important decisions to make in order to have a successful colony. First, you must decide the makeup of your colony. Who will the members be? Would a colony with diverse people or with people who have similar backgrounds and beliefs be more successful? Why? Then, you must determine what the laws of this colony will be, and how the laws will contribute to the success of your new colony. Be prepared to share the details of your new colony with the class.

Your writing should:

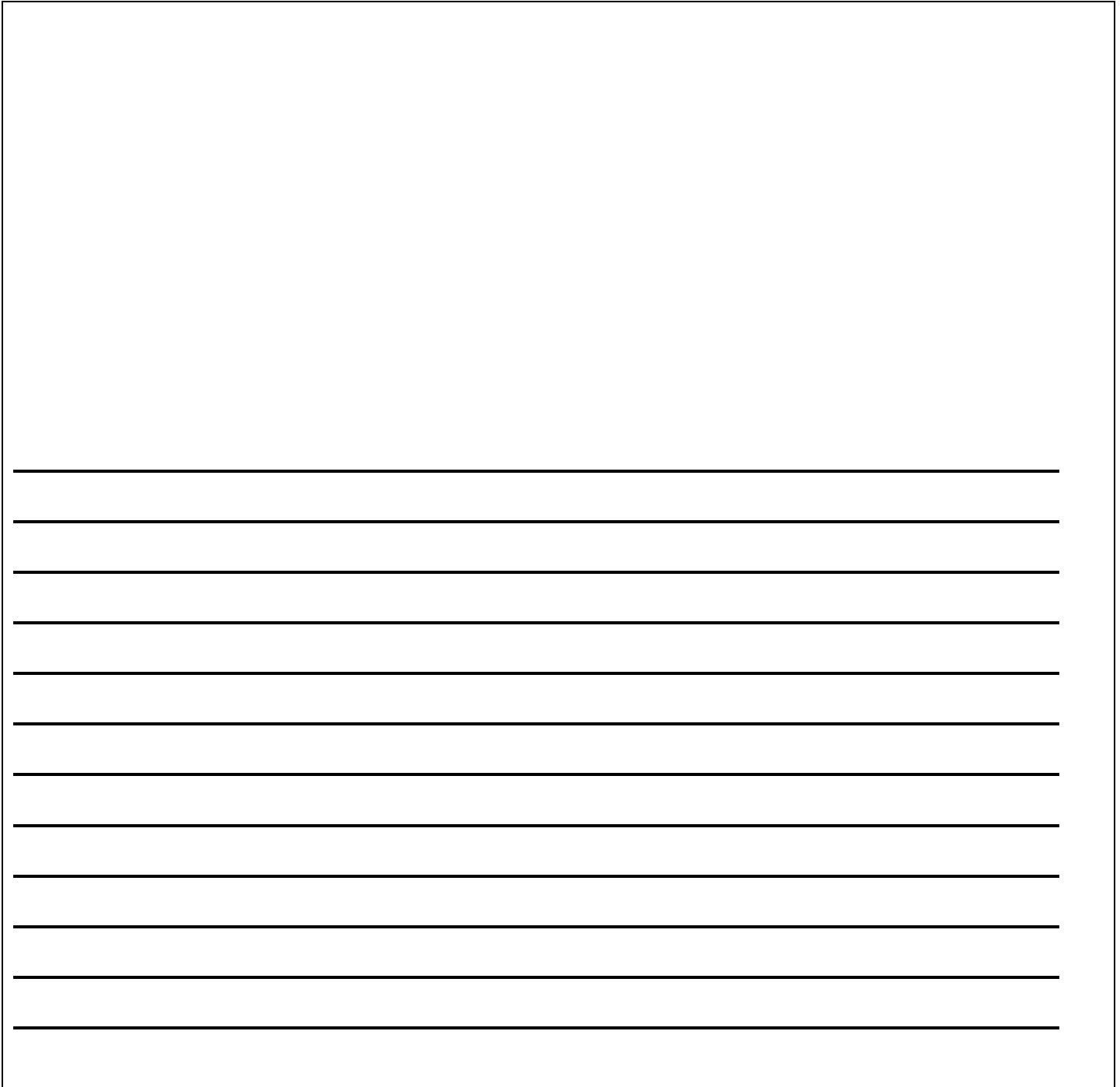
- introduce the topic;
- state your opinion about the makeup of your colony;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- identify and explain the laws of your colony;
- provide a concluding statement or section; and
- use precise language from the vocabulary you studied.

[illegible]

Daily Task 10: The text, *Encounter*, is a beautiful fiction text with amazing illustrations. Throughout the text, the author uses figurative language supported by illustrations to help you understand his emotions and perspective. Imagine you are an American Indian child and had your own warning dream. Create a descriptive representation of your perspective and emotions using your own figurative language and supporting illustration to describe your warning dream. Go back and revisit the author's craft and structure to help you create your illustration and figurative language.

Your writing should:

- describe your warning dream;
- include connected illustration;
- use figurative language; and
- use precise language from the vocabulary you studied.

A large rectangular box with a thin black border, containing ten horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

[illegible]

Daily Task 11: Do you believe Squanto was a pniese (a man of honor, courage, and respect)? Write an opinion piece to describe if you think he was a pniese, and why that is your opinion. Imagine you have been asked to share your opinion at a local history fair. The visitors to the fair may not know much about Squanto, so your word choice and reasons will be important for them to understand your opinion. Think about how the author, Joseph Bruchac’s craft and word choice have helped you to form your opinion. Be sure to provide evidence of how Squanto exhibited each of those character traits.

Your writing should:

- introduce the topic;
- state your opinion;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- provide a concluding statement or section; and
- use precise language from the vocabulary you studied.

During reading notes (collected evidence for the following):

Honor: _____

Courage: _____

Respect: _____

Opinion:

Daily Task 12: You are a historical researcher. You are going to write an opinion paper about what would have happened if Jamestown, our first colony, had failed. Be sure to include your thinking from the many texts that you have studied as you form your opinion and support it with facts from history.

Your writing should:

- introduce the topic;
- state your opinion;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- use precise language from the vocabulary you studied
- provide a concluding statement or section; and
- provide a conclusion.

[illegible]

Daily Task 13: Think about the different theories from the texts, *Roanoke the Lost Colony* and *The Mystery of the Roanoke Colonists*. Also consider all the new knowledge you have gained in this unit. Form an opinion about what you think happened to the Roanoke colonists. You will share this opinion with your peers in your classroom. Support your answer with accurate evidence.

Your writing should:

- introduce the topic;
- state your opinion;
- supply reasons to support your opinion;
- use linking words to connect the reasons to the opinion;
- provide a concluding statement or section; and
- use precise language from the vocabulary you studied.

[illegible]

End of Unit Task:

Leaders from a national museum want to create a new exhibit related to the New World from the middle 1500s to the middle 1600s knowing how many widespread myths there currently are. The exhibit needs a title, points of interest, and an informational flyer. In order to help the museum plan for the new exhibit, they have asked third graders in Tennessee to help.

In your opinion, what are the three biggest myths influencing our perspectives on historical events of this time (refer to your list that you have in your Myth Busters Notebook)? Write a proposal to the museum director, titling the exhibit and explaining **why** (opinion) these three events should be included in the exhibit and **how** (reasons/evidence) they should be depicted. Be sure to use evidence from our unit to support your proposal.

Your proposal should include:

- an introduction to your topic;
- a title of the exhibit;
- three myths that need to be debunked;
- reasons and evidence debunking each myth;
- a concluding statement; and
- linking words to connect myths to evidence.

Additionally, you will create an informational flyer to advertise the exhibit. You will design your flyer using facts, text features, and graphics from our unit to support the opening of the exhibit.

Your flyer should include:

- a title of the exhibit;
- three reasons for seeing the exhibit;
- an interesting layout;
- text features;
- graphics; and
- a date, time, and location of exhibit.

