



RETHINKING THANKSGIVING ACTIVITY GUIDE

Approaching the holiday season with culturally responsive, appropriate, and accurate celebrations.





INTRODUCTION

Looking for a way to celebrate the holiday season this year without continuing stigmas and stereotypes? The "Rethinking Thanksgiving Guide" is full of information about the holiday, new ways of thinking, book suggestions, and activity ideas - this guide is your key to reframing everything we know about Thanksgiving. Instead of placing focus on the popular First Thanksgiving myth, this guide emphasizes the value of harvest, food, family, and thankfulness.

Please feel free to explore the guide and additional resources when time allows. If you have any questions or are interested in further learning, please do not hesitate to reach out to our CTGR Curriculum Specialist at Cheyanne.Heidt@grandronde.org.



TABLE OF CONTENTS

- 03 The History of Thanksgiving**
- 04 Looking Through A New Lens**
- 05 Reframing Our Celebrations**
- 06 Themes of Thanksgiving**
- 07 Activity Guide**
 - 08 Harvest Days Book Reading Activity**
 - 09 My Special Foods**
 - 10 Fry Bread Tasting and Sharing**
 - 11 We Are Water Protectors**
 - 12 Protecting Water with Watercolors**
 - 13 Gratitude Collage**
 - 14 Gratitude Tree**
 - 15 My Food, Your Food, Our Food**
 - 17 All About "Us" Quilt**
 - 18 Family Object Show and Tell**
 - 20 Cultural Comparisons**
 - 21 Recipe Sequence Activity**
 - 23 Plan Your Own First Foods Ceremony**
 - 25 Gratitude Jar**
 - 26 The Untold Story of Thanksgiving**
 - 28 Explore the World of Celebrations Through Food**
 - 29 Uncovering the True History of Thanksgiving**
 - 30 Analyzing the Traditional Story of Thanksgiving**
- 33 Additional Learning Resources**



The First Thanksgiving story of America dates back to November 1621.



Formally established in 1863, Abraham Lincoln called for the annual Thanksgiving holiday to be held on the final Thursday in November.



THE HISTORY OF THANKSGIVING

A myth and annual holiday

Thanksgiving is a holiday that is celebrated annually in the United States and Canada. It is a day meant to celebrate the harvest and other blessings of the previous year. The tradition of giving thanks dates back to the early colonists in New England and Canada, who regularly observed “thanksgivings” - days of prayer for safe journeys, military victories, or abundant harvests.

In the United States, this tradition gained inspiration from the 1621 harvest feast shared between English colonists and the Wampanoag tribe. This year marked the first successful harvest in the colony and was celebrated by a three-day feast, which included the Wampanoag tribe as guests. In Canada, thanksgiving can be traced back to 1578 when a Martin Frobisher-led expedition celebrated safe passage. Today, Thanksgiving is a day when families come together to share a meal and reflect on the good fortunes of the past year. Despite its roots as a harvest celebration, Thanksgiving has grown to become a secular holiday that is marked by gratitude and appreciation for all the blessings of life.

LOOKING THROUGH A NEW LENS



Many Indigenous people celebrate the Thanksgiving holiday differently. The origin story of Thanksgiving is not accurate, and it goes beyond what was served in Plymouth in 1621. Linda Coombs, a Wampanoag historian, explains that the story of "friendly Indians giving food, knowledge, and land to the Pilgrims" is a myth created to make white people feel comfortable. This myth is reinforced by school curriculums, holiday pageants, and children's books, which erases the history of crime committed against Indigenous people.

From a Native American perspective, Thanksgiving is a reminder of the devastating impact that colonization has on their communities. Thanksgiving is often portrayed in American culture as a peaceful meal shared between Native Americans and Pilgrims, but the reality is much darker. The arrival of European settlers led to the displacement and genocide of Indigenous people. Thanksgiving ignores the forced assimilation, exploitation, and violence that Native Americans faced.

Furthermore, the commercialization and commodification of Thanksgiving reinforces cultural appropriation. Many Native American traditions and symbols have been trivialized or exploited for profit such as wearing headdresses or using native designs for fashion. This erases the importance and sacredness of their cultural practices and reinforces negative stereotypes.

Overall, Thanksgiving represents a time of mourning for Native Americans as it serves as a reminder of the pain and suffering caused by European colonization. It is essential to recognize this perspective and acknowledge the ongoing effects of colonialism on Indigenous communities.



REFRAMING OUR CELEBRATIONS

Moving away from the myth to embrace harvest, food, family, and thankfulness

When you look to design your new celebrations, consider these questions:

- What are some of the ways Thanksgiving is celebrated in your schools/homes?
- How could these traditions & customs be problematic?
- What is the current focus of Thanksgiving in schools?
- What should be the focus of Thanksgiving in schools?

THEMES OF GIVING THANKS

Thanksgiving Around the World

While Thanksgiving is often thought of as an American holiday, it is celebrated worldwide. While each celebration looks a little different, each emphasizes the importance of giving thanks and commemorates the harvest in their respective countries. These cross-cultural themes provide a solid foundation for new-age teachings about Thanksgiving.



HARVEST

Both America and Japan use the day to focus on what they're grateful for, but Japanese Labor Thanksgiving Day is specifically about being thankful for the hard work of devoted workers.

FOOD/MEAL

Most Canadians celebrate the weekend before Thanksgiving by enjoying a meal with family that includes dishes like turkey, mashed potatoes and gravy, sweet potatoes, cranberry sauce, and Brussels sprouts.



FAMILY

The people of the Confederated Tribes of Grand Ronde celebrate Thanksgiving and their Restoration Day in the same week. They celebrate by gathering together, sharing meals, and giving gifts.



THANKFULNESS

China celebrates "Chung Chiu" Moon Festival, where family and friends share mooncakes with one another, signifying unity and peace. A similar festival is celebrated on the same day in Vietnam, known as Tết-Trung-Thu.





K-12
GIVING THANKS
ACTIVITY GUIDE

HARVEST DAYS

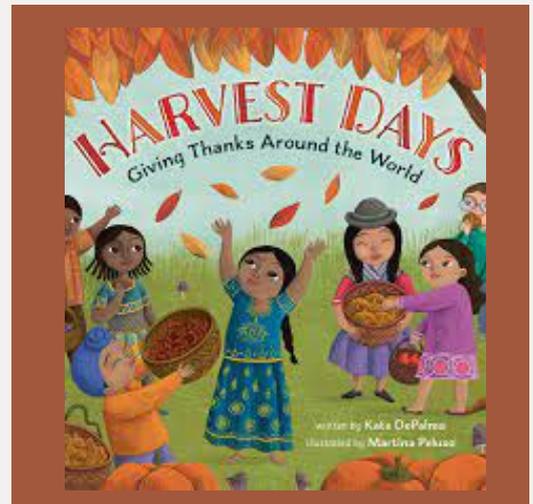
BOOK READING

Grade Level(s): Lower Elementary

Objective: By the end of this activity, students will be able to comprehend and analyze the main ideas and themes of the book "Harvest Days" by Kate Depalma through a class discussion and a creative activity.

Materials:

- "Harvest Days" by Kate Depalma
- Chart paper and markers
- Small cutouts of vegetables and fruits
- Glue sticks, Scissors
- Construction paper



Procedure

1. Begin by introducing the book "Harvest Days" to the students and give them a brief summary of the book.
2. Distribute copies of the book to each student or read it aloud as a class.
3. After reading the book, ask the students to share their thoughts and feelings about the story and discuss the main ideas and themes of the book. Write key points and ideas on chart paper.
4. Next, guide the students to create their own vegetable garden by giving them the cutouts of vegetables and fruits, glue sticks, construction paper, and scissors.
5. Assign the students to make a collage of their own vegetable gardens, using the materials provided. They can create different designs, such as a raised bed garden, a community garden, or a window garden. Encourage them to be as creative as possible.
6. After the students have finished their collages, have them share their creations with the class and explain how they chose their design.
7. Keep the collages up in the classroom or display them in a common area to give the students a sense of pride in their creations and to remind them of the importance of eating healthy and being responsible for our food sources.

Extension:

- **Field Trip:** Bring students out of the classroom to harvest their own foods (apples, pumpkins, berries, etc.). If a destination field trip is not possible, consider creating a "crop" inside the classroom. Allow students to harvest their foods. Discuss the importance of giving thanks to the Earth for the items it provides. Ask students what types of foods they have eaten that are harvested from the Earth.

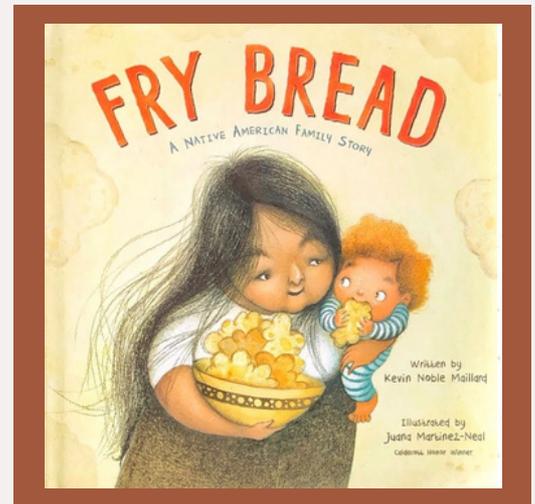
MY SPECIAL FOODS

Grade Level(s): Lower/Upper Elementary

Objectives: To encourage students to explore their own cultural identity by creating a short book about a food that is important to them or their family.

Materials Needed:

- "Fry Bread" by Kevin Maillard (Read Aloud)
- Reflection Questions
- Colored pencils, markers, and/or crayons
- White paper or small journals for each student
- Glue sticks
- Magazines with food pictures
- Scissors



Procedure:

1. Begin the activity by reading "Fry Bread" by Kevin Maillard. As you read, discuss the cultural significance of fry bread and the different ways in which it is enjoyed.
2. Discuss the book using the reflection questions below as a whole group:
 - a. *What is fry bread? What did you learn about fry bread from this book?*
 - b. *How is fry bread part of everyday life and special occasions in this book? What foods are part of special occasions that you take part in?*
 - c. *Do you have a favorite food in your family or culture that is special or has a special history? Who makes this special food? How did they learn to make it?*
 - d. *How does food help tell the history of a people? What stories have you heard about foods your family eats?*
3. Next, introduce the idea of creating a short book about a food that is important to each student or their family. Show examples of simple book layouts and formats.
4. Distribute white paper or small journals to each student and encourage them to brainstorm ideas for their food book using the pictures and information they gained from "Fry Bread" as inspiration.
5. Provide the students with magazines containing pictures of different types of food. Encourage them to find pictures that represent their special food and cut them out to paste into their book.
6. Once the students have gathered their pictures, have them draw or write about their chosen food. Encourage them to write about why it's special to them or their family, any memories they have associated with it, and how it's prepared or enjoyed.
7. After completing their book, give students time to share their books with the class.

Extensions:

- Invite family members to write about and share their special food with the class.

FRY BREAD

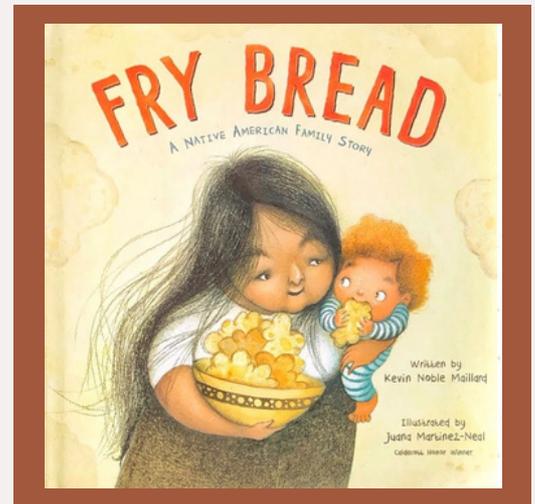
TASTING AND SHARING

Grade Level(s): Lower/Upper Elementary

Objective: To introduce the cultural significance of fry bread and engage students in a hands-on activity that encourages sharing and community building.

Materials Needed:

- "Fry Bread" by Kevin Maillard (Read Aloud)
- Fry bread samples (either homemade or store-bought)
- Napkins and plates
- A whiteboard or chart paper and markers



Procedure:

1. Begin by reading "Fry Bread" by Kevin Maillard with the students. As you read, discuss the cultural significance of fry bread and the different ways in which it is enjoyed.
2. After finishing the book, bring out the fry bread samples and plates. Invite the students to each take a piece and taste it. Encourage them to use all of their senses to experience the bread.
3. As the students taste the fry bread, engage them in a conversation about the different ways in which they enjoy bread. Ask questions like:
 - a. "What's your favorite kind of bread?"
 - b. "Have you ever tried bread from another culture?"
 - c. "Why do you think people around the world enjoy bread so much?"
4. After everyone has had a chance to taste the fry bread, invite the students to share their thoughts and feelings about the experience. Encourage them to express what they liked about the fry bread, what surprised them, and what new cultural knowledge they gained from the activity.
5. Finally, create a chart or whiteboard with the different responses from the students. Encourage discussion about how these differences can be celebrated and how we can all learn from each other's cultures and traditions.

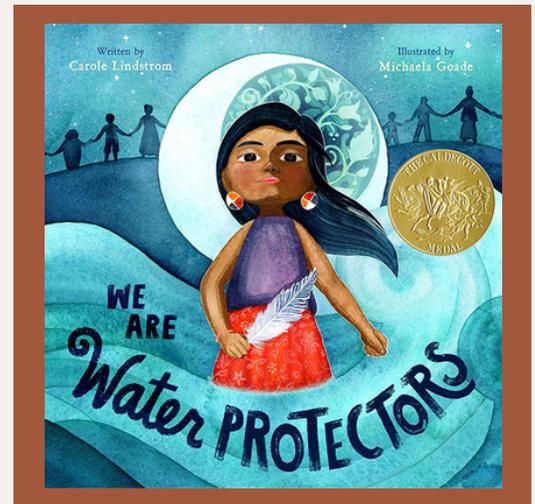
WE ARE WATER PROTECTORS

Grade Level(s): Lower/Upper Elementary

Objective: To educate elementary students on the importance of protecting water and to inspire them to become water protectors themselves.

Materials:

- "We Are Water Protectors" by Carole Lindstrom (Read Aloud)
- Small paper cups
- Large bowl of water
- Small objects (e.g. leaves, twigs, stones)
- Whiteboard or poster board
- Markers or colored pencils



Procedure:

1. Begin by reading the book "We Are Water Protectors" by Carole Lindstrom to the students, discussing the main message and the importance of protecting water.
2. Discuss the book using the reflection questions below as a whole group:
 - a. *What stories have you heard passed down in your family?*
 - b. *Do the stories teach or share a lesson?*
 - c. *Do you have family traditions passed down from your ancestors? Do you have ways in which you honor your ancestors?*
 - d. *How many times a day and in what different ways do you use water (home, school, traveling, play, etc.)?*
 - e. *Do you know where your water comes from (town or well?) Where did it come from before that*
 - f. *What are some ways you can help be a water protector?*
3. Distribute the small paper cups to each student and have them fill the cups with water from the large bowl.
4. Place the small objects around the classroom and instruct students to use their cups to collect as many items as they can find.
5. After a few minutes, gather the students together and ask each of them to share one thing they collected and why they believe it is important to protect it.
6. On the whiteboard or poster board, create a list of the items collected and the reasons why they are important to protect.
7. Ask the students to brainstorm ways they can become water protectors in their daily lives. Encourage them to share their ideas with the class by writing them on the board.
8. To conclude the activity, have each student draw a picture or write a short paragraph about what they learned and how they plan to protect water in their community.

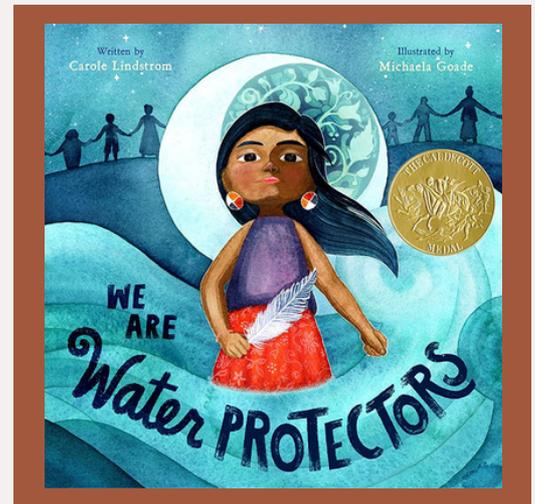
PROTECTING WATER WITH WATERCOLORS

Grade Level(s): Lower/Upper Elementary

Objective: To encourage students to think about the importance of water and ways to protect it, while exploring basic watercolor painting techniques.

Materials:

- "We Are Water Protectors" by Carole Lindstrom (Read Aloud)
- Watercolor paints and brushes
- Watercolor paper or sketchbook
- Pencils and erasers
- Water cups and paper towels



Procedure:

1. Begin by reading "We Are Water Protectors" by Carole Lindstrom with the students. Ask them questions about the story and the message it conveys about the importance of water.
2. Draw a simple outline of a lake or river on the watercolor paper or sketchbook, using a pencil. Encourage the students to be creative and add more details if they like, such as trees, rocks, or animals.
3. Using the watercolor paints and brushes, instruct the students to start filling in the outline of the water with blue and green shades, blending them together to create a realistic effect. They can also paint the surrounding areas with other colors as they see fit.
4. After painting the water, encourage the students to add more details to the painting, such as fish, plants, or other elements that are important to the ecosystem around the water.
5. Once the students have finished their paintings, ask them to reflect on what they have learned from the book and their artwork. Have a class discussion on how they can be water protectors themselves, and what small actions they can take to save water in their daily lives.
6. Finally, display the paintings in the classroom or school to showcase the creativity of the students and reinforce the message of the importance of water conservation.

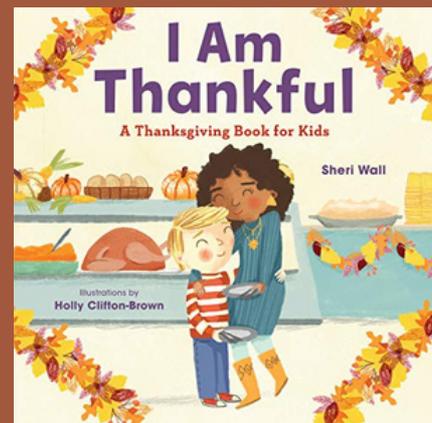
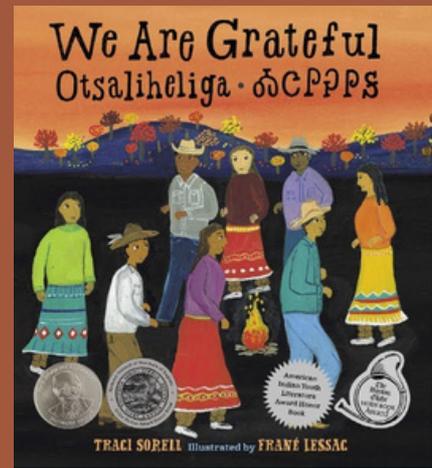
GRATITUDE COLLAGE

Grade Level(s): Lower/Upper Elementary

Objective: Students will demonstrate their understanding of the concept of gratitude, and use their creative skills to create a visual representation of gratitude.

Materials:

- "We Are Grateful" by Traci Sorell ([Read Aloud](#))
- "I Am Thankful" by Sheri Wall ([Read Aloud](#))
- Reflection Questions
- Magazines or newspapers with pictures
- Scissors
- Glue
- Construction paper or poster board
- Markers or crayons



Procedure:

1. Begin by reading "We Are Grateful" by Traci Sorell **and/or** "I Am Thankful" by Sheri Wall as a class.
2. Have a class discussion about what the book teaches us about being grateful and the importance of gratitude in our lives using the reflection questions below:
 - a. *What matters to you? What do you notice about the world around you?*
 - b. *What are you grateful for? Why?*
 - c. *What ways do you show your gratitude?*
 - d. *Why is it important to reflect on both your blessings and difficult times?*
 - e. *For "We Are Grateful" by Traci Sorell - What did you learn about the Cherokee and Cherokee traditions and culture? What more would you like to know?*
3. Explain to students that they will now be creating a gratitude collage to visually represent the things they are grateful for.
4. Pass out magazines or newspapers and have students cut out pictures of things they are grateful for. These can be anything from family members and friends to favorite foods or beautiful scenery.
5. Next, provide students with construction paper or poster board and have them arrange and glue their pictures onto the paper to create a collage.
6. Encourage students to use their creative skills to add additional drawings or decorations on the collage with markers or crayons.
7. Once students have completed their collages, have them share with the class why each item they included is significant to them and why they are grateful for it.

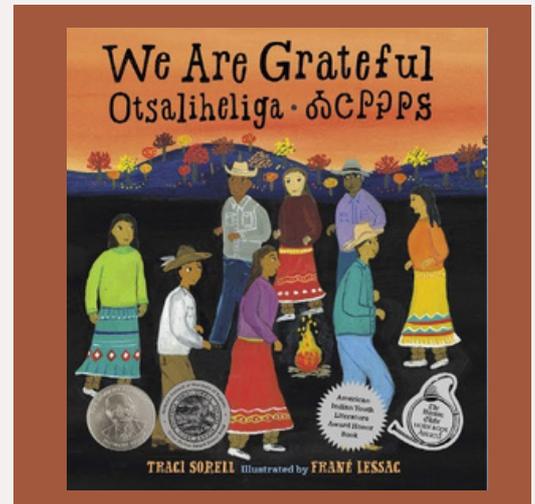
GRATITUDE TREE

Grade Level(s): Lower/Upper Elementary

Objective: By the end of the activity, the students will be able to identify and observe the changes in their chosen tree as the seasons and weather change, express their gratitude for the nature around them and develop the habit of reflection and thankfulness.

Materials:

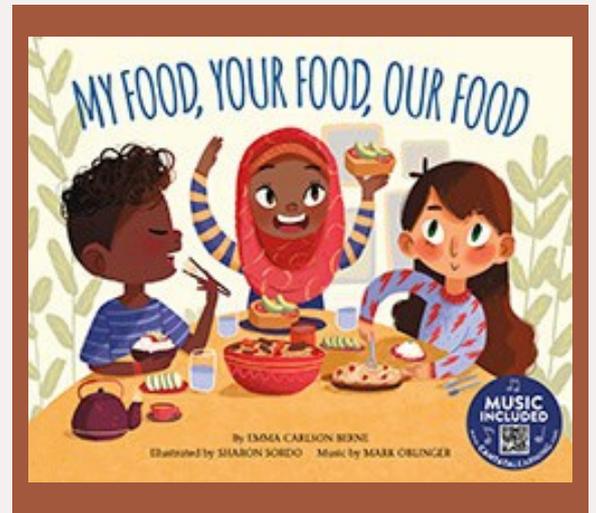
- "We Are Grateful" by Traci Sorell ([Read Aloud](#))
- Clipboards or notebooks
- Pencils or markers



Procedure:

1. Begin the activity by reading "We Are Grateful" by Traci Sorell to the students. Ask them to pay attention to how the trees change with the different seasons and weather conditions.
2. Head outside with the students and identify a tree in your community as your gratitude tree. Have the students look at the tree's leaves, branches, and trunk. Encourage the students to observe the color, shape, and texture of the tree.
3. Each student should choose a spot around the tree and start drawing or writing about their observations on their clipboards or notebooks. They can also take pictures of the tree using a camera or a phone.
4. Each Thursday, ask the students to observe their gratitude tree and make new notes or drawings as the tree changes with the seasons or weather. During this "Thankful Thursday," the students should include one thing they are grateful for that week.
5. Encourage the students to share their observations and expressions of gratitude with their classmates. This will help them develop their language skills while also building a sense of community and gratitude amongst the students.
6. After a few weeks, have the students discuss what they have learned or observed about their gratitude tree. How has it changed over time? What have they noticed that they didn't notice before? What did they appreciate or feel grateful about during their observation? You may also encourage them to create a visual display of their gratitude tree observation to showcase their work.
7. At the end of the observation time, celebrate your gratitude tree with:
 - a. a gratitude paper chain to decorate the gratitude tree that includes all the things students are thankful for written on the chain links
 - b. student poetry based on student reflection of all students are thankful for, transforming their tree once again into a "poetree"
 - c. a reading of *We Are Grateful: Otsaliheliga* under the gratitude tree.

MY FOOD, YOUR FOOD, OUR FOOD



Grade Level(s): Lower/Upper Elementary

Objective: To help students understand the concept of food choices and how they can make informed decisions about the food they eat.

Materials:

- "My Food, Your Food, Our Food" by Emma Carlson Berne ([Read Aloud](#))
- Reflection Questions
- Markers
- Paper
- Healthy Snacks

Procedure

1. **Pre-activity:** Ask students if they know the different types of foods that people eat in different parts of the world. Ask if they have ever tried a dish that was different from their typical food. Explain to them that they will be reading a book that talks about food, and they will be learning about different types of food and how it impacts their bodies.
2. Read the book "My Food, Your Food, Our Food" aloud to students or take turns reading throughout the class. As each page is read, encourage students to ask questions and share their thoughts. Pause and discuss the food cultures and traditions mentioned in the book. After reading the book, ask students what they learned from it. Use the Reflection Questions below to review for comprehension:
 - a. *What are some of the foods we see in the book? Which of these foods are familiar to you?*
 - b. *The book discusses different ways to eat foods - chopsticks, a spoon, or even our hands. What are some different ways you eat foods?*
 - c. *The story talks about the different places we can eat food. Do you eat any special foods in a special place?*
3. Give each student a piece of paper and markers. Ask them to make a drawing of the food they should eat daily and the food they should eat with moderation. This activity will help reinforce eating healthy food habits.
4. Provide healthy snacks such as sliced fresh fruits and vegetables or yogurt. Explain that these are healthy options that can provide essential nutrients for our bodies.

MY FOOD, YOUR FOOD, OUR FOOD CONTINUED

Alternate Experiences:

1. **Friendsgiving:** Work with other staff members and/or families to schedule a “Friendsgiving” event. Have students bring in foods that are unique to them. Create a table setting for all students and sit down to share a meal together. Teachers can even have conversation cards prepared to promote student discussions.
2. **Around the World:** Bring food from different cultures for students to try. Some may be familiar but some may not be. Add the foods to a classroom map to bring awareness to geography. Examples: frybread from Native American tribes, tzatziki from Greece, couscous from Northwest Africa, samosa from India, empanadas from Argentina

Reflection: Gather the students and ask them to share their snack experience.

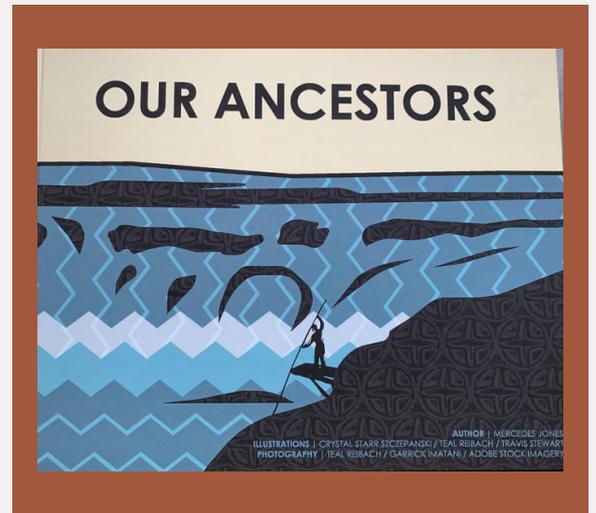
ALL ABOUT “US” QUILT

Grade Level(s): Lower/Upper Elementary

Objective: To encourage students to reflect on their roles and identities in their lives while promoting a sense of community in the classroom through a quilt-making activity.

Materials:

- “Our Ancestors” by Mercedes Jones ([Read Aloud](#))
- Reflection Questions
- Paper and pencils/crayons/markers
- Scissors, Glue stick
- Large piece of paper or poster board to serve as the “quilt”
- Tape or pushpins



Procedure

1. Begin by reading the book “Our Ancestors” by Mercedes Jones to the class. Review the book for comprehension using the Reflection Questions below:
 - a. *What are ancestors? Does everyone have ancestors?*
 - b. *How do your ancestors influence the life you have today?*
 - c. *What do you know about your ancestors? Did they do anything that the ancestors did in the book?*
 - d. *Native American cultures focus on honoring their ancestors and what they passed down to them. How can you honor your ancestors?*
 - e. *In the book, the ancestors play many different roles in life. What are some of your roles in life?*
2. Ask the students to brainstorm their own roles and identities in their lives. For example, they may see themselves as caring, smart, daughter/son, sister/brother, friend, student, etc. Have them write these roles down on a separate piece of paper.
3. Have the students draw a picture or multiple pictures that illustrate their roles. Encourage them to be creative and to use color!
4. Once the students have finished their drawings, have them cut out their pictures and glue them onto a larger piece of paper or poster board to create the classroom “quilt”. Alternatively, they can draw directly onto the paper or poster board if space permits.
5. Assemble the quilt by arranging the drawings in a visually pleasing way. Leave some space between each drawing to resemble the individual squares of a quilt. Use tape or pushpins to put up the finished product in the classroom for all to admire.

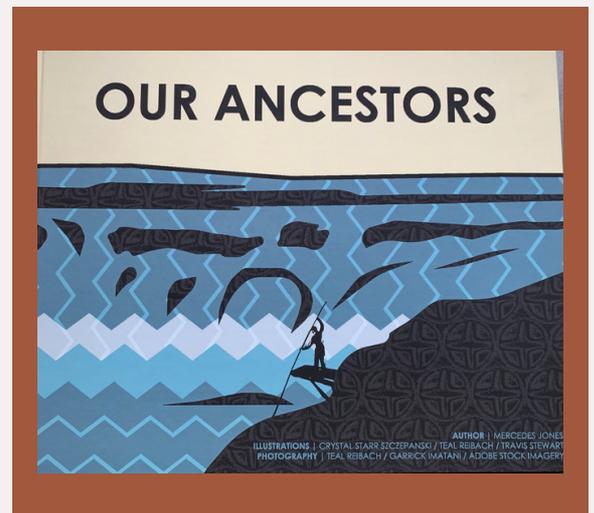
FAMILY OBJECT SHOW AND TELL

Grade Level(s): Upper Elementary

Objective: To help students identify and compare cultural representations in literature to their own cultures.

Materials:

- “Our Ancestors” by Mercedes Jones ([Read Aloud](#))
- Reflection Questions
- Invitation letter to parents/guardians (or class newsletter)
- Sample objects (e.g., family photos, heirlooms, recipes, artifacts, etc.)
- Presentation format (e.g., poster, video, oral story)
- Discussion guide



Procedure

1. **Opening activity:** Begin by reading the book “Our Ancestors” by Mercedes Jones to the class.

Review the book for comprehension using the Reflection Questions below:

- a. What are ancestors? Does everyone have ancestors?
- b. How do your ancestors influence the life you have today?
- c. What do you know about your ancestors? Did they do anything that the ancestors did in the book?
- d. Native American cultures focus on honoring their ancestors and what they passed down to them. How can you honor your ancestors?
- e. In the book, the ancestors play many different roles in life. What are some of your roles in life?

2. **Preparing the students:** As the teacher, write a letter or announcement to parents/guardians asking them to encourage their child to bring in an object that represents their family or family history, and to provide a brief explanation of its meaning and significance.

- a. Give the students some examples of objects that might be meaningful or interesting, such as:
 - i. A special piece of clothing or jewelry, a favorite family recipe or food item, a photo album or scrapbook, a souvenir from a trip or event, a toy or game that is traditional in their culture or country, a family crest or emblem, a unique or rare object passed down from generation to generation
- b. Explain that each student will have a chance to share their object with the class and talk about why it is important to them and their family.
- c. Give the students a week or two to work with their families to find and prepare their object and presentation.

FAMILY OBJECT SHOW AND TELL CONTINUED

3. Setting up the classroom: Create a designated "Sharing Corner" or display area where the students can place their objects and presentations for others to see.

- a. *Arrange the desks or chairs into a circle or semicircle to facilitate group discussion and interaction.*
- b. *Make sure there is enough space and time for each student to present their object and talk about it (about 5-10 minutes each), and for the class to ask questions or make comments.*

4. Conducting the activity: Begin the class by reminding the students of the purpose and expectations of the activity, and acknowledging the diversity and richness of their families and cultures.

- a. *Invite each student to come up to the Sharing Corner one-by-one, show their object, and explain its significance and story. Encourage the student to use descriptive language, emotions, and personal anecdotes to engage the class.*
- b. *After each presentation, allow the class to ask questions or make comments about what they learned or found interesting. Prompt the students to be respectful, curious, and open-minded.*
- c. *Consider creating a chart or map of the different countries, cultures, or traditions represented in the class, and ask the students to mark their family's origin or heritage.*
- d. *If time allows, encourage the students to make connections between their own families and those of their classmates, such as common values, celebrations, foods, or beliefs.*
- e. *Close the activity by thanking everyone for sharing and acknowledging how much the class has learned and appreciated about each other's families and backgrounds.*

Extension activities:

- Encourage the students to write a reflection or journal entry about what they learned from the activity, and how it affected their understanding of diversity and inclusion.
- Provide opportunities for the students to explore more about their own family history or culture, such as interviewing a family member, researching their country of origin, or making a family tree.
- Incorporate some of the shared traditions or practices into the classroom activities or discussions, such as having a "cultural potluck" or doing a folk dance or game.
- Consider creating a "Family Museum" or display in the classroom that showcases the objects and presentations from the students, and invites other classes or parents to visit and learn about the diverse families in the school community.

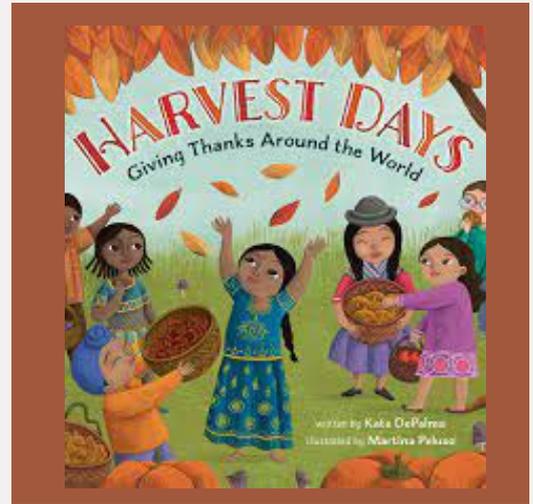
CULTURAL COMPARISONS

Grade Level(s): Upper Elementary

Objective: To help students identify and compare cultural representations in literature to their own cultures.

Materials:

- "Harvest Days" by Kate Depalma
- Whiteboard or chart paper to create an anchor chart
- Markers
- A list of cultural items and traditions from various cultures for reference



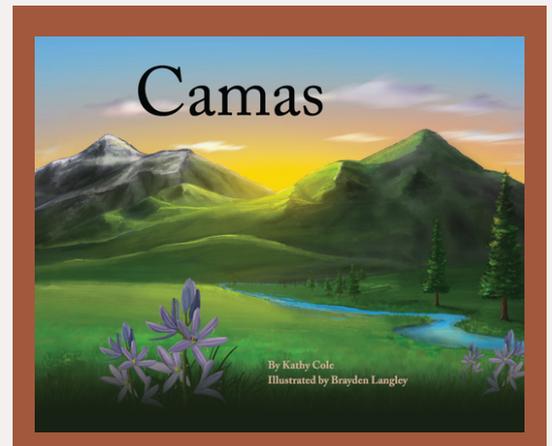
Procedure

1. Begin the lesson by asking students to think about their own cultures. Ask them to share with the class some items or traditions that are unique to their culture. Write down their responses on the board or chart paper.
2. Introduce the book "Harvest Days" by Kate Depalma. Ask students to predict what the book might be about based on its title and cover.
3. Read the book "Harvest Days" aloud to the class. As you read, point out cultural representations such as food, clothing, music, and traditions.
4. After reading, create an anchor chart with two columns: "Cultural Representations in Harvest Days" and "Cultural Representations in Our Cultures." Ask students to help you fill in the chart with examples of cultural items and traditions from the book and from their own cultures. Use markers of different colors to differentiate between representations in the book vs. representations in their own cultures.
5. Once the anchor chart is complete, discuss the similarities and differences between the two columns. Ask students to reflect on how they felt while reading about a culture different from their own and why it is important to learn about and appreciate other cultures.

Extension:

- Have students work in pairs or small groups to research and create a short presentation on a culture different from their own, highlighting some of the cultural representations they learned about.

RECIPE SEQUENCE ACTIVITY



Grade Level(s): Upper Elementary

Objective: Students will read the book "Camas" by Kathy Cole and complete a recipe sequence activity using their favorite healthy food.

Materials:

- "Camas" by Kathy Cole ([Read Aloud](#))
- Recipe sequencing worksheet (provided below)
- Pencils
- Colored pencils or markers

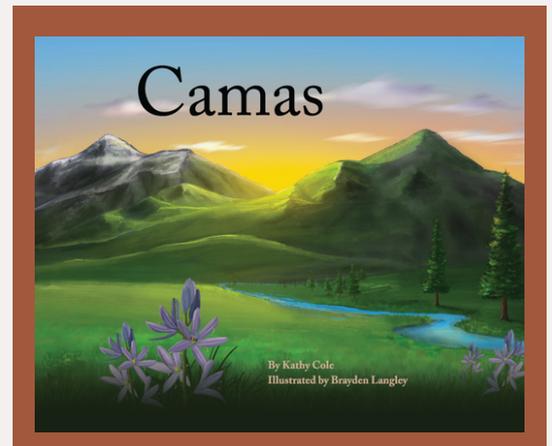
Procedure

1. Begin by introducing the book "Camas" by Kathy Cole. Ask students to predict what they think the book will be about after hearing its title and viewing the cover.
2. As a class, read through the book "Camas" together. Discuss the book using the Reflection Questions below:
 - a. Camas is an important food source for the people of the Confederated Tribes of Grand Ronde. What food is important to you or your family? Why?
 - b. In the story, we see how camas is harvested, prepared, and preserved. Why would preservation be important for Native peoples hundreds of years ago?
 - c. The book takes you through the sequence of harvest, preparation, and preservation. What other foods do you know go through this process?
3. Pass out the recipe sequencing worksheet to each student. Explain that they will now be creating a recipe sequence for their favorite healthy food.
4. Model how to complete the worksheet by providing an example using a simple recipe such as making a fruit salad. Emphasize the importance of including each step in the correct order.
5. Allow students time to work independently or in pairs to complete their recipe sequence worksheet. Encourage them to use their creativity and to draw pictures of each step. Remind them to double check that they have included all steps in the correct order.
6. Once students have finished their recipe sequence worksheet, have them share with the class. Each student can show their worksheet and explain their favorite healthy food recipe to the class.
7. As a closing activity, discuss the importance of eating healthy foods and how it can benefit our overall health. Encourage students to try out some of their classmates' recipes at home.

MY RECIPE SEQUENCE

NAME: _____

PLAN YOUR OWN FIRST FOODS CEREMONY



Grade Level(s): Upper Elementary

Objective: To encourage students to appreciate the cultural significance of food and celebrate it through planning their own first foods ceremony using the foods most important to them.

Materials:

- "Camas" by Kathy Cole ([Read Aloud](#))
- Writing materials (paper, pencils/pens, markers/crayons)
- Art materials (construction paper, scissors, glue, tape)
- Access to online resources for research (optional)

Procedure

1. Begin by introducing the book "Camas" by Kathy Cole. Ask students to predict what they think the book will be about after hearing its title and viewing the cover.
2. As a class, read through the book "Camas" together. Discuss how food is an important part of culture for many people around the world and how certain foods hold special meanings and traditions. Review the book for comprehension using the Reflection Questions below:
 - a. Camas is an important food source for the people of the Confederated Tribes of Grand Ronde. What food is important to you or your family? Why?
 - b. In the story, we see how camas is harvested, prepared, and preserved. Why would preservation be important for Native peoples hundreds of years ago?
 - c. The book takes you through the sequence of harvest, preparation, and preservation. What other foods do you know go through this process?
3. After discussing the book, ask students to reflect on their own personal connections to food and the significance it holds in their lives. Explain to students that they will plan their own first foods ceremony using the foods most important to them. Students can work individually or in pairs to create a plan for their ceremony.
4. Using [these resources](#), research first foods ceremonies of the Confederated Tribes of Grand Ronde with the students.
5. After discussing the First Foods Ceremony of the Confederated Tribes of Grand Ronde, provide students with writing and art materials to create a visual representation of their ceremony plan. Encourage them to be creative and include as many details as possible, such as the foods to be served, any special decorations, music or dance, and the people they would invite to share in the celebration.

PLAN YOUR OWN FIRST FOODS CEREMONY CONTINUED

Procedure Cont.

1. Encourage students to research and include cultural or historical traditions related to their chosen foods or celebration. This could involve using online resources or interviewing family members to learn more about their cultural heritage and traditions.
2. Once students have completed their plans, give them the opportunity to share their ceremony with the class or a small group. Encourage students to explain the significance of their chosen foods and any cultural or historical traditions they included in their celebration.

Extension Activity:

- Extend the activity by having students actually prepare some of the foods included in their ceremony plan to share with the class or to take home and share with their families. This can provide another opportunity for students to learn more about the cultural significance of the foods they chose and to celebrate their personal connections to food and culture.

GRATITUDE JAR

Grade Level(s): Middle School, High School

Objective: Students will identify people, things, and experiences they are grateful for and cultivate a daily gratitude practice.

Materials:

- Mason jar or any other container
- Small pieces of paper
- Markers or pens



Procedure

1. Begin by explaining what gratitude means. Share examples of things that you're grateful for, such as supportive friends, a good meal, or a beautiful sunset.
2. Pass out the materials and ask each student to write down something they are thankful for on a piece of paper, fold the paper and place it in the jar.
3. Each day for the next week, have the students come up and pull a piece of paper from the jar, read it out loud, and share why they are grateful for that thing.
4. Encourage students to add more entries to the jar throughout the week.
5. At the end of the week, ask students to reflect on the experience. What did they learn? Did they notice a change in their attitude or mood? Would they like to continue the practice of gratitude?

Extension Activities:

- Create a gratitude board where students can post pictures or notes about people, things, or experiences they are grateful for.
- Encourage students to express gratitude to others by writing thank-you notes or letters.
- Invite guest speakers to share their stories of gratitude and how it has impacted their lives.
- Host a "gratitude feast" where students can bring in a dish to share and express gratitude for the foods they enjoy.

THE UNTOLD STORY OF THANKSGIVING



Grade Level(s): Middle School

Objective: Students will learn about the true and accurate history of Thanksgiving and understand how the holiday has evolved over the years.

Materials:

- A whiteboard and markers
- Access to the internet
- Printed copies of articles about the history of Thanksgiving (see resources below)
- Optional: audio or video recording of the class for a class podcast

Procedure

Introduction (15 minutes)

1. The teacher will start by asking the class about their understanding of Thanksgiving - what they know about the holiday, what traditions they follow, and what the day means to them.
2. The teacher will explain that the story of Thanksgiving that we know today is incomplete and in some cases, inaccurate. The objective of this lesson is to explore the true history of Thanksgiving and understand why it's important to look at history from multiple perspectives.
3. To get started, the teacher can play a brief video about Thanksgiving history or read a short article that provides an overview of the topic. Here are a few options:
4. "The First Thanksgiving" by National Geographic - <https://kids.nationalgeographic.com/history/article/first-thanksgiving>
5. Native American Girls Describe the REAL History Behind Thanksgiving | Teen Vogue - <https://youtu.be/K7jLeBWMAOU>

Discussion and Research (30 minutes)

1. Students will be divided into groups of 3-4 and asked to research a specific aspect of Thanksgiving history. Some possible topics are:
 - a. The origin of Thanksgiving and its roots in Native American culture
 - b. The role of the Pilgrims in the first Thanksgiving
 - c. The historical context of Thanksgiving and its evolution over time
 - d. The controversies surrounding Thanksgiving and its impact on American society
2. Students can use the internet to find articles, videos, or podcasts related to their topic. The teacher can provide a list of credible sources to guide their research. Here are a few options:

THE UNTOLD STORY OF THANKSGIVING CONTINUED

Credible Sources:

- All My Relations Podcast | Lies Your Teacher Told You: The Truth About Thanksgiving - https://open.spotify.com/episode/4PN1JpdE23KZVd9Kkq6wfJ?si=2b7db4_1b93d744fe
- All My Relations Podcast | ThanksTaking or ThanksGiving? - <https://open.spotify.com/episode/6dHjJNRXBJfVp4Ps1sNsKx?si=7f00498ac31247f4>
- The Myths of the Thanksgiving Story and the Lasting Damage They Imbue - <https://www.smithsonianmag.com/history/thanksgiving-myth-and-what-we-should-be-teaching-kids-180973655/>
- How to Tell Your Kids the Real Story Behind Thanksgiving - <https://www.today.com/parents/how-tell-thanksgiving-story-your-kids-t200911>
- The Thanksgiving Myth Gets a Deeper Look This Year - <https://www.nytimes.com/2020/11/17/dining/thanksgiving-native-americans.html>
- THE TRUE, DARK HISTORY OF THANKSGIVING - <https://www.potawatomi.org/blog/2020/11/25/the-true-dark-history-of-thanksgiving/#:~:text=The%20pilgrims%20celebrated%20their%20successful,together%20to%20prepare%20a%20feast.>
- Thanksgiving Primary Sources.pdf - <https://drive.google.com/file/d/1yy4RRhcnX2seGebNYXU2XtN8lz49SyVO/view?usp=sharing>
- Primary Source Learning: The Wampanoag, the Plimoth Colonists & the First Thanksgiving - <https://primarysourcenus.org/2021/11/primary-source-learning-wampanoag-plimoth-colonists-first-thanksgiving/>

Once the groups have completed their research, they will share their findings with the rest of the class. Each group will have 5 minutes to present, and the teacher will lead a discussion after each presentation.

Conclusion (15 minutes)

1. The teacher will summarize the key takeaways from the lesson and ask the class to reflect on what they learned. Some possible questions are:
 - a. *How did your understanding of Thanksgiving change after learning about its history?*
 - b. *What aspects of Thanksgiving history surprised you the most?*
 - c. *Why is it important to understand historical events from multiple perspectives?*

Extension Activities:

Depending on time, the teacher can invite students to record their reflections to create a class podcast. Each student can share a brief summary of what they learned, their thoughts on the topic, and a question they still have about Thanksgiving history.

EXPLORE THE WORLD OF CELEBRATIONS THROUGH FOOD



Grade Level(s): Middle School

Objective: Students will explore various cultural food festivals, learning about their origins, customs and traditions, choose one to research and create a presentation to present to the class.

Materials:

- Internet access
- Library resources (books, magazines, newspapers)
- Note-taking materials
- Presentation software (such as PowerPoint or Google Slides)

Procedure

1. Introduce the concept of food festivities and their cultural significance. Explore with the students the impact of food on different cultural events and how food can play a significant role in a country's economy. Consider using the video below to show food festivities around the world:
 - a. [Food Festivals From Around the World](#)
2. Discuss with the class various food festivals celebrated around the world. Ask them to identify the food festivals they know and to provide details about them.
3. Ask the students to choose a food festival they would like to explore further. Provide sufficient materials to aid their research. They should be encouraged to go beyond their known scope to include festivals celebrated in other countries.
4. Students should use various research techniques to investigate their chosen food festivals. They should be looking for information about the origins, customs, and traditions around the festival.
5. Once they have completed their research, students should compile the information they have gathered in a presentation format. This may include a PowerPoint or other multimedia presentation.
6. Each student should then present their findings to the class. They should explain their chosen food festival, where it is celebrated, the history and the important aspects of the celebration, the significance of the foods served, and any other interesting information they have found.

UNCOVERING THE TRUE HISTORY OF THANKSGIVING



Grade Level(s): High School

Objective: To educate students about the true history of Thanksgiving and to encourage critical thinking about how the holiday is celebrated today.

Materials:

- Copies of primary sources related to the first Thanksgiving
- [Thanksgiving Primary Sources.pdf](#)
- [Primary Source Learning: The Wampanoag, the Plimoth Colonists & the First Thanksgiving](#)
- Paper & Pen/Pencil for note-taking and reflection
- Internet access for research

Procedure

1. Begin the activity by asking students what they know about the history of Thanksgiving. Write their responses on the board.
2. Share a brief history of Thanksgiving, including the popular myth about the feast between the Pilgrims and the Wampanoag tribe. Explain that this story has been perpetuated through textbooks and popular culture, but it is not entirely accurate.
3. Distribute the primary sources and to the students. Ask them to read the sources carefully and take notes on what they learn about the true history of Thanksgiving.
4. After students have had time to read and take notes, facilitate a class discussion. Ask students to share what they learned and what surprised them. Encourage critical thinking and discussion about why the Pilgrims and Wampanoag tribe may have entered into an alliance, and what benefits both groups received.
5. After the discussion, assign a research project for students to explore how Thanksgiving is celebrated today in the United States. Ask them to reflect on how their research connects to what they learned about the true history of Thanksgiving, and to think critically about how the holiday is remembered and celebrated.
6. Conclude with a class discussion about how students can apply what they learned about the true history of Thanksgiving to their own participation in the holiday.

ANALYZING THE TRADITIONAL STORY OF THANKSGIVING



Grade Level(s): High School

Objective: Students will analyze the traditional story of Thanksgiving, exploring its historical accuracy, cultural perspectives, and personal relevance.

Materials:

- [The “First” Thanksgiving Articles 1 & 2 \(Insert Slide in Final Guide\)](#)
- Copies of research resources related to the first Thanksgiving. Examples include:
- [Thanksgiving Primary Sources.pdf](#)
- [Primary Source Learning: The Wampanoag, the Plimoth Colonists & the First Thanksgiving](#)
- [All My Relations Podcast | Lies Your Teacher Told You: The Truth About Thanksgiving](#)
- [All My Relations Podcast | ThanksTaking or ThanksGiving? - All My Relations Podcast](#)
- [The Myths of the Thanksgiving Story and the Lasting Damage They Imbue | History| Smithsonian Magazine](#)
- [How to tell kids the real story behind Thanksgiving](#)
- [The Thanksgiving Myth Gets a Deeper Look This Year](#)
- [The true, dark history of Thanksgiving - Potawatomi.org](#)
- [The First Thanksgiving: What Really Happened](#)
- [When is Thanksgiving? Colonizing America: Crash Course US History #2](#)
- [The Natives and the English - Crash Course US History #3](#)
- [KWL Graphic Organizer \(Insert Slide in Final Guide\)](#)
- Writing materials

Procedure

Anticipatory Set (10 minutes):

1. Distribute graphic organizer to students, using it to brainstorm about Thanksgiving. Encourage students to share their personal experiences and thoughts.
2. Facilitate a class discussion about students' ideas of the Thanksgiving story and its significance.

Instructional Delivery (30 minutes):

1. Divide the class into small groups.
2. Assign half of the class article #1 of The “First” Thanksgiving (The First Thanksgiving Myth) and the other half of the class article #2 (The True History Of Thanksgiving)
3. After reading, groups will swap information and discuss the different perspectives and any similarities and differences they found.

ANALYZING THE TRADITIONAL STORY OF THANKSGIVING CONTINUED

Guided Practice (30 minutes):

1. Using the online resources, students will research and compare different versions of the Thanksgiving story, noting similarities and differences.
2. Using the graphic organizer, students will summarize the historical accuracy and cultural perspectives of each version they researched.
3. In small groups, students will discuss and debate which version they find most accurate and why.

Independent Practice (30 minutes):

1. Students will individually write a reflection on what they have learned and their personal thoughts on the Thanksgiving story.
2. Encourage students to consider their own cultural perspectives and how it affects their understanding of the story.

Closure (10 minutes):

1. Students will share their reflections with the class, discussing what they have learned and their personal takeaways.
2. Facilitate class discussion on how understanding historical inaccuracies and cultural perspectives can shape our understanding of events today.



KWL: THANKSGIVING

KNOW	WANT TO KNOW	LEARNED

ADDITIONAL LEARNING RESOURCES

- **All My Relations Podcast | Lies Your Teacher Told You: The Truth About Thanksgiving** - <https://open.spotify.com/episode/4PN1JpdE23KZVd9Kkq6wfJ?si=2b7db41b93d744fe>
- **All My Relations Podcast | ThanksTaking or ThanksGiving?** - <https://open.spotify.com/episode/6dHjJNRXBJfVp4Ps1sNsKx?si=7f00498ac31247f4>
- **The Myths of the Thanksgiving Story and the Lasting Damage They Imbue** - <https://www.smithsonianmag.com/history/thanksgiving-myth-and-what-we-should-be-teaching-kids-180973655/>
- **How to Tell Your Kids the Real Story Behind Thanksgiving** - <https://www.today.com/parents/how-tell-thanksgiving-story-your-kids-t200911>
- **Native American Girls Describe the REAL History Behind Thanksgiving | Teen Vogue** - <https://youtu.be/K7jLeBWMAOU>
- **"The First Thanksgiving" by National Geographic** - <https://kids.nationalgeographic.com/history/article/first-thanksgiving>
- **The Thanksgiving Myth Gets a Deeper Look This Year** - <https://www.nytimes.com/2020/11/17/dining/thanksgiving-native-americans.html>
- **THE TRUE, DARK HISTORY OF THANKSGIVING** - <https://www.potawatomi.org/blog/2020/11/25/the-true-dark-history-of-thanksgiving/#:~:text=The%20pilgrims%20celebrated%20their%20successful,together%20to%20prepare%20a%20feast.>
- **Thanksgiving Primary Sources.pdf** - <https://drive.google.com/file/d/1yy4RRhcnX2seGebNYXU2XtN8lz49SyVO/view?usp=sharing>
- **Primary Source Learning: The Wampanoag, the Plimoth Colonists & the First Thanksgiving** - <https://primarysourcenus.org/2021/11/primary-source-learning-wampanoag-plimoth-colonists-first-thanksgiving/>