



PROFILES IN COURAGE

Teacher's Guide

ANNE HUTCHINSON

CREDITS:

Starring Wendy Hiller, Donald Hatton, Rhys Williams, Michael Pate, Neil Hamilton, Arthur Malet, and Alan Mowbray. Written by Jonathan Miller. Directed by Cyril Ritchard. Produced by Gordon Oliver and Robert Saudek Associates. Inspired by John F. Kennedy's Pulitzer Prize-winning book. **50 minutes.** Guide prepared for Social Studies School Service by Robert D. Barnes, 1983.

OBJECTIVES:

- To understand the meaning of freedom of conscience.
- To examine the balance between the rights of the community and those of the individual.
- To explore the concept of separation of church and state.
- To discuss the idea of religious freedom.
- To understand the meaning of moral courage.

BACKGROUND AND SYNOPSIS:

Ten years after the Pilgrim's 1620 arrival at Plymouth on the *Mayflower*, the *Arabella* sailed into Boston Bay and the Puritans established Massachusetts Bay Colony. Deeply religious members of England's "established" church, determined to "purify" it of all Catholic doctrines, the Puritans saw America as the place to practice their religion freely. Backed by a charter, subject only to royal wish, Governor Winthrop and his ministers set up a government controlled by the church.

While many of the earliest colonists were not church members, only male church members held voting rights, and only the ministers could grant church membership. Those who would not conform were expelled from the colony. Even dissident ministers, including Roger Williams and Thomas Hooker, left the colony. Democracy and religious freedom had no place in Massachusetts Bay Colony.

In this episode of *Profiles in Courage*, Anne Hutchinson, a member of the Puritan congregation, speaks out publicly against her minister. Saying he "harps too much on the matter of obedience," Anne calls for the right to hold Thursday meetings where other ministers can speak.

Anne views this as a simple request for equal time and fair play, but Governor Winthrop rejects the idea as divisive, and Mr. Wilson, the object of Anne's scorn, thunders "may all your opinions be sent to the devil from whence they came!"

Winthrop will accept no squabble in this young, vulnerable "village," and he urges his ministers to bring Anne under control. Refusing to be silenced, Anne refers to her leaders as "tyrants." She further upsets group harmony by holding weekly meetings in her home. Winthrop circumvents a plan for Anne's followers to hear a rival minister, by charging the minister with "sedition," and expelling him.

Anne will not be silent and continues to hold meetings at her home even when Wilson orders their end, saying, "The public safety must not be jeopardized by one woman's unnatural appetite for excitement and intrigue."

Tried by Governor Winthrop and the ministers on charges of sedition and conspiracy, Anne is considered unfit to remain in the community.

Wilson pronounces judgment before the entire congregation: "...I command you in the name of Christ Jesus and the Church, as a leper, to withdraw yourself out of this congregation." Exiled and excommunicated, Anne takes her husband and children into the wilderness.

VOCABULARY:

The following words and phrases appear in the pro-

gram. Teachers may wish to check for student understanding:

Puritan	sedition
rigidity	insurrection
ratified	furtive
carnal	ritual
pedantry	innocuous
equitable	faction
castigate	suppress
Punch and Judy show	blasphemy
midwife	seduce
mortified	reproach
tyrant	glibness
dissension	aspersions
temporize	impunity
expedience	obstinate
hand in glove	extremity
curry favor	exempt
heresy	leper
devious	excommunication

QUESTIONS FOR DISCUSSION:

1. Why did the Puritans place the stocks on a busy public street? What "crimes" could land a man or woman in the stocks?
2. How did Anne's request for Thursday meetings with Cotton or Wheelwright threaten Wilson? threaten Winthrop?
3. Cotton viewed Anne as a woman of conscience. Nonetheless he counseled moderation. What were his fears? Were his arguments justified? Explain.
4. Anne and Wilson both believed in doing "good works." How were their motivations different?
5. Anne viewed dialogue, disagreement, and controversy as healthy and natural. Winthrop and Wilson came to view them as manifestations of rebellion and insurrection. Discuss these differences by examining the way each of these participants viewed authority.
6. Wilson told Anne: "I think that you enjoy strife for its own sake." What did he mean? Did he hold his view with some justification?

7. While Anne's husband did not share her zeal for controversy, he did show admiration and support. What special wisdom did he display in their conversation just before the trial? Explain.

8. What could Anne have done at her trial to regain the favor of the governor and the clergy?

9. Anne suggested her accusers swear to their testimony, saying, "now the Lord has said that an oath is the end of all controversy." What did she mean? What arguments were given by the governor and the ministers against taking oaths? Why?

10. What explanation did Anne give at her trial for supporting the teachings of Cotton and Wheelwright?

ACTIVITY:

Divide the class into groups of 5 or 6 students. Allow each group 20 minutes to develop a list of ten rules for class conduct. As each group presents their list, keep track on the board of all the different and conflicting rules that appear. Find several rules that are in conflict and hold a class vote to determine which position will prevail. Finally, ask students holding minority positions to express their feelings in this authoritarian "winner take all" situation.

FOR RESEARCH AND DISCUSSION:

1. Examine the Fifth and Sixth Amendments to the United States Constitution. List each of the rights granted to citizens on trial. Consider the trial of Anne Hutchinson. How was her trial different?
2. The First Amendment to the United States Constitution, says in part, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof..." Do research to find specific examples of how our courts have interpreted this concept of "separation of church and state."

Consider some of the following Supreme Court decisions in your research: *West Virginia v. Barnett* (1943) [flag salute], *Reynolds v. United States* (1879) [polygamy], *Engel v. Vitale* (1962) [school prayer], *McCullum v. Board of Education* (1948) [released time], *Murray v. Baltimore School Board* (1963) [Bible reading], and *Epperson v. Arkansas* (1968) [evolution].