

Flint Community Schools
Michigan History
Unit of Study –
Grade 5

What is the role of history in understanding culture?
What is the role of government in resolving cultural
conflicts?

History/Social Studies Grade Five

“One starts with the end – the desired results (goals or standards) – and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform.”

- Wiggins & McTighe¹

The following unit design is based on the work of Grant Wiggins and Jay McTighe as explained in their book entitled *Understanding by Design (UBD)*. UBD is a standards-based backwards design process which leads to the development of big ideas and utilizes student work to guide teaching.

Why do we advocate for “Backwards Design”? Standards-based instruction and the Michigan history themes project ask teachers to “begin with the end in mind.” Beginning by thinking about the expected outcomes and designing an assessment before planning and lessons or drawing up learning experiences makes it easier to clarify our goals for students and ensure greater alignment between our lessons and assessments. It is a process that helps us determine whether students are able to master rigorous, grade appropriate work.

What is “Backwards Design”? This way of thinking starts with unpacking the content standards to focus on the big ideas and develop an essential question. The big idea is followed with development of appropriate assessments and evidence (such as an assessment that measures the student performance on the standards, rubric/scoring guides and anchor papers). Once the expectation for learning and the assessments are in place, the next step is to build a standards-based unit through carefully constructed learning experiences. The planning template following this cover letter includes our thinking process as we began this unit.

Why start with assessment? Starting with identifying what we want students to know and be able to do at the end of the unit ensures that we are clear about what we consider acceptable evidence of learning before we start teaching to guide our planning of teaching experiences. This way of looking at curriculum also allows us to build in checks for understanding during the course of our teaching so that we may adjust our instructional methods and content to meet the needs of the students, making sure that they are learning before we reach the final assessment.

How was the content chosen? During the summer of 2006 local and national scholars joined together in Flint to share their expertise through the Teaching American History Project. Several Flint Community Schools teachers attended the sessions, and suggested key knowledge and skills students should learn in a new unit of study. The materials in this unit were developed using some of the work from this summer as well as my own research as author. I discovered that several of the internet sites, such as Colonial Williamsburg and PBS, that have the primary documents and articles in this unit also

¹ Wiggins, G. and McTighe, J. (1998) *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development, p. 8.

offer recording of songs and images pertinent to the unit. These were not included in the unit specifically since not everyone has the technology to share these with their class. Those interested can visit these sites for supplemental materials.

Flint teachers will be familiar with the instructional strategies in the unit based in the approaches of readers and writers workshop. I adapted a key workshop strategy of helping students think of themselves as writers. In this unit, students are to be taught how to think as historians in an authentic manner. The units expect students to learn how to read nonfiction, keep a historian's notebook and share their thinking with peers on a daily basis and in a concluding performance assessment as a means to building a discourse community. Since students may be new to this type of thinking the lessons may take longer while they familiarize themselves with the process.

In this unit you will find:

- (1) an overview of the unit;
- (2) identification of the standards to be addressed and development of what students should know and be able to do;
- (3) the big idea/essential question to guide critical thinking and deepen understanding;
- (4) six forty-five minute lessons; and
- (5) the final assessment and scoring guide (anchor papers will come over time).

I look forward to hearing about your success in using this unit.

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Flint Community Schools²
History/Social Studies Unit One

Based on the work of *Understanding by Design* – McTighe & Wiggins

Course: Social Studies Grade Five

Unit Title: The connection between culture and government

Essential Question: What is the role of history in understanding culture? What is the role of government in resolving cultural conflicts?

Identify Desired Results:

History Themes Addressed:

Theme 1: The movement of people, the spread of cultures and technological innovations of diverse groups and visionaries fueled the growth of America. (Civilization, Cultural Diffusion, and Innovation)

Theme 3: Ideas, values and beliefs of African, European and Native Peoples shaped American politics, institutions, events and economic systems. (Values, Beliefs, Economics, Political Ideas and Institutions)

Content Standards:

I.2LE1, II.2LE4, II.3LE3, II.3LE4, III.5LE2, IV.5LE3 and I.1LE3, I.2LE1, III.5LE1, III.1LE2, III.1LE3, III.2LE1, III.2LE3

(Benchmark alignments copied from History Themes Project website)

What should students *know and be able to do*?

- Students should know how to read a timeline and gather information from that document.
- They will learn how to translate documents and how to summarize them.
- They will learn how to determine the main points of a document.
- Students will learn how to work with a partner and discuss ideas.
- Students will learn how to develop their ideas in writing.

What specific insights about *big ideas* do we want student to end the unit with?

- Students will develop a conceptual understanding of the terms culture, conflict, society, and government.
- Students should understand that in history when peoples of various cultures meet there is learning from one another and also conflict.
- Students will learn about the colonies of Jamestown and Plymouth, namely how they were settled and what the relationship was between the settlers and the Native Americans.
- Students will look at the Mayflower Compact and the House of Burgess as a form of our early government.
- Students should also understand that there are various ways that people respond to these conflicts and those who eventually called themselves a union of states developed a government with laws and regulations as a response.

What *essential question* will frame the unit to spark critical thinking about content?

What is the role of history in understanding culture? What is the role of government in resolving cultural conflicts?

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Determine Acceptable Evidence:

Summative Assessment: What key performance task(s) can students engage in to indicate understanding?

Students will respond as historians to a call for papers in writing regarding the content of the unit and participate in a discussion forum. Students will use their learning from the previous days as recorded in their historian's notebook and several documents to address a performance task of developing an opinion in writing and reflecting on their thinking process.

Ongoing Assessment: What evidence will be collected along the way to check for understanding, knowledge, and skill?

Each day offers a literacy lesson such as collecting important evidence and re-organizing the evidence from a timeline or writing a summary. Assess these skills and plan for more support in these areas if necessary.

Scoring Guide: Please see separate scoring guide included in unit.

Plan Learning Experiences:

What learning experiences and instruction will promote the desired understanding, knowledge, and skills?

Please see attached lessons 1 – 5 – Lesson 6 is the final assessment

* Language and process of planning taken from the work of McTighe & Wiggins (1998) in *Understanding by Design*, Alexandria, VA: Association for Supervision and Curriculum Development.

Explanation of Instructional Strategies:

Partnerships: Partnerships are typically pairs of students, although an occasional group of three is sometimes necessary due to odd numbers, who were placed together by the teacher based on factors such as ability, temperament, common interests, etc. The students work together for the duration of the unit so that they form an academic bond by learning about how a peer thinks. Students working in partnerships are equal since they both have ideas to offer and share in all work. It is critical that students speak in partnerships and learn how to function in an academic community, using questions or defending statements/opinions and incorporating vocabulary. In a whole group setting only one student can speak at a time, but with partnerships half the class can speak at a time and the other half has to respond, thereby increasing the amount of academic talk and engagement in the room. You will need to periodically teach students how to work in partnerships, such as how to ask a question or even how to properly sit next to your partner and share ideas so that everyone can hear their partner.

Shared Reading: This refers to a time when each student has access to a copy of the text that the teacher also has displayed. The teacher has chosen a literacy teaching point based on students needs and the text offers an opportunity to teach this point as well as

appropriate content. The teacher explains the teaching point to the students and models the reading behavior, interacting with the text in a specific manner. The students follow along and practice the strategy with the same text. While the students practice and also learn the content the teacher assesses their learning to determine if they can incorporate the strategy into other texts and content.

Historian’s Notebook: Many historians use a notebook as a way to record their notes and thoughts while reading. This notebook also functions as a place to draft thinking into paragraphs and multiple paragraphs for later extended papers and articles. It is critical that students learn how to develop and maintain this notebook so that they learn the importance of their own thinking and how to use the work of reading and talking with a partner and peers in extended writing. Often students fail to see the connectedness of each day’s lesson as it grows toward a larger whole and they fail to see the value of their own thoughts as they share with others. The notebook becomes a tool for recording those thoughts that are of value to be incorporated and developed and also as a reflective tool so that students can learn to see the connectedness of lessons across the year.

If lessons call for a handout as a way of teaching student to organize their thinking and note taking, teachers will either have the students tape the handout into the notebook or not use the handout and copy the format of the handout into the notebook for that lesson.

Marking the text: Students should “mark” the text to reflect their thinking, ask questions for clarification and write inferences near the sentence(s) that sparked a thought. In doing this they can better track their own comprehension and identify when their learning breaks down. The “markings” also act as a record of thoughts and learning to be used for preparation for a discussion with a partner, small groups, or with the whole class. When students mark the text it often helps them to refer back to the portions of the text and re-read their thinking to help them decide which quotes to incorporate into their writing or to summarize the main points of a document.

In addition to working with making meaning through marking the text with questions and inferences, it is critical that students recognize new words and use the context of grammar, context cues, etc. to determine the meaning of the new word and to write that meaning above the new word. This action not only aids in comprehension but builds a personal and class-wide word study opportunity. Teacher might collect these words and their meanings from students and have them post the words, their meanings, the sentence(s) with the word from the text and a new sentence written by the student using the word to post in the classroom. When students write and speak they need to refer to these posted words and practice incorporating them into spoken and written language.

Flint Community Schools
Grade 5 – Historian’s Forum
Call for Papers

You have been selected to participate in a historian’s discussion forum. We ask that you prepare a paper based on the topic explained below and be ready to share your writing and engage in discussion with other historians.

Imagine that you are an historian and have been asked to write a paper giving your opinion about how people interact when they are from different cultures. Also explain how and why people develop a government or regulation of their interactions. Use specific evidence from the colony of Jamestown and Plymouth.

In addition to writing your opinion, describe the process you used as a historian to write this paper. What did you have to do first, second, and so on until you finished.

You may refer back to your historian’s notebook and also any documents you find helpful

Write your response on separate paper.

You will have an opportunity to share your opinion and hear the opinion of your peers in a forum format after completion of writing.

FCS - Grade Five Scoring Guide for Final Assessment:

Category	1	2	3	4	5
<p>Content Knowledge</p> <ul style="list-style-type: none"> • Use of specific historical facts • Use of textual evidence • Opinion based on appropriate knowledge 					
<p>Writing Process</p> <ul style="list-style-type: none"> • Ability to explain importance of reading comprehension of documents • Inclusion of use of notebook • Explanation of pulling ideas together to develop writing 					
<p>Format and Structure</p> <ul style="list-style-type: none"> • Appropriate paragraph structure • Essay format for opinion statement 					
<p>Writing Fluency</p> <ul style="list-style-type: none"> • Academic word choice • Appropriate sentence structure 					
<p>Mechanics</p> <ul style="list-style-type: none"> • Spelling errors • Grammatical errors 					

Flint Community Schools³
History/Social Studies Lesson 1

Course: History/Social Studies Grade 5
Unit: The connection between culture and government
Objective: To understand the terms culture, conflict, and government
Essential Question: (this should be posted in the classroom for all to easily see throughout the unit) What is the role of history in understanding culture? What is the role of government in resolving cultural conflicts?
Time Frame: 45 min. lesson
Materials/Resources/Preparation: chart paper, copies of “The state” and “Rain” for each partnership

Introduction: (Anticipatory Set)	<p><i>Historians are often compared to detectives in the sense that they collect evidence and as they gather that evidence they analyze it to formulate an opinion about a group of people. We will be engaged in this type of work in this unit to learn about how historians work. Since we will work as professional historians we will also participate in a historians’ forum at the end of the unit. This means that Flint Community Schools will put out a call for papers and we will write our papers and then gather with our peers and discuss the papers and ideas.</i></p> <p><i>Now, I said that we would be reading documents to understand the role of the historian let me tell you that we will study the cultures present as America was explored and formed into the country we live in today. Specifically we will look at how cultures learn from one another and also how they conflict with one another and they study how those conflicts lead to the formation of government.</i></p>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	<p><i>Let’s take a look at those three words – culture – conflict – and government to discuss what we understand they mean.</i></p> <p>Make sure that you have chart paper ready to start gathering ideas about what culture means to students. As you do this be sure that they include ideas such as how people behave both privately and publicly, what they learn from previous generations, traditions, habits, values, and beliefs</p> <p>Pass out the two texts to students and ask them to read them and decide what else needs to be added to the list on the chart paper defining culture. Ask them to think about how different cultures may view the same thing, such as rain or storms in the example</p>

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	<p>they will read and how this might lead to conflict. Ask them to define conflict with their partner. Also ask them to think about how culture starts to form government. Finally, ask them to define government with their partner as well.</p> <p>The texts offer students a chance to see how historians use poems and stories to piece together an understanding of culture.</p> <p>Ask student to write their thoughts in their notebook.</p>
Independent Practice: (Small group work, peer work, or independent work)	<p>Allow time for the students to read the documents and formulate their ideas. They should discuss these ideas in their partnerships. Meet with each partnership and offer your support.</p>
Closing:	<p>Ask groups to share what they learned about culture and what should be added to the definition. Post the definition for the entire unit. Define conflict and government together. Students should write this in their notebook and also on chart paper.</p> <p>Ask them to share what type of texts historians use to understand a group of people's beliefs, such as the viewpoint on rain. Ask them to share their thoughts about the other article and how culture shapes government. Do they agree or disagree that competition over resources can shape government? Why is this important for historians to consider?</p>
Assessment: (How will we know the students understood today's lesson?)	<p>Students should be able to explain in writing what they understand is culture and start to formulate their thoughts about how culture is important to historians.</p>
Homework:	<p>What evidence do you have to show your culture?</p>

The state: A political system within the cultural system

As cultures evolve into civilizations, one of the systems of social organization that typically develops and grows in complexity is government. Formal government, or the "state," is most often associated with city civilizations whose economy has developed to the point where many specializations can be supported and where there exists a level of technology in which metallurgy has been discovered.

As a part of this process of city growth (which in turn results from sustainable agriculture) and technological development, social hierarchies emerge with identifiable elites; the complexities of life in the larger community require a state organization. The power of the elite often finds expression in building projects and monumental architecture.

The full causes of state formation are not entirely understood and probably consist of a number of factors working together to create a need for more organization for a specific purpose or purposes. One important factor may be competition among human communities for space and resources as populations grow in specific regions; the groups which organize most effectively to improve their own conditions or to defend themselves gain an important advantage over their neighbors. Another factor may be specific challenges or opportunities in the environment -- for example, a dry but fertile flood plain which supports wide-scale food production when irrigated.

<http://www.wsu.edu:8001/vcwsu/commons/topics/culture/social-org/state.html>

Rain: A physical event with diverse cultural meanings

The way cultural meaning governs a group's understanding of its physical environment can be illustrated with the example of how physical event of rain is interpreted in two different cultural traditions.

In the Judeo-Christian cultural tradition, rain served as tool of God's wrath. Angered by the behavior of his people, God sent forty days and forty nights of rain; the only survivors were the favored family of Noah and the pairs of animals which found refuge on the ark. While in other biblical narratives rain functions as a blessing, this Old Testament story has been very influential in establishing the place of rain and storm imagery in the cultural meaning system. One result of this system of meaning is that rain images like thunder, lightning, wind, and flood tend to symbolize ominous things like anger, danger, and hardship in cultures which descend from the Judeo-Christian tradition. Examples of this effect can be found throughout Western legends and literatures. Take, for instance, the Anglo Saxon poem "The Wanderer," one of the oldest remaining poems in the English language, in which the author warns of a time "when all the wealth of the world will be in waste, as even now here and there throughout the world walls stand blown by the wind, covered by frost, the dwellings beaten by storms" (l. 75-77; our emphasis). From "The Wanderer" to Shakespeare's *The Tempest* to a variety of modern literatures, the association of rain with danger and calamity has been a consistent theme of the West European and Euro-American storyteller's imagination. Hence, when weather forecasters predict rain, they do so apologetically; when we are in the "eye of the storm," we are surrounded by danger; when we are in "the calm before the storm," something ominous and bad is about to happen. The physical event of the rainstorm, as perceived through this particular cultural lens, tends to mean or symbolize something negative.

Such is not the case in all cultures. In the Anasazi culture, for example, rain was held to be sacred. The Anasazi lived in the Four Corners region of the desert southwest -- an arid high-desert environment. Reliant upon the winter snow in the mountain to feed streams and springs throughout the year, and reliant on spring rain showers to supplement their strenuous irrigation efforts, the Anasazi culture came to view rain as a gift from the Rain God. During winter storms, Anasazi spiritual leaders thanked the Rain God for the water which they knew would accumulate in the mountain snow pack. In the spring and summer, they prayed and conducted ceremonies to honor the Rain God in hopes of gaining favor and the precious gift of water. As a result of this system of meaning in which rainfall symbolized the benevolence and generosity of the natural world, Anasazi legends and the literature of the cultures which grew out of Anasazi tradition tend to represent rain in a positive way. One striking example of this is the ancient Anasazi rock art, consisting of pictographs (paintings) and petroglyphs (engravings) left on boulders or canyon walls, in which the Rain God is depicted with arms outstretched and sheets of rain falling from the arms (see photo, above). Further examples can be found in the prayers of modern descendants of the Anasazi. The Zuni have a prayer that goes as follows:

Cover my earth mother four times with many flowers.

Let the heavens be covered with the banked-up clouds.
Let the earth be covered with fog; cover the earth with rains.
Great waters, rains, cover the earth. Lightning cover the earth.
Let thunder be heard over the earth; let thunder be heard,
Let thunder be heard over the six regions of the earth.
(Roberts and Amidon 149)

This prayer is "traditional," meaning that it has been handed down for generations and may be of ancient origin. Even today, however, traditional systems of meaning like those of the Anasazi continue to exert influence over Native Americans, not only in their prayers and literature but in their behavior and attitudes toward the earth. These systems of meaning operate as a filter, giving significance and meaning to group members' perceptions of the physical world around them.

<http://www.wsu.edu:8001/vcwsu/commons/topics/culture/phisen/phisen-rain.html#top>

Flint Community Schools⁴
History/Social Studies Lesson 2

Course: History/Social Studies Grade 8
Unit: The connection between culture and government
Objective: to introduce students the writing expectations for the final papers
Essential Question: (this should be posted in the classroom for all to easily see throughout the unit) What is the role of history in understanding culture? What is the role of government in resolving cultural conflicts?
Time Frame: 45 min. lesson
Materials/Resources/Preparation: copies of the scoring guide, notebooks, copies of the scoring guide for the overhead – for homework copies of <i>Jamestown and the House of Burgess</i>

Introduction: (Anticipatory Set)	<p><i>As I said yesterday at the end of the unit we will participate in a historian’s forum. Historians do this often and rather enjoy them. They study various documents, analyze them, formulate judgments or opinions in writing and then gather with their peers and share their writing and discuss one another’s work.</i></p> <p><i>Before we move any further into this work let’s look at the scoring guide used for the writing portion of this forum and make sure that we all understand the requirements.</i></p>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	<p><i>Let’s begin with the first category, that of content knowledge, and read it together and explain what each bullet descriptor means by giving examples or describing what we need to see in a paper. The first bullet states “Use of specific historical events” which means that in the paper we expect to see factual information such as dates, people, names of documents, titles of wars, etc. included. (write this down on the paper – in your case the overhead and have the students copy this on their own scoring guides) The second bullet, “Use of textual evidence means that we expect to see quotes embedded into the running text of your paper or paraphrased sections of documents with a title or author name letting us know where the quote or paraphrased section came from. (again write and students copy) The last bullet, “Opinion based in appropriate knowledge” means that the choices of texts or events you use to build your opinion should be relevant to the topic or content. A reader should be able to trace your thinking through the content and never wonder where an idea came from. (again write and students copy)</i></p> <p><i>I want you and your partner to continue with the rest of the</i></p>

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	<i>scoring guide and we will share our thoughts at the close of class.</i>
Independent Practice: (Small group work, peer work, or independent work)	Meet with each partnership to offer your support and guidance.
Closing:	Allow time for students to share. Make a decision as to the most appropriate ideas and write those on the overhead for all students to include on their scoring guide.
Assessment: (How will we know the students understood today's lesson?)	The thoughts students share will tell you what they know about quality writing.
Homework:	Read the article entitled Jamestown and the House of Burgess. Teachers – explain to the students about Jamestown and ask them to be prepared to discuss what the House of Burgess is and why it was formed.

Jamestown and The House of Burgess

When Spanish explorers entered the Virginia region in 1570, several Indian tribes inhabited the area. Missionaries built a settlement along the York River, but were killed only a few months later. English explorers also arrived in the late 1580s, but their expedition failed due to lack of supplies.

In 1607, Captain John Smith established the first permanent English settlement in America at Jamestown. Many settlers died that winter from starvation; fortunately, ships bringing new colonists with food and supplies arrived early in the spring.

John Rolfe of Jamestown began planting tobacco in 1612. He developed a method that enabled tobacco to be exported, allowing it to become the leading industry in Virginia. In 1619, the House of Burgess became the first legislature in America. This group and the governor met together to create laws for the colony.

During the 1660s, small farmers grew unhappy with the influence wealthy families had on the government. Many resented the government's restrictions on colonial trade. After the French and Indian War (1754-1763), English Parliament passed many laws without the consent of the colonies. A leader of Virginia, Patrick Henry, wrote resolutions that encouraged colonists to seek freedom from Great Britain.

In 1774, Lord Dunmore dissolved the House of Burgesses, but delegates met together secretly. They established the First Continental Congress. In 1775, the Second Continental Congress met in Richmond. Patrick Henry gave his famous words, "Give me liberty or give me death!" Virginia's George Washington was chosen as head of the Continental Army. The following year Virginia adopted its first constitution.

<http://www.thingstodo.com/states/VA/history.htm>

Flint Community Schools⁵
History/Social Studies Lesson 3

Course: History/Social Studies Grade 5
Unit: The connection between culture and government
Objective: To teach students how to use a document to understand the conflict in Jamestown and how conflict leads to formation of government.
Essential Question: (this should be posted in the classroom for all to easily see throughout the unit) What is the role of history in understanding culture? What is the role of government in resolving cultural conflicts?
Time Frame: 45 min. lesson
Materials/Resources/Preparation: copies of <i>Contact and Conflict</i> , chart paper, notebooks, copies of the timeline for partnerships and the overhead – students will need Jamestown and the House of Burgess from homework in lesson 2

Introduction: (Anticipatory Set)	<p><i>“As historians we have started to learn about the various peoples in America and that there are typically conflicts when there are various cultures together in one place. Today we are going to focus in on Jamestown and the conflicts that developed from the contact of various cultures. Most importantly we will try to understand how this led to the development of government.”</i></p>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	<p><i>“Let’s start with this timeline, which will provide us with a quick glance at some facts. We know from this timeline (show students where to look on the timeline) that Jamestown was founded in 1607, that there were conflicts between the settlers and the Powhatans and that the first slaves were brought there in 1619. To explore how different these cultures were in Jamestown and how they interacted we need to read some descriptions of life during this time. Where does the House of Burgess fit into this timeline? Why is this group of men so important for us to understand before we read about the conflicts in Jamestown?”</i></p> <p><i>“Historians read both primary source documents and also research from other historians. Now we will look at work from another historian. Everyone look at the article about Jamestown. Listen as I read this aloud and write a summary of the section I read on this chart paper.”</i></p> <p>Read the beginning of the article aloud and write a summary.</p> <p>Read aloud the second paragraph and ask students to work with you to develop a class summary.</p>

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	<p><i>“I want you to work with your partner and read the rest of the document and write a summary. You will share what you learned at the close of class and we will discuss what you learned about what the colonists and Native Americans argue over.”</i></p> <p>Assign a section to each partnership – overlap is fine.</p>
Independent Practice: (Small group work, peer work, or independent work)	While the partners work on reading the document and then discussing what goes into the summary and writes the summary meet briefly with each partnership to help them summarize. Set up partnerships to share their summaries, whether whole or in part.
Closing:	<p>Allow time for students to share their summaries and for groups to add any important information not in another group’s summary.</p> <p>Also discuss what interactions the various groups of people had with one another and how this formed the House of Burgess. Include a discussion about the significance of the House of Burgess as the First Legislative Assembly.</p>
Assessment: (How will we know the students understood today’s lesson?)	You can assess the learning of the students through their summaries, deciding on how well they summarize and what specific supports they will need in the future. Based on their work and discussion you can also assess what students are learning in terms of content.
Homework:	Write a response to the question of: Why do we need governments?

Contact & Conflict – The Story of Virginia

Although there were cultural misunderstandings, competition for land was the main cause of conflict between the English and the Indians. The American Indians needed the land to maintain their political and cultural independence. The English needed it to achieve the goal of economic independence that had drawn them here. When the English discovered that tobacco was as good as gold, they brought enslaved Africans to Virginia to work the fields seized from the Indians. After three wars, they confined the Powhatans to the first American reservations.

But why did the English come? They did not come, at first, for political or religious freedom. From the outset Virginia was an establishment colony in both church and state, unlike later-settled dissident Massachusetts. Rather, Virginia was conceived in the 1580s by English merchants, mariners, and gentlemen-at-arms who wanted to build an empire in America. They thought the New World's lands and riches would enable England to become a world power. They sought gold and precious gems, a passage to China and the Indies, and a base for preying on treasure-filled Spanish galleons. They also hoped to convert the native peoples to Protestantism and challenge the ambitions of Catholic Spain and France.

Virginia's Namesake

These Englishmen called their dream Virginia after Elizabeth I, their virgin queen. But Virginia was an idea rather than a place. The first man to make the dream a reality was Sir Walter Raleigh. In 1585 this adventurer and favorite of Queen Elizabeth founded a military base on Roanoke Island in Pamlico Sound, between what today is mainland North Carolina and its Outer Banks. In 1587 Raleigh tried to convert Roanoke -- as it became known -- into a self-sustaining colony. But war with the Spanish Armada in 1588 cut off communications with England, and in 1590 a relief expedition found the colony mysteriously abandoned. The "Lost Colony" of Roanoke failed, but the idea of Virginia lived on.

Twenty years later the idea was revived, but in a different form. In 1606 the Virginia Company of London -- an investment scheme -- was granted the right to settle those parts of North America's mainland not already occupied by Spain or France. The Virginia Company focused its attention on the promising Chesapeake Bay region. In December 1606, the ships Susan Constant, Godspeed, and Discovery, carrying 104 passengers, set sail from England. Sixty miles from the capes of the Chesapeake Bay, up a river they named the James after their king, they found an easily defensible peninsula with good anchorage on May 13, 1607. They called it Jamestown.

Conflict

Wahunsenacawh, the Powhatan leader, was ambivalent about these strangers. Like the Spanish who had come more than thirty years earlier, they might present a danger. Yet he recognized the value of their trade goods and thought they might make useful allies

against other tribes. In 1608 the English at Jamestown traded away nearly all their tools for food. That same year, Powhatan sent food in exchange for a grindstone, fifty swords, some guns, a cock and hen, copper and beads, and an English-style house. Within a few years, however, the Indians had become more dependent on the English than vice versa.

The Powhatans wanted guns and ammunition, metal knives and tools, warm woolen clothes and blankets, and durable metal pots. In the Anglo-Powhatan wars that followed, the English found that a trade embargo was among their most effective weapons. They also used the promise of trade to enlist the Powhatans' Indian enemies as allies.

The Powhatans became hostile as soon as they thought that the English had come, in the words of their leader, "not for trade but to invade my people and possess my country." To the Indians, open land was a source of food and materials to be shared by all. The idea of individual ownership of land was foreign to them. To the English, however, the land of Virginia—seemingly unoccupied apart from the Indian villages themselves—was there for the taking. Once tobacco proved profitable, increasingly they took it.

The Powhatans had grown a native variety of tobacco. But the strain that became the cash crop of Virginia (*Nicotiana tabacum*) was introduced from the West Indies by John Rolfe, who is best remembered by history as Mr. Pocahontas. His marriage to Pocahontas and their trip to England in 1616 seemed to hold out the promise of peaceful relations.

<http://www.vahistorical.org/sva2003/contact.htm>

Early Colonial Era Beginnings to 1700

1000 A.D. - Leif Ericson, a Viking seaman, explores the east coast of North America and sights Newfoundland, establishing a short-lived settlement there.

1215 - The Magna Carta document is adopted in England, guaranteeing liberties to the English people, and proclaiming basic rights and procedures which later become the foundation stone of modern democracy.

1492 - Christopher Columbus, a Catholic, makes the first of four voyages to the New World, funded by the Spanish Crown, seeking a western sea route to Asia. On October 12, sailing the Santa Maria, he lands in the Bahamas, thinking it is an outlying Japanese island.

1497 - John Cabot of England explores the Atlantic coast of Canada, claiming the area for the English King, Henry VII. Cabot is the first of many European explorers to seek a Northwest Passage (northern water route) to Asia.

1499 - Italian navigator, Amerigo Vespucci, sights the coast of South America during a voyage of discovery for Spain.

1507 - The name "America" is first used in a geography book referring to the New World with Amerigo Vespucci getting credit for the discovery of the continent.

1513 - Ponce de León of Spain lands in Florida.

1517 - Martin Luther launches the Protestant Reformation in Europe, bringing an end to the sole authority of the Catholic Church, resulting in the growth of numerous Protestant religious sects.

1519 - Hernando Cortés conquers the Aztec empire.

1519-1522 - Ferdinand Magellan is the first person to sail around the world.

1524 - Giovanni da Verrazano, sponsored by France, lands in the area around the Carolinas, then sails north and discovers the Hudson River, and continues northward into Narragansett Bay and Nova Scotia.

1541 - Hernando de Soto of Spain discovers the Mississippi River.

1565 - The first permanent European colony in North America is founded at St. Augustine (Florida) by the Spanish.

1587 - The first English child, Virginia Dare, is born in Roanoke, August 18.

1588 - In Europe, the defeat of the Spanish Armada by the English results in Great Britain replacing Spain as the dominant world power and leads to a gradual decline of Spanish influence in the New World and the widening of English imperial interests.

1606 - The London Company sponsors a colonizing expedition to Virginia.

1607 - Jamestown is founded in Virginia by the colonists of the London Company. By the end of the year, starvation and disease reduce the original 105 settlers to just 32 survivors. Capt. John Smith is captured by Native American Chief Powhatan and saved from death by the chief's daughter, Pocahontas.

1608 - In January, 110 additional colonists arrive at Jamestown. In December, the first items of export trade are sent from Jamestown back to England and include lumber and iron ore.

1609 - The Dutch East India Company sponsors a seven month voyage of exploration to North America by Henry Hudson. In September he sails up the Hudson River to Albany.

1609 - Native tobacco is first planted and harvested in Virginia by colonists.

1613 - A Dutch trading post is set up on lower Manhattan Island.

1616 - Tobacco becomes an export staple for Virginia.

1616 - A smallpox epidemic decimates the Native American population in New England.

1619 - The first session of the first legislative assembly in America occurs as the Virginia House of Burgesses convenes in Jamestown. It consists of 22 burgesses representing 11 plantations.

1619 - Twenty Africans are brought by a Dutch ship to Jamestown for sale as indentured servants, marking the beginning of slavery in Colonial America.

1620 - November 9, the Mayflower ship lands at Cape Cod, Massachusetts, with 101 colonists. On November 11, the Mayflower Compact is signed by the 41 men, establishing a form of local government in which the colonists agree to abide by majority rule and to cooperate for the general good of the colony. The Compact sets the precedent for other colonies as they set up governments.

1620 - The first public library in the colonies is organized in Virginia with books donated by English landowners.

1621 - One of the first treaties between colonists and Native Americans is signed as the Plymouth Pilgrims enact a peace pact with the Wampanoag Tribe, with the aid of Squanto, an English speaking Native American.

<http://www.historyplace.com/unitedstates/revolution/rev-early.htm>

Flint Community Schools⁶
History/Social Studies Lesson 4

Course: History/Social Studies Grade 5
Unit: The connection between culture and government
Objective: To teach students about the landing at Plymouth as background knowledge to learn about the Plymouth Compact as a form of early government
Essential Question: (this should be posted in the classroom for all to easily see throughout the unit) What is the role of history in understanding culture? What is the role of government in resolving cultural conflicts?
Time Frame: 45 min. lesson
Materials/Resources/Preparation: copies of <i>Plymouth in Cape Cod</i> , chart paper, notebooks, copies of the timeline for partnerships and the overhead

Introduction: (Anticipatory Set)	<p><i>“As historians we have started to learn about the various peoples settling in America and that there are typically conflicts when there are various cultures together in one place. Today we are going to focus in on Plymouth, Massachusetts and the fact that these settlers developed a set of laws for men called a compact. This is an early form of our current government under our Constitution, so it is critical that we learn about how it governed people. While we will look at the main points of the Compact tomorrow, we will build our background knowledge about Plymouth today.”</i></p>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	<p>Place the copy of the first page on the overhead while making sure that each student has access to a copy of the article. Read aloud the first section (first two paragraphs) and ask the students what laws they think are important to include in this situation, that of landing in a new land without any former colonies established with laws or a way of life. List student ideas on the chart paper.</p> <p>Ask students to read the rest of the document and address the following questions:</p> <ol style="list-style-type: none"> 1. How did the pilgrims know that this land was worth settling? 2. What were the conflicts or misunderstandings between the pilgrims and the Native Americans? How are these related to culture? 3. Why were the pilgrims able to learn to get along with the Native Americans? What aspect of culture helped? <p>They may write their thoughts in the notebooks.</p>

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Independent Practice: (Small group work, peer work, or independent work)	Allow time for students to work on their reading and thinking. Meet with each partnership and offer your support.
Closing:	Move through each section of the document and ask students to share their thoughts and responses to the questions.
Assessment: (How will we know the students understood today's lesson?)	You can assess a student's ability to understand the reading and concepts from the written and oral responses.
Homework:	Write a response to the question of: Why do we need governments?

Part III. Arrival in the New World

After two months at sea, the Pilgrims arrived at Cape Cod. Imagine the sight that greeted their eyes on that cold November morning.

It was as though they had landed on another planet, a strange, unfriendly place with no signs of civilization—a stark, barren landscape. There were no friends or relatives to greet them, no warm homes for their comfort and no jobs to be had to earn a living.

A NEAR MUTINY

Even before *Mayflower* anchored off the tip of Cape Cod, there was a near mutiny. The passengers had hired themselves out as indentured servants, promising to work for seven years to pay for their passage. Some of these passengers thought they could do as they pleased since they were outside the bounds of English law. So they threatened to take their freedom as soon as they got on land.

The Pilgrim leaders knew it would take a lot of hard work to survive that first winter. They would have to cut down trees and haul logs and thatch to build houses. They knew they would need all the help they could get.

THE MAYFLOWER COMPACT

To solve the problem, the Pilgrims wrote the Mayflower Compact. The Compact was an agreement signed by all the men on board—including the indentured servants—promising to abide by laws that would be drawn up and agreed upon by all male members of the community. The women were not allowed to participate in the governing process.

The Compact states that they would choose their own leaders and make their own laws. It also stated there was to be equal justice for all. This Compact became the constitution of the Plymouth Colony. It was the first document of American democracy to establish "government of the people, by the people, for the people."

THE CONCEPTS OF DEMOCRACY

When the Separatist group decided that they must look for another homeland, Pastor John Robinson sent with them a long letter in which he outlined a plan for setting up a new government based on democratic principles. The Mayflower Compact which was signed on board the *Mayflower* at Cape Cod on November 21, 1620 [new style date], was the direct outcome of Robinson's guidance.

This Compact, which was to be the official Constitution of Plymouth Colony for over 70 years, is the first American State Paper. It is also the first statement of the principles of democracy as we now know and understand them. For the first time in the history of the world, a group of men --of their own will--agreed to be governed by themselves

according to the will of the majority. The Mayflower Compact is the first document of American Democracy.

THE FIRST EXPLORATIONS

The *Mayflower* was anchored in safe harbor at the tip of Cape Cod, near the Indian site of Paomet (the present-day location of Provincetown). After signing the Mayflower Compact, fifteen or sixteen of the colonists went ashore in the long-boat. The ship was out of wood for cooking, and the Pilgrims were eager to see the land which would be their new home. They were greeted by sandy beaches with wild grasses and shrubs that ran all the way to the water-line in places. The exploring party returned to the ship at nightfall, reporting that they had seen neither person nor habitation. They had seen only sandy dunes with pale grasses, marshy ponds and low trees. On the sandy hills they had seen thousands of birds.

CAPE COD BAY

The next day was the Sabbath, which was spent aboard the ship in rest and prayers of thanksgiving for their safe arrival in the New World. On Monday, they unloaded the shallop, which had been stored below on the waist deck. It had been dismantled and stored there for the crossing. Now it must be reassembled and repaired because it had sustained some damage and would need rather extensive repairs before it could be pressed into service.

Since the water was shallow, it was necessary to wade from the long-boat to the shore in the icy November water as the colonists took advantage of this opportunity to leave the ship. Some waded because it was necessary, though some did it for a lark -- little suspecting that the colds they caught might contribute to the "Great Sickness," which would reduce their numbers in the weeks and months to come.

On land, the children could run as they wished without the confinement to which they had been subjected during the sixty-eight day crossing. The women found ponds of fresh water among the sandy dunes where they could do their much needed laundry. The carpenters went to work on the shallop, while some of the men explored the surrounding area.

CAPE COD

The exploring party discovered this to be a narrow neck of land with a bay on one side, and the ocean on the other. The ground was all sandy dunes; but, the earth about a foot down was an excellent black soil. It was wooded with oak, pine, sassafras, juniper, birch and holly with some ash and walnut. On Wednesday, they sighted a few Indians on the shore; but, as the exploring party approached, the Indians and their dog ran away and vanished into the woods. The men camped on the beach overnight.

PILGRIM SPRING

The next morning at about ten o'clock the men were marching through the woods again when they came into a deep valley full of brush, wood gaille and long grass. They moved down into the clearing and at the bottom of the hill they found a fresh water spring. At the spring, the exploring party sat down to rest. Here they drank their first New England water. Edward Winslow wrote later, "*with as much delight as ever we drunk drink in all our lives.*" This is one of the few spots along the Pilgrim route of exploration which still remains in an unaltered state. After more than 350 years, Pilgrim Spring still flows in its natural state.

CORN HILL

Marching south through the sandy hills and valleys, the men moved along the western shore of Cape Cod, finding heaps of sand here and there, which they supposed to be Indian graves. In one place they discovered more heaps of sand so freshly made that the hand prints were still visible. Digging down, they found two baskets of corn. This area is now called Corn Hill. A small bronze tablet now marks this historic spot.

The men took as much corn as they could carry and returned to the *Mayflower*. They planned to use the Indian corn as seed-corn, when planting time arrived. Several days later, when the shallop was ready, thirty-four men and sailors -- some in the long-boat and some in the shallop -- sailed to the small river they had discovered earlier. This they named Cold Harbor. They landed the boats and marched five or six miles along the river and camped that night under pine trees.

The next morning they discovered two Indian dwellings, which had recently been occupied. Returning to their boats by way of Corn Hill, they picked up more corn to take back to the ship. In all they had taken about ten bushels.

FIRST ENCOUNTER BEACH

Several days later, the colonists decided to make a third exploration along the western coast of Cape Cod Bay. They got up their sail on the shallop and sailed along the coast to a sandy beach, where they saw ten or twelve Indians. As the colonists approached, the Indians again vanished into the woods. The men camped overnight on the beach. The next morning, when they marched along the beach and into the woods, they found four or five Indian dwellings with no mats. These were summer dwellings. When the Indians moved to their winter quarters, they removed all of the mats and took them with them. They explored until sundown, and went back to the shore to meet the shallop, camping overnight on the beach. About five o'clock the next morning they heard hideous cries and suddenly the Indians began to attack with arrows. When the Indians were repelled by gunfire, the explorers picked up eighteen arrows around the area, which is now called First Encounter Beach.

NEW PLIMOTH [now PLYMOUTH]

After their first encounter with the Indians, the colonists sailed further along the coast, swinging west, and then northward along the mainland. They explored around the harbor, which is now known as Plymouth Harbor, and spent some time on an island which is now known as Clark's Island. The colonists finally decided that the mainland was a good place to situate their families.

The *Mayflower* weighed anchor at Paomet and sailed into Plymouth Harbor. It was near Plymouth that the Pilgrims landed on December 21st [Dec. 31, New Style date].

After three more days of exploring the Plymouth area, they decided upon Plymouth as the most favorable location -- because it had a fair brook that ran under a high hill on which they could build a gun platform for their protection.

HOME-BUILDING BEGUN

The "Great Sickness" was beginning to take its toll among the Pilgrim families; but, when weather permitted, as many as could went ashore to fell and carry timber for building material. It was agreed that each man should build his own house, but they would cooperate in building the common-house where their supplies would be stored.

By mid-January the common-house was completed, and the little village began to take shape. The "Great Sickness" raged through the winter months. Half of the colonists would soon be dead. Even the crew of the *Mayflower* was not spared. Nearly half of her crew would not survive to make the return trip to England in the spring.

THE SPRING OF 1621

In mid-March the weather began to clear. The "Great Sickness" began to subside, and the colonists busied themselves about the tasks of digging up the ground in their family garden plots, where they planted some of the seed which they had brought with them from England. One day, while the men were meeting in the common house, an Indian named Samoset came down the hill and walked into the village. He was able to speak in broken English. Through this first meeting, the colonists were brought into friendly relations with Squanto, the Massasoit and the other Wampanoag [Wam'pa'no'ag] Indians of the area.

THE *MAYFLOWER* DEPARTS

Master Jones had seen the Pilgrims through the winter, and suffered many losses among his crew in doing so. With the coming of spring, he knew that he must return to England. On April 5 [15th New Style date] the *Mayflower* made its departure, but not one of the Pilgrims decided to return with Master Jones. The Pilgrims faced many hardships during

the following months, but the colony gathered its strength and continued to build on the little community which they had established in New Plimoth.

<http://www.rootsweb.com/~mosmd/#part3>

Flint Community Schools⁷
History/Social Studies Lesson 5

Course: History/Social Studies Grade 5
Unit: The connection between culture and government
Objective: To read a primary source document and learn how to translate the document and apply that learning to the essential questions and big ideas.
Essential Question: (this should be posted in the classroom for all to easily see throughout the unit) What is the role of history in understanding culture? What is the role of government in resolving cultural conflicts?
Time Frame: 45 min. lesson
Materials/Resources/Preparation: copies of the document <i>Mayflower Compact</i> and <i>Agreement Between the Settlers at New Plymouth</i> , chart paper, notebooks, overhead copies of the actual compact

Introduction: (Anticipatory Set)	<p><i>“We have been learning about those who landed at Plymouth and how they set up their society and about their interactions with the Native Americans. Today we are going to read about the Mayflower Compact that they established as their government.”</i></p>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	<p><i>“Historians often read primary documents and record the main points so that we can better understand the meaning of a document. Follow along as I read the compact and write my translation.”</i></p> <p>When you take notes on chart paper students take notes on notebook paper. They should underline the portions of the text that you underline.</p> <p>Read aloud the entire compact. Go back and read along as you underline “In the name of God” and “Loyal Subjects”. Write on chart paper: The men who developed the compact started off with declaring their work for both God and their king.</p> <p>Go back to the text and underline “a Voyage to plant the first Colony in the northern Parts of Virginia”. Write on the chart paper that the purpose of Mayflower’s voyage was to establish a colony so we know that the passengers were thinking about how to establish a government and what to do in case of conflicts with others over the land they chose.</p> <p>Go back to the text and underline “covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends</p>

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	<p>aforesaid” and write on the chart paper: These people agreed to bind themselves together into a civil body or government. They believe that with a government they can better enforce rules of behavior and meet their goals.</p> <p>Go back to the text and underline “just and equal Laws, Ordinances, Acts, Constitutions, and Officers, 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”. Write on the chart paper that these people agree to follow the laws of the colony and that they believe the laws are positive.</p> <p><i>We have pulled out the main points in this primary source document and takes notes on paper. I want you to read over the article on the compact and list the main points in you notebooks.</i></p>
Independent Practice: (Small group work, peer work, or independent work)	Allow time for students to work on their writing and the questions on the handout. Meet with each group to offer support and set up sharing.
Closing:	<p>Ask students to share their main points and write those on the chart paper. Discuss the questions at the end of the handout as well.</p> <p>Address the question of how this compact shows that government attempts to manage people.</p>
Assessment: (How will we know the students understood today’s lesson?)	Assess the ability of the students for their reading comprehension and ability to write down main points and share them.
Homework:	Review the documents used in this unit and think about how and why people form governments.

Agreement Between the Settlers at New Plymouth: 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, &c. 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 one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, 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 eleventh 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.

Mr. John Carver, Mr. William Bradford, Mr. Edward Winslow, Mr. William Brewster. Isaac Allerton, Myles Standish, John Alden, John Turner, Francis Eaton, James Chilton, John Craxton, John Billington, Joses Fletcher, John Goodman, Mr. Samuel Fuller, Mr. Christopher Martin, Mr. William Mullins, Mr. William White, Mr. Richard Warren, John Howland, Mr. Steven Hopkins, Digery Priest, Thomas Williams, Gilbert Winslow, Edmund Margesson, Peter Brown, Richard Britteridge, George Soule, Edward Tilly, John Tilly, Francis Cooke, Thomas Rogers, Thomas Tinker, John Ridgdale Edward Fuller, Richard Clark, Richard Gardiner, Mr. John Allerton, Thomas English, Edward Doten, Edward Liester.

<http://www.yale.edu/lawweb/avalon/amerdoc/mayflower.htm>

Mayflower Compact

Although the Compact is very short, it served as the Constitution of the Pilgrim Colony until Plymouth was merged into the Massachusetts Bay Colony in 1692 by order of King William III.

Written into this Compact or constitution are the basic ideals of American Democracy as we know it today. These principles of democratic government developed out of the church government, which was initiated by Pastor John Robinson in the Pilgrim Church at Leiden, Holland, while the Pilgrims were in exile. It should be remembered that Pastor Robinson had sent a letter with the Leiden Pilgrims in which he outlined a plan for setting up a new government based on democratic principles. It is conceivable that Pastor Robinson actually authored a part of the text which was incorporated into the final version of the Compact.

Pastor Robinson had hoped to join the Leiden Pilgrims here in the New World, but remained behind with the Leiden congregation. Many members of the church in Holland were not prepared to face the unknowns in a strange new land, and Pastor Robinson died before his dream of coming to the New World was realized.

In all fairness, Pastor John Robinson might conceivably be considered the "Father of American Democracy" even though he was never able to visit the Pilgrim colony at New Plymouth.

MAJOR CONCEPTS IN THE COMPACT

The Compact expresses four major ideas or concepts:

1. It expresses the deep faith and belief in God and His divine guidance, which was held so dear to the Pilgrim forefathers.
2. It expresses their deep loyalty to their native England and to the King -- even though they had been persecuted and exiled.
3. It expresses their mutual regard for one another as equals in the sight of God.
4. It expresses their intent to establish just and equal laws upon which would be built a truly democratic form of government -- the first in the recorded history of mankind.

THIS DOCUMENT STANDS AS A CORNERSTONE FOR OUR GREAT AMERICAN FORM OF DEMOCRATIC GOVERNMENT.

John Quincy Adams described The Mayflower Compact as "the first example in modern times of a social compact or system of government instituted by voluntary agreement conformable to the laws of nature, by men of equal rights and about to establish their community in a new country."

It is interesting to note that although the Compact stands for equality, there was still a

note of class distinction in the way it was signed. The first men to sign the document were of the elite group who were classed as "citizens," and therefore privileged to the title of "*Mr.*" [The only exception was John Alden, whose name stands seventh]. The first five signers were leaders from the Leiden church. The following seven signers were "strangers" from the elite group with the title of "*Mr.*" The lesser freemen signed next, and then the hired men and servants.

After the signing of the Compact by the men of the Pilgrim company -- and before leaving the Mayflower which was anchored at Cape Cod -- the Pilgrims held their first election in the New World. John Carver was elected Governor. This was America's first democratic election of a leader.

These basic facts have been all but forgotten in the wake of the American Revolution and the leadership of such late-comers as Washington, Jefferson, etc.

<http://www.rootsweb.com/~mosmd/elemcs.htm>

Flint Community Schools⁸
History/Social Studies Lesson 6

Course: History/Social Studies Grade 5
Unit: The connection between culture and government
Objective: To provide an opportunity for students to show what they have learned in all lessons through composition and oral sharing in a historian’s forum
Essential Question: (this should be posted in the classroom for all to easily see throughout the unit) What is the role of history in understanding culture? What is the role of government in resolving cultural conflicts?
Time Frame: 45 min. lesson
Materials/Resources/Preparation: copies of texts used in previous lessons, lined blank paper if students need it, notebooks, homework and copies of final performance opportunity

Introduction: (Anticipatory Set)	<i>“Today we have the opportunity to reflect back on the learning that we have engaged in during class and at home working on homework and to use that knowledge to act as historians and write a paper. It is typical of professional historians to write papers and share them in a format called a forum, in this case a collection of experts gathered together to discuss their informed opinions. I have copies of the call for papers that will guide you as to the topic of discussion for the forum. You will have time in class to write your opinion and at that conclusion of writing time we will begin our forum. As historians you may refer back to your notebooks and documents for information.”</i>
Teaching/Input: (Modeling, inquiry, working with reading, film, slides)	
Independent Practice: (Small group work, peer work, or independent work)	Allow time for students to write and prepare for the forum.
Closing:	Establish that it is time for the forum to begin. Invite each expert to join in a circle and explain that one historian will begin sharing his/her writing while others listen and prepare their questions for the expert. Everyone should have a chance to share their writing and field questions from their peers.
Assessment: (How will we know the students)	The final papers should be considered drafts since students wrote them in class and did not go through revision and editing cycle. There are five general categories for scoring the writing (content

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understood today's lesson?)	<p>knowledge, writing process, format and structure, writing fluency, and mechanics). Within the content knowledge section, teachers can assess student ability to use the documents and ideas from class, ascertaining knowledge as to their comprehension of the documents and ability to apply them to this specific situation. Within the writing process section students should be able to refer back to learning from the unit about the thinking process of historians. The format and structure and writing fluency sections provide an opportunity to determine how well students are learning to write from the in class teaching and practice and homework. The first four sections are designed to allow students to show what they have learned in the lessons and how they can apply this learning. Each section, including mechanics, show where the strengths and needs of each individual and the class as a whole lies in order to adjust any future teaching to meet those needs and build off of the strengths. Lastly, there is space at the bottom of the scoring guide grid for specific comments to the student. This can be used to include some comments regarding the experience and performance in the forum.</p>
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