

SECTION

2

God Has Preserved Me

“In [sixteen] sixty-one, my house was burnt, . . . and it was a most violent fire. . . . It pleased God to stir up the hearts of my loving friends to help me to the carrying on of another. . . . Thus God has all along preserved and kept me all my days.”

—John Dane, recalling his life in New England, 1670

◀ Boston, Massachusetts, in the 1660s

The New England Colonies

Objectives

- Describe the geography and climate of the New England Colonies.
- Describe the Puritan settlement in Massachusetts.
- Identify the new settlements that developed in New England as a result of Puritan religious practices.
- Explain the changes that took place in the New England Colonies in the 1600s.

Reading Skill

Make Comparisons Despite differences, the New England colonies were alike in many ways. Look for these similarities in this section. For example, how was the climate similar in various colonies? You might also look at the shared reasons colonists had for coming to North America and at the ways that similar government structures evolved throughout New England.

Key Terms and People

John Winthrop toleration	Thomas Hooker John Wheelwright town meeting
Roger Williams Anne Hutchinson	Metacom

Why It Matters Religious beliefs led the Pilgrims to move to North America and establish Plymouth Colony. Religion played a key role in other colonies that were established in New England.

Section Focus Question: How did religious beliefs and dissent influence the New England Colonies?

Geography of New England

New England is in the northeastern corner of the United States. Massachusetts, Connecticut, and Rhode Island make up southern New England. New Hampshire, Vermont, and Maine make up the northern part.

Much of New England is made up of hills and low mountains. Large areas are covered by forests. The soil is thin and rocky, which makes farming difficult. There are narrow plains located along the Atlantic coast. The Connecticut River, the region’s longest river, flows from New Hampshire and Vermont through Massachusetts and Connecticut before reaching the sea. Just off New England’s long, jagged coastline are some of the richest fishing grounds in the world.

Winters in New England tend to be long and snowy. Summers are shorter and warm. This helped the early colonists in the region, who caught fewer diseases and lived longer than the colonists in Virginia.

Checkpoint Why would colonists in New England have turned to fishing rather than to farming?

Section 2 The New England Colonies 71

Section 2 Step-by-Step Instruction

Review and Preview

Students have read about how early colonies were established. They will now explore the role religion played in settling the New England Colonies.

Section Focus Question

How did religious beliefs and dissent influence the New England Colonies?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Disputes over religious freedom inspired people to leave England and influenced the governments that were established.*)

Prepare to Read

Build Background Knowledge

Remind students that they have read about the first English colonies founded at Jamestown and Plymouth. Ask students why they think English colonists continued to come to North America to start other colonies. Use the Idea Wave strategy (TE, p. T24) to help students brainstorm. (*Possible answers: to seek religious freedom, to begin a new way of life, to gain wealth*)

Set a Purpose

Form students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

All in One Teaching Resources, Unit 1, Reading Readiness Guide, p. 74

Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share one piece of information they already know and one piece they want to know. The students will return to these worksheets later.

Answer

Checkpoint Fish were abundant in the ocean and rivers. Thin, rocky soil made farming too difficult.

Vocabulary Builder

Use the information below to teach students this section’s high-use words.

High-Use Word	Definition and Sample Sentence
specify, p. 73	<i>v.</i> to point out in detail The government will specify the exact procedures for registering land.
restrict, p. 75	<i>v.</i> to place limitations on something or somebody Some laws restrict undesirable activities.

Teach

Geography of New England


p. 71

Instruction

- **Vocabulary Builder** Before teaching this lesson, preteach the High-Use Words **specify** and **restrict** using the strategy on TE p. 65.
- **Key Terms** Have students continue filling in the See It–Remember It chart for the Key Terms in this chapter.
- Have students read Geography of New England using the Paragraph Shrinking strategy (p. T23).
- Ask students to identify good conditions and bad conditions in New England. (*good: thick forests and miles of freshwater rivers and coastline rich with fish; bad: rocky, hilly land with thin soil*)

Independent Practice

Have students begin to fill in the Study Guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 3, Section 2 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance to the Puritans of upholding religious ideals. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

Answers

 **Reading Skill** Both the Pilgrims and the Puritans left England for religious freedom.

Draw Conclusions Today's court system uses a jury of peers and includes various provisions to protect the rights of the accused.



Make Comparisons

Compare the reasons that England's Puritans went to North America with the reasons that the Pilgrims left England. How are they similar?

Puritans in Massachusetts Bay

Similar to the Pilgrims, a group known as the Puritans had disagreements with the Church of England. Rather than split off from the established church, they wanted to reform, or change, it. In the early 1600s, the Puritans were influential in England. Many were important professionals such as merchants, landowners, or lawyers.

The 1620s brought hard times for England's Puritans. King Charles I opposed their movement and persecuted them. Hundreds of Puritan ministers were forced to give up their positions.

The Puritans Leave England A number of Puritans eventually decided to leave England and make the hazardous voyage to North America. In 1630, about 900 Puritans set off in 11 ships. They had formed the Massachusetts Bay Company, which received a charter to establish settlements in what are now Massachusetts and New Hampshire. The Puritans were led by **John Winthrop**, a respected landowner and lawyer.

In founding their own colony, Puritan leaders believed that their way of life would provide an example to others. As Winthrop said in a sermon during their voyage:

“Now the only way . . . is . . . to walk humbly with our God. . . . We must consider that we shall be as a City upon a Hill. The eyes of all people are upon us.”

—John Winthrop, “A Model of Christian Charity,” 1630



INFOGRAPHIC

SALEM WITCH Trials

Today, the Salem witch trials show how quickly false accusations can be accepted as true. **Critical Thinking: Draw Conclusions** Do you think this kind of judgment is possible today? Explain.

The Accusers Clergymen such as Cotton Mather of Boston helped to feed the hysteria by asserting that the Devil was luring Salem's people into witchcraft.

On Trial In 1692, hysteria about witches swept through Salem, Massachusetts. A special court tried dozens of women and men accused of witchcraft.

72 Chapter 3 Colonies Take Root

Differentiated Instruction

- L1** English Language Learners
- L1** Less Proficient Readers
- L3** Advanced Readers
- L3** Gifted and Talented

Write a Descriptive Paragraph Pair L1 and L3 students. Ask pairs to work together to prepare a description of the settlement of the Plymouth Colony, including the reasons the Pilgrims migrated and the struggles they faced. Students should

include their personal feelings and opinions regarding the establishment of the colony, based on their backgrounds and experiences. Partners should practice presenting their paragraphs to the class, with the L3 student acting as coach.

New Colonies

p. 73


Instruction

L2

- Have students read New Colonies. Remind students to make comparisons among colonies.
- Ask: **Why were settlers in Rhode Island free to worship as they saw fit?** (*Rhode Island did not have an established church.*)
- Ask: **Why did Thomas Hooker leave Massachusetts for Connecticut?** (*He disagreed with the Puritan leaders in Massachusetts.*)

Independent Practice

Have students continue to fill in the Study Guide for this section.


 **Interactive Reading and Notetaking Study Guide**, Chapter 3, Section 2 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of conflicts over religious beliefs in the establishment of new colonies. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.



The New England Colonies



The New England Colonies had a great variety of resources. Seas, forests, and farms provided a good living to colonists.

(a) **Read a Map** In which area was fur trade important?

(b) **Evaluate Information** What resources were available to settlers along the Atlantic coast?

MapMaster Online

For: Interactive map
Visit: PHSchool.com
Web Code: mvp-1032

74 Chapter 3 Colonies Take Root

Differentiated Instruction


L3 Advanced Readers

L3 Gifted and Talented

Write a Defense Have students perform additional research on one of the four colonial leaders who faced conflict with their colonies: Roger Williams, Anne Hutchinson, Thomas Hooker, and John Wheel-

right. Have students write a legal defense for the position held by the leader and present it to the class. Students should include specific details that occurred in the struggle of their selected leader.

Answers

 (a) Maine, New Hampshire, and the area claimed by New York and New Hampshire (b) lumber, fish, whales, and iron

In 1644, the colonists in Rhode Island received a charter from the king to govern themselves. In doing so, they made an important contribution to religious toleration. They decided that Rhode Island would have no established church. People of all faiths could worship as they saw fit. Among the people who found religious freedom in Rhode Island were followers of the Jewish faith.

Anne Hutchinson's Dissent A Boston woman, **Anne Hutchinson**, questioned some of the Puritan teachings. She was put on trial in 1638 and was expelled from Massachusetts. Hutchinson established a settlement on an island that is now a part of Rhode Island. In 1642, she traveled farther south, into what is today New York State.

Settling Connecticut **Thomas Hooker**, a minister, disagreed with the Puritan leaders. He left Massachusetts with about 100 followers in 1636 and settled in what today is Connecticut. There, he founded the town of Hartford. Hundreds of Puritans followed, and soon Connecticut had several new settlements.

In 1639, the colonists drew up the Fundamental Orders of Connecticut, which established a new government with an elected legislature and governor. In 1662, Connecticut received an official charter from the king granting it self-government.

John Wheelright also was forced to leave Massachusetts. He got into trouble because he agreed with some of Anne Hutchinson's views. In 1638, Wheelright and some followers moved to New Hampshire, where they founded the town of Exeter. For a time, Massachusetts tried to control New Hampshire. Finally, in 1680, a charter from the king made New Hampshire a separate colony.

Checkpoint Why did Roger Williams and Anne Hutchinson leave the Massachusetts Bay Colony?

Growth and Change

The Puritans believed that towns and churches should manage their own affairs. They also believed that people should work hard and live in strong and stable families.

Each Puritan town governed itself by setting up a **town meeting**—an assembly of townspeople that decides local issues. Membership in town meetings was restricted to male heads of households. Town meetings set local taxes and elected people to run the towns. Town meetings also gave New Englanders an opportunity to speak their minds. This early experience encouraged the growth of democratic ideas. New England became a region of towns and villages where neighbors knew one another and participated together in government.

New England families earned their livelihoods in many different ways. Farmers grew crops, but they also made leather goods and other products. Fishers caught cod and other fish that were shipped to customers in Europe. A shipbuilding industry provided many jobs. By the 1660s, more than 300 ships from New England were fishing off the coast or moving products across the Atlantic Ocean.

Vocabulary Builder

restrict (ree STRIKT) *v.* to place limitations on something or somebody

Growth and Change

p. 75

Instruction

L2

- Have students read Growth and Change. Remind students to look for comparison clues.
- Ask: **How was New England's environment closely related to its economy?** (*Forest products were used in shipbuilding. Fishing and whaling were big industries.*)
- Discuss the conflicts that arose during the 1670s. Have students suggest reasons why there were so many conflicts with Native American groups. (*Answers will vary, but may include: Native Americans were frustrated by losing their land, their people, and their resources. Native Americans fought to retain what little they had left. Native Americans wanted to keep the colonists from moving further west.*)

Independent Practice

Have students complete the Study Guide for this section.



Interactive Reading and Notetaking Study Guide, Chapter 3, Section 2 (Adapted Version also available.)

Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure students understand the importance of the changes that began to take place in New England Colonies. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Ask them to evaluate if what they learned was what they expected to learn.



All in One Teaching Resources, Unit 1, Reading Readiness Guide, p. 74

History Background

Population and Economic Growth By 1730, there were over half a million people living in England's original 13 colonies. Massachusetts was among the most populous, with about 114,000 people. Fifty years later, the population of Massachusetts had

more than doubled, to 260,000. As the population grew in the colonies, so did the economies. And as the economy grew, new social classes developed. Members of merchant families held social and political as well as economic power.

Answers

Checkpoint They did not agree with some of the Puritan teachings.

Assess and Reteach

Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.

All in One Teaching Resources, Unit 1, Section Quiz, p. 87

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 3, Section 2

Reteach

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

Interactive Reading and Notetaking Study Guide, Chapter 3, Section 2 (Adapted Version also available.)

Extend

Have students use the Internet to learn more about the life of one of the key Puritan leaders in colonial New England. After students have conducted research individually, form them into small groups to create a skit that illustrates what they learned.

Extend Online

For: Help in starting Extend activity
Visit: PHSchool.com
Web Code: mve-0118

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answer

Checkpoint He wanted to stop Puritan expansion.

Section 2 Check Your Progress

- (a) New England is hilly and rocky with rich forests and much coastland. It has cold, snowy winters and short, warm summers.
(b) Colonists fished and whaled in the waters and built ships from the lumber.



Metacom, known to the English as "King Philip"

King Philip's War By the 1670s, the Native American population was decreasing, mainly because large numbers of Native Americans had died from diseases that they caught from Europeans. By 1670, there were only 12,000 Native Americans in New England, one tenth of their population 100 years earlier.

In 1675, a major conflict erupted. Opponents of the English were led by **Metacom**, the chief of the Wampanoag, who was also known by his English name, King Philip. His goal was to stop Puritan expansion. Other Native American groups, from Maine to Rhode Island, joined the war, some siding with the settlers. The fighting lasted a year and cost thousands of lives. Metacom and his allies destroyed 12 English towns. The uprising ended in 1676 when Metacom was captured and killed. The war's end left the English colonies free to expand.

Puritan Influence Declines By the 1670s, the outlook of New Englanders was changing. There was a new generation of people born in North America. The new generation had lost some of their parents' religious fervor, as people concentrated on running farms and businesses. In growing towns like Boston, successful merchants were becoming the new community leaders. The English colonies of New England were doing well. But the stern religious rules of the original founders now had less influence over the people who lived there.

Checkpoint Why did Metacom declare war on the English colonists?

Looking Back and Ahead As English colonies spread through New England, other colonies were being established to the west and south.

Progress Monitoring Online

For: Self-test with instant help
Visit: PHSchool.com
Web Code: mva-1032

Section 2 Check Your Progress

Comprehension and Critical Thinking

- (a) **Summarize** What was the geography and climate of New England?
(b) **Identify Economic Costs** How did geography affect the New England economy?
- (a) **Recall** Why did Puritans establish the Massachusetts Bay Colony?

(b) **Analyze Cause and Effect** How did the lack of religious toleration affect politics in the Massachusetts Bay Colony?

Reading Skill

- Make Comparisons** Compare the way the English government treated the Puritans with the way the Puritans treated Anne Hutchinson. How are they similar?

Key Terms

- Write two definitions for each key term: **toleration**, **town meeting**. First, write a formal definition for your teacher. Second, write a casual definition in everyday English for a classmate.

Writing

- Create a concept web. Label the main oval "Religion." Then, add entries that show how religion played a major role in the settling of the New England Colonies. Add as many secondary ovals as necessary.

76 Chapter 3 Colonies Take Root

- (a) to build a colony based on their religious beliefs and serve as a model to others
(b) Many people were forced to leave and started their own colonies.
- Just as the English government had, the Puritans made it illegal to question their religious practices.
- Possible answers: Toleration is the recognition that other people might have

different opinions. Toleration is respecting other peoples' point of view, even if you don't agree with them. A town meeting is an assembly of townspeople that decides local issues. At town meetings, people talk about and solve local problems.

- Concept webs should be completed accurately, with appropriate secondary ovals connected to the main oval.