

# Mayflower Compact Text-Dependent Questions

## First Reading: Document Analysis

1. Who is writing the compact?

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2. Why did the Pilgrims decide to go on this voyage?

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3. What action are the Pilgrims taking in this document?

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4. What is the reason they taking this action?

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5. What will they do after this?

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6. When did they all agree on this compact?

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7. In two sentences, provide a summary of the Mayflower Compact.

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## Second Reading

1. Who do the Pilgrims say they are signing in the presence of?

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2. The Pilgrims say they will do what from “time to time”?

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3. Why do the Pilgrims say this is necessary?

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4. Without the Mayflower Compact, what might have happened? What were the Pilgrims trying to avoid?

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## Third Reading

1. Read the first line of the Mayflower Compact. Why does it begin that way?

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2. The Constitution created a separation of church and state. The Pilgrims did not have such a separation. What line in the compact best demonstrates this?

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3. What is a “civill body politick”?

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4. What is the overall purpose of the Mayflower Compact?

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5. Can you name other documents from other historical time periods that have a similar overall purpose to the Mayflower Compact?

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# Passenger Interviews

## Multiple Choice Questions

What word best describes how the passengers feel about the Native Americans?

- A. Welcoming
- B. Joyous
- C. Frightened
- D. Angry

Which information from the interviews best shows that the journey from Europe did not go as expected?

- A. The weather has been bad.
- B. The *Speedwell* and its passengers had to be left behind.
- C. The weevils attacked the bread.
- D. There are no bathrooms on the ship.

What do the passengers think America will be like?

- A. Beautiful beaches and food from the sea is plentiful.
- B. Snowy mountains and cold weather.
- C. Desert land with hot weather.
- D. Wild forests with many animals.

According to the passengers, how was much of the time on the ship spent?

- A. Playing games and laughing.
- B. Praying and singing hymns.
- C. Preparing for landing in America.
- D. Waiting, cooking, and cleaning.

Read this line from passenger Elizabeth Hopkins' interview.

*"I am just glad to be in sight of land, even though it is a wilderness."*

What does this statement say about life on the *Mayflower* for the Pilgrims?

- A. The voyage on the *Mayflower* has been difficult and tiring.
- B. The people on the ship have been waiting with excitement for landing.
- C. The people on the ship probably do not get along with one another.
- D. The voyage has left people frightened of what is to come after landing.



# Wampanoag Ways

## Multiple Choice Questions

During the Pilgrims' first year in America, the Wampanoags were very helpful to the Pilgrims. In this sentence, *helpful* probably means

- A. menacing
- B. supportive
- C. friendly
- D. destructive

How did the Pilgrims and the Wampanoags communicate with one another?

- A. Through sign language and beating on drums.
- B. The Pilgrims learned the dialect of Algonquin that the Wampanoags spoke.
- C. Squanto acted as an interpreter between the Pilgrims and Wampanoags.
- D. They both learned from fishermen.

A statement that best shows the differences between the Pilgrims and the Wampanoags is:

- A. "The Wampanoags had no such weapons and were deathly afraid of the white man's musket."
- B. "When the Wampanoags helped the Pilgrims bring in their first crop, there was a great feast during that harvest time."
- C. "At first the Pilgrims were friendly with the Wampanoags, because they helped them learn the environment and how to survive on the land."
- D. "The Wampanoags were here thousands of years before the Pilgrims arrived in Plimoth."

Select all that apply.

At one point in the interview, Fast Turtle says, "Life was good before the English came." This statement most likely refers to the idea that the Wampanoag:

- A. were living alone before the English came.
- B. had to give up their lands and religion.
- C. were afraid of the Pilgrims.
- D. didn't have as much food.
- E. came down with diseases from the Pilgrims.
- F. were forced to learn English.

