

Teacher's Guide for COBBLESTONE *PILGRIMS ROCK THE NEW WORLD*

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Goal: to identify with the Pilgrims' journey to the New World and their adjustment to a new way of life.

*Always have a parent or adult you trust help you research websites.

"With Fresh Courage" by Duane Damon (Pages 2-4)

Pre-reading: Look at the drawings on pages 2-3. Read the picture captions and the title of the article. Predict what the reading will be about.

Vocabulary Check: defied, arrested, commanding, risks, committing, illegal, offense, immense, monarchs, traitors, hounded, authorized, translations, cleansed, purified, lavish rituals, rejected, stern, gradual, authority, ridicule, stripped, fateful, consent, persecution, shouldered, trudged, betrayed, constables, seized, rendezvous, mired, dispatched, dinghy, brandishing, marooned, distress, endure, battered, doomed, perilous, shrunk, and intolerable.

Comprehension Check:

1. Why was it not easy to be a Separatist?
2. Explain the statement "literacy was spreading."
3. When people could read the Bible for themselves, what began to happen?
4. What was King James' greatest fear?
5. Why wouldn't the Church of England allow those who defied the church to leave?
6. Tell how people turned against each other.
7. Brainstorm ways for women and children to survive with no home to return to and their husbands have escaped to another country.
8. Tell how the story ends. Was it a happy or sad ending?

Social Studies/Map Skills: Use the map to follow the journey of the Separatists.

Writing Activity:

- Pretend to be King James and to be alarmed by the people who stood against the rulings of the church.
- Write comments or prayers that people illustrated on page 3 might have said.
- Pretend to be a Separatist. Write a comment to a Puritan who reminded you that you should be content with slow changes. Now switch roles. Which felt more comfortable?
- Pretend to be a Separatist. Write a journal entry about walking 60 miles to board a ship for escape and then being betrayed.
- Pretend to be a Separatist. Write a journal entry about being paraded in shame and then thrown in jail for attempting to leave England.

Research:

- Separatists
- William Bradford
- William Brewster
- Reverend Richard Clyfton
- King James I

"Life in Leiden" by Eric B. Schultz and Duane Damon (Page 5)

Pre-reading: Do you predict that the Separatists will stay in Leiden? Why or why not?

Vocabulary Check: initial, privileges, despite, standard of living, toiling, deemed, anticipation, venture, and departure.

Comprehension Check:

1. Compare and contrast the jobs of the Separatists in England with the jobs in Leiden.
2. What is different about the Separatists' next move?
3. Tell about the English merchants known as adventurers.
4. Who are the Strangers?
5. Tell of the *Speedwell's* troubles.
6. Predict what would have happened if the *Speedwell* had attempted the trip to the New World.

Research:

- *Speedwell*
- *Mayflower*
- Separatists

"Aboard the Mayflower" by Patricia M. Whalen (Pages 6-8)

Pre-reading: Pre-reading: Look at the drawing on page 7. Read the picture captions and the title of the article. Predict what the journey will be like.

Vocabulary Check: pelted, pitched, thudding, planking, terrified, voyage, designed, din, supporting, positioned, braced, risky, unseaworthy, stern, hold, discomforts, tangy, braziers, porridge, fowling piece, and prevailing.

Comprehension Check:

1. What months were avoided for making voyages? Why?
2. Tell how an iron screw saved the *Mayflower*.
3. Name some of the discomforts of the *Mayflower's* passengers.
4. Describe the game you might have played on ship when the weather was fair.
5. Tell about cooking meals.
6. Tell about meal choices aboard the *Mayflower*.
7. Tell about John Howland's experience with danger.
8. Tell about Elizabeth Hopkins' good news.
9. Tell of death and what caused it.
10. Tell why most of the passengers continued to live on the ship even after spotting land.
11. Tell about the day the *Mayflower* could have exploded.
12. Why did the return trip to England take so much less time?
13. Read the Fast Fact that tells the speed of the *Mayflower*. Did this fact surprise you? Did you think it traveled faster or slower than it did?

Writing Activity:

- Read the opening paragraph. Then close your eyes and try to visualize yourself aboard the *Mayflower*. Write a prayer or comments you might have made.
- Pretend to interview someone exiting the *Mayflower* after their long voyage. Write what they might have said.
- Pretend to be aboard the *Mayflower*. Write about the experience of the splitting beam and the danger of sinking.
- "Sailing vessels were at the mercy of good winds and fair weather." Write a prayer that might have been spoken that reflects the necessities mentioned in this quote.

"The Rock" by Meg Chorlian (Page 8)

Vocabulary Check: claim, vague, reference, mention, account, uncertain, symbol, chipped, souvenirs, and memorial.

Comprehension Check:

1. Why does the article state that "the facts surrounding its claim to history are a little vague?"
2. Even if the facts are vague, the rock tells a story that has become a symbol. What story does it tell? What does it symbolize?
3. Do you think you would be allowed to chip a piece of Plymouth Rock as a souvenir today? Why or why not?

Writing Activity:

- Write what the rock symbolizes for you.
- Pretend to step off the *Mayflower* after a long, hard voyage. Write your reaction to touching land again even though you know there is much work to do in the New World. Would you be torn to go back to the ship or welcome new challenges?

"Packing for the New World" by Marcia Amidon Lusted (Pages 9-11)

Pre-reading: The picture caption says "The Pilgrims had faith that their journey across the Atlantic Ocean was the right decision." Name all the emotions you think they felt on this voyage. Explain why.

Vocabulary Check: destination, settlement, provisions, muskets, scarce, luxuries, captures, benefited, pamphlet, essential, bolster, tankards, spit, augers, chisels, frow, artifacts, defense, versatile, absolutely, sole, and galaxy.

Comprehension Check:

1. Read paragraph one and think about all the adjustments you would have to make in an unsettled land. What do you think would be the most difficult? Why?
2. What would you miss the most if you had made the voyage to the New World?
3. What would you be most excited about seeing or doing in the New World?
4. If you had sold nearly all you had to make the voyage to the New World, how confident would you be about going to an unsettled country?
5. If your family were going on a similar voyage today, what one personal item would you insist on taking?

Writing Activity:

- Pretend you are moving to the New World. Write a goodbye letter to a friend.
- Pretend you are having a Yard Sale of your things so you can help your family pay for the voyage to the New World. List what things you would sell. Remember you can only take one personal item with you. There is no electricity in the New World.

"Mutiny" by Ellen Donohue Warwick (Pages 12-13)

Pre-reading: According to the picture caption, The Saints and the Strangers signed a covenant that said they agreed to stick together. So why is the title of the article "Mutiny?" Which came first?

Vocabulary Check: composed, mutiny, discontented, diverse, cramped, conflicts, technically, jurisdiction, sober, demanding, agreement, extraordinary, document, constitute, convenient, seeds, political, democratic, considered, excluded, obedience, solemnly, mutually, expressed, and weary.

Comprehension Check:

1. Were the Saints and the Strangers friends? Explain your answer.
2. It is not known who drew up the agreement between the Saints and the Strangers called the Mayflower Compact. Do you think it was probably a Saint or a Stranger? Why?
3. Why were women, children, and some servants excluded from signing?
4. Before leaving on this voyage, the Strangers had agreed to work together with the Saints to build a community in the new world. What changed that?
5. If the Mayflower Compact had not been written and signed, what do you think would have happened to the Saints and to the Strangers?

Writing Activity:

- Create a compact or promise with a friend. Write it. Both friends need to sign. Shake on it.

“Settling In at Plymouth” by Michael J. Tougias (Pages 14-16)

Pre-reading: Why did it take the Pilgrims so long to settle in at Plymouth?

Vocabulary Check: armed, urgency, attempt, suitable, ashore, debated, injured, retreated, encounter, experiences, kidnapped, exposed, incident, suitable, adequate, accommodate, formerly, inhabitants, uninhabited, ultimately, independently, timbers, wattle and daub, thatch, achieved

Comprehension Check:

1. What made the job of building shelters more difficult than usual?
2. Tell about the natives earlier experiences with Europeans.
3. What was the first thing built by the Pilgrims? What was its purpose?
4. What was the second thing built? What was its purpose?
5. Before winter was over, many had died. About what fractional number?
6. How did the Pilgrims do at meeting building goals?
7. How did the children handle the winter?
8. What two things had the Pilgrims hoped for? Did the colony achieve them?

“A Lasting Alliance” by Karen E. Hong, Illustrated by Tim Foley (Pages 17-20)

Pre-reading: Who do you predict is entering into a lasting alliance?

Vocabulary Check: alliance, respective, observation, partially, completed, settlement, motioned, outnumbered, weakened, merely, explained, astonished, unmarked, provided, plague, influential, amazement, exploring, interpreter, expedition, struggling, parley, conscious, mutual, injure, offenders, victim, defense, gained, ally, protection, departed, remain, vital, survival, wandering, immediately, threat, succeeded, maintained, incident, starvation, establish, aided, accompanied, diagnosed, administered, medication, restored, warned, thwart, ambassador, and assistance.

Comprehension Check:

1. Why did the Pilgrims bury their dead in unmarked graves?
2. What were the fears of the Pilgrims concerning the natives?
3. What astonished the Pilgrims about Samoset’s greeting?
4. Tell about Samoset’s introduction of Squanto to the Pilgrims.
5. Tell about Massasoit’s visit to Plymouth.
6. How did the agreement of mutual protection help the Pilgrims and Massasoit’s tribe?
7. Why do you think Squanto decided to stay with the Pilgrims?
8. Tell some of the things Squanto taught the Pilgrims.
9. Tell of a time the Pilgrims got help from Massasoit of the Wampanoags. Then tell of a time the Pilgrims helped Massasoit.

10. Tell of a time Bradford helped Massasoit when he was sick. What did Massasoit warn Bradford about?

Art:

- Illustrate an example of a silent threat: Illustrate what was sent to the Pilgrims from the Narragansetts in 1622. Illustrate what was sent in return. No violence occurred.
- Illustrate Pilgrims trading English trinkets for corn from native tribes.

Writing Activity:

- Create a large Thank You card to Squanto from the Pilgrims. Write messages that show the many ways he helped the Pilgrims.

“People of the First Light” by Trudie Lamb Richmond and Michael J. Tougias, illustrated by Sheila Foley (Pages 21-23)

Pre-reading: Which native tribe is this article about?

Vocabulary Check: adapted, inhabited, ranged, saplings, depended, cycles, aside, valuable, fashioned, scrapers, occupied, territory, wetu frame, governing, agreement, coastal, production, network, restrictive society, influence, counterparts, sustain, frequent, permanent, obvious, newcomers, individual, territorial, foresee, usage, clashes, culture, and provided.

Comprehension Check:

1. Describe the way Wampanoags used every part of a hunted animal.
2. Why was it especially difficult for the Pilgrims to learn the ways of the native tribes in their area?
3. Name some ways Wampanoags and Pilgrims were different.
4. What major difference between groups would cause serious clashes in coming years?
5. Why do you think the Pilgrims were more open to share when they first moved to the New World than in years to come?

Art:

- Illustrate the Wampanoags “respect for the land, plant and animal life.”
- Illustrate how governing decisions were made by the Pilgrims. Now illustrate how governing decisions were made by Wampanoags. Discuss the differences.

“Deadly Diseases” by Andrew Matthews (Page 23)

Vocabulary Check: devastating, immunities, exposed, indigenous, estimated, severely, reduced, target, tribute

Comprehension Check:

1. Natives were estimated to have been wiped out in some areas even before the Pilgrims arrived. What percentage?
2. How long had Wampanoags lived in the area before the Pilgrims?
3. How did reduced numbers of natives affect their survival?

Art:

- Illustrate natives hiding from European fisherman, explorers, and fur traders

“Did You Know?” by Chris Ware (Pages 24-25)

Vocabulary Check: requested, historians, military, resides, survived, elected, and plantation

Comprehension Check:

1. Name two games Pilgrim children enjoyed.
2. Tell what happened to William Bradford's book.
3. About how many people attended the Pilgrim's fall feast?
4. How many years are in a century?
5. Why do you think the Pilgrims kept re-elected William Bradford as governor?

Art:

- Illustrate a poster to put on trees that asks people to sign up for a covered dish to bring to the fall feast.
- Illustrate any event from the magazine that could be humorous. For example, when the Pilgrims were introduced to Squanto, they did not know that he spoke English. That first verbal exchange could have been amusing.

"Giving Thanks" by Marcia Amidon Lusted (Pages 26-27)

Pre-reading: Read the picture caption and comment on accuracy in artwork.

Vocabulary Check: incorporated, inaccurate, trace, harvest, amusements, devoted, drought, indicating, decreed, persuaded, editorials, observed, sentiments, contributed, native, prepared, tart, plentiful, and assorted.

Comprehension Check:

1. How long did the Pilgrim's first fall harvest celebration last?
2. Does the length of the fall festival differ from what you thought? Is it longer or shorter than you thought?
3. For what reasons were days of thanksgiving usually observed with the Pilgrim community?
4. Describe how pumpkin was probably served.
5. What did the Wampanoags contribute to the feast?
6. Discuss the slight twist of fate that occurred on November 9, 1621.

Art:

- Illustrate the events that led up to the day of thanksgiving in 1623.
- Create a humorous drawing from the Pilgrim's first festival. Perhaps, the person being served complains about having turkey again for the third day or asks for pumpkin prepared as a pie.

Writing Activity:

- Pretend to be a Pilgrim child. Write a very short prayer giving thanks for the meal. Perhaps the parent requires a rewrite that is longer. Try again but only add a few more words.
- Write a journal entry about sharing food with 35 additional settlers who arrive in November 1621 with no supplies.

"Day of Mourning" by Eric B. Schultz and Michael J. Tougias (Page 28)

Pre-reading: Use the picture, caption, and title to determine who is probably mourning.

Vocabulary Check: destruction, culture, mourning, altered, oppression, indigenous, violence, discrimination, plaque, visible, theft, supporters, and relentless assault.

Comprehension Check:

1. What happened in 1970 to alter Plymouth community's service held in honor of the Pilgrims' survival?

2. Frank James, a Wampanoag leader, had been asked to speak at the ceremony. When it was learned that he planned to make a statement about natives being oppressed, he was prevented from speaking. What did Frank James do next?
3. Tell about the National Day of Mourning.
4. What happened in Plymouth in 1999 in an attempt to tell the view of the native people?
5. Do you think the two sides will ever work this out? Brainstorm things that could be tried.

Writing Activity:

- Pretend to be a journalist. Write an article about the celebration to remember the Pilgrims.
- Pretend to be a journalist. Write an article about the National Day of Mourning.

Research:

- Cole's Hill in Plymouth, Massachusetts
- National Day of Mourning
- Frank James—Wampanoag leader

"Stewed Pumpkin" by Susan W. Buckley (Page 29)

Pre-reading: Read the ingredients and the title of this article. Is this a recipe for pumpkin pie? How can you tell?

Vocabulary Check: historians, authentic, ginger, cinnamon, ingredients, tender, saucepan, gradually, remaining, and feast.

Comprehension Check:

1. Have you ever seen a peeled pumpkin?
2. Pumpkin is mashed for some recipes. How is this preparation different from that?
3. Have you ever eaten stewed pumpkin? What have you eaten that was stewed?
4. Historians know that Pilgrims ate pumpkins. How do you think they know?
5. What is the secret to getting the pumpkin dish cooked completely?

Research:

- Pumpkin recipes
- Planting pumpkins
- Stewed foods

"Here to Stay" by Andrew Matthews (Pages 30-32)

Pre-reading: Read the title of the article. Look at the pictures and picture captions. What do you think the article is about?

Vocabulary Check: erected, sacrifices, liberty, resistance, devastating, strained, handling, financial, profits, investors, survive, initial, settlement, fleet, corrupt, purify, harassment, persecution, intolerance, interpretations, banishment, estimated, immense, acquired, undisciplined, luring, distrustful, allies, devastating, independence, virtually, eliminated, sufferings, encroachments, bustling, accessible,

Comprehension Check:

1. Why do you think the Plymouth settlement was unable to pay their debt to the adventurers, who had invested in them?
2. How was the 1630 expedition to the New World different from the *Mayflower* voyage? How was it the same?
3. Why did the Puritans describe their colony as "a city upon a hill?"
4. Tell about the "Great Migration" of the 1640s.
5. Describe the Puritan's way of handling a difference of religious opinion.

6. Why do you think Myles Standish decided to kill the natives instead of preventing the attack?
7. King Philip's War "was one of the most destructive in American history." Tell of some of the outcomes of the war.
8. Contrast Philip's alliance of native people with the original treaty with the Pilgrims.

Research:

- Pilgrim Society
- King Philip, or Metacom

Art:

- One historian compared the Great Migration of the 1640s to an effort to move two million people from Phoenix, Arizona to the moon. Illustrate this comparison.

Writing Activity:

- Have an English colonist who farms write a list of complaints to submit to the colony's leader. The farmer complains that his neighbor allows his livestock to roam across the farm land and ruin his crops.

"Alive and Well" by Eric B. Schultz (Page 32)

Pre-reading: Read the title of the article, the Fast Fact, and look at the photograph. What do you think the title means?

Vocabulary Check: devastating, approximately, tribal council, powwows, experience, traditional, staff, reclamation, preserve

Comprehension Check:

1. What does it mean when a native group is federally recognized?
2. Why do you think the Wampanoags hold powwows that are open to the public?
3. Why is the reclamation project of 1993 so important?

Writing Activity:

- Make a list of three things you would like to be able to say in the Wampanoag language.

"At Pilgrim Hall" by Peggy Baker (Page 34)

Pre-reading: Look at the photographs, read the captions, and the title of the article. What is Pilgrim Hall?

Vocabulary Check: artifacts, residents, operated, descendants, appreciates, continuous, renovation, expansion, dramatic, renewed, revitalized, and hosts.

Comprehension Check:

1. Who belongs to the Pilgrim Society?
2. Tell about special upcoming birthdays.
3. "Pilgrim Hall is more than an old museum..." Explain this comment.
4. What changes were made in 2008?
5. What written documents do you think are on display at Pilgrim Hall Museum?

Writing Activity:

- Pretend to put on Constance Hopkin's beaver hat. Write a journal entry about your day.
- Write Peggy Baker, director and librarian of Pilgrim Hall Museum, and ask about Constance Hopkin's hat and other items that belonged to Pilgrim children.

Research:

- www.pilgrimhall.org
- The Pilgrim Society

“Pilgrim Puzzle” by Andrew Matthews (Pages 34-35)

Pre-reading: Look at the photograph, caption and the title. What is this puzzle all about?

Vocabulary Check: devastating, patent, referred, maintained, commemorate

Comprehension Check:

1. Compare and contrast a landing here today and the one for the first Pilgrims.

Research:

- The Pilgrim Monument

“The Mayflower Sails Again” by Barbara D. Krasner (Pages 36-38)

Pre-reading: Read the title. How do the photographs and picture captions clear up any possible misunderstanding about which ship sails?

Vocabulary Check: resumed, declared, ruins, commemorate, reproduction, waned, funding, replica, commissioned, historically accurate, hemp, launched, christening, generated, exhibition, manning, rotating, squalls, reenacted, medallions, accompaniment, towed, dismantled, perils, maritime, navigation, , interpreters, contemporary, and reality.

Comprehension Check:

1. What is Project Mayflower?
2. What is meant by “interest in their voyages waned?”
3. Do you think it was a good idea for the Plimoth Plantation and Project Mayflower to combine their projects? Why or why not?
4. What additional equipment did British law insist be included on the *Mayflower II*?
5. Why did the captain choose a different route from the original *Mayflower*?
6. What is “lashing the wheel?”
7. The *Mayflower II*’s “masts were bobbing in the ocean like giant fishing rods.” What does this mean the weather was like?
8. Tell where the *Mayflower II* is now. How is it being used?
9. Has the *Mayflower II* made more than one voyage? Explain.

Writing Activity:

- Pretend to be aboard the *Mayflower II*. Write a journal entry about the day you set sail.
- Pretend to be aboard the *Mayflower II*. Write a journal entry about the day you return from your voyage.
- Pretend to have come to see the *Mayflower II* under construction. What would you write on a postcard to send a friend?
- Pretend to receive a shipment of scrap wood that you will use to build a cabin. It turns out to be from the *Mayflower*. Write a journal entry to place in your family Bible so future family members will know.

Art:

- Create a poster about Felix, the ship’s mascot.

Research:

- Project Mayflower
- Warwick Charlton
- Plimoth Plantation
- William A. Baker (architect)
- www.plimoth.org

“We’re Coming to America” by Marcia Amidon Lusted, illustrated by Bryan Langdo (Pages 40-41)

Pre-reading: Read the title, subtitles, and look at the pictures. What is this article about?

Vocabulary Check: persecution, conflicts, established, tolerant, eventually, sought, desperate, circumstances, blight, simultaneously, famine, eviction, immigrate, illegally, repressive, violated, communism, maintained, restricting, criticism, surveillance, prominent, abusive, fleeing, and refugee.

Comprehension Check:

1. Why did Quakers not have priests or ministers in their church services?
2. Why did Quakers often get arrested in England?
3. How did the Quakers find a place to settle in America?
4. Tell about the Irish Potato Famine
5. Tell how current economic conditions encourage illegal immigration.
6. Would it take courage to defect? Explain.

Writing Activity:

- Pretend to be from a family seeking to come to America. Write a cousin in the USA and tell why you want to relocate.
- Write a list of things you are thankful for after reading this article.

Research:

- William Penn
- Quakers, or the Religious Society of Friends
- Irish Potato Famine

“American Spirit” by Dennis Denenberg (Page 47)

Pre-reading: What do you think of when you hear “American Spirit?”

Vocabulary Check: sparse, wed, propose, legendary, courtship, independence, descendant, lore, symbolic

Comprehension Check:

1. Explain this question: “Why don’t you speak for yourself, John?”
2. Explain this comment: “It may indeed be just a piece of family lore.”
3. Why do you think the young lady was willing to speak up to John?
4. After reading the article, do you have a different meaning for “American Spirit?”

Research:

- Captain Myles Standish
- John Alden
- Henry Wadsworth Longfellow

“Turkey Talk” by Margaret Cooper (Back Cover)

Pre-reading: What do you know about raising turkeys? What do you know about wild turkeys?

Vocabulary Check: official, doubt, inventing, conquered, tamed, bred, farmyard, mentioned, thronging, and muddle.

Comprehension Check:

1. How did the turkey get its name?
2. Explain the pun: "No matter how you slice it..."
3. Which people were probably the first to feast on turkey?
4. What does this expression mean: "talking turkey?"

Writing Activity:

- Pretend to be a Pilgrim that landed on the *Mayflower*. Make a list of comments that might have been said when turkeys were spotted for the first time.
- Make a certificate to present to the Mexican Aztecs for inventing the turkey dinner. Sign it as a Pilgrim at Plymouth.