

Settling the Colonies

Unit

3



START WITH THE STANDARDS

California History-Social Science Standards

- 5.3** Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- 5.4** Students understand the political, religious, social, and economic institutions that evolved in the colonial era.



The Big Idea



COMMONALITY AND DIVERSITY


The 13 English colonies were founded in different regions of North America and for different reasons.


What to Know

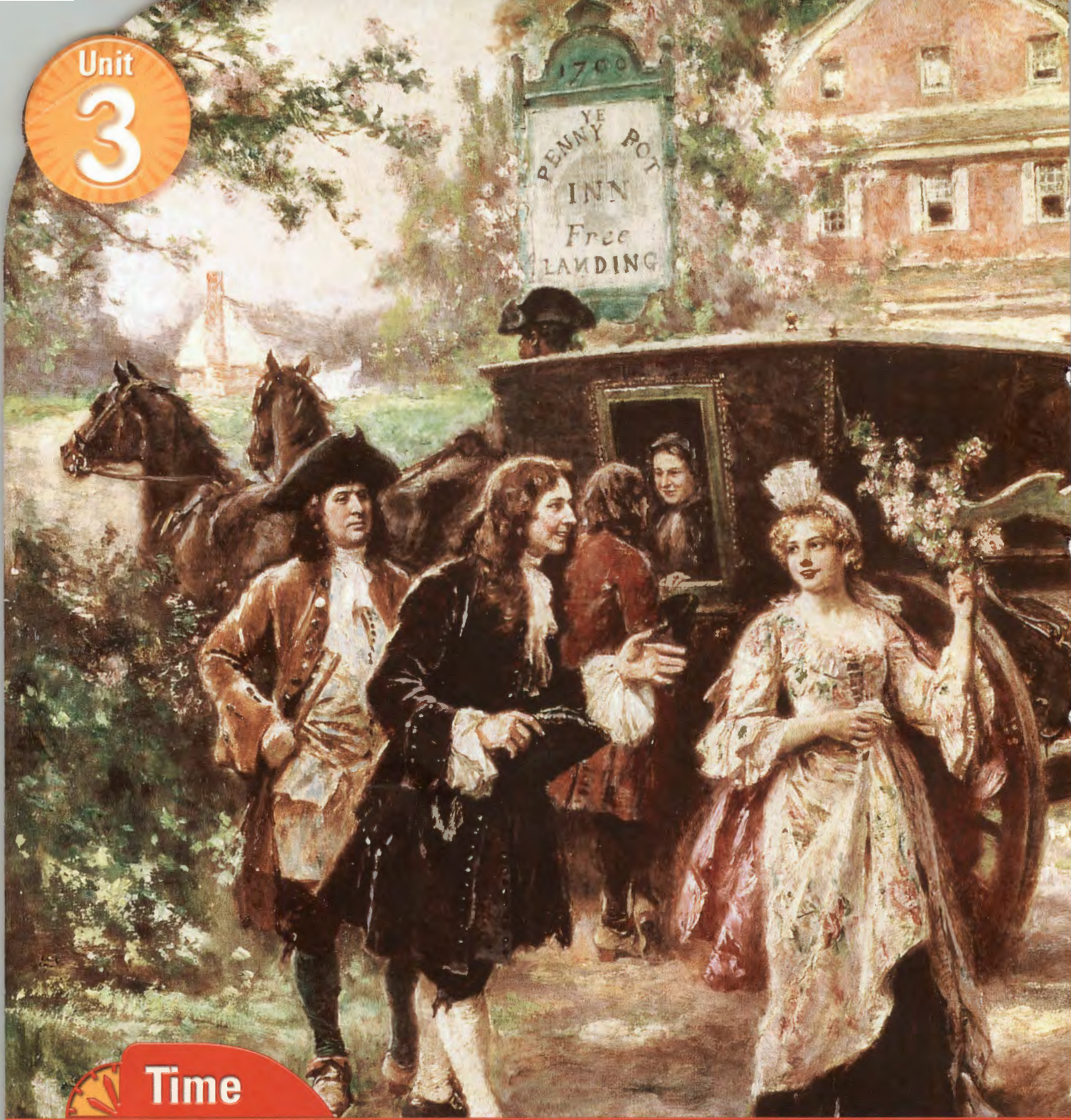
- ✓ Why did different people come to the English colonies and where did they settle?
- ✓ How did new colonies impact American Indian groups?
- ✓ What kinds of governments, economies, and new ideas developed in the colonies?

Show What You Know

★ Unit 3 Test

 Writing: A Narrative

 Unit Project: A Colonial Fair



Time

Settling the Colonies

• **1619** The first Africans arrive in the Virginia Colony, p. 283

• **1632** Lord Baltimore founds the Maryland Colony, p. 273

1600

At the Same Time

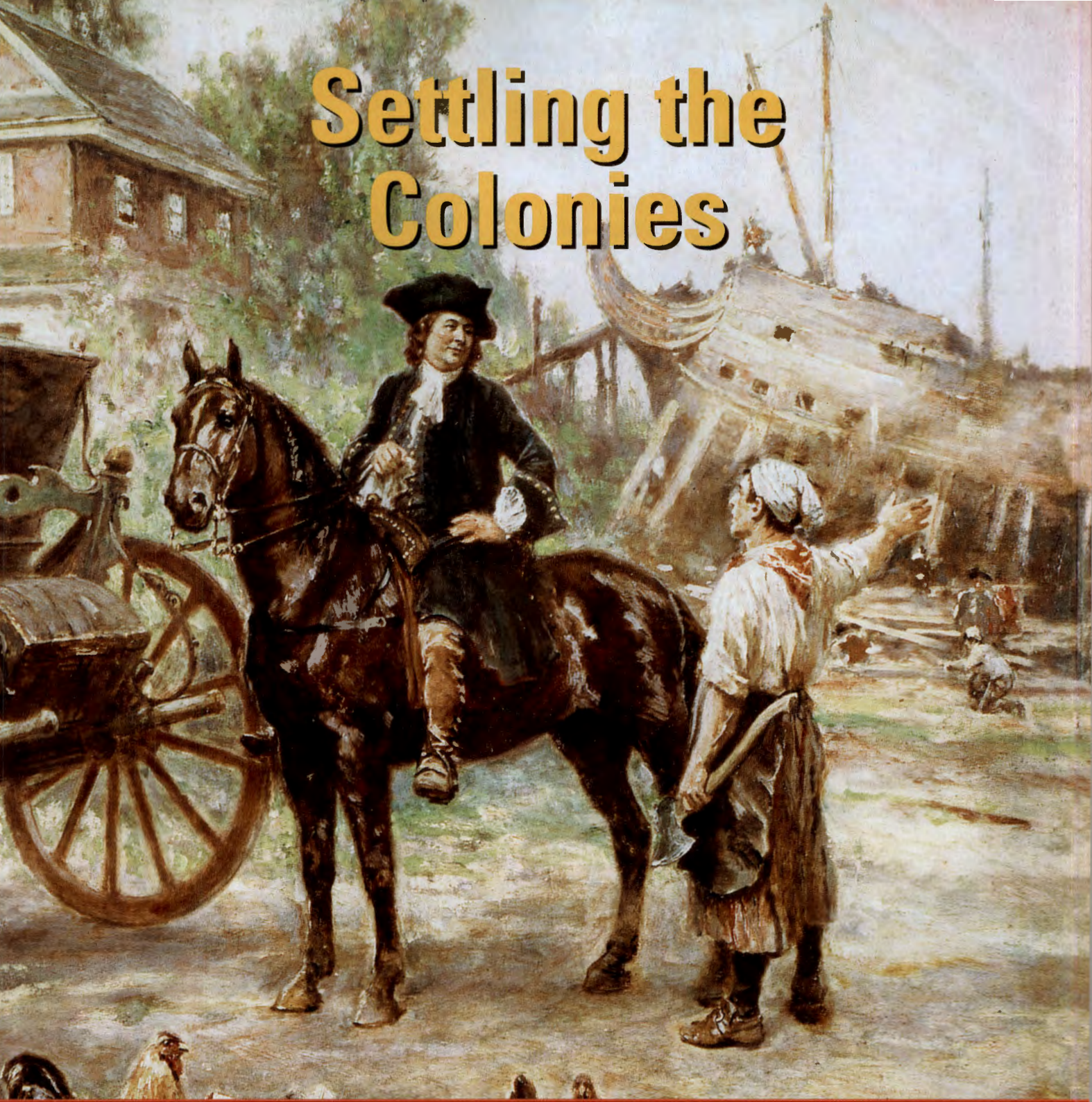
• **1602** Sebastián Vizcaíno maps the coast of Alta California



• **1636** The Dutch set up trading posts on the coast of Taiwan

1650

Settling the Colonies



• **1681** William Penn founds the Pennsylvania Colony, p. 245

• **1733** James Oglethorpe founds the Georgia Colony, p. 276

1700

1750



1707 The Act of Union unites England and Scotland as Great Britain



1742 American Indians fight against Spanish rule in Peru

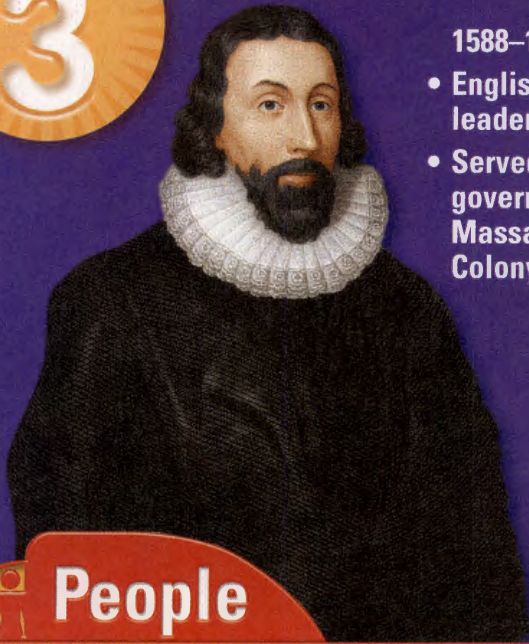
Unit

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John Winthrop

1588–1649

- English Puritan leader
- Served as governor of the Massachusetts Colony



Anne Hutchinson

1591–1643

- Puritan settler who began preaching in her home
- Forced to leave Massachusetts because of her beliefs



People

1550

1600

1650

1588 • John Winthrop

1649

1591 • Anne Hutchinson

1643

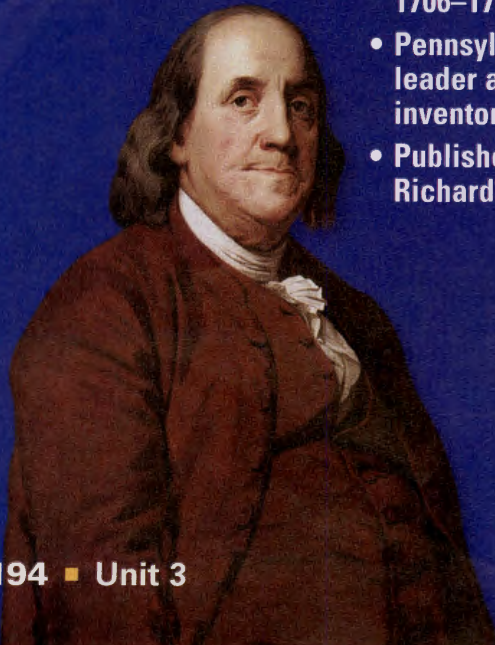
1638? • Metacomet

1644 • William Penn

Benjamin Franklin

1706–1790

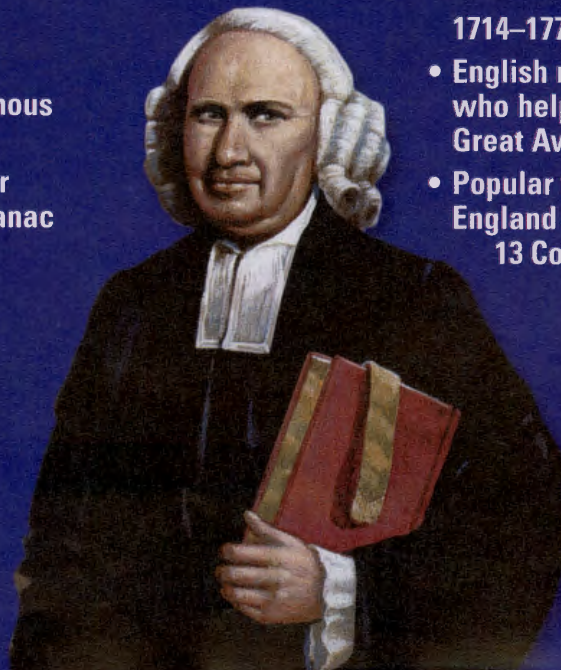
- Pennsylvania leader and famous inventor
- Published Poor Richard's Almanac



George Whitefield

1714–1770

- English minister who helped lead the Great Awakening
- Popular throughout England and the 13 Colonies



Metacomet

1638?–1676

- Known to the English as King Philip
- Led the Wampanoag Indians in King Philip's War

William Penn

1644–1718

- English Quaker who founded the Pennsylvania Colony
- Encouraged fair and peaceful relations with American Indians

1700

1750

1800

1676

1718

1706 • Benjamin Franklin

1790

1714 • George Whitefield

1770

1722 • Eliza Lucas Pinckney

1793

1745? • Olaudah Equiano

1797

Eliza Lucas Pinckney

1722–1793

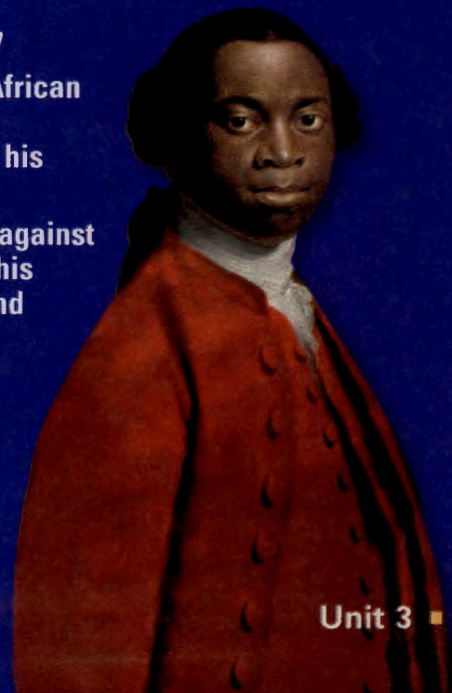
- Daughter of a South Carolina plantation owner
- Experimented with crops such as indigo and silk



Olaudah Equiano

1745?–1797

- Enslaved African who later purchased his freedom
- Spoke out against slavery in his writings and speeches

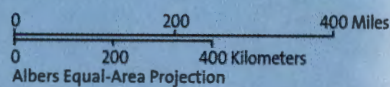


PACIFIC OCEAN



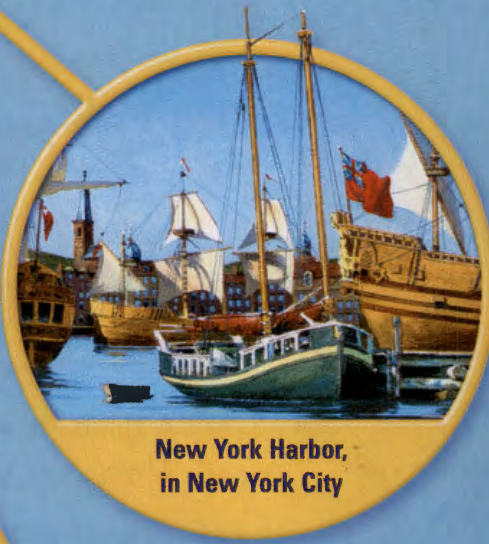
At the Same Time

Palace of the Governors, in New Mexico

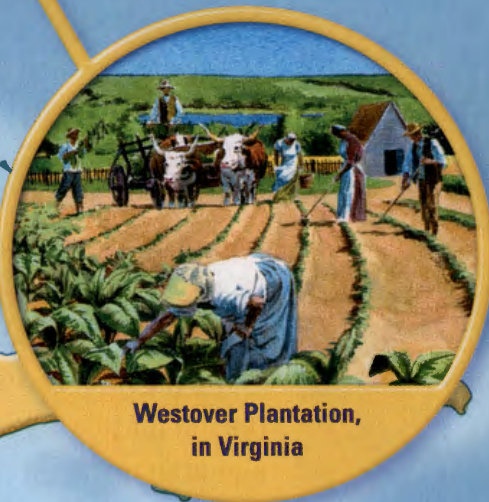




**Mystic Seaport,
in Connecticut**



**New York Harbor,
in New York City**



**Westover Plantation,
in Virginia**

- English (New England Colonies)
- English (Middle Colonies)
- English (Southern Colonies)
- French
- Spanish
- FOX** Name of American Indian Tribe

Reading Social Studies

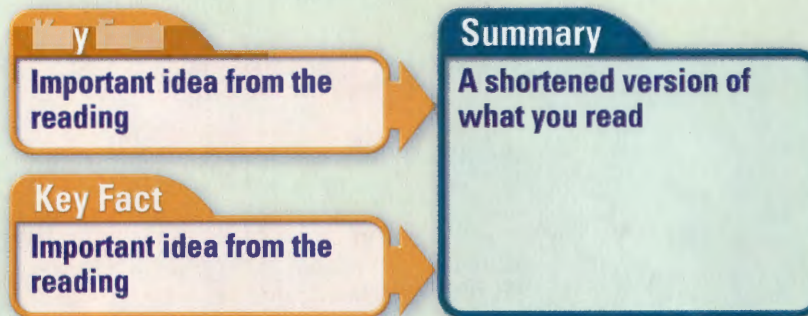


Summarize

When you **summarize**, you state in your own words a shortened version of what you read.

Why It Matters

Summarizing can help you understand and remember the most important information of a paragraph or passage.



- ✓ A summary includes only the most important ideas from what you read.
- ✓ Always use your own words when you summarize.

Practice the Skill

Read the paragraphs. Then write a summary for the second paragraph.

Facts

Settlers came to North America from different European countries, but Spain set up the first permanent settlement to be started by Europeans in what is now the United States. In 1565, Spanish colonists founded St. Augustine, in Florida. (In 1565, Spain founded St. Augustine, the first permanent European settlement in what is now the United States.)

Summary

Most settlers who came to North America in the 1600s were English. One reason for this was that England had more people than it could feed. Poor people and orphans were sometimes sent to America—sometimes against their will.

Apply What You Learned



Summarize Read the paragraphs, and answer the questions.

Young Colonists

Many children came to North America from England without their families. Some of them were orphans. Others were the children of poor families. In England, many parents could not earn enough money to feed their children. Children fled to cities to beg for food. England had a law that said poor children had to be taken in and cared for, but there were usually more children than there were people to care for them.

In the Virginia Colony, tobacco plantations needed lots of workers. The owners of the Virginia Company saw an opportunity to put English children to work. They asked English leaders to allow the company to take children to the Virginia Colony as indentured servants. As indentured servants, the

children were required to work for the company for a certain period of time, usually seven years. After they completed their service, they would be given some basic supplies, some food, and their freedom.

Many children, however, did not survive long enough to be granted their freedom. The climate and living conditions in North America were very different from those in England. Sickness killed many indentured servants within the first two years of service.

Indentured service, though, was often the only option for many poor children and adults. If they could survive their period of service, they would earn a fresh start in a new land.



Summarize

1. Why did many orphans and poor children become indentured servants?
2. Why did the Virginia Company want to bring children to the Virginia Colony?
3. How would you describe life for young colonists in North America?



Study Skills

POSE QUESTIONS

Posing, or asking, questions as you read can help you improve your understanding.

- Think of questions that might be answered by reading. For example, you may ask how events are related.
- Use the questions to guide your reading. Look for answers as you read.

Questions	Answers
In what ways were the settlers in Massachusetts like those who settled at Plymouth?	Like the settlers at Plymouth, the settlers at Massachusetts wanted to live by their Christian ideas.
Why did people settle in areas near the colony of Massachusetts?	

Apply As You Read

Before you read the chapter, write a list of questions. Look for the answers as you read. Be sure to look also for the answer to complete the chart above.



California History-Social Science
Standards, Grade 5

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

The New England Colonies

5



➤ Historic Wickford Village in Rhode Island

**Start
with a
Story**



The Courage of Sarah Noble

written by Alice Dalgliesh
illustrated by Greg Newbold

In 1707, eight-year-old Sarah Noble lived in Westfield, Massachusetts, with her mother, father, and seven brothers and sisters. When her father, John, decided to move the family to Connecticut, Sarah offered to go with him to cook while he built a new home for their family.

At her new home, Sarah befriended Tall John and his family, American Indians who lived nearby. When Sarah's father traveled back to Massachusetts to get the rest of his family, Tall John's family cared for Sarah. Read now about Sarah's experiences in the Indian village.

October days were warm and sunny. The Indian women spread the corn out to dry. At night Sarah helped them to cover it carefully, so the heavy dew would not wet it.

There were many things to do. Tall John's wife taught Sarah how to weave a basket. And because Sarah's clothes were stiff and heavy, the Indian woman made her clothes of deerskin, such as the Indians wore when the days grew colder. She also made a pair of deerskin moccasins. Sarah's feet felt light and

free; she walked softly as the Indian children did.

Often she thought of her family. Were they on the way? Would Hannah and Margaret be afraid of wolves? Stephen would not be. And the baby was too young to know about the danger . . .

There was nothing, she thought, to be afraid of here with Tall John and his family. But there *was*.

The pleasant, quiet days came to an end, and all at once Sarah felt that there was fear and disturbance in the air.

disturbance disorder, trouble



More Indians kept watch on Guarding Hill. The Indians from the North must be coming.

So Sarah scarcely knew whether to sleep at night. Suppose . . . Suppose . . . But tired from long days in the sun she slept at last, always with a fold of her cloak caught in her hand. And before she slept she said to herself:

*Keep up your courage,
Sarah Noble. Keep up your
courage.*

Once in the night she wakened and listened. Tall John had told her, partly in words and partly by signs, that all along the Great River there were hills like Guarding Hill, where men kept watch. If the Indians from the North were coming, the word would be passed from hill to hill by calling—and the villages would be ready.

Sarah listened and listened. Once she seemed to hear a long, low wailing.

Was this the signal? Were the Indians coming down from the North?

wailing a sad cry



She waited for the village to waken, but everything was still. In the darkness she could hear the even sleep-breathing of Tall John and his wife, of Small John and Mary.

“Why, it’s nothing but a wolf!” said Sarah. Soon her heart beat quietly and she, too, was breathing evenly in sleep.

In the morning Tall John told her that there had been fear—but the danger had passed. The river villages would not be raided.

So forgetting all her fears of the night before, Sarah played with the other children. It was such a charming game they played in the warm sunshine. Taking off

all their moccasins they placed them in a row, then hid a pebble in one. Sarah was pleased when it came her turn to guess—and she guessed right. The pebble was in her own shoe! In the middle of the game she turned suddenly, feeling that someone was watching her.

And it was her father! John Noble stood there, saying not a word. His eyes crinkled up at the corners the way they did when he was amused, and he said, “Sarah! I had thought you were one of the Indian children!”

“Father!” said Sarah, and ran to him. “Has my mother come?”



"We are all here, now," said her father. "I have come to take you home. But, daughter, I think it would be well to put on your own clothes, or your mother will surely not know you!"

So Sarah put on her clothes, piece by stiff piece. She now thought of buttons as tiresome, and as for petticoats . . . The moccasins she kept on, for her feet refused to go into those heavy leather shoes. When she was ready to leave, she saw Tall John looking sadly at her.

"You go . . . Sarah . . ." he said.

"I must," said Sarah. "My mother is here."

Tall John said nothing, but swung Sarah up on his shoulder, as he had done many times before.

Response Corner

- 1 Why did Sarah become frightened?
- 2 How were the clothes given to her by the Indians different from her old clothes?
- 3 Do you think Sarah liked living in her new environment? Write a paragraph explaining why or why not.

petticoat a skirt usually worn under other clothing

Lesson

1

Time

1600

1750

1630

The Massachusetts Colony is founded

1636

Roger Williams founds Providence

1675

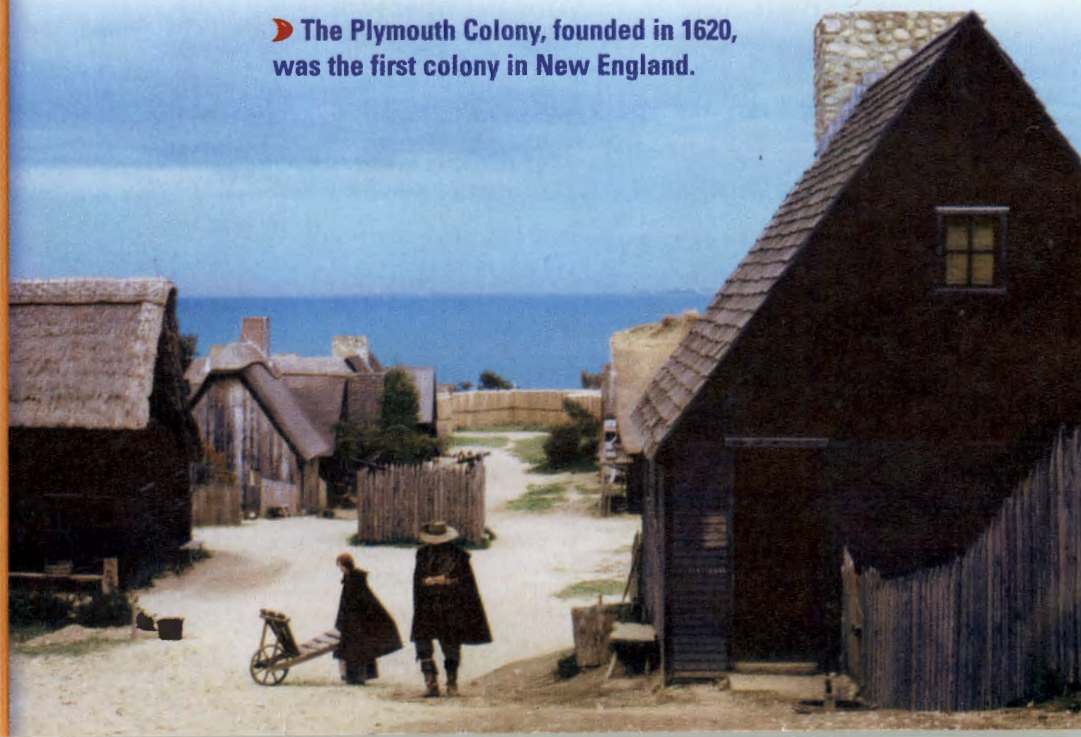
King Philip's War begins

Settling New England

YOU ARE THERE

You walk outside your small village and look out at the sea. Ten years ago, you and your family traveled here from England to build a religious community. At first, you were sad to leave England, but you have learned to adjust to your new life. Your experiences have taught you that life in this colony requires hard work and a strong spirit. Recently, you have heard that new settlers from England will soon arrive. You hope they are prepared for all the challenges they will face.

► The Plymouth Colony, founded in 1620, was the first colony in New England.



WHAT TO KNOW
Why did people start colonies in New England?

- ✓ Describe the location of the New England Colonies.
- ✓ Identify the people who founded colonies in New England.
- ✓ Examine relations between American Indians and settlers.

VOCABULARY

charter p. 207

dissent p. 208

expel p. 208

consent p. 209

sedition p. 209

frontier p. 212

PEOPLE

John Winthrop

Roger Williams

Anne Hutchinson

PLACES

Massachusetts

Rhode Island

Connecticut

New Hampshire



SUMMARIZE



California Standards

HSS 5.3, 5.3.2, 5.3.3, 5.4, 5.4.1, 5.4.2, 5.4.3, 5.4.7



► From 1630 to 1643, more than 20,000 Puritans left Europe to settle in New England.

A City on a Hill

In 1628, a small group of settlers arrived in North America with a **charter** from the king of England. This official paper gave them approval to start a colony in New England. With their charter, they built a village called Salem on a bay they called Massachusetts Bay.

Like the Pilgrims, these settlers came to New England to practice their religious beliefs and to start farms and businesses. Unlike the Pilgrims, however, they did not want to break away from the Church of England. They wanted to change the church to make it more “pure.” For this reason, they were called Puritans.

In 1630, **John Winthrop** led the second group of Puritans to settle the **Massachusetts Bay Colony**.

He hoped the colony would be seen by others as an example of Christian living. In a sermon, he said,

“... We shall be as a city upon a hill. The eyes of all people are upon us. . . .”*

Winthrop’s group of Puritans chose to build their “city upon a hill” to the south of Salem, near the mouth of the Charles River. They named their settlement Boston, after a town in England. Most early settlements in New England were built along the Atlantic coast to make it easier for colonists to get supplies from English trading ships.



► **John Winthrop**

READING CHECK ✨SUMMARIZE

Why did the Puritans found the Massachusetts Bay Colony?

*John Winthrop. *Pilgrims and Puritans: 1620–1676*, by Christopher Collier and James Collier. Benchmark Books, 1998.

New Ideas, New Settlements

In 1630, John Winthrop was elected governor of the Massachusetts Colony. He and the other Puritan leaders kept strict control over life in the colony in an effort to create the perfect society. They did not welcome people whose beliefs differed from their own, because they thought that **dissent**, or disagreement, might hurt their colony.

Some colonists did disagree with the Puritan leaders. One of those colonists was a minister in Salem named **Roger Williams**. He and his followers believed

that their church should be separate from the colonial government and the strict rule of the Church of England. They also believed that Puritan leaders should not punish people for having different beliefs.

Williams disagreed with Puritan leaders over the treatment of the Indians, too. He argued that the settlers ought to live in peace with the Indians. Before long, Winthrop and the other Puritan leaders decided to punish Williams for his dissent. They held a court trial and found him guilty of spreading "new and dangerous opinions."* In 1635, the leaders voted to **expel** Williams, which meant he had to leave Massachusetts.

*Records of the court of assistants of the Colony of Massachusetts Bay, 1630-1692. AMS Press, 1928.

► After Roger Williams was expelled from Massachusetts, the Narragansett Indians gave him shelter.





► Anne Hutchinson's weekly meetings were seen as a challenge to the authority of the men who led the Puritan church.

Williams and his family moved south of Salem to what is now called Narragansett (nar•uh•GAN•suht) Bay. For a short time, they lived near the coast with the Narragansett Indians. Many of Williams's followers soon joined him there. In 1636, Williams bought land from the Narragansett and founded a settlement that he called Providence.

Williams organized a settlement based on the **consent**, or agreement, of the people and a spirit of cooperation with the Indians. The new settlement gave its people the freedom to follow any religion they chose.

The leaders of the Massachusetts Bay Colony faced another challenge to their authority, or power, from a colonist named Anne Hutchinson. Hutchinson

questioned the teachings of the Puritan ministers and started holding popular religious meetings at her home.

Hutchinson's actions angered many Puritan leaders. In 1637, they brought her to trial on charges of **sedition** (sih•DIH•shuhn), or speaking in ways that caused others to work against the government. Hutchinson was found guilty and expelled from the colony.

With her family and several followers, Hutchinson left to start a settlement on an island near Providence. That settlement later joined Williams's settlement under the charter that formed the colony of Rhode Island in 1647.

READING CHECK ✪ **SUMMARIZE**

Why did Roger Williams wish to start a new settlement?



fertile Connecticut (kuh•NEH•tih•kuht) River valley to the west.

Most early Connecticut settlers came to find good farmland, but many also came because of their religious beliefs. One such settler was a Puritan minister named Thomas Hooker. He left Massachusetts because he disagreed with the way its leaders ruled. Hooker and his followers founded the settlement of Hartford. In 1636, Hartford and other nearby settlements became part of the colony of Connecticut.

In 1639, the leaders of the Connecticut Colony wrote the Fundamental Orders, a plan of government. These orders allowed voters to elect their leaders. However, the only people who could vote were white men who owned land.

Other colonists looking for economic opportunities moved north of Massachusetts. In 1623, a Scottish settler named David Thomson set out with a group to establish a fishing settlement near the mouth of a river. In 1679, this settlement, later known as Portsmouth, joined with others in the area to form the colony of New Hampshire.

READING CHECK CAUSE AND EFFECT

What caused farmers to settle in the Connecticut River valley?

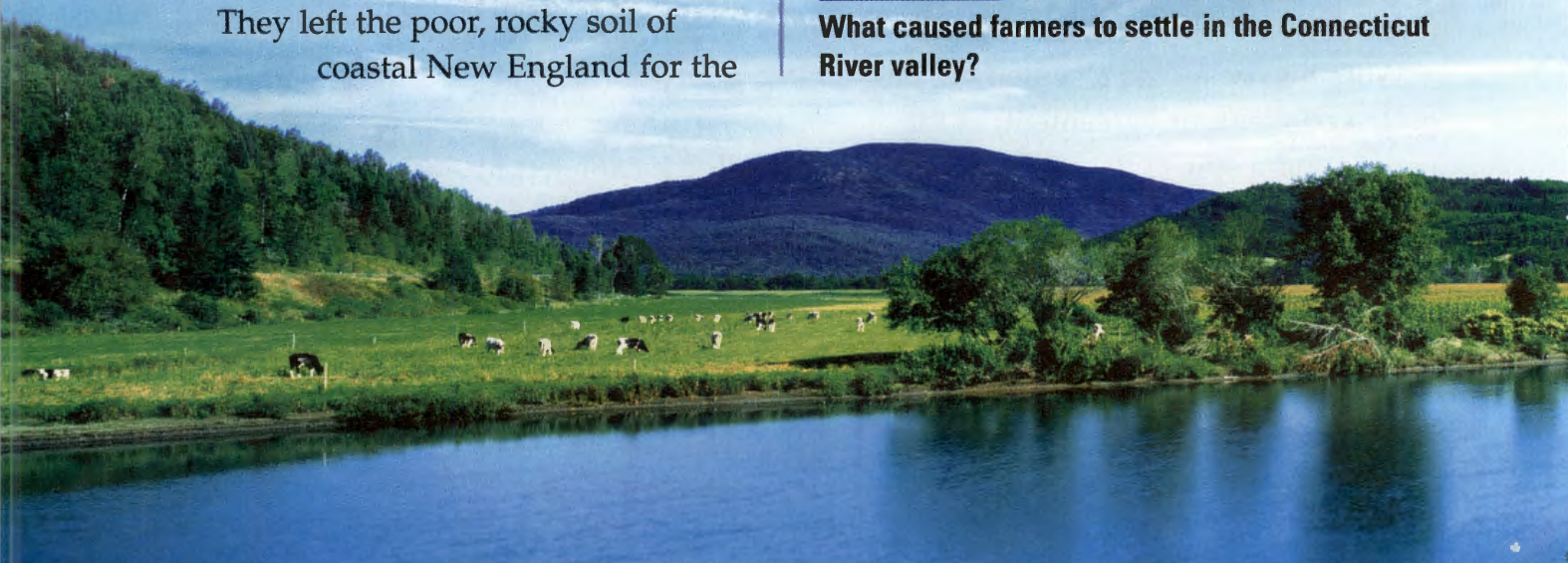
ANALYSIS SKILL Analyze Maps

Regions Which of the New England Colonies had the smallest amount of land?

New England Grows

Other settlers moved away from Massachusetts to find better farmland.

They left the poor, rocky soil of coastal New England for the



Growth Brings Conflict

As the colonists spread across New England, they settled where American Indians already lived and hunted. In the Connecticut River valley, fighting broke out between the colonists and the Pequot (PEE•kwaht) Indians. The Pequot wanted to stop the colonists from taking over their lands. With the help of the Narragansett and soldiers from Massachusetts, the Connecticut settlers defeated the Pequot in the 1630s. The conflict became known as the Pequot War.

The settlers and the Indians had different ideas about land ownership. The Mohegan (moh•HEE•guh), Narragansett, Wampanoag (wahm•puh•NOH•ag), and other tribes believed that no one could own land. When they “sold” land to settlers, they thought they were agreeing to share it. The English, however, expected the Indians to leave the land.

Metacomet, known to the English as King Philip, was the leader of the Wampanoag Indians. When more English

► **The Connecticut River flows through present-day New Hampshire, Vermont, Massachusetts, and Connecticut.**



► **Metacomet**

settlers began moving onto Indian lands, Metacomet decided that the Indians had to unite against the colonists. He said,

“I am resolved not to see the day when I have no country.”*

In 1675, harsh feelings between the colonists and the Indians led to an all-out war. The colonists named it King Philip’s War. The war began when a group of Indians attacked the town of Swansea in Rhode Island. In return, the settlers destroyed a nearby Indian village.

Over the next year, King Philip’s War spread as far north as present-day Maine and as far south as Connecticut. In the end, both sides suffered terrible losses. Among the colonists, 1 of every 16 men died in battle. At least 3,000 American Indians, including Metacomet, died.

*Metacomet. *The Rhode Island Colony* by Dennis Fradin. Children’s Press, 1989.

Cultural Heritage

American Indian Place Names

Most of New England’s native people belonged to the Algonquian language group. Many place names in New England reflect this Algonquian heritage. The name *Massachusetts*, for example, means “at the big hill” in the Algonquian language. The name *Connecticut* comes from the Mohegan Indian word *quinnitucket*, meaning “at the long tidal river.” Other places in the region, such as Narragansett Bay, were named for the tribes that lived there.

Some tribes were nearly wiped out, and most were forced to give up their lands.

Settlers soon moved onto those lands. Some began settling in western Connecticut, while others moved into present-day Vermont, northern New Hampshire, and Maine. The **frontier**, or the lands beyond the areas already settled by colonists, was being pushed west, too. By 1700, more than 90,000 colonists lived in New England.

READING CHECK ✨ **SUMMARIZE**

What were the two major effects of King Philip's War?


Summary

English settlers came to New England and built colonies along the Atlantic coast. Many lived by their religious beliefs. Over time, more settlers arrived, forcing American Indians to leave their lands.




► The Niantic Indians, along with several other groups, did not take part in King Philip's War.


REVIEW

1.  Why did people start colonies in New England?
2. Use the term **dissent** in a sentence about Roger Williams.
3. How did the physical features of New England affect colonists' decisions about where to settle?

CRITICAL THINKING

4. Why do you think the leaders of the Massachusetts Bay Colony forced out colonists who disagreed with their rule?
5. **ANALYSIS SKILL** In what ways did the actions of John Winthrop, Roger Williams, Anne Hutchinson, and Thomas Hooker show the importance of religious belief in early New England government?

6.  **Draw a Map** Make a map that shows the location of the New England colonies. Your map should also list the date each colony was established and the person or group that founded it.

7.  **FOCUS SKILL** **SUMMARIZE**
On a separate sheet of paper, copy and complete this graphic organizer.

Key Fact

Metacomet asked Indians to unite.

Key Fact

Indians and settlers disagreed about land ownership.

Summary

Anne Hutchinson

*“You condemn me for speaking what in my conscience I know to be truth.”**

Biography

Trustworthiness
Respect
Responsibility

Fairness

Caring
Patriotism

Anne Hutchinson spoke those words at her trial in 1637, shocking the other colonists in her Puritan community. By defending her right to have her own religious beliefs, she was challenging the authority of the colony’s leaders.

Hutchinson was born Anne Marbury in England in 1591. As a child, she looked up to her father, a church official who spoke out against the Church of England. At the age of 21, Anne Marbury married William Hutchinson, with whom she raised 15 children. In 1634, the Hutchinson family moved to Massachusetts.

At her new home in Boston, Hutchinson shared her beliefs at prayer meetings. She said that people did not need to follow church laws in order to please God. The colony’s leaders said she had broken the law, so they put her on trial and voted to expel her from Massachusetts.

In 1638, with her family and followers, Hutchinson settled in what later became the Rhode Island Colony. After her husband died, she moved her family to what is now New York, where she was killed in an Indian raid in 1643. Anne Hutchinson’s struggle for religious freedom set an example for others in her time.

*Anne Hutchinson. *Anne Hutchinson, Guilty or Not? A Closer Look at Her Trials* by Jean Cameron. Peter Lang Publishing, 1994.

Why Character Counts

❖ In what ways did Anne Hutchinson struggle to be treated fairly?

Bio Brief

1591

Born 1591

1634 Hutchinson moves to Boston and starts holding religious meetings

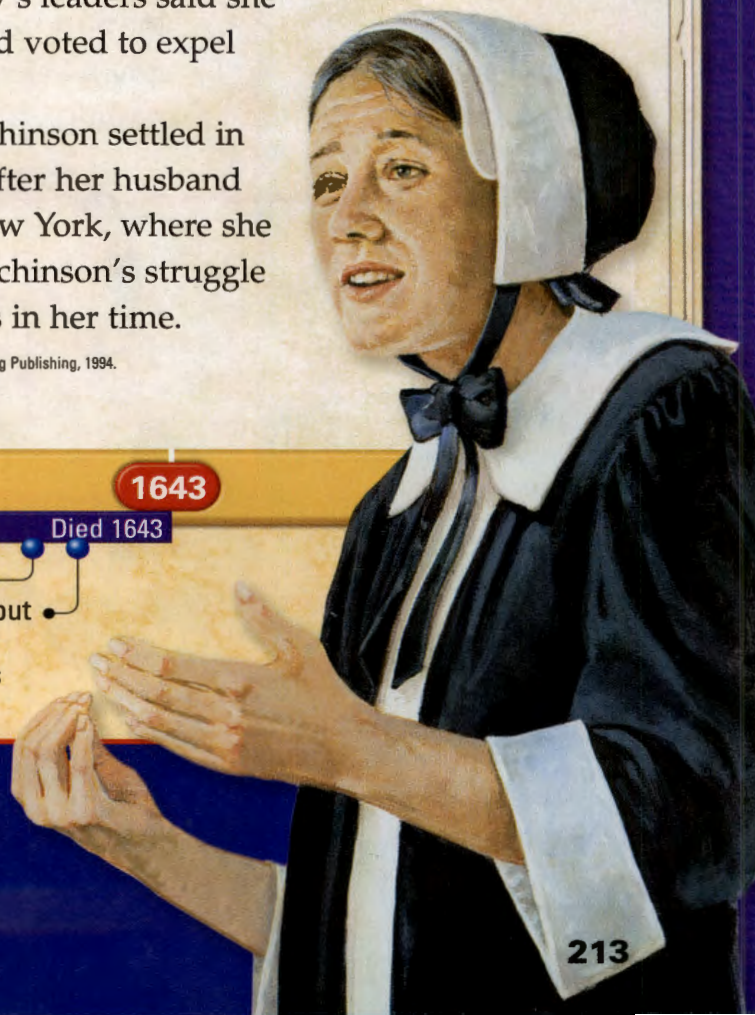
1643

Died 1643

1637 Hutchinson is put on trial and expelled from Massachusetts



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1636
Harvard College
is founded

1647
Massachusetts passes
the first public school law

Life in New England



WHAT TO KNOW

How did the Puritans' religious beliefs affect life and government in the New England Colonies?

- ✓ Describe the religious beliefs and practices of the Puritans.
- ✓ Analyze the importance of town meetings and self-government in the English colonies.
- ✓ Describe how towns in New England were organized.

VOCABULARY

common p. 216

town meeting p. 217

public office p. 217

PLACES

Harvard University



SUMMARIZE



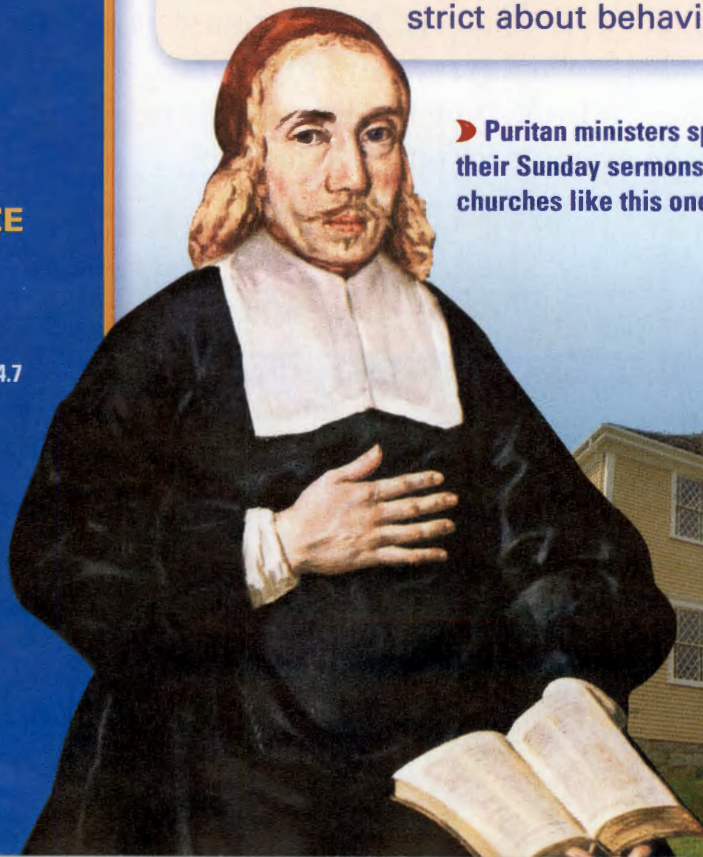
California
Standards

HSS 5.4, 5.4.2, 5.4.3, 5.4.5, 5.4.7

YOU ARE THERE

You sit beside your mother on a hard wooden bench in church. Across the aisle, your father and the Puritan men and boys listen quietly to the sermon. The church is cold this morning, but a box of heated coals warms your feet. You watch the sand run down the hourglass on the minister's pulpit. His sermon has already lasted three hours! You try hard to stay awake, because if someone catches you napping, you'll be punished. You wish the Puritans were not so strict about behavior in church.

► Puritan ministers spent many hours preparing their Sunday sermons, which were delivered at churches like this one in Hingham, Massachusetts.





► Early New England colonists often carried their weapons with them wherever they went, including church.

FAST FACT

The first book printed in the English colonies was a prayer book printed in Boston in 1630.

A Religious Life

The Puritans based every part of their lives on their Christian religious beliefs. Before taking any action, they thought about the Bible's laws. They also considered how they might be judged by God and by their community. Their religious beliefs determined how the Puritans lived, worked, and spent their free time.

On Sundays, every person in a Puritan town had to attend church services. Puritan churches had no paintings, statues, or bells. The Puritans believed in simple religious practice. They thought that praying and reading the Bible were the best ways to worship God.

A Puritan church service lasted for most of the day, with a break for a meal at noon. People sat on hard wooden

benches and could not nap. A person who fell asleep or did not behave properly was punished in front of everyone else.

The Puritans harshly punished people who missed church or who spoke out in dissent. The usual punishment for such behavior was several hours in the town stocks. In the stocks, a person's head, hands, and feet were locked uncomfortably into a wooden frame. Anyone who passed by could scold the person.

The Puritans lived by strict rules. For example, they discouraged stage plays and card games. They believed that such activities wasted time and dishonored God. Instead, they focused on working hard.

READING CHECK ✶ SUMMARIZE

How did the religious beliefs of the Puritans affect their daily lives?



A New England Town

Most people in colonial New England lived in small towns. The small size of a Puritan town made people feel that they belonged to a community. It also made it easier for them to help one another. People relied on their community for support. To be united, they lived, worked, and worshipped close together.

At the center of each town was the **common**. This was a parklike area shared by all the townspeople and used for grazing cattle, sheep, and other livestock. The colonists built their houses along the sides of the common.

Over time, the people added other buildings around the common. Larger towns in New England usually had an inn for travelers. In nearly every town, a school was built close to the common. Most towns also had a general store, a sawmill, and a blacksmith shop.

To meet their economic wants, people in most small towns in the colonies depended on a system of barter. Instead of using money, people traded with each other for goods and services. Some colonists specialized in a certain type of work. As a result, colonists depended on one another as they bartered for things. For example, a blacksmith might make



A Closer Look

A New England Town

Most New England towns were self-sufficient communities, which meant that the people grew or made most of what they needed.

- | | |
|-----------------|----------------|
| 1 Fields | 6 Stocks |
| 2 Cooper | 7 Meetinghouse |
| 3 Common | 8 School |
| 4 Well | 9 Mill |
| 5 General Store | |

❓ Why was the meetinghouse the center of town life?

iron tools for his neighbor, the cooper. In exchange, the cooper might make barrels for the blacksmith.

Another building that stood near the common was the town's church, or meetinghouse. It was the center of town life, because all religious services were held there. The meetinghouse was also where the Puritans took care of all town government. Everyone in the town could attend a **town meeting**, but only male church members were allowed to vote. By the end of the 1600s, though, any man who owned property could vote. However, women, indentured servants, and slaves were not allowed to vote.

Every year, towns across New England held special town meetings at which voters elected people to **public offices**, or jobs for the community. These jobs included constable, town crier, grave digger, and fence viewer.

The constable's job was to maintain order and keep the peace. The town crier walked around town calling out important news for everyone to hear. The fence viewer made sure that all the fences around the crops were kept in good condition.

READING CHECK DRAW CONCLUSIONS

Why were town meetings important to New England colonists?

Home Life

The main room of a Puritan home had a large fireplace in which a fire was always kept burning. All cooking was done there. Most food was roasted over the fire or simmered in large iron kettles hung over the fire. Kettles were also used to heat water for cooking and washing. Baking was done in a small oven inside the fireplace.

Women and girls spent many hours preparing food for their families. They also used churns to turn cream into butter. They dried and preserved fruits and pickled cabbages and other vegetables from their gardens. Pickling and storing fruits and vegetables in jars preserved

the food so that it would last through the cold, hard winter.

Women and girls also made the simple clothing worn by most colonists. As fabric was limited, even pieces of worn-out clothing were used to make new clothing and patchwork quilts to put on beds. Nothing useful went to waste.

Women and girls made many other items that their families used every day. They used animal fat to make soap and candles, and they used pig bristles, or hair, to make brushes. Women also took care of the children. Most Puritan families had seven or more children.

Men and boys hunted for food, furs, and hides. They cut firewood and made most of their own tools from wood.

► Historical reenactors, such as these women, work at museums and living history sites to show how people lived in the past.



Democratic Values

The United States has a long tradition of representative government.

In New England town meetings, voters elected leaders for the whole colony. Each town in Massachusetts helped choose the governor. Voters also elected two people from their town to represent them in the colonial government. The governor, his assistants, and an assembly of town representatives formed the General Court, which passed laws and made decisions for the colony. Most New England colonies had similar forms of government. However, their charters all said they had to be loyal to the English government.



The men also took turns patrolling the borders of the town.

Most men and boys spent their days working in the fields outside the town. After clearing trees and rocks from the land, they plowed the soil and planted crops. The colonists grew corn, wheat, rye, and barley. Among the rows of corn, farmers also grew pumpkins and squash. They had learned some of their farming methods from the Wampanoag Indians.

Each autumn, all the people in town worked together to harvest the crops. They sent some of these crops to England in exchange for things such as paper, lead, and paint. They also sent crops to English colonies on the Caribbean Islands in exchange for sugar.

The Puritans raised cattle, hogs, and sheep as sources of food, leather, and wool. They made their own shoes from leather and wore warm clothing made from sheep's wool.

Life was difficult for the early Puritans, but they still found time for some leisure activities. Children usually had few toys, but they enjoyed playing games and sports. At night, families sat around the fire to read the Bible or other religious books. Often, the Puritans' leisure time combined play with work. For example, some children liked to fish and hunt, and others enjoyed sewing and quilt-making.

READING CHECK SUMMARIZE

How did women contribute to New England communities?

Schools

Schools were very important to the Puritans because they believed that every person should be able to read the Bible. At first, Puritan parents taught their children at home or sent them to home schools. Then, in 1647, Massachusetts passed a new law saying that every town with at least 50 families must have a school. All the other New England Colonies except Rhode Island passed similar laws. As a result, the New England Colonies had more schools than any of the other English colonies.

Puritan schools were among the first public schools in the English colonies. A typical school had only one room and one teacher. Most teachers were men, and many of them were very strict. Some often whipped students for bad behavior or even for a wrong answer!

The main subject taught in Puritan schools was reading, and many children used a schoolbook called the *New England Primer*. In colonial days, paper and ink were very expensive, so most students learned to read from a hornbook. This was a piece of paper showing the alphabet that was attached to a paddle-shaped frame. To protect it, the paper was covered with a thin, clear sheet of animal horn, sliced so thin that a person could see right through it.

Few Puritan children went to school for very long because their parents wanted them to help at home and on the farm. Many Puritans thought that learning how to read was enough education for most people.

Some boys, however, continued their education. They went to grammar schools, where they prepared to attend college. In 1636, the Puritans

PRIMARY SOURCES

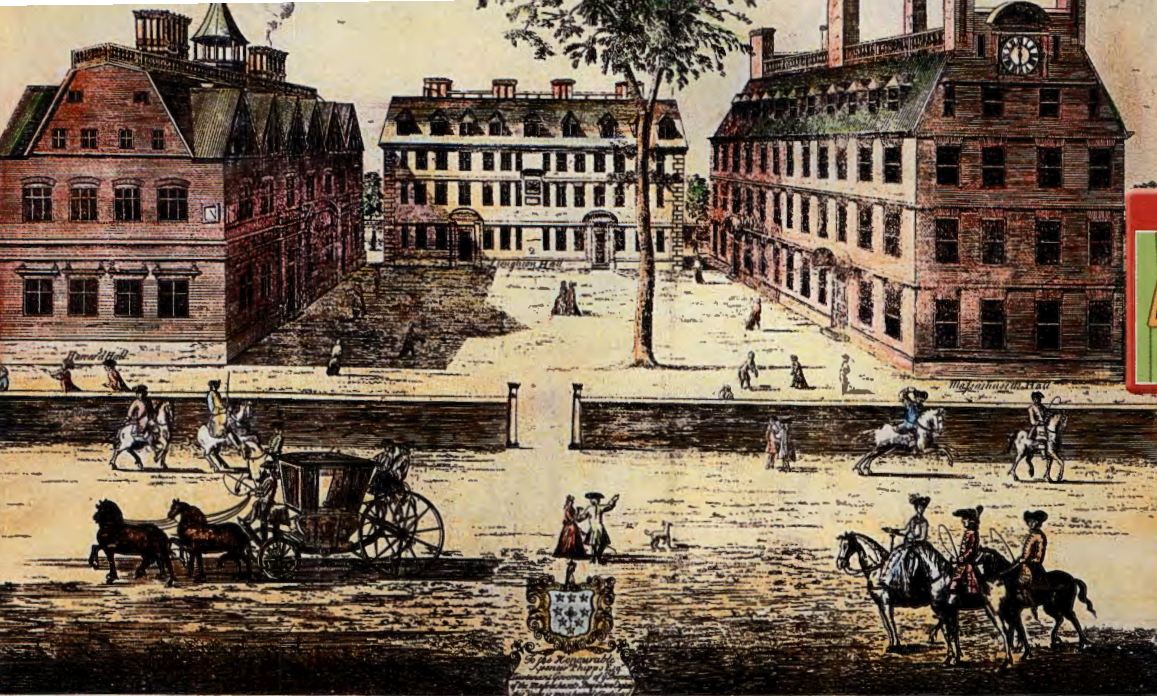
A Hornbook

ANALYZE SKILL Analyze Artifacts

Many hornbooks had a hole in the handle through which students would place a piece of string. They would then knot the string and wear their hornbooks around their necks as they walked to school.

- 1 The alphabet is shown in lowercase and capital letters.
 - 2 Vowels begin the next section, followed by combinations of vowels and consonants.
 - 3 A Christian prayer completes the page.
- ❖ Why do you think learning to read was important to many colonists?





► This engraving shows Harvard College as it would have looked in 1725, nearly 100 years after it was founded.

founded Harvard College, now **Harvard University**, to train ministers. It was the first college in the English colonies, and in its first year it had only nine students. However, like the colonies, it would grow steadily through the 1600s and 1700s.

READING CHECK ✨ **SUMMARIZE**

Why was education important for the Puritans?

Summary

The Puritan way of life was based on religion. Religious beliefs also influenced Puritan laws and government. New England colonists believed in the importance of education, so most towns had schools.

REVIEW

1. How did the Puritans' religious beliefs affect life and government in the New England Colonies?
2. Write a sentence describing what a **town meeting** might have been like.
3. In what ways did New England colonists practice self-government?
4. How were the people of the New England Colonies able to get the goods and services they needed?

CRITICAL THINKING

5. **Make It Relevant** How was an early New England town like your town? How was it different?

6. **Write a Narrative** Write a story about going to school in colonial New England. Your story should describe what a school looked like, the books students used, how the school was organized, and how teachers taught.

7. **SUMMARIZE**
On a separate sheet of paper, copy and complete this graphic organizer.

Key Fact

Key Fact

Summary

New England colonists believed education was important.

1700s

Triangle trade routes
are established

1750

Boston's population
reaches more than 15,000

New England's Economy

**YOU
ARE
THERE**

You have been digging rows for planting all morning. Your back is aching, but there is still more to be done. Your mother walks up next to you and wipes the sweat from her forehead. She smiles and says, "In a few weeks this garden will give us extra vegetables for you and your brothers and sisters." Your stomach grumbles as you look down at the dirt and wonder why gardens can't grow faster.

► Most New England families had vegetable gardens.



WHAT TO KNOW

How did New England's economy depend on the region's natural resources?

- ✓ Explain how a free-market economy developed in the colonies.
- ✓ Describe the triangular trade routes and how they affected the slave trade.

VOCABULARY

- free market** p. 223
- industry** p. 224
- naval stores** p. 224
- export** p. 226
- import** p. 226
- triangular trade route** p. 226
- Middle Passage** p. 226



SUMMARIZE



California
Standards

HSS 5.4, 5.4.1, 5.4.5, 5.4.6



► Most New England farms had a variety of animals, such as cows, horses, chickens, and goats.

New England Farming

By 1750, several New England towns had become busy cities. Boston, one of the largest cities in the English colonies, had more than 15,000 people. Most people in New England, however, still lived in small towns surrounded by farmland.

At first, New England farmers struggled to grow crops in the region's hard, rocky soil. Before they could plant anything, they had to clear rocks and trees from the land. New England's long winters also made growing crops difficult.

Over time, farmers found ways to adapt to their environment. Many began raising herds of dairy cows and sheep. In time, colonists began to produce a surplus of farm goods, which they sold or traded for goods at local shops.

Farmers traded or sold larger surpluses of livestock, grain, wool, fruit, and firewood in port cities. At the docks, farmers bargained with merchants over prices or items to trade. The merchants then shipped the farm goods to England or to other colonies. There the goods were sold for more than the merchants had paid. Many merchants became wealthy from the steady trade with England.

This system of bargaining between farmers and merchants was part of the **free-market** economic system in the colonies. Colonists had the freedom to choose the goods and services they bought and produced. People were free to compete in business and to set different prices for goods and services.

READING CHECK ✨ **SUMMARIZE**

What did farmers do with their surplus goods?



► Because colonists made so many things out of wood, carpenters were always busy. This reenactor is shaving a wooden board using the same kinds of tools colonists would have used.



Logging and Shipbuilding

The lumber industry made up a large part of the colonists' free-market economy. An **industry** is all the businesses that make one kind of product or provide one kind of service. In the vast forests of New England, especially in what are today New Hampshire and Maine, loggers cut down trees and sent them to sawmills to be made into lumber. Other colonists used their skills and knowledge, or human capital, to build houses, barns, and churches. Much of the lumber, though, was sent to markets in England, where there were fewer trees.

The forests of New England provided the raw materials to make ships, too. Logs cut in forests were floated down rivers to coastal towns. There, workers used the logs to produce **naval stores**, products

used to build and repair ships. With boards of oak, shipbuilders crafted the ships' hulls. To make the masts, they used tall pines. Pine also provided turpentine and pitch to make tar, a coating that seals wood and makes ships watertight.

Europeans valued the strong ships built in New England. By the late 1700s, nearly one-third of all English ships had been built in the region. One reason was the low cost of building ships there. In Europe, wood was not as plentiful so it cost more to build ships there than in New England.

The shipbuilding industry contributed greatly to the growth and prosperity of coastal towns and cities. Several New England cities—including Boston and Portsmouth—became major shipbuilding centers.

READING CHECK **SUMMARIZE**

In what ways did the colonists use the forests in New England?

Fishing and Whaling

Many coastal towns in the New England Colonies prospered because of good fishing in the ocean waters. Fishers made a living by catching fish such as cod, herring, and mackerel.

There were so many fish that New Englanders could catch more than they needed. They dried their surplus fish and packed them in barrels. These were loaded onto ships and sent to markets in other English colonies or in Europe.

Thousands of whales, too, swam in the cold Atlantic waters. New England whalers hunted for whales along the coast. After they captured and killed a whale, they towed it to shore. The whalers then cut up and boiled the whale's blubber, or fat, to obtain oil, which was used in lamps.

So many whalers hunted close to shore that the number of whales started to decline. As a result, the whalers began sailing farther out into the ocean. As the years passed, whaling trips became longer and longer. Some whaling ships left their home ports and did not return for months or even years.

READING CHECK SUMMARIZE

Why did fishing and whaling become important industries in colonial New England?



GEOGRAPHY

New Bedford, Massachusetts

The first English colonists in what is now New Bedford, Massachusetts, settled there in 1634. The settlement was a quiet fishing town until the 1700s, when New England's whaling industry expanded greatly. New Bedford quickly became one of the busiest ports in the region. At its peak, New Bedford had a fleet of 329 whaling ships.





ANALYZE SKILL Analyze Maps England, Africa, the West Indies, and the English colonies were connected by trade routes.

Movement What goods did the colonies get from England?

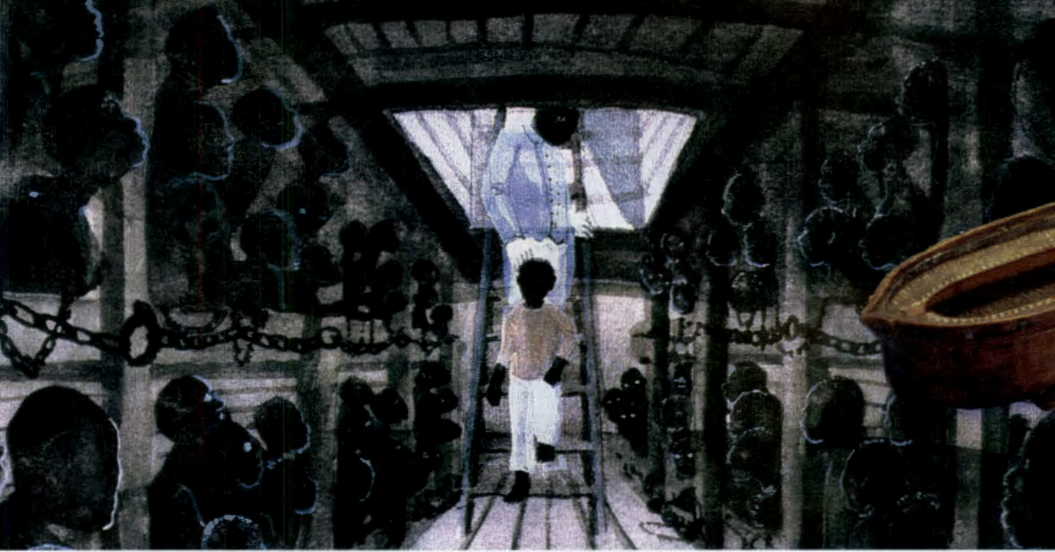
Colonial Trade

As a result of the many ships built in New England, trading became the center of the region's economy. The English government set up strict rules for trade. The government insisted that the colonists send their **exports**, or products leaving a country, only to England or to other English colonies. The government expected the colonists to buy only English-made **imports**, or goods brought into a country.

Trading ships leaving New England carried furs, lumber, grain, whale oil, and dried fish to England. The ships then returned to New England with tea, spices, and wine, as well as English-made goods, such as cloth, shoes, and paper.

Some colonial trading ships made even longer ocean voyages. They followed what became known as the **triangular trade routes**. These routes connected England, the English colonies, and Africa. On a map, the routes formed triangles across the Atlantic Ocean.

Trading ships carried goods from England and raw materials from the English colonies and the West Indies. The ships also carried people who were captured from Central and Western Africa to become slaves. These people were sold as enslaved workers in the English colonies. During this time, millions of enslaved Africans were forced to travel across the Atlantic Ocean from Africa to the West Indies. This long ocean journey was called the **Middle Passage**.



► Africans held in slave ships had almost no room to move. This model (above) shows the inside of a slave ship.

The Africans suffered terribly on the slave ships. Many of them died during the Middle Passage. Their long voyage in overcrowded ships was part of a large and cruel slave-trade business. During the 1700s, some people in the colonies became alarmed by the cruelty of the slave trade. Over time, some New England colonists began to form groups that tried to end slavery.


READING CHECK ✨ **SUMMARIZE**

What were the triangular trade routes?

Summary


By the 1700s, many industries made up New England's free-market economy. Many were based on the region's natural resources. Some colonists grew crops, cut lumber, or caught fish. Others used those resources to make products. Merchants made their living by trading. Trade routes connected the English colonies, England, and Africa. Enslaved Africans had to endure the Middle Passage.


REVIEW

1.  How did New England's economy depend on the region's natural resources?
2. Use the terms **import** and **export** in a sentence about trade.
3. What was the Middle Passage?

CRITICAL THINKING

4. **ANALYSIS SKILL** How did the free-market economic system affect life in New England?
5. **ANALYSIS SKILL** How did the relative location of New England towns help the whaling industry there? How did that change with time?

6.  **Write a List of Questions** Imagine that you are a colonist trying to decide what type of work you would like to do. Write a list of questions that you might ask a farmer, merchant, shipbuilder, and whaler.

7.  **SUMMARIZE**
Copy and complete this graphic organizer on a separate sheet of paper.

Key Fact

Key Fact

Summary

Different industries made up New England's economy.

Colonial Homes

Most early colonial homes were simple buildings with only one or two rooms. As a result, most colonists did not have many tools or much furniture. They took care of the things they had because goods were difficult to replace. Most of the objects found in colonial homes were handmade. Colonists made many of their own tools, but more fancy items were often made in England or other European countries. This doll (right) is the kind of expensive item that only a few colonists could have afforded.



In most colonial homes, meals were cooked in large pots over open fires.




ANALYSIS SKILL

Analyze Artifacts

- 1 What items do you think were made in the colonies? What items do you think came from Europe?
- 2 How are the decorations on the plate and the bridal chest similar?



Visit PRIMARY SOURCES at www.harcourtschool.com/hss



Cloths like this are called samplers. They were made to practice different kinds of stitching.



Clay pitchers were found in many colonists' homes.

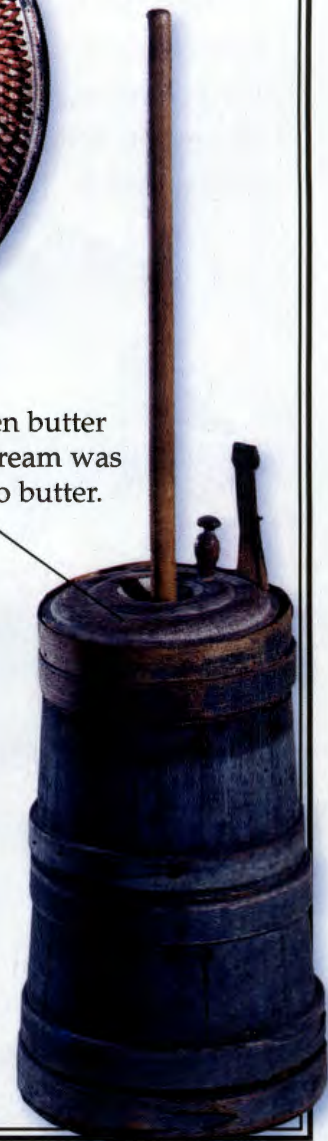


This plate would have been used for display, not as tableware.

Blankets, quilts, and bed sheets were often stored in wooden bridal chests.



In wooden butter churns, cream was made into butter.





Read a Line Graph

► WHY IT MATTERS

The first colonists arrived in New England in 1620. From then on, the population of the New England Colonies grew. Between 1650 and 1700, it increased rapidly.

The numbers that represent populations are often very large. When you read these numbers, it can be difficult to understand their meaning. Putting the numbers on a line graph helps you see the population changes that the numbers represent. A **line graph** is a graph that uses a line to show changes over time.

► WHAT YOU NEED TO KNOW

You can use these steps to read information shown on a line graph.

Step 1 Read the title of the graph. It tells you what information the graph shows.

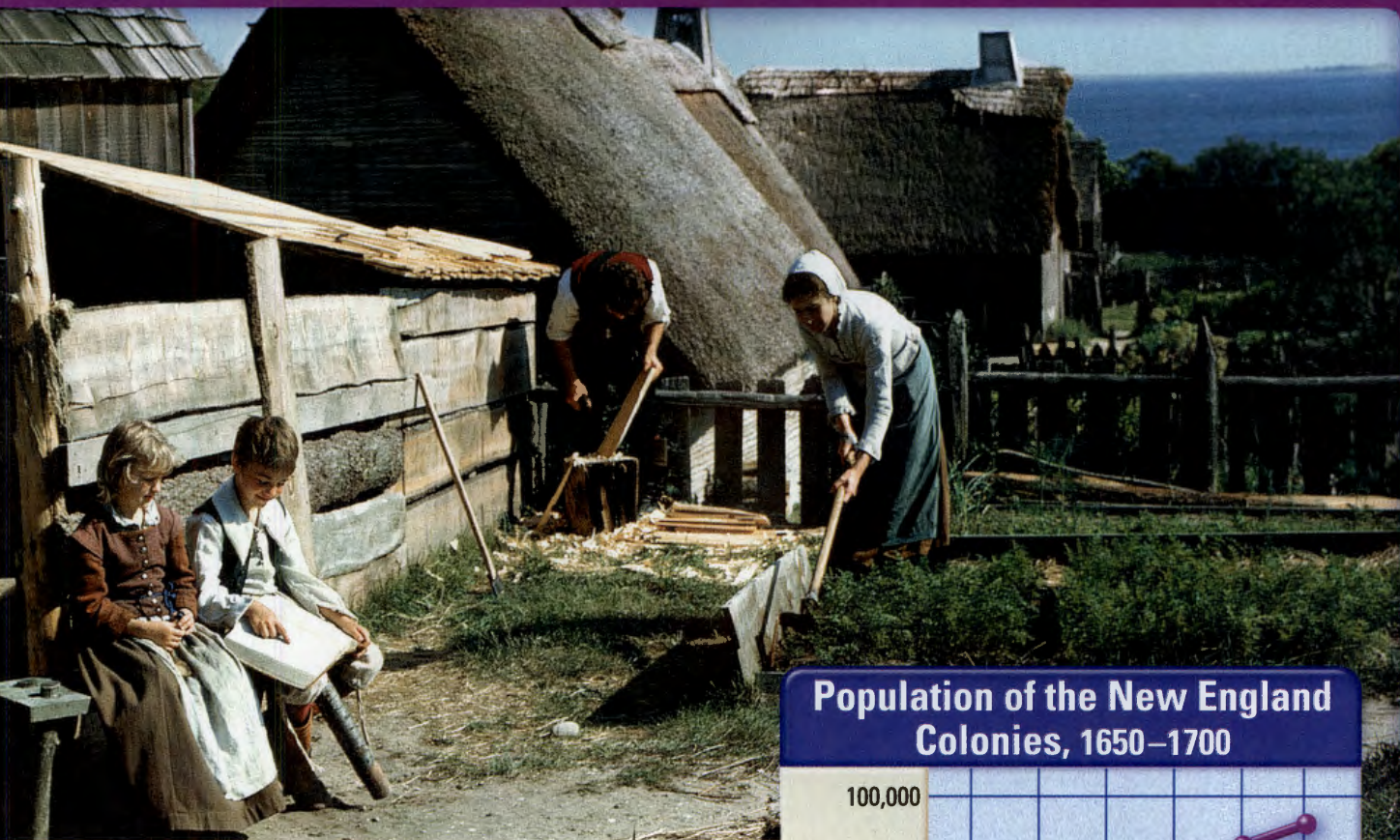
Step 2 Read the labels along the bottom and side of the graph. They tell the kinds of information the graph gives.

Step 3 Use the dots on the graph and the numbers along its bottom and side to find exact data.

Step 4 Follow the line on the graph from left to right to see how the data change over time.

► The average age for marriage in colonial New England was twenty-three years old.





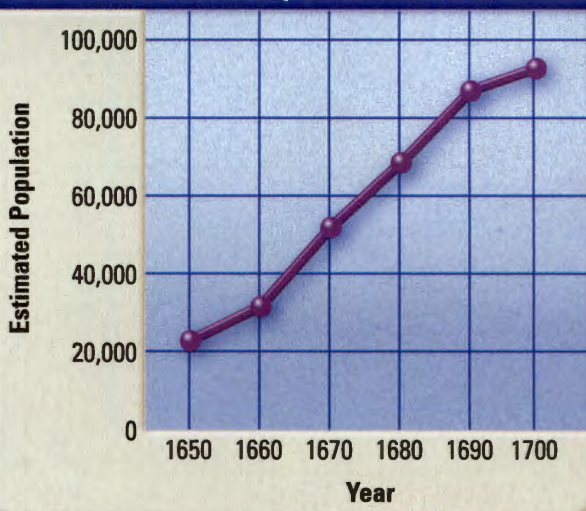
► These reenactors show how an early New England family might have lived.

► PRACTICE THE SKILL

Use the line graph on this page to answer these questions.

- 1 What information does this graph show? How do you know?
- 2 What kinds of information do the numbers along the bottom and the left-hand side of the graph give?
- 3 In which of the years was the population lowest? When was it highest? About how many people lived in New England during each of those years?
- 4 What was the population of the New England Colonies in 1670?

Population of the New England Colonies, 1650–1700



► APPLY WHAT YOU LEARNED

Write a paragraph that explains what a reader can learn from the line graph on this page. Include the important information shown in the graph. Then decide whether you think a reader would learn more from the paragraph or from the graph. Explain your choice.

1600

1650



1630
English Puritans sail to Massachusetts

1635
Roger Williams is expelled from Massachusetts

Reading Social Studies

When you **summarize**, you tell a shortened version of what you have just read.



Summarize

Complete this graphic organizer to show that you can summarize the role of religion in the New England Colonies. A copy of this graphic organizer appears on page 56 of the Homework and Practice Book.

Religion in New England

Key Fact	Summary Religion shaped life in the New England Colonies.
Key Fact	
Key Fact	
Key Fact	



California Writing Prompts

Write a Narrative Imagine that you are about to sail to New England in 1630. Think about how you feel about leaving your home for an unknown place. Write a story that describes the setting and the conflicts you feel.

Write a Persuasive Letter Imagine that it is 1650 and you are part of a group that wants to start a colony in North America. Write a letter to persuade a company to pay for ships and supplies for your colony.



1675
King Philip's War begins



1750
Several New England towns become busy cities

Use Vocabulary

Identify the term that correctly matches each definition.

- agreement
- products brought into a country
- all the businesses that make one kind of product
- a parklike area at the center of a town
- products used to build and repair ships

consent, p. 209

common, p. 216

industry, p. 224

naval stores, p. 224

imports, p. 226

Use the Time Line



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

- When did King Philip's War begin?
- How many years after Puritans sailed to Massachusetts was Roger Williams expelled?

Apply Skills

Read a Line Graph

- Study the line graph on page 231. About how much did the population of the New England Colonies grow between 1660 and 1670? Explain how you got your answer.

Recall Facts

Answer these questions.

- What religious group made up the majority of New England's early settlers?
- What were four important industries in the New England Colonies?

Write the letter of the best choice.

- How did New England colonists practice self-government?
 - They attended town meetings.
 - They let the English government make all important decisions.
 - They allowed Spain to rule them.
 - They banned slavery.
- Why did most early colonists settle in New England?
 - to trade for furs with American Indians
 - to start plantations
 - to start gold and silver mines
 - to live according to their religious beliefs

Think Critically

- ANALYSIS SKILL** What were some of the effects of the Puritans settling New England?
- ANALYSIS SKILL** List the names of all the New England Colonies in the order in which they were founded.

Study Skills

QUESTION-AND-ANSWER RELATIONSHIPS

By knowing that different types of questions need different types of answers, you will know how to write proper responses.

- Questions with the words *who*, *what*, *where*, *when*, and *how* require you to use details in your answers.
- Questions that ask you to look at links between topics require that you make connections in your answers.

Questions About Details	Questions About Connections
Question: Who was William Penn?	Question: How was William Penn's colony different from Massachusetts?
Answer: Quaker and founder of Pennsylvania	Answer: Pennsylvania had people of many different religions. Massachusetts had mostly people of one religion.
Question: What was the Great Awakening?	Question: What was the effect of the Great Awakening?
Answer:	Answer:

Apply As You Read

As you read, write down any questions you have about the people, places, or ideas discussed in this chapter.



California History-Social Science
Standards, Grade 5

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.