May-Flower Compact

## Goals & Objectives

Students will learn about the origins and influences of the Constitution. Students will identify and analyze the Mayflower Compact to describe the early influences in the creation of the United States and further the Constitution.

## California State Content Standard/Common Core Standard

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

8.2.1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact

### Lesson Introduction (Hook/Access Prior Knowledge)

The teacher will hook the class by having a class discussion of what they would do once they got to what is now the United States after they were sailing on a ship in early 1600’s (a description of the sailing conditions would be given to them so as to show them it would need be a unpleasant trip).

Questions such as:

Would you leave the group once you arrived?

Would you stay with the group?

How would you decide who stays or goes?

Who would be the leader(s)?

### Vocabulary (Content Language Development)

Students will create a document with brief yet encompassing explanations of the key terms. (The drawing of pictures to help understand terms is encouraged and promoted)

Key terms:

-Pilgrims

-Self-government

-Social Contract

-Democracy

### Content Delivery (Method of Instruction)

The teacher will deliver a lecture presentation on the May-flower Compact. The lecture will analyze and discuss the purpose of the Mayflower Compact and why it is seen as an early precursor to the American Constitution.

### Student Engagement & Critical Thinking (Student Activities)

During the lecture students will take notes (with the assistance of guided notes) that will help them understand the purpose of the Mayflower Compact and the impact on the creation and development of the Constitution

### Demonstrated Learning (Formative & Summative Assessments)

The teacher will walk around the class during the lecture and take note of the students note taking to make sure students are understanding the lecture and are able to complete the notes. The teacher will also ask appropriate questions that deal with the lecture to further help the students analyze and critically think about the document.

The students with the guide of their notes will create a journal describing what is the Mayflower Compact and its impact on the creation of the United States.

### Lesson Closure

The teacher will revisit the introduction question of what the students would do if they had just arrived to what is now today the United States after sailing for months during the early 1600’s to note the students’ different responses after being presented with the lecture.

Accommodations for English Learners, Struggling Readers and Students with Special Needs

Pictures in the presentation will aid students understand concepts. Students will also be able to draw pictures of key concepts to help them. Any non-native English students will also have the ability to write the definitions/concepts in their native language if they can better understand that way as well so as to make sure they fully understand the concepts.

## Lesson Resources

[Social Studies for Kids](http://www.socialstudiesforkids.com/articles/ushistory/mayflowercompact.htm)

[Learning to Give](http://learningtogive.org/lessons/unit166/lesson1.html)

[Info Please Encyclopedia](http://www.infoplease.com/ipa/A0101029.html)

[Britannica Encyclopedia](http://www.britannica.com/EBchecked/topic/370977/Mayflower-Compact)