



GRADE - 5th

UNIT - The *Mayflower*

*Note: This lesson spans several days.

Relevant Essential Question(s)

Content-based

-What was the *Mayflower*?

-Why was the *Mayflower's* journey important?

Skills-based

-What are some ways we can keep track of important ideas in each text?

-How can we integrate ideas from different texts?

Focus Standard(s)

-RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

-RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

NCSS Standard 2: Time, Continuity, and Change

NCSS Standard 3: People, Places, and Environments

Learning Objective

SWBAT: Students will be able to read for specific information and use note-taking strategies to integrate ideas across texts.

GENERAL GUIDELINE		DIFFERENTIATION
Materials and Resources	<p><i>News-O-Matic</i> articles about the <i>Mayflower</i> journey:</p> <ul style="list-style-type: none"> • The <i>Mayflower</i> Voyage: 400 Years Later. • Children of the Pilgrims • Hop Aboard the <i>Mayflower II</i> <p><i>Subtopic/Details</i> handout Map of the <i>Mayflower's</i> journey Optional for differentiation: a copy of <i>The Mayflower Compact</i></p>	<p><i>Differentiation by Content:</i> have students read the article versions at their instructional Lexile levels.</p>



Vocabulary	<p><i>Content-based</i></p> <ul style="list-style-type: none"> -vessel: ship -Puritans: members of a religious group from England in the 1500s and 1600s who wanted to reform the Church of England -Pilgrims: people who left England in 1620 and traveled on the <i>Mayflower</i> to America for religious freedom -route: way to get from one place to another <p><i>Skills-based</i></p> <ul style="list-style-type: none"> -subtopics: components of a larger topic -details: specific elements, such as facts, to support subtopics 	
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GENERAL GUIDELINE		DIFFERENTIATION
Do Now	<p>Please answer the following question:</p> <ul style="list-style-type: none"> ● What do you know about the <i>Mayflower</i>? <p>After students write or draw their responses, they can share with a partner. A minute later, you can call on 3-4 students to share with the entire class.</p> <p><i>Students can share items such as:</i> <i>The Mayflower was a ship that brought the Pilgrims to America. It came from England, and it landed in Massachusetts.</i></p> <p><u>Connection:</u> “Some of you know quite a bit about the <i>Mayflower</i>, and some of you know just a little. Over the next few days, we’ll read several <i>News-O-Matic</i> articles and watch videos related to the <i>Mayflower</i> to expand our knowledge. Since it is the 400th anniversary of its voyage, we’re going to explore what the <i>Mayflower</i> was and why its journey was important. Keeping track of all the information can be hard, so we’ll learn some strategies to</p>	<p><i>Differentiation by Process:</i> <i>Students can answer the question either with words or by drawing a response.</i></p>

help us determine which details are important.”

Mini-Lesson & Guided Practice
(with think aloud and exemplar)

Introduction/Accessing Prior Knowledge: Distribute *Subtopic/Details* handout. As a class, fill in details from what students previously said they already knew about the *Mayflower*.

Topic = The Mayflower	
Subtopic	Details
<u>People</u> -Who sailed on the <i>Mayflower</i> , and why?	
<u>Geography</u> -How did the <i>Mayflower</i> make its journey to America? Where did it travel?	
<u>Daily Life</u> -What was life like on the <i>Mayflower</i> ?	
<u>Culture and Society</u> -Why was the <i>Mayflower's</i> journey important?	

Differentiation by Content: or students who need extra support, fill in a couple of the details. Alternatively, you can cut out one or two of the subtopics.

“For this article, as with our next few articles, we’ll read to find specific information. These will be details to support the subtopics listed on this handout, and we’ll add to what we already know. I will model how to take notes, and then you will do so on your own. Eventually, we’ll pull together notes from all of the articles we read and discuss to answer, ‘What was the *Mayflower*, and why was its journey important?’ You will need this handout over the next few articles to completely answer those questions, though you will have a few different options on how to show your knowledge when that time comes.”

Mini-Lesson/Think Aloud: Using a Smart Board or screen share, show students the article [“The Mayflower Voyage: 400 Years Later.”](#) “As we read the article, we are going to look for details to support the subtopics listed on the handout. This helps us determine which details are important.”

Read aloud the first two paragraphs of the article. Whenever a relevant detail occurs in the article, point it out and demonstrate a strategy (Tip: focus on one strategy per article):

- Highlight details using different colors to correlate with different subtopics. Example below:
 - People
 - Geography
 - Daily Life
 - Culture and Society
- Annotate by circling key words, underlining important details, and writing in the margins.

Guided Practice: “With a partner, take a few minutes to use the same process for the remaining paragraphs.”

*Differentiation by Process:
Allow students a choice in
which strategy they use.*



	<p><i>Give students 5 minutes to work together to find specific details to support any of the subtopics in the handout. Circulate to determine who might need additional support, who might be exemplary for a share-out, and any common misconceptions. Review the answers together. Add the most pertinent details to the Subtopic/Details handout. (Tip: Identify the article source in some way on the handout, such as putting MJ next to details found in "The Mayflower's Journey" and FT for "The First Thanksgiving." This will help students later when they want to cite evidence in their final assessment.)</i></p>	
<p>Student Practice</p>	<p>Students can complete another <i>News-O-Matic</i> article on the <i>Mayflower</i> using the same process from the Mini-Lesson & Guided Practice. (For the second article, the teacher could introduce the second strategy for reading for specific information (e.g. annotation instead of highlighting). Article options include Children of the Pilgrims or Hop Aboard the Mayflower II</p>	<p><i>Differentiation by Process: Allow students to work independently or in pairs; split the class into groups based on ability, and work with those who need the most help, while the rest of the class can work independently.</i></p>
<p>Closure</p>	<p>Go over the finished <i>Subtopic/Details</i> handout, and answer any questions. Have students identify things they learned as a class about the <i>Mayflower</i> and why its journey was important. (Note: The first three subtopics all address "What was the <i>Mayflower</i>?" while the fourth addresses why its journey was important.)</p>	
<p>Assessment</p>	<p><u>Integrate Your Knowledge!</u> Answer the question, "What was the <i>Mayflower</i>, and why was its journey important?"</p> <p>Choose from the following options:</p>	<p><i>Differentiation by Product:</i></p>



	<ul style="list-style-type: none">● Make a map of the <i>Mayflower's</i> journey. Illustrate the journey with important information to answer the question. Include at least two subtopics and details from your <i>Subtopic/Details</i> handout and/or the <i>News-O-Matic</i> articles to support your illustration.● Write an essay. Include four paragraphs or more. Use at least two subtopics and details from your <i>Subtopic/Details</i> handout and/or the <i>News-O-Matic</i> articles to support your answer.● Put on a play with one or two of your friends. Be sure to include dialogue and actions that <i>show</i> what the <i>Mayflower's</i> journey was like and why it was important. Hint: You might want to include a narrator and props.● Create a digital collage or other electronic presentation to demonstrate your understanding of the topic. Be sure to use at least two subtopics and details from your <i>Subtopic/Details</i> handout and/or the <i>News-O-Matic</i> articles to support your presentation.● Other: If you have an idea you'd like to do to show your knowledge, get teacher permission.	<p><i>Students choose which way they wish to present their answer.</i></p>
Homework	<p><u>Optional:</u> Students may choose any one of the remaining <i>News-O-Matic</i> articles on the <i>Mayflower</i> to add to their knowledge.</p>	<p><i>Differentiation by Content: Student choice of the articles allows for flexibility. Higher-level students may also read multiple remaining articles.</i></p>