

Stranded at Plimoth Plantation 1626 by Gary Bowen, (Harper Collins Publisher, New York, NY, 1994) ISBN 0-06-440719-5

Literature Annotation: This book contains the journal entries of an orphan boy, indentured by an unscrupulous uncle, that are used to re-create the daily life of the Pilgrims a few years after their difficult beginnings in Plimoth. Christopher Sears and passengers are stranded in November when the ship, *Sparrowhawk*, crashes in a New England fog on its way to Jamestown, Virginia. He writes in his journal about various family and community events that he experiences while living for nine months in the home of Elder Brewster. Christopher has artistic leanings, and Mistress Brewster encourages his talent for wood engraving.

Grade Level: 5

Duration: Two class periods

Economic Concepts: Scarcity, Consumption, Opportunity Cost

Geography Concepts: use of maps and geographic tools; physical and human characteristics of place; how people modify the physical environment; applying geography to interpret the past

Maryland Voluntary State Curriculum (VSC)

Economic Standard: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

- 4.A.1 Explain that people made choices because resources were limited relative to wants for goods and services in colonial America (Grade 5)
- 4.A.2 Describe how limited economic resources (natural, human, and capital) were used to satisfy economic wants in colonial America (Grade 5)
- 4.A.2.a Describe how limited resources and unlimited economic wants caused colonists to choose certain goods and services (Grade 5)

Geography Standard: Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

- 3.A.1 Use geographic tools to locate places and describe human and physical characteristics in Colonial America (Grade 5)
- 3.A.1.c Use photographs, maps, and drawings to describe geographic characteristics (Grade 5)
- 3.B.1.c Explain how geographic characteristics affect how people live and work, and the population distribution of a place or region (Grade 5)

History Standard: Students will examine significant ideas, beliefs and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world.

- 5.B.2.a Describe the religious, political and economic motives of individual who migrated to North America and the difficulties they encountered (Grade 5)

Reading Standard (Comprehension of Informational Text): Students will read, comprehend, interpret, analyze, and evaluate informational text

- 2.A.1.a Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge
- 2.A.2.b Use graphic aids
- 2.A.4.d Summarize or paraphrase
- 2.A.4.f Identify and explain relationships between and among ideas

Objectives:

Students will be able to:

- identify physical and human characteristics of a settlement site.
- use primary source materials to describe inventories of the Pilgrims.
- complete a map by adding elements.
- explain the effects of living in America on the lives of the Pilgrims.
- describe the production process.
- explain how the Pilgrims modified the environment.

Vocabulary:

natural resources- The renewable, and nonrenewable gifts of nature that can be used to produce goods and services, including but not limited to land, water, animals, minerals, tress, climate, soil, fire, seeds, grain and fruits.

human resources-The health, strength, talents, education and skills that humans can use to produce goods and services.

capital resources-The goods that are manufactured and constructed by people and used to produce other goods and services, including but not limited to factories, warehouses, roads, bridges, machinery, ports, dams, and tools. (money is not a capital resource.)

Additional Vocabulary:

gentry indentured servant elder thatch

Materials:

- Book: *Stranded at Plimoth Plantation 1626*
- “Plimoth Plantation” worksheet: 1 for each student
- “Timeline of Plimoth Plantation”: 1 for each group of 4 students
- “Plimoth Plantation’s Pilgrim Village” picture & prompt: 1 for each student
- Websites: not necessary to complete the lesson but rich in information and graphics to enhance this lesson
 1. <http://www.plimoth.org>
 2. <http://www.MayflowerHistory.com>

Teacher Background: Knowledge of the voyage of the *Mayflower*, Plimoth Plantation and the various ways “Plimoth” is spelled, and life during this time period. The web sites listed above have a wealth of resources to assist with teaching this information.

Lesson Development:

Motivation

Explain to the students that this book, *Stranded at Plimoth Plantation, 1626*, is a journal or diary that was written by a thirteen-year-old boy named Christopher. To understand the order of events you need to know that the Pilgrims in the 1600s used the Julian calendar and not the calendar that we use. It was not until 1752 that people living in the United States used the Gregorian calendar that is the one we continue to use. The reason the Gregorian calendar is used is because the Julian calendar slightly miscalculated the exact length of a year by eleven minutes and fourteen seconds.

During the 1500s and 1600s, the calendar was off by ten days. When the Gregorian calendar is used, and we look back in time, the Pilgrim's calendar was ten days behind. The book begins stating that the *Sparrowhawk*, the ship on which Christopher sailed from London, set sail on October 12. Using our calendar, what would have been the date he left London? (October 22)

When the British Parliament fixed the problem, they declared the adoption of the Gregorian calendar and re-named September 3, 1752 as September 14, 1752. This fixed the 10-day disparity. The Parliament also is the reason why some dates have been double-dated and look like March 5, 1621/2. This means it was 1621 to them because their New Year's Day had not occurred yet. However, it is 1622 to us because our New Year's Day falls on January 1, not March 25.

Read the book, *Stranded at Plimoth Plantation, 1626*.

Activities

Discussion Questions:

1. Re-read the journal entry dated June 15, 1627 on pages 58 and 60. Ask students to identify the natural resources listed in this entry. (*cows, sheep, goats, hogs, mussels, acorns, beechnuts, chickens, ducks, geese*)
2. Show students the picture on page 60. Ask students to identify how the Pilgrims changed the environment as a result of technology. (*They cleared the land to build houses and fences and plowed the land for farming.*)
3. Ask: Why was everyone excited when ships arrived? How did the exchange of goods connect the colony to England? (*Ships brought manufactured goods, letters from friends and loved ones, and more people to the colony. The colonists relied on supplies because they could not produce all the items they needed.*)
4. Show students pages 74 and 75. Have them give examples of how the Native Americans used and adapted the environment. (*Native Americans cut down trees to build shelters, make canoes, make tools and weapons, used animal skins for clothing, and used trees to make games.*)
5. Give each student a copy of the worksheet, "Plimoth Plantation", and instruct them to complete the worksheet using information from the story and prior knowledge of the Pilgrims.

True or False Activity: Read each of the following statements to the students. If the statement is TRUE, tell them to hold their right thumb up. If it is FALSE, they are to place their right thumb down. Call upon students to explain how to make the false statements true.

1. Christopher's new woolen breeches were made from fabric that once was Mistress Brewster's skirt because there were not enough people to work the weaver's loom. No one could be spared from the field to support the luxury of woven material. (TRUE)
2. The settlers were good hunters. (FALSE: The settlers often bartered with the Native Americans for deer, turkey and other wildlife. They were poor at hunting because they were prohibited from hunting in English forests.)
3. Lumber was Plimoth's most valuable export. (FALSE: Beaver pelts were the most valuable export and were used for making felt hats.)
4. The people of Plimoth used a gristmill to grind the corn into fine flour. (False: England had gristmills, but at Plimoth, people had to grind the corn by hand into coarse mill.)
5. Candles and soap were very precious to Plimoth and they were priced high. (True: There was a lack of animal fat to make soap and candles.)
6. Everyday, it was Christopher's job to count the hogs, chickens, ducks and geese. (FALSE: Everyday they counted cows, sheep, and goats that were in the pasture with all of the other cows, goats and sheep. When one was missing, he had to find it.)
7. People at Plimoth boiled down seawater to replenish their salt supply. (TRUE)

Conclusion/Closure

1. Divide students into groups of four and give each group a copy of the timeline sheet. Instruct students to cut out the timeline pieces and place them in sequential order.
2. Place the following quotation on the chalkboard or on an overhead transparency:

Being thus passed the vast ocean, and a sea of troubles before in their preparation...they had no friends to welcome them nor inns to entertain or refresh their weather-beaten bodies; no houses or much less towns to repair to, to seek for succor.

from William Bradford's Journal

Using information from the timeline, the quotation from William Bradford, and the book, discuss the effects of living in Plimoth on the lives of the Pilgrims.

Thoughtful Application

1. Give each student a copy of the picture "Plimoth Plantation's Pilgrim Village."
2. Distribute a copy of writing prompt "Plimoth Plantation's Pilgrim Village" that accompanies the picture.

Your class is getting ready to design a web page based on your study of the Plimoth Plantation. Your teacher asked each group of students to review a document for possible inclusion on the web page. Your group reviewed the drawing “Plimoth Plantation 1626” and determined that it would be a good resource for the web page.

Use the information from the drawing and your knowledge of Plimoth Plantation to help you write a note to your teacher describing the picture and recommending that the picture be included on the web page. Be sure to include the following information:

- a recommendation that the picture be used on the web page.
- the physical and human characteristics of Plimoth shown on the picture.
- how the picture represents ways the Pilgrims used technology to modify the land.
- how the picture represents ways the Pilgrims used available resources for the production of goods.

Suggested Rubric

3	<p>The response demonstrates an understanding of the complexities of the content and question.</p> <ul style="list-style-type: none"> • Addresses the demands of the question • Effectively uses relevant information to clarify or extend understanding • Content is accurate and supported
2	<p>The response demonstrates a general understanding of the content and question.</p> <ul style="list-style-type: none"> • Partially addresses the demands of the question • Uses relevant and accurate information to show understanding
1	<p>The response demonstrates a minimal understanding of the content and question.</p> <ul style="list-style-type: none"> • Minimally addresses the demands of the question • Little or no content support to show understanding of the question
0	<p>The response is completely incorrect, irrelevant to the question, or missing.</p> <p>Note: An exact copy (quote) or paraphrase of the question that provides <u>no new relevant information</u> will receive a score of "0".</p>

Answer Cues:

- Physical characteristics: river, bay, plains, forest
- Human characteristics: buildings, fort, fence, streets, gardens, etc...
- Modified the land: used tools to clear the land and build fences, buildings, fort, street, etc...
- Resources: water for drinking/washing; soil for growing crops; trees for buildings, etc...

Plimoth Plantation

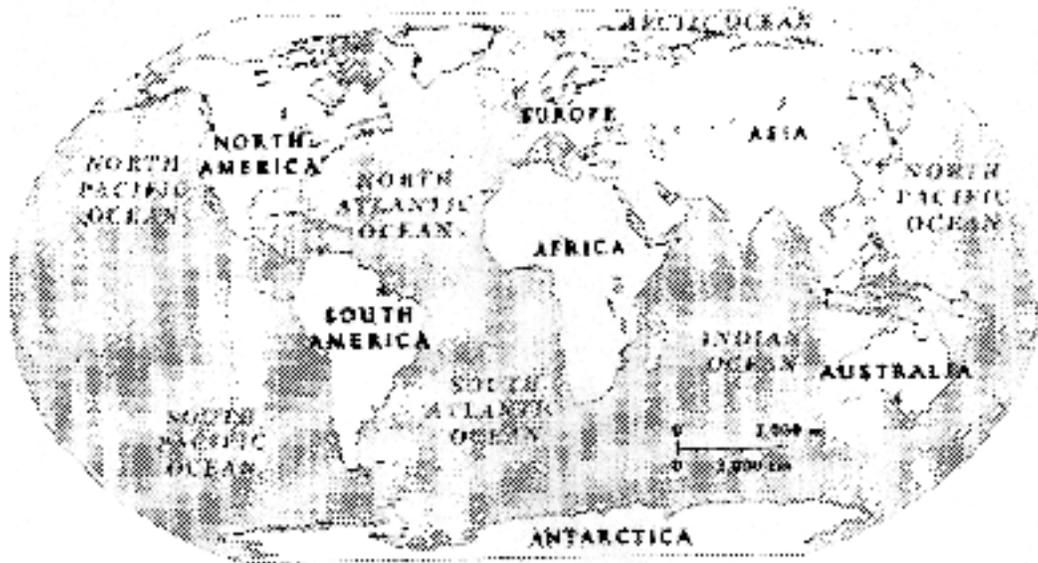
Name _____ Date _____



1. The picture above is that of Elder William Brewster's home. Use the picture and information from the story to describe the physical setting of the story.

2. Identify members of the Brewster family and explain why they came to Plimoth.

3. Christopher states in his journal that the Brewsters were aboard the *Mayflower* and were among the first settlers in Plimoth. Did you know that in 1609, the *Mayflower* was a merchant ship that sailed to Baltic ports, and mostly to Norway. The ship was about 180 tons, and its home port was Harwich. Before the ship was used to transport the Pilgrims to the new colony, it was used to transport tar, lumber, and fish and was used in whaling in Greenland. Later it sailed in the Mediterranean Sea trading wine and spices. In 1620, Thomas Weston hired the crew of the *Mayflower* to bring the Pilgrims to the new colony. Use the map and the information above to show four routes of the *Mayflower*. Be sure to include a key/legend on the map and add two other elements.



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4. Sources for studying the material culture of the early years of the colony are the “provisions lists,” which include records of items and supplies sent to America by colonial organizers, suggestions about what was needed by would-be colonists, and published checklists of what the well-equipped immigrant should bring to set up housekeeping in the new land. Look at the “Pilgrims’ Provisions” and explain how they might have used these items. Choose eight items to use to complete the chart below.

Item	How might the Pilgrims use it.

PILGRIMS' PROVISIONS

Illustrations of some of the necessities that historians believe the Pilgrims brought to the New World. The food depicted was either brought to America by the Pilgrims or found in Plymouth.

TOOLS—TOOLES

1. Two-man Saw
2. Hand Saw
3. Hoe
4. Rope
5. Chisels
6. Fishing Hook
7. Auger
8. Nails
9. Shovel
10. Level
11. Ax
12. Scissors/Shears
13. Square
14. Plane
15. Knife
16. Hammer
17. Measuring Instrument

UTENSILS—HOUSHOLD IMPLEMENTS

18. Tongs
19. Spit
20. Bellows
21. Kettle
22. Wooden Spoons
23. Spoon
24. Knives
25. Frying Pan
26. Wooden Plates
27. Mortar and Pestle

ARMS—ARMES

28. Pistol
29. Sword
30. Musket
31. Pike

FOOD—VICTUAL

32. Pigs Foot
33. Lamb
34. Apples
35. Beans
36. Nuts
37. Smoked Ham
38. Cabbage
39. Wheat (coarse ground)
40. Cheese
41. Spices
42. Lemons
43. Salt Beef
44. Bread Loaves
45. Salted Codfish (Haberdine)
46. Dried Sausage
47. Chicken
48. Strawberries (preserved)
49. Vinegar
50. Aquavita or beer
51. Onions
52. Oatmeal

CLOTHING—APPARRELL

53. Coif (woman's cap)
54. Waistcoat
55. Cape
56. Knitted Waistcoat
57. Gloves
58. Suit of Frieze
59. Wool Cap (monmouth)
60. Bed Rug (blanket)
61. Shoes



5. This is a list of some of the items on William Brewster's inventory: black coat, green drawers, black gown, black hat, gloves, red cap, black silk stockings, pistol, green cushion, "sizzlers," dagger, white rug, tobacco and pipes, sword, stool, desk, over 300 books, plus another 65 books written in Latin. What does this inventory tell you about the Brewster's standard of living? Explain your answer.

6. Look at the two pictures below. Use what you know, the provisions list and the pictures to complete the chart.



Natural Resources Used +
Capital Resources Used +
Human Resource Used +
= Production of Broom

Natural Resources Used +
Capital Resources Used +
Human Resource Used +
= Production of Barrel

Plimoth Plantation Worksheet: Answer Key

1. *One of 30 houses arranged neatly on streets with a fort at one end of the town. There were many trees surrounding the town, and the town was near a bay.*
2. *William Brewster served as the religious leader of the Plymouth Colony as there was no minister. Mary Brewster was his wife. They had 3 sons and 1 daughter who: Wrestling, Love and Jonathan. Jonathan was married to Lucretia and they had a little boy and lived near the William Brewsters. Their daughter, Fear, was married to Isaac Allerton and lived two houses away from her parents. They moved to America to improve their economic situation and to escape harassment and religious persecution in England.*
3. *Routes: Baltic Sea, Mediterranean Sea, Greenland and England to America. Elements might include: orientation (compass rose) and date*
4. *Any items listed on "Pilgrims' Provisions" and a reasonable explanation of how it might be used.*
5. *The Brewster's standard of living was higher than that of many of the other Pilgrims. William Brewster owned items not listed on the provisions list such as silk stockings, cushions, daggers, rug, desk, and books. Brewster was one of the leaders at Plimoth and served for many years as the religious leader.*
6. **BROOM:**
 - *Natural resource: trees, bushes*
 - *Capital resource: saw, chisel, ax, knife, scissors*
 - *Human resource: broommaker*

BARREL:

- *Natural resource: trees*
- *Capital resource: saw, chisel, ax, knife, measuring instrument*
- *Human resource: cooper or barrelmaker*

April, 1626

The *Sparrowhawk* is wrecked on Cape Cod, and its passengers are given refuge in Plimoth.

January 6, 1627

A general order issued that no building was to be covered with thatch due to the fire hazard.

August, 1627

Bradford was asked by New Netherland's governor Peter Minuit to send representatives to discuss the fur trade issue.

June, 1622

Commenced building a fort after hearing of the Virginia Massacre of March, 1622.

Summer, 1623

The Pilgrims resorted to fishing or clam-digging for subsistence. One or two persons are appointed to get deer which are divided among the members of the community.

July, 1624

Bradford and others received a 6 year monopoly of the fur trade in return for assuming Plimoth's debt of 1800 pounds. Liquidation of the joint-stock company. Adventurers sold their interest in the plantation to the settlers for 1800 pounds., 58 men shared in the division of assets – called "The Purchasers" or the "Old Comers". (Single adult men received one share; head of family received one share for each member of his household.)

March 27, 1625

Jame I died; Charles I became King of England and tension for Puritans increased, Bradford is again elected governor.

January 1, 1624

Each person was granted one acre of land near the town. The first ship of the Dorchester Company arrived – the company was sent to Cape Ann.

November, 1622

Bradford and a party of men went to the Massachusetts Indians for grain. Squanto died on this trip. Weston arrived in Plimoth. The Pilgrims helped him.

1624

John Smith related that Plimoth's population was about 180 people and that 32 houses had been built.

November 11, 1621

Robert Cushman arrived with 35 persons on the Fortune.

December 13

The Fortune returned to England. By this time, 7 houses & 4 buildings had been built.

April/May, 1623

"Hard Times". Decision is made to change the planting procedure. Settlers are each granted acre lots to plant their own corn instead of farming in common.

May – Drought threatens most of the crop.

March, 1621

Town completely enclosed by palisade. Within the walls each family has a garden plot
First general militia muster against possible Indian attack.
Bradford again elected governor.

May, 1622

The Sparrow arrived with seven passengers and some letters, but no provisions.

1625

The first horses (i.e., jades or worn out horses) sent to Plimoth, but apparently did not arrive safely.

March 1624

The first cattle were brought the Charity. There was an election of officers. More Assistants were chosen and the Governor was to have a double voice in notes. Bradford was again elected governor.

PLIMOTH PLANTATION 1626

