

PROJECT TITLE:	
Persecution: Lets Have a Look	
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CLASSROOM PRACTICE (DOCUMENT #2)

1. Overview/Teaching Thesis:

Students are taught that Plymouth and Pennsylvania, and a number of other colonies were settled for "religious freedom," or because people were escaping "religious persecution." Most likely, given time constraints and one's own limited background knowledge, little time is taken to explore and discuss what was actually taking place in England to push groups across an unforgiving ocean to settle in a predominately unknown wilderness. By learning about 16th and 17th century religious persecution students will not only gain an understanding of persecution, in general, but also be able to connect the dots from the events of persecution in England, to the settling of the colonies, and ultimately to the religious freedom we experience in the United States today.

2. Suggested Grade Level and Length of Activities – 6th grade – 135 minutes

3. Significance & Relevance: By first discussing and analyzing persecution, students can make a better connection between the persecution enacted upon these two groups and the settling of Plymouth and Pennsylvania.

- Selected State Standards –
 - USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
 - a) describing the religious and economic events and conditions that led to the colonization of America
- OAH Historical Inquiry Skills – Chronological Thinking, Historical Analysis and Interpretation, and Historical Issues – Analysis and Decision-Making

4. Lesson Objectives –

Lesson 1 – “What is Persecution?” – By the end of this lesson students will be able to:

- Define “persecution”
- Identify acts of persecution
- Discuss differences between persecution and punishment
- Identify why groups persecute others

Lesson 2 – “I’m Outta Here!” – By the end of the lesson students will be able to:

- Identify persecution enacted upon Quakers and Separatists
- Discuss some differences and similarities between Separatists and Quakers

- Discuss how the two groups escaped persecution
- Identify Plymouth colony as being founded by the Separatists escaping persecution
- Identify Pennsylvania as being founded by Quakers seeking religious freedom
- Identify the Separatists' Mayflower Compact as being the earliest written example of American democracy
- Identify Penn's Charter of Privileges as being the founding of religious freedom in America
- Connect, chronologically, persecution in England to the founding of Plymouth and Pennsylvania

5. Plans or Instructional Activities – See lesson plans

6. Technology – Computer with projector. PowerPoint must be installed on computer.

7. Modifications, Differentiation, and Extensions – The PowerPoint presentations provide good visuals for the lessons, however, utilizing appropriate video clips either from the internet or DVD could really enhance the material and the lesson. (Music would also help)

8. Annotated list of supplemental resources –

MARGARET FELL'S LETTER TO THE KING ON PERSECUTION, 1660 . Appended to the end of William Shewen, *The True Christian's Faith and Experience*, etc. Philadelphia: M.T.C. Gould, 1830. Retrieved from [The Quaker Writings Home Page](#).

Summary : This is a letter from a Quaker woman named Margaret Fell where she argues in defense of the Society of Friends as a peaceful people who respect the authority of the King and his governors. She argues for the liberty to follow their conscience in religious matters.

9. Acknowledgements: I would like to thank Chris Bunin for all his hard work and guidance. I would also like to thank the staff of Clemons Library at the University of Virginia for all of their cooperation and assistance.

10. Related Materials & Resources – SEE LESSON FOLDERS