

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 5 InterActivity Writer's Notebook

Cluster 2: Extended Constructed Response: Informational

Cluster 2**13 Hands-On Pages****Framework: TREES**

Passages: *A Harvest to Remember* and *Spanish Rule in Early Texas*

PURPOSE OF THIS BOOK

Every page is a cut, fold, glue, sort, flip, or spin activity that sends students back to the passage. Students FIND IT, SHOW IT, CHOOSE IT, EXPLAIN IT, and USE IT IN WRITING. Every page names the Grade 5 TEKS it teaches and why it matters, and an answer key at the back is organized by page number.

Name: _____ Class: _____

Supplies

Scissors, glue stick, pencil, gray colored pencil, stapler, one brass fastener, and a composition notebook.

Read the Lines

----- **Dashed line:** cut here. ✂

———— **Solid line:** fold here.

 **Striped tab:** put glue here.

The Evidence Path

Each page moves students along the same path, so the thinking gets harder as the book goes on:

1. **FIND IT:** go back to the passage and locate the detail.
2. **SHOW IT:** represent it by sorting, sequencing, sketching, or labeling.
3. **CHOOSE IT:** decide which evidence is most connected, specific, and important.
4. **EXPLAIN IT:** tell why the evidence belongs.
5. **USE IT IN WRITING:** put the evidence to work in a written response.

Daily Routine (about 15 minutes)

1. Read or reread the passage aloud.
2. Cut and assemble the page, then glue it into the notebook.
3. Complete the thinking on or under the pieces.
4. Share with a partner, pointing to the words in the passage.

For the Teacher

Pages are ordered by TEKS. Each page carries a **TEKS Connection** and **Why It Matters** line and lists its TEKS in the footer. 5.12 is listed only on pages where students compose. Every quoted sentence appears word for word in the passage. The Answer Key at the back is organized by page number.

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Extended Constructed Response: Informational

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TEKS in this book: 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.11A, 5.11B(i), 5.11B(ii), 5.11C, 5.11D(i), 5.12B

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *A Harvest to Remember* and *Spanish Rule in Early Texas* and read each card.
2. **CHOOSE IT:** Sort each card into the pocket where it belongs.
3. **EXPLAIN IT:** Pick one card and tell a partner why you sorted it that way.

Question: What did the Wampanoag and Squanto do to help the Pilgrims?

✂ Cut out each pocket. Fold up the bottom on the solid line and glue the sides to make a pocket. Glue the pockets into your notebook.

Help That Was Given	Other True Details
fold up on the solid line · glue the sides	fold up on the solid line · glue the sides

EXPLAIN IT: Card number ____ belongs in its pocket because

TEKS Connection: 5.7C **Why It Matters:** Students return to the source and decide which details truly support an answer, so evidence is chosen on purpose and not just found.

TEKS 5.7C: Use text evidence to support an appropriate response.

Cut-Out Pieces: Help or Not

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These pieces go with page 4. Cut on the dashed lines only.

✂ Cut out the cards. Read each one and slide it into the pocket where it belongs.

1 "Things began to improve when Native Americans from the Wampanoag tribe helped them."

2 "A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area."

3 "He also understood the geography of the area and showed them how to use the land in ways that worked best."

4 "The foods at the celebration were different from what many people eat today."

5 "Today, many people celebrate Thanksgiving by sharing a meal with family and friends."

6 "The Pilgrims were not used to the cold climate or the new land."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *A Harvest to Remember* and *Spanish Rule in Early Texas*.
2. **CHOOSE IT:** Copy the exact sentence that answers the question.
3. **EXPLAIN IT:** Tell why the evidence is Connected, Specific, and Important.

Question: Why did the Wampanoag join the Pilgrims at their celebration?

Inside the vault: glue this part into your notebook. Then glue the vault doors from the Cut-Out Pieces page on top so each door opens up.

Vault 1 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

Vault 2 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

Vault 3 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

TEKS Connection: 5.7C, 5.11B(ii) **Why It Matters:** Students select the strongest text evidence and justify why it belongs, which connects text evidence (5.7C) to relevant details that develop an idea (5.11B(ii)).

Cut-Out Pieces: Evidence Vault

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These pieces go with page 6. Cut on the dashed lines only.

✂ Cut out the vault doors on the dashed lines. Fold each glue tab on the solid line.

glue tab · fold on solid line	glue tab · fold on solid line
VAULT 1 Find the sentence about the help the Pilgrims received.	VAULT 2 Find the sentence about the Wampanoag joining them.
glue tab · fold on solid line	
VAULT 3 Find the sentence about giving thanks.	

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *A Harvest to Remember* and *Spanish Rule in Early Texas*.
2. **SHOW IT:** Cut out the cards and put them in order on the accordion strip.
3. **EXPLAIN IT:** Tell a partner how each card leads to the next one.

✂ Cut out the accordion strip on the dashed line. Fold on each solid line, back and forth like a fan. This strip comes in two rows: tape the end of row 1 to the start of row 2.

Event 1 glue card here then →	Event 2 glue card here then →	Event 3 glue card here then →
Event 4 glue card here then →	Event 5 glue card here end	

EXPLAIN IT: Tell how the first card leads to the last card.

TEKS Connection: 5.7D, 5.7E **Why It Matters:** Students retell and summarize the source in logical order, keeping its meaning, and represent the sequence with a hands-on model.

TEKS 5.7D: Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Also: 5.7E

Cut-Out Pieces: Harvest Order

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These pieces go with page 8. Cut on the dashed lines only.

✂ Cut out the cards. Glue them on the strip in the order they happen.

A Native Americans from the Wampanoag tribe helped them.

B They celebrated and gave thanks for several days.

C Pilgrims held a celebration in 1621 after a hard year.

D They grew enough food for a productive harvest.

E Squanto taught them to grow corn, catch fish, and find food.

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *A Harvest to Remember* and *Spanish Rule in Early Texas*. The sentence on the flap shows where it is.
2. **SHOW IT:** Under each flap, write what the word means and sketch it.
3. **USE IT IN WRITING:** Write your own sentence using the word.

Under the flaps: glue this page part into your notebook first. Then glue each flap from the Cut-Out Pieces page on top of its matching box.

climate

My meaning:

My sentence using the word:

Sketch

productive

My meaning:

My sentence using the word:

Sketch

missions

My meaning:

My sentence using the word:

Sketch

resisted

My meaning:

My sentence using the word:

Sketch

TEKS Connection: 5.7F, 5.7E **Why It Matters:** Students use newly acquired vocabulary from the passage in their own sentences and illustrate each meaning, which TEKS 5.7E names as meaningful interaction with a source.

Cut-Out Pieces: Word Flaps

Grade 5 • Cluster 2
Extended Constructed Response: Informational

These pieces go with page 10. Cut on the dashed lines only.

✂ Cut on the dashed lines. Fold each glue tab on the solid line.

glue tab climate "The Pilgrims were not used to the cold climate or the new land." lift the flap glue tab	glue tab productive "With this help, the Pilgrims were able to grow enough food for a productive harvest." lift the flap glue tab
missions "Missions were settlements led by Spanish priests called missionaries." lift the flap	resisted "Some accepted this new way of life, but others resisted and tried to keep their traditions." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *A Harvest to Remember* and *Spanish Rule in Early Texas*.
2. **SHOW IT:** Build the spinner, spin, and talk about the question in the window.
3. **EXPLAIN IT:** Point to the words in the passage that prove your answer.

Talk questions:

1. Why did the Pilgrims hold a celebration in 1621?
2. How did Squanto and the Wampanoag help the Pilgrims survive?
3. Why did Spain build missions and presidios in Texas?
4. How did missions and presidios support each other?
5. What lasting effects did Spanish rule have on Texas?
6. Why is it important to give thanks for help from others?

Spin, then talk with a partner. Point to the words in the passage that prove your answer. Record one idea you said and one idea your partner said.

I said:

My partner said:

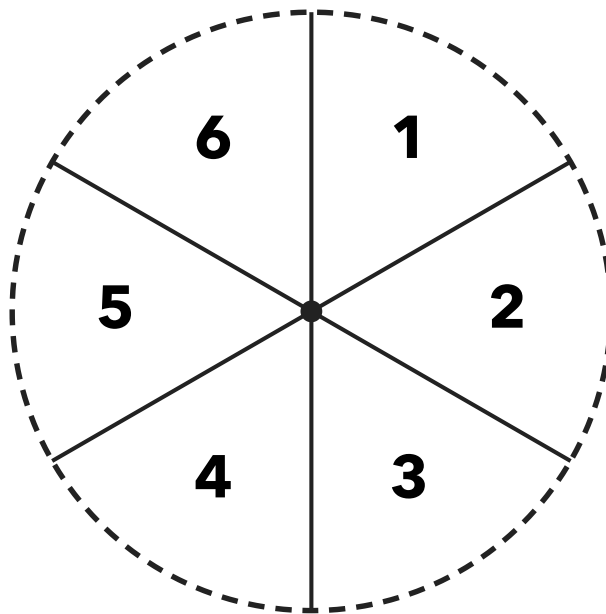
Cut-Out Pieces: Talk It Out Spinner

Grade 5 • Cluster 2
Extended Constructed Response:
Informational

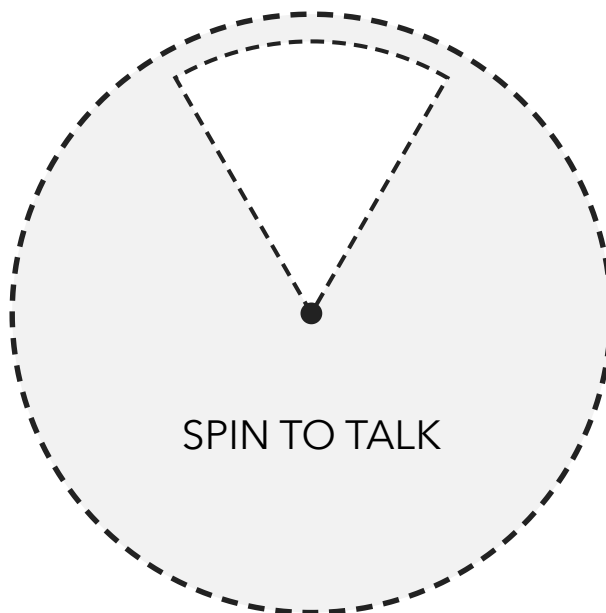
These pieces go with page 12. Cut on the dashed lines only.

✂ Cut out both circles on the dashed lines. Cut out the window on the top circle. Push a brass fastener through both centers, top circle on top.

BOTTOM CIRCLE



TOP CIRCLE



Question Detective Case File

Grade 5 • Cluster 2
Extended Constructed Response: Informational

Name: _____

Date: _____

Fold-Open Case File: Student Directions

1. **FIND IT:** Read each prompt in the case file.
2. **SHOW IT:** Circle the topic, box the action, and triangle the clue word.
3. **CHOOSE IT:** Name the writing job: WHAT, WHY, or HOW.

✂ Cut on the dashed line. Fold the case file closed on the solid line. Glue the back into your notebook.

CASE FILE: The Prompts

Case 1. Why did the Wampanoag join the Pilgrims at their harvest celebration?

Case 2. How did missions and presidios help Spain keep control of Texas?

Case 3. What effects did Spanish rule have on Texas?

On each prompt: ○ circle the topic (noun), □ box the action (verb), △ triangle the clue word.

DETECTIVE NOTES

#	○ Topic	□ Action	△ Clue word	The writing job (circle one)
1				WHAT WHY HOW
2				WHAT WHY HOW
3				WHAT WHY HOW

Pick one case. What must your answer do?

TEKS Connection: 5.11A **Why It Matters:** Students unpack exactly what a prompt asks (topic, action, and the WHAT, WHY, or HOW job) before planning a first draft for that purpose.

TEKS 5.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Mystery Prompt Generator

Grade 5 • Cluster 2
Extended Constructed Response: Informational

Name: _____

Date: _____

Flip-Strip Generator: Student Directions

1. **SHOW IT:** Cut, stack, and staple the card piles so they flip.
2. **CHOOSE IT:** Flip to build prompts and write three of them.
3. **EXPLAIN IT:** Star the one you can answer best with evidence.

✂ Cut out each card. Stack each set in its own pile. Staple each pile across the top onto your notebook page so the cards flip.

Clue Word (staple here)	Topic (staple here)	Action (staple here)
Why	the Pilgrims	help
How	missions and presidios	join
What	Spanish rule	affect
Which	the harvest celebration	support

Flip and build. Flip one card in each pile to make a prompt. Write three prompts you built.

CHOOSE IT: Star the prompt you could answer best with evidence from the passage. Circle its topic, box its action, and triangle its clue word.

TEKS Connection: 5.11A **Why It Matters:** Students build prompts from topics, actions, and clue words, which prepares them to plan a first draft for a clear topic, purpose, and audience.

TEKS 5.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Name: _____

Date: _____

Fold-Out Organizer: Student Directions

1. **SHOW IT:** Cut out the fold-out and fold each door on its solid line.
2. **CHOOSE IT:** Under each door, plan that part of your response.
3. **EXPLAIN IT:** Read your plan to a partner from top to bottom.

Prompt: Plan a short informational response about how the Wampanoag helped the Pilgrims.

✂ Cut out the fold-out on the outside dashed line. Cut the dashed lines between doors. Fold each door open on its solid line and plan underneath.

Thesis (central idea) State your main idea about the topic.	Reasons/Ways Give two reasons or ways that support your idea.	Evidence Add facts and details from the passage.
Explanation Tell how each fact supports your idea.	Summary Wrap up your main idea in one sentence.	

Under each door: write your plan for that part in words or a quick sketch.

TEKS Connection: 5.11A, 5.11B(i) **Why It Matters:** Students plan a first draft for a specific topic, purpose, and audience, mapping each part of the framework before they write.

TEKS 5.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. Also: 5.11B(i)

Name: _____

Date: _____

Cut and Arrange Puzzle: Student Directions

1. **FIND IT:** Cut out the strips and reread the passage.
2. **CHOOSE IT:** One strip is true but does not belong. Glue it in Distractor Jail and tell why.
3. **EXPLAIN IT:** Glue the other strips in order on the response mat. Glue the tab into your notebook.

✂ Response mat: cut on the dashed lines • fold the glue tab on the solid line

Question: Put the strips in order to build a short informational response about how the Wampanoag helped the Pilgrims.

1 Thesis (central idea)

2 Transition + Reason

3 Evidence

4 Explanation

5 Conclusion

DISTRACTOR JAIL

Glue the strip that is true but does NOT belong.

Why doesn't it belong?

GLUE TAB • glue into notebook

TEKS Connection: 5.11B(i), 5.11B(ii), 5.7C **Why It Matters:** Students organize a thesis (central idea), evidence, and explanation with purposeful structure and reject a detail that does not answer the question.

TEKS 5.11B(i): Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion. Also: 5.11B(ii), 5.7C

Cut-Out Pieces: Build the Response

Grade 5 • Cluster 2
Extended Constructed Response:
Informational

These pieces go with page 17. Cut on the dashed lines only.

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** In the end, the Pilgrims gave thanks with a celebration. The text says, "It was a way to give thanks for the harvest and the help they had received."

✂ **STRIP B** The foods at the celebration were different from what many people eat today.

✂ **STRIP C** A man named Squanto taught them to farm and fish. The text says, "A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area."

✂ **STRIP D** This help gave the Pilgrims the skills they needed for a good harvest.

✂ **STRIP E** The Wampanoag helped the Pilgrims survive and grow food in their new home.

✂ **STRIP F** First, they showed the Pilgrims how to find food in the area.

Name: _____

Date: _____

Pull-Tab Slider: Student Directions

1. **SHOW IT:** Build the pull tab frame.
2. **CHOOSE IT:** For each panel, rewrite the start sentence using that revision move.
3. **USE IT IN WRITING:** Write your best revised sentence at the bottom.

✂ Cut the two slits in the frame on the dashed lines. Cut out the pull tab and thread it through the slits so one panel shows at a time.

Start here: The Pilgrims had a hard time. They got help. Then they had a celebration.

✂ Pull tab

ADD: add a detail from the passage

DELETE: take out words that repeat or do not help

COMBINE: join two short sentences with a transition or conjunction

WORD CHOICE: trade a broad word for a precise word

PULL ↓

My best sentence:

TEKS Connection: 5.11C **Why It Matters:** Students revise a draft by adding, deleting, combining, and rearranging ideas and by choosing precise words, so the writing is clearer and more coherent.

TEKS 5.11C: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

Name: _____

Date: _____

Sticker Edit: Student Directions

1. **FIND IT:** Read each sentence and find the mistake.
2. **SHOW IT:** Glue on the sticker that names the fix.
3. **USE IT IN WRITING:** Rewrite the sentence correctly.

Glue the right sticker in the box next to each sentence. Some sentences need two stickers.

1. The Pilgrims was not used to the cold climate or the new land.

sticker

Fix it:

2. The gathering lasted for several days people shared food and played games.

sticker

Fix it:

3. When Massasoit and about 90 Wampanoag men joined the Pilgrims.

sticker

Fix it:

4. Soldiers guards the area and help keep control of the land.

sticker

Fix it:

TEKS Connection: 5.11D(i), 5.11D(i) **Why It Matters:** Students edit drafts by writing complete simple and compound sentences with correct subject-verb agreement and no run-ons or fragments.

TEKS 5.11D(i): Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

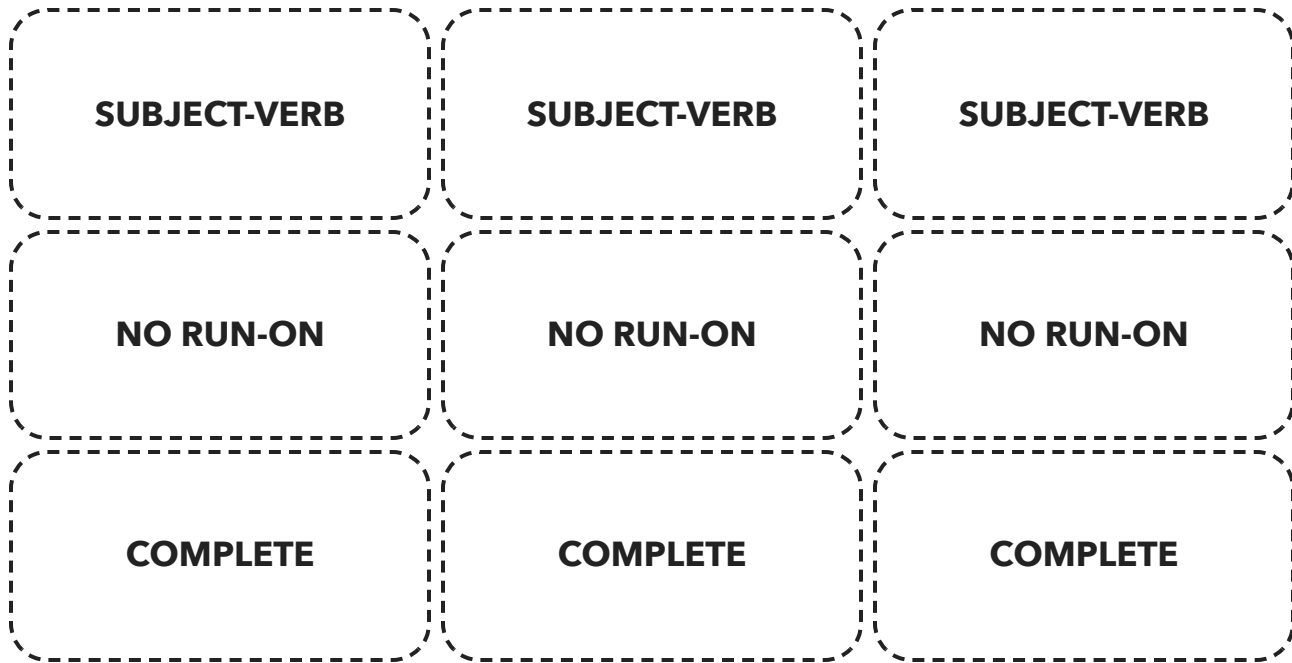
Also: 5.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 5 • Cluster 2
Extended Constructed Response: Informational

These pieces go with page 20. Cut on the dashed lines only.

✂ Cut out the editing stickers on the dashed lines.



Grade 5 • Cluster 2

Extended Constructed Response: Informational

Date: _____

1. **FIND IT:** Take out your cards and notes from the earlier pages.
2. **CHOOSE IT:** Pick the strongest evidence for this prompt.
3. **USE IT IN WRITING:** Write your response on the lines. Then check your writing.

fold up on the solid line · glue the sides

[illegible]

- My opening has a clear thesis (central idea).
- I give reasons or ways that support my idea.
- I add facts and details from the passage.
- I explain how my details support my idea and end with a summary.

TEKS 5.12B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. Also: 5.7C, 5.11B(i)

Name: _____

Date: _____

Quilt Square: Student Directions

1. **CHOOSE IT:** Write your thesis (central idea) in the center.
2. **FIND IT:** Copy four sentences from *A Harvest to Remember* and *Spanish Rule in Early Texas* that support it, one in each patch.
3. **SHOW IT:** In the border, illustrate a new vocabulary word and use it in a sentence. Cut on the outer edge.

BORDER: Vocabulary word	EVIDENCE PATCH 1: Copy the words exactly.	BORDER: Illustrate the word
EVIDENCE PATCH 2	CENTER: My Thesis (Central Idea) How can help from others turn a hard time into a time of thanks?	EVIDENCE PATCH 3
BORDER: Use the word in a sentence	EVIDENCE PATCH 4	Quilt square for this cluster • Quilt maker:

Growing the Quilt: Punch a hole in each corner. Tie this square to classmates' squares with yarn for the class quilt, or keep it in your folder: your personal quilt grows by one square every cluster.

TEKS Connection: 5.7C, 5.7E, 5.7F **Why It Matters:** Students return to the source for evidence that supports their thesis (central idea), illustrate a key word, and use newly acquired vocabulary, and the square joins a quilt that shows growth across the year.

Page 4: Help or Not

Help That Was Given: 1, 2, 3

Other True Details: 4, 5, 6

The first three sentences tell how the Wampanoag and Squanto helped the Pilgrims, while the other three are true details that do not answer the question.

Page 6: Evidence Vault

Vault 1: "Things began to improve when Native Americans from the Wampanoag tribe helped them." *Why:* This shows the Wampanoag helped the Pilgrims, so sharing the celebration with them was a way to give thanks.

Vault 2: "During the celebration, Massasoit and about 90 Wampanoag men joined them." *Why:* This is the exact action that shows the Pilgrims included the Wampanoag in their celebration.

Vault 3: "It was a way to give thanks for the harvest and the help they had received." *Why:* This sentence states the reason directly: the gathering was to give thanks for the harvest and the help.

Page 8: Harvest Order

Correct order: C (Hard First Year), A (Wampanoag Help), E (Squanto Teaches), D (Good Harvest), B (Days of Thanks)

Model summary: After a hard first year, the Pilgrims got help from the Wampanoag, grew a good harvest, and then celebrated with days of thanks.

Page 10: Word Flaps

climate: the usual weather in a place

productive: able to make or grow a lot

missions: settlements where Spanish priests taught and led

resisted: stood against something and tried to stop it

Sentences and sketches will vary. Look for the word used correctly and a sketch that matches its meaning in the passage.

Page 12: Talk It Out Spinner

Strong answers point to specific facts, like Squanto teaching farming and fishing, or missions and presidios supporting each other, and explain why those facts matter.

Page 14: Question Detective Case File

1	the Pilgrims and the Wampanoag	join	Why	WHY: give reasons
2	missions and presidios	help	How	HOW: explain the way it worked
3	Spanish rule and Texas	affect	What	WHAT: name the effects

Page 15: Mystery Prompt Generator

Prompts will vary. Model: Why did the Wampanoag join the Pilgrims at the harvest celebration? Students circle the topic, box the action, and triangle the clue word.

Page 16: TREES ECR Planner

Thesis (central idea): The Wampanoag helped the Pilgrims survive their first hard year. Reasons/Ways: they shared food skills and showed how to use the land. Evidence: Squanto taught them to grow corn, catch fish, and find food. Explanation: these skills led to a productive harvest and a thankful celebration. Summary: the Pilgrims gave thanks for the help they received.

Page 17: Build the Response

1	Strip E: The Wampanoag helped the Pilgrims survive and grow food in their new home.
2	Strip F: First, they showed the Pilgrims how to find food in the area.
3	Strip C: A man named Squanto taught them to farm and fish. The text says, "A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area."
4	Strip D: This help gave the Pilgrims the skills they needed for a good harvest.
5	Strip A: In the end, the Pilgrims gave thanks with a celebration. The text says, "It was a way to give thanks for the harvest and the help they had received."

Distractor Jail, Strip B: It tells about the food at the celebration, not about how the Wampanoag helped the Pilgrims.

Page 19: Revision Pull Tab

Model: *The Pilgrims struggled through a cold first winter with little food. Native Americans from the Wampanoag tribe helped them, and Squanto taught them to farm and fish. After a productive harvest, the Pilgrims gave thanks with a celebration.* Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

Page 20: Editing Stickers

1. [SUBJECT-VERB] The Pilgrims were not used to the cold climate or the new land.
2. [NO RUN-ON] The gathering lasted for several days. People shared food and played games.
3. [COMPLETE] Massasoit and about 90 Wampanoag men joined the Pilgrims.
4. [SUBJECT-VERB] Soldiers guarded the area and helped keep control of the land.

Page 22: Write About Help and Thanks

A strong response includes a clear thesis (central idea), reasons with evidence, explanations that go beyond restating, and a summary. Model opening: The Wampanoag helped the Pilgrims survive their first hard year in a new land.

Page 23: Thinking Quilt Square

Center: Help from others can turn a hard time into a time of thanks, just as the Wampanoag helped the Pilgrims.

Patch 1: "Things began to improve when Native Americans from the Wampanoag tribe helped them."

Patch 2: "A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area."

Patch 3: "With this help, the Pilgrims were able to grow enough food for a productive harvest."

Patch 4: "It was a way to give thanks for the harvest and the help they had received."

Border: harvest. Sentence: The Pilgrims shared a celebration after their productive harvest. Sketch: Draw the Pilgrims and the Wampanoag sharing food together at the harvest celebration.

Accept any evidence copied word for word that supports the student's thesis (central idea).