

Separatists, Mayflower Compact, and Roger Williams

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Grade Level 5
Duration 1-2 class periods

National Standards

GEOGRAPHY

Element 4: Human Systems

9. The characteristics, the distribution, and migration of human populations on Earth's surface

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

AZ Standards

ELA

Reading

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 phrases in a text relevant to a grade 5 topic or subject area.

Arizona Social Science Standards

GEOGRAPHY

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration. Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

5G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

HISTORY

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe. Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

CIVICS

Citizens have individual rights, roles, and responsibilities.

5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.

Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military

Overview

Students may not realize that voting and expressing dissent on issues is a recent practice in world history. In the lands of all-powerful rulers, the citizens had few rights. They would follow the mandates of the church, the king, or the landowner. But as religious dissidents and others settled in colonial America, new ideals developed. It was the beginning of a new wave of thought—democracy.

Purpose

In this lesson, students will learn how dissent, voting on issues, and individual rights became a part of American life and are pillars for our government today.

Materials

- Mayflower Compact—copy of original compact and transcription
- The Puritans Bring New Beliefs and Conflict to America reading
- Vocabulary Practice 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

Prerequisite Knowledge: Students know the difference between primary and secondary sources.

SESSION ONE

1. Begin the lesson by projecting and distributing the Vocabulary for Puritan Reading. Have students brainstorm what they think these words mean. Use the root words to extract ideas when possible (pure-Puritan, separate-Separatist). Project the definitions and allow students time to copy.
2. Distribute the reading “The Puritans Bring New Beliefs and Conflict to America.” Before students participate in a whole class reading, have students silently read the information and highlight the vocabulary words in one color and key concepts in another.
3. Read as a whole class and discuss. Key points that should be emphasized and perhaps written on the board. Distribute the Pilgrims, Puritans and the Mayflower Compact worksheet and have students answer the reading comprehension questions.
4. End the day by projecting the copy of the original Mayflower Compact and read the transcription. Have students identify which version is the secondary or primary source and explain why.

SESSION TWO

1. Distribute the transcribed copy of the Mayflower Compact and instruct students to highlight the following main ideas:
 - Why are they making this agreement?
 - Who is to honor this agreement?
 - What are the rules of the colony?
 - How important is King James and God in the compact?

Project the main ideas so students can refer to them as they read and highlight.

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2. Discuss the principles of the Separatist, Mayflower Compact, and Roger Williams. How do they link to our American democracy?
 - a. idea of self-government
 - b. freedom of religion
 - c. right to protest
 - d. government and religion should be separate systems
 - e. fair and equal treatment
 - f. governments are an agreement between men and system
 - g. laws of religions and laws of a nation can be different
 - h. voting is the way decisions are made
 - i. etc.
3. Conclude the lesson by projecting 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?
 - a. everyone must be literate because they are signing the compact and books are on the floor
 - b. there were soldiers and regular citizens
 - c. women were present but didn't sign
 - d. the leader is seated
 - e. some people look richer than others
 - f. they were on the ship when they signed the compact
 - g. etc.

Assessment

ELA and Social Sciences

The vocabulary words can be assessed by a quiz. Mastery will be 80% or higher.

The Pilgrims, Puritans, and the Mayflower Compact worksheet can be graded for social studies and reading grade. Mastery will be 80% or higher.

Extensions

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

<https://www.history.com/topics/colonial-america/mayflower>

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

Sources

Mayflower passenger list

<http://mayflowerhistory.com/mayflower-passenger-list/>

The Pilgrims and Puritans: Total Reformation for the Glory of God Samuel T. Logan. Jr. President of Westminster Theological Seminary in Philadelphia, Pa. <https://graceonlinelibrary.org/church-history/puritans/the-pilgrims-and-puritans-total-reformation-for-the-glory-of-god-by-samuel-t-logan-jr/>