



CHAPTER
3

The English Establish 13 Colonies 1585-1732

Section 1 **Early Colonies Have Mixed Success**

Section 2 **New England Colonies**

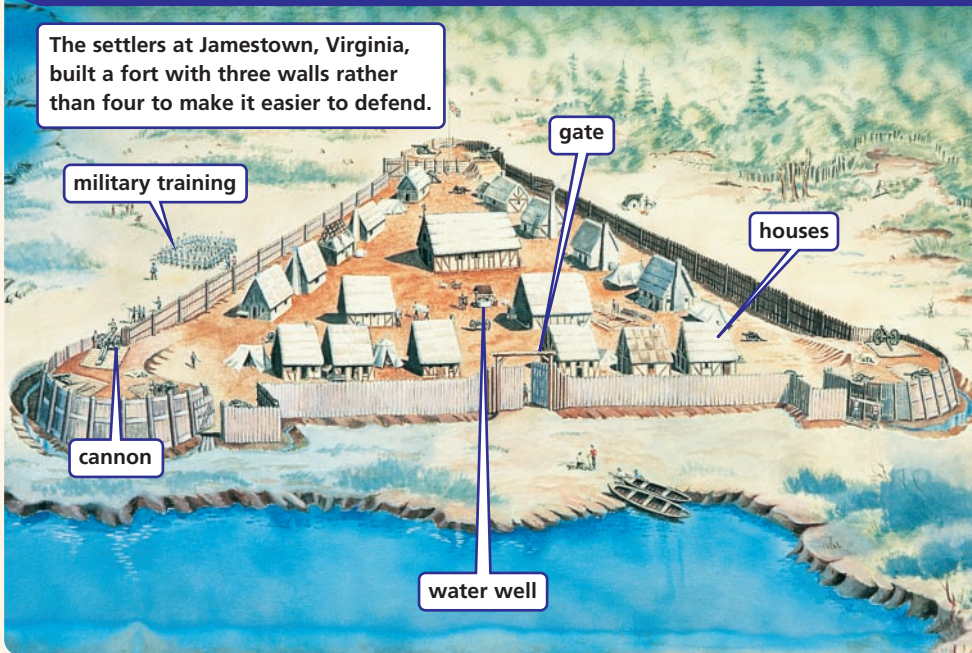
Section 3 **Founding the Middle and Southern Colonies**



Early settlers build the fort at Jamestown.



Interact *with* History

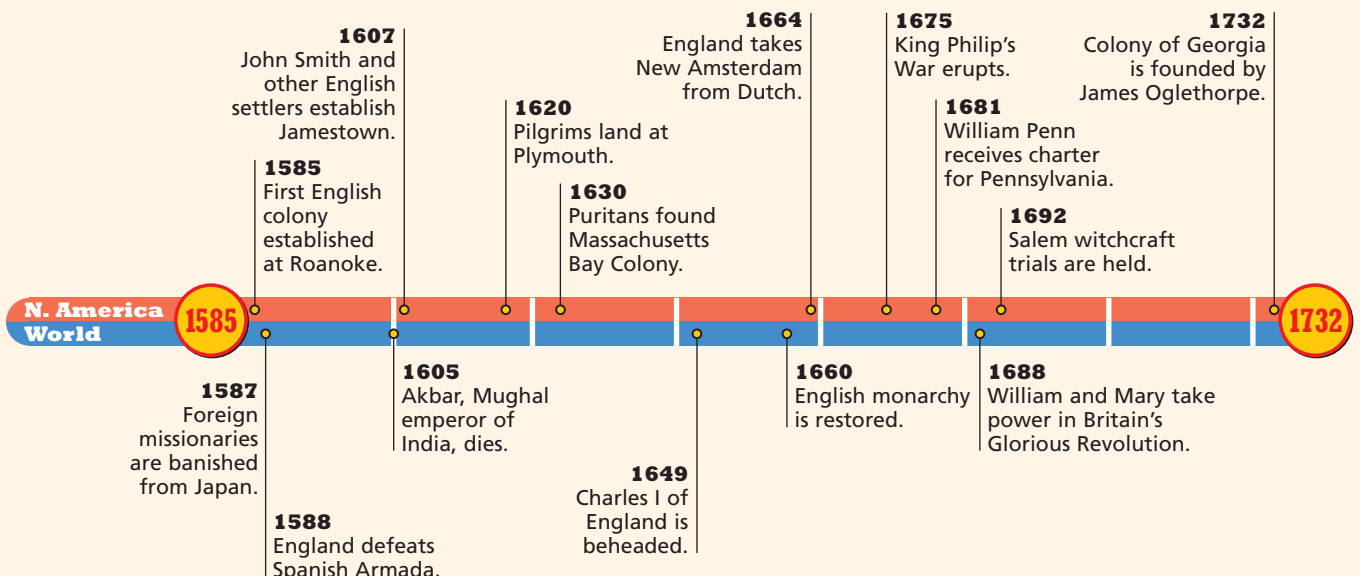


The year is 1607. You have just sailed across the ocean and arrived in a strange land. Your family has traveled to the eastern coast of North America in search of freedom and prosperity. Your first task in the new land is to decide what you need to do to survive.

What Do You Think?

- What do you need to survive in the wilderness?
- This settlement is actually a fort, with an armed force and high fences. What reasons might there be for building a fort?
- What kind of settlement would you build?

What dangers would you face as a settler?





Chapter 3 SETTING THE STAGE

BEFORE YOU READ

Previewing the Theme **Impact of the Individual**

Beginning in 1585, English settlers started colonies along the eastern coast of North America. This chapter explains how the determination of a few leaders led to new colonies. It also explains how the colonies survived, gained more diverse settlers, and began to drive Native Americans (shown in the map below) off the land.




What Do You Know?

What do you already know about the American colonies? What sort of person might choose to leave his or her native country and cross the ocean to settle in a new land?

THINK ABOUT

- what you've learned about American settlers from movies, television, historical fiction, or science fiction about space travel
- opportunities and challenges offered in a new land

What Do You Want to Know?


 What questions do you have about the Europeans who settled in North America? about those who were already here? Record your questions in your notebook before you read this chapter.

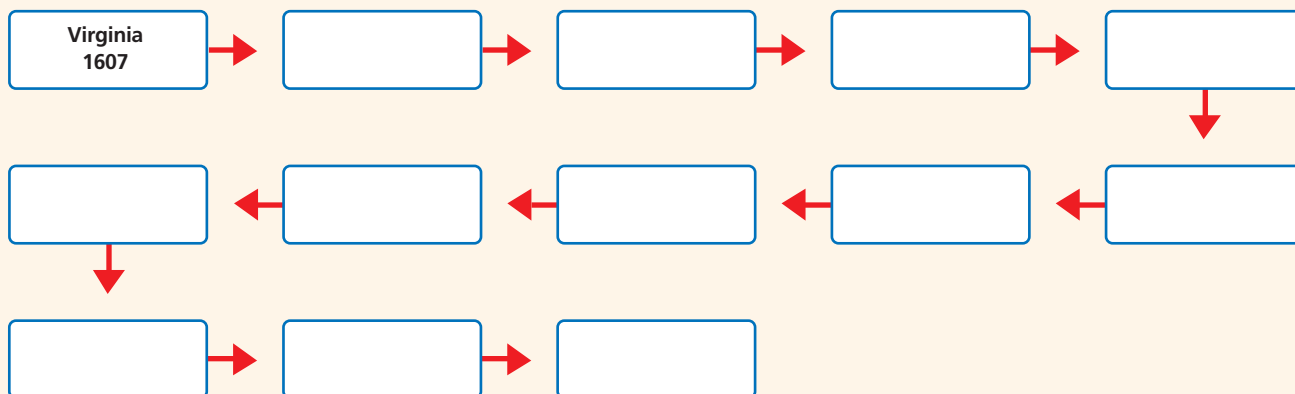
READ AND TAKE NOTES

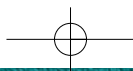
Reading Strategy: Sequencing Events

Sequencing means putting events in order. In learning about the early colonies, for example, it will be useful to you to list the 13 original colonies and an important early date mentioned for each in the

chapter. You might record the name and a date for each colony in a graphic organizer such as the one below. Copy this organizer in your notebook. Fill it in as you read the chapter.

 See Skillbuilder Handbook, page R4.





1 Early Colonies Have Mixed Success

TERMS & NAMES
 joint-stock company
 charter
 Jamestown
 John Smith
 indentured servant
 House of Burgesses
 Bacon's Rebellion

MAIN IDEA

Two early English colonies failed, but Jamestown survived—partly through individual effort and hard work.

WHY IT MATTERS NOW

Jamestown's survival led to more English colonies and a lasting English influence in the United States.

ONE AMERICAN'S STORY

John White was a talented artist. He traveled with the first English expedition to Roanoke, an island off North Carolina, in 1585. While there, he painted scenes of Native American villages. White sailed back to England in 1586 and then returned to Roanoke as governor the next year, bringing with him more than 100 settlers. White's daughter Elinor gave birth to a baby girl, Virginia Dare, during their stay. John White described the event.

A VOICE FROM THE PAST

On August 18 a daughter was born to Elinor, . . . wife of Ananias Dare. . . . The child was christened on the following Sunday and was named Virginia because she was the first Christian born in Virginia.

John White, *The New World*

In 1587, White was forced to sail back to England a second time to get needed supplies. He left the colonists, including his granddaughter, Virginia, in Roanoke. Delayed by the Spanish Armada (a fleet of ships that attempted to invade England in 1588), White did not return to Roanoke until 1590.

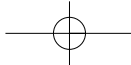
To his shock and grief, he found no trace of the colonists or his granddaughter, all of whom had disappeared. The only clues to their whereabouts were the letters *CRO* carved in a tree and the word *Croatoan* carved in a doorpost. White never discovered the fate of his family and the other colonists. In this section, you will learn why English settlers such as White came to America despite such hardships. You'll also learn how they lived and what they believed.



Drawing by John White of an old man of the Pomeiock tribe.

The English Plan Colonies

As you read in Chapter 2, religious and political rivalries increased between England and Spain in the late 1500s. Spain had many colonies in the Americas, but England had none. England began directing its resources toward establishing colonies after its defeat of the Spanish Armada in 1588.



Richard Hakluyt (HAK•LOOT), an English geographer, urged England to start a colony. Hakluyt thought that colonies would provide a market for English exports. They also would serve as a source of raw materials. By having colonies, England hoped to increase its trade and build up its gold supply. This is the economic theory of mercantilism (see page 52). In mercantilism, the state controls trade and attempts to transfer wealth from colonies to the parent country. Hakluyt also thought that English colonies would help to plant the Protestant faith in the Americas.

The earliest English colonists had many reasons for going to America. The lack of economic opportunity in England forced many to seek their fortunes abroad. Stories of gold mines lured some to leave England. Others left to escape religious persecution.

ReadingHistory

A. Summarizing

Why did English colonists settle in America?

Two Early Colonies Fail

Sir Walter Raleigh was a soldier, statesman, and adventurer who served under Queen Elizabeth I of England. She gave him permission to sponsor the colony at Roanoke. He named England's first colony Virginia after the unmarried, or virgin, queen. Financed by Raleigh, the colony began in 1585 on Roanoke Island. The colonists relied on the Native Americans for food. But when the Native Americans realized that the settlers wanted their land, they cut off the colonists' food supply. Those who survived returned to England in 1586.

In 1587, artist John White convinced Raleigh to try again to establish the Roanoke colony, with the disastrous results described in *One American's Story* (page 69). To this day, no one knows for sure what happened. Some historians think that the colonists mingled with the neighboring Native Americans. Others believe that they moved to Chesapeake Bay and were killed by Native Americans defending their land.

Vocabulary

financed: paid for; raised funds for

In 1607, the Plymouth Company sponsored the Sagadahoc colony at the mouth of the Kennebec River in Maine. Some of the settlers were English convicts. One colonist wrote of George Popham, the governor, "He stocked or planted [the colony] out of all the jails of England." Within the first year, arguments among colonists, a harsh winter, fights with Native Americans, and food shortages forced most of the colonists to return to England.

Financing a Colony

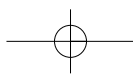
Raleigh had financed the colony at Roanoke. When the colony failed, he lost his investment. The English learned from Raleigh's financial loss at Roanoke that one person could not finance a colony. To raise money, they turned to the **joint-stock company**. Joint-stock companies were backed by investors, people who put money into a project to earn profits. Each investor received pieces of ownership of the company called

Now and then

THE LUMBEE AND THE LOST COLONISTS

The Lumbee tribe lives mainly in North Carolina. Some of the Lumbee believe they are descendants of the lost colonists of Roanoke. Among the evidence cited is the fact that 41 of the 95 last names of the Lumbee were last names of the colonists.

Other Lumbee don't believe that they are descended from English ancestors. The Lumbee are trying to win federal recognition as a Native American tribe. English ancestry might weaken their claim for federal financial support.



shares of stock. In this way, the investors split any profits and divided any losses.

Merchants organized the Virginia Company of London and the Virginia Company of Plymouth. King James I of England granted charters to both companies in 1606. A **charter** was a written contract, issued by a government, giving the holder the right to establish a colony.

Jamestown Is Founded in 1607

In 1607, the Virginia Company of London financed an expedition to Chesapeake Bay that included more than 100 colonists. They sailed up the James River until they found a spot to settle. They named the first permanent English settlement **Jamestown** in honor of King James.

From the start, the Jamestown colonists endured terrible hardships. The site of the colony was swampy and full of malaria-carrying mosquitoes. This disease made the colonists sick with fever. Many also became ill from drinking the river water. To make matters worse, the London Company had incorrectly told the settlers that the colony would be rich in gold. They spent their days searching for gold rather than building houses and growing food.

The climate was also a hardship. The colonists soon learned that the summers were hot and humid and the winters bitter cold. As one colonist recalled, "There were never Englishmen left in a foreign country in such misery as we were in this newly discovered Virginia."

Jamestown Grows

By January 1608, only 38 colonists remained alive. Later that year, **John Smith**, a soldier and adventurer, took control. To make sure the colonists worked, Smith announced, "He that will not work shall not eat." Smith's methods worked. He ordered an existing wall extended around Jamestown. He also persuaded the Powhatan tribe to trade their corn to the colonists. In 1609, Smith was injured in a gunpowder explosion and returned to England. That same year, 800 more English settlers arrived in Jamestown.



This is a computer reconstruction of the face of Mistress Forrest, believed to be the first English woman to come to Jamestown.

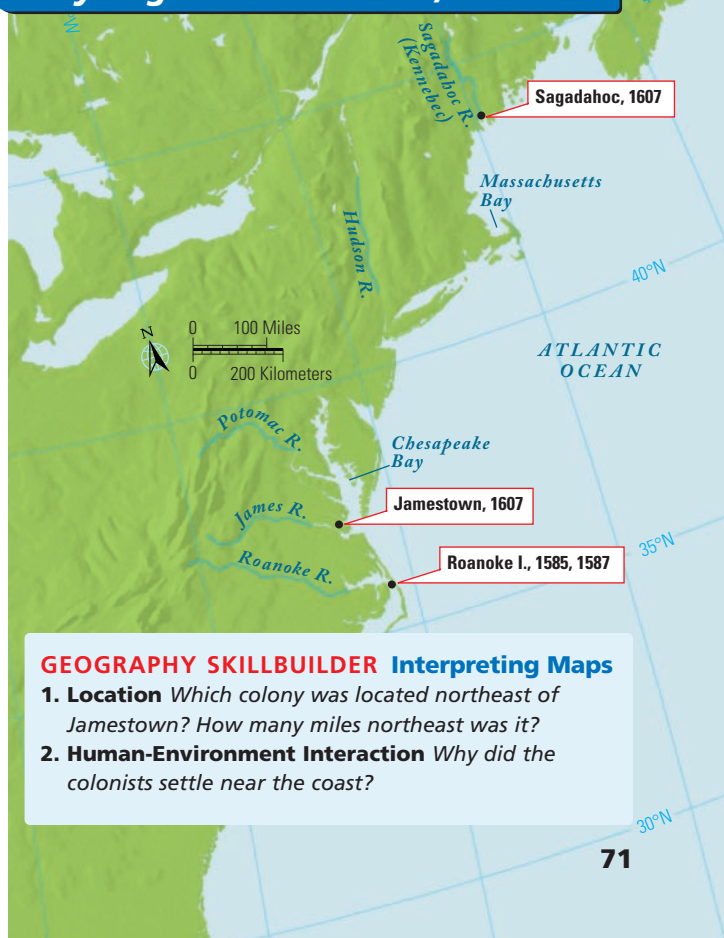
Background

Historians used to believe that the colony's original site had been flooded by the James River. Recent archaeological digs, however, have discovered the site on higher ground.

ReadingHistory

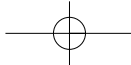
B. Solving Problems If you had been John Smith, how would you have forced the colonists to work?

Early English Settlements, 1585–1607



GEOGRAPHY SKILLBUILDER Interpreting Maps

- Location** Which colony was located northeast of Jamestown? How many miles northeast was it?
- Human-Environment Interaction** Why did the colonists settle near the coast?



Because of growing tensions between the settlers and Native Americans, the Powhatan stopped trading food and attacked the settlers. The settlers did not dare leave the fort. During the “starving time,” the colonists ate rats, mice, and snakes. Only 60 of the colonists were still alive when two ships arrived in 1610. Lord De La Warr, the new governor, imposed discipline, and the “starving time” ended.

In 1612, John Rolfe developed a high-grade tobacco that the colonists learned to grow. It quickly became very popular in England. The success of tobacco growing changed Jamestown in many ways. The Virginia Company thought of the colonists as employees. The colonists, however, wanted a share of the profits.

The company responded by letting settlers own land. Settlers worked harder when the land was their own. The company offered a 50-acre land grant for each man, woman, or child who could pay his or her way to the colony. In 1619, the first African Americans arrived in Jamestown. The

population of Virginia jumped from about 600 in 1619 to more than 2,000 in 1621.

Even more laborers were needed. Those who could not afford passage to America were encouraged to become **indentured servants**. These men and women sold their labor to the person who paid their passage to the colony. After working for a number of years, they were free to farm or take up a trade of their own.

The colonists soon became annoyed at the strict rule of the governor, who represented the Virginia Company’s interests back in London. To provide for more local control, the company decided that burgesses, or elected representatives, of the colonists would meet once a year in an assembly. The **House of Burgesses**, created in 1619, became the first representative assembly in the American colonies.

Conflicts with the Powhatan

Cultural differences put the Powhatan and the English on a collision course. At first, the Powhatan traded food with the colonists. Then, as more colonists arrived and wanted land, relations grew worse. In an effort to improve relations between the English colonists and the Powhatan, John Rolfe married Chief Powhatan’s daughter, Pocahontas, in 1614.

For a time, there was an uneasy peace. The colonists learned from the Powhatan how to grow corn, catch fish, and capture wild fowl. However, the expanding tobacco plantations took over more and more Powhatan land. In 1622, in response to land grabs by the colonists, the Powhatan killed hundreds of Jamestown’s residents.

ReadingHistory

C. Analyzing

Causes What was the main reason for the various arrangements the Virginia Company came up with to bring people to America?

ReadingHistory

D. Finding Main

Ideas What was the central dispute between the Powhatan and the settlers?

AMERICA'S HISTORY MAKERS

POCAHONTAS

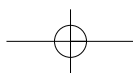
1595–1617

Pocahontas met John Smith when she was about 12 years old. Smith taught her English and admired her spirit. She admired Smith’s bravery and saved his life twice. After Smith returned to England, she married the colonist John Rolfe in 1614. Shown below is a portrait of Pocahontas, done in 1616.

Two years later, the Rolfes went to England to raise money for the Jamestown colony. While getting ready to sail home, Pocahontas died of smallpox.

How did Pocahontas show that Native Americans and white settlers might live in peace?





Bacon's Rebellion in 1676

As you have seen, many of the English colonists who came to Virginia during the 1600s fought with the Native Americans. They also battled one another. By the 1670s, one-fourth of the free white men were former indentured servants. These colonists, who did not own land, resented the wealthy eastern landowners. The poor settlers lived mostly on Virginia's western frontier, where they battled the Native Americans for land.

Nathaniel Bacon and a group of landless frontier settlers opposed Governor William Berkeley. They complained about high taxes and Governor Berkeley's favoritism toward large plantation owners. Bacon demanded that Berkeley approve a war against the Native Americans to seize their land for tobacco plantations. Governor Berkeley's refusal of Nathaniel Bacon's demand sparked **Bacon's Rebellion** in 1676.

Bacon marched into Jamestown, took control of the House of Burgesses, and burned Jamestown to the ground. Bacon's sudden illness and death ended the rebellion. Berkeley hanged Bacon's followers. Angered by Berkeley's actions, King Charles II recalled the governor to England. After that incident, the House of Burgesses passed laws to prevent a royal governor from assuming such power again. The burgesses had taken an important step against tyranny. In the next section, you will read about the New England colonies and their steps toward independence.



Nathaniel Bacon (right) confronts Virginia governor William Berkeley at Jamestown in 1676.

Vocabulary

tyranny: a government in which a single ruler has absolute power

Section 1 Assessment

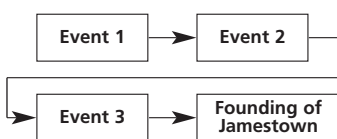
1. Terms & Names

Explain the significance of:

- joint-stock company
- charter
- Jamestown
- John Smith
- indentured servant
- House of Burgesses
- Bacon's Rebellion

2. Taking Notes

Use a series-of-events chain to review events that led to the founding of Jamestown.



What were reasons England wanted colonies in America?

3. Main Ideas

a. Why did the first English settlement at Roanoke fail?

b. How did the English finance their colonies after 1606?

c. What was the outcome of Bacon's Rebellion?

4. Critical Thinking

Drawing Conclusions

What were the main reasons that Jamestown survived and prospered?

THINK ABOUT

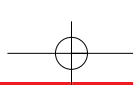
- how, after the "starving time," Lord De La Warr took control
- John Rolfe's development of a high-grade tobacco plant

ACTIVITY OPTIONS

ART

LANGUAGE ARTS

You need indentured servants to work on your plantation. Draw a **poster** or write an **advertisement** that will attract people to your plantation.



Interdisciplinary CHALLENGE

Report from the New World

You are a settler who has landed on the wild eastern shore of North America. You and your 93 fellow colonists survived a frightening nine-week Atlantic voyage. Now you are struggling to build a new home in the wilderness. There are no roads, inns, or towns in this land. The game, berries, and fish here taste strange, sometimes unpleasant. Your only neighbors are small groups of Native Americans.



COOPERATIVE LEARNING On these pages are challenges you face as you put down roots in America. Working with a small group, decide how to deal with each challenge. Choose an option, assign a task to each group member, and do the activity. You will find useful information in the Data File. Be prepared to present your solutions to the class as part of a report to your sponsors back in England.

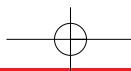
CIVICS CHALLENGE

“They had little or no care of any other thing, but to pamper their bellies.”

As your colony takes root, most members work hard to farm, cook, wash, mend, trade, and defend the colony. But a few colonists think only of their own comfort. You call a meeting to set some rules about work. Present your solution to this problem using one of these options:

- Make a poster for the meeting hall that states the new work rules and punishments.
- Write a report describing the problem and how the colony solved it.





DATA FILE

ECONOMICS CHALLENGE

*“A bright tin dish
most pleased him.”*

By the time spring arrives, your stores of English foods are running low. You and your friends decide to try trading with the neighboring Native Americans. They could provide a steady supply of meat, fish, and vegetables until your harvest comes in. Develop a plan for opening trade. Present your plan using one of these options:

- As a group, role-play the meeting in which you create your trading plan.
- Write instructions for the team of colonists who will open trade with the Native Americans.

The Journey

Distance: more than 5,000 nautical miles from Europe to the east coast of North America

Length: 6–14 weeks

Dangers: storms, scurvy, dysentery, malnutrition, seasickness, overcrowding

Food and Livestock Taken

barrels of salted beef, oatmeal, dried grains, cheese, oil, vinegar, and salt; seeds for peas, barley, herbs, and other crops; cows, horses, goats, pigs, sheep, and chickens

Equipment Taken

axes, hoes, nails, hooks for doors, hammers, chisels, hatchets, spades, pickaxes, iron pots, copper kettles, skillets, platters, dishes, wooden spoons, rugs

Weapons Taken

swords, muskets, daggers, gunpowder, light armor, cannon

Clothes Taken

shirts, several pairs of shoes, leather for mending, waistcoats, caps, skirts, jackets, trousers

Dangers in America

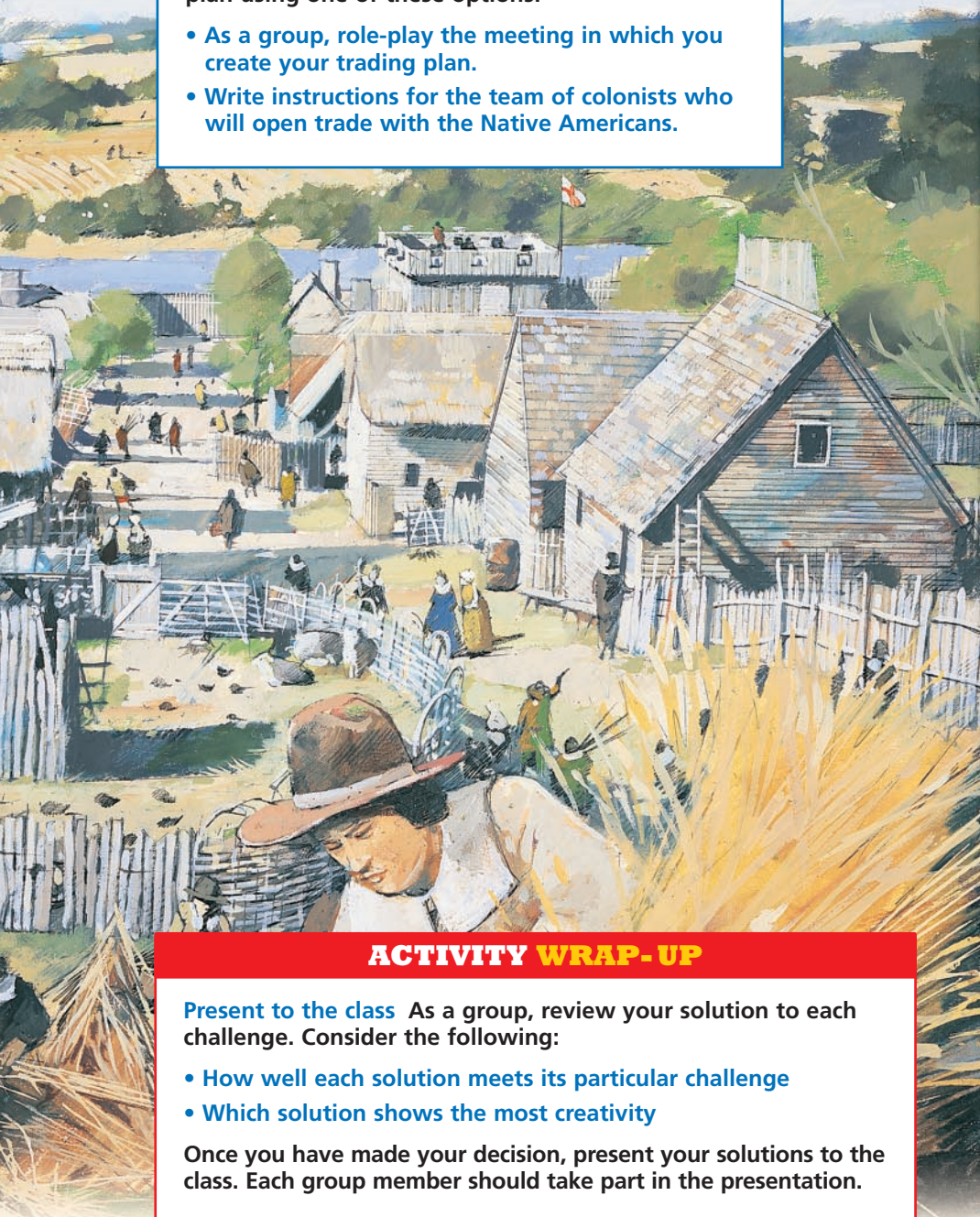
Biggest killers: typhoid, dysentery, famine

Other dangers: pneumonia, malaria, and other diseases; exposure to harsh weather; fire; wild animals; attacks by Native Americans

Benefits in America

religious and political freedom; opportunity to own land; abundant timber for shelters, forts, heat, ships, and trade; rich food resources

For more about the American colonies . . .

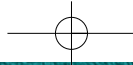


ACTIVITY WRAP-UP

Present to the class As a group, review your solution to each challenge. Consider the following:

- How well each solution meets its particular challenge
- Which solution shows the most creativity

Once you have made your decision, present your solutions to the class. Each group member should take part in the presentation.



2 New England Colonies

TERMS & NAMES

Pilgrims
Mayflower Compact
Puritans
Great Migration
Fundamental Orders
of Connecticut
Roger Williams
Anne Hutchinson
King Philip's War

MAIN IDEA

Religion influenced the settlement and government of the New England colonies.

WHY IT MATTERS NOW

The Puritan work ethic and religious beliefs influence American culture today.

ONE AMERICAN'S STORY

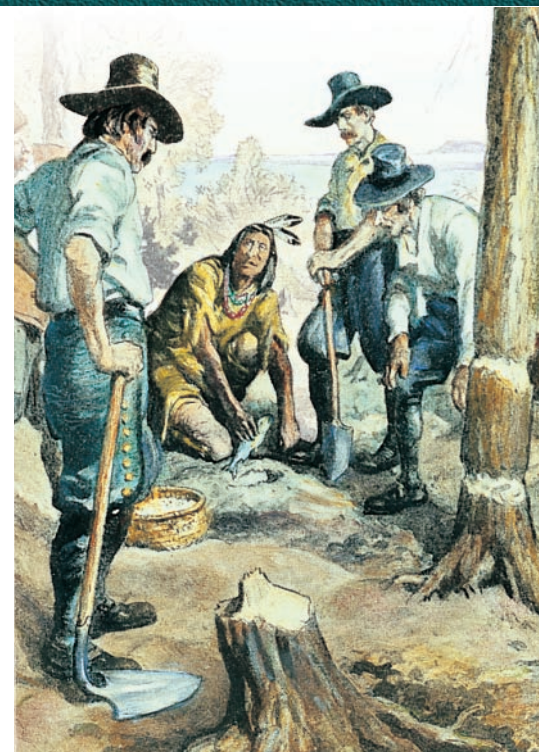
In 1605, English fishermen captured and enslaved a Native American named Squanto and took him to England. While there, he learned to speak English. After a series of misadventures, including serving as a slave in Spain, Squanto returned to America in 1619. There he discovered that his Pawtuxet tribe had been wiped out by disease in the years 1616–1618. In 1621, Squanto set about helping the English plant corn, beans, and pumpkins on tribal lands. Colonist William Bradford made the following comment about Squanto.

A VOICE FROM THE PAST

Squanto . . . was a special instrument sent of God for their [the colonists'] good beyond their expectation. . . . He directed them how to set their corn, where to take fish, and to procure other commodities, and was also their pilot to bring them to unknown places.

William Bradford, quoted in *The Pilgrim Reader*

Thanks to Squanto, the first settlers in New England prospered and lived in peace with the Native Americans. In this section, you will learn about the Pilgrims and Puritans, their relations with the Native Americans, and their settlement of the New England colonies.



Squanto teaches the Pilgrims how to grow corn.

The Voyage of the *Mayflower*

In the early 1500s, King Henry VIII of England broke that country's ties with the Catholic Church and established the Church of England, an official state church under his control. In the early 1600s, a religious group called the Separatists called for a total break with the Church of England. They thought it was too much like the Catholic Church.

The **Pilgrims** were a Separatist group. King James attacked them for rejecting England's official church. To escape this harsh treatment, the Pilgrims fled to Holland, a country known for its acceptance of different opinions. Eventually, the Pilgrims became dissatisfied with life in Holland. They approached the Virginia Company and asked if they could settle in America "as a distinct body by themselves." The Virginia



Company arranged for them to settle on land within its boundaries on the eastern coast of North America.

On a cold, raw November day in 1620, a ship called the *Mayflower* arrived off Cape Cod on the Massachusetts coast. Blown north of its course, the *Mayflower* landed in an area that John Smith had mapped and called New England. They landed at a site that had been named Plymouth.

Because the Pilgrims landed outside the limits of the Virginia Company, their charter did not apply. For the sake of order, the men aboard the *Mayflower* signed an agreement called the **Mayflower Compact**. In it, they vowed to obey laws agreed upon for the good of the colony. The Mayflower Compact helped establish the idea of self-government and majority rule. (See Interactive Primary Sources, page 82.)

The *Mayflower* brings the Pilgrims to Plymouth in 1620.

The Pilgrims Found Plymouth

Like the early settlers at Jamestown, the Pilgrims at Plymouth endured a starving time. That first winter, disease and death struck with such fury that “the living were scarce able to bury the dead.” Half the group had died by spring.

However, energy, hope, and help returned. One day a Native American walked up to a group of colonists. To their astonishment, he called out, “Welcome, Englishmen.” This was Samoset, a Pemaquid who had learned to speak English from European fishermen. Samoset introduced the settlers to another Native American named Squanto, a Pawtuxet, who also spoke English.

“Welcome, Englishmen.”

Samoset

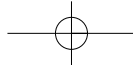
The Pilgrims had angered the Native Americans by taking their corn. Squanto acted as an interpreter between the Pilgrims and Chief Massasoit. He helped them to negotiate a peace treaty and showed them how to plant, hunt, and fish. While their crops grew, the colonists began trading with the Native Americans for furs and preparing lumber to ship back to England in order to make a profit.

Sometime in the fall—no one knows exactly when—the Plymouth settlement celebrated the blessings of a good harvest by holding a three-day feast. It was the first Thanksgiving. This Thanksgiving came to represent the peace that existed at that time between the Native Americans and Pilgrims.

ReadingHistory

A. Making Inferences

Why do you think Squanto was so helpful to the Pilgrims?



America's HERITAGE

THE FIRST THANKSGIVING

It is hard to believe, but turkey was not on the menu at the first Thanksgiving. The Pilgrims and Native Americans ate venison (deer), roast duck, roast goose, clams and other shellfish, and eel (shown below).

Other treats were white bread and corn bread, leeks, watercress, and salad herbs. The guests topped off their meal

with wild plums and dried berries for dessert.



Thanks to the help of Squanto and other Native Americans, the Pilgrims learned to survive in their new environment. Soon more people would sail to New England seeking religious freedom.

The Puritans Come to Massachusetts Bay

Between about 1630 and 1640, a religious group called the **Puritans** left England to escape bad treatment by King James I. Unlike the Separatists, who wanted to break away from the Church of England, the Puritans wanted to reform, or “purify,” its practices. By the thousands, Puritan families left for the Americas. Their leaving is known as the **Great Migration**. Many thousands of Puritans left their homeland to found new settlements around the world. Of these settlers, about 20,000 crossed the Atlantic Ocean to New England.

Many Puritan merchants had invested in the Massachusetts Bay Company. In 1629, the company received a royal charter to settle land in New England. In 1630, 11 well-supplied ships carried about 1,000 passengers to the Massachusetts Bay Colony. Unlike earlier colonists, the Puritans were well prepared and did not suffer through a starving time. John Winthrop was the colony’s Puritan governor. He stated that the new colony would be a commonwealth, a community in which people work together for the good of the whole.

A VOICE FROM THE PAST

So shall we keep the unity of the spirit, in the bond of peace. . . . Ten of us will be able to resist a thousand of our enemies. . . . For we must consider that we shall be as a City upon a Hill, the eyes of all people are on us.

John Winthrop, “*Model of Christian Charity*”

The New England Way

The basic unit of the commonwealth was the congregation—a group of people who belong to the same church. Each Puritan congregation set up its own town. The meetinghouse was the most important building in each town. There people gathered for town meetings, a form of self-government in which people made laws and other decisions for the community. In the Massachusetts Bay Colony, only male church members could vote or hold office. They elected representatives to a lawmaking body called the General Court, which in turn chose the governor.

By law, everyone in town had to attend church services held in the meetinghouse. The sermon, the most important part of the church service, provided instruction in the “New England Way.” This was a term

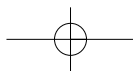
Background

During the Great Migration, the Puritans also went to Ireland, the Netherlands, the Rhineland, and the West Indies.

Reading History

B. Making

Inferences After Winthrop, politicians sometimes spoke of America as “a city upon a hill.” What does this phrase suggest about America’s role in the world?



Vocabulary

godliness: piety, reverence

used by the Puritans to describe both their beliefs and their society, which emphasized duty, godliness, hard work, and honesty. The Puritans thought that amusements such as dancing and playing games would lead to laziness. They believed that God required them to work long and hard at their vocation.

The Puritan work ethic helped contribute to the rapid growth and success of the New England colonies. The New England Way also depended on education. Because the Puritans wanted everyone to be able to read the Bible, laws required that all children learn to read.

Some Puritan congregations set up new colonies. In 1636, Thomas Hooker moved his congregation to the Connecticut Valley. There they wrote and adopted the **Fundamental Orders of Connecticut** in 1639 (see page 98). In effect, these laws were a constitution. The Fundamental Orders extended voting rights to non-church members and limited the power of the governor. They expanded the idea of representative government.

The first European settlement in New Hampshire was a village near Portsmouth in 1623. In 1638, John Wheelwright established the town of Exeter. The town's founders drew up the Exeter Compact, which was based on the Mayflower Compact.

Challenges to Puritan Leaders

Not everyone agreed with the New England Way. **Roger Williams** was a minister in Salem, Massachusetts, who founded the first Baptist church in America. He opposed forced attendance at church. He also opposed the English colonists' taking of Native American lands by force. Because of his beliefs, the General Court forced Williams to leave the colony. In 1636, he fled southward and founded the colony of Rhode Island, which guaranteed religious freedom and the separation of church and state.

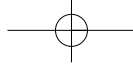
Anne Hutchinson believed that a person could worship God without the help of a church, minister, or Bible. She conducted discussions in her home that challenged church authority. Hutchinson was brought to trial and forced to leave Massachusetts. In 1638, she fled to Rhode Island.

New England Settlements, 1620-1636



Anne Hutchinson preaches in her home in Boston.





Another religious group was the Quakers. Their name came from an early leader's statement that they should "tremble [quake] at the word of the Lord." Opponents coined the name as an insult. Quakers challenged the Massachusetts commonwealth. They believed that each person could know God directly through "an inner light." Neither ministers nor the Bible was needed. Quakers also believed in treating Native Americans fairly, which set them apart from other colonists. For such beliefs, Quakers were whipped, imprisoned, and hanged. Many left for Rhode Island.

King Philip's War

The growing population of colonists began to force the Native Americans from their land. Europeans and Native Americans defined land ownership differently. To Europeans, land could be owned by individuals. To Native Americans, land belonged to everyone. Conflict over land resulted in warfare.

In 1675–1676, the Puritan colonies fought a brutal war with the Native Americans. This was known as **King Philip's War**. "King Philip" was the English name of Metacom, leader of the Wampanoag. To help fight the war, Metacom organized an alliance of tribes. The Wampanoag lost the war. Many were killed, while others were sold into slavery in the

West Indies. Those who remained lost their land and were forced to become laborers. English settlers expanded even farther into Native American land.

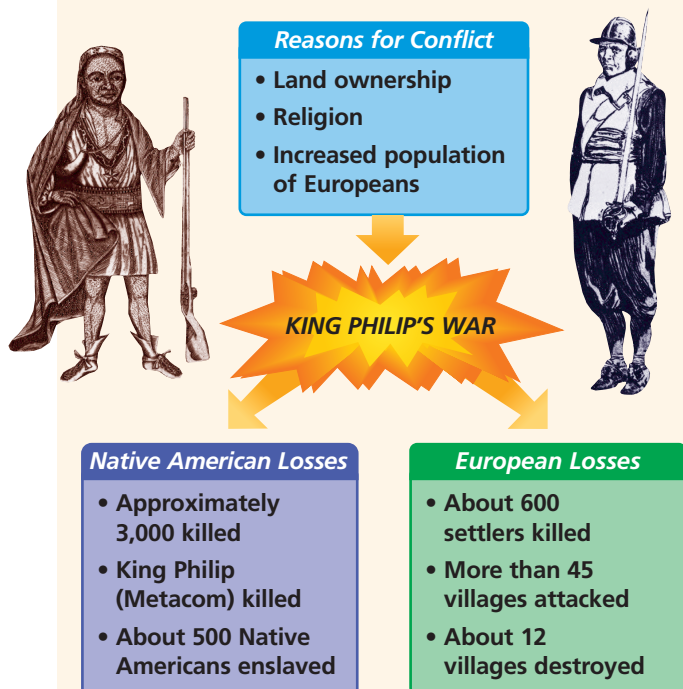
Reading History

D. Forming Opinions Why is it odd that the Puritans persecuted certain individuals and groups for their religious beliefs?

Background

Metacom was the son of Massasoit, friend of the Pilgrims.

CAUSE & EFFECT: King Philip's War, 1675–1676



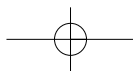
Sources: *Encyclopedia Britannica*, *World Book Encyclopedia*

SKILLBUILDER Interpreting Charts

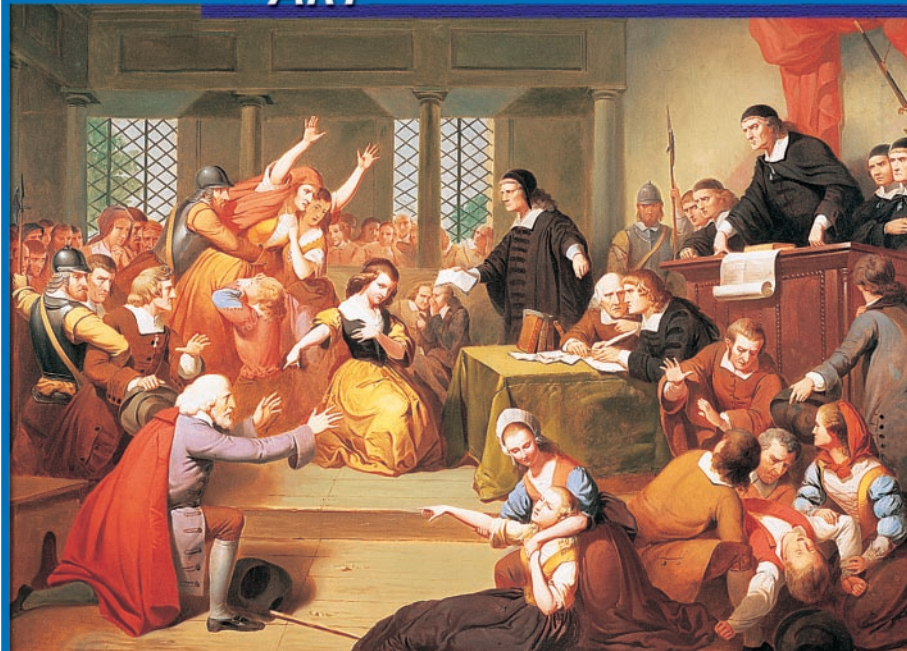
1. Was there a greater loss of life among the settlers or the Native Americans?
2. How might the growing population of Europeans have created more conflict with the Native Americans?

The Salem Witchcraft Trials

Puritan New England was originally a society centered on the church. By the late 1600s, however, this had begun to change. The younger generations did not share the strict religious views of their parents. Several Salem village girls were told frightening stories about witches by Tituba, a slave from the West Indies. Pretending to be bewitched, the girls falsely accused others of witchcraft. The witch-hunts began in 1692. The clergy viewed the Salem witch-hunts and trials as a sign from God for the village to return to a strict Puritan lifestyle.



HISTORY throughART



This mid-nineteenth-century oil painting, *The Trial of George Jacobs, August 5, 1692*, was painted by T. H. Matteson in 1855. It captures the horrors of the Salem witch trials. As the young women cry out, the accused tries to defend himself against charges that he bewitched them.

Jacobs's own granddaughter testified against him. He was tried and convicted on August 5, 1692, and executed two weeks later along with four neighbors.

How accurately do you think the painting shows the strong emotions in the courtroom?

Hysteria spread through Salem. Those accused were forced to name others as witches. More than 100 people were arrested and tried. Of those, 20 were found guilty and put to death. Nineteen persons were hanged, and another was pressed to death by heavy stones when he refused to enter a plea in response to the charge of witchcraft. The panic was short-lived, and Salem came to its senses. The experience showed, however, how a society can create scapegoats for its problems.

In the next section, you will read about the Middle and Southern colonies, how they were founded, and how they provided the new settlers with economic opportunities.

Vocabulary

scapegoat: one that is made to bear the blame of others

Section 2 Assessment

1. Terms & Names

Explain the significance of:

- Pilgrims
- Mayflower Compact
- Puritans
- Great Migration
- Fundamental Orders of Connecticut
- Roger Williams
- Anne Hutchinson
- King Philip's War

2. Taking Notes

Use a cluster diagram to review details about the New England Way.



Which parts would you find easy to accept? Which difficult?

3. Main Ideas

- What is the Mayflower Compact?
- What is the meaning of the term the "Great Migration"?
- What were some of the causes of King Philip's War?

4. Critical Thinking

Recognizing Effects What impact did the arrival of the English in New England have on the Native Americans?

THINK ABOUT

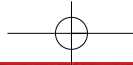
- Squanto
- Chief Massasoit
- King Philip's War

ACTIVITY OPTIONS


LANGUAGE ARTS

SPEECH

Choose one of the Puritan dissenters from this section and retell his or her story. Either write a **newspaper article** about the person or give an **oral history**.



The Mayflower Compact

Setting the Stage In 1620, 41 of the colonists aboard the *Mayflower* drew up the Mayflower Compact. This document refers to the area where they landed as “Virginia” because the land grants of the Virginia Company extended into New England. The colonists provided for self-government under majority rule of the male voters. **See Primary Source Explorer** 

A CLOSER LOOK

REASONS FOR VOYAGE

The three reasons the colonists give for their voyage to the eastern seaboard of North America are the glory of God, the advancement of Christianity, and the honor of the king.

1. Might there have been other, more practical reasons for the voyage?

A CLOSER LOOK

GUIDING PURPOSE

The general good of the colony is the guiding purpose of the colonists in signing the compact.

2. What does this suggest about the relationship between the individual and the community?


We, whose names are underwritten, . . . having undertaken for the glory of God, and advancement of the Christian faith, and the honor 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 another **covenant**¹ and combine ourselves together into a civil **body politic**,² for our better ordering and preservation; and furtherance of the ends aforesaid . . . do enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices from time to time as shall be thought most [proper] and convenient for the general good of the colony unto which we promise all due submission and obedience. In witness whereof we have hereunto subscribed our names at Cape Cod the eleventh of November, in the year of our **sovereign**³ lord King James of England . . . Anno Domini 1620.
From B. P. Poore, ed., *The Federal and State Constitutions*, Part I, p. 931.

1. **covenant:** promise in a binding agreement.

2. **body politic:** the people of a politically organized group.

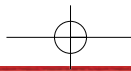
3. **sovereign:** supreme.

The Fundamental Orders of Connecticut

Setting the Stage In January 1639, male citizens of three townships in Connecticut (Hartford, Windsor, and Wethersfield) assembled and drew up the Fundamental Orders of Connecticut. This document is often called the first written constitution in America. It contains a preamble, or introduction, and a set of laws. **See Primary Source Explorer** 

Preamble

Forasmuch as it has pleased the Almighty God by the wise disposition of His Divine Providence so to order and dispose of things that we, the inhabitants and residents of Windsor, Hartford, and Wethersfield are now cohabiting



and dwelling in and upon the river of Conectecotte [Connecticut] and the lands thereunto adjoining; and well knowing where a people are gathered together the Word of God requires that, to maintain the peace and union of such a people, there should be an orderly and decent government established according to God, to order and dispose of the affairs of the people at all seasons as occasion shall require; do therefore associate and **conjoin**¹ ourselves to be as one public state or commonwealth. . . . As also in our civil affairs to be guided and governed according to such laws, rules, orders, and decrees as shall be made, ordered and decreed, as follows:

Laws, Rules, and Orders

1. It is ordered, sentenced, and decreed that there shall be yearly two general assemblies or courts. . . . The first shall be called the Court of Election, wherein shall be yearly chosen . . . so many magistrates and other public officers as shall be found **requisite**.² . . .

4. It is ordered . . . that no person be chosen governor above once in two years, and that the governor be always a member of some approved congregation. . . .

5. It is ordered . . . that to the aforesaid Court of Election the several towns shall send their deputies. . . . Also, the other General Court in September shall be for making of laws, and any other public occasion which concerns the good of the Commonwealth. . . .

7. It is ordered . . . that after there are warrants given out for any of the said General Courts, the constable or constables of each town shall forthwith give notice distinctly to the inhabitants of the same . . . that at a place and time . . . they meet and assemble themselves together to elect and choose certain deputies to be at the General Court then following to [manage] the affairs of the Commonwealth. . . .

1. **conjoin**: unite.

2. **requisite**: required.

A CLOSER LOOK

GOOD GOVERNMENT

Good government is pleasing to God in the eyes of the colonists. An orderly and decent government helps to maintain peace and order within a community and between people.

3. How would you define good government today?

A CLOSER LOOK

THE GOVERNOR'S ROLE

The person serving as governor can serve only once every two years and must be a member of an approved congregation.

4. Why might the colonists have wished to limit the power of the chief executive?

A CLOSER LOOK

THE COURTS

The Court of Election chooses officials to serve; the General Court makes laws.

5. Why might it be a good idea to separate these two functions?

Interactive Primary Sources Assessment

1. Main Ideas

- Whose rights did the Mayflower Compact protect?
- Why are written documents useful in setting up a government?
- How were the Fundamental Orders based on religion?

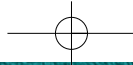
2. Critical Thinking

Supporting Opinions

How do you think these documents reflect the English contribution to American democracy?

THINK ABOUT

- self-government
- majority rule



3 Founding the Middle and Southern Colonies

TERMS & NAMES

Peter Stuyvesant
patroon
Duke of York
proprietary colony
William Penn
Quaker
royal colony
James Oglethorpe

MAIN IDEA

The founding of the Middle and Southern colonies provided settlers with many economic opportunities.

WHY IT MATTERS NOW

America is still a place where immigrants seek freedom and economic opportunity.

ONE AMERICAN'S STORY

The Dutch had founded the colony of New Netherland (later New York) on the eastern coast of North America in 1624. **Peter Stuyvesant**, the new governor, arrived in the city of New Amsterdam in May 1647. Because of his harsh personality and rough manner, he soon lost the support of the Dutch colonists. In 1664, a British fleet ordered the city of New Amsterdam to surrender itself to British control. Stuyvesant was unable to gain the support of the Dutch colonists against the British. He surrendered and then defended his decision to his superiors back in the Netherlands.

A VOICE FROM THE PAST

Powder and provisions failing, and no relief or reinforcements being expected, we were necessitated [forced] to come to terms with the enemy, not through neglect of duty or cowardice . . . but in consequence of an absolute impossibility to defend the fort, much less the city of New Amsterdam, and still less the country.

Peter Stuyvesant, quoted in *Peter Stuyvesant and His New York*

After the surrender, Stuyvesant retired to his farm. This land later became part of New York City. In this section, you will read about the founding of the Middle Colonies (such as New York) and the Southern Colonies. You will learn who settled there and why they came.

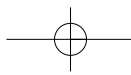


Peter Stuyvesant, governor of the Dutch colony of New Netherland, lost his leg in 1644 during a military action against the island of St. Martin in the Caribbean.

The Middle Colonies

The Middle Colonies were New York, New Jersey, Pennsylvania, and Delaware. They were located between New England to the north and the Chesapeake region to the south. (See the map on page 86.) Swedes, Dutch, English, Germans, and Africans were among the groups who came to these colonies.

Religious freedom attracted many groups, including Protestants, Catholics, Quakers, and Jews. The Hudson and Delaware rivers supported shipping and commerce. The river valleys had rich soil and mild winters. These conditions were favorable for farming and raising livestock.



New Netherland Becomes New York

In 1624, Dutch settlers financed by the Dutch West India Company founded the colony of New Netherland. New Netherland included the Hudson River valley, Long Island, and the land along the Delaware River.

To attract more settlers, the Dutch West India Company employed the patroon system. A **patroon** was a person who brought 50 settlers to New Netherland. As a reward, a patroon received a large land grant. He also received special privileges in hunting, fishing, and fur trading on his land.

In the early years, many different kinds of people settled in New Netherland. Twenty-three Jewish settlers arrived in 1654, and others soon followed. Later, Africans were brought to the colony as slaves and indentured servants. Many Puritans also came.

Peter Stuyvesant, the colony's governor, wanted to add land to New Netherland. He attacked the nearby charter colony of New Sweden in 1655. This colony was located along the Delaware River. The main settlement was Fort Christina (later named Wilmington, Delaware). It had been settled by Swedes in 1638. After an attack by the Dutch, the Swedes surrendered Fort Christina.

England's King Charles II decided that his brother, the **Duke of York**, should drive the Dutch out of New Netherland. The Dutch colony was a threat to England because of its trade. It was also a threat because of its expanding settlements and its location. There were English colonies in New England to the north and Virginia to the south. As you have seen, when the duke's ships appeared off New Amsterdam in August 1664, the colony surrendered. New Netherland became the **proprietary colony** of New York. The Duke of York was now the proprietor, or owner, of the colony.

New Jersey, Pennsylvania, and Delaware

The Duke of York had become the largest single landowner in America. He gave part of his claim, the province of New Jersey, to his friends Sir George Carteret and Lord John Berkeley in 1664. They encouraged settlers to come by promising freedom of religion. They also promised large grants of land and a representative assembly.

William Penn became another large landowner in America. Born into a wealthy English family, Penn joined the **Quakers**, to his father's disapproval. The young Penn was attacked for his Quaker beliefs. King Charles II owed the Penn family money. In repayment, in 1681 he gave Penn a large piece of land in America that came to be called Pennsylvania. The name means "Penn's woods."

America's HERITAGE

THE LOG CABIN

Swedish colonists living in Delaware built the first log cabin in America in 1638. The log cabin was the perfect house to build where there were many trees. Settlers needed few tools to build such cabins, which were made of round logs with curved notches at the ends. After the ends were placed in the notches, the logs were secured. After 1780, the log cabin became the typical frontier home.

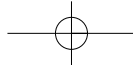


Background

The Duke of York became King James II in 1685.

ReadingHistory

A. Forming Opinions Why might the promise of religious freedom encourage a diverse population in a colony?



Penn used this land to create a colony where Quakers could live according to their beliefs. Among other things, the Quakers believed that all people should live in peace and harmony. They welcomed different religions and ethnic groups. In Pennsylvania, Penn extended religious freedom and equality to all. He especially wanted the Native Americans to be treated fairly. In a letter to them in 1681, Penn said, “May [we] always live together as neighbors and friends.”

Penn’s policies helped make Pennsylvania one of the wealthiest of the American colonies. Many settlers came to Pennsylvania seeking religious freedom and a better life. In 1704, Penn granted the three lower counties of Delaware their own assembly. The counties later broke away to form the colony of Delaware.

The Southern Colonies

The new Southern Colonies were Maryland, the Carolinas, and Georgia. The Appalachian Mountains bordered parts of these colonies in the west. In the east, the colonies bordered the Atlantic Ocean. The soil and climate of this region were suitable for warm-weather crops such as tobacco, rice, and indigo.

Maryland and the Carolinas

Lord Baltimore established Maryland in 1632 for Roman Catholics fleeing persecution in England. To attract

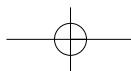
other settlers besides Catholics, Lord Baltimore promised religious freedom. In 1649, Maryland passed the Toleration Act.

Maryland based its economy on tobacco, which required backbreaking work. Every three or four years, the tobacco crop used up the soil, and workers had to clear new land. Most laborers came as either servants or slaves. Maryland attracted few women as settlers.

In 1663, Carolina was founded as a colony. English settlers from Barbados built Charles Town, later called Charleston, in 1670. They

Reading History

B. Comparing and Contrasting How did Penn’s policies toward Native Americans compare with those of other colonies you have read about?



busied themselves cutting timber, raising cattle, and trading with the Native Americans. After 1685, Charleston became a refuge for Huguenots, French Protestants seeking religious freedom.

Vocabulary

Carolina: The name of the colony is based on a Latin form of "Charles," in honor of King Charles II.

Carolina's colonists needed laborers to grow rice and indigo. The English settlers encouraged the use of enslaved Africans. They also sold local Native Americans into slavery. As a result, wars broke out between the settlers and the Tuscarora and Yamasee tribes. The settlers' taking of tribal lands also fueled the wars.

Carolina's proprietors, or owners, refused to send help to stop a threatened Spanish attack on Charleston. Because of this, the colonists overthrew the colony's proprietary rule in 1719. In 1729, Carolina became a **royal colony**. Then it was ruled by governors appointed by the king. The colony was divided into North Carolina and South Carolina.

Georgia

In 1732, **James Oglethorpe** founded Georgia as a refuge for debtors. The English government wanted to use the colony as a military outpost against Spanish Florida to the south and French Louisiana to the west. In 1739, during a war between England and Spain, the Spanish tried to force the English colonists out of Georgia but were unsuccessful. English, German, Swiss, and Scottish colonists settled in Georgia. All religions were welcome. As the colony's leader, Oglethorpe set strict rules that upset the colonists. The king, in response to unrest, made Georgia a royal colony in 1752.

By the early 1700s, there were 13 English colonies along the eastern coast of North America. In the next chapter, you will read about how these colonies developed.



James Oglethorpe was the founder of Georgia.

ReadingHistory

C. Reading a Map

Use the map on page 86 to check the location of Georgia in relation to the Spanish territory of Florida.

Section **3** Assessment

1. Terms & Names

Explain the significance of:

- Peter Stuyvesant
- patroon
- Duke of York
- proprietary colony
- William Penn
- Quaker
- royal colony
- James Oglethorpe

2. Taking Notes

Identify an effect for each cause listed in the chart below.

Cause	Effect
New Netherland threat to English	
English attacked Quakers	
Laborers needed in Carolinas	
Oglethorpe too strict in Georgia	

3. Main Ideas

- a. What were the goals of the patroon system?
- b. What three Middle Colonies offered religious freedom?
- c. What were three crops grown in the Southern Colonies?

4. Critical Thinking

Analyzing Causes Why did colonists in Maryland and the Carolinas enslave Native Americans and use African slaves?

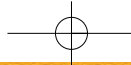
THINK ABOUT

- the crops being grown
- the nature of farm work

ACTIVITY OPTIONS

- LANGUAGE ARTS**
- SCIENCE**

What are the health effects of tobacco? Write a **news article** or give a **television report** for a science show about the effects of tobacco on the body.



Chapter 3 ASSESSMENT

TERMS & NAMES

Briefly explain the significance of each of the following.

1. joint-stock company
2. Jamestown
3. John Smith
4. House of Burgesses
5. Pilgrims
6. Mayflower Compact
7. Great Migration
8. Fundamental Orders of Connecticut
9. proprietary colony
10. William Penn

REVIEW QUESTIONS

Early Colonies Have Mixed Success (pages 69–75)

1. What were the reasons given by Richard Hakluyt that England should start a colony?
2. Why were Jamestown and Plymouth financed by joint-stock companies?
3. How did John Rolfe change the Virginia colony?

New England Colonies (pages 76–83)

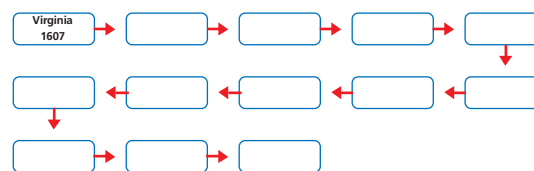
4. What was John Winthrop's vision for Massachusetts Bay?
5. What was the system of government in the Massachusetts Bay Colony?
6. What were some of the effects of King Philip's War?

Founding the Middle and Southern Colonies (pages 84–87)

7. Why did Charles II want New Netherland?
8. What were relations like between Native Americans and settlers in Pennsylvania?
9. What was the Toleration Act of 1649?
10. What ethnic and racial groups settled in the Middle Colonies and why did they do so?

CRITICAL THINKING

1. USING YOUR NOTES



Using your completed chart, answer these questions:

- a. Which was the earliest successful settlement in Virginia?
- b. Which colony was founded last?

2. ANALYZING LEADERSHIP

Why do you think William Penn was a more successful leader than Peter Stuyvesant?

3. APPLYING CITIZENSHIP SKILLS

What were some of the common ideals that link the Mayflower Compact, the establishment of the House of Burgesses, and town meetings?

4. THEME: IMPACT OF THE INDIVIDUAL

How did individual effort help ensure the success of England's colonies in America?

5. ANALYZING CAUSES

What were the political, economic, and social causes for the founding of the different British colonies in North America?

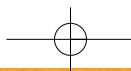
Interact with History

How do the dangers you discussed before you read this chapter compare with the dangers people actually faced?

VISUAL SUMMARY

The 13 Colonies

		Important Early Dates	Founder(s)
New England Colonies	Massachusetts	Plymouth, 1620; Mass. Bay, 1630	Pilgrims; Puritans
	New Hampshire	Portsmouth, 1623	Proprietors
	Rhode Island	Providence, 1636	Roger Williams
	Connecticut	Hartford, 1636	Thomas Hooker
Middle Colonies	New York (New Netherland)	Dutch settlers arrive, 1624	Dutch West India Company
	Delaware	Fort Christina, 1638	Swedes
	New Jersey	Duke of York establishes, 1664	George Carteret, John Berkeley
	Pennsylvania	Charles II bestows land, 1681	William Penn
Southern Colonies	Virginia	Jamestown, 1607	Virginia Company of London
	Maryland	Founded as religious haven, 1632	Lord Baltimore
	North Carolina	Founded, 1663	Proprietors
	South Carolina	Founded, 1663	Proprietors
	Georgia	Founded as debtors' refuge, 1732	James Oglethorpe

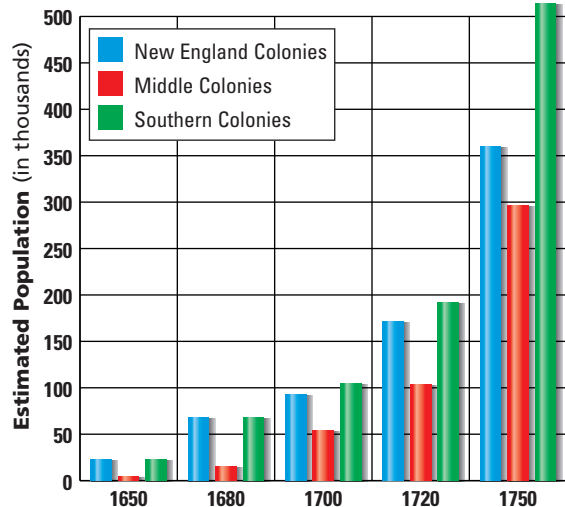


HISTORY SKILLS

1. INTERPRETING GRAPHS

Study the graph and then answer the questions.

Population of the Colonies



Source: *Historical Statistics of the United States*, series, Z 1–20.

- How much did the population of the Southern colonies increase between 1720 and 1750?
- What was the increase in the population of the New England colonies between 1700 and 1720?
- Which region had the largest population over the years, and which region had the smallest?

2. INTERPRETING PRIMARY SOURCES

The early colonists used a surveyor's compass (below) to divide up the land they had come to settle.



- What attitudes about ownership of the land are revealed by the use of a surveyor's compass?
- How might the use of a surveyor's compass reflect differences in attitudes toward the land between European settlers and Native Americans?

ALTERNATIVE ASSESSMENT

1. INTERDISCIPLINARY ACTIVITY: Geography

Drawing a Map Draw a map of the New England, Middle, and Southern colonies. Place on the map the major cities and rivers of each colony. Show also the colonies in which people of different racial and ethnic groups settled. Explain how each region's geographic location contributed to the colonies' economic activities. Share your map with the class.

2. COOPERATIVE LEARNING ACTIVITY

Performing a Scene from a Play The "lost colonists" of Roanoke disappeared sometime between 1588 and 1590. Write and perform a play depicting a meeting of the colonists in which they try to decide what to do. John White has not returned with the supplies he promised to bring. How are the colonists to deal with food shortages, illness, and relations with the Native Americans?

Take the roles of Elinor Dare and her husband, Ananias; their child, Virginia; and other colonists. Come up with different solutions to their problems. Then vote on your preferred course of action.

3. PRIMARY SOURCE EXPLORER

Planning a Government As with any group of people living in a community, some sort of government was needed in Plymouth. The Pilgrims devised the Mayflower Compact. Using the CD-ROM, library, and Internet, find out more about the Mayflower Compact. Create your own plan for a government using the following suggestions:

- Draw up a plan for a government that will apply to your class.
- Adapt ideas from the Mayflower Compact that you think will work for the class.
- Decide what rules are needed in your government. Decide who will hold office, how they will be appointed or selected, and how long they will serve.
- Decide whether there should be limits on majority rule in your government.

4. HISTORY PORTFOLIO

Review the chapter and write a brief report describing how different racial, ethnic, and religious groups resolved their differences in 17th- and 18th-century America. Be sure to use standard grammar, spelling, sentence structure, and punctuation in your report. Add your report to your portfolio.

Additional Test Practice,
pp. S1–S33

 **INTERNET ACTIVITY**
CLASSZONE.COM