

The Plymouth Colony

Beyond the Turkey . . .



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Summary: This curriculum is designed to be an active study of the concept of community. This is achieved through the study of the creation and realization of the Plymouth Colony and how it affected its neighbors, the Wampanoag Indians. This program can be adapted for grades 3-5.

Time: Varies. Generally 6-12 weeks, based on how many periods it is taught per week (3-4 is recommended).

Goals:

- ?? Students will develop an understanding of what characteristics most communities share.
- ?? Students will explore how and why the Plymouth Colony was begun.
- ?? Students will study how the Plymouth Colony changed over time.
- ?? Students will compare and contrast the Plymouth and Wampanoag cultures.
- ?? Students will recognize the importance of using primary, as well as secondary, resources.
- ?? Students will understand why the Pilgrims played, and continue to play an important role in our nation's history and culture.
- ?? Students will develop critical thinking skills when considering how the colonists' views, motivations, and priorities evolved over time.

Objectives:

- ?? Students will discuss how and why communities are built.
- ?? Students will develop a list of characteristics that most communities share.
- ?? Students will inquire into their own family histories and their reasons for moving, immigrating, or otherwise making geographical changes.
- ?? Students will listen to and discuss a fictional diary about one girl's journey aboard the Mayflower.
- ?? Students will keep a journal following the life of one of the colonists or a member of the Wampanoag Nation, using primary and secondary documents for research purposes.
- ?? Students will use their prior knowledge about pre- and post-colonial indigenous peoples and predict what will happen when the Saints and Strangers meet the Wampanoag.
- ?? Students will read articles and other secondary materials about the reasons these colonists decided to come to America, how they financed their journey, and the differences and similarities between the Strangers and Saints.

- ?? Students will use problem-solving techniques and primary documents to decide how they might get ready if they were going to embark on this journey.
- ?? Students will role-play--during a simulation of the Mayflower journey--the events, good and bad, that occurred. Some primary documents will be used.
- ?? Students will discuss the importance of community rules by comparing their own experiences with the Mayflower Compact.
- ?? Students will take a virtual online tour of the Plymouth Plantation to develop a more well-rounded sense of the village, its inhabitants, and their way of life.
- ?? Students will identify artifacts and be able to explain their uses and what they can tell us about the society that used them.
- ?? Students will research on a variety of topics such as: housing, food, medicine, clothing, roles, government, etc., using articles and books.
- ?? Students will recreate a Plymouth Plantation village to scale.
- ?? Students explore the concept of “myth” as it pertains to the first Thanksgiving and chart the differences between the reality and the myth.
- ?? Students will develop lists of questions about Pilgrim life and be prepared to ask the Plantation visitor.
- ?? Students will interact with various inhabitants of Plymouth Plantation, explore the homes, farms, and gardens of the village, and apply their knowledge to solving some of the mysteries they may encounter there, and on the Mayflower II.
- ?? Students will follow their own line of inquiry into the years following the first one.
- ?? Students will be able to express their knowledge of the people, events, and ideas by using role-play, artwork, craft making, writing, conversation, and a variety of other means.

Assessments:

- ?? *Observations* – class participation and group work.
- ?? *Village construction* – the ability to use maps and primary documents as guides in the planning and implementation of the village.
- ?? *First-Person Journals* – accurate use of facts, “personal” beliefs, and an attempt to recreate the language.
- ?? *Homework* – completion and ability to grasp key concepts.
- ?? *Teacher-Created* – only a teacher knows exactly how to assess his/her own students. We suggest teachers create their own assessment tools be they essay tests, short quizzes, or other less formal means of assessment.

Lesson Plans

Day 1:

Homework: Kids interview adults on what makes people leave their homes and/or countries.

Day 2:

Class discussion (based on homework): Why do people leave their countries? Students read article in groups on why the Pilgrims left England (*Cobblestone* magazine). One person from each group takes notes. The class comes together and charts the reasons, which may be reviewed during the next meeting.

Homework: Read the article “The Separatists in Holland” (*Cobblestone*) and record three facts.

Day 3:

Class Discussion:

Ask--

- ?? What do you think was going on in “The New World” at this time with the Native People?
- ?? What were their lives like?

Read Nanepashempt’s passage on Wampanoag Life from *Field Guide to Field Trips*

- ?? What can students discover about these people?
- ?? What are their similarities and difference with the Nation you studied (Iroquois, Cherokee, etc.)? *This is, of course, assuming your class has studied an indigenous people.*

Predict: Students break up into small groups and decide, based on their knowledge, “What do you think will happen when the Pilgrims meet the Wampanoag?” If needed, talk about the Wampanoags’ previous experience with Europeans (i.e., the eradication of a large number of them due to small pox). *This may take more than one class period.*

Day 4:

Class activity: Students break into groups and solve the problem typed out on a sheet of paper (see *Appendix Scenario I*):

It is 1618. You and your family have left your country because you aren't allowed to practice your religion. You are now living in a friendlier country (Holland), but you feel like your family is forgetting its roots, and becoming too like the Dutch. You have heard of a "New World" that offers an opportunity to start from scratch. You have very little money. What can you do in order to afford passage to the "New World"? Consider: there are other English people in Holland, as well as other people who believe as you do. Make sure you write down all of your ideas on the back of this sheet.

Discuss solutions.

Begin reading: *A Journey to the New World: The Diary of Remember Patience Whipple*. This book can be read during your Read Aloud time.

Day 5:

Class meeting: about how the Saints and Strangers finally did raise the money for passage. Basically set the scene for the Mayflower and Speedwell. This might be a good time to read a passage from *If You Sailed Aboard the Mayflower in 1620*.

Activity: Begin making journals with paper and covers. There are a number of different ways to create the actual journals. One way is to get hard card stock (preferably black or dark brown) for the covers and parchment style paper for the pages. The students can then "age" the paper by folding it in half and tearing the pages. Not only will you have journal-sized pages, but the paper tearing adds a certain dimension of realism as well. You may bind by sewing, looping twine through holes in the pages, or using thick tape. We suggest you try a variety of different methods before you choose one that will work for your class.

Day 6:

Class Meeting: “Today we’re going to talk about what supplies the Pilgrims needed on their journey.”

Activity: Each group gets a copy of the packing list titled “The Inconveniencies...” It is a reproduction of a packing list commonly used during this time period. (Available through the *Plymouth Plantation Resource Catalog*.)

The students will see what they notice about the language, new vocabulary words, and what things they might expect on the voyage and in The New World, based on what they had to pack. If desired, students may record their observations on the worksheet titled “The Inconveniencies...” in Appendix. Discuss.

This may move into a new day.

Finish making journals.

Day 7:

Class meeting: “Today we’re learning about who went on the Mayflower.” Tell the story of the Speedwell and its difficulties.” It was a small ship, it was leaking and difficult to repair, etc. You may also choose to read a short piece about the Speedwell if you do not feel comfortable talking freestyle about it.

Activity: Give each student his or her person to follow. These are people who survived the first year. We suggest you make a list ahead of time, matching a passenger with the student. For example, you might want to match a precocious student with the very important William Bradford.

Pass out the passenger list so students can find their person.

You might also want to have five people be Wampanoag and read a short article or book on the Wampanoags before the Pilgrims’ arrival, in addition to checking out the passenger list.

By this time, after reading your class Read Aloud and other personal accounts, your students should have a good idea of the sound and style of their journal entry. That said, it would be a good idea to have sample journal entries for students to look at or listen to. *Pilgrim Voices: Our First Year in the New World* is an excellent resource.

Students then get a short time to write the first entry in their journal, as their person. They are reflecting on how they feel about leaving for the New World. Their expectations, fears, and memories up till that time would be great. Wampanoag people will be reflecting on their life, as it is now that most of the Europeans have left.

This may take more than one session.

Day 8:

Mayflower simulation: There are a variety of ways to create the outline of the Mayflower using the historic dimensions. Find a large place in your school such as the schoolyard or gym. Students studying the Wampanoag can meet with teachers earlier in the day to help draw out the boat, or the entire class can work on it together. Ultimately, you should end up with an outline of the dimensions of the Mayflower in chalk. Everyone piles in and does a short in-character role-play of what his or her journey was like.

If desired, introduce different situations for the “passengers” to discuss while in character. For example: John Howland falling off the boat; the stormy weather at the mouth of the Hudson (modern-day lower Manhattan) so the ship must re-route, deciding how landing in a new place where there are no other English people may change your plans; you’ve finally docked; etc. Ask students to discuss how they would feel with each circumstance.

Day 9:

Discussion: “Why do communities need rules?” Talk about how and why the Pilgrims wrote the Mayflower Compact.

Group Work: Pass out copies of the Compact (available through the *Plymouth Plantation Resource Catalog* or <http://pilgrim-monument.org/com.html>). Have groups make lists of observation or use the Mayflower Compact Worksheet in the appendix. Gather back as a whole group and share.

Day 10 & 11:

Part 1- Written up (on handout or chart paper):

The ship is docked in the waters off of the New World. While you and your fellow travelers have arrived safely, you know that you landed far from the place you wanted to go. You’re certain that there are no other Europeans

nearby. You have no idea if there are any natives here, or even if it is a safe place to be. What are the *first* things you should do? What is important for you to take care of first?

(*Appendix Scenario II*)

Part II - Give copies of entries from *Pilgrim Voices* on exploring the land. Have students read and discuss in groups. How is this different from what they predicted during yesterday's scenario? How is it similar? Make entries in their journal based on what they did.

Day 12 - 22 (The First Year)

Over a period of days, have the students read articles and books, look at artifacts, and discuss a variety of topics:

- ?? Housing
- ?? Food
- ?? Medicine
- ?? Clothing
- ?? First Interactions with the Wampanoag (February 1621)
- ?? Hardships
- ?? Roles of Men, Women, and Children
- ?? Government and Justice

Some activities might include:

- ?? **Reading:** *Sarah Morton's Day*, *Samuel Eaton's Day*, and *Tapenum's Day*. Compare and contrast the three different children's lives. It might also be interesting for the students to compare their own lives with the ones discussed in the books.
- ?? **Using Artifacts:** have a variety of artifacts (nails, musket bullet, games, coin, musical instruments, quills, etc.--can be ordered through the *Plymouth Plantation Resource Catalog*) labeled with only a letter. Students guess what they are, how they were used, and what they can tell about the Colonists by the craftsmanship and materials. As a class, go over predictions and the truth. Discuss.
- ?? Students continue to **record in their journals** based on incidents they have discovered, or on teacher-given scenarios. (This could be used as a "Do Now" when time is limited.)
- ?? **Building a Village:** Based on records, students recreate a small-scale "Plymouth Colony" complete with kitchen gardens, meeting house, crops, fences, animals, etc. As students learn more about the village, they can add more. (Such as the protective wall around the entire colony in 1622. This is completely optional, only for the truly obsessed!)

- ?? **Using the Internet:** There are a number of sites that the students can use to learn more about this period in history. Our three favorite sites are:
1. **www.plimoth.org** This is the official Web site of Plymouth Plantation. It offers reproductions of primary documents, tour information, activities for students, a virtual tour of the Plantation, and more.
 2. **www.pilgrimhall.org** This is the official Web site of the Pilgrim Hall Museum. It offers clear-cut answers to common questions as well as a helpful version of the Mayflower passenger list, pictures of artifacts, and biographies.
 3. **www.people.virginia.edu/~jfd3a/plymouth** This site offers extensive biographical knowledge about people who dwelled at the original Plymouth. It is a bit challenging for most students, however it deftly incorporates primary resources into its commentary about the people.
- ?? Continued exploration on how communities are built and maintained.

Day 23 - 25:

Thanksgiving a.k.a. The Harvest Festival:

Part I: List what children “know” about the “first Thanksgiving.” Read article or book about the actual Thanksgiving. Discuss any differences between what the kids thought before this Study and what really happened. Talk about myths. Why are there myths about the Pilgrims? They should have come across many by this point, but this will be a good time to discuss more in depth. Such myths might include:

- ?? All pilgrims wore black clothes with buckles.
- ?? The “Indians” helped the Pilgrims as soon as they got here.
- ?? All the Pilgrims liked all the Indians and vice versa.
- ?? Thanksgiving is a holiday the Pilgrims invented.

Part II: Explore: Primary resources on the holiday. Record what it was like: food, games, who was there, etc.

Part III: If you want, enact a Harvest Festival with traditional foods and games. (This could wait until the final celebration, or it fits well now.) We recommend the *Thanksgiving Primer* to help you get the celebration off the ground. You could ask parent volunteers to bring in traditional foods (you provide the recipes) or you may decide to cook with the class.

Day 26 -31

After the first year:

At this point, you should be lead by where the kids' interests lie, but some of these topics might be included:

- ?? Interactions with the Wampanoag, Massasoit, Tisquantum (Squanto), Samoset, King Philip, etc. And general relationships and actions (*Tapenum's Day*.)
- ?? Hostility between other Native tribes and the Colonists.
- ?? Other boats arriving
- ?? Other major events

Day Whenever:

Optional Activities to interweave or close with:

- ?? Finish Village.
- ?? Give students a variety of situations and have them role-play the situations based on their person and what they have recorded in their journals. They could record their best skit in play format and perform at the Celebration.

OR

- ?? Students can read their favorite journal entries at the Celebration.
- ?? Crafts: basket weaving, candle making, soap making, clothing, etc.

Enrichment Activities

- ?? Journals will be written based on class experiences, situations, primary and secondary resources, role-playing experiences, and flipping through other classroom materials.
- ?? Building the Village is an ongoing process, integrating what the students learn, as they learn it. It can be as detailed or as simple as needed.
- ?? A trip to Plymouth Plantation will be a daylong excursion (7am - 9:30pm). We highly recommend you visit the Plantation on your own, even if visiting with your class is not possible. It is a rich resource as well as a great learning experience. If you decide to take your class, we recommend you go on a Thursday, so that Friday can be a low activity day (perhaps watching videos and processing). Kids can add to their village, paint pictures, or do other things to reflect on their visit.
 It is important that the kids have lots of prep time before the trip, so they know what to expect and how to act. Kids will already know a lot about the Plantation and the people who “live” there. They may even meet the person they studied. The Plantation’s *Field Trip Guide* has some good suggestions to help prepare.
- ?? There are a variety of other colonial sites around the NYC area that may enrich your discussions and understanding.
- ?? At some point in this whole thing you might want to have a visit from a “Pilgrim” from Plymouth Plantation. Call the Plantation at (508) 746-1622 ext. 8359 for details.

The Appendix:
Scenarios, Reproducibles, and Worksheets

Scenario I -

It is 1618. You and your family have left your country because you aren't allowed to practice your religion. You are now living in a friendlier country (Holland), but you feel like your family is forgetting its roots, and becoming too like the Dutch. You have heard of a "New World" that offers an opportunity to start from scratch. You have very little money. **What can you do in order to afford passage to the "New World"?**

Consider: there are other English people in Holland, as well as other people who believe as you do.

Make sure you write down all of your ideas on the back of this sheet.

Scenario II –

The ship is docked in the waters off of the New World. While you and your fellow travelers have arrived safely, you know that you landed far from the place you wanted to go. You're certain that there are no other Europeans nearby. You have no idea if there are any natives here, or even if it is a safe place to be. What are the *first* things you should do? What is important for you to take care of first?

Discuss with your group (as your person), then record on this sheet.

Group Names: _____

THE INCONVENIENCIES . . .

Directions: Look closely at the primary resource listing the types of things passengers heading to the New World should bring on their journey. Answer the questions below.

1. What do you notice about the *language* used in the document? Is it similar to ours? Different? How?

- ?? There are a lot of interesting *vocabulary words* on this document. Find some and list them below, along with what you think the words might mean.

Interesting Vocabulary	What We Think It Means

- ?? Based on what the passengers were asked to pack, what do you think they should expect on the voyage?

- ?? Based on what the passengers were asked to pack, what do you think they should expect in the New World?

Group Names: _____

The Mayflower Compact

Directions: Look closely at the primary document “The Mayflower Compact” then answer the questions below.

1. What are some things you notice after looking closely at the Mayflower Compact?

2. What surprises you about the Mayflower Compact?

3. What do you notice about who signed and did not sign the document?

4. Does it remind you of any other documents important to history? If so, which ones, and why?

Resource List

Suggested Materials

People:

- ?? We suggest you send out a letter to your families and community asking for experts on this time period in history. You will usually be surprised to discover how many experts you have in your midst. You also may find people with a wealth of physical resources (see materials list below) they didn't know they had.
- ?? Contact the Plymouth Plantation at (508) 746-1622, ext. 8359, to bring a cultural interpreter, museum educator, or 'Pilgrim' to your school.

Materials:

Below is a suggested list of materials. As teachers, we know you can always work with a longer or shorter list of materials. These are things we have found valuable when implementing this curriculum:

- ?? Camera with film
- ?? Reproductions of primary resource documents (Mayflower Compact, Curious Punishments, journals, maps, passenger list, etc.)
- ?? Posters and photographs of the time period including but limited to: England in the 1620's, the Plymouth Colony, clothing styles, the Mayflower, "Origins of the Pilgrims" poster, etc.
- ?? A large wooden board. We like 4' x 4' to use as a base for your village
- ?? Newspapers, paper mache mix to create landscape of village
- ?? Paint for the village and any murals or portraits your class may decide to create
- ?? Clay for the village. We recommend Crayola's Model Magic as well as the non-hardening modeling kind
- ?? Twigs, dried grass, dirt, sand or anything else your students decide to bring in to help make their village more authentic
- ?? Card stock and parchment paper for journals
- ?? 'Line guides' to slip under journal pages to help students' writing
- ?? Black pens to add to journal authenticity
- ?? Artifacts (to be ordered from resource catalog)

Books/Magazines- *Listed in the order of usefulness to us. Most of these can be located at your local library or ordered from the Plymouth Plantation Catalog: 1-800-262-9356, ext. 8332.*

A Journey to the New World: The Diary of Remember Patience Whipple, Mayflower, 1620 (Dear America Series) by Kathryn Lasky

Pilgrim Voices: Our First Year in the New World by Connie and Peter Roop

If You Sailed On the Mayflower in 1620 by Ann McGovern

Cobblestone: The History Magazine for Young People – Pilgrims to a New World

Various Writers

Sarah Morton's Day: A Day in the Life of a Pilgrim Girl by Kate Waters

Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy by Kate Waters

Tapenum's Day: A Wampnoag Indian Boy in Pilgrim Times by Kate Waters

Three Young Pilgrims by Cheryl Harness

The Wampanoags and the First Thanksgiving by the editors of *Everyday Learning*

Corn is Maize: The Gift of the Indians by Alikì

The Wampanoag by Laurie Farson-Weinstein

Homes in the Wilderness: A Pilgrim's Journal of Plymouth Plantation in 1620
Margaret Wise Brown, editor

On the Mayflower: Voyage of the Ship's Apprentice and a Passenger Girl by Kate Waters

Those Billington Boys by Janice Glover

Clambake: A Wampanoag Tradition by Russell M. Peters

The Circle of Thanks: Native American Poems and Songs of Thanksgiving by Joseph Bruchac

Equipment

?? Television/VCR

?? Computer(s) with Internet access

?? Tape (audio cassette) player

Audio/Visuals

?? *Video- Plymouth Plantation Colonial Life*

?? *Video – Tour of Plymouth Plantation*

?? *Audio – Penny Merriment*

Bibliography*Suggested Books for Teacher's Use*

Plymouth Plantation Resource Catalog: call 1-800-262-9356, ext. 8332. The source to order all of the materials listed in this curriculum.

Field Guide to Field Trips from Plimoth Plantation Publications. A must-have.

Pastimes of the Pilgrims from Plymouth Plantation Publications

Thanksgiving Primer from Plymouth Plantation Publications

Of Plymouth Plantation, 1620- 1647 by William Bradford

Mourt's Relation: A Journal of the Pilgrims at Plymouth Dwight B. Heath, editor

Nonfiction Matters by Stephanie Harvey