

- Celebrate Thanksgiving with a three-day "feast" just before the holiday itself. Use books or Internet sites to help decide what different food(s) you will share each day. Have students write descriptions of each food experience using sight, taste, touch and smell as the basis for these.
- Many of the words in the video may seem new or strange to students. After discussing these words, have the students create a list of words they use that would seem new or strange to the Wampanoags and the Pilgrims.
- Discuss the differences in the way the Pilgrims and the Wampanoags spoke English compared to how we speak it today. Note that the Wampanoags learned English from the Pilgrims but some English sounds were not part of the Wampanoag language. Talk about the different ways English is spoken within the United States, e.g. New England, the South, the Midwest. Talk about different words and usages from place to place, e.g. soda/pop, hoagie/submarine. How do English words and accents vary from place to place and family to family?
- Invite small groups of students to create their own play telling the story of Plimoth Plantation and the first Thanksgiving. Videotape these as time permits. Assign jobs to each student, including director, script writer, actor, photographer.

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com.

- **www.plimoth.org**
Plimoth Plantation, the living history museum of 17th-century Plymouth, has its own web site featuring the museum, as well as resources on the Pilgrim story, the history of Plymouth Colony and the Wampanoag Indians.
- **www.mayflowerhistory.com/**
Caleb Johnson's Mayflower Web Pages provide extensive information about the Mayflower, passenger lists, the text of the Mayflower Compact and much more.
- **www.2020tech.com/thanks/**
This Thanksgiving site offers links to historical information about the Pilgrims, the "First" Thanksgiving, and the story of Miles Standish as well as favorite Thanksgiving recipes.
- **www.pilgrimhall.org/plgrmhll.htm**
The Pilgrim Hall Museum in Plymouth, Massachusetts allows online visitors a chance to see Pilgrim artifacts such as clothing, tools and furniture along with collections of paintings from that time period.

Suggested Print Resources

- Brooks, Philip. *Mayflower Compact*. Compass Point Books, Minneapolis, MN; 2005.
- Edwards, Judith. *Plymouth Colony and the Pilgrim Adventure in American History*. Enslow Publishers, Berkeley Heights, NJ; 2003.
- Gray-Kanatiosh, Barbara. *Wampanoag*. Abdo Publishing Company, Edina, MN; 2004.
- Hirschfelder, Arlene B. *Squanto 1585?1622 (American Indian Biographies Series)*. Blue Earth Books, Mankato, MN; 2004.
- Plimoth Plantation Inc. *Mayflower 1620: A New Look at a Pilgrim Voyage*. National Geographic, Washington DC; 2003.
- Stanley, Diane. *Thanksgiving on Plymouth Plantation*. Joanna Cotler Books, New York, NY; 2004.

TEACHER'S GUIDE CONSULTANT

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COMPLETE LIST OF TITLES

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PLIMOTH PLANTATION

Grades 3–7

This guide is a supplement designed for teachers to use when presenting *Colonial Life for Children: Plimoth Plantation*. The guide provides you with a summary of the program, pre-viewing and follow-up questions, activities, vocabulary and resources.

Before Viewing: Give students an overview of the program. Use the program summary to help provide this introduction. Select pre-viewing discussion questions, activities and vocabulary to provide a focus for students when they view the program.

After Viewing: Review the program and vocabulary and discuss what students learned. Use follow-up questions and activities, and encourage students to research the topic further with the Internet and print resources provided.



Historical Background

In the Autumn of 1620, a ship called the Mayflower sailed across the Atlantic from England. When the passengers arrived and made their homes, they had a celebration of thanksgiving. And thanks to them, so do we.

Plymouth Plantation, founded in 1620, was the first permanent European settlement in southern New England. Now the site of a living history museum in Plymouth, Massachusetts, Plymouth Plantation is dedicated to re-creating 17th-century life as it existed for early settlers. Exhibits include reconstructions of the 1627 village occupied by the Pilgrims, Hobbamock's Wampanoag Indian Homesite, and the Nye Barn, which lets visitors view the types of animals that would have inhabited this first settlement. People in historic costumes, speaking the dialect of the period, carry out the daily tasks that would have been performed by the settlers.

Video Program Summary

The video opens with Tracy and her brother, Greg, at home completing a centerpiece representing the first Thanksgiving. When they question the accuracy of one another's work, their mother suggests they visit their neighbor, Nancy, an expert on early Native American cultures, for a more factual understanding of life in the 1600s. As they look at one of Nancy's books, Tracy and Greg are drawn back in time to visit Hobbamock's Homesite and Plymouth Plantation.

At Hobbamock's Homesite they meet a Wampanoag woman who invites them to see inside the neesquittow, or house with two fires. She shares food with the children and describes the roles of the Native American women and men of the time.

At Plymouth Plantation they meet John Alden and his wife Priscilla, who answer many questions about the roles of colonial women and men. Tracy and Greg observe practical matters such as sweeping dirt floors, baking bread, fetching water, maintaining gardens and building homes. From Governor Bradford they find out about the importance of living up to the promises of the Mayflower Compact and obeying the law. Tracy and Greg begin to understand that the Pilgrims believed that thanksgiving should be a daily practice, while the Thanksgiving they celebrate refers to the special three-day feast held in 1621.

Vocabulary

The following words are included for teacher reference or to be used with students. They are listed in the order they appear in the video.

Wampanoag — Member of the tribe of eastern North American Indians living in the vicinity of Plymouth Plantation.

neesquittow — Made from a frame of cedar saplings covered with bark, this is a traditional Wampanoag house with two fires.

Goodman — A title equivalent to master or mister.

Goodwife — The lady of the house.

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sobaheg — A food made from a mixture of corn, beans and deer meat.

Pilgrims — A group of English settlers who sought religious freedom in America.

pilgrim — One who journeys to foreign places, often for religious reasons.

bandolier — A belt worn over the shoulder and across the chest to carry gunpowder.

armor — A metal body covering worn for protection.

watch — A time of standing guard.

duel — An armed fight between two people.

coif — A close-fitting cap worn by Pilgrim women.

grits — Coarsely ground hulled grain, e.g., corn.

peel — A long-handled tool used to put bread in an oven.

kitchen garden — An area planted with herbs used primarily for cooking.

daub — The mixture used as an adhesive in the walls of the Pilgrim homes.

clapboard — A narrow wooden board cut from logs to use for siding on a house.

plantation — Old English for the place where the Pilgrims "planted" themselves.

Mayflower Compact — Agreement by which the Pilgrims established their government and consented to submit to common discipline.

laying the board — Setting the table.

Pre-Viewing Discussion

- Before viewing the video, use a map to help students locate Plymouth Plantation near the town of Plymouth in Massachusetts. Have students describe what they expect to see and learn about Plymouth Plantation. What did the Pilgrims and Indians look like? What were their homes like? How did they cook? What did they do each day? Generate a list and/or draw pictures. Save these ideas for follow-up discussion and comparison.
- Clarify the 1620 date of the Plymouth Plantation settlement and the Thanksgiving celebration in 1621. Ask them to think about what the Pilgrims might have been thankful for. Show students a timeline of American History and emphasize that the Pilgrims were some of our earliest settlers. Ask them to think of some things they have today that the Pilgrims and Indians did not have, and also think of some things that are likely to be the same.

Active Viewing Suggestions

- Suggest that students take notes and make a tally mark every time they see or hear something that is new to them or surprises them in the video.

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- Have students work in groups of three to watch the video and note characteristics of the Wampanoags, the Pilgrim women and the Pilgrim men. Give each partner a different paper to record their observations.

Focus Questions

1. What did a Wampanoag home really look like?
2. What did the Wampanoag eat?
3. What were the roles of both Indian and Pilgrim women and men, and why were they so specifically defined?
4. What did a Pilgrim home really look like?
5. What did the Pilgrims eat, and how was it prepared?
6. What did the Pilgrim women and men wear, and what were their bathing habits?
7. Where did Goodwife Alden get her herbs? Milk and cheese?
8. What did Governor Bradford say about how punishment was carried out when laws were broken?
9. What eating utensils did the Pilgrims use?
10. What did Goodman Alden mean by thanksgiving?

Follow-up Discussion

- Check and revise the lists of what students anticipated they would see in the video before viewing. What did they see that was expected? Unexpected?
- Discuss the number of surprises or pieces of new information in the video, and explore possible reasons why the Thanksgiving story has been told somewhat inaccurately in the past.
- Create a Venn diagram as part of a discussion. Include things that happened in the 1620s that do not happen today, things that happen today that did not happen then, and things that happened in both eras.
- Compare the roles of women and men in the video with their roles today.

Follow-up Activities

- During the video Tracy is told that children are "raised up to respect their elders. They tend to listen more than they speak." Discuss what it means to respect elders, to treat people with respect and to listen respectfully before speaking. Make a class chart about good manners, courtesy and politeness.
- Generate your own Mayflower Compact, or set of class rules. Have all students sign their pledge to abide by it.

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