

Lesson 9

The Mayflower Compact

Subject Area: Social Studies – Rules and Laws

Group/Grade: K-2

Time Frame: 2 (45 minute) class periods

Objectives:

This lesson stresses the importance of rules and laws, and their affect on the society in which people must live. The lesson explores ways in which people depend on others in their group to survive.

Standards:

- I-Culture, 1a, 1d,
- II-Time, Continuity, and Change, 2b, 2d, 2e,
- IV-Individual Development and Identity, 3e
- VI-Power, Authority and Governance, 6a

Materials:

- Sarah Morton's Day
- Samuel Eaton's Day
- Writing paper
- Marker for writing the classroom constitution
- Heavy paper for writing the constitution

Learner Factors:

- Students will discuss why it is important to have rules and laws. *linguistic*
- Students will compare past and present rules. *linguistic*
- Students develop a set or rules for classroom behavior in order to get along with others.
- Students will continue to use the timeline to chronicle events. *mathematical*
- Students will continue to draw correlations between the past and now. *linguistic*

Motivational Activities:

Review and provide new background information for students. The year is 1620 and the Pilgrims are on a ship called the Mayflower. Place the date on the timeline. Many of the passengers don't really know each other and they have different beliefs, but they know they must all work together to survive in the new world. The Pilgrims decided to draw up a contract by which they promise to abide. The compact will be made up of rules which they all agree upon. In England, you could get in trouble if you did not agree with the king. That is one of the reasons some immigrants decided to leave England and come to America. Why

is it important to get along? What happens when we don't get along? . Cooperation is one outcome of having rules and laws upon which we can agree.

They call this document the Mayflower Compact. The men sign the compact before they get off the boat in the New World. There were women and children on the boat, too. In 1620, many people wanted freedom, but they were not ready to give freedom to women. Only men were allowed to make decisions. It is no longer like that. Women are very capable of making decisions, too.

Lesson Development:

People continue to come to America over the next few years. It is now 1627. Let's find out what is happening with the Pilgrims. Read *Sarah Morton's Day*. Discuss ways in which Sarah's life is different or similar to your own. Compare Sarah to Tapenum. How are they similar? Compare the rules that Sarah must follow to Tapenum's or to your own. Write examples on the board.

Closure: Read page 34 in *If You Sailed on the Mayflower*. It explains the Mayflower Compact.

On the Mayflower provides interesting insight into the life of a young boy who travels on the Mayflower.

Link:

Complete the *Now and Then* visit to a museum on page 19 of the *Scholastic Big Book*.

Extensions:

Have students think of some ways we use to help us get along with each other. Do you know any school rules that help us get along? List them on the board. Have students decide which things are the most important. Decide on which rules are needed to help the class get along with each other. Vote on the five which you feel are the most important. Draw up a classroom constitution which every member must sign, stating the things they will do to get along and help each other.

Visit Plimoth Plantation.

Watch video produced by Plimoth Plantation about the early settlement.

Give each student a copy of the paper doll and clothes. Students are expected to use appropriate colors in creating the costumes for their dolls. Dolls may be displayed in the museum.

Students and teacher may continue reading *the Mayflower* book as time allows

Students may listen to or read *Samuel Eaton's Day* to learn about the life of a pilgrim boy growing up at the same time.

Student Assessment:

Compare Sarah Morton to a girl growing up now. What similarities and differences do you notice? Complete a three columned diagram comparing Sarah Morton, Tapenum, and you. Include similarities between your families. Younger students can draw pictures of similarities, or dictate their responses to a 'scribe' during small group activity. Drawings and diagrams can be displayed in the classroom and included in student social studies/art portfolios.

Self Assessment:

Teacher journal reflection

