

The Quest For the Eagle & BOUND FOR PLYMOUTH



Supplemental Activities Packet

This packet contains classroom activity suggestions and worksheets to reinforce concepts from the Playbook® story and to go beyond the story into the content areas of Language Arts, Math, Science, Social Studies, Art, Health, etc., as well as Character Development.

Activities range in age appropriateness and skill level so that teachers can choose activities that best suit their particular students. An Answer Key is provided on the last page.

Name: _____

Aztec Vocabulary



Directions: Match the words from the box below with the definitions, writing the correct letter on the lines provided.

1. _____ A grinding stone—softened corn is placed on the three-legged grinding stone and ground into flour.
2. _____ A throwing stick or board—a long grooved piece of wood on which the thrower placed a spear or dart and then hurled it at the target.
3. _____ A method of farming using artificial islands in shallow lakes as garden beds on which to grow crops. Soil is packed into reed boats, and crops are planted.
4. _____ Nahua word for “mom.”
5. _____ Means “Hummingbird Wizard” in Spanish—the national god of the Aztecs.
6. _____ Nahua word for “dad.”
7. _____ A flat cake made of ground corn.
8. _____ A lake in which the city of Tenochtitlan was built.
9. _____ The mythical homeland of the Aztecs—no one knows exactly where it is.
10. _____ The main Aztec city—it means “The Place of the Cactus People.”

A. Atl-atl	B. Aztlán	C. Chinampas	D. Huitzilopochtli	E. Metate
F. Tene	G. Tete	H. Tenochtitlan	I. Texcoco	J. Tortilla

Aztec Math



Directions: Since the Aztecs did not have money to trade with, they needed something to use that was not too valuable for small purchases, but that was universally wanted and easily portable. Chocolate in the form of cacao beans was the answer! Two other items used for exchanges were quills of gold dust (collected in the hollow part of a feather) and crescent-shaped knives of thin copper.

Help Chimali's family solve the following word problems!

Assume: 100 cacao beans = 1 quill of gold dust = two copper knives

1. Chimali has 8 times as many cacao beans, two times as many copper knives, but only one third as many quills as Ameyatl. Ameyatl has twice as many copper knives, one less quill, and 50 less beans than Yoali. Yoali has 3 times as many cacao beans as Mixtli and twice the number of quills, but one less knife. Mixtli has 2 quills, 50 cacao beans and 3 knives. How many of each item do the rest of them have?

2. It takes 400 cacao beans to make one pound of chocolate. If Yoali decides to make chocolate, how many quills (of wealth) will she need to possess in order to make 10 kilograms of chocolate if a kilogram equals 2.2 pounds?

3. This one's a little trickier. Some snakes eat crickets. On this particular day there is one cricket every hundred feet. If one snake crawls at one foot per second, and the other snake crawls at two feet per second, how many seconds will the snakes have crawled in total by the time they have eaten a total of 21 crickets?

4. A bird flying south for the winter was temporarily blinded by the sun and lost his way. Fortunately, he soon spotted the rest of his group. They were only 1000 feet away, flying 10 feet per second. He sped up, and started flying 20 feet per second to catch up. How many seconds did it take before he was back with the group?

5. If a mother Sagebrush lizard is 4 times as long as her baby and both of them together measure 10 cm, how long is the baby?

Name: _____

INDENTURED SERVANTS



When indentured servants made a bond with their masters for seven years of servitude, the document was torn in half, leaving the edges jagged like teeth. (The word “indentured” comes from “dent” meaning teeth.) The master kept one half and the servant kept the other. At the end of the contract they fitted the torn halves together to be sure the right person was being freed.

Directions: Using information you have learned about indentured servants and other clues, fit the torn halves of these indenture documents together. Write the names of the indentured person and the bond holder together on the lines below.

1. _____
2. _____
3. _____
4. _____

*Mr. John Albright
(him being the bond holder)
Said male shall serve in shoeing horses
& other iron working tasks
For seven years.
This bond to come due on
May 1 of 1652*

*Mr. Henry Thompson
(him being the indenture holder)
Said female shall engage in sewing and
brewing tasks as set her
Until her bond comes due
in seven years*

*Mr. Edward Winslow
(him being the bond holder)
Said female shall serve as house
servant and perform all other tasks as
ordered for seven years.
This bond to come due on
July 10 of 1627*

*This is to certify that
Nathaniel White
An unskilled male of eighteen years
Has this day of March 5 of 1693
Become the indentured servant of*

*This document is to certify that
Deborah Lindsay
A female of sixteen years
With needlework and distillery training
Has this day- February 7 of 1659
Become the bond servant of*

*Let it be known to all that
Matthew Goode
A male of twenty two years
With some experience as a smith
Has this day- May 1 of 1645
Become indentured to*

*Be it known that
Ellen More
An unskilled female of eight years
Has this day- July 1 of 1620
Become indentured to*

*Mr. Daniel Phillips
(him holding the bond)
Said male shall perform all farming
and building tasks he is set
For seven years.
This bond to come due
In seven years*

Name: _____

OLD WORLD & NEW WORLD



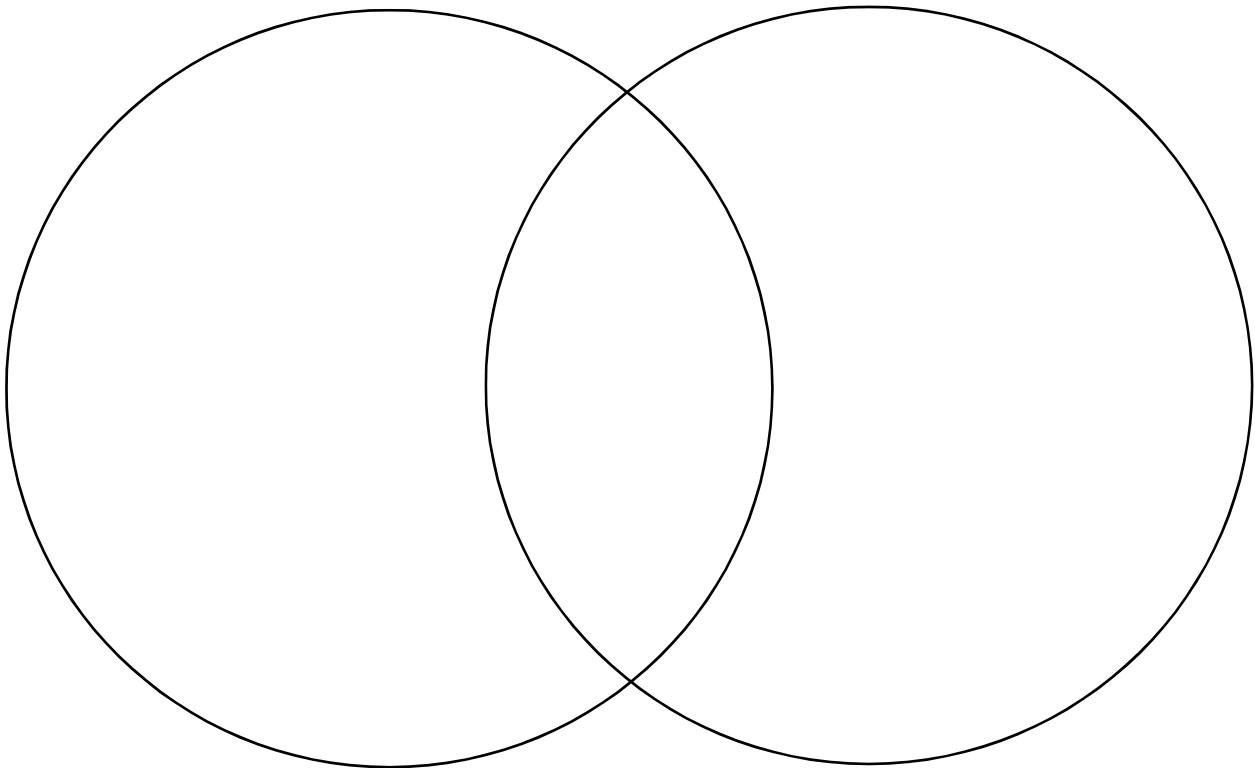
When the English colonists arrived in the New World, they found many plants and animals with which they were unfamiliar.

Directions: Using the Venn Diagram and the plants and animals in the word bank, place them under Old World, New World, or Both to indicate where they were originally found. At home or at your school's library, use the Internet to research the items in the word bank and find out where they belong.

Old World

New World

Both



deer	chocolate (cacao beans)	dairy cow
corn/ maize	citrus fruit	cactus
olives	potato	grapes
turkey	eagle	horse
tomato	wheat	honey

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MAYFLOWER VOCABULARY



Directions: Match the words from the box below with the definitions, writing the correct letter on the lines provided.

1. _____ system of ropes/ lines used for sails on ships
2. _____ rising and falling alternately at the bow (front) and stern (back)
3. _____ a “foldable” open boat with oars and sails
4. _____ infested with insect larvae
5. _____ used to collect human or food/ water wastes
6. _____ primitive toilet or bathroom
7. _____ food made by boiling meal or flour in water or milk until it is soft
8. _____ people belonging to a religious group that wants to separate from the main group, a name sometimes used for the Puritans
9. _____ Type of rock used for writing on like we use a black board today
10. _____ salty, briny, distasteful
11. _____ English Protestants who wanted simpler, stricter rules of worship
12. _____ measure of length used at sea, equal to six feet
13. _____ sighting of, or coming to land
14. _____ people who go on a journey for religious reasons, or the English Puritans who founded Plymouth Colony in 1620
15. _____ person under contract to serve or provide labor for a length of time in return for passage on a ship

A. Brackish	B. Fathom	C. Indentured Servant	D. Landfall	E. Latrine
F. Maggoty	G. Pilgrims	H. Pitching	I. Porridge	J. Puritans
K. Rigging	L. Separatists	M. Shallop	N. Slate	O. Slop Buckets

ANSWER KEY

FOR TEACHER USE ONLY

Aztec Vocabulary

1. E
2. A
3. C
4. F
5. D
6. G
7. J
8. I
9. B
10. H

Aztec Math

1. Ameyatl - 4 knives, 3 quills, 100 beans
Chimali - 8 knives, 1 quill, 400 beans
Yoali - 2 knives, 4 quills, 150 beans
2. 88 quills
3. 700 seconds
4. 100 seconds
5. 2 cm

INDENTURED SERVANTS

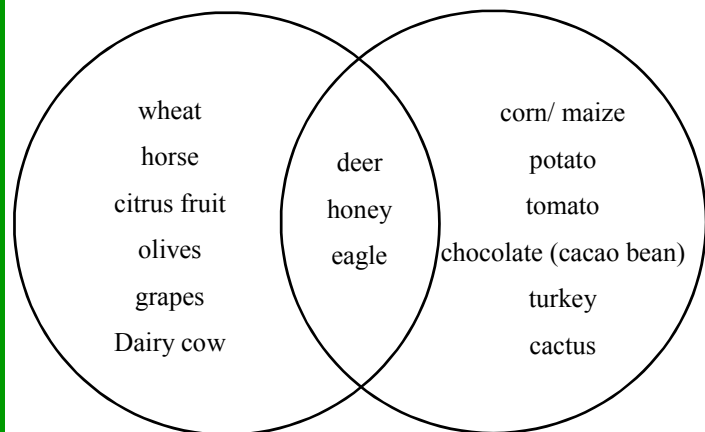
Ellen More with Edward Winslow

Nathaniel White with Daniel Phillips

Deborah Lindsay with Henry Thompson

Matthew Goode with John Allbright

OLD WORLD AND NEW WORLD



MAYFLOWER VOCABULARY

1. K
2. H
3. M
4. F
5. O
6. E
7. I
8. L
9. N
10. A
11. J
12. B
13. D
14. G
15. C

