



A Common Core State Standards-Aligned Educator Guide for grades 3 to 5

Mayflower: The Ship That Started a Nation

About the book:

Join the Pilgrims on their perilous journey across the ocean, as they start a new life in North America. Learn about the crew and passengers, the cargo on board and what happened when they finally dropped anchor in Cape Cod. Meet the Wampanoag people and learn about how the Pilgrims' arrival changed their way of life. Atmospheric artwork and detailed scenes will spark your imagination as you discover the amazing true story behind the birth of a nation.

Age Range: 7-11

Grade Level: 3-5

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About the author – Rebecca

Rebecca Siegel has a master's degree in English Literature from Loyola University, Chicago. She has worked in children's publishing for over a decade, editing and writing books for trade and school library publishers. For more information, please visit rebeccasiegel.org.



About the co-illustrator – Michael Lauritano:

Michael Lauritano is an illustrator who loves all forms of narrative creativity. He uses his broad imagination and critical thinking skills to create his varied work. Michael studied at the Rhode Island School of Design, and now lives in Ridgewood, New York.



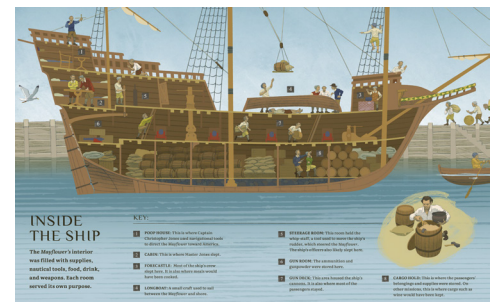
About the co-illustrator – Mike Love:

Originally from England, Mike Love has spent the last four years studying in Wales at the Aberystwyth University School of Art. Finishing with a BA in Fine Art he carried on to complete a Master's Degree in Fine Art: Illustration. Mike particularly enjoys working with narrative, from thoughtful imagery of characters in converse to dynamic scenes of gigantic monsters.



Essential Questions:

1. Who were the Separatists and why did they decide to sail to America?
2. What kind of ship was the Mayflower?
3. What was the Mayflower Compact?
4. Who are the Wampanoag and why are they important?
5. How did the Mayflower's arrival impact the Wampanoag?
6. What event inspired the modern holiday of Thanksgiving?



Discussion:

"I shall make them conform, else I shall harry them out of this land, or even worse."

- What was life like for the Separatists in England?
- Identify what was important to them.
- What did they believe?
- Explain moving away from their homeland would allow them to practice their religion with more safety and freedom?

"It is not with us as with other men, whom small things can discourage, or small discontentments cause to wish themselves at home again."

- Describe what life was like for the passengers on board the Mayflower.
- Consider the Separatists, or "Saints," as compared to their fellow travelers, the "Strangers." Discuss their similarities and differences.

Discussion continued:

“It is not with us as with other men, whom small things can discourage, or small discontentments cause to wish themselves at home again.”

- Identify the many hardships the pilgrims faced on their long journey to America.
- Describe the difficulties they experienced during their first winter in New Plymouth.
- What does the pilgrims’s ability to endure such hardships say about their character and determination?



“We drunk our first New England water with as much delight as we ever drunk drink in all our lives.”

- Samoset, Massasoit, and Tisquantum are key figures in the narrative. Examine their roles in the story of the first years at New Plymouth.
- Consider ways the they helped the pilgrims.
- Describe how the pilgrims behaved toward them.



Extension Activities:

Write a travel narrative:

Imagine that you are a passenger on board the Mayflower, bound for America. Write a journal about your six-week journey. Remember to include details about what it felt like in the gun decks, what you ate, and any fears you might have had. Write about your hopes for your new life in America, and record any details you might miss about your old home in England.



Research your family tree:

Are you a descendent of a Mayflower passenger? Ask an adult to help you go online and research your family history at <https://mayflower.americanancestors.org/mayflower-research-databases>.



Try a Wampanoag recipe:

Get a taste for Wampanoag cuisine, and experience history at the same time. Visit Plimoth Plantation’s website to learn how to make a porridge-like dish called Nasaump, a turkey stew called Turkey Sobaheg, or boiled bread. <https://www.plimoth.org/learn/plimoth-online-historyhome/recipes#wampanoag>

New Plymouth was filled with the sound of chatter, laughter, and clanking metal plates. It was the fall of 1621, and the Pilgrims had much to celebrate.

- The First Thanksgiving is often thought of as a formal event, with Native People and Pilgrims sitting together at long banquet tables, celebrating their successful cooperation. What parts of this idea are incorrect?
- Identify aspects of this narrative that are accurate.



Journeying to New Plymouth was not the Mayflower’s last adventure.

- Determine ways that the Mayflower has become a celebrated part of American history,
- Examine aspects of its voyage and passengers that contribute to making the Mayflower a beloved symbol for a country.

Make your own sandglass:

Look at pages 24-25 and consider the ways that sailors navigated in the 1600s. How are these different from modern navigational technologies? Try making your own navigational tool—a sandglass!



Materials: two plastic bottles in the same size, one small piece of cardboard, one toothpick, glue, clear tape, sand

Steps:

1. Wash and dry the plastic bottles. Remove any labels.
2. Trace the mouth of one bottle onto the cardboard. Cut out the circle, then set it on top of the bottle to be sure it is the right size. It should be just big enough to rest on top of the bottle without falling in.
3. Use the toothpick to poke a hole through the center of the cardboard circle.
4. Fill one plastic bottle about 1/3 of the way with sand.
5. Glue the cardboard circle to the top of the bottle, making sure the edges are sealed. Allow to dry.

Common Core State Standards Alignment

ELA » Reading: Informational Text – RI: 3.1, 3.2, 3.3, 3.5, 3.7, 3.10, 4.1, 4.2, 4.3, 4.7, 5.1, 5.2, 5.3, 5.5 ELA » Reading: Foundational Skills – RF.3.3, 3.4, 4.3, 4.4, 5.3, 5.4
ELA » Writing – W.3.2, 3.4, 3.3, 4.3, 4.4, 5.3, 5.4 ELA » Speaking & Listening – SL.3.1, 3.2, 3.4, 3.6, 4.1, 4.2, 4.3, 4.6, 5.1, 5.2, 5.4, 5.6