

Lesson 8

Pilgrims Before the Crossing

Subject Area : Social Studies-Wants and Needs

Group/Grade: K-2

Time Frame: 2 (45 minute) class periods

Standards:

- I-Culture
- V-Individuals, Groups, and Institutions
- VII- Production, Distribution, and Consumption, 7b.

Objectives: The students will be able to distinguish between ‘wants’ and ‘needs’.

Materials:

- *The Pilgrims* by Bobbi Katz
- Pack Your Bags! Worksheets 1 and 2
- Writing paper
- Saltine crackers
- *The Big Book Magazine-Pilgrims* by Scholastics (excerpts from the book)
- *If You Sailed On the Mayflower in 1620* by Scholastics
- On the Mayflower by Kate Waters

Learner Factors:

- Students will begin the lesson in whole group then complete an individual activity. *interpersonal*
- Students will orally give reasons why the Pilgrims immigrated to North America. *interpersonal*
- Students will discuss the different reasons of the Separatists and the Strangers. *interpersonal*
- Students will distinguish between wants and needs. *logical*
- Students will practice mapping skills. *mathematical*
- Students will demonstrate usage of directional words. *Logical/interpersonal*

Motivational Activities:

Students will listen as the teacher reads *The Pilgrims*, a poem by Bobbi Katz.

Teacher will lead a discussion on early travel to the new world. Review the fact that people had to travel by boat because there were no airplanes or other means of traveling across the water. How long do you think it would take to get to America from England? Display the world map. Review map skills or introduce them. Introduce directional words (north, south, east, and west). Talk about who is coming (Pilgrims). Why do you think they are coming? What should they bring?

Lesson Development:

As a class, discuss some of the things the Pilgrims should bring on their journey. Remember there are no stores in the new land. There are no refrigerators, either. What are the things we need to survive? List them on the board under Needs. (Example: food water, clothing, seeds tools). What are some things we might want to bring, but are not necessary for survival? List these items on the board under Wants. Help students decide how to distinguish between wants and needs. Each student receives a copy of worksheet 1 and 2. Allow time to color and cut out the cards. Students should place their initials on the back of the cards and the inside of the trunk. Students will pack their trunks with things to bring on their journey. Read *If You Sailed On the Mayflower in 1620 through page 33* to the class. Review previous questions of who is coming, why, what should they bring. Give students an opportunity to revise their trunks, if necessary.

Closure:

Give students saltine crackers. Explain that it is similar to hard tack. It was one of the foods the Pilgrims ate while at sea. Display *Sailing to America* page from the big book. Have students answer the questions about the people on the ship. Writer's response to the journey.

Link:

Discuss what the Pilgrims are going to find in the new world. Review Verrazano's description. Ask students to write a response in their journals to what they think life will be like in the new world. Have students come together whole class to discuss what they wrote. Their answers (based on previous knowledge) could be the beginning of the KWL chart used in the next lesson.

Student Assessment:

Contents of the trunks can be used to assess students understanding of wants and needs. Miniature trunks and contents will be displayed in Museum/Discovery Center and included in student portfolios

Self Assessment:

Teacher Journal

