



The
MAYFLOWER
COMPACT

Foundations of Liberty

TEACHER'S GUIDE

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David B. Scott, *A School History of the United States* (New York: American Book Company, 1884) 58

The Mayflower Compact and the Rule of Law

COMPELLING QUESTION

Why is the rule of law established by the Mayflower Compact important to America's founding?

SUPPORTING QUESTIONS

1. Why was the rule of law in the Mayflower Compact needed by the Pilgrims?
2. How are liberty and freedom dependent on the rule of law?
3. Why did the Pilgrims see rights of conscience, individual responsibility, and community prosperity as interdependent?

Summary

WHY IS THE RULE OF LAW ESTABLISHED IN THE MAYFLOWER COMPACT IMPORTANT TO AMERICA'S FOUNDING?

<p>Standards and Content</p>	<p>National Council for the Social Studies C3 Framework Inquiry Standards</p> <ul style="list-style-type: none"> • D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. • D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. • D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. • D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. <p>College Board Advanced Placement US History Content Standards</p> <ul style="list-style-type: none"> • KC-2.1.II. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors. • KC-2.2. The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control. • KC-2.2.I. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.
<p>Staging the Compelling Question</p>	<p>Watch American Experience: The Pilgrims—The Mayflower Compact and read the Mayflower Compact. Detail to students the events of the Mayflower Compact. Discuss what students think are the sources of the rule of law in the United States. Introduce the compelling question: Why is the rule of law established in the Mayflower Compact important to America's founding?</p>
<p>Supporting Question 1</p>	<p>Why was the rule of law in the Mayflower Compact needed by the Pilgrims?</p>
<p><i>Formative Performance Task</i></p>	<p>Write a letter or journal entry from the perspective of a Pilgrim detailing the importance of the rule of law established by the Mayflower Compact. The letter or journal entry should also detail some of the tensions between Pilgrims and "Strangers" and a definition of the rule of law.</p>
<p><i>Featured Source</i></p>	<p>Source A: Words of John Robinson. Robinson's Farewell Address to the Pilgrims. John Robinson (1620)</p> <p>Source B: "Who Sailed on the Mayflower?" NBC News Learn</p> <p>Source C: "The Mayflower Compact and the Spirit of 1776," Kim Holmes, PhD, The Heritage Foundation, <i>The Mayflower Compact: Foundations of Liberty</i></p> <p>Source D: "Was Plymouth the First Founding?" James Ceasar, PhD, The Heritage Foundation, <i>The Mayflower Compact: Foundations of Liberty</i></p>
<p>Supporting Question 2</p>	<p>How are liberty and freedom dependent on the rule of law?</p>
<p><i>Formative Performance Task</i></p>	<p>Write a one or two paragraph summary detailing how liberty and freedom are dependent on the rule of law.</p>
<p><i>Featured Source</i></p>	<p>Source A: The Mayflower Compact (1620)</p> <p>Source B: "The Mayflower Compact: Roots of our Democracy," NBC News Learn</p> <p>Source C: "Cradle of Democracy," Peter Wood, PhD, The Heritage Foundation, <i>The Mayflower Compact: Foundations of Liberty</i></p>

<p>Supporting Question 3</p>	<p>Why did the Pilgrims see rights of conscience, individual responsibility, and community prosperity as interdependent?</p>
<p><i>Formative Performance Task</i></p>	<p>Create a graphic that demonstrates the interconnection between rights of conscience, individual responsibilities, and community prosperity found in the Pilgrim’s founding. The terms should be defined as well as represented in graphic form.</p>
<p><i>Featured Source</i></p>	<p>Source A: The Mayflower Compact (1620) Source B: <i>Words of John Robinson. Robinson’s Farewell Address to the Pilgrims</i>, John Robinson (1620) Source C: “Rule of Law,” William Allen, PhD, The Heritage Foundation, <i>The Mayflower Compact: Foundations of Liberty</i></p>
<p>Summative Performance Task</p>	<p>ARGUMENT: Why is the rule of law established in the Mayflower Compact important to America’s founding? Construct an argument (e.g., essay, poster) that addresses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging any competing perspectives.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND: Research challenges to the rule of law in America today. ASSESS: Weigh the extent to which citizens and organizations are successfully responding to one of the challenges to rule of law in America today. ACT: Write a class position statement outlining actions citizens in the United States could take to help respond to one of the challenges to rule of law in America today.</p>

OVERVIEW

Inquiry Description

This inquiry leads students through an investigation of the Mayflower Compact and its impact on the principle of rule of law in America.

This inquiry highlights the following national curriculum standards:

NATIONAL COUNCIL FOR THE SOCIAL STUDIES C3 FRAMEWORK INQUIRY STANDARDS

- **D2.His.1.9-12.** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- **D2.His.5.9-12.** Analyze how historical contexts shaped and continue to shape people's perspectives.
- **D2.His.9.9-12.** Analyze the relationship between historical sources and the secondary interpretations made from them.
- **D2.His.16.9-12.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

COLLEGE BOARD ADVANCED PLACEMENT US HISTORY CONTENT STANDARDS

- **KC-2.1.II.** In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.
- **KC-2.2.** The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.
- **KC-2.2.I.** Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.

It is important to note that this inquiry requires prerequisite knowledge of the context of European exploration and encounters from 1492-1620.

Structure of the Inquiry

In addressing the compelling question and its Summative Performance Task, the students will complete three Formative Performance Tasks, which if used in sequence prepare students for the Summative Performance Task. It is also recommended that the teacher assign the Key Questions at the end of each of the Heritage articles used for the Formative Performance Tasks. This will help students understand the Formative Performance Task.

Note: This inquiry is expected to take three or four 50-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

STAGING THE COMPELLING QUESTION

In staging the compelling question, students watch [American Experience: The Pilgrims—The Mayflower Compact](#) and then perform a close reading of the Mayflower Compact. Next, the teacher provides details to students about the creation of the Mayflower Compact. The teacher then facilitates a whole class discussion on what

students think are the sources of the rule of law in the United States. Lastly, the teacher introduces the compelling question (Why is the rule of law established in the Mayflower Compact important to America’s founding?). The students’ formative tasks in the classroom will be used to answer the compelling question.

SUPPORTING QUESTION 1

The first supporting question—*Why was the rule of law in the Mayflower Compact needed by the Pilgrims?*

The Formative Performance Task is to write a letter or journal entry from the perspective of a Pilgrim, detailing the importance of the rule of law established by the Mayflower Compact. The letter or journal entry should also detail some of the tensions between Pilgrims and “Strangers” and a definition of the rule of law.

Teachers may implement this task with the following procedures. The teacher assigns the readings and video to the students prior to class. In class, students create a graphic organizer defining the rule of law and its importance. The teacher may share a representative graphic organizer with the class as time permits. Using the graphic organizers, students write a letter or journal entry as a Formative Performance Task.

The scaffolds and other materials may be used to support students as they work with sources:

- Review Key Terms found in article
- Have students answer Key Questions after reading article
- Provide the students with a rubric for the journal entry or letter

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 1:

- **Source A:** [Words of John Robinson. Robinson’s Farewell Address to the Pilgrims](#), John Robinson (1620)
- **Source B:** [“Who Sailed on the Mayflower?”](#) NBC News Learn
- **Source C:** “The Mayflower Compact and the Spirit of 1776,” Kim Holmes, PhD
- **Source D:** “Was Plymouth the First Founding?” James Ceasar, PhD

SUPPORTING QUESTION 2

The second supporting question—*How are liberty and freedom dependent on the rule of law?*

The Formative Performance Task is to write a one- or two-paragraph summary detailing how liberty and freedom are dependent on the rule of law.

Teachers may implement this task with the following procedures. The teacher assigns the readings and video to the students prior to class. In class, students create an outline that includes the definitions of liberty, freedom, and the rule of law. Students also include in their outline how the rule of law supports liberty and freedom. The teacher may share representative outlines with class as time permits. Using outlines, students write a one- or two-paragraph summary as a Formative Task.

The scaffolds and other materials may be used to support students as they work with sources:

- Review Key Terms found in the article
- Have students answer Key Questions after reading the article
- Provide a rubric for the summary paragraph to students

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 2:

- **Source A:** The Mayflower Compact (1620)
- **Source B:** [“The Mayflower Compact: Roots of our Democracy,”](#) NBC News Learn
- **Source C:** “Cradle of Democracy,” Peter Wood, PhD

SUPPORTING QUESTION 3

The third supporting question—*Why did the Pilgrims see rights of conscience, individual responsibility, and community prosperity as interdependent?*

The Formative Performance Task is to create a graphic that demonstrates the interconnection between rights of conscience, individual responsibilities, and community prosperity found in the Pilgrim’s founding. The terms should be defined as well as represented in graphic form.

Teachers may implement this task with the following procedures. The teacher assigns the readings with Key Questions to the students in class. The teacher reviews the answers to Key Questions. Students then brainstorm ways in which rights of conscience, individual responsibilities, and community prosperity are interdependent based on the readings. The teacher summarizes the brainstorming session for class to take notes. Using notes, the students create a graphic that answers Supporting Question as Formative Performance Task.

The scaffolds and other materials may be used to support students as they work with sources:

- Review Key Terms found in article
- Have students answer Key Questions after reading article
- Provide students with a rubric for the summary paragraph

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 3:

- **Source A:** The Mayflower Compact (1620)
- **Source B:** [Words of John Robinson. Robinson’s Farewell Address to the Pilgrims,](#) John Robinson (1620)
- **Source C:** “The Mayflower Compact and the Rule of Law,” William Allen, PhD

SUMMATIVE PERFORMANCE TASK

At this point in the inquiry, students have defined the rule of law and discussed its importance to liberty and freedom and the prosperity of the community within the context of the Pilgrim's founding and 21st century America.

In this final task, students construct an argument through a project that addresses the compelling question introduced at the start of the unit. The argument should use specific claims and relevant evidence from primary and secondary sources from the Formative Performance Tasks, acknowledging any competing perspectives. Students should be expected to demonstrate the breadth of their understanding and their ability to use evidence from multiple sources to support their claims. The

format of students' arguments will likely vary, but they should be allowed a choice of project formats for their arguments, including essays, presentations, posters, webpages, and blogs.

To support students in their writing, teachers should provide students with personalized rubrics for each project format.

Teachers may want to provide students the opportunity to apply these lessons by having students research challenges to the rule of law in America today. Student should then weigh the extent to which citizens and organizations are successfully responding to one of the challenges to the rule of law in American today.



Everybody's Cyclopedia (New York, NY: Syndicate Publishing Company, 1912)

The Mayflower Compact and Economic Freedom

COMPELLING QUESTION

How is the Mayflower Compact foundational to the economic vitality of America?

SUPPORTING QUESTIONS

1. How can self-governance foster economic freedom?
2. Is the Mayflower Compact one of the roots of economic freedom in America?

Summary

HOW IS THE MAYFLOWER COMPACT FOUNDATIONAL TO THE ECONOMIC VITALITY OF AMERICA?	
Standards and Content	<p>National Council for the Social Studies C3 Framework Inquiry Standards</p> <ul style="list-style-type: none"> • D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. • D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives. • D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. • D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. <p>College Board Advanced Placement US History Content Standards</p> <ul style="list-style-type: none"> • KC-2.1.II. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors. • KC-2.2. The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control. • KC-2.2.I. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.
Staging the Compelling Question	<p>Watch American Experience: The Pilgrims—The Mayflower Compact and read the Mayflower Compact. Detail to students the events of the Mayflower Compact. Discuss what students think are the sources of economic freedom in the United States. Introduce the compelling question: Is the Mayflower Compact foundational to the economic vitality of America?</p>
Supporting Question 1	<p>How can self-governance foster economic freedom?</p>
<i>Formative Performance Task</i>	<p>Create a graphic that describes the ways in which self-governance can foster economic freedom. The terms of the graphic should be defined as well as represented in graphic form.</p>
<i>Featured Source</i>	<p>Source A: “Self-Governance, Mayflower-Style,” Allen Guelzo, PhD, The Heritage Foundation, <i>The Mayflower Compact: Foundations of Liberty</i></p> <p>Source B: “A Model for Self-Rule,” Wilfred McClay, PhD, The Heritage Foundation, <i>The Mayflower Compact: Foundations of Liberty</i></p> <p>Source C: “The Spirit of American Liberty,” James Otteson, PhD, The Heritage Foundation, <i>The Mayflower Compact: Foundations of Liberty</i></p>
Supporting Question 2	<p>Is the Mayflower Compact one of the roots of economic freedom in America?</p>
<i>Formative Performance Task</i>	<p>Write a one or two paragraph summary detailing how liberty and freedom are dependent on the rule of law.</p>
<i>Featured Source</i>	<p>Source A: The Mayflower Compact (1620)</p> <p>Source B: “The Roots of America’s Economic Greatness,” Samuel Gregg, PhD, The Heritage Foundation, <i>The Mayflower Compact: Foundations of Liberty</i></p> <p>Source C: “What’s So Great About Economic Freedom?” Antony Davies, Learn Liberty</p>

Summative Performance Task	ARGUMENT: How is the Mayflower Compact foundational to the economic vitality of America? Construct an argument (e.g., essay, poster) that addresses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging any competing perspectives.
Taking Informed Action	UNDERSTAND: Research challenges to economic freedom in America today. ASSESS: Weigh the extent to which citizens and organizations are successfully responding to one of the challenges to economic freedom in America today. ACT: Write a class position statement outlining ideas citizens in the United States could implement to help respond to <i>one</i> of the challenges to economic freedom in America today.

OVERVIEW

Inquiry Description

This inquiry leads students through an investigation of the Mayflower Compact and its impact on the principle of economic freedom in America.

This inquiry highlights the following national curriculum standards:

NATIONAL COUNCIL FOR THE SOCIAL STUDIES C3 FRAMEWORK INQUIRY STANDARDS

- **D2.His.1.9-12.** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- **D2.His.5.9-12.** Analyze how historical contexts shaped and continue to shape people's perspectives.
- **D2.His.9.9-12.** Analyze the relationship between historical sources and the secondary interpretations made from them.
- **D2.His.16.9-12.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

COLLEGE BOARD ADVANCED PLACEMENT US HISTORY CONTENT STANDARDS

- **KC-2.1.II.** In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.
- **KC-2.2.** The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.
- **KC-2.2.I.** Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.

It is important to note that this inquiry requires prerequisite knowledge of the context of European exploration and encounters from 1492-1620.

Structure of the Inquiry

In addressing the compelling question and its Summative Performance Task, the students will complete two Formative Performance Tasks, which if used in sequence prepare students for the Summative Performance Task. It is also recommended that the teacher assign the Key Questions at the end of each of the Heritage articles used for the Formative Performance Tasks. This will help students understand the Formative Performance Task.

Note: This inquiry is expected to take three or four 50-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

STAGING THE COMPELLING QUESTION

In staging the compelling question, students watch [American Experience: The Pilgrims—The Mayflower Compact](#) and then perform a close reading of the Mayflower Compact. Next, the teacher provides details to students about the creation of the Mayflower Compact. The teacher then facilitates a whole class discussion on what students think are the sources of economic freedom in the United States. Lastly, the teacher introduces the compelling question (How is the Mayflower Compact foundational to the

economic vitality of America?). The students' formative tasks in the classroom will be used to answer the compelling question. Please note that if the teacher has already completed the first unit on The Mayflower Compact and the Rule of Law, some of this staging material can be omitted. A rereading of the Mayflower Compact might be helpful for the class before staging the compelling question with a focus on economic freedoms.

SUPPORTING QUESTION 1

The first supporting question—*How can self-governance foster economic freedom?*

The Formative Performance Task is to create a graphic that describes the ways in which self-governance can foster economic freedom. The terms of the graphic should be defined as well as represented in graphic form.

Teachers may implement this task with the following procedures. The teacher assigns the readings and video to the students prior to class. In class, the teacher brainstorms with the class ways in which self-governance fosters economic freedom directly and indirectly. The teacher facilitates a summary of the brainstorm session, enhancing as needed. Using the results of the class brainstorm, students create a graphic organizer defining self-governance, economic freedom, and how self-governance fosters economic freedom as a Formative Performance Task.

The scaffolds and other materials may be used to support students as they work with sources:

- Review Key Terms found in article
- Have students answer Key Questions after reading article
- Provide the students with a rubric for summary paragraph

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 1:

- **Source A:** “Self-Governance, Mayflower-Style,” Allen Guelzo, PhD
- **Source B:** “A Model for Self-Rule,” Wilfred McClay, PhD
- **Source C:** “The Mayflower Compact and the Spirit of American Liberty,” James Otteson, PhD

SUPPORTING QUESTION 2

The second supporting question—*Is the Mayflower Compact one of the roots of economic freedom in America?*

The Formative Performance Task is to write a one- or two-paragraph summary detailing how liberty and freedom are dependent on the rule of law.

Teachers may implement this task with the following procedures. The teacher assigns the readings and video to the students prior to class. In class, students create an outline which includes the definitions of liberty, freedom, and their relation to economic freedom. Students also include in their outline the ways in which the Mayflower Compact is connected to economic freedom. The teacher may share representative outlines with class as time permits. Using outlines, students write a one- or two-paragraph summary as a Formative Task.

The scaffolds and other materials may be used to support students as they work with sources:

- Review Key Terms found in the article
- Have students answer Key Questions after reading the article
- Provide students with a rubric for summary paragraph

Resource: [Non-Fiction Writing Summary Rubric](#)

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 2:

- **Source A:** The Mayflower Compact (1620)
- **Source B:** “The Mayflower Compact and the Roots of Economic Greatness,” Samuel Gregg, PhD
- **Source C:** [“What’s So Great About Economic Freedom?”](#) Antony Davies

SUMMATIVE PERFORMANCE TASK

At this point in the inquiry, students have defined self-governance, liberty, economic freedom, and their connection to the Mayflower Compact and 21st century America.

In this final task, students construct an argument through a project that addresses the compelling question introduced at the start of the unit. The argument should use specific claims and relevant evidence from primary and secondary sources from the Formative Performance Tasks, acknowledging any competing perspectives. Students should be expected to demonstrate the breadth of their understanding and their ability to use evidence from multiple sources to support their claims. The format of students’ arguments will likely vary, but

they should be allowed a choice of project formats for their arguments, including essays, presentations, posters, webpages, and blogs.

To support students in their writing, teachers should provide students with personalized rubrics for each project format.

Teachers may want to provide students the opportunity to remain engaged with the content by having students research challenges to economic freedom in America today. Student should then weigh the extent to which citizens and organizations are successfully responding to one of the challenges to economic freedom in America today.



John Gilmary Shea, *The Story of a Great Nation* (New York: Gay Brothers & Company, 1886) after 236, says "page 209."

The Mayflower Compact and Religious Freedom

COMPELLING QUESTION

How did the Mayflower Compact help to establish the principle of religious freedom in America?

SUPPORTING QUESTIONS

1. What religious reasons did the Pilgrims have for coming to the New World?
2. Why did the Pilgrims include the "Strangers" in the Mayflower Compact?
3. How did the Mayflower Compact make space for religious toleration?

Summary

HOW IS THE MAYFLOWER COMPACT FOUNDATIONAL TO THE ECONOMIC VITALITY OF AMERICA?	
Standards and Content	<p>National Council for the Social Studies C3 Framework Inquiry Standards</p> <ul style="list-style-type: none"> • D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. • D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. • D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. • D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. <p>College Board Advanced Placement US History Content Standards</p> <ul style="list-style-type: none"> • KC-2.1.II. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors. • KC-2.2. The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control. • KC-2.2.I. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.
Staging the Compelling Question	Watch American Experience: The Pilgrims—The Mayflower Compact and read the Mayflower Compact. Detail to students the events of the Mayflower Compact. Discuss what students think are the sources of religious freedom in the United States. Ask the compelling question: How did the Mayflower Compact impact religious freedom in America?
Supporting Question 1	What religious reasons did the Pilgrims have for coming to the New World?
<i>Formative Performance Task</i>	Write a letter or journal entry from the perspective of a Pilgrim detailing the religious reasons for coming to the New World. The letter or journal entry should also detail some of the challenges encountered by the Pilgrims.
<i>Featured Source</i>	<p>Source A: Robert Cushman's letter to Edward Southworth (1620), Mayflower History</p> <p>Source B: William Hilton to his family (1621), Mayflower History</p> <p>Source C: "Who Sailed on the Mayflower?" NBC News Learn</p>
Supporting Question 2	Why did the Pilgrims include the "Strangers" in the Mayflower Compact?
<i>Formative Performance Task</i>	Write a letter or journal entry from the perspective of a Pilgrim detailing the reasons for including the "Strangers" in the signing of the Mayflower Compact. The letter or journal entry should also detail some of the tensions between Pilgrims and "Strangers."
<i>Featured Source</i>	<p>Source A: Words of John Robinson. Robinson's Farewell Address to the Pilgrims, John Robinson (1620)</p> <p>Source B: "The Mayflower Compact: Roots of our Democracy." NBC News Learn</p> <p>Source C: "Resisting the Leviathan: The Mayflower Compact," Joseph Loconte, The Heritage Foundation</p>

<p>Supporting Question 3</p>	<p>How did the Mayflower Compact make space for religious toleration?</p>
<p><i>Formative Performance Task</i></p>	<p>Write a letter or journal entry from the perspective of a Pilgrim, summarizing how the Mayflower Compact made space for religious toleration. The letter or journal entry should detail the importance of this principle of toleration to the peace of the colony.</p>
<p><i>Featured Source</i></p>	<p>Source A: The Mayflower Compact (1620) Source B: “The Mayflower Compact and Religious Liberty,” Jeffrey Morrison, PhD, The Heritage Foundation, The Mayflower Compact: Foundations of Liberty</p>
<p>Summative Performance Task</p>	<p>ARGUMENT: How did the Mayflower Compact help to establish the principle of religious freedom in America? Construct an argument (e.g., essay, poster) that addresses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging any competing perspectives.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND: Research challenges to religious pluralism and freedom in America today. ASSESS: Weigh the extent to which citizens and organizations are successfully responding to one of the challenges to religious pluralism and freedom in America today. ACT: Write a class position statement outlining actions citizens in the United States could take to help respond to one of the challenges of religious pluralism and freedom in America today.</p>

OVERVIEW

Inquiry Description

This inquiry leads students through an investigation of the Mayflower Compact and its impact on the principle of religious freedom in America.

This inquiry highlights the following national curriculum standards:

NATIONAL COUNCIL FOR THE SOCIAL STUDIES C3 FRAMEWORK INQUIRY STANDARDS

- **D2.His.1.9-12.** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- **D2.His.5.9-12.** Analyze how historical contexts shaped and continue to shape people's perspectives.
- **D2.His.9.9-12.** Analyze the relationship between historical sources and the secondary interpretations made from them.
- **D2.His.16.9-12.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

COLLEGE BOARD ADVANCED PLACEMENT US HISTORY CONTENT STANDARDS

- **KC-2.1.II.** In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.
- **KC-2.2.** The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.
- **KC-2.2.I.** Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.

It is important to note that this inquiry requires prerequisite knowledge of the context of European exploration and encounters from 1492-1620.

Structure of the Inquiry

In addressing the compelling question and its Summative Performance Task, the students will complete three Formative Performance Tasks, which if used in sequence prepare students for the Summative Performance Task. It is also recommended that the teacher assign the Key Questions at the end of each of the Heritage articles used for the Formative Performance Tasks. This will help students understand the Formative Performance Task.

Note: This inquiry is expected to take three or four 50-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

STAGING THE COMPELLING QUESTION

In staging the compelling question, students watch [American Experience: The Pilgrims—The Mayflower Compact](#) and then perform a close reading of the Mayflower Compact. Next, the teacher provides details to students about the Mayflower Compact. The teacher then facilitates a whole class discussion on what students think are the sources of religious freedom in the United States. Lastly, the teacher informs the students of the compelling question (How did the Mayflower

Compact impact religious freedom in America?). The students' formative tasks in the classroom will be used to answer the compelling question. Please note that if the teacher has already completed the first units on The Mayflower Compact, Rule of Law and Economic Freedom, some of this staging material can be omitted. A rereading of the Mayflower Compact might be helpful for the class before staging the compelling question with a focus on religious freedom.

SUPPORTING QUESTION 1

The first supporting question—*What religious reasons did the Pilgrims have for coming to the New World?*

The Formative Performance Task is to write a letter or journal entry from the perspective of a Pilgrim detailing the religious reasons for coming to the New World. The letter or journal entry should also detail some of the challenges encountered by the Pilgrims.

Teachers may implement this task with the following procedures. The teacher assigns the readings and video to the students prior to class. In class, students create a graphic organizer of religious reasons for Pilgrims to come to the New World based on the readings and video. The teacher may share representative graphic organizers with class as time permits. Using graphic organizers, students write a letter or journal entry as a Formative Performance Task.

The scaffolds and other materials may be used to support students as they work with sources:

- Review Key Terms found in article
- Have students answer Key Questions after reading article
- Provide the students with a rubric for the journal entry or letter

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 1:

- **Source A:** [Robert Cushman's letter to Edward Southworth](#) (1620)
- **Source B:** [William Hilton to his family](#) (1621)
- **Source C:** ["Who Sailed on the Mayflower?"](#) NBC News Learn

SUPPORTING QUESTION 2

The second supporting question—*Why did the Pilgrims include the “Strangers” in the Mayflower Compact?*

The Formative Performance Task is to write a letter or journal entry from the perspective of a Pilgrim detailing the reasons for including the “Strangers” in the signing of the Mayflower Compact. The letter or journal entry should also summarize some of the tensions between Pilgrims and “Strangers.”

Teachers may implement this task with the following procedures. The teacher assigns the readings and video to the students prior to class. In class, students create an outline of the tension between the Pilgrims and “Strangers” and the reasons the Pilgrims included the “Strangers” in the Mayflower Compact based on the readings and video. The teacher may share representative outlines with class as time permits. Using outlines, students write a letter or journal entry as a Formative Performance Task.

The scaffolds and other materials may be used to support students as they work with sources:

- Review Key Terms found in the article
- Have students answer Key Questions after reading article
- Provide students with a rubric for the journal entry or letter

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 2:

- **Source A:** [*Words of John Robinson. Robinson’s Farewell Address to the Pilgrims.*](#) John Robinson (1620)
- **Source B:** [“The Mayflower Compact: Roots of our Democracy,”](#) NBC News Learn
- **Source C:** “Resisting the Leviathan,” Joseph Loconte, PhD

SUPPORTING QUESTION 3

The second supporting question—*How did the Mayflower Compact make space for religious toleration?*

The Formative Task is to write a letter or journal entry from the perspective of a Pilgrim, summarizing how the Mayflower Compact made space for religious toleration. The letter or journal entry should detail the importance of this principle of toleration to the peace of the colony.

Teachers may implement this task with the following procedures. The teacher assigns the reading with Key Questions and video to the students in class. The teacher reviews answers to Key Questions. The students then brainstorm ways in which the Mayflower Compact created space for religious tolerance based on the reading and video. The teacher summarizes the brainstorming session for class to take notes. Using notes, students write a letter or journal entry answering Supporting Question as a Formative Performance Task.

The scaffolds and other materials may be used to support students as they work with sources:

- Review Key Terms found in article
- Provide students with a rubric for the journal entry or letter

Resource: [History with Mr. Green: Rubric for Historical Fiction](#)

The following sources were selected to complete the Formative Performance Task and answer Supporting Question 2:

- **Source A:** [*Words of John Robinson. Robinson’s Farewell Address to the Pilgrims.*](#) John Robinson (1620)
- **Source B:** [“The Mayflower Compact: Roots of our Democracy,”](#) NBC News Learn
- **Source C:** “Resisting the Leviathan,” Joseph Loconte, PhD

SUMMATIVE PERFORMANCE TASK

At this point in the inquiry, students have examined the religious understandings of the Pilgrims and their cooperation with the “Strangers” through the Mayflower Compact and how the Mayflower Compact made space for religious toleration, laying the groundwork for the principle of religious freedom in America.

In this final task, students construct an argument through a project that addresses the compelling question. The argument should use specific claims and relevant evidence from primary and secondary sources from the Formative Performance Tasks acknowledging any competing perspectives. Students should be expected to demonstrate the breadth of their understanding and ability to use evidence from multiple sources to support their

claims. The format of students’ arguments will likely vary, but they should be allowed a choice of project formats for their arguments, including essays, presentations, posters, webpages, and blogs.

To support students in their writing, teachers should provide students with personalized rubrics for each project format.

Teachers may want to provide students the opportunity to remain engaged with the content by having students research challenges to religious pluralism and freedom in America today. Students should then weigh the extent to which citizens and organizations are successfully responding to one of the challenges to religious pluralism and freedom in America today.