

# **BUILDING A NATION UNIT**

**Manchester College**

**Education Department/Lesson Plan Format**

**Lesson By: Deana Strantz**

**Lesson:** The Mayflower Compact

**Approx. Length:** Two 50 minute classes

**Age or Grade Intended:** 8<sup>th</sup> Grade Social Studies

**Academic (IN State) Standards:** 8.2.1 Foundations of Government: Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States, including the Virginia Declaration of Rights, the Declaration of Independence, the Virginia Statute for Religious Freedom, the Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, the Bill of Rights, the Federalist and Anti-Federalist Papers, Common Sense, Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801). (Core Standard)

English

8.4.6 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

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**Performance Objectives:** After reading the Mayflower Compact, the students will fill out a teacher-created worksheet about the Mayflower Compact getting at least 80% or higher on the worksheet.

The students will create their own compact for their own county with a partner with 100% participation.

The students will type up their compact using Microsoft Publisher, or something equivalent to it, making sure they have graphics and creativity where they will score at least 80% or higher on the rubric.

**Assessment:** After the students have filled out the Mayflower Compact worksheet they will turn it into the teacher where she will review it to make sure they got an 80% or higher. Also the students will need to turn in their typed up compact to the teacher where she will use the rubric to determine whether they got 80% or higher.

**Advanced Preparation by Teacher:** The teacher will need to create and make copies for the Mayflower Compact worksheet for the students. She will also need to print out a make copies of

the Mayflower Compact for each student. Lastly, the teacher will need to make sure that she has reserved the computer lab for the students to go and type out their own compacts.

### **Procedure:**

**Introduction:** Hello class, who here would love to live in a world where there were no rules? What would be the best thing about not have rules? What would be the worst thing? Well we have talked about many things about building a nation, but we have not talked about one very important thing, rule making. The Mayflower Compact was one of the very first set of laws ever to be established in the United States. You are going to have a chance to look at the original Mayflower Compact and then you are going to have a chance to create a compact of your own for you own country.

### **Step-by-step:**

1. Have the students break into pairs with someone not sitting next to them. Tell them that they will need to have a pencil, but everything else should be off their desks.
2. At this time the teacher will pass out the Mayflower Compact worksheet and handout.
3. Once everyone is settled and has their two handouts the teacher will say, “Ok class today we are going to learn about the Mayflower Compact. The Mayflower Compact was a legal contract in which the pilgrims agreed to have fair laws to protect the general good. It was signed on November 21, 1620, by 41 male passengers who came over on the Mayflower ship. Why do you think the colonists felt the need to establish a government for themselves? (Bloom: Analysis) and Why was it only the men who created it? (Bloom: Analysis) The Compact represents one of the first attempts at self-government in the English colonies. How do you think the Mayflower Compact influenced later governments in America? (Bloom: Application) Now that you know a little about its history I want all of you to read the Mayflower Compact and answer the questions on the worksheet I gave you. You are allowed to work with your partner to answer your questions, but you both need to fill out your worksheet because you will both turn them in.” (M.I. Interpersonal) (M.I. Verbal-Linguistic)
4. At this time the teacher will walk around the room and be checking on progress and answering questions. The teacher will only allow fifteen minutes of class time to be used on this assignment. If after fifteen minutes students are not done then they are to take it home and finish it there.
5. After fifteen minutes the students will need to put away their worksheets if they are not done, or turn them in if they are done.
6. At this time the students will break into their building a nation group.

7. Once they are in groups of three explain, “Ok now I want your group to create your own compact for your own country. You can call it whatever you like. You can also have whatever rules you want. If you need help look at the Mayflower Compact for reference. I want you to take fifteen minutes here in class and create a rough draft of your compact. After fifteen minutes we will go to the computer lab where you will type up your compact.” (M.I. Interpersonal) (M.I. Verbal-Linguistic)
8. When the students are working on their rough draft the teacher will walk around the room and observe the students to make sure they are staying on task and answer any questions they may have.
9. After fifteen minutes the teacher will instruct the students to take all their books with them and everyone as a group will walk down to the computer lab.
10. Once in the computer lab, the teacher will explain, “Class I want you to sit by your group. I would suggest that the fastest typist be the one to type up your compact. I do not want anyone surfing the internet at this time for unnecessary things. Someone in your group can read the rough draft out loud to the typist and the other can look for some clip art that might make your compact stand out. I want these done by the end of the period so use your time wisely. I will have you print out whatever you have at the end and that is what you will be graded on.” (M.I. Verbal-Linguistic) (M.I. Visual-Spatial)
11. After the explanation the teacher will walk around the room and check to make sure that the students are doing the assignment and not messing around on the computers.
12. When it gets close to the end of the period the teacher will ask them to print off their compact and the students will turn it in to the teacher.
13. At the end the teacher will remind the students that if they did not finish their worksheet questions then they will need to take it home for homework because they are due at the beginning of next class period.

**Closure:** Today we have learned about the Mayflower Compact and the how important it was to the pilgrims. I hope you all had fun creating your own compact. I am glad that you all got to use your computer skills to do this assignment. Next class we are going to learn about the importance that geography had on the placement of colonies. You are even going to get a chance to draw tomorrow so make sure you bring your color pencils to class for next time.

**Adaptations/ Enrichment:**

Working in pairs to fill out the worksheet will be beneficial to students with learning disabilities because they can brainstorm with their peers and find answers they may not have thought of.

Students with learning disabilities could be read the Mayflower Compact out loud if they have a hard time reading.

A student with autism can have the option to either work with a partner they are familiar or comfortable with or they can work alone. Giving them the option they feel most comfortable in will help them be more relaxed in the classroom.

**Self Reflection:**

Were the students able to keep on task when answering their worksheet?

Did the students seem to enjoy the idea of creating their own compact?

Did the students stay on task while in the computer lab or did they try to get on the internet?

Did the students have enough time to do everything in one class period?

What went well?

What would I change next time, and would I consider doing this lesson again?





7. Could the signing of the *Mayflower Compact* be considered an act that contributed to the "*common good*?" How? (Bloom: Analysis)

8. What was the benefit in this historical situation of group cooperation? (Bloom: Application)

# Mayflower Compact November 1620

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, etc.

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 of one another, covenant and combine ourselves together into a civil body politick, for our better ordering and preservation, and furtherance of the aforesaid ends;

And by virtue hereof to enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions and Offices, 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 11th 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.



Text from: <http://www.avbtab.org/rc/pilgrims.htm>



# Your Compact Rubric

Criteria	1	2	3
Creativity	Students showed no efforts of creativity with graphics	Students showed some creativity and graphics, but still could improve appearance of compact	Students showed lots of creativity with graphics and really took advantage of the computer program
Completion	The compact is not typed out clearly	The compact is typed out, but seems to be vague	The compact is typed out and is very detailed and clear
Grammar and Spelling	Compact contains five or more errors in grammar and spelling	Song contains two-four grammar and spelling errors	Song contains no or one grammar or spelling errors
Group Corporation	Students did not work well together and were goofing off in computer lab	Students worked well together but were a little disruptive in the computer lab	All the students participated and worked well together and behaved