

## Curriculum Unit Introduction

**Title of Unit:** The Pilgrims' Experience

**Vital theme of the unit:**

Unit to accompany and supplement chapter 4.2 in Holt, Rinehart and Winston's Call to Freedom: Beginnings to 1877. (2001 edition)

The learner will be able to describe basic reasons why Puritans came to the New World, voyage on the *Mayflower*, and life in Plymouth Colony.

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**Grade level:** Eighth grade.

**Number of lessons in the unit:** 7

**Time needed to complete unit:** Fifty-two minutes.

**Tennessee Curriculum Standards addressed:**

Culture

- D Explain how people living in the same region maintain different ways of life.
- D Analyze how human migration and cultural activities influence the character of a place.
- D Discuss the development of major religions.
- D Define religion.
- M Identify and examine perspectives of various cultural groups within early American history.
- D Describe how religion contributed to the growth of representative government in the American colonies.
- M Identify the role diverse cultures had on the development of the Americas.

Economics

A	E	Recognize America's natural resources (i.e., land, timber, fish, animal
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		pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).
<b>A</b>	<b>E</b>	Recognize the economic activities of Early America (i.e., agriculture, industry, and service).

### Geography

<b>A</b>	<b>G</b>	Recognize how topographical features such as mountain and river systems influenced the settlement and expansion of the United States (i.e., Cumberland Gap, Wilderness Road, and Ohio and Tennessee river systems).
<b>M</b>		Identify the routes of contact between the Americas and Europe, Asia, and Africa.
<b>A</b>	<b>G</b>	Interpret a geographic map of the early United States.
<b>M</b>		Explain how physical features such as major river and mountain systems affected the development of early Native American and early European settlements.
<b>D</b>		Explain how environmental factors influenced the way of life of the various peoples of the Americas.
<b>D</b>		Discuss the economic and social impact of immigration and migration on a region or country.
<b>D</b>		Categorize causes of migration and immigration into "push and pull" factors.

### Governance and Civics

<b>D</b>		Analyze the necessity of establishing and enforcing the rule of law.
<b>D</b>		Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.
<b>D</b>		Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.
<b>D</b>		Describe the purpose of government and how its powers are acquired, used, and justified.
<b>D</b>		Relate a people's location, population, production and consumption to the function of their government.

### History

<b>D</b>		Explain the cultures of the Western Hemisphere's native peoples prior to
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		European contact.
<b>D</b>		Evaluate the expanding intercontinental exchange and the conflicts brought on by exploration and colonization.
<b>D</b>		Describe the role religion played in Western Europe, during the age of exploration, with respect to subsequent crusading tradition and overseas exploration.
<b>D</b>		Explain the ways geographic, technological, and scientific factors contributed to the European age of exploration and settlement in the Americas.
<b>D</b>		Describe the immediate and long-term impact early European exploration had on native populations and on colonization in the Americas.
<b>*A</b>	<b>USP 1, 2</b>	Read a timeline and order events of the past.
<b>*A</b>	<b>USP 1, 2</b>	Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).
<b>*A</b>	<b>USP 1, 2</b>	Differentiate between a primary and secondary source.
<b>*A</b>	<b>USP 1, 2</b>	Identify how religion contributed to early American society (e.g., impact on government, education, social norms, slavery, and tolerance).
<b>*A</b>	<b>USP 1, 2</b>	Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).
<b>*A</b>	<b>USP 1, 2</b>	Identify conclusions about historical events using primary and secondary sources.
<b>*A</b>	<b>USP 1, 2</b>	Differentiate between primary and secondary source documents.
<b>*A</b>	<b>USP 1</b>	Contrast the characteristics of major native civilizations of the Americas.
<b>*A</b>	<b>USP 1</b>	Compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother spirit, African Traditional Religion, Puritanism, and Quakerism).
<b>*A</b>	<b>USP 1</b>	Recognize the historical impacts of European settlement in North America.
<b>D</b>		Discuss the search for religious, economic, and individual freedom in the settlement of the colonies.
<b>D</b>		Classify various limits on individual freedom in Colonial America.
<b>D</b>		Read and analyze a primary source document such as diaries, letters, and contracts.

**Technology Used:** Includes an internet activity and Power Point presentation

**Unit Introduction and Overview-**

Since most students think of Thanksgiving when they think of Pilgrims, I'll start with a quick pre-assessment using questions and answers from a children's book. I'll then have students work on an internet activity that was developed by Plymouth (Plimoth) Plantation. I believe this will help students gain some basic knowledge and begin to learn facts instead of myth concerning the Pilgrims. Also, I will take the time to make sure the students understand that they did not refer to themselves as Pilgrims. This will help to guide students to the next activity which will provide background information and basic life information concerning these early settlers and Native Americans in New England. Students will also be expected to interpret a primary government document and a journal entry. The students will hear from the perspective of a young woman kidnapped by local Native Americans. Since she stays in New France instead of returning to Massachusetts when the opportunity occurs, I hope the students began to see the complexity of living in this time period. Also, this is a great way to help add to the students pre-knowledge as we get ready to study the French and Indian War. Students will then be provided with guidelines for the final assessment. I will also provide them with primary and secondary sources from my collection and the library to complete the assessment.

Students will be addressing:

Why did the Pilgrims come to America?"

What was the Mayflower Compact, and why was it important?

What was life like in the Plymouth colony?

Day One and Two: Introduction and Internet Activity

Puritans desired purification of the Church of England. This desire came in part from a belief that the clergy was too powerful and that too many other similarities existed between the Church of England and the Roman Catholic Church.<sup>1</sup> A group of Puritans eventually decided that the best solution would be to simply sever their bonds with the Church of England. They wanted leaders of the church to steer the congregation with wisdom and not trepidation.<sup>2</sup> They wanted to have their own congregations that relied on the Bible for authority. The Pilgrims were Separatists, such named for their desire to separate from their connection to the Church of England.<sup>3</sup> The term Separatists was used by others while they themselves often used the term Saints.<sup>4</sup> William Bradford, both a leader in the Old and New World, wrote that his group were “Pilgrims” in one of his writings. They would not have referred to themselves as Pilgrims. He and the others were hoping to find a location to worship as they saw appropriate to acknowledge God. After a less than pleasing attempt to find freedom to worship and live, as they wanted in the Netherlands, the first of these settlers left Plymouth, England aboard the *Mayflower* on September 16, 1620.<sup>5</sup>

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<sup>1</sup> Joy Hakim, Making Thirteen Colonies 1600-1740, (New York: Oxford University Press, 2003) 52.

<sup>2</sup> Anthea and Julia Ballam, Mayflower: The Voyage that Changed the World (Alresford, Hants, United Kingdom: O Books 2003), 15.

<sup>3</sup> Sterling Stuckey and Linda Kerrigan Salvucci, Call to Freedom: Beginnings to 1877, with the collaboration of Reading Consultant Judith Irvin ( Austin: Holt, Rinehart and Winston, 2003), 98-99.

<sup>4</sup> Hamby, 52.

<sup>5</sup> R. Conrad Stein, Cornerstones of Freedom: The Pilgrims. ( Chicago: Children’s Press Chicago, 1995) , 5-7.

The *Mayflower* departed from Plymouth, Great Britain with one hundred-two passengers.<sup>6</sup> The colonists aboard the ship consisted of two main groups. One group was coming from Leiden, where they had gone to escape persecution in England and to try to practice their religious beliefs freely. The other colonists were coming directly from England. The Leiden group would be the passengers that would be considered Pilgrims. The Leiden group consisted of eighteen married couples, fifteen with children; six married men traveling without their spouses, but four of which were with sons, and eight servants. The England group had seven married couples with six of the couples having children, one married man traveling without his spouse and five servants. William Bradford, later chosen as governor of the Plymouth colony, was one of the colonist from Leiden. He was not pleased with some of the viewpoints of some of the colonist coming from England.<sup>7</sup>

The conditions on board were not comfortable. The waters and air were cold. Passengers were crowded together with even less privacy than was standard even in the 1600s. Without the comforts of a heating source, water for bathing, clean clothes changes, and of course seasickness patches; lice, fleas, and unpleasant smells would have flourished.<sup>8</sup> While on board children listened to stories told by the adults, played word games, sang psalms and songs, and were read to from the Bible. They would have had a limited menu for the trip. Dried legumes such as beans and peas were frequently served. The only meat was salt cured. The limited vegetables and fruit included turnips,

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<sup>6</sup> Peter Arenstam, John Kemp, and Catherine O'Neill Grace, Mayflower 1620: A New Look At A Pilgrim Voyage, with photographs by Sisse Brimberg and Cotton Coulson, (Washington D.C., National Geographic Press, 2003), 24-25.

<sup>7</sup> Arenstam, 24-25.

<sup>8</sup> Kenneth C. Davis, Don't Know Much About: The Pilgrims, illustrated by S.D. Schindler, (Hong Kong: HarperCollins Publishers, 2002), 12-13.

parsnips, cabbages, dried prunes, and onions. Since calmer seas were necessary for warm meals, they probably did not have these meals warmed with any regularity.<sup>9</sup>

During their voyage, the men held a general meeting. They were concerned about the differing opinions among the men and realized the importance of making some decisions prior to building a permanent settlement. They had seen land on November sixteenth and disagreements over sailing on or staying had already shown itself prior to the decision to write this agreement. An infrastructure of basic government, would allow the colonist to function much better upon arrival. They agreed to create a civil body, elect government officers, and make laws. The forty-one free, not those apprenticed or indentured to others, adult males signed the document.<sup>10</sup> They signed the agreement on November 21, 1620. This is considered the first attempt at self-government by English colonists in North America. These basic laws and social rules helped guide the colony as they established themselves in the New World.<sup>11</sup>

The *Mayflower* arrived on December 16, 1620 and the passengers named the place New Plymouth. A small boat from the ship had arrived on December 11 to scout the area.<sup>12</sup> The ship had been blown off course from the Hudson River and the northern area of the Virginia Colony. They had not stayed permanently in the first place they had arrived at in the New World.<sup>13</sup>

With the exception of those sent out on scouting parties, the colonists will have limited encounters with the Native Americans in the area for several months. The natives

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<sup>9</sup> Davis, 13-14

<sup>10</sup> Kate Caffrey, The Mayflower (New York: Stein and Day Publishers, 1974), 114.

<sup>11</sup> Stuckey and Salvucci, 99.

<sup>12</sup> Arenstam, 24-25.

<sup>13</sup> Davis, 16.

had encountered Europeans previously.<sup>14</sup> The Wampanoag, one of the Native American groups in this area, experience with the Europeans had not worked out well prior to the colonist arrival. Approximately twenty years before the arrival of the *Mayflower*, the local population of Native Americans was around 12,000. When the *Mayflower* arrived, there were probably closer to 6,000. As throughout the new world, disease had taken a devastating toll on the Wampanoag. Wampanoag also associated Europeans with attempts at enslavement and other violence. A group that fled Europe because of persecution will try to develop very little insight into the difficulty faced by the Wampanoag as European encroachment on their land devastates their way of life.<sup>15</sup>

The colonists faced many difficulties. During the first winter approximately half of the colonists died. Food was difficult to find. The colonists' immune systems had struggled to fight off diseases while their bodies were trying to survive on fewer calories than needed. By March of 1621, a broken-English speaking Native American, Samoset, arrived offering to bring back Native Americans willing to trade. Samoset had learned broken English from the fisherman and other early European explorers. Squanto arrived in Plymouth with Samoset not long after this first encounter. Squanto was a Patuxet Indian that had grown up in the area of Plymouth. The only members of his tribe left lived with other Native American tribes. He had survived in part because he had been forced to go with English sailors years before. He lived with the English for nine years. He taught the colonist basic survival skills. Through his efforts colonist learned about planting crops, hunting, and living with the resources offered by the area.<sup>16</sup> With the

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<sup>14</sup> Stein, 11-15.

<sup>15</sup> Ballam, 105-108.

<sup>16</sup> Stein, 13-18.

help of Squanto, the colonist and the Wampanoag developed a treaty. The colonist agreed to stop taking the baskets of food buried for the winter by the Wampanoag. They also agreed to help one another in the event of another Native American group attacking the colonist or the Wampanoag.<sup>17</sup>

Other Puritans arrived in New England soon after the *Mayflower*. During the great migration from the tyrannical Charles I, over two hundred ships, with approximately one hundred persons each, sailed for Massachusetts in 1630. Estimates are that 21,000 emigrants arrived in the next ten-year period. By 1640 the large number of emigrants stopped as some even returned to England to fight in their Civil War. These emigrants from 1630-1640 populated areas not only in Massachusetts Bay Colony but also beyond. The influence of these early colonist had a profound affect on United States History, well beyond Thanksgiving celebrations that they are usually best remembered.<sup>18</sup>

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<sup>17</sup> Stuckey and Salvucci, 100.

Davis, 17.

Stein, 20.

<sup>18</sup> David Hackett Fischer. Albion's Seed: Four British Folkways in America. (New York: Oxford University Press, Inc., 1989), 15-18.

Annotated Bibliography  
Pamela Herron

Arenstam, Peter, John Kemp, and Catherine O'Neill Grace. Photographs by Sisse Brimberg and Cotton Coulson. Mayflower 1620: A New Look At A Pilgrim Voyage. Washington D.C.: National Geographic Press. 2003.

This is a quick, easy read. The authors sailed on a reproduction ship to gain insight into the 1620 voyage. They provide a chronology. They provide an excellent map/timeline of the *Mayflower's* journey. They provide pictures using the reproduction ship and re-enactors. It includes the type of information that students like to know such as actional names and types of supplies that were on board. Students will enjoy seeing the type of clothing worn by the voyagers and other details from the pictures.

Ballam, Anthea and Julia. Mayflower: The Voyage that Changed the World. Alresford, Hants, United Kingdom: O Books, 2003

This is an easy read with slightly less than one hundred and fifty pages. It is written by a British freelance writer and professor. Divided into three sections, old world, the voyage, and new world; they provide a clear account with sufficient background information to make the story understandable. The illustrations were very helpful to making the story come alive.

Boorstin, Daniel J. The Americans: The Colonial Experience. New York: Vintage Books of Random House, 1958.

The book is divided into three parts to complete a whole picture. This book has chapters that provide good snapshots of different colonial experiences in book one. The second book is valuable for the information on viewpoints and institutions. The third book focuses on language and the printed word. The final, and briefest, book provides a look at diplomacy and Warfare. A teacher would find this valuable to provide them with overall knowledge. The bibliography is also very helpful with its very clear notes that would allow further investigation.

Buckley, Susan, and Espeth Leacock. With Illustrations by Rodica Prato. Journeys in Time: A New Atlas of American History. New York: Houghton Mifflin Company, 2001.

This is a great resource to have in the classroom. Students need to be able to use maps. Their map on the *Mayflower* voyage is easy for students to understand and gives them perspective to what the transportation of the day was like. Their quick facts are full of information students always seem to enjoy.

Caffrey, Kate. The Mayflower. New York: Stein and Day Publishers, 1974.

I recommend this book for a reference to answer those questions that students often ask that you may not have the information readily available in your memory or in your text book. However, I would not consider this the ultimate book for information on the voyage. It is easy to read and provides some good information.

Chase, Gilbert. America's Music: From the Pilgrims to the Present. New York: McGraw Hill, 1955.

This provides the opportunity to help students understand the life of pilgrims. It provides insight into Pilgrims attitude towards the place of musical instruments and songs in their worship service and lives. Since many students are either interested in music and/or church this may help some students see continuity and change throughout time periods.

Cronon, William. Changes in the Land: Indians, Colonists, and the Ecology of New England. New York: Hill and Wang of Farrar, Straus and Giroux, 2003.

This text is helpful for teachers that are trying to emphasize the need for responsibility with one's actions. The sometimes-unintended effect of our actions on the people and environment are clear. This book would help provide background information for any teacher on the ecology of colonial New England.

Demos, John. The Unredeemed Captive: A Family Story from Early America. New York: Alfred A. Knopf, 1994.

A well researched account of a raid on Deerfield, Massachusetts. Teachers will find this story helpful in showing the complexity of the relationships between those inhabiting the area. Also, this type of story really helps prepare students for understanding the French and Indian War. This may be most useful to read small portions of the book with the class to give them a feel for the culture, challenges, and fears of the time.

Earle, Alice Morse. Child Life in Colonial Days. With a Forward by Jack Larkin. Stockbridge, Massachusetts: Berkshire House Publishers, 1993.

This book is probably most useful for its illustrations and small examples of children's life. A teacher could use this to let their students know what their lives might be like had they been born several centuries earlier. Students often find the discipline and school information interesting.

Fischer, David Hackett. Albion's Seed: Four British Folkways in America. New York: Oxford University Press, 1989.

This text provides a wonderful insight into early American life. This provides the reader with an understanding of how colonies regional origins from the old world affected their new world. He has excellent graphs and maps. The footnotes and information clarify primary and secondary sources used. I recommend reading the entire book. However;

when most see the size and the front cover they doubt my recommendation. This is **not** for students to read. However, students enjoy knowing information such as why some pronunciations are different for the same names, (for instance my students live in Blount County, Tennessee and the pronunciation for the word Blount differs based on whether the family came from above or below the tidewater area of Virginia) what were the names of people in colonial era America (they always are surprised at some of the names in Massachusetts Bay Colony), how old were they when they married, etc. Teachers can pull information from this book that add to classroom interest.

Hakim, Joy. Making Thirteen Colonies: 1600-1740. New York: Oxford University Press, 2003.

This is part of a 10 volume series. This volume is broken into forty-two concise chapters that can be understood by students. The addition of map information, chronology, and book recommendations help to make this a user-friendly book. I believe non-history majors teaching US History would find this book especially helpful. Teachers looking to use strait forward interesting stories of our history should consider this book.

Kamma, Anne. Illustrated by Bert Dodson. If You Were at . . . The First Thanksgiving. New York: Scholastic, 2001.

This children's book gives basics and tries not to hook children on myth alone as some children's Thanksgiving books do. This would be an excellent book for introduction and providing reluctant readers with an opportunity to participate. The way the book is divided up by questions make it easy to find the material needed and helps students focus on the main point of a section.

Hoose, Phillip. We Were There, Too!: Young People in US History. New York: Meland Kroupa Books of Farrar Straus Giroux, 2001.

This provides great supplemental material for teachers. The stories illustrate how young people not only lived but also made a difference. They have three stories particularly useful for teaching on the subject of Pilgrims. A teacher can use any of these stories in the book to hook the students before starting new material, provide more details, or help to pull information together. I would recommend this book highly for a teacher looking to add stories into their history.

Lenski, Lois. Indian Captive: The Story of Mary Jemison. New York: HaperCollins, 1941.

This is an easy to read Newbery Award winner. For a teacher that wants to add children's literature with teaching of the New England colonies, this book provides an opportunity for students to care about a character as they learn of the complexity of Native American and Colonial interaction.

Maestro, Betsy and Giulio. The New Americans: Colonial Times 1620-1689. New York: Harper Collins Children's Books, 1998.

This is part of the American Story Series for ages 7 and up. This book is useful for introduction purposes and illustrations. It could also be used to help provide low readers more opportunities in class.

Salvucci, Linda Kerrigan and Sterling Stuckey. Reading Consultant, Judith Irvin. Call to Freedom: Beginnings to 1877. Austin: Holt, Rinehart and Winston, 2003.

This is the text used by Blount County currently. The book presents the material well for students and helps teachers prepare well. The supplemental material with literature and primary sources will help a teacher prepare for the unit. Of course teachers know to use what they have at hand.

Stein, Conrad R. Cornerstones of Freedom: The Pilgrims. Chicago: The Children's Press of Chicago, 1995.

This is a children's book that provides a simple yet well done introduction to the Pilgrims. The illustrations, timeline and glossary are helpful for student readers. Some of the illustrations are useful. This book might be used to help introduce or review the Pilgrims with students.

**Unit:** Pilgrims' Experience

**Lesson Plan One:** Thanksgiving

**Grade Level:** Eighth grade

**Essential Question related to Vital Theme:** What was life like in the Plymouth Colony?

**Lesson Time:** 30-35 minutes

**Curriculum Standards:**

<b>D</b>		Explain how people living in the same region maintain different ways of life.
<b>D</b>		Analyze how human migration and cultural activities influence the character of a place.
<b>M</b>		Identify and examine perspectives of various cultural groups within early American history.
<b>M</b>		Identify the role diverse cultures had on the development of the Americas.
<b>D</b>		Explain the cultures of the Western Hemisphere's native peoples prior to European contact.
<b>D</b>		Evaluate the expanding intercontinental exchange and the conflicts brought on by exploration and colonization.
<b>D</b>		Describe the role religion played in Western Europe, during the age of exploration, with respect to subsequent crusading tradition and overseas exploration.
<b>D</b>		Explain the ways geographic, technological, and scientific factors contributed to the European age of exploration and settlement in the Americas.
<b>D</b>		Describe the immediate and long-term impact early European exploration had on native populations and on colonization in the Americas.
<b>*A</b>	<b>USP 1, 2</b>	Read a timeline and order events of the past.
<b>*A</b>	<b>USP 1, 2</b>	Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).
<b>*A</b>	<b>USP 1, 2</b>	Identify how religion contributed to early American society (e.g., impact on government, education, social norms, slavery, and tolerance).
<b>*A</b>	<b>USP 1, 2</b>	Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).
<b>*A</b>	<b>USP 1</b>	Contrast the characteristics of major native civilizations of the Americas.

*A	USP 1	Compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother spirit, African Traditional Religion, Puritanism, and Quakerism).
*A	USP 1	Recognize the historical impacts of European settlement in North America.

**Materials:**

Kamma, Anna. *If You Were at ... THE FIRST THANKSGIVING*. Bert Dodson, illustration. Scholastic Inc. New York, 2001.

**Activity:** I will use this children's book to have students discuss prior knowledge and create a dialogue as they gain new knowledge. This will provide a method of evaluation of student prior knowledge and will help guide students as we start the next lesson.

**Unit:** The Pilgrim's Experience

**Lesson Plan Two:** Plymouth and Becoming an Historian Internet Activity

**Lesson Time:** 55-65 minutes

**Grade Level:** Eighth

**Essential Question related to Vital Theme:** What was life like in the Plymouth Colony?

### Curriculum Standards

#### Culture

<b>D</b>		Explain how people living in the same region maintain different ways of life.
<b>D</b>		Analyze how human migration and cultural activities influence the character of a place.
<b>M</b>		Identify and examine perspectives of various cultural groups within early American history.

#### Economics

<b>A</b>	<b>E</b>	Recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).
<b>A</b>	<b>E</b>	Recognize the economic activities of Early America (i.e., agriculture, industry, and service).

#### Geography

<b>A</b>	<b>G</b>	Recognize how topographical features such as mountain and river systems influenced the settlement and expansion of the United States (i.e., Cumberland Gap, Wilderness Road, and Ohio and Tennessee river systems).
<b>M</b>		Explain how physical features such as major river and mountain systems affected the development of early Native American and early European settlements.
<b>D</b>		Explain how environmental factors influenced the way of life of the various peoples of the Americas.
<b>D</b>		Discuss the economic and social impact of immigration and migration on a region or

		country.
<b>D</b>		Categorize causes of migration and immigration into "push and pull" factors.

### Governance and Civics

<b>D</b>		Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.
<b>D</b>		Relate a people's location, population, production and consumption to the function of their government.

### History

<b>D</b>		Explain the cultures of the Western Hemisphere's native peoples prior to European contact.
<b>D</b>		Describe the immediate and long-term impact early European exploration had on native populations and on colonization in the Americas.
<b>*A</b>	<b>USP 1, 2</b>	Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).
<b>*A</b>	<b>USP 1, 2</b>	Differentiate between a primary and secondary source.
<b>*A</b>	<b>USP 1, 2</b>	Identify how religion contributed to early American society (e.g., impact on government, education, social norms, slavery, and tolerance).
<b>*A</b>	<b>USP 1</b>	Contrast the characteristics of major native civilizations of the Americas.
<b>*A</b>	<b>USP 1</b>	Compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother spirit, African Traditional Religion, Puritanism, and Quakerism).
<b>*A</b>	<b>USP 1</b>	Recognize the historical impacts of European settlement in North America.

**Technology :** Computer lab with internet capability (preference for printing as well)

**Materials:** Student computers, (other materials may be used as time allows to add additional activities provided in teacher's guide, click on link to determine if you have time or if your students need additional activities . I will determine this based on my prior knowledge of each class's skills and time constraints)

Teacher's guide: Link for the students: [http://www.plimoth.org/OLC/index\\_js2.html#](http://www.plimoth.org/OLC/index_js2.html#)

Link for the students: [http://www.plimoth.org/OLC/index\\_js2.html#](http://www.plimoth.org/OLC/index_js2.html#)

Historian Skill: Separating Fact From Myth

*Corresponding Online Activity:* Introductory Sequence, Home Page, Fact or Myth?

Guided Inquiry Performances

Historian Skill: Identifying and Analyzing Primary Sources

*Corresponding Online Activity:* The Evidence

Historian Skill: Making Educated Guesses Using Cultural Clues

*Corresponding Online Activities:* The Wampanoag People; The English Colonists

Historian Skill: Considering Multiple Points of View

*Corresponding Online Activity:* The Path to 1621

I will use the Corresponding Online Activity for each of these areas. Students will conclude by clicking on the picture of Dancing Hawk on the screen that starts with “We bet you’ve learned a lot about 1621 harvest celebration! . . .”

They will write an exhibit label using their knowledge gained for each of the six pictures. This will be their assessment.

Additional lessons are available with each Online Activity by following the teacher lesson plan link. I will use parts of these to enrich this lesson as time allows.

**Unit Plan:** The Pilgrims' Experience

**Lesson Plan Three:** Historical Documents and reading a map

**Grade Level:** Eighth Grade

**Essential Questions:** What was the Mayflower Compact and why was it important?  
What was life like in the Plymouth Colony?

Day three: Students will start class by completing Historical Document activity on the *Mayflower Compact* on page 100 in the textbook. They will work with a study partner to enable them to discuss the issues as they form their written answers. Students will use their books to follow along with a PowerPoint presentation on 4.2 pages 98-102. The PowerPoint presentation clarifies the answers to the three main questions presented at the start of the lesson - Why did the Pilgrims come? What was the Mayflower Compact and why was it important? What was life like in the Plymouth colony? We will read together a journal entry from Sarah Kemble Knight. Students gain the knowledge that even though the society had the norms and expectations that women were to play an assigned role; the remoteness of the new world necessitated that women sometimes performed task traditionally reserved for men. Students will then complete Geography Activity Four entitled the Settling of the English colonies. This will help provide geographic perspective. I will also have students compare this map to the map of Native American Indian Groups on page eleven.

Culture

<b>D</b>		Explain how people living in the same region maintain different ways of life.
<b>D</b>		Analyze how human migration and cultural activities influence the character of a place.
<b>M</b>		Identify and examine perspectives of various cultural groups within early American history.
<b>D</b>		Describe how religion contributed to the growth of representative government in the American colonies.
<b>M</b>		Identify the role diverse cultures had on the development of the Americas.

Economics

<b>A</b>	<b>E</b>	Recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).
<b>A</b>	<b>E</b>	Recognize the economic activities of Early America (i.e., agriculture, industry, and service).

## Geography

<b>A</b>	<b>G</b>	Recognize how topographical features such as mountain and river systems influenced the settlement and expansion of the United States (i.e., Cumberland Gap, Wilderness Road, and Ohio and Tennessee river systems).
<b>M</b>		Identify the routes of contact between the Americas and Europe, Asia, and Africa.
<b>A</b>	<b>G</b>	Interpret a geographic map of the early United States.
<b>M</b>		Explain how physical features such as major river and mountain systems affected the development of early Native American and early European settlements.
<b>D</b>		Explain how environmental factors influenced the way of life of the various peoples of the Americas.
<b>D</b>		Discuss the economic and social impact of immigration and migration on a region or country.
<b>D</b>		Categorize causes of migration and immigration into "push and pull" factors.

## Governance and Civics

<b>D</b>		Analyze the necessity of establishing and enforcing the rule of law.
<b>D</b>		Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.
<b>D</b>		Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.
<b>D</b>		Describe the purpose of government and how its powers are acquired, used, and justified.
<b>D</b>		Relate a people's location, population, production and consumption to the function of their government.

## History

<b>D</b>		Explain the cultures of the Western Hemisphere's native peoples prior to European contact.
<b>D</b>		Evaluate the expanding intercontinental exchange and the conflicts brought on by exploration and colonization.
<b>D</b>		Describe the role religion played in Western Europe, during the age of exploration, with respect to subsequent crusading tradition and overseas

		exploration.
<b>D</b>		Explain the ways geographic, technological, and scientific factors contributed to the European age of exploration and settlement in the Americas.
<b>D</b>		Describe the immediate and long-term impact early European exploration had on native populations and on colonization in the Americas.
<b>*A</b>	<b>USP 1, 2</b>	Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).
<b>*A</b>	<b>USP 1, 2</b>	Identify how religion contributed to early American society (e.g., impact on government, education, social norms, slavery, and tolerance).
<b>*A</b>	<b>USP 1, 2</b>	Identify conclusions about historical events using primary and secondary sources.
<b>*A</b>	<b>USP 1, 2</b>	Differentiate between primary and secondary source documents.
<b>*A</b>	<b>USP 1</b>	Recognize the historical impacts of European settlement in North America.
<b>D</b>		Discuss the search for religious, economic, and individual freedom in the settlement of the colonies.
<b>D</b>		Classify various limits on individual freedom in Colonial America.
<b>D</b>		Read and analyze a primary source document such as diaries, letters, and contracts.

**Technology and Materials:** Each student will need their geography workbook, their book, and a copy of the journal entry. They will be assessed by their oral response to class discussion as we go over the assignment as well as their written answers to questions for each part of the assignment.

**Unit:** The Pilgrims' Experience

**Lesson Plan Four:** Primary sources, literature, and Captives.

**Grade Level:** Eighth Grade, 30 minutes

Curriculum Standards

Culture

<b>D</b>		Explain how people living in the same region maintain different ways of life.
<b>D</b>		Analyze how human migration and cultural activities influence the character of a place.
<b>D</b>		Discuss the development of major religions.
<b>M</b>		Identify and examine perspectives of various cultural groups within early American history.
<b>D</b>		Describe how religion contributed to the growth of representative government in the American colonies.
<b>M</b>		Identify the role diverse cultures had on the development of the Americas.

Economics

<b>A</b>	<b>E</b>	Recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).
<b>A</b>	<b>E</b>	Recognize the economic activities of Early America (i.e., agriculture, industry, and service).

Geography

<b>M</b>		Explain how physical features such as major river and mountain systems affected the development of early Native American and early European settlements.
<b>D</b>		Explain how environmental factors influenced the way of life of the various peoples of the Americas.
<b>D</b>		Discuss the economic and social impact of immigration and migration on a region or country.
<b>D</b>		Categorize causes of migration and immigration into "push and pull" factors.

## Governance and Civics

<b>D</b>		Analyze the necessity of establishing and enforcing the rule of law.
<b>D</b>		Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.
<b>D</b>		Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.
<b>D</b>		Relate a people's location, population, production and consumption to the function of their government.

## History

<b>D</b>		Explain the cultures of the Western Hemisphere's native peoples prior to European contact.
<b>D</b>		Evaluate the expanding intercontinental exchange and the conflicts brought on by exploration and colonization.
<b>D</b>		Describe the immediate and long-term impact early European exploration had on native populations and on colonization in the Americas.
<b>*A</b>	<b>USP 1, 2</b>	Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).
<b>*A</b>	<b>USP 1, 2</b>	Differentiate between a primary and secondary source.
<b>*A</b>	<b>USP 1, 2</b>	Identify how religion contributed to early American society (e.g., impact on government, education, social norms, slavery, and tolerance).
<b>*A</b>	<b>USP 1, 2</b>	Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).
<b>*A</b>	<b>USP 1, 2</b>	Identify conclusions about historical events using primary and secondary sources.
<b>*A</b>	<b>USP 1, 2</b>	Differentiate between primary and secondary source documents.
<b>*A</b>	<b>USP 1</b>	Contrast the characteristics of major native civilizations of the Americas.
<b>*A</b>	<b>USP 1</b>	Compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother spirit, African Traditional Religion, Puritanism, and Quakerism).
<b>*A</b>	<b>USP 1</b>	Recognize the historical impacts of European settlement in North America.
<b>D</b>		Discuss the search for religious, economic, and individual freedom in the settlement of

		the colonies.
<b>D</b>		Classify various limits on individual freedom in Colonial America.
<b>D</b>		Read and analyze a primary source document such as diaries, letters, and contracts.

The class will read an assigned primary or literature account of a person/ people taken captive by the Native Americans. Each group of students will have time to read their assignment on their own and take notes on what the captives were experiencing their emotions and physical. Each student will then meet with the other students that read the same passage. They will create a quick web on butcher paper with the character in the middle and attach ideas and experiences of that captive to his/her circle. Then students will quickly present their information and the students will compare their person's experience. They will decide if the fictional accounts are accurate based on their knowledge from the non-fiction accounts. They will also tell whether their source is fiction or non-fiction and if it is non-fiction if it is a primary or secondary source.

**Materials:** The students will need a copy of their excerpt. Paper and pencil and a some butcher paper and a marker for each example. The excerpts will be from from *Eunice Williams: Captive* in the book *We Were There, Too! Young People in US History* by Phillip Hoose; *The Unredeemed Captive: A family Story from Early America* by John Demos 1994; The textbook's excerpt from "A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson" from the *Norton Anthology of American Literature*, third edition, Vol. 1, 1989; *Indian Captive: The Story of Mary Jemison* by Lois Lenski, 1941. (See bibliography for full citation)

The students will be assessed as I walk around and observe and on their web and evaluation comparing the sources. The evaluation will be homework and/or oral class discussion.

**Unit:** The Pilgrims' Experience

**Lesson Plan Five:** Create a children's newspaper insert for a "local paper"

The lesson will require two and a half days to complete. The students will probably need to take their assigned article and supplement home in order to complete the assignment on time.

**Technology:** Many students will take their assignment home and type it on their own computer and often they will scan pictures from the books to add to their presentation. If this was taught by someone that had Quark or another publishing program, students could type their assignment in the computer lab and they could be edited on butcher paper in real newspaper format. However; software, hardware, and time constraints make this difficult in my present situation.

**Curriculum Standards:**

Culture

<b>D</b>		Explain how people living in the same region maintain different ways of life.
<b>D</b>		Analyze how human migration and cultural activities influence the character of a place.
<b>D</b>		Discuss the development of major religions.
<b>D</b>		Define religion.
<b>M</b>		Identify and examine perspectives of various cultural groups within early American history.
<b>D</b>		Describe how religion contributed to the growth of representative government in the American colonies.
<b>M</b>		Identify the role diverse cultures had on the development of the Americas.

Economics

<b>A</b>	<b>E</b>	Recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).
<b>A</b>	<b>E</b>	Recognize the economic activities of Early America (i.e., agriculture, industry, and service).

Geography

<b>A</b>	<b>G</b>	Recognize how topographical features such as mountain and river systems
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		influenced the settlement and expansion of the United States (i.e., Cumberland Gap, Wilderness Road, and Ohio and Tennessee river systems).
<b>M</b>		Identify the routes of contact between the Americas and Europe, Asia, and Africa.
<b>A</b>	<b>G</b>	Interpret a geographic map of the early United States.
<b>M</b>		Explain how physical features such as major river and mountain systems affected the development of early Native American and early European settlements.
<b>D</b>		Explain how environmental factors influenced the way of life of the various peoples of the Americas.
<b>D</b>		Discuss the economic and social impact of immigration and migration on a region or country.
<b>D</b>		Categorize causes of migration and immigration into "push and pull" factors.

#### Governance and Civics

<b>D</b>		Analyze the necessity of establishing and enforcing the rule of law.
<b>D</b>		Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.
<b>D</b>		Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.
<b>D</b>		Describe the purpose of government and how its powers are acquired, used, and justified.
<b>D</b>		Relate a people's location, population, production and consumption to the function of their government.

#### History

<b>D</b>		Explain the cultures of the Western Hemisphere's native peoples prior to European contact.
<b>D</b>		Evaluate the expanding intercontinental exchange and the conflicts brought on by exploration and colonization.
<b>D</b>		Describe the role religion played in Western Europe, during the age of exploration, with respect to subsequent crusading tradition and overseas exploration.
<b>D</b>		Explain the ways geographic, technological, and scientific factors

		contributed to the European age of exploration and settlement in the Americas.
<b>D</b>		Describe the immediate and long-term impact early European exploration had on native populations and on colonization in the Americas.
<b>*A</b>	<b>USP 1, 2</b>	Read a timeline and order events of the past.
<b>*A</b>	<b>USP 1, 2</b>	Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).
<b>*A</b>	<b>USP 1, 2</b>	Differentiate between a primary and secondary source.
<b>*A</b>	<b>USP 1, 2</b>	Identify how religion contributed to early American society (e.g., impact on government, education, social norms, slavery, and tolerance).
<b>*A</b>	<b>USP 1, 2</b>	Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).
<b>*A</b>	<b>USP 1, 2</b>	Identify conclusions about historical events using primary and secondary sources.
<b>*A</b>	<b>USP 1, 2</b>	Differentiate between primary and secondary source documents.
<b>*A</b>	<b>USP 1</b>	Contrast the characteristics of major native civilizations of the Americas.
<b>*A</b>	<b>USP 1</b>	Compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother spirit, African Traditional Religion, Puritanism, and Quakerism).
<b>*A</b>	<b>USP 1</b>	Recognize the historical impacts of European settlement in North America.
<b>D</b>		Discuss the search for religious, economic, and individual freedom in the settlement of the colonies.
<b>D</b>		Classify various limits on individual freedom in Colonial America.
<b>D</b>		Read and analyze a primary source document such as diaries, letters, and contracts.

Students will be placed in groups of three to four students. Each group will be responsible for creating an insert for a newspaper designed to teach students in 4-8<sup>th</sup> grades about the Pilgrims. The insert must contain a summary article that tells the who, what, when, where and how of the Pilgrims. This should be the headline article. Also, they are required to have a summary article the Mayflower voyage with information on the Mayflower Compact. They must include an additional summary article on one person from the Plymouth or the surrounding Massachusetts Bay area. They should have three activities for the students to accompany the articles. These activities should clarify, expand, and/or assess the students' knowledge of information they provided. They should be answering the three key questions. An editor will be named. The editor will make sure

that each student in the group has a specific article assigned to them for completion. I will assist the editor when needed. Students will be given additional resources from my library and the school's library. After students have completed their evaluations. The groups will exchange newspaper inserts to complete at least two of the activities. The post assessment will be the completed newspaper insert.

**Individual Participation Grade \_\_\_\_\_ (This will be based on my observation, your completed work, and your team's evaluation.)**

**Your Assigned Task \_\_\_\_\_**

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**Final Project Grading**

**Fulfillment of project criteria \_\_\_\_\_ (50 points)**

**Pilgrim Article \_\_\_\_\_**

**Mayflower Article \_\_\_\_\_**

**Biography Article \_\_\_\_\_**

**Activity I \_\_\_\_\_**

**Activity II \_\_\_\_\_**

**Activity III \_\_\_\_\_**

**Thoroughness of research \_\_\_\_\_ (25 points)**

**Articles are valid \_\_\_\_\_**

**Sources are valid \_\_\_\_\_**

**Clarity of Directions \_\_\_\_\_ (10 points)**

**Can others complete your activities with the provided information \_\_\_\_\_**

**Evidence of original thought and creativity \_\_\_\_\_ (10 points)**

**Group Cooperation \_\_\_\_\_ ( 5 points)**

**Treated each other with respect \_\_\_\_\_**

**Members were in the group working on the project \_\_\_\_\_**

**Solved problems cooperatively \_\_\_\_\_**

**Final Project Grade \_\_\_\_\_**

**Students will complete one of the following on each member of their group. Please be sure to remember that you are part of the group. I do want you to evaluate your own work. These are not to be completed as a group.**

**Name \_\_\_\_\_ Assignment \_\_\_\_\_**  
**Participation \_\_\_\_\_ Assigned Task \_\_\_\_\_ Cooperation \_\_\_\_\_ Total \_\_\_\_\_**

**Name \_\_\_\_\_ Assignment \_\_\_\_\_**  
**Participation \_\_\_\_\_ Assigned Task \_\_\_\_\_ Cooperation \_\_\_\_\_ Total \_\_\_\_\_**

Name \_\_\_\_\_ Assignment \_\_\_\_\_  
Participation \_\_\_\_\_ Assigned Task \_\_\_\_\_ Cooperation \_\_\_\_\_ Total \_\_\_\_\_

Name \_\_\_\_\_ Assignment \_\_\_\_\_  
Participation \_\_\_\_\_ Assigned Task \_\_\_\_\_ Cooperation \_\_\_\_\_ Total \_\_\_\_\_

#### **Participation**

**5-Student consistently participates and helps guide others without taking over**

**4- Student consistently participates in the assigned group work**

**3- Student participates in the group work most of the time**

**2-Student sometimes participates in group work**

**1-Student does not participate in group work**

**0-oh! That person was in my group?**

#### **Assigned Task**

**5-Student completed their task with a smile, and went well above and beyond**

**4-Student effectively completed assigned task**

**3-Student adequately completed assigned task**

**2-Student performed assigned task only with much prompting**

**1-Student did not complete assigned task**

**0-You mean he/she had an assigned task?**

#### **Cooperation**

**5-Student went above and beyond to help group work as a team, very respectful**

**4-Student consistently worked towards team goals, respectful all the time**

**3-Student worked toward team goals most of the time, respectful sometimes**

**2-Student worked with the team to meet goals rarely, respectful at times**

**1-Student did not work toward team goals, rarely respectful**

**0-Student spent more time with another team while pretending to get supplies or drooled on his/her desk while snoring, Has obviously never heard of RESPECT**

**Please add comments if you need to praise or complain. If you give a 5 or a 0 please provide reasons why you believe they were that great or that awful.**