HISTORY BOOK DISCUSSION STUDY GROUP
ENCOUNTERS AND EXCHANGES IN U.S. HISTORY
READING GUIDE FOR:
A JOURNEY TO THE NEW WORLD

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JUNE 2009
A Journey to the New World
The Diary of Remember Patience Whipple

Synopsis;

A Journey to the New World, the Diary of Remember Patience Whipple is a historically fictionalized diary written by 12 year old Mem, a passenger on the Mayflower in 1620. Mem's entries tell of a year of happy and sad times she and her family faced on the voyage across the Atlantic Ocean and their new life in the New World.
Guided Questions - The Diary of Remember Patience Whipple

Section I - (pgs 3-40) Mayflower 1620

1. Give at least 2 reasons why Mem’s parents wanted to leave Holland. (p17) Can you understand how they felt? Explain your answers.

2. Why was Dorothy Bradford, William’s wife so sad? (p25)

3. Mem mentions many people on the ship. Which person would you most like to meet and why?

4. Why was it so important to have a cat aboard the ship? What happened to the Bilgewater brothers when they almost drown he Mayflower’s cat? (p36)
Guided Questions - Section II - (p43-70)  The New World

1. Why did the Mayflower decide to drop anchor in Cape Cod Bay instead of traveling Virginia? (p44)

2. After the Mayflower Compact was written, who did the settlers choose as governor? (p47)

3. What happened to William Bradford's wife, Dorothy? (p66) Why was she always so sad?
Guided Questions - Section III - (73-156) Plimoth Settlement

1. Why is it important for the Pilgrims to settle in a "profitable" place in Plimoth? (p74)

2. Reread the description Mem wrote about seeing Samoset for the first time. Draw what you think he looked like. (p108)

3. So many of the Pilgrim's families and friends die the first year in Plimoth. What would you say or do to help children like Mem after the death of their mother? (p117)

4. Where was the diary of Remember Patience Whipple Endicott found and by whom was it found? (p156)
Guided Questions - Section IV - (157-171) Life in America in 1620 - Historical Notes

1. Who were the Merchant Adventurers and why were the Pilgrims considered indentured servants? (p160)

2. How many people were on the Mayflower? Name the three kinds of passengers on the ship. (p161)

3. The Mayflower did not plan to land near Plimoth. Where were they originally headed and give at least two (2) reasons why they changed their landing place.
Vocabulary List for Dear America: A Journey to the New World

Teacher’s Note~ The following is a list of “possible” vocabulary words for the book. Use them in accordance to your students' needs. (*content words)

<table>
<thead>
<tr>
<th>Mayflower p.3-40</th>
<th>Bustling</th>
<th>Destined</th>
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<tr>
<td>Impatient</td>
<td>Merchants *</td>
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<td>Breadth *</td>
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<td>Gales *</td>
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<tr>
<th>The New World</th>
<th>Fragrant</th>
<th>Poppets *</th>
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<tr>
<td>p.40-72</td>
<td>Sabbath *</td>
<td>Rigging *</td>
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<td>Leagues</td>
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<td>Compact</td>
<td>Harbor *</td>
<td>Divine providence</td>
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<tr>
<td>Laden</td>
<td>Special Venison *</td>
<td>Tillable *</td>
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<td>Juniper</td>
<td>Peaked</td>
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<td>Divine Providence of God *</td>
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<th>Plymouth p.73-156</th>
<th>Fortification</th>
<th>Pipkin *</th>
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<td>Profitable</td>
<td>Dwellings</td>
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<td>Gunwales *</td>
<td>Envious</td>
<td>Sheath*</td>
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<td>Allotment *</td>
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<td>Pottages*</td>
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Map Activity

Look at John Smith’s map which the Pilgrims used as a reference. Compare it to the more 'modern' map. Find ten places on Smith’s map, then locate them on the other map. Have their names changed?

<table>
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<th>Name on Smith’s Map</th>
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Captain John Smith's Map of New England
A Journey to the New World,
The Diary of Remember Patience Whipple

Diaries, even when they are historical, contain opinions and facts. Read each quote from the book and decide if they are factual, or Mem's opinion. Cut out the quote and paste it in the book under 'fact' or 'opinion'.

- They call our Mayflower a "sweet ship" because she was in the Portuguese wine trade and has not for a long time carried smelly things like fish and tar and turpentine.
- She is not so sweet now; not with everyone so close and so sick, sleeping below the deck, and with no privies and only buckets.
- The Strangers.....did not come for religion, but for a chance to make a better living.
- In Holland, Sabbath was becoming a sore pain to my parents. For indeed, the Dutch thought of it as a day of pleasure - "unbridled frolicking" were Mam's words.
- First Mate Clark showed us a map of this part of the New World coastline that was drawn by Captain John Smith.
- Cape Cod had been named by sailors because of all the fish that abound in these waters. It hangs out into the waters embracing the bay like a very long skinny arm.
- They have signed a form called a compact, The Mayflower Compact, in which it is agreed that all the people, Saints and Strabgers alike, shall combine into one body or company and submit to one government with a governor to be chosen.
- I do not know why they did not choose Bradford, but Carver is a good man.
- The people who we are nearest to are called the Wampanoag, which means People of the Breaking Day.
- There never was any doubt that Squanto was, as Master Bradford hath said so many times, "a special instrument sent of God" for all of our good and beyond our greatest expectations.
Teacher may need to "blow up" Fact/Opinion book perhaps one side on one page, the other on second page.
Mayflower Compact Activity

Teacher's notes: before beginning this activity, students should know what a 'compact' is, and why the travelers on the Mayflower needed to have one.

- Divide students into small groups (~4) each group should have representatives of the 'Saints' and 'Strangers'

- Each group should write a short 'compact' agreeing on basic rules for your new settlement.

- After sufficient time for each group to think up their compact, bring groups together, and as a whole class write a final compact to begin your settlement. (Compare to your class rules)

- Discuss how the final compact differs from the individual group compacts.

- Distribute copies of the Mayflower Compact (be sure to rephrase in modern, kid-friendly language) How does your class compact compare to the Mayflower Compact?
The Mayflower Compact

November 1620

We, the Pilgrims of the Mayflower, promise to have fair rules in our new colony of Plymouth. The men will choose a leader for the colony. He will be called the governor. We promise to obey the new governor of Plymouth.

Signed,

William Bradford
John Carver
The Mayflower Compact

In the name of God, Amen. We, whose names are underwritten, the loyal subjects of our dread Sovereign Lord, King James, by the grace of God, of Great Britain, 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 Northern 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 civil 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 equal laws, ordinances, acts, constitutions and offices, from time to time, as shall be thought most meete and convenient for the general 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 sovereigne 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 Dote
John Howland  Moses Fletcher  Edward Leister
Stephen Hopkins  John Goodman
Our Class Compact
Puzzle-Piece Template

1. Print the date of the event on the top line of the puzzle piece, and write a sentence describing the event below it.
2. Use markers or colored pencils to draw a picture in the white space.
3. When you're done, cut out each of the pieces.
4. Place the pieces in sequential order so that the earliest date is on the left. Tape them together from the back.

Mayflower 1620
Puzzle-Piece Template

1. Print the date of the event on the top line of the puzzle piece, and write a sentence describing the event below it.
2. Use markers or colored pencils to draw a picture in the white space.
3. When you're done, cut out each of the pieces.
4. Place the pieces in sequential order so that the earliest date is on the left. Tape them together from the back.

The New World
Puzzle-Piece Template

1. Print the date of the event on the top line of the puzzle piece, and write a sentence describing the event below it.
2. Use markers or colored pencils to draw a picture in the white space.
3. When you’re done, cut out each of the pieces.
4. Place the pieces in sequential order so that the earliest date is on the left. Tape them together from the back.

Plymouth
Puzzle-Piece Template

1. Print the date of the event on the top line of the puzzle piece, and write a sentence describing the event below it.
2. Use markers or colored pencils to draw a picture in the white space.
3. When you're done, cut out each of the pieces.
4. Place the pieces in sequential order so that the earliest date is on the left. Tape them together from the back.

Life in America (1620)
After the Pilgrims landed, they spent time exploring the area to find a suitable place to live. They chose the land near Plymouth. The Pilgrims were still living on the ship because they had not built any shelters. The "great sickness" was beginning to take its toll among the Pilgrims and the crew of the Mayflower.

The great sickness was a combination of pneumonia, typhus, and scurvy, which devastated the people. By the end of the first winter, half of the colonists had died, and nearly half of the crew did not survive to make the return trip to England in the spring.

That first winter, when weather permitted, many colonists went ashore and cut down timber to build temporary shelters until permanent houses could be built. The temporary houses were actually dugouts made of sticks and earth built into the side of a hill. The colonists also copied the design of Native American wigwams and used them for shelters. It was agreed that each man should build his own permanent house. They would all cooperate and build a common house where their supplies would be stored. The common house was also called the meetinghouse because it was used as a fort and as a place to pray and talk.

The weather began to clear in March, so the colonists were able to start work on family gardens and their permanent houses. They also planted some of the seeds that they had brought from England. These seeds did not grow well in the rocky soil. These early Pilgrims did not know how to hunt or fish, so food was running low.

A tall Indian arrived three months after the Pilgrims arrived and just in time to help the Pilgrims. The Pilgrims were surprised when the Indian, named Samoset, introduced himself in English. His English was limited, so the next day he brought an older Indian, whose name was Squanto, to help him.

Squanto had been in England, so he spoke the English language well. Samoset, an Abnaki Indian, and Squanto, a Patuxet Indian, had been staying with the Wampanoag Indians that lived nearby. Squanto taught the Pilgrims how to find herring, a kind of fish, and how to use it as a fertilizer when planting their seeds. He taught them how to plant corn, pumpkins, and beans. He also taught them how to find clams and eels, and how to hunt for deer, bears, and turkeys. Squanto showed them where to find nuts and berries.

Squanto and Samoset reassured the Wampanoag that the Pilgrims were peaceful. Chief Massasoit of the Wampanoag and 60 of his men came to meet with the leaders of the Pilgrim colony. Following introductory ceremonies, the terms of a peace treaty were agreed to by both parties. Some of the points of the treaty were that whenever they met, they agreed that no Wampanoag would hurt any Pilgrim. If a Wampanoag did injure someone, he would be sent to the Pilgrims for punishment. They both agreed to leave their weapons behind whenever they met. They agreed to be allies. It was the first known treaty of its kind. This peace treaty lasted for 50 years between the Pilgrims and the Wampanoag.

In the fall of 1621, the Pilgrims and the Wampanoag came together in celebration of the fall harvest. For three days, the entire settlement feasted on wild ducks, geese, and turkeys. The Wampanoag also brought five deer for the celebration. For entertainment, there were shooting and bow-and-arrow competitions. There were also footraces and wrestling matches. It was a time of peace and joy. The Pilgrims were thankful that their Indian allies had helped them survive the first year of the settlement in the New World. This was the first Thanksgiving in colonial America.
Probing Questions About the 1621 Harvest Celebration

The few lines with which Edward Winslow describes the 1621 harvest celebration provide some important details, but the passage leaves many questions unanswered.

When did this event take place?

Who was there?

- How did the Wampanoag learn about what was happening?
- Why did Massasoit come?
- Were the Wampanoag invited?
- Was Massasoit visiting other Wampanoag villages, or did he come just to visit the English at Plymouth?
- What other Wampanoag were present in addition to Massasoit’s group?
- Did this group include women? Children?

What and how did they eat?

- Where did everyone eat? In houses? Outside?
- How many meals took place?
- Who ate with Governor Bradford and Massasoit?
- Did Massasoit’s wives eat with him?
- How were people divided to eat?
- Who did the cooking? Where?
- Besides venison and wildfowl, what else did they eat?
- Did the people they thought were most important eat together?

What were the “recreations”?

- What were the “other recreations”?
- Did both English and Wampanoag participate in these recreations?
- Was there music? Dancing?

What else happened?

- Was there prayer or thanks given? By whom?
- Why did the men go hunting?
- What “others” received deer?
- Were the deer a gift?
- Who dressed and butchered the deer?
- Where did everyone sleep in a town with only seven houses?
- Did the Wampanoag build shelters near the town?
How did the Wampanoag and English get along with each other?

- How did Massasoit and his men approach the English town?
- Would Massasoit and his men have been armed?
- Where did Governor Bradford greet Massasoit?
- Who was with Governor Bradford?
- Was there a military salute?
- What did the military display look like?
- Was it meant to intimidate Massasoit?
- Were the English and Wampanoag friendly or wary of each other?
- How much interaction was there between the two cultures?
FACT SHEET
BUILDING A VILLAGE

For the first 10 years, the colony of New Plymouth had only one settlement, the village, or town, of Plymouth. For the first two years, the Pilgrims built their homes and a common meetinghouse. Next, the design of the town called for a palisade, a strong fence, to be built around the town's edge. This palisade was built of split logs. Inside the fence was enough room for 12 family homes and gardens. The Pilgrims also built a fort at the top of the hill and placed the cannon from the Mayflower at the fort.

As the village grew, more and more buildings were constructed. Streets were dirt paths, but a general design of a village was taking shape. The village had a blacksmith shop, an inn or tavern, a schoolhouse, a general store, a sawmill, and a flour mill. The center of the village became a park called the village green. This was an open area where cattle grazed and children played. Eventually, more shops and businesses grew as the need for them increased.

A man called the town crier announced news in the village. He walked along the village paths, ringing a bell or banging on a drum. This prompted people to meet on the village green to hear the local news. He would announce that a new shipment of supplies had just arrived or that a new law had just been made. News was also received in the form of letters. There was no regular mail service. People paid a man to deliver their letters in the village and to the surrounding farmland and other settlements. It could take up to a month to receive a letter this way. Letters were sent back to England by sailing ships.

The Pilgrims missed their families and friends back in England. In fact, they were so lonesome, they called their new home New England. They continued to obey English laws and the Mayflower Compact they had drawn up when they first landed. There was no book of laws until 1636. Until then, the appointed governor could do what he wanted as long as he did not go against the laws of England.

As the colony grew, a more complicated system of government was developed. There was a governor and a group of magistrates who made up the General Court. The "freemen" of the colony (wealthy men over the age of 30) elected them. Only about one-third of the adult males in the colony were considered freemen. The General Court met four times a year. It was responsible for taxing the colonists, making laws, and hearing court cases. The most common cases were disputes over property. Most of the serious crimes were punished by banishment from the colony. For lesser crimes, such as drunkenness, a public whipping or a public apology was ordered.

It was the law in the village that people had to attend church services on Sunday. Every Sunday the villagers were summoned to the meetinghouse by a drum. The militia marched up the road, followed by the governor and the preacher. The rest of the village followed. There were two services, and everyone was required to attend both. There was a dinner served between services. The reading of the Bible and the preacher's sermon were always included in the services. No one was allowed to work on Sunday. This was the Sabbath day.

Plymouth had its own militia. A militia was a loosely formed army. Males between the ages of 16 and 60 had to join. Once a month, the men would have to practice marching and shooting. Men in the militia carried guns, swords, and knives to protect the villagers from unfriendly Native American tribes.

The village of Plymouth was a bustling place that continued to grow and prosper after the humble beginnings of its first settlers.
The first Pilgrims built a village in Plymouth. The village had houses with gardens around them. There was a meetinghouse and a general store. There were stores like the blacksmith's shop and the carpenter's shop. There was a village green in the center of town. The village green was like a park. As more Pilgrims moved to Plymouth, the village grew bigger.
A man called the **town crier** announced the news in the village. He walked along the paths, ringing a bell or banging on a drum. This meant that everybody was to meet in the village green. He would then tell everybody the news. People in the village liked to write letters to tell about the news of the village. Letters were sent back to family and friends in England by sailing ships.

The village had rules. Everybody had to pay taxes. Everybody had to go to church on Sunday. The governor of the village held court four times a year. If people broke the law, the governor would punish them. If a Pilgrim did something bad like hurting another person, he had to leave Plymouth and never return. If a person did something wrong like stealing, that person might have been whipped in public. He would also have to apologize to all the villagers.
Plymouth had its own militia. A *militia* was an army. All men between the ages of 16 and 60 had to join. Once a month, the men would practice marching and shooting. The men carried heavy *muskets* and swords. The men kept the village safe. Another job for the militia was to march the villagers to the meetinghouse every Sunday for church services.

Everybody went to the meetinghouse on Sundays for two church services. The preacher read from the Bible and gave a sermon. The sermon was a long speech about following the teachings in the Bible. There was a dinner between the two services. Sundays were not for work. Sundays were only for prayer and giving thanks. The Pilgrims were thankful for their village and for a new beginning in a New World.
WORDS TO KNOW

- musket
- militia
- town crier
- village green

BUILDING A VILLAGE
JOBS IN PLYMOUTH COLONY

Students learn about the different jobs craftsmen had in colonial America. They choose their favorite job and “set up shop.”

STEPS TO FOLLOW

1. Distribute pages 67 and 68 to students. Read and talk about the different jobs highlighted on the pages.

2. Have the students color and cut out the eight job cards. Punch holes in each card and attach them all together with a metal ring.

3. The students then choose one of the eight jobs to use for the next part of the activity. Tell students to pretend they own a shop in Plymouth. They should choose which job they think sounds the most interesting to have had.

4. On the colonial shop sign pattern on page 69, students design their own sign. Tell students to include the name of their shop, the proprietor’s name, and what product(s) are made there.

5. Have students decorate and cut out the sign. They should glue the sign to construction paper and then cut around it to make a border.

MATERIALS

- pages 67–69, reproduced for each student
- 9” x 12” (23 x 30.5 cm) colored construction paper
- crayons or marking pens
- scissors
- glue
- hole punch
- metal ring
Hat maker

Cutter

Cobbler

Blacksmith

Job cards
**Job Cards**

- **Housewright**
  - The housewright built houses.

- **Joiner**
  - The joiner made the furniture.

- **Miller**
  - The miller ground the grains into flour.

- **Tanner**
  - The tanner made leather out of animal hides.
COLONIAL SHOP SIGN

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POCKET 6 - WORKING IN PLYMOUTH COLONY
Eating Like a Colonist Activity

As a culminating activity, prepare some common foods eaten by Mem and the other colonists. Parent volunteers could make the recipes at home or if a stove or hotplate is available, some of the recipes could be made in class with the students.
Colonial Recipes

1. Hardtack - On the Mayflower, Mem and the other passengers survived by eating hardtack. Here’s a recipe so you can enjoy (??) it yourself.

   Hardtack Recipe
   2 cups of flour
   1/2 to 3/4 cup water
   1 tablespoon of Crisco or vegetable fat
   6 pinches of salt

   Mix the ingredients together into a stiff batter, knead several times, and spread the dough out flat to a thickness of 1/2 inch on a non-greased cookie sheet. Bake for one-half an hour at 400 degrees. Remove from oven, cut dough into 3-inch squares, and punch four rows of holes, four holes per row into the dough. Turn dough over, return to the oven and bake another one-half hour. Turn oven off and leave the door closed. Leave the hardtack in the oven until cool. Remove and enjoy!

2. Succotash - Squanto showed Mem how to make a dish called succotash. Here is a recipe for you to try.

   Combine: 1 can lima beans, drained
   1 can whole kernel corn, drained
   2 tablespoons butter
   1/2 cup light cream

   Heat and season with salt and pepper. Serves six.
Samoset called Mem 'The Pudding Girl.' She made a pudding for him with the limited supplies she had at the time. After the Native Americans introduced corn, Hasty Pudding became popular with the Pilgrims.

HASTY PUDDING
(Corn Meal Mush)

1/2 cup yellow corn meal
3 cups water
1/2 teaspoon salt

Mix the corn meal with 1 cup of the water (cold). Bring the other 2 cups to a boil and add the salt, and then the corn meal mixture. Lower the heat and cook 10-15 minutes, stirring frequently. Or, instead of cooking over direct heat, place in double boiler, cover, and steam for 30 minutes. Stirring is not necessary if the double boiler is used. Serve with cream and maple sugar, brown sugar, honey, or molasses. Pour unused mush in ungreased loaf pan, chill overnight, and the next morning, slice the cold mush, dust with flour, and brown in butter or bacon grease. Serve with syrup.

Corn Cakes

Take 3 cups of water and stir in one cup of coarse cornmeal. Simmer until all the water is absorbed. When cool, turn the mixture onto a floured surface. Shape into 2 round, flat cakes. Bake at 375° for 45 minutes. Yum!
A Day in the Life of a Colonist

Pretend you are a colonist in the days of early Massachusetts. You keep a diary of what you do each day. Write in the “diary” what you might have done on a Fall day in 1620.