



Flushing Remonstrance Inquiry

Compelling Question: Are religious tolerance and religious freedom the same thing?

Setting the Stage: Students read the following article and discuss religious tolerance vs. religious freedom in the modern era. <https://www.bbc.com/news/world-11200987>

Supporting Question #1: What motivated the inhabitants of Flushing to write a remonstrance to the director general?

Featured Sources #1:

Article XIII from the Union of Utrecht

Ordinance Against Conventicles and Meetings Other than the Authorized Reformed Religion

Letter from Domines Megapolensis and Drisius

Formative Assessment #1: Create an annotated timeline of events leading up to the writing of the Flushing Remonstrance using information from the featured documents. For each item on the timeline explain how it led either directly or indirectly to the writing of the Flushing Remonstrance.

Supporting Question #2: What were the inhabitants of Flushing requesting from the government of New Netherland?

Featured Source #2:

The Flushing Remonstrance

Formative Assessment#2: Imagine you are an attorney representing the inhabitants of Flushing. Make a list of the main points stated in their argument to be presented before a judge.

Supporting Question #3: What events occurred as a direct result of the writing of the Flushing Remonstrance?

Featured Sources #3:

Arrest of Tobias Feake

Arrest of the Magistrates

Examination of Edward Hart

Sentencing of Tobias Feake

Formative Assessment #3: Create an annotated timeline of the events following the Flushing Remonstrance. In the annotation, make a note of whether the event reflects religious tolerance, religious freedom, or neither.

Summative Assessment: Students participate in a Socratic Seminar and discuss the ideas of religious tolerance and religious freedom as they relate to the Flushing Remonstrance.