

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
Constance: A Story of Early Plymouth					pp. 9–34 🕒🌐

Day
5

pp. 9–34

Introductory Comments

This story uses a diary form.

Cultural Literacy

Bedlam: an institution for the care of mentally ill people.

Holland sheet: woven, linen-coated with an oil finish.

mongers: a seller; shopkeeper.

“...but these psalm-singing folk from Leyden believe that marriage is a civil thing, with no need for churching to make it proper”: the Pilgrims sought to follow the Bible commands as written; since fancy marriage ceremonies weren’t included in it, they decided to simplify how marriages occurred.

“...all the men in the party gathered together to form a written compact...upon a method of government”: because the Pilgrims landed south of where they were expected, the charter from the King did not apply. The men gathered to think through how to govern and select leaders. The Mayflower Compact laid the foundation for the future writing of the Constitution.

surfeit: an excessive amount.

squibs: a miniature explosive device.

Guy Fawkes: “Every 5 November in Britain on Guy Fawkes Day, we remember the Gunpowder Plot of 1605, when Guy Fawkes and fellow Catholic conspirators attempted to blow up Parliament and assassinate James I of England.” Fawkes did so because James I persecuted Roman Catholics.

leeward side: the side opposite the wind.

scurvy: a severe Vitamin-C deficiency; can cause death.

puling: to cry querulously or weakly.

pap: a type of hot cereal.

To Discuss After You Read

1. Why did Constance’s father come to America? ➔ *to leave London— “A tight, cramped, crowded city, filled with underhandedness, bigotry, and the stench of filthy sewage!” To move to a land where they could “make of it what we will.” A place with “land for the taking now, land that will make us rich one day. for freedom, for space, for adventure (notice he did not come for religious reasons like most of the other Pilgrims)”*

2. Describe the trip to the New Land. ➔ *sample: no water for drinking, no privacy, “danger, and sickness, dirt, and hunger,” plus death*
3. Did everyone on the journey want to come? ➔ *no, Constance missed civilization, and Dorothy Bradford was depressed, had no hope and was filled with despair, she hated leaving her son and decided to not stay*
4. What was the “Mayflower Gunpowder Plot?” ➔ *“The Mayflower Gunpowder Plot” occurred when a bored child, Francis Billington, found some gunpowder in a barrel, spread it around the room, and then shot a “fowling piece” (a type of gun) at the gunpowder, it started a fire onboard a wooden ship; this led to much hubbub and yelling*
5. What did the men look for in a good settlement? ➔ *the men spend 40+ days searching for a place to settle. They seek good drinking water, a deep harbor, with trees available for building*
6. What is the first task the men do? ➔ *they start building a Common House*
7. What happens in the settlement? ➔ *many become deathly ill, the healthy bury the dead at night to keep the Indians from discovering how few remain*

Timeline and Map Points

- 🕒 **King Edward VI (ruled 1547–1553)—son of Henry VIII; though well-educated he came to the throne as a child and regents ruled in his place; he died of tuberculosis**
- 🕒 **Queen Elizabeth (ruled 1553–1603); daughter of Henry VIII; strong ruler, has an era named after her**
- 🕒 **Sir Francis Bacon—“an English lawyer, statesman, essayist, historian, intellectual reformer, philosopher, and champion of modern science.” (1561–1626)**
- 📍 Plymouth ①; Leyden ②; London ③ (map 1)

Week 2	Day 6	Day 7	Day 8	Day 9	Day 10
Constance: A Story of Early Plymouth	pp. 34–56	pp. 57–78	pp. 78–98	pp. 98–124	pp. 124–146

Day 6 pp. 34–56

Cultural Literacy

slops: waste water.

stickball: similar to lacrosse/hockey, where teams try to score goals by pushing the ball into the opponent’s goal.

attar: a fragrant essential oil.

jackanapes: an impertinent person.

To Discuss After You Read

1. Why would this illness spread so broadly? ➔ *the people had not eaten healthily on the voyage over, lived in close proximity to one another, the weather was colder than expected*
2. Half of the settlers died (51 of 102). How did the survivors respond? ➔ *by building and rejoicing*
3. Describe Constance’s home. ➔ *sample: included one room, made of closely fitted boards (not logs), with a plank floor, had a beam to hold the walls together tightly that functioned as a shelf, with a big stone chimney, a thatch roof, with windows covered with oiled paper, with a loft accessed by a ladder and little furniture*
4. What happens when Samoset visits? ➔ *he greets the men of the village, comes in peace, they listen as Samoset describes the people that live nearby, Elizabeth cooks dinner to share with him, and Constance gives her bracelet in friendship to his beloved daughter*

Notice that “Mayflower” is written within quote marks—Constance did not find the ship fragrant as a flower, nor as beautiful.

5. How does Elizabeth handle tough times? ➔ *thoughtfully; when a young boy died onboard ship, she handed Constance a journal to record her private thoughts; when the Mayflower sailed, she pulled out dried plums for a treat*
6. What brings peace to the settlement? ➔ *“...a treaty... between our men and a great chief named Massasoit...”*

Day 7 pp. 57–78

Cultural Literacy

unguent: a greasy ointment or lubricant.

hotchpotch: a thick stew made with vegetables and potatoes and maybe meat.

...born in Leyden: when the Pilgrims were persecuted for not attending the state church in England, they escaped to Holland; many settled in Leyden, but found their children becoming too Dutch and losing their heritage. They chose to establish the new community in America.

To Discuss After You Read

7. What good events occur at Plymouth? ➔ *two weddings (a time to celebrate)*
8. What happens to the boys? ➔ *they go strawberry picking, and willful John wanders off and gets lost; he was discovered by Indians (20 miles away); some settlers sailed through a storm to collect him*

Notice that Constance attends church but is not part of the community.

Day 8 pp. 78–98

Cultural Literacy

provender: food.

“...Governor Bradford ordered a day of thanksgiving and feasting...”: a unique heritage. Thanksgiving is not celebrated in most countries of the world; grateful it is part of American history.

bondsmen: a slave or serf; one whose trip is paid for and then owes work to the person who paid.

swaddling clothes: narrow strips of cloth to restrict a baby’s movement.

sakers: a medium sized cannon.

stoolball: an early form of cricket.

pitching the bar: a game of strength; to throw a log as far as possible.

To Discuss After You Read

Note: Constance acts foolishly as a tease in this chapter.

9. Describe the first Thanksgiving. ➔ *a three day celebration, with plenty of eating, games, sports, talking*
10. What occurs? ➔ *a ship from England arrives—the Fortune—full of strong young men, with few women or children; they bring news and help*
11. Why was December a tough time? ➔ *1) no Christmas celebration, 2) 35 more people lived in colony with no additional food which forced all to work on empty stomachs, 3) Indian threats from Narragansettes—the settlers then built a fort and fence*

Day 9 pp. 98–124

Cultural Literacy

breeks: pants.

bucking tub: a washing tub for linens; on raised legs with a removable plug to drain the water into a bucket; lye was added to bleach the fabric.

To Discuss After You Read

12. What trouble does Constance cause? ➔ *two men fought over her, and both were injured*
 13. What additional troubles come? ➔ *a fire destroyed four homes (and came near to the stores in the Common House), and Indian worries*
- Notice:** When Constance is afraid, Elizabeth reminds her that London has “plagues, and dreadful fevers, and lawlessness...Mark your strength in seeming strong...the things one fears rarely come to pass.”—good advice.
14. Why did the Indians come? ➔ *to collect Squanto to punish him for spreading false rumors and fear about Massasoit*
 15. How did Constance and Minnetuxet communicate? ➔ *with signs, laughter, and teaching one another their language*
 16. Why was the colony not thriving? ➔ *“But while we must all plant and tend crops for the common good, to put them in a common store, there seems little desire to work...Father says each man feels he is working as hard for his neighbor as for himself. There is no incentive.” When everything is held jointly, people work less diligently*

Week 3	Day 11	Day 12	Day 13	Day 14	Day 15
Constance: A Story of Early Plymouth	pp. 146–166	pp. 166–187 (through fourth, full para.)	pp. 187–207	pp. 207–228	pp. 228–249

Day 11 pp. 146–166

Cultural Literacy

sere: dry.

pothor of excitement: fuss.

alewives: a type of herring, fish.

clouts and patches: a piece of cloth.

bussed: kissed.

To Discuss After You Read

“Since each family now has its own field, each family works as never before.” The settlers have freedom to try a variety of plants; “We do not know whether these will prosper, but surely we are trying!”

Notice what the community grew beyond corn: peas, barley, pumpkin, turnips, beans, strawberries, raspberries, plums—but not wheat.

Day 10 pp. 124–146

Cultural Literacy

hornbook: a tool to teach beginning readers the alphabet.

To Discuss After You Read

17. Why is Constance’s father fined? ➔ *for drinking and idling with his servants, this was against the law; he probably could have been fined for dancing as well, but the governor didn’t see that*
18. What happened to the settlement at Wessagusset? ➔ *70 men came with few provisions and too late in the year to plant; the people are starving; some became servants to the Indians, they traded away even their clothes*
19. How did the leaders of the community attempt to change the pattern of “constant work and constant hunger”? ➔ *they changed the communities’ policy; the governor and his advisors “ordained that each man may plant and reap for himself in goodly plots of ground apportioned by the Governor.” “...since any man will work harder for himself than for his neighbor, and that ownership gives him pride and a will to work.” Socialism hasn’t worked anywhere in the world, not even in Plymouth*
20. What types of things do people at Plymouth need to learn to do? ➔ *everything—from building to delivering babies*

1. Why does Elder Brewster make a proclamation? ➔ *to pray for rain that they might be able gather in crops*
2. After praying all day in the sight of the Indians, what is the result? ➔ *rain comes! The Indians say “Will of God—they see God’s power...” “in a steady, delicate, penetrating, soaking, quenching shower...”*
3. What comes to Plymouth? ➔ *a ship—the “Anne,” with well fed and well clothed family members, new settlers, and a bride*

To the settlers’ relief, the “Little James” also arrived.

Day 12 pp. 166–187 (through fourth, full paragraph)

Cultural Literacy

termagant: a harsh-tempered woman.

wainscoting: a type of wood paneling.

- Why does Constance feel angry at the attitude of the new settlers? ➔ *they complain in spite of all the hard work that has been done in the past*
- What is the great debt? ➔ *rascal Weston gathered London merchants to fund the voyage; each traveler received 1 share which provided them with L10 (10 pounds) to buy supplies and provisions; since the debt was held by the community, each person was expected to work five days a week to pay off the debt; since the first year had been “wasted” (with illness and survival needs), now the community is expected to work for seven days a week*

This entry included a lot of kissing—not a normal book about Pilgrim life! (And probably not realistic).

- How does Elizabeth define love? Do you agree? ➔ *rarely as “thunder and lightning,” but happiness in being near someone—“the realization that without you are incomplete.” Answers will vary.—in addition, someone who is faithful (unlike Stephen who seems to have a “wandering eye”)*

Day 13 pp. 187–207

Cultural Literacy

cosset: pamper.

ells of fabric: an ell is equal to about 45 inches, or six hand-widths.

monmouth cap: a knitted, close-fitting wool cap.

To Discuss After You Read

Notice that Elizabeth sends Constance to Pricilla’s house, probably to meet Nicolas, as an alternative to the flighty Stephen.

- Why do Master Oldham and his group require different ratings? ➔ *they aren’t part of the great debt, as they funded the voyage themselves, but they live in the community and so should help; learn to help defend the colony, follow the laws, and support the government officials*
- How did Plymouth compare to the earlier settlement of Jamestown? ➔ *in Plymouth: no one starved after the third year, they were given no money to help (but rather the massive debt), and sought to follow the will of God; in Jamestown, nine out of 10 people died of starvation*

Week 4	Day 16	Day 17	Day 18	Day 19	Day 20
Constance: A Story of Early Plymouth	pp. 249–276				

Day 16 pp. 249–276

To Discuss After You Read

- What did the men receive in exchange for the corn? ➔ *valuable beaver fur*

“How great a cure for many things is shared laughter.”—a good quote to remember.

(almost nine thousand people), had money was poured into the community for 16 years, and was not founded on seeking God’s will

Notice that Constance surprises Stephen when she seems to be less enamored with him than most women.

- What did the “Charity” bring? ➔ *cows and a bull, a carpenter to build ships, and a salt maker*
- How does John Oldham cause trouble? ➔ *he wrote to the head of the merchant group and claimed: 1) the children were not being taught, 2) the water is unwholesome, 3) the people steal from one another, 4) the Dutch on the Hudson River will steal the trade, 5) he has issues with the religion practiced; and he doesn’t join in to help*

Day 14 pp. 207–228

To Discuss After You Read

- Are all the new settlers good for the community? ➔ *no, the new minister aligns with the odious Oldham and the salt maker is a fool*
- How does the governor deal with the troublemakers, Oldham and Lyford? ➔ *he collects their slanderous letters, calls a meeting for all, locks the door, and read parts of the letters to the people; as a result, both men are expelled from the community*
- How does the turmoil of John Lyford impact the community? ➔ *since the church handled the situation so well, many decide to join*

Day 15 pp. 228–249

To Discuss After You Read

- What occurs when Stephen comes to dinner? ➔ *Nicolas also comes by and the men agree they are competing for Constance*
- How did the community deal with Oldham’s return? ➔ *they let him rant, then had him run between two ranks of men who used their gun butts to spank him*
- Why is Constance disquieted about marrying Stephen? ➔ *she doesn’t know him—how he thinks*
- Why does a group of men leave? ➔ *to trade corn with the Indians*

- How does Plymouth thrive? ➔ *with rich harvests, the settlers added brewing rooms to use the barley, livestock flourish, and the debt is going down*
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