

## Primary Source Lesson: Mayflower Compact

**Objective:** Students will be able analyze a primary source using specific skills to help them draw conclusions about colonial society in New England.

**Warm-Up:** What is a primary source and how are they used?

### Day I

- Present **document** and have students in small groups use sourcing skills and close reading skills w/ questions. Brief discussion. (10min)
  - Introduction Lecture w/ images about “Pilgrims” and Puritan society (10min.)
  - Bring back **document** and have students individually contextualizing skills. As to analyze, with background knowledge, why this document was created and why it will become significant. (15min)
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- **HW:** Have students go back and review notes on settlement of Jamestown and answer these five questions: ( to compare & contrast) (10min for review)
    1. How is the role of the Church different in Plymouth than in Jamestown?
    2. Who controls the creating and enforcing of laws?
    3. Which group of colonists has stronger ties to Britain and why?
    4. Does either society (Virginia or Plymouth) pose a threat to the authority of the British Crown, how?
    5. What are three reasons both settlements have in common in immigrating to American and three differences?
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### Day II (assessment)

- Have students pair and share answers to the questions, switching 5 times w/ partners (10min)
- Have students share out answers and post answers into graphic:
  - Reasons for immigration, social norms, social structure, role of church and state. (35min.)

## The Mayflower Compact

IN THE NAME OF GOD, AMEN. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith, &c. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant the first Colony in the northern Parts of Virginia; Do by these Presents, solemnly and mutually, in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience. IN WITNESS whereof we have hereunto subscribed our names at Cape-Cod the eleventh of November, in the Reign of our Sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth, Anno Domini; 1620.

Mr. John Carver	John Craxton	Mr. Steven	Francis Cooke
Mr. William	John Billington	Hopkins	Thomas Rogers
Bradford	Joses Fletcher	Digery Priest	Thomas Tinker
Mr Edward	John Goodman	Thomas Williams	John Ridgdale
Winslow	Mr. Samuel Fuller	Gilbert Winslow	Edward Fuller
Mr. William	Mr. Christopher	Edmund	Richard Clark
Brewster	Martin	Margesson	Richard
Isaac Allerton	Mr. William Mullins	Peter Brown	Gardiner
Myles Standish	Mr. William White	Richard	Mr. John
John Alden	Mr. Richard Warren	Britteridge	Allerton
John Turner	John Howland	George Soule	Thomas English
Francis Eaton		Edward Tilly	Edward Doten
James Chilton		John Tilly	Edward Liester

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Source: 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, D.C.

Source: <http://www.histarch.uiuc.edu/plymouth/compact.html>

## Questions: The Mayflower Compact

### Part I

1. Whom was this document created for?
2. Who was intended to read it?
3. Why would such a document be written?

### Part II

4. What is the first thing that strikes you as different from this official document and other official documents that you have read?
5. As you read, what common theme do you see throughout the document?

### Part III

6. How can the Mayflower Compact be seen as a stepping stone to the creation of the U.S. Constitution?
7. What characteristics can be taken from the Mayflower Compact that connects it to our present document?
8. What differences are seen within the Mayflower Compact that is not seen in the U.S. Constitution?

Images to go along with Notes:

-William Bradford: <http://en.wikipedia.org/wiki/File:WilliamBradfordStatue.jpg>

References for notes:

1. <http://www.northern.edu/marmorsa/newenglandlp.htm>
2. <http://nationalhumanitiescenter.org/tserve/eighteen/ekeyinfo/legacy.htm>

Notes-

**Protestant Reformation** and the rise of **Puritanism** (1517), **Martin Luther** began break from Catholic church; birth of Protestantism

1. Luther declared the Bible alone was the source of God's word
2. Faith alone would determine salvation; he denounced authority of Pope
  - a. **Puritans** were Protestants seeking to reform the Anglican Church by removing its Catholic elements and excluding people who were not committed.
  - b. **Separatists:** extreme group of Puritans who wanted to break from the Anglican Church altogether— later called **Pilgrims**.
  - c. First were the Separatists left Britain for Holland for freedom to practice Calvinism.
    1. Later, became unhappy by the "Dutchification" of their children.
    2. Sought opportunity to practice their religion as Englishmen without interference
  - d. Secured rights with Virginia Company to settle within its jurisdiction in Virginia
    1. Pilgrims agreed to work for 7 years in return for the support of the joint stock company which was comprised of non-separatist investors.
  - e. **Mayflower** landed off New England coast with 102 persons
  - f. **Plymouth Bay** chosen as settlement site
    1. Plymouth was outside jurisdiction of Virginia Company. Settlers thus became squatters: no legal right to land and no recognized gov't (thus, never gained charter from the crown)
  - g. **Mayflower Compact** (an agreement)
    1. Purpose: To legitimize Pilgrims' settlement outside Virginia by creating a secular document recognizing James I as their sovereign and creating a body of all the settlers with power to devise laws and elect leaders.
    2. Agreement provided for majority rule among settlers (excluding servants and seamen)—became an important seed of democracy.
    3. Adult male settlers assembled to make laws and conduct open-discussion town meetings.

## New England Colonies

Reasons of Immigration	Social Norms	Social Structure	Role of Church & State

## Southern Colonies

Reasons of Immigration	Social Norms	Social Structure	Role of Church & State