



<https://www.loc.gov/item/det1994024259/PP/>

The Mayflower Compact and Its Creators

Overview/Prior Knowledge

This lesson will discuss the context and signing of the Mayflower Compact and its impact.

Objectives

- TSW make inferences about the time period and conditions of the signing of the Mayflower Compact.
- TSW identify Latin and Greek morphemes to determine the meaning of the word compact.
- TSW determine the importance of the Mayflower Compact and its impact.

Time Required

Three to four 80-minute periods.

Recommended Grade Range

3-5

Subject/Sub-Subject

United States History, English Language Arts

Standards

Social Studies

Mississippi: Civil Rights/Human Rights - 3. Understand how political, religious, and economic ideas and interests influenced the founding of the United States

- Explain how the need for religious, political, and economic freedom influenced the settlement of North America by Europeans. (DOK 2)
- Analyze the relationship between early European settlers in America and the Native Americans they encountered in terms of conflict, cultural exchanges, property rights, and adoption of

- democratic ideas. (DOK 3)
- c. Trace the development of democratic ideas that influenced the early colonies (e.g., Magna Carta and Mayflower Compact, etc.). (DOK 2)

English Language Arts

CCSS ELA WRITING STANDARDS:

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS ELA LANGUAGE STANDARDS:

L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CCSS ELA READING STANDARDS:

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 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.

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Library of Congress - Teaching with Primary Sources Skills:

- Identify details when observing a primary source(s)
- Speculate about who created a primary source, when, and for what purpose
- Identify points of view with primary sources
- Categorize primary sources to show relationships between them
- Make comparisons with primary sources
- Consider issues of cause and effect, context, and/or continuity change
- Articulate ideas or beliefs formed by observing primary sources
- Express learning in a variety of ways using primary sources

Highlighted Strategies:

- Observation/Inferences
- Zoom-In
- KWL (Know, Want to Know, Learned)
- Root Chart

Credits

Melissa Baneck, Katie Graves, & Ashley Entsminger; Starkville Oktibbeha Consolidated School District

Materials

- Primary Sources – See Resource Guide at the end of this document.

Procedures

Introduction

- **Preview**
 - Assessment opportunity- Pre-assessment of requisite skills or knowledge
 - The teacher will project the print of the Mayflower Compact being signed (<https://www.loc.gov/item/2016818298/>). The teacher will explain that he/she is going to divide the picture into four quadrants (or 3 parts). Each group will be assigned a quadrant and they will identify everything in that quadrant that they physically see (observation). The print is a post- event representation of the historical event studied. When discussing the print of the Mayflower Compact being signed was created in 1910 and that it is a modern interpretation of the event based on historical documents.
 - Sample prompt questions:
 - What clothing are they wearing?
 - What is the center focus of the drawing?
 - What do you see other than people?
 - Describe the papers on the floor.
 - In an Observation and Inference Chart the students will record their observations. The teacher will make sure that students are not making inferences yet but are actually writing what they physically see.
- The teacher will ask each group to describe their quadrant observations to the class.
- The teacher will create an observation chart on the board to collect all of the observations and vet out any misunderstandings.
 - *Ex:* The teacher will clear up any misunderstandings or problems. Possible Misunderstandings: They are not in a boat, they are looking at a map.
- After discussing what has been observed, the teacher will refresh students on making inferences (using what you already know plus what you learned to make an educated guess.)
- The teacher will guide students into figuring out that this drawing is of the signing of the Mayflower Compact. They will use the information that they listed in order to justify their inference. The teacher will remind students that photo technology was not invented yet and that this drawing was made much later than the actual event.
 - *Ex:* I know that this took place a long time ago by the clothes that they are wearing. I can guess that it was early America because the women dresses look like pilgrim dresses.

- *Ex:* I know that they are focused on an important map or document because the men are all looking at it on the table, and the table is the feature of the picture.
- *Ex:* I can infer that they are on a boat because the books and things look scattered about, as if they hit a wave.
- **KWL**
 - The students will complete the “K and W” on the K-W-L Chart to assess students’ prior knowledge about the Mayflower Compact. If the students have not listed any prior knowledge in the “K section” about the Mayflower Compact in the chart, the teacher will ask them what they would like to know to complete the “W section” of the chart.
 - The teacher will give a brief overview of the Mayflower Compact to guide the students in developing their own questions about the Compact and the events surrounding it. With teacher guidance, the students will work in small groups to develop compelling questions that they would like to research further. Following student collaboration, the teacher and the students will come back to whole group to chart their questions and develop several questions to conduct further research into. Each group will be assigned a different question to conduct their inquiry.
 - *Example questions:* What was the Mayflower Compact’s purpose? Who did it benefit? Who did it harm? What happened after the Mayflower Compact was signed? What was the impact on different populations and people? What are the similarities and differences and differences of the land of when the Mayflower Compact was established to when the actual United States was established?
- **Root Chart**
 - The teacher will create a Root Chart with “com” and “pact” on the board to determine what a compact is (com=together, pact=agreement/treaty). The teacher will ask the students if they can think of other words with similar roots to compact.
 - The teacher will ask student if they can think of documents that might be a type of compact. (Constitution, etc.)
 - The teacher will explain to the students that they will be examining primary sources to better understand the Mayflower Compact and its impact.

During

- The teacher will instruct the students that they will research their compelling question that was generated in the “Before” section of the lesson with their group using primary resources.
- As a class, the teacher and the students will further discuss the Mayflower Compact and its signers to prepare them for their inquiry into their groups’ questions. The teacher will explain that the Mayflower Compact was signed aboard the Mayflower in 1620, when the ship anchored in Provincetown Harbor, north of their original destination. The teacher will explain that this caused some rebellious speeches among some of the passengers. In order to establish a peaceful existence, the Mayflower Compact was one of the first successful attempts to establish a temporary legal document that formed self-government until they could receive official permission from the Council of New England to settle at Plymouth. The compact was signed by the men on board the ship.

- The teacher will provide primary sources that pertain to each group’s question. The students will record their findings on their Primary Source Recording Sheet. Based on their observations, they will draw inferences and record them as a group. The teacher will conference with each group during the process to monitor progress and understanding.
- **Student Grouping:** All sources will be available to all groups, but the students will focus on their groups source in order to present it to the class, but the students will use all sources for their assessment; therefore, they need access to all to have a more comprehensive understanding of the Mayflower Compact and its impact.

Group One will read excerpts from **Pilgrim Plymouth Guide to Objects of Special Historic Interest**, <https://archive.org/details/pilgrimplymouthg00atwo> **The document is a post- event representation of the historical event studied. When discussing the document acknowledge that it is a modern interpretation of the event based on historical documents.**

- Based on what they read, the students will collaborate to make observations and inferences from the text and their prior knowledge. The students will focus on page 12 to draw conclusions about the text of the compact and what it meant for their existence at Plymouth.
- The students will analyze why only certain passengers of the Mayflower signed the Compact.

Group Two will analyze the same document as group one, but the students will focus on page 13 to draw conclusions.

- The students will infer why the Pilgrims were attacked by the Native Americans. The students will use prior knowledge from their studies of relationships between Native Americans and Early Settlers from the first semester.

Group Three will examine the picture, **Landing of the Pilgrims at Plymouth 11th December 1620**, <https://www.loc.gov/resource/cph.3g03305/>. **The print is a post- event representation of the historical event studied. When discussing the print point out that it is a modern interpretation of the event based on historical documents.**

- The students should observe the following: a hiding Native American man watching the Pilgrims coming off the Mayflower, and the harsh winter snow.
- The students should draw inferences about the Native American’s views on the Pilgrims arrival and what problems may arise from the Pilgrims arriving during the winter.

Assessment

Formative: KWL and group work observation.

Summative: Student will be evaluated on their completed journal entry based on the following criteria:

- a. Student wrote at least 2 paragraphs.
- b. Student wrote from the point of view of the Pilgrims signing the Mayflower Compact.
- c. Student addressed one of the questions that they posed at the beginning of the lesson using logical inferences in each paragraph.

- d. Student included relevant, logical responses based on evidence found in the sources to answer their questions.

Differentiation

- **Enrichment:** The students will read excerpts from “The Quest of Liberty; The Adventures of the Mayflower Pilgrims” By Basil Mathews
<https://archive.org/details/questoflibertyad00math>
- The students will choose another essential question that was not chosen and research it. The students will write a more detailed account for their essay including from the point of view of a Native American.
- **Remediation:** The teacher will guide students in identifying and drawing conclusions by prompting questions and discussions. The students will mainly focus on the pictures with small excerpts of text added in as the teacher assesses that the students are prepared to analyze those. The students may answer the questions verbally or written depending on need. The teacher will modify blackline masters to meet the students’ needs by adding sentence stems to guide student thinking.

Supplementary Materials

- None.

Teaching with Primary Sources Resource Guide

Title: Mayflower Compact

Historical Background:

We will be discussing the people who came on the Mayflower, why they left England, what they hoped to accomplish, and the relationships that they had with each other and the Native Americans that they found in America.

Source 1:



Title: The Signing of the Compact of the Mayflower

Link: <https://www.loc.gov/item/2016818298/>

Purpose: The purpose of this image is to have students draw on their background information about the Mayflower and the pilgrims in order to make inferences and expand their knowledge of the first settlers. Students will make direct observations and then inferences from those observations. **The print is a post- event representation of the historical event studied. When discussing the print of the Mayflower Compact being signed was created in 1910 and that it is a modern interpretation of the event based on historical documents.**

Source 2:

Title: Pilgrim Plymouth Guide to Objects of Special Historic Interest

Link: <https://archive.org/details/pilgrimplymouthg00atwo> OR
<https://catalog.loc.gov/vwebv/search?searchArg1=21011930&argType1=phrase&searchCode1=K010&searchType=2&combine2=and&searchArg2=&argType2=all&searchCode2=GKEY&combine3=and&searchArg3=&argType3=all&searchCode3=GKEY&location=all&place=all&type=all&lah>

Purpose: The students will read excerpts from this book in order to make observations and inferences using partial parts of the Compact. TSW draw conclusions based on the time period on why only certain passengers signed the document as well as what the document meant for their existence at Plymouth. **The document is a post- event representation of the historical event studied. When discussing the document acknowledge that it is a modern interpretation of the event based on historical documents.**

Source 3:



Title: Landing of the Pilgrims at Plymouth 11th December 1620

Link: <https://www.loc.gov/item/95503144/>

Purpose: The students will examine the picture to observe the following: a Native American hiding from the Pilgrims coming ashore from the Mayflower and the snow to determine what their life may be like in their new home. **The print is a post- event representation of the historical event studied. When discussing the print point out that it is a modern interpretation of the event based on historical documents.**

Source 4:

Title: “The Quest of Liberty: The Adventures of the Mayflower Pilgrims” by Basil Matthews

Link: <https://archive.org/details/questoflibertyad00math>

Purpose: The students will use this book as an enrichment resource to learn more about the Pilgrim’s journey and their life in Plymouth. Students given this assignment will have an additional requirement to their assessment. They will have to write from the point of view of the Native Americans as well as the Pilgrims. **The document is a post- event representation of the historical event studied. When discussing the document acknowledge that it is a modern interpretation of the event based on historical documents.**

Content created and featured in partnership with the TPS program does not indicate an endorsement by the Library of Congress.