Lesson Plan
The Mayflower
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Grade 3

Framework Standards:
New England and Massachusetts
3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony.
3.3B Challenges in settling in America

Lesson 1: Crossing the Atlantic aboard the Mayflower

Essential Question:
• What challenges did the colonists face when they choose to move to the New World.

Content Objectives:
• Students will identify and discuss the cargo aboard the Mayflower
• Students will describe the living conditions aboard the Mayflower
• Students will identify the dangers of crossing the Atlantic

Language Objective:
• Students will listen to a read-a-loud of the *Mayflower* by Nathaniel Philbrick to better understand the voyage.
• Students will brainstorm and discuss their ideas about the voyage and its hardships.
• Students will write a reflection on the voyage.

Launch
• Teacher begins class with brainstorming session on why the colonist would consider going to the New World
• Teacher reviews challenging vocabulary from the text
• Teacher reads pages 3 and 4 aloud

Explore
• Students will create a list of cargo brought aboard the Mayflower and discuss the value of each item.
• Students will cut out a cargo ship, assembly it and draw in its contents. Students will color and mount on construction paper.
• Students will write a narrative report describing the living conditions aboard the ship, including overcrowding and health of the passengers.
Summary

- Students view overhead pictures of the Mayflower from the “Geo Kit”
- Students will view the video “Colonial Life, Settling the New World”

Assessment

- Students describe the hardships that the colonists endured during their voyage in their writing and in their picture.
- Participation in group discussions

Lesson 2: The Compact

Essential Question:

- Why are compacts important and how do they set the tone for a productive society

Content Objectives:

- Students will identify some of the problems a society would have without rules.
- Students will identify some of the potential problems in a New England colony.
- Students will reflect upon the school compact.

Language Objective:

- Students will listen to a read-a-loud of the *Mayflower* by Nathaniel Philbrick
- Students will read the Mayflower compact
- Students will write their own classroom compact
- Students will sign the classroom compact
- Students will reflect in their writing journals

Launch

- Students will brainstorm about rules in society and why it is important to abide by them.
- Students will read the Bailey School Compact
- Teacher will read page 43 from *Mayflower*.
- Students will discuss why the compact was necessary for the colonist and why only 41 passengers signed it.
- Students will read the Mayflower Compact.

Explore

- In small groups, students will brainstorm possible classroom rules.
Students will discuss why we need these rules and their level of importance.

Students will create a list of the top ten rules on construction paper and hang it on the board.

Summary

Students will reconvene to whole group and discuss the different lists.

Students will vote on the rules of the classroom.

Students will write up one list of ten rules for a classroom compact.

Students will all sign the compact.

Students will reflect on consequences for breaking the compact in their writing journals.

Assessment

Student participation in small group discussion

Student participation in whole group discussion

Small group classroom rules list

Lesson 3

Essential Questions:

What were the needs faced by the Pilgrims to establish their community?

What were the connections among community, individuals, and Native Americans?

Content Objectives:

Students will examine how communities work cooperatively to accomplish goals and encourage change.

Students will reflect on the role the Native Americans played in helping the Pilgrims survive.

Language Objective:

Students will use poetry to convey their understanding of the Native American and colonist's relationship

Launch

Brainstorm these questions and record student responses.

1. What would it be like to be sent to the shores of an unknown land?

2. How would you survive, gather food, find shelter?

3. If you could have one person help you, what characteristics would you want this person to have?

Explore

Begin the study of New England Settlements with social studies text or other instructional materials. Read and discuss orally material about
Squanto, Massasoit, and the Wampanoag Indians from “The Mayflower” by Nathaniel Philbrick.

- Discuss the conditions of the community and the problems faced by the people.
- Discuss the needs the Pilgrim community would have to establish itself.
- Discuss the principles Squanto demonstrated when dealing with the Pilgrims.
- Further questions:
  What is the need?
  Who has the need?
  Who is the community?
  What talents or treasures were given or shared?
  What would happen if the needs weren't met?

- Create an acrostic poem with Squanto's name. Each letter in his name should describe a characteristic or an event from the readings and handouts.

Summary

- Divide the class into small groups. Half of the groups will be Pilgrims who have just landed in the new world. The other half will be the Native Americans. Students will discuss the wants and needs of their particular group and how they feel about the other group. Each group will be allowed to state their opinions and their reasons for these opinions.

Assessment

- Student participation in small group activities.
- Acrostic poem

References
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Strohl, Mary and Schneck, Susan (1991) Colonial America Cooperative Learning Activities Scholastic Professional Books 730 Broadway New York, NY

Pofahl, Jane (1994) United States History Puritans and Pilgrims
T.S. Denison & Company, Inc. Minneapolis, Minnesota 55431

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The Mayflower Compact

In the name of God, Amen. We, whose names are underwritten, the loyal subjects of our dread Sovereigne Lord, King James, by the grace of God, of Great Britaine, France and Ireland king, defender of the faith, etc. having undertaken, for the glory of God, and advancement of the Christian faith, and honour of our king and country, a voyage to plant the first colony in the Northerne parts of Virginia, doe by these presents solemnly and mutually in the presence of God and one of another, covenant and combine ourselves together into a civill body politick, for our better ordering and preservation, and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame such just and equall laws, ordinances, acts, constitutions and offices, from time to time, as shall be thought most meete and convenient for the generall good of the Colonie unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cape-Codd the 11. of November, in the year of the raigne of our sovereign lord, King James, of England, France and Ireland, the eighteenth, and of Scotland the fiftie-fourth. Anno Dom. 1620.

John Carver
Edward Tilley
Degory Priest

William Bradford
John Tilley
Thomas Williams

Edward Winslow
Francis Cooke
Gilbert Winslow

William Brewster
Thomas Rogers
Edmund Margeson

Issac Allerton
Thomas Tinker
Peter Browne

Myles Standish
John Rigdale
Richard Britteridge

John Alden
Edward Fuller
George Soule

Samuel Fuller
John Turner
Richard Clarke

Christopher Martin
Francis Eaton
Richard Gardiner

William Mullins
James Chilton
John Allerton

William White
John Crackston
Thomas English

Richard Warren
John Billington
Edward Dotey

http://www.ushistory.org/documents/mayflower.htm
BAILEY SCHOOL/FAMILY COMPACT 2008/2009

Student Name: __________________________________________ Room No. 010

ADMINISTRATOR-
I understand the importance of the school experience to every student and my role as administrator. Therefore, I agree to carry out the following responsibilities to the best of my ability:

1. Provide a safe environment for all students
2. Ensure the development, implementation and evaluation of learning at our school are shared decisions
3. Support Title 1 requirements to get families involved in school decisions
4. Provide families timely reports on student progress and on the school’s overall performance
5. Communicate with families frequently at convenient times and locations
6. Work to create a positive school climate that celebrates diversity and is characterized by mutual respect.

Administrator’s Signature ___________________________ Date 10/11/08

TEACHER-
I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

1. Provide high quality curriculum and instruction
2. Maintain a good line of communication between home and school to enhance student learning
3. Provide resources to help all children be successful in their school experience
4. Consciously agree to provide an open and welcoming environment for all parents
5. Recognize that each child is a member of many communities and therefore, mutual respect must be cultivated and diversity honored.

Teacher Signature ___________________________ Date 10/11/08

STUDENT-
I know my education is important to me. It will help me become a better person. I know my parents want to help me, but I am the one who has to do the work. Therefore, I agree to do the following:

1. Do all my class work on time
2. Return all corrected work to my parent/guardian
3. Be at school on time unless I am sick
4. Be responsible for my own behavior
5. Pay attention in class
6. Work hard and give my personal best effort
7. Show respect to all members of our school.

Student Signature ____________________________________ Date ______________

PARENT/GUARDIAN
I realize that my child’s school years are very important and that my participation in my child’s education will help his/her achievements and attitude. Therefore, I agree to carry out the following to the best of my ability:

1. Read with my child
2. Help my child with his/her homework
3. Help my child get to school on time and attend regularly
4. Stay aware of what my child is learning and communicate regularly with staff and my child
5. Attend parent/teacher conferences to review and monitor compact expectations

Parent Signature ____________________________________ Date __________________

Grade 2 thru 4
Social Skills: Seek accuracy, ask questions, integrate a number of ideas.
Academic Skill: Recognize and complete the interior of a ship of the colonial period.
Teacher: Reproduce one set of cargo stickers and ship pieces for each group.

WORKING ABOARD SHIP

Work together to learn about ships in colonial times. Cut out all the cargo stickers. Cut out the ship pieces and glue them together. Glue on cargo stickers to load the ship.

Cargo Stickers
Working Aboard Ship Piece 1

Cut out the two ship pieces and glue them together as shown. Add cargo stickers from page 11 to load the ship's cargo.
Extending Activity: SHIP-SHAPE classroom display
Use the Work Aboard Ship patterns to make a larger ship outline on butcher paper for a bulletin board. Students add colorful details.
The Mayflower Compact

RESEARCH QUESTIONS

1. In a dictionary, find the following words: ceremonial, priest, concentrate, persecute, craftsman, peninsula, unite, and obey. Define each word and use it in a sentence.

2. Find out more about the Puritan leader William Bradford. Where and when was he born? How did he become a Puritan? What did he believe God wanted him to do with his life? Did he marry and have children? How did he die? Write about William Bradford as if you were writing an article about him for an encyclopedia.

3. Plimoth Plantation in Plymouth, Massachusetts, is a reconstruction, or living history museum, of the early settlement by the Puritans. Write for information from Plimoth Plantation and using words and pictures, present your findings to the group.

4. On a map, identify where the Puritans intend to settle in the New World and where they actually landed.

PROJECTS

1. What if the Puritans had landed in Virginia, as they originally planned? What if the craftsmen would not agree to sign the Mayflower Compact? Write a different ending to the “Mayflower Story.”

2. List all the occupations of workers needed to start a colony. Write and illustrate them on a large sheet of paper or tagboard.

3. The Puritans did not have room to bring furniture along with them when they traveled by ship to America, but they did bring their tools. If you had just arrived and you were the head of your family of six people, would you make a fancy chair that would take time or a plain chair that was quick to assemble? Why?

4. The Puritans were also known as Pilgrims. Why did some people call them Pilgrims?

5. Make a model of the Pilgrims’ ship, the Mayflower.
The Puritans came to America for religious freedom. In the early 1600s, most English people attended the Church of England. A group of people did not like the Church of England services. They wanted to "purify" the religion by removing the ceremonial clothing worn by priests and concentrate instead on the word of God found in the Bible. This group became known as the Puritans, and they were persecuted in England.

William Bradford decided to lead a group of Puritans to the Netherlands. The Dutch people were kind to the wandering Puritans, also known as Pilgrims, but the Netherlands never felt like home to the Pilgrims.

In September 1620, a ship named the Mayflower left England carrying 35 Pilgrims and 67 hired craftsmen. They were heading for Virginia to start their own settlement, but a storm blew the ship off course and they landed hundreds of miles north on what is now the Cape Cod peninsula in Massachusetts on December 26, 1620.

The Pilgrims had to make a decision. Should they sail down the coast to Virginia, or stay up north and build their settlement? Many of the group were tired and sick, and wished to stay. Some of the hired workers wanted to continue sailing to Virginia as they had originally agreed. The Pilgrims needed the hired men to build homes for them in the untamed land. Before they allowed anyone to leave the ship, the Pilgrim leaders demanded that every adult male sign an agreement. The Mayflower Compact, or contract, stated that for the good of the colony, everyone would obey the leaders and stay together to start a settlement.

The Pilgrims lived on board the Mayflower until houses were built on the mainland. Since they had landed at Plymouth Rock the Pilgrims called their new settlement Plimoth Plantation (they used the Old English spelling), and moved into their new homes in the spring of 1620.
ON THE BOUNDING MAIN

Look at the picture with your partner. List the hardships you might encounter on a sea voyage.

Picture Study Sheet

A Colonial Sea Voyage