

# Settlements Take Root

## my Story Spark



### Why do people leave their homelands?

**Describe** your feelings about your home. Then **write** about what might cause you to leave it and start a new life somewhere else.

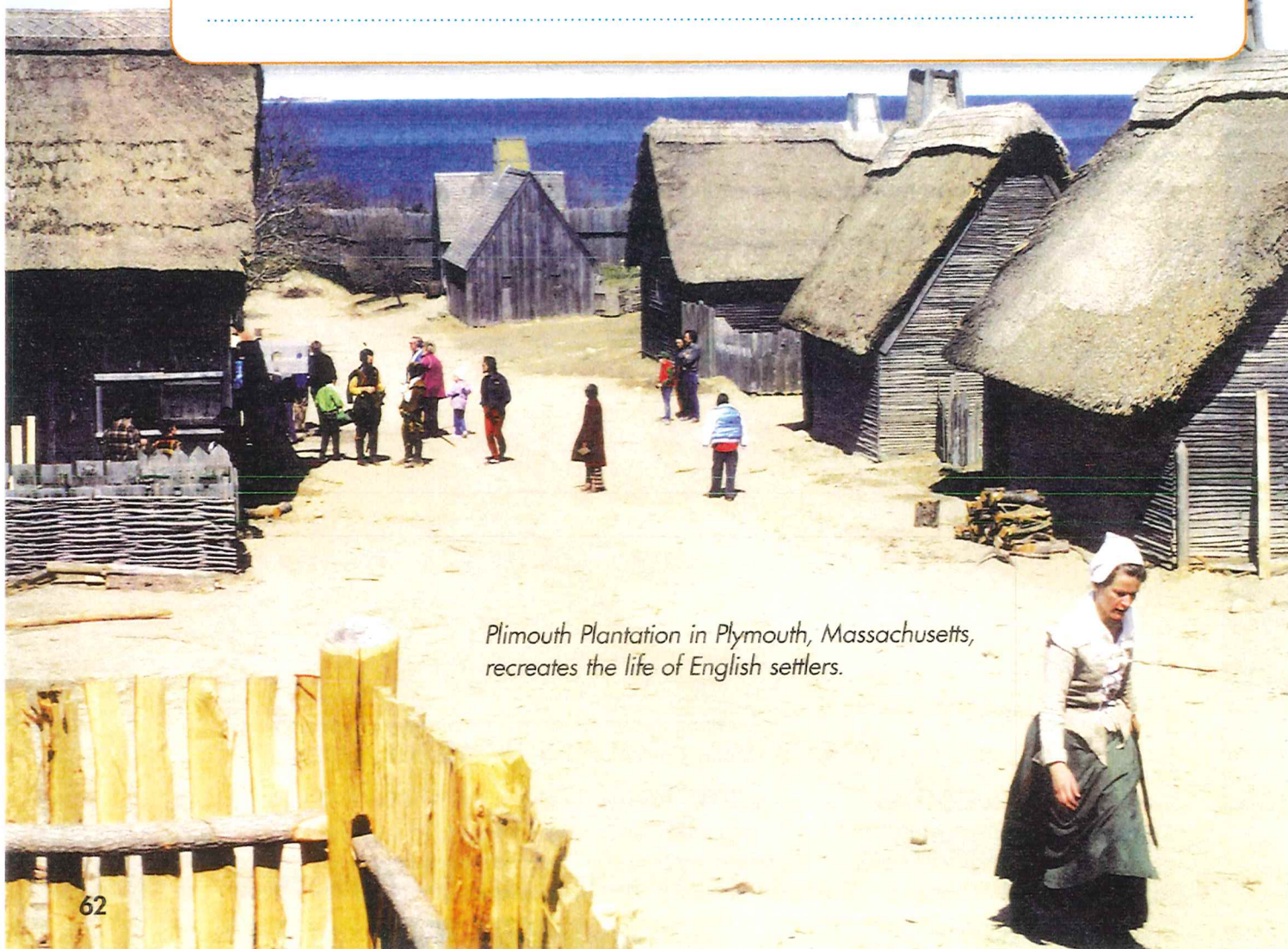
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*Plymouth Plantation in Plymouth, Massachusetts, recreates the life of English settlers.*



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- Lesson 1** The Spanish Colony in the Americas
  - Lesson 2** The English Colonies in Virginia
  - Lesson 3** Pilgrims and Puritans in New England
  - Lesson 4** The French and Dutch in North America

# Jamestown Settlement

## Three Cultures Meet

my Story Video

"Welcome to Jamestown, Kaylee," says Julie. Julie is Kaylee's guide at the Jamestown Settlement in what is now Virginia. Jamestown, explains Julie, was home to a group of people who came from England in 1607. That was thirteen years before the Pilgrims arrived in Massachusetts.

"There were 104 original settlers, all men and boys," Julie adds. "Women came later. It took them 144 days to sail here on three different ships." The settlers were sent by the Virginia Company in London. Its investors hoped to find riches in the Americas. They hoped to find a route to India and its spices, too.

Julie and Kaylee board the *Susan Constant*, a replica of an original ship. "Wow," says Kaylee, "this seems really old!"

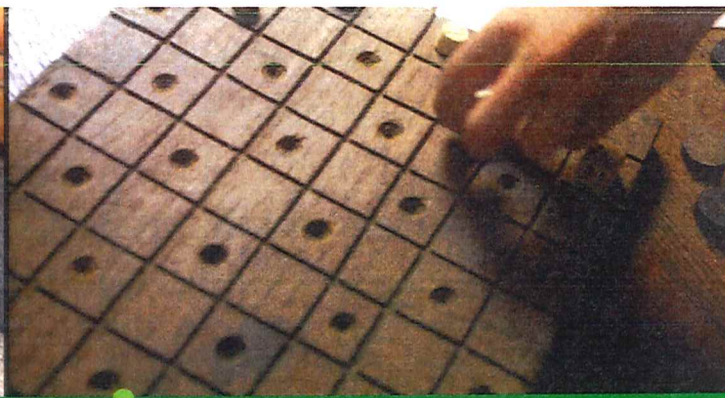
*Kaylee gets ready to board a replica of one of the ships that brought the settlers to Jamestown.*







Settlers brought leather shoes and woolen clothes with them from England to wear in their new land.



Jamestown settlers worked hard, but they also found time for games.

*Kaylee isn't stirring a big pot of soup. She is doing laundry the way Jamestown colonists did, with homemade soap and a large wooden paddle.*



Looking through a chest, Kaylee sees things that the settlers might have brought with them, such as blankets, gloves, and shoes. She also sees how the settlers filled their time on the long ocean voyage. "Checkers and backgammon!" Kaylee says. "I play those games, too." Julie explains that the passengers shared the cramped space with pigs and dogs. "It must have been pretty crowded," Kaylee says. "Look at how small these beds are."

Upon arriving in North America, the settlers met the Powhatan (pou HAT uhn) people. The Powhatans built reed-covered houses called yehakins (yuh HAY kihnz). Kaylee and Julie enter one. Kaylee learns that Powhatans were skilled at using the natural resources around them to survive. They

grew corn, beans, and squash. They also hunted and fished.

The Powhatans and the English began to trade goods, such as tools, and to learn from each other. "They had a complicated relationship," Julie says. The settlers began to take over land the Powhatans considered their own. This led to fighting between the groups.

Julie explains that the settlers mostly worked the land, did chores, and guarded the fort. Occasionally, they had time for recreation. Kaylee got to try her hand at ring toss.





Standing inside a reconstructed yehakin, Kaylee examines items used by colonists and Native Americans.



A modern-day actor at Jamestown Settlement makes metal tools in a blacksmith shop.

"It must have been a pretty tough life for the English, especially after what they were used to," says Kaylee. "But walking around the settlement, I can see how exciting it must have been to start a new life in a different land."

The Powhatans and the English were not the only ones living in or near Jamestown, Kaylee learns. Africans who had been forced into slavery in West Africa arrived in the colony and were made to work for the settlers. The Africans introduced new techniques for toolmaking and fishing. Kaylee and Julie compare tools made by the English, Powhatans, and Africans. "They were all pretty handy," Kaylee points out.

The meeting of three different cultures was not easy. The English gave up a more comfortable life to come to Jamestown, dreaming of wealth but facing starvation. The Africans, brought to North America against their will, endured the horrors of slavery. The Powhatans found themselves being forced to share land they had considered their home for hundreds of years.

"Here in Jamestown, these three cultures met and came together," Julie says. "Their ideas and technologies blended together to form the culture of colonial Virginia."

**Think About It** Based on this story, how do you think the English settlers felt about their decision to move across the Atlantic Ocean? As you read the chapter ahead, think about why people crossed the Atlantic to come to the Americas and how their lives and the lives of others would have changed.



Colonists kept their gunpowdry dry by hanging wooden powder flasks and musket ball pouches from nails on the walls of their cabins.



## Lesson 1

## Envision It!

# The Spanish Colony in the Americas



The Spaniards set up a colony in the Americas that changed the lives of Native Americans.

Spain conquered and settled the Americas for several reasons. Spain's **monarchs**, or rulers, saw an opportunity to gain great wealth and power. The Spanish Catholic Church also hoped to persuade native peoples to accept the Catholic faith. However, first Spain had to take control of the lands they came to call New Spain. These lands were already settled by Native Americans.

### The Colony of New Spain

In what is today Mexico, the Spaniards fought and conquered the Aztec people living there. They also defeated other Native Americans who stood in their way. By the mid-1500s, Spain controlled a large colony in the Americas.

As Spanish leaders had hoped, New Spain was rich in gold and silver. Soon the colony was shipping tons of treasure back to Spain. Enslaved Native Americans did most of the hard mining work. It was the Spanish, however, who benefited from selling the gold and silver.

Ranching and farming were also important in New Spain. At the heart of these businesses was the *encomienda* (en koh mee EN duh). An **encomienda** was a grant from the Spanish government that gave a Spanish settler the right to control local Native Americans.







I will know that Spain created a large colony in the Americas.

## Vocabulary

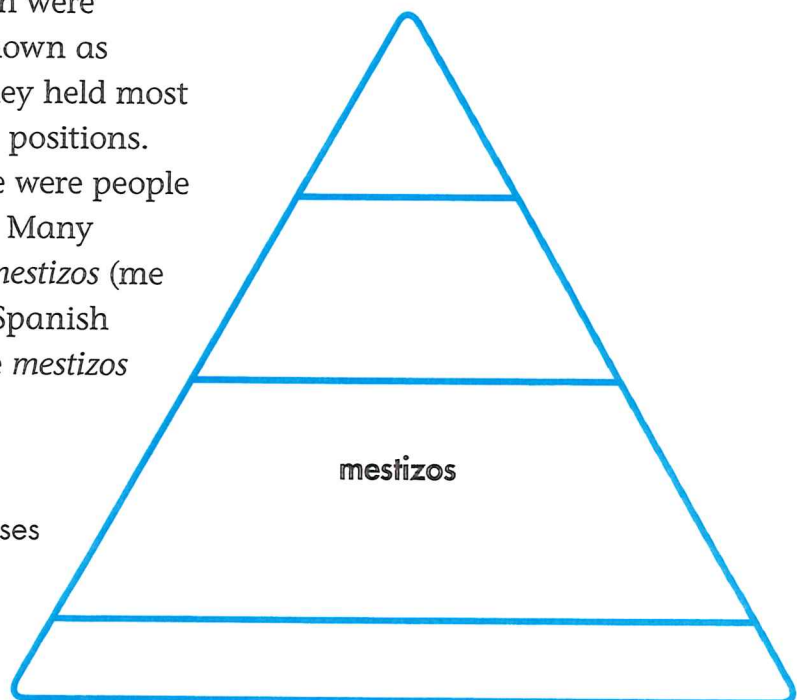
monarch  
encomienda  
class structure  
missionary

Draw a picture that shows an event or incident that would change your life.

Native Americans in New Spain had very little control over their lives. The settlers were supposed to protect and care for native people and teach them Christianity. The native people were expected to repay the settlers with free labor, gold, silver, and other goods.

Native Americans, along with enslaved people brought from Africa, ranked lowest in the colony's class structure. A **class structure** is a system for ranking people, often according to power or wealth. There were three classes above Native Americans. The most powerful people in New Spain were Spaniards born in Spain. They were known as *peninsulares* (pay neen soo LAHRS). They held most of the highest government and Church positions. Next were the *creoles* (KREE ohls). These were people born in New Spain to Spanish parents. Many creoles owned land. Below them were *mestizos* (me STEE zohs), people who were of mixed Spanish and Native American background. The *mestizos* were the largest class.

1.  **Categorize Complete** the diagram by labeling the different classes of society in New Spain, with the highest rank at the top.





*"... many Spaniards  
(who were shipwrecked  
on the coast of the  
provinces) escaped and  
were delivered from  
death, because this  
presidio was nearby."*

— Gonçalo Méndez  
de Canço

## The Settlement at St. Augustine

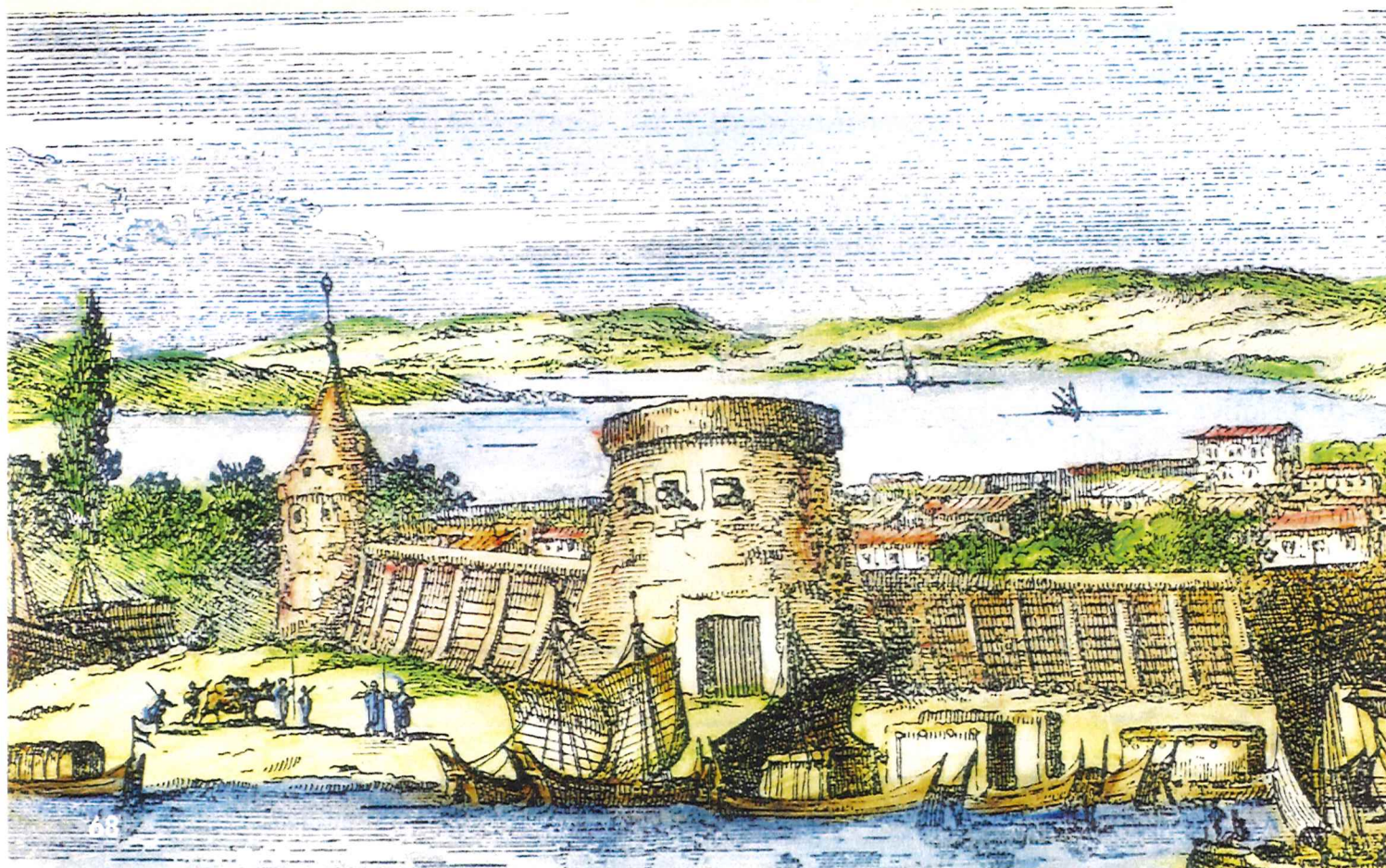
Spanish explorers traveled deep into North America in the early 1500s. Spain also tried several times to establish settlements in Florida. However, bad weather, conflict with Native Americans, and other problems stopped these efforts.

Then, in 1565, Spain decided to try again. A year before, settlers from France had built a fort in northern Florida at present-day Jacksonville. Spain saw France as a rival for control of the Americas. So Spain sent a small fleet to destroy the French fort. Then they built their own fort and town a little farther south. They called it St. Augustine (saynt AW guhs teen). Unlike earlier colonies, this one survived. Today it is the oldest European settlement in the United States.

Supporting St. Augustine was expensive, and Spanish officials talked of abandoning the colony. Its governor, Gonçalo Méndez de Canço (gahn SAH loh MEN dez day KAHN soh), convinced the officials that the fort protected both lives and property. St. Augustine survived because Spain needed a fort and safe harbor in Florida.

The settlement was near the route followed by Spanish ships that carried treasures from the Americas to Spain.

2. **Circle** parts of the picture of St. Augustine that show it was designed to protect Spanish settlers and travelers.





These ships were tempting targets for pirates from rival countries. By keeping soldiers in St. Augustine, Spain could protect its shipping. Later, Saint Augustine would also become an important port for slave trading.

Most of the citizens of St. Augustine were Spanish soldiers. Besides protecting and rescuing Spanish ships, these soldiers also helped protect missionaries. A **missionary** is someone who travels to a new land to persuade others to believe in a particular religion. In Florida, missionaries usually worked with Native American leaders. After the founding of St. Augustine, Spanish missionaries traveled through much of Florida and nearby areas. They set up villages called missions. The missions had two goals. One goal was to teach Native Americans the Catholic religion. The other goal was to introduce Native Americans to the Spanish way of life.

In order to survive, Spanish settlers in Florida depended on Native Americans such as the Timucuas (tim uh KOO uhs). In fact, the Spaniards near St. Augustine relied on the Timucuas to help provide food and labor. So the Spaniards gave native leaders many gifts and did not challenge their right to govern their own people. In return, native leaders let missionaries teach their religion and let the Timucuas work on Spanish farms.

- 3. Write** to complete the following statement about how the Spanish settlers and Timucua people got along in St. Augustine:

The Spaniards received help from the Timucua people to raise their food. The Timucua people received

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*Timucua warrior*





## Cooperation and Conflict

Over time, Spain built many missions and forts. In the 1700s, it founded colonies in what is now Texas, California, and other parts of the southwestern United States.

As you have read, sometimes the Spaniards and Native Americans worked together peacefully. In general, though, contact with the Spaniards harmed Native Americans. One serious problem was disease. In some places, illness carried by Spaniards wiped out entire Native American communities. Native Americans also suffered from harsh treatment. At St. Augustine and many other missions, many Native Americans died of overwork.

Sometimes Spanish missionaries used force to change the way Native Americans lived, worked, and worshiped. Many Native Americans did not like this and fought back. One rebellion occurred in Florida in the 1650s. In 1680 an uprising of Pueblo people in present-day New Mexico left 400 Spaniards dead and forced the remaining Spaniards to leave the area. Some years later the Spaniards returned, but bad feelings remained in parts of New Spain.



4. The Spanish built missions like the one shown below to help control their colony and spread their religion. On the map, **circle** the missions located in modern-day Florida. **Put a square** around the missions farthest north in New Spain.





## Lesson 2

# The English Colonies in Virginia

Envision It!



English settlers at Jamestown sought a good location for their colony. However, the site they chose had problems.

1. **Write** what Queen Elizabeth I might have said to Sir Walter Raleigh about attempting to start a colony in North America.

In the late 1500s, England and Spain were bitter rivals. England envied Spain's rich American colony. Queen Elizabeth I of England hoped to establish an English colony in North America. It took many years, and several failures, before a successful colony took root.

## The English in North America

Sir Walter Raleigh (RAW lee), an advisor to Queen Elizabeth I, led England's attempt to set up a North American colony. With the queen's support, he sent an exploring party across the Atlantic Ocean in 1584. They landed in what is now North Carolina. Back then, however, they called the whole area Virginia. The next year, Raleigh sent 117 settlers to the same area. They settled on a place called Roanoke (ROH uh nohk) Island.

**1585**

Raleigh first sends settlers to Roanoke Island.

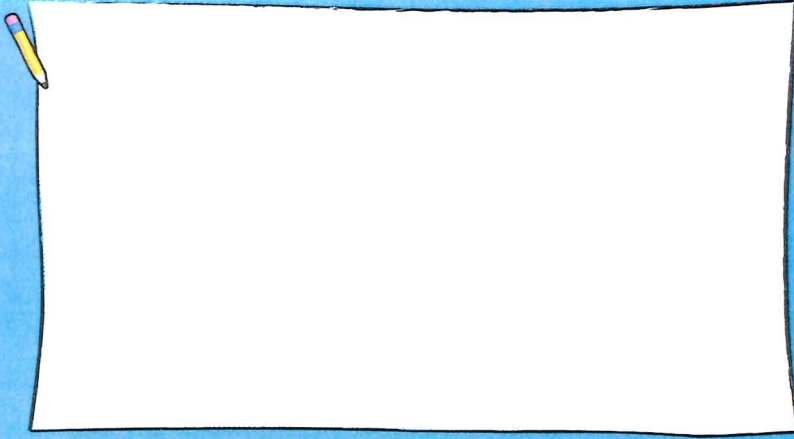
**1584**

**1585**

**1586**







I will know how and why England attempted to start a colony in North America.

### Vocabulary

drought

investor

cash crop

House of

Burgesses

representative

Draw what you think would be the perfect location for a settlement in a land that is new to you.

The colonists depended on local Native Americans for food. Then, a **drought**, or a long period without rain, may have caused the Native Americans to stop providing supplies. Many colonists starved. In 1586, the survivors returned to England.

Raleigh sent another 150 settlers to Roanoke Island the next year. They also sought help from Native Americans. However, arguments between the two groups led to more food shortages.

John White, the colony's leader, decided to go back to England to get help. He could not return until 1590 because England was at war with Spain. When White finally arrived at Roanoke, no settlers could be found. Adding to the mystery was a carving on a tree: CROATOAN. This was the name of friendly Native Americans nearby. White never found the missing colonists. The failed Roanoke settlement became known as the Lost Colony.

**2. Complete** the timeline by listing events for the years that are not filled in.

**1587**

Raleigh sends new group to settle at Roanoke.

**1588**

England and Spain are at war.

**1587**

**1588**

**1589**

**1590**



## Success at Jamestown

More than a decade would pass before the English began making serious plans to start another American colony. After Queen Elizabeth died, the new king, James I, became interested in setting up an English colony. In 1606, he gave an organization called the Virginia Company the power to carry out the project.

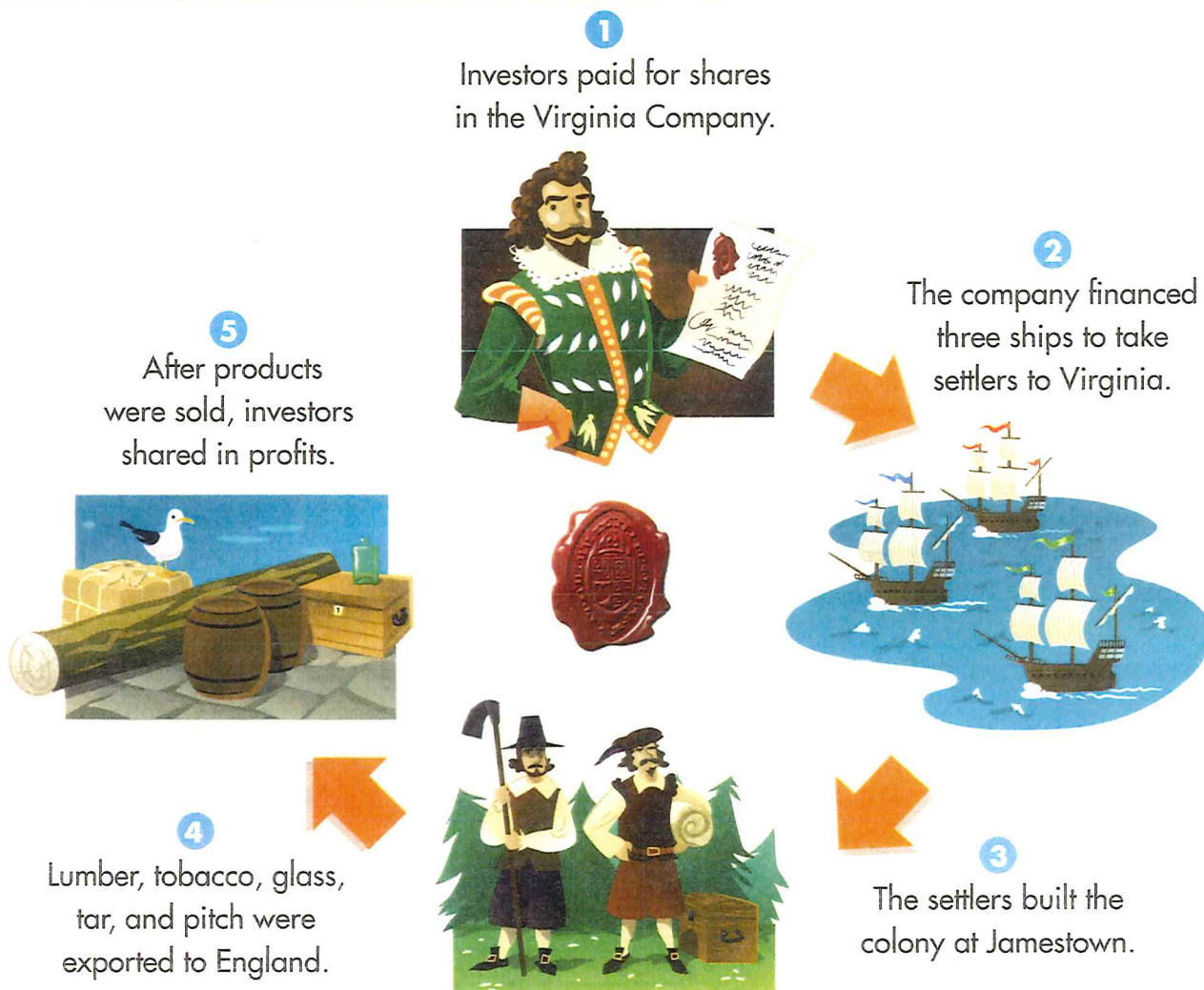
The Virginia Company wanted to start a colony that earned money. In order to fund the project, the company invited investors to buy shares, or part ownership of the company. An **investor** gives money to a business hoping to earn more money in return. If the Virginia Company earned a profit from minerals or products exported from Virginia, investors would receive a share of the profits. Meanwhile, the company could use investors' money to pay for the project.

3. **Complete** the sentences to explain how the Virginia Company worked.

Investors provided

Colonists exported

## How the Virginia Company Worked





Soon, the Virginia Company was ready to begin its project. In late 1606, three ships and more than 100 colonists set sail for America. The ships carried strict orders from company leaders. These told the colonists what kind of site to choose for the colony. It was to be on a river inland from the ocean. That way, ships from rival countries could not easily spot it. It should also be easy to defend from attack. The English were especially worried about the presence of Spanish ships sailing from Cuba and Florida. These might pose a threat to a Virginia colony.

The Jamestown instructions also spelled out how many colonists should build houses and how many should plant crops. Others were to hunt for gold or to search for rivers that might be a shortcut to the riches of Asia. The colonists even received tips on how to treat Native Americans. They were told,

*“... you must have great care not to offend the naturals [Native Americans].”*

—Virginia Company pamphlet, 1606

For the most part, the colonists followed the instructions. They chose what they thought was a safe and healthy spot. They went about the work of building their colony. They named it Jamestown, after their king. Jamestown would become the first lasting English colony in North America.

4. Study the Rival Settlements map. **Write** why English settlers wanted to hide their colony from Spaniards.

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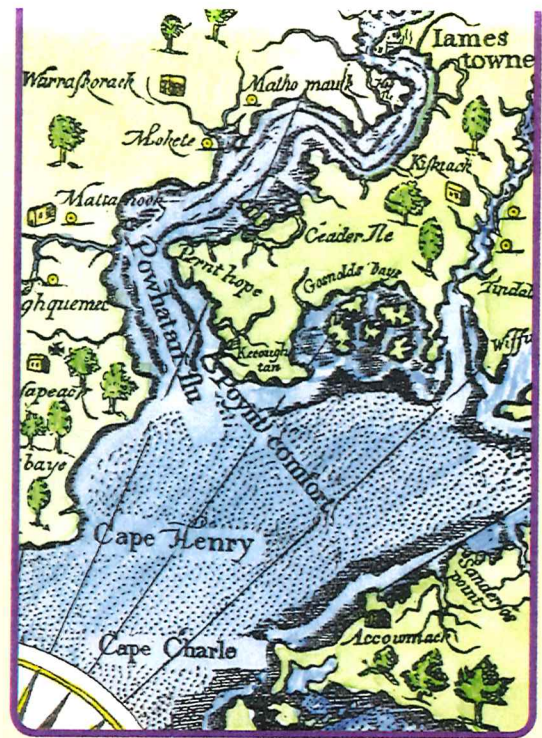
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This old map shows the inland location of Jamestown. Notice all of the Native American settlements located near Jamestown.





## Hard Times in Jamestown

Unfortunately, the Jamestown colonists soon found that their settlement was not in a healthy location. The water was unfit to drink, and clouds of mosquitoes attacked from the nearby swamps. Many colonists died from diseases carried by the insects.

Also, the local Powhatan people were not always friendly. They worried about having newcomers settle in their territory. The Powhatans made several attacks on the colony.

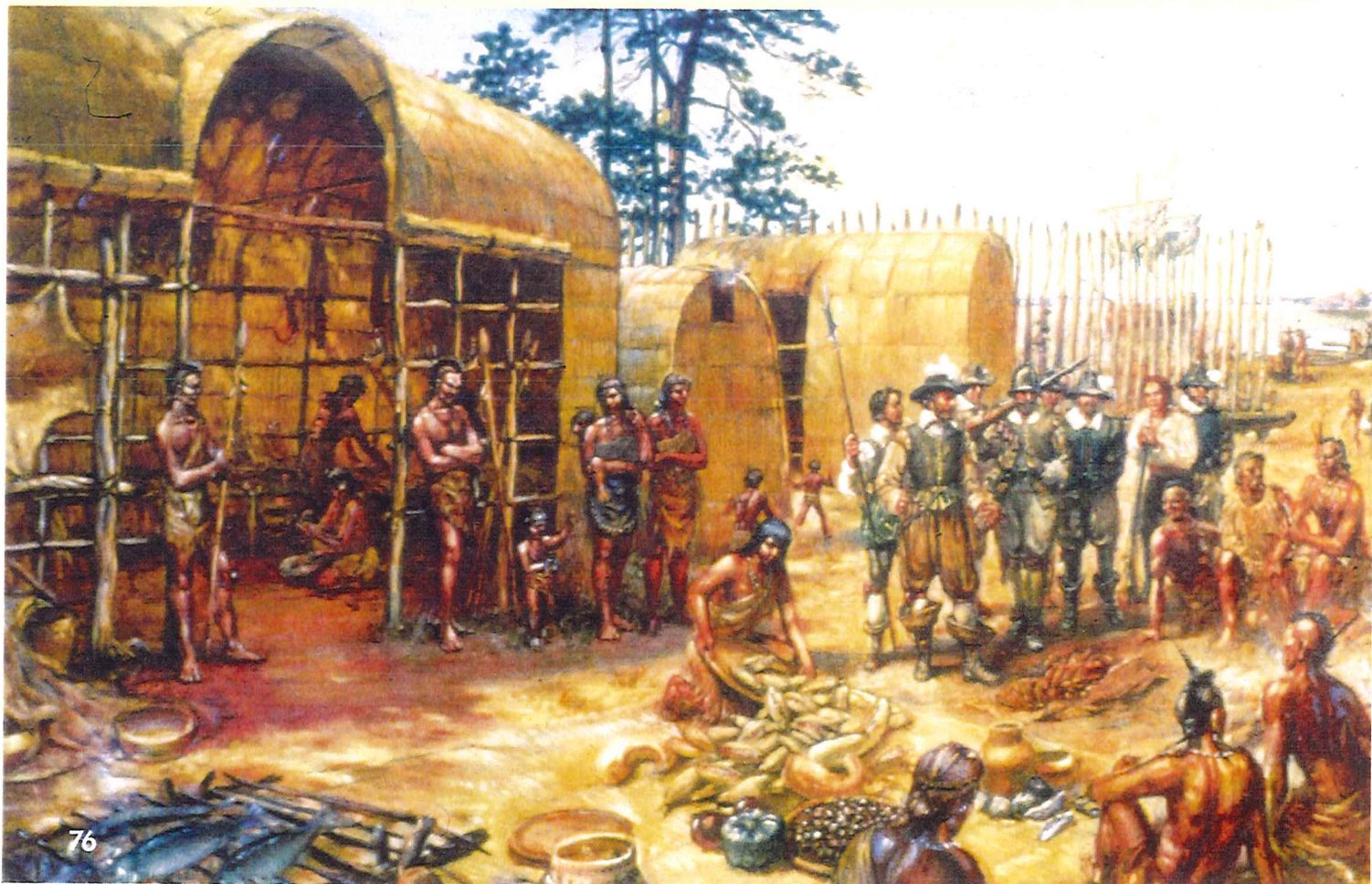
After the first year, John Smith became leader in Jamestown. He pushed the settlers to improve the colony. He tried to improve relations with the Powhatans and their chief, whom the colonists called Powhatan. According to Smith's journal, he also made friends with Pocahontas, the chief's young daughter.

5. The colonists at Jamestown seldom had enough food for everyone. **Circle** the sources of food shown in this painting. Why might colonists have needed help to find and grow food?

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Smith wrote that Pocahontas once saved his life after the Powhatans had taken him prisoner. This story may not be true. What is true is that Pocahontas made friends with the colonists. For a time, the two groups got along much better.

In the fall of 1609, Smith was hurt in an accident. He had to return to England. Around that time, a new group of English settlers arrived. They were supposed to help the colony. Instead, they stretched food supplies to the limit. The result was disaster. The freezing winter of 1609–1610 was called the Starving Time.

The colony survived only because more colonists and supplies arrived from England in the spring. However, Jamestown faced still another problem: it was not earning money. The colonists had not found gold. The goods they produced did not sell well in Europe. The investors in the Virginia Company were getting impatient.

6.  **Categorize Read** each statement below. In the blank, **write** whether it shows what the colonists *expected* or what they *found*.

The English colonists would find riches in Virginia.	
The colonists realized that the nearby swamps were full of mosquitoes.	
The settlement had poor water that was unfit to drink.	
Jamestown would be a good location for a settlement.	
Colonists could build good relations with Native Americans.	
The Native Americans often were not friendly.	

*"Of five hundred within six months after Captain Smith's departure, there remained not past sixty men, women, and children."*

*—John Smith, 1609*



## Jamestown Moves Forward

In 1612, colonist John Rolfe introduced something new to Virginia, namely, a new type of tobacco plant. The Powhatans already grew a type of tobacco, but Rolfe's was different. He hoped it would be more to the liking of people in England.

The new plants grew well in the Virginia soil, and the tobacco was of high quality. People in England were willing to pay a high price for it. The Virginia Company at last had a way to make money from their colony. Soon, the cash crop filled the colony's fields. A **cash crop** is a crop raised for sale, not for use by the people who farm it.

Rolfe also played a part in another key event in Jamestown history. In 1614, he married Pocahontas. The marriage helped keep the peace between the English and Powhatans for several more years. This peace would not last, but it did give the colony a chance to grow larger and stronger.

To attract more settlers, the Virginia Company began giving land away. Many settlers became landowners. In England, landowners had the right to take part in government. In 1619, the Virginia Company gave the colonists this right, too. It set up a special legislative body called the **House of Burgesses**. In England, a burgess represented a town. The members of this body included 22 **representatives**, or people chosen by voters to speak and act for them. The House of Burgesses made laws and decisions for the colony. It made sure that the colonists had a say in their own government. We still have a representative form of government today.

Self-government remained an important custom in Virginia. It also developed in other English colonies in North America.

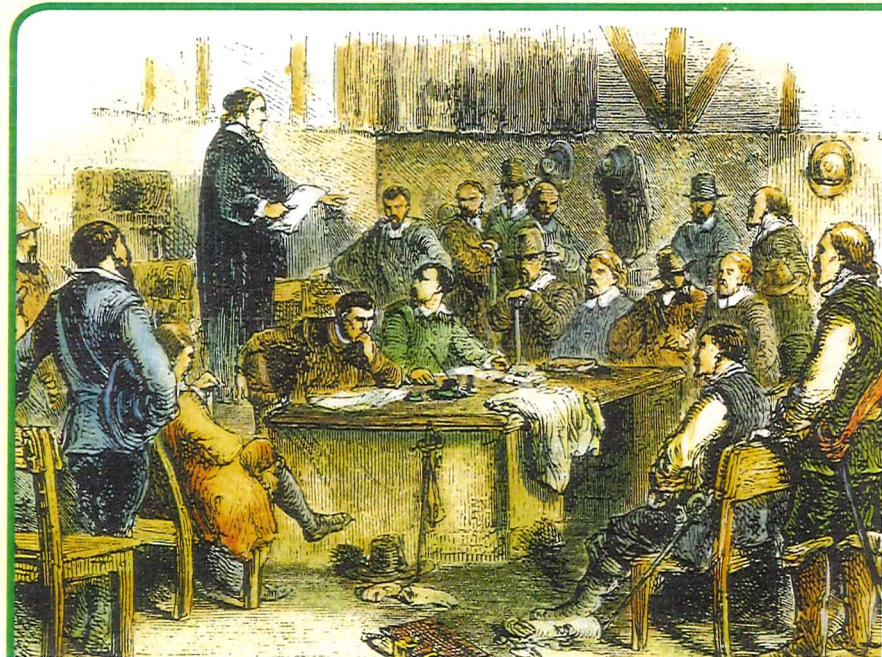
7. The members of the House of Burgesses helped make rules for the Virginia colony. **Write** two things you notice about the representatives in this painting.

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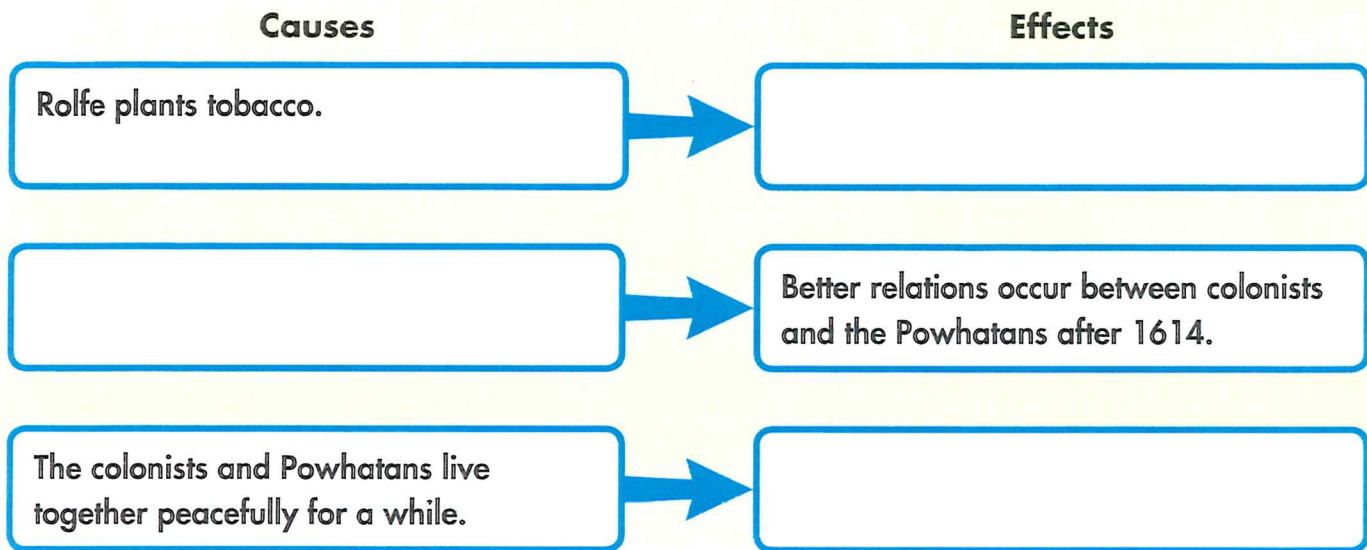
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8.  **Cause and Effect Complete** the graphic organizer about the Jamestown colony.



**Got it?**


9.  **Compare and Contrast** How were the earliest English attempts at colonization similar to and different from the Jamestown effort?

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10.  You've just arrived as a colonist on a new island. What are the first things you must do to survive? **Explain** why.

**my Story Ideas**

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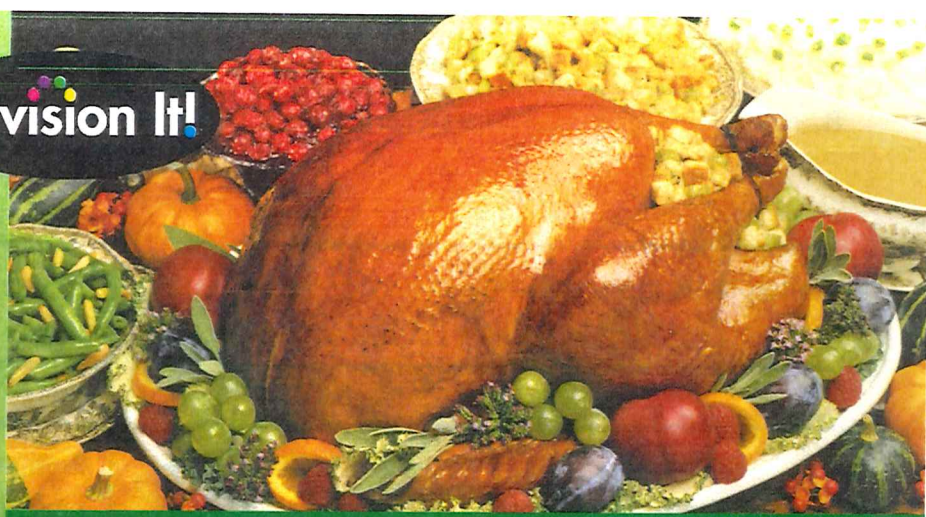
-  **Stop!** I need help with .....
-  **Wait!** I have a question about .....
-  **Go!** Now I know .....



## Lesson 3

# Pilgrims and Puritans in New England

Envision It!



Some of these foods were probably served at the first Thanksgiving celebration.

*This ship is a replica of the original Mayflower that carried the Pilgrims to New England.*



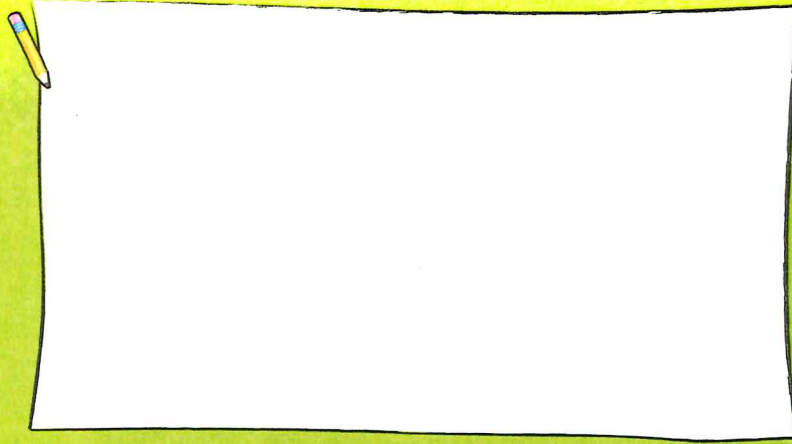
For 102 English passengers packed into the *Mayflower*, there was good news and bad news. After two stormy months at sea, they were nearing land. Unfortunately, that land was not in the northern part of Virginia, which had been their goal. Storms had blown the ship farther north. Now they were weary and short of supplies. Winter was coming, so they decided to find a place to come ashore.

## The Pilgrims Arrive

The year was 1620. The land the *Mayflower* was nearing was not completely mysterious. English explorer John Cabot had sailed there more than 100 years before. Since that time, many English ships had come to take codfish from local waters. In fact, the *Mayflower* passengers already had a name for the land that lay before them: Cape Cod. It was part of a larger area they later called New England.

The Jamestown settlers had hoped to find riches in North America or to earn money from products sent back to England. The *Mayflower* settlers also expected to earn money, but they had a more important goal. They wanted freedom to practice their religion. They belonged to a group known as Separatists. They wanted to separate, or break off, from the Church of England. At that time, all people in England had to belong to that church. The Separatists wanted religious independence.





I will know the key events surrounding the establishment of English colonies in New England.

## Vocabulary

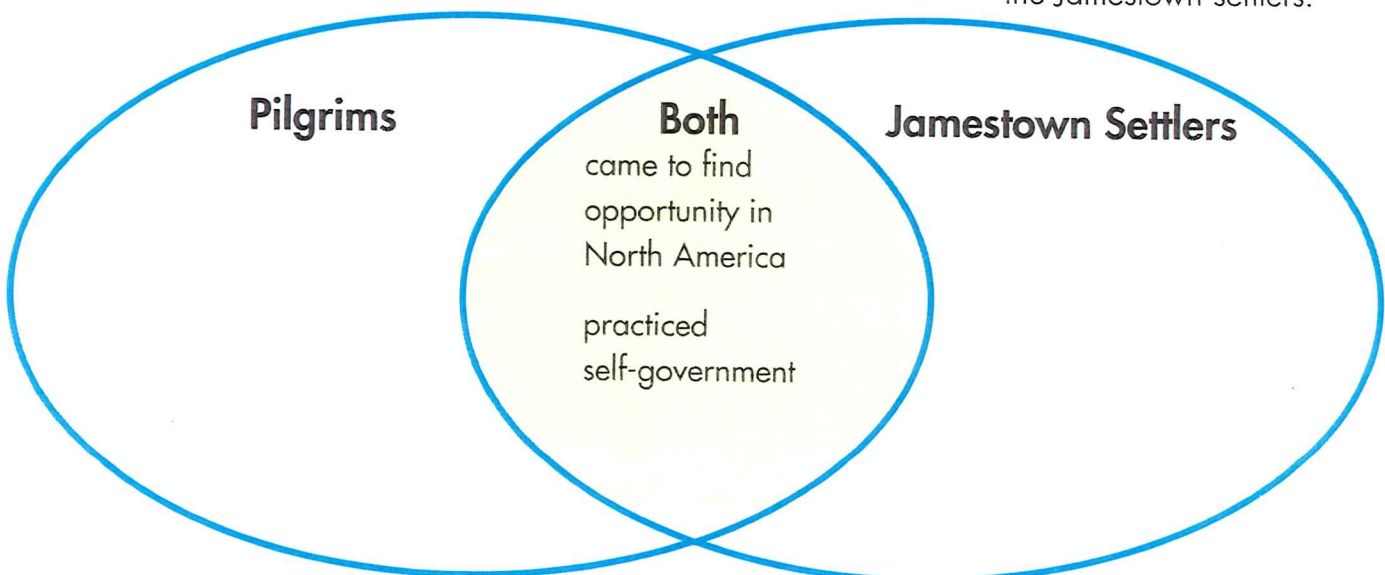
Pilgrim	indentured
Mayflower	servant
Compact	Puritan

Draw or list foods eaten at Thanksgiving that are different from those eaten at the first Thanksgiving.

Because these Separatists set off to build a new religious life in America, they later became known as the Pilgrims. A **pilgrim** is a person who goes on a religious journey.

Because they were on their own in an unfamiliar land, the Pilgrims decided that they needed a strong and fair government. So before they even left the *Mayflower*, the male Pilgrims wrote a compact, or agreement, about how they would govern themselves. It was known as the **Mayflower Compact**. In it, the group promised to work together to make "just and equal laws." No person or group would have power over the others. The Pilgrims agreed to hold town meetings at which all important issues would be discussed. Town meetings are still an important part of self-government in many New England communities.

1. **Fill in** the Venn diagram to compare and contrast goals of the Pilgrims and the Jamestown settlers.







William Bradford thanks Squanto for helping the Pilgrims.

## The Pilgrims and Native Americans

After making landfall at Cape Cod, the *Mayflower* continued west. The Pilgrims settled at a place they called Plymouth (PLIH-muth). This land was once home to the Wampanoag (wahm-puh NOH ag) people. However, the area seemed empty at first. Many of the native people had died from diseases caught from earlier visitors or had moved away.

That first winter at Plymouth was dreadful. The Pilgrims suffered from hunger, cold, and disease. Half of them died. Spring brought warmer weather and several visitors. The first was a Native American named Samoset. Surprisingly, he spoke some English words, which he had learned from traders who had visited the area earlier. Samoset introduced the Pilgrims to Tisquantum (tih SKWAHN tum), or Squanto, a member of the Wampanoag people. Squanto spoke English very well. He had once been captured by an Englishman and taken to England. Squanto helped the Pilgrims. William Bradford, the Pilgrims' first chosen leader, wrote about Squanto in his journal:

*"He directed them how to set their corn, where to take fish, and procure [get] other commodities [materials], and was also their pilot to bring them to unknown places."*

—William Bradford, 1646

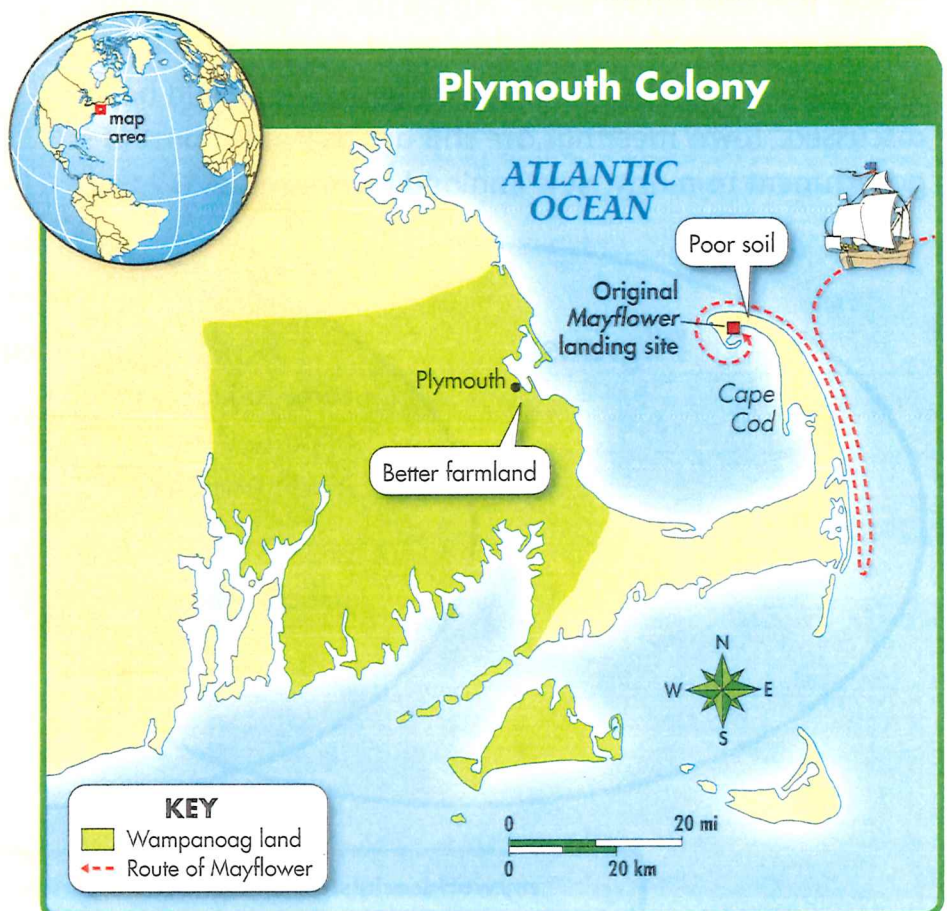
2. **Study** the map. **Write** why the Pilgrims settled in Plymouth rather than where they landed originally.

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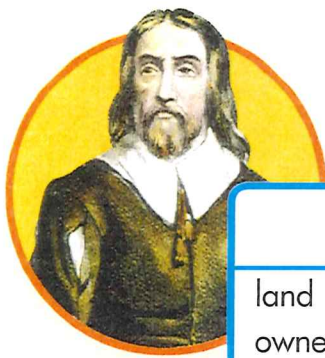
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William  
Bradford

## Two Different Cultures



Massasoit

	Pilgrims	Wampanoag
land ownership	property owned by whole group; later, families owned home and field	lands for hunting and fishing belonged to group
religion	Christianity based on the Bible	believed living things had a spiritual connection
clothing	men: jackets, knee pants, stockings, boots; women: skirts, tops, aprons, stockings, low-heeled shoes	men: breech cloths, moccasins, leggings; women: deerskin skirts and shoulder wraps, fur coverings in cold weather
food	biscuits, fish, meat from game	corn, squash, beans, fish, deer, turkeys, and other game

### Working and Celebrating Together

Squanto also served as a translator. A translator helps people who speak different languages to understand each other. Squanto helped the Pilgrims and the Wampanoag leader, Massasoit (mas uh SOYT), make an agreement that benefited both groups. The Pilgrims received help starting farms and raising food, such as corn and pumpkins. For their part, the Wampanoag feared attack from other native peoples in the area. They were happy to gain military support from the Pilgrims.

With Native American help, the Pilgrims enjoyed a good harvest in 1621. So, in the fall, the Pilgrims held a feast of thanksgiving. They invited their Wampanoag friends to celebrate with them. For three days, the colonists and Native Americans relaxed and ate together. The menu included the corn Squanto had helped the Pilgrims plant. They also probably ate deer, duck, fish, pumpkin, beans, nuts, and more. It is possible that wild turkeys were on the menu, too.

- 3. Study** the chart. Then **answer** this question: Why did the Wampanoag and Pilgrims get along despite their differences?

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## Life at Plymouth Plantation

The Pilgrims had much to celebrate after their first year in Plymouth. They also had much work to do. It was not easy building a new life in an unfamiliar land.

The Pilgrims had to work hard to grow food. Clearing trees took backbreaking effort. Planting and tending crops was also demanding. Men, women, and children worked in the fields and gardens.

Plymouth was a colony of families. A number of children traveled with their parents on the *Mayflower*. Once on land, however, the children had little time for play. Although they did not have to attend school, young people were expected to work. Even small children ran errands or did other small chores. Older children had harder jobs.

The Pilgrims grew food to feed their families. They also grew it to trade. The Pilgrims exchanged corn with Native Americans for animal furs. These they shipped to England for sale. The fur sales helped the Pilgrims pay their large debts. They owed money to a company in England that had financed the colony.

4. Pilgrims built their small houses out of materials they found nearby. Study the picture below. **Write** a list of materials the Pilgrims may have used for their houses.

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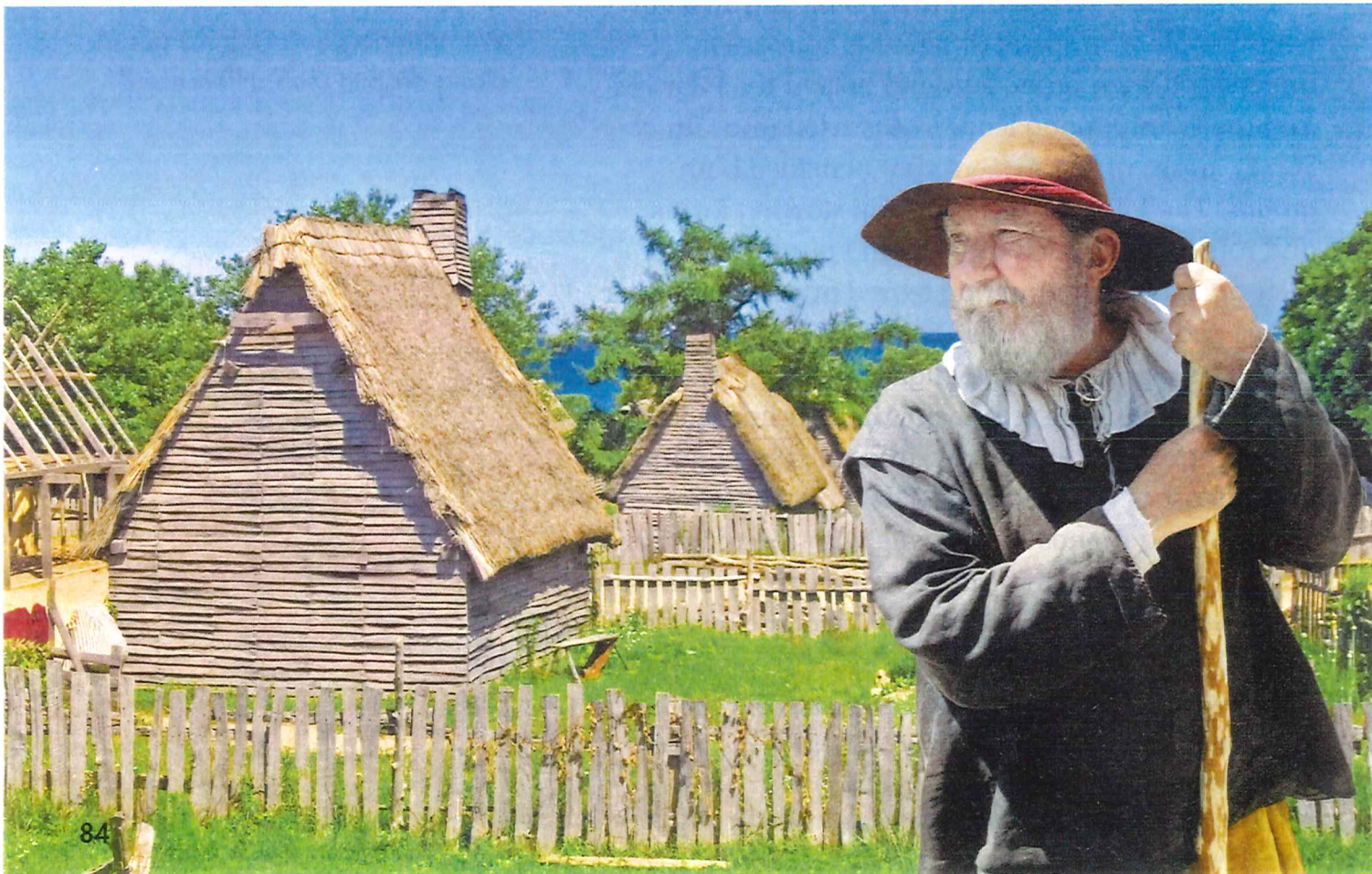
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*Pilgrim houses and clothing might have looked like these modern reconstructions.*

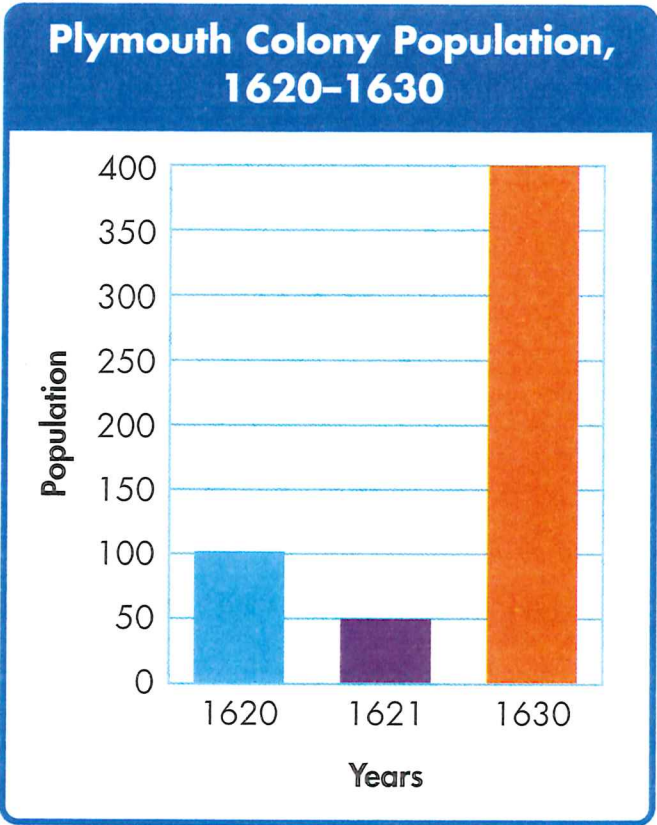




Some people came to Plymouth as indentured servants. An **indentured servant** is someone who agrees to work without pay for someone else for a set time. In return, the servant receives food, clothing, and shelter. An indentured servant's term might last from a few months to ten years or more. At the end of the term, the servant is free. He or she might receive more food, clothing, or even land. For many poor English people, becoming an indentured servant was the only way to start a new life in America.

Church was a big part of life in Plymouth. Remember, the Pilgrims had come to America so they could practice their religion freely. Everyone was expected to take part in worship services and to follow the basic church teachings. The Pilgrims did not permit much dissent, or disagreement, with their religious views.

5. **Read** the information in the graphic organizer. Then **answer** the following question: If you were a young person in England, why would you become an indentured servant?



Source: Population of Plymouth Town, Colony, and Country 1620-1690

*After that first difficult winter, the population of Plymouth Colony grew slowly but steadily.*

### Costs and Benefits of Indentured Servants

	For Indentured Servant	For Landowner or Business Person
Costs	unpaid labor; lack of freedom	housing, food, and clothing for the servant
Benefits	passage to America; eventual freedom	cheap labor



## The Massachusetts Bay Colony

*"... we must consider that we shall be as a City upon a Hill, the eyes of all people are upon us."*

—John Winthrop

- 6. Explain** what kind of behavior John Winthrop expected in this "City upon a Hill."

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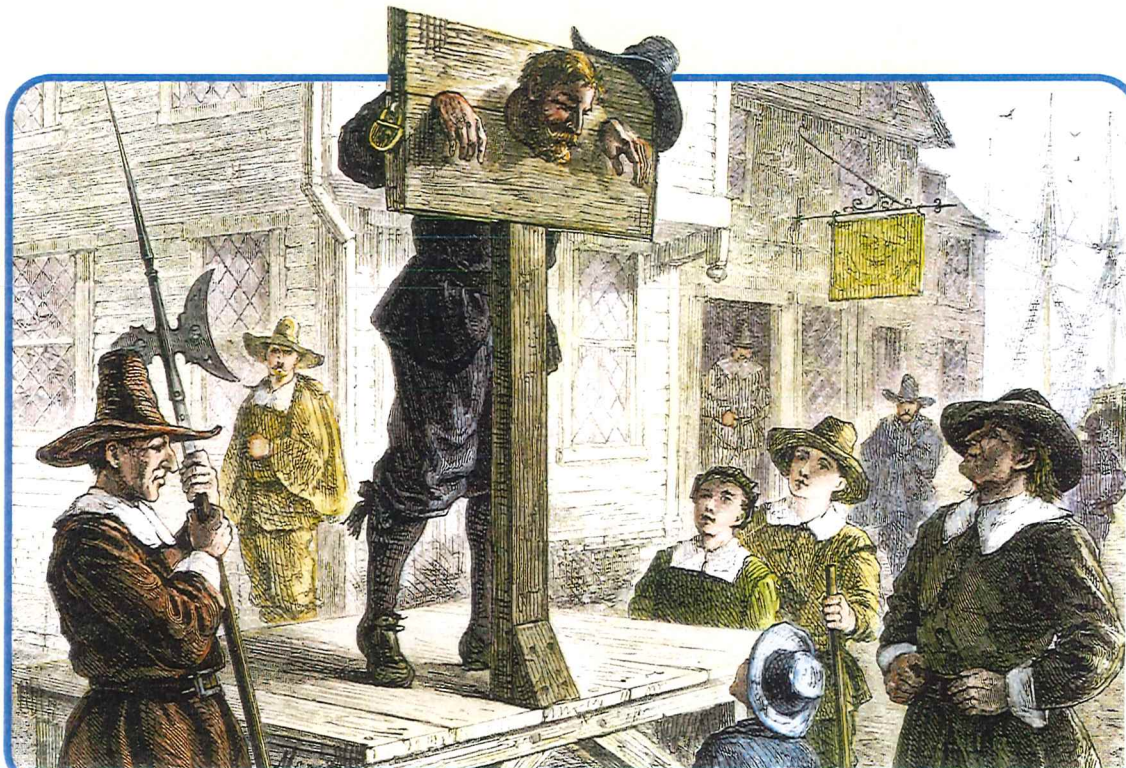
In 1630, a group of 700 English settlers left their homes to sail to New England. They established a new colony north of Plymouth called the Massachusetts Bay Colony. They named the main settlement Boston, after the English town where many of them had lived. In many ways, the Massachusetts Bay Colony was like Plymouth. Its founders left England so they could practice their religion freely. They were known as **Puritans**.

The Puritan leader was John Winthrop. He wanted the new colony to be "a City upon a Hill," or an example for others to follow. Religion was at the heart of daily life in the Massachusetts Bay Colony. Church leaders governed, and colonists had to obey church teachings. Everyone had to go to church services. Those who disobeyed could be forced to leave the colony. Rule breakers might also be shamed with public punishment or even be put to death.

The Puritans believed strongly in education, and they built America's first public schools and libraries. They felt all colonists should be able to read the Bible and understand church teachings. The Puritans also founded Harvard College to train church leaders.

Compared to Plymouth and Jamestown, the new colony had a smooth start. It did not face starvation or disease.

*Disobeying the rules in Massachusetts Bay often led to public punishment like this.*







However, the Puritans did create some problems for themselves, especially among local Native Americans. At Plymouth, the Pilgrims **had** not tried to spread their religion to the Wampanoag. The Puritans had less respect for Native American ways. The first seal of the colony showed a Native American saying, "Come over and help us." This attitude led to conflict and even to war later in the 1600s.

Still, the Massachusetts Bay Colony and all of New England grew quickly. By 1640, there were 16,000 settlers living in many different parts of New England.

## Got it?

7.  **Categorize Circle** any answers that would belong in a paragraph about the Massachusetts Bay Colony.

- a. established schools for children and even a college
- b. always had good relations with Native Americans
- c. were very strict if people broke rules
- d. had to deal with starvation and disease

8.  You and your friends have just set up a new colony and need a way of governing yourselves. How do you decide who's in charge and what the rules will be?

 **myStory Ideas**

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 **Stop!** I need help with .....

 **Wait!** I have a question about .....

 **Go!** Now I know .....



## Make Decisions

Suppose you lived in Europe in the 1500s or early 1600s. You have heard that colonists can own land and perhaps become wealthy in North America. There are also great risks. Should you become a colonist or not? How do you go about making this life-changing decision?

Making decisions is a process. By following these steps in order, you can increase your chances of making the right decision.

- 1. Identify the issue.** To make a good decision, you must first recognize the problem or question you face. What is the outcome that you want?
- 2. Think of options.** Write down all the ways you can think of to solve the problem or answer the question. These are your options.
- 3. Test the options.** Focus on each of your options. Ask yourself: What might happen if I choose this option? What are the possible good and bad outcomes?
- 4. Choose an option.** Choose the option that has the greatest chance of meeting your goals. By choosing the option you think is best, you have made your decision.

Once you have made a decision, you can act on it. Develop a plan to carry out the option you chose. Keep your mind open, however. You should be willing to change your decision if the action you take does not work out as well as you hoped.





## Learning Objective

I will know the process for making decisions.

### Try it!

The Pilgrims wanted to practice their religion in their own way. How do you think the Pilgrim leaders in the early 1600s made the decision to leave Europe? Follow the decision-making process to determine how the Pilgrims may have made their decision.

1. What is the issue?

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2. What are their options?

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3. How does each option work?

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4. Which option is best?

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5. **Apply Think** about a decision you might face in your life today. On a separate sheet of paper, **write** down your answers to questions 1–4.

1. What is the issue?

2. What are my options?

3. How does each option work?

4. Which option is best?



## Lesson 4

## Envision It!

# The French and Dutch in North America



The French built close ties with many Native American groups in North America.

The French began exploring the Americas a few years after the Spaniards. In the 1530s, Jacques Cartier (zhahk kar tee AY) made two trips to what is now Canada. He was looking for a **Northwest Passage**, a shortcut by water across North America to Asia. He didn't find the shortcut, but he did claim the region for France. On his third voyage, in 1541, Cartier believed he had found gold and diamonds. He loaded samples of this great treasure onto his ship and returned to France.

### French Traders and Settlers

Cartier had been fooled. His gold and diamonds were only worthless rocks. Therefore, France saw no reason to send settlers to Canada. In the 1560s, the French started a settlement in Florida, but the Spaniards quickly destroyed it. French leaders decided that settling North America was too much trouble.

The French were still interested in the region's resources, however. French fishing boats sailed into North American waters. Rugged outdoorsmen also arrived to buy valuable animal furs. Furs were greatly prized in Europe. Beaver and other furs were used mainly to make a popular type of hat.

The French became interested in expanding their fur trade in Canada. By 1608, explorer and businessman Samuel de Champlain (sham PLAYN) formed a French trading post at what is now the city of Quebec. It was the first successful French settlement in North America. Several other trading posts followed in the area.

Quebec in the early 1700s







I will know the key events surrounding the establishment of French and Dutch colonies in North America.

## Key Terms

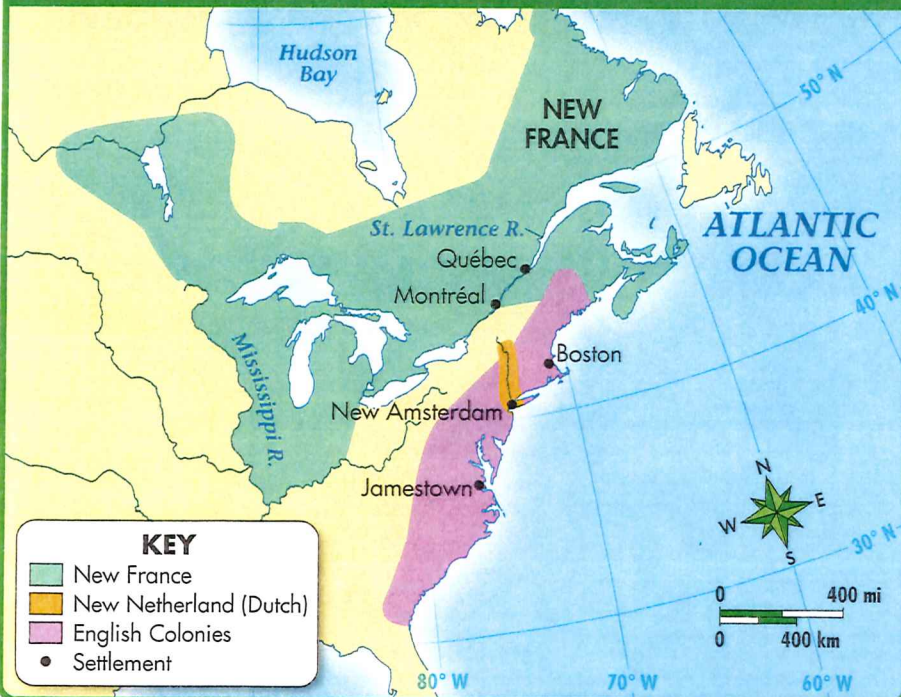
Northwest  
Passage  
commerce

Write a dialogue between the French trader and the Native American selling an animal fur.

Champlain was mostly interested in trading with local Native Americans. He worked to build close relationships with the Huron people. Champlain even joined with Huron fighters against their enemies, the Iroquois.

Over the next few years, Champlain and other French traders worked to expand their trade network. Fur traders in canoes paddled the region's rivers and streams, carrying goods such as beads, knives, and metal pots to exchange for furs. The network they created soon reached all the way to the Great Lakes.

## European Colonies, mid-1600s



1. **Look** at the map. **Write** why New France stretched so far to the west.

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## French Settlements Grow

The colony of New France grew slowly. By the 1660s, only a few thousand French people lived there. Some settlers came to the colony to find farmland, establish villages, and raise families. Others roamed the land trading for furs. French missionaries arrived to convert Native Americans to Christianity. The French settlers were not always welcome. Iroquois people remained bitter foes of the French and their Native American friends. Warfare between these groups made life very dangerous.

In 1663, France's king Louis XIV took control of the colony. He sent soldiers to deal with the Iroquois. Once peace was established, the king encouraged families to move to New France and settle the colony.

French exploration also increased. In 1681–1682, Robert de La Salle, a daring and proud man, led a team of French and Native Americans all the way to the mouth of the Mississippi River. This is where the city of New Orleans is located today.

- 2. Write** what the Native Americans might be thinking as La Salle claims the Mississippi River valley for France.

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Along the way, La Salle claimed the entire river valley for France. He also claimed all the land of all the river valleys flowing into the Mississippi. This vast area covered much of North America. La Salle called it Louisiana to honor King Louis.

**The Dutch Arrive**


In the early 1600s, the Netherlands was another powerful country in Europe. Its people, the Dutch, also hoped to find a Northwest Passage. This would help them profit from the valuable trade with Asia. So, in 1609, Dutch business leaders sent an English sailor named Henry Hudson to search for such a route.

Hudson found a river that seemed promising. Today, we call it the Hudson River. Hudson entered the river’s mouth, near what is now New York City. He sailed north for 150 miles or so. Hudson was finally forced to turn back when the water became too shallow. He had not found a shortcut to Asia. However, he had found a rich fur-trading area.

The land Hudson explored and claimed for the Dutch became the colony of New Netherland. The most important settlement of this colony was New Amsterdam. It was located on what is now the island of Manhattan. In 1626, Dutchman Peter Minuet bought the island from Native Americans. It became the center of a thriving trade.



*The Hudson River was deep enough to allow ships to travel far inland. It remains an important river today.*

3.  **Categorize Read** each statement. **Write** in the column on the right whether the statement refers to the English, French, or Dutch colonists.

At first, they thought they had found the Northwest Passage.	
They raised crops and made products to sell in Europe.	
Missionary work was important to them.	
They fought deadly wars against the Iroquois.	
Many came seeking freedom of religion.	
Most settled in or near New Amsterdam.	



## Life in New Netherland

Like Jamestown, New Netherland was based on commerce. **Commerce** is the business of buying and selling goods. A Dutch company ran the colony. Shareholders and settlers all hoped the colony would make them rich.

Many of the settlers took part in the fur trade. Some started farms. Others worked as craftspeople, making furniture and tools. One coastal village depended on the hunting of whales.

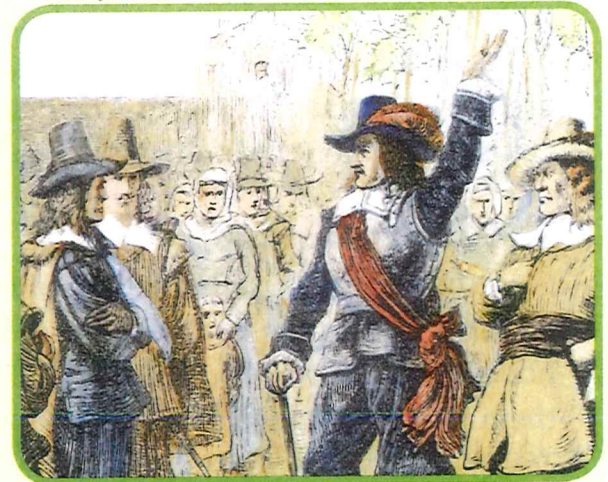
The population of New Netherland grew steadily. By the mid-1660s, 9,000 people lived there. Many were not Dutch. Company officials invited settlers from Germany, Sweden, Denmark, and elsewhere. New Netherland was home to a small number of Jews, or people who practiced the Jewish religion. There were also many enslaved Africans forced to work in the colony. More than 18 different languages were spoken there. One visitor in the 1640s wrote,

*"On the island of Manhattan . . . there may well be four or five hundred men of different sects [religious groups] or nations."*

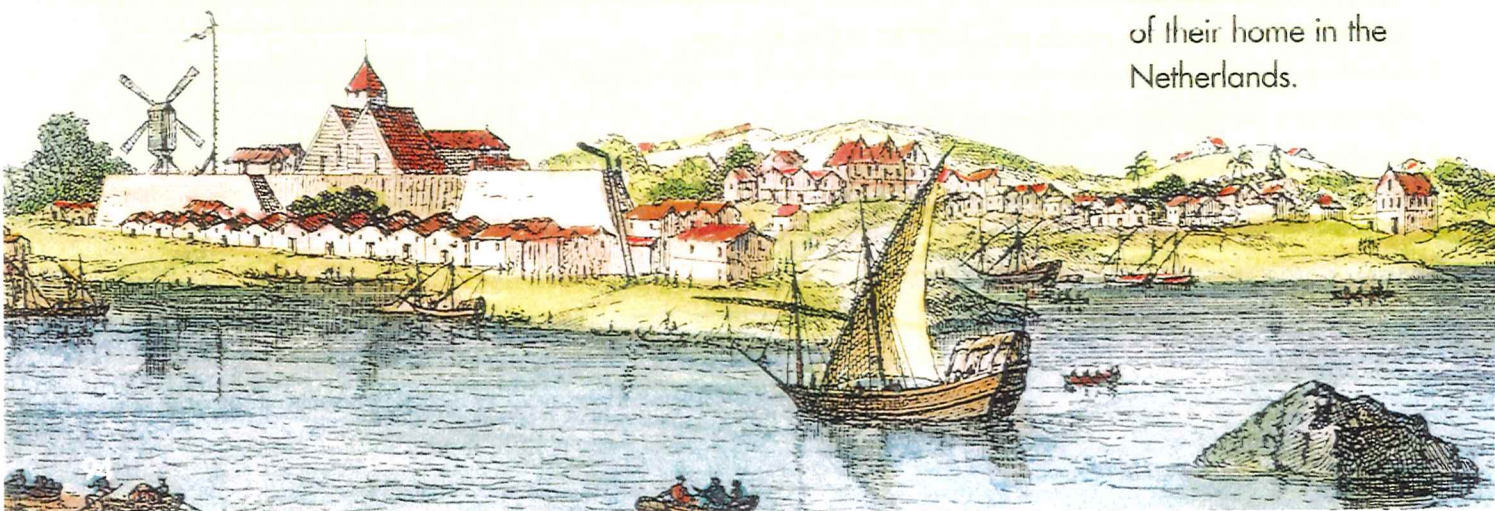
—Father Isaac Jogues, 1646

The Native Americans in the area included the powerful Iroquois. In the northern parts of the colony, settlers depended on Native Americans to supply furs. They tried to build close relationships with these neighbors. To the south, settlers wanted to take over Native American land to farm. Many conflicts took place. Both sides used violence to settle disagreements.

Conflict between the Dutch and English increased as English settlers moved west into what is now Connecticut and western Massachusetts. Dutch efforts to settle these areas led to threats of war. In time, the English would take over all of New Netherland.



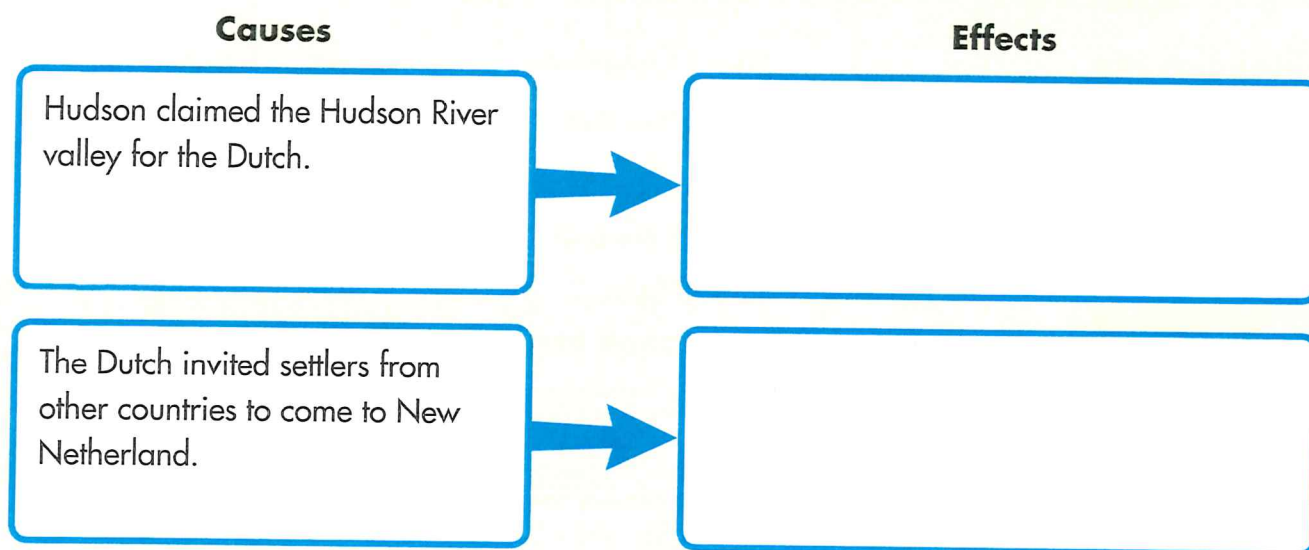
Peter Stuyvesant (STY vuh sahnt) was an important Dutch colonial leader in New Netherland.




4. **Circle** an object in this painting of New Amsterdam that might remind Dutch settlers of their home in the Netherlands.



5.  **Cause and Effect** Complete the graphic organizer.  
Write an effect for each cause.



## Got it?

6.  **Categorize Write** why each of these colonies was started: New Spain, Jamestown, Plymouth Plantation. Was it for money-making reasons, religious freedom, or both?

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7.  You are a colonial leader, and your sponsors back home want you to start earning money for them. How will you establish trade with your home country, and what will you send? What do you want to receive in return?

**my Story Ideas**

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-  **Stop!** I need help with .....
-  **Wait!** I have a question about .....
-  **Go!** Now I know .....



## Chapter 3

# Study Guide

### Lesson 1



#### The Spanish Colony in the Americas

- The Spanish colony in North America was called New Spain.
- Native Americans were at the bottom of the colony's class structure.
- St. Augustine was the first Spanish settlement in the United States.
- Spanish missions changed how many Native Americans lived.

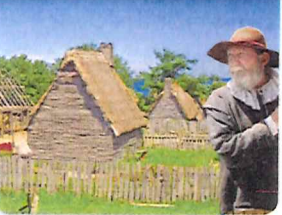
### Lesson 2



#### The English Colonies in Virginia

- In the late 1500s, the English tried to set up a colony in North America.
- After some failures, Jamestown was established in present-day Virginia.
- The colonists made peace with the Powhatans, and the colony grew.
- Tobacco became the cash crop that helped the colony succeed.

### Lesson 3



#### Pilgrims and Puritans in New England

- The Pilgrims came to New England to be free to practice their religion.
- The Pilgrims survived with the help of local Native Americans.
- The Puritans also came to North America for religious reasons and settled in what is now Boston.

### Lesson 4



#### The French and Dutch in North America

- The colony of New France was started with a trading post in Quebec.
- France claimed a huge portion of North America.
- The Dutch colony of New Netherland grew around the Hudson River valley and what is today New York City.



## Lesson 1

### The Spanish Colony in the Americas

1. Why did Spain establish a settlement at St. Augustine?

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2. What was the purpose of the Spanish missions in New Spain?

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3. **Circle** the correct answer.

The uprising of the Pueblo people in 1680 shows how

- A. Native Americans accepted mission life.
- B. Spanish colonization sometimes angered Native Americans.
- C. the Spanish class structure was very successful.
- D. peninsulares rejected the social system of New Spain.

## Lesson 2

### The English Colonies in Virginia

4. What was the role of the Virginia Company in the settling of Jamestown?

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5. How did the colonists get along with the Powhatan people near Jamestown?

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6. **Write** a sentence explaining the role of each of the following in the English colonization effort:

a. Sir Walter Raleigh

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b. John Rolfe

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c. House of Burgesses

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# Review and Assessment

## Lesson 3


### Pilgrims and Puritans in New England

7. What was the Mayflower Compact?

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8.  **Categorize Check** the category in which you think the colonies at Plymouth and Massachusetts Bay best belong.

\_\_\_\_\_ Colonies based on commerce

\_\_\_\_\_ Colonies based on religion

## Lesson 4

### The French and Dutch in North America

9. **Describe** the French relationship with Native Americans in New France.

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10. **Briefly describe** the population of the colony of New Netherland.

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11.  **Why do people leave their homelands?**

Use the questions below to think more about this chapter's Big Question.

a. Why did Spanish colonists travel to New Spain?

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b. Why did English colonists move to Jamestown or to New England?

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c. What enterprise did both French and Dutch colonists pursue?

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