Teacher Answer Key

Case Study

1. The 1905 primer gave no names and told one moral story about cooperation, while the 2023 module puts a Pilgrim letter, a Wampanoag oral history, and a historian's article side by side. It also asks students to judge who wrote each source and why, so the lesson shifts from accepting a story to weighing evidence.

2. The colonial letter explains what the settlers needed, so on its own it invites questions about survival. Putting the Wampanoag account beside it adds alliances, resource pressure, and contested sovereignty, so students start asking who else had something at stake and what each side expected to get.

Multiple Choice

1. B

2. C

3. D

Matching

1-D, 2-E, 3-B, 4-A, 5-C

Fill-in-the-Blank

1) myth (accept: origin myth, founding myth), 2) corroboration, 3) memory

Short Answer (Sample Responses)

Q1: Image assumption: harmonious, equal relations at a shared table; Question: Who arranged the meeting, what power or security concerns existed, and what sources support this composition?

Q2: Textbooks compress for space and standardization; teachers can add primary sources (letters, Indigenous oral histories) and a mini-lesson on sourcing to restore nuance.

Q3: Activity: Each dish gets a source card (origin, whose land, first known recipe, whose voice missing). Students share thanks plus one evidence insight from their card, linking gratitude with critical reading of history.