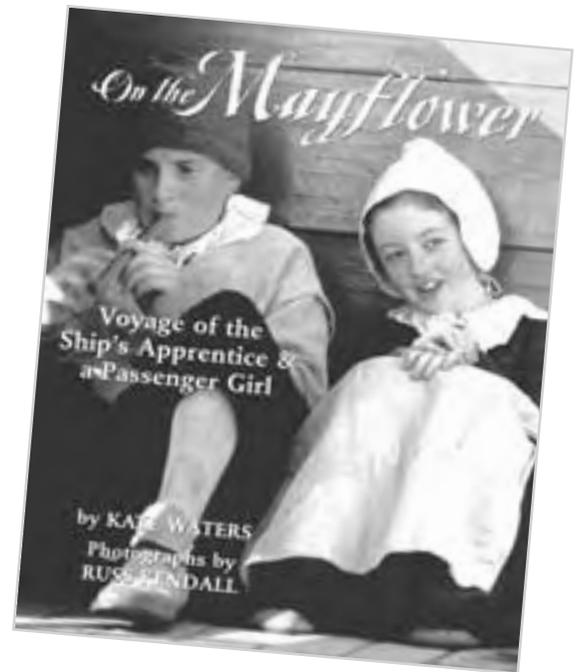


# On the Mayflower: Voyage of the Ship's Apprentice & a Passenger Girl



BY KATE WATERS  
(SCHOLASTIC, 1996)



The voyage of the *Mayflower* to America is described through the experiences of William Small, the ship's apprentice. Excited, yet a little afraid, William begins the trip by performing routine duties. Then a storm comes, tossing the little ship to and fro, and William finds himself tying down equipment, repairing leaks, and caring for other crew members. All the while, he keeps a cautious watch over his new Pilgrim friend, Ellen, and the other passengers. With the storm finally behind them, the ship arrives in America, where William and Ellen strengthen their friendship as they await his departure back to England. Photos accurately portray the ship, events, and people in this reenactment of a historic journey.



The wild, stormy sea, as well as the cramped and unclean living conditions, caused the *Mayflower* travelers—especially the Pilgrims—much discomfort and illness. Ask children to share their thoughts on why both the crew and the Pilgrims were willing and determined to endure the hardships of their voyage. Then invite them to share their personal experiences about difficult trips they have taken.

## ★ Research Resources ★

Students can use these resources to learn more about the *Mayflower*:

### ...If You Sailed on the *Mayflower* in 1620

by Ann McGovern  
(Scholastic, 1991)

### Caleb Johnson's *MayflowerHistory.com*

<http://www.mayflowerhistory.com>



## Extending the Book

### Drama on the High Seas (Social Studies and Drama)

William and Ellen's journey across the Atlantic Ocean was truly a daring and dangerous adventure. Invite children to create personalized puppets to use in a reenactment of the story. First, have them color and cut out their choice of puppet patterns (page 6). To personalize their puppets, students can either draw their own features on the puppet face or cut out an opening for the face and back it with their photos. Then have children attach a wide craft stick handle to the back of their puppets. If desired, have them also color, cut out, and attach a handle to an enlarged copy of the *Mayflower* pattern (page 7). Display a length of blue bulletin board paper to serve as an ocean backdrop. Then invite students to act out the story in pairs or small groups, incorporating their puppets and creative "personal" experiences into the drama.

### Westward Ho! (Social Studies)

The *Mayflower* set sail to travel west to America, but storms tossed it in all directions. Play this sailing game to help children learn the cardinal directions. To begin, have each child color and cut out the *Mayflower* pattern (page 7) and attach it to a fitted construction paper headband. Tape an X on the floor; then show children how to use a compass. To play, invite a child to don his or her headband, stand on the X, and take the compass (you might also display a large compass rose as an additional reference). Start by calling out a direction and distance (in footsteps)—for example, "North, three steps." Encourage the child to use the compass to find the given direction and "sail" the designated distance in that direction. Then call out another direction-distance combination, such as "East, four steps." Continue until the child's voyage ends at a classroom landmark, such as the math center, chalkboard, or teacher's desk. After each child has had a turn, ask students to set their headbands aside for use in "A Trip to Remember" (page 8).

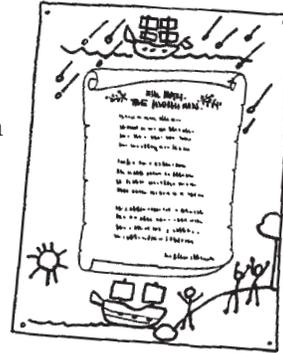


## Geography Challenge

Help children find England and North America on a large world map. Can they also find Cape Cod and Plymouth? In which state is Plymouth? Ask students to name the bordering states.

## A Trip to Remember (Language Arts and Social Studies)

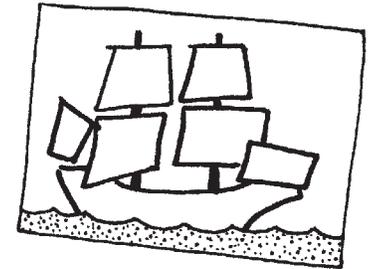
Give children each a copy of the poem on page 8. Then invite them to join in a choral reading of the poem. Afterward, have students cut out and mount their poems in the center of a large sheet of construction paper. Ask them to decorate the frame around the poem with related art. As an extension, give children a second copy of the poem and have them do the following:



- ☉ Write the syllable count to the left of each line.
- ☉ Underline pairs of rhyming words with same-color crayons.
- ☉ Circle the dates in the poem.
- ☉ Draw waves under the name of the ocean.
- ☉ Draw a face next to each verse to show the emotions of the travelers.

## Mayflower Mobiles (Social Studies and Language Arts)

Until the voyage to America, the *Mayflower* had carried only cargo. But during its 1620 journey, the small ship was packed with 102 Pilgrims, their belongings, and about 30 crew members. After sharing this information with your class, have students research more facts about the *Mayflower*, its passengers, and the voyage to North America. Ask children to write their findings on a class chart. When completed, review the chart with students, then invite them to create these *Mayflower-in-a-bottle* mobiles.

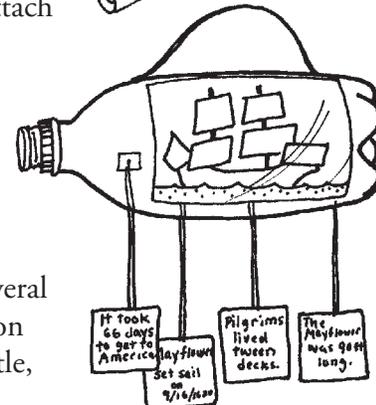
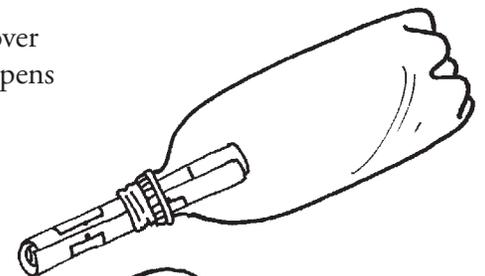


1 Place a 4- by 7-inch transparency (or clear plastic page protector) over the *Mayflower* pattern on page 7. Use permanent markers or paint pens to trace the ship onto the transparency. Decorate the drawing with additional colors. (Allow the ink or paint to dry thoroughly before going to step 2.)

2 Cut scalloped waves along one long edge of a 3/4- by 7-inch strip of blue craft foam. Use rolled pieces of clear tape to attach the wave strip to the bottom of the *Mayflower* transparency.

3 Starting at the edge with the wave strip, roll the transparency into a tube shape. Insert the rolled transparency into a clear plastic 2-liter bottle (with label removed) and allow it to uncurl. Shift the bottle as needed to center the transparency so that the ship is upright.

4 Use clear tape to attach a yarn hanger to the bottle. Cut several unlined notecards in half. Write a different *Mayflower* fact on each half. Using clear tape and yarn, attach each card to the bottle, as shown.



## A Class Compact

While still on the *Mayflower*, the Pilgrims wrote the *Mayflower Compact*, a set of rules designed to help them live together peacefully and successfully. Have students draw up and sign a Class Compact. Display the document as a reminder of students' agreement to strive for a peaceful class community.

## ★ Small Ship, Small Space ★

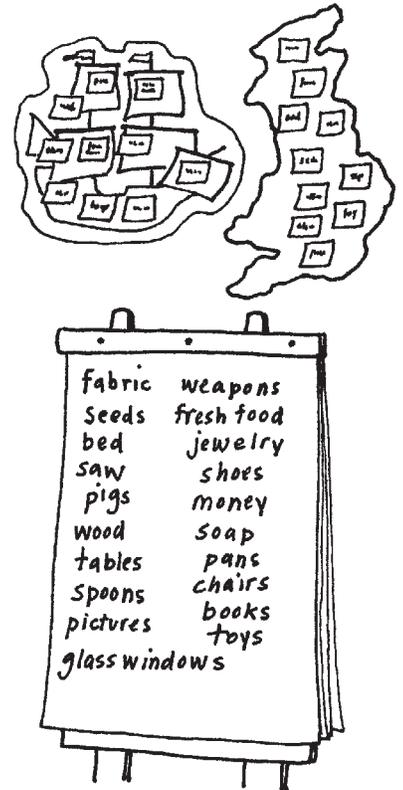
Tell children that space on the *Mayflower* was limited. Using the diagram in the book and other resources, have students draw and label the different compartments on an enlarged copy of the ship pattern (page 7). Ask them to explain how each area might have been used.

## ★ Meals on the *Mayflower* ★

When the Pilgrims weren't too seasick to eat, they usually ate hard, dry biscuits and salted meat. To sample similar fare, serve children unsalted crackers and beef jerky. (Be sure to check for food allergies first.) Later, have students research and list other foods the Pilgrims ate on the voyage.

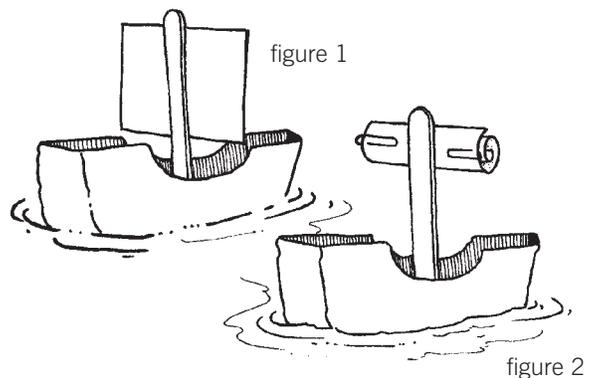
## Packing for the Pilgrims (Language Arts and Reasoning)

Because the Pilgrims were moving to an undeveloped land, they had to pack a variety of materials for building and living. But the *Mayflower* was such a small ship that they also had to be selective in their packing. Display a large, simple cutout of the *Mayflower* and another of England. Explain the Pilgrims' packing dilemma to students; then divide the class into groups. Give each group a stack of sticky notes in a designated color. Then have children imagine themselves as Pilgrims moving to a new land. Show them a list of 20 items the Pilgrims might have considered packing for their trip. Have them write each item on a separate sticky note. Then tell the groups that they can take only 12 items from the list. Ask group members to decide together on which items to pack. Have them attach the sticky notes for these items to the ship cutout, and the remaining sticky notes to the cutout of England. When finished, ask each group to explain its packing decisions. To extend, repeat the activity with a list of different items.



## Furl the Sails (Science)

When the storms began, the *Mayflower's* crew furled, or wrapped, the sails. Ask children to give reasons for the crew's actions. Then invite students to experiment with a model sailing ship to learn how wind and sails work together. To make the ship, shape a piece of heavy-duty foil into a *Mayflower*-shaped boat. Tape a 2- by 2 1/2-inch paper sail to one end of a craft stick. Then press a lump of play dough into the bottom of the boat and plant the mast in it (figure 1). Have children place the ship in a water table or sink filled with water, blow air against the sail, and observe what happens. Next, have them remove the ship, roll the sail from bottom to top, and secure it with paper clips (figure 2). Then have students return the ship to the water and once again blow air toward the sail. Ask children to compare what happens now with their first observations.



## Math on the *Mayflower* (Math and Social Studies)

Have your young “math pilgrims” embark on an exciting journey into the world of math with these activities:

☉ Tell students that the *Mayflower* was about 90 feet long. In the gym or on a long sidewalk, have them measure and mark a distance of 90 feet with yarn. Then ask students to count and compare the number of paces it takes them to walk that distance. To extend, have children lie on their backs head-to-toe along the line. (If you have a small class, you might ask volunteers from another class to help.) Then ask them to count off to find out how many students fit on the line.

☉ The ceiling of the “Tween Decks” was five feet high. Label a two-column chart “Yes” and “No.” Have children write their names on sticky notes and attach them to the chart to indicate whether or not they could stand upright under a five-foot ceiling. Afterward, measure each student’s height and record it on his or her sticky note. Did students predict correctly? Later, have students sequence their sticky notes according to the height recorded on them.

Can I stand tall under a 5 foot ceiling?			
YES		NO	
Marina 4ft. 1in.	Craig 4ft. 2in.	Mrs. Abcyta 5ft. 4in.	Ernie 5ft.
Joseph 4ft. 5in.			

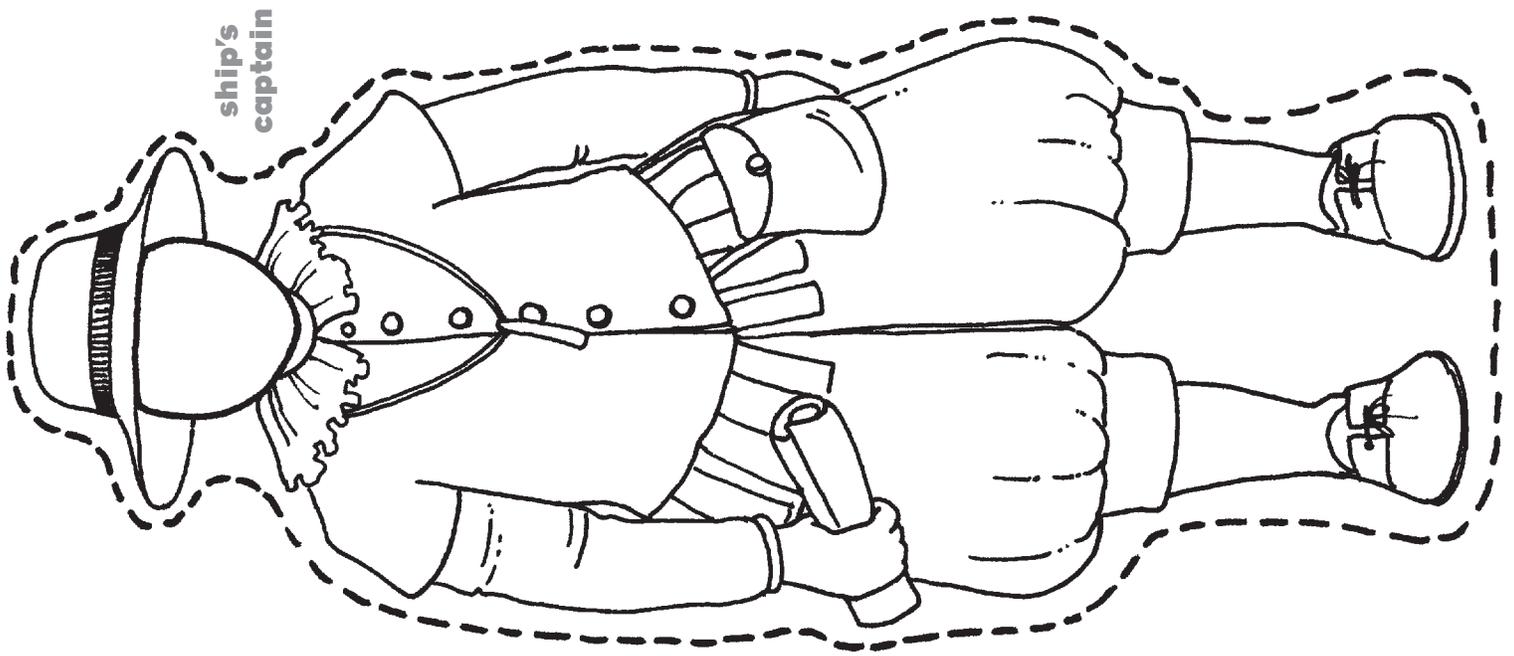
☉ The *Mayflower* left England on September 6, 1620, and reached America on November 11. On its return trip, the ship left America on April 5, 1621, and arrived in England on May 6, 1621. Have children use a calendar to count the days from the beginning of the voyage to its arrival in America. Have them also count the number of days the *Mayflower* remained in harbor, and how long its return voyage to England lasted. To extend, ask students to convert all their totals to weeks, and the weeks to months. Have children explain how they arrived at their answers.

☉ The *Mayflower* weighed 180 tons! Ask children to add or multiply to find out how many two-ton cars are needed to match the weight of the *Mayflower*. Can they convert the ship’s weight to pounds?

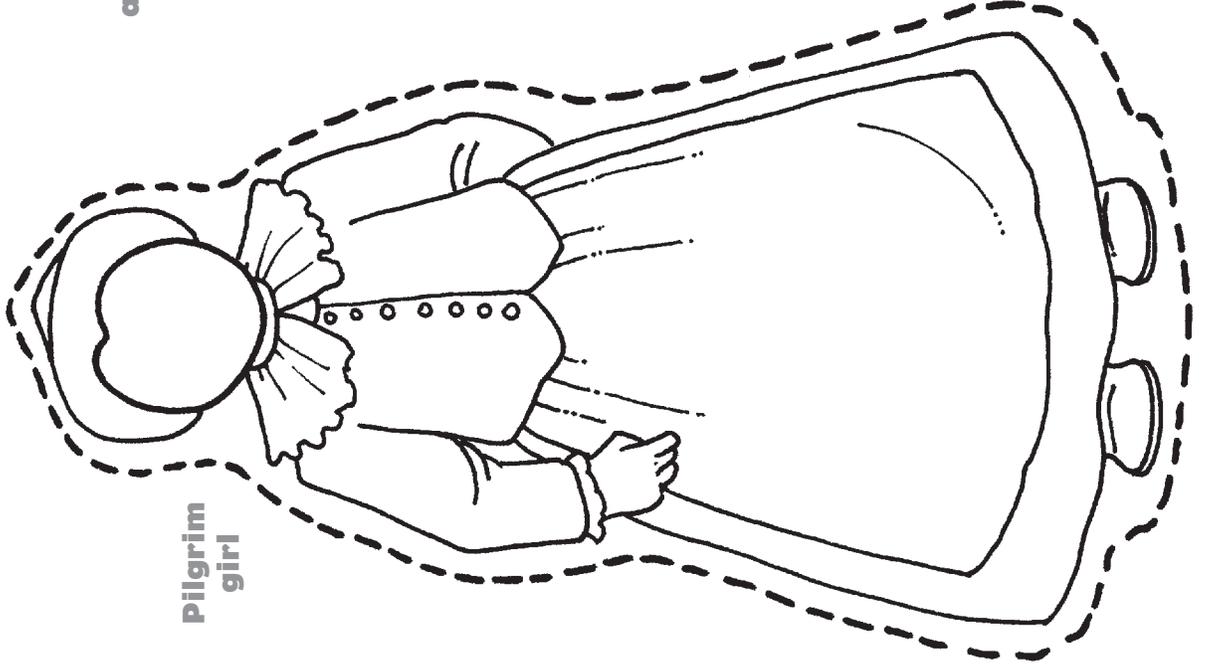
☉ After 66 days and 2,750 miles, the *Mayflower* finally reached America. Ask children to round the days to the nearest ten. Then have them use the rounded figure to compute the number of weeks the Pilgrims traveled. Finally, help them divide to find the estimated number of miles traveled in a week.



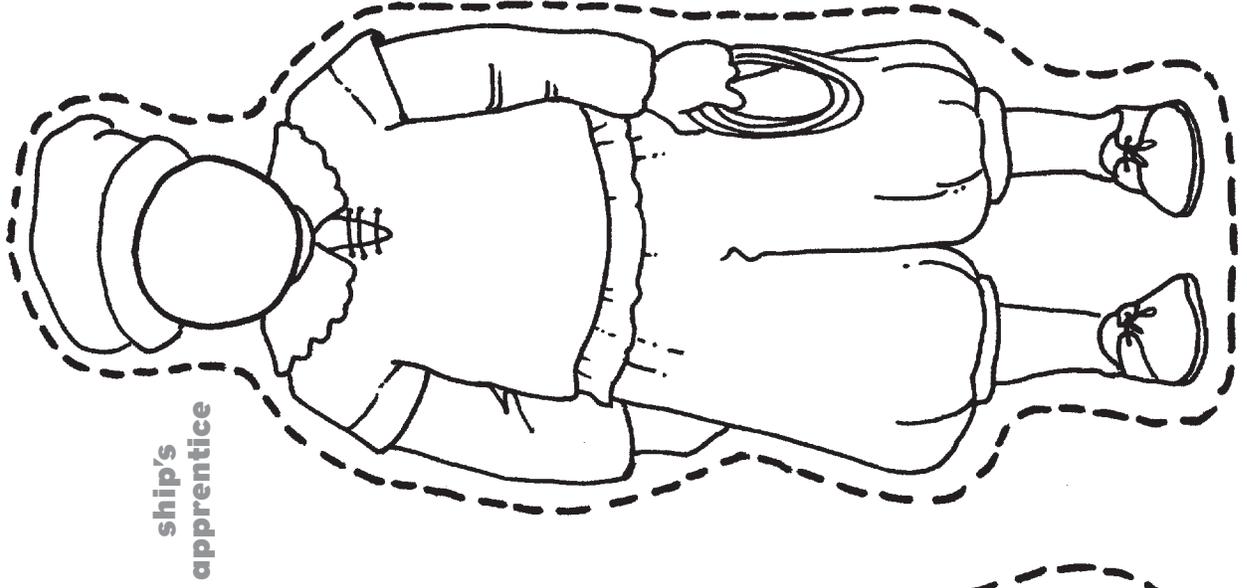
# Drama on the High Seas Puppets



ship's  
captain

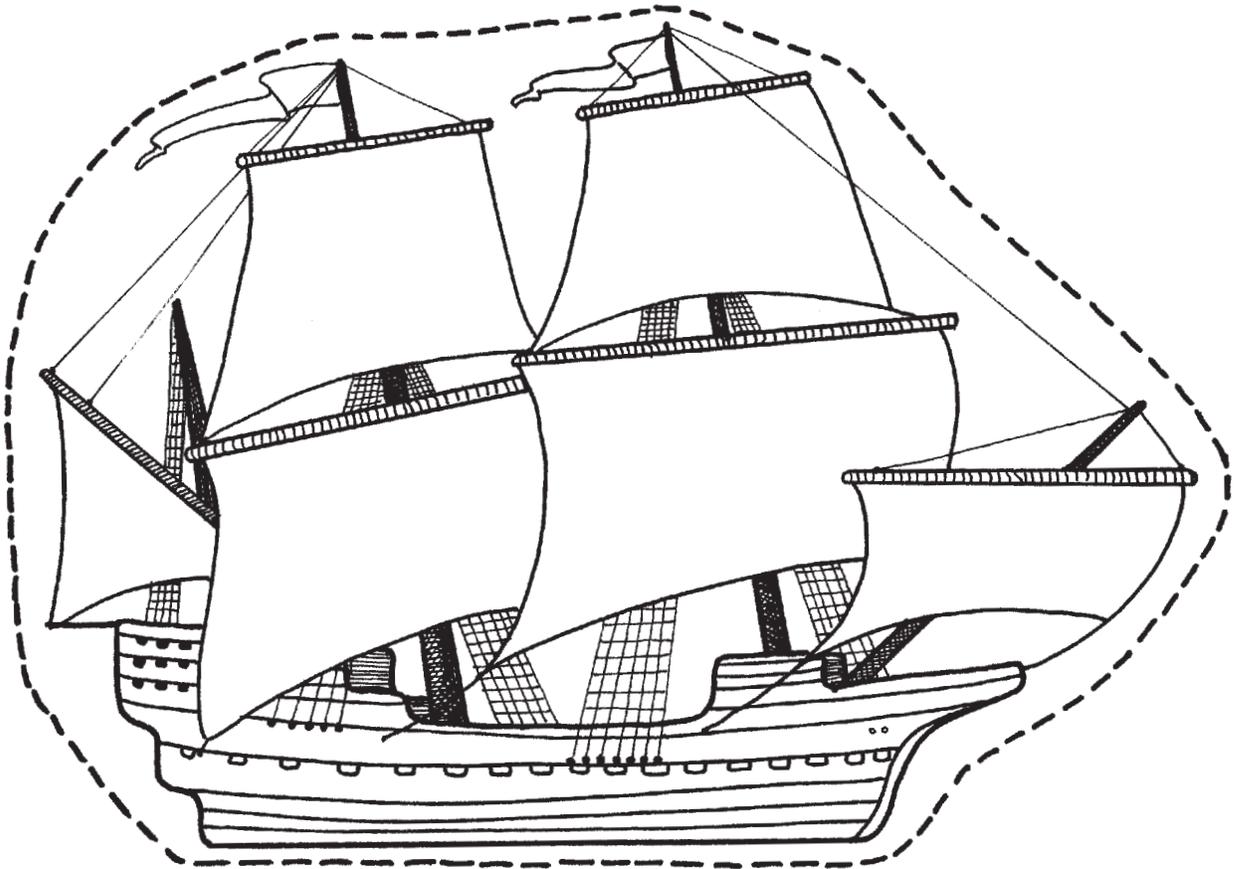
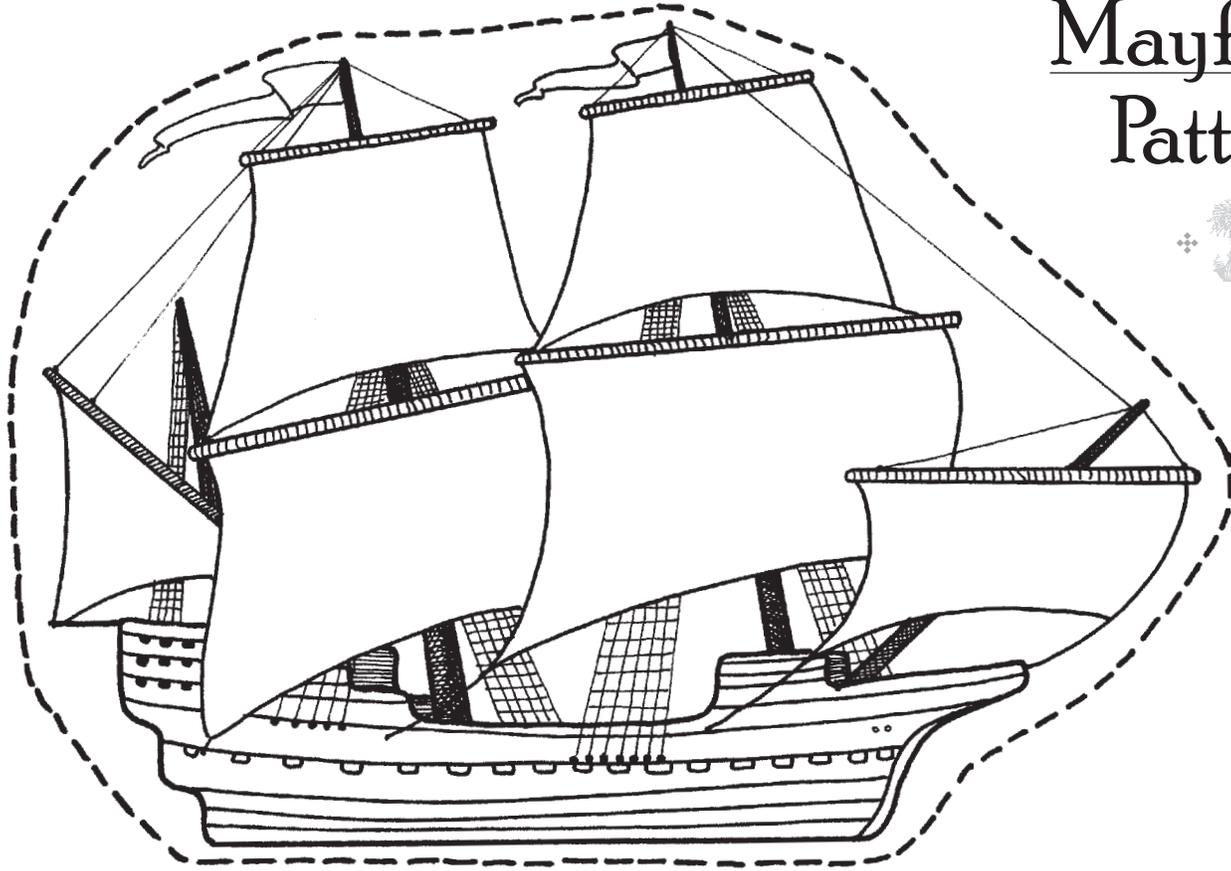


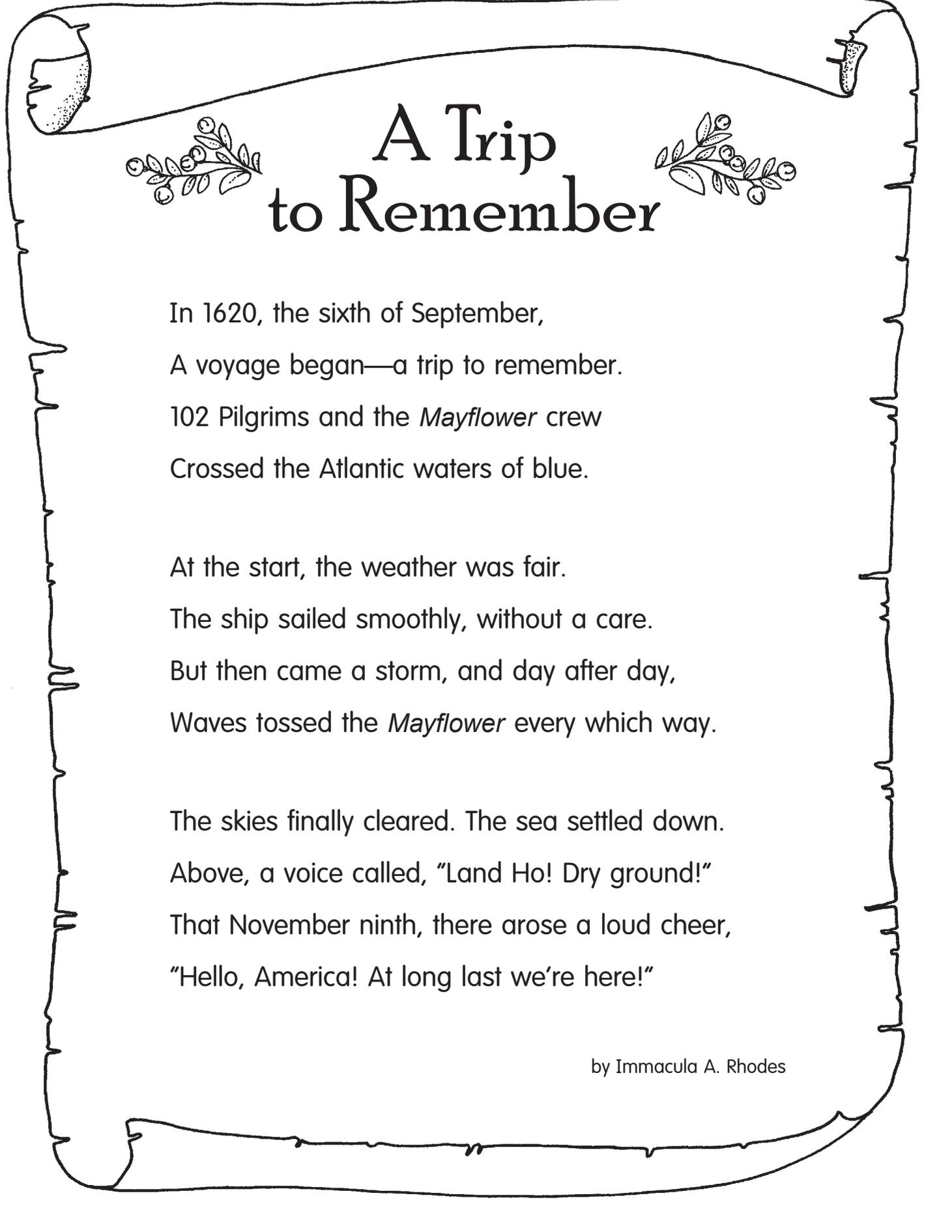
Pilgrim  
girl



ship's  
apprentice

# Mayflower Patterns





# A Trip to Remember

In 1620, the sixth of September,  
A voyage began—a trip to remember.  
102 Pilgrims and the *Mayflower* crew  
Crossed the Atlantic waters of blue.

At the start, the weather was fair.  
The ship sailed smoothly, without a care.  
But then came a storm, and day after day,  
Waves tossed the *Mayflower* every which way.

The skies finally cleared. The sea settled down.  
Above, a voice called, "Land Ho! Dry ground!"  
That November ninth, there arose a loud cheer,  
"Hello, America! At long last we're here!"

by Immacula A. Rhodes