

Title of Unit: The Evolution of the Puritans

Vital theme of the unit: Students will learn how the Puritan colony of Massachusetts Bay was formed and learn about events and people that caused its collapse. This study will begin in 1630 when the first Puritans arrived in America and the study will conclude with the Salem Witch Trials in 1693.

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Grade level: Eighth grade

Number of lesson in the unit: Five

Time needed to complete unit: Ten days

Curriculum Standards addressed: The following skills are requirements for eight grade student performance achievement in geography, governance, civics, and U.S. History Period I.

Technology used:

Videos: Witches of Salem

Computer lab: The internet will be used to research information to use in student essays, and find time period drawings.

Scanner and power point for student cartoon presentations.

Introduction and Unit Goals Overview:

Students will create a time line covering the years between 1630-1693. This timeline will cover events that occurred in Massachusetts Bay Colony. Students will re-enact the Anne Hutchinson trial. Student judges will determine the guilt or innocence of Hutchinson. Judges will give reason for their decision. We will compare student decisions with judges decision in 1693. All students will write a position paper on the role they played during trial. Students will create cartoons of this time period using events and people. During power point presentation we will compare primary and secondary information, using student cartoons and drawing of this era. Students will view the video “Witches of Salem”, during video students will take notes of people and events. Students will research topic of interest during the 1630-1693 time period. Students will write an essay responding in the, who, what, when, where, why, and how of the event of student has researched.

The Evolution of the Puritans

In the following essay I will examine a controversial time and highly debated issue in colonial America. Though the theology of the different religions can be debated, many of the facts regarding of this time in American history are not. One fact that cannot be debated is the importance of the pivotal role religion played in the settlement and evolution of the new British colonies in America. In this essay I will concentrate on the Puritans of Massachusetts Bay Colony.

John Winthrop led the first group of Puritans into Massachusetts Bay. These individuals were members of the Church of England. Winthrop eventually became the first governor of the Massachusetts Bay Colony. Landing in America in June 1630, these families were revolutionaries during their time. Their goal was to “purify” the Church of England. To “purify” the church they believed all traces of Catholicism had to be removed in order for God’s blessings to be bestowed upon them. Believing that each person bore a private relationship to God, they wanted to abolish the church hierarchy and the “popish” rituals they felt interfered with a simple and personal Christian faith. (Polakoff, Rosenberg, Bolton, Story, Schwarz, p.32) This was unattainable in their homeland of England. What the Puritans wanted to “purify” in the church was not its theology but its policy, not its theory but its practice. (Doorstin, p. 16.) They believed by leaving England they could set up a colony, a “City upon a Hill”, that would demonstrate the teachings of the Bible through establishing their own form of religion, government, and society.

The Puritan Church ruled Massachusetts Bay with total power. In no other part of America had religion taken such a powerful hold on its people as in this area. The Puritan

church-state had total power, even deciding who could become a citizen of their colony. In 1637 the General Court passed an order prohibiting anyone from settling with the colony without first having his orthodoxy approved by the magistrates. (Boorstin, p.7). Magistrates were powerful Puritan men, who helped form laws for the colony. By using an extremely rigid set of guidelines to rule over the people, critics of their system, both outside and inside the Church began to surface. The Puritans lived in a society where church leaders made the rules for the community as well as the church. Punishments were decided upon by the same leaders.

A few years after the colony's formation, the citizens of Massachusetts Bay began to question the total authority of the church's leadership. One of those who spoke out against the established guidelines of the Church was Roger Williams. He was a young Puritan minister who came to Salem in 1635. Williams believed all people should be able to choose a form of worship in which they felt the most comfortable. He also believed that the Native Americans should be paid for the land the English had taken from them. Williams argued that the King had committed an "injustice", in giving the Country to his English Subjects, which belonged to the Native Indians. (Cronon, p.57) Williams was immediately branded a "rebel" in the Puritan community due to his beliefs which were in opposition to major Puritan leaders at that time. Because Massachusetts Bay was considered a church-state, Williams eventually became a target for leaders in the community and as a result was charged and found guilty of holding "dangerous opinions". (www.guam.net) Williams was given a period of grace, a time he could recount his "dangerous opinions", but he continued making remarks leaders thought to be rebellious. Eventually, after banishment, he escaped to Rhode Island. Later, Williams

established the town of Providence. He became a missionary among the Massasoit Indians, and started the Baptist Church. Opening the minds of rigid Puritan teachings was the major contribution to the society in which Williams lived.

Other Puritans also started to question biblical interpretations and other teachings from Puritan ministers. A common practice in the Puritan community was for members to gather in various homes to discuss and debate sermons. Open dialogue regarding practices of the church, such as biblical interpretations and order of worship were discussed as well. These meetings were tolerated by both the ministers and the colony's civil leaders as long as the squabbles did not get out of control. (Hutchinson hand out)

Anne Hutchinson, a forty-three year old who had given birth to fourteen children, and the wife of a highly respected merchant, William Hutchinson, allowed religious dialogue to get "out of control" while hosting home meetings. She was charged with trying to overthrow the government by expressing "dangerous opinions" and rebellious remarks. She preached her belief that God lives inside everyone. She said people could be saved by searching within their hearts, not just by following the laws of the church. These ideas went against the teachings of the church leaders of the time. (www.harcourtschool.com) Charges of this nature by the Puritan leaders was nothing new for Anne. She had already been imprisoned twice for similar charges.

During her two day trial in November 1637, Hutchinson, after being asked many questions from Puritan leaders, was asked to renounce her statements the leaders found to be in conflict with Puritan beliefs. She refused and was to receive a severe reprimand, however; Hutchinson mocked the verdict and the judges retaliated with banishment. After serving three months in prison, Hutchinson left with her family settling in

Providence, Rhode Island, where months earlier Roger Williams had established a settlement. Though Hutchinson was banished from her community, she did pave the way for more religious freedoms in New England.

During the next fifty years the Puritans struggled to keep their “City on a Hill” intact. The study of the Salem Witch Trials, which for all intensive purposes ended Puritan rule in Massachusetts Bay, is one of the most fascinating topics in American history. Today, we know the historical events that led to the Salem witch trials. The cause of this “witch” outbreak is still debated today by scholars.

In December late 1692, about eight girls, including the niece and daughter of the minister, Samuel Parris, were afflicted with unknown “distempers.” The girls accused people of being witches. The accused included all different types of people who lived within their community, as well as a minister who lived in a different village. Their behavior was characterized by disorderly speech, odd postures and and gestures, and convulsive fits. (Caporael, p.1)

Attempts to explain the causes of these characteristics have varied among historians. Some believe it was a highly orchestrated case of fraud by the girls. Many scholars tend to believe that the girls actually wanted to protect themselves from their parents’ punishment when it would eventually be discovered of their interest in “black magic”. During the autumn of 1692 the girls had developed a curiosity for “black magic” reading and had been practicing magic “experiments” led by the Reverend Parris’s slave Tituba. There is little evidence that Tituba had any practical knowledge of witchcraft. (Caporael, p.2) Interest in activities that weren’t in direct accordance with the Puritan

way of life would place the girls in a great deal of trouble not only with their parents but with the church as well.

Hysteria is another popular argument for the cause of the “witch” outbreak. Once the hysteria started it spread within the community. The girls didn’t know how to stop a situation that became more involved than they had originally intended. Fearful they may be punished for their initial interest in practicing “black magic” and eventually coupled with a sense of “control” over their community and its inhabitants, the situation only grew worse.

Currently, the ergot theory is the most popular. The evidence suggests that convulsive ergotism, a disorder resulting from the ingestion of grain contaminated with ergot, may have initiated the witchcraft delusion. (Caporael, p.1) The girls had eaten a “witch cake” made by Tituba, it contained rye and dog urine. Did the dog urine affect the rye and cause the symptoms/disorders the girls displayed? Probably not! Interestingly, research through the years has shown that rye can become infected with a potent pharmacologic agent called ergot alkaloids. (Caporael, p.3) When rye becomes infected with this natural agent it produces similiar effects as the drug LSD. Females are more prone to the ergot infection than males. Individuals who ingest ergot alkaloids describe crawling sensations in the skin, tingling in the fingers, vertigo, headaches, disturbances in sensation, hallucinations, painful muscular contractions, leading to epileptiform convulsions, vomiting, and diarrhea. (Caporael, p. 3) The girls who made these accusations displayed many of these characteristics. This theory sounds feasible, however; as Dr. Wheeler suggests, Ms. Caporael has no facts to base her in which to base her argument. Dr. Wheeler contends that the Salem Witch Trials were a contest between the old and new

ways of life in Salem. Some people wanted to return to the old Puritan way of life and others wanted progressive change. Interestingly, the girls who made the accusations lived in the oldest section of Salem whereas most of the accused lived in Salem's new section.

During the Salem Witch Trials the accused were forced to name other witches. More than one hundred people were arrested and tried, nineteen persons were hanged, and one was pressed to death by heavy stones when he refused to enter a plea in response to the charge of witch craft. The trials came to a sudden end in the autumn of 1693. No other citizens of the Massachusetts Bay Colony were ever brought to trial for witchcraft after this time period. This strange but sad event in American history seemed to end as abruptly as it began. The witch trials effectively ended the Puritans' respect, control, and authority in the colony. A sharp decline in church membership continued and soon the Puritans vanished as a power in New England. The loss of the "Puritan Way" enabled others who settled in America to obtain more religious freedoms. Learning from the mistakes of the Puritans other religious groups were able to survive and prosper. The events surrounding the Puritans and the Witch Trials demonstrated even more the importance of establishing religious freedom in American where individuals may choose to worship. To survive and prosper, religious freedoms needed to be given to all who wanted to worship or not worship.

Bibliography

Boorstin, Daniel J. *The Americans: The Colonial Experience*, New York: Vintage Books, 1958.

This book gives us wonderful information about the colonies of Massachusetts Bay, Pennsylvania, Georgia, and Virginia. The two main topics covered in the book are religion and government.

Caporael, Linnda. *Ergotism: The Satan Loosed in Salem?*

This is a handout given at the summer institute. Caporael describes the major arguments why the Salem Witch Trials evolved. The author does a very good job in researching possible cause for the witch outbreak.

Cronon, William. *Changes in the Land*. New York: Hill and Wang, 1983, 2003.

This book explores how the land was used in the New England colonies by the European colonist. Information is also given about colonist and Native American relations.

www.gaum.net/home/wresch/stones/churchhistory/13%20Roger%20Williams.html,

Chapter 13: Roger Williams.

I found this article on the internet while searching for information about Roger Williams. This article gives information on the early life of Williams and his coming to America. This is a short three page article that gives us good background information about Williams.

www.harcourtschool.com/activity/biographies/hutchinson

This is another internet find. The article about Anne Hutchinson gives good background of her. This information allows the reader to get to know the family side of Hutchinson. The article finishes with the banishment of Hutchinson.

Polakoff, Keith Ian, Norman Rosenberg, Grania Bolton, Ronald Story, and Jordan Schwartz. *Generations of Americans*. New York: St. Martin's Press, 1976

This is an old UT text book of mine. This book travels from settlement to reconstruction. It gives information about the major events in American history. It is very basic, but gives great information to any reader of interest.

The Threat of Anne Hutchinson Handout.

This was a handout given to us at the summer institute. The article gives great background information of the Puritan society which Hutchinson lived. A copy of the court transcript is also given, so readers can see the characters involved and the words they used during the trial.

The Evolution of the Puritans

Lesson Title: Puritan Time Line

Grade Level: Eighth Grade

Essential Question related to vital Theme:

Who were two early Puritan leaders in Massachusetts Bay?

What events were the most interesting you during this era?

Lesson Time: Two days Sixty minute classes

Tennessee State Skills Standards: Governance and Civics 8.6.4, Geography 8.1.7, U.S. History 8.5.2, 8.1.5, 8.5.7

Materials: textbook “Creating America” p.94-97, art supplies

Activity Descriptions and overview of instructional strategies:

TSW create a time line between the years of 1630-1693, using events that occurred in Massachusetts Bay Colony. Students will use art supplies to create and decorate their time line. Students will write a paragraph of information each, on any two topics located on their time line. After time line is completed, students will be put into groups of five. Groups will compare timelines, each student describing events and people on individual time line. After this has been completed, students will be assigned new groups and describe their time line with new group.

Evaluation/Assessment: TSW take a quiz to determine knowledge gained during the time line exercise. I will use the student created time lines as a daily grade.

Quiz

1. Between 1630 and 1640, which religious group settled Massachusetts Bay Colony? (Puritans)
2. This group wanted to purify this church. (Church of England)
3. Their leaving England and moving to American was known as the Great _____ . (Migration)
4. The first governor of Massachusetts Bay was _____ (J. Winthrop)
5. This term was used to describe both their belief and their society. _____ (New England Way)
6. Name the minister who started the Baptist church. _____ (R. Williams)
7. She spoke out against the Puritan church leaders and she was banished from Massachusetts Bay. _____ (A. Hutchinson)
8. This was conflict between the Puritan colonies and the Native Americans in 1675-1676. _____ (King Phillip’s War)
9. These began in 1692 when eight girls accused others of being witches. _____ (The Salem Witch Trials)

The Evolution of the Puritans

Lesson Title: The Anne Hutchinson Trial

Grade level: Eighth grade

Essential Questions related to vital theme:

What were the charges made against Hutchinson?

Lesson Time: Two days Sixty minute classes

Tennessee State Skills Standards: Governance and Civics 8.4.3, 8.6.4, U.S. History 8.5.3, 8.5.4, 8.1.4, 8.1.5, 8.5.7

Materials: “The Threat of Anne Hutchinson” handout, given at the summer institute.

Activity description and overview of instructional strategies:

Teacher will lead a classroom discussion on “The Threat of Anne Hutchinson” handout. We will discuss the background of Hutchinson and why she was charged by the Puritan leaders. Students will be assigned roles of the characters in the actual court case. Students who have not been assigned a role will act as an independent jury. Jury will be given charges made against Anne Hutchinson. Set up the classroom with the judges sitting in front of classroom. Jury should keep notes during the trial. The class will role play each character in the court handout. After the trial is completed the student jury will determine if Hutchinson is guilty of the charges made against her.

Assessment: Students will write a one page essay on their character they role played during the trial. Include an introduction, the three most important things that you learned, and a conclusion. Use specific examples to support your three most important ideas. Describe how you felt as you fulfilled your role.

Rubric:

Level 4

Your essay contains clear expression of ideas.

Your essay includes an introduction, the three most important things learned in the simulation, and a conclusion.

Your essay contains specific details to support the three most important ideas.

Your essay includes vivid expression of feelings through use of details.

Your essay consistently employs correct grammar, punctuation, and spelling.

Level 3

Your essay includes an introduction, the three most important things learned in the simulation, and a conclusion.

Your essay contains details to support the three most important ideas.

Your essay includes expression of feelings through use of details.

Your essay employs correct grammar, punctuation, and spelling.

Level 2

Your essay is incomplete (missing one or more statements or supporting details).

Your essay contains one or more details which does not support the general statement.

Your essay strays from the topic.

Your essay contains some grammatical, punctuation, and/or spelling errors.

Level 1

Your essay fails to include the introduction, the three most important things learned in the simulation, and/or the conclusion.

Your essay contains many grammatical, punctuation, and/or spelling errors.

Your essay lacks organization and clarity.

Your essay is missing most supporting details.

4=A 3=B 2=C 1=D

The Evolution of the Puritans

Lesson Title: Massachusetts Bay Colony Cartoons

Grade Level: Eighth grade

Essential Question related to vital theme:

What is the difference between a primary and secondary source?

Lesson Time: Two days

Curriculum Standards: Geography 8.1.7, Governance and Civics 8.4.3, 8.4.4, 8.6.4, 8.6.5, U.S. History 8.5.3, 8.5.4, 8.1.4, 8.1.5, 8.5.7

Technology used and how: Scanner and power point on teacher station computer.

Materials: textbook “Creating America” p. 94-97.

Activity descriptions and overview of instructional strategies:

TSW be assigned one of the five topic headings from the pages of study (94-97). They include: The Puritans Come to Massachusetts Bay, The New England Way, Challenges to Puritan Leaders, King Phillip’s War, and The Salem Witchcraft Trials. Students will create a time period cartoon from the information of their topic heading. I will take these up after Day 1. I will scan pictures/drawings/letters/documents that I have collected from this time period. Using a power point presentation, I will combine student work and teacher material to develop a power point presentation. During the presentation we will discuss primary and secondary sources.

Supporting assignment: Students will read p. 92-97 in text book and do assessment #2 questions, (1-4).

Cartoon Rubric:

Idea/theme (4) Purpose of cartoon is easily understood, (3) Purpose of cartoon can be understood, (2) Purpose of cartoon is hard to understand, (1) No purpose for cartoon.

Originality (4) All work is students, (3) Most of cartoon is students, (2) Some of cartoon is students, (1) most of cartoon is not done by student.

Colorful (4) Lots of color, very appealing, (3) Four or less colors, appealing, (2) Three or less colors, (1) Two or less colors, not appealing.

Neat (4)Very neat and well drawn, (3) somewhat neat, some parts well drawn, (2) little neatness, shows some effort in drawing, (1) very sloppy work, little effort.

Grading (16-15=A) (14-12=B) (11-8=C) (7-0=F)

The Evolution of the Puritans

Lesson Title: Salem Witch Trials

Grade Level: Eighth grade

Essential Question related to vital them:
What was a cause for the Salem Witch Trials?

Lesson Time: Two days

Tennessee State Curriculum Standards: Governance and Civics 8.6.4, 8.6.5, U.S. History 8.5.4, 8.1.4, 8.1.5, 8.5.7.

Technology used: Video “Witches of Salem”

Materials: textbook pages 96-97.

Activity description and overview of instructional strategies:

Classroom discussion on the background leading up to the “witch trials.”
TSW watch the video “Witches of Salem,” taking notes during the video. Day 2: TSW be asked to go to one of two side of the classroom. On one side students who think the accused are guilty, on the other side students who think the accused are innocent. Students will debate using their knowledge gained from the video and notes they have taken. Teacher will use the following question to begin debate: Why were the accused found guilty?, What evidence did the court have?, Were the accused given a fair trial? Were the accusers telling the truth?, Were the accused really witches?, Debate each question and any others as debate develops.

Assessment: Students will write a one page position paper using the questions mentioned in activity. Use the following rubric to grade students.

Writing to Inform Rubric:

(4) My paper is well developed and I have more than enough information to inform the reader about the topic. This information is clearly presented with lots of elaboration. There are plenty of specific details that more than adequately explain the topic. I have a clear organization and I don’t stray from it. I wrote for the intended audience.

(3) My paper is fairly well developed and I have enough information to inform the reader about the topic. The information is clearly presented with some elaboration. There are some specific details that adequately explain the topic but some of the details may not really help explain. I have an organization and I try to stick to it. I wrote for the intended audience.

(2) My paper has little development and a minimum amount of information. The information does not clearly explain the topic and some of it might even interfere with

my explanation. I used details but they may be the wrong details or they may not help to explain the topic. I wrote for the intended audience. I did not really make any language choices to help with style or tone.

- (1) I saw the questions and I tried to write a response. I wrote very little and what I wrote is confusing or inaccurate. If I have details they are not enough to explain the topic. If I do have any organization it is not clear or I stray far from it. I may not address the intended audience.

4=A 3=B 2=C 1=D

The Evolution of the Puritans

Lesson Title: Essay

Grade Level: Eighth grade

Essential Question: What were a few major events from Puritan settlement until the end of the Witch Trials?

Lesson Time: Two days

Tennessee State Curriculum Standards: Geography 8.1.7, Governance and Civics 8.4.3, 8.6.4, 8.6.5, U.S. History 8.5.4, 8.1.4, 8.1.5, 8.5.7

Technology used: Internet to do research.

Materials: Students will be given an outline for research.

Outline

Prepare an essay about any person, event, or topic during our study of the Puritans. Your paper should include an introduction, body, and conclusion.

Who: 1 paragraph

What: 1 paragraph

When: Date of event

Where: 1 paragraph

Why/How: 2 Paragraphs

Each paragraph should consist of 4-5 sentences. Each paragraph should give background information and the reason for its importance.

Activity description and overview of instructional strategies: Students will choose a topic about our study of the Puritans that most interest them to research. Students will be given one day in the computer lab to research and print material. Day 2 will be used to write research using the guidelines of outline given to them. Teacher can assist students who need help.

Homework: Students will take home researched material after Day 1 and begin their essay.

Assessment: Rubric

Amount of information (4) All relevant terms and concepts are addressed and explained. (3) Most relevant terms and concepts are addressed and explained. (2) Some relevant terms and concepts are addressed and explained. (1) So many pertinent terms and concepts have been omitted that the objective of the paper has not been achieved.

Quality of Information (4) Information clearly relates to the main topic. It includes several supporting details and/or examples. (3) Information clearly relates to the main topic. It provides a couple of supporting details and or examples. (2) Information clearly relates to the main topic, but an insufficient number of details and or examples are given. (1) Information has little or nothing to do with the main topic.

Organization (4) Information very organized with well-constructed paragraphs and subheadings. (3) Information is organized with well constructed paragraphs, but some difficulties with flow between paragraphs are present. (2) Information is organized, but paragraphs are neither well-constructed nor logically sequenced or connected. (1) The information appears to be disorganized.

Paragraph Construction (4) All paragraphs include introductory sentence, explanations or details, and concluding sentence. (3) Most paragraphs include introductory sentence, explanations or details, and concluding sentence. (2) Paragraphs included related information but were typically not constructed well. (1) Paragraphing structure was not clear and sentences were not typically related within the paragraphs.