

SQUANTO HELPS THE PILGRIMS

Learning Objectives: Students will:

1. learn about the hardships of settling in an unknown land
2. become aware of the support given by Squanto and other Native Americans to the settlers
3. apply this understanding to ways they can be helpful to new students

TEKS: SS 3.2A, 7B, 4.1B, 10A, 5.1A, 9A, 10A, 17D; LA 3.18B; 4.16B; 5.16Bi

Materials Needed: information about Squanto, *Molly's Pilgrim* by Barbara Cohen, copies of Attachments 1 and 2

Vocabulary: immigrant, colonist, pilgrim, refugee

Teaching Strategy:

1. Introduce lesson by asking students for personal stories about the experience of moving to a new home.
2. Ask students to identify problems associated with unfamiliar surroundings, whether in a new school or a new country.
3. Similarly, ask students if they have ever traveled in a different county and encountered a different language, currency, or customs.
4. Lead children to understand how daunting it must have been (and is today) to move to a country that is totally unfamiliar in all ways.
5. Share information about the English colonists, who came to America aboard the Mayflower in 1620 for religious freedom. Each student may read one of the facts found in Attachment 1 "Plymouth – A New Colony." Other sources include children's books or internet articles.
6. Ask students to create a list on the chalkboard, whiteboard or chart tablet of what Squanto did to help the colonists survive in an unknown land. Some are specifically mentioned in the reading, while others may be assumed. Each student who can think of a new skill to add to the list may come to the front and write it on the chart and could be rewarded with a small prize of some kind. Encourage students to think about survival skills that Native Americans had which the colonists needed. For example, students may suggest that he taught:
 - a. hunting
 - b. fishing
 - c. planting corn
 - d. harvesting
 - e. finding berries in the forests
 - f. to trade beaver pelts to make money
 - g. weather patterns

- h. how to build houses
- i. how to build furniture
- j. how to skin animals for their fur
- k. getting along with the Native Americans
- l. Native American language
- m. plants that could be used as medicine

Application:

1. Ask students to think about moving to a school in Korea (or Russia or other foreign country where the language, currency, and customs would be unfamiliar.)
2. What skills would they most like a native student to teach them?
3. Read *Molly's Pilgrim* by Barbara Cohen to the class, a story book about a young foreign student who was assigned to make a pilgrim doll and did not understand the American custom.
4. Help students to define "pilgrim" as someone who is living in a country not of their origin, but as a newcomer.
5. In a corresponding list, ask students to identify skills, knowledge, or understandings that they could share with a "pilgrim" student in their school. Students may write on a common class list, as they did for Squanto.
6. Students will be assigned to write a cinquain about pilgrims, either modern day or historical.

Line 1: One word that tells what the poem is about.

Line 2: Two words that describe the subject

Line 3: Three words that describe something the subject does

Line 4: Four to six words describing the subject further

Line 5: One or two words that rename what the poem is about (a synonym)

Example:

Dalmatian
spotted, happy
running, barking, jumping
a wagging tail on the end
Fire Dog!

G/T Extension:

Students may further research the Patuxet and Mohegan Indian tribes, Samoset, Massasoit, and Hobbamock, using facts discovered to create a crossword puzzle.

Created by Jeanne Wray, LRE Consultant

PLYMOUTH - A NEW COLONY

- The colonists, or Pilgrims, as they are commonly called, decided to settle in Plymouth.
- The Pilgrims arrived in Plymouth Harbor on December 16, 1620.
- The Patuxet Wampanoag had lived in Plymouth before the Pilgrims.
- About 2000 Patuxet died in a plague that occurred between 1616 and 1619. The plague was probably smallpox, brought to the New World by Europeans.
- Only one Patuxet, Squanto, did not die from the plague. He had been captured and sold into slavery in 1614 and was living in England when the rest of his tribe died.
- The Pilgrims found that the old Patuxet lands had many things they needed:
 - A good harbor
 - A clean supply of water (Town Brook)
 - Fields which were already cleared
 - No hostile native people
 - A hill upon which they could build a fort.
- The Pilgrims began to build houses onshore in Plymouth.
- Most of the people lived on the *Mayflower* while the houses were being started.
- People began to get very sick. They had pneumonia and scurvy.
- Poor food, exposure to bad weather and the stress of the voyage caused the illnesses.
- Two or three Pilgrims died every day during the first two months that they were in Plymouth.
- 47 Pilgrims died during the first year.
- The *Mayflower* and her crew returned to England on April 5, 1621.
- All of the colonists chose to remain in Plymouth.
- Samoset, a Native from the Monhegan tribe in Maine who spoke English, walked into Plymouth on March 16, 1621.
- Samoset returned to Plymouth on March 22. He brought Massasoit with him. Massasoit was a Pokanoket Wampanoag sachem (leader).
- Governor Bradford and Massasoit signed a peace treaty.
- Squanto, the only surviving member of the Patuxet tribe, also came to visit.
- Squanto and Hobbamock lived at Plymouth Plantation. They helped the colonists to gather food, plant corn, find their way in the wilderness and to understand the native people.
- Squanto helped the colonists know what plants could be used as medicines, and how to find berries in the forests.
- Squanto and his friends taught the colonists how to find their way around in the woods, and what to watch for in the weather.
- The colonists learned about making household items and furniture from things they found in nature with Squanto's help.

Name _____

Write Your Own Cinquain

