**Mayflower 400 Citizenship Project: The 2020 Compact**

**Making Rules to Live By**

The notes, below, and Power Point sessions for teacher reference (including teachers’ notes) may support work to develop your pupils’ contribution to the Schools’ 2020 Compact. This will be a document that sets out a brief set of rules/ statements that all schools across the city have had the opportunity to contribute towards making. The Compact is intended to be a five year document, relevant to the lives of young people in Plymouth in 2020.

Across the school year, 2019/20, schools are invited to explore the story of the Mayflower and its relevance today. At the end of this short project in school, or using one of your own design, all your pupils will have made a contribution towards the creation of the Schools 2020 Compact.

Each school may submit their selection of rules at City Youth Council (CYC) in March 2020 that will then be debated and voted upon resulting in a Compact document for 2020. All participating schools, will be invited to the launch of the Schools 2020 Compact, in the Lyric, Theatre Royal on 22nd October 2020.

This event will see the CYC and Plymouth Youth Parliament (PYP) lead the launch, with a group of schools contributing to describe their part in the creation of the compact. VIP speakers will be invited and a pupil from every school will sign the Compact that will also be signed by the Leader of the Council. Each school will receive their own copy of the Compact to display in school.

Schools are invited to use the outline project below, or a programme of their own choice, to result in their own Compact rules/statements for contribution to the city-wide schools Compact. There is a limit of 9 statements /articles that your school can submit.

The project outline is useable/adaptable in Key Stages 2 and 3. Key Stage 1 may wish to be included within the final element of the project.

**The Plymouth Mayflower 400 Citizenship Project**

**Outline for Schools**

**Session 1: Rules, a Dilemma (Power Point included for optional use)**

Use the scenario, below, or a similar one of your choice, to introduce the idea of the creation of a rule system and the mechanisms needed to put rules in place and to enable them to be kept…or not.

This is a discussion/dramatised piece that may also need post-it notes, paper and pens to collect ideas.

The class should split into two groups and identify as workers and their families or the scientists, who do not have family members with them.

Key word to explore prior to the lesson: colony – this should have been a key word in the Mayflower story, itself that this work set assumes the children have already engaged with.

The year is 2020 and Mayflower II has embarked upon a journey to the new world of Separatia to create a new colony. On board are a team of scientists and a larger group of skilled workers and their families.

The aim of this voyage is to create a new colony and expand the territory of their home nation. Unfortunately, due to a storm, the Mayflower II is shipwrecked in an area unknown to the colonists. They are lost in a desolate land.

Although the shipwreck has destroyed the ship and its communication devices, all passengers remain well, with nothing more than a few cuts and bruises. The scientists and workers will be able to build structures to live in. They hope for a rescue, but no-one knows they are missing and they have no means of communicating with the outside world.  
  
An argument breaks out between the scientists and workers. The workers feel that the need for survival is most important. Some of them have children. They know how to build shelters and feel they can take care of themselves. They are also thousands of miles from their known world so feel they can live exactly as they wish until help arrives…if it comes at all.

The scientists say that they had been put in charge of the project back home and should be in charge on the island. They say they are cleverer than the workers and therefore more important and important people should lead the others who are only workers.

Arguments last for days until both groups meet and decide to write up a document that will help them to live together. Recreate the arguments in pairs/groups/ 2 large groups.

Hold a meeting where the 2 groups discuss and vote on an answer to each of the following questions (provide the questions on flash cards):

* Should there be a single leader or a group of leaders? Who should this be and why?
* How should the leader or leaders be selected?
* Who should make the rules? How are these people chosen?
* How can the colonists enforce the rules?
* What happens if rules are broken and who decides what happens?
* How do the colonist make sure everyone works hard to build and develop the colony?
* Should everyone have rights/the same rights? Why?

At the end of the session, recap the experiences of the learning opportunity…what have we found out about making rules?

Reflect on the Mayflower story; they had to make rules as they argued at first. Pose a link question for the next session: how do you think the Mayflower I colonists made their rules in Plymouth Massachusetts and what rules do you think they made?

**Session 2: the Mayflower Compact (Power Point included for optional use)**

Recap on the previous session. What did the class learn about making rules? Given they know the Mayflower story, how do they think the Pilgrims/Strangers made their rules? What rules have they come up with that they think the Pilgrims/Strangers may have made? List these. Remember to ensure the children evidence the rule making process – why these rules?

Introduce the key words: compact. What does compact mean? (pushed together/dense). Covenant (agreement). Introduce the use of the word compact to describe the Plymouth colonist’s set of rules that they also refer to as a covenant. Introduce the compact and examine what it says. There are options to translate to modern English or just share the translation.

**Here is the compact with translation:**

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, etc.  
  
Having undertaken, for the Glory of God, and advancements of the Christian faith and honor 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 politic; for our better ordering, and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame, such just and equal laws, ordinances, acts, constitutions, and offices, 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 11th of November, in the year of the reign of our Sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth, 1620.  
  
**Translation:**

We pray to god as we write this. Those of us who signed are subjects of King James. We are also subjects of god.  
We came here for god, for Christianity, for the king, and for England. We are on a voyage to put a colony into the northern parts of Virginia. Since god agrees, we all agree to work together in this new land. We will work together to make ourselves better, and to last longer. We will make laws that we think are the best for the colony, and we promise to follow these laws completely.  
We sign today, at Cape Cod, November 11th, 1620, under the control of King James.

**In short, the compact says this:**

* the colonists would remain loyal subjects to King James, despite their need for self-governance
* the colonists would live in accordance with the Christian faith
* the colonists would create one society and work together to further it
* the colonists would create and enact “laws, ordinances, acts, constitutions and offices…” for the good of the colony, and abide by those laws.

‘Unpack’ the rules as you feel appropriate. What does each mean? What is a loyal subject? What does self-governance mean? What does the Christian faith of the 1600s say about how to live our lives? What did the colonists mean by ‘create one society’? (Remember the Native American people were living close by.) What does create and enact mean? How could they interpret ‘for the good of the colony’?

Have the 4 rules, or simplified versions, on flash cards and compare with the pupil’s suggested rules. Look at similarities and differences and consider why. Group discussions.

Using the previous session’s questions, and using resources noted in the Mayflower schemes of work, consider the meeting that agreed the compact, the compact itself and how effective it was. Small group work coming together to share their findings.

* Did the colonists have a single leader or a group of leaders? Who and why?
* How was the leader or leaders selected?
* Who made the rules?
* How did the colonists enforce the rules?
* What happened if rules were broken and who decided what happened?
* How do the colonist make sure everyone worked hard to build and develop the colony?
* Did everyone have rights/the same rights? Why?

**Some Background to help:** (more links can be found within the Mayflower schemes of work)

The colony, of over 100 people, were cut off from any government, with a rebellion brewing. If they didn't work as a group, they could all die in the wilderness. The Pilgrim leaders realised that they needed a temporary government authority. Back home, such authority came from the King. Isolated as they were in America, it could only come from the people themselves. Aboard the Mayflower, by necessity, the Pilgrims and "Strangers" made a written agreement or compact among themselves.  
  
The [Mayflower Compact](http://www.crf-usa.org/foundations-of-our-constitution/mayflower-compact-text.html) was probably composed by William Brewster, who had a university education, and was signed by nearly all the adult male colonists, including two of the indentured servants. The format of the Mayflower Compact is very similar to the written agreements used by the Pilgrims to establish their Separatist churches in England and Holland. Under these agreements the male adult members of each church decided how to worship God. They also elected their own ministers and other church officers. This pattern of church self-government served as a model for political self-government in the Mayflower Compact.  
  
The colonists had no intention of declaring their independence from England when they signed the Mayflower Compact. In the opening line of the Compact, both Pilgrims and "Strangers" refer to themselves as "loyal subjects" of King James. The rest of the Mayflower Compact is very short. It simply bound the signers into a "Civil Body Politic" for the purpose of passing "just and equal Laws . . . for the general good of the Colony." But those few words expressed the idea of self-government for the first time in the New World.

Immediately after agreeing to the Mayflower Compact, the signers elected John Carver (one of the Pilgrim leaders) as governor of their colony. They called it Plymouth Plantation. When Governor Carver died in less than a year, William Bradford replaced him. Each year after this the "Civil Body Politic," consisting of all adult males, except indentured servants, assembled to elect the governor and a small number of assistants. Bradford was re-elected 30 times between 1621 and 1656.  
  
In the early years Governor Bradford decided how the colony should be run. Few objected to his one-man rule. As the colony's population grew, due to immigration, several new towns came into existence. The roving and increasingly scattered population found it difficult to attend the General Court, as the governing meetings at Plymouth came to be called. By 1639, deputies were sent to represent each town at the other General Court sessions. Not only self-rule, but representative government had taken root on American soil.

Draw together thinking from the dramatised experience of creating a set of rules and how this was similar/different to the way the pupils have researched that it may have happened for the Mayflower settlers. What are the main issues when making rules for a community? Prioritise and list these, ready for the next session.

**N.B.** Throughout the exploration of the Mayflower story, it will be important to emphasise a pluralistic approach to discussion and to recognise that there are a variety of versions of the Mayflower story and that an accurate picture is not something historians have access to or necessarily agree upon.

**Session 3- How are Laws Made in Britain Today? (refer to Power Point 3)**

**How are rules/ laws made today?** Laws are rules that everyone in the country must obey. In a democracy, like the UK, nobody is above the law. About one hundred new laws are passed each year by the UK Parliament.

**What is democracy and why do we have a parliament: liberal democracy.**

**What is Parliament?** Parliament is made up of people that have been voted for by ordinary people in their local communities, (called constituencies). This usually happens during a general election. Every five years, in the UK, the people get to decide who they would like to represent their views in Parliament. The people that are elected are called Members of Parliament or MP for short.

MPs will usually represent a political party. In the UK today, including England, Wales, Scotland and Northern Ireland we have several political parties that represent the people and make or help to make the laws that we have to follow. Not all MPs sit in the House of Commons in London: Scotland, Wales and Northern Ireland are devolved governments. This means that they might have different leading parties and separate leaders. They also have some powers to make their own laws. Some Parties don’t sit in parliament. This is because the people haven’t voted for them in large enough numbers to get their candidates elected as a Member of Parliament (e.g. The UK Independence Party - UKIP). The best known parties are called:

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| Conservative and Unionist Party |
| Labour and Cooperative Party |
| Liberal Democrats |
| Scottish National Party |
| Pliad Cymru |
| Democratic Unionist Party |
| Sinn Fein |
| The Green Party |
| The UK Independence Party. |

**What is the difference between Parliament and Government?** After a general election has happened and the people in the United Kingdom have voted, the party that gets the most votes in most of the constituencies will be asked by the Queen to form a Government.

The Leader of the winning party will become the Prime Minister; the Prime Minister will then decide which MPs in her or his party will be employed in the government. Some MPs will be asked to be ministers or, more formally, secretaries of state. The Prime Minister will also ask ministers be in the cabinet. The cabinet is a group of ministers that help the Prime Minister to run the Government. Their job can also include making proposals to Parliament to make new laws. These proposals are called a **BILL.** The main ministerial jobs are listed below. Take a look at the different roles and find out about the ones that need completing.

**See the various roles in government below…**

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| **The Prime Minister:** First Lord of the Treasury and Minister for the Civil Service The Prime Minister is the leader of the Government and in charge of all of the following ministers and Secretaries of State. |
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| **The Chancellor of the Exchequer**: looks after the money coming in and going out of the government’s bank account. Each year the Chancellor of the Exchequer works out a budget and asks Parliament to agree it. If agreed, the people will be required by law to pay more or less tax. The budget can also affect the price of items such as the cost of petrol and the tax we pay on the things we buy. This is called Value Added tax (VAT) |
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| **Secretary of State for the Home:** is in charge of the Home Office: They are responsible for the security of the country, including dealing with terrorism and are in charge of the police force. |
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| **Secretary of State for Foreign and Commonwealth Affairs:** they are responsible for representing the UK abroad and among the Commonwealth. Also in charge of British Embassies in different countries across the world. |
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| **Secretary of State for Defence:** is responsible fordefending the Country from attack. They are Britain’s representative at NATO and the National Security Council. They are also in charge of the Armed Forces. |
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| **Lord Chancellor and Secretary of State for Justice:** The Lord Chief Justice is the Head of the Judiciary of England and Wales. They are in charge of judges and the Courts of England and Wales and responsible for representing the views of the judiciary to Parliament and the Government. They are also the lawyer in chief for the Government. |
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| **Secretary of State for Health and Social Care:** Theyhave overall responsibility for the Health of the Nation and are responsible for the National Health Service (NHS) and social care. |
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| **Secretary of State for Business, Energy and Industrial Strategy** |
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| **Secretary of State for Education** |
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| **Secretary of State for Work and Pensions** |
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| **Secretary of State for Environment, Food and Rural Affairs** |
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| **Secretaries of State for Scotland, Wales and Northern Ireland.** |
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| **Secretary of State for Housing, Communities and Local Government** |
| **Secretaries of State for Scotland, Wales and Northern Ireland.** |

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| **Secretary of State for Housing, Communities and Local Government** |
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| **Secretary of State for International Development,** |
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| **Minister for Women and Equalities** |
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| **Secretary of State for Digital, Culture, Media and Sport** |
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| **Secretary of State for Transport** |
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| **Leader of the House of Lords, Lord Privy Seal** |
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| **Minister without Portfolio** |

**Her Majesties Opposition:** following a general election, the party that gets the second highest number of MPs elected into parliament will be invited by the Queen to form Her Majesties opposition. Just like the Prime Minister, the leader of the opposition will invite certain MPs from her or his party to join the shadow cabinet.

The Job of the members of the shadow cabinet is to Mirror or “shadow” the Ministers in the government cabinet. Each member of the shadow cabinet is appointed to represent the opposition and to question and challenge their counterpart in the government Cabinet. In this way the official opposition party can tell Parliament why they don’t support a policy or law that is proposed by the government.

The government can’t usually make or pass laws by themselves. All the other MPs in Parliament will have a vote. If the government can’t get a majority of MPs voting for their policy or proposed new law, then it can’t be passed.

**What about MPs in the other parties?** The smaller parties don’t usually shadow government ministers but they do have a vote. They can vote with or against the government and can be for or against a proposed law being made or passed.

**The House of Lords:** The House of Lords is the second chamber of the UK Parliament. It is independent from, and complements the work of, the elected House of Commons. The Lords shares the task of making and shaping laws and checking and challenging the work of the government. Members of the House of Lords are appointed by the Queen on the advice of the Prime Minister. Some non-party-political members are recommended by an independent body, the House of Lords Appointments Commission. It is unusual for a country that follows a democratic system that includes an unelected chamber.

**How does Parliament make new laws?**

As mentioned before, a proposed new law is called a bill. Bills must be agreed by both Houses of Parliament and receive Royal Assent from the Queen before they can become Acts of Parliament which make our law. There is a set procedure that must be followed before a new law is passed.

**First reading** is the first stage of a bill’s passage through the House of Commons. It is usually a formality, it takes place without discussion or debate by MPs in Parliament. Think of it as an announcement. It is simply an official notice that a bill is going to be proposed and gives brief details of what the bill is about.

**Second reading** is the first opportunity for MP’s (Parliament) to hear about the main principles of the bill. This is where the detail of the proposed bill will be discussed and debated in greater detail on the floor of the House of Commons. The government minister, spokesperson or MP responsible for the bill will open the second reading debate. The official opposition spokesperson responds with their views on the bill.

The debate continues with other opposition parties and backbench MPs giving their opinions. Backbenchers are MP’s that are not part of the government or ministers or shadow ministers. At the end of the debate, it is Parliament not the government that decides whether the bill should be given its second reading by voting, meaning that it can proceed to the next stage. If the bill does not receive enough votes it will go no further or will be sent back for amendments (changes) to be made.

**How do MP’s Vote?** Usually, MPs are expected to vote along party lines. This means that their leader tells them to vote for or against a bill. Some Senior MP’s have a special job called a Whip. When important bills are going through Parliament it is demanded that MPs are present and vote. The role of the Whip is to make sure that MP’s are in the House of Commons chamber to vote (this is called a three line whip) and vote along party lines.

Sometime MP’s are given a free vote: this means that they don’t have to follow party lines and can make up their own mind on which way to vote. When a free vote is offered, many MP’s will go back to the people in their constituencies (community) to listen to their points of view before voting.

**Committee Stage**: Once second reading is complete, the bill is then sent to be looked at by a committee. This is a smaller groups of MPs who will examine the Bill in detail. This is called the committee stage where each clause (part) and any amendments (proposals for change) to the Bill may be debated. Once committee stage is finished, the Bill returns to the floor of the House of Commons for its report stage.

**The report stage** gives MPs an opportunity, on the floor of the House of Commons to consider further amendments (proposals for change) to a bill that has been examined by the committee. All MPs may speak and vote for or against the bill reaching the third reading. If the bill is voted for by the majority of MP’s then it will go forward for the third reading.

**Third reading** is the final chance for MP’s in the House of Commons to debate the contents of a bill. Debate is usually short, and limited to what is actually in the bill. Amendments (proposals for change) cannot be made to a bill at third reading. At the end of the debate, the House decides (votes on) whether to approve the third reading of the bill. If the majority of MP’s vote for the bill at the third stage it will be passed to the House of Lords for its first reading.

There is an opportunity to explore and describe the process that the lords go through to pass a bill (KS 2/3).

**First reading House of Lords (HOL)**

**Second Reading House of Lords**

**Committee stage House of Lords**

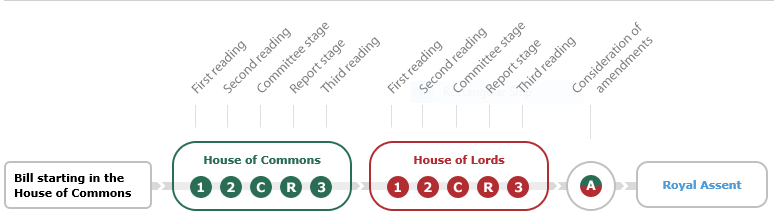
**Report stage House of Lords**

**Third Reading House of Lords**

**Consideration of amendments House of Commons/ HOL**

**Royal Assent**

**Bill becomes Law**



**Session 4: Developing a Children and Young People’s Compact 2020 (refer to Power Point)** Notes are within the Power Point.

**Session 5: Our School Vote for the 2020 Compact (refer to Power Point)** Notes are within the Power Point