**Reading Guidelines for Squanto, Friend of the Pilgrims**

*used as a second grade reader*

**Estimated time for reading Squanto**

* Sixteen to eighteen school days (depending on if you do the two day poster project)

**Vocabulary Words from this book**

* Patuxet, bay, cornmeal, harm, savage, fierce, plume, port, hold, Spain, gypsy, stable, disease, governor, eel

**Background and overview *– this is for the teacher; do not try to give all this information to the students!***

 Man constantly seeks to conquer the unknown. As early as A.D. 1000 the Vikings from northern Europe set out across uncharted waters to inhabit new lands. In mainland Europe, the highly valued spices and silks from far away Asian lands inspired ambitious men to seek easier ways and shorter routes to import these riches from the far East. But Europeans living in the Middle Ages had little idea of world geography outside of Europe and Asia. Map makers drew maps, carefully incorporating known facts, then added bits of imagination to fill in some of the blanks. Many explorers never returned.

 In the early 1400s Portugal began to explore the unknown waters to the south around Africa. Several decades later Spain sponsored Columbus' successful voyage west across the Atlantic. Soon hundreds of ambitious Europeans followed suit. These explorers were known for their daring adventurous spirits, their zealous (but misguided) attempts to Christianize the heathen, and their contempt for the native people and their culture. The languages spoken today in different countries of North and South Americas connect directly with the European country that explored and settled them hundreds of years ago.

 The Age of Exploration—an exciting time for Europe, but a time of terror comparable to Holocaust for native people groups in North and South America. Portugal and Spain, initially the primary contestants in the race to claim the New World and its treasure, were soon joined by other countries. England chose to claim her portion by establishing colonies in North America. Her first successful colony was Jamestown in 1607. This colony was soon followed by a second one—in Massachusetts. This one's beginnings were different than Jamestown:

 The Reformation of the early 1500s began in Germany and quickly spread to other countries. Within a few years, King Henry VIII of England, unsuccessfully seeking permission from the Pope to annul his first marriage, established the Church of England. Thus formed the Church of England with immoral Henry VIII himself at its head rather than the pope. Soon groups, known as Puritans, sprang up within this new state church. They zealously sought further reform and more purity in the Church of England. After suffering persecution at the hands of their countrymen, some left for a land that promised religious freedom—the New World. The Pilgrims who landed at Plymouth Rock in 1620 were the first Puritans to come to America. Thousands more crossed the Atlantic in the next two decades. Ironically, although the Puritans came to the New World to seek religious freedom, they soon began forcing their own beliefs on others living in the New England Colonies.

**Suggested schedule (amount of time spent daily)**

* Fifteen minutes with comprehension skills practice—usually a visual or hands on project
* Fifteen minutes reading silently or in pairs—this includes a 2-3 minute introduction of the story by the teacher
* Twenty-five to thirty minutes reading with teacher interspersed with discussion of story and looking at completed visuals
* Fluency can be practiced only when the words are familiar to children and reading not too difficult. For this reason as well as for comprehension practice, second graders should read each story twice—the first time either in pairs or silently and the second time out loud as a class to the teacher.

**Specific instructions concerning Squanto:**

* In the book *Squanto* students do a fair amount of drawing.
* When we begin reading continued stories, I ask students to not read ahead. This really builds anticipation.
* Frequently talk about reading with the question, “What is happening now?” in mind. Each day students in their small groups record three events from the chapter, then as a class they/we decide on a one sentence summary of that day's chapter. If they do the poster idea at the end of the book, students should record these one sentence summaries on notebook paper they keep in their books. Only do the two-day poster project twice in the year. To do summaries, ask these questions: “Who did what? And then what happened? How did it end?” Not all questions are needed each time.

**Further guidelines**

* Teacher assigns reading groups of 2-3 each, assigns each group's specific reading spot, and spot to work on visual together. After teacher introduces the vocabulary word and the story/chapter for the day, these small groups read the story together and then often do the visual together too. Teacher may want to change the groups after each book (approximately every three weeks).
	+ Students need to be trained to use their time wisely when out of the sight of the teacher. At the beginning and periodically afterwards ask students to report back to the teacher (they come in their small groups) and give a thumbs up, sideways or down signal to indicate how trustworthy/responsible they were in their reading together time. No words needed—unless they didn't do well. When held accountable like this, students tend to be harder on themselves than the teacher.
* Each child needs a 1” three ring binder to store all their visuals. Students make dividers to separate the visual of each book.
* Reading class time is spent only on reading projects. Early finishers should simply read a library book or work on a challenge project. They are not to expect other free time things as options.
* Once a week evaluate each student's general reading. Use E, S+, S, S-, N as the grading scale. Think about general fluency, accuracy, expression. I prefer the once a week overall scale versus the “Today I will grade them on this one page” approach. It is less pressure for both me and them, and I think perhaps more accurate in grading overall performance.
* Vary the method of doing oral reading class: grasshopper jump, eagle eyes, round robin, read for 45 sec, teacher read, etc.
* On rare occasions (specifically on less interesting stories) the teacher may read some, making small reading mistakes while the students follow along and catch her. To involve everyone you could say on this page only the boys/girls may correct me or only those on this bench, etc. Teacher could read until they miss catching a mistake.
* Nearly always the complete lesson is read both in pairs and then as a class to the teacher. However, once in a great while it is OK to only read part of the story aloud if they complete some demanding comprehension check.
* Vary the method of doing the visuals: as a class (especially when introducing a new concept), most times in small groups of 2-3, and at times alone. Don't forget the alone part. Typically have students show their visuals to the class at class reading time.
* Put some visuals out on the wall for display.
* Plan only to do regular group visuals three-four times a week. While they love it, they will burn them out if used five days a week. Intersperse with other things. See ideas below.

Visuals: All the different types are introduced the first semester with short stories and continued to be practiced the second semester with continued stories.

* Drawing
* Bubble maps
	+ Sequencing, flow charts
		- Sequencing with choosing the essential events
	+ Cause and effect
	+ Compare/contrast or double bubble
	+ Work with table of contents
	+ Setting of story (this is not a separate visual, but an important concept)
	+ Summarizing (with three and six points
		- Summarizing (with six points)
	+ One word descriptions
	+ Main idea
	+ Write questions
* Plot or Storyline—find the problem in the story and how it was solved

**Interspersed** (in which case they do not do a visual)

* + - Have teacher retell the story (with mistakes)
		- Act out the story
		- Retell story to first grade
		- Look at titles
		- Memorize a poem
		- No special comprehension activity and free library reading instead
		- Look through binder and pick out two favorite ones

**Reading focuses:**

* + - Expression—primarily voice varying in pitch and intensity
		- Oral interpretation—includes not only voice varying in pitch and intensity, but also speed, complete with appropriate pauses and silence.
		- Accuracy—reading into and not only in, not skipping or substituting words
		- Fluency—reading smoothly, without jerky starts and stops; this requires the student to read material they know well
		- Pausing for punctuation—noticing the commas and periods and pausing appropriately

 **TABLE OF CONTENTS**

 **TITLE COMPREHENSION SKILL**

1. Introduction Observe covers, make divider for binder
2. A Ship From Far Away p. 5-12 Draw Patuxet village
3. The Fire-Stick p. 13-19 U.S. Map with Ks. and Mass. colored; finish drawing
4. Squanto and the Englishmen p. 20-29 Actions of main characters worksheet
5. London p. 30-39 Main idea
6. The Indian Show p. 40-47 Drawing of Indian show
7. Captain John Smith p. 48-53 Finish drawing Indian show
8. Captain Hunt p. 54-61 One word descriptions of Squanto's varied emotions
9. In the Dark p. 62-67 Drawing of ship
10. The Slave Market p. 68-75 Write questions
11. Christmas Eve p. 76-81 Complete unfinished visuals
12. John Slanie's House p. 82-86 Large-on-the-wall bubble map on Squanto
13. Home p. 87-93 Drawing of the broken bowl
14. The Pilgrims, part one p. 94- 99 Double bubble of Squanto in America/ Europe
15. The Pilgrims, part two p. 100-105 Write a paragraph on favorite chapter
16. Plymouth p. 106-112 List three ways Squanto helped the Pilgrims

*Note: Vocabulary definitions are given according to how they are used in the story.*

| **Lesson One****Book Title:*** *Squanto Friend of the Indians*
* by Clyde Robert Bulla

**Goal/Objective:*** Introduce new book

**Vocabulary Word:*** Patuxet—*the name of an Indian tribe*

**Introduction/Leading question:*** Give new books
* What do they know about Squanto?
* Talk about author (wrote many interesting books)
* Note illustrator's name

**Materials:*** Construction paper
* Copy of canoe and paddle
* Notebook paper
* Book overview visual

**Comprehension Project:*** Tell all they can know about the book by looking only at the front and back covers (in ten minutes)
* Make a construction paper divider for the binder; must include title of book and author. Could draw a canoe.

**Class Reading Time*** Have students share what they learned just by looking at covers
* Open books to look at and discuss
	+ Complete a book overview visual
	+ Look at the Table of Contents—read chapter titles
* Introduce vocabulary word
* No reading today. Allow students time to make the divider.
 | **Lesson Two****Chapter Title:*** *A Ship From Far Away p. 5-12*

**Goal/Objective:*** Draw a Patuxet village
* Work on writing events and summarizing

**Vocabulary Words:*** Bay—*a body of water (find a couple on the map)*
* Clearing –  *an area of land cleared of trees*

**Introduction/Leading question:*** Introduce the vocabulary word.
* Show Massachusetts and England on the world map
* Talk about Squanto's world: bow and arrow, canoes, for dress-up—feathers in hair and painted faces, did not claim land as their own, hunted and fished a lot and planted crops, spoke Indian language, went barefoot, no beards
* Talk about the English world: fire-sticks, large ships, dressed very differently—wore many clothes and shoes, spoke English language, did not know how how to farm in Massachusetts, had beards
* As you read, ask, “What is happening now?”

**Materials:*** Paper to record class chapter summary and drawing paper –

**Comprehension Project:*** Summarize the chapter
* Draw a Patuxet village (have tomorrow to finish)
	+ p. 7 ten houses, grass over a frame of poles, corn beside each house
	+ p. 8 chief's house bigger than the rest
	+ p. 10 fires in front of their homes

**Class Reading Time:*** Read the three events
* Follow penciled in discussion points marked in book.
* Help students understand Squanto's mother's fear—it comes up more.
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event) and record on paper.
 |
| --- | --- |
| **Lesson Three****Chapter Title:*** *The Fire-Stick p. 13- 19*

**Goal/Objective:*** Find Massachusetts on a U.S. Map
* Present potential difficulties in different cultures relating

**Vocabulary Words:*** Cornmeal—*ground corn*

**Introduction/Leading question:*** Introduce the vocabulary word.
* What problems do they think the Indians and white men might have in this chapter?
* Talk about languages
	+ Do they know the name of our language?
	+ Can they name other languages?
	+ How can people communicate without words?
		- Do a bit of communication with them without using English, pointing to myself and saying, “Me llamo Senorita Betty”, then questioningly point to them . . .
		- Communicate without words--motion to children to *follow you out of the room, quiet, sit, smile . . .*
* How could lack of communication cause problems?

**Materials:*** Individual U.S. maps and paper to record summary

**Comprehension Project:*** Record class summary
* U.S. Map—color and label Kansas, Massachusetts and the Massachusetts Bay
* Finish yesterday's drawing visual

**Class Reading Time*** Look at completed visuals.
* Follow penciled in discussion points marked in book. Be sure to note that it is summer time now p. 15
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
 | **Lesson Four****Chapter Title:*** *Squanto and the Englishmen p. 20-29*

**Goal/Objective:*** Connect main characters and their actions
* Introduce the concept of trading between cultures

**Vocabulary Words:*** Harm—*injury, hurt*

**Introduction/Leading question:*** Talk about trading
	+ Indians had animal skins the white men wanted
	+ White men had knives, mirrors, cloth, fire-sticks, axes, beads
* What would the white people have to learn before they could trade? (to communicate accurately)
* Point out 1604 on the time line
* Squanto's mother was very fearful about the white men. Why would she be afraid?
* Introduce the vocabulary word.

**Materials:*** Three events paper
* Main characters worksheet

**Comprehension Project:*** Record class summary
* Actions of main characters worksheet – write #s instead of names

**Class Reading Time*** Look at completed visuals.
* Follow penciled in discussion points marked in book.
* Note Squanto's mother's ongoing fear.
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
 |

Chapter Three: Squanto and the Englishmen Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  1. Squanto 2. Squanto's mother 3. Squanto's father 4. Indian chief 5. Charles Robbinson |
| --- |

Who said this?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ They have strange magic. I wish they would go away.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tomorrow we go. You come?
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The white men want me to go with them tomorrow!
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I wish you would not go.
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ If you go, I may never see you again.
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Be quiet
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ There is much to learn from the white men
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ England? Me?

Who did this?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tried to play the drum at the feast, but couldn't
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ put her hands over her face as Squanto left
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ put his gift of beads around his neck

**Vocabulary word: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| **Lesson Five****Chapter Title:*** *London p. 30-39*

**Goal/Objective:*** Practice finding evidence for the main idea
* Get a picture of the immensity of the ocean and the world
* Learn about the Tower of London

**Vocabulary Word:*** Savage—*wild, cruel, fierce, rude, uncivilized*

**Introduction/Leading question:*** Show Massachusetts, Atlantic Ocean and England on map
* Talk of what people ate crossing the ocean: salt fish, biscuits, and beans—why those things? (kept well)
* Talk of London as a big important city in England (built on both sides of River Thames), very different from the Patuxet village.
* Show Tower of London
* How might a big city in England feel to Squanto who was used to the country and hunting? What might he miss?
* Introduce the vocabulary word.

**Materials:*** World map to show Squanto's travels
* Encyclopedia picture of Tower of London
* Visual of main idea (clouds and raindrops)

**Comprehension Project:*** Record class summary
* Main idea visual: Squanto saw and did many new things in London (See my list)

**Class Reading Time*** Look at completed visuals.
* Follow penciled in discussion points marked in book.
* Why do they think the white men were in such a hurry to return to England? (it was now autumn, ocean storms)
* Note the cause/effect listed
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
 | **Lesson Six****Chapter Title:*** *The Indian Show p. 40-47*

**Goal/Objective:*** Draw the Indian Show
* Learn about the London Bridge

**Vocabulary Word:*** Fierce—*wild, dangerous, savage*

**Introduction/Leading question:*** Show the River Thames on the map
* Briefly talk about the London Bridge; an encyclopedia article might be better than what I have here.
	+ Be sure to mention that houses and shops were built on the bridge
	+ Mention song “London's Bridges falling down”
* Do you like being stared at? In today's story you will understand why Squanto's feelings about the Indian show.
* Introduce the vocabulary word.

**Materials:*** Drawing visual (two days)
* Encyclopedia article and picture of London Bridge

**Comprehension Project:*** Record class summary
* Draw a picture of the Indian Show

**Class Reading Time*** Look at completed visuals.
* Follow penciled in discussion points marked in book.
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
 |
| --- | --- |

**Her Majesty's Royal Palace and Fortress The Tower of London**, more commonly known as the **Tower of London** (and historically simply as **The Tower**), is an historic monument in central [London](http://en.wikipedia.org/wiki/London), [England](http://en.wikipedia.org/wiki/England) on the north bank of the [River Thames](http://en.wikipedia.org/wiki/Thames).

The Tower of London is often identified with the [White Tower](http://en.wikipedia.org/wiki/White_Tower_%28Tower_of_London%29), the original stark square fortress built by [William the Conqueror](http://en.wikipedia.org/wiki/William_I_of_England) in [1078](http://en.wikipedia.org/wiki/1078). However, the Tower as a whole is a complex of several buildings set within two parallel rings of defensive walls and a [moat](http://en.wikipedia.org/wiki/Moat).

The Tower's primary function was a fortress, a royal palace, and a prison (particularly for high status and royal prisoners, such as the [Princes in the Tower](http://en.wikipedia.org/wiki/Princes_in_the_Tower) and the future [Queen Elizabeth I](http://en.wikipedia.org/wiki/Elizabeth_I_of_England)). This last use has led to the phrase "sent to the Tower" (meaning "imprisoned").



**London Bridge** is a [bridge](http://en.wikipedia.org/wiki/Bridge) in [London](http://en.wikipedia.org/wiki/London), [England](http://en.wikipedia.org/wiki/England) over the [River Thames](http://en.wikipedia.org/wiki/River_Thames), between the [City of London](http://en.wikipedia.org/wiki/City_of_London) and [Southwark](http://en.wikipedia.org/wiki/Southwark)

A [bridge](http://en.wikipedia.org/wiki/Bridge) has existed at or near the present site for nearly 2000 years. The first bridge across the [Thames](http://en.wikipedia.org/wiki/Thames) in the London area was built of wood by the [Romans](http://en.wikipedia.org/wiki/Roman_Britain) on the present site around 60 AD. The location was most likely chosen as a bridgeable spot which still had deepwater access to the sea.

Old London Bridge: The bridge was rebuilt a number of time. Following the [1136](http://en.wikipedia.org/wiki/1136) destruction of London bridge, a new bridge was built. It took 33 years to complete and was not finished until 1209, during the reign of [King John](http://en.wikipedia.org/wiki/John_of_England). John had the idea to build houses on the bridge, and it was soon colonised by houses, shops and even a chapel built at the centre of the bridge Contemporary pictures show it crowded with buildings of up to seven stories in height.

The decision of [King John](http://en.wikipedia.org/wiki/John_of_England) to allow shops to be built on London Bridge slowed down the traffic crossing the river. The houses and shops took up space and when carts broke down or animals revolted, crossing the bridge could take up to an hour. For this reason people on foot often chose to use the dozens of river taxi boats that quickly ferried Londoners from shore to shore.

Nearly two hundred places of business lined both sides of the narrow street. Ale and beer were not sold on the London bridge because these beverages required cool cellars, which were not possible in a building constructed on a bridge. The merchants lived above their shops and sold goods from the street level floor. They used windows to show their goods and transact business. Over each shop hung a sign usually in the shape of the articles sold in order that the illiterate could recognize the nature of the business. These signs were posted high enough that a rider on a horse could pass beneath them. Every inch of the small street had to be available to vehicular traffic.

One of the benefits of shopping on London Bridge was that many of the top floors of the houses and shops were built over the street and actually connected to the house or shop across the street, giving the street a tunnel look. These connecting overhead structures provided shelter from the weather and were forerunners of the modern shopping mall.

CAUSE AND EFFECT

* Squanto had never seen horses so he thought horses were deer
* Squanto was used to sleeping on the hard ground so he couldn't sleep in a soft bed
* Squanto got used to walking on the ship so he fell when he tried to walk on land
* The white men were in such a hurry to leave so Squanto had no time to go tell his family he was leaving
* Squanto had never seen a big city so he felt afraid he'd get lost

MAIN IDEA: Squanto saw and did many new things in London, p. 30-39

* so many houses so close together \* he lay in a soft bed
* horses, and men riding them \* he bowed to Charles' mother
* chimneys with black smoke pouring from them \* he spoke English
* so many streets \* he ate different food
* he fell when he tried to walk \* people called him a savage

| **Lesson Seven****Chapter Title:*** *Captain John Smith p. 48-53*

**Goal/Objective:*** Understand more of Squanto's travels across the ocean

**Vocabulary Word:*** Plume—*a large showy feather*
* Cloak – *a jacket without sleeves*

**Introduction/Leading question:*** Using a timeline on the board and a world map once more show Squanto's travels.
* Point to Massachusetts and 1605
* Cross the Atlantic and show England. Point to 1614 How do you think Squanto might be feeling by now? *Draw a simple timeline on the board to give a visual*

Will he ever get to get to go back home?* Introduce the vocabulary word.

**Materials:****Comprehension Project:*** Record class summary
* Finish drawing visual of the Indian show or illustrate vocabulary words

**Class Reading Time*** Students report three events
* Follow penciled in discussion points marked in book.
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
 | **Lesson Eight****Chapter Title:*** *Captain Hunt p. 54-61*

**Goal/Objective:*** Practicing wearing the shoes of the main character, personalizing the story

**Vocabulary Word:*** port—*a place where ships can safely come to land*

**Introduction/Leading question:*** Introduce the vocabulary word.
* This chapter will make you feel angry.
* Some white men were good to Squanto and some were very bad. In this chapter Squanto feels a lot of different emotions. Pretend you are Squanto and think of how you would feel in his shoes. Include words like hungry for the time when it talks of them eating.

**Materials:*** Paper for one-word descriptions of Squanto's emotions

**Comprehension Project:*** Record class summary
* Make a list of all the emotions you think Squanto would have felt in this chapter. Try to think of ten—may have repeats if referring to two separate events in the story. This may be a difficult project. Give guidance as needed.

**Class Reading Time*** Follow penciled in discussion points marked in book.
* Look at completed visuals—may add to their list as classmates/teachers give new words.
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
 |
| --- | --- |

Chapter Six “Captain Hunt” p. 54-61

Examples of one word descriptions of how Squanto would have felt in the events of this chapter:

* p. 54 “Squanto did not like the sly look on his face” FEAR
* p. 54 “He was glad he was not on Captain Hunt's ship” RELIEF, GRATITUDE
* P. 55 “Oh see!” cried Squanto. EXCITED, HAPPY, EAGER
* p. 55 “I go home.” DISAPPOINTED, IMPATIENT
* p. 56 “They caught fish and shot wild turkeys and cooked them over big fires.” HUNGRY
* p. 57 “They said good bye.” SAD, EXCITED
* p. 60 “Squanto kicked and fought” AFRAID, ANGRY, CONFUSED, FRIGHTENED, PUZZLED, DESPERATE, ALONE
* p. 60 “They pushed his face into the sand.” HURT, NASTY
* p. 61 “He heard the door fall shut above his head.” HOPELESS, HELPLESS

| **Lesson Nine****Chapter Title:*** *In the Dark p. 62-67*

**Goal/Objective:*** Feel the wrongness of slavery

**Vocabulary Word:*** Hold—two meanings—*to hang onto and the place below decks where ships store cargo*

**Introduction/Leading question:*** Introduce the vocabulary word.
* Where was Squanto in yesterday's story? Use the word *kidnapped.* Today you will find out where he is going.

**Materials:*** Drawing visual

**Comprehension Project:*** Record class summary
* Draw a picture of a ship (look on p. 32)
* Label the hold, deck, mast, and sail

**Class Reading Time*** Look at completed drawings.
* Follow penciled in discussion points marked in book.
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
* Connect this story with the blacks kidnapped from Africa.
 | **Lesson Ten****Chapter Title:*** *The Slave Market p. 68-75*

**Goal/Objective:*** Practice questioning skills

**Vocabulary Word:*** Spain—*find the country on the map*

**Introduction/Leading question:*** Introduce the vocabulary word.
* Explain who monks were
* Find Spain on the map; note distance from England
* Today's story tells of Squanto being sold as a slave—and then a wonderful thing happened. Read and find out what!
* Give pronunciation of Luis and Diego

**Materials:*** Notebook paper for writing questions

**Comprehension Project:*** Record class summary
* Write five questions for classmates These questions must be ones they could only answer after reading the story and may not include nonsense questions.

**Class Reading Time*** Look at completed visuals.
* Allow students to ask one-two of their five questions
* Follow penciled in discussion points marked in book.
* Add to the classroom map of Squanto's journeys
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).

**Challenge Project:** * Draw a map of Spain and mark Malaga.
 |
| --- | --- |

Ideas on asking questions:

Use the five fingers to symbolize the five main question words

1. **Who** (else was going there?)
2. **What** (
3. **Where** (was Squanto going?)
4. **When**
5. **Why** (had the men grabbed them?)
6. **How** (did they eat?)

| **Lesson Eleven****Chapter Title:*** *Christmas Eve p. 76-81*

**Goal/Objective:*** Enjoy reading

**Vocabulary Word:*** Gypsy—*a people group known to wander*

**Introduction/Leading question:*** Introduce the vocabulary word.
* Remember with students the Indian show from several chapters ago. Today's story refers back to that and shows how God used that to bless Squanto years later.

**Materials****Comprehension Project:*** Record class summary
* Complete any unfinished visuals

**Class Reading Time*** Look at completed visuals
* Follow penciled in discussion points marked in book.
* Talk about this as a Main Idea: God was watching over Squanto. Evidence: *The Brothers had freed and cared for him, he found a way to return to England, he found the house of a kind man, the kind man's family was kind to him too, John knew him from the Indian show,*
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
 | **Lesson Twelve****Chapter Title:*** *John Slanie's House p. 82-86*

**Goal/Objective:*** Read carefully for details

**Vocabulary Word:*** Stable—*a barn for animals (especially horses)*

**Introduction/Leading question:*** Review the word merchant (from a previous book) During this time merchants in Europe were beginning to send goods across the ocean
* Show on time line 1616. This was shortly before the Pilgrims sailed to America on the Mayflower.
* Introduce the vocabulary word.

**Materials*** Large bubble circles for Squanto
* Could do bubble map for John Slanie

**Comprehension Project:*** Record class summary
* Make a large wall-bubble-map on Squanto. Each groups writes a minimum of two per child – *onto small paper first*

**Class Reading Time*** Follow penciled in discussion points marked in book.
* Look at completed visuals.
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
 |
| --- | --- |
| **Lesson Thirteen****Chapter Title:*** *Home p. 87-93*

**Goal/Objective:*** Practice drawing something that summarizes the chapter

**Vocabulary Word:*** Disease—*a sickness*

**Introduction/Leading question:*** Introduce the vocabulary word.
* This chapter will make you feel sad.
* Talk a bit about how a simple object can symbolize so much.
	+ Example: a ragged book or blanket, a birthday candle, (my Levi rug)etc.
	+ After reading the chapter they will draw the picture on p.93 that symbolizes/summarizes this chapter.

**Materials:*** Drawing visual

**Comprehension Project:*** Record class summary
* Draw the lone pot on p. 93
* Underneath write a sentence like:
	+ “Among the weeds and grass he found an old broken bowl. That was all.” (p. 90) or
	+ “My people and my village—gone. There is nothing left for me.” (p.92)

**Class Reading Time*** Look at completed visuals.
* Follow penciled in discussion points marked in book.
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
 | **Lesson Fourteen****Chapter Title:*** *The Pilgrims (part one) p. 94-99*

**Goal/Objective:*** Practice comparing and contrasting skills

**Vocabulary Word:*** None--review

**Introduction/Leading question:*** Talk about how at first England had felt strange to Squanto, but now it felt familiar. What things had he gotten used to? (their clothes, language, food, soft beds, different houses, etc.)
* What kinds of things might now feel strange to him as he returns to the Indian lifestyle? In today's lesson they will hear about how hard it was for Squanto now to fit back into Indian life.

**Materials:*** Double bubble maps

**Comprehension Project:*** Record class summary
* Double bubble of Squanto in America and Squanto in Europe

**Class Reading Time*** Look at completed visuals.
* Follow penciled in discussion points marked in book.
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
 |
| **Lesson Thirteen****Chapter Title:*** *Home p. 87-93*

**Goal/Objective:*** Practice drawing something that summarizes the chapter

**Vocabulary Word:*** Disease—*a sickness*

**Introduction/Leading question:*** Introduce the vocabulary word.
* This chapter will make you feel sad.
* Talk a bit about how a simple object can symbolize so much.
	+ Example: a ragged book or blanket, a birthday candle, (my Levi rug)etc.
	+ After reading the chapter they will draw the picture on p.93 that symbolizes/summarizes this chapter.

**Materials:*** Three events paper
* Drawing visual

**Comprehension Project:*** Record three events from story
* Draw the lone pot on p. 93
* Underneath write a sentence like:
	+ “Among the weeds and grass he found an old broken bowl. That was all.” (p. 90) or
	+ “My people and my village—gone. There is nothing left for me.” (p.92)

**Class Reading Time*** Look at completed visuals.
* Follow penciled in discussion points marked in book.
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
 | **Lesson Fourteen****Chapter Title:*** *The Pilgrims (part one) p. 94-99*

**Goal/Objective:*** Practice comparing and contrasting skills

**Vocabulary Word:*** None--review

**Introduction/Leading question:*** Introduce the vocabulary word.
* Talk about how at first England had felt strange to Squanto, but now it felt familiar. What things had he gotten used to? (their clothes, language, food, soft beds, different houses, etc.)
* What kinds of things might now feel strange to him as he returns to the Indian lifestyle? In today's lesson they will hear about how hard it was for Squanto now to fit back into Indian life.

**Materials:*** Three events paper
* Double bubble maps

**Comprehension Project:*** Record three events from story
* Double bubble of Squanto in America and Squanto in Europe

**Class Reading Time*** Look at completed visuals.
* Follow penciled in discussion points marked in book.
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
 |

**Compare and contrast double bubble ideas of Squanto in American and Squanto in Europe**

**Squanto in America**

* went hunting and fishing
* lived with is family
* lived in a small village in the country
* lived in a grass hut
* was captured by Hunt
* wanted to see white men
* spoke the Indian language
* ate lots of corn and fish
* sang himself to sleep

**Squanto in Europe**

* learned Englishmenwas treated kindly
* ate white men's food
* was a servant
* slept in a soft bed
* was sold as a slave and then freed
* waited and waited to go home
* lived with Charles and his mother
* lived in the city

**Both**

* was stared at
* had adventures
* was an Indian
* wore white men's clothes

| **Lesson Thirteen****Chapter Title:*** *Home p. 87-93*

**Goal/Objective:*** Practice drawing something that summarizes the chapter

**Vocabulary Word:*** Disease—*a sickness*

**Introduction/Leading question:*** Introduce the vocabulary word.
* This chapter will make you feel sad.
* Talk a bit about how a simple object can symbolize so much.
	+ Example: a ragged book or blanket, a birthday candle, (my Levi rug)etc.
	+ After reading the chapter they will draw the picture on p.93 that symbolizes/summarizes this chapter.

**Materials:*** Three events paper
* Drawing visual

**Comprehension Project:*** Record three events from story
* Draw the lone pot on p. 93
* Underneath write a sentence like:
	+ “Among the weeds and grass he found an old broken bowl. That was all.” (p. 90) or
	+ “My people and my village—gone. There is nothing left for me.” (p.92)

**Class Reading Time*** Look at completed visuals.
* Follow penciled in discussion points marked in book.
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
 | **Lesson Fourteen****Chapter Title:*** *The Pilgrims (part one) p. 94-99*

**Goal/Objective:*** Practice comparing and contrasting skills

**Vocabulary Word:*** None--review

**Introduction/Leading question:*** Introduce the vocabulary word.
* Talk about how at first England had felt strange to Squanto, but now it felt familiar. What things had he gotten used to? (their clothes, language, food, soft beds, different houses, etc.)
* What kinds of things might now feel strange to him as he returns to the Indian lifestyle? In today's lesson they will hear about how hard it was for Squanto now to fit back into Indian life.

**Materials:*** Three events paper
* Double bubble maps

**Comprehension Project:*** Record three events from story
* Double bubble of Squanto in America and Squanto in Europe

**Class Reading Time*** Look at completed visuals.
* Follow penciled in discussion points marked in book.
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
 |
| --- | --- |

| **Lesson Fifteen****Chapter Title:*** *The Pilgrims (part two) p. 100-105*

**Goal/Objective:*** Learn about the Pilgrims and Squanto meeting
* Practice sequencing skills

**Vocabulary Word:*** Governor—*one appointed to rule over others*

**Introduction/Leading question:*** In today's story Squanto meets the Pilgrims who came across on the Mayflower!
* Look for how the Indians dressed to meet the Pilgrims. Why?

**Materials:*** Paper for writing sentences or illustrating vocabulary words

**Comprehension Project:*** Record class summary
* Eight sentences or illustrations using eight vocabulary words

**Class Reading Time*** Look at completed visuals.
* Follow penciled in discussion points marked in book.
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
 | **Lesson Sixteen****Story Title:*** *Plymouth p. 106-112*

**Goal/Objective:*** Learn about Squanto's valuable contributions to the Pilgrims
* Practice summarizing skills (listing and paraphrasing three things Squanto taught the Pilgrims)

**Vocabulary Word:*** Eel—*a long snake-like bony fish (show picture)*

**Introduction/Leading question:*** Talk about John Billington
* Remember how different/strange everything felt for Squanto when he first went to England? He didn't know how to live there, thought horses were deer . . .
* How do you think it is for the Pilgrims who came to live in America? Might there be animals in America they didn't know about? Might they have to learn to farm differently than in England? (Example: gardening in Pennsylvania very different from gardening in Kansas) What will happen if they try to do everything like they did in England?
* In today's story, look for three ways that Squanto, who knew about living in America, helped the Pilgrims learn.

**Materials:*** Picture of an eel
* Drawing visual for three ways Squanto helped the Pilgrims: *tramped out eels, taught them to plant corn with fish, showed them how to make nets of grass*

**Comprehension Project:*** Record class summary
* Find and list (and/or draw) three ways Squanto helped the Pilgrims learn to live in America.

**Class Reading Time*** Look at completed visuals.
* Follow penciled in discussion points marked in book.
* Have students orally summarize this chapter in 1-2 sentences (the MAIN event).
 |
| --- | --- |

**Questions that could be asked for p. 100 – 105**

1. How were the Indians dressed? p. 100
2. What did they gake along? p. 100
3. T/F Samsoset's and Massosoit's villages were very close to the Patuxet and Pilgrim's villages
4. T/F The houses of the white men were made of wood
5. Who was the red-haired man?
6. Who was the white men's governor?
7. Chief Massosoit and how many Indians came to the Pilgrim's village?
8. What tribe used to live where part of th Pilgrim village now was?
9. What did the Pilgrims carry in their hands when they came to meet the Indians?
10. What did Squanto say when he saw them coming?
11. What was the name of the white men's village?
12. What id the Indians say they would not bring when the came to visit the white men – and vice versa?
13. What did Squanto decide to do?

**Plan a two day poster project.**

* See example in binder
* Must include
	+ Title of book and author in large letters
	+ A flow chart of the story (teacher prints out summaries of each chapter and they organize—see this in the document entitled “Squanto flow chart”)
	+ Minimum of ten vocabulary words and one sentence to go with each—use the canoe pattern for this
* Write a paragraph from each individual about a favorite chapter (/a 2-3 sentence summary of the chapter and tell why this was a favorite)
	+ Names of people in their group
	+ One-two projects of their choice—could be a picture of a grass hut, the lonely broken bowl, a listing of or pictures of the three ways Squanto helped the Pilgrims, a miniature map, etc.