Final Project

Topic- The Mayflower

Investigative Question/Introduction- (Description) How would you feel and what would you do if you were a child traveling on the Mayflower?
In this activity, students will personally connect with the feelings and hardships of traveling on the Mayflower. The students will do this through imagination, pictures and journal entries. Using these primary sources will help the students realize what life was like on the Mayflower. Lastly, students will use their imagination to pretend they are on the Mayflower and will write a journal entry describing what they see, how they feel and why they are traveling to America.

Background- The informational text used in this activity will help the students gain background knowledge and the importance of the Mayflower. Students will learn about why the Pilgrims were traveling to America, the conditions on the boat, what happened when the Pilgrims landed on Plymouth and the importance of meeting the Indians and the First Thanksgiving. They will use all of this information to analyze Primary sources and eventually write their own journal entry.

Procedure-
1. Write the investigative question on the board. (How would you feel and what would you do if you were a child traveling on the Mayflower?) Explain to the students that they are going to be learning about the Mayflower and the conditions of traveling on it. Make a KWL chart on the board. Ask students to explain what they already know about the Mayflower. Fill up the “K” section of the chart and ask students what they want to know about the Mayflower. Have students ask questions and explain that after the lesson, they will be able to fill out the “L” section.
2. Read the informational text The Pilgrims’ First Thanksgiving to the students. During the reading, stop at each section and ask students questions to activate their higher level thinking skills.
   - Based on what you read, what is the purpose of the Pilgrims sailing on the Mayflower?
   - According to the information, what is the most valid argument for building their town on Plymouth?
   - What was the biggest downfall of winter?
   - What information from this section supports the conclusion that winter was the toughest season for the Pilgrims?
   - Based on the information, what is the purpose of the Pilgrim’s resting on Sunday?
   - What is the importance of meeting Squanto and how did he help the Pilgrims?
3. After the book is read, put students into groups of three or four. Explain to the students that in their groups they will be analyzing a picture, letter and newspaper article about the Mayflower. In their groups they will discuss the investigative question.
4. Pass out the Primary Source Analysis Tool. Have students fill this out in their small groups.
5. Once each group is finished go over their responses and fill out the “L” sections on the KWL chart.
6. Assign students to write their own journal entry pretending to be a child on the Mayflower. In their journal entry they need to include: how they would feel, what they would do, one thing they would bring and why they are traveling to America.

Encourage the students to use their imagination and be creative. Tell the students to imagine how different their life would be if they were on the Mayflower. Once they are finished with their journal entry they can share it with the class and reflect on what they learned.

**Stripling’s Model of Inquiry**

*Connect*- The students connected with previous knowledge by filling out the KWL chart. In the “K” sections they recorded information that they already knew about the Mayflower.

*Wonder*- The students came up with questions and information they would want to find out about the Mayflower by filling in the “W” section of the chart.

*Investigate*- The students were investigating research when they analyzed the primary sources and listened to the informational text.

*Construct/Express/Reflect*- All three parts of the Model were used when they were in their small groups and also when they were writing their journal entry. This was created through new knowledge and sharing their thoughts and opinions.

**Resources**

**Informational Text that was used:**


**Picture that was analyzed:**


**Newspaper Article that was analyzed:**


**Journal that was analyzed:**