Separatists, Mayflower Compact, and Roger Williams

Students will learn about cooperation (the Mayflower Compact) and conflict (personal freedoms v. laws) in the Massachusetts Bay Colony.

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Grade Level: 5
Duration: 1-2 class periods

National Geography Standards

ELEMENT FOUR: HUMAN SYSTEMS
9. The characteristics, the distribution, and migration of human populations on Earth's surface

Arizona Geography Strand

Concept 4 Human Systems
PO 2. Explain the effects (e.g., economic, cultural, environmental, political) of human migration on places.

Other Arizona Standards

Strand 1 American History
Concept 3 Exploration and Colonization
PO 3. Explain the reasons (e.g., religious freedom, desire for land, economic opportunity, a new life) for colonization of America.
PO 4. Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices.
PO 5. Describe the geography, cultures, and economics of the Southern, Middle Atlantic, and New England Colonies.
PO 6. Identify contributions of individuals (e.g., John Smith, William Penn, Lord Baltimore, Roger Williams, Anne Hutchinson, James Ogelthorpe) who were important to the colonization of America.

Strand 3 Civics/Government
Concept 1 Foundations of Government
PO 1. Identify the democratic principles and ideals associated with the following documents:
a. Mayflower Compact
b. Declaration of Independence
c. Articles of Confederation
d. United States Constitution
e. Bill of Rights

ELA Common Core Standards
Reading
Informational Text
Key Ideas and Details
5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure
5.RI.4 Determine the meaning of general academic and domain-specific words and
Overview

Students may not realize that voting and dissent on issues is not a long-standing practice in western European world history. In the lands of kings and lords, the citizen had few rights. They would follow the rules of the church, king, or lord. But as democracy developed in colonial America, new ideals developed.

Purpose

In this lesson, students will learn how dissent, voting on issues, and individual rights became a part of American life.

Materials

- Mayflower Compact--copy of original compact and transcription
- The Puritans Bring New Beliefs and Conflict to America reading
- Vocabulary for Puritan Reading and Definitions
- The Pilgrims, Puritans and the Mayflower Compact worksheet and answer key
- Mayflower Compact signers images (black and white) and (colored)
- Highlighters

Objectives

The student will be able to:

1. Explain why the Mayflower Compact is important in American history.

2. Describe the effect of the Mayflower Compact and Massachusetts Bay Colony laws on personal freedom.

3. Identify the contribution of Roger Williams to American ideals of democracy.

Procedures

SESSION ONE

1. Pre-Reading Activity: Use the Vocabulary for Puritan Reading to have students brainstorm what they think these words mean. Use the root words to extract ideas when possible (pure-Puritan, separate-Separatist). Share the definitions provided. A copy of the words can be handed out and students can record the definitions if you want to assess the words at the end of the lesson.

2. Distribute the reading “The Puritans Bring New Beliefs and Conflict to America.” Before students participate in a whole class reading, they should silently read the information and be highlighting the vocabulary words and key concepts.

3. Read as a whole class and discuss. Key points that should be emphasized and perhaps written on the board. One format for highlighting the key points would be to make a timeline or cause and effect organizer.

4. End the day with showing the students the copy of the original version of the Mayflower Compact and read the transcription. Have them identify which of these are secondary or primary sources and why.

SESSION TWO

1. Read through the transcribed copy of the Mayflower Compact. Again have students highlight and then take notes of the important parts of the compact:
   - Why are they making this agreement?
   - Who is to honor this agreement?
   - Do you feel the rules of the colony are clear and fair? If not, why?
   - Were they surprised that God and King James are so prominent in this document?
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2. Look at the two images of the signers of the Compact. What are some clues that can be seen that might tell you something about the signers and the process they went through? (possible answers include: everyone must be literate because they are signing the compact and books are on the floor, there were soldiers and regular citizens, women were present but didn’t sign, the leader is seated, some people look richer than others, they were on the ship when they signed the compact)

3. Conclude the day with the vocabulary assessment or one of the Extension ideas.

Assessment

The list of vocabulary words can be assessed by a quiz. Mastery will be 80% or higher for a spelling/reading grade.

Students will score 80% or higher on The Pilgrims, Puritans, and the Mayflower Compact worksheet. This can be the assessment for a social studies and reading grade.

Extensions

The Compact says they are going to Virginia. Have students research why they ended up in Massachusetts.

Students can search the local newspaper for current headlines or stories that deal with comparable issues of personal v. collective rights and freedoms.

Students divide into three groups - representing the Plymouth Puritans, the Boston Puritans and Roger Williams. Use a pre-established list of concerns, laws, or issues from the reading for topics in an informal debate. These could be pulled randomly out of an envelope for discussion and debate.

Sources

Includes a very thorough history of Pilgrims, Mayflower passenger list and images
http://www.mayflowerhistory.com/History/voyage3.php

http://www.puritansermons.com/

Black and white image of signing
http://memory.loc.gov/service/pnp/det/4a20000/4a27000/4a27800/4a27834v.jpg

color image of signing
Architect of the Capitol  aoc.gov