

## The Mayflower at Cape Cod

by Rebecca Locklear

I felt honored to be asked to write this unit study.

The historian who approached me felt there was a need to explore the latest information regarding the First Encounter between Pilgrims and Native Indians in 1620. He also wanted material for upper-level students.

Because I was born a mile from First Encounter Beach on Cape Cod and am a Mayflower and Wampanoag descendant, it was obvious this was what I was supposed to do! I wrote this unit in five weeks. Ideas just exploded in my head! It was a great learning experience.

### INTRODUCTION

On November 21, 1620, the *Mayflower* anchored off Cape Cod and remained there for five weeks. During that time, how did the Pilgrims find food and search for a settlement site? In what ways did Native Indians act and respond? This part of the Pilgrim survival story, which happened before they settled at Plymouth, is explored in this 7-lesson unit.

Through stories and a variety of activities and research areas, students not only examine history, but connect it to issues today.

Interest areas include community, cross-cultural communication, environmental concerns, epidemics, freedom, immigration, judgment, language, marine mammals, materialism, migration, religion, self-sufficiency, slavery, societal conventions, tribal issues, and wilderness survival.

Enjoy the search for answers and become immersed in *The Mayflower at Cape Cod*.





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### Purpose

The purpose is to present a balanced view of the Cape Cod *Mayflower* story using first-person records, current dependable sources, and interviews with historians, history teachers, and Native Indians; and then to relate what happened to issues and ideas relevant today.

**Cross-Cultural Travel and  
Communication Tips for USA  
Students** by Julie Reimer were  
written for *The Mayflower at Cape  
Cod*

# Lesson 1

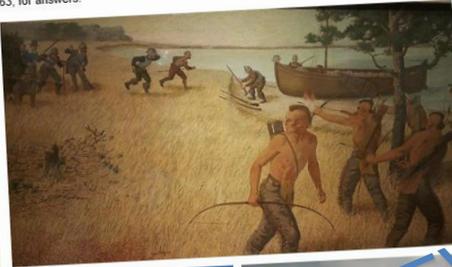
## The First Encounter between Pilgrims and Native Indians

Objectives: To recognize that history is told by the side of the victor and to be aware of both sides; to understand that fact and fiction can be interchangeable; to appreciate the power of words; to look at experience from another's perspective.

### ACTIVITIES for LESSON 1

**Book Art**  
 Directions: Divide students into groups. Using the computer or drawing by hand, have them create a storyboard of the First Encounter event. Display.

**First Encounter Painting Study**  
 Directions: In groups, have students study the photo below of a painting of the First Encounter that hangs in the Plymouth Museum in Provincetown, MA. Have them find and explain errors about the scene. Here, the view is to the south. See Appendix C, p. 63, for answers.



#### Memorial Art

Memorials are important to our culture. How have views changed with regard to the First Encounter?

- The 1920 First Encounter plaque begins, "On this spot, hostile Indians had their first encounter..."
- In 2001, a new plaque begins like this: "Near this site, the Nauset tribe of the Wampanoag nation seeking to protect themselves and their culture had their First Encounter..."

Directions: Using the computer or other hands-on materials, design a plaque that reflects what you feel is important for others to understand about the First Encounter event.

**"Natural Light" Day:** The Pilgrims and Native Indians lived in a much darker world than we do today and needed light after the sun went down.  
 Directions: Either chose one Saturday in January or celebrate Candlemas Day on February 2, and spend the entire day at home without electric lights. Use only candles, flashlights, or camping lanterns. (Be sure to tape down light switches and turn off cell phones and computers.) Write a reflection.

#### Seeing Art

Materials: Computer, CD-ROM, buttons and other items, and a variety of pictures of animals, weather, and Cape Cod land forms.  
 Directions: Use a computer-generated images, or 3-D articles, create a collage expressing what a Pilgrim sees from the Mayflower after it anchors, taking into account fear of the land, animals, climate, and Native Indians. Or, express what a Native Indian sees and feels as he emerges from his hut or *wigwag* and views a white man's ship.

**Winner and Loser Discussion**  
 Many people forget that history is told from the viewpoint of the victor. There's not much published by the conquered in comparison. Countries also want their history to look good. For example, an American high school student, attending high school in

### RESEARCH TOPICS for LESSON 1

- Combat:** Investigate why Native Indians attacked the Pilgrims at the First Encounter with bows and arrows instead of engaging in hand-to-hand combat. What were their tactics in this situation and in general?
- Leiden:** Study the time of the Separatists in Leiden. Read pp. 82-86 from the book, *They Came for Freedom* by Jay Miller.
- Shallop:** This was a common small boat in the 1600s. It could be taken apart and stored below deck on larger vessels, such as with the *Mayflower*. It was used as the primary mode of transportation for two years after the Plymouth settlement. Today, the *Elizabeth Tilley* (right) is a replica of a 1600s shallop. When was it built? Who built it? How is it used today?
- Ships and Flowers:** Why did the British name ships after flowers? Both the *Mayflower* and *Seaflower* are flower names. When did the British name other ships after flowers?
- Space on the *Mayflower*:** When the men were scouting the area of Cape Cod, the rest of the passengers and crew were on the ship. Investigate how much room the passengers had. The ceiling between decks would have been five feet high with the gear lowering it to four feet. View this cutaway drawing: <http://www.maritimehistory.org.uk/museum/mayflower.html> On a volleyball court, in a gym, or other space, mark off the space allotted for ten people. Imagine what it would be like to stay there for a day...or even months.
- Wampanoag:** In the early 1600s, there were six distinct and independent tribes or "nations" living in present-day southern New England. It appears there was significant networking and commonalities between most of them, but a fair share of mistrust, jealousy and shifting alliances as well. (Burke, FC). In 1615, it's estimated that there were 12,000-25,000 people in the Wampanoag confederation. How many tribes made up the Wampanoag? What territory did they occupy? Who were the main leaders?
- Weapons:** 1) Examine English light armor, muskets, or swords of the 1600s. 2) How were Native bows and arrows made in



# Lesson 3

## The *Mayflower* Landing on Cape Cod

Objectives: To recognize the role of King James I in part of the *Mayflower* story; to justify the *Mayflower's* new landing location and subsequent contract; to analyze the survival situation and identify trees; to recognize the issues of hunger, courage, and isolation as well as needs versus wants; to make decisions about wilderness survival items



### Native Words and Rhythm Activities

## Lesson 5 Native Indians

Objectives: To recognize aspects of Native culture and trade; to connect with their symbols; to be aware of the 1616-1619 plague; to understand the importance of language and learn Native words; to support locally grown, seasonal foods, and identify and cook with foods common to Native people in the 1600s; to find ways to create community; to appreciate and create wise sayings.



**Cooking with Seafood and Cranberries**  
 Quahogs (KO-hogs) are hard-shelled clams found on Cape Cod. They are known for the purple color inside part of the shell. Making "stuffed quahogs" is traditional. Bread stuffing with spices is combined with chopped clams and then cooked in the shells, which serve as a small dish. The shells are also tough enough so that with the stuffing mixture, it's possible to create stuffing with other seafood, not just clams, as in the recipe below. Another food native to Cape Cod is cranberries. Try the muffin recipe.

Seafood **Stuffed** in Shells  
 Rebecca Locklear

Preheat oven to 350°F.  
 1) Melt 3 Tbs. butter in a skillet over medium heat. Add ¼ cup each, diced onions and celery. Sauté 7 minutes. Add ¼ cup clam juice and ¼ tsp

# REVIEWS

“I really enjoyed the in-depth study of *The Mayflower at Cape Cod* and how it looks at both “sides” and not just the “winners” side. It is a very unbiased, research-backed unit study.”  
*Crystal S., Educator*

“For each lesson there is some reading, activities, and research topics. Don’t be fooled though! There is a total of 70 activities and 80 research topics!

I liked that the lessons were short and contained pictures. The lessons served as a great jumping off point. It was just enough information for a small unit study, but included enough activities and research project ideas to span an entire semester. I appreciate the flexibility of it in that way.

One thing I appreciated about this curriculum is that it makes discussion natural and relevant. It really helps teens to think beyond themselves. This is something I can see us pulling out again and again over the years.”

*Natasha B. Homeschool Educator*



“I really like this study! It is very well-written and the stories are engaging and interesting! There was a nice selection [of activities] to choose from. There were activities for my art-loving daughter, my talkative, creative thinking son, and my quiet and thoughtful son. I was also impressed with the list of research topics. There was such a variety and they were all thought-provoking and interesting.”

*Megan R., Homeschool Educator*

**“This book is a gold mine.”**

*David Hess, Governor, Nevada Society of Mayflower Descendants*



*J.Coffin Photography*



This postcard shows where First Encounter Beach is located on Cape Cod and where the Pilgrims anchored their shallop. Low tide is LOW.

My hope is that ideas in this book will inspire students to find new interests or passions that will lead to positive changes in this world.

-Rebecca Locklear, [www.rebeccalocklear.com](http://www.rebeccalocklear.com)

### Other resources by Rebecca Locklear with a maritime emphasis:

Exploring the U.S. Life-Saving Service 1878-1915  
17 Student Workshops with 120 Activities

“Found at Sea”

True 1862 story as a drama skit, Pacific Ocean



Rebecca Locklear rings the bell on the *Kalmar Nyckel*, built in about 1625. (re-created)