

Unit 5, Lesson 8: The Mayflower and Plymouth

Lesson Overview

History Standard 2 embodies the expectation that students will draw historical conclusions and construct historical accounts from primary and secondary source materials.

In this lesson, students will analyze a series of paintings that highlight significant events or activities associated with the Mayflower and settlement of the Plymouth colony. They are asked to draw conclusions based on the images (what is each attempting to illustrate). They then corroborate their conclusions via reading that offers information about the Mayflower and Plymouth colony.

Delaware Content Standards:

- History Standard 2a, 4-5 [Analysis]: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials
- History Standard 3, 4-5 [Interpretation]: Students will explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented or the point-of-view of the author.

Essential Question:

- How should historical conclusions be drawn?

Enduring Understanding:

Students will understand that historical conclusions are based on evidence from primary and secondary sources and that, when possible, those conclusions should be corroborated (checked against) conclusions drawn by historians.

Resources:

- [Google Slides](#)
- [Resource 1: Source 1 with chart](#)
- [Resource 2: Sources 2-7 with chart](#)
- [Resource 3: A Pilgrim Story](#)

Additional Resources to Consider

- Videos about Mayflower Compact
 - Ducksters Mayflower video - https://www.ducksters.com/history/colonial_america/mayflower.php
 - American Experience - 4 minutes at <https://why.pbslearningmedia.org/resource/americanexperience27p-soc-compact/wgbh-americanexperience-the-pilgrims-mayflower-compact/>
- You Are the Historian Game at <https://plimoth.org/for-students/you-are-the-historian>

Procedures:

1. **Introduce the lesson:** Tell students that they are going to “do history” by analyzing images that attempt to help tell part of the story of one of England’s first colonies - a colony that later became part of our country - the United States. The people in this story are called “Separatists”

or Pilgrims. They should remember, however, that the images that they will analyze in this lesson are artists' conceptions of what MAY have happened.

- a. Tell students that, as they analyze the images, they must base their conclusions on what actually appears in the images. They should also know that the images will be analyzed in chronological order. Therefore, the order in which they are analyzed might offer clues for some of their conclusions.
 - b. The students will be able to corroborate and compare their conclusions with those of historians after they have reached their own.
2. **Guided Practice:** Model how to do this using Source 1 (below).
- a. Project the painting on Resource 1 for all to see. Ask students...
 - i. what activity or event might the person who painted this be trying to illustrate for people who view the painting?
 - ii. what details or evidence from the painting supports your conclusion?
 - b. After a few students share their conclusions in whole group (be sure to listen attentively for misunderstandings that you can address and anticipate later), pass out [Resource 1](#), share the following conclusion with the students, and have them write it in Column 1 of the chart on the bottom of Resource 1:
 - i. "This painting shows people leaving England for the New World [or America]"
 - ii. Then, describe some details that support your conclusion [e.g., the rowboat is heading toward the ship, not toward shore; the people are dressed in clothes worn long ago; the flag on the ship has symbols of England - not that students will know this, but you are showing them for details to consider; people are gathered with supplies etc.]
 - iii. Have the students write one or more of the details in Column 2 of their charts.
3. **Error Correction Activity:** Offer the second conclusion below:
- a. "The people who were going to set up a new colony brought many animals."
 - b. The purpose for doing this is to alert students to a pattern of thinking observed in elementary classrooms i.e., some students stray from the evidence and engage in what history education researcher Bruce Van Sledright calls "fanciful elaboration." Such thinking or conclusions have no grounding in the evidence before them. Remind them that their conclusions must be based on details from the text (i.e., painting).
 - c. Have students work in pairs or small groups. Distribute copies of [Resource 2](#). Have them write down their conclusions in Column 3 and their evidence in Column 4.
 - d. Have them analyze all seven of the images (Sources 1-7) one at a time.
4. **Corroborating Conclusions** - explain corroborating. Corroborating is an important part of doing history. Corroborating involves checking conclusions against other evidence or what others have already discovered to make sure the conclusions are well supported. They will now corroborate their conclusions with the conclusions of historians.
- a. Distribute copies of [Resource 3](#). It describes some conclusions about the history of the Plymouth colony drawn by historians. See teacher note on page 4 of Resource 3. If you use the full reading, do not skip slide 16.
 - b. Read along with students or have them read independently to see whether their conclusions are corroborated by the information in the reading. Let students go back to any of the paintings and revise their conclusions in Column 3 of their charts on Sources 1-7 based on details from the reading.

For the Teacher

- Source 1: Pilgrim Fathers boarding the Mayflower by Bernard Gribble [here](#)
- Source 2: The Mayflower in Plymouth Harbor by William Formby Halsall [here](#)

- Source 3: Signing the Mayflower Compact by Jean Leon Gerome Ferris 1899 [here](#)
- Source 4: The Landing of the Pilgrims by Henry Bacon 1877 [here](#)
- Source 5: Puritans of the Massachusetts Bay Colony walking to church in the snow [here](#)
- Source 6: Samoset Welcoming the English
- Source 7: First Thanksgiving by Jean Leon Gerome [here](#)

5. **Checks for Understanding:** Evaluate students based on the extent to which they cited details from the various sources to support their conclusions for Sources 1-7. Students might also be evaluated on the extent to which they made credible revisions to their conclusions based on the reading (Resource 3).

Sample Rubric:

- 0 = no conclusions are based on details from the source
- 1 = some conclusions based on details from the source
- 2 = all conclusions based on details from the source

Extended Reading: "Children of the Mayflower" [here](#)