

Pilgrims, the Mayflower Compact, and Thanksgiving

by Tim Bailey

UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ resources, designed to align to the Common Core State Standards. These units were developed to enable students to understand, summarize, and evaluate original materials of historical significance. Through a step-by-step process, students will acquire the skills to analyze, assess, and develop knowledgeable and well-reasoned viewpoints on primary and secondary sources.

Over the course of three lessons the students will analyze sources about the voyage of the Pilgrims to America aboard the *Mayflower*, the writing of the Mayflower Compact, and the origin of Thanksgiving. These documents include a secondary source about the journey of the *Mayflower* as well as two primary sources: The Mayflower Compact (1620) and a letter by a colonist, Edward Winslow (1621). Students will closely analyze these sources and use textual evidence to draw their conclusions and present their understanding textually and visually as directed in each lesson.

UNIT OBJECTIVES

Students will be able to

- Read a secondary source description of the voyage of the *Mayflower*
- Demonstrate an understanding of the voyage by citing events and creating linked illustration panels
- Present an oral explanation of their panels
- Explain, analyze, and summarize the content and purpose of the Mayflower Compact
- Read and conduct a close analysis of a letter written by one of the *Mayflower* colonists

ESSENTIAL QUESTIONS

You can use these essential questions to stimulate discussion throughout the unit:

- What conditions encouraged the Pilgrims to leave Europe?
- What challenges did the Pilgrims face during their voyage on the *Mayflower*?
- Why is the Mayflower Compact considered the first American government?
- How did Edward Winslow describe relations between the colonists and Native Americans?
- Why is Winslow's letter considered a description of "The First Thanksgiving"?
- How does Winslow's description of the 1621 event fit with our traditional telling of the story of the First Thanksgiving?

NUMBER OF CLASS PERIODS: 3

GRADE LEVELS: 3–6

COMMON CORE STATE STANDARDS

CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.SL.5.1.D: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussions.

LESSON 1

OVERVIEW

Students will understand the reasons for the Pilgrims' emigration to America and the difficulties they encountered and overcame during the journey. They will demonstrate their understanding by drawing a series of illustrations that depict events and using a direct quote from the source material as a caption. This caption will serve as direct evidence that the student is accurately interpreting the text. The students will then explain their drawings in a short oral presentation to the class. You may allow students to substitute a computer-based drawing or other graphic alternative to a hand-drawn illustration.

HISTORICAL BACKGROUND

The journey of the Pilgrims to America in the fall of 1620 was the culmination of a series of events that had begun decades before, when King Henry VIII abandoned the Roman Catholic Church and established the Church of England. During his reign and the reign of his daughter, Queen Elizabeth I, it became illegal to practice any religion other than that of the Church of England. A group known as "Separatists" demanded that they be allowed to practice religion as they chose. This was not tolerated by the English government and the group found it necessary to leave the country. They relocated to Holland and, although they could practice their religion, life was difficult. They stayed in the Netherlands for more than a decade, but with a Dutch-Spanish war looming and a fear that their children were losing their family traditions, the Separatists decided to make a pilgrimage to North America.

MATERIALS

- Coming to America on the *Mayflower*
- Graphic Organizer: Telling the Story in Six Parts
- Drawing supplies

PROCEDURE

1. Pass out "Coming to America on the *Mayflower*."
2. "Share read" this secondary source with the students. This is done by having the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading while you continue to read along with the students, still serving as the model for the class. This technique will support struggling readers as well as English language learners (ELL).
3. The students will now decide which six events in the story were the most important and underline those on their copy of the text.
4. Pass out the Graphic Organizer and drawing supplies.

5. Students will draw a picture of an important event in the story and below the illustration they will quote a phrase from “Coming to America on the *Mayflower*” and use that quote as their caption. For instance, a student may draw a picture of a ship in a storm and write “Storms began pounding on the little ship” as the caption.
6. The students complete the six illustration panels and select quotations from each of their chosen important events to serve as captions.
7. The students now make presentations to the class using their illustrations and quotations/captions to summarize the story.

LESSON 2

OVERVIEW

Students will understand the importance of the Mayflower Compact and be able to summarize the text by doing a close analysis of this primary source. This will be done by “chunking” the text and asking very precise questions to help students understand the 17th-century language and the purpose of the document. This understanding will be demonstrated through class discussion and completion of a worksheet.

HISTORICAL BACKGROUND

After arriving on the east coast of North America, far north of the intended location for their settlement in the Hudson valley, the Pilgrims found themselves facing a number of challenges. One of those challenges was the creation of an organized form of government. The Pilgrims had assumed that upon reaching the land set aside for them by the Virginia Company they would be under the governance of England and the king, although they would be free to practice their religious beliefs. They had negotiated a trade agreement with the Virginia Company and had reached an amicable arrangement with King James. Yet the Pilgrims found themselves outside the jurisdiction of either the Virginia Company or the king, and they knew that without some kind of government, their colony would devolve into chaos. William Bradford wrote that he was already seeing signs of factionalism in the group. The Mayflower Compact represents the establishment of that new government. The Mayflower Compact was signed on November 11, 1620, by 41 of the adult men of the new settlement. This agreement established majority rule as the foundation for their new society.

MATERIALS

- Teacher’s Resource: The Mayflower Compact (complete text). Source: *Mourt’s Relation or Journal of the Plantation at Plymouth with an Introduction and Notes by Henry Martyn Dexter* (Boston: John Kimball Wiggin, 1865), 6–7. This is a reprint of the original *Mourt’s Relation*, published in 1622 in London. The text in the transcript provided here has been modernized. The complete text has been provided for reference.
- Document Analysis: The Mayflower Compact (excerpts)
- Overhead projector or other display device

PROCEDURE

1. Pass out the Document Analysis: The Mayflower Compact worksheet.
2. It is helpful to project an image of the worksheet so that the entire class can see it and follow along on their own personal copy.
3. Share read the text with the class as described in Lesson 1.
4. You will guide the class for this group activity. Address one question at a time and help the students reason out the best answer. This activity is designed to develop critical-thinking skills and effective

strategies when facing difficult texts. Punctuation and spelling in this text have been modernized and a small amount was edited out for the worksheet.

5. Show the students how to use the answers to the questions to construct a summary. For example, "The loyal subjects of King James have gone on a voyage for the glory of God and to start a colony in Virginia. They will combine themselves into a government so they can have order and preserve what they set out to do. They will make laws and select officials from time to time that are good for the colony and promise to obey them. Signed November 11, 1620."
6. Use the information in the Historical Background to discuss with the students why the Pilgrims wrote the Mayflower Compact.

LESSON 3

OVERVIEW

Students will understand the actual events and circumstances surrounding what has come to be known as the “First Thanksgiving.” This understanding will be demonstrated through class discussion and completion of a worksheet. Students will do a close textual analysis of the letter written by colonist Edward Winslow on December 11, 1621. Edward Winslow crossed the Atlantic on the *Mayflower*, survived the first terrible winter, and served as one of the leaders of the colony.

HISTORICAL BACKGROUND

The Pilgrims’ settlement in Plymouth very nearly ceased to exist only a few months after it began. Of the 102 Pilgrims that reached America in the late fall of 1620 less than one-half lived to see the spring. Several factors led to this calamity. Many of the colonists were very weak and sick from the Atlantic crossing, and therefore fewer people were available to build shelters and forage for food. The supplies aboard the *Mayflower* had nearly run out. In addition, since they had arrived so late in the season, there was not enough time to plant and harvest any crops. During the winter of 1620–1621 both starvation and disease devastated the new colony. Fortunately for the Pilgrims they established a friendly relationship with an English-speaking Native American named Squanto. Squanto had escaped slavery and returned to this area to find that his people had died of disease while he had been held captive. Squanto introduced the Pilgrims to Massasoit, chief of the Pokanoket, and other leaders of the various tribes of the Wampanoag people who had lived near the Plymouth settlement for centuries before the Pilgrims had arrived.

MATERIALS

- Teacher’s Resource: Letter from Edward Winslow to a friend, December 11, 1621. Source: “Relation or Journal of the Beginning and Proceedings of the English Plantation Settled at Plimoth in New England, by Certain English Adventurers, Both Merchants and Others, 1622,” in the *Collections of the Massachusetts Historical Society*, 2nd series (Boston: W. L. Lewis, 1832), 62–63. Available on Google Books at <http://books.google.com/books?id=s5FIAAAAYAAJ&dq>. Text has been modernized for this lesson plan.
- Letter by Edward Winslow, December 11, 1621 (excerpts)
- Document Analysis: Letter by Edward Winslow

PROCEDURE

1. You may choose to have the students do the lessons individually, as partners, or in small groups.
2. Pass out the letter by Edward Winslow, December 11, 1621 (excerpts).
3. Share read the text as described in Lesson 1.

4. Pass out the “Document Analysis: Letter by Edward Winslow” worksheet and answer the Critical-Thinking Questions. Emphasize that the students must support their answers with text from the document.
5. Students can brainstorm as partners or small groups but must fill in their own organizer to complete the assignment. Circulate through the room to check for understanding with the groups. The vocabulary in some instances is going to be unfamiliar, but let the students struggle with it and reason out what it may be through context. If they are truly stuck or context clues are insufficient, then provide a simple definition.
6. Class discussion: Have groups or individual students share their answers to the critical-thinking questions. Compare those with the responses from other groups. Use the information in the Historical Background to discuss the “First Thanksgiving” with the class.

Coming to America on the *Mayflower*

In the early 1600s a group of English men and women called *Separatists* were living in Holland. They had moved there because in England they did not have religious freedom. In England they were forced to belong to the Church of England. They did not believe in the Church of England, so they decided to *separate* from that church and go to Holland where they could worship God as they chose. But after living in Holland for a while these people began to think that their children were losing their family traditions and becoming too much like the Dutch. They decided that they needed to move again. This time they would go somewhere where they could raise their children as they chose and no one could tell them what religion they had to follow. They chose to sail to the New World—America.

These people, who we now call Pilgrims, hired two ships to take them to America. The two ships were the *Mayflower* and the *Speedwell*. The Pilgrims made an agreement with the Virginia Company to build a settlement in Virginia and begin a new life in America. After loading the two ships with food, water, and other supplies the Pilgrims set sail for America in August of 1620. Almost immediately the *Speedwell* began leaking. The Pilgrims had to turn around and sail back to England to fix the leaking ship. Over two weeks passed before the *Speedwell* was ready. On August 21, 1620, the Pilgrims set off again for America. But soon water was again leaking into the *Speedwell*. After sailing nearly 300 miles toward America they had to turn back again. This time the Pilgrims decided to leave the *Speedwell* in England and sail to America with just one ship, the *Mayflower*.

Of course, putting all of the supplies and all of the people from two ships onto one ship made the *Mayflower* very crowded. There were now about 130 people on the small ship, 102 of them Pilgrims. On September 6, 1620, the *Mayflower* set sail once again for America. Unfortunately, because of the delay, the *Mayflower* was going to cross the Atlantic Ocean during the dangerous stormy season.

The first few weeks of the voyage went fairly well. The only real problem was seasickness among many of the Pilgrims, who were so sick they could hardly move. It was cold, wet, and very uncomfortable aboard the ship.

Then violent storms began pounding on the little ship. One man was washed overboard during a storm and was only saved by grabbing a rope and being pulled back onboard. The *Mayflower* began to take on water and a wooden beam cracked. The ship's crew quickly began to plug the cracks in the *Mayflower* and repair the broken beam. The storms pushed the ship farther and farther north. After the storms had finally ended the Pilgrims and the crew of the *Mayflower* found themselves hundreds of miles north of where they were supposed to be. But there was some good news as well. A baby was born to Elizabeth Hopkins during the voyage. She named him Oceanus. On November 11, 1620, the *Mayflower* stopped at Cape Cod. It had been 66 days since they left England.

The Pilgrims decided to build their settlement not far from Cape Cod in a place they named Plymouth. The *Mayflower* stayed in Plymouth through the winter as the Pilgrims built their houses, and the ship finally returned to England on April 5, 1621.

NAME _____ DATE _____

Graphic Organizer: Telling the Story in Six Parts

1)	
2)	
3)	

NAME _____ DATE _____

4)

5)

6)

The Mayflower Compact

Agreement between the Settlers at New Plymouth, 1620

In the name of God, Amen. We whose names are underwritten, the loyal Subjects of our dread sovereign Lord King James, by the grace of God of Great Britain, France, and Ireland King, Defender of the Faith, &c.

Having undertaken for the glory of God, and advancement of the Christian Faith, and honor of our King and Country, a Voyage to plant the first Colony in the Northern parts of Virginia; do by these presents solemnly and mutually, in the presence of God and one another, covenant, and combine ourselves together into a civil body politick, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof do enact, constitute, and frame such just and equal Laws, Ordinances, acts, constitutions, and offices from time to time, as shall be thought most meet and convenient for the general good of the Colony; unto which we promise all due submission and obedience.

In witness whereof we have hereunto subscribed our names at Cape Cod the 11. of November, in the year of the reign of our sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth, Anno Domini 1620.

John Carver	Edward Tilley	Degory Priest
William Bradford	John Tilley	Thomas Williams
Edward Winslow	Francis Cooke	Gilbert Winslow
William Brewster	Thomas Rogers	Edmund Margesson
Isaac Allerton	Thomas Tinker	Peter Browne
Myles Standish	John Rigsdale	Richard Britteridge
John Alden	Edward Fuller	George Soule
Samuel Fuller	John Turner	Richard Clarke
Christopher Martin	Francis Eaton	Richard Gardiner
William Mullins	James Chilton	John Allerton
William White	John Crackstone	Thomas English
Richard Warren	John Billington	Edward Doty
John Howland	Moses Fletcher	Edward Leister
Stephen Hopkins	John Goodman	

Document Analysis: The Mayflower Compact

The Mayflower Compact	The Mayflower Compact Analysis
<p>In the name of God, Amen. We . . . the Loyal Subjects of our dread Sovereign Lord King James</p>	<p>Who is writing this compact?</p>
<p>Having undertaken for the glory of God, and advancement of the Christian Faith, and honor of our King and Country, a Voyage to plant the first Colony in the Northern parts of Virginia;</p>	<p>Why did they undertake this voyage?</p>
<p>do by these presents, solemnly and mutually, in the presence of God, and one another, covenant, and combine ourselves together into a civil body politick,</p>	<p>What action are they taking?</p>
<p>for our better ordering and preservation and furtherance of the ends aforesaid . . .</p>	<p>Why are they doing this?</p>
<p>do enact . . . such just and equal Laws, Ordinances, acts, constitutions, and offices from time to time, as shall be thought most meet and convenient for the general good of the Colony; unto which we promise all due submission and obedience</p>	<p>What will they do now?</p>
<p>In witness whereof we have hereunto subscribed our names at Cape-Cod the 11th of November, in the year of the reign of our sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth, Anno Domini 1620.</p>	<p>When did they agree to this compact?</p>
<p>Summary:</p>	

Teacher's Resource: Letter by Edward Winslow, December 11, 1621 (complete)

Loving, and old Friend; although I received no letter from you by this ship, yet forasmuch as I know you expect the performance of my promise, which was, to write unto you truly and faithfully of all things. I have therefore at this time sent unto you accordingly. Referring you for further satisfaction to our more large relations. You shall understand, that in this little time, that a few of us have been here, we have built seven dwelling-houses, and four for the use of the plantation, and have made preparation for divers others. We set the last spring some twenty acres of Indian corn, and sowed some six acres of barley and peas, and according to the manner of the Indians, we manured our ground with herrings or rather shads, which we have in great abundance, and take with great ease at our doors. Our corn did prove well, and God be praised, we had a good increase of Indian corn, and our barley indifferent good, but our peas not worth the gathering, for we feared they were too late sown, they came up very well, and blossomed, but the sun parched them in the blossom; our harvest being gotten in, our governor sent four men on fowling, that so we might after a more special manner rejoice together, after we had gathered the fruit of our labors; they four in one day killed as much fowl, as with a little help beside, served the company almost a week, at which time amongst other recreations, we exercised our arms, many of the Indians coming amongst us, and among the rest their greatest King Massasoit, with some ninety men, whom for three days we entertained and feasted, and they went out and killed five deer, which they brought to the plantation and bestowed on our governor, and upon the captain, and others. And although it be not always so plentiful, as it was at this time with us, yet by the goodness of God, we are so far from want, that we often wish you partakers of our plenty. We have found the Indians very faithful in their covenant of peace with us; very loving and ready to pleasure us: we often go to them, and they come to us; some of us have been fifty miles by land in the country with them; the occasions and relations whereof you shall understand by our general and more full declaration of such things as are worth the noting, yea, it hath pleased God so to possess the Indians with a fear of us, and love unto us, that not only the greatest king amongst them called Massasoit, but also all the princes and peoples round about us, have either made suit unto us, or been glad of any occasion to make peace with us, so that seven of them at once have sent their messengers to us to that end, yea, an Fle at sea, which we never saw hath also together with the former yielded willingly to be under the protection, and subjects to our sovereign Lord King James, so that there is now great peace amongst the Indians themselves, which was not formerly, neither would have been but for us; and we for our parts walk as peaceably and safely in the wood, as in the highways in England, we entertain them familiarly in our houses, and they as friendly bestowing their venison on us. They are a people without any religion, or knowledge of any God, yet very trusty, quick of apprehension, ripe-witted, just, the men and women go naked, only a skin about their middles; for the temper of the air, here it agreeth well with that in England, and if there be any difference at all, this is somewhat hotter in summer, some think it to be colder in winter, but I cannot out of experience so say; the air is very clear and not foggy, as hath been reported. I never in my life remember a more seasonable year, than we have here enjoyed: and if we have once but kine, horses, and sheep, I make no question, but men might live as contented here as in any part of the world. For fish and fowl, we have great abundance, fresh cod in the summer is but coarse meat with us, our bay is full of lobsters all the summer, and affordeth variety of other fish; in September we can take a hogshead of eels in a night, with small labor, and can dig them out of their beds, all the winter we have mussels and others at our doors: oysters we have none near, but we can have them brought by the Indians when we will; all the springtime the earth sendeth forth naturally very good sallet herbs: here

are grapes, white and red, and very sweet and strong also. Strawberries, gooseberries, raspas, etc. Plums of three sorts, with black and red, being almost as good as a damson: abundance of roses, white, red, and damask: single, but very sweet indeed; the country wanteth only industrious men to employ, for it would grieve your hearts (if as I) you had seen so many miles together by goodly rivers uninhabited, and withal to consider those parts of the world wherein you live, to be even greatly burdened with abundance of people. These things I thought good to let you understand, being the truth of things as near as I could experimentally take knowledge of, and that you might on our behalf give God thanks who hath dealt so favorably with us.

Our supply of men from you came the ninth of November 1621, putting in at Cape Cod, some eight or ten leagues from us, the Indians that dwell thereabout were they who were owners of the corn which we found in caves, for which we have given them full content, and are in great league with them, they sent us word there was a ship near unto them, but thought it to be a Frenchman, and indeed for ourselves, we expected not a friend so soon. But when we perceived that she made for our bay, the governor commanded a great piece to be shot off, to call home such as were abroad at work; whereupon every man, yea, boy that could handle a gun were ready, with full resolution, that if she were an enemy, we would stand in our just defense, not fearing them, but God provided better for us than we supposed; these came all in health unto us, not any being sick by the way (otherwise than seasickness) and so continue at this time, by the blessing of God, the goodwife Ford was delivered of a son the first night she landed, and both of them are very well. When it pleaseth God, we are settled and fitted for the fishing business, and other trading, I doubt not but by the blessing of God, the gain will give content to all; in the mean time, that we have gotten we have sent by this ship, and though it be not much, yet it will witness for us, that we have not been idle, considering the smallness of our number all this summer. We hope the merchants will accept of it, and be encouraged to furnish us with things needful for further employment, which will also encourage us to put forth ourselves to the uttermost. Now because I expect your coming unto us with other of our friends, whose company we much desire, I thought good to advertise you of a few things needful; be careful to have a very good bread-room to put your biscuits in, let your cask for beer and water be iron-bound for the first tire if not more; let not your meat be dry-salted, none can better do it than the sailors; let your meal be so hard trod in your cask that you shall need an adz or hatchet to work it out with: trust not too much on us for corn at this time, for by reason of this last company that came, depending wholly upon us, we shall have little enough till harvest; be careful to come by some of your meal to spend by the way, it will much refresh you, build your cabins as open as you can, and bring good store of clothes, and bedding with you; bring every man a musket or fowling-piece, let your piece be long in the barrel, and fear not the weight of it, for most of our shooting is from stands; bring juice of lemons, and take it fasting, it is of good use; for hot waters, aniseed water is the best, but use it sparingly: if you bring anything for comfort in the country, butter or sallet oil, or both is very good; our Indian corn even the coarsest, maketh as pleasant meat as rice, therefore spare that unless to spend by the way; bring paper, and linseed oil for your windows, with cotton yarn for your lamps; let your shot be most for big fowls, and bring store of powder and shot: I forbear further to write for the present, hoping to see you by the next return, so I take my leave, commending you to the Lord for a safe conduct unto us. Resting in Him

Plymouth in New England
this 11 of December. 1621.
Your loving Friend
E. W.

Letter by Edward Winslow, December 11, 1621 (excerpts)

Loving, and old friend;

[W]e have built seven dwelling houses . . . and have made preparation for divers others. We set the last spring some twenty acres of Indian corn, and sowed some six acres of barley and peas, and according to the manner of Indians, we manured our ground with herrings . . . which we have in great abundance . . . Our corn did prove well, and God be praised, we had a good increase of Indian corn . . . our harvest being gotten in, our governor sent four men on fowling, that so we might after a more special manner rejoice together, after we had gathered the fruit of our labors . . . at which time amongst other recreations, we exercised our arms, many of the Indians coming amongst us, and amongst the rest their greatest king Massasoit, with some ninety men, whom for three days we entertained and feasted, and they went out and killed five deer, which they brought to the plantation and bestowed on our governor, and upon the captain and others. And although it be not always so plentiful, as it was at this time with us, yet by the goodness of God, we are so far from want, that we often wish you partakers of our plenty. We have found the Indians very faithful in their covenant of peace with us . . . it hath pleased God so to possess the Indians with a fear of us, and love unto us, that not only the greatest king amongst them called Massasoit, but also all the princes and peoples round about us, have either made suit unto us, or been glad of any occasion to make peace with us . . . so that there is now great peace amongst the Indians themselves, which was not formerly neither would have been but for us; and we for our parts walk as peaceably and safely in the wood, as in the highways in England, we entertain them familiarly in our houses, and they as friendly bestowing their venison on us. They are a people without any religion, or knowledge of any God, yet very trusty, quick of apprehension, ripe-witted . . .

I never in my life remember a more seasonable year, than we have here enjoyed . . . For fish and fowl, we have a great abundance, fresh cod in the summer is but coarse meat with us, our bay is full of lobsters all the summer, and affordeth variety of other fish . . . all the spring time the earth sendeth forth naturally very good salad herbs: here are grapes, white and red, and very sweet and strong also . . . the country wanteth only industrious men to employ, for it would grieve your hearts (if as I) you had seen so many miles together by goodly rivers uninhabited, and withal to consider those parts of the world wherein you live, to be even greatly burdened with abundance of people . . . I forbear further to write for the present, hoping to see you by the next return, so I take my leave, commending you to the Lord for a safe conduct unto us, Resting in him

Your loving friend

E. W.

Plymouth in New England this 11th of December, 1621.

NAME _____ DATE _____

Document Analysis: Letter by Edward Winslow, December 11, 1621

Critical-Thinking Questions: Examples from the text must be cited in the answers to these questions.

1. Whose planting technique did the Pilgrims copy?

2. Why did the governor send “four men on fowling” (to go bird hunting)?

3. What did Chief Massasoit and his men bring to the celebration?

4. According to Winslow what is the Pilgrims’ relationship with the Indians?

5. According to Winslow are the Pilgrims afraid of the Indians or are the Indians afraid of the Pilgrims?

6. What kinds of food are there for the Pilgrims to eat?

7. Does Winslow want more people to come to America?

8. Using evidence from the text, where do you think Edward Winslow’s friend might live?
