

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 3, Using Critical Thinking Questions

3rd Grade Language Arts

Explain why the Pilgrims wanted to journey to the New World, referring back to the story for your answers. (ELA-Literacy.RI.3.1)

What is the main idea of the story? **Locate** main details in the story and **explain** how they support the main idea. (ELA-Literacy.RI.3.2)

Determine the meaning of words and phrases in the story. (ELA-Literacy.RI.3.4)

Use information from text features (illustrations, maps, diagrams, sidebars) to **demonstrate** that you understand the story. **Explain** how the images of the great iron screw and diagram of the *Mayflower* helped you understand the story better. (ELA-Literacy.RI.3.7)

Compare and contrast the most important points and key details in two stories about the *Mayflower*. (ELA-Literacy.RI.3.9)

Describe characters in the story (traits, motivations, or feelings) and **explain** how their actions contribute to the sequence of events. (ELA-Literacy.RL.3.3)

Explain how the story's illustrations helped to create mood and emphasize characters or setting. (ELA-Literacy.RL.3.7)

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.3.1)

With guidance and support from adults and peers, strengthen your writing by **revising** and **editing**. (ELA-Literacy.W.3.5)

3rd Grade Mathematics

Addition

There were 41 Pilgrims, 61 “strangers,” 30 sailors, 2 dogs, and 1 cat on the *Mayflower*. How many people were there in all?

Subtraction – two digits

How many more strangers were there than Pilgrims?

Multiplication – two digits

If the *Mayflower* traveled 2 nautical miles each hour, how far did it travel in 12 hours?

Division

Divide the total number of passengers by the number of dogs.

Mixed Operations – Addition, subtraction, multiplication

How many more passengers than sailors were there on the *Mayflower*?

Geometry – Perimeter

If the width of the *Mayflower* was 12 feet and the length was 90 feet, what is the perimeter?

Is this called the reflection, circumference, or translation of the *Mayflower*?

Estimation and Rounding

Round to the nearest hundred, the total number of passengers and sailors.

Round to the nearest ten, the total number of passengers and animals.

3rd 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

Recognize and use a map key.

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

Compare and **contrast** a map of the 1600s with a current map.

Use cardinal directions to **locate** a place on a map. With a peer, magnetize one end of a needle and place it carefully in a dish of water. **Locate** the cardinal directions. Why was a compass so important to the Pilgrims?

Why was knowing latitude and longitude important to the Pilgrims? **Locate** your position on a map by using latitude and longitude.

Historical Passage

After reading about the *Mayflower*, **discuss** which details are facts according to history. Which facts could not have happened?

Individuals, Groups, and Interactions

After **observing** the illustrations in *Mayflower*, determine which objects are needs and which objects are wants.

After **observing** the illustrations in *Mayflower*, when were there times of conflict and times of cooperation? How did cooperating with each other change during the voyage?

3rd Grade Science/Technology

Compare the relative speed of the *Mayflower* going to the New World (66 days) and returning to England (31 days). Since the distance traveled going each direction was the same, why do you suppose there was such a difference in days?

Remember the *Mayflower* traveled at 2 nautical miles per hour going, but at 4 nautical miles per hour returning. **Infer** why there was such a difference in speed.



After you review what plants need in order to grow, why weren't the Pilgrims able to transport any plants on the *Mayflower* over to the New World? Because of the lack of space on the main deck, plants might have been kept on the dark tween deck where the passengers all slept. Remember there was also a lack of water. To see if plants depend on water and light to grow, plan an experiment where you plant the same kind of 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.

Students should **make daily observations** by writing and illustrating in their science journals what they observed. **Draw conclusions** on what plants need in order to grow.

Explain how environmental conditions determine how well plants grow and survive.



Using the Internet, **research** the climate conditions in England during the months of August, September, October, and November. Record your findings on a table or graph. Do the same for the northeastern part of the United States. **Analyze** and **interpret** your findings. Make **predictions** about what kind of weather conditions were present when the *Mayflower* started her voyage in 1620. Why did the journey not start until September, instead of July? **Infer** why the ship's master was afraid to leave in September.



Review the properties of magnetism. Use magnets to make an object move without being touched. **Explain** how the poles of magnets affect each other. Do they attract or repel? **Construct** your own compass using a needle, a shallow dish, water, and a piece of lodestone. Rub one end of the needle with the lodestone. Carefully place the needle into the dish of water. Notice how it swings towards the north. **Infer** why the needle points to the north.

While passing a large body of land, a small magnet on a ship might point to the land instead of north. **Infer** why this might happen. Explain your answer in your science journal.

Sailing ships in the 1600s–1800s used the compass, traverse board, and a chip log to determine where they were located. What do we use today to find our position? (GPS)