

### from *Of Plymouth Plantation*

Chronicle by William Bradford

#### COMMON CORE

**RI 2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **RI 9** Analyze seventeenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

#### DID YOU KNOW?

William Bradford . . .

- lost his first wife to drowning shortly after the *Mayflower* landed.
- sold one of his farms to help pay Plymouth Colony's debts.
- was elected governor of Plymouth 30 times.

#### Meet the Author

### William Bradford c. 1590–1657

Long before there were holiday legends of Pilgrims and Indians, a group of English Puritans set off to create a new, pure society in the North American wilderness. Their leader was William Bradford.

**Early Rebel** Born into a time of religious upheaval in England, Bradford joined the crusade for religious reform at age 12. He was inspired by the ideals of the Puritans, a Protestant religious group that wanted to purify the Church of England and create simpler, more democratic ways to worship. By 17, Bradford had joined the radical Puritans known as Separatists, who called for a total break with the official church.

Not surprisingly, the Separatists clashed with the king of England, who also headed the church. Emigration to North America offered the hope of freedom, and Bradford helped plan and finance the voyage across the Atlantic. In 1620, Bradford and his wife, Dorothy, left behind their four-year-old son to join nearly 40 other Separatists on the ship *Mayflower*. Facing the journey with typical resolve, Bradford described the group as “pilgrims,” or religious wanderers, the name we use for them today.

**A Natural Leader** Although the Pilgrims initiated the voyage, they made up fewer than half of the ship's 102 passengers. During the long, difficult journey,

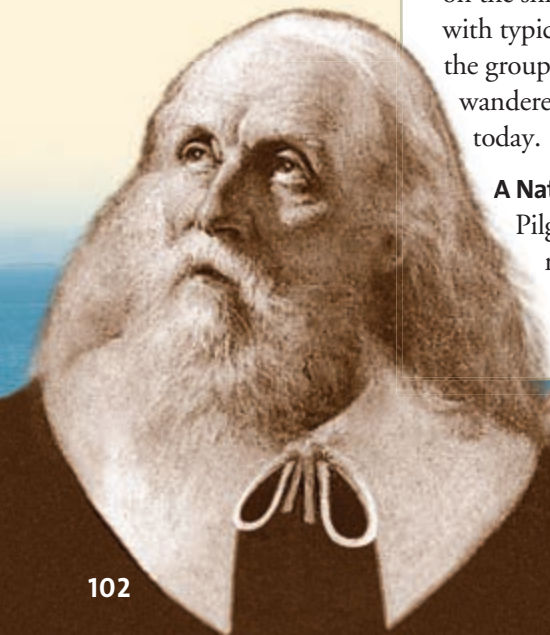
disagreements broke out among the group, and Bradford took decisive action. He helped craft the Mayflower Compact, often called the first U.S. Constitution. Signed by the 41 men on board, the compact was an agreement to work together for the good of the entire group. And they kept their promise. In April 1621, when the *Mayflower* returned to England, not one colonist left Plymouth Colony—a tribute to Bradford's sound leadership.

Bradford was also effective in forging alliances with local Native American tribes such as the Wampanoag (wām'pə-nō'āg), a union of tribes led by Massasoit (mās'ə-soit'). The Wampanoag, who had lost 80 percent of their people to smallpox shortly before the Pilgrims' arrival, faced their own struggle to survive. Out of mutual need, Bradford and Massasoit created a strong alliance that lasted throughout their lifetimes.

**Historian in the Making** With a historian's instinct, Bradford saved many documents from the trip's planning phase. During his 30 years as governor, he continued to document the challenges of the growing colony, which owed its survival to his energy, vision, and expert diplomacy. His chronicle, *Of Plymouth Plantation*, is our best history of these adventurous times.

#### Author Online

Go to [thinkcentral.com](http://thinkcentral.com). KEYWORD: HML11-102



## ● TEXT ANALYSIS: CULTURAL CHARACTERISTICS

Many texts, especially those about community life, reflect the **cultural characteristics** of the communities they describe, including their view of the human condition. *Of Plymouth Plantation* is a record of the Pilgrims' efforts to create a model Puritan society. In it, William Bradford describes the outcome of an Indian attack.

*Thus it pleased God to vanquish their enemies and give them deliverance; and by His special providence so to dispose that not any one of them were either hurt or hit. . . .*

Bradford's description expresses the Puritan theme that victory is a gift from God. As you read, consider what else Bradford's descriptions and sometimes subtle word choice reveal about Puritan themes and the rhetorical appeal of shared beliefs. The appeal to common beliefs can influence not only what readers think but also how they feel about a subject.

## ● READING STRATEGY: SUMMARIZE

When you **summarize**, you restate the **main ideas** and the most important **details** of what you read. This process will help you sift through Bradford's long, complex sentences for important clues to his beliefs and themes.

This excerpt from *Of Plymouth Plantation* has five sections. As you read each section, record the date or time of year events occur and a one- or two-sentence summary of the section.

*Section: Their Safe Arrival at Cape Cod*

*Time of Year:*

*Summary:*

## ▲ VOCABULARY IN CONTEXT

The following boldfaced words help tell the story of the founding of Plymouth Colony. Use context clues to guess the meaning of each word; then, write a brief definition.

1. found **solace** in the peaceful woodland setting
2. her survival was an act of **providence**
3. will **tender** her resignation in a letter
4. chose a **rendezvous** convenient for everyone
5. tried to **procure** enough food for the family
6. an illness **feigned** in order to avoid work



Complete the activities in your **Reader/Writer Notebook**.

## *When does* **HARDSHIP** *unite us?*

Hard times can bring people together or tear them apart. For example, in a blackout after a serious storm, people could respond by sharing supplies or by stealing what they need from unprotected homes. When does facing hardship become a source of strength and unity rather than one of distrust and division?

**DISCUSS** Working with a small group, list events you know from history or from the news that imposed great hardships on a community. Compare situations that had a unifying effect with those that divided the community. Identify factors that may account for the different responses.



# Of Plymouth Plantation

William Bradford

**BACKGROUND** By the time the Pilgrims landed at Cape Cod, the local Native American tribes had had 100 years of contact and conflict with European explorers. Squanto, who became the Pilgrims' interpreter, had learned English when he was kidnapped by an English expedition in 1605. The Nauset Indians, who attacked the Pilgrims shortly after their arrival, had survived years of skirmishes with English explorers, including a 1609 battle with John Smith of Jamestown fame. Keep these events in mind as you read Bradford's account.

## Their Safe Arrival at Cape Cod

But to omit other things (that I may be brief) after long beating at sea they<sup>1</sup> fell with that land which is called Cape Cod; the which being made and certainly known to be it, they were not a little joyful. . . .

Being thus arrived in a good harbor, and brought safe to land, they fell upon their knees and blessed the God of Heaven who had brought them over the vast and furious ocean, and delivered them from all the perils and miseries thereof, again to set their feet on the firm and stable earth, their proper element. . . . **A**

But here I cannot but stay and make a pause, and stand half amazed at this poor people's present condition; and so I think will the reader, too, when he  
10 well considers the same. Being thus passed the vast ocean, and a sea of troubles before in their preparation (as may be remembered by that which went before), they had now no friends to welcome them nor inns to entertain or refresh their weatherbeaten bodies; no houses or much less towns to repair to, to seek for

## Analyze Visuals ►

Describe the landscape that awaits the travellers. What emotional response might they have had to this sight?

## **A** CULTURAL CHARACTERISTICS

Reread lines 4–7. What does this paragraph reveal about the way Puritans viewed God? How might this shared belief influence Bradford's readers?

1. **they:** Bradford refers to the Pilgrims in the third person, even though he is one of them.

*The Landing of the Pilgrims*  
(1803–1806), Michael Felice Corne.  
Tempera on canvas. Pilgrim Hall  
Museum, Plymouth, Massachusetts.



succor.<sup>2</sup> It is recorded in Scripture as a mercy to the Apostle and his shipwrecked company, that the barbarians showed them no small kindness in refreshing them,<sup>3</sup> but these savage barbarians, when they met with them (as after will appear) were readier to fill their sides full of arrows than otherwise. And for the season it was winter, and they that know the winters of that country know them to be sharp and violent, and subject to cruel and fierce storms, dangerous to travel to known  
20 places, much more to search an unknown coast. Besides, what could they see but a hideous and desolate wilderness, full of wild beasts and wild men—and what multitudes there might be of them they knew not. Neither could they, as it were, go up to the top of Pisgah<sup>4</sup> to view from this wilderness a more goodly country to feed their hopes; for which way soever they turned their eyes (save upward to the heavens) they could have little **solace** or content in respect of any outward objects. For summer being done, all things stand upon them with a weatherbeaten face, and the whole country, full of woods and thickets, represented a wild and savage hue. If they looked behind them, there was the mighty ocean which they had passed and was now as a main bar and gulf to separate them from all the civil  
30 parts of the world. . . . **B**

**solace** (sŏl'ıs) *n.* comfort in sorrow or distress

**B SUMMARIZE**

Reread lines 16–30. What challenges confronted the colonists when they arrived at Cape Cod?

- 
2. **to seek for succor:** to look for help or relief.
  3. **It is . . . refreshing them:** a reference to the Biblical account of the courteous reception given to Paul (“the Apostle”) and his companions by the inhabitants of Malta (Acts 27:41–28:2).
  4. **Pisgah:** the mountain from whose peak Moses saw the Promised Land (Deuteronomy 34:1–4).



*The First Winter of the Pilgrims in Massachusetts, 1620 (1800s).* Colored engraving. The Granger Collection, New York.

## The First Encounter

Being thus arrived at Cape Cod the 11th of November, and necessity calling them to look out a place for habitation (as well as the master's and mariners' importunity); they having brought a large shallop<sup>5</sup> with them out of England, stowed in quarters in the ship, they now got her out and set their carpenters to work to trim her up; but being much bruised and shattered in the ship with foul weather, they saw she would be long in mending. Whereupon a few of them **tendered** themselves to go by land and discover those nearest places, whilst the shallop was in mending; . . .

**tender** (tĕn'dər) v. to offer formally

After this, the shallop being got ready, they set out again for the better discovery  
40 of this place, and the master of the ship desired to go himself. So there went some thirty men but found it to be no harbor for ships but only for boats. There was also found two of their [the Indians'] houses covered with mats, and sundry of their implements in them, but the people were run away and could not be seen. Also there was found more of their corn and of their beans of various colors; the corn and beans they [the English] brought away, purposing to give them [the Indians] full satisfaction when they should meet with any of them as, about some six months afterward they did, to their good content.<sup>6</sup>

And here is to be noted a special **providence** of God, and a great mercy to this poor people, that here they got seed to plant them corn the next year, or else they  
50 might have starved, for they had none nor any likelihood to get any till the season had been past, as the sequel did manifest.<sup>7</sup> Neither is it likely they had had this, if the first voyage had not been made, for the ground was now all covered with snow and hard frozen; but the Lord is never wanting unto His in their greatest needs; let His holy name have all the praise. **C**

**providence** (prŏv'ĭ-dəns)  
n. an instance of divine care

The month of November being spent in these affairs, and much foul weather falling in, the 6th of December they sent out their shallop again with ten of their principal men and some seamen, upon further discovery, intending to circulate that deep bay of Cape Cod. The weather was very cold and it froze so hard as the spray of the sea lighting on their coats, they were as if they had been  
60 glazed. . . . [The next night they landed and] made them a barricado<sup>8</sup> as usually they did every night, with logs, stakes, and thick pine boughs, the height of a man, leaving it open to leeward,<sup>9</sup> partly to shelter them from the cold and wind (making their fire in the middle and lying round about it) and partly to defend them from any sudden assaults of the savages, if they should surround them; so being very weary, they betook them to rest. But about midnight they heard a hideous and great cry, and their sentinel called "Arm! arm!" So they bestirred them and stood to their arms and shot off a couple of muskets, and then the noise

**COMMON CORE** RI 9

### **C** CULTURAL CHARACTERISTICS

As you have seen from your reading so far, William Bradford believes that God played a special role in the lives of the Puritan settlers. Reread lines 48–54. In the first sentence, notice the phrase "a special providence of God." The verb form of *providence* is *provide*. This word expresses Bradford's belief that God literally provides for the Puritan settlers by giving them seed corn to plant so that they will not starve. As you read the following paragraphs (lines 55–99), look for other places where the author expresses Puritan beliefs about the role of God in their lives.

5. **shallop** (shăl'əp): an open boat usually used in shallow waters.

6. **purposing . . . content**: intending to repay the Nauset Indians for the corn and beans they took, as they in fact did, to the Indians' satisfaction, six months later.

7. **as the sequel did manifest**: as the events that followed proved to be the case.

8. **barricado** (bărr'ĭ-kă'dō): a barrier for defense.

9. **to leeward**: on the side sheltered from the wind.

ceased. They concluded it was a company of wolves or such like wild beasts, for one of the seamen told them he had often heard such a noise in Newfoundland.

70 So they rested till about five of the clock in the morning; for the tide, and their purpose to go from thence, made them be stirring betimes. So after prayer they prepared for breakfast, and it being day dawning it was thought best to be carrying things down to the boat. But some said it was not best to carry the arms down, others said they would be the readier, for they had lapped them up in their coats from the dew; but some three or four would not carry theirs till they went themselves. Yet as it fell out, the water being not high enough, they laid them down on the bank side and came up to breakfast.

But presently, all on the sudden, they heard a great and strange cry, which they knew to be the same voices they heard in the night, though they varied  
80 their notes; and one of their company being abroad came running in and cried, "Men, Indians! Indians!" And withal, their arrows came flying amongst them. Their men ran with all speed to recover their arms, as by the good providence of God they did. In the meantime, of those that were there ready, two muskets were discharged at them, and two more stood ready in the entrance of their **rendezvous** but were commanded not to shoot till they could take full aim at them. And the other two charged again with all speed, for there were only four had arms there, and defended the barricado, which was first assaulted. The cry of the Indians was dreadful, especially when they [the Indians] saw their men [the English] run out of the rendezvous toward the shallop to recover their arms, the Indians wheeling  
90 about upon them. But some running out with coats of mail on, and cutlasses in their hands, they [the English] soon got their arms and let fly amongst them [the Indians] and quickly stopped their violence. . . .

Thus it pleased God to vanquish their enemies and give them deliverance; and by His special providence so to dispose that not any one of them were either hurt or hit, though their arrows came close by them and on every side [of] them; and sundry of their coats, which hung up in the barricado, were shot through and through. Afterwards they gave God solemn thanks and praise for their deliverance, and gathered up a bundle of their arrows and sent them into England afterward by the master of the ship, and called that place the First Encounter. . . .

### The Starving Time

100 But that which was most sad and lamentable was, that in two or three months' time half of their company died, especially in January and February, being the depth of winter, and wanting houses and other comforts; being infected with the scurvy<sup>10</sup> and other diseases which this long voyage and their inaccommodate condition had brought upon them. So as there died some times two or three of a day in the foresaid time, that of 100 and odd persons, scarce fifty remained. And of these, in the time of most distress, there was but six or seven sound persons who to their great commendations, be it spoken, spared no pains night nor day, but with abundance of toil and hazard of their own health fetched them wood, made them fires, dressed them meat, made their beds, washed their loathsome clothes,

**rendezvous** (rān'dā-vōō) *n.*  
a gathering place

### Language Coach

#### Fixed Expressions

The phrase "depth of winter" in line 102 means "middle part of winter." Other phrases with *depth* are *in-depth* ("complete" or "thorough") and *depths of* ("the deepest point of"). Use *depths of despair* in a sentence about the colonists' situation.

10. **scurvy** (skŭr'vĕ): a disease caused by lack of vitamin C.



*The First Thanksgiving* (1914), Jennie Augusta Brownscombe. © Burstein Collection/Corbis.

110 clothed and unclothed them. . . . In a word, did all the homely and necessary offices for them which dainty and queasy stomachs cannot endure to hear named; and all this willingly and cheerfully, without any grudging in the least, showing herein their true love unto their friends and brethren; a rare example and worthy to be remembered. Two of these seven were Mr. William Brewster, their reverend Elder, and Myles Standish, their Captain and military commander, unto whom myself and many others were much beholden in our low and sick condition. And yet the Lord so upheld these persons as in this general calamity they were not at all infected either with sickness or lameness. . . . **D**

### Indian Relations

120 All this while the Indians came skulking about them, and would sometimes show themselves aloof off, but when any approached near them, they would run away; and once they [the Indians] stole away their [the colonists'] tools where they had been at work and were gone to dinner. But about the 16th of March, a certain Indian came boldly amongst them and spoke to them in broken English, which they could well understand but marveled at it. At length they understood by discourse with him, that he was not of these parts, but belonged to the eastern parts where some English ships came to fish, with whom he was acquainted and could name sundry of them by their names, amongst whom he had got his language. He became profitable to them in acquainting them with many things concerning the state of the country in the east parts where he lived, which was  
130 afterwards profitable unto them; as also of the people here, of their names, number and strength, of their situation and distance from this place, and who was chief amongst them. His name was Samoset. He told them also of another Indian whose name was Squanto, a native of this place, who had been in England and could speak better English than himself.

### ▲ Analyze Visuals

Contrast the scenery in this image with the landscape on page 105. How has the view of nature changed?

### **D** CULTURAL CHARACTERISTICS

Reread lines 106–118. Notice how Bradford holds up seven colonists as examples. What values do these seven represent? What do they mean to Bradford, and how might their example influence Bradford's readers?




Being, after some time of entertainment and gifts dismissed, a while after he came again, and five more with him, and they brought again all the tools that were stolen away before, and made way for the coming of their great Sachem,<sup>11</sup> called Massasoit. Who, about four or five days after, came with the chief of his friends and other attendance, with the aforesaid Squanto. With whom, after friendly  
140 entertainment and some gifts given him, they made a peace with him (which hath now continued this 24 years) in these terms: **E**

1. That neither he nor any of his should injure or do hurt to any of their people.
2. That if any of his did hurt to any of theirs, he should send the offender, that they might punish him.
3. That if anything were taken away from any of theirs, he should cause it to be restored; and they should do the like to his.
4. If any did unjustly war against him, they would aid him; if any did war against them, he should aid them.
- 150 5. He should send to his neighbors confederates to certify them of this, that they might not wrong them, but might be likewise comprised in the conditions of peace.<sup>12</sup>
6. That when their men came to them, they should leave their bows and arrows behind them.

After these things he returned to his place called Sowams,<sup>13</sup> some 40 miles from this place, but Squanto continued with them and was their interpreter and was a special instrument sent of God for their good beyond their expectation. He directed them how to set their corn, where to take fish, and to **procure** other commodities, and was also their pilot to bring them to unknown places for their  
160 profit, and never left them till he died.

### First Thanksgiving

They began now to gather in the small harvest they had, and to fit up their houses and dwellings against winter, being all well recovered in health and strength and had all things in good plenty. For as some were thus employed in affairs abroad, others were exercised in fishing, about cod and bass and other fish, of which they took good store, of which every family had their portion. All the summer there was no want; and now began to come in store of fowl, as winter approached, of which this place did abound when they came first (but afterward decreased by degrees). And besides waterfowl there was great store of wild turkeys, of which they took many, besides venison, etc. Besides they had about a peck a meal a week  
170 to a person, or now since harvest, Indian corn to that proportion. Which made many afterwards write so largely of their plenty here to their friends in England, which were not **feigned** but true reports. 

### **E** SUMMARIZE

Reread lines 122–141. What events led to the treaty with Massasoit?

**procure** (prō-kyōōr') v. to get by special effort; to obtain

### Language Coach

**Homophones** Words that sound alike but have different meanings and spellings are called **homophones**. *Fowl* (line 166) means “birds.” Look at “foul weather” in line 55 on page 107. What does *foul* mean? How is it pronounced?

**feigned** (fānd) *adj.* not real; pretended **feign** v.

11. **Sachem** (sā'chəm): chief.

12. **He should send . . . peace:** Massasoit was to send representatives to other tribes to let them know about the treaty with the Pilgrims.

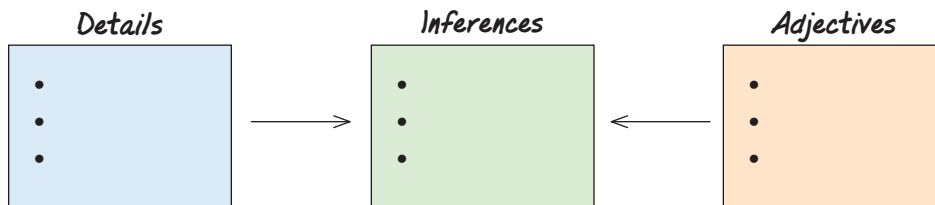
13. **Sowams** (sō'əmz): near the site of present-day Barrington, Rhode Island.

## Comprehension

1. **Recall** What happens to the colonists during “the starving time”?
2. **Recall** Who is Squanto?
3. **Clarify** In what ways did the Wampanoag help the colonists survive?

## Text Analysis

4. **Make Inferences About Cultural Characteristics** Bradford’s **word choice** and his choice of details provide subtle clues to Puritan beliefs. Reread Bradford’s account of the arrival at Cape Cod (lines 4–30). What does his description reveal about Puritan attitudes toward nature? Use a chart like the one shown to gather evidence and make inferences.



5. **Analyze Outcomes** Using the **summary** chart you created as you read, review the events of the first year at Plymouth. How did events change the colonists’
  - prospects for survival?
  - impressions of Native Americans?
  - attitude toward the region?
  - sense of providence?
6. **Analyze Form** A **chronicle** is a chronological, objective account of historical events. What features of Bradford’s narrative might have changed had he written a personal account of his experiences?
7. **Make Judgments** Review the terms of the treaty between the Plymouth colonists and the Wampanoag (lines 142–154). Notice which terms apply to both parties equally and which do not. In your opinion, is the treaty fair? Explain your answer.

## Text Criticism

8. **Different Perspectives** How might a Wampanoag historian’s version of events differ from Bradford’s? Choose an episode from *Of Plymouth Plantation* and cite specific details that might change to reflect this different perspective.

### *When does **HARDSHIP** unite us?*

Which beliefs most contributed to the colonists’ willingness to face hardships together? And how does Bradford’s appeal to common beliefs influence readers—especially Bradford’s Puritan contemporaries? Support your answer with details from Bradford’s account.

## COMMON CORE

**RI 1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RI 2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **RI 9** Analyze seventeenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

# Vocabulary in Context

## ▲ VOCABULARY PRACTICE

Show you understand the vocabulary words by answering these questions.

1. If you wanted to **procure** something, would you go to a store or go swimming?
2. If someone's sorrow is **feigned**, is it genuine or bogus?
3. Is a **rendezvous** a good place to be alone?
4. What would be a sign of **providence**—an unexpected victory or a deadly accident?
5. Who would be in more need of **solace**—a person who has just won a race or someone whose grandmother has just died?
6. To **tender** yourself as a mayoral candidate, would you write a letter to the election board or tell a friend about your idea?

### WORD LIST

feigned  
procure  
providence  
rendezvous  
solace  
tender

## ACADEMIC VOCABULARY IN SPEAKING

• document • illustrate • interpret • promote • reveal

With a small group of your peers, explain how William Bradford's narrative **promotes** Puritan beliefs. Include details from the selection to **document** your ideas. As you contribute, use at least one of the Academic Vocabulary words.

## VOCABULARY STRATEGY: WORDS FROM FRENCH

*Rendezvous* is one of a number of words in English that comes directly from French. The meaning of some French words and terms may change slightly in English; *rendezvous*, for example, means “present yourself” in French. Other terms keep the same meaning. If you are not sure of the meaning of a French term when you hear or read it, consult a dictionary. Many unabridged dictionaries have short foreign-language dictionaries in the appendix where you can look up a word in a language such as French and see the English translation. Your school library may also have a French-English dictionary. Also, the Internet has many reliable resources on words and their origins. Use these kinds of references to increase your command of English words.

**PRACTICE** Create a three-column chart with these headings: *Term*, *Original Meaning*, and *Meaning in English*. Then, using a dictionary that contains etymologies, fill in the chart for each of the following terms.

- |                    |                    |
|--------------------|--------------------|
| 1. laissez faire   | 5. faux pas        |
| 2. vis-à-vis       | 6. coup de grâce   |
| 3. hors d'oeuvre   | 7. esprit de corps |
| 4. noblesse oblige | 8. savoir-faire    |

### COMMON CORE

**L 4c** Consult general and specialized reference materials, both print and digital, to determine or clarify a word's precise meaning, its etymology, or its standard usage.

Interactive Vocabulary **THINK** central

Go to [thinkcentral.com](http://thinkcentral.com).  
KEYWORD: HML11-112

## Personal Accounts of Exploration and Settlement

The selections in this section not only provide information about life in early America but are also sources of insight into the personal challenges and moral conflicts that shaped so much of our colonial culture. Because they are all firsthand accounts, the reader's understanding of the events, places, and people described is colored by the very personal feelings of each writer. Their fears, opinions, and doubts help bring this long-past world to life, as shown here.

*"In that hour, I would have welcomed death rather than see so many around me in such a condition."*

—Álvar Núñez Cabeza de Vaca

*"I was soon put down under the decks, and there I received a salutation in my nostrils as I had never experienced in my life; so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat."*

—Olaudah Equiano

*"That night they quartered in the woods, he still expecting (as he had done all this long time of his imprisonment) every hour to be put to one death or other, for all their feasting."*

—Captain John Smith

*"Besides, what could they see but a hideous and desolate wilderness, full of wild beasts and wild men—and what multitudes there might be of them they knew not."*

—William Bradford

### Writing to Evaluate

Review the selections beginning on page 72 and choose two documents that give you the most complete picture of this historical period. In a brief essay, evaluate how various features of the texts bring the ideas and events of this period to life.

#### Consider

- the themes of each selection
- descriptive details, images, and dialogue that enhance meaning and advance the writer's purpose
- what the writer's personal feelings and ideas add to your understanding or interest in the work



Pocahontas rescues John Smith.

### Extension

**SPEAKING & LISTENING** In a group of four students **debate** the following statement:

The narrators of the selections in this section are unreliable because of their personal and emotional involvement in the events and experiences they relate.

### COMMON CORE

**RI.9** Analyze seventeenth- and eighteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. **W.2** Write explanatory texts to examine complex ideas. **SL.1** Initiate and participate effectively in a range of collaborative discussions.