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United

Beginnings through Revolution

States

History



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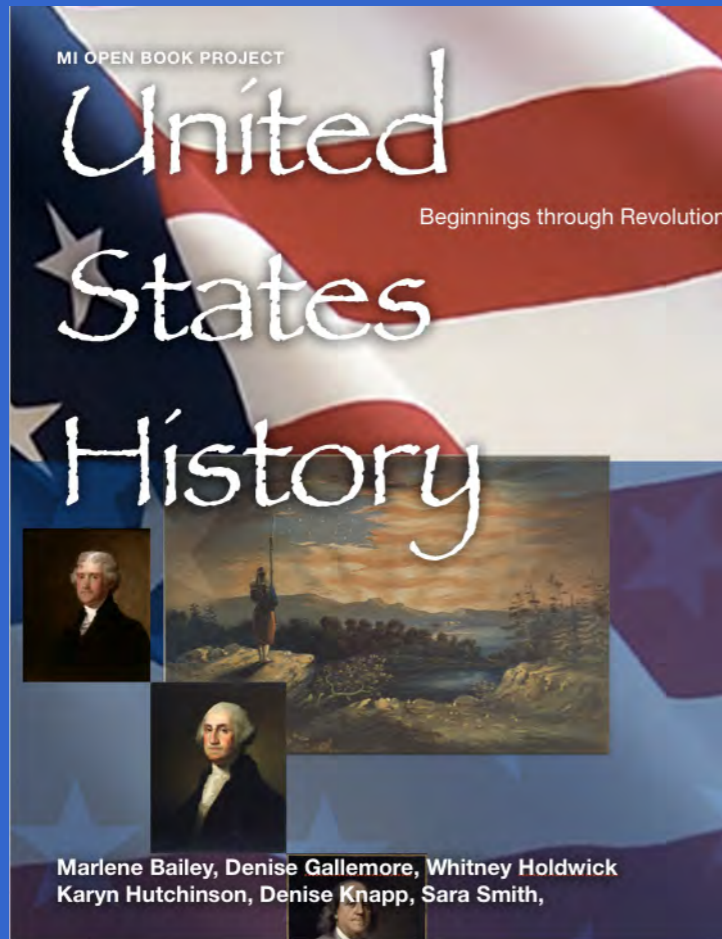


United States History - Beginnings through Revolution



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This is version 1.6.2 of this resource, released in August of 2018.

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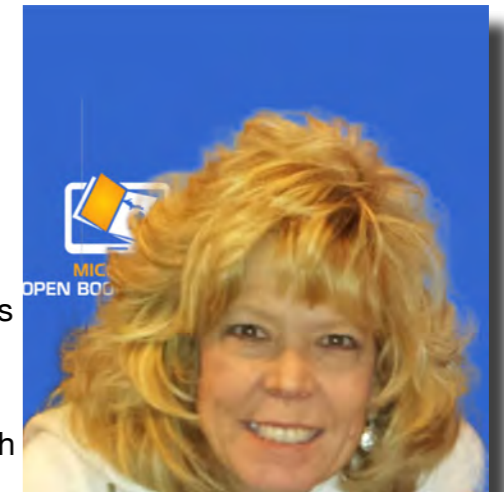
Marlene Bailey serves as an elementary social studies chair for the Elk Rapids school district Curriculum Committee. She holds a bachelor of science degree in Education from Michigan State University and a graduate degree in Curriculum and Instruction from Louis National University. Bailey has more than 30 years of classroom experience with at least 20 years of teaching fifth grade social studies. Currently part of an International Baccalaureate

Denise Gallemore

Marysville Public Schools

Gardens Elementary School

Denise Gallemore has been teaching elementary school for 24 years. She earned her Masters of Teaching Degree from Wayne State University & her undergraduate from Central Michigan University. Denise has taught at every grade level but most of her career (15 years) has been spent in 5th grade. She has taught 5th Grade Social Studies to all sections at Gardens School, a state-recognized Beating The Odds School as well as a Michigan Reward School. As well as teaching, Denise serves as a School Improvement Chair, Leadership Team, & works hard at Community Service projects with



Whitney Holdwick

Harbor Beach Community Schools

Harbor Beach Middle School

Whitney Holdwick earned her Bachelor of Science degree in 2010 from Central Michigan University with a focus in elementary education. She is currently working toward her Master's degree. Holdwick has worked in the classroom for five years, teaching fifth and sixth graders. She is involved in many school committees and also spends her time coaching basketball. Apart from teaching, Holdwick enjoys spending her time with her family, which currently consists of a wonderful husband and adorable little boy.





Karyn Hutchinson

Sault Area Public Schools

Lincoln Elementary School

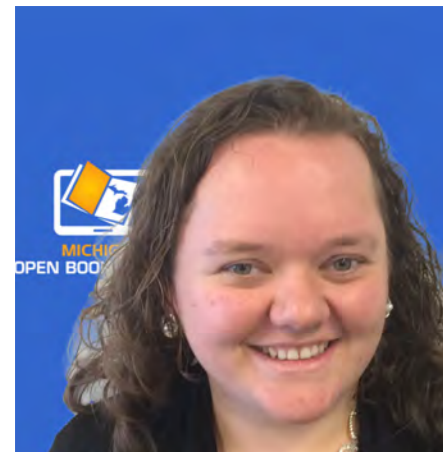
Karyn graduated summa cum laude from Lake Superior State University in 2003, where she received her bachelor degree in elementary education. She went on to earn her master's degree in curriculum and instruction from Lake Superior State University. This is Karyn's 12th year teaching in Sault Ste. Marie. She has 5 children and lives on Sugar Island with her husband Tim and her children.

Denise Knapp

Wyandotte Public Schools

Washington Elementary

Teaching is a second career for me. I have been involved in many projects. Through the Michigan Economics Council I was a program presenter and a Crystal Apple recipient for Economics Education. I have been involved in Class A assessment writing and have participated in the new teacher training committee for writing. Currently teaching 5th grade, but have taught 3rd, 6th, 7th, and 8th grade as well. Masters in Education as an inclusion specialist. Married for 31 years, two adult children, and one granddaughter.



Sara Smith

Laker School District

Laker Elementary School

Sara is a fifth grade teacher at Laker Elementary. She graduated from Laker High School in 2007 and from Saginaw Valley State University in 2011. Sara is currently working on her Masters degree through SVSU.

She was hired by Lakers in February of 2012 and has been there ever since. She runs several clubs for her school including recycling, dance, and underwater robotics. Outside of school, Sara is involved with several activities. She runs her own business and recently bought a house. Sara spends a lot of her time working on her house and serving on different community boards. In her spare time, you can find Sara reading, playing piano, or spending time on the beach!



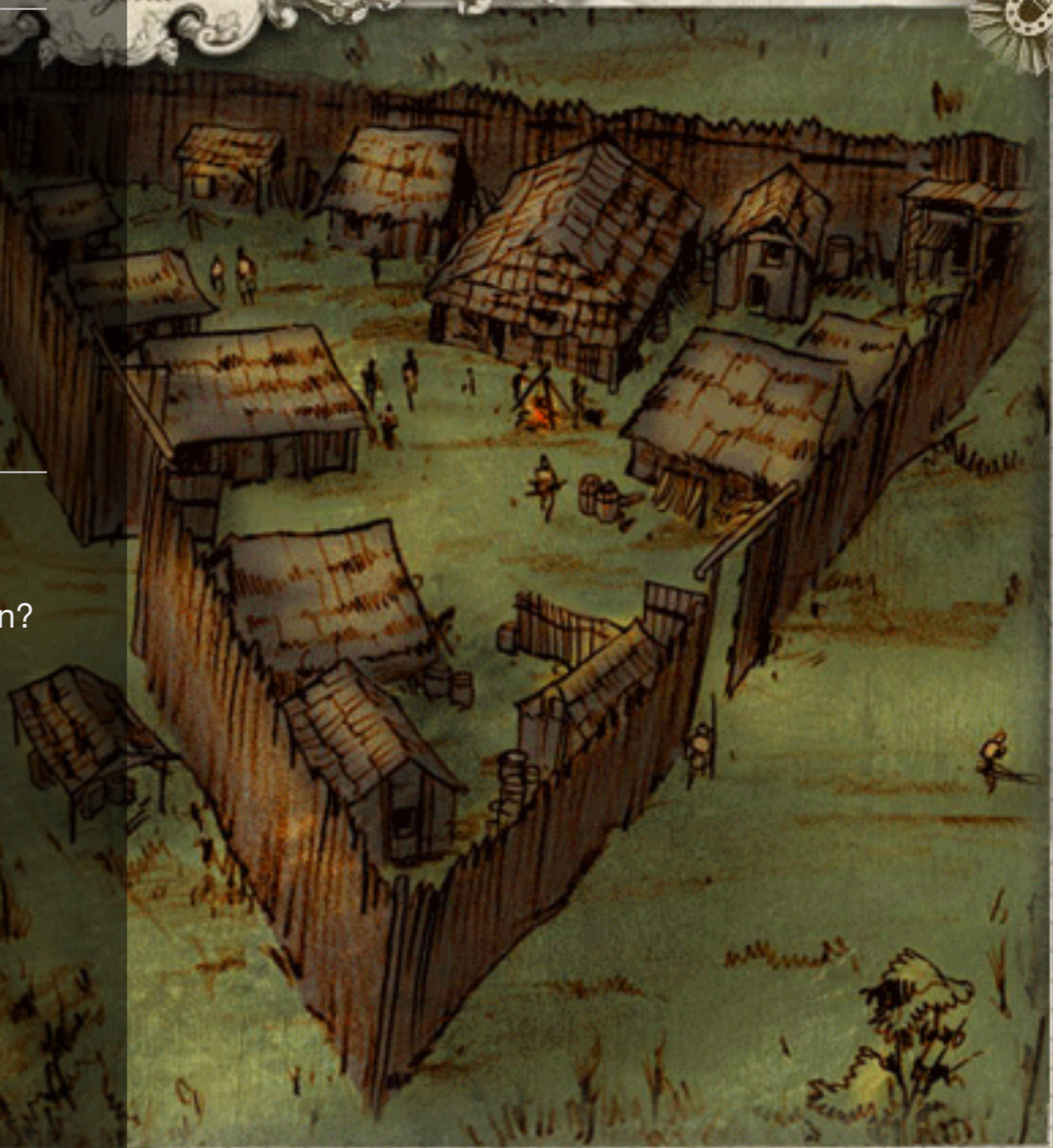
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Colonization and Settlement

Questions to Guide Inquiry:

Why did different colonial regions develop?

How did regions impact life in the emerging nation?



Beginning of Colonization

QUESTIONS TO GUIDE INQUIRY

1. Why did different colonial regions develop?
2. How did regions impact life in the emerging nation?

Vocabulary:

Patents

The Northwest Passage

You, your classmates, and your community are diverse whether you realize it or not. You probably come from different heritages, have differing religious beliefs, and have different family backgrounds. This is no different than both the American Indians already living in America, as well as the first colonists who came here. How did so many nationalities, cultural backgrounds, ethnic origins, and religious beliefs all end up in one country?

This unit will guide you to understand how European, American Indian, Asian, and African people all came to live together in the Western Hemisphere.

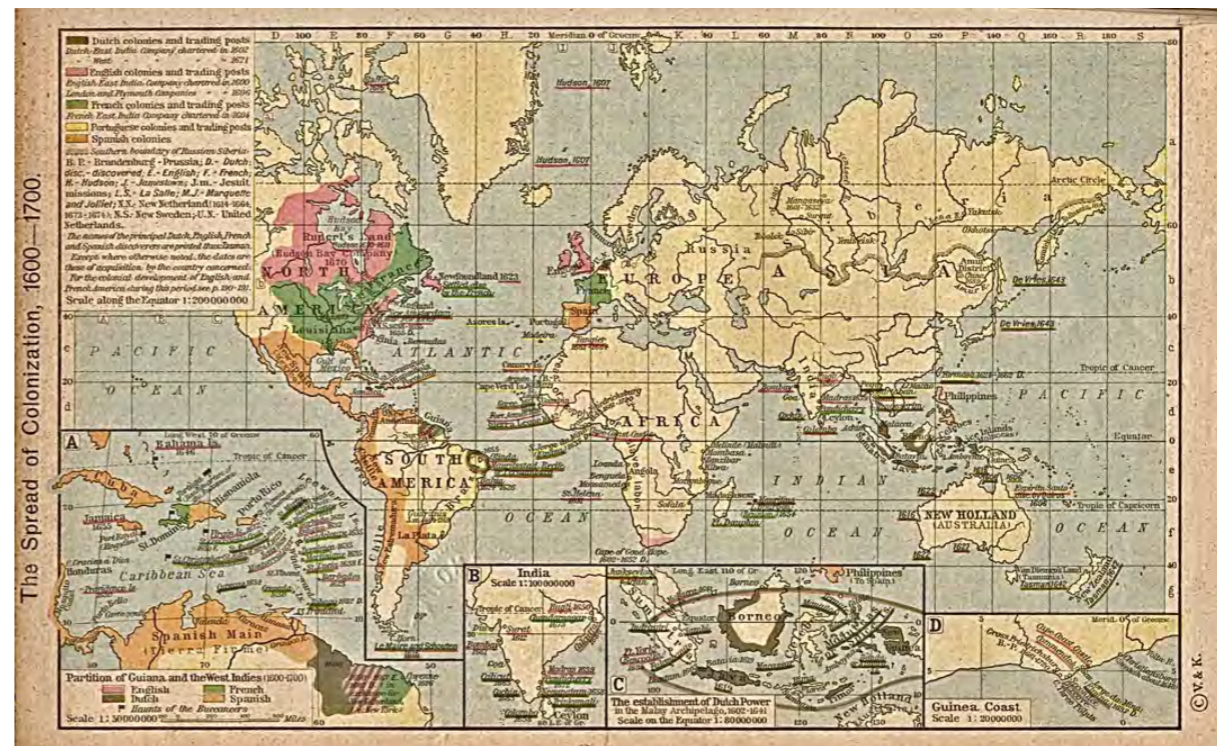


Image Source: <http://www.zonu.com/images/500X0/2009-11-05-10846/The-Spread-of-Colonization-1600-1700.jpg>

In the late 14th century, Christopher Columbus established the foundation for later exploration of the Western Hemisphere. His idea that there existed a western water route between Europe and Asia began a century of exploration and discovery of the “New World”. Although Columbus never fully realized that he was in an area of the world most Europeans had no knowledge of, his travels eventually led to the founding of the United States. His confusion over the East and West Indies led to many misunderstandings; one of the greatest was that he thought he was in Asia and interacting with East Indians. In actuality, he was in the islands of the Caribbean Sea and interacting with American Indians of the Western Hemisphere.



Image source: <https://upload.wikimedia.org/wikipedia/commons/b/b5/PietroCoppo.jpg>

Interactive 3.1 Columbus Voyage Map



After completing this activity, compare where Columbus landed to where he intended to travel.

Amerigo Vespucci, who explored after Columbus, was honored with the discovery of the Americas on a 1507 German map.

Throughout the 15th century, European explorers from many countries continued searching for a water route to Asia. This exploration would leave many indigenous people enslaved,

their lands and resources taken, and their lives forever changed.

Gold was a resource that for centuries had been traded throughout the continents of Europe, Africa, and Asia. People from those places had been traveling the Silk Road routes by both land and water, trading gold, silk, gunpowder, salt, spices, and a wide variety of other goods. It was a dangerous and time-consuming journey, but traders and travelers willing to risk everything could become very wealthy. Exploration in the Western Hemisphere provided them new places to look for trade goods.

Spanish And French Colonization in the New World

The Western Hemisphere was called the “New World” by the occupants of Europe, Asia and Africa because it was ‘new’ to them. There were already many inhabitants on the continents of both North and South America, but to call it the “New World” was a simple term from the perspective of people in the Eastern Hemisphere.

How do economic concepts like Needs, Wants, Goods, and Trade relate to the travels of Columbus.

What were the Explorers looking for?

Opportunities in the “New World” included the resources that abounded in this land. Gold was not the only treasure. There were trees, plants, birds, fish, insects, and other animals not seen before in the Eastern Hemisphere. Much of the land was fertile for farming.

Juan Ponce de Leon began his quest motivated by rumors of a “Fountain of Youth” north of the Caribbean Sea. “La Florida” or “a place of flowers” was the name he gave to this land and it eventually became the state of Florida. In 1513, he claimed this land for Spain. Explorers such as Francisco Vasquez de Coronado led expeditions in 1540 into the southwest region of

what would become the United States. His group included Spaniards, American Indians, and Africans. The purpose of many of the Spanish expeditions was to explore for “God, Gold, and Glory.”

In the South, the Spanish would continue their exploration and expansion in the new lands of the Western Hemisphere. The first permanent European settlement at St. Augustine was established in 1565. This was the northernmost outpost for Spain’s expanding “New World” empire, St. Augustine: This settlement gave Spain a foothold in the southeast corner of North America. This area became a region of intense conflict and later led to the establishment of the colony of Georgia by the English, but that story comes later in English colonial history.

In the meantime, the French were also exploring. They, too had been looking for a waterway, called **the Northwest Passage**, from the Atlantic to the Pacific Ocean.

In this exploration to the north, France was able to claim territory along the St. Lawrence River, and the Great Lakes. To the south, they claimed land in and around what became

Interactive 3.2 New France



Learn more about New France in this video (Requires Internet Connection)

Georgia and the Carolinas. Fear of a French invasion into the lands claimed by Spain, though, led the Spanish to destroy the first of the French settlements that were built within this southern region. We don't often read about this dispute between the Spanish and French in North America. Because of this dispute, the French relocated North to Quebec, a province/city in modern-day Canada.

As you may recall, Spain had financed Columbus's travels. Thus, Spain had been claiming the newly discovered lands for themselves. "Newly discovered" and "occupied by American Indians" would seem to be conflicting ideas. During this time period though, Europeans did not see things this way. They relied on the Christian religion of the 14th and 15th century as the guideline for determining who and what they could claim, such as "regions or provinces of heathens and infidels."

Classroom Activity: Study a map of the western hemisphere. Where might students think the discovery of a Northwest Passage might have been a possibility? Why was this waterway difficult to travel at that time? Why do we not use this waterway today?

Analyzing a Primary Document

The **patents**, documents provided by the kings and queens of Europe, allowed European explorers to take many liberties over other human beings. Native people were seen by Europeans as "less than human" and "uncivilized."

This meant that the lands, goods, and lives of natives could be taken with no regard for their humanity and no consequences to the explorers.

How do you think the wording of these patents would affect the thinking and interaction of those coming to the "New World"?

Europe was crowded, dirty, and the opportunities for a prosperous life were minimal. With this in mind, once the Europeans were aware of the vast lands in the Western Hemisphere, they began to think about moving. Also, many countries in Europe saw the opportunity to colonize the "newly discovered" landmasses and take advantage of the resources there. This takes us to the beginnings of many countries in the western hemisphere, including the United States.

Interactive 3.3 Patent Granted by King Henry VII to John Cabot



The Southern Colonies

QUESTIONS TO GUIDE INQUIRY

1. Why did different colonial regions develop?
2. How did regions impact life in the emerging nation?

Vocabulary:

- Charter
- Joint Venture Company
- Indentured Servants
- Proprietary Colony

How would the geographic features and economic activities of the southern region lead to the development of slavery in this region of America?

The English wanted to capitalize on all of the new-found wealth that was coming out of the new lands. Queen Elizabeth I gave Sir Walter Raleigh a **charter**. This document granted him the right to establish a colony in North America, to find gold and other resources. This colony, Virginia, was named in honor of the queen.

Funding for the travel and development would be left to Raleigh. He gathered up 100 men, who had little to no experience in surviving off any land or region and they set sail. Raleigh decided to establish this first English settlement on Roanoke Island, in what is now the state of North Carolina.

Although groups coming to the western hemisphere were sailing on the Atlantic Ocean with water all around, it was salt water and thus not usable for drinking or bathing. Space was limited, and there was nowhere to go for privacy. Using all of your senses, think about what even just one day on the voyage would be like.



The Lost Colony of Roanoke

What would it take to survive in the wilderness?

An area on Roanoke Island was decided on for settling.

Unfortunately, it was too late in the season to plant crops. The local native people assisted the settlers and helped in providing food. In spite of their generosity, Ralph Lane, who was the leader, had little respect for the tribe. His conflicts with them led to his death. Following this, the tribe then refused to assist the settlers, leaving them with only the supplies they had brought from England. Thus, when Sir Francis Drake, another explorer, arrived in the area in 1586, the settlers begged him to take them home.

The first English attempt at settling the “New World” was a failure.

In the summer of 1587 Sir Walter Raleigh made a second attempt at settling at Roanoke. He financed a voyage of 150 persons. They arrived in late July. John White was in charge as governor. He had been accompanied on the voyage by his daughter Eleanor Dare and her husband. Shortly after their arrival, Eleanor gave birth to the first English child born on new world soil. Her parents named her Virginia.

The colonists went to work fixing up the abandoned settlement, repairing the houses they found and preparing a home. This group was different from the first, as it included women and children. So, life in the colony began to take shape. Near the end of summer it was decided that more supplies would be needed

before winter. John White set sail for England and the much needed supplies.

When White arrived back in England, he found the country at war with Spain. This prevented his return to Roanoke with the supplies. It took nearly three years before he managed to make it back. What he found was curious and would, to this day, leave historians asking the question, “What became of the settlers of Roanoke?” Very few clues to their fate were discovered. Two carvings in trees were found. One read “CRO” and the other “CROATOAN.”

The Croatoan were a local American Indian group. Had the settlers been attacked? Was the decision made to join this tribe?

These questions remain unanswered today. Another clue was the discovery of some family treasures White had left buried at the settlement. The maps and drawings were destroyed, and the books were missing their covers. White returned to England.

Neither he nor Raleigh had the funding to make a third attempt. The Roanoke settlement was abandoned.



Image source: <https://upload.wikimedia.org/wikipedia/commons/8/81/Croatoan.jpg>

Jamestown and The Virginia Company

Private funding for development into the “New World” led to the establishment of **joint venture companies**. In a joint venture the risk is shared among multiple investors. One group created The Virginia Company, a for-profit business, and a charter was granted in 1606 by the English King James. Three directions were given to the company. First they were to establish a trading post, second, search for gold, and finally look for a water route to Asia.

By December of 1606, three ships were loaded with supplies and 100 men set sail for the colony. Upon arriving, they had to make a decision as to where to place the colony. Many factors went into the decision of where to build.

Interactive 3.4 Historic Jamestown



Learn more about Historic Jamestown at this interactive website (Requires Flash and Internet Connectivity)

Think about the things that people need to survive. What are some of the factors that contribute to life in a successful colony? Why would one area be favored over another?

The first year was difficult because the settlers arrived during the winter. Jamestown was the name given to the settlement. This location was swampy, the water was poor, and insects caused problems. Of the 100 settlers, 29 were listed as “gentlemen.”

These were wealthy men, who were used to a comfortable lifestyle. In Jamestown they were carving out a life in the wilderness, altogether different from the one they’d been raised to live.

Over 30 tribes of American Indians, most belonging to the Powhatan Confederacy, lived in the area. They were united under a leader who was given the name Powhatan by the settlers.

Conflicts began almost instantly. The colonists, themselves, created trouble when they began stealing crops from the local natives. Powhatan’s daughter, Pocahontas, assisted the settlers. With her help, the colony struggled to survive.

At first, Jamestown lacked effective leadership. Not enough of the work was being done by the ‘gentlemen’ and thus, not enough food could be grown. It appeared as if the colony would fail, but in 1608, John Smith became President of the Council. His leadership appeared to turn things around. His new policy was “You don’t work, you don’t eat”. Under his guidance the colony went back to the job of establishing a working settlement.

Interactive 3.5 John Smith Biography



Learn more about John Smith at this website.

150 new settlers with supplies. They agreed to return and help reestablish the colony.

John Rolfe began experimenting with tobacco growing. It is believed that he was assisted by Pocahontas, whom he later married. Tobacco became the “gold” that Jamestown needed to show a profit. This cash crop was very successful, and by

Interactive 3.6 The Value of Tobacco



Learn more about Tobacco in the early colonies at this video.

1613 Rolfe was growing a plant called tobacco that was well liked by the people of England, and throughout Europe.

Men were coming to Jamestown, but after making some money, they left and returned to England. It was an adventure to them.

Jamestown wanted and needed more permanent residents. In 1619, three major events occurred in



Image source: https://upload.wikimedia.org/wikipedia/commons/d/d7/Pocahontas_Rolfe_crop.jpg

How do you think a law such as “You don’t work, you don’t eat” could benefit a new, developing colony?

Smith was injured severely when his gunpowder bag ignited in 1609. He returned to England. While he was gone, the “gentlemen” returned to their old ways. This time was known as the “starving time”. That winter, without Smith leading the colony, over half of the settlers died. The 60 survivors decided to abandon the settlement in the Spring. They traveled down the James River and were met at the mouth of the river by a group of

Jamestown. Women, slaves, and self-rule appeared in the colony.

The Virginia Company established the House of Burgesses, the first elected legislative body (government) in the colonies. This group was created in an effort to encourage craftsmen from England to move to and settle in the colonies. With the promise of a stable government, people might be more interested in moving to the colonies. Craftsmen and their wives and families arrived and made the colonies their permanent home. Finally, as agriculture started to develop, a cheap labor force was needed and slavery was established in the southern colonies.

How would life in the colony change when women, craftsmen, and slaves arrived to live there?

Maryland and the Calverts

A wealthy Catholic family called the Calverts lived in England. They felt that the Church of England was persecuting them for their religious practices. George Calvert, the head of the family, obtained a charter in 1632 to establish a for-profit, **proprietary colony** in the “New World”. Lord Baltimore, as Calvert was known, was given instructions to name the colony in honor of King Charles I’s wife, Henrietta Maria, so it was named Maryland. The colony would also allow them to freely and safely practice their faith. With prior knowledge of the difficulties that Roanoke

and the Virginia Company had faced, the family planned well for their colony.

By 1633, under the leadership of one of Calvert’s sons, the expedition began. Many of the settlers on the voyage came as **indentured servants**. These people were given transportation and housing in exchange for their labor once they arrived. They were contractually bound for a set number of years, usually seven, to live and work in the colony to pay off their debt.

What would make someone willing to give up everything they knew to travel to an unknown place to work for 5-7 years?

Advertisements were placed looking for people who had the skills needed and desired for a new life in the colonies.

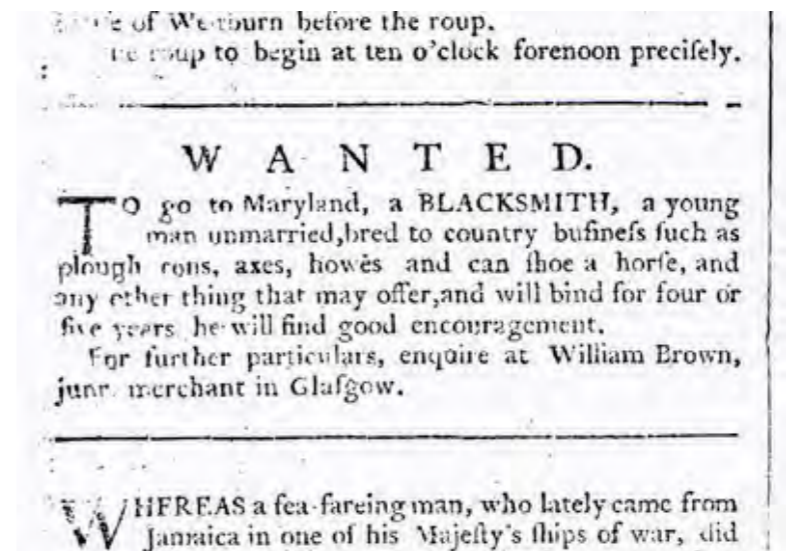


Image source: http://www.theglasgowstory.com/images/TGSE00607_m.jpg

North and South Carolina Split

Although Roanoke, the lost colony, was situated on an island that today is part of North Carolina, it was not part of the establishment of the Carolina colony. King Charles of England had provided a land grant in 1663 for the establishment of a colony between Virginia and Spanish Florida. This was to be a **proprietary colony**. Eight wealthy gentlemen were assigned to run the colony as a business, and they were looking to make a profit in this new land. As the proprietors, or owners, they created a constitution for the settlement that gave some self-governing power to the colonists, but most of the power was retained by the King Charles.

In the southern area of Carolina, a town called Charlestown was established in 1680. (Where do you think they came up with this name?) A deep water harbor at this location allowed ships to move easily, so Charlestown became a major trade center for this region.

Many of the earliest settlers to this region had come from the Caribbean island of Barbados. They had experience in growing cash crops on large farms, called plantations. They also brought slaves from Africa with them to work these new super-farms. Indigo, a plant used to make blue dye, and rice, were perfectly suited for the geography of this area. These two cash crops led to larger numbers of enslaved Africans being brought into the

colony. Slavery contributed to the economic success of these kinds of farms.

In the northern part of the Carolina region, many indentured servants from the Virginia colony moved and settled there. The terms of their service had offered them land in exchange for years of service. They developed many small tobacco farms. Later, lumber became a major economic activity. Smaller farms and harvesting trees for lumber did not call for a larger labor force.

Thus, slavery did not expand in the northern part of Carolina. Also, without a deep water harbor in the north, they did not have the ability to ship large amounts of goods back to Europe. The population swelled as people continued to move into the Carolinas, making it difficult to monitor and govern. The differences in economic activities between the north and south also added to these difficulties. By 1712 the settlement divided into two separate colonies,

South Carolina and North Carolina.



Georgia

Protection from Spanish and French invasion into the English colonies was one of the main factors that led to the development of the most southern of the 13 original colonies. It was noted earlier in the chapter that Spain had established its presence in Florida, and the French had been in the present day Carolinas and Georgia. As England extended its colonization southward, it became necessary to protect its colonists and growing assets in the New World. To facilitate this defensive measure, a military man was recruited. James Oglethorpe received a charter to establish the colony of Georgia from King George II in 1732.

Oglethorpe was not only a military leader, he was also a social reformer. This meant that he wanted to help change how people were treated and lived in society. He had an idea that this new colony at the southern edge of England's claimed lands should be populated with debtors. Debtors were people who owed money, and found themselves jailed because of their inability to pay the money back. By moving to the new colony, debtors could be released from debtors' prison, and they could begin again fresh in Georgia. Oglethorpe believed that these debtors would work hard at a second chance in life and slavery would not be necessary.

Although no debtors ever ended up going to Georgia, careful consideration was given to the selection of colonists. With over 100 years in North America, England had learned a lot about

building successful colonies. Potential colonists were interviewed, and 116 men, women and children, with a variety of skills and abilities were selected for travel to Georgia.

The Creek was an American Indian group in the area. To succeed in the region, Oglethorpe knew that he had to interact positively with them. Tomochichi was the leader of the Yamacraw group, who were part of the Creek tribe. The two became friends.

Oglethorpe eventually invited Tomochichi to England so that he could meet King George II. Tomochichi told the Creek that they should remember the kindness of the king and he hoped that a friendly relationship would continue to exist between the colonists and the native people.

Originally Oglethorpe had a plan to raise silkworms.

Unfortunately, the industry did not succeed. So an alternative economic activity was sought. It was found that tobacco also grew well in the area, and colonists began growing it. Eventually rice was also planted in the colony. Slavery had originally been banned in Georgia, and as the need for workers increased, some settlers began to smuggle slaves into the area. This ban was lifted in 1750, and some of the South Carolina growers brought slaves with them, as they began expanding into Georgia. By the 1760's, slaves were being brought directly to this English colony from Africa.

The Establishment of New England

QUESTIONS TO GUIDE INQUIRY

1. Why did different colonial regions develop?
2. How did regions impact life in the emerging nation?

Vocabulary:

Pilgrims
Mayflower Compact

How did the Church of England influence the founding of the New England colonies?

Plymouth Colony

The traditions of Thanksgiving and this celebration of thanks, can trace its origins to the Pilgrims. Separatists, who had left the Church of England, had been persecuted for their religious beliefs. Early in the 1600's, many of those that had refused to join the church of England had moved to Holland, a neighboring country in Europe. The Separatists were referred to as **Pilgrims** because they traveled for their religious freedom.

Unfortunately, in Holland, many Separatists began to worry that their children were taking on too much of the Dutch culture. The decision was made by the group to travel to North America to establish a



https://upload.wikimedia.org/wikipedia/commons/6/6e/The_First_Thanksgiving_cph.3g04961.jpg

settlement. The original choice for a settlement was in the area of Virginia, so in 1620 the Separatists petitioned the Virginia Company for a charter to build a colony.

By traveling to the Virginia region, how might the need for English culture for their children be encouraged?

By mid-summer of 1620, a group of settlers, of both Separatists and those looking for new opportunities in the “new world”, planned to set sail with supplies and two ships, The Speedwell and The Mayflower. The Speedwell began to leak and turned back, so all of the people and supplies were moved to the remaining ship, the Mayflower, and in September of 1620, it set sail.

How could the decision to take just one ship jeopardize the success of this colony? How could it help?

The voyage was long, cramped, and difficult. Their plans were changed when a storm blew them north and off course. Land was sighted in November of 1620, in an area that today is in Massachusetts. Because of the time of year, they made a decision to remain in this area instead of continuing south to find the land in Virginia. Before the colonists were allowed to leave

the ship, they created and signed an agreement, or compact.

This document, known as the **Mayflower Compact**, was meant to prevent disagreements between the Separatists and the outsiders who had traveled with them. It has been used as a model document for free people to live together as a community without a supreme leader, such as a king. That was a new idea that would grow throughout the establishment of colonies in North America.

Interactive 3.7 The Mayflower Compact



Learn more about the Mayflower Compact on this website.

What made the Mayflower Compact such an important document to future groups and communities of people who lived together in the colonies?

A small group stepped foot on land and began searching for a spot to establish their new colony.

What characteristics would make an area most suitable for settling?

The Pilgrims first landed on Cape Cod and scouted around. They found deposits of corn seed and took them. They also took some items from Native grave sites. They left when shot at by local Wampanoag. When they landed in the area later known as Plymouth it was abandoned because it had been the former site of a Wampanoag village known as Patuxet. The members of this village had been wiped out by a disease brought by Europeans. That is why the area appeared abandoned.

How might being hundreds of miles away from any other English settlement affect the colony?

With only the supplies they had brought, and no other settlers in the area, the Plymouth colony suffered many hardships and illnesses that first winter. When spring arrived, about half of the settlers had died.

Spring brought hope to the colony. The first event that offered them hope, was the arrival of Samoset, an Abenaki American

Indian, who spoke English and could communicate with them. He had developed this skill by interacting with English sailors who fished along the coast.

The local Wampanoag people who were led by a leader named Massasoit, came to the aid of the pilgrims. Living amongst them was Tisquantum, a Pawtuxet American Indian. The Pilgrims called him Squanto. He had been sold into slavery in Spain.

Upon escaping, he had traveled to England and spent years living there before returning to his home in North America. The settlers received assistance from him, as he shared farming technologies of the Wampanoag with them. He showed them how to fish and plant crops such as squash, beans, and corn. In the Autumn of 1621 the Pilgrims gathered for their first harvest celebration. The 53 English colonists were joined by 90 Wampanoag men. It was a three day event that included feasting. This became known as the “First Thanksgiving”.

Interactive 3.8 Plymouth Plantation



Explore the plantation at this website.

Massachusetts Bay Colony

The Puritans obtained a charter in 1629 for the Massachusetts Bay Company which claimed land in New England. This group had wanted to make changes to the Church of England, angering King James and many leaders of the church. They jailed many of the Puritans. Once the Puritans were released, they chose to leave for New England.

In the summer of 1630, a small fleet of eleven ships with about 1,000 passengers arrived in Massachusetts Bay. They had heard about the hardships that the Pilgrims had suffered in Plymouth, so had brought additional supplies, which included livestock like cows and horses.

How would arriving in summer help the colony to prepare for winter?

Their charter allowed the Puritans to govern themselves. White men who owned property in the colony met and elected their governor, a man by the name of John Winthrop. As their leader, Winthrop planned to build a city upon a hill that would show people how God had meant for people to live. They named this settlement Boston. Within 10 years nearly 20,000 colonists occupied the Boston settlement that rested along the shores of the Mystic and Charles Rivers.

As the Puritans expanded their population, many economic activities developed in the region. Farming sustained the families in the area, but not on a large scale, due to the rocky soil. Lumber and fishing were important to the economic development and growth of the colony.

Interactive 3.9 John Winthrop



Learn more about John Winthrop at this [biography.com](#) page.

Community decisions were made at town hall meetings, where white male landowners held discussions about matters that affected the whole town. Votes were taken and the majority ruled. This ability to govern themselves would make these colonists independent-minded. Later they would be among the first to resist acts of Parliament and the English King.

Rhode Island

The irony of the Puritans' beliefs were that even though they had come to Massachusetts for religious freedom, others who did not practice religion the way the Puritans did were persecuted and expected to leave.

One of those who clashed with Puritan leaders was a minister by the name of Roger Williams. In 1631, he arrived in the Massachusetts Bay Colony. His followers were devoted to him as he spoke out against Puritan practices. He felt it was wrong to punish people for beliefs that differed from those of the Puritan leaders. By 1635, the leaders, along with Governor Winthrop, had voted to force Williams to leave.

In Salem, an area by Narragansett Bay, Williams found safety and assistance from the Narragansett American Indians. Many of Williams's followers left Boston to join Williams in 1636. The local American Indians sold land to Williams, and he created a settlement that he named Providence. The government that was established was agreed upon by the settlers and they allowed religious freedom.



Williams was not the only person to disagree with Puritan leaders. Anne Hutchinson had been holding meetings in her home. She spoke out against Puritan ministers and was tried in 1637. At her trial she was found guilty. As a result, Hutchinson, her family, and many of those that followed her teachings moved to the Narragansett Bay area, where they developed a settlement near Providence and Roger Williams. Eventually, the two settlements joined together to become the Rhode Island Colony.

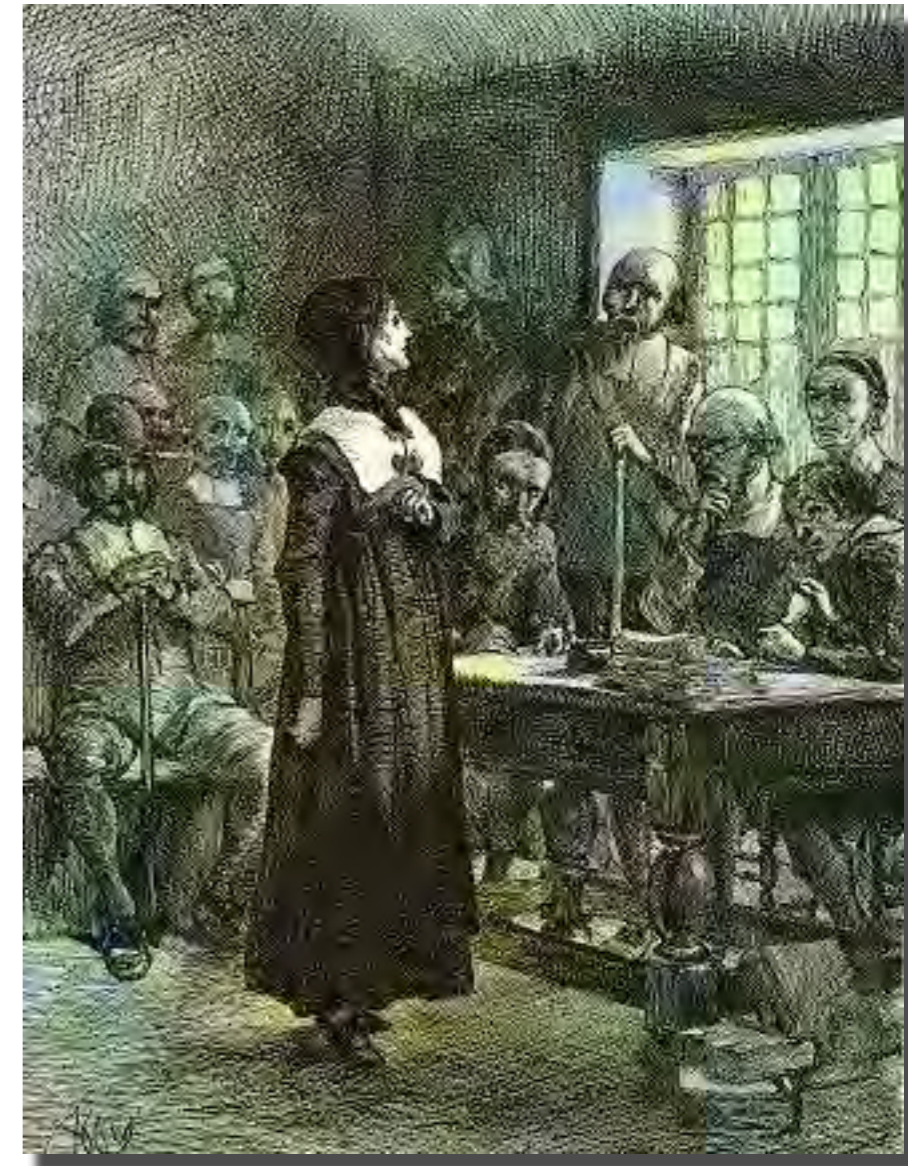


Image source: https://en.wikipedia.org/wiki/Anne_Hutchinson#/media/File:Anne_Hutchinson_on_Trial.jpg

Connecticut and New Hampshire

As more and more people began traveling to the northeast region, the need for usable farmland arose. The rocky soil of the New England coast forced settlers to look for better farmland inland.

The Connecticut River Valley just west of Rhode Island, provided that land. The valley has rich soil, and in 1633, Windsor became the first of the permanent English settlements here.

Another Puritan minister, by the name of Reverend Thomas Hooker, began to look for other opportunities to practice religious freedom away from the Massachusetts Bay Colony. Hooker, along with his wife and around 60 followers, walked through the wilderness. They, along with their livestock, arrived at the Connecticut River where they founded the settlement of Hartford.

Other settlements in the area united with Hartford by 1636 to form the Connecticut Colony.

The strict Puritan ways forced others to seek relief. Some traveled north of the Massachusetts Bay Colony. In 1623 David Thomson started the first settlement in this northern area. By 1630 the settlement was shipping lumber to England. They had moved the settlement to the area that is now Portsmouth, New Hampshire

How does the name of this settlement (Portsmouth) have any relationship to the economic activity of the area?

A fishing colony was also established in the region, when John Mason was granted land in the area. Eventually, by 1679, the king of England, united them under a charter as the royal colony of New Hampshire.

Settlers and American Indian Conflicts

In the New England area, the Wampanoag were not the only indigenous peoples. The Pequot also lived here. Unrest between the Pequot and the settlers led to the Pequot War in 1637. A Pequot village in Mystic, Connecticut was surrounded in a surprise attack. Settlers set fire to the homes, and as hundreds of men, women, and children fled the fires, they were killed.

Those who survived the attack were sold into slavery.



Image source: <https://upload.wikimedia.org/wikipedia/commons/b/b1/Wampanoag2.jpg>

The Pequot had been a very powerful group, but by 1638 they had lost so many people, that they admitted defeat and gave away all rights to their lands in the area. They moved to live with other native people in the region. This left the areas of present day New Hampshire, Vermont, and Maine open to the expansion of English settlements.

In 1661, Massasoit died. As the leader of the Wampanoag, he had secured peace with the Pilgrims and other English colonists within the region for 40 years. As more and more settlers arrived in the area, the need for land began to cause conflict. These new colonists seized growing stretches of Wampanoag lands.

How would this land-grab affect relationships between American Indians and settlers?

Following his death, Massasoit's son Metacomet became the new leader of the Wampanoag. The English colonial governor called him Phillip, and the colonists began to refer to him as King Philip. Metacomet (King Philip) felt that the taking of Wampanoag land needed to be stopped. He sent a message to another native group in the area, the Narragansett. He asked for their assistance, but they refused to help. Other groups though, did join the Wampanoag.

In 1675 King Philip's War began. This was one of the bloodiest conflicts ever fought in North America. In their attacks, Metacomet's warriors attacked 52 towns, destroying crops and killing more than 600 settlers. Settlers began to adopt the native way of fighting and retaliated. By hiding in forests, they launched surprise attacks, and burned native villages.

By August of 1676, scouts helped to trap Metacomet in a swampy area in Rhode Island. He was killed by American Indians who were assisting the English settlers. With Metacomet dead, the war came to an end. Metacomet's wife and son were among many who were sold into slavery; more than 4,000 Native Americans had lost their lives, and their strength in New England never returned.

A historical map of Boston, Massachusetts, and its surrounding islands. The map shows the city of Boston with various wharves (North, Hancock, South, Lower) and a windmill. It also depicts several islands including Snake Island, Apple Island, Shirley Point, Polling Point, and Deer Island. A note in the top right corner mentions a fort on Needles Point. The map is titled 'Section 4' in the top left corner.

Section 4

The Middle Colonies

QUESTIONS TO GUIDE INQUIRY

1. Why did different colonial regions develop?
2. How did regions impact life in the emerging nation?

What would motivate other European nations to colonize in the New World?

New Netherland

In 1624, the Dutch who were from the country of Netherlands in Europe, joined the English in the colonization of the western hemisphere. The Netherlands is also referred to as Holland. This country is located just across the North Sea from England and the British Isles. In North America, their colony came to be called New Netherlands. The area included Long Island, Manhattan Island, land along the Delaware River, and the Hudson River Valley. Today this region is part of the state of New York.

A man named Peter Minuit is credited with founding New Netherland. He purchased Manhattan Island in 1626 from the local Native Americans. This purchase cost him 60 guilders which is valued today at about \$24, although many historians feel the real value of this trade is nearly impossible to accurately calculate. Construction of a fort, as well as a town, began. The town was named New Amsterdam after a city in the European country of the Netherlands, and would eventually become the capital of New Netherland.



Image Source: https://upload.wikimedia.org/wikipedia/commons/3/37/new_Netherland_-_smoking_the_peace_pipe.jpg

Dutch settlers were needed in New Netherland. There was little to motivate people to leave the Netherlands and move across the Atlantic Ocean. So, the Dutch opened their colony up to settlers from many countries throughout Europe. It was a religiously and ethnically diverse

settlement and included the first Jewish settlers in North America. Large farms developed in the Hudson River Valley's rich soil, and enslaved Africans began to arrive in the colony to work these farms.

The Hudson River empties into a large deep water harbor. Dutch trade developed in the region. Ships from throughout the world began arriving in the region, adding to the diversity.

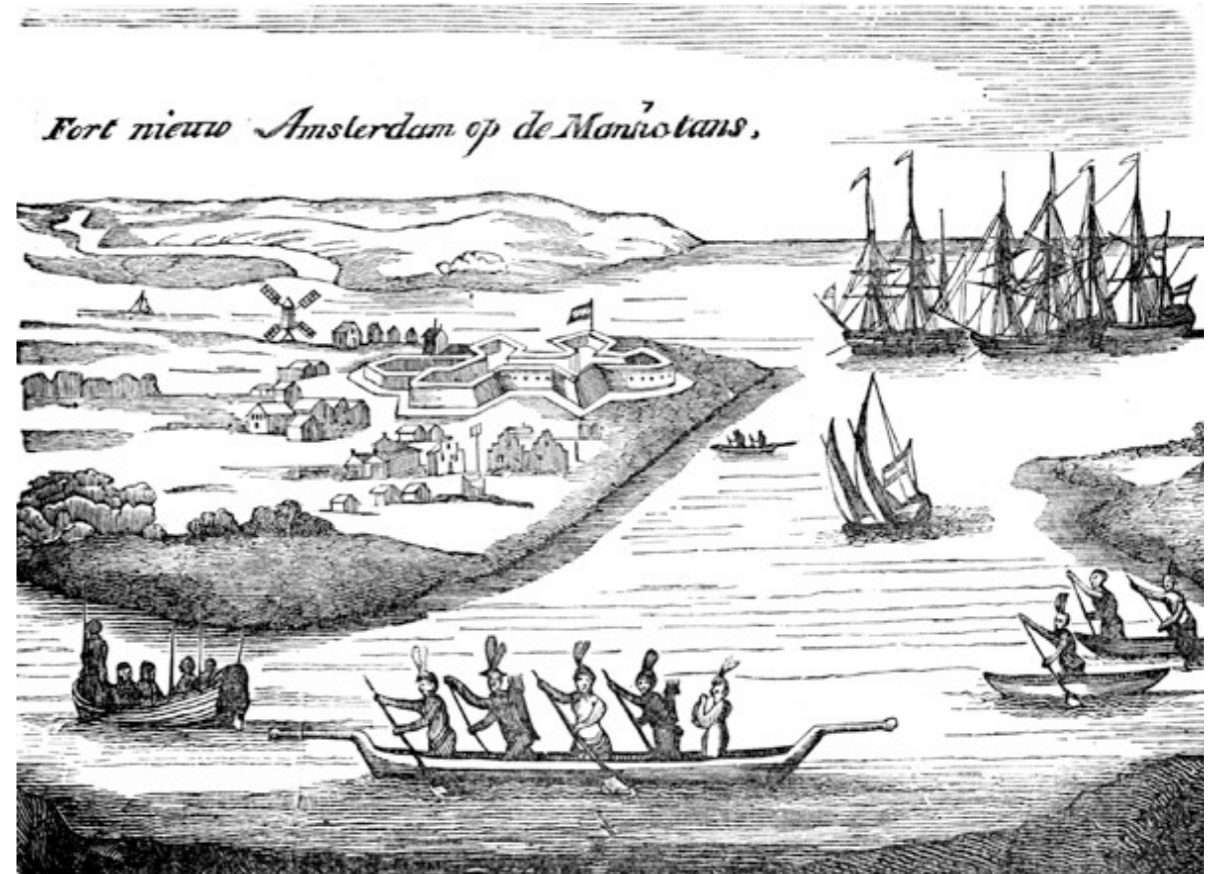


Image source: <http://ushistoryimages.com/new-amsterdam.shtm>

Peter Stuyvesant became the director general of all Dutch possessions in North America and the Carribbean in 1645. He created the first municipal government for New Amsterdam. It was under his leadership that the colony expanded. He took over a small colony called New Sweden and parts of what

Interactive 3.10 Peter Stuyvesant Biography



Learn more about Peter Stuyvesant at this website.

would later become New Jersey and Delaware. Difficulties began to grow within the colony. Growing controversy over Stuyvesant's leadership began to create dissent amongst the people.

New York and New Jersey

Meanwhile, the king of England, Charles II, began feeling threatened by the growth and development of New Netherland. Fear grew over the expansion. In response to the growth, King

What was the matter with King Charles' gift to his brother? If you give something to another person, what do you need first?

Charles II declared war on the Dutch. He then "gifted" New Netherland to his brother, James, the Duke of York in 1664.

A letter was sent to Stuyvesant that asked for the surrender of New Amsterdam. As James arrived in the harbor with four war ships, it was reported that Stuyvesant tore up the letter and then refused. Unfortunately for him, the residents were so angry with him that they did not support his refusal, and begged him to give up. The Duke of York took over New Amsterdam without firing a shot.

How did the controversy over Stuyvesant's leadership play into the surrender?



Image source: https://en.wikipedia.org/wiki/New_Amsterdam#/media/File:The_fall_of_New_Amsterdam_cph.3g12217.jpg

James renamed the settlement New "York". He further gave two friends, Sir George Carteret and Lord Berkeley, a grant for a proprietary colony in an area between the Delaware River and the Hudson River Valley. They renamed it New Jersey after the island of Jersey in England, and divided it into east and west. Religious freedom, land, and a representative government were offered to new settlers moving into the colony. East Jersey and West Jersey began to grow rapidly. By 1702 the colonies were reunited as a royal colony that was being governed by New York. By 1738 it had become its own independent colony.



Image source: https://upload.wikimedia.org/wikipedia/commons/1/15/Treaty_of_Penn_with_Indians_by_Benjamin_West.jpg

Using Benjamin West's painting "William Penn's treaty with the Indians" above, do a 10 x 10 activity. Individually, in pairs or in small groups, study the painting and answer the the questions, "What are 10 things you see in the painting?" "What are 10 questions you have about the painting?" Use these observations and questions as you study the founding of Pennsylvania.

Pennsylvania

In 1681, the king of England granted a charter to a man named William Penn to pay off a debt. King Charles II owed a debt to Penn's father. Penn belonged to a religious group known as the Quakers. The Quakers, also called "the Society of Friends", were being persecuted in England and throughout the colonies for their beliefs.

Penn began by paying the American Indians for the land that the king had granted him. This was seen as a step to prevent conflicts with the locals, and it maintained these friendly relations for years. He developed an area he called Philadelphia, "the city of brotherly love". These English Quakers moved into the southeastern counties, which became a very prosperous region. Farming and trade grew. Grains such as oats, wheat, and corn grew well in the Pennsylvania soil and helped feed the population.

Within the next 50 years the colony grew. Diverse groups from Europe arrived. The Germans began arriving after 1727. Many belonged to the religious group called the Mennonites, or "plain people". Dressing very simply, they became known as the Pennsylvania Dutch. One theory offered for this was that the word for German in their language is Deutsch. Others arrived to escape wars happening in their European homeland.

How does the diversity in the Pennsylvania colony reflect the eventual nation?

The Scots-Irish were also attracted to the colony of Pennsylvania. These Scots had settled in Ireland in the early 1600's. They left Ireland in hope of finding land and jobs. This was seen as an opportunity for a better life.

Delaware

The colony of Delaware, one of the Middle Colonies, was founded in 1638 by Peter Minuit, a former governor of New Amsterdam, and the New Sweden Company. It was first a Swedish and Finnish colony, when settlers farmed along the Delaware River, and then an English colony until 1776, with a short time under the control of the Dutch (1655). At one time, 1761, it was considered part of the Pennsylvania Colony, "the lower three counties," under the control of William Penn. It was run as a proprietary county for trade and profit. It later became the first colony to become a state in the United States of America.

With its mild summers and winters, Delaware was a center of agriculture, trade, and profits. They sent their surplus food to England for sale.

All thirteen original colonies had been created in North America between 1607 (Virginia) and 1732 (Georgia). As you've read, some of the colonies had disagreements and wars with the American Indians and others bought the land from them. There were troubles among European nations for control of these colonies and this caused turbulence and difficulties for the

settlers who lived here, but the stage was set for the independent spirit of the people who worked to make this land their home and the establishment of the United States of America.

Possible Individual Culminating Activities:

- 1. Use the information you have gathered on the three regions to create a report on how the economics, geography, and push/pull factors influence the development of the three regional areas of the 13 original colonies.**
- 2. Create a travel brochure to invite Europeans to visit the 13 colonies. Introduce the highlights of each including; economic activities, political/government ideas, geographic features, and resources available.**
- 3. Create a chart with information about the 13 original colonies. Include dates, leaders, purpose, location, and type.**