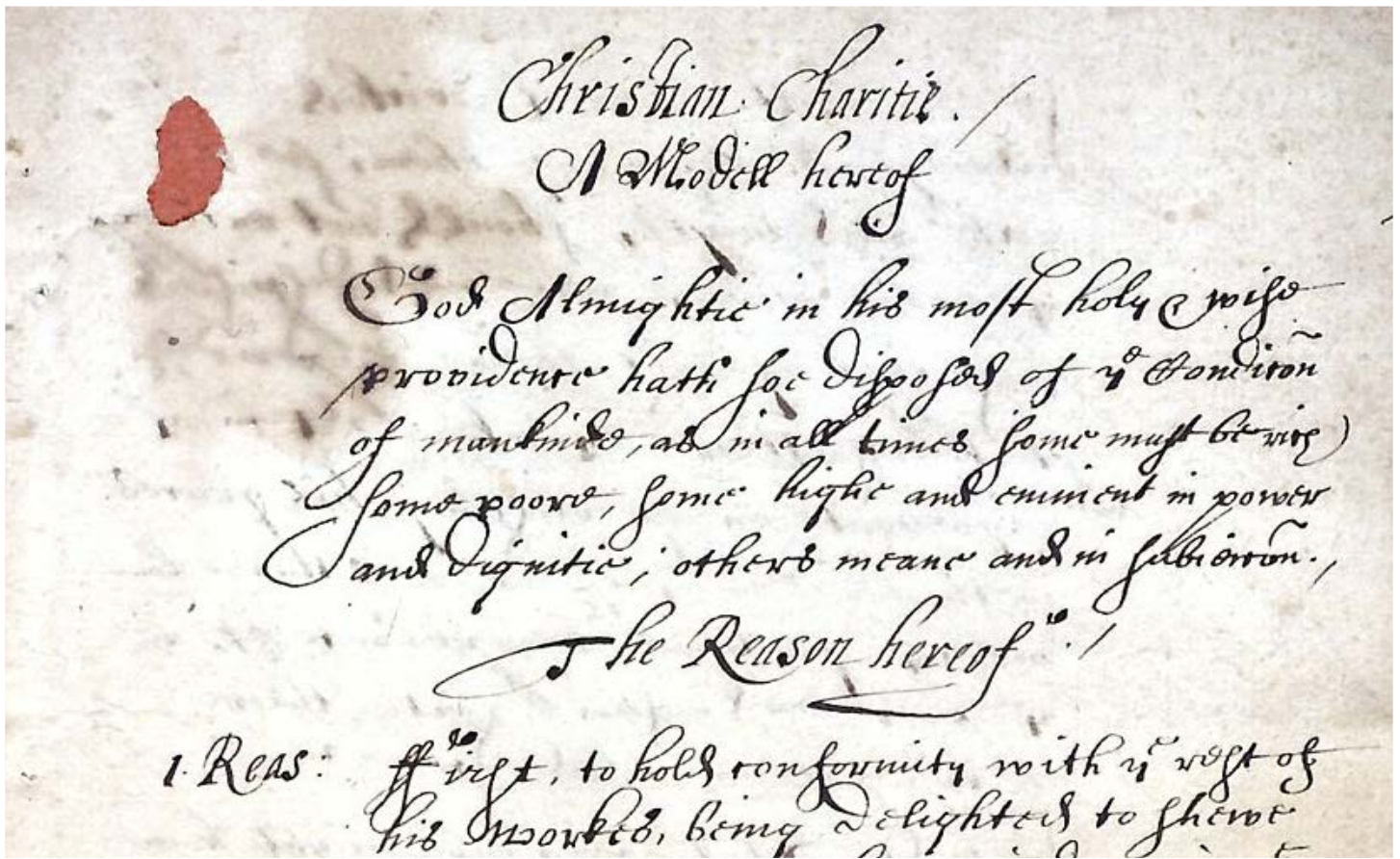


"A City upon a Hill" from John Winthrop's "A Modell of Christian Charity," 1630



John Winthrop's "A modell of Christian charity, written on boarde the Arrabella, on the Atlantick Ocean," 1630 (New-York Historical Society)

“A City upon a Hill” from John Winthrop’s “A Modell of Christian Charity,” 1630

BY TIM BAILEY (CREATED 2018, REVISED 2024)

Tim Bailey taught elementary and middle school in Utah for over twenty years. Named the 2009 National History Teacher of the Year, he is the Gilder Lehrman Institute’s director of curriculum development and instructional design.

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GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: Three or four 45-minute classes

While the unit is intended to flow over a four-day period, it is possible to complete the material in less time. For example, the first two days can be used to ensure understanding of the process by having Lessons 1 and 2 completed in class. You can then assign Lessons 3 as homework with the argumentative essay written in class the next day.

UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute’s Teaching Literacy through History™ TLTH resources, designed to align with the Common Core State Standards. These units were developed to enable students to understand, summarize, and evaluate original materials of historical significance. Through a step-by-step process, students will acquire the skills to analyze, assess, and develop knowledgeable and well-reasoned viewpoints on primary sources.

Over the course of four lessons the students will analyze and assess the “city upon a hill”¹ passage from John Winthrop’s “A Modell of Christian Charity,” given just before the Puritans’ arrival at the Massachusetts Bay Colony in 1630. Students will read three excerpts from this lay sermon. They will then write an essay that assesses John Winthrop’s arguments and conclusions, supporting their point of view with evidence from the text.

Students will be able to

- Analyze primary and secondary source documents using close reading strategies
- Demonstrate understanding of both literal and inferential aspects of text-based evidence
- Draw conclusions based on direct evidence found in the text
- Write an argumentative essay using text-based evidence
- Understand an important historical event and period (e.g., the founding of the Massachusetts Bay Colony, the colonial era)

¹ We are using the spelling “city” here as that is commonly used today, although the transcript from the *Collections of the Massachusetts Historical Society* uses “citty.”

- Understand a key historical theme (e.g., the relationship between religion and governance)
- Identify an important historical figure (e.g., John Winthrop)

ESSENTIAL QUESTIONS

- How did John Winthrop understand the relationship between religion and governance?
- How did John Winthrop explain the Puritans' motivations for settling in a new land?
- What cultural values did John Winthrop prioritize? What sort of life did he think that these values would enable?

COMMON CORE STATE STANDARDS

CCSS.ELA-Literacy.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.8.1: Write arguments to support claims with clear reasons and relevant evidence

MATERIALS

- Historical Background: "A City upon a Hill" and John Winthrop's "A Modell of Christian Charity" by John Fea, Professor of History, Messiah University
- John Winthrop, "A Modell of Christian Charity" in *Collections of the Massachusetts Historical Society* 7, 3rd series (Boston: Little and Brown, 1838), 46–48.
- Summary Organizer 1–3 with excerpts from John Winthrop's "A Modell of Christian Charity," 1630
- Essay Organizer
- Overhead projector, Elmo projector, or similar device

HISTORICAL BACKGROUND

“A City upon a Hill” and John Winthrop’s “A Modell of Christian Charity”

by John Fea, Messiah University

In 1630, John Winthrop, the first governor of the colony of Massachusetts Bay, delivered the lay sermon “A Modell of Christian Charity” to his fellow Puritans just before he and his followers arrived in the colony. Today the sermon is well known for two sentences: “For we must consider that we shall be a city upon a hill. The eyes of all people are upon us.”

After World War II, the phrase “city upon a hill” was used by politicians, most prominently President Ronald Reagan in the 1980s, to describe the United States as a shining beacon of democracy to the rest of the world. This twentieth-century use of the phrase “city upon a hill,” however, teaches us very little about its meaning, and the meaning of “A Modell of Christian Charity” as a whole, in the context of the seventeenth-century founding of the Massachusetts Bay Colony. Rather, the sermon should be read as a revealing glimpse into the connection between Puritan theology and Winthrop’s vision for the new settlement—a vision that will look quite foreign to twenty-first-century readers.

At the time of Winthrop’s sermon, Europeans had been settled within what today are the geographical boundaries of the United States of America for more than six decades. The Spanish had established St. Augustine in Florida in 1565. The French had established Quebec in 1608 and were trading along the Mississippi River shortly thereafter. The first English settlement at Jamestown was established in 1607, with the first African inhabitants arriving in 1619. In the same year, the Dutch were exploring the Hudson River, eventually establishing the colony of New Netherland in present-day New York. In 1620, the Pilgrims arrived on the *Mayflower* and established the Plymouth Colony on Cape Cod Bay. Winthrop and his group were aware of most of these settlements.

The Massachusetts Bay Colony was founded by Puritans. During the 1630s, a period that historians describe as the “great Puritan migration,” more than 20,000 Puritans arrived in America. Most of them tried to set up colonies in the West Indies, but some of them came to the Chesapeake Bay region and New England. Winthrop’s settlement was one of the more successful Puritan colonization efforts. These English Calvinists were primarily motivated to cross the Atlantic and start a new settlement because they wanted to worship God freely, without the interference of the Church of England.

The Puritans of Massachusetts Bay believed in religious freedom, but not in the way we think of religious freedom today. True “freedom,” they taught, was the freedom to worship God and live according to the teachings of the Bible. Readers of “A Modell of Christian Charity” will notice, from the very beginning, references to an all-powerful God who orders the world according to his purposes. Massachusetts Bay was planned as a hierarchical society. There was little social mobility or appeal to individual rights. Modern readers of the sermon will also find references to Winthrop’s vision for a community of true believers serving one another in Christian love within the confines of Puritan teaching.

Most historians agree that the phrase “city upon a hill” must be understood in this context. It is peripheral to Winthrop’s communal purpose of the sermon. Winthrop worried—even feared—that the settlers would not live up to the high calling of living together in Christian community. The world was watching this Puritan experiment and Winthrop knew that if they botched it, they would be a laughingstock and disgrace God’s name in the process.

John Fea is a professor of history at Messiah University. He is the author of six books on the history of American religion and offers courses on colonial America, Revolutionary America, and the teaching of history and social studies.

LESSON 1

LESSON 1

BY TIM BAILEY (CREATED 2018, REVISED 2024)

OVERVIEW

In this lesson the students will do a close reading of an excerpt from John Winthrop’s “A Modell of Christian Charity,” a lay sermon he gave on board the *Arbella* in 1630. The students will have the opportunity to draw conclusions about Winthrop’s words and ideas as expressed in this document. The first lesson is a whole-class exercise.

Students will be able to

- Analyze primary and secondary source documents using close reading strategies
- Demonstrate understanding of both literal and inferential aspects of text-based evidence
- Draw conclusions based on direct evidence found in the text
- Understand an important historical event and period (e.g., the founding of the Massachusetts Bay Colony, the colonial era)
- Understand a key historical theme (e.g., the relationship between religion and governance)
- Identify an important historical figure (e.g., John Winthrop)

Tim Bailey taught elementary and middle school in Utah for over twenty years. Named the 2009 National History Teacher of the Year, he is the Gilder Lehrman Institute’s director of curriculum development and instructional design.

GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: One 45-minute class

UNIT OVERVIEW: This unit is one of the Gilder Lehrman Institute’s Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual primary and secondary source materials. Over the course of four lessons the students will analyze and assess the “city upon a hill” passage from John Winthrop’s “A Modell of Christian Charity” given in 1630.

MATERIALS

- Historical Background: “‘A City upon a Hill’ and John Winthrop’s ‘A Modell of Christian Charity’” by John Fea, Professor of History, Messiah University
- Excerpt from John Winthrop’s “A Modell of Christian Charity,” in *Collections of the Massachusetts Historical Society* 7, 3rd series (Boston: Little and Brown, 1838), 46–48.
- Summary Organizer 1: John Winthrop’s “A Modell of Christian Charity,” 1630
- Overhead projector, Elmo projector, or similar device

PROCEDURE

1. Optional: Distribute the Historical Background essay by Professor John Fea or share the content of this essay with students throughout the lessons. Students should know that settlers began arriving in the Massachusetts Bay Colony in 1628, with hundreds of Puritans arriving after 1630. Winthrop, the colony’s first governor, delivered the lay sermon featured in this unit as the Puritans arrived in the New World. (A “lay sermon” is a moral address by someone who is not ordained.) Resist providing extensive historical background at this point as the goal is for the students to develop ideas and draw conclusions based solely on Winthrop’s words.

2. Distribute copies of the “city upon a hill” passage from John Winthrop’s “A Modell of Christian Charity” and ask the students to read it silently to themselves. Explain that spelling was not yet standardized and that they may have to sound out words and figure out definitions from context.
3. “Share read” the text with the students. Have the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading after a few sentences while you continue to read aloud, still serving as the model. This technique will support struggling readers as well as English language learners (ELL).
4. Explain to the students that they will learn how to do in-depth analysis for themselves by reading, understanding, and summarizing John Winthrop’s words. In this first lesson, the whole class will work together to summarize the first selection from the text.
5. Distribute Summary Organizer 1 and display a copy in a format large enough for the whole class to see (an overhead projector, Elmo projector, or similar device).
6. Describe the process for the class: The first objective is to select Keywords from the text and use those words to create a summary sentence that gets at the gist of what Winthrop wrote in the first section of the text.
7. Guidelines for Selecting the Keywords: Keywords are important contributors to the meaning of a text. They are usually nouns or verbs. Advise students not to pick “connector” words (are, is, the, and, so, etc.). The number of words depends on the length of the text. This selection is 139 words, so the class can pick seven or eight keywords. Since the students must know the meaning of the words they choose, you will have opportunities to work on context clues, word analysis, and dictionary skills to discover word meanings.
8. Students will now circle or underline seven or eight words from the text that they believe are keywords.
9. Survey the class to find out what the most popular choices were. You may write them down and have the class discuss the options and vote on the final choice, based on guidance from you. For example, after some negotiation, the class could select the following words: *posterity*, *walk humbly* (two words can occasionally be allowed when they represent a single idea), *God*, *brotherly affection*, *meekness*, *labour*, *community*, and *unitie*. Now, no matter which words the students had previously selected, have them write the words agreed upon by the class into the Keywords section of their organizers.
10. Explain to the class that they will use these keywords to write a sentence that summarizes the meaning of the first excerpt from Winthrop’s address. This keyword summary should be developed through discussion and negotiation. For example, “*For our posterity we must walk humbly with God; show brotherly affection and meekness while as a community we labour in unitie.*” The class may decide they don’t need some of the words to make it even more streamlined. This is part of the negotiation process. The students will copy the final negotiated sentence into their organizers.
11. Guide the students in restating the summary sentence in their own words, not having to use Winthrop’s words. For example, “*For the sake of our children we need to pray, work hard, and be nice to each other.*”
12. Wrap-up: Discuss vocabulary that the students found confusing or difficult. The students can record these words and their meaning on the back of the organizer or on a separate vocabulary form.

LESSON 2

LESSON 2

BY TIM BAILEY (CREATED 2018, REVISED 2024)

OVERVIEW

In this lesson the students will continue to do a close reading of John Winthrop’s “A Modell of Christian Charity.” They will draw conclusions about Winthrop’s words and ideas as expressed in this document and demonstrate these skills by writing a succinct summary of the text and then restating that summary in their own words. They will work on the second excerpt with partners and in small groups.

Students will be able to

- Analyze primary source documents using close reading strategies
- Demonstrate understanding of both literal and inferential aspects of text-based evidence
- Draw conclusions based on direct evidence found in the text
- Understand an important historical event and period (e.g., the founding of the Massachusetts Bay Colony, the colonial era)
- Understand a key historical theme (e.g., the relationship between religion and governance)
- Identify an important historical figure (e.g., John Winthrop)

Tim Bailey taught elementary and middle school in Utah for over twenty years. Named the 2009 National History Teacher of the Year, he is the Gilder Lehrman Institute’s director of curriculum development and instructional design.

GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: One 45-minute class

UNIT OVERVIEW: This unit is one of the Gilder Lehrman Institute’s Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual primary and secondary source materials. Over the course of four lessons the students will analyze and assess the “city upon a hill” passage from John Winthrop’s “A Modell of Christian Charity” given in 1630.

MATERIALS

- Summary Organizer 2: John Winthrop’s “A Modell of Christian Charity,” 1630
- Overhead projector, Elmo projector, or similar device

PROCEDURE

1. Lead a discussion about what the class learned in the previous lesson and what the first part of John Winthrop’s “city upon a hill” passage conveys. Explain that the class will continue with the second section of the text with partners and in small groups.
2. Pair students up and distribute Summary Organizer 2 with the second selection from Winthrop’s address. Share read the text with the class as described in Lesson 1. You may display the summary organizer in a format large enough for the whole class to see.
3. Review the procedure from Lesson 1, reminding students that they will select keywords from the text, use the keywords to summarize the text, and then restate the summary in their own words. Because this paragraph is longer (241 words) than the last one, they may pick up to ten words.

4. After the students in each pair have chosen their keywords, they should write those words in the Keywords section of their organizers.
5. Now put each pair of students into a group of four. Be strategic in how you form the groups to ensure active participation by all members. These groups should then repeat the negotiation process to finalize their selection of ten keywords. Circulate to ensure that all groups are negotiating successfully and choosing appropriate words. The group will write their final keywords into their organizers.
6. Each group will use the selected words to build a sentence that summarizes Winthrop's message in this part of the text. Circulate among the groups to monitor their progress and to make sure that all students are contributing.
7. Ask the groups to share out their keyword summaries. This should serve as a catalyst for a discussion that will provide evaluative feedback on two matters: How successful were the students in recognizing Winthrop's main idea(s)? How precisely did the students use Winthrop's words in the summary?
8. Each group will now restate the summary sentence in their own words. Again, this will require a group negotiation. After they have composed a sentence, they should write the final version into their organizers.
9. Have the groups share out their responses and discuss the clarity and quality of the restatements.
10. Wrap-up: Discuss vocabulary that the students found confusing or difficult. The students can record these words and their meaning on the back of the organizer or on a separate vocabulary form.

LESSON 3

LESSON 3

BY TIM BAILEY (CREATED 2018, REVISED 2024)

OVERVIEW

In this lesson the students will continue to do a close reading of John Winthrop's "A Modell of Christian Charity." They will draw conclusions about Winthrop's words and ideas as expressed in this document and demonstrate these skills by writing a succinct summary of the text and then restating that summary in their own words. They will work on the third excerpt individually unless you find they need the support of a partner or group.

Students will be able to

- Analyze primary source documents using close reading strategies
- Demonstrate understanding of both literal and inferential aspects of text-based evidence
- Draw conclusions based on direct evidence found in the text
- Understand an important historical event and period (e.g., the founding of the Massachusetts Bay Colony, the colonial era)
- Understand a key historical theme (e.g., the relationship between religion and governance)
- Identify an important historical figure (e.g., John Winthrop)

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GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: One 45-minute class

UNIT OVERVIEW: This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual primary and secondary source materials. Over the course of four lessons the students will analyze and assess the "city upon a hill" passage from John Winthrop's "A Modell of Christian Charity" given in 1630.

MATERIALS

- Summary Organizer 3: John Winthrop's "A Modell of Christian Charity," 1630

PROCEDURE

1. Lead a discussion about what the class learned in the previous lessons and what the first two parts of John Winthrop's "city upon a hill" passage convey.
2. Hand out Summary Organizer 3, which contains the third selection from Winthrop's address. You may share read the text with the students as described in Lesson 1.
3. Review the process of selecting keywords, writing a summary using those keywords, and then restating the summary in their own words. Tell the students that they will be working independently on this part of the text.
4. Because this paragraph is 162 words, the students can select seven to eight keywords. After choosing their words, they will write them in the Keywords section of the organizers.
5. Using these keywords, the students will compose a sentence that summarizes the third selection from the text. They will write their summary sentences into their organizers.

6. The students will now restate the summary sentence in their own words and write the restatement into the organizers.
7. Have the students share out their restated summaries and discuss the clarity and quality of the different interpretations of Winthrop's views.
8. Wrap-up: Discuss vocabulary that the students found confusing or difficult; the students can record these words and their meaning on the back of the organizer or a separate vocabulary form.

LESSON 4

LESSON 4

BY TIM BAILEY (CREATED 2018, REVISED 2024)

OVERVIEW

This lesson has two objectives. First, the students will synthesize the work of the last three lessons and demonstrate that they understand the “city upon a hill” passage from John Winthrop’s “A Modell of Christian Charity.” Second, the students will respond to a prompt in a short persuasive or argumentative essay that requires them to make inferences from the text and support their conclusions with explicit information from the text.

Students will be able to

- Analyze primary source documents using close reading strategies
- Demonstrate understanding of both literal and inferential aspects of text-based evidence
- Draw conclusions based on direct evidence found in the text
- Write an argumentative essay using text-based evidence
- Understand an important historical event and period (e.g., the founding of the Massachusetts Bay Colony, the colonial era)
- Understand a key historical theme (e.g., the relationship between religion and governance)
- Identify an important historical figure (e.g., John Winthrop)

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RECOMMENDED TIME FOR COMPLETION: One 45-minute class

UNIT OVERVIEW: This unit is one of the Gilder Lehrman Institute’s Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual primary and secondary source materials. Over the course of four lessons the students will analyze and assess the “city upon a hill” passage from John Winthrop’s “A Modell of Christian Charity” given in 1630.

MATERIALS

- Excerpts from John Winthrop’s “A Modell of Christian Charity,” in *Collections of the Massachusetts Historical Society* 7, 3rd series (Boston: Little and Brown, 1838), 46–48.
- Completed Summary Organizers 1–3
- Essay Organizer
- Overhead projector, Elmo projector, or similar device

PROCEDURE

1. Distribute copies of the “city upon a hill” passage from “A Modell of Christian Charity” or ask the students to take out the copies distributed in Lesson 1. Ask them to read it silently to themselves.
2. Ask the class for their best one-sentence summary of the first section of the text in Summary Organizer 1. You

may write this short sentence on the overhead or similar device. Continue the class discussion to come up with one-sentence summaries of selections two and three. When you are finished, the students should have a summary of the “city upon a hill” passage from John Winthrop’s “A Modell of Christian Charity” in a few sentences to help them organize their essay. Distribute the Essay Organizer and have the students copy this summary onto the activity sheet.

3. Each student will write a short persuasive or argumentative essay addressing one of the prompts below. If the students are not familiar with writing an argumentative essay, you can lead a short lesson on the process, and then assign the essay for homework or for the next lesson. Remind the students that any arguments they make must be supported by evidence taken directly from Winthrop’s address; they should copy at least one quotation onto the activity sheet.

The first prompt is designed to be the easiest.

1. In this address John Winthrop wrote about the consequences of following or not following “the Lord our God.” How did he describe these consequences?
2. Using John Winthrop’s own words, explain the argument he advanced for why the Massachusetts Bay Colony would be “a citty upon a hill.”
3. In this address John Winthrop used the word “wee” [we] 25 times. Using Winthrop’s own words, explain the pattern and implications of this repetition.

HISTORICAL BACKGROUND

“A City upon a Hill” and John Winthrop’s “A Modell of Christian Charity”

by John Fea, Messiah University

In 1630, John Winthrop, the first governor of the colony of Massachusetts Bay, delivered the lay sermon “A Modell of Christian Charity” to his fellow Puritans just before he and his followers arrived in the colony. Today the sermon is well known for two sentences: “For we must consider that we shall be a city upon a hill. The eyes of all people are upon us.”

After World War II, the phrase “city upon a hill” was used by politicians, most prominently President Ronald Reagan in the 1980s, to describe the United States as a shining beacon of democracy to the rest of the world. This twentieth-century use of the phrase “city upon a hill,” however, teaches us very little about its meaning, and the meaning of “A Modell of Christian Charity” as a whole, in the context of the seventeenth-century founding of the Massachusetts Bay Colony. Rather, the sermon should be read as a revealing glimpse into the connection between Puritan theology and Winthrop’s vision for the new settlement—a vision that will look quite foreign to twenty-first-century readers.

At the time of Winthrop’s sermon, Europeans had been settled within what today are the geographical boundaries of the United States of America for more than six decades. The Spanish had established St. Augustine in Florida in 1565. The French had established Quebec in 1608 and were trading along the Mississippi River shortly thereafter. The first English settlement at Jamestown was established in 1607, with the first African inhabitants arriving in 1619. In the same year, the Dutch were exploring the Hudson River, eventually establishing the colony of New Netherland in present-day New York. In 1620, the Pilgrims arrived on the *Mayflower* and established the Plymouth Colony on Cape Cod Bay. Winthrop and his group were aware of most of these settlements.

The Massachusetts Bay Colony was founded by Puritans. During the 1630s, a period that historians describe as the “great Puritan migration,” more than 20,000 Puritans arrived in America. Most of them tried to set up colonies in the West Indies, but some of them came to the Chesapeake Bay region and New England. Winthrop’s settlement was one of the more successful Puritan colonization efforts. These English Calvinists were primarily motivated to cross the Atlantic and start a new settlement because they wanted to worship God freely, without the interference of the Church of England.

The Puritans of Massachusetts Bay believed in religious freedom, but not in the way we think of religious freedom today. True “freedom,” they taught, was the freedom to worship God and live according to the teachings of the Bible. Readers of “A Modell of Christian Charity” will notice, from the very beginning, references to an all-powerful God who orders the world according to his purposes. Massachusetts Bay was planned as a hierarchical society. There was little social mobility or appeal to individual rights. Modern readers of the sermon will also find references to Winthrop’s vision for a community of true believers serving one another in Christian love within the confines of Puritan teaching.

Most historians agree that the phrase “city upon a hill” must be understood in this context. It is peripheral to Winthrop’s communal purpose of the sermon. Winthrop worried—even feared—that the settlers would not live up to the high calling of living together in Christian community. The world was watching this Puritan experiment and Winthrop knew that if they botched it, they would be a laughingstock and disgrace God’s name in the process.

John Fea is a professor of history at Messiah University. He is the author of six books on the history of American religion and offers courses on colonial America, Revolutionary America, and the teaching of history and social studies.

Excerpt from John Winthrop's "A Modell of Christian Charity," 1630

Now the onely way to avoyde this shipwracke, and to provide for our posterity, is to followe the counsell of Micah, to doe justly, to love mercy, to walk humbly with our God. For this end, wee must be knitt together, in this worke, as one man. Wee must entertaine each other in brotherly affection. Wee must be willing to abridge ourselves of our superfluities, for the supply of other's necessities. Wee must uphold a familiar commerce together in all meekeness, gentlenes, patience and liberality. Wee must delight in eache other: make other's conditions our owne; rejoice together, mourne together, labour and suffer together, allwayes haveing before our eyes our commission and community in the worke, as members of the same body. Soe shall wee keepe the unitie of the spirit in the bond of peace. The Lord will be our God, and delight to dwell among us, as his oune people, and will command a blessing upon us in all our ways. Soe that wee shall see much more of his wisdom, power, goodness and truthe, than formerly wee have been acquainted with. Wee shall finde that the God of Israell is among us, when ten of us shall be able to resist a thousand of our enemies; when hee shall make us a prayse and glory that men shall say of succeeding plantations, "the Lord make it like that of New England." For wee must consider that wee shall be as a citty upon a hill. The eies of all people are uppon us. Soe that if wee shall deale falsely with our God in this worke wee have undertaken and soe cause him to withdrawe his present help from us, wee shall be made a story and a by-word through the world. Wee shall open the mouthes of enemies to speake evill of the wayes of God, and all professors for God's sake. Wee shall shame the faces of many of God's worthy servants, and cause their prayers to be turned into curses upon us till wee be consumed out of the good land whither wee are a going.

I shall shutt upp this discourse with that exhortation of Moses, that faithfull servant of the Lord, in his last farewell to Israell, Deut. 30. Beloved there is now sett before us life, and good, Death and evill, in that wee are commanded this day to love the Lord our God, and to love one another, to walke in his wayes and to keepe his Commandements and his Ordinance, and his lawes, and the articles of our Covenant with him, that wee may live and be multiplied, and that the Lord our God may blesse us in the land whither wee goe to possesse it. But if our heartes shall turne away, soe that wee will not obey, but shall be seduced, and worshipp other Gods, our pleasures and proffitts, and serve them; it is propounded unto us this day, wee shall surely perishe out of the good land whither wee passe over this vast sea to possesse it;

Therefore lett us choose life
that wee, and our seede
may live, by obeyeing His
voyce, and cleaveing to Him,
for Hee is our life and
our prosperity.

Source: *Collections of the Massachusetts Historical Society* 7, 3rd series (Boston: Little and Brown, 1838), 46–48.

 NAME

PERIOD

 DATE

Summary Organizer 1: John Winthrop's "A Modell of Christian Charity," 1630

Original Text

... Now the onely way to avoyde this shipwracke, and to provide for our posterity, is to followe the counsell of Micah, to doe justly, to love mercy, to walk humbly with our God. For this end, wee must be knitt together, in this worke, as one man. Wee must entertaine each other in brotherly affection. Wee must be willing to abridge ourselves of our superfluities, for the supply of other's necessities. Wee must uphold a familiar commerce together in all meekeness, gentlenes, patience and liberality. Wee must delight in eache other: make other's conditions our owne; rejoyce together, mourne together, labour and suffer together, allwayes haveing before our eyes our commission and community in the worke, as members of the same body. Soe shall wee keepe the unitie of the spirit in the bond of peace. . . .

Keywords:

Keyword Summary:

In Your Own Words:

NAME

PERIOD

DATE

Summary Organizer 2: John Winthrop's "A Modell of Christian Charity" 1630

Original Text

. . . The Lord will be our God, and delight to dwell among us, as his oune people, and will command a blessing upon us in all our ways. Soe that wee shall see much more of his wisdom, power, goodness and truthe, than formerly wee have been acquainted with. Wee shall finde that the God of Israell is among us, when ten of us shall be able to resist a thousand of our enemies; when hee shall make us a prayse and glory that men shall say of succeeding plantations, "the Lord make it like that of New England." For wee must consider that wee shall be as a citty upon a hill. The eies of all people are uppon us. Soe that if wee shall deale falsely with our God in this worke wee have undertaken and soe cause him to withdrawe his present help from us, wee shall be made a story and a by-word through the world. Wee shall open the mouthes of enemies to speake evill of the wayes of God, and all professors for God's sake. Wee shall shame the faces of many of God's worthy servants, and cause their prayers to be turned into curses upon us till wee be consumed out of the good land whither wee are a goeing.

I shall shutt upp this discourse with that exhortation of Moses, that faithfull servant of the Lord, in his last farewell to Israell, Deut. 30. . . .

Keywords:

Keyword Summary:

In Your Own Words:

NAME	PERIOD	DATE
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Summary Organizer 3: John Winthrop’s “A Modell of Christian Charity,” 1630

Original Text

... Beloved there is now sett before us life, and good, Death and evil, in that wee are commanded this day to love the Lord our God, and to love one another, to walke in his wayes and to keepe his Commandements and his Ordinance, and his lawes, and the articles of our Covenant with him, that wee may live and be multiplied, and that the Lord our God may blesse us in the land whither wee goe to possesse it. But if our heartes shall turne away, soe that wee will not obey, but shall be seduced, and worshipp other Gods, our pleasures and proffitts, and serve them; it is propounded unto us this day, wee shall surely perishe out of the good land whither wee passe over this vast sea to possesse it;

Therefore lett us choose life
 that wee, and our seede
 may live, by obeyeing His
 voyce, and cleaveing to Him,
 for Hee is our life and
 our prosperity.

Keywords:

Keyword Summary:

In Your Own Words:

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Essay Organizer

Write a brief summary of the “city upon a hill” excerpt from John Winthrop’s “A Modell of Christian Charity” address, given in 1630.

Write a paragraph responding to one of these prompts. Your paragraph should include information from your excerpt summary, and at least one quotation from the excerpt.

1. In this address John Winthrop wrote about the consequences of following or not following “the Lord our God.” How did he describe these consequences?
2. Using John Winthrop’s own words, explain the argument he advanced for why the Massachusetts Bay Colony would be “a city upon a hill.”
3. In this address John Winthrop used the word “wee” [we] twenty-five times. Citing Winthrop’s own words, explain the pattern and meaning of this repetition.

My quotation choice(s):