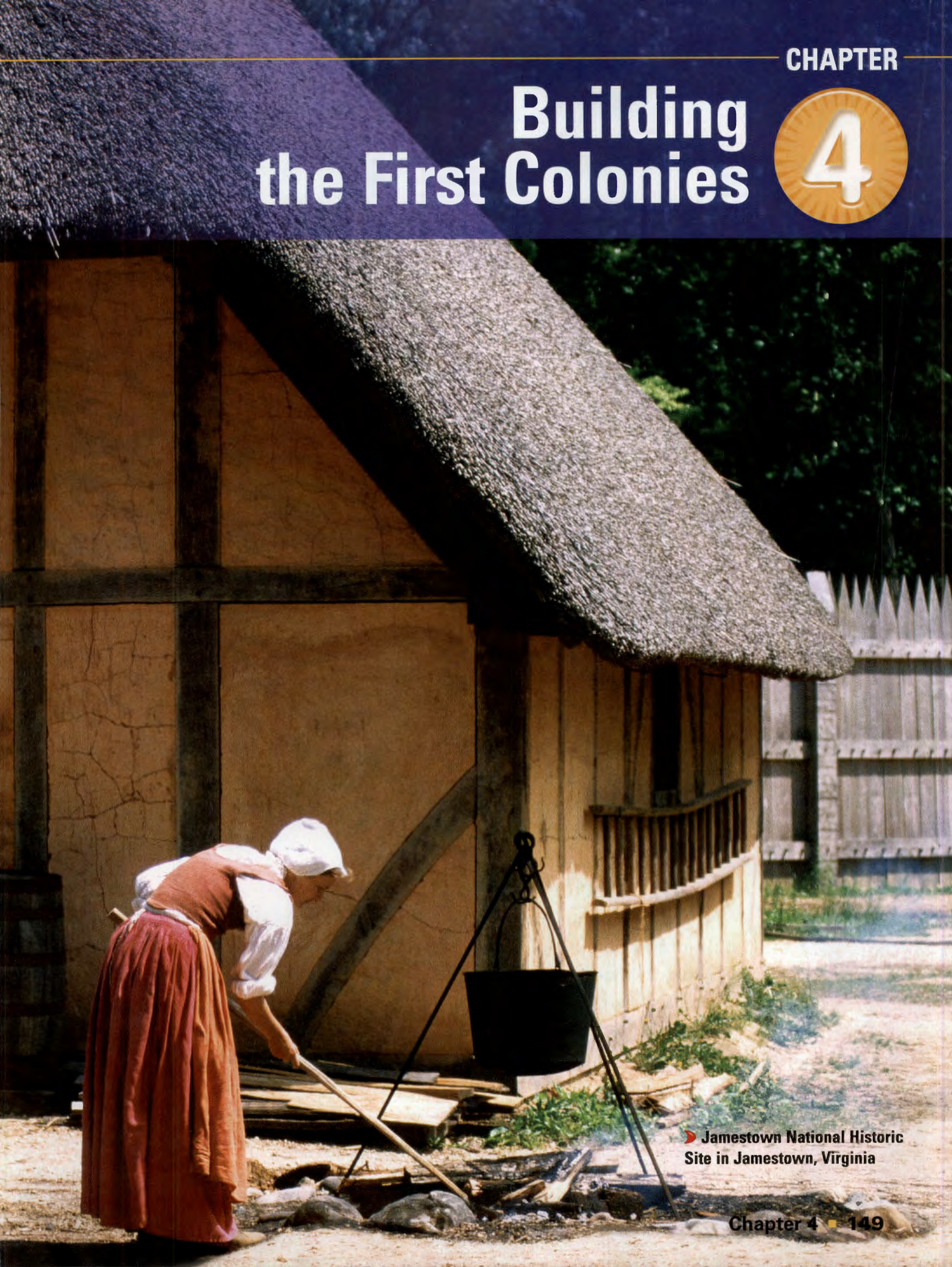


# Building the First Colonies

# 4



► Jamestown National Historic Site in Jamestown, Virginia



Start  
with a  
Journal



# Stranded at Plimoth Plantation — 1626 —

written and illustrated by Gary Bowen



**O**n October 12, 1626, a ship bound for the Jamestown settlement set sail from England. On November 6, the ship crashed along the New England coast near Plimoth Plantation, known today as Plymouth, Massachusetts. Rescued by the colonists, the ship's passengers remained stranded there. The following is a fictional journal of a 13-year-old passenger, Christopher Sears. After being rescued, Sears stays with the family of William Brewster, a Pilgrim church leader. Also living with the Brewsters was another boy, Richard More. Read now about Christopher's experiences at Plimoth Plantation.

## November 24, 1626

His worship the Governor [William Bradford] met at the fort this afternoon with all of us who crossed on the *Sparrowhawk*. He told us that 21 other ships have arrived in Plimoth in six years, and said it may be months before another anchors again. We are to earn our board by working for the families with whom we reside. Our labors are to be reported weekly to Captain Sibsey or Master Fellis.

I am happy that Richard lives and works here, too. When he was six years old, he came over on the *Mayflower* with two





brothers and a sister who did not survive their first year here. Richard says they had been told their mother and father died, but he does not remember their illnesses or any funeral service. He says his parents did not like each other.

My knee aches and I am cold because my garments are not warm enough for this climate.

### December 23, 1626

Governor Bradford talked with me today and showed me the notes that he has been keeping since he arrived in 1620. He commended me for recording my experiences here and said that I am participating in a "great event, which is the founding of God's community."

His Worship suggested that I make larger woodcuts and consider using color. The physician gave me these mixtures.

### December 30, 1626

I was measured for new woolen breeches as my old ones are too small. The Mistress plans to sew them from fabric that once was her skirt. She will re-dye the cloth with agrimony roots and nutshells because all textiles are imported and are difficult to come by here.

It is surprising that I have seen no spinning wheels or looms in Plimoth since they are so common in England.



## January 23, 1627

Master Brewster will include me in his tutoring of Richard, Oceanus Hopkins (who was born aboard the *Mayflower*), and Peregrine White, who Master Brewster says is the first Anglo-Saxon born in New England.

We had cold eel pie in a coffin for dinner.

## February 3, 1627

I am happy that my schooling continues.

Each evening Master Brewster works with me on herb lore, farming, reading, and scriptures. He says the Plimoth people are more learned than in most English villages, as all parents must educate their children, even if that requires tutoring in another home.



## March 3, 1627

I was with a group of men organized by the Governor, cutting timbers in the forest.

Indians approached us, wanting to trade some furs, three turkeys, and a deer for grain. His Worship agreed to the barter, and the Indians will receive a bushel of corn.

## April 5, 1627

I carried in 24 buckets of springwater to heat. Each member of the Brewster household had a bath today. It felt good to wash.

Love [the Brewster's son] cautioned me that it is unhealthy to have more than three or four baths a year because, if done

coffin a pastry crust



too often, all the body's natural protection against disease is washed away.

Tomorrow we will be fishing for herring, which is plentiful this month and next.

### June 1, 1627

Because Master Brewster predicts rainy weather is coming, we worked doubly hard to sow our seeds for peas, beans, wheat, rye, barley, and turkey corn. Not all families have planted their crops yet.

Mistress Priscilla Alden gave birth to baby John. Master John Alden, her husband, was very pleased.

Love prepared mussels again.

### July 1, 1627

The weather has been hot and dry and our garden has suffered. Richard and I carried buckets of water to give the crops a drink.

Since there is no rain in sight, we plan to cut a field of grain tomorrow. After it is turned over to dry thoroughly in the sun, we will stack the barley in the shape of cones.

I boiled seawater to replenish the Brewsters' salt supply.

Love says I am growing like a weed!

### August 18, 1627

Today when we returned from the Indian settlement, I learned that two barks had arrived from Jamestown to transport the *Sparrowhawk* passengers to Virginia. For me it was not a welcome sight.



## Response Corner

- 1 How did people at Plymouth Plantation get goods that they needed?
- 2 Compare Christopher Sears's daily activities with your own. Write a paragraph about how they are alike and how they are different.



1535  
New Spain  
is formed

1565  
St. Augustine  
is built

# The Spanish Colonies

**YOU  
ARE  
THERE**

"When the king is angry, the whole palace shakes!" your sister whispers.

"Shhh! We're supposed to be working in the kitchen," you answer quietly. The two of you hide in a hallway and listen.

"Those who ignore my claims will be sorry," **King Philip II** thunders. "I need sailors and settlers. We will make North America ours once and for all! Send for one of my captains."

You're sure that the king will deal with those who dare to trespass on Spanish land.



**WHAT TO KNOW**  
Why did Spain set up colonies in North America?

- ✓ Locate the lands in North America claimed by Spain.
- ✓ Describe relations between Spanish settlers and American Indians.

## VOCABULARY

**colony** p. 155  
**plantation** p. 156  
**slavery** p. 156  
**borderlands** p. 157  
**presidio** p. 157  
**mission** p. 157  
**hacienda** p. 158

## PEOPLE

King Philip II  
 Bartolomé de Las Casas  
 Pedro Menéndez de Avilés

## PLACES

New Spain  
 Mexico City  
 St. Augustine  
 Santa Fe



## MAIN IDEA AND DETAILS



California  
Standards

HSS 5.3, 5.3.1, 5.3.2,  
5.3.3, 5.3.4, 5.4, 5.4.6



## Battles over Claims

By the 1500s, several European nations, including Spain, had sent explorers to claim land in the Americas. Often an explorer would put up a cross at the place where he came ashore. The cross was a sign that the land had been claimed. However, after claiming the land, the expedition moved on, leaving no one to protect the claim.

Most explorers would just step onto a beach and claim all the land for hundreds of miles around. They often claimed land they knew nothing about. Because European countries were competing with each other to win control of as much of the Americas as possible, more than one country often claimed the same land. American Indians also lived in most places the explorers claimed.

Usually, no one paid attention to anyone else's rights or claims.

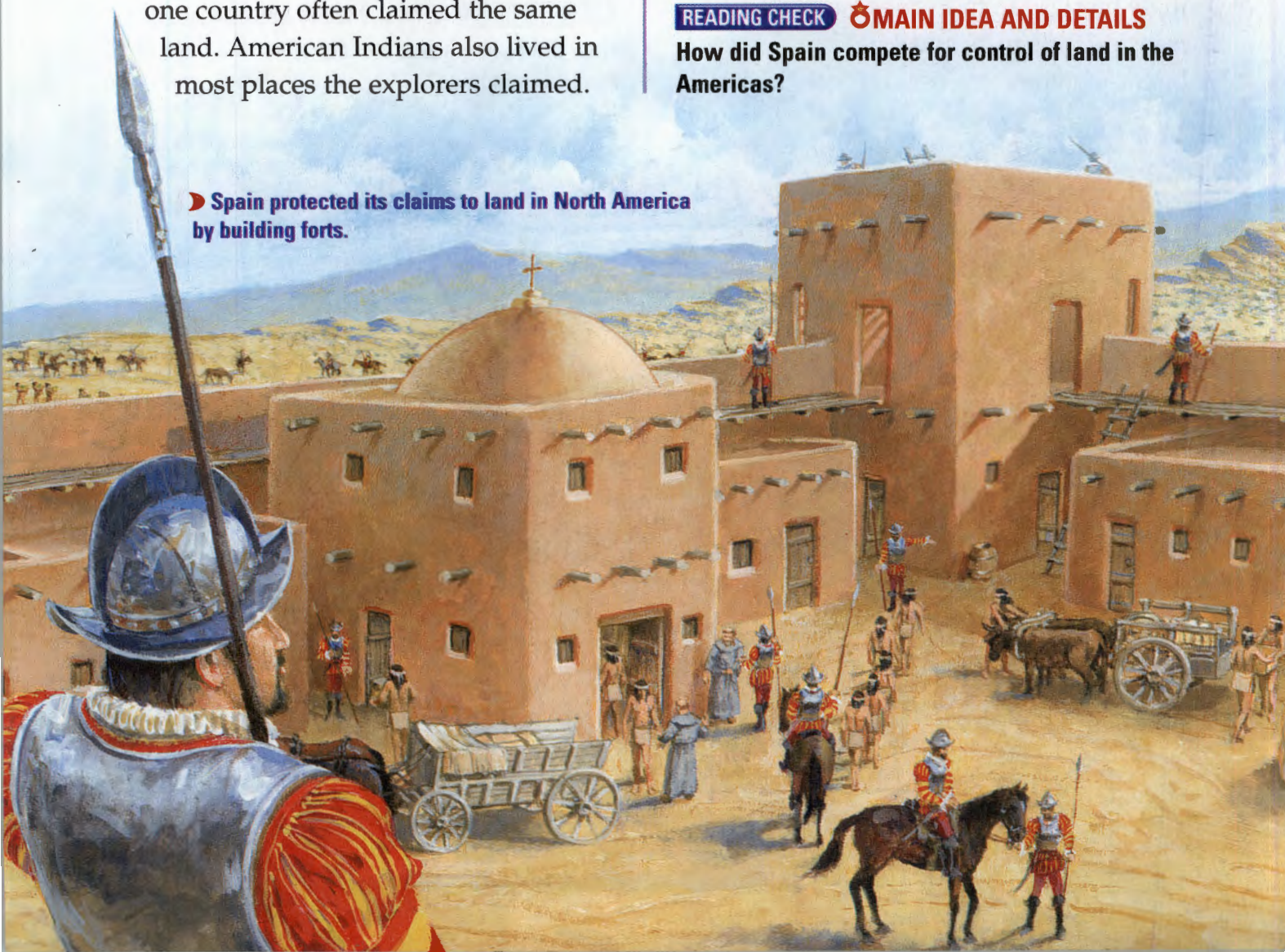
Spain had already claimed large parts of both North America and South America, but the Spanish learned that claiming land was not the same as controlling it. Over time, Spain realized that it needed to protect its claims in the Americas.

After establishing **New Spain** in 1535, Spain formed colonies to protect its lands and govern the people there. A **colony** is a land ruled by another country. Spain set up colonies in North America and Central America and on many islands in the Caribbean Sea. Most of New Spain's colonies were governed by Spanish leaders in **Mexico City**, the capital of New Spain.

### READING CHECK MAIN IDEA AND DETAILS

How did Spain compete for control of land in the Americas?

► Spain protected its claims to land in North America by building forts.





# New Spain

At first, very few Spanish people settled in New Spain. After the discovery of gold and silver, though, many colonists came, hoping to get rich. Others came to start large farms, called **plantations**. By 1550, there were about 100,000 Spanish colonists spread across the Americas.

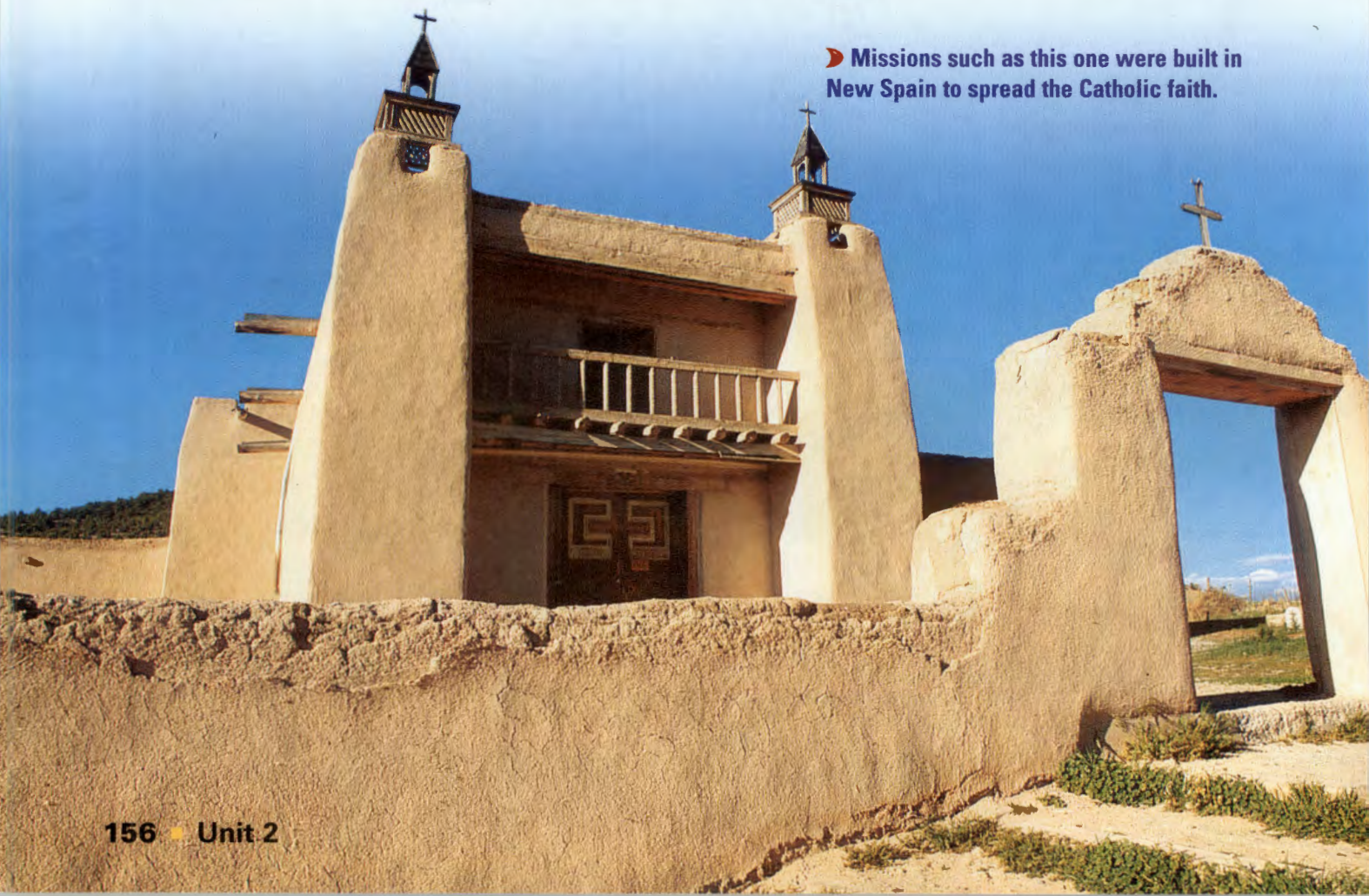
The Spanish needed many workers to grow crops, and mine gold and silver, so they forced the American Indians they had conquered into slavery. **Slavery** is the practice of holding people against their will and making them carry out orders. Many thousands of Indians died from hunger and overwork as slaves. Thousands more died from diseases that settlers unknowingly brought from Europe, such as measles, influenza, and smallpox. These diseases sometimes killed whole tribes.

Some colonists became concerned with how the Indians were being treated. One such colonist was **Bartolomé de Las Casas** (bar•toh•loh•MAY day lahs KAH•sahs). Las Casas was a landowner who freed his slaves and later became a priest. He spoke out in favor of better treatment of the Indians because he said the Indians had a complex civilization, and the Indians had souls like other humans.

As more Indians died, the colonists looked for other workers. They began to bring Africans to work as slaves in many areas of New Spain. Soon enslaved Africans were working under the same terrible conditions under which the Indians had worked.

**READING CHECK** **MAIN IDEA AND DETAILS**  
How did Spanish settlements affect the lives of American Indians?

► Missions such as this one were built in New Spain to spread the Catholic faith.





## Major Missions of New Spain



**ANALYZE SKILL** **Analyze Maps** Over time, New Spain's missions and borders spread northward. El Camino Real (el kah•MEE•noh ray•AHL), or "The Royal Road," connected many settlements to Mexico City.

**Location** Which mission site was farthest north?

## Settling the Borderlands

Spain also wanted to protect its lands north of Mexico City. These lands on the edge of Spain's claims were called **borderlands**. The borderlands stretched across what are today northern Mexico and the southern United States from Florida to California.

Spanish soldiers led the way, building **presidios** (pray•SEE•dee•ohz), or forts, in the borderlands. In 1565, **Pedro Menéndez de Avilés** (may•NAYN•days day ah•vee•LAYS) and 1,500 soldiers, sailors, and settlers sailed from Spain. They reached the area that is now

St. Augustine, Florida. There they built the first permanent, or long-lasting, European settlement in what is now the United States.

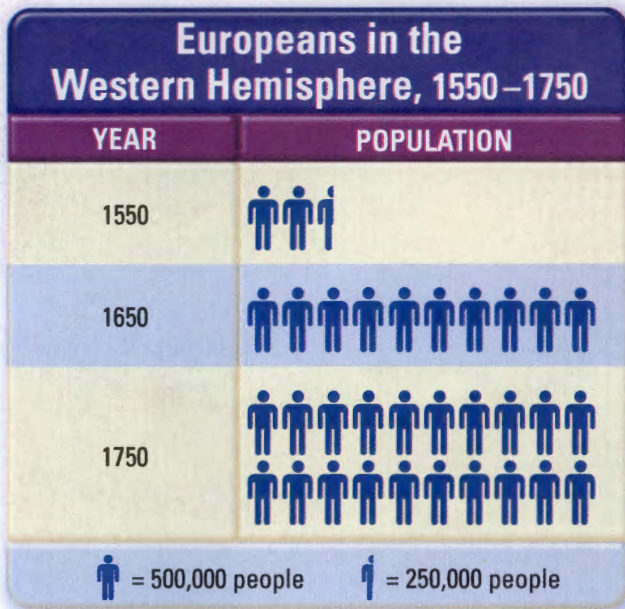
Spain's main aim in settling the borderlands was to protect its empire. However, the Spanish king also sent missionaries to convert the American Indians to Christianity.

The missionaries built religious settlements called **missions** in much of the southern half of North America. Spanish missionaries also helped settle **Santa Fe**, the capital of the New Mexico colony. In such places, missionaries and Indians lived side by side.



**Spanish gold coin**





#### Analyze Graphs

❖ How many Europeans lived in the Western Hemisphere in 1550?

At first, some American Indians chose to stay at the missions, where they learned new ways of living and working. However, many Indians were forced to work on mission farms and ranches. Some fought back, destroying churches and other mission buildings.

Some settlers in the borderlands of northern Mexico built large estates called **haciendas** (ah•see•EN•dahs), where they raised cattle and sheep. The Spanish—and the animals they brought with them—changed life for many Indian groups. Horses, long extinct in the Americas, once again roamed the land. The Plains Indians learned to tame horses for use in hunting and in war. The Navajo learned to raise sheep and to use their wool to make clothing and blankets.


#### READING CHECK MAIN IDEA AND DETAILS

How did new animals change Indian life?



### Summary


In the 1500s, explorers often ignored one another's claims to lands. The Spanish acted to protect their claims by setting up settlements. Spain needed workers, so they made slaves of Africans and American Indians.


## REVIEW

-  Why did Spain set up colonies in North America?
- Write a sentence using the terms **hacienda** and **presidio** to describe life on the borderlands.
- What role did religion play in Spanish settlements?

#### CRITICAL THINKING

-  What were some of the costs and benefits of building colonies?
-  What were some of the effects of building missions?

-  **Build a Model** Make a clay model of a Spanish presidio. Make sure your model has different areas showing where people lived and worked.

-  **MAIN IDEA AND DETAILS** On a separate sheet of paper, copy and complete this graphic organizer.

#### Main Idea

The Spanish built different kinds of settlements for different reasons.

#### Details

--	--	--



# Bartolomé de Las Casas

## Biography

Trustworthiness  
Respect

## Responsibility

Fairness  
Caring  
Patriotism

*“For all the peoples of the world are . . . rational beings. All possess understanding. . . .”\**

Bartolomé de Las Casas was one of the first Europeans to work to improve the treatment of American Indians. When he arrived on the island of Hispaniola in 1502, Las Casas started a plantation and used American Indian enslaved workers, but he came to believe that enslaving the Indians was wrong.

In 1509, he freed his slaves and began to work for better treatment of Indians. Three years later he became a priest and began



Las Casas spoke to King Charles I on behalf of the Indians.

writing letters and essays questioning the treatment of the Indians as slaves.

Las Casas spoke out so strongly that the King of Spain, Charles I, agreed to pass laws to protect the Indians. Thanks to Las Casas' writings, in 1550 the king ruled that the Spanish could no longer enslave the Indians. This order, however, was not always carried out. Las Casas continued to work for

better treatment of the Indians until his death in 1566.

\*Bartolomé de Las Casas. *Bartolomé de Las Casas in History: Toward an Understanding of the Man and His Work* by Juan Friede and Benjamin Keen. Northern Illinois University Press, 1971.

## Why Character Counts

❖ In what ways did Bartolomé de Las Casas take responsibility for the treatment of American Indians?

## Bio Brief

1484

Born 1484

1512 Las Casas becomes a priest

1566

Died 1566

1550 Las Casas publishes *In Defense of the Indians*

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1585

The first colonists  
arrive at Roanoke

1607

The Jamestown  
settlement is started

1619

The first Africans  
arrive in Virginia

# The Virginia Colony

**YOU  
ARE  
THERE**

“We’re getting off here!” your friend shouts.

The year is 1587. You and 116 other settlers are on ships anchored off **Roanoke Island**, off the coast of present-day North Carolina.

Earlier, English settlers had built homes and a fort on Roanoke, but they didn’t like the island. They all went home to England. “Maybe we’ll be able to use the houses they built,” you say as you gaze at your new home. Still, you do not have a good feeling about this place.

► Queen Elizabeth I wanted an English colony in North America.



## WHAT TO KNOW

Why did English settlers come to North America, and where did they settle first?

- ✓ Learn how the Virginia Colony was settled.
- ✓ Describe the relations between the settlers and American Indians.

## VOCABULARY

**raw material** p. 161

**stock** p. 162

**cash crop** p. 164

**indentured servant** p. 164

**legislature** p. 165

**represent** p. 165

**established church** p. 165

**royal colony** p. 166

**governor** p. 166

## PEOPLE

Queen Elizabeth I

John Smith

Pocahontas

John Rolfe

## PLACES

Roanoke Island

Jamestown



## MAIN IDEA AND DETAILS



California  
Standards

HSS 5.3, 5.3.1, 5.3.3, 5.4, 5.4.1,  
5.4.2, 5.4.3, 5.4.5, 5.4.6, 5.4.7





► When John White returned to Roanoke Island, he found that the settlers were gone and that the word *Croatoan* had been carved into a post.

## The Lost Colony

England saw that Spain had become wealthy as a result of its colonies in the Americas. Wanting to share in that wealth, **Queen Elizabeth I** of England encouraged her sea captains to attack Spanish treasure ships. The captured treasures increased England's wealth, and it became a powerful country.

Like many of its European neighbors, England wanted to set up colonies around the world. English leaders knew they would benefit from the lumber and other raw materials the colonies could provide. A **raw material** is a resource that can be used to make a product.

In 1584, Queen Elizabeth I told Walter Raleigh (RAW•lee) to set up a colony in North America. A year later, Raleigh sent about 100 colonists to Roanoke Island, in an area he named Virginia. The first

colonists did not stay long. They ran low on food, and when another English ship arrived, all the settlers left.

John White led another group of settlers, who arrived at Roanoke Island in 1587. These settlers also ran low on food, and they faced attacks by American Indians. White went back to England to get food and supplies, but by the time he returned—three years later—all the settlers were gone!

What happened to the settlers remains a mystery. Some historians think they went to live with Indians on Croatoan Island, because the word *Croatoan* was found carved on a post. Others believe that the settlers were killed in a battle with Indians. Roanoke became known as the Lost Colony.

### READING CHECK **MAIN IDEA AND DETAILS**

What were some of the reasons England wanted to start colonies in North America?



# Jamestown

**TIME** 1607

**PLACE** Jamestown, Virginia

Even though both of the settlements at Roanoke Island had failed, some English merchants wanted to start a new colony in Virginia. With the permission of King James I, these merchants set up the Virginia Company.

The Virginia Company was owned by many people, each of whom had given money to set up the company. In return, each owner had received **stock**, or a share of ownership, in the company. The owners hoped the company would make a profit, because if it did, each owner would make money.

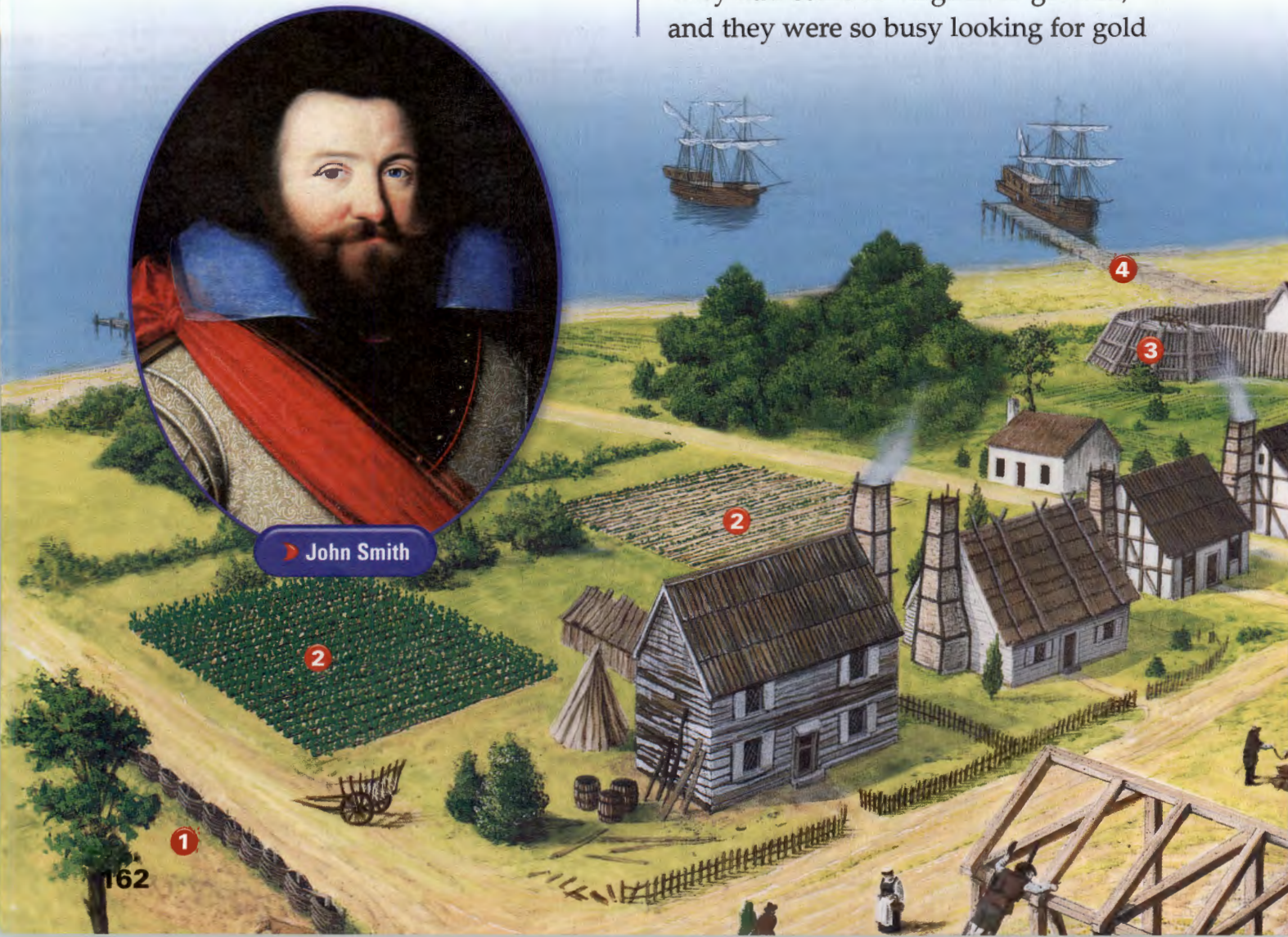
In 1607, three ships sent by the Virginia Company sailed into the deep bay now called Chesapeake Bay. The ships carried 105 colonists, all of whom were men. The first women colonists did not arrive until 1619. The new settlers sailed up a river they named the James River, in honor of their king. They chose a spot along the shore and began to build a settlement they called **Jamestown**.

Jamestown's location turned out to be a poor choice for a settlement. The land was low and swampy. Swamps meant mosquitoes, and mosquitoes could carry deadly diseases.

Many of the colonists were not used to farmwork, and they did not know how to hunt and fish in this unfamiliar land. They had come to Virginia to get rich, and they were so busy looking for gold



John Smith





that no one bothered to plant or gather food. When the food they had brought ran out, there was little to eat. During their first winter, more than half the colonists died.

Jamestown might have become another Roanoke if it had not been for Captain **John Smith**, a soldier, explorer, and writer. When he became leader of Jamestown, he made an important rule for the colonists—anyone who did not work did not eat. The colonists were soon busy planting gardens, building shelters, and putting up palisades to protect Jamestown from Indian attacks.

During this time, more than 30 tribes of Eastern Woodlands Indians lived in Virginia. Most belonged to the Powhatan (POW•uh•tan) Confederacy, whose members were united under one main chief. When the colonists heard this, they gave the name *Powhatan* to all the tribes as well as to the chief.

From the start, there were conflicts between the Powhatan and the colonists. The colonists often stole Powhatan crops. These thefts led to fighting, during which both sides would capture people.

One day, while exploring, Captain Smith was captured. A legend says that Chief Powhatan ordered Smith to be killed, but the chief's daughter **Pocahontas** (poh•kuh•HAWN•tuhs) saved his life. Historians do not know if this story is true, but there was a short-lived peace between the colonists and the Powhatan Confederacy. During this time, both groups cooperated by trading goods.

**READING CHECK** **MAIN IDEA AND DETAILS**

How did John Smith contribute to the survival of the Jamestown settlement?



## A Closer Look

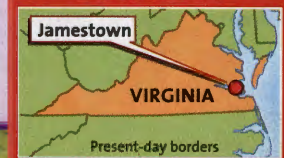
### Jamestown

This drawing shows what Jamestown may have looked like in the early 1600s. The first settlers built the fort. As more settlers came, additional homes were built outside the fort.

- 1 pasture
- 2 crops
- 3 cannon
- 4 dock
- 5 James River
- 6 church
- 7 fort

Why do you think the colonists built Jamestown near the James River?

#### LOCATE IT





## Growth and Change

Because living conditions at Jamestown continued to be a problem, many people died in the colony's early years. However, more colonists arrived every year, so the population grew. In time, the colonists even found a way to make a profit. It was not gold that made Jamestown successful, but a crop called tobacco.

A Jamestown leader named **John Rolfe** experimented with growing different kinds of tobacco. By 1613, Rolfe had found a West Indian tobacco that proved to be very popular in England. The colonists at Jamestown were soon growing tobacco as a **cash crop**—a crop that people grow to sell. The Virginia Company made a lot of money selling its tobacco all over Europe.

Farmers grew tobacco on plantations that spread out around Jamestown. Growing tobacco required many workers, so the Virginia Company offered to pay for people's passages, or trips, to Virginia. In exchange, the people agreed to work without pay for a certain length of time, usually four to seven years. After that time, these **indentured servants** were given their freedom.

In 1619, the first Africans arrived in Jamestown. Historians do not know for sure whether these workers were treated as indentured servants or as slaves. In time, however, Virginia's economy came to rely more on enslaved workers, and more Africans were brought to the colony and forced to work as slaves.

**READING CHECK** **MAIN IDEA AND DETAILS**  
Why was slavery introduced into Virginia?

► Dutch traders sold the first Africans to Jamestown colonists in 1619.





## Democratic Institutions

**The House of Burgesses helped establish the belief that people could govern themselves.**

In the early 1600s, the people of England had a king, but they also had elected leaders. The elected leaders made the laws in a lawmaking group called Parliament. The Virginia House of Burgesses was modeled after the English Parliament. Members of the House of Burgesses met once a year to make laws for the Virginia Colony and to decide on taxes. Electing a legislature to make decisions for the people continues to be an important right that Americans have today.

► The Virginia House of Burgesses



## Early Government

By 1619, the Virginia Colony had more than 1,000 colonists. With so many people, the colony needed laws to keep order. The Virginia Company said the colonists could have the same rights as people living in England. As a result, the colonists chose to set up a **legislature**, or a lawmaking branch of government.

Virginia's legislature, called the House of Burgesses (BER•juhs•iz), first met in 1619. It was the first representative assembly in the English colonies. Now colonists could elect members to **represent**, or speak for, them in the government. Only men who owned

property could become members and vote in the House of Burgesses. Women, indentured servants, and slaves were not allowed to hold office, or even to vote.

The House of Burgesses passed several laws for Virginia. One law said that everyone had to go to church on Sundays. In Virginia, religion and government were not separate. Virginia had an **established church**, or a church supported by the government. In Virginia, this was the Church of England, also called the Anglican Church. Laws and taxes supported the Church of England.

**READING CHECK** ✨ **MAIN IDEA AND DETAILS**  
What is an established church?





► This engraving shows Chief Powhatan.

## The Powhatan Wars

As more colonists arrived in Virginia, they continued to spread out onto Powhatan lands. The Powhatans had already lost much of their land. In 1622,

the Powhatans attacked and killed more than 340 colonists in order to defend their land. The colonists fought back in a series of wars, pushing the Powhatans back and taking over their remaining lands.

The bloody Powhatan Wars and the debts of the Virginia Company led King James I to take over Virginia, making it a **royal colony**. This meant that the king owned the colony. To help run the colony, the king picked a **governor** who shared power with the House of Burgesses.

**READING CHECK** 🔥 **MAIN IDEA AND DETAILS**  
What led to the Powhatan Wars?

### Summary

Starting in the 1580s, England set up colonies in North America. The Virginia Colony developed slowly. As the colony grew, slavery was introduced and the Powhatan Wars were fought.

## REVIEW

- 💡 Why did English settlers come to North America, and where did they settle first?
- Use the term **royal colony** in a sentence about Virginia.
- What was the job of the House of Burgesses?

### CRITICAL THINKING

- ANALYSIS SKILL** How did the relative location of Jamestown make life difficult for the English settlers?
- How do you think the Africans who were brought to Virginia felt?

- ✍️ **Write a Persuasive Letter** Write a letter to persuade people to settle in the Virginia Colony. Be sure to describe the benefits of living in Virginia.

- Focus Skill** **MAIN IDEA AND DETAILS**  
On a separate sheet of paper, copy and complete this graphic organizer.

#### Main Idea

#### Details

The population of Virginia grew.

People wanted laws to keep order.

The Virginia Company gave some colonists rights.



# Pocahontas

## Biography

Trustworthiness  
Respect  
Responsibility  
Fairness

## Caring

Patriotism

## Why Character Counts

❖ How did Pocahontas's actions show she cared for others?

The name Pocahontas means “playful one” in the Algonquian language. Pocahontas was the daughter of the powerful Chief Powhatan. She was about 12 years old when the first English settlers arrived at Jamestown. In 1607, Powhatan Indians captured John Smith and took him to Chief Powhatan. Smith believed that he was going to be killed, but Pocahontas kept him from being harmed. This famous event may have been just acted out as a ceremony, but no one is sure.



This painting shows Pocahontas supposedly saving John Smith's life.

For a time, Pocahontas's friendship with the settlers helped ease conflicts between her people and the English. Once, she convinced the settlers to release several Powhatan warriors they had captured.

However, this time of cooperation between the English and the Powhatan did not last long. In 1613, an English settler kidnapped her, hoping that her father would pay a ransom. While she was held by the English, Pocahontas fell in love with another settler, John Rolfe, and they were married in 1614. In 1616, Pocahontas, Rolfe, and their baby son Thomas went to England. Later, Pocahontas became sick and died on the way home to Virginia. She was only 22 when she died, but the story of her life is still told in books and art.

## Bio Brief

1595

Born 1595?

1607 Pocahontas meets English settlers

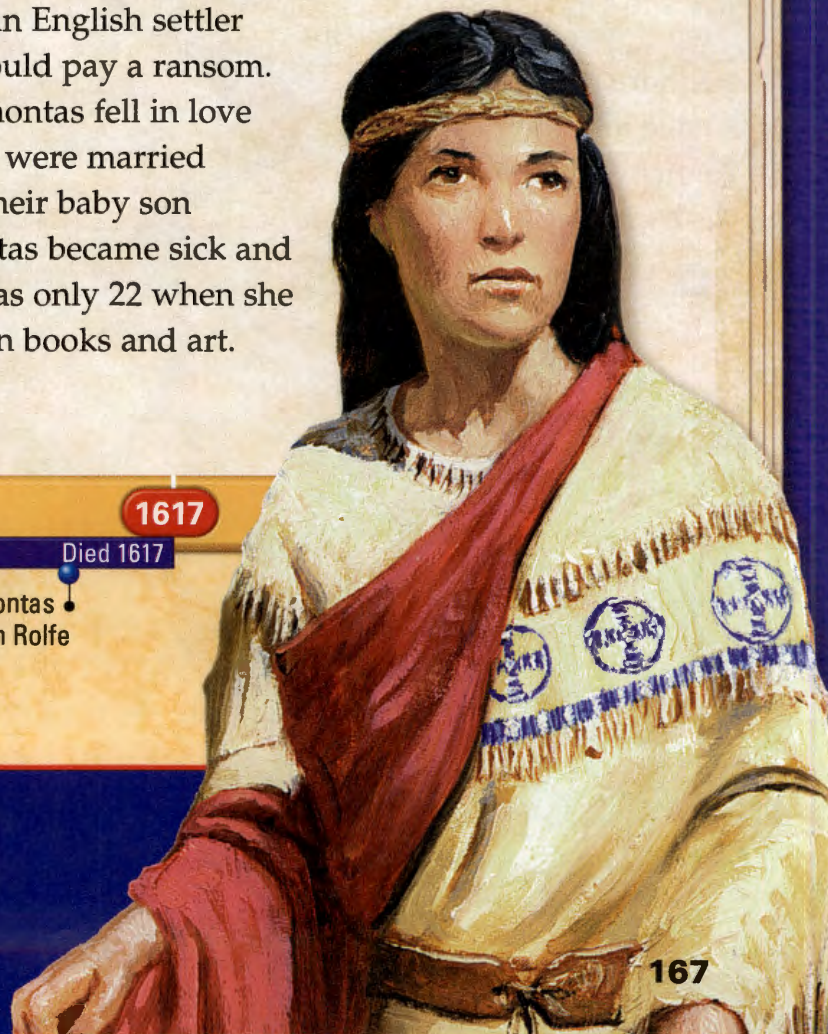
1614 Pocahontas marries John Rolfe

1617

Died 1617

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## Compare Primary and Secondary Sources

### WHY IT MATTERS

To know what really happened in the past, you need to find proof. You can do this by studying and comparing two kinds of sources—primary sources and secondary sources.

### WHAT YOU NEED TO KNOW

**Primary sources** are the records and artifacts made by people who saw or took part in an event. These people may have written down their thoughts in a journal, or they may have told their story in a letter or a poem. They

may have made a speech, produced a film, taken a photograph, or painted a picture. Primary sources may also be objects or official documents that give information about the time in which they were made or written. A primary source gives people of today a direct link to a past event.

A **secondary source** is not a direct link to an event. It is a record of the event made by someone who was not there at the time. If someone who only heard or read about an event writes a magazine article, a newspaper story, or a book, that is a secondary source.



This title page of John Smith's book **A**, John White's drawing of an Algonquian Indian **B**, and coins found at Jamestown **C** are primary sources.



Sometimes a source can be either primary or secondary, depending on how the event is reported. Newspapers are a good example. A newspaper article written by a reporter who saw an event is a primary source. A newspaper article written by a reporter who heard about the event from an eyewitness is a secondary source. Oral histories, textbooks, and online resources can also be either primary or secondary sources.

### ▶ PRACTICE THE SKILL

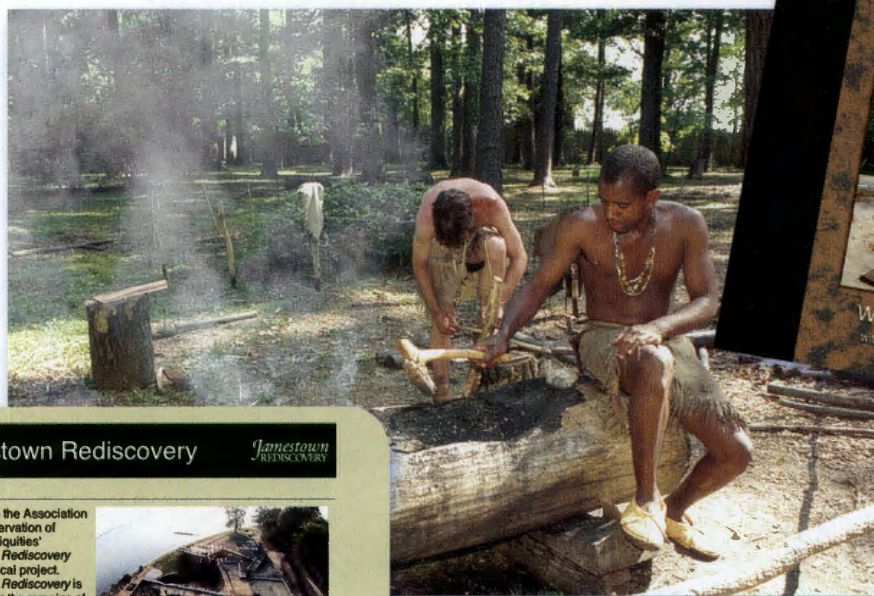
Look at these photographs of objects and printed materials that give information about the Virginia Colony. Use them to answer these questions.

- 1 How are items B and E alike and different?
- 2 What kind of information might be found in item A but not in item F?
- 3 Why might secondary sources D and F also be considered primary sources?

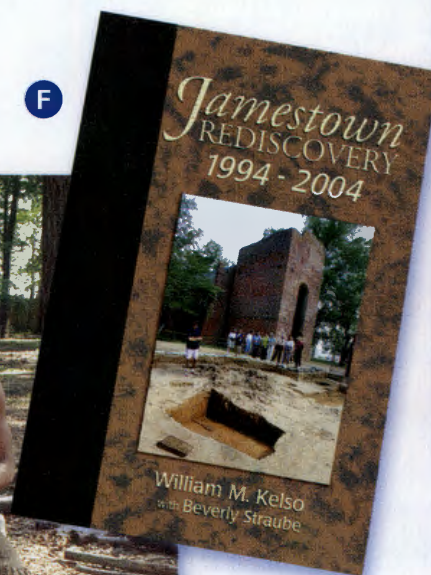
### ▶ APPLY WHAT YOU LEARNED

**ANALYSIS SKILL** Look through your textbook for examples of primary and secondary sources. Explain to a classmate what makes each source you selected a primary or a secondary source.

E



F



D

**Jamestown Rediscovery**

---

Home

Welcome to the Association for the Preservation of Virginia Antiquities' Jamestown Rediscovery archaeological project. Jamestown Rediscovery is investigating the remains of 1607-1698 Jamestown on the APVA property on Jamestown Island, Virginia.

**NEWS FROM THE DIRT**  
— Where are We Digging Now?  
— News on the Latest Discoveries

- [What have we found?](#)
- [History of Jamestown](#)
- [Visiting Jamestown](#)
- [Publications](#)
- [Our new Ukrop's cereal box!](#)

- [Our Exhibits](#)
- [Research Resources](#)
- [Contact](#)
- [2004 Fieldschool](#)
- [Donations](#)

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▶ This Jamestown website **D**, photograph of reenactors making a dugout canoe **E**, and recent book about Jamestown **F** are secondary sources.



1620

The *Mayflower*  
sails to Plymouth

1621

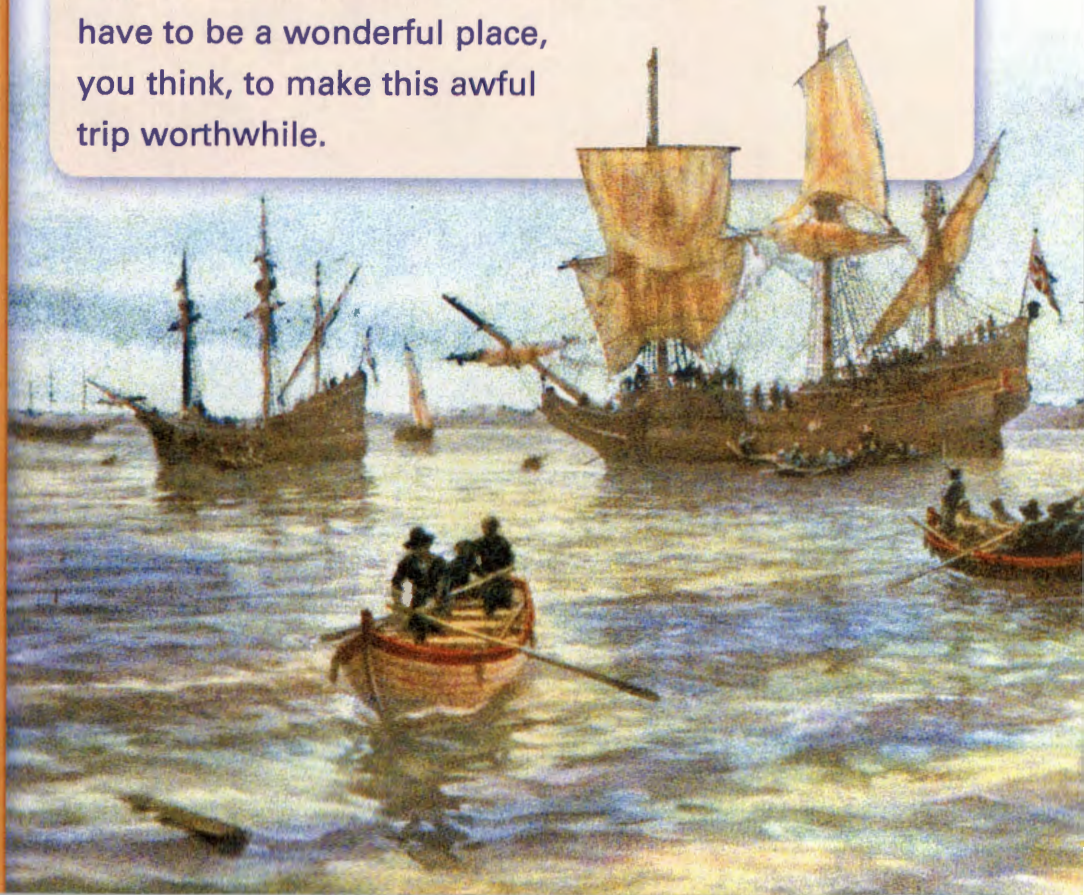
Pilgrims and Wampanoag  
celebrate the first Thanksgiving

# The Plymouth Colony

**YOU  
ARE  
THERE**

You are deep in the cargo hold of a ship. You have barely enough light to see, and the air is so stale that you wish you didn't have to breathe. The ship is rising and falling with the waves, but you're getting used to that. Your mother brings you your dinner—dry bread, cold dried meat, and an onion.

You've been living like this for two months, below deck on the *Mayflower*. North America will have to be a wonderful place, you think, to make this awful trip worthwhile.



## WHAT TO KNOW

Why did the English settle in New England?

- ✓ Learn how people lived in the Plymouth Colony.
- ✓ Describe the cooperation and conflict between English settlers and American Indians.
- ✓ Explain how English settlers developed ways to govern themselves.

## VOCABULARY

**pilgrim** p. 171

**compact** p. 172

**self-government** p. 172

**majority rule** p. 172

## PEOPLE

King Henry VIII

William Bradford

Samoset

Tisquantum

## PLACES

Plymouth



## MAIN IDEA AND DETAILS



California  
Standards

HSS 5.3, 5.3.2, 5.3.3, 5.3.5,  
5.4, 5.4.2, 5.4.3, 5.4.5



# The Pilgrims' Journey

John Smith left Jamestown and in 1614 explored north along the Atlantic coast. He made a map of the northern area he explored, named the region New England, and wrote a book called *A Description of New England*. Today, the region includes six states—Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, and Maine.

Many people in England read Smith's book. It made them think about building new communities in the region he described. Some people wanted to move there to make money, and others wanted to move there for religious reasons.

Years earlier, **King Henry VIII** had banned the Catholic Church in England and replaced it with the Church of England. Everyone in England had to belong to the Church of England, and those who chose not to were punished.

Hoping to follow their own religious beliefs, one group of English people had moved to the Netherlands. They were known as Separatists because they had left, or separated from, the Church of England. In time, they came to be known as Pilgrims. A **pilgrim** is a person who makes a journey for religious reasons.

The Pilgrims had religious freedom in the Netherlands, but they did not like the Dutch ways. They wanted to build their own society and to worship as they pleased. In North America, the Pilgrims would get their chance.

The Virginia Company agreed to pay the Pilgrims' passage to North America. In return, the Pilgrims would repay the company with lumber and furs from their new home. They left England in 1620, on a ship called the *Mayflower*.

## READING CHECK

**MAIN IDEA AND DETAILS** Why did the Pilgrims want to go to North America?

► In this painting, Pilgrims board rowboats to make their way toward the *Mayflower*.







► Women were not given the chance to sign the Mayflower Compact because at this time in history, women had fewer rights than men had.

## The Mayflower Compact

The *Mayflower* was headed for Virginia, but things did not go as planned because storms blew the ship off course. The *Mayflower* landed at Cape Cod, in what is now Massachusetts.

The settlers arrived in a place with no government. To keep order, all the men aboard the *Mayflower* signed a **compact**, or agreement. This document became known as the Mayflower Compact. The signers agreed that fair laws would be made for the good of the colony, and they promised to obey these laws. This meant that they would govern themselves.

At a time when monarchs ruled, **self-government** was a very new idea. The Mayflower Compact gave everyone who signed it the right to share in making

laws, but women were not allowed to sign so they could not help make laws. It also included the idea of **majority rule**. If more than half the people agreed to a law or a decision, everyone had to follow it.

The settlers took several weeks to find a place for their colony. They chose a site on a harbor. Fresh water and good land for growing crops were nearby. John Smith had named the place **Plymouth**.

**William Bradford**, a leader of the Pilgrims, wrote,

“Being thus arrived in a good harbor and brought safe to land, they fell upon their knees and blessed the God of heaven.”\*

**READING CHECK** ✪ **MAIN IDEA AND DETAILS**  
Why was the Mayflower Compact important?

\* William Bradford. *Of Plymouth Plantation 1620–1647*. Modern Library, 1981.



## Building a Colony

Although the settlers tried to make wise decisions, the first winter was very hard. It was cold and long, and by spring, 50 of the 102 settlers who had reached Cape Cod had died.

In the spring, the survivors got a very welcome surprise when an Abenaki Indian named **Samoset** arrived, saying, "Welcome, Englishmen." Samoset had learned English from sailors who fished along the Atlantic coast.

Several days later, Samoset returned to Plymouth with **Tisquantum**, or Squanto, as the English called him. He was a Wampanoag (wahm•puh•NOH•ag) Indian who spoke English quite well. Years before, Tisquantum had been taken and sold as a slave in Spain. After he escaped, he spent several years in

► People can visit this re-creation of the Plymouth settlement to see how colonists lived.

England before at last returning to his homeland.

Tisquantum stayed with the Plymouth colonists, showing them where to fish and how to plant squash, pumpkins, and corn. Because food was scarce, the Pilgrims were glad to live in peace with the Wampanoag. Both groups benefited from their cooperation. The colonists and the Indians both had valuable items that the other group wanted.

Tisquantum helped the colonists trade for furs from neighboring Indian tribes. The Indians were able to trade furs for items such as metal goods and cloth. Metal goods were especially valuable to the Indians because the metal could be reshaped and used to make tools or jewelry.

### READING CHECK 🔥 MAIN IDEA AND DETAILS

How did Tisquantum help the Pilgrims?





## Thanksgiving Day

In the fall of 1621, the Pilgrims gathered their first harvest. William Bradford, governor of the Plymouth Colony, decided they should have a celebration to “rejoice together” and to give thanks to God. Since this festival would come at the same time as the Indian celebration of the autumn harvest, he invited the neighboring Wampanoag Indians to join the Pilgrims for the three-day festival.

The Plymouth festival is what many people today think of as the first Thanksgiving. Thanksgiving became a national holiday in the United States in 1863. That year, President Abraham Lincoln declared the last Thursday in November as Thanksgiving Day.

► This painting gives an artist’s view of the first Thanksgiving.



## Plymouth Grows

When the Plymouth colonists first arrived, there was very little food available. To help, the colony’s leaders decided that the harvest would be divided equally among the families. Then, in 1623, the leaders decided to divide the land among the colonists. The result was that the people worked harder.

The Plymouth colonists began to prosper from their farming, as well as from fishing and fur trading. As new colonists arrived, earlier colonists had

extra goods ready to trade. However, the population of Plymouth remained low during its first ten years. By 1630, there were only about 300 colonists.

After 1630, other English colonists began to settle in different areas of New England, and life there began to change. Many of the new colonists were not friendly toward the Indians and settled on more of their lands. Some colonists did not see a need to cooperate with the Indians. As conflicts between the Indians and the colonists increased, trade between the two groups ended.



This made life more difficult for the colonists and the Indians. Over time, the way the groups felt about one another changed. William Bradford, one of Plymouth's early governors, had once helped make peace with local Indians, but he later supported a war to push many Indians out of New England. Such actions also caused problems between Indian tribes. As the amount of available land decreased, tribes often fought with each other for control of hunting grounds.

**READING CHECK** **MAIN IDEA AND DETAILS**

How did the relationship between the Indians and the colonists change?


**Summary**

The Pilgrims left Europe to find religious freedom. When they arrived in Plymouth, the settlers wrote the Mayflower Compact to set up self-government. Early on, American Indians helped the colonists, but later the two sides stopped cooperating.




► This American Indian woman demonstrates native lifeways at the Plymouth Plantation historical site.


**REVIEW**

-  Why did the English settle in New England?
- Write a sentence about the Plymouth Colony using the terms **compact** and **self-government**.
- Why were women not allowed to help make laws in the Plymouth Colony?

**CRITICAL THINKING**

- ANALYSIS SKILL** Do you think the ideas of the Mayflower Compact are still important to people today? Why or why not?
- ANALYSIS SKILL** Is the Mayflower Compact a primary source? Why or why not?

-  **Write a Speech** Write a speech from the point of view of an American Indian speaking to the Pilgrims.

-  **Focus Skill** **MAIN IDEA AND DETAILS**  
On a separate sheet of paper, copy and complete this graphic organizer.

**Main Idea**

The Virginia Company agreed to pay for the Pilgrims' passage to North America.

**Details**

--	--	--



1608

Champlain  
founds Quebec

1626

The Dutch set up  
New Amsterdam

# The French and the Dutch



## WHAT TO KNOW

Why did the French and the Dutch set up colonies?

- ✓ Describe how European nations struggled for control of North America.
- ✓ Describe the relations between French and Dutch settlers and American Indians.

## VOCABULARY

**internecine** p. 180

**ally** p. 180

**proprietary colony** p. 182

## PEOPLE

Samuel de Champlain

Peter Minuit

Jacques Marquette

Louis Joliet

La Salle

## PLACES

Quebec

New Netherland

New Amsterdam

New Sweden

New Orleans



## MAIN IDEA AND DETAILS



California  
Standards

HSS 5.2, 5.2.2, 5.2.3, 5.3, 5.3.1,  
5.3.2, 5.3.4, 5.3.5, 5.4.1, 5.4.2, 5.4.5

## YOU ARE THERE

The year is 1608, and you're traveling with your father on a trading mission. Your people, the Huron, have started trading furs with the French, and your father wants you to learn how to bargain with the newcomers.

When you arrive at the trading place, you sit quietly and watch. The men use hand signals to communicate, and when a trade is agreed on, they nod their heads. Your father has brought several furs, so you expect to take many new things back home. You just hope you'll be able to carry them all!





# New France

While Spain and England were building colonies in North America, France was claiming more land in what are today Canada and the northeastern United States. French claims to this region, which became known as New France, began with Jacques Cartier. He explored the St. Lawrence River in the early 1500s and began an important trading partnership with the Huron Indians.

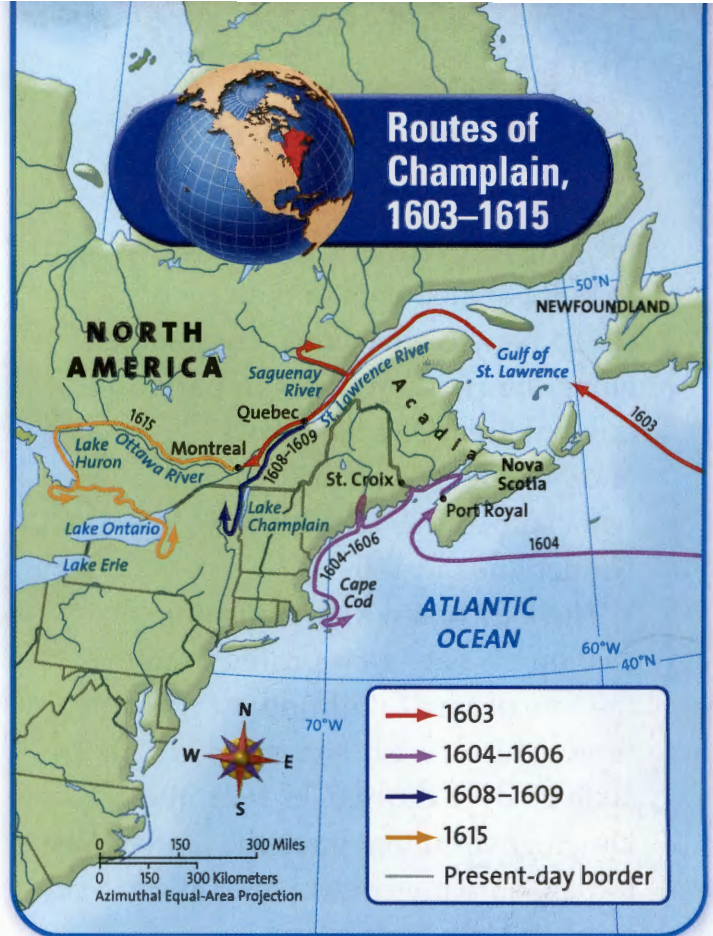
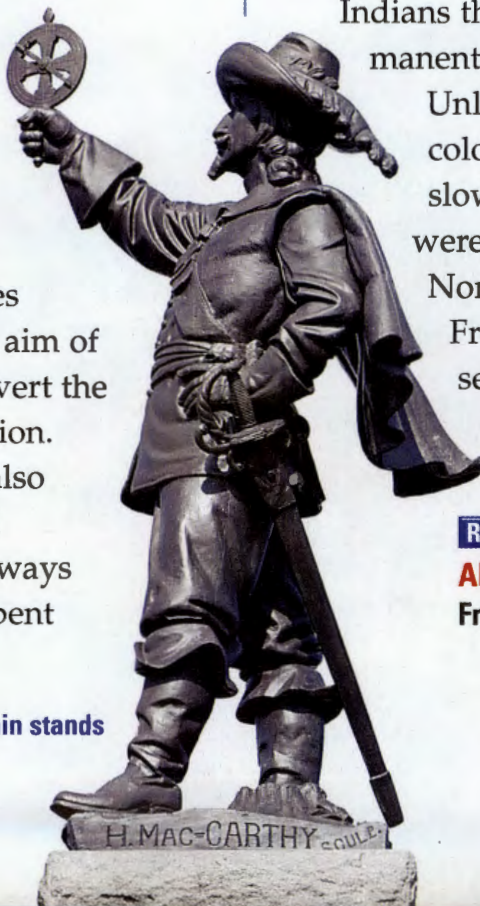
French merchants wanted the wealth that came from the fur trade. The French king wanted to increase his country's power. He encouraged merchants to start colonies in North America.

Eventually, a group of merchants hired **Samuel de Champlain** (sham•PLAYN) to find a place to build a settlement. In 1608, Champlain founded **Quebec** along the St. Lawrence River. Quebec was the first French settlement in North America, but by 1625 its population had grown to only about 60 people.

Starting in the 1630s, French Catholic missionaries began arriving in New France. These missionaries often lived with Indian tribes to learn their language. The aim of the missionaries was to convert the Indians to the Catholic religion.

Some French fur traders also lived with Indian tribes and learned their language and ways of life. Since these traders spent

► This statue of Samuel de Champlain stands in Canada.



## ANALYZE SKILL Analyze Maps

◆ **Movement** About how far did Champlain travel to reach Lake Huron from Montreal?

much of their time traveling with the Indians they did not build many permanent settlements.

Unlike Spain's and England's colonies, New France grew slowly. Most French people were not interested in settling in North America. In the 1600s, the French built only two major settlements in all of North America—Quebec and Montreal.

**READING CHECK** **MAIN IDEA AND DETAILS** Why did New France grow slowly?



# New Netherland

Not long after the English started colonies in North America, the Dutch began to build settlements in their own colony, called **New Netherland**. They settled along the Hudson River, in parts of what are today New York and New Jersey. Henry Hudson had claimed this area for the Netherlands in 1609.

The Dutch aim in establishing a colony was to gain profits from the sale of furs to Europe. At this time in history, fur hats were in style all over Europe. In 1621, the Dutch government gave the Dutch West India Company control over all fur trade areas in New Netherland.

By 1626, **Peter Minuit** (MIN•yuh•wuht) was governor of New Netherland. During his time as governor, the Dutch bought

Manhattan Island from the Indians who were living there. As in other places, the Indians' ideas about land were different from those of the new settlers. The Indians believed that the land was for all people to use. They thought the Dutch were paying them only for the use of the resources on the land, not for the land itself.

In 1626, the Dutch began laying out a town on the south end of Manhattan Island. They called the settlement **New Amsterdam**, after the city of Amsterdam in the Netherlands. New Amsterdam

was built next to a harbor where the Hudson River flows into the Atlantic Ocean. This location was good for trade. Traders sailed down the Hudson to New Amsterdam to unload their furs and to get supplies. Ships waited in the harbor to carry the furs to Europe.



► **Dutch West India Company seal**





By the 1630s, New Amsterdam had about 200 people and 30 houses. It also had a countinghouse, where workers could keep track of furs and money, and warehouses for storing food and furs. For protection, the colonists built a fort with high walls made of stone.

In 1638, Swedish settlers founded the colony of **New Sweden** to the south of New Netherland. New Sweden included parts of present-day Pennsylvania, New Jersey, and Delaware. When the Swedes began building settlements, the Dutch worried these new settlers would enter the fur trade. Dutch colonists and the Algonquian Indians had established a strong fur trading relationship, but this relationship would soon face trouble.

By the late 1630s, conflicts with Indians had grown because the settlers had cleared more land for farms. The colonists and the Indians attacked each other's

farms and villages. The colonists then sent out an army that destroyed Indian villages all over New Netherland.

In 1645, after many colonists and Indians had been killed, the two sides signed a peace treaty. By then, the Algonquian population of New Netherland had been nearly wiped out.

**READING CHECK** **MAIN IDEA AND DETAILS**

**How did conflicts with the Dutch affect the Indians in New Netherland?**



## A Closer Look

### New Amsterdam, 1640s

New Amsterdam continued to grow. By 1643, more than 400 people lived there.

- 1 Ships arrived at the public dock on the East River.
  - 2 The center of New Amsterdam grew up around the fort. The marketplace, the church, and the windmill were there.
  - 3 Streets were made from paths that farmers used to travel to and from the town center.
- ◆ How do you think New Amsterdam's relative location affected its economy?





## Exploring New France

As English and Dutch colonists moved into parts of New France, fighting over the fur trade began among the settlers. Indian tribes also experienced **internecine** (in•ter•NEH•seen) conflicts, or fighting between groups. Both the Huron and Iroquois Indians wanted to control lands in present-day Canada. The Huron were **allies**, or partners, with the French, while the Iroquois were partners with the Dutch and the English. Fierce fighting between these groups nearly destroyed the Huron population and the French fur trade.

The new French king, Louis XIV, did not want to lose France's North American lands, so he made New France a royal colony. He sent Count de Frontenac (FRAHN•tuh•nak) to explore the western part of New France. He knew that there was a large river west of Quebec that Indians called *Mississippi*, meaning "Father of Waters." He hoped the Mississippi would prove to be the Northwest Passage.

In 1673, a small group, led by Catholic missionary **Jacques Marquette** (mahr•KET) and fur trader **Louis Joliet** (zhohl•YAY), set out to find the Mississippi. With help from Indians,

they did find the Mississippi. However, because the river kept taking them south, they knew it was not the Northwest Passage. They floated down the river to the present-day state of Mississippi. There, they met some Indians who told them that Europeans lived farther south. Fearing the Europeans might be Spanish soldiers, the French turned back.

Later, French explorer René-Robert Cavalier (ka•vuhl•YAY), known as Sieur de la Salle, or "Sir" La Salle, set out to find the mouth of the Mississippi River. In 1682, **La Salle** led an expedition that traveled south from the Illinois River. During the difficult trip, a member of the expedition wrote that, after running out of food, they were "living only on potatoes and alligators."\*

After two months, the explorers reached the mouth of the Mississippi at the Gulf of Mexico. La Salle claimed the entire Mississippi River valley for France and named the region Louisiana in honor of King Louis XIV.

In 1684, La Salle tried to start a settlement near the mouth of the Mississippi River, but hardships led to disagreements among the settlers. Three years later La Salle was killed, and the settlement failed.

**READING CHECK** **MAIN IDEA AND DETAILS** How did French explorers advance the king's aims?

\*from a member of the LaSalle expedition in *North American Exploration* by Michael Goley and John S. Bowman. Wiley and Sons, Inc., 2003.

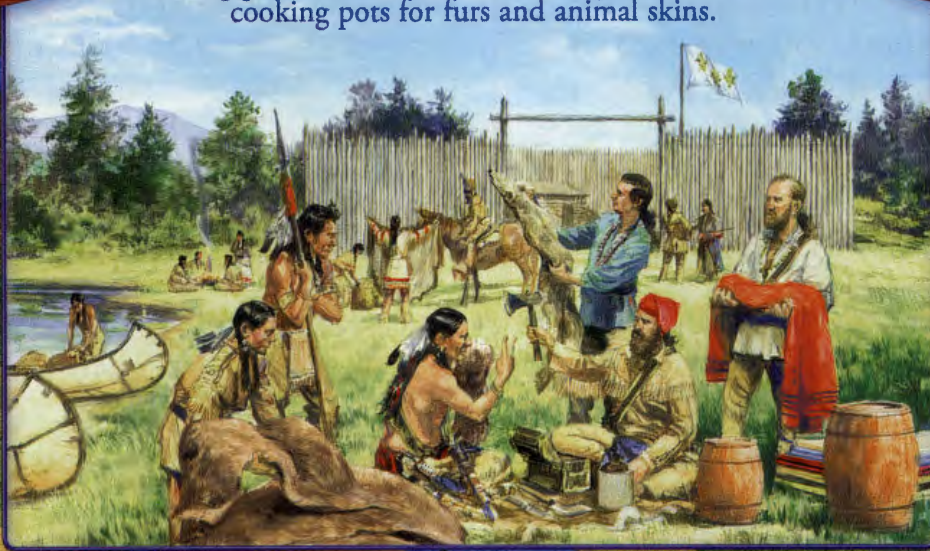


► Huron Indian statue



# EXPLORING THE MISSISSIPPI

American Indians and the French often cooperated at trading posts. French traders exchanged blankets and cooking pots for furs and animal skins.



Marquette and Joliet on the banks of the Mississippi, 1673



La Salle claims the valley of the Mississippi in 1682.



Champlain settles Quebec, 1608.

- ← Marquette and Joliet's route
- ← La Salle's route
- \* Quebec



# A Colony and a Capital

The French king then sent another expedition to Louisiana. Pierre Le Moyne (luh•MWAHN) and his brother Jean-Baptiste (ZHAWN ba•TEEST) reached the northern coast of the Gulf of Mexico in 1699. Soon after, they found the mouth of the Mississippi River. The members of

the expedition built a settlement along the river, and in time, more settlers came, but they experienced many of the same hardships that La Salle had faced.

In 1712, the French king made Louisiana a **proprietary colony** (pruh•PRY•uh•ter•ee). This meant that he gave the whole colony to one person, who would own it. In 1717, John Law, a Scottish banker, became Louisiana's owner. Law formed a company to build plantations and towns and he brought in thousands of new settlers. In 1722, **New Orleans**, one of the colony's first towns became Louisiana's capital.

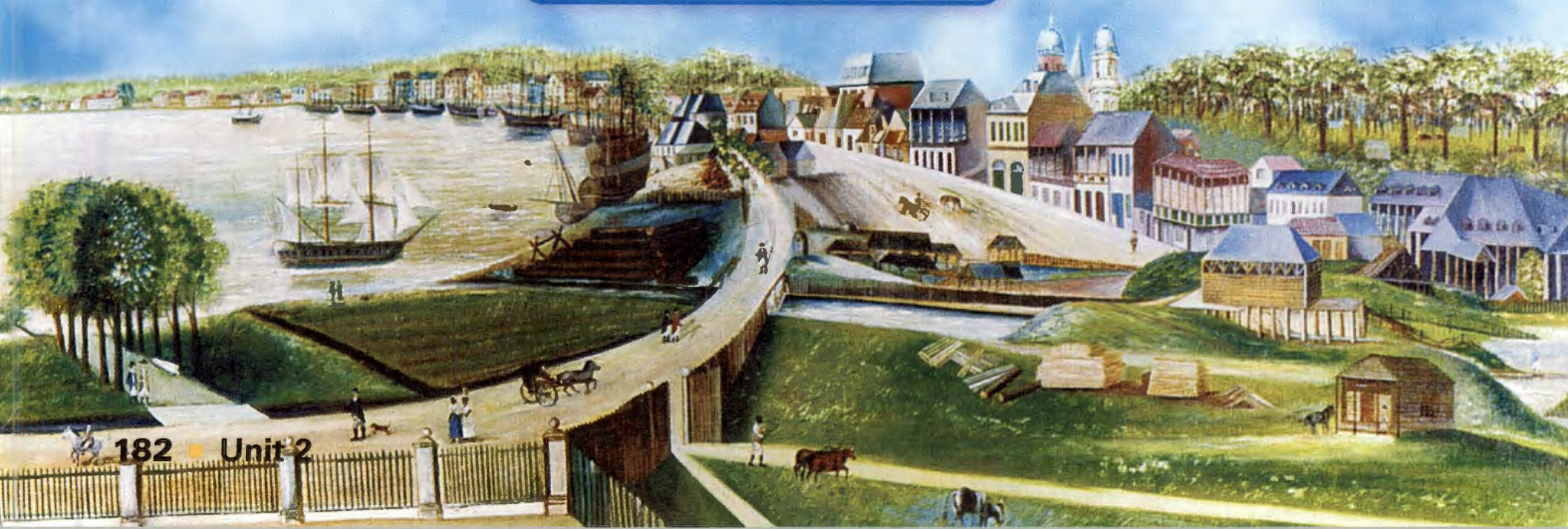
Despite Law's efforts, however, the colony still needed more workers. Many plantation owners began to bring in enslaved Africans to do the work. The French government soon passed laws

that restricted where Africans in Louisiana could live and what kind of work they could do.

## GEOGRAPHY

### New Orleans

New Orleans is located 110 miles north of the mouth of the Mississippi River. In the 1700s, the city was designed in the shape of a rectangle made up of 44 blocks. At first, the city had more houses than people to fill them. Next to the river was the town's center, a large, open square surrounded by government and religious buildings. The Catholic Church had a large role in the development of New Orleans. The city also had a colorful social life and people from all over the world.





Like the rest of New France, Louisiana failed to attract enough people for it to prosper. By 1763, there were only 80,000 French colonists living in New France, an area stretching from Canada to Louisiana. By the same year, in a much smaller area, there were more than 1,500,000 English colonists in North America.

**READING CHECK** **MAIN IDEA AND DETAILS**  
**Why was it hard for the French to control land in North America?**

### Summary

The French and Dutch both began building settlements in North America in the 1600s. Both groups wanted to control the fur trade, and this often led to fighting between the settlers and Indians. The French and Dutch had trouble bringing settlers to North America, so the population of their colonies remained low.


## Colonial Systems in North America

	SPANISH COLONIES	ENGLISH COLONIES	FRENCH COLONIES
Location	Central America and southern North America	Atlantic Coast of North America	Northeastern North America and Mississippi River valley
Government	Ruled by leaders loyal to the Spanish monarch	Ruled by leaders loyal to the English monarch and colonial assemblies	Ruled by leaders loyal to the French monarch
Religion	Only Catholics allowed to settle	Most early settlers were Protestant	Most settlers were Catholic
Economy	Mostly gold and silver mining	Farming, fishing, and trading	Mostly fur trading

### Analyze Tables


- ◆ How was English colonial government different from that of Spain and France?


## REVIEW

-  Why did the French and the Dutch set up colonies?
- Write definitions of the terms **ally** and **proprietary colony**.
- How was New Amsterdam's location an advantage?

### CRITICAL THINKING

- Why do you think some American Indian tribes made partnerships with settlers?
- ANALYSIS SKILL** Put the following settlements in order from earliest to latest: New Amsterdam, New Orleans, Quebec.

-  **Draw an Advertisement** Using what you have learned, draw an advertisement telling people why they should settle in New France or New Netherland.

-  **MAIN IDEA AND DETAILS**  
 On a separate sheet of paper, copy and complete the graphic organizer.

### Main Idea

### Details

Henry Hudson claimed the area in 1609.

The Dutch bought Manhattan Island in 1626.

The Dutch founded New Amsterdam in 1626.





## Read a Historical Map

### ► WHY IT MATTERS

By the middle of the 1600s, many European nations had claimed land in North America. The historical map on page 185 shows the areas claimed by these nations. A historical map gives information about a place at a certain time in history.

### ► WHAT YOU NEED TO KNOW

Colors are important map symbols. Sometimes colors help you tell water from land on a map. Colors on a map can also show you the areas claimed by different cities, states, or countries.

### ► PRACTICE THE SKILL

Use the map on page 185 to answer these questions.

- 1 What color is used to show the land claimed by the English? by

the French? by the Spanish? by the Dutch? by the Swedish?

- 2 What country claimed most of the land along the Atlantic coast?
- 3 What country claimed most of the land in the West?
- 4 What country claimed the least amount of land?

### ► APPLY WHAT YOU LEARNED

**ANALYSIS SKILL** Write a paragraph that describes what this historical map shows and how it is shown. Then explain why historical maps are useful.



Practice your map and globe skills with the **GeoSkills CD-ROM**.

- Henry Hudson claimed land in North America for the Dutch.





# European Claims in North America, 1650



	French
	Spanish
	English
	Dutch
	Swedish
•	Major settlements
FOX	Name of American Indian Tribe
—	Present-day border

0 250 500 Miles  
 0 250 500 Kilometers  
 Lambert Equal-Area Projection

Map and Globe Skills





**1535**  
New Spain  
is formed

## Reading Social Studies

The **main idea** is the most important thought in a text.  
The **details** give more information that supports the main idea.



### Main Idea and Details

Complete this graphic organizer to show that you understand the main idea and some supporting details about the first European colonies in the Americas. A copy of this graphic organizer appears on page 46 of the Homework and Practice Book.

## The First Colonies

### Main Idea

Europeans started colonies in North America.

### Details

--	--	--	--



## California Writing Prompts

**Write a Comparative Report** Write a report that compares and contrasts the Virginia Colony and the Plymouth Colony. Tell at least two ways that the settlements were alike and two ways that they were different.

**Write a Narrative** Imagine that you are a reporter in St. Augustine, New Amsterdam, or New Orleans. Write a short story that describes your chosen city, including its location and why it was founded.



1600



**1607**  
The settlement of Jamestown is founded



**1620**  
The *Mayflower* sails to Plymouth

1700



**1684**  
La Salle claims Louisiana for France

## Use Vocabulary

Write a sentence to explain how each pair of terms is related.

- plantation** (p. 156), **slavery** (p. 156)
- raw material** (p. 161), **cash crop** (p. 164)
- legislature** (p. 165), **represent** (p. 165)
- royal colony** (p. 166), **proprietary colony** (p. 182)
- internecine** (p. 180), **ally** (p. 180)

## Use the Time Line

**ANALYSIS SKILL** Use the chapter summary time line above to answer these questions.

- When was New Spain formed?
- How many years after the English founded Jamestown did the *Mayflower* sail to Plymouth?

## Apply Skills

**ANALYSIS SKILL** Compare Primary and Secondary Sources

- Look at pages 178 and 179. Identify the primary source and the secondary source. Explain your choices.

**ANALYSIS SKILL** Read a Historical Map

- Use the map on page 185 to identify which European nation claimed most of the land along the Rio Grande by 1650.

## Recall Facts

Answer these questions.

- Why did Spain build missions in the borderlands of New Spain?
- Who settled the Plymouth Colony, and what was their reason for doing so?
- Why did some colonists enslave American Indians and Africans?

Write the letter of the best choice.

- What cash crop helped the Virginia Colony grow and prosper?
  - cotton
  - rice
  - tobacco
  - sugarcane
- What was the main reason French and Dutch settlers started colonies in North America?
  - They wanted religious freedom.
  - They wanted to gain profits from the sale of furs to Europe.
  - They wanted to set up plantations.
  - They wanted to govern themselves.

## Think Critically

- ANALYSIS SKILL** What are two examples of cooperation and two examples of conflict between early European colonists and American Indians?
- ANALYSIS SKILL** How did the relative location of the Plymouth Colony affect trade with England?





# The Mission San Diego de Alcalá

## GET READY

Mission San Diego de Alcalá, in San Diego, California, was the first in a string of 21 missions that stretched across the Spanish borderlands of California. San Diego de Alcalá was founded by Father Junípero Serra on July 16, 1769. In time, the city of San Diego grew around the mission. Today, many people visit to learn about mission life hundreds of years ago. At San Diego de Alcalá, you can see artifacts that belonged to Indians, early Spanish settlers, soldiers, and missionaries. Experience life in another time as you walk where they once walked.

## LOCATE IT



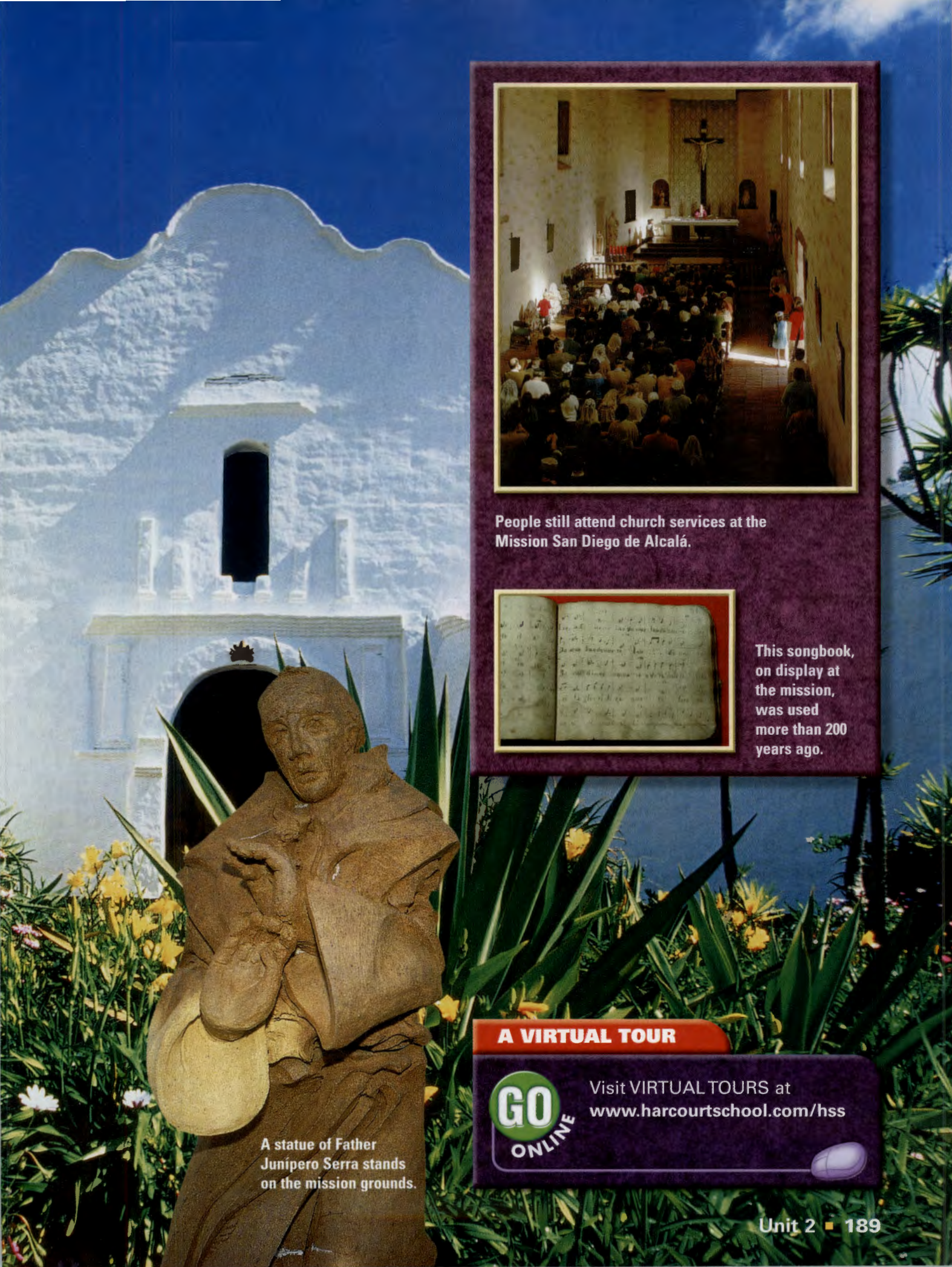
## WHAT TO SEE



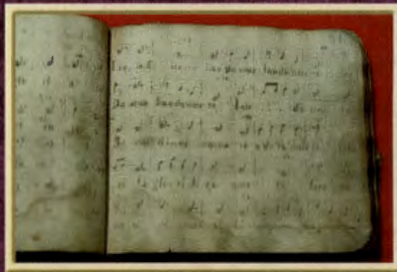
Visitors can spend time in the mission's scenic gardens.







People still attend church services at the Mission San Diego de Alcalá.



This songbook, on display at the mission, was used more than 200 years ago.

A statue of Father Junípero Serra stands on the mission grounds.

### A VIRTUAL TOUR



Visit VIRTUAL TOURS at [www.harcourtschool.com/hss](http://www.harcourtschool.com/hss)





# Review



## THE BIG IDEA

**Cooperation and Conflict** Europeans came to the Americas to find riches, build settlements, and bring their religion to others.



## Summary

### Cultures Meet

In the late 1400s, new technology allowed Europeans to begin exploring the world. Many hoped to find a sea route to Asia for trade. These explorations led people to the Americas. European countries soon sent more explorers to claim and settle those new lands.

As a result of these expeditions, Spain formed New Spain from lands claimed in North America, including what are now Mexico and much of the southwestern United States. England claimed much of the Atlantic Coast and built settlements in

present-day Virginia and Massachusetts. The Dutch founded the colony of New Netherland in present-day New York and New Jersey. France claimed much of what is now Canada and the entire Mississippi River valley, to form New France.

By 1700, much of North America was divided among these European nations, despite the fact that American Indians already lived there. Some colonists and Indians formed peaceful relations and exchanged goods and ideas, but many more fought over the land and resources.

### Main Ideas and Vocabulary

Read the summary above. Then answer the questions that follow.

- What is an expedition?
  - a ship designed for long voyages
  - a trip taken with the goal of exploring
  - a method of finding and following a route
  - an agreement between two nations
- What were Europeans searching for when they first reached the Americas?
  - more land for farming and ranching
  - furs and lumber to sell in Europe
  - a sea route to Asia
  - religious freedom
- What is a colony?
  - a group of people who make laws
  - a person who conquers other people
  - a share in the ownership of something
  - a land that is ruled by another country
- Which European country explored and claimed what is now Canada?
  - England
  - France
  - the Netherlands
  - Spain





## Recall Facts

Answer these questions.

- Who was the first explorer to claim land in the Americas for Spain?
- What were Verrazano and Cartier searching for when they explored the Americas?
- What was England's first permanent settlement in North America?
- What was the Mayflower Compact?
- Who claimed for France all of the Mississippi River valley?

Write the letter of the best choice.

- Which tools helped sailors determine their latitude and longitude?  
A the compass and the caravel  
B the hourglass and the astrolabe  
C the compass and the astrolabe  
D the telescope and the caravel
- Which region of North America did Francisco Vázquez de Coronado claim for Spain?  
A the Northeast  
B the Northwest  
C the Southeast  
D the Southwest
- Which of these settlements was founded first?  
A Jamestown  
B New Amsterdam  
C New Orleans  
D St. Augustine
- With which settlers did Indians mainly fight in the Powhatan Wars?  
A Dutch  
B English  
C French  
D Spanish

## Think Critically

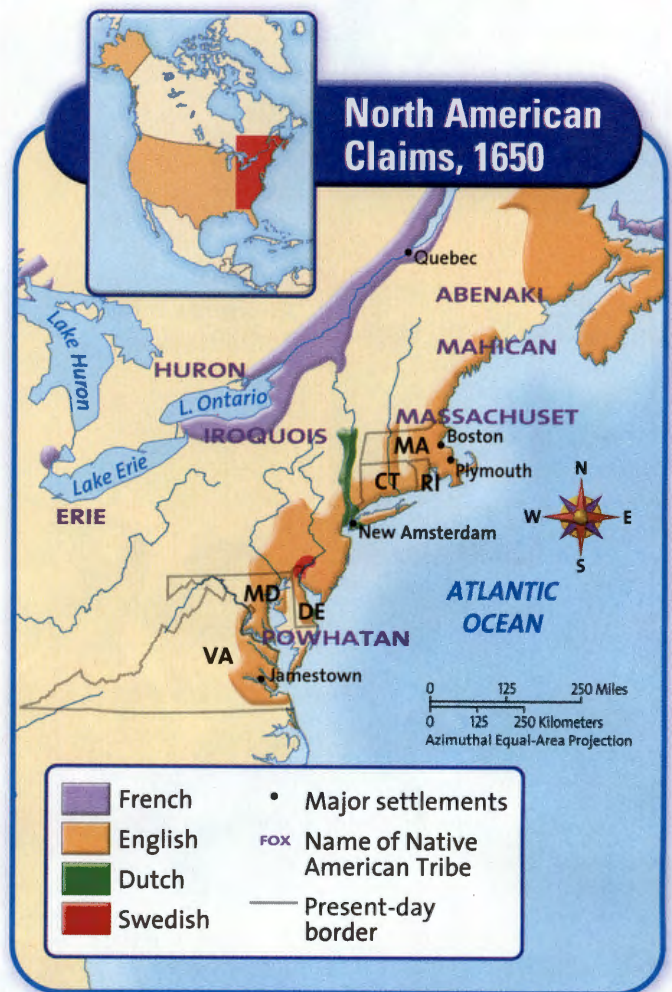
- ANALYSIS SKILL** What were some of the costs and possible benefits of expeditions?
- ANALYSIS SKILL** What role did religion play in the exploration and settlement of North America?

## Apply Skills

**ANALYSIS SKILL** Use a Historical Map

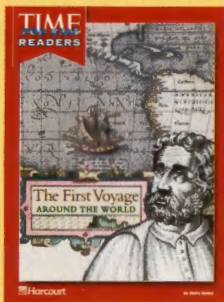
Use the historical map below to answer the following questions.

- Which nation claimed most of the land along the Atlantic coast?
- Which American Indian groups lived in areas claimed by France?

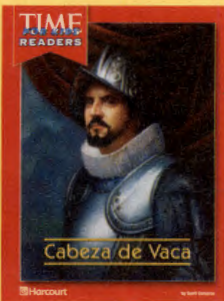




## Read More



■ *The First Voyage Around the World*  
by Claire Daniel.



■ *Cabeza de Vaca*  
by Scott Cameron.



■ *Old New Amsterdam*  
by Randi Hacker.

## Show What You Know

## Unit Writing Activity



## Write a Persuasive Advertisement

Imagine that you are living in the 1600s, in a country that has started a colony in North America. Your job is to persuade settlers to come to the new colony. Write an advertisement describing its location, why it was founded, and what life is like there. Organize your ideas and support your position with relevant evidence.

## Unit Project



**A Museum of Exploration** Build a museum exhibit about the exploration and early colonization of North America. Decide which people, places, and events to include in your museum and how you will present them. Prepare brief reports, journal entries, drawings, maps, and models for your museum.



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