

THANKSGIVING DAY: **Indian Headband**

Background:

Thanksgiving Day is celebrated in the United States of America on the fourth Thursday in November, which means that this year it will be held on 25th November. It has been national holiday since 1863 and it commemorates the first joint thanksgiving dinner which took place in 1622.

In 1620, a group of British pilgrims reached the East coast of America in a ship called the Mayflower. The pilgrims nearly starved in their first year as they were unfamiliar with the land and their crops didn't grow. Luckily for them, the Wampanoag Indians and in particular two, Squanto and Samoset, helped them adapt to the new terrain and by the autumn of 1622 they were able to offer the Indians a dinner in thanks for the help received.

These days, American families get together to exchange presents and to eat turkey and apple or pumpkin pie.

As a way of remembering the Indians and the help they offered, why not help your children to make Indian headbands?

You will need:

- scissors
- coloured crayons, pencils or markers
- glue or stapler
- one copy of Worksheet 1 for each child
- one copy of Worksheet 2 for each pair (preferably on card)
- 5cm wide strip of white card for each child (approximately 50 or 60 cm long)

Instructions:

1. Explain that the Wampanoag Indians generally used headbands with one or two feathers, not the highly feathered headdress of the Indians from the Plains. Distribute Worksheet 1 and ask the children to look at the different headband designs and decide which one they prefer. Note that there is a sixth blank headband for them to decide on a design of their own.

2. Tell them to use the headband patterns to experiment with the colours they want to use.

3. Distribute Worksheet 2 (one per pair) and ask the children to each colour in and cut out the two feathers.
4. Give out the strips of card and ask the children to transfer their favourite design to the headband.
5. Use glue or staples to affix the two feathers.
6. Cut the strips to size and staple or glue.

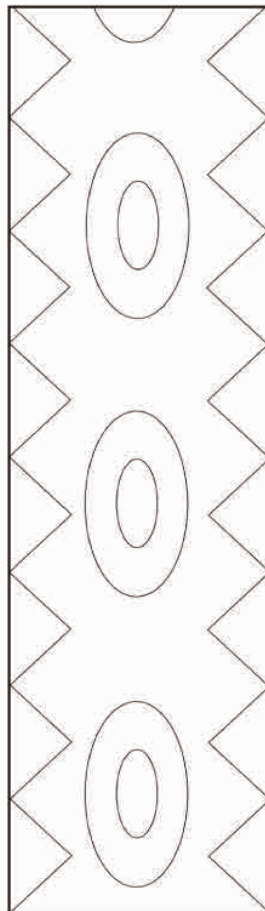
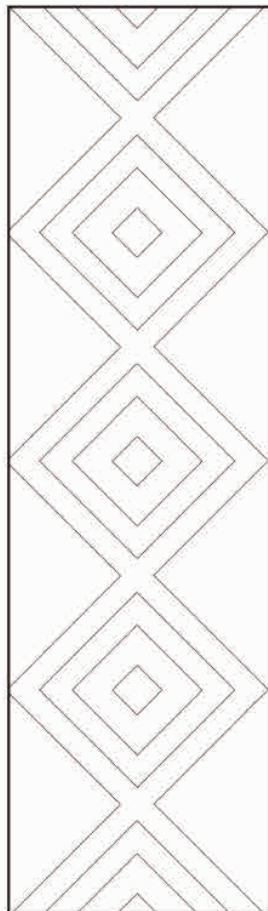
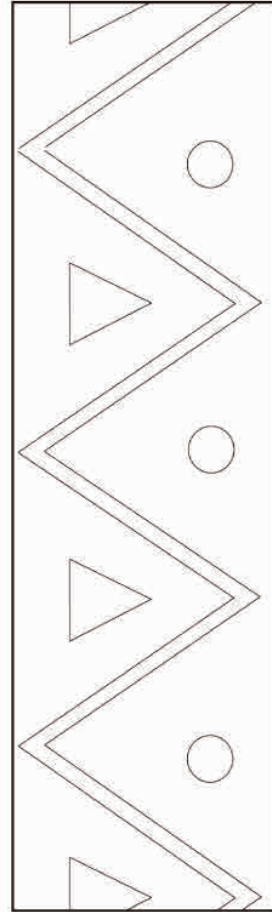
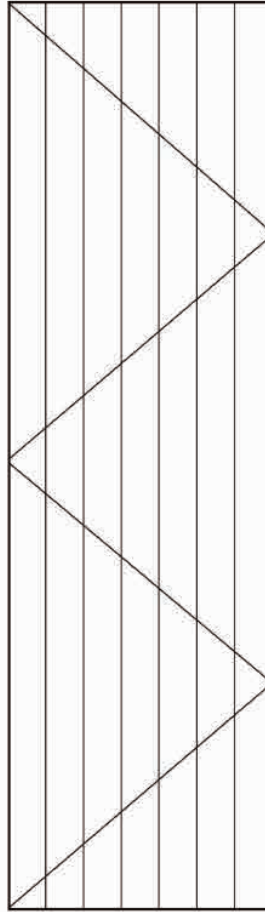
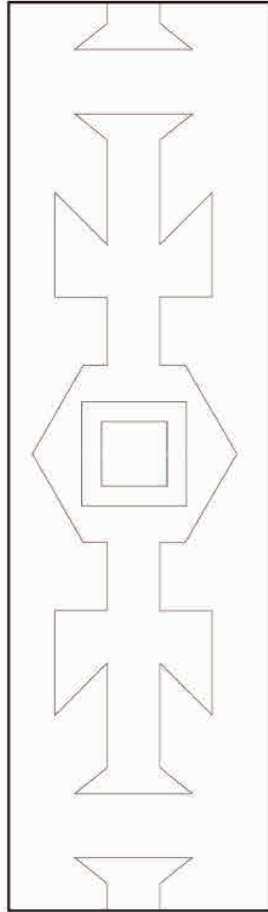


Optional extension activity:

As the headbands were generally woven, you can suggest they knit one if you think the children are old enough to do so. Ask them to use 4mm needles and DK or chunky wool. Tell them to cast on nine stitches and to use garter stitch to knit as many rows as needed to prepare a headband that will fit around their head. Older children can change wool colour to make a more colourful headband. If they are particularly adept with their needles, you may like to suggest they use the pattern on Worksheet 3 to add a design to their headband (note that one copy of worksheet 3 is for every six children). They will need to keep repeating this pattern of ten rows. Alternatively, they can colour in the pattern and then give it to a relative to knit the headband for them.

Give them the feather cutouts to colour in, cut out and affix or encourage them to find and use real feathers.

INDIAN HEADBANDS





Colour key (choose three colours):

o _____ x _____ - _____

O	O	-	-	-	-	-	O	O
X	O	O	-	-	-	O	O	X
X	X	O	O	O	O	O	X	X
X	X	X	O	O	O	X	X	X
X	X	X	X	O	X	X	X	X
X	X	X	X	O	X	X	X	X
X	X	X	O	O	O	X	X	X
X	X	O	O	-	O	O	X	X
X	O	O	-	-	-	O	O	X
O	O	-	-	-	-	-	O	O

Colour key (choose three colours):

o _____ x _____ - _____

O	O	-	-	-	-	-	O	O
X	O	O	-	-	-	O	O	X
X	X	O	O	O	O	O	X	X
X	X	X	O	O	O	X	X	X
X	X	X	X	O	X	X	X	X
X	X	X	X	O	X	X	X	X
X	X	X	O	O	O	X	X	X
X	X	O	O	-	O	O	X	X
X	O	O	-	-	-	O	O	X
O	O	-	-	-	-	-	O	O

Colour key (choose three colours):

o _____ x _____ - _____

O	O	-	-	-	-	-	O	O
X	O	O	-	-	-	O	O	X
X	X	O	O	O	O	O	X	X
X	X	X	O	O	O	X	X	X
X	X	X	X	O	X	X	X	X
X	X	X	X	O	X	X	X	X
X	X	X	O	O	O	X	X	X
X	X	O	O	-	O	O	X	X
X	O	O	-	-	-	O	O	X
O	O	-	-	-	-	-	O	O

Colour key (choose three colours):

o _____ x _____ - _____

O	O	-	-	-	-	-	O	O
X	O	O	-	-	-	O	O	X
X	X	O	O	O	O	O	X	X
X	X	X	O	O	O	X	X	X
X	X	X	X	O	X	X	X	X
X	X	X	X	O	X	X	X	X
X	X	X	O	O	O	X	X	X
X	X	O	O	-	O	O	X	X
X	O	O	-	-	-	O	O	X
O	O	-	-	-	-	-	O	O

Colour key (choose three colours):

o _____ x _____ - _____

O	O	-	-	-	-	-	O	O
X	O	O	-	-	-	O	O	X
X	X	O	O	O	O	O	X	X
X	X	X	O	O	O	X	X	X
X	X	X	X	O	X	X	X	X
X	X	X	X	O	X	X	X	X
X	X	X	O	O	O	X	X	X
X	X	O	O	-	O	O	X	X
X	O	O	-	-	-	O	O	X
O	O	-	-	-	-	-	O	O

Colour key (choose three colours):

o _____ x _____ - _____

O	O	-	-	-	-	-	O	O
X	O	O	-	-	-	O	O	X
X	X	O	O	O	O	O	X	X
X	X	X	O	O	O	X	X	X
X	X	X	X	O	X	X	X	X
X	X	X	X	O	X	X	X	X
X	X	X	O	O	O	X	X	X
X	X	O	O	-	O	O	X	X
X	O	O	-	-	-	O	O	X
O	O	-	-	-	-	-	O	O

THANKSGIVING DAY:

Facts and figures

Background:

Although turkey did not become part of the traditional **Thanksgiving Dinner** until after 1800, it is now the most common food, so much so that around 250 million turkeys are raised each year for the celebration! In this activity, the children will have to match facts and figures. If they have any doubts, they can use their maths to help them fill the gaps.

You will need:

- one copy of worksheet 1 for each child and one copy for each group
- one copy of worksheet 2 for each group (optional)

Instructions:

1. Distribute Worksheet 1 to your students. Read through the facts with the children to make sure they understand them then read the numbers with them to make sure they know how to say them. Remind them about the use of the decimal point (for example, 4.5 four point five) and the comma to separate thousands (5,000 five thousand).
2. Give the children time to work on the fact sheet individually. They must fill the gaps using the numbers from the box at the bottom of the page (each number can only be used once).
3. Distribute another copy of Worksheet 1 to each group of four children. Ask them to compare their answers and to agree on an answer if they differ.
4. Discuss the answers at a whole-class level. Where they continue to differ or if you see they are incorrect, give the groups a copy of Worksheet 2. If they do the maths, they will find the correct answers for each fact.

Answer key:

1 – 3; 2 – 6.8; 3 – 313; 4 – 39; 5 – 15,000,000; 6 – 88; 7 – 69; 8 – 24; 9 – 3; 10 – 28

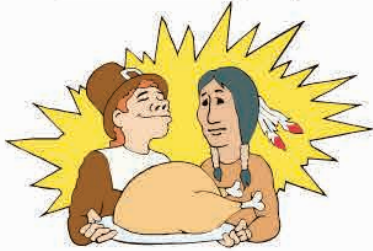
Optional extension activity:

When Squanto, the Wampanoag Indian, first saw the pilgrims, he already knew English. Why not ask the children to investigate his life and find out how he knew their language?

Thanksgiving Day Fact Sheet

24 39 88 313,000,000 3 69 6.8 3 15,000,000 28

1 The first Thanksgiving celebration lasted _____ days.



2 The average weight of a turkey is _____ kilos.



3 Americans eat approximately _____ kilos of turkey at Thanksgiving.



4 The heaviest turkey weighed _____ kilos.



5 In California, they raise _____ turkeys for Thanksgiving.



6 _____% of Americans eat turkey at Thanksgiving.



7 _____% of Americans buy frozen turkeys.



8 _____% of Americans buy fresh turkeys.



9 _____ places in the United States are named Turkey.



10 _____ places in the United States are named Plymouth (The Pilgrims travelled from Plymouth in England).



Thanksgiving Day Fact Sheet

24 39 88 313,000,000 3 69 6.8 3 15,000,000 28

1 The first Thanksgiving celebration lasted $(45 \div 15 =)$ _____ days.



2 The average weight of a turkey is $(3.4 \times 2 =)$ _____ kilos.



3 Americans eat approximately $(572 - 259 =)$ _____ kilos of turkey at Thanksgiving.



4 The heaviest turkey weighed $(13 \times 3 =)$ _____ kilos.



5 In California, they raise $(5,000 \times 3,000 =)$ _____ turkeys for Thanksgiving.



6 $(352 \div 4 =)$ _____ % of Americans eat turkey at Thanksgiving.



7 $(100 - 31 =)$ _____ % of Americans buy frozen turkeys.



8 $(6 \times 4 =)$ _____ % of Americans buy fresh turkeys.



9 $(2,365 - 2,362 =)$ _____ places in the United States are named Turkey.



10 $(140 \div 5 =)$ _____ places in the United States are named Plymouth (The Pilgrims travelled from Plymouth in England).



Thanksgiving **turkey**

Material:

- A pinecone (approximately 10 cm long)
- Coloured crayons
- Stiff paper to make beaks, feet, etc
- Glue
- Scissors



Vocabulary:

Thanksgiving, turkey body parts (beak, feathers, wattle, eyes, head, tail), colours.

Instructions:

1. Photocopy page 2 and give one copy for each of your students to colour in.
2. While students are colouring in the parts of the turkey's body, you can practice vocabulary.
3. Cut out the coloured parts of the turkey's body. Fold the paper feathers before glue them to the pinecone.
4. The pinecone will be the turkey's body. Now students can start to glue the eyes, the beak, the wattle, the feet, and the tail feathers.
5. The Thanksgiving Turkey is ready! And remember, this one won't get eaten on Thanksgiving day!

Note: All activities involving cutting and gluing should be done under the supervision of an adult.

