

## TEACHING AMERICAN HISTORY PROJECT

### *Documents of Early Forms of Representative Government from Anna-Liisa Messier*

Grade - 7

Length of class period – 45 minutes

Inquiry – Students will identify the early attempts at a Representative form of government in the Colonial Era.

**Objectives** Students will compare and contrast the Mayflower Compact and the Fundamental Orders of Connecticut and distinguish the early attempts to form a representative government during the Colonial era.

Students will determine how these documents contributed to the development of democracy in later years.

**Materials** Copies of the Mayflower Compact and the Fundamental Orders of Connecticut for each student. (see websites)

[www.constitution.org/bcp/mayfcomp.htm](http://www.constitution.org/bcp/mayfcomp.htm)

[www.constitution.org/bcp/fo\\_1639.htm](http://www.constitution.org/bcp/fo_1639.htm)

Using Primary Source Documents Assessment Form (copy of form attached at end of lesson)

#### Activities

This lesson is best used after an introduction to both documents in Colonial America. Each student will receive a copy of both documents and working in groups of 3 students they will read and then discuss the similarities and differences of the two documents. They will complete the assessment form and then a class discussion will be held to insure a clear understanding of the concepts presented in each document. During the discussion topics of relevance to democracy today will be discussed.

How will you assess what student learned during this lesson?

Students' completed assessment forms will be graded and the students will also be responsible for the information on the chapter test.

## Connecticut Framework Performance Standards –

- analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time;
- demonstrate an in-depth understanding of major events and trends in local history (e.g., the Pequot war, establishment of self-government, disestablishment of the Puritan church, industrialization, waves of in-and-out migration, suburbanization, racial tensions);
- describe the emergence of select governmental systems, principles and institutions;
- describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

## PRIMARY SOURCE DOCUMENT ASSESSMENT FORM

### USING PRIMARY SOURCES Documents

Study the copies of the Mayflower Compact and the Fundamental Orders of Connecticut that you have been given and answer the following questions.

1. What are the titles of the documents?
2. What kind of documents are they?
3. What are the dates of these documents?

4. Who created the original documents?
5. Where were these documents produced or processed?
6. What was the purpose of each of these documents?
7. How are each of these documents important to the development of democracy in the United States?