

Maryflower ToO

Legend and Legacy
Teachers' Pack



Museum
Gallery
Archive

The Box is Plymouth's new multi-million pound museum, gallery and archive. With brand new exhibition spaces alongside state-of-the-art facilities for research and learning, it's the perfect place to teach, inspire and engage students of all ages.

Mayflower 400: Legend and Legacy

'Mayflower 400: Legend and Legacy' is the national commemorative exhibition for Mayflower 400. It's led by The Box and has been created in partnership with the Wampanoag Native American Advisory Committee, along with the help of over 100 museums, libraries and archives across the UK, USA and Netherlands.

Objects, images and ideas help tell an epic journey of survival, imagination and 400 years of America. They explore early English attempts to colonise America, recognise conflict and coexistence with Native America, address the political and religious context for the sailing of the *Mayflower* in 1620, detail the lives of its passengers, and consider the cultural, demographic and personal legacies of the story.

To book a schools workshop
and visit the exhibition, go to
theboxplymouth.com

About this resource

This resource for teachers showcases a small selection of key objects, archival records and graphics that will be on display as part of The Box's major 'Mayflower 400: Legend and Legacy' exhibition. Each item sits on a page by itself, so you can easily zoom in to the details on your whiteboard, let students discover the object before revealing what it is, or print out the images to use with your class. Each item is accompanied by a description of the object and some ideas for activities to do with your class.

There are six objects featured in this document, but over 200 in the actual exhibition, so there's a lot more to discover. To see the real objects contained in this pack and more, you can book a Mayflower-themed schools workshop led by one of our expert facilitators. Go to theboxplymouth.com to book your workshop.

Colonies and conflict

What was the East coast of America like in 1620?

Oral traditions remember and archaeology records that indigenous Native Americans have been living on the American continent for over 12,000 years. In 1620 Native America was diverse with many nations, languages and customs. This map shows the range of different groups living on the East Coast in 1620. They exchanged goods, ideas and information across their different territories and between different groups.

Myth-busting activity

The journey and settling in America by Europeans is often called 'The Discovery of America'. Use this map to discuss this phrase with your class. Can you 'discover' a place where people already live?



Arrivals and departures

What was Plymouth, Devon like in 1620?

There are very few images of the town of Plymouth dating from the early 1600s, so these plans from 1612 are significant. They show the old castle and, probably, the new steps of 1584. These were built so people could board boats and reach larger ships moored in the Cattewater at low tide. They may be the original steps used by passengers of the *Mayflower*.

In 1620 Plymouth was a significant local, national and international port. It traded Newfoundland cod, French wine, Irish beef, Dutch beer, Spanish wool and Italian glass. It had 604 resident sailors and 57 ships. There are very few surviving buildings from this time, but the architecture that does survive helps us imagine the Plymouth the *Mayflower* passengers arrived in to.

Myth-busting activity

Compare the 1612 Plymouth Plan to a modern map of Plymouth. Can you see where the Mayflower Steps on Sutton Harbour are? Can you decide if the Mayflower passengers used the modern steps to board the Mayflower?





Visions and imaginations

What were the causes and motivations for migration to America?

William Bradford was one of 102 passengers on the *Mayflower*. Between 1630 and 1651 - 10 years after the *Mayflower* voyage - he wrote '*Of Plimoth Plantation*'. His intention was to describe the experiences of the community who originally left from England to live in Leiden in 1608, and who later travelled to America on the *Mayflower* in 1620 alongside other passengers. It's the only account we have of the community's reasons for this journey. These selected passages tell us the reasons – as Bradford considered them – for leaving Leiden and travelling to America.

'After much thought and discourse on the subject they began at length to incline to the idea of removal to some other place.'

'First, they saw by experience that the hardships of the country were such that comparatively few others would join them, and fewer still would bide it out and remain with them.'

'It was thought that if there could be found a better and easier place of living, it would attract many...'

'Old age began to steal on many of them, and their great and continual labours, with other crosses and sorrows, hastened it before their time.'

'Many of their children...were led by evil example into dangerous courses...so they saw their posterity would be in danger to degenerate and become corrupt.'

'(They) thought it wiser to dislodge betimes to some place of better advantage and less danger, if any such could be found.'

'Last and not least, they cherished a great hope and inward zeal of laying good foundations, or at least of making some way towards it, for the propagation and advance of the gospel of the kingdom of Christ in the remote parts of the world, even though they should be but stepping stones to others in the performance of so great a work.'

'So they left the goodly and pleasurable cutie which had been their resting place near 12 years; but they knew they were pilgrims and looked not much on these things, but lift up their eyes to ye heavens, their dearest cuntrye, and quieted their spirits.'

Myth-busting activity

There were 102 people on board the *Mayflower*, and there may well have been 102 different motivations for travelling to America. We know nothing about what the children, women and servants on board thought. William Bradford's work has come to speak for them all.

Use this source to explore the motivations behind travelling to America that Bradford gives in

'*Of Plimoth Plantation*'. How do they compare to what the students previously thought about why people travelled to America on the *Mayflower*? Discuss how to use evidence with your class – looking at the date '*Of Plimoth Plantation*' was written, and the perspective it provides. How reliable is Bradford's evidence? Can we know about all of the passengers' opinions from it?

Daring and dangerous

What was the journey across the Atlantic like?

The *Mayflower* voyage followed other Atlantic trips to America by English sailors, some of whom had mapped the coast in the early 1600s. The *Mayflower* took 66 days to travel from Plymouth to America. This was a feat of amazing navigational skill – even though it landed in the wrong place!

In 1620 an astrolabe like this would have allowed sailors to navigate using the stars or the sun. Lots of other navigation tools were used alongside it. The *Mayflower* had no wheel. The helmsman steered with a whipstaff – a long vertical pole attached to a tiller in the water.



STEM activity

Create your own astrolabe using just a protractor and string! Astrolabes were used by mariners in the 1600s to navigate around the world, using the positions of the stars to guide them. Astrolabes enabled mariners to find out what latitude they were at in the world. You can make your own to find this out too.

You will need

- Card, cut in the shape of a protractor
- Large plastic straw
- 20cm piece of string
- A small weight with a hole in it, for example a metal bolt
- Sellotape

How to – make an astrolabe

- Make a hole in the middle of the straight edge of the protractor – cut it if your protractor is made from card, or drill it if it's made from plastic.
- Tie the string through the hole and the weight through the string, so the weight hangs down when you hold the protractor up.
- Use the Sellotape to attach the straw along the straight edge of the protractor.
- Voila – you have an astrolabe!

How to – find the altitude of stars

Mariners used astrolabes to determine the altitude to the stars they could see. They then used star charts to determine where they were in the world, based on what this altitude was.

- Wait for night time on a clear night.
- Hold your astrolabe up to the sky and locate Polaris, the North Star through your straw. Tip: It's the brightest star in the sky.
- Make a note of the degree that the string lines up with on the protractor – it should be between 0 and 90 degrees. This number is your 'zenith angle'.
- To work out the altitude of the North Star from where you are, calculate 90 degrees minus zenith angle.
- Voila – you have the North Star's altitude!

There are lots of other ways to use your astrolabe including calculating latitude and the time of day. Look online for even more ideas.

Communities and connections

Who did the *Mayflower* passengers encounter when they arrived in America? What was the encounter like?

People have lived in America for more than 12,000 years, and the descendants of these people still live there today. When the *Mayflower* arrived in Massachusetts, the settlers encountered many different Native American tribes, including the Nauset, Narragansett and Wampanoag.

Their first encounter with the Nauset saw an exchange of fire power – the settlers had muskets while the Nauset had arrows. The relationship that followed with the Wampanoag was much more positive. The settlers developed relationships of dialogue and trade with the Wampanoag, who helped them to survive their first year. The impact the colonists had on the Wampanoag would prove to be very different over time.

Wampanoag means 'People of the First Dawn'. In 1620 they lived in over 70 villages across an area that spanned beyond modern-day Boston. Although the Wampanoag people did not write down their history and stories at this time, the objects they used and knowledge they shared with the settlers demonstrated their depth of intelligence, creativity and connection with their environment.

This cooking pot – a new commission for The Box by the Wampanoag artist Ramona Peters – carries designs that echo those used inside traditional Wampanoag dwellings in 1620. It demonstrates values of creativity, community and sharing food, knowledge of how to farm and live from the land, 400 years after the *Mayflower* arrived.

Oracy activity

Ramona Peters' cooking pot tells us a lot about the values of the Wampanoag, as does their relationship with the *Mayflower* passengers. Find out more about the Wampanoag's values of play and creativity by playing the Native American game HUBBUB with your students.

You can borrow our Mayflower Loan Box which includes instructions on how to play the game, along with all the game pieces and bowl that you need. Alternatively, this [YouTube video](#) shows Wampanoag elders giving instructions on how to play HUBBUB. Ask students to compare this game to the ones they play themselves. What are the similarities and differences? How do the different games make them feel and which are more fun?



History and legacy

The *Mayflower* voyage has a historic, cultural, religious, Native American, demographic and personal legacy. These legacies are complex and sensitive. We can begin to understand the personal legacy of the voyage by finding out about the descendants of the *Mayflower* passengers.

102 passengers boarded the *Mayflower* to travel to America. By the end of the first year, over half of them had died. Today, there are more than 30 million people who claim to have descended from the *Mayflower* passengers, shown by this image from the exhibition. This compares to just 5,000 Wampanoag people living on their ancestral lands today.

Oracy and geography activity

Start by finding out if anyone in your class has links to America. Has anyone been there, seen an American film or cartoon, can they do an American accent, or do they have any other type of connection? Help them by talking about the many ways that England and America are connected. There's a significant relationship between the two countries.

Use this image to explore this demographic evidence and discuss if this relationship is a result of the *Mayflower* voyage. How might the descendants of the passengers have moved across America? How does this compare to the Wampanoag people?

To find out more about the many other legacies of the *Mayflower* voyage, visit the 'Mayflower 400: Legend and Legacy' exhibition.



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Supported using public funding by
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