

## Unit 6/Week 2

Title: The Voyage of the Mayflower

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.6, RI.4.9; W.4.1, W.4.2, W.4.4, W.4.7, W.4.9; SL.4.1, SL.4.4; L.4.1, L.4.2, L.4.4, L.4.5

### Teacher Instructions

*Refer to the Introduction for further details.*

#### **Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

#### Big Ideas and Key Understandings

Building a colony across the ocean was extremely unpredictable, dangerous, and challenging during the seventeenth century; doing something you believe in may challenge you more than you expect but your persistence will help you prevail.

#### Synopsis

The pilgrims from England traveled across the Atlantic Ocean in hopes of establishing a new colony in North America. The separatists or “saints” had to endure many unforeseen hardships and overcome many challenges along the journey. After a long uncomfortable voyage, the pilgrims arrived in America and found a place to build a home.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.

3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

### **During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)

## Text Dependent Questions

### **Text Dependent Questions**

Re-Read page 492. What did the passengers of the Mayflower experience during their voyage? Use details from the text that helped you infer this.

What effect did the storm have on the Pilgrims? Give three details to support your answer. (Pg. 492)

### **Answers**

The Mayflowers masts were bare at the beginning of the story, which can help us infer that the pilgrims experienced a terrible storm. This can be inferred because in the text it states that a sailing ship must lower all its sails and drift with the wind when there is a storm to avoid capsizing or breaking apart. The ship also rolled, pitched, and caused waves of water to splash over the deck.

The text states that the passengers were soaked and shivering; several were seasick; adults were frightened; and children were terrified.

What can you infer about traveling in a wooden boat in regards to food and supplies? Use page 493 to support your answer.

Wooden boats could leak or break during a storm so it is important to sail in spring or summer.

Since the sails could only be used in good weather, the length of the trip could not be predicted. It can be inferred that the Pilgrims had to be prepared with plenty of food and supplies because they couldn't be sure how long the trip would take.

The Pilgrims, also known as the English Separatists, did a few things to prepare before crossing the ocean. Use the text to explain how they prepared. (Pg. 493)

The pilgrims had to borrow money to purchase a small ship. They also had to recruit additional volunteers to help them. Another ship was also rented, the *Mayflower*. The *Speedwell* had to be refitted before they left as well.

Re-read page 494. Describe the problems the *Speedwell* experienced and what were the causes?

The *Speedwell* was in danger of sinking because it was refitted with taller masts and sails. This caused the ship to leak so it could not cross the Atlantic Ocean.

Why does the author compare the people's living space to the mattress of a modern twin bed? (Pg. 494)

It is used to describe how small of space they each had on the ship.

What discomforts did the pilgrims suffer while traveling on the *Mayflower*? Give at least three examples from the text. (Pgs. 494-495)

The pilgrims did not see land for sixty-six days and they had to live in cramped spaces on the ship. They also had to use buckets for toilets, got seasick, could not take baths, were constantly wet and cold, and their living quarters were very smelly.

What did children do to pass the time? Give three examples from the text to support your answer. (Pg. 495)

The children were not allowed to run around so they had to play quiet games like; tend the baby (play with dolls), Hunt the Slipper, and cat's cradle. Some children played I Spy and with stones. The older children helped to prepare meals.

Could the pilgrims eat and drink anything they wanted whenever they wanted? Explain your answer using evidence from the text. (Pg. 496)

No, the pilgrims could not eat anything they wanted because they could not always cook. Storms made lighting fires dangerous and they had to eat what was on the ship like hard, dry biscuits. Also, they only had water and beer to drink.

Infer an approximate date that the pilgrims first saw land using evidence from the text. (Pg. 496)

The pilgrims started building on December 11<sup>th</sup> which is a month after they saw land so they likely first saw land about November 11<sup>th</sup>.

Also, infer how long it took them to build their homes from the date they actually started building their colony to the date the Mayflower returned to England. Use evidence from the last paragraph on page 496 to the end of page 497.

Since they started building on December 11<sup>th</sup> and the Mayflower left on April 5, 1621, I can infer that it took them about 4 months to build their colony.

What can you infer Francis Billington's behavior caused to happen? How do you know? Support your answer. (Pg. 497)

Page 497 states that Francis Billington was a fourteen year old boy that tried to make fireworks on the ship. His mischief did not blow up the ship but one can infer that he caused an explosion because of the words "blow up".

On page 497, what did the author mean when he wrote, "the passengers and crew had another narrow escape?" Use information from the text to support your answer.

An escape is to get away from something. When Francis Billington tried to make "squibs" and caused an explosion, no one was hurt and the ship was not damaged so they escaped the danger of his mischief. The word "another" shows that this was another danger along with all the other dangers from the long voyage that they survived.

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided in the Introduction
<p><b>TEACHER PROVIDES DEFINITION</b> not enough contextual clues provided in the text</p>	<p>Page 492 - din, beam Page 493 - colony</p>	<p>Page 492 - seam, vessel, grating Page 494 - cargo, provisions</p>

<b>STUDENTS FIGURE OUT THE MEANING</b> suffi cient context clues are provide d in the text	Page 493 - profitable, establish Page 495 - quarters Page 497 - prevailing	Page 492 - pelted Page 493 - recruited Page 496 - retiring
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### Culminating Task

- Re-Read, Think, Discuss, Write
- *Do you believe that the pilgrims did or didn't know they were going to have to suffer so much in order to build a colony? Complete a written response of at least two paragraphs that explicitly states your claim and uses specific evidence from the text to support your position.*

Possible Answers:

- In the first paragraph on 493 the text states, "To avoid the stormy autumn months, ships usually made the crossing in spring and summer. They almost never sailed alone." Then in paragraph two it states, "Aware of these dangers, the Pilgrims had planned to cross the ocean in two ships in the summer of 1620." Therefore, it can be believed that they didn't know they were going to suffer so much. The Pilgrims probably thought that they could sail across before autumn came and avoid all the storms as well as they had

another ship to sail along with them. Also, the Pilgrims did not know the Speedwell was going to leak so badly when they refitted it. They planned on both ships crossing not just one.

- In paragraph one on page 493 the text says, “Crossing the Atlantic in 1620 was extremely risky. A wooden ship could leak or break apart in a storm. Since the sails could be raised only in fair weather, it was impossible to predict how long a voyage would last.” This statement helps one to believe that the Pilgrims knew the dangers of crossing the Atlantic in a wooden ship and that they knew that the sails could only be used in fair weather. Therefore, the Pilgrims knew that they could not be sure how long their trip was going to take and there could possibly be times of hardship. With this uncertainty, the Pilgrims must have known that there was the possibility of getting sick or running out of food. Although they knew these possibilities, they still took the voyage anyway.

### Additional Tasks

- Research and find another source about the Mayflower Voyage (diary entry, newspaper article, etc.). Using a Venn Diagram, compare and contrast the information you found in the text *The Voyage of the Mayflower* with the additional source. After completing the Venn Diagram, write a short essay to explain the similarities and differences between the different accounts of the voyage of the Mayflower.
- Research how to play one of the children’s games found in the text. Find where the game originated and how to play. Compare this to a popular game children play today (video game, board game). Consider what the pilgrim children had to endure on the voyage (confined quarters, no running around, storms, wet conditions). Give your opinion. Would today’s popular games have been effective forms of entertainment for the pilgrims? Why or why not? Write a short essay explaining your opinion using details from the text along with your findings to support your position. Present it to your class using illustrations of the games.

Possible resources:

- o Cat's Cradle <http://www.wikihow.com/Play-The-Cat%27s-Cradle-Game>

Cat's Cradle is a game played by two or more people and consisting of a variety of string figures. Cultures all over the world play variations of it. This game does not need any running around and is done by sitting quietly with your friend. It probably would keep a person from misbehaving because to make some of those string designs requires a lot of concentration and one would have to focus.

- o I Spy <http://www.wikihow.com/Play-the-I-Spy-Game>

"I Spy" is a family friendly game that is mostly played by children and can be enjoyed by anyone. It's a great car game while traveling long distances.

- o Hunt the Slipper [http://www.family-games-treasurehouse.com/hunt\\_the\\_slipper.html](http://www.family-games-treasurehouse.com/hunt_the_slipper.html)

Hunt the Slipper is a lively game where one of the players has to find which of the other players is holding the slipper. Acting skills come in very handy in this game.

- o Paper Scissors Stone [http://en.wikipedia.org/wiki/Stone%2C\\_Paper%2C\\_Scissors](http://en.wikipedia.org/wiki/Stone%2C_Paper%2C_Scissors)

Rock-paper-scissors is a hand game played by two people. The game is also known as roshambo, or by other orderings of the three items (with "stone" sometimes substituting for "rock").

The game is often used as a choosing method in a way similar to coin flipping, drawing straws, or throwing dice. Unlike truly random selection methods, however, rock-paper-scissors can be played with a degree of skill by recognizing and exploiting non-random behavior in opponents.