



NSDAR Educational Resources Committee

“The Mayflower – Making Sense of its Journey”

Contributor: Nancy Honea **Grade Level:** 1st, 2nd, 3rd, 4th

1. **Identify the standards to be addressed:**

GR1 SS2,4,5; GR 2 SS 1,2,3 ; GR 3 SS 4; GR 4 SS2 History of America; Historical Primary Source Documents- Mayflower Compact; Early Settlers of America; History of United States

2. **Statement of the objective and lesson outcomes:** Students will investigate the Pilgrims; their voyage to America; the Mayflower ship; the historical concept of Thanksgiving through interactive experiences.

3. **Materials, resources, and technology to be used by teacher/students:** Students will investigate the Pilgrims; their voyage to America; the Mayflower ship; the historical concept of Thanksgiving through interactive experiences.

4. **Introduction of the topic:** Please see individual lesson plans.

5. **Procedure for instruction:** Please see individual lesson plans.

6. **Lesson closure:** Please see individual lesson plans.

7. **Assessment of Understanding:** Please see individual lesson plans.

Making Sense of the Mayflower and Its Journey

A mini-learning unit containing sensory activities that can be used in an interactive learning investigation of the Mayflower, the Pilgrims and their journey.

The year 2020 marked the 400th anniversary of The Mayflower Voyage and its place in our American History. The unit contains resources and ideas for the classroom teacher to complete several sensory investigations with his/her students. Teachers may choose to pick one, several of the investigations in the unit. Each There are sensory investigations for the following 4 topics: [The Mayflower Ship](#); [The Life of Pilgrim Children Who Made the Voyage](#); [The Mayflower Compact](#) and [The First Feast of the Pilgrims](#).

The unit is organized into 4 parts. The parts are all independent of each other, so the teacher has flexibility in the number and order. Each topic allows the students to investigate a question through several sensory interactive learning investigations. Each topic is comprised of a folder containing the question to be investigated; a listing of materials provided as well as common materials that that the classroom teacher will need to provide; a resource page; as well as instructions for the sensory investigations.

Investigation #1

Why did the Pilgrims and others decide to make the Mayflower voyage?

How did the Pilgrims feel about the voyage?

What would you carry on a voyage to a new world?

Resource Sheet

This video covers all our investigations and the whole Pilgrim story. The teacher may choose to watch the part that answers this question or the entire video. It is a narrative with many historical prints and drawings to show what the narrator is taking about.

<https://m.youtube.com/watch?v=brqIER2KHbE>

Article for background information

<https://kids.britannica.com/kids/article/Mayflower/353446>

This video is a song.—Fun and lively.

<https://m.youtube.com/watch?v=Kuz7GXb7QMU>

Virtual field trip of Plymouth

<https://www.scholastic.com/teachers/videos/teaching-content/mayflower-virtual-field-trip/>

These are from--- Charlie Brown's Mayflower --- Excellent info on younger student's level.

<https://m.youtube.com/watch?v=DHGNKk0PnX8>

https://m.youtube.com/watch?v=4FmCP_EHEf8

Materials listing

Unit materials: Journal cover, Suitcase activity sheet

Teacher provides: pages for journal

Investigation #1

Unit Activities:

*Journaling

Using the provided cover page and paper, Students can create a personal journal as they explore and investigate.

Possible Journal topics: How would you feel about moving across the ocean to a new land?

What would you be sad to leave behind?

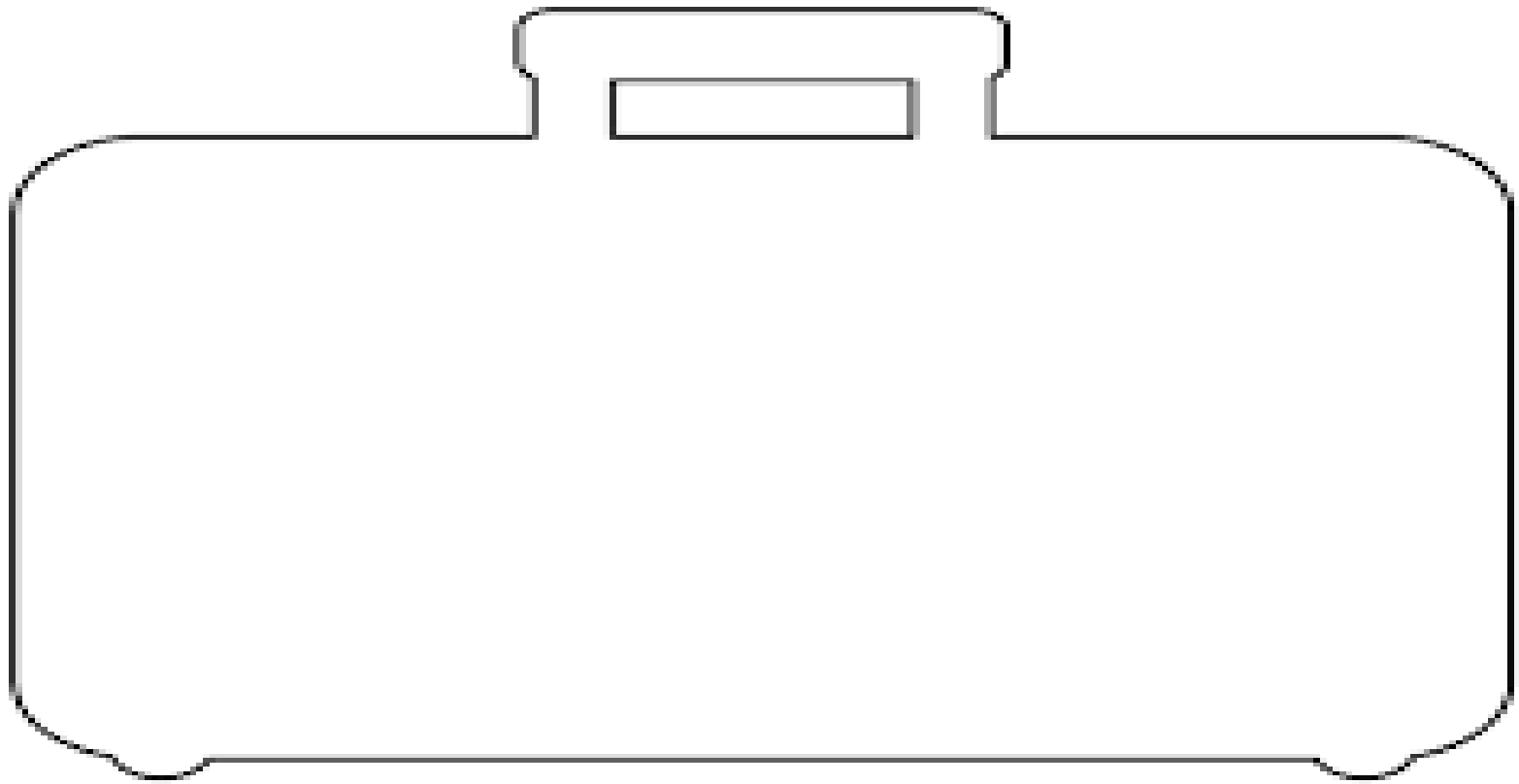
*Suitcase Activity

Students carry the Suitcase Sheet home. Working with parents, they create a list of items they would like to carry on the Mayflower. They bring one of the most important of the items to class for an old fashioned “Show and Tell” session. Sharing the item and the reason for its importance with their classmates.



Making Sense of the Mayflower and Its Journey

Name: _____



Your family is moving across the ocean to a new land.

Inside the suitcase, list the 5 most important items you want to take with you!

You can bring one of the items to share with your class during a **SHOW AND TELL**.

Investigation #2

What was the voyage like on the Mayflower?

How long was the voyage? What size was the ship? What did the children do during the voyage?

Resource Sheet

This video covers all our investigations and the whole Pilgrim story. The teacher may choose to watch the part that answers this question or the entire video. It is a narrative with many historical prints and drawings to show what the narrator is taking about.

<https://m.youtube.com/watch?v=brqIER2KHbE>

These are from--- Charlie Brown's Mayflower --- Excellent info on younger student's level.

<https://m.youtube.com/watch?v=DHGNKk0PnX8>

https://m.youtube.com/watch?v=4FmCP_EHEf8

A cut away of the Mayflower

<https://www.oregister.com/2017/11/20/ahead-of-thanksgiving-day-2017-a-look-back-inside-the-mayflower/>

How to play the game of marbles

<https://www.instructables.com/How-to-Play-Marbles/>

Materials listing

Unit materials: Tic-Tac-Toe Sheet

Teacher provides: pages for journal; pencils for Tic-Tac-Toe activity; marbles; Rope measuring 209 feet; measuring tape (tool used by carpenters)

Investigation #2

Unit Activities:

*Journaling

Using the provided cover page, Students can create a journal about the ideas they are exploring and learning.

Journal topics: What game did you like the best? How would be rolling ocean waters influence the game of marbles? What were your thoughts on the size of the ship?

*Ship Outline Activity

This is an outdoor activity. The Mayflower measured 25 feet wide in the middle and was a little over 90 feet long. The rope is over 209 feet long. Have the students hold the rope and move circular to create the approximate outline of a ship—joining the two ends. They will probably form a “sort-of” oval--- but keep working at getting it to look like a ship outline. Use the tape measure to spread the middle of the ship out to 25 feet. This will allow the students to make a life-sized outline of the ship. Students can also use boxes to represent the packed contents that were loaded onto the Mayflower for its journey. The students should start to get an idea of how much room there was within one deck of the ship.

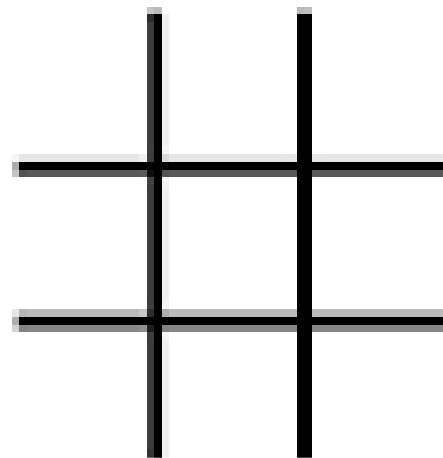
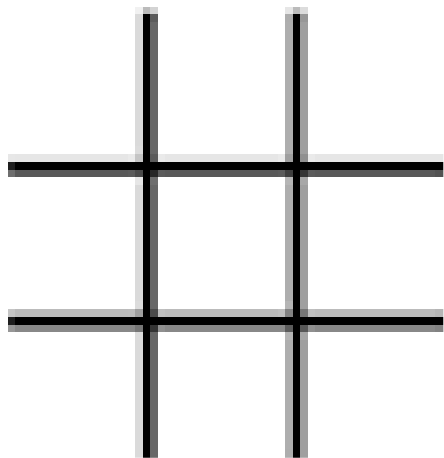
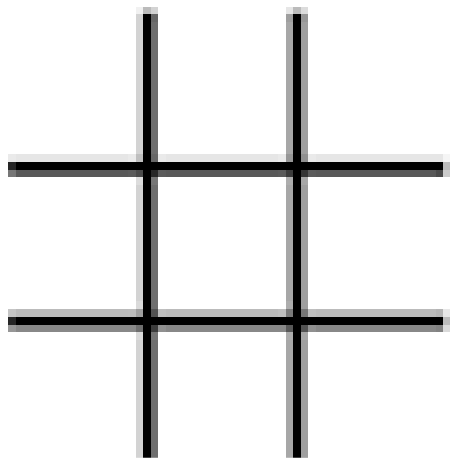
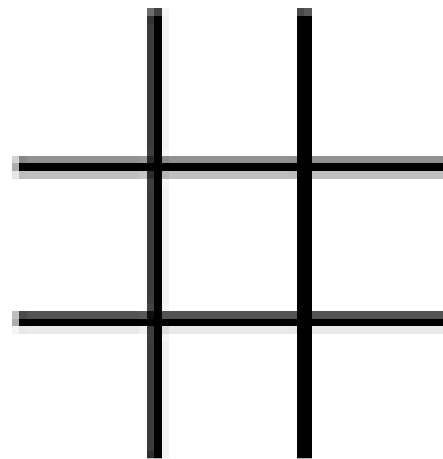
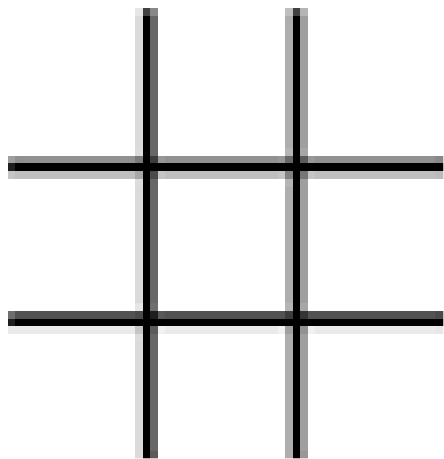
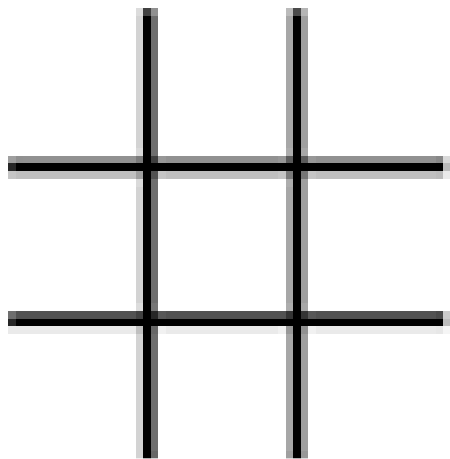
*Marble Activity

The kit contains several sets of marbles and some yarn to make the playing circles. Start out small with the circles. If needed, the directions to play are on the resource page.

*Tic-Tac-Toe Activity

The kit contains several sheets of Tic, Tac Toe boards. The students can play several games together. Teacher may need to appoint who is X and who is O.

TIC TAC TOE



Investigation #3

What was The Mayflower Compact?

Why was it created before they got off the Mayflower ship? What did it say? Why did the passengers think they needed a set of rules?

Resource Sheet

This video covers all our investigations and the whole Pilgrim story. The teacher may choose to watch the part that answers this question or the entire video. It is a narrative with many historical prints and drawings to show what the narrator is taking about.

<https://m.youtube.com/watch?v=brqIER2KHbE>

Article

<https://kids.britannica.com/kids/article/Mayflower-Compact/601070>

Mayflower compact

<http://sites.rootsweb.com/%7Emosmd/compact2.htm>

https://kids.britannica.com/middle/additionalcontent/primarysources?id=160042&path=/primary_source/avalon/17th_century/mayflower.asp

<https://www.ushistory.org/documents/index.html>

Materials listing

Unit materials: Mayflower Compact (kid style)

Teacher provides: paper for journal pages; pink, green and blue (or 3 different colors) highlighter

Investigation #3

Unit Activities:

*Journaling

Using the provided cover page, Students can create a journal about the ideas they are exploring and learning.

Journal topics: What rules and orders do we have in our classroom to keep everyone safe?

Why did the Pilgrims want to have rules and laws?

*Exploring the Mayflower Compact Activity

Working together with the teacher, the students will discuss and explore the Mayflower Compact looking for the items. Directions below:

With blue highlighters- highlight statements which express their loyalty to their King and country.

With green highlighter- highlight statements which show their intent to create just and equal laws for a democratic government.

With pink highlighters- highlight statements which show the Pilgrim's belief and faith in God.

Mayflower Compact: 1620 (kid style)

Agreement Between the Settlers at New Plymouth : 1620

IN THE NAME OF GOD, AMEN.

We, *whose names are written below* are the Loyal Subjects to our *King James,*
of Great Britain, France, and Ireland.

For the Glory of God, and Advancement of the Christian Faith, *and the*
Honor of our King and Country,

are taking a Voyage to plant the first Colony in the northern Parts of *Virginia.*

By being present at the signing of this document,

we do solemnly and together, in the Presence of God and one another,

promise and combine ourselves together into a civil Body,

for better law and order and Preservation,

and to accomplish our goal to plant the first colony.

We do enact, constitute, and create,

such just and equal Laws, Ordinances, Acts, Constitutions, and Officers.

We will meet when it is most needed and

Create order for the general Good of the Colony;

unto which we promise all due Submission and Obedience.

Written on Nov. 11, 1620 at Cape- Cod

Mr. John Carver, Mr. William Bradford, Mr Edward Winslow,
Mr. William Brewster. Isaac Allerton, Myles Standish,
John Alden, John Turner, Francis Eaton, James Chilton,
John Craxton, John Billington, Joses Fletcher,
John Goodman, Mr. Samuel Fuller, Mr. Christopher Martin,
Mr. William Mullins, Mr. William White, Mr. Richard Warren,

John Howland, Mr. Steven Hopkins, Digery Priest,
Thomas Williams, Gilbert Winslow, Edmund Margesson, Peter Brown,
Richard Britteridge George Soule, Edward Tilly,
John Tilly, Francis Cooke, Thomas Rogers, Thomas Tinker,
John Ridgdale Edward Fuller, Richard Clark,
Richard Gardiner, Mr. John Allerton, Thomas English,
Edward Doten, Edward Liester.

Investigation #4

What was lifelike for the Pilgrims in their new home?

Why was the weather like before they got off the Mayflower ship? What kind of homes did they make? How were they able to survive the new world?

Resource Sheet

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<https://m.youtube.com/watch?v=brqIER2KHbE>

Virtual field trips of Plymouth

<https://www.scholastic.com/teachers/videos/teaching-content/mayflower-virtual-field-trip/>

https://www.scholastic.com/scholastic_thanksgiving/webcast.htm

Materials listing

Unit materials: recipe card for crock pot beef stew

Teacher provides:

2 sizes of construction paper; recipe card for beef stew; ingredients for beef stew; bowls and spoons, crock pot, crackers (if needed) ; scissors for cutting construction paper to weave

Investigation #4

Unit Activities:

*Journaling

Using the provided cover page, Students can create a journal about the ideas they are exploring and learning.

Journal topics: Why do you think the Pilgrims wanted to have an autumn feast?

Did you enjoy our classroom's "Autumn Feast"?

*Hosting an Autumn Feast Activity

Placemats- Students use the 2 sizes of construction paper to weave placemats.

Making Beef Stew- Students help put items into crock pot to make beef stew.

In my experience—a large crock pot makes about 10 - 8 oz servings

Recipe for: _____

From the kitchen of: _____

Ingredients: _____

Directions: _____

Recipe For- Beef Stew for Class Thanksgiving

Ingredients:

2 or 3 Can of Mixed Vegetables**

(**depending on size and age of class)

1 or 2 Packets** of

McCormick Beef Stew Seasoning for Crockpots

1 pound** Stew meat cut into small pieces and cooked
Water (use packet seasoning instructions--)

Place all items into crockpot. Cook 3 hours on high.