

Teaching Guide – Lesson 2 – I’m Outta Here!

PowerPoint and Teaching Points

Slide 2 – The slide gives six options for dealing with persecution. Options 2 and 3 were used by the Separatists (option 3) and the Quakers (option 2). This is a good way to get the kids thinking and “have a parent help you out” really brings it to their level. Have the students put their heads down on their desks. Announce each option and have the students raise their hands if that is what they would choose. Tally the number of hands for each and write it on the board. It’s a fun way to begin the lesson. It ties lesson 1 with lesson 2 as well. Have them look at the votes. Explain to them that they will be looking at two groups who faced persecution in England and also had to make decisions on what to do. Ask them to keep their eyes open for what options each group ended up choosing.

Slide 3 – The slide simply reads “MAYFLOWER.” The students should have some prior knowledge of the Separatists (Pilgrims) stemming from this word. Pass out the “Separatists” KWL charts. In the first column, have students write everything that comes to mind when they see the word MAYFLOWER. Allow about 5 minutes for them to fill out the K column. Ask for volunteers to read their answers. The Pilgrims, Thanksgiving, and the Mayflower are familiar to the students. Then click to slide 4 – **BAMM!**

Slide 4 – This slide gives some general information that is foreign to most 6th graders. The information on the slide should hopefully arouse some curiosity in the students. Have the students fill out the W column on their KWL sheet. What do they want to learn about the Separatists? (Why were they hanged for writing books?, what does it mean they couldn’t gather together?...)

Slide 5 – The Church of England is central to both stories. To understand the persecution and why these groups left, it is important to have a concept of the relationship between the government and the state church. Explain how the church and the government were one in the same and how if you were not a member of the Church of England you could be seen as enemy of the country as well. Enemies of the Church and/or state were punished. Ask them “Is there one religion or church in America of which everyone must be a member?” This will help make the connection and they will hopefully see the contrast between then and now. It will also allow for connections to be made later on in the lesson.

Slide 6 – Explain that the Separatists were a relatively small group, but were seen as a threat. They believed that the Church of England was corrupt. They wanted to break away from the state church and start a new form of Christianity. The “separation” would obviously go against the marriage between church and state. These beliefs challenged the social norms and the power and authority of the government and church officials. Laws were passed to put down the Separatist movement.

Slide 7 – It was illegal to hold religious gatherings or meetings. Pressure was put on the Separatists to rejoin the Church of England. One man, John Bolton, gave into the pressure and rejoined the Church of England. The Separatists excommunicated him. He hanged himself for shame. A royal proclamation (official announcement) in **1583** condemned the ‘seditious, schismatical, and erroneous printed books of Separatist writers Robert Browne and Robert Harrison. Remind the students of the power of the written word. Like TV and internet today, it put thoughts in people’s heads.

Slide 8 - These are actual examples of persecution enacted up the Separatists. Coppins and Thacker were hanged for passing out Separatists' writings. Richard Fritz was a Separatist minister whose congregation petitioned the government about their minister's death from long imprisonment. The government didn't care and others from the congregation later died in prison.

Slide 9 - The Separatists decide to leave their homes in England to the Netherlands. Holland was fine for awhile, but soon they began to face harsh treatment there as well. This, and the threat of war with Spain, pushed the Separatists to look elsewhere. They decide to head to the New World. They were planning on setting up a community many miles north of Jamestown, near the mouth of the Hudson River, present-day New York City area. Where they actually landed was present-day Massachusetts (450 miles north of Jamestown). They named the colony Plimouth (Plymouth) after the port city in England from which they left.

Slide 10 - Before they establish the settlement they prepared a document of government. This becomes known as the Mayflower Compact. The document calls for a democracy that protected the "general good of the Colony, unto which we promise all due submission and obedience."

Have the students complete the "L" column of the Separatist KWL sheet. Ask for volunteers to share some answers.

NEW GROUP – DIFFERENT STORY

Slide 11 - The Quaker Oatmeal Guy! Pass out the Quaker KWL sheets. The students probably have little knowledge of the Quakers and the settling of Pennsylvania, but they should recognize the man from the oatmeal. Have them fill out the "K" column on the sheet. "What do you know about this logo and the name on the logo?" My guess is that many answers will be about oatmeal, but it's a good hook.

Slide 12 - Some general information about the Quakers that should arouse some curiosities. Have them complete the "W" column in the KWL sheet. "What do want to know about the Quakers?" You can guide this and offer suggestions. (What is non-violent? Why were they beaten, How did they end up in Pennsylvania?)

Slide 13 - Why was this group a threat? Although very different from the Separatists in beliefs and ethos, the Quakers were seen as a threat as well. George Fox is given credit for founding the Society of Friends. This is the official name of the Quakers. (The word "Quaker" was coined because the members prayed so hard they shook or "quaked.") Quakers beliefs: Pacifism, equality of people, and the belief that everyone could communicate with God. These beliefs attracted many followers, and this was dangerous. The beliefs challenged the hierarchy of the government and the church. Equality was unheard of in a hierarchical society. Also, Quakers would not swear oaths of allegiance to anyone but God.

Slide 14 - Laws against the Quakers. 1) The Quaker Act of 1662 "declared that anyone who refused to swear a legally tendered oath or who met with five or more Quakers would be fined, imprisoned, and on a third conviction, transported." This targeted the Quakers refusal to take oaths and tried to prevent them from meeting together. 2) The Corporation Act - required all public officials to take oaths of allegiance and take communion in the Church of England. This was an attempt to remove Quakers from public office. Ask the students if all our elected officials today have the same religion. This should again help make it relevant.

Slide 15 – This slide is a picture of a 17th century playing card. It is a depiction of a Quaker woman being “cart-whipped.” They should recognize it from the persecution lesson from the day before. Again, this helps the students see how disliked Quakerism was by those who did not convert, and how accepted it was for them to be legally punished for it.

Slide 16 – The persecution of the Quakers was well recorded by Quakers themselves. (possibly a good time to mention the importance of primary source documents when researching) Explain that after 20 years of this unjustified punishment, the Quakers decided to they needed to do something to escape the poor treatment. Refer to the board where the “what would you do?” tally was kept. Ask the students which option they think the Quakers ended up choosing. Then go onto the next slide.

Slide 17 - The Quakers had several influential members. One of these members was William Penn. Penn’s father, Admiral Penn, was a very wealthy and influential man. The Duke of York, who became King Charles II, was in debt to the senior Penn for 16,000 pounds. This was a stroke of luck for the Quakers. Charles II was also fortunate. By giving Penn the charter for what became Pennsylvania, he was able to accomplish three things. 1) Get rid of the Quakers 2) Pay off his debt, and 3) Populate the New World with another English owned colony. In 1682, 2000 settlers left England on 23 ships.

Slide 18 – The Charter of Privileges, drawn up by Penn in 1701, provided for a society far different from that in England. It stated that no one who believes in God and “profess him or themselves to live quietly under the Civil Government, shall in any case molested or prejudiced, in his Person or Estate, because of his or their conscientious Persuasion or Practice, nor be compelled to frequent or maintain any religious Worship, Place or Ministry, contrary to his or their Mind...” The Quakers’ ideals of freedom of conscience and equality permeated the new colony and brought thousands of people from Europe. For many, they could experience religious freedom for the first time. The acceptance of different beliefs displayed in the Penn’s Charter of Privileges can be viewed as the birth of religious freedom in America. Have the students fill out the “L” column on their KWL sheets.

CHRONOLOGICAL DOCUMENT ACTIVITY

-The students need to make two piles. One pile has documents that relate to the Separatists story. The other pile is for the Quakers.

-Then have the students place each pile in chronological order. This is good cause and effect work and will show if they understood the story of each group.

-when finished, have a student explain the order for the Separatists and why. Then do the same for the Quakers.