

# The English Colonies



## California Standards

### History–Social Science

**8.1** Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

**8.2** Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

### Analysis Skills

**CS 2** Students construct various time lines of key events, people, and periods of the historical era they are studying.

### English–Language Arts

**Writing 8.2.4.b** Present detailed evidence, examples, and reasoning to support arguments.

**Reading 8.1.3** Use word meanings within the appropriate context.

### FOCUS ON WRITING



**Writing an Infomercial** What if television had been invented during the time that the English colonies were being founded in North America? Instead of relying on printed flyers and word of mouth to attract settlers, the founders of colonies might have made infomercials. In this chapter you will read about life in the American colonies during different times. You will choose one time period and colony and write an infomercial encouraging English citizens to settle in the colony of your choice.



**1620**

The Pilgrims sign the Mayflower Compact.

**1620**



**1648**

Work is finished on India's Taj Mahal.



Mayflower Compact courtesy of the Pilgrim Society, Plymouth, Massachusetts.



**HOLT**

## History's Impact

### ▶ video series

Watch the video to understand the impact of freedom of religion in North America.



### What You Will Learn...

Plymouth Colony thrives again in this highly accurate re-creation. The original colonists came to North America in 1620 in search of religious freedom. By 1627, the year this scene re-creates, the colonists were well established. Their success encouraged others. In this chapter you will learn about English settlements that dotted the east coast of North America.



**1670**



**1681**

William Penn establishes the colony of Pennsylvania.

**1682**

Peter the Great becomes czar of Russia.

**1720**



**1763**

Pontiac, an American Indian, leads a rebellion on the western frontier.

**1770**

**1773**

Patriots stage the Boston Tea Party.

**1768**



British explorer James Cook sets sail on his first trip to the South Pacific, meeting people like this Sandwich Islander.

# Reading Social Studies

by Kylene Beers

Economics

Geography

Politics

Religion

Society  
and Culture

Science and  
Technology

**Focus on Themes** In this chapter you will read about the people who settled the early colonies of North America. You will learn about the problems they faced as they felt the tug between their homeland and their new land. You will see how they

settled political differences (sometimes peacefully, other times not) and learned how to trade goods and grow crops to establish a thriving economy. You will discover that the **economy** often influenced their **politics**.

## Vocabulary Clues

**Focus on Reading** When you are reading your history textbook, you may often come across a word you do not know. If that word isn't listed as a key term, how do you find out what it means?

**Using Context Clues** Context means surroundings. Authors often include clues to the meaning of a difficult word in its context. You just have to know how and where to look.

Clue	How It Works	Example	Explanation
<b>Direct Definition</b>	Includes a definition in the same or a nearby sentence	In the late 1600s England, like most western European nations, practiced mercantilism, <i>the practice of creating and maintaining wealth by carefully controlling trade</i> .	The phrase "the practice of creating and maintaining wealth by carefully controlling trade" defines <i>mercantilism</i> .
<b>Restatement</b>	Uses different words to say the same thing	The British continued to keep a standing, <i>or permanent</i> , army in North America to protect the colonists against Indian attacks.	The word <i>permanent</i> is another way to say <i>standing</i> .
<b>Comparisons or Contrasts</b>	Compares or contrasts the unfamiliar word with a familiar one	<i>Unlike legal traders</i> , smugglers did not have permission to bring goods into the country.	The word <i>unlike</i> indicates that smugglers are different from legal traders.

Graphic organizers  
are available  
in the





**ELA Reading 8.1.3** Show ability to verify word meanings by definition, restatement, example, comparison, or contrast.

# Key Terms and People

## You Try It!

The following sentences are from this chapter. Each uses a definition or restatement clue to explain unfamiliar words. See if you can use the context to figure out the meaning of the words in italics.

### Context Clues Up Close

1. In 1605 a company of English merchants asked King James I for the right to *found*, or establish, a settlement. (p. 36)
2. The majority of these workers were *indentured servants*, people who received a free trip to North America by agreeing to work without pay for a period of years. (p. 38)
3. In New England the center of politics was the *town meeting*. In town meetings people talked about and decided on issues of local interest, such as paying for schools. (p. 55)

From  
Chapter 2

Answer the questions about the sentences you read.

1. In example 1, what does the word *found* mean? What hints did you find in the sentence to figure that out?
2. In example 2, where do you find the meaning of *indentured servants*? What does this phrase mean?
3. In example 3, you learn the definition of *town meeting* in the second sentence. Can you combine these two sentences into one sentence? Try putting a dash after the word *meeting* and replacing "In town meetings" with "a place where . . ."

As you read Chapter 2, look for context clues that can help you figure out the meanings of unfamiliar words or terms.

## Chapter 2

### Section 1

Jamestown (p. 36)  
John Smith (p. 37)  
Pocahontas (p. 37)  
indentured servants (p. 38)  
Bacon's Rebellion (p. 38)  
Toleration Act of 1649 (p. 39)  
Olaudah Equiano (p. 41)  
slave codes (p. 41)

### Section 2

Puritans (p. 42)  
Pilgrims (p. 42)  
immigrants (p. 42)  
Mayflower Compact (p. 43)  
Squanto (p. 43)  
John Winthrop (p. 45)  
Anne Hutchinson (p. 46)

### Section 3

Peter Stuyvesant (p. 49)  
Quakers (p. 50)  
William Penn (p. 50)  
staple crops (p. 51)

### Section 4

town meeting (p. 55)  
English Bill of Rights (p. 55)  
triangular trade (p. 57)  
Middle Passage (p. 58)  
Great Awakening (p. 58)  
Enlightenment (p. 59)  
Pontiac (p. 61)

### Section 5

Samuel Adams (p. 65)  
Committees of Correspondence (p. 65)  
Stamp Act of 1765 (p. 66)  
Boston Massacre (p. 67)  
Tea Act (p. 68)  
Boston Tea Party (p. 68)  
Intolerable Acts (p. 68)

## Academic Vocabulary

In this chapter, you will learn the following academic words:

authority (p. 37)  
factors (p. 38)

# The Southern Colonies

## What You Will Learn...

### Main Ideas

1. The settlement in Jamestown was the first permanent English settlement in America.
2. Daily life in Virginia was challenging to the colonists.
3. Religious freedom and economic opportunities were motives for founding other southern colonies, including Maryland, the Carolinas, and Georgia.
4. Farming and slavery were important to the economies of the southern colonies.

### The Big Idea

Despite a difficult beginning, the southern colonies soon flourished.

### Key Terms and People

Jamestown, p. 36

John Smith, p. 37

Pocahontas, p. 37

indentured servants, p. 38

Bacon's Rebellion, p. 38

Toleration Act of 1649, p. 39

Olaudah Equiano, p. 41

slave codes, p. 41



**HSS 8.1** Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

## If YOU were there...

A year ago, in 1609, you moved to the colony of Virginia. But life here has been hard. During the winter many people died of cold or sickness. Food is always scarce. Now it is spring, and a ship has come from England bringing supplies. In a week it will sail home. Some of your neighbors are giving up and returning to England. They ask you to come, too.

## Would you take the ship back to England?

**BUILDING BACKGROUND** Several European nations took part in the race to claim lands in the Americas. Their next step was to establish colonies in the lands that they claimed. The first English colonies were started in the late 1500s but failed. Even in successful colonies, colonists faced hardships and challenges.

## Settlement in Jamestown

In 1605 a company of English merchants asked King James I for the right to found, or establish, a settlement. In 1606 the king granted the request of the company to settle in a region called Virginia.

## Founding a New Colony

The investors in the new settlement formed a joint-stock company called the London Company. This allowed the group to share the cost and risk of establishing the colony. On April 26, 1607, the first 105 colonists sent by the London Company arrived in America. On May 14, about 40 miles up the James River in Virginia, the colonists founded **Jamestown**, the first permanent English settlement in North America.

A lack of preparation cost a lot of the colonists their lives. Most of the men who came to Jamestown were adventurers with no farming experience or useful skills such as carpentry. Jamestown was surrounded by marshes full of disease-carrying mosquitoes. By the time winter arrived, two-thirds of the original colonists had died.

## Jamestown Colony



Jamestown was located with defense in mind. Enemy Spanish ships would have to pass through a narrow channel to reach Jamestown, making the ships easy marks for the settlers' cannons.

## Williamsburg

Williamsburg was founded in 1633 as Middle Plantation by settlers from Jamestown.

The forest could provide wood for building and for fuel.

The waters provided fish for food. But the water, so near the sea, was salty.

## Jamestown 1607

Marsh

## Smith's Fort

### GEOGRAPHY SKILLS

### INTERPRETING MAPS

- Human-Environment Interaction** What were the advantages and disadvantages of locating Jamestown on a river?
- Human-Environment Interaction** What do you think would have been a commonly used method of transportation for people in this region?

## Powhatan Confederacy

Jamestown fared better under **John Smith**, who took control of the colony in 1608 and built a fort. He forced the settlers to work harder and to build better housing by creating rules that rewarded harder workers with food. The Jamestown colonists received help from the powerful Powhatan Confederacy of Indians after Smith made an agreement with them. The Powhatan brought food to help the colonists, and then taught them how to grow corn.

In 1609 some 400 more settlers arrived in Jamestown. That winter, disease and famine once again hit the colony. The colonists called this period the starving time. By the spring of 1610, only 60 colonists were still alive. Jamestown failed to make a profit until colonist John Rolfe introduced a new type of tobacco that sold well in England.

## War in Virginia

John Rolfe married **Pocahontas**, daughter of the Powhatan leader, in 1614. Their marriage helped the colonists form more peaceful relations with the Powhatan. However, Pocahontas died three years later in England, which she was visiting with Rolfe.

In 1622, colonists killed a Powhatan leader. The Powhatan responded by attacking the Virginia settlers later that year. Fighting between the colonists and the Powhatan continued for the next 20 years. Because the London Company could not protect its colonists, the English Crown canceled the Company's charter in 1624. Virginia became a royal colony and existed under the **authority** of a governor chosen by the king.

### READING CHECK Finding Main Ideas

What problems did the Jamestown colonists face?

### ACADEMIC VOCABULARY

**authority**  
power, right to rule

## Daily Life in Virginia

In early Virginia, people lived on scattered farms rather than in towns. Tobacco farmers soon began establishing large farms called plantations.

### Headright System

These plantations were made possible in part by the headright system, which was started by the London Company. Under this system, colonists who paid their own way to Virginia received 50 acres of land. A colonist could earn another 50 acres for every additional person brought from England. Rich colonists who brought servants or relatives to Virginia gained large amounts of land.

#### ACADEMIC VOCABULARY

factors  
causes

### Primary Source

#### LETTER

### A Note from Virginia

In this 1619 letter, the secretary of the Virginia colony, John Pory, encouraged people to move to Virginia.

*“As touching the quality of this country, three things there be, which in few years may bring this colony to perfection; the English plow, vineyards, & cattle . . . All our riches for the present do consist in tobacco, wherein one man by his own labor has in one year, raised to himself to the value of 200 pounds sterling; and another by the means of six servants has cleared at one crop a thousand pound English. These be true, yet indeed rare examples, yet possible to be done by others.”*

—from *The Power of Words*, edited by T. H. Breen

#### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

How does this letter indicate the importance of tobacco in Virginia?

## Labor in Virginia

Colonists in Virginia faced a hard life. They suffered very high death rates, which led to labor shortages in the colony. The majority of workers were **indentured servants**, people who received a free trip to North America by agreeing to work without pay for a period of years.

### Expansion of Slavery

Not all laborers in Virginia came from Europe. A Dutch ship brought the first Africans to Virginia in 1619. Some Africans were servants; others had been enslaved. Some African servants became successful farmers when their contracts ended.

The demand for workers was soon greater than the supply of people willing to work as indentured servants. Over time, the cost of slaves fell. These **factors** led some colonists to turn to slave labor. By the mid-1600s most Africans in Virginia were being kept in life-long slavery.

### Bacon's Rebellion

As plantations grew, the economy of Jamestown began to expand. Soon, colonial officials began to ask for more taxes. During the mid-1600s poor colonists protested the higher taxes. They were also upset about the governor's policies toward Native Americans. They thought the colony was not well protected against attack from Indians. In 1676 a group of former indentured servants led by Nathaniel Bacon attacked some friendly American Indians. Bacon opposed the governor's policies promoting trade with American Indians. He also thought the colonists should be able to take the Indians' land. When the governor tried to stop him, Bacon and his followers attacked and burned Jamestown in an uprising known as **Bacon's Rebellion**.

At one point, Bacon controlled much of the colony. He died of fever, however, and the rebellion soon ended.

**READING CHECK** Analyzing What factors led to the increased use of slave labor in Virginia?



## Southern Wealth

Colonists overcame tough beginnings to create large and wealthy settlements like this one in Virginia. Churches were often the first major buildings in a growing town.

*How does the large church in the picture show Virginia's wealth?*

Colonial Williamsburg Foundation

## Other Southern Colonies

As Jamestown was developing in Virginia, new groups of colonists began planning their move to America. Many English Catholics came to America to escape religious persecution. English Catholics had long been against England's separation from the Roman Catholic Church. For this reason they were not allowed by the Church of England to worship freely. English leaders also feared that English Catholics would ally with Catholic countries such as France and Spain in conflicts.

### Maryland

In the 1620s George Calvert, the first Lord Baltimore, asked King Charles I for a charter establishing a new colony in America for Catholics. In 1632 Charles issued the charter to Calvert's son, Cecilius, who took over the planning of the colony. Cecilius, known as the second Lord Baltimore, named the colony Maryland in honor of England's queen, Henrietta Maria. It was located just north of Virginia in the Chesapeake Bay area. Calvert intended for the colony to be a refuge for English Catholics. It would also be a proprietary colony.

This meant that the colony's proprietors, or owners, controlled the government.

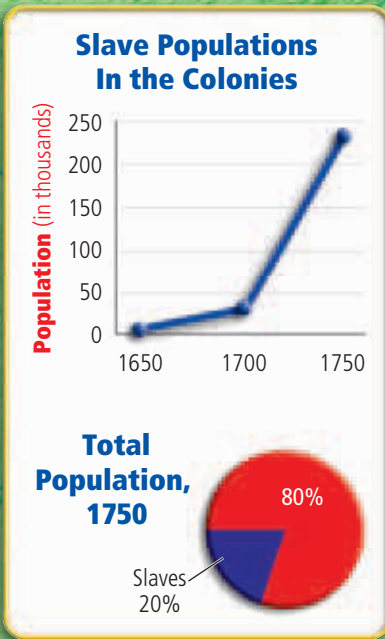
In 1634 a group of 200 English Catholics came to Maryland. Included in the group were wealthy landowners, servants, craftspeople, and farmers. Settlers in Maryland benefited from the lessons learned by the Jamestown colonists. They spent their time raising corn, cattle, and hogs so that they would have enough to eat. Before long, many colonists also began growing tobacco for profit.

Although Catholics founded Maryland, a growing number of Protestants began moving there in the 1640s. Soon, religious conflicts arose between Catholics and Protestants in the colony. To reduce tensions, Lord Baltimore presented a bill to the colonial assembly that became known as the **Toleration Act of 1649**. **This bill made it a crime to restrict the religious rights of Christians.** This was the first law supporting religious tolerance passed in the English colonies.

The Toleration Act did not stop all religious conflict. However, it did show that the government wanted to offer some religious freedom and to protect the rights of minority groups.



## The Southern Colonies



Charles Town was founded in 1670. South Carolina's large land grants encouraged plantation owners to bring in thousands of slaves.

James Oglethorpe tried to prevent slavery in Georgia. But slaves soon provided the labor for the colony's many rice plantations.

### ANALYSIS SKILL

### INTERPRETING CHARTS

About how many slaves lived in the English colonies in 1700 and in 1750?

### The Carolinas and Georgia

Colonies were also established south of Virginia. In 1663 the English king, Charles II, gave much of the land between Virginia and Spanish Florida to eight of his supporters. At first Carolina was a single colony. However, the settlements were far apart, and it was hard to govern them. In 1712 the colony separated into North and South Carolina.

Most of the colonists in North Carolina were farmers who had moved south from Virginia. Colonists primarily from Europe settled South Carolina. Those who paid their own way received large grants of land, and some brought enslaved Africans with them. By 1730 about 20,000 enslaved Africans were living in the colony, compared to some 10,000 white settlers.

South Carolina's proprietors managed the colony poorly, and the proprietary government was overthrown in 1719. The Crown

then purchased North and South Carolina in 1729, making them royal colonies.

In 1732 King George II granted a charter to James Oglethorpe and other trustees to found Georgia. The king hoped that Georgia would shield Britain's other colonies from Spanish Florida. Oglethorpe wanted the new colony to be a place where debtors, who had been jailed for their debts in England, could make a new start. In 1733 Oglethorpe and 120 colonists, mostly from England, founded the city of Savannah.

Oglethorpe did not want Georgia to have large plantations owned by a few wealthy individuals. He wanted many small farmers. To reach this goal, Oglethorpe outlawed slavery and limited the size of land grants. Soon, however, the settlers grew unhappy with Oglethorpe's strict rules. In 1752 the British government made Georgia a royal colony with new laws. Coastal Georgia was soon filled with large rice plantations worked by thousands of slaves.

### READING CHECK

### Finding Main Ideas

What were some of the reasons colonists came to the southern colonies?

## Economies of the Southern Colonies

The economies of the southern colonies depended on agriculture. They also exported materials for building ships, such as wood and tar. Some colonies traded with local Indians for deerskins to sell.

The economies of the colonies were agrarian—that is, based on farming. They had many small farms and some large plantations. Farms did well because the South enjoyed a warm climate and a long growing season. Many farms grew cash crops that were sold for profit. Tobacco, rice, and indigo—a plant used to make blue dye—were the most important cash crops.

The southern colonies' cash crops required a great deal of difficult work to grow and harvest. This meant a large workforce was needed. By the 1700s enslaved Africans, rather than indentured servants, had become the main source of labor.

Slavery was a viciously brutal condition for many inhabitants of the southern

colonies. One former slave named **Olaudah Equiano** recorded his experiences.

“Tortures, murder, and every other imaginable barbarity ... are practiced upon the poor slaves with impunity [no punishment]. I hope the slave-trade will be abolished.”

—Olaudah Equiano, from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*

Most of the southern colonies passed **slave codes, or laws to control slaves**. Colonies with large numbers of slaves had the strictest slave codes. For example, South Carolina's slaveholders feared that slaves would revolt. As a result, South Carolina's code said slaves could not hold meetings or own weapons. Some colonies did not allow slaveholders to free their slaves.

**READING CHECK** **Summarizing** What role did slavery play in the southern plantation economy? How was it regulated?

**SUMMARY AND PREVIEW** In this section you read about life in the southern colonies. In the next section you will learn about the New England colonies.

### Section 1 Assessment

go.hrw.com

Online Quiz

KEYWORD: SS8 HP2

#### Reviewing Ideas, Terms, and People **HSS** 8.1

- Describe** How did **John Smith** improve conditions in **Jamestown**?
  - Explain** What events led to a conflict between the **Jamestown** settlers and the Powhatan Confederacy?
- Recall** Why were **indentured servants** necessary in Virginia?
  - Evaluate** What do you think was the most serious problem faced by settlers in Virginia? Why?
- Identify** Which colony was the first to promote religious tolerance?
  - Analyze** Why did more enslaved Africans live in South Carolina than did white settlers?
  - Predict** How might the colony of Georgia have been different if Oglethorpe's plan had succeeded?
- Recall** What was the purpose of **slave codes**?
  - Analyze** Why were slaves in high demand in the southern colonies?

#### Critical Thinking

- Contrasting** Using a chart like the one below, identify when and why each of the southern colonies was founded.

Colony	Year Founded	Reason for Establishment

#### FOCUS ON WRITING

- Gathering Some Ideas** As you read this section, take notes on the early colonies of Virginia, Maryland, the Carolinas, and Georgia. Be sure to note what advantages they offered to settlers and what difficulties settlers faced. Start to think about the people who would be most likely to settle in the southern colonies.

# The New England Colonies

## What You Will Learn...

### Main Ideas

1. The Pilgrims and Puritans came to America to avoid religious persecution.
2. Religion and government were closely linked in the New England colonies.
3. The New England economy was based on trade and farming.
4. Education was important in the New England colonies.

### The Big Idea

English colonists traveled to New England to gain religious freedom.

### Key Terms and People

Puritans, p. 42

Pilgrims, p. 42

immigrants, p. 42

Mayflower Compact, p. 43

Squanto, p. 43

John Winthrop, p. 44

Anne Hutchinson, p. 46



**HSS 8.2.1** Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.

## If YOU were there...

You live in a town near London in the early 1700s. Some of your neighbors are starting new lives in the American colonies. You would like to go with them, but you cannot afford the cost of the trip. There is one way you can go, though. You can sign a paper promising to work as a servant for five years. Then you would be free—and in a new country!

## Would you sign the paper and go to America?

**BUILDING BACKGROUND** England's first successful colonial settlements were in Virginia. They were started mainly as business ventures. Other colonists in North America had many different reasons for leaving their homes. Many, like the Pilgrims and Puritans, came to have freedom to practice their religious beliefs. Others, like the person above, simply wanted a new way of life.

## Pilgrims and Puritans

Religious tensions in England remained high after the Protestant Reformation. A Protestant group called the **Puritans** wanted to purify, or reform, the Anglican Church. The Puritans thought that bishops and priests had too much power over church members.

## Pilgrims on the Move

The most extreme English Protestants wanted to separate from the Church of England. These Separatists formed their own churches and cut all ties with the Church of England. In response, Anglican leaders began to punish Separatists.

The **Pilgrims** were one Separatist group that left England in the early 1600s to escape persecution. The Pilgrims moved to the Netherlands in 1608. The Pilgrims were **immigrants**—people who have left the country of their birth to live in another country.

The Pilgrims were glad to be able to practice their religion freely. They were not happy, however, that their children were learn-

ing the Dutch language and culture. The Pilgrims feared that their children would forget their English traditions. The Pilgrims decided to leave Europe altogether. They formed a joint-stock company with some merchants and then received permission from England to settle in Virginia.

On September 16, 1620, a ship called the *Mayflower* left England with more than 100 men, women, and children aboard. Not all of these colonists were Pilgrims. However, Pilgrim leaders such as William Bradford sailed with the group.

### The Mayflower Compact

After two months of rough ocean travel, the Pilgrims sighted land far north of Virginia. The Pilgrims knew that they would thus be outside the authority of Virginia's colonial government when they landed. Their charter would not apply. So, they decided to establish their own basic laws and social rules to govern the colony they would found.

On November 21, 1620, 41 of the male passengers on the ship signed the **Mayflower Compact**, a legal contract in which they agreed to have fair laws to protect the general good. The Compact represents one of the first attempts at self-government in the English colonies.

In late 1620 the Pilgrims landed at Plymouth Rock in present-day Massachusetts. The colonists struggled through the winter to build the Plymouth settlement. Nearly half of the tired Pilgrims died during this first winter from sickness and the freezing weather.

### Pilgrims and Native Americans

In March 1621 a Native American named Samoset walked boldly into the colonists' settlement. He spoke in broken English. Samoset had learned some English from the crews of English fishing boats. He gave the Pilgrims useful information about the peoples and places of the area. He also introduced them to a Patuxet Indian named **Squanto**. Squanto had at one time lived in Europe and spoke English as well.

## Primary Source

### HISTORICAL DOCUMENT

## The Mayflower Compact

*In November 1620, Pilgrim leaders aboard the Mayflower drafted the Mayflower Compact. This excerpt from the Mayflower Compact describes the principles of the Pilgrim colony's government.*

We whose names are underwritten . . . having undertaken, for the glory of God, and advancement of the Christian faith, and the honour of our King and country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents solemnly and mutually in the presence of God, and one of another, covenant and combine ourselves together into a civil body politic for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof, to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices . . . as shall be thought most meet and convenient for the general good of the colony unto which we promise all due . . . obedience.

The Pilgrims describe the reasons they want to form a colony in North America.

The Pilgrims promise to obey laws that help the whole colony.

**by these presents:** by this document  
**covenant:** promise  
**civil body politic:** group organized to govern

**aforesaid:** mentioned above  
**virtue:** authority  
**ordinances:** regulations  
**meet:** fitting

### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

1. Why do you think the colonists felt the need to establish a government for themselves?
2. How do you think the Mayflower Compact influenced later governments in America?

From Squanto the Pilgrims learned to fertilize the soil with fish remains. Squanto also helped the Pilgrims establish relations with the local Wampanoag Indians. Conditions in the Plymouth colony began to improve.

The Pilgrims invited Wampanoag chief Massasoit and 90 other guests to celebrate their harvest. This feast became known as the first Thanksgiving. For the event, the Pilgrims killed wild turkeys. This event marked the survival of the Pilgrims in the new colony.

## Pilgrim Community

Although the Pilgrims overcame many problems, their small settlement still struggled. Most Pilgrims became farmers, but the farmland around their settlement was poor. They had hoped to make money by trading furs and by fishing. Unfortunately, at first fishing and hunting conditions were not good in the area. Some colonists traded corn with American Indians for beaver furs. The Pilgrims made little money but were able to form a strong community. The colony began to grow stronger in the mid-1620s when new settlers arrived and after colonists began to gain more rights to farm their own land.

The Pilgrims' settlement was different from Virginia's in that it had many families. The Pilgrims taught their children to read and offered some education to their indentured servants. Families served as centers of religious life, health care, and community well-being.

All family members worked together to survive during the early years of the colony. Women generally cooked, spun and wove wool, and sewed clothing. They also made soap and butter, carried water, dried fruit, and cared for livestock. Men spent most of their time repairing tools and working in the fields. They also chopped wood and built shelters.

## Women in the Colony

In Plymouth, women had more legal rights than they did in England. In England women were not allowed to make contracts, to sue, or to own property. In America, Pilgrim women had the right to sign contracts and to bring some cases before local courts. Widows could also own property.

From time to time, local courts recognized the ways women helped the business community. Widow Naomi Silvester received a large share of her husband's estate. The court called her "a frugal [thrifty] and laborious [hardworking] woman."

## Puritans Leave England

During the 1620s England's economy suffered. Many people lost their jobs. The English king, Charles I, made the situation worse by raising taxes. This unpopular act led to a political crisis. At the same time, the Church of England began to punish Puritans because they were dissenters, or people who disagree with official opinions. King Charles refused to allow Puritans to criticize church actions.

## Great Migration

These economic, political, and religious problems in England led to the Great Migration. Between 1629 and 1640 many thousands of English men, women, and children left England. More than 40,000 of these people moved to English colonies in New England and the Caribbean. In 1629, Charles granted a group of Puritans and merchants a charter to settle in New England. They formed the Massachusetts Bay Company.

In 1630 a fleet of ships carrying Puritan colonists left England for Massachusetts to seek religious freedom. They were led by **John Winthrop**. The Puritans believed that they had made a covenant, or promise, with God to build an ideal Christian community.

## A New Colony

The Puritans arrived in New England well prepared to start their colony. They brought large amounts of tools and livestock with them. Like the Pilgrims, the Puritans faced little resistance from local American Indians. Trade with the Plymouth colony helped them too. In addition, the region around Boston had a fairly healthful climate. Thus, few Puritans died from sickness. All of these things helped the Massachusetts Bay Colony do well. By 1691, the Massachusetts Bay Colony had expanded to include the Pilgrims' Plymouth Colony.

**READING CHECK** **Summarizing** What role did religion play in the establishment of the Massachusetts Bay Colony?

## History Close-up

# Plymouth Colony



Several years later, the second colony, Duxbury, was founded.

Plymouth Bay

The Pilgrims landed in a region of forests, streams, and rocky soil.

Plymouth Colony was surrounded by stakes that formed a wall of protection. Outside the wall were colonists' crop fields.

Plymouth Colony (1620)

Abandoned Indian Village

### ANALYSIS SKILLS ANALYZING VISUALS

In what ways were Plymouth Colony and the Indian village similar and different?

## Religion and Government in New England

Massachusetts Bay Colony had to obey English laws. However, its charter provided more independence than did the royal charter of Virginia. For example, it created a General Court to help run the Massachusetts colony.

The Puritan colonists turned this court into a type of self-government to represent the needs of the people. Each town sent two or three delegates to the Court. After John Winthrop served as the colony's first governor, the General Court elected the

governor and his assistants. In 1644 the General Court became a two-house, or bicameral, legislature.

Politics and religion were closely linked in Puritan New England. Government leaders were also church members, and ministers often had a great deal of power in Puritan communities. Male church members were the only colonists who could vote. Colonists became full members in the church by becoming what the Puritans called God's "elect," or chosen. Reaching this status was a difficult process. Individuals had to pass a public test to prove that their faith was strong.

## BIOGRAPHY

### Anne Hutchinson

1591–1643

In 1634 Anne Hutchinson emigrated with her family from England to the Massachusetts Bay Colony. After settling in Boston, she worked as a nurse and midwife. She also hosted a Bible-study class that met in her home. Over time, Hutchinson began to question the teachings of the local ministers. Meanwhile, her popularity grew.

After being banished from the colony, Hutchinson settled in Rhode Island and, later, Long Island. She died in an American Indian attack. Today we remember her as a symbol of the struggle for religious freedom.

**Drawing Conclusions** Why do you think church leaders disliked Hutchinson's ideas?



In 1636 minister Thomas Hooker and his followers left Massachusetts to help found Connecticut, another New England colony. In 1639 Hooker wrote the Fundamental Orders of Connecticut. This set of principles made Connecticut's government more democratic. For example, the Orders allowed men who were not church members to vote. As a result, some historians call Hooker the father of American democracy. The Fundamental Orders of Connecticut also outlined the powers of the general courts.

Not all Puritans shared the same religious views. Minister Roger Williams did not agree with the leadership of Massachusetts. He called for his church to separate completely from the other New England congregations. Williams also criticized the General Court for taking land from American Indians without paying them.

Puritan leaders worried that Williams's ideas might hurt the unity of the colony. They made him leave Massachusetts. Williams took his supporters to southern New England. They formed a new settlement called Providence. This settlement later developed into the colony of Rhode Island. In Providence, Williams supported the separation of the church from the state. He also believed in religious tolerance for all members of the community.

In Boston, an outspoken woman also angered Puritan church leaders. **Anne Hutchinson** publicly discussed religious ideas that some leaders thought were radical. For example, Hutchinson believed that people's relationship with God did not need guidance from ministers.

Hutchinson's views alarmed Puritans such as John Winthrop. Puritan leaders did not believe that women should be religious leaders. Puritan leaders put Hutchinson on trial for her ideas. The court decided to force her out of the colony. With a group of followers, Hutchinson helped found the new

## Church and State

QUICK  
FACTS

### Religion Affected Government

- Government leaders were church members.
- Ministers had great authority.

### Government Affected Religion

- Government leaders outlawed certain religious views.
- Government leaders punished dissenters.



colony of Portsmouth, later a part of the colony of Rhode Island.

Perhaps the worst community conflicts in New England involved the witchcraft trials of the early 1690s. The largest number of trials were held in Salem, Massachusetts. In Salem a group of girls had accused people of casting spells on them. The community formed a special court to judge the witchcraft cases. The court often pressured the suspected witches to confess. Before the trials had ended, the Salem witch trials led to 19 people being put to death.

**READING CHECK** **Identifying Cause and Effect** What led to religious disagreements among the Puritans, and what was the result?

## New England Economy

Connecticut, Massachusetts, New Hampshire, and Rhode Island were very different from the southern colonies because they emphasized manufacturing. The often harsh climate and rocky soil meant that few New England farms could grow cash crops. Most farming families grew crops and raised animals for their own use. There was thus little demand for farm laborers. Although some people held slaves, slavery did not become as important to this region.

### Merchants

Trade was vital to New England's economy. New England merchants traded goods locally, with other colonies, and overseas. Many of them traded local products such as furs, pickled beef, and pork. Many merchants grew in power and wealth, becoming leading members of the New England colonies.

### Fishing

Fishing became one of the region's leading industries. The rich waters off New England's coast served as home to many fish, including cod, mackerel, and halibut. Merchants exported dried fish. Colonists also began

hunting for whales that swam close to shore. Whales were captured with harpoons, or spears, and dragged to shore. Whaling provided valuable oil for lighting.

### Shipbuilding

Shipbuilding became an important industry in New England for several reasons. The area had plenty of forests that provided materials for shipbuilding. As trade—particularly in slaves—in the New England seaports grew, more merchant ships were built. The fishing industry also needed ships. New England shipyards made high-quality, valuable vessels. Ship owners sometimes even told their captains to sell the ship along with the cargo when they reached their destination.

### Skilled Craftspeople

The northern economy needed skilled craftspeople. Families often sent younger sons to learn skilled trades such as blacksmithing, weaving, shipbuilding, and printing. The young boys who learned skilled trades were known as apprentices.

Apprentices lived with a master craftsman and learned from him. In exchange, the boys performed simple tasks. Apprentices had to promise the craftsmen that they would work for them for a set number of years. They learned trades that were essential to the survival of the colonies. Apprentices received food and often clothing from the craftsmen. Gabriel Ginings was an apprentice in Portsmouth, Rhode Island. He received "sufficient food and raiment (clothing) suitable for such an apprentice," as his 1663 contract stated.

After a certain amount of time had passed, apprentices became journeymen. They usually traveled and learned new skills in their trade. Eventually they would become a master of the trade themselves.

**READING CHECK** **Categorizing** What types of jobs were common in the New England colonies?

#### THE IMPACT TODAY

Fishing remains an important industry in New England, earning hundreds of millions of dollars each year.



## Education in the Colonies

Education was important in colonial New England. Mothers and fathers wanted their children to be able to read the Bible. The Massachusetts Bay Colony passed some of the first laws requiring parents to provide instruction for their children.

### Public Education

To be sure that future generations would have educated ministers, communities established town schools. In 1647 the General Court of Massachusetts issued an order that a school be founded in every township of 50 families.

Schoolchildren often used the *New England Primer*, which had characters and stories from the Bible. They learned to read at the same time that they learned about the community's religious values.

The availability of schooling varied in the colonies. There were more schools in New England than in the other colonies where most children lived far from towns. These children had to be taught by their parents or by private tutors. Most colonial children stopped their education after the

elementary grades. Many went to work, either on their family farm or away from home.

### Higher Education

Higher education was also important to the colonists. In 1636 John Harvard and the General Court founded Harvard College. Harvard taught ministers and met the colonies' need for higher education. The second college founded in the colonies, William and Mary, was established in Virginia in 1693.

By 1700 about 70 percent of men and 45 percent of women in New England could read and write. These figures were much lower in Virginia, where Jamestown was the only major settlement.

**READING CHECK Analyzing** Why was education important to the New England colonies?

**SUMMARY AND PREVIEW** In this section you learned about the role that religion played in the New England colonies. In the next section you'll learn about New York, New Jersey, and Pennsylvania.

#### THE IMPACT TODAY

Public schools remain the primary source of education for most U.S. children. Total enrollment today is around 50 million students.

## Section 2 Assessment

go.hrw.com  
Online Quiz

KEYWORD: SS8 HP2

### Reviewing Ideas, Terms, and People HSS 8.2.1

- a. Recall** Why did the **Pilgrims** and **Puritans** leave Europe for the Americas?

**b. Elaborate** Do you think the Pilgrims could have survived without the assistance of **Squanto** and **Massasoit**? Explain your answer.
- a. Describe** What role did the church play in Massachusetts?

**b. Analyze** Why did some colonists disagree with the leaders of Massachusetts?
- a. Identify** Describe the economy in the New England colonies.

**b. Analyze** Why do you think New England merchants became leading members of society?
- a. Describe** What steps did the Massachusetts Bay Colony take to promote education?

**b. Predict** What are some possible benefits that New England's emphasis on education might bring?

### Critical Thinking

- Categorizing** Copy the chart below and use it to identify the characteristics of the New England colonies.

Role of Church	Economic Activities	Education

### FOCUS ON WRITING

- Comparing Colonies** Take notes on the early New England colonies. Be sure to note what advantages they offered to settlers and what difficulties settlers faced. Put a star beside the colony or colonies you might use in your infomercial.