

Fly on the Wall Series: *Mayflower*

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Discussion Questions

Correlated to English Language Arts, Mathematics, Social Studies, and Science/Technology Standards for Grade 2, Using Critical Thinking Questions

2nd Grade Language Arts

Explain why the Pilgrims wanted to journey to the New World. (ELA-Literacy.RI.2.1)

Determine the meaning of words and phrases in the story. (ELA-Literacy.RI.2.4)

Explain how the specific images of the great iron screw and diagram of the *Mayflower* contribute to and clarify the story. (ELA-Literacy.RI.2.7)

Compare and contrast the most important points presented by two different texts about the *Mayflower*. (ELA-Literacy.RI.2.9)

Describe how the Pilgrims responded to major events and challenges. (ELA-Literacy.RL.2.3)

Describe the overall structure of the *Mayflower* story, including how the beginning introduces the story and the ending concludes the action. (ELA-Literacy.RL.2.5)

Use information gained from the illustrations and words to **demonstrate** understanding of its characters, setting, and plot. (ELA-Literacy.RL.2.7)

Invent a new game with a peer for the Pilgrim children to play while traveling on the *Mayflower*.

Write an opinion piece saying why you would or would not have enjoyed being one of the Pilgrims coming over to the New World on the *Mayflower*. Give reasons that support your opinion, use linking words (because, and, also) to connect your opinion and reasons, and give a concluding statement. (ELA-Literacy.W.2.1)

With guidance and support from adults and peers, strengthen your writing by **revising** and **editing**. (ELA-Literacy.W.2.5)

2nd Grade Mathematics

Addition – two digits

There were 41 Pilgrims, 61 “strangers,” and 30 sailors aboard the *Mayflower*. How many people were on the *Mayflower* in all?

Repeated addition by 2’s

The *Mayflower* traveled 2 nautical miles per hour. How far had it traveled after 12 hours?

Subtraction – two digits

There were 61 strangers and 41 Pilgrims traveling on the *Mayflower*. How many more strangers were there than Pilgrims?

Rounding

Round the total number of people on the *Mayflower* to the nearest 100.

Months of the Year

The *Mayflower* landed in the month of November. What month comes right before November?

Right after November?

Measurement

Which is a better unit of measurement for the length of the *Mayflower*? Mile, feet, inches?

Estimating

Estimate how many days were stormy if, during half of the journey, everyone was seasick.

2nd Grade Social Studies

Mapping

Using the journal dates, **map** the events of the 66-day voyage on the *Mayflower*, using a timeline with a peer.

(Map your own free timeline at ourtimelines.com – a great resource.)

Analyze and draw conclusions from the timeline of the *Mayflower*.

Mapping Elements

Use a globe and world map to **locate** Holland, England, and Cape Cod and Plymouth, Massachusetts.

Locate the map title, scale, symbols, legends, and compass rose.

With a peer, **construct a map** of the playground that has a title, scale, symbols, legends, and a compass rose.

Compare and contrast the world map of 1620 to a current map.

Characteristics

Compare/contrast the human characteristics of the Pilgrims in their communities while back in Holland, England, and on the *Mayflower*.

Compare/contrast the attitudes of the Pilgrims towards the “strangers” on board the *Mayflower*, from the first day to the last day of their journey.

Compare/contrast the attitudes of the sailors towards the passengers, from the beginning of the journey to the last day.

2nd Grade Science/Technology

Gather different materials to **determine** which ones have the properties needed to make a boat float like the *Mayflower*.

Examples of materials the children might bring in are: paper, plastic, rock, net, coin, toothpick, wood chip, etc. Get a fish tank (empty of fish) and fill with a few inches of water. **Make predictions** why an object might or might not float. **Test each object** brought into the classroom. **Draw conclusions** for each object concerning why it did or did not float.

Use the same objects, but this time change one variable; place your hand in the water and create waves by swishing back and forth. Did the waves affect the objects?

Change another variable by using a small fan or blowing on the different objects. Did wind affect the objects?

Do **research on the Internet** to find different shapes of ships. After observing the ships, **share** why the shapes are similar/different and what they all have in common. Let the students draw their own ship designs and share with the class.



The Pilgrims had problems bringing plants over to the New World. Because of all the movement on the top deck, plants might have been kept on the dark tween deck where the passengers all slept. There was also a lack of water. To see if plants depend on water and light to grow, make up an experiment where you plant seeds in four different pots and:

1. Cover with a paper bag, without watering.
2. Cover with a paper bag, and water daily.
3. Don't cover with a paper bag, without watering.
4. Don't cover with a paper bag, and water daily.

Children should **make daily observations** and write in their science journals what they observed. **Draw conclusions** on what plants need in order to grow.