

TEACHING AMERICAN HISTORY PROJECT
Lesson Title - Mayflower Compact, a Closer Look
By Jessica Cooley

Grade – Fifth Grade

Length of class period – 1 Hour

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

What exactly is the Mayflower Compact trying to accomplish in 1620?

Would you sign the Mayflower Compact?

Objectives (What content and skills do you expect students to learn from this lesson?)

The students will examine, research, and comprehend the primary source of the Mayflower Compact.

The students will rewrite a section of the compact in their own words.

The students will make their own decision as whether to sign or not and give evidence for their reasoning.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

Source: Mayflower Compact 1620

The Federal and State Constitutions Colonial Charters, and Other Organic Laws of the States, Territories, and Colonies Now or Heretofore Forming the United States of America
Compiled and Edited Under the Act of Congress of June 30, 1906 by
Francis Newton Thorpe Washington, DC : Government Printing Office,
1909.

Mayflower Compact documents 1-4

Would You Sign Document

Dictionary

Chart Paper

Access to a computer or laptop if needed

Activities (What will you and your students do during the lesson to promote learning?)

Opening:

Imagine this: you have been crammed onto a 90 foot sailing ship with 127 other people for more than two months—66 days. This isn't any luxury cruise ship, either.

There are no bathrooms (people just wash up on deck and throw waste overboard); food is scarce and mostly stale; and since this is the rough Atlantic ocean, people are seasick all over the place. Finally, you have reached land...but with no sign of civilization as you know it. So the men on the ship got together and created The Mayflower Compact.

What would you put in it?

1. Read the Mayflower Compact aloud to the class and let them know they are about to take a closer look.
2. Break students into four groups and pass out Mayflower Compact documents 1, 2, 3, and 4 . One number for each group. Number 4 can be used as a model or for special needs students since it is the easiest.
3. The students can use their background knowledge, dictionaries, and a computer if needed to research the enlarged part of the Mayflower Compact for their group.
4. The group of students rewrites that section of the Mayflower Compact in their own words on chart paper.
5. Each group shares with the class their part of the Mayflower Compact written in their own words.
6. Then each student has to decide if they would or would not sign the Mayflower Compact and give their reasoning with evidence as an exit.

How will you assess what student learned during this lesson?

I will assess what students have learned during this lesson by the circulating during group work and the completed exit paper as to if they would sign with evidence.

Connecticut Framework Performance Standards –

1.3 – Students will be able to demonstrate an understanding of significant events and themes in world history/international studies.

Grade 5 #7- Trace the evolving relationship between England and its American Colonies.

1.5- Students will describe the interaction of humans and the environment.

Grade 5 # 12- Describe how early colonists had to adapt to a new environment.

Mayflower Compact : 1620

Agreement Between the Settlers at New Plymouth : 1620

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