**Pilgrim Boy**

Comments:

* This book is well-written.
* Start early enough to finish before Thanksgiving vacation; plan on 16 – 18 days
* The questions at the end of the chapters are often thoughtful ones, worth looking at. But you could have students work on writing their own questions based on the five core comprehension questions. *You cannot write good questions without having comprehended the material.* The five questions referred to are:
* **How are X and Y alike?**
* **How are X and Y different?**
* **Who in this story was the most \_\_\_\_\_\_ (cheerful, honest, creative . . . )**
* **Should X have done \_\_\_\_\_\_\_\_\_?**
* **What other story does this one remind you of? (and how?)**
* Good on-going projects ideas:
	+ answer the end of the chapter questions in complete sentences
	+ students practice some writing their own questions to ask classmates/teacher – *this would be in lieu of reading and answering the questions at the end of the chapter since trying to not duplicate them and still come up with good ones may be tricky.*
	+ illustrate vocabulary words – *this is a primary one*
	+ do a pyramid summary sheet on that chapter or include previous chapters – *this could be done several times depending on how it goes; only included once in plans I think*
	+ make a Plymouth scene! *Explained below.*

**Starting about mid-way (when they arrive in Plymouth) through the book consider the following:**

* Make a Plymouth scene! *Think ahead on requirements before starting – all students understand*
	+ *the difference between good/poor questions?*
	+ *able to answer questions in complete sentences?*
	+ *able to write good questions?*
	+ *How many vocabulary words must have been illustrated?*
* In large flat box with about 2” dirt on the bottom, covered with “trees” they must “chop down” (with wire cutters or whatever those deals are called). Find pattern at home and check out photo in album. Scene may include only things spoken of in the book. Ought to include most of the following:
	+ - A common house
		- A few cabins made of milk cartons covered with “lumber” (craft sticks) and a door that opens. This should/could be in families – small groups of 2-3 to a cabin, not each one make one; roofs are made of grass
		- Paths – is this mentioned in the book?
		- Graves – yes
		- A Mayflower ship on an ocean – ship labeled
		- A Mayflower compact signed by all the class to work together . . . :) They write up
		- A fort – p. 74-75 – this one we might not be able to do
		- A hill where the Indians came to visit – this we might not be able to do
		- Cleared land with crops – outside of the fort
		- Could include turkeys in the trees and deer lurking around trees – hunting these is mentioned . . . encourage students to look for details that they could add
		- Students bring
			* dirt
			* wire cutters
			* evergreen sprigs for the trees
			* a large flat box

**End of book projects (if the above project is not pursued) could be:**

1. to draw six summary pictures of interesting events
	* + working in Holland – poor clothes, ribbons, frogs
		+ on the ship leaving England – two ships, one with a leak, mother looking one way, father the other way, children excited
		+ sick on the ship – lying down with bucket close by, saying “I wish we could go back”
		+ arriving in New World; anchor cast, boys running gleefully on the sand, mothers washing clothes
		+ Squanto coming and helping – helping plant corn with adding fish, teaching how to fish
		+ the Thanksgiving feast – long tables laden with food
2. do a vocabulary drill; a bit like a spelling bee – *this worked well 2012--* or the prepared vocabulary test

**TABLE OF CONTENTS FOR PILGRIM BOY**

*Vocabulary words,answering and writing questions, and the Plymouth scene are the comprehension skills highlighted in this book*

 **CHAPTER and TITLE COMPREHENSION SKILL**

Introduction Story plot visual, locate Holland/Netherlands on map

1. Ribbons and Frogs p. 1-7 Bubble map of setting and characters

1. Looking Back p. 8-14 Answer questions in complete sentences

 Illustrate vocabulary words

1. An Unusual Sabbath p. 15 – 21 Answer questions in complete sentences

 Illustrate vocabulary words

1. Exciting News p. 22-25 (short) Combine chapters 4-5
2. Waiting is Hard p. 26 – 30 (short) Answer questions in complete sentences OR

 Pyramid summary

1. Ship Ahoy! p. 31 - 37 Write thoughtful questions

 Illustrate vocabulary words

1. Delays and Disappointments p. 38 – 43 Write thoughtful questions

 Illustrate vocabulary words

 Start divider

1. On the Mayflower p. 44- 54 Influence visual

 Map of ocean route

1. Betwixt and Between p. 55 -61 Finish divider

 Discuss Plymouth scene and begin planning

1. Getting Things Ready p. 62 – 65 Start Plymouth scene *(those who've met requirements)*

1. On Land to Stay at Last p. 66 -72 Work on Plymouth scene – write compact & make ship
2. New Friends p. 73 – 78 Work on Plymouth scene – construct houses
3. On Their Own p. 79 – 84 Double-bubble on Joseph and Squanto
4. Scare in the Night p. 85 – 90 Work on Plymouth scene
5. Summer is a Happy Time p. 91- 95 Illustrate vocabulary words

 Work on Plymouth scene

1. Thanksgiving p. 96 – 102 Prepare for vocabulary test

 Work on Plymouth scene as possible/needed

Lesson One, Introduction

**Book Title:**

* Pilgrim Boy

**Goal/Objective:**

* Introduce new book; learn about the setting
* Explore background significant to the story
* SWBAT: fill out a story plot visual in class and locate Holland/Netherlands on a world map

**Background/Introduction:**

1. Give new books and talk about all they can know about the story by looking and reading only the front and back covers *(turn and talk with partner) – OR may wish to wait to give book until the rest of introduction has been made*
2. Mapwork – each student has their own copy
* world map – they color Netherlands – and Massachusetts
* map of Europe – students color Holland only
* find Netherlands/Holland on several different world maps
1. Fill out story plot visual (each student) as it is discussed as a class, starting with **Setting: the time and place**
* **Time** is early 1600s– *find on timeline*
* **Place** is Holland versus Netherlands *(Holland is only a small part of the Netherlands)*
	+ - **Characters:**
* some fictitious, most are not (will be filled in later)
	+ - **Problem and Resolution(s):**
* What do they already know about the problem and resolution? In this book they will find out more details . . *the Pilgrims wanted freedom of religion and so decided to move to the New World*
1. Look at the Table of Contents—read chapter titles; predict what the story/chapters may contain

**Assignment to be completed before the next day's lesson:**

1. Either read p. 1-7 silently and add names of characters onto their story plot visual, \*ing the one(s) they think will be the main characters OR
2. Read about Holland/Netherlands in the encyclopedia and write on the back of their story plot visual a minimum of four facts they find interesting. Borrow encyclopedias from other classrooms. May work in pairs for this. Both groups report the following day.

**Extension Ideas for story time:**

1. **Vocabulary**
* Polder: *a tract of low land (as in the Netherlands) reclaimed from a body of water (as the sea)*
1. **More about Holland:** *this is more than needed to understand the book;*
* People in Holland called “Dutch”
* Nearly ½ of the land lies below sea level!
* Polders: the land reclaimed from the sea
	+ - *To make a polder, they build a dike all around the area, then pump the water out.*
* Knowing how hard the Dutch work to reclaim the land from the sea, can students connect the dots about why the following is true about Holland:
	+ - rich farm land
		- small, *(and very neat)* yards and farms
		- bikes all over – *saves space*
		- very narrow, tall buildings *can go up without paying for more land*
		- narrow streets *– saves space*
		- windmills  *– energy for the constant pumping of the water so it doesn't take over again*
		- canals and bridges
		- wooden shoes – *ground is spongy, feet don't get as cold*
1. Show photos from the tour in Holland
* Home of Corrie Ten Boom
1. Read “Hole in the Dike” and make connections

ASSIGNMENT: TURN TO PARTNER AND NAME THREE THINGS SIGNIFICANT/COMMON IN THE LAND OF HOLLAND/NETHERLANDS

**A Leak in the Dike**

By [Phoebe Cary](http://www.poetryfoundation.org/poems-and-poets/poets/detail/phoebe-cary)

A Story of Holland

The good dame looked from her cottage

      At the close of the pleasant day,

And cheerily called to her little son

      Outside the door at play:

“Come, Peter, come! I want you to go,

      While there is light to see,

To the hut of the blind old man who lives

      Across the dike, for me;

And take these cakes I made for him—

      They are hot and smoking yet;

You have time enough to go and come

      Before the sun is set.”

Then the good-wife turned to her labor,

      Humming a simple song,

And thought of her husband, working hard

      At the sluices all day long;

And set the turf a-blazing,

      And brought the coarse black bread;

That he might find a fire at night,

      And find the table spread.

And Peter left the brother,

      With whom all day he had played,

And the sister who had watched their sports

      In the willow’s tender shade;

And told them they ’d see him back before

      They saw a star in sight,

Though he would n’t be afraid to go

      In the very darkest night!

For he was a brave, bright fellow,

      With eye and conscience clear;

He could do whatever a boy might do,

      And he had not learned to fear.

Why, he would n’t have robbed a bird’s nest,

      Nor brought a stork to harm,

Though never a law in Holland

      Had stood to stay his arm!

And now, with his face all glowing,

      And eyes as bright as the day

With the thoughts of his pleasant errand,

      He trudged along the way;

And soon his joyous prattle

      Made glad a lonesome place—

Alas! if only the blind old man

      Could have seen that happy face!

Yet he somehow caught the brightness

      Which his voice and presence lent;

And he felt the sunshine come and go

      As Peter came and went.

And now, as the day was sinking,

      And the winds began to rise,

The mother looked from her door again,

      Shading her anxious eyes;

And saw the shadows deepen

      And birds to their homes come back,

But never a sign of Peter

      Along the level track.

But she said: “He will come at morning,

      So I need not fret or grieve—

Though it is n’t like my boy at all

      To stay without my leave.”

But where was the child delaying?

      On the homeward way was he,

And across the dike while the sun was up

      An hour above the sea.

He was stopping now to gather flowers,

      Now listening to the sound,

As the angry waters dashed themselves

      Against their narrow bound.

“Ah! well for us,” said Peter,

      “That the gates are good and strong,

And my father tends them carefully,

      Or they would not hold you long!

You ’re a wicked sea,” said Peter;

      “I know why you fret and chafe;

You would like to spoil our lands and homes;

      But our sluices keep you safe!”

But hark! Through the noise of waters

      Comes a low, clear, trickling sound;

And the child’s face pales with terror,

      And his blossoms drop to the ground.

He is up the bank in a moment,

      And, stealing through the sand,

He sees a stream not yet so large

      As his slender, childish hand.

’T is a leak in the dike! He is but a boy,

      Unused to fearful scenes;

But, young as he is, he has learned to know

      The dreadful thing that means.

A leak in the dike! The stoutest heart

      Grows faint that cry to hear,

And the bravest man in all the land

      Turns white with mortal fear.

For he knows the smallest leak may grow

      To a flood in a single night;

And he knows the strength of the cruel sea

      When loosed in its angry might.

And the boy! He has seen the danger,

      And, shouting a wild alarm,

He forces back the weight of the sea

      With the strength of his single arm!

He listens for the joyful sound

      Of a footstep passing nigh;

And lays his ear to the ground, to catch

      The answer to his cry.

And he hears the rough winds blowing,

      And the waters rise and fall,

But never an answer comes to him,

      Save the echo of his call.

He sees no hope, no succor,

      His feeble voice is lost;

Yet what shall he do but watch and wait,

      Though he perish at his post!

So, faintly calling and crying

      Till the sun is under the sea;

Crying and moaning till the stars

      Come out for company;

He thinks of his brother and sister,

      Asleep in their safe warm bed;

He thinks of his father and mother,

      Of himself as dying—and dead;

And of how, when the night is over,

      They must come and find him at last:

But he never thinks he can leave the place

      Where duty holds him fast.

The good dame in the cottage

      Is up and astir with the light,

For the thought of her little Peter

      Has been with her all night.

And now she watches the pathway,

      As yester eve she had done;

But what does she see so strange and black

      Against the rising sun?

Her neighbors are bearing between them

      Something straight to her door;

Her child is coming home, but not

      As he ever came before!

“He is dead!” she cries; “my darling!”

      And the startled father hears,

And comes and looks the way she looks,

      And fears the thing she fears:

Till a glad shout from the bearers

      Thrills the stricken man and wife—

“Give thanks, for your son has saved our land,

      And God has saved his life!”

So, there in the morning sunshine

      They knelt about the boy;

And every head was bared and bent

      In tearful, reverent joy.

’T is many a year since then; but still,

      When the sea roars like a flood,

Their boys are taught what a boy can do

      Who is brave and true and good.

For every man in that country

      Takes his son by the hand,

And tells him of little Peter,

      Whose courage saved the land.

They have many a valiant hero,

      Remembered through the years:

But never one whose name so oft

      Is named with loving tears.

And his deed shall be sung by the cradle,

      And told to the child on the knee,

So long as the dikes of Holland

      Divide the land from the sea!

**Lesson Two**

**Chapter One**

* Ribbons and Frog*s p. 1-7*

**Goal/Objective:**

* SWBAT: demonstrate comprehension of reading by including a minimum of four facts on a bubble map of either the setting or characters as introduced in chapter one

**Vocabulary Words:** *definitions are given according to how they are used in the book*

* porridge – p. 1; *hot cereal*
* immigrant – p. 1; *someone who moves to a new country*
* freedom of religion – p.1; *liberty to worship God as you believe is right; no laws forcing you to attend a certain church*
* canal – p. 2; *a man-made waterway*

**Background/Introduction**

* Locate England on world map
	+ For hundred years ago –England was very strict on state-church being one
		- * this includes laws saying you must attend a certain church, believe a certain way – or go to prison. It would be like our President controlling the churches, choosing the preachers and what they were allowed to preach, and everyone had to go to “his” church – or go to prison
	+ Some people were OK with that, but others wanted to worship God differently from what the government dictated
		- * one group (called the Pilgrims) moved to the Netherlands where they were allowed to worship God as they pleased
			* Pilgrims were in Holland about ten years, HARD years, very poor, and were distressed that their children started wanting to be like the ungodly Dutch people around them

**Comprehension Project / Reading in Pairs Time**

* A story must start out building the foundation of setting and characters. Look for these as you read. Read chapter and fill out the bubble map of the setting and/or characters *(these visuals copied on either side, but may choose which to fill out. As a class go over them both.*
* Finish story plot visual – characters, adding only the ones they think will be prominent in the story

**Class Reading Time**

* Look at the pictures as you read together
* As a class fill out the comprehension visual
* Teacher-created questions/connections – note the read-between-the-lines “questions”.
	+ How are the words canals, frogs, and pets connected in this story?
	+ How do you know that Edward felt jealous of the Dutch boys?  *1) planned to have their frogs jump further than Dutch boys frogs 2) the Dutch had fine houses*
	+ What interesting facts do you remember about chapter one? *Perhaps that their alley was named Stink Alley.*

**Comprehension Project fleshed out:**

**Holland – Leyden**

* linden trees
* stone bridges
* spotless houses
* Dutch people
* wide streets ---------?????????
* beautiful city
* home of famous Leyden University
* freedom of religion

**Characters**

* Edward: ten years old, worded in ribbon factory, dislikes being poor, helped with money for food, worked six days a week, has a strong back, hungry a lot, lived in Stink Alley
* Hans: goes to school, a Dutch boy
* Mr. Brewster: taught English, bought a nice house for pastor and church
* Mr. Van Horn: Dutch man, jolly and kind, didn't pay much
* John Bradford: seven years old, worked six days a week, had a pet frog, jealous of Dutch boys
* Father: worked in button factory

Set out goals for the book:

1. Everyone
	* participating well in class and reading in pairs time (*define participating well! Things like focused in reading in pairs time, attentive in class discussions, versus needing to be called down for inattentiveness and instructions repeatedly repeated) Let students help name the goals, they will know what to do! Students may remind each other.*
		+ - *Let them know how they are doing after the first days*
	* able to write thoughtful questions
	* able to answer (in complete sentences) thoughtful questions.
	* Illustrating 18 vocabulary words (put up on wall) – *and let hares help (hard-working) tortoises by doing some extras to limit their load*
	* stay up to date on memorizing the vocabulary words for the test at the end of the book
2. Once these goals are reached, do consider doing the hands-on Plymouth scene. Telling them early on is good since they are allowed only to add things referred to in the book (so they will note these things). It will also bring positive motivation to learn the above mentioned goals
3. For a picture of such scenes done years ago, refer to the school photo albums

**Lesson Three**

**Chapter Two**

* Looking Back *p. 8-14*

**Goal/Objective:**

* SWBAT: demonstrate comprehension by answering the questions on p. 14 in complete sentences to partner and then again to teacher in class time.
* Begin illustrating vocabulary words on a nine-patch vocabulary word sheet. Teacher provides one with definitions written in, they fill in the word and the illustration

**Vocabulary Words:** *definitions are given according to how they are used in the book*

* Separatists – p. 9; *English Christians who wanted to be separate from the Church of England so they could worship God the way they thought was right*
* drone p. 10;  *to talk in a monotone voice*
* venture p. 12; *an adventure involving risk or danger*
* perish p. 13; *to die*

**Background/Introduction**

* Tell a bit about King James I, the king of England at the time of this story; he is the one who organized the huge English Bible translation project known today as the King James Version
* Introduce the idea of “flashback”. Today's chapter is the exciting story of problems the brave Separatists encountered
* Introduce vocabulary words – and review
* *Note the addition of answering the questions in complete sentences.*

**Comprehension Project / Reading in Pairs Time**

* Read chapter and answer the questions at the end orally in complete sentences.
* Review vocabulary words in pairs and then begin working on illustrating them

**Class Reading Time**

* Answer the questions at the end in class in complete sentences OR read only the story Father tells them p. 9 – 13 OR teacher retells the story making mistakes and they catch the mistakes

**Comprehension objectives fleshed out:**

Some teacher-created questions:

* At what point in the story did Father marry Mother? *It was after the escape.*
* How are the King of England and the Separatists alike? Different?
* Should the Separatists have escaped?
* T/F Charity is younger than Edward. How do you know?
* T/F The story Father was telling had happened about 8 years earlier. *(No, at least 11-12)*

**Lesson Four**

**Chapter Three**

* An Unusual Sabbath *p. 15 - 21*

**Goal/Objective:**

* SWBAT: demonstrate comprehension by answering the questions on p. 21 in complete sentences to partner and then again to teacher in class time.
* Continue illustrating vocabulary words

**Vocabulary Words:** *definitions are given according to how they are used in the book*

* rap p. 15; *a sharp blow*
* poverty p. 20; *being poor*

**Background/Introduction**

* List the various names:
	+ Mr. Brewster – English teacher
	+ Pastor Robinson
	+ Mr. Bradford

**Comprehension Project / Reading in Pairs Time**

* Read chapter and answer the questions at the end orally.
* Write 2-3 thoughtful questions for classmates/teacher
* Hares illustrate more vocabulary words – and review

**Class Reading Time**

* Read chapter
* Teacher read her questions or connections and class answers in complete sentences. Note: try to ask “reading between the lines” kinds of questions

**Comprehension objectives fleshed out:** Teacher-created questions:

* Should Edward have asked why they couldn't play on the Sabbath like the Dutch children? Why did that question make Mother look so sad and make Father tell Edward to never, never ask such a question again?
	+ *They so badly wanted their children to love the Lord with all their hearts and adopt their values.*
* What other story does this chapter remind you of? How were Edward and Laura Ingalls alike in this chapter?
	+ *Children were not allowed to laugh or play on the Sabbath.*
	+ *Children were to be seen, not heard.*
* Should the Pilgrims be thinking of making a dangerous move to the New World or Guiana? Why or why not? What were the three reasons the Separatists were talking about moving? (in book question)
	+ *One reason was the bad influence of the Dutch on their children*
	+ *They were afraid that Spain would perhaps conquer Holland and force their religion on them (Catholic).*
	+ *They were very poor.*

**Lesson Five**

**Chapter Four and Five**

* Exciting News *p. 22-25 (short) and* Waiting is Hard *p. 26 – 30 (short)*

**Goal/Objective:**

* SWBAT: demonstrate comprehension by answering the questions on p. 25 in complete sentences to partner and then again to teacher in class time OR if students have been doing very well with the complete sentences, they may instead do this second option:
* Do a pyramid summary of these chapter and/or previous ones – *this is a good option*

**Vocabulary Words:** *definitions are given according to how they are used in the book*

* pagan p. 23; *heathen, non-Christian*
* fortune p. 24; *riches*
* envious p. 26; *jealous*
* voyage p. 27; *a long trip over water*
* employer p. 27; *the person one works for; his boss*

**Background/Introduction**

* Christmas tradition comes from pagan roots. Romans celebrated December as a holiday dedicated to their god, Saturn.
* “The true story of Santa Claus begins with Nicholas, who was born during the third century in the village of Patara. At the time the area was Greek and is now on the southern coast of Turkey. His wealthy parents, who raised him to be a devout Christian, died in an epidemic while Nicholas was still young. Obeying Jesus' words to "sell what you own and give the money to the poor," Nicholas used his whole inheritance to assist the needy, the sick, and the suffering. He dedicated his life to serving God and was made Bishop of Myra while still a young man. Bishop Nicholas became known throughout the land for his generosity to the those in need, his love for children, and his concern for sailors and ships.” *http://www.stnicholascenter.org/pages/who-is-st-nicholas/*
* Look on the map the distance across the Atlantic ocean. How many miles do they think it is? *Could show about the legend and challenge students to come up with an answer for the next day's lesson.*

**Comprehension Project /Reading in Pairs Time**

* Read chapter and answer the questions at the end orally – of p. 25, but not p.30. Page 30 questions are the one-word answer kind.
* Review vocabulary words in pairs and then continue illustrating them

**Class Reading Time**

* Read chapter
* Teacher read her questions or connections and class answers with complete sentences. *Note: try to ask “reading between the lines” kinds of questions*

**Comprehension objectives fleshed out – teacher generated questions:**

* What in the today's story tells you that the Separatists were poor? *They couldn't pay for the voyage.*
* Why had Thomas Weston agreed to help pay for the passageway of the Separatists? *It was because of greed for he planned to make a lot of money off them.*
* Should the Pilgrims have taken him up on his offer?

**Lesson Six**

**Chapter Six**

* Ship Ahoy! *p. 31 - 37*

**Goal/Objective:**

* SWBAT: demonstrate comprehension by writing a minimum of 2 thoughtful questions (think in terms of the Five Core Comprehension Questions) either in pairs or alone (instead of answering the book's questions)
* Work on illustrating vocabulary words and review

**Vocabulary Words:** *definitions are given according to how they are used in the book*

* pilgrim p. 32 – *a person who is a traveler*
* hardtack p. 35 – *unleavened bread*
* dock p. 35 – *to anchor at a harbor*

ARE STUDENTS STAYING UP TO DATE ON THE VOCABULARY WORDS?

**Background/Introduction**

* Pilgrims named their children according to what they wanted them to become. We think some of the names are strange until we understand this . . .
* Review names of several people:
	+ Mr. Brewster – English teacher; had two sons named Wrestling (6) and Love (9)
	+ Pastor Robinson
	+ William Bradford – father of John who was Edward's friend, the one whose frog went to church!
	+ Don't remember who Fortitude was . . .

**Comprehension Project** / **Reading in Pairs Time:**

* Read chapter and then instead of answering the questions on p. 37, they write a minimum of two thoughtful questions of their own questions that classmates or teacher will answer with complete sentences
* Review the vocabulary words in pairs and then continue illustrating them.

**Class Reading Time**

* Students read their questions
* Teacher read her questions or connections and class answers. *Note: try to ask “reading between the lines” kinds of questions*
* Read chapter

**Comprehension objectives fleshed out:**

* Should the Bradfords have left their 7– year old son with the pastor's family instead of taking him along? *They knew it would be a very difficult and dangerous trip . . .*
* How do you know that Mr. Brewster was very courageous? *He wrote books against the Church of England and the King wanted to hang him for it*
* Why had Wrestling been named Wrestling? *His parents wanted him to learn to wrestle against the devil's temptations*

**Lesson Seven**

**Chapter Seven**

* Delays and Disappointments *p. 38 – 43-- shorter*

**Goal/Objective:**

* SWBAT: demonstrate comprehension by writing a minimum of 2 thoughtful questions or read-between-the-lines questions either in pairs or alone OR if they are doing well with this
* Finish illustrating the nine word patchwork vocabulary teacher-created sheet OR
* Begin a divider; include title, author, genre, and appropriate illustrations

**Vocabulary Words:** *definitions are given according to how they are used in the book*

* harbor p. 38 *a place where ships can be safe when they are not sailing*
* Adventurers p. 38  *the people on the voyage to the New World who were not Separatists; sometimes called “Strangers”*
* lurch p. 40  *an abrupt jerk*
* rumor p. 40 *all kinds of imagined talk*
* seaworthy p. 41 *fit for sea voyage; sturdy*

**Background/Introduction**

* What do they know about winter sailing? *Winter storms are very dangerous. In Acts it talks about this in connection with Paul – is ship shipwrecked because of a winter storm.*

**Comprehension Project / Reading in Pairs Time**

* Read chapter and then instead of answering the questions at the end orally, write 2-3 thoughtful questions of their own – either in pairs or working alone
* Review vocabulary words in pairs and then continue illustrating words

**Class Reading Time**

* Students read their questions and classmates answer
* Teacher read her questions or connections and class answers. *Note: try to ask “reading between the lines” kinds of questions*
* Read chapter

**Comprehension objectives fleshed out:**

* How are Mother and Father alike in this chapter? Different? *Mother looked at England, sorry to leave; Father looked only ahead, eager to leave*
* Why is Father worried? *It is too late to sail safely across the ocean; winter storms are dangerous*
* Should the crew have forced some to stay behind? Why? Why were Edward and his family chosen to go on the Mayflower while others were not? *They were healthy*

**Lesson Eight**

*Some chapters are fine to double up on in a day, one chapter in pairs and a different one with teacher, but this chapter should be read with teacher to help explain the events*

**Chapter Eight**

* On the Mayflower *p. 44- 54 (two pages are a nice map)*

**Goal/Objective:**

* SWBAT: complete an influence visual listing a minimum of three things that have/are influencing travelers who had been eager to go to the New World now wish to return to England.
* Draw the route across the ocean, starting with Holland and ending at the tip of Massachusetts. Label the ocean and draw a ship on the route – *use the same map as for Lesson one*

**Vocabulary Words:** *definitions are given according to how they are used in the book*

* bout p. 47 – *an attack of sickness*
* yearn p. 48  *– to wish for earnestly*
* mill p. 53 – *wander around aimlessly*
* beam p. 53 – *a long, thick piece of wood used to hold up a building or a ship*
* amidships p. 53 – *in the middle of the ship*

**Background/Introduction**

* Influences: my skunk story – used to like walking early in the morning in the dark, then something happened . . . use rainbow influence visual
* New characters:
	+ John Billington – not a Pilgrim; a mischievous boy
	+ John Howland – swept overboard for not heeding instructions
	+ William Butten – one of the servants (one who had made fun of the Pilgrims)

**Comprehension Project / Reading in Pairs Time**

* Read chapter – *DO NOT NEED TO ORALLY ANSWER THE QUESTIONS AT THE END BECAUSE THE VISUAL ADDRESSES THE MAIN ONES.*
* Complete an influence visual listing a minimum of three things that have/are influencing travelers who had been eager to go to the New World now wish to return to England. On the back of visual draw and label a plate with illustrations of the different foods the travelers brought along.
* On a world map mark the voyage across the ocean starting with Holland. Mark the route with a line and appropriate arrows, label the ocean, and draw a ship on the route.

**Class Reading Time**

* This chapter may need a bit more explanation as it is read. May want to ask these questions:
	+ Why did the travelers choose to take salted pork and beef, hardtack, dried peas and beans for their food? *Salt preserves meat, dried peas and beans will not spoil, and hardtack will stay good longer than yeasted bread*
* This is now September 6! When had the Pilgrims wanted to leave?
* Go over the influences visual together

**Comprehension objectives fleshed out:**

* Teacher-created Visual:
	+ Influences: *a beam cracked, the terrible winter storms, John Howland swept overboard, all the seasickness, William Butten died, the poor food*
	+ On back a plate with: *salted pork and beef, hardtack, dried peas and beans*

**Lesson Nine**

*Now is the time to start talking about making a Plymouth scene; think through requirements – how many vocabulary words do they have to have illustrated? Are they upt to date on memorizing the vocabulary words?*

**Chapter Nine:**

* Betwixt and Between *p. 55 -61*

**Goal/Objective:**

* SWBAT: finish the divider; include title, author, genre, and appropriate illustrations

**Vocabulary Words:** *definitions are given according to how they are used in the book*

* shoals p.  *shallow places where a ship could run aground and be broken up*
* elect p. 57 *to choose*
* govern p. 57 *to rule*
* longboat p. 59 – *a large boat that is carried on a ship*
* scouts p. 60 – *one who explores an area to get information*

**Background/Introduction**

* What could happen without a plan for who was in charge?
* New characters
	+ Dorothy Bradford – William's wife, mother of John who was left behind
	+ John Carver – governor for the first year
	+ Miles Standish
* Take some juniper branches and ask students to watch for the connection in the story

**Comprehension Project / Reading in Pairs Time**

* Read chapter and then answer the questions at the end orally in complete sentences
* Begin a divider; include title, author, genre, and appropriate illustrations

**Class Reading Time**

* Teacher read her questions or connections and class answers. *Note: try to ask “reading between the lines” kinds of questions*
* Read chapter

**Comprehension objectives fleshed out:**

* What did Edward and the others discover when they tried to catch fish? *No one could catch the slippery fish – note this; Squanto teaches them later.*
* Should the scouts have brought the corn they found back with them?Why or why not?

**Lesson Ten**

*May want to combine chapters 10 and 11 – or use extra time to work on Plymouth scene*

**Chapter Ten:**

* Getting Things Ready *p. 62 – 65 – short*

**Goal/Objective:**

* SWBAT: finish up on any requirements still lacking to start on the Plymouth scene
	+ those finished could begin now – put in dirt and “trees”, make ocean

**Vocabulary Words:** *definitions are given according to how they are used in the book*

* common house p. 64 – *large building used for worship and to hold other meetings*

**Background/Introduction**

**Comprehension Project / Reading in Pairs Time**

* Read chapter and then answer the questions at the end orally in complete sentences
* Review the vocabulary words in pairs and then move on to finishing the divider including title, author, genre, and appropriate illustrations

**Class Reading Time**

* Look at the completed dividers

**Lesson Eleven**

**Chapter Eleven:**

* On Land to Stay at Last *p. 66 -72*

**Goal/Objective:**

* SWBAT: work on the Plymouth scene – write compact, make ship

**Vocabulary Words:** *definitions are given according to how they are used in the book*

* lurk p. 67 – *to stay hidden, waiting to spring out and attack*
* usher p. 69 *– to walk ahead of and escort to a place*

**Background/Introduction**

* Talk about the compact
* New characters:
	+ Chief Samoset

**Comprehension Project / Reading in Pairs Time**

* Read chapter and then answer the questions at the end orally
* Review the vocabulary words and then work on the Plymouth scene

**Class Reading Time**

**Comprehension objectives fleshed out:**

**Lesson Twelve**

**Chapter Twelve:**

* New Friends *p. 73 - 78*

**Goal/Objective:**

* SWBAT: review vocabulary words and work on the Plymouth scene – this is the chapter to be making the houses. Use grass for the roofs. Have them work in “family groups”. There are too many for each child to have a separate house.

**Vocabulary Words:** *definitions are given according to how they are used in the book*

* thatch p. 73 – *straw or rushes used for making a roof*
* interpret p. 75 – *to translate from one language to another*
* hostage p. 75 – *a person held as a prisoner in an attempt to force someone to do what you want*
* peace treaty p. 76 – *a promise to not harm each other*

**Background/Introduction**

* New characters:
	+ Squanto
	+ Chief Massasoit – a greater chief than Samoset
	+ Edward Winslow – one of the Pilgrims

**Comprehension Project / Reading in Pairs Time**

* Read chapter and then answer the questions at the end orally in complete sentences
* Review vocabulary words and then work on the Plymouth scene

**Class Reading Time**

* Teacher read her questions or connections and class answers. *Note: try to ask “reading between the lines” kinds of questions*
* Read chapter

**Comprehension objectives fleshed out:**

* How did the Pilgrims make their roofs? *They used weeds and wild grass to make thatched roofs*

**Lesson Thirteen**

*This chapter needs to be read as a class to explain events*

**Chapter Thirteen:**

* On Their Own *p. 79 - 84*

**Goal/Objective:**

* SWBAT: Compare and contrast Joseph and Squanto on a double-bubble map or a Venn diagram
* likely will not have time to work on Plymouth scene

**Vocabulary Words:** *definitions are given according to how they are used in the book*

* herring p. 80 – *a fish famous in Holland*
* muse p. 81 – *to think hard and long, to ponder*

**Background/Introduction**

* In today's lesson, Edward asks some hard questions . . . the kinds of questions all people in all times have asked – the great universal questions; examples from p. 82
	+ Why did God let bad things happen? (people dying)
	+ Where is God?

**Comprehension Project / Reading in Pairs Time**

* Read chapter and then answer the questions at the end orally in complete sentences
* Compare and contrast Joseph and Squanto on a double-bubble map or a Venn diagram
* Work on Plymouth scene if time allows

**Class Reading Time**

* Read the chapter and go over the compare and contrast visual

**Comprehension objectives fleshed out** – **co**mpare and contrast Joseph and Squanto:

* *Joseph*
	+ *became a ruler*
	+ *a Jew*
	+ *lived around 1800 BC*
* *Squanto*
	+ *kidnapped*
	+ *interpreted for the Pilgrims*
	+ *an Indian*
	+ *lived in the AD 1600s*
* *Both*
	+ *sold and worked as slaves*
	+ *were far away from home*
	+ *saved others from famine*
	+ *had to learn a new language*
	+ *were young when captured*
	+ *loved by God*

Lesson Fourteen

**Chapter Fourteen:**

* Scare in the Night  *p. 85 - 90*

**Goal/Objective:**

* SWBAT: review vocabulary words and work on Plymouth scene
	+ if students need more practice, may want to assign the next teacher-created vocabulary sheet to illustrate

**Vocabulary Words:** *definitions are given according to how they are used in the book*

* eerie p. 87 – *mysterious, scary*
* foe p. 87 – *an enemy*
* tragedy p. – *a very sorrowful happening*
* *this the the final chapter that has words on the vocabulary test*

**Background/Introduction**

* If you were a slave of a very kind master, would you still want to be free? Why? It would be a much harder life – you would have to make sure you got food, had a house . . . in today's lesson Edward does some good thinking

**Comprehension Project / Reading in Pairs Time**

* Read chapter and then answer the questions at the end orally
* Review vocabulary words and then work on Plymouth scene

**Class Reading Time**

* Teacher read her questions or connections and class answers. *Note: try to ask “reading between the lines” kinds of questions*
* Read chapter

**Comprehension objectives fleshed out:**

* What was the governor referring to when he talked about God working even through tragedies?
* How can you tell Governor Bradford is very eager to see his son John again? *He answered quickly, then sighed as he thought of the long wait.*
* What had Edward wished to do and then decided it didn't matter? *Brag to Love and John Billington that he had stayed up all night scaring wolves away.* What influenced him that it didn't matter anymore? *He got too sleepy.*

**Lesson Fifteen**

*Vocabulary words from final two chapters not included in the test.*

**Chapter Fifteen:**

* Summer is a Happy Time  *p. 91- 95*

**Goal/Objective:**

* SWBAT: review vocabulary words and work on Plymouth scene

**Vocabulary Words:** *definitions are given according to how they are used in the book*

* clapboards p. 91 – *thin, narrow boards used for siding on a building*
* trinkets p. 92 – *a small ornament of little value*

**Background/Introduction**

* Some things were the same in the New World as they had been in Holland, but other things were different – *had to work just as hard, but the tasks were more varied*
* New character:
	+ Chief Corbitant – an Indian leader unfriendly to the Englishmen

**Comprehension Project / Reading in Pairs Time**

* Read chapter and then answer the questions at the end orally in complete sentences
* Review vocabulary words and then work on Plymouth scene as needed OR illustrate words

**Class Reading Time**

* Teacher read her questions or connections and class answers. *Note: try to ask “reading between the lines” kinds of questions*

**Comprehension objectives fleshed out:**

* How were Titus and Edward alike?
* Name two wise things Edward did in this chapter. *Prayed about Squanto and understood that Titus longed for freedom too*

**Lesson Sixteen**

**Chapter Sixteen:**

* Thanksgiving  *p. 96 - 102*

**Goal/Objective:**

* SWBAT: show memorization of vocabulary words by quizzing each other in pairs (in preparation for the vocabulary bee or test) and then as time allows work on the Plymouth scene

**Vocabulary Words:** *definitions are given according to how they are used in the book*

* fowl p. 98 *bird used as food*
* saunter p. 99 *to walk lazily*

**Background/Introduction**

* Look for evidence of the Pilgrims kindness in today's lesson. *They brought back several Indians who had been wounded in the rescue attempt and took care of their wounds.*

**Comprehension Project / Reading in Pairs Time**

* Read the chapter, orally answer the questions at the end of the chapter in complete sentences
* Quiz each other in pairs on the vocabulary words – be ready for the bee or test

**Class Reading Time**

* Note the six things Governor Bradford thanked the Lord for on p. 101
	+ *There had been little sickness during the summer months*
	+ *Squanto had some to help them*
	+ *They now had a good supply of food for the winter*
	+ *They had made peace with the Indians*
	+ *Best of all they had freedom of worship*

**POSSIBLE END-OF-BOOK PROJECTS:**

1. Draw six summary pictures of interesting events
	* + working in Holland – poor clothes, ribbons, frogs
		+ on the ship leaving England – two ships, one with a leak, mother looking one way, father the other way, children excited
		+ sick on the ship – lying down with bucket close by, saying “I wish we could go back”
		+ arriving in New World; anchor cast, boys running gleefully on the sand, mothers washing clothes
		+ Squanto coming and helping – helping plant corn with adding fish, teaching how to fish
		+ the Thanksgiving feast – long tables laden with food
2. Do a vocabulary drill; a bit like a spelling bee or a test

Vocabulary Test (chapters 1-14) Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| 1. \_\_\_\_\_ freedom of religion
2. \_\_\_\_\_ canal
3. \_\_\_\_\_ rap
4. \_\_\_\_\_ Separatists
5. \_\_\_\_\_ drone
6. \_\_\_\_\_ venture
7. \_\_\_\_\_ perish
8. \_\_\_\_\_ pagan
9. \_\_\_\_\_ immigrant
10. \_\_\_\_\_ porridge
11. \_\_\_\_\_ poverty
 | a. hot cerealb. someone who moves to a new countryc. liberty to worship God as you believe is right; no laws forcing you to attend a certain churchd. a man-made waterwaye. an adventure involving risk or dangerf. to dieg. to talk in a monotone voiceh. English Christians who wanted to be separate from the Church of England so they could worship God the way they thought was right i. a sharp blowj. being poork. heathen, non-Christian |
| 1. \_\_\_\_\_ envious
2. \_\_\_\_\_ pilgrim
3. \_\_\_\_\_ voyage
4. \_\_\_\_\_ employer
5. \_\_\_\_\_ dock
6. \_\_\_\_\_ fortune
7. \_\_\_\_\_ seaworthy
8. \_\_\_\_\_ Adventurers
9. \_\_\_\_\_ lurch
10. \_\_\_\_\_ hardtack
11. \_\_\_\_\_ rumor
12. \_\_\_\_\_ harbor
 | a. richesb. fit for sea voyage; sturdyc. jealousd. a long trip over watere. the person one works for; his bossf. a person who is a travelerg. unleavened breadh. to anchor at a harbori. a place where ships can be safe when they are not sailingj. the people on the voyage to the New World who were not Separatists; sometimes called “Strangers”k. an abrupt jerkl. all kinds of imagined talk |
| 1. \_\_\_\_\_ bout
2. \_\_\_\_\_ amidships
3. \_\_\_\_\_ beam
4. \_\_\_\_\_ elect
5. \_\_\_\_\_ mill
6. \_\_\_\_\_ scouts
7. \_\_\_\_\_ govern
8. \_\_\_\_\_ shoals
9. \_\_\_\_\_ longboat
10. \_\_\_\_\_ common house
11. \_\_\_\_\_ yearn
 | a. an attack of sicknessb. to wish for earnestlyc. to wander around aimlesslyd. a long, thick piece of wood used to hold up a building or shipe. in the middle of the ship f. shallow places where a ship could run aground and be broken upg. to chooseh. to ruleI. a large boat that is carried on a ship j. one who explores an area to get informationk. a large building used for worship and to hold other meetings |
| 1. \_\_\_\_\_ usher
2. \_\_\_\_\_ interpret
3. \_\_\_\_\_ thatch
4. \_\_\_\_\_ lurk
5. \_\_\_\_\_ peace treaty
6. \_\_\_\_\_ muse
7. \_\_\_\_\_ herring
8. \_\_\_\_\_ tragedy
9. \_\_\_\_\_ hostage
10. \_\_\_\_\_ foe
11. \_\_\_\_\_ eerie
 | a. to stay hiddenb. to walk ahead of and escort to a placec. straw or rushes used for making a roofd. to translate from one language to anothere. a person held as a prisoner in an attempt to force someone to do what you wantf. a promise to not harm each otherg. a fish famous in Hollandh. to think hard and long; to ponderI. mysterious, scaryj. an enemyk. a very sorrowful happening |