



Teaching with Historic Places Lesson Plan

A Day in the Life of a Pilgrim

School: Veterans Memorial School
Subject: Reading

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Grade: 3

Introduction:

The Rebecca Nurse Homestead site in Danvers, Massachusetts, circa 1678, is where Rebecca Nurse, age 78, was arrested for witchcraft and, along with several others, was eventually found guilty and hanged. Students visiting this site will take a step back in time and gain some insight into village life in 17th century New England.

Objectives:

- Students will compare and contrast life in 17th century New England to their lives in the 21st century. Focus will be on the day-to-day activities surrounding food acquisition, clothing, and the home.

Materials:

- Books for read-aloud and discussion: *Sarah Morton's Day – A Day in the Life of a Pilgrim Girl*, by K. Waters; Oct. 1993; and *Samuel Eaton's Day – A Day in the Life of a Pilgrim Boy*, by K. Waters; Sept. 1996.
- Three different colors of post-it notes, enough for each student in the class
- markers & pencils
- A large chart paper on which teacher has drawn a Venn diagram



Rebecca Nurse monument.

Initiating Activity:

Field trip to the Rebecca Nurse Homestead, where students will view a filmstrip, tour the buildings and grounds, and listen to a tour guide describe 17th century New England life.

Secondary Activity:

The teacher will read aloud the above-mentioned books to the class building on prior knowledge of the Plymouth Colony to establish a foundation for life in the Massachusetts Bay Colony. A follow-up discussion about information gained from both the books and the field trip will focus



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on similarities and differences between 17th century and 21st century lifestyles, especially in the areas of food, clothing, and homes.

Culminating Activity:

The teacher will introduce the Venn diagram on the large chart paper to students. On it is written, “17th century life”, “21st century life”, and where the circle intersects, the word “Alike”. Each student will then be given three post-it notes, one yellow, one pink, and one blue (for example) and will be asked to write down one fact describing 17th century life on the yellow post-it, one describing 21st century life on the pink post-it, and one fact describing how 17th century life and 21st century life were both alike on the blue post-it. They must think about the many facts they learned and already know concerning kinds of food and how it was and is acquired, clothing styles and acquisition, styles of houses and what is found inside them, and the day to day activities of people then and now. Students may work alone or with a partner. When this part of the activity is completed, each student will be then be asked to read one of his/her post-it notes and place it under the correct category within the Venn diagram. If time allows, teacher may have students do one or two more rounds of this activity, since each student has three post-it notes.

Assessment:

On a clipboard, the teacher can maintain a checklist containing a list of all the students in the class. During the culminating activity, she/he places an “S” for **satisfactory** or “NH” for **needs help** beside each student’s name based on the following criteria:

1. If the student writes the correct facts on his/her post-it notes
2. Where the student places his/her post-it note on the Venn diagram

This assessment will help the teacher determine understanding of concepts taught throughout this lesson.

Extension:

Students may choose two or three facts from each category on the Venn diagram and write two paragraphs: one paragraph explaining how 17th century life and 21st century life are different, and one explaining how they are alike. They may then illustrate their writing piece if they wish.



The Rebecca Nurse Homestead.