

SOCIAL STUDIES  
Geography/History  
Grade 4  
From the Mayflower to the Mall

**Lesson Components:**

Benchmarks

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|---------|--|
| G-1A-E3 | constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems           |
| G-1B-E3 | describing how the physical and human characteristics of places change over time                                     |
| H-1A-E1 | demonstrating an understanding of the concepts of time and chronology  |
| H-1A-E2 | recognizing that people in different times and places view the world differently                                     |
| H-1B-E1 | describing and comparing family life in the present and the past   |
| H-1C-E1 | describing the people, events, and ideas that were significant to the growth and development of our state and nation |

Key Concepts

Human characteristics (e.g., clothing, shelter, tools, jobs, modes of travel); time and chronology; timeline; continuity and change; culture; dress, customs; Pilgrims, colonists, settlers

Lesson Duration

Two-three days

Purpose/Introduction

See individual lessons attached.

Objectives

1. Draw, complete, or add features to a map (including such map elements as a title, compass rose, legend, and scale), based on information given in narrative form. (G-1A-E3)
2. Describe how physical and human characteristics (e.g., clothing, jobs, shelter, modes of travel, and tools) have changed since colonial times. (G-1B-E3)

3. Explain physical and human developments in a region since it was first settled, based on given information. (G-1B-E3)
4. Develop or complete a timeline based on information given in a passage. (H-1A-E1)
5. Interpret data presented in a timeline. (H-1A-E1)
6. Discuss historical events in chronological order based on information in a timeline or given text. (H-1A-E1)
7. Describe the past in contrast to the present. (H-1A-E1)
8. Describe family life at a given time in history (e.g., early America) or compare present-day family life with family life in a past time—e.g., homes, jobs, schooling, dress, customs, housekeeping, recreation, transportation, communication, etc. (H-1B-E1)
9. Explain change or continuity over time (e.g., explain how a society has changed over a given period of time based on information in stimulus material). (H-1A-E2)
10. Contrast the viewpoints of people living in an earlier time to the perspective of people today. (H-1A-E2)
11. Identify or describe early settlers in America (e.g., Pilgrims) and early settlers in Louisiana (e.g., French, Spanish, Acadians). (H-1C-E1)

### Prior Knowledge/Pre-requisites

Basic knowledge of how to use maps and of English colonization

### Materials/Resources

Student textbooks; student notebooks; student folders; wall map of the northeastern part of the United States; blank student desk maps and/or blank map handouts of the Northeast; pictures of Pilgrim clothing, homes, tools, and modes of travel; student LEAP folders

### Teacher Preparation

The teacher should be thoroughly familiar with English colonization of the New England area; with the geography of New England; and with all aspects of Pilgrim lives.

### Body of the Lesson

See overview of the unit on “The Pilgrim Settlement at Plymouth” and individual lessons on this topic.

### Assessment

See “Evaluation” sections of individual lessons.

## GRADE 4

### THE PILGRIM SETTLEMENT AT PLYMOUTH

#### Objectives:

1. Students will be able to locate various features concerning the Plymouth colony on a map of the Northeast. (G-1A-E3)
2. Students will be able to explain the development of the Pilgrim colony at Plymouth from the time of its first settlement. (G-1B-E3)
3. Students will be able to discuss historical events concerning the Pilgrims in chronological order using a time line. (H-1A-E1)
4. Students will be able to explain why early settlers came to the United States and how they viewed their opportunities in the New World. (H-1A-E2)
5. Students will be able to discuss the Pilgrim settlement at Plymouth. (H-1C-E1)
6. Students will be able to describe and compare various aspects of Pilgrim family life with family life in the present day. (H-1B-E1)

#### Content Outline:

Location of New England in the northeastern part of the United States  
(G-1A-E3)

Founding of the Pilgrim colony in 1620 at Plymouth, Massachusetts  
(G-1B-E3, H-1A-E1)

Reasons for its founding (H-1A-E2)

Life in early Plymouth (H-1C-E1)

Comparison of family life in early Plymouth with life in the United States today (H-1B-E1, H-1C-E1)

## **Lesson 1:**

Benchmarks: G-1A-E3, G-1B-E3, H-1A-E1, H-1A-E2, H-1B-E1, H-1C-E1

Lesson Outline:

***Location of New England in the northeastern part of the United States (G-1A-E3)***

***Founding of the Pilgrim colony in 1620 at Plymouth, Massachusetts (G-1B-E3, H-1A-E1)***

***Reasons for its founding (H-1A-E2)***

***Life in early Plymouth (H-1C-E1)***

***Comparison of family life in early Plymouth with life in the United States today (H-1B-E1, H-1C-E1)***

Objectives:

1. Students will be able to locate various features concerning the Plymouth colony on a map of the Northeast. (G-1A-E3)
2. Students will be able to explain the development of the Pilgrim colony at Plymouth from the time of its first settlement. (G-1B-E3)
3. Students will be able to discuss historical events concerning the Pilgrims in chronological order using a time line. (H-1A-E1)
4. Students will be able to explain why early settlers came to the United States and how they viewed their opportunities in the New World. (H-1A-E2)
5. Students will be able to discuss the Pilgrim settlement at Plymouth. (H-1C-E1)

Procedures:

Whole group discussion of the Pilgrim settlement at Plymouth (G-1B-E3, H-1A-E2, H-1B-E1, H-1C-E1)

Students will create a time line of significant events concerning the Pilgrim settlement at Plymouth, Massachusetts. (H-1A-E1)

Students will locate the following on a map of the Northeast:

Plymouth Colony, Plymouth Bay, Cape Cod, Cape Cod Bay, Massachusetts Bay, Atlantic Ocean, Massachusetts, Boston, New England (G-1A-E3)

Identify the following:

Plymouth Bay, Mayflower, Pilgrims, colony, Tisquantum (Squanto), colonists

Materials:

Student textbooks; student notebooks; student folders; wall map of the northeastern part of the United States; blank student desk maps and/or blank map handouts of the Northeast; pictures of Pilgrim clothing, homes, tools, and modes of travel; student LEAP folders

Evaluation:

Whole class review of today's lesson.

Place maps in student folders, which will be graded at the end of this unit.

Place the following handout in student LEAP folders and answer the questions for homework:

1. In which part of the United States did the Pilgrims set up a colony in 1620:
  - A. Southwest
  - B. Northwest
  - C. Northeast
  - D. Southeast
  
2. Name the place where the Pilgrims placed their first settlement:
  - A. Boston
  - B. New York
  - C. Philadelphia
  - D. Plymouth
  
3. Which of the following was the major reason why the Pilgrims came to the New World:
  - A. for religious freedom
  - B. to set up factories
  - C. to become Native Americans
  - D. for safety from the French
  
4. Which of the following places would have been the most likely place where a Pilgrim would have earned a living in the 1600's:
  - A. in a factory
  - B. on a farm
  - C. in a store
  - D. in an office

5. Complete the following chart, comparing family life among the Pilgrims in the 1600's with your life today.

	Pilgrim Life	Your Life Today
Clothing		
Homes		
Transportation		
Jobs		
Communication		

## **Lesson 2:**

Benchmarks: G-1B-E3, H-1B-E1, H-1C-E1

Lesson Outline:

### ***Comparison of family life in early Plymouth with life in the United States today (H-1B-E1, H-1C-E1)***

Objectives:

1. Students will be able to describe and compare various aspects of Pilgrim family life with family life in the present day. (H-1B-E1)

Procedures:

Discuss answers to yesterday's LEAP review questions.

Whole class review of Pilgrim family life in Plymouth in the 1600's

Students will create a file in which they will draw two pictures next to one another on each page, one illustrating life of a typical Pilgrim family in the 1600's and the other of a family today on the following topics: clothing, shelter, tools, jobs, forms of communication, and modes of travel. (G-1B-E3, H-1B-E1)

Materials:

Student textbooks; student notebooks; student folders; pictures of Pilgrim clothing, homes, tools, and modes of travel; student LEAP folders

Evaluation:

Students will turn in student folders containing maps and file of pictures comparing Puritan family life with life today, for a grade.