

**BLACKBEARD AND THE PIRATES
OF THE ATLANTIC COAST**

(Flesch-Kincaid Reading Grade Level = 5.3)

Step I. Discuss or review the following skills covered in this lesson.

- Finding evidence to support a position
- Recognizing information
- Making value judgments regarding ideas and materials
- Recalling information
- Generalizing from given facts (data)
- Identifying the main idea or ideas in a written or verbal communication

Note: A description of the skills is found on pages 9-13.

Step II. Have the students read the narrative either silently or orally establishing purpose for reading.

Step III. Discuss any difficult words in the word list. Find synonyms, etc.

Vocabulary Development

HMS – his majesty's ship (These belong to the King of England.)

mounted – fixed on top of something

abandoned – left, no longer wanted or taken away

anchored – fastened to the bottom by a large weight

cargo ships – ships that carry freight or supplies

glass chimney – a tube put around a candle

Step IV. Have students respond to the questions following the narrative.

Step V. Discuss the responses given by various students. See if they can defend their answers.

Step VI. Discuss any confusing aspects of the narrative.

Step VII. Provide individualized feedback based on students' oral and written responses.

Step VIII. Challenge students to describe situations that will require the thinking skills emphasized in the narrative and the questions that follow.

Step IX. Use enrichment activities.

Answers and/or Suggested Answers to Questions

1. (*Sample answer*) a, d, f, h, i, j.

2. (*Sample answer*) Some pirates began raising animals and selling the meat.

3. (*Sample answer*) No. It pretended to be something that it wasn't.

4. (*Sample answer*) They dried the meat or salted the meat.

5. (*Sample answer*) He sent a battleship to capture Blackbeard.

6. (*Sample answer*) They gave him a gun and powder, water, and bullets.



7. (*Sample answer*) They were considered more valuable than regular crew members.
8. (*Sample answer*) They didn't think sickness came from being in battles. They may have thought that sickness was a person's own fault.
9. (*Sample answer*) Rum didn't spoil, and it kept the crew happy.
10. (*Sample answer*) Drunken crewmembers would not be much help in battle.

Relation of Questions to Bloom's Taxonomy and Educational Standards

Question 1

Measures "recognizing information" (**Knowledge** level of Bloom's Taxonomy)

Questions 2, 5, and 6

Measure "finding evidence to support a position" (**Analysis** level of Bloom's Taxonomy)

Question 4

Measures "recalling information" (**Knowledge** level of Bloom's Taxonomy)

Question 3

Measures "making value judgments regarding ideas and materials" (**Evaluation** level of Bloom's Taxonomy)

Questions 7, 8, and 10

Measure "generalizing from given facts (data)" (**Synthesis** level of Bloom's Taxonomy)

Question 9

Measures "identifying the main idea or ideas in a written or verbal communication" (**Comprehension** level of Bloom's Taxonomy)

Follow-up Activities

1. Most captains of pirate ships were elected by the crew members. Why might this help? (*The captain would be more popular. The crew members could elect someone else captain later if things went badly, etc.*)
2. Why is it probably better to have a plan for dividing up treasure ahead of time? (*There would probably be many misunderstandings and quarrels if there were no plan.*)
3. Pirates were criminals. We still have criminals today. How are we better off than the early people who faced pirates? (*We have many ways of getting help. We have police officers to help us. We have very effective ways of tracing and arresting criminals.*)

Write Your Own Activity

Product

1. Evaluation

**BLACKBEARD AND THE PIRATES
OF THE ATLANTIC COAST**



Blackbeard was probably the fiercest looking pirate of all times. He carried six pistols, a sword and a dagger. He stuck lighted matches under his hat. Smoke and fire surrounded his face. It is a wonder that he did not burst into flames.

Blackbeard ruthlessly attacked boats. He killed the sailors that resisted him. He hid along the Atlantic Coast and pounced upon ships that sailed by. He destroyed many sailing ships. The settlers along the coast finally demanded that the government stop him. The governor of Virginia sent a battleship, the HMS Pearl, after Blackbeard. The ship's crew captured him near the coast of North Carolina. On November 18, 1718, they surrounded the fierce pirate and killed him. He fought to the end. He had twenty-five wounds when he finally fell. His attackers took his head back to Virginia. They mounted it on a pole so that everyone could see that Blackbeard was dead.

Pirates needed food. Often they could find fruits on trees along the shore. However, it was hard for them to hunt animals. Soon a few sailors abandoned their ships. They began raising animals and selling meat around Tortuga in the Cayman Islands. Passing ships anchored nearby. The men on shore rowed out with their knives to sell their dried and salted meats. It was not long before some of the meat cutters decided to use their knives to capture the visiting ships instead. The meat cutters captured many ships around Tortuga. Soon the region became known as the Pirate Republic. Cargo ships were warned to stay away from the area.

We think of pirates as being wild and lawless. However, they had strict rules among themselves. They could not survive very long if they were killing each other. A pirate would be afraid to sleep. He might think someone would shoot him during the night. He would also be afraid to eat. He might think his shipmates were planning to poison him.

Pirates had to depend on each other during battle. They often had rules about being loyal and faithful. If a pirate ran away, they punished him. They left him on an island or shoreline with a bottle of gunpowder, a bottle of water, a small gun, and some bullets. If a crewmember signed an agreement to join another ship without permission, they punished him, too. Pirates clearly had to be loyal to their shipmates in order to survive.



Pirates had to guard against fighting among themselves and stealing from each other. If a crewmember stole things of real value, he was shot or left behind on the shore. If he hit a fellow crewmember, he was given 39 lashes with a whip.

Pirates had to keep things safe. The ships carried a lot of dangerous gunpowder. If men were not careful, the powder could blow up and sink the ship. Crewmembers were required to have a cap on the pipes they smoked. They had to have a glass chimney on any candles they carried below deck (where the powder was stored). They had to keep their guns clean so they wouldn't blow up in battle. If they failed to obey the safety rules, they were whipped.

A few of the rules had to do with dividing treasure. The captain often received one and a half times as much as an ordinary crewmember. The first mate, the ship's carpenter, and the gunner usually received one and a quarter times as much as the regular crew. Sometimes the captured treasure included jewelry and precious stones. It must have been difficult for the pirates to know how much they were really worth.

Finally, the pirates had rules regarding wounds suffered in battle. If a crewmember lost a finger or a toe, he received a small amount of money. If he lost an arm or a leg, he would receive twice as much money. However, there was no reward for those who simply got sick.

Normally, pirates carried barrels of rum on their ships. They could not drink the seawater. Fresh water in barrels would spoil quickly in hot weather. Rum would not spoil. It kept the men happy.

You have probably heard that pirate ships often flew a flag with skull-and-crossbones. It was called a "Jolly Roger". The skull-and-crossbones was used many years before the pirates sailed the seas. It was used to warn people of death during a terrible sickness. It told visitors that someone inside a building was extremely sick. The skull-and-crossbones warned people to stay away.

Pirate ships flew the skull-and-crossbones to frighten peaceful ships. It let law-abiding ships know that there were tough and mean outlaws onboard the pirate ships.

Name _____**Blackbeard and the Pirates
of the Atlantic Coast****Questions**

1. Which of the following were mentioned in the article? Circle the letters.

- a. Blackbeard stuck lighted matches under his hat.
- b. Blackbeard set his beard afire.
- c. Blackbeard was captured off the coast of Massachusetts.
- d. Some pirates abandoned ship and became meat salespersons.
- e. All peaceful ships fly the skull and crossbones.
- f. Pirates had rules about being loyal and faithful.
- g. All pirates were paid equally.
- h. Pirates were paid for losing fingers and toes.
- i. Pirates had to have caps on their pipes.
- j. Fresh water spoiled quickly in warm weather.

2. What evidence was there in the article that getting food was a problem for the pirates?

3. If a pirate ship wished to capture a friendly ship, the pirate ship might take down its skull and crossbones flag. Do you think it is fair to act like a friendly ship if you are really a pirate ship? Why or why not?

4. Meat can easily spoil. What does the article suggest the meat cutters did to keep their meat from spoiling?

Name**Blackbeard and the Pirates
of the Atlantic Coast**

5. What evidence is there in the article that shows that the governor of Virginia took responsibility for the citizens of Virginia?

6. If a pirate ran away, the captain might leave him on an island. What evidence is there that the captain didn't want the crewman to die?

7. The captain, first mate, ship's carpenter, and gunner received extra pay. What can we conclude (generalize) from this information?

8. Crewmembers that lost fingers or toes and arms or legs in battle received money. People who got sick got no reward. What can we conclude from this information?

9. Pirates drank rum on the ship. What was the main purpose or idea behind drinking rum instead of water?

10. Pirates never knew when they might have to fight. How could the rum play a part in their fights?

Setting the Stage



Name _____

Date _____

Cinderella

1. Write the most appropriate level of thinking next to each item below.
2. Explain your decisions on the back of the paper. (Hint: focus on key verbs that reflect what kind of thinking was involved.)

_____ Set the Cinderella story in current times or in another culture. The influence of this new setting should be evident in your writing.

_____ Compare Cinderella's daily chores and responsibilities with those you have at your home.

_____ Describe how the various members of Cinderella's family treated her.

_____ What kind of a message do you think the Cinderella story sends to young girls? What are your thoughts about this?

_____ What did the Fairy Godmother use for a carriage?

_____ Act out the scene or create a cartoon strip showing Cinderella getting ready for the ball.

Name _____

Natural Disasters

Read encyclopedia articles and books from the library on natural disasters as well as locate sites about natural disasters on the Internet to find the information needed to complete the activities below.



**Student
Points**

**Teacher
Points**

COMPREHENSION LEVEL

- Explain the causes and effects of at least 5 different types of natural disasters on a poster that also includes pictures of each type.

	Shaky	Strong	Seismic!	
	1	2	3	4
Comprehension				
Causes and effects poster	Explanations are not accurate; <u>OR</u> only 1-2 disasters included	Most of the information is accurate on 3-4 disasters; has 2-3 pictures	Accurate facts on 5 disasters; balance of causes and effects; 3-5 clear pictures	Detailed, accurate explanations of causes and effects 5 or more disasters with clear, captioned pictures

Natural disaster

Cause

Effect

1	_____

2	_____

3	_____

4	_____

5	_____

6	_____

Name _____

Natural Disasters



Read encyclopedia articles and books from the library on natural disasters as well as locate sites about natural disasters on the Internet to find the information needed to complete the activities below.

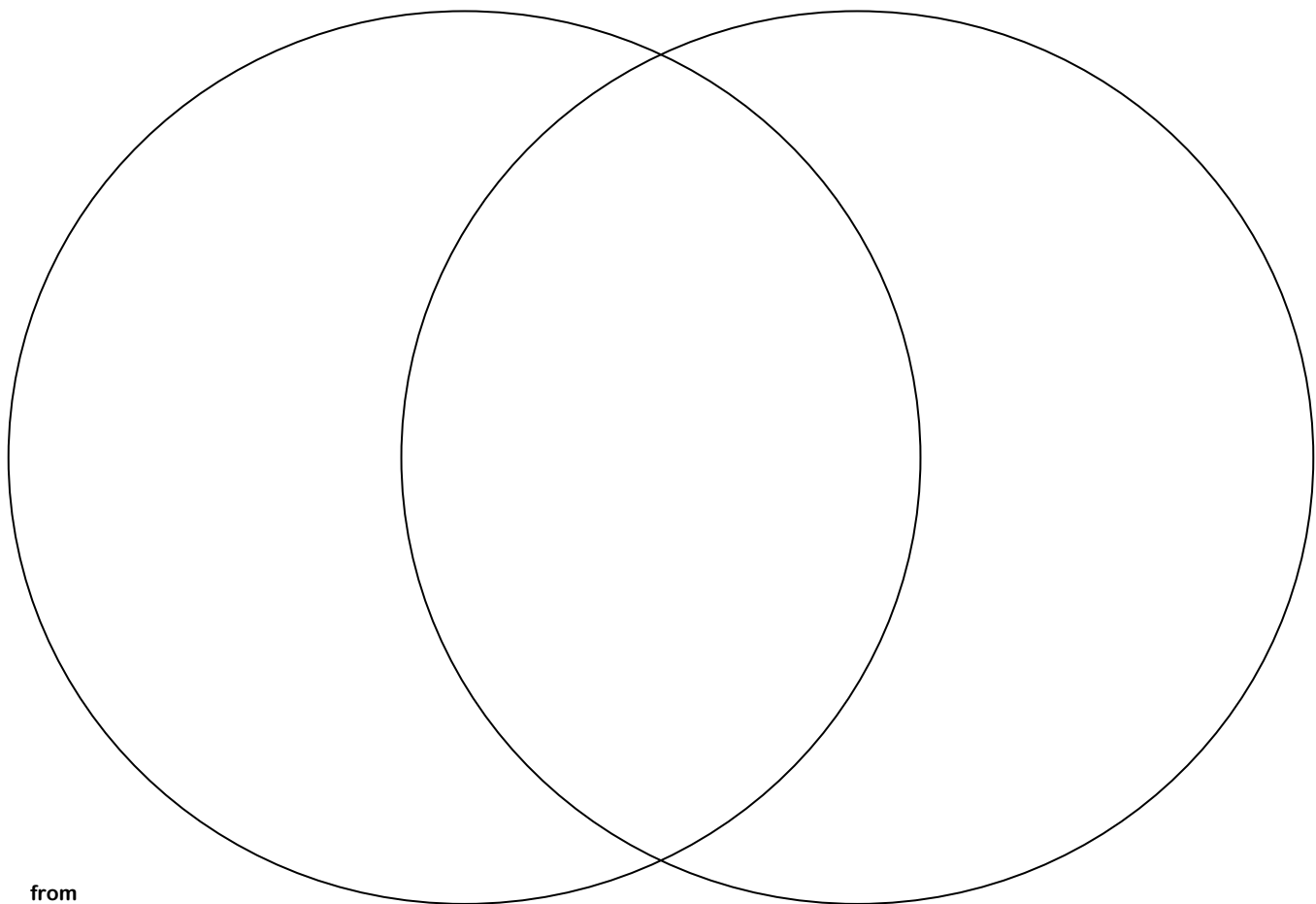
**Student
Points**

**Teacher
Points**

ANALYSIS LEVEL

- Research 2 or 3 famous natural disasters that have occurred during the last 10 years (for example, Hurricane Katrina, the tsunami in Thailand, California wildfires). Compare and contrast them using a double or triple Venn diagram.

	Shaky	Strong	Seismic!	
	1	2	3	4
Analysis				
Famous disasters Venn diagram	Venn format is not clear; <u>OR</u> the information is not accurate	Venn diagram includes only 3-5 similarities and differences	Venn diagram includes at least 6 informative similarities and differences	Triple Venn diagram with 9 or more informative similarities and differences



Activity

Overview: This is a cooperative way to work on general number concepts. Students will take turns passing index cards around the room, creating representations for each number.

Materials: 4" x 6" index cards, pencils, thumb tacks or push pin

Lead In: A different, random number is written at the top of each index card.

64

805

1.249

Students may sit in one circle or may stay at their desks and pass the cards around the room from their seats.

Procedure: Each student starts with one card and has 1-minute to represent that number by either a picture or number sentence on the index card. The student initials the card before passing. After one minute, the teacher signals that it is time to "pass the pin cards."
Students pass the completed card to the person on their right. A different idea (representation of the number) is written on the card received. No duplications, please! The student initials the card. Repeat the passing process three or four times. Collect all pin cards, have the class sort them into categories, and then pin them to a bulletin board or tape to a wall for display.

Lower Level Questions/Prompts:

- K - List five number sentences that represent the number twelve. *list*
- C - Accurately solve these basic number sentences. *compute*
- Ap - Choose another method to represent a given number. *choose*

Higher Level Questions/Prompts:

- An - Separate the representations into categories in some way. *separate*
- S - Develop a new way of representing a given number. *develop*
- E - Defend your new way of representing a given number. Why does it work? *defend*

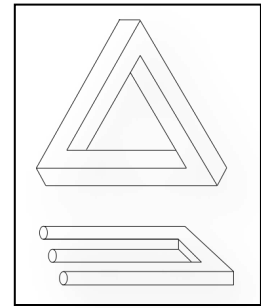


Bloom's Taxonomy Cube Activities for *Oh, The Places You'll Go*

<p>Knowledge What things did Dr. Seuss say you would encounter in life? Create a "Life" Ad of places you'll go.</p>	<p>*Comprehension Use the T-Chart to compare Dr. Seuss's places to what the real meanings are. For example, what is the meaning of the prickly perch? Your teacher will have a sheet to help you with this.</p>
<p>Application How did Dr. Seuss make you feel? Did he teach you anything with this book? Create a mural of ways this book relates to you.</p>	<p>Evaluation Is this book better for young reader or older readers? Write a review, stating who this book is for. Be sure to defend your thinking.</p>
<p>*Analysis Dr. Seuss used this book as an analogy for the future. What do you think he is telling you? Create an advice column from him to the youth. Use the sheet your teacher has for this activity.</p>	<p>Synthesis Create a map of all the places you feel you will go in your life. They do not have to all be real places, they can be more abstract too.</p>

Name _____

Optical Illusions



Locate and read a book about optical illusions, read the "Optical Illusions" article in an encyclopedia, and find a site about optical illusions on the Internet to complete these activities.

COMPREHENSION LEVEL

- Write your own definition of optical illusions and explain the basic principle behind how they work. Make this the introduction to your scrapbook.

**Student
Points**

**Teacher
Points**

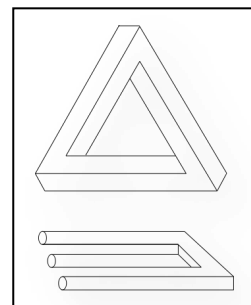
	Dull	Intriguing	Mesmerizing	
	1	2	3	4
Comprehension	Definition and explanation are not accurate	Definition <u>or</u> explanation has some inaccuracies	Definition and explanation are basically accurate	Definition and detailed explanation are extremely clear and understandable
Definition and basic premise behind optical illusions				

Definition in My Own Words . . .

Optical illusions _____

Name _____

Optical Illusions



Locate and read a book about optical illusions, read the "Optical Illusions" article in an encyclopedia, and find a site about optical illusions on the Internet to complete these activities.

ANALYSIS LEVEL

- Determine what kinds of optical illusions you've collected in your scrapbook. Then analyze each type to determine how it fools the brain. Add these explanations to your scrapbook.

**Student
Points**

**Teacher
Points**

	Dull	Intriguing	Mesmerizing	
	1	2	3	4
Analysis				
Analyze types of optical illusions and how each type works	Optical illusions are not correctly identified; <u>OR</u> explanations are not accurate	Optical illusions types are correctly identified but explanations are not clear or have inaccuracies	Optical illusion types and explanations are accurate	Optical illusion types are correctly identified and explanations are detailed, thorough, and clear

from

Name _____

Rainbows

Locate and read a book about rainbows, read the "Rainbow" article in an encyclopedia, and find a site about rainbows on the Internet to complete these activities.



COMPREHENSION LEVEL

- Write the dictionary definition of a rainbow. Then explain what a rainbow is in your own words.

Student
Points

Teacher
Points

	Faint	Bright	Luminous!	
	1	2	3	4
Comprehension				
Rainbow definitions	Definitions are not accurate	One of the definitions is clear and accurate	Both definitions are clear and accurate	Both definitions are detailed, clear, and accurate

Definition

In My Own Words . . .

Name _____

Rainbows

Locate and read a book about rainbows, read the "Rainbow" article in an encyclopedia, and find a site about rainbows on the Internet to complete these activities.



SYNTHESIS LEVEL Choose one of the following:

- Write a poem that describes your feelings when you see a rainbow. Be sure your poem follows a chosen poetic form.
- Imagine you have found a pot of gold at the end of the rainbow. Write a short story about this event. Work facts about rainbows into your story.
- Create a new color. Give it a fun name and illustrate where it would be on the color wheel. Draw a rainbow that includes your new color. Include a description of its characteristics - such as, its wavelength, its frequency, or something new and unique.

**Student
Points**

**Teacher
Points**

	Faint	Bright	Luminous!	
	1	2	3	4
Synthesis				
Rainbow poem OR	Feelings about rainbows are not clear; poetic form is not followed	Feelings are not clear <u>OR</u> poetic form is not followed	Feelings are clearly expressed; poetic form is followed	Unique imagery conveys personal feelings in a well-structured poetic format
Pot of gold short story OR	Story is hard to follow; rainbow information is not accurate	Basic facts about rainbows work plausibly in the story line	A variety of facts about rainbows work well in the story line	The range of facts effectively support a well-crafted, engaging story line
Illustrations and description of a new rainbow color	Illustrations and description are all unclear; <u>OR</u> all are not present	Illustrations and description do not work logically together	Illustrations and description support each other effectively	Clever illustrations and a convincing, detailed description make the new color believable

Name _____

Skeletons

Locate and read a book about skeletons, read the "Skeleton" article in an encyclopedia, and find a site about skeletons on the Internet to complete these activities.



Student Points	<input type="text"/>	Teacher Points	<input type="text"/>
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COMPREHENSION LEVEL

- Explain the relationships between bones, tendons, ligaments, and cartilage in your own words.

	Bone Up on Your Facts	The Bare Bones	No Bones about It! This is Fine Work!	Bone Up on Your Facts
	1	2	3	4
Comprehension	Explanation of how bones, ligaments, tendons, and cartilage are related	Explanations are not accurate	Explanations have several inaccuracies	Explanations are basically accurate
				Detailed, clear explanations are accurate

Tendons . . . _____

Ligaments . . . _____

Cartilage . . . _____

Name _____

Skeletons

Locate and read a book about skeletons, read the "Skeleton" article in an encyclopedia, and find a site about skeletons on the Internet to complete these activities.

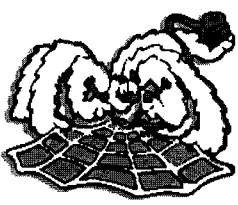
EVALUATION LEVEL

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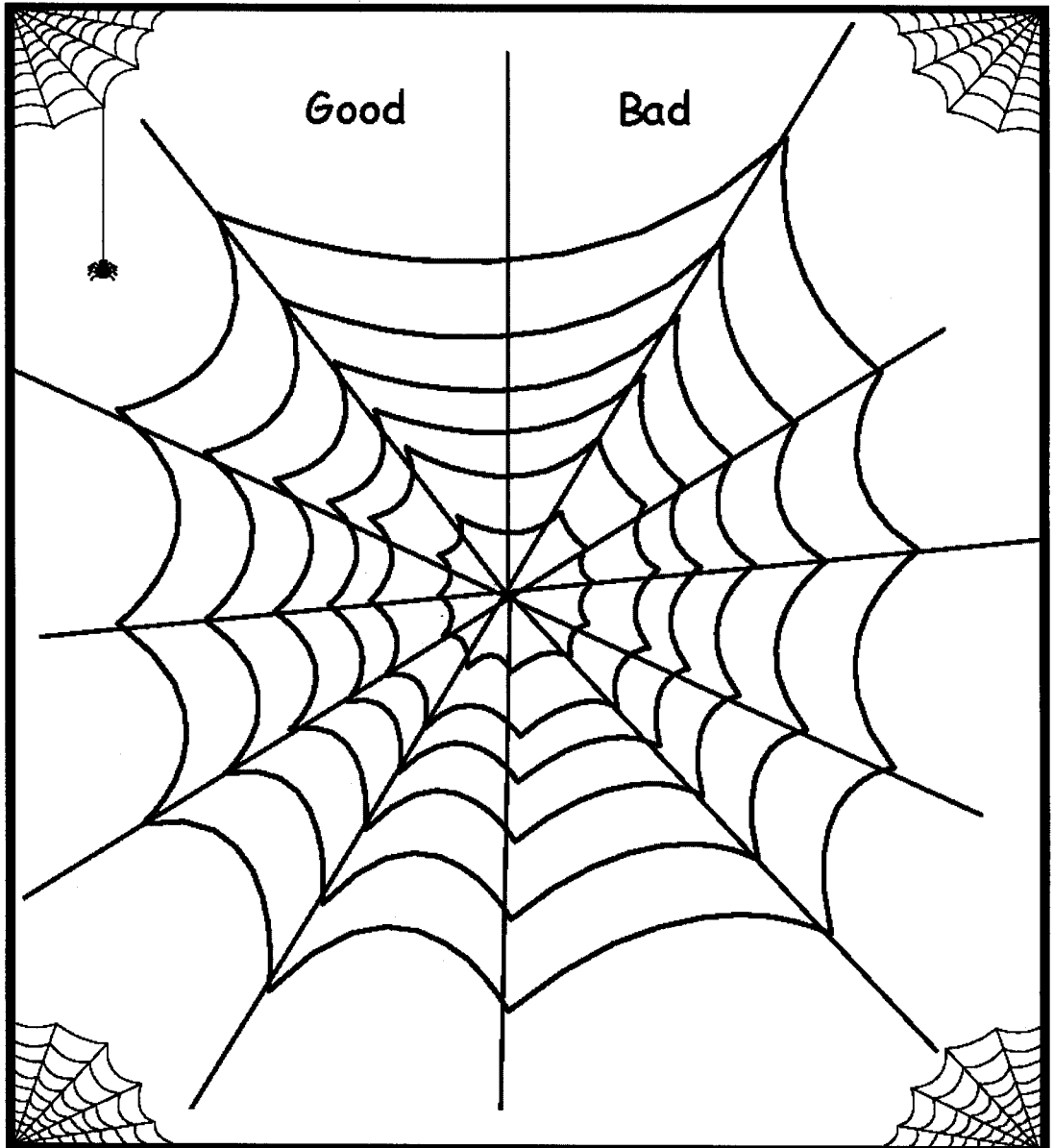
- The human skeleton is very efficient. Walking, running, and jumping are activities made possible by our bones. However, our bones do limit us in some ways. Evaluate the human skeleton. Write at least one paragraph to explain what is good about it and at least one paragraph to support the improvement you designed at the Synthesis level.

	Bone Up on Your Facts	The Bare Bones	No Bones about It! This is Fine Work!	Bone Up on Your Facts
	1	2	3	4
Evaluation		Perspectives are weakly supported with only 1-2 reasons; only 1 paragraph	Perspectives are effectively supported with 3 or more reasons in 2-3 paragraphs	Perspectives are powerfully supported with 5 or more detailed reasons in 3-5 paragraphs
Written support for human skeletal system and an improvement	Perspectives are not supported			



Charlotte's Web Analysis Worksheet

Are people too hard on spiders? Do they get a bad wrap? Use the spider "web" to write down good and bad things about spiders.



THE TRUTH ABOUT THE PILGRIMS

(Flesch-Kincaid Reading Grade Level = 3.5)

Step I. Discuss or review the skills covered in this lesson.

- Recognizing information
- Explaining how or why something occurred or how it is done
- Seeing cause and effect relationships
- Recognizing sequences
- Differentiating between facts and opinions
- Proposing alternative solutions

Note: A description of the skills is found on pages 8 - 12.

Step II. Have the students read the article either silently or orally establishing purpose for reading.

Step III. Discuss any difficult words in the word list. Find synonyms, etc.

Vocabulary Development

Cape Cod – a strip of land on the Atlantic shore

clipper ships – large sailing ships

hull – the bottom of a ship

organization – a company or large group of people

rickety – broken down, weak

Step IV. Have students respond to the questions following the article.

Step V. Discuss the responses given by various students. See if they can defend their answers.

Step VI. Discuss any confusing aspects of the article.

Step VII. Provide individualized feedback based on students' oral and written responses.

Step VIII. Challenge students to describe situations that will require the thinking skills emphasized in the article and questions that follow.

Step IX. Use enrichment activities.

Answers and/or Suggested Answers to Questions

1. a, c, d, f, g, h, i

2. *(Sample answer) He knew the way it handled and how to sail it.*

3. *(Sample answer) The Speedwell had to be left behind and things rearranged.*

4. *(Sample answer) Take more food. Take animals. Take more blankets.*

5. 3; 5; 2; 6; 4; 1

6. *(Sample answer) The Speedwell had to be left behind and those people joined the others on the Mayflower.*

7. *(Sample answer) They were among the first to settle here in America.*

8. a. O b. F c. F d. F e. O f. F g. F h. O

Relation of Questions to Bloom's Taxonomy and Educational Standards**Question 1**

Measures "recognizing information" (**Knowledge** level of Bloom's Taxonomy)

Questions 2, 6 & 7

Measure "explaining how or why something occurred or how it is done" (**Comprehension** level of Bloom's Taxonomy)

Question 3

Measures "seeing cause and effect relationships" (**Application** level of Bloom's Taxonomy)

Question 4

Measures "proposing alternative solutions" (**Synthesis** level of Bloom's Taxonomy)

Question 5

Measures "recognizing sequences" (**Analysis** level of Bloom's Taxonomy)

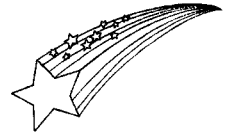
Question 8

Measures "differentiating between facts and opinions" (**Evaluation** level of Bloom's Taxonomy)

ENRICHMENT ACTIVITIES

1. Would kids today be interested in starting a colony? Ask the students to divide into two teams. Each team will interview other children in the upper grades. They are to collect as many reasons for and against helping to start a new colony as possible. The team with the most reasons wins.
2. The Pilgrims wrote and signed the Mayflower Compact. Challenge the students to list rules that they would put in an agreement like the Mayflower Compact. (*Example: There would have to be very specific rules for cooperation. For example, if you don't help, you don't get the benefits, etc. What laws would be most important?*)
3. Hand out sheets of lined paper. Have the children list the three most important items to take on a trip like that of the Pilgrims. You can take three things available at the time. (*Example: Some items that might be mentioned: axes, guns, cooking pots, seeds, blankets, extra clothes and shoes, etc.*)

Write Your Own Activity**Product****1. Application - Seeing Cause and Effect Relationships****2. Synthesis - Proposing Alternative Solutions**



THE TRUTH ABOUT THE PILGRIMS

We think of Pilgrims in high hats. We think of them with buckled shoes. The real Pilgrims were not like that at all. Most of the people on the *Mayflower* were not even Pilgrims. There were 41 Pilgrims and 61 other people. The Pilgrims invited the extra passengers along to help pay for the trip.

We think of the *Mayflower* as a rickety, little ship. The diaries the Pilgrims kept told of great hardships. The trip did seem difficult. The Pilgrims had not sailed before. They were not used to storms at sea. The *Mayflower* was a strong ship. It was only 12 years old. The ship's master, Christopher Jones, had sailed the *Mayflower* many times before. He also knew the route to the new world. Jones had part ownership of the ship. He was very careful not to damage it.

The Pilgrims were traveling at one of the worst times of the year. The Pilgrims got started late. There are always storms during September and October. The ship was crowded. Another ship, the *Speedwell*, was supposed to carry some of the people. It was damaged. The voyage was completed in 65 days. They went about two miles per hour. This is how fast you walk. Big Clipper ships 100 years later only went three miles per hour.

We have thought that the Pilgrims brought farm animals with them. The diaries of the trip only mention two pet dogs. One was a mastiff. The other was a spaniel. They were used for hunting during the first winter. Historians believe that there probably were cats on the ship. These were used to catch rats.

The *Mayflower* reached Cape Cod on November 21. Winter was just starting. The leaders called all 41 men to sign an agreement. The Mayflower Compact said that they all had to help. It is fortunate that they had the agreement. They faced a very bad winter ahead. They had no farm animals for food. They could not plant crops. People starved to death. They froze during the winter storms. Fewer than 60 of the settlers survived the first winter.

The Indians helped the Pilgrims. They taught them to hunt and grow food. The Indians showed them how to use tiny fish for fertilizer. They grew corn, pumpkins, and beans. The Indians also showed them where to fish.

The *Mayflower* returned to England the next spring. She made the trip in 31 days. That is less than half the time the first trip took.

We like to remember the Pilgrims. There is an organization of the relatives of the Pilgrims. Ten thousand people say that they are relatives of the Pilgrims. They are very proud of this. A man in England built a barn. It is said that he used the old hull of the *Mayflower* for the roof. You can see this barn outside of London today.

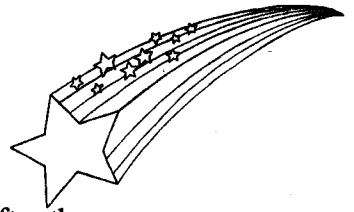
You can also see a copy of the *Mayflower* today. It was built by people in England. It was sent across the Atlantic Ocean in 1957. The *Mayflower II* is kept at Plymouth, Massachusetts.

Why did we think that the Pilgrims had high hats? Why did we think they wore black clothing? Why did we think they had big buckles on their shoes? All of these ideas were popular 150 years ago. Artists drew thousands of pictures. The pictures showed Pilgrims with high hats. The pictures showed buckles on their shoes. The pictures showed Thanksgiving feasts. The men were all dressed this way. We never checked to see if it was true. It was just part of our imagination.

Name _____

The Truth about the Pilgrims

Questions



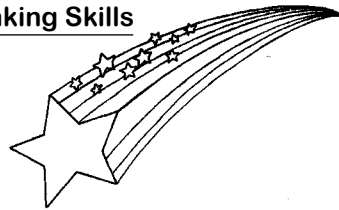
1. Which of the following were mentioned in the article? Put a check mark after them.

- a. The Pilgrims invited extra passengers along. _____
- b. The *Mayflower* had nine sails. _____
- c. The *Speedwell* was supposed to sail, too. _____
- d. The Pilgrims had not sailed before. _____
- e. The Pilgrims brought farm animals. _____
- f. Christopher Jones was the ship's master. _____
- g. Fewer than 60 settlers survived the first winter. _____
- h. The *Mayflower* was crowded with passengers. _____
- i. The Indians helped the Pilgrims. _____
- j. You can see a copy of the Mayflower Compact today. _____

2. Christopher Jones had sailed the *Mayflower* many times. How did this help?

3. What caused the Pilgrims to sail in the fall instead of the summer?

4. What would you suggest to make the first winter a better experience for the Pilgrims?



5. Mark these events as they occurred in the article. Put #1 before the first event, #2 before the second event, etc.

- a. _____ The Mayflower Compact is signed.
- b. _____ The Pilgrims experience a terrible winter.
- c. _____ The Pilgrims invite 61 people to join them.
- d. _____ The Indians helped the Pilgrims.
- e. _____ The *Mayflower II* is docked at Plymouth.
- f. _____ The Pilgrims leave the *Speedwell* behind.

6. Why was the *Mayflower* more crowded than they expected it to be?

7. Why do we consider the Pilgrims so important in our history?

8. Place an **F** in front of the sentence if the sentence states a fact. Place an **O** in front of the sentence if the sentence states an opinion. All the sentences are taken from the article. Be prepared to defend your answers.

- a. ____ The Pilgrims were brave people.
- b. ____ The Pilgrims reached Cape Cod on November 21st.
- c. ____ The Pilgrims were helped by the Indians.
- d. ____ The *Mayflower* was 12 years old.
- e. ____ The Pilgrims were foolish to sail in the fall.
- f. ____ Christopher Jones knew the route to the New World.
- g. ____ Many Pilgrims died during the first winter.
- h. ____ The Pilgrims made a mistake in coming to America.