

Unit 10

Reader

Grade 3

Living in Colonial America

Grade 3

Unit 10

Living in Colonial America

Reader

ISBN 978-1-68161-234-8

© 2015 The Core Knowledge Foundation and its licensors
www.coreknowledge.org

Cover © 2017 Amplify Education, Inc. and its licensors
www.amplify.com

All Rights Reserved.

Core Knowledge Language Arts and CKLA are trademarks
of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly
for illustrative and educational purposes and are the property
of their respective owners. References herein should not
be regarded as affecting the validity of said trademarks and
trade names.

Printed in the USA
02 LSCOW 2017

Table of Contents

Living in Colonial America

Unit 10 Reader

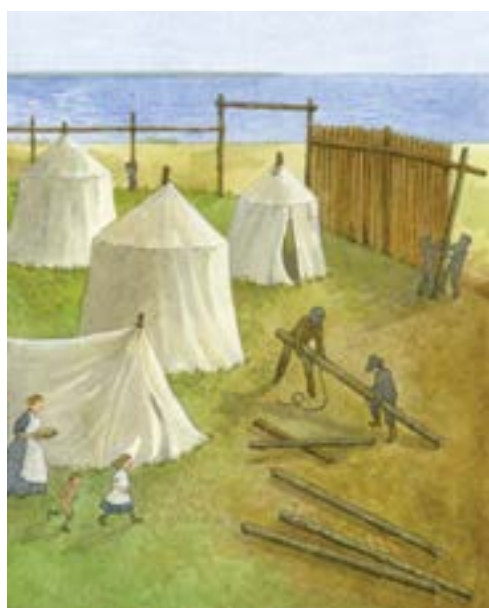
Chapter 1: Introduction to <i>Living in Colonial America</i>	2
Chapter 2: The First English Colony	8
Chapter 3: Jamestown, Part I: A New Life	20
Chapter 4: Jamestown and the Powhatan	32
Chapter 5: Jamestown, Part II: Hunting the Powhatan Way	46
Chapter 6: Cash Crops, the Carolinas, and Slavery	58
Chapter 7: Plantation Life	70
Chapter 8: The Founding of Maryland and Georgia	82
Chapter 9: Early Days in Georgia	92
Chapter 10: The Pilgrims, Part I: Arrival	100
Chapter 11: The Pilgrims, Part II: Thanksgiving Celebration . .	112
Chapter 12: Religious Dissent and the New England Colonies . .	124
Chapter 13: Puritan Life	134
Chapter 14: The Middle Colonies	144
Chapter 15: The Quakers and the Lenni Lenape	156
Chapter 16: Matthew, the Apprentice	168
Chapter 17: Life on a Farm in the Middle Atlantic Colonies, Part I	180

Chapter 18: Life on a Farm in the Middle Atlantic
Colonies, Part II 190

Chapter 19: The Road to Revolution, Part I 202

Chapter 20: The Road to Revolution, Part II 210

Glossary for Living in Colonial America 221



Chapter

1

Introduction to *Living in Colonial America*

Are you ready to go on an adventure? Are you ready to become a time traveler? I think I heard you say, “Yes!” Good, because you are about to travel back in time to meet some of the first Europeans who came to settle in America. You are going to learn about the **creation** of the thirteen English colonies.

You already know about the explorers who helped make this happen. Now, you will learn about the brave men, women, and children who came to live in a new land. Some of the characters in the stories you are about to read are not much older than you.

You will also discover that these **colonies** were divided up into three **distinct** regions. These regions are called the Southern, New England, and Middle Atlantic regions. English people, and other Europeans, came to these regions at different times and for different reasons. You will journey to one region at a time. Pay attention to which region you are in.



Are you ready to become a time traveler?

Be very careful though: Your mission requires you to move back and forth in time as you travel from one region to another. In each region, you will meet children who lived a long time ago. You will discover how different their lives were in comparison to yours. You might even wonder if you would have liked to live in America hundreds of years ago, when Europeans first began to settle here.

For your journey, you will be given special time traveling tools to help you along the way. You will have maps. Time travelers always need good maps. You will also have a timeline.

As you time travel, you will find out where these European settlers **originally** came from, as well as how they journeyed to America. You will discover the reasons why they chose to travel so far away from their homelands.

Are you ready to time travel? Good! Your adventure is about to begin.



Time travelers use maps.



Robert
Chapter 2



Tom
Chapters 3, 5



Mary
Chapters 10, 11



Lizzie
Chapter 13



Charles
Chapter 15



Patience
Chapters 17, 18



Seth
Chapter 7



Sarah
Chapter 9



Matthew
Chapter 16



Chapter

2

The First English Colony

Robert and George ran along the long stretch of sandy beach on Roanoke Island. From time to time, they splashed in the warm waters and collected shells.



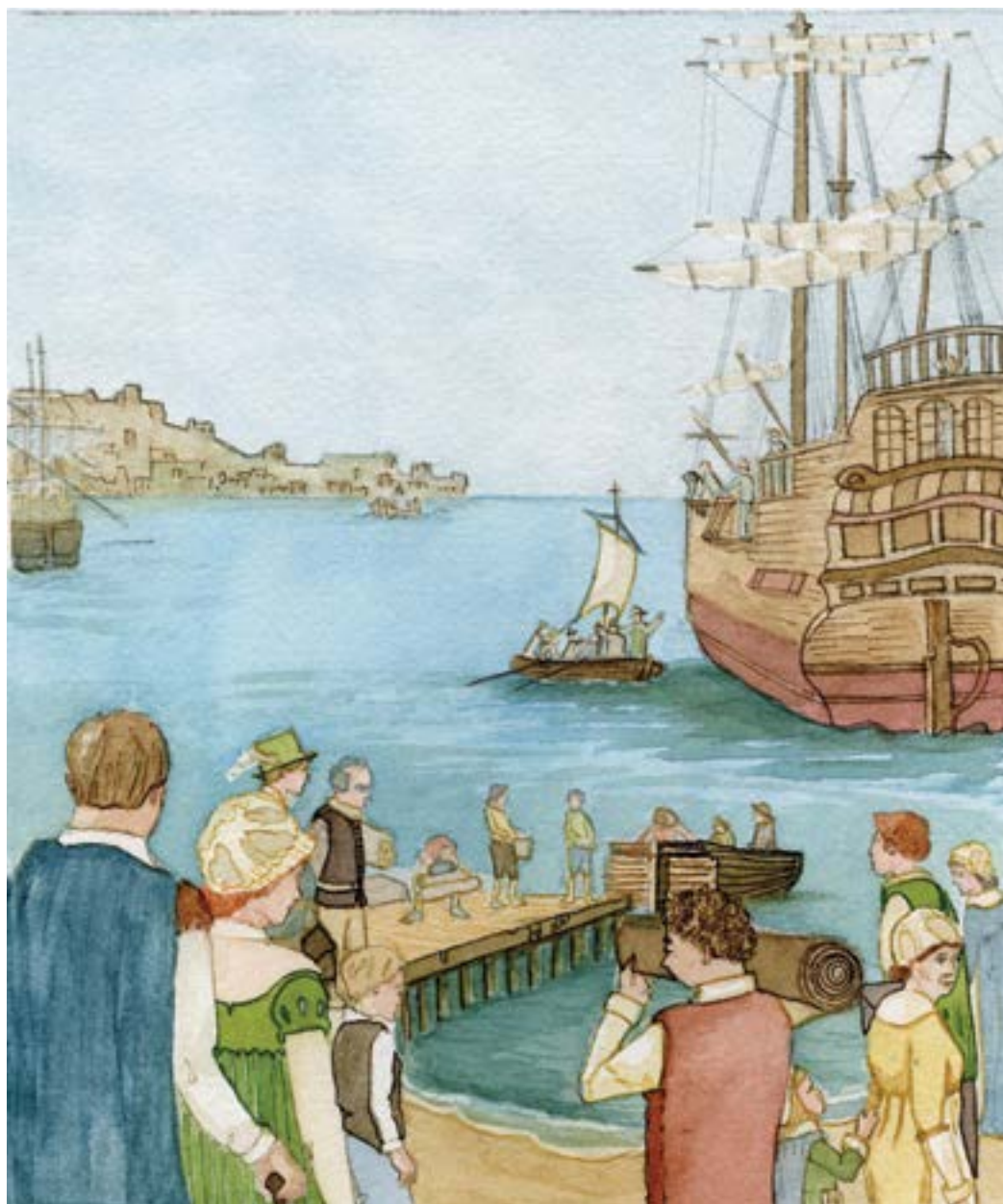
It was late August in the year 1587, and, if all went well, they and the other travelers would be the first successful English colonists in North America. They and others had watched as their leader, John White, sailed away. He was returning to England to get the supplies they needed to survive on this island. However, the reason why the boys were playing on this beach began many years earlier.



Robert and George played on the beach on Roanoke Island.

In the 1500s, Spain conquered large areas of Central and South America. The Spanish built towns and cities there. Spanish galleons sailed across the Atlantic Ocean laden with gold and other natural resources taken from these regions. Spain was becoming very rich. The Queen of England, Elizabeth I, and her favorite knight, Sir Walter Raleigh, wanted England to become as rich and powerful as Spain. They wanted English people to go to this new world too.

In 1584, Sir Walter **persuaded** Queen Elizabeth to let him try to create an English **colony** in the Americas. It was decided that the English would stay away from the powerful Spanish conquistadors. Instead of sailing to Central or South America, they would sail north, to North America. With that decided, a group of explorers set off to find a suitable place to settle.



A group of English explorers prepared to sail to North America.

The explorers who went on this expedition in 1584 reported back to Sir Walter and told him about Roanoke Island. They believed this island was a perfect place for the first English **colony**. Sir Walter's explorers managed to build a fort on the island, but they failed to create a **colony**. They abandoned their mission, leaving only fifteen men behind to guard the fort. However, Sir Walter was determined to succeed. In 1587, more ships set out for the New World.

Robert and George were members of this second group of would-be English colonists. They had been very excited to set off on this great adventure. This time, the colonists planned to land north of Roanoke Island, in the Chesapeake Bay area. There, they hoped to establish the first successful English **colony**.



Unfortunately, during the trip, there was a disagreement between their leader John White and members of the ship's crew. As a result, members of the ship's crew refused to take the English travelers to the Chesapeake Bay area. So, Robert, George, and the other passengers were forced to land on Roanoke Island in late July. Robert and George had not minded this change of plan. They had simply been happy to be on solid ground once more.

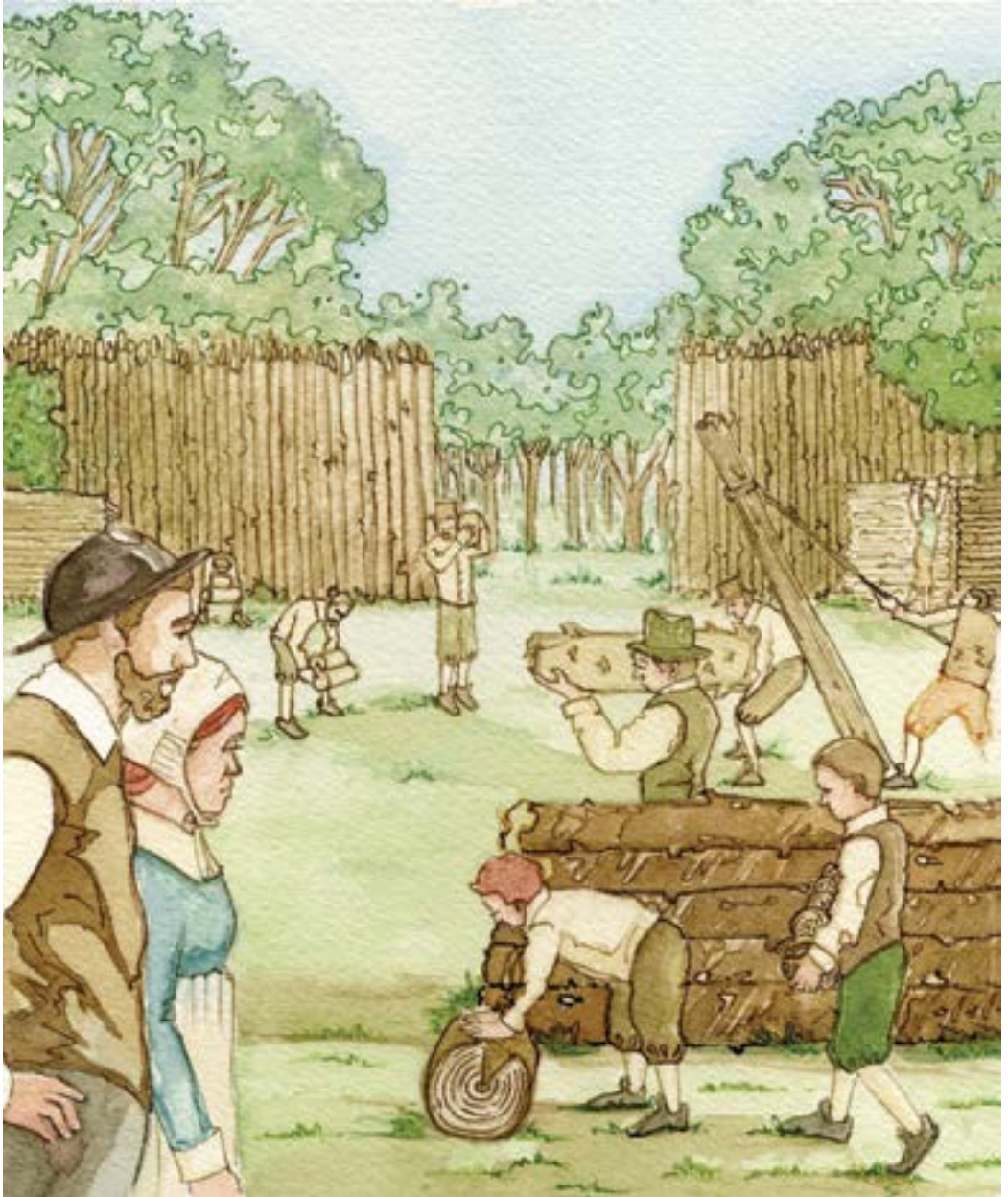
However, this was not the end of the travelers' troubles. After landing, John White led a group of men to Fort Raleigh, the fort that had been built by the previous group. Robert and George had not been allowed to go with the men. At the fort, John White and the other men expected to find the fifteen English soldiers who had been left behind to guard it. When they arrived at the fort, the soldiers were nowhere to be found. The fort was **overgrown** with weeds. The skeleton of one soldier was discovered.



*John White and his group found the fort **overgrown** with weeds and the skeleton of one soldier.*

When John White and the men returned to the beach with this news, Robert and George had felt scared. The boys were especially concerned when the adults suggested that the Roanoke Native Americans were responsible for the death of the soldiers. The only good news was that it was possible to repair the homes in Fort Raleigh.

The settlers got to work. Robert, George, and more than one hundred men, women, and children worked from sunrise to sunset to reconstruct these homes. However, no one spoke of the most **alarming** thing of all: When winter came, they did not have enough food to survive until spring. They had arrived at a time when it was too late to plant crops.

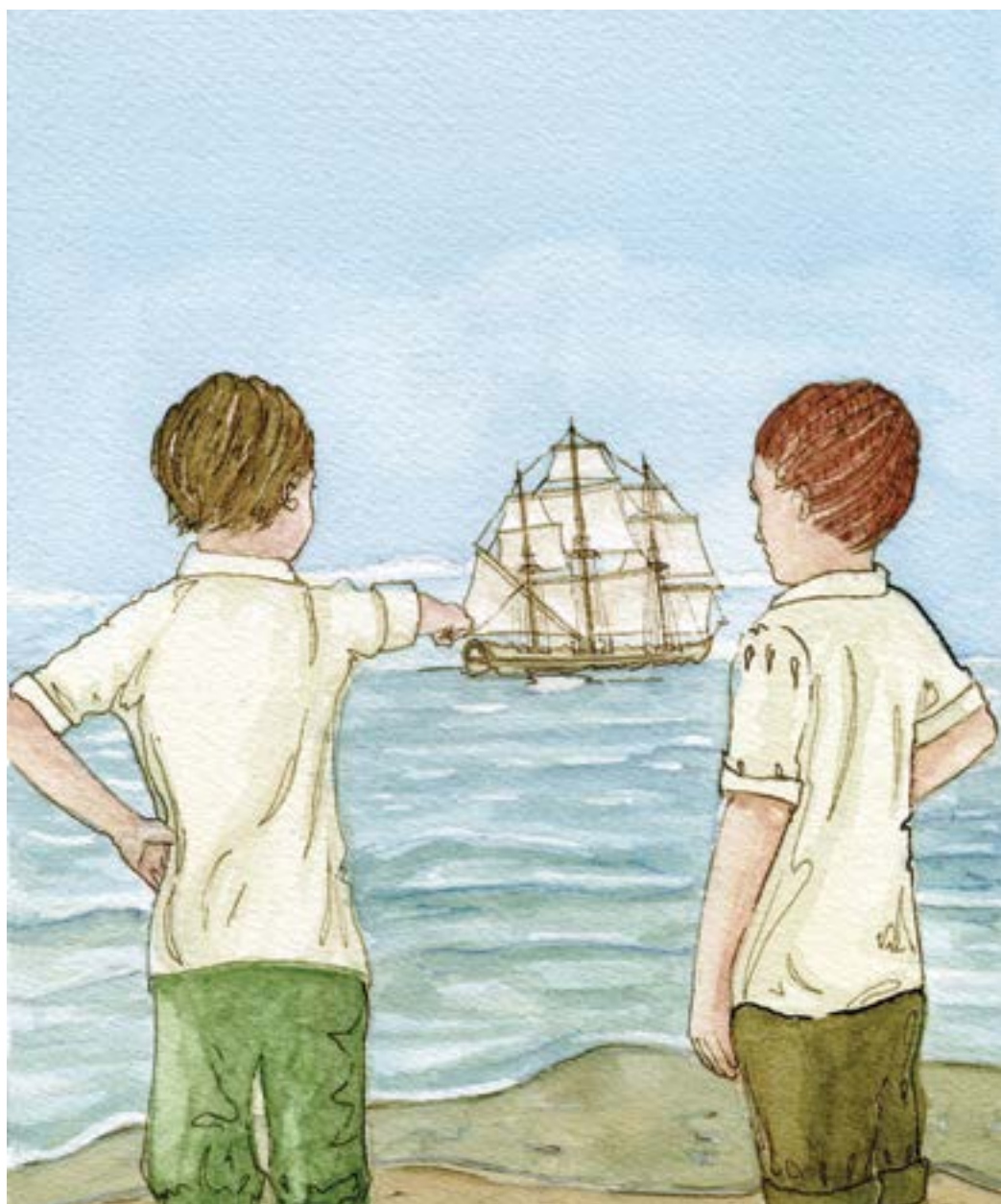


Men, women, and children reconstructed the fort.

Robert, George, and the others did not want to return to England starving and exhausted. They wanted to succeed. They wanted Queen Elizabeth and Sir Walter to be proud of them. But they needed a plan. One month after they arrived, it was decided that John White would take one of the two remaining ships and return to England to get supplies. If all went well, he would be back before the **harsh**est days of winter arrived.

So Robert and George had watched and played as John White's ship sailed out of sight. The two boys remained on the sandy shore and enjoyed the freedom this new land offered. Neither of the boys missed the busy, crowded streets of Portsmouth, England. They did not miss the rain or the sight of the poor people who begged on the streets. This was to be their new home and they were thankful to be there. The question was, would they survive?

Do you think the settlers survived? Does the **colony** survive? Does Roanoke Island become the first successful English **colony** in North America?



John White's ship sailed away.

Chapter

3

Jamestown, Part I: A New Life

“Tom, hurry up and eat your breakfast. You should have been out in the tobacco fields at least an hour ago,” urged Mrs. Ann Tucker.



“I’m coming,” Tom replied as he **gulped** down his milk and bread. “I’ve been helping Jane collect the eggs.”

“Well, hurry up,” Mrs. Tucker commanded. “The sun will have set before you have lifted a finger to help Mr. Tucker.”

Tom swallowed the last mouthful of bread and raced out of the small house. He could tell that Mrs. Tucker was angry. The bright sunshine made him **squint** as he ran toward the tobacco fields. It was harvest time and almost everyone was working in the fields.

Mrs. Tucker, the mistress of the house, glanced at Tom as he ran off. She sighed deeply.



Tom hurried to the tobacco field to work with Mr. Tucker.

She and her husband Daniel Tucker were now in charge of Tom and his sister, Jane. They were good children but they had arrived with very few skills. Fortunately, Tom was proving to be a good hunter.

Like the Tuckers, Tom and Jane were from London, England. Both children had arrived in Jamestown, Virginia, five months earlier, in April, 1618. When they first arrived, it was clear that they didn't want to be there. For days, they refused to speak. Jane cried all the time. Their clothes were **tattered** and grimy and they were very thin.

Tom, Jane, and one hundred other children had sailed to Jamestown on an English trading ship. Sailing across the ocean is never a good experience. But that was not the only reason why they looked so raggedy when they first arrived. Tom and Jane had been street children. In England, their parents had died and they had been found trying to survive on the streets of London. In fact, all of the children who were sent to Jamestown had been living that way.



Tom and Jane's arrival at the Tuckers' home

Times were hard in England. There were hundreds of children begging on the streets of London. The king of England, James I, thought that so many homeless children would lead to trouble. He had the children rounded up and shipped 3,000 miles across the Atlantic Ocean to Jamestown.

Families in the **colony** had agreed to take the children in and put them to work. After all, there was certainly a lot to be done. Boys were needed to work in the fields. The colonists grew corn, squash, pumpkins, and tobacco. They had to hunt and fish as well. Girls were needed to cook, sew, make candles, and make soap. Boys and girls were needed to look after the cattle, goats, horses, and pigs that the colonists had brought with them. Children also cared for fruit trees and berry bushes.



Colonial children working

The English colonists had first arrived in Jamestown, Virginia, in 1607. Some of the first English colonists had died of hunger and sickness. Others had not survived the freezing cold temperatures or the attacks on them by the Powhatan. However, none of these things had stopped more colonists from coming to Jamestown to start a new life.

One of the first colonists, a man named John Smith, had helped to save the **colony** from collapse. Another colonist named John Rolfe had introduced a new kind of tobacco into this area. This crop was important because the colonists earned money selling it. Smoking tobacco had become popular in Europe. With John Rolfe's help, the colonists learned how to grow lots of tobacco. By 1618, they were able to send more than two thousand pounds of tobacco to England each year. Tobacco made lots of money for the **colony**.



Top: John Smith

Bottom: John Rolfe (in center, facing left)

“Where have you been, boy?” said a tall man with brown hair. “I’ve harvested several pounds of tobacco leaves already.”

Tom did not reply. Instead, he grabbed a basket and got to work. He had already figured out that the well-being of the colonists depended upon this plant. Much care and attention was paid to it. When he first arrived, Tom saw that the colonists had already planted tobacco seeds in tiny beds. They had covered the seeds with branches to protect them from the snow. When the seeds became seedlings, they were then **transplanted** into the fields. Moving the seedlings happened in April and was the hardest job of all. Finally, the colonists had to harvest the crop before the first frost.



Tobacco plants

Tom worked silently beside Mr. Tucker. The bottom leaves were the first to be cut off, collected, and hung up to dry. Tom plucked at the tobacco leaves and tried to ignore the sweat already dripping from his brow. He had been told that when all of the crops were harvested, the colonists would celebrate. “That’s something to look forward to,” Tom thought to himself. He knew, however, that between now and then there would be many more days of working in the hot sun.

Do you think Tom, and his sister Jane, will have a better life in Jamestown? If you do, explain why. If you do not, explain why not.



Mr. Tucker and Tom harvested tobacco.

Jamestown and the Powhatan

Read-Aloud

Captain John Smith was hardworking and organized. Many historians believe that without him, Jamestown would not have survived. When John Smith finally took charge of the settlement, he did not “beat around the bush.” Smith introduced a very direct rule: only those who worked would eat.

As you can imagine, Smith was not very popular with everyone, especially the wealthy, young adventurers who had never worked a day in their lives.

John Smith knew it would be a huge challenge for the settlers to survive the cold winter months. As the weeks went by, Smith urged everyone to work on the construction of Jamestown, to gather fruits and berries, to fish and hunt, and to use sparingly, or very carefully, the little food they had stored.



John Smith talking to the colonists

There are several different accounts of what happened during this time. One well-known version of the story, which you may have heard, tells how when the cold winter months came, many of Smith's fellow settlers were sick and starving to death. John Smith set off to hunt, and to **persuade** the Powhatan to give them food.



John Smith among the Powhatan

According to this account, which some might call a legend, Smith was captured by Powhatan warriors and taken to their chief because they wanted to kill the man who was leading the **foreigners**. Then, as the story goes, just moments away from Smith's death, the chief's young daughter Pocahontas, or Matoaka (*mah-toe-ab-kah*), begged her father to spare Smith. The chief agreed to his daughter's request, and Smith was released.

Many historians today believe that this may be a romanticized version of what happened. They believe that Powhatan did not actually **intend** to kill John Smith. Instead, he wanted to adopt Smith into the

Powhatan **tribe**. This common ritual in many Native American cultures involves the figurative “killing” of a person’s identity in order to be reborn into a new identity. So, these historians believe the Powhatan were going to figuratively “kill” John Smith’s English identity so he could become a Powhatan.

When Smith returned to the Jamestown settlement, the colonists had abandoned their work schedule. They were **squabbling**, or arguing, among themselves again. Snow was on the ground, and their food supply was very low. Some were even spending their time foolishly, searching for gold. Smith was not pleased. He immediately set to work hunting and fishing, and doing what he could to **persuade** his cold, hungry, disheartened companions that all was not lost.

Then, one day, a small band of Powhatan, led by Pocahontas, appeared out of the forest. Having taken pity on this bunch of disorganized **foreigners**, the Powhatan brought with them much-needed food. Pocahontas and members of the Powhatan **tribe** returned many times with food and general aid, or help. They also taught the English new hunting and farming techniques.



Pocahontas bringing food to colonists

The food the Powhatan provided was enough to keep the English alive until help from their homeland arrived. That help came in January 1608, when Captain Newport's ship, the *Susan Constant*, arrived laden with food and more than one hundred new settlers. Needless to say, the Powhatan were not happy to see even more strangers coming to live on the land they inhabited.

For a while, the situation for Smith and his men improved. With more food to eat, they had energy to work. With more men, they had more hands to help construct the much-needed homes. Then, tragedy struck. Somehow—and it is not certain how—a fire broke out. The fierce flames quickly **devoured** many of the buildings, as well as some of the food supply and clothes. You can imagine how devastating, or upsetting, this was for the settlers.

Jamestown on fire



The English had no choice but to start again. Fortunately, by this time, the weather was getting warmer. The Powhatan had taught them how to grow corn, which they called maize, now that the weather was better. The Native Americans helped them once again by supplying the English with more food. Under John Smith's supervision, the men set to work rebuilding their homes, planting corn, and learning how to live in this new land.

When spring came, Captain Newport set sail again for England. Some historians have written that the colonists who had been wasting their time searching for gold **persuaded** Captain Newport to load his ship with a large amount of red-colored dirt and bring it with him. The gold-hungry colonists were certain that tiny pieces of gold would be found once the dirt was properly examined in England. However, no gold was found. It seems that Captain Newport **transported** nothing more than a shipload of dirt across the Atlantic Ocean!

Captain Newport returned to Jamestown again in the fall. The English colonists were happy to see him again. This time, Newport brought more supplies, as well as seventy men, and two women. Yes, two women! One woman, Mrs. Thomas Forrest, was the wife of one of the men on board, and the other was her maid, Ann Burras.



New settler arrivals with the first women

They were the first two women to live in Jamestown! Some of the other new settlers were from Poland and Germany, and they brought the skill of glassmaking to the **colony**.

By this time, John Smith had been elected president of the **colony**, and he had consistently enforced his rule: all must work if they wanted to eat. In fact, these are Captain John Smith's exact words: "He that gathereth not every day as much as I do, the next day shall be set beyond the river and be banished from the fort as a drone till he **amend** his conditions or starve."

Under John Smith's leadership, the **colony** began to prosper. Smith continued to establish fairly good relations with the Powhatan Indians. The two communities even began to trade with each other. The settlers traded beads and copper for food.

However, two years after Jamestown was established, John Smith was injured in a gunpowder explosion. Without medical assistance, his wounds would not heal. Smith was forced to return to England.

The man chosen to lead the **colony** in Smith's absence was George Percy. Unfortunately, Percy was not as good a leader as Smith had been. However, to be fair, he did have a challenge on his hands from the moment he arrived. After Smith left, the Powhatan seemed to have a change of heart with regard to their new neighbors.

Without John Smith there to actively promote friendship and trade between the Native Americans and the colonists, relations began to suffer. The Powhatan no longer had someone they felt they could trust within the **colony**, and they became wary of the Colonists. They began to raid Jamestown and steal essential supplies, especially food. They fought with the English settlers, killing some of them. In addition, the English settlers—

without John Smith there to enforce his rules—did not manage their food supplies as carefully as they should have. Then, once again, part of the settlement caught fire.

This time the Powhatan refused to help the English settlers. The settlers waited **anxiously** for a ship that was due to arrive with supplies. But no ship appeared on the horizon. The winter of 1609 to 1610 became known as the “starving time” because the colonists ran out of food and many of them died.



Great distress in Jamestown

Finally, one spring day, two ships were spotted. They were the *Patience* and the *Deliverance*. The settlers who had survived ran to the banks of the James River in eager anticipation. Both ships had been badly damaged at sea and had just barely made it to Virginia. The ships were low on supplies. The settlers begged to be taken back to England, and the two captains agreed.

Perhaps the most incredible part of this story is what happened next. Just as the surviving settlers had turned their backs on Jamestown and set sail for England, they spotted an advance party of Englishmen sailing toward them. The retreating settlers were immediately informed that Lord De la Warr was close behind. Lord De la Warr was appointed by King James to serve as governor, or leader, of Jamestown. Lord De la Warr, it seems, had saved the day—well, the entire settlement, actually. He had led three ships across the Atlantic filled to the brim with Englishmen and supplies destined for Jamestown.

The Powhatan must have been horrified to see the settlers return. Even worse, there were more of them! Fortunately for the settlers, Lord De la Warr turned out to be a good leader. He restored a sense of order in Jamestown. Under his leadership, the buildings were repaired, and the food and supplies were efficiently managed. However, Lord De la Warr did not reach out



Lord De la Warr takes charge

to the Powhatan as John Smith had. Things in England were changing, and the instructions to Jamestown from the Virginia Company of London were to stop trading with and relying upon the nearby Native Americans.

Over the next several years, more and more skilled settlers made their way to Virginia. Eventually, in 1619, the first shipload of women arrived. Colonists began to raise families in this English **colony**.

Although gold was not discovered, something just as valuable was. In time, a settler named John Rolfe began to establish a relationship with the Powhatan once again. Guided by the Powhatan, and under the supervision of John Rolfe, the settlers began to grow tobacco.



House of Burgesses Assembly

There were other important developments that took place in 1619. Now that things were going quite well in the English colonies, the English government felt comfortable allowing the colonists to make certain rules of their own. That was, as long as the colonists remembered who was really in charge. On July 30, 1619, the first lawmaking assembly gathered in the Virginia House of Burgesses. Members of the House of Burgesses were chosen to represent areas of the **colony** of Virginia. Of course, only men could be chosen, but the House of Burgesses would eventually pave the way for self-government and, **ultimately, independence**.

It was during another period of conflict between the Powhatan and the settlers, that the Powhatan kidnapped some of the settlers and took several firearms, or guns. In response, the settlers kidnapped Pocahontas. Pocahontas's father was willing to return the kidnapped settlers in

exchange for his daughter, but not the firearms. In response, the settlers refused to let Pocahontas go.

Consequently, or as a result, Pocahontas spent quite a bit of time in the English settlement—several years, in fact.

During this time, Pocahontas and John Rolfe were married and had a son named Thomas. During this time, Pocahontas converted to Christianity and took the name Rebecca. She and John Rolfe traveled together to England, where they were guests at the court of King James. Sadly, just as Pocahontas and John Rolfe were preparing to return to Virginia, she became very ill. Pocahontas died on March 21, 1617, at the age of 22, and was buried in England.

Later, in the last years of his life, John Smith spoke of Pocahontas and said that without her help and the help of the Powhatan, Jamestown would never have survived. Perhaps this **colony** was given the wrong name. What do you think?

*John Rolfe and Pocahontas
meet King James I*



Chapter

5

Jamestown, Part II: Hunting the Powhatan Way

Do you remember in Chapter 3 you met the orphan boy Tom and his sister Jane? Today, you will find out more about Tom and his life in Jamestown.



Tom was glad it was Sunday. This was the only day of the week that many people didn't work in the fields or in their workshops. This made Tom very happy. On Sunday, Tom was also allowed to hunt or fish. Before chapel, Tom and his friend William often set off to catch a rabbit or a fish for the pot. Today was no exception, and William had arrived at Tom's house bright and early.

Tom and William had been hunting and fishing together ever since Tom first arrived in Jamestown. Like Tom, William was an orphan now living in this English **colony**. William had taught Tom how to use a bow and arrow and how to catch fish.



William taught Tom how to use a bow and arrow.

Although Tom had been a city boy, he had taken to hunting and fishing right away, or, as Mrs. Tucker had said, “like a duck to water.”

William had learned his hunting and fishing skills from a group of Powhatan boys. These boys had made friends with some of the English children. The Powhatan boys didn't visit Jamestown too much anymore. The Powhatan were no longer good friends with the colonists. The colonists were taking more and more land away from the Powhatan to farm tobacco. The Powhatan wanted the colonists to leave their land. However, the colonists weren't going away. Quite the opposite was happening. More and more colonists were arriving.

William greatly respected the Powhatan and their knowledge of the land. He often talked to Tom about this.



William often talked to Tom about his respect for the Powhatan.

“Everything they need, they get from the forest and the land around them,” William often pointed out. “The men are expert hunters. They are able to catch more fish in one day than we catch in a whole week. The women grow corn, beans, and squash, and they make their own homes out of saplings, reeds, and bark. They use the fur and hide from the animals they hunt to make their clothes. They know what berries and nuts are safe to eat, and what plants can be used to make medicines. Without their help, we would never have survived here.”

“Well, we grow our own food too,” Tom had once offered softly, while listening intently to William.

“Yes, but they taught us how to do that when we first arrived,” William had reminded Tom, clearly unimpressed.



William told Tom how the Powhatan got all they needed from the forest and the land around them.

On this particularly beautiful day, however, William was in a good mood. The boys were going hunting.

“Come on, Tom. Let’s go and catch our dinner,” he yelled as he stood in the Tuckers’ open doorway.

“Don’t be out there all day,” exclaimed Mrs. Tucker.

“We won’t be,” Tom replied. With that, the two boys ran off toward the woodland some distance away.

The boys loved to be in the forest. At this time of the year, the sights, smells, and sounds were almost magical. As they crept forward, they **trod** upon a carpet of pine needles. The sunlight broke through the tall treetops and shafts of light **illuminated** their path. All around them they could hear the **scurrying** of forest creatures. They walked for a while, enjoying the gift of freedom. They crossed a stream and bent down to drink the water from their cupped hands. As they did, they both heard the sudden, sharp sound of a branch breaking.



William and Tom loved to be in the forest.

The branch fell to the ground a few feet away from them. Both boys looked up instantly. High up in a tree, about twenty feet above the ground, was a Powhatan boy about the same age as William and Tom. He was sitting on a wide branch and staring at them. His bow and arrow were pointed directly at Tom.

William began to speak in a language that Tom did not recognize. The Powhatan boy replied using words that Tom did not understand. Then, the Powhatan boy smiled and scampered down the tree, landing right beside the boys.



The Powhatan boy with his arrow pointed at Tom

Seconds later, the Powhatan boy motioned for them to follow him. William pushed Tom forward.

“What are we doing?” whispered Tom.

“We’re hunting,” William replied.

“Are we hunting with him?” Tom asked.

“Yes,” William said. “He’s a friend of mine. He’s going to teach us how to hunt for deer.”

“I thought we were hunting for rabbits,” said Tom nervously.

“Well, now we are hunting for deer,” said William, smiling at this friend. “Come on, you’ve survived the streets of London haven’t you?”

With that, William and Tom followed the Powhatan boy deeper into the forest.

Why do you think William **admires** the Powhatan so much and why does he worry about their well-being?



The boys set off to hunt for deer.

Chapter

6

Cash Crops, the Carolinas, and Slavery

Read-Aloud

As you heard, John Rolfe is well-known for marrying Chief Powhatan's daughter, Pocahontas—also known as Matoaka [*mah-toe-ah-kah*]*—*and for making Jamestown (and therefore Virginia) an important economic center. John Rolfe did this by growing and exporting tobacco, and then shipping it out of the area to places that wanted to buy it.

You might be thinking—yuck! *Tobacco* means smoking, and we all know that is a very unhealthy habit. Even land-greedy King James thought so. He once said that smoking is “a **custom** loathsome to the eye, hateful to the nose, harmful to the brain, dangerous to the lungs . . .” However, because many people still wanted tobacco, and were willing to pay for it, tobacco became a huge part of the Southern colonies' economy.



John Rolfe presenting tobacco to King James

The Spanish were the first to bring tobacco to Europe from the Americas. They had discovered that Native Americans in various parts of Central and South America used tobacco in a variety of ways; it was chewed, smoked, used as medicine, and was an important part of many religious ceremonies. In fact, when Christopher Columbus first set foot in the New World, he was greeted by local natives carrying gifts of fruit, spears, and dried leaves that had a strong fragrance. Those leaves were tobacco.

When the English arrived in North America, they, too, found that many Native Americans grew and used tobacco. The English settlers' get-rich plan had not succeeded when they failed to find gold. Some settlers



*Busy port scene
with trade ships
and tobacco*

had also experimented with growing crops such as rice and grapes, but they, too, were unsuccessful. However, John Rolfe, with the guidance of the Powhatan, made a **pivotal** contribution to the doomed Jamestown economy.

Wealthy Europeans were beginning to develop a taste for tobacco. However, much of the tobacco being shipped to Europe had a bitter taste. John Rolfe introduced a new tobacco plant to the fields around Jamestown. He brought in a less bitter-tasting plant from the West Indies. Well, actually, he brought in the seeds to see if they would grow. It was an experiment, but it worked. The new tobacco plants grew and **flourished** in the red Virginia soil. And so the milder-tasting Virginia tobacco became much sought after. Its increased use among the growing number of English smokers **transformed** the **colony's** economy. Jamestown became a

place of wealth and enterprise. Shiploads of Englishmen and women eagerly set off to make their fortune there.

The gold that the early settlers had sought turned out to be in the form of an odorous plant. Many people became wealthy as a result of growing this cash crop. No doubt, if you had been there in Jamestown, you might have heard the sound of gold coins jingling in the colonists' pockets. Tobacco was so popular that by 1619, it had become Virginia's main crop. Within fifty years, the **colony** exported about fifteen million pounds of it to Europe. Eventually, tobacco was such a widespread cash crop that the governor had to remind the settlers to grow food crops as well! With the success of the tobacco industry, the future of Jamestown was finally secured.

However, there was one major drawback to growing tobacco. Back then, a lot of people were needed who were willing to work very, very hard to **tend** the large **plantations**. And people like that weren't easy to find.

*Indentured servants
working on tobacco
plantation*



In the beginning, the new tobacco farmers had mostly indentured servants working for them. Indentured servants were people who had agreed to travel to Virginia (and eventually to other parts of North America) to work for a period of time for a specific person. The agreed-upon period of time was usually seven years. Often these indentured servants were poor people from England or other parts of Europe whose ship passage was purchased for them by their employer. Then, as soon as they arrived at their new homes, the indentured servants were put to work. These indentured servants labored long and hard in the tobacco fields. After the agreed-upon time of service was up, and if they were still alive after the hardships many of them endured, they were free to venture out on their own.

In 1619, a Dutch ship arrived in Jamestown with what is believed to have been the first twenty Africans brought to North America. According to some historical accounts, these Africans were brought to North America as indentured servants, and they may have worked alongside white indentured servants.

However, as the **colony** developed, and there became a serious shortage of workers, colonists believed that the use of **slavery** was the most efficient way to manage **plantations**. Before long, thousands of Africans were

brought to the colonies against their will and forced to work. Why did this terrible transition take place?

Remember, the English had begun to lay claim to large areas of North America. After all, the Spanish were claiming most of Central and South America (and even parts of southern North America) as their own, and the French had claimed much of northern North America. The English thought it was only fair that they claim huge chunks of land, too. As you recall, England's very first attempt to colonize North America on Roanoke Island, off the coast of present-day North Carolina, failed and became known as the Lost **Colony**.

But in 1663, Charles II, the son of Charles I and grandson of King James I, decided to try again near the same area. Charles II eagerly gave a charter, or official document, to eight of his friends that stated that the land between Virginia and the Spanish **colony** of Florida

Charles II showing land to his friends



now belonged to him—well, to England, to be precise. Today, this land is North Carolina, South Carolina, and Georgia—although Georgia was not officially colonized until much later. Charles II also named part of this land after himself. This charter was extended in 1665, and more land was divided up among his friends to manage.

Charles II was particularly generous to those who had helped his family when his father, Charles I, was killed. At that time, Charles II had been forced to flee to another country. When Charles II was eventually allowed to return to England and take the throne, he owed a great deal of money to a great many people. His way out of **debt** was to “give” them North America—well, parts of it, anyway.

Having heard how successful Jamestown was, hundreds and then thousands of English flocked to



the South, and to the Carolinas in particular. In 1670, a busy seaport was established called Charles Town. I’m sure you can guess who Charles Town was named after.

Tobacco, rice, and indigo

In the beginning, many colonists in the Carolinas established small farms. Before long, large **plantations** replaced small farms for the purpose of growing cash crops. The top three cash crops in this area during this time were rice, tobacco, and indigo.

The warm climate and marshy stretches of land with fewer trees in the Carolinas were perfect for growing rice and indigo, whereas tobacco thrived in certain parts of North Carolina. With drier land and more trees, the geography and climate of Virginia was not conducive to growing rice and indigo; tobacco was the only cash crop in Jamestown.

As in Virginia, it soon became clear that there was a lot of money to be made in the Carolinas by growing crops. Many more workers were needed. Unfortunately, the solution the colonists chose was the extensive use of **slavery**. As you can imagine, no one volunteers to be enslaved. Unlike indentured servants, enslaved Africans did not come to North America of their own free will as part of an exchange agreement, nor did they have any hope of ever being set free. Instead, they were taken by force.

The roots of **slavery** go deep into the past. Throughout history, powerful people have enslaved less-powerful people. Although England began trading

enslaved Africans later than some other European countries, it soon became one of the biggest slave-trading countries, due to the widespread use of **slavery** in the English colonies.

For England, the African slave trade was part of a larger trade network among Europe, West Africa, and North America (including the colonies and the West Indies). Some of these trade routes became known as “triangular trade routes.” If you look at the map, you will see why. Through these triangular trade networks, certain goods were traded for other much-needed items. Enslaved Africans were part of the network, too.



Triangular trade routes; products and slaves



Captured Africans boarding ship

English ships laden with iron products, especially guns, arrived in the West African ports to trade their goods for slaves and gold. Africans who became enslaved had previously lived freely in Africa, but became victims of kidnapping by slave raiders. Many of these raiders were Africans armed with guns supplied by European slave traders. Enslaved Africans were considered to be valuable workers.

Captured Africans were loaded onto ships destined for parts of North America. This trade route from West Africa to North America became known as the Middle Passage. If the West Indies was their final destination,

enslaved Africans were exchanged for goods, such as molasses and sugar, that were then **transported** to the Southern colonies. Many others stayed on the ship and were taken to the colonies along with the goods.

Although there were enslaved Africans in all parts of the thirteen English colonies, most enslaved Africans were sent to the South. This was because most farms in the Middle Atlantic and New England regions were smaller and more easily maintained by families. However, some enslaved Africans in the cities worked in houses and shops as servants or as skilled artisans, or craftsmen.

The business of enslaving and shipping captured African men, women, and children was a gruesome, or terrible, one. Captured Africans were packed like cargo onto ships where there was hardly enough room to move. Many were chained together, or to parts of the ship. Very little food and water was provided, and the conditions were extremely unsanitary. There was usually no medical assistance for those who became sick. The journey itself could take six to ten weeks to complete. The Africans had no idea where they were going, or if they would survive the journey.



Captured Africans on ship

Although enslaved Africans were valued for their labor, the traders believed that there was an endless supply of these workers. Therefore, if some died along the way, the traders thought that they could easily be replaced. Many, many captured Africans died before they even reached the Americas. When those who did survive reached shore, they were marched off the ship in chains to be examined by prospective buyers and then sold at auctions. There was little regard for the humanity of these African men, women, and children. The main objective was to put them to work on **plantations** to make a lot of money for the Europeans.

Plantation Life

“Seth, it’s your turn to hide,” said Laura, Helen, and Joseph.

“We’ll count to thirty-three and then we’ll add on five more seconds,” the oldest child, Laura, added confidently.

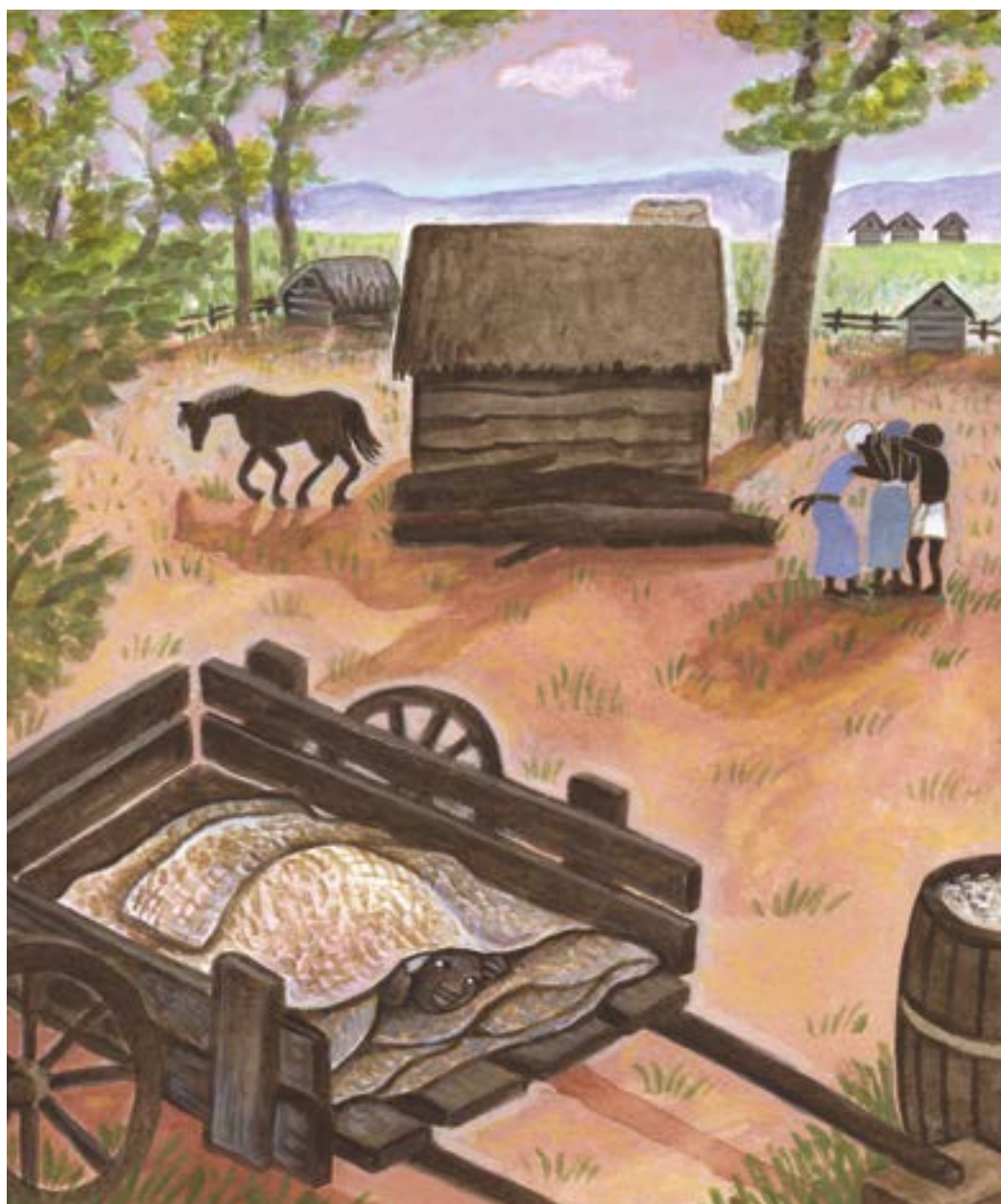


“Okay. Turn around now. Don’t peek,” said Seth.

Laura, Helen, and Joseph turned their backs while Seth ran to hide.

So far, none of the children had hidden in the wagon. Seth ran to the wagon near the barn and hid under a giant piece of sack cloth. Seconds later, the three children yelled, “Ready or not, here we come!”

Seth lay perfectly still in the wagon that was used to **transport** sacks of rice to town. He could hear the three children running here, there, and everywhere searching for him. This was fun. Slave children rarely had time to play.



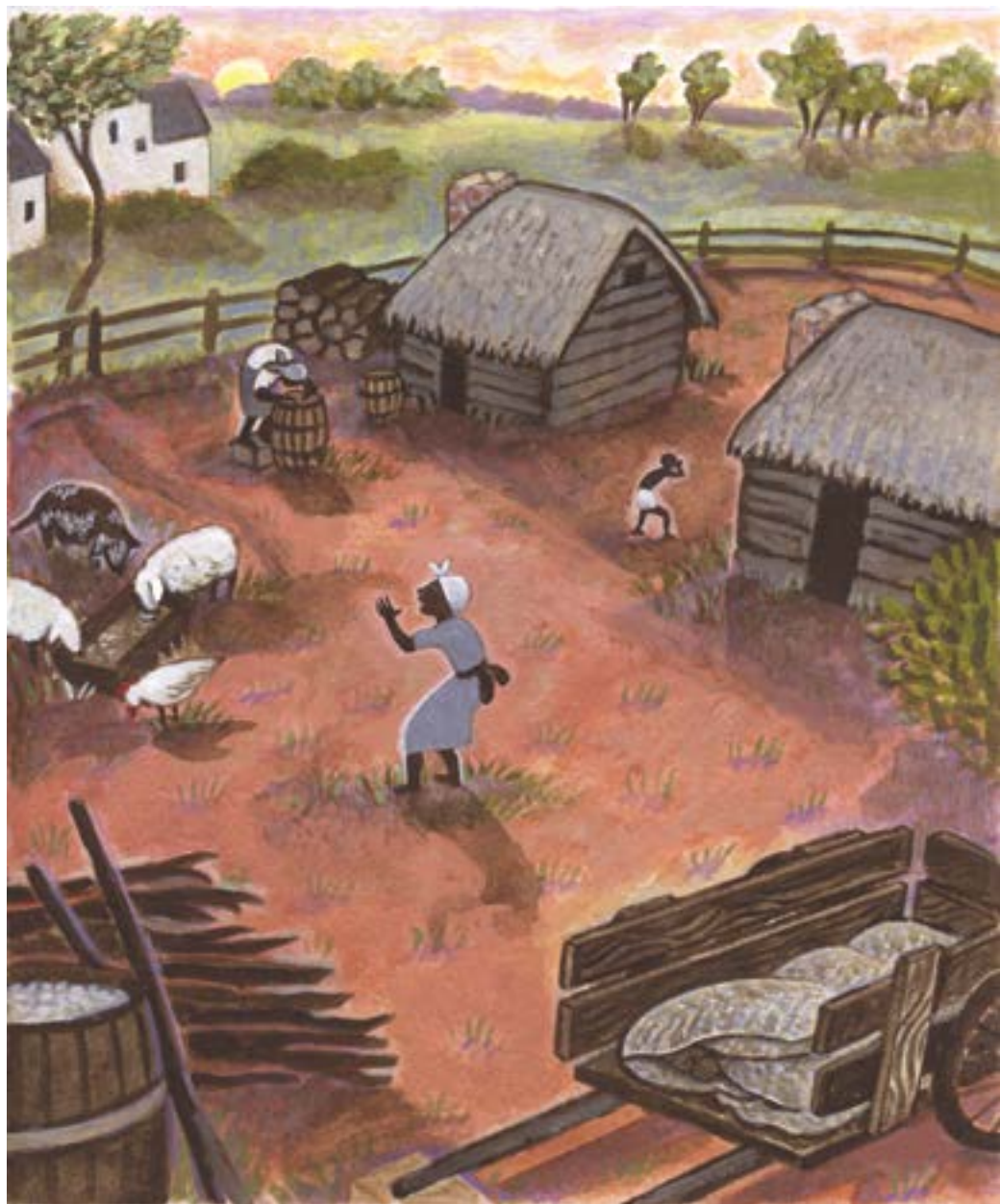
Seth hid in the wagon.

The children looked in the barn, in the cook's kitchen, and in the chicken coop, but they did not think to look in the wagon. After a while, the three children gave up and began to call to Seth.

"Seth, we can't find you. You can come out now," they called together. But Seth did not come out. Seth was so snug and warm lying underneath the sack cloth that he had fallen asleep.

When Seth did not appear, the three children ran off together to do their chores. They all knew that if Seth did not come out soon, he would get into a whole **heap** of trouble.

All four children were slaves who lived on a large **plantation** in South Carolina in the year 1715. It was called the Walker **Plantation** and Mr. Walker was the **plantation** owner. The main crop grown on this **plantation** was rice. Rice is a type of grass. It is a very important food crop. Many African slaves had grown rice in Africa and had brought this knowledge with them to the English colonies.



The children called to Seth.

Life on the **plantation** was hard. Slaves worked long hours. They had to obey the **plantation** owner. Even though he was a child, Seth also had many chores.

Seth had fallen asleep thinking about his two older brothers. They did not work on the Walker **Plantation** any more. Both of them went to work for a neighbor who had a tobacco **plantation**. George, the older of the two brothers, had been allowed to visit when their mother became sick with swamp fever. Because they had gone to work on a different **plantation**, it was difficult to visit. Seth and his parents had been so happy to see George. Even though she was sick, their mother had made cornbread to celebrate.

During that visit, George had told Seth that working on a tobacco **plantation** was not the same as working on a rice **plantation**.

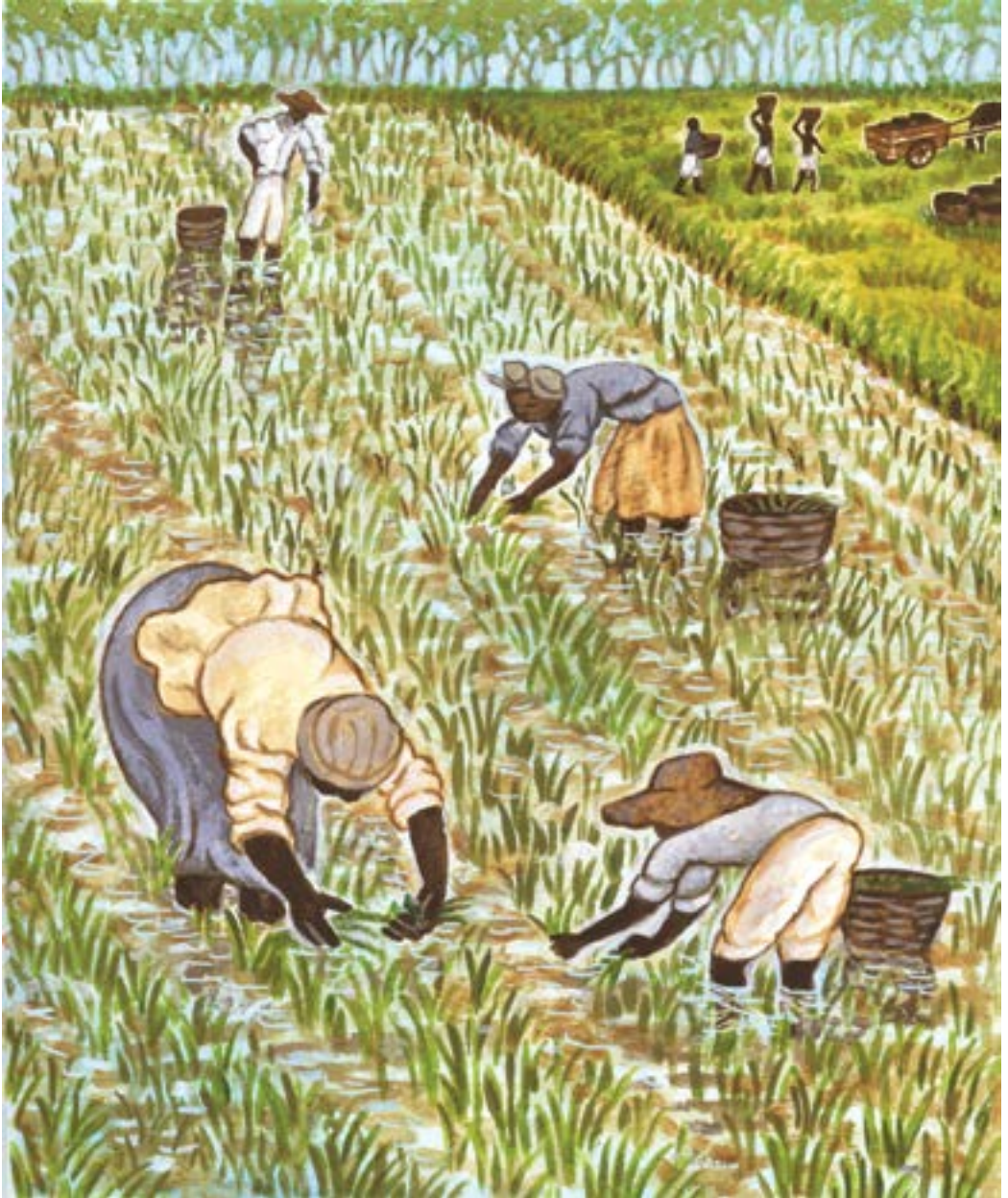


*George told Seth about working on a tobacco **plantation**.*

“On a tobacco **plantation**, slaves work from sunup to sundown,” George had said. “You have no time off. You have to **tend** to those tobacco leaves all the time. When one job is done, another one comes along before you know it.”

Seth didn't like the sound of that one bit and he hoped he didn't end up growing tobacco. On a rice **plantation**, the slaves had certain jobs to do. When they were finished, they could do the chores that they needed to do for themselves. Although slaves on a rice **plantation** spent less time in the fields, it wasn't true that life on a rice **plantation** was easier than life on a tobacco **plantation**. Growing rice was a dangerous business.

Rice grows in water. Slaves had to spend hours in swamp-like fields **tending** to the rice crops. The rice crops and the slaves weren't the only things in the water. There were snakes, alligators, and disease-carrying insects too. That's how Seth's mother had become sick with swamp fever.



*Slaves working on a rice **plantation***

The sound of a dog barking woke Seth. He had been asleep in the wagon for several hours. When he peeked out from under the sack cloth, he saw that the stars were twinkling in the night sky. He could smell wood burning in the cook's kitchen. He could hear the sound of bullfrogs calling to each other in the night air.

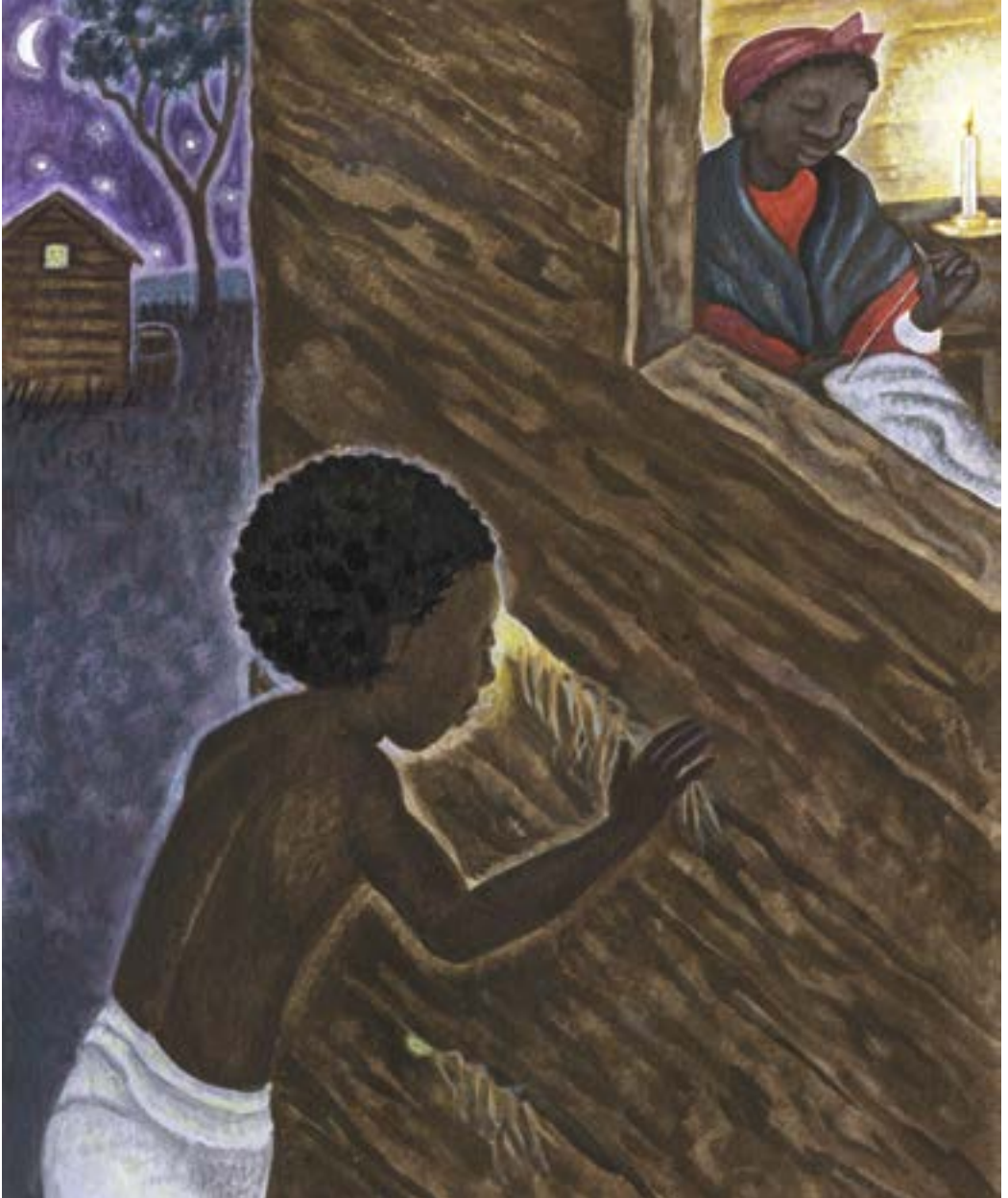
“Boy am I in trouble!” said Seth out loud as he jumped down from the wagon. He crept through the darkness toward the small, wooden slave house that he lived in with his mother and father. First, he would get a talking to from his parents. Then, if the field manager had noticed that he had not shown up to work in the rice fields, he might be in big trouble.



Seth awoke to see stars in the sky.

Seth peeked through the cracks in the walls of his house, the same cracks that let in cold air during the winter. A candle burned on a **rickety** table and in the candlelight, he could see his mother sewing his torn pants. “Maybe she’ll be too tired to be angry,” Seth thought to himself as he pushed open the door and then closed it behind him. “It will be a long time before I get to play with Laura, Helen and Joseph again,” Seth muttered as he faced his mother.

Do you think Seth’s mother will be angry with him? Do you think the field manager noticed Seth did not show up to work in the rice fields?



Seth hoped his mother would not be angry.

Chapter

8

The Founding of Maryland and Georgia

Read-Aloud

With so much trade going on, and the abundance of ships laden with valuable cargo, it's **inevitable**, or unavoidable, that pirates would make an appearance in this story. The English colonies, particularly those in the Southern region and the West Indies, became well known as places where pirates hid from the law. These pirates were known as buccaneers.

Buccaneers were a group of men from England, France, and Holland. They terrorized sailors and captured trade ships in this region. Because of the success of these infamous pirates, some countries were forced to send naval ships to the New World to accompany their trade ships safely back to port. This new world was turning out to be a place where all kinds of people had the opportunity to become rich!



Pirates taking over a trading ship

Back on land, the English colonies were expanding. Today you will learn about two more colonies—Maryland and Georgia. Both of these colonies have an interesting history. However, the development of Maryland and Georgia was a little different from that of Virginia. Let's begin with Maryland.

You learned about the large **plantations** that were prevalent in the South. Maryland was considered a Southern **colony**, though it was geographically in the Middle Atlantic region. Although there were many small farms in Maryland, there were a fair number of large **plantations** in the southern portion. Like Virginia, Maryland's economy was based on tobacco agriculture as a cash crop.



Charles I and Queen Maria; Lord Baltimore

Before he was killed, Charles I had given a large section of land north of Virginia to a friend. This time, the lucky recipient of land was Sir George Calvert.

Sir Calvert, who was also known as Lord Baltimore, received this generous gift in 1632. Sir Calvert was a Roman Catholic. In England at that time, Roman Catholics were not very well-liked because they were not part of the official Church of England. The Church of England—the Anglican Church—had split apart from the Roman Catholic Church. Many people in England at that time believed that Roman Catholics would be more loyal to the Catholic pope than to the king—and they did not like that. However, because King Charles's wife, Queen Henrietta Maria, was Catholic, Charles tried to be respectful of Catholics for her sake. Delighted by Charles's gift, Sir Calvert named his **colony** "Maryland" in honor of Queen Maria.

Maryland was different from Virginia because it was controlled by Sir Calvert's family. Sir Calvert's son Cecil determined that Maryland would be a safe haven for Catholics. In the beginning, it was. In fact, in 1634, Cecil's brother, Leonard Calvert, led the first group of Catholics to this **colony**. Leonard Calvert later became the first governor of Maryland.

The colonists in Maryland made it a priority to make peace with local Native Americans right away. They did not waste time searching for gold, but instead immediately established farms and trading posts. They soon settled into organized communities with laws that were clearly defined.

It wasn't long before word got out that Maryland was quite a nice place to live. Europeans searching for a better life free of poverty and religious persecution journeyed to this **colony**. And it wasn't just Roman Catholics who came. Other Christians who belonged to different churches came to settle in Maryland, too. Before long, Maryland became known as a place that practiced religious freedom—so much so that, in 1649, Lord Baltimore had the Maryland General Assembly pass the Act of Toleration. This law stated that all Christians in Maryland would be tolerated, or allowed the freedom to worship. This law **confirmed** that Christians from



Maryland General Assembly passing Act of Toleration

different churches—Protestants, Catholics, and others—could practice their religion without **interference**.

The last Southern **colony** to be founded was Georgia. One day, a member of Parliament in London, England, named James Oglethorpe had a brainstorm. Oglethorpe had noticed that English jails were overflowing with **debtors**. In England during this time, people were put in jail, called a **debtor's** prison, if they were unable to pay their **debts**. Sometimes these jailed **debtors** owed a little amount of money, and sometimes they owed a lot. Oglethorpe had noticed that these **debtors**—even those who owed a relatively small amount of money—were often left to die in jail, without any way of paying back the money they owed.



*Family in **debtor's** prison/James Oglethorpe*

Oglethorpe's unique idea was to set up a new **colony** in North America where these **debtors** would be given a second chance. They would be given land so they could begin a new life. They could work to pay back the money they owed, and then their **debt** would be forgiven.

In 1732, the then-king, George II, liked this idea. He gave Oglethorpe a charter saying that he could take a band of **debtors** from England to the area of land between South Carolina and Spanish Florida. The British Parliament supported this venture by giving Oglethorpe money and ships to make the journey. Upon



*Oglethorpe receiving
charter from King
George II*

reaching this new land, Oglethorpe named it Georgia after his royal majesty. (Kings just expected new lands to be named after them.) Georgia was even larger back then than the state of Georgia is today. It included much of present-day Alabama and Mississippi. So that was quite a nice piece of land King George gave to James Oglethorpe!

However, even though sending **debtors** to the New World seemed like a brilliant plan to Oglethorpe and the king, it was difficult to **persuade** many **debtors** to leave their families and homeland, and sail three thousand miles across the Atlantic Ocean to a place where they might not be welcomed with open arms. Once they arrived, the **debtors** would have to build their own homes, as well as gather, hunt, and grow their own food. Many **debtors** preferred to serve their time in jail in England rather than face the unknown in the New World. Some might say “beggars can’t be choosers.”

In all, about one hundred **debtors** agreed to go on the journey to North America. They began the laborious task of helping to turn Georgia into a **colony**.

As soon as he arrived in Georgia, Oglethorpe met with the leader of the Yamacraw, a group of Native Americans in the region. Chief Tomochichi [toh-moh-*chee*-chee] and the Yamacraw were willing to trade with the English and to allow them to settle there. Oglethorpe worked hard to establish alliances with the Yamacraw and even invited some of them to visit England. Oglethorpe and his band of **debtors** developed the first settlement in Georgia: Savannah.



Oglethorpe meeting with Chief Tomochichi

Of course, King George had another motive for sending settlers to Georgia besides helping **debtors** start a new life. As you can see on the map, Georgia is located between the Carolinas and what was then known as Spanish Florida. At this point, the British had not established any official colonies to the south of South Carolina, so this was the perfect way to protect the colonies from the Spanish. Georgia served as a buffer zone to separate English colonies from the Spanish colonies. This would also allow colonists to keep an eye on Spanish ambitions for growth in North America.

But King George did not realize that the Spanish had already claimed the very area he had in mind. It wasn't

Regional Map of Colonial America



long before there was armed confrontation between the Spanish and the British. As time went by, more and more settlers arrived in Georgia. Some of them did not get along with the native people as well as Oglethorpe and his followers had. The Spanish continued to stake their claim to the land, and buccaneers often attacked vital trade ships. This new **colony**, the last one to be created, suffered its fair share of problems in its early days.

Whereas few **debtors** would agree to come and settle in Georgia, many poor Europeans from other countries began to arrive and establish farms in this **colony**. They came primarily from Ireland and Germany. Georgian farmers liked the idea of **plantation** farming, as it had proven successful in other Southern colonies. However, the colonists soon found farming to be a backbreaking job and insisted that they needed help. Although it was first decided that Georgia would be a slave-free **colony**, the introduction of **slavery** slowly began.

Before long, Georgia became a **colony** identified with **plantation** life and the heavy use of enslaved laborers. Within one hundred years of being established, the state of Georgia had more **plantations** than any other state in the South, and the second largest number of enslaved Africans—second only to Virginia.

Chapter

9

Early Days in Georgia

Hello, my name is Sarah. My family and I are from England. We have been in Savannah, Georgia, for five years now. We left England in November, 1737, onboard a sailing ship called the Anne. It took us two months to get to these shores. I will never forget how **bitterly** cold it was on the deck of the ship. The wind felt worse than a stinging insect when it touched my face. The waves were dark, gray, and frightening. They tossed our ship about, here, there, and everywhere. I feared that those giant waves would **devour** us.



Our first stop in North America was Charleston. After that, we made our way to the town I now live in called Savannah. Savannah is in the English **colony** of Georgia. It's not quite a town yet, like the ones in England, but it will be. When we first arrived in Savannah, my mother called it a wilderness. I was six years old then. Now, I am eleven.



Sarah on board the sailing ship called the Anne

Mr. James Oglethorpe and twenty-one other English gentlemen had been granted a charter by King George II of England. The charter gave them permission to create an English **colony** under English law. The charter states that they are the trustees, or governors, of this **colony**, meaning they are in charge. However, everyone knows that it is really Mr. Oglethorpe who is in charge because he makes all of the decisions. I have also heard that Mr. Oglethorpe wants this **colony** to succeed so much that he sold some of his own property in England to earn money for Georgia.

Mr. Oglethorpe is a personal friend of the king and he **persuaded** his majesty to create this **colony**. My father said that Mr. Oglethorpe **intends** to bring **debtors** here, too. When I asked him what **debtors** were, he told me that they are people who owe money to other people. Often they go to jail until they can pay off their **debts**. They can even die in jail. Mr. Oglethorpe wants some of these people to be given a second chance here in Georgia.

*James Oglethorpe (left)
and King George II
(right)*



My parents aren't **debtors**. They were chosen by Mr. Oglethorpe for their skills. My father is a carpenter and my mother is a seamstress. Mr. Oglethorpe wanted mostly skilled people to come to Savannah. He said that would be the only way we would survive here. I have heard the grownups talk about what happened to the first settlers in Virginia. Some of them died because they were not skilled enough to make their way. Many others died because of cold and hunger though. So Mr. Oglethorpe and the other trustees chose mostly farmers, merchants, bakers, carpenters, and blacksmiths to be the first English colonists here.



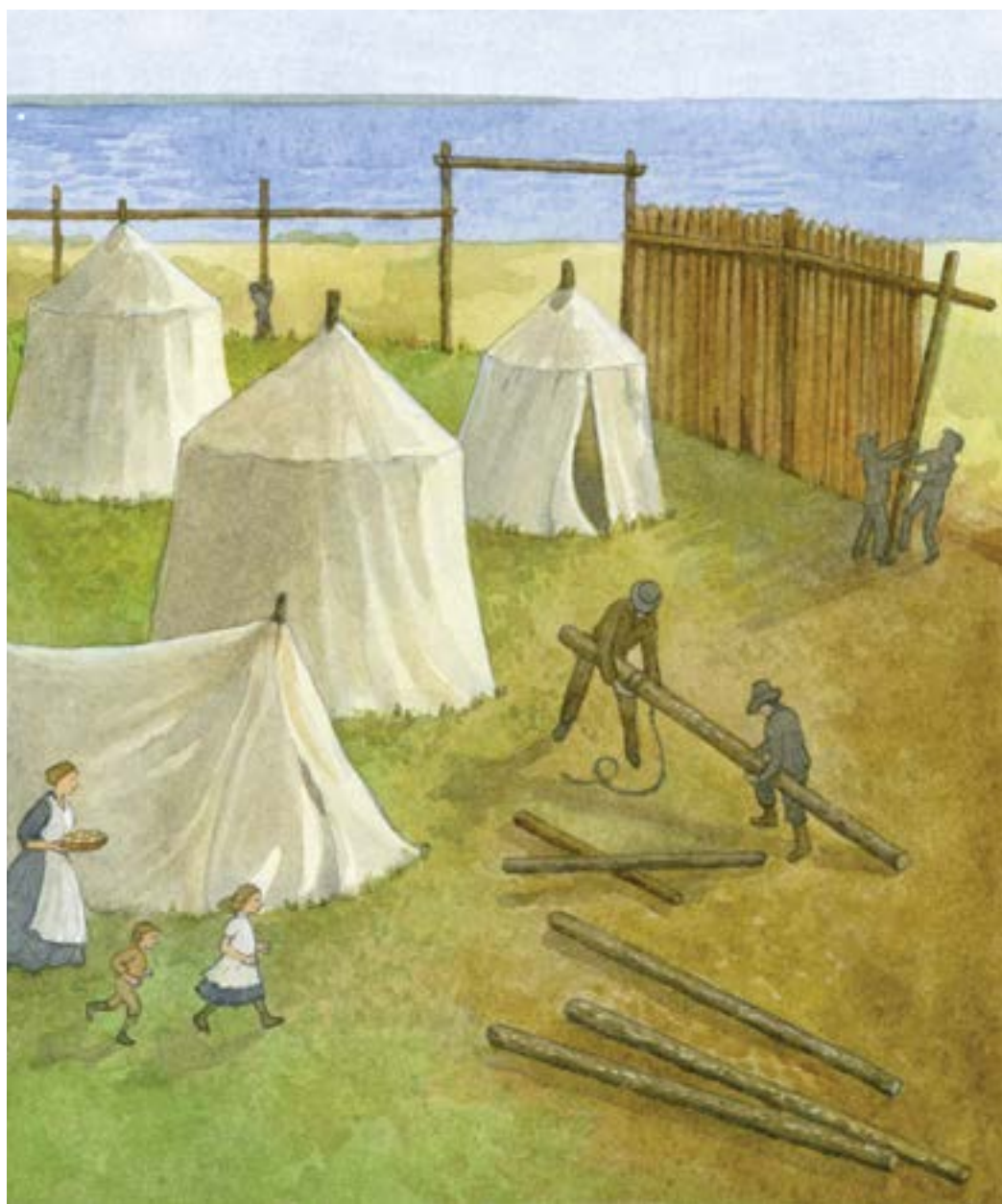
*A baker, a carpenter,
a farmer, and a
blacksmith*

When we first arrived in Savannah, we lived in tents. Altogether there were forty families. We worked very hard to build the wall that now surrounds us. Inside the wall, we built our homes. Everyone worked, even the children. Slowly, our town began to take shape. There is still a lot of work to be done, though. It does not yet look like the busy city of London that we left behind.

Mr. Oglethorpe had hoped to avoid the use of slaves. But there was so much work to be done that eventually some came to help us clear the forests so that we could build our houses and plant our crops. Here in Savannah, families have pieces of land where they grow their own crops. Mr. Oglethorpe has banned the drinking of rum in this **colony**. My father says that some people are unhappy about how strict Mr. Oglethorpe is being.

My parents say that Mr. Oglethorpe is a wise man. When we first arrived, he made friends with the chief of a local **tribe** called the Yamacraw. The chief's name is Tomochichi. Tomochichi even traveled back to England with Mr. Oglethorpe when he went to get more supplies for us.

Tomochichi and his people trust us—at least for now. In fact, I have heard some of the boys saying that



Families lived in tents until they built their homes.

the Spanish to the south of us are our main enemy. They want this land. The Spanish have a large fort called St. Augustine in Spanish Florida. They could attack us at any time. Because of this **threat**, Mr. Oglethorpe has once again returned to England to ask King George II for soldiers to help protect us. My father says that it is only a matter of time before we will have to fight the Spanish for this land. These words scare me.

I must go now. I hear my mother calling me. I have to help her prepare the evening meal. I hope we get a chance to talk again.

How do you think it felt to know that you could be attacked at any time? Do you think King George II sent soldiers to protect the colonists?



Mr. Oglethorpe traded with the Yamacraw.

Chapter

10

The Pilgrims, Part I: Arrival

Mary and Remember Allerton ran as fast as they could towards their house. Their stepmother, Mrs. Fear Allerton, was waiting for them. As their father had pointed out many times, it was not a good idea to keep a woman whose name was Fear waiting.



In the late afternoon, the children had gone out to collect firewood. After gathering the wood, they had stopped to play in the forest with their friends, Love and Wrestling Brewster. Love and Wrestling Brewster were Pilgrim brothers. They had also gone into the forest to collect firewood. Like many of the Pilgrim children, these children had been given special names at birth. Their names often **indicated** what kind of person their parents hoped they would become. Sometimes their names **revealed** something that had happened at the time of their birth.



Mary and Remember hurried home.

Remember had been given her name because her mother had said that she would always remember, and never forget, her birth. Wrestling wasn't happy with his name. He didn't feel much like a wrestler. Wrestling planned to change his name when he was older. He was going to change it to John. He had been a weak baby and his father had given him the name hoping that it would make him strong.



Wrestling Brewster

When the children had gathered as much firewood as they could carry, they dropped it into a large pile and played a game of hide and seek. Then, they climbed trees and collected sweet berries to eat. They pretended to be English pirates capturing Spanish galleons laden with gold. It wasn't until the sun had begun to set that they realized they had been gone for quite some time. The children **anxiously** gathered up their firewood and made their way home.



Pilgrim children pretended to be English pirates.

Four years earlier, all four of these children had survived the journey onboard the *Mayflower* from England. They had arrived in Plymouth, Massachusetts, in 1621. Their parents were English Separatists. English Separatists were people who were unhappy with the Church of England and wanted to start their own church. They wanted to be free to **worship** God in their own way.

The king of England, James I, was the head of the Church of England. He harassed anyone who did not obey the rules of the church. As a result, many English Separatists left England. The children's families had first tried living in the Netherlands, but they were not happy there. Finally, they and others set out across the Atlantic Ocean to establish their own **colony** in North America. Because they were willing to travel to a faraway place for their religious beliefs, they began calling themselves Pilgrims.



The Mayflower (top) and King James I (bottom)

The journey across the ocean, and the first winter in the **colony**, was now just a terrible memory. So many people had died either on the ship or within the first months of being in Plymouth. They had died from disease, hunger, and the extremely cold weather. Mary, Remember, Love, and Wrestling had **witnessed** the death of many Pilgrims. Worst of all was the death of the girls' beloved mother. After she had died, their father had tried to comfort them as best he could. The girls had felt that their hearts had been broken. Their brother Bartholomew had hidden in the forest for several days. He had refused to come back no matter how often they called his name. He finally came back though. When spring arrived, Bartholomew had helped their father build a house and plant crops.

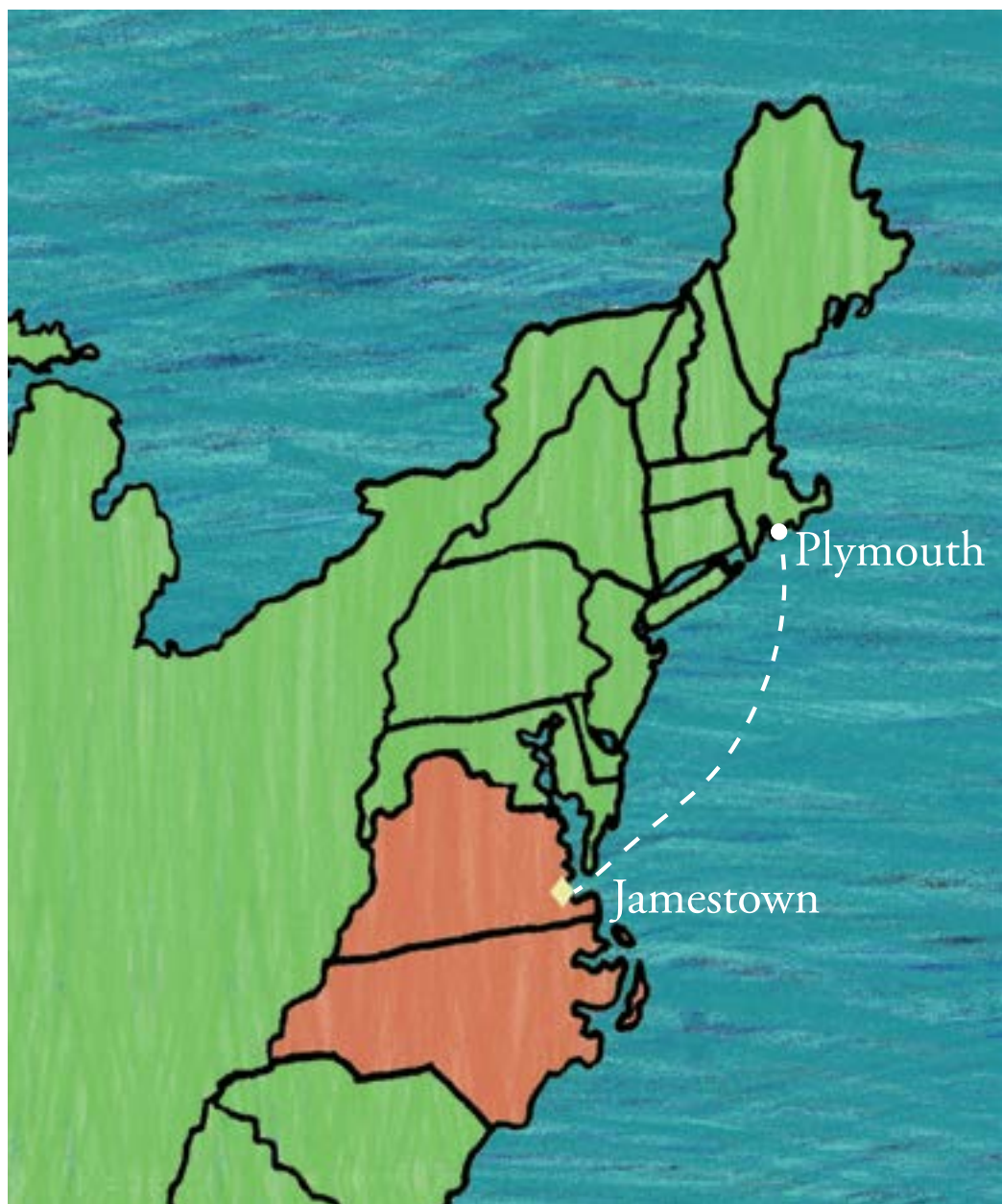


Mary, Remember, and their father tended to their mother.

The Pilgrims had not **intended** to settle in Plymouth. They had been planning to go to Virginia, but their ship had been blown off course. It had taken them two months to cross the ocean. Mary, Remember, Wrestling, and Love had wondered if they would ever see dry land again.

When they finally arrived, it was wintertime and they were in an unknown land hundreds of miles north of their **intended** destination. This place was much colder than Virginia. Even more **alarming** was that many of the Pilgrims had noticed that the soil was not very good for farming. If they could not farm, they would have no chance of surviving in this new land. The children's new home was not at all what they had imagined it to be.

Now that the children are no longer living in England or the Netherlands, in what ways do you think their lives have changed?



*Plymouth was hundreds of miles north of their **intended** destination, which was Jamestown.*

Chapter

11

The Pilgrims, Part II: Thanksgiving Celebration

Do you remember that in the previous chapter, you met the Pilgrim children Mary and Remember Allerton and Love and Wrestling Brewster? In the beginning of the story, they were collecting firewood and playing in the forest. Then, you traveled back in time and learned how they had arrived in Plymouth, Massachusetts. In this chapter, we will continue to find out more about their early experiences in Plymouth.



Years earlier, the arrival of the children and the other Pilgrims in Plymouth in 1621 had not gone unnoticed. Native Americans had watched them from the safety of the forest. They had watched as these **foreigners** worked to build shelters by day and returned to their ship by night to sleep.

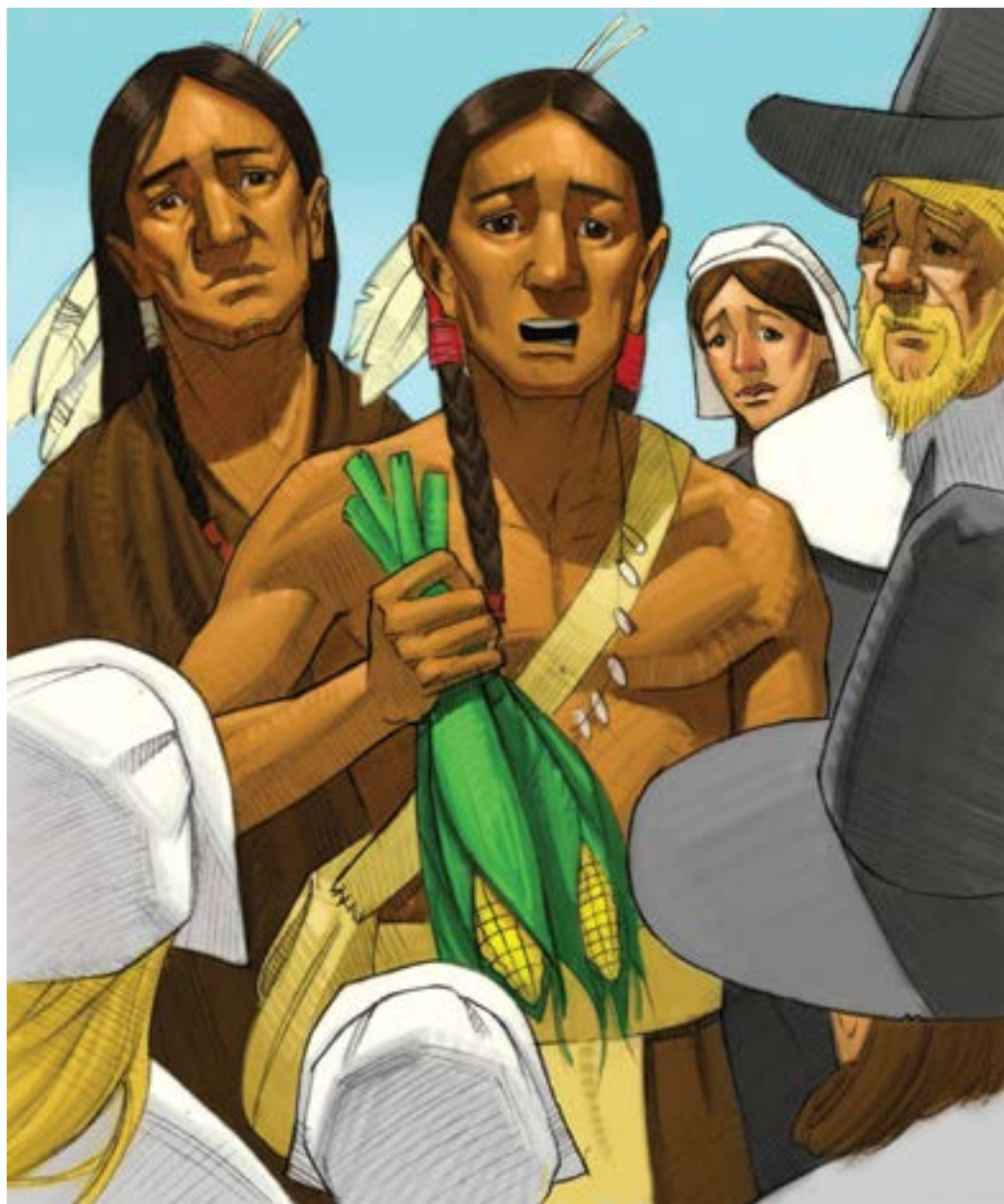


Native Americans watched Mary, Remember, and their father bury their mother.

They had watched as they shivered in the cold. They had watched as they buried their dead in the still of the night. Mary, Remember, Love, and Wrestling had watched, too, and had wondered if they would survive.

Although there were many hardships, there were two things that enabled them to survive. A native **tribe** called the Patuxet, who had lived in the area, had created fields for planting. Sadly, many members of this **tribe** had died because they had caught diseases from European explorers. Because of this, their fields were not in use. This meant that the hungry and weary English colonists did not have to clear the forests before planting time.

Having experienced the loss of his own people, a Native American called Squanto came to the aid of the Pilgrims. Squanto's friend Samoset agreed to help too. Both of these Native Americans spoke English. Squanto spoke very good English. In 1605, he had been taken to England by an English explorer.



Squanto and Samoset helped the Pilgrims.

Squanto and Samoset showed the Pilgrims how to plant corn, squash, and beans and how to make these crops grow in the poor soil. Squanto also taught people to recognize berries and fruits that could be eaten and where the best places to fish were. Wrestling Brewster often talked of how he had feared these people at first. But when they helped the settlers, Wrestling had changed his mind. Love and Wrestling had gone fishing with Squanto. Squanto gave the Pilgrims hope.

The colonists had also made peace with a local **tribe** called the Wampanoag. Both sides agreed to help and protect each other. They agreed to trade with each other, too. This meant that the colonists could work on building their homes without the fear of attack.



Squanto and Samoset showed the Pilgrims how to make crops grow in poor soil.

Slowly, the days grew warmer and the Pilgrims became happier. They were no longer cold and hungry. The first fall was one of the most precious memories Mary, Remember, Love, and Wrestling had. The crops had grown well and their harvest was abundant. Besides farming, the colonists had also learned how to hunt and fish in this new land. As a result, they had produced more than enough food to get them through the next winter. They had also been able to build homes that would protect them from the cold weather when it came again. While they mourned the loss of so many, the surviving colonists were thankful for what they now had. That is why they decided to give thanks to God and the native people who had helped them.

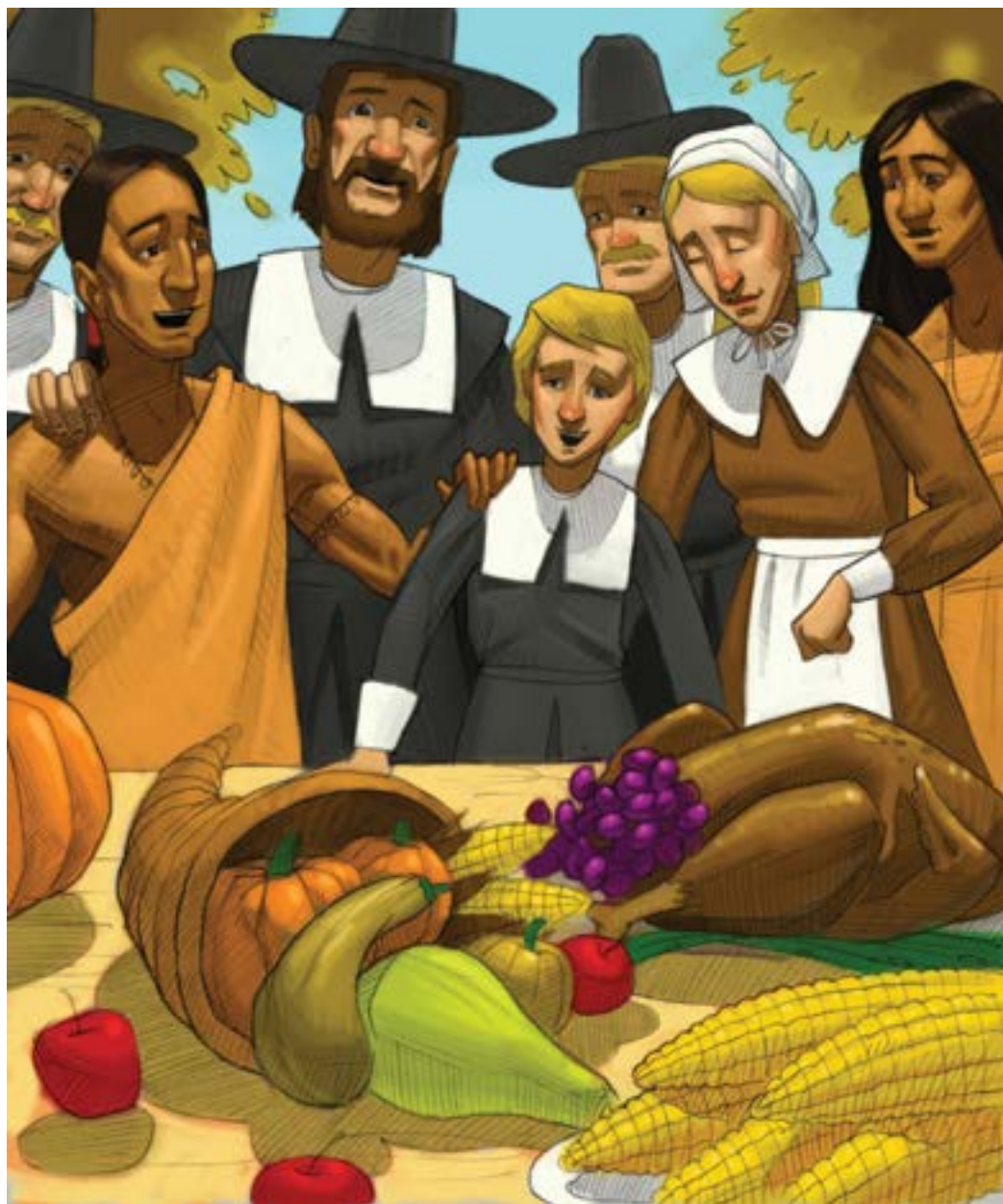


An abundant harvest

A great celebration of thanksgiving was organized. The local Wampanoag were invited to the thanksgiving celebration. Squanto and Samoset were invited, too. The Wampanoag chief, Massasoit (MAS-ə-soyt), was the guest of honor.

Everyone there had dined on deer, duck, lobster, fish, cornbread, pumpkin, squash, and berries. They had eaten until they were fuller than they had ever been before. They had played games and they had run races. The Wampanoag had stayed in the **colony** for several days. It was probably the happiest time the children could ever remember. They often spoke of it. Since then, more and more Pilgrims had arrived. More homes had been built. Their father had married Mistress Fear.

All these early experiences of the children happened four years ago. Now, here the children were, playing in a forest in a new world.



A celebration of thanksgiving

As Mary and Remember hurried out of the forest, they said their goodbyes to Love and Wrestling. Minutes later they arrived at the door to their house. Their arrival had not gone unnoticed. The door to their house was flung open and Mistress Fear appeared in the doorway. She stood there with her hands on her hips.

“It’s a good thing I had already collected firewood earlier in the day or the fire would have gone out long ago,” exclaimed Mistress Fear. “Anyone would think you had to grow the tree before cutting it down. Now, go wash your hands and help me set the table.”

Mary and Remember looked at each other as they inched past Mistress Fear. They both knew she was not done scolding them.

Why do you think Squanto and Samoset had decided to help the struggling Pilgrims? Do you think the Pilgrims would have survived if they had not helped?



Mistress Fear scolded the girls.

Chapter

12

Religious Dissent and the New England Colonies

Read-Aloud

The Pilgrims had solved some of their problems, but the Puritans had not. In England, the Puritans were still struggling to **worship** the way they wanted to. They wanted to change and purify the Church of England. When the Puritans heard about the Pilgrim's **colony** at Plymouth, they decided that they should try to do a similar thing. They came up with a plan to do just that.

In 1628, a number of Puritans, led by a man named John Winthrop, decided that they would establish a **colony** in New England to the north of Plymouth. The Puritans realized that they would have to be very organized. They had heard about the hardships faced by those who had already gone to this New World. They knew that many had died due to lack of food and shelter. The Puritans were determined to avoid these mistakes.



John Winthrop addressing Pilgrims

It was decided that a small group of Puritans would go ahead of the others and begin to build a **colony**. Then, in 1629, a group of English Puritans and merchants formed the Massachusetts Bay Company. The aim of the company was to make money for the Puritan **colony** by trading furs, as well as by fishing and shipbuilding. (There would be some farming, too, but the settlers knew that the rocky New England soil would never support a large farming economy.)

The company itself would be run according to Puritan principles, or rules. It was also decided that this Puritan **colony** would be different from other English colonies. In order to live in this **colony**, people would have to live according to the Bible and strict Christian

principles. John Winthrop believed that their **colony** should be an example to others in terms of how people should live. He once said, “For we . . . shall be as a City upon a hill; the eyes of all people are on us.”

Finally, in 1630, John Winthrop set sail for New England with three ships and about seven hundred colonists. They brought a good amount of food with them, as well as cows, horses, and tools. They were more prepared than any of the other English settlers so far. When they arrived, there were already some small buildings in place from the settlement of the first party they had sent. This settlement was called Salem. Other settlements were established in Charlestown, Cambridge, and Boston. This Puritan **colony** was named the Massachusetts Bay **Colony**, and John Winthrop would become its governor.

Ship laden with supplies



As planned, the Massachusetts Bay **Colony** was different from the colonies developing in the South. The strict laws that had been drawn up in England were put in place in the **colony**, and people had to follow them. For example, everyone had to go to church. Those involved in the government of the **colony** were **senior** church members, and only male church members could elect their leaders. As you have heard, whereas the Pilgrims were happy to separate from the Church of England, the Puritans wanted to remain a part of it and were determined to change it. They hoped that by their strict example of **pure** living, the Church of England would become stricter, too, and do away with many rules it still had from its Roman Catholic influence.

The Massachusetts Bay **Colony** was very successful and grew quite rapidly. Each Puritan town was carefully planned, with each family being given enough land on which to build a home and farm. The most important building in the town was the meetinghouse. This was where religious services and



Puritan town

town meetings were held. The Puritans also believed in the power of education. They wanted their children to be able to read so they could read the Bible.



Roger Williams statue

In 1631, Roger Williams, a minister from London, arrived in the Massachusetts Bay **Colony** in Boston. Almost from the beginning, Williams did not agree with some of the leaders. He believed that the leaders of the **colony** had too much control over people's lives. He especially disliked the close connection between the church and the government. Williams felt that what was happening was too much like the English system they had tried to escape. The leaders of the Massachusetts Bay **Colony** felt **threatened** by his views.

As more and more people came to the **colony**, Williams saw more and more land being taken from the Native

Americans. He strongly believed that the Native Americans should be paid for this land. Before long, the leaders of the Massachusetts Bay **Colony** considered him to be a troublemaker. Roger Williams was labeled a religious **dissenter** and was forced to leave the **colony**. There were some who wanted to send him back to England!

Before they could send him back, however, in 1636, Roger Williams left the **colony** in the middle of the night in the dead of winter. A few of his supporters left with him. It was **bitterly** cold, and he and his followers had nowhere to go. With the help of some Native Americans, they survived in the woods for three months. Eventually, Williams made his way south to what would become Providence, Rhode Island. There he purchased land from the Narragansett, a local Native American **tribe**. This area became the **colony** of Rhode Island.

*Roger
Williams*



Gradually, others who also found it difficult to follow the strict Puritan way of life followed Williams. Rhode Island became a haven for people who wanted to be free to practice their faith, or religious beliefs, in their own way. Rhode Island became the first English **colony** to allow people complete religious freedom and welcomed not only Puritans, but Quakers, Roman Catholics, Jewish people, and others, too.



Anne Hutchinson

Another Puritan who followed Roger Williams was a woman named Anne Hutchinson. She and her husband and children had arrived in the Massachusetts Bay **Colony** in 1634. As you have heard, women were not part of the decision-making process in the church, or in **society** in

general. Women certainly weren't allowed to **preach**, or deliver a religious speech or message, in church. Because of these restrictions, Anne Hutchinson organized weekly meetings in her home for women who wanted to discuss these sermons, or religious speeches. In these meetings,

women also were free to discuss their religious views. These meetings became so popular that men, and even some of the church leaders, began to attend.

Hutchinson openly expressed her view that a person's individual faith was more important than being a member of an organized church. She also said that a person's personal relationship with God was the only thing that really mattered. This was considered by many to be a very dangerous view because the Puritan church had strict rules that were required to be followed. On top of this, Anne Hutchinson was a woman. So, just like Roger Williams, Hutchinson was put on trial for being a **dissenter**. During the trial, Hutchinson was ordered to recant, or take back, her beliefs and say she changed her mind, but she refused. Like Roger Williams, she, too, was banished.

In 1638, Anne Hutchinson joined Roger Williams in Rhode Island. After her husband died, she moved to New York with her younger children to start a new life. At the time, New York was called New Netherlands and was a Dutch **colony**. The governor there did not have a good reputation with the Native Americans and had caused many disputes between the native people and the colonists. He had also created **tension** among various groups of Native Americans.



Thomas Hooker with settlers in Connecticut

In 1636, a Puritan minister by the name of Thomas Hooker also left the Massachusetts Bay **Colony** with a group of supporters. They made their way to an area that is now Connecticut and founded the town of Hartford near a wide river now known as the Connecticut River. Soon, two more settlements, Windsor and Wethersfield, were established in the **colony** of Connecticut.

One of the things that Thomas Hooker believed was that all men should be allowed to vote, not just those who were members of a church or those who were wealthy. In 1639, Thomas Hooker implemented a system of government in Connecticut called the Fundamental Orders of Connecticut. It was a form of democracy that later helped to inspire the **creation** of the U.S. Constitution.

We've just talked about the **creation** of three of the four New England colonies. The last New England **colony** is New Hampshire. You might be surprised to hear that King James I helped to establish New Hampshire, too! Remember how he gave an area of land to his friends? Well, he had given land in this part of North America to two more of his friends—John Mason and Ferdinando Gorges. Later, the two men divided the land in half, and Mason got the southern part that became the New Hampshire **colony** in 1679. Many unhappy Puritan settlers also found their way to this **colony**. Gorges received the northern half that would later become the state of Maine.



New Hampshire

As you can see, back in the 17th century, many English people were willing to risk their lives to sail to a faraway land in the hope of a better life. Do you think you would have been willing to do the same?

Chapter

13 Puritan Life

Hello, my name is Lizzie. My mother and father are once again displeased with me. I smiled too much during the morning sermon, and then fell asleep during the afternoon sermon. They both said that it is a great sin for a Puritan child to fall asleep while listening to the word of God.



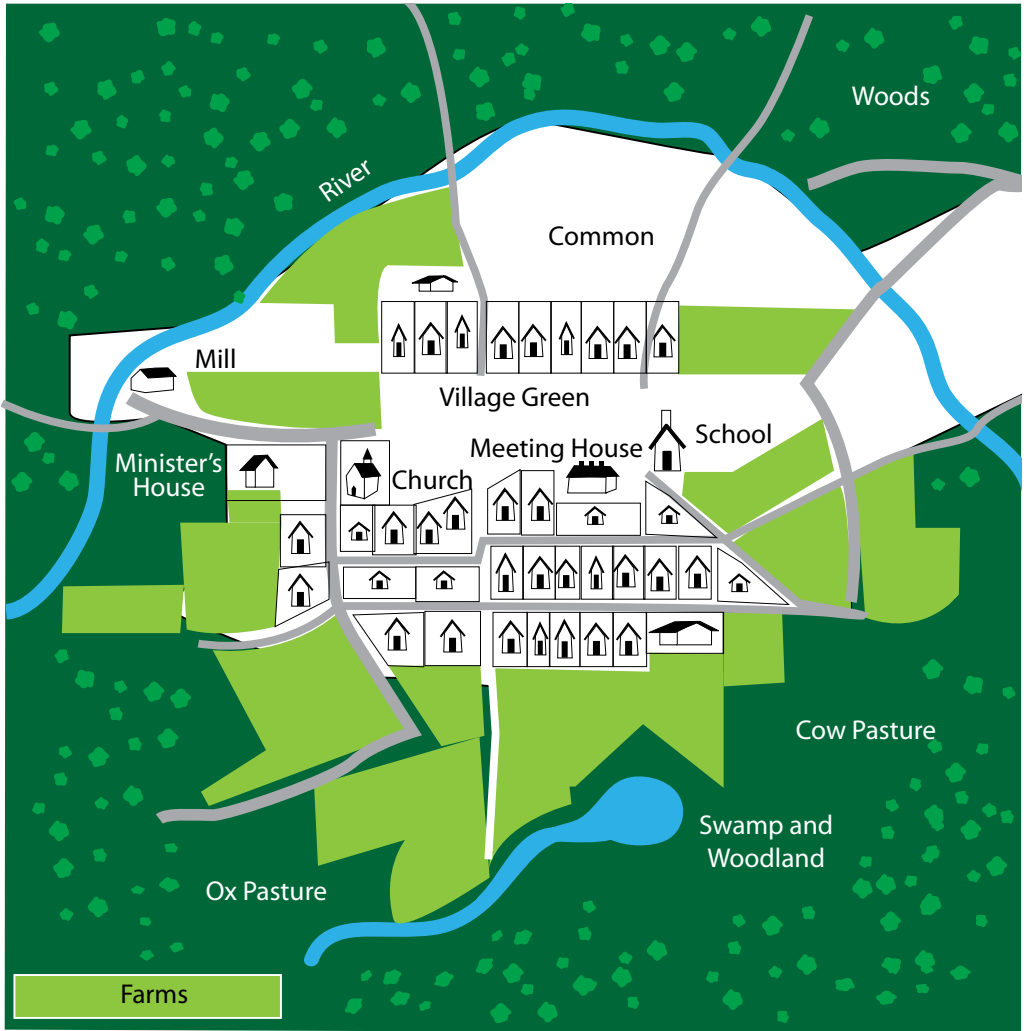
During the morning sermon, I had smiled at the sight of Elder Jones's new wig. I could not understand why a minister of the church would care to wear such a thing on his head. But seemingly he does. Not only is it a strange looking sight, it does not appear to sit straight on his head. When I smiled and pointed at him, my mother pinched me so hard that my leg has not yet recovered.



Lizzie smiled at the sight of Elder Jones's new wig.

As you may or may not know, the most important place for any Puritan is the meeting house. Every Puritan meeting house is placed in the center of a town or village. That is because the meeting house is the center of our lives. Our church services take place there and so do all important meetings.

We Puritans live in the Massachusetts Bay **Colony**. Our **colony** was created in partnership with a Puritan company called the Massachusetts Bay Company. The Massachusetts Bay Company sells the fur we get from hunting and the fish we catch. Our **colony** is becoming wealthy because of this trading agreement.



A Puritan town

We came here from England in the year 1630. I was just a baby. Now, I am almost eleven years old. Unlike the Pilgrims, we did not want to break away from the Church of England. We wanted the church to be **purier** and stronger. However, neither King James I nor his son King Charles I would listen to our requests for change. In the end, we had no choice but to leave our homeland and start a new life somewhere else.

We chose to create our own Puritan **colony** on land north of the Pilgrim **colony** of Plymouth. Guided by our leader John Winthrop, we sent men ahead to prepare the way for us. They began the construction of houses in an area we call Salem. They cleared the land for planting. We now have four settlements within our **colony**. Apart from Salem, we have Boston, Charlestown, and Cambridge. The population within our **colony** is growing rapidly. Each year, hundreds of people come to live their lives with us. I have heard the grownups say that even King Charles I cannot believe how successful and strong we are becoming.



*Puritans arrived at the Massachusetts Bay **Colony** in 1630.
Inset: John Winthrop*

Trade ships frequently move in and out of our **harbors**. I love to watch the men unload items that have been sent across the ocean from our former homeland. We need guns, tools, and cloth. We hear news from home by talking to the sailors and newly arrived colonists. It makes our hearts flutter when the sailors and passengers talk of life in England. Just two months ago, I sat on the snow-covered dock and listened to stories from home. The sailors spoke of the **glorious** sound of the London church bells ringing out on Christmas Day. They also reminded us of the smell of roasting pheasant and sweet plum pudding. As you can tell, some of us are sometimes homesick but we know our cause is just and good and worth the **sacrifice**.

People are welcome here, but all who come to live with us must live according to the rules of the Bible. That is the Puritan way. Thus, I must surely **mend my ways**. I must not smile during Elder Jones's sermon, no matter how long it is. I can tell you, Elder Jones does like to do a lot of **preaching**.



A sailor delivered supplies and news from home.

My brother George keeps pulling my hair and running away. I have asked him nicely to stop. I have frowned at him like Mother frowns at me. But still he continues to do it. I must also make sure that I don't wag my finger at him. I must not scold him either. I have done it twice now, though my mother has not seen me do it. George is the baby in our family. He is no longer a real baby as he is four years old. My mother and father had seven children, but we are the only two children still alive. Mother and Father make excuses for George's behavior, but not for mine. I must be "responsible Lizzie."

Well, it seems that Elder Jones is not done **preaching**. He has called us back to the meeting house for one more sermon before sunset. I hope he is not wearing that wig again.

Why do you think the Puritans made the meeting house the center of their lives?



George pulled Lizzie's hair.

Chapter 14 The Middle Colonies

Read-Aloud

The English had now successfully established a number of colonies in North America. They were determined to claim more land, which is why in 1664 a fleet of English warships sailed into New Amsterdam **Harbor**, which is now the New York **Harbor** in New York City. England promptly claimed the **harbor** as its own. While they were at it, the English claimed the



*English warships sailing
into New Amsterdam*

city and all the land around it, too. This was particularly bold because, not only were these areas already Dutch colonies, but Native Americans were living there as well. How and why did this happen? Let's go back in time to find out.

In 1609, Henry Hudson, an Englishman exploring for the Netherlands, set sail across the Atlantic Ocean on behalf of the Dutch East India Company. His destination was North America. Hudson, like many other explorers of the time, was searching for a northwestern water route to Asia, or what they called the Northwest Passage.



*Map of Henry Hudson's route/
Henry Hudson*

Although Hudson did not find that route, he did find an area that is now part of the greater New York City area. When he arrived in this **harbor**, Hudson claimed it for the Netherlands. The **harbor** area was named New Amsterdam, and the **colony** was named New Netherlands. Hudson did, however, name the Hudson River after himself. And so, a Dutch **colony** in North America was established.

Before long, this Dutch **colony** began to develop as an important fur-trading center. Beaver fur was very popular in Europe, and Henry Hudson had noted that there was an abundance in the area.



“Purchase” of Manhattan

It is believed by many historians that in 1624, Peter Minuit, the governor of this Dutch **colony**, purchased the island of Manhattan from a group of local Native Americans known as the Munsee in exchange for trade goods worth sixty guilders at the time. A guilder was a unit of Dutch money, and sixty guilders was very little compared to the value of the land in Manhattan today. Because Native Americans did not share the Europeans’ concept of private land ownership, historians are not sure whether the Native Americans understood what the Dutch thought they were purchasing. Nor are historians

sure that the Dutch realized that it was the **custom** of some Native Americans to negotiate for trade goods in return for allowing others to pass through or temporarily inhabit the land upon which the natives were settled. Rather than create boundaries between the Native Americans and the colonists, these exchanges were meant to be the basis for continuing social connections between the groups.

So, it seems likely that both parties misunderstood the nature of the exchange. As a result, conflicts arose and continued between the colonists and Native Americans in this region just as they had in other regions.

As the Dutch **colony** continued to expand, it began to attract more Europeans. The **colony** allowed for certain religious freedom, so people who were not very happy with the leaders of their churches began to leave their homes and arrive in the New World. This **colony** had excellent land for farming and a growing fur trade. The English had set their sights on this area, too. For quite some time they had **concentrated**, or focused, on establishing colonies to the north and south of what is now New York, but in 1664 they turned their attention to this area.

At this time in England, Charles II was king. His father, Charles I, had been killed because he was not well liked by the people, and Charles II had been forced to leave England. Later, in 1660, Charles II was invited to return and become king. If you remember, King Charles II had acquired, or built up, a great deal of **debt**. This happened during the ten years that he had been living in exile. During this time, Charles II had borrowed an enormous amount of money from friends. It's not easy to live like a king when you are not actually recognized as one.

When Charles II reclaimed his throne, he looked to North America to solve his **debt** problems. As you know, he had already given land that did not belong to him in the South to several of his loyal friends. You might ask: "Why didn't he give away parts of England?" Well, because that was against English law. There was no such law in place to protect the land in North America, and Charles believed he was entitled to claim this land. Charles II based this belief on the fact that John Cabot had explored North America for England back in the late 1400s, well before Henry Hudson had done so for the Dutch in the early 1600s.



Peter Stuyvesant surrenders to the English

King Charles II put his brother James in charge of coming up with a plan to take New Netherlands from the Dutch. In 1664, James, also known as the Duke of York, sent a number of warships to New Amsterdam **Harbor**. The Dutch had been taken by surprise. Not only was New Amsterdam poorly defended, but the townspeople did not particularly like their over bearing governor at the time, Peter Stuyvesant (*stie-vuh-sant*). They were unwilling to risk their lives for him against the English, so Peter Stuyvesant had no choice but to surrender.

And so, the Duke of York had carried out his mission without firing a single shot. King Charles II was very pleased indeed. Although the Dutch did try to take their **colony** back several times, they were **ultimately**

unsuccessful, and by 1669, the area was officially deemed an English **colony**. In honor of the Duke of York, New Amsterdam became known as New York City, and New Netherlands was now the **colony** of New York.



New Jersey

Not wanting to be too greedy, and ever grateful to loyal supporters of the monarchy, the Duke of York gave the southern part of the **colony** of New York to two of his good friends. These friends were George Carteret and John Berkeley. This area later became known as New Jersey, named after the Isle of Jersey in the English Channel.

Soon after, the English took an area, known as Delaware, away from the Dutch, too. So, the English had

now established colonies in three **distinct** regions: the Southern colonies, which were made up of Maryland, Virginia, North and South Carolina, and Georgia; the New England colonies, made up of Connecticut, Massachusetts, Rhode Island, and New Hampshire; and the Middle colonies, made up of New York, New Jersey, and the soon-to-be Pennsylvania, and Delaware.

The population in the Middle colonies grew rapidly. These colonies attracted not only English people, but people from many other European countries, too. In fact, the population in all of the English colonies grew, and within one hundred years after King Charles II reclaimed his throne, the population would grow to be two million! Two of the most populous cities in North America at this time were located in the Middle Atlantic region: New York City and Philadelphia. These cities grew into bustling commercial centers with large populations.

People who moved to the Middle colonies from another country brought with them their own individual languages, culture, and range of skills. The people who settled in the Middle colonies were particularly **diverse**, or varied. You can imagine hundreds of new arrivals speaking different languages, wearing different kinds of clothing, building different types of homes, and eating



Newly arriving settlers

many different kinds of food. Despite their differences, however, the people who moved to North America all had one thing in common: they wanted a better life.

There were also many different reasons people chose to come to the Middle colonies. One was that this region had good **harbor** areas and long, wide rivers. The English knew that this region would be good for trade. Another reason some people were drawn to the Middle colonies was that the people in charge of governing those colonies were generally tolerant of people's religions. For the most part, the day-to-day decisions

were made by elected officials in town and county assemblies in the Middle colonies; however, the Duke of York, George Carteret, and John Berkeley were **ultimately** in charge.

Another reason people moved to the Middle colonies was because it was a good area in which to farm. The climate and soil in the Middle colonies, compared to the North and South, were perfect for farming. In terms of climate, it was neither too hot nor too cold.

Colonists working in fields



Wheat grew well in these conditions. As a result, these Middle colonies earned the name “the breadbasket” because they could grow a lot of wheat and supply large amounts of flour to England, as well as to other English colonies—particularly in the West Indies. Many **mills** were built in this region to grind the wheat into flour. The flour was packaged and exported. Other crops, such as **rye**, potatoes, peas, and flax, also thrived. Farming became the main **occupation**, or job. There were other **occupations**, too. There was also a need for sailors, trappers, lumbermen, merchants, and craftsmen. Shipbuilding became an important industry, too.

There were some enslaved Africans in the Middle colonies, just as there were in the Southern colonies. Unlike the Southern colonies, people in the Middle colonies used the rapidly growing population as their main source of workers, and they paid them wages. As a result, there was less dependence on **slavery** than in the South.

Builders were needed in the Middle colonies, too. People built houses of different styles, often reflecting the culture of their homeland. Networks of roads, though very basic, were slowly developing. The Great Wagon Road became an important “highway,” stretching from Pennsylvania, south through Maryland, Virginia, and North Carolina. Workshops, stores, and coffee shops were opening. Thanks to an English king who needed money, a vibrant new culture was emerging three thousand miles away.

The Quakers and the Lenni Lenape

Charles, Hester, and their father, Micah, walked slowly toward the Lenni Lenape (Le-NO-pae) village. They were delivering gifts from some of the families who lived in their small Quaker **colony**. Just one year earlier, in 1685, some of the young Lenni Lenape men had helped several newly-arrived English and Welsh Quakers clear land for farming.



The gifts they carried were in three straw baskets. The baskets were heavy and Charles and Hester struggled to carry theirs. The baskets held dumplings, cheese, bread, apple butter, and ham.

Neither Charles nor Hester were nervous about visiting the village. They had been there several times before with their father. They had even been inside some of the homes, called wigwams. In fact, both children had been **astonished** by how warm and dry these homes made of bark were.



Charles, Hester, and Micah delivered gifts to the Lenni Lenape.

The village was on the bank of a long, winding river. In the village, there were about thirty wigwams and four longhouses. Like the wigwams, the longhouses were made from a wooden frame covered in bark. Unlike the wigwams, though, several families lived together in one longhouse. On the **outskirts** of the village, the children could see the Lenni Lenape's fields full of corn, squash, and beans. In the river near the bank, four dugout canoes were bobbing up and down in the water. Two of the canoes held piles of raccoon, beaver, and fox fur. This fur was a sign that some of the Lenni Lenape men would soon be setting off to trade with either Europeans or other Native Americans.



Lenni Lenape men loaded fur into their canoes.

Charles and Hester were Quakers from a part of England called the Midlands. They had arrived in Philadelphia, Pennsylvania, the previous year with their parents. Philadelphia was a growing town in the English **colony** known as Pennsylvania. In 1681, William Penn, a Quaker and the leader of this **colony**, had received the land now known as Pennsylvania from King Charles II of England. The king had given him the land to settle a **debt** he owed to William's father. William Penn was grateful to the king because he wanted this land to be a place where Quakers could live without fear. Quakers were **persecuted** in England. They were often arrested and some were killed because of their beliefs.



William Penn's father (left) and William Penn (right)

Quakers were unpopular because they did not believe in war, and therefore, refused to fight. Also, they did not think that there was only one way to **worship** God. They did not think that it was necessary to go to church to **worship**, either. They also believed that everyone in the world was equal, which meant that Native Americans and African slaves were equal, too. These views made members of the king's government very angry. The king himself was not pleased with them. William Penn decided that it was time to find a safe place for Quakers to live.

Before leaving England in 1681, William Penn drew up a plan for the city of Philadelphia. He wanted it to have wide, tree-lined streets and public parks. He wanted Philadelphia to be a magnificent city within the **colony** of Pennsylvania. He wanted it to be a place where people lived in such a way that they were an example to the rest of the world. People of all faiths, not only Quakers, would be welcome.



William Penn's plan for the city of Philadelphia

As the children neared the village, a Lenni Lenape boy ran toward them. He had clearly been waiting for them.

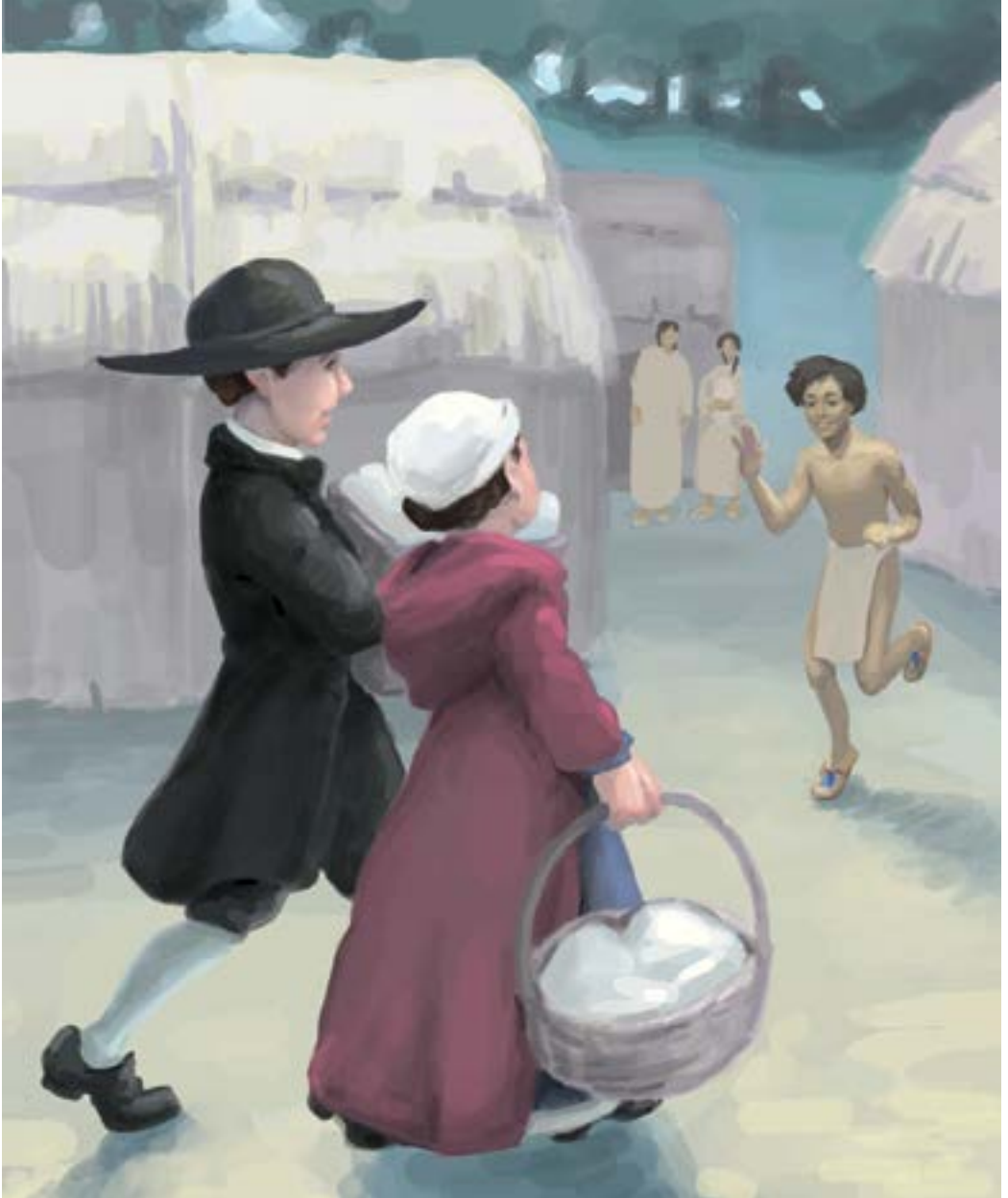
“Hello, Lapowinsa,” said Charles to the boy.

“Hey,” replied Lapowinsa. “What do you have in the baskets?”

Both Charles and Hester had taught Lapowinsa to speak English. He was their friend and they enjoyed spending time with him.

“We have gifts,” Hester replied. Lapowinsa joined the children as they marched behind their father into the Lenni Lenape village.

The people in the village smiled at the children’s father. They came to greet him. Charles always **admired** the breechcloths and leggings that the men wore. The women wore dresses and their long, dark hair was braided. The men, women, and children wore moccasins on their feet.



Lapowinsa greeted Charles and Hester.

The children's father had learned to speak a little of the Lenni Lenape language. With William Penn, he had been involved in the purchase of the land they lived on from the Lenni Lenape.

After handing over the gifts, their father was invited to smoke tobacco with some of the Lenni Lenape men. This meant that Charles, Hester, and Lapowinsa would get a chance to play. The children and Lapowinsa began to walk toward the river. Lapowinsa had promised to take them out in a canoe to search for turtles.

"Be back before sunset," their father called. The children nodded and then with Lapowinsa leading the way, they ran like the wind across the open land.

In your opinion, how might Lapowinsa be different from Charles and Hester's friends in England?

In your opinion, how might Lapowinsa be different from Charles and Hester's friends in England?



Charles, Hester, and Micah handed over their gifts to the Lenni Lenape men.

Chapter 16 Matthew, the Apprentice

“Matthew, have you finished printing those newspapers?” Uncle Abraham asked.



“Almost,” Matthew replied.

“Well, when you are done, I need you to deliver these sermons to Pastor Keller. He’s waiting for them,” continued Uncle Abraham. “Oh, and when you get back from delivering the sermons, you will need to make more ink.”

Matthew nodded his head to let his uncle know that he had heard his instructions. In 1755, Matthew was a printer’s **apprentice**. He was **originally** from a small village thirty miles north of Philadelphia. Matthew’s father was a cooper there. A cooper is a skilled **craftsman** who knows how to make casks, buckets, barrels, and containers of all shapes and sizes. In the colonies, almost every kind of food and drink was stored in the kinds of containers his father made.



Matthew printing newspapers

When Matthew was little, he had thought that he would one day work with his father. However, his older brother Jonah had become their father's **apprentice**. From the age of seven until he was ten, Matthew had attended a one-room schoolhouse where he was fortunate enough to have been taught how to read and write.

Four days after his eleventh birthday, Matthew's Uncle Abraham had come to visit. During his visit, he had offered Matthew the opportunity to move to Philadelphia and become his **apprentice**. At first, Matthew had not wanted to leave his family. He had three younger sisters he loved dearly, along with his brother Jonah. However, Matthew's parents had explained to him that he would have to learn a skill so that when he grew up he too could support a family.



Uncle Abraham offered Matthew the opportunity to become his apprentice.

Before Uncle Abraham left, Matthew had signed an **apprenticeship** agreement that stated that he “would faithfully serve his uncle, keep his secrets, and obey all of his lawful commands.” For his part, Uncle Abraham had agreed to spend seven years teaching him the skills he needed to be a successful printer. During that time, he would house, feed, and clothe Matthew. Four weeks after his uncle’s visit, Matthew’s father had loaded up their wagon and they had set off for Philadelphia.



*Matthew signed the **apprenticeship** agreement.*

In Philadelphia, Matthew and his father had spent two days exploring the city with Uncle Abraham. Then on the third day, his father had bought supplies for his workshop and said goodbye. Matthew had watched his father go until he was out of sight. Though his eyes filled with tears, Matthew willed them not to fall.

Four years had passed since that day. Now, Matthew was fifteen years old. Matthew had three more years to serve as an **apprentice**. When his seven years of training were finished, Matthew would become a journeyman. A journeyman was a skilled printer, though not yet a master **craftsman**. Matthew would spend three more years working alongside his uncle and he would receive payment for his work. When he turned twenty-one years of age, Matthew hoped to become a master **craftsman** and open up his own business.



Matthew watched his father leave.

Matthew finished printing the last newspaper. Printing newspapers was one of the hardest jobs of all. It could take more than twenty hours to print one page. All of the work was done by hand. This included organizing tiny pieces of metal with individual letters or punctuation marks on them into the order in which they had to appear on the printed page. This task was called setting the type. The type was then held firmly in place as an inking pad spread ink over the type. The printing press transferred the carefully arranged words and sentences onto paper.

Matthew picked up the bundle of printed sermons and quickly checked to see if he had all of the ingredients needed to make the ink when he returned. Ink was made from **tannin**, iron sulfate, gum, and water. He was happy to see that Uncle Abraham had stocked up on these supplies.



Matthew and a freshly printed newspaper

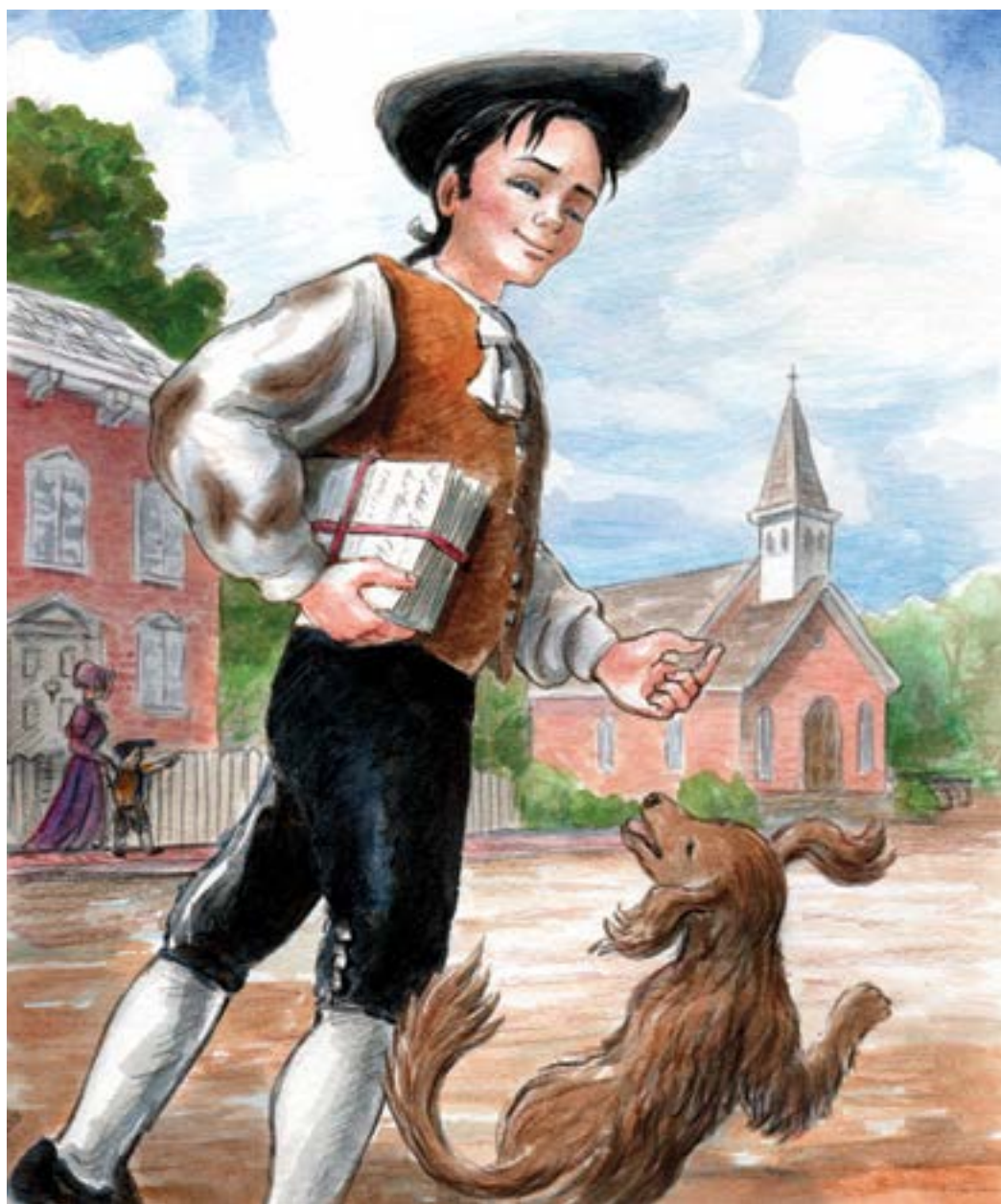
Out on the street, Matthew made his way towards the small wooden church at the end of the avenue. Pastor Keller was the Lutheran minister in charge of this church. As Matthew walked, a small, shaggy, brown dog came to keep him company. The dog had appeared several times earlier in the week near the door to their kitchen. Matthew had thrown it some scraps and now it appeared whenever Matthew did.

“Hey, you want to come with me?” Matthew asked as he clicked his fingers.

The small dog looked up at Matthew and wagged its tail.

“Okay then,” said Matthew. “Let’s go.” Matthew began to run down the avenue, taking care to hold on tight to his **delivery**. The small white dog scampered happily after him.

Do you think being a printer’s **apprentice** is a good opportunity for Matthew?



Matthew and his shaggy friend

Life on a Farm in the Middle Atlantic Colonies, Part I

“Primrose, come see the kittens that have just been born,” yelled Patience, Primrose’s sister.



“See, there are six of them,” Patience continued as her sister appeared at her side. Primrose sat down next to Patience as she pointed to a spot beneath a large shrub, where the mother cat and her kittens lay.

The two girls stared long and hard at the tiny creatures that looked more like little rats than kittens. There were six kittens in all. Their eyes were closed and they could not walk. They lay in a **heap** together beside their mother.

“I want to keep one as my own,” said Patience.

“Well, you can’t yet,” Primrose replied. “They have to stay with their mother for at least ten or eleven weeks. Then, you’ll have to ask Mama and Papa.



Patience found a litter of kittens.

They'll say no though. They don't like us keeping animals inside the house."

"I'll hide it in a safe place," said Patience firmly.

"Where?" asked Primrose quite seriously. "Where will you hide it? I can't think of one place that Mama and Papa wouldn't find it."

"In a bucket," announced Patience confidently.

"Do you think that a kitten will stay in a bucket all day, waiting for you to finish your chores?" laughed Primrose. "Do you think Mama and Papa won't notice you carrying a bucket around everywhere?"

Patience thought about this for a while before she replied. Then she said, "The kitten will stay in the bucket if I train her to." Patience chose to ignore the second part of Primrose's question.

The two girls continued to debate about whether or not it was possible to hide a kitten in their small log house without anyone noticing. Like many colonial cabins, theirs consisted of two small rooms downstairs and three very small bedrooms upstairs. Primrose and Patience shared a bedroom, as did their three brothers.

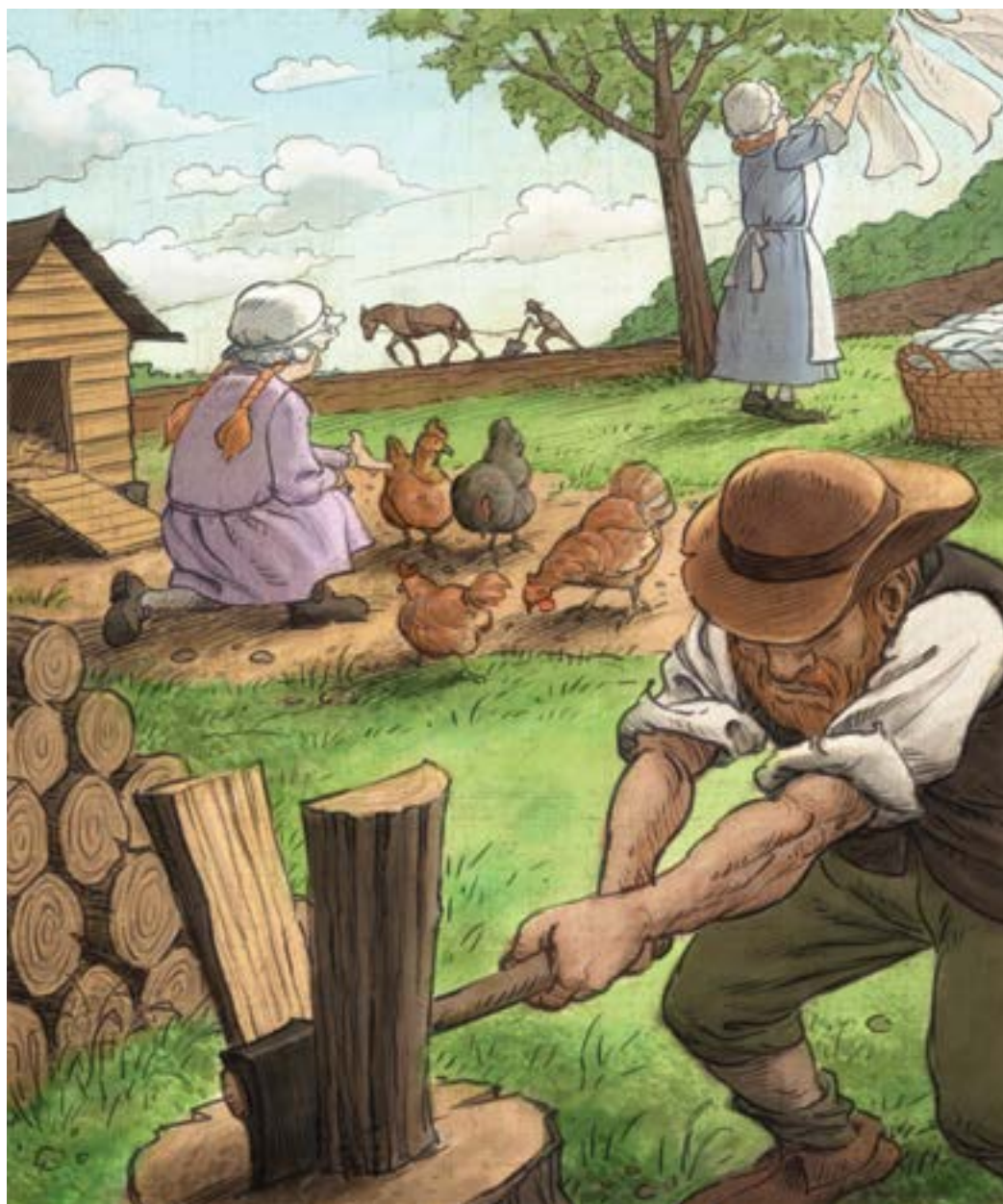


Primrose tried to talk Patience out of her idea to keep a kitten for herself.

Primrose and Patience lived on a farm in southern New Jersey. They and the rest of their family were **originally** from Sweden. They had moved to this English **colony** because of their Uncle Sven. He had written to their father and told him about the wonderful life they could have there.

Uncle Sven had traveled to New Jersey from Sweden in 1699. That was exactly thirty years after the English had taken control of this region from the Dutch. Uncle Sven was now a successful wheat farmer.

The girls and their family had arrived in New Jersey in 1701. Primrose and Patience lived with their father, mother, and three brothers on a one hundred acre farm. On their farm, they grew wheat, **rye**, and **barley**. They kept cows, pigs, and chickens, too. Most people in the Middle Atlantic colonies lived on small farms that ranged from fifty acres to one hundred fifty acres. These farms were quite spread apart and neighbors didn't see much of each other except at church on Sunday. Sometimes they got together for special **occasions** or if someone needed help.



Patience and her family doing chores

The farm that the girls lived on had a house and a large barn. They had a garden where they grew vegetables, berries, and fruits. They had a small orchard, too. Their garden was fenced, as was the area where they kept their pigs. Their cows were sent out to **graze** in the pasture each morning and brought back into the barn each night for milking. Their farm animals were valuable and they kept a close eye on them.

After a while, the girls' older brother Lars found them by the shrub. Lars had been sent to look for them by their father. He sat down beside the girls and peeked at the kittens. Finally, he spoke.

"You two are needed in the barn. Papa wants you to lead the cows out into the pasture. Then, Mama wants you to weed and water the garden. After that, she wants you to go inside and help her with the new quilt she is making."



Lars found the kittens.

Primrose and Patience sighed. They knew they had several hours of chores ahead of them. Next week would be even busier. It was spring cleaning week. They would have to help Mama make soap before they cleaned and swept out the whole house.

Before scampering off, Patience knelt down and kissed the small pile of newborn kittens. "I'll be back later," she whispered.

Do you think Patience could really keep her kitten in a bucket?



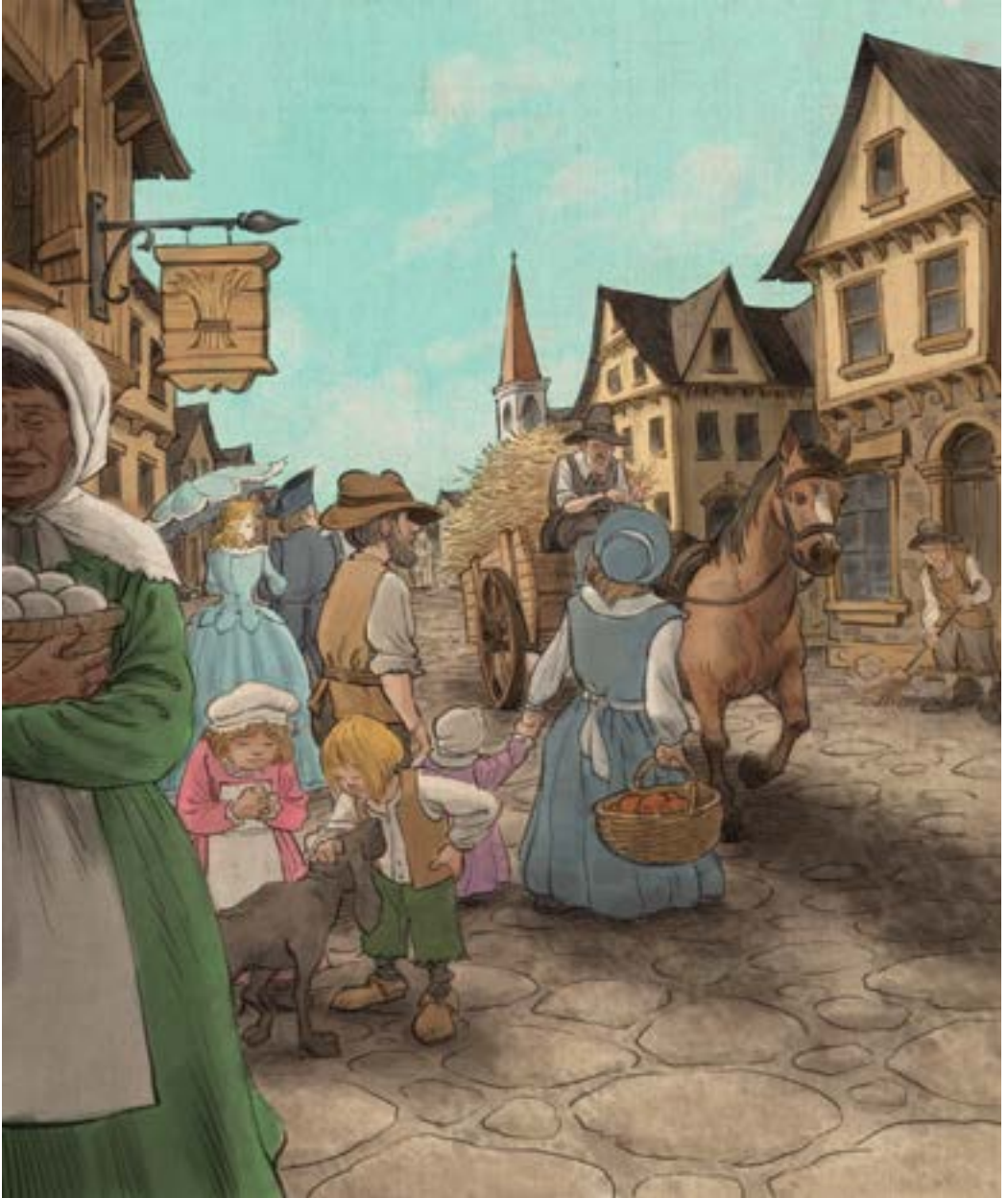
Patience kissed the kittens.

Chapter 18 Life on a Farm in the Middle Atlantic Colonies, Part II

Do you remember that in the last chapter, you read a story about Patience and Primrose? They found something very special under a shrub. Who can remember what it was? When you left them, they had set off to do their chores. Let's find out what's happened to them.



The girls' uncle had given them good **advice** about the Middle Atlantic colonies. These colonies offered people from Europe new opportunities as well as religious freedom. Although these were English colonies, Germans, Dutch, French, Swedish, and Irish people came to live in New York, New Jersey, Delaware, and Pennsylvania. Every day, more and more people arrived to start a new life.



Colonists arrived from many different European countries.

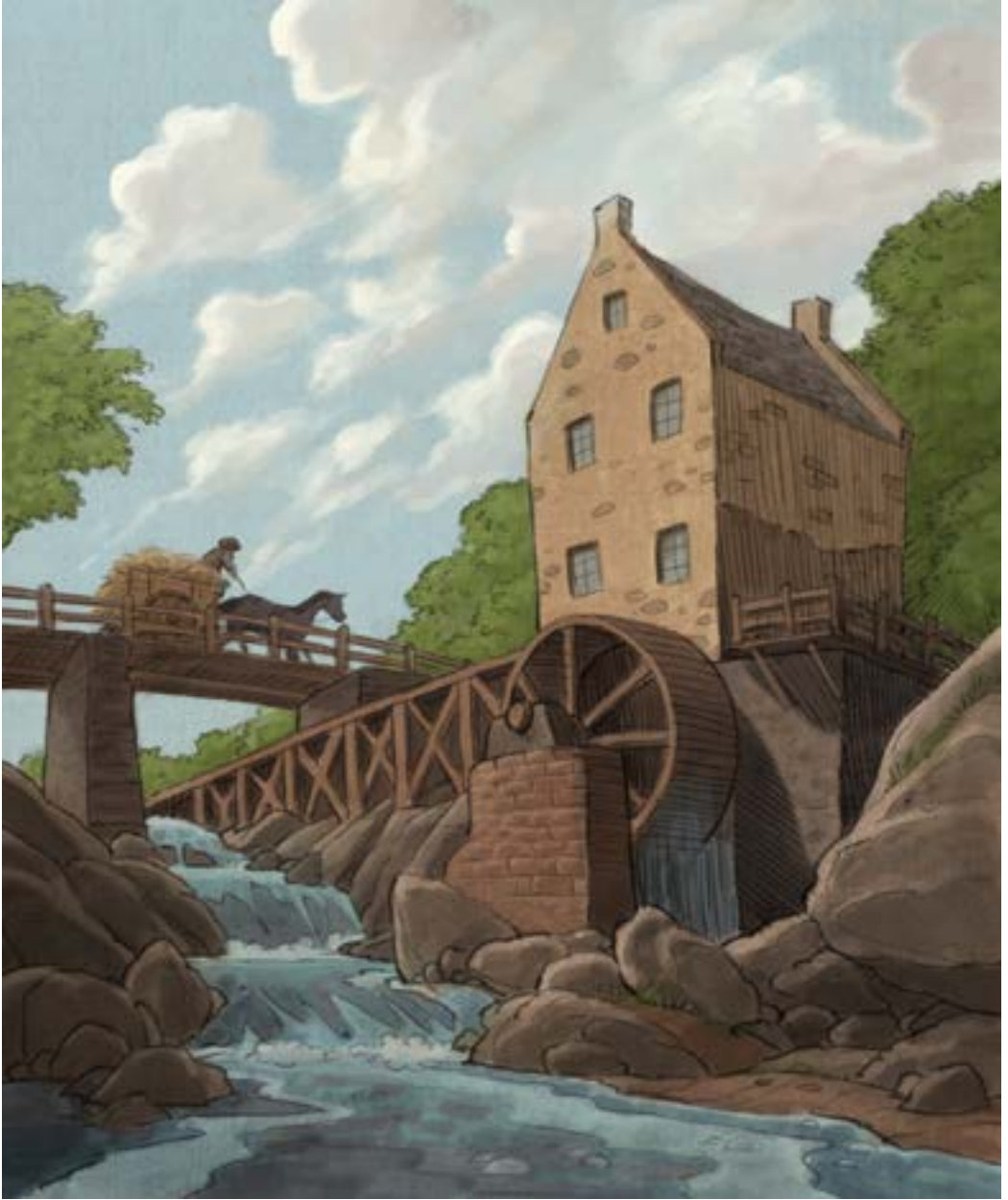
Papa often told the children stories about his trips into town. He would tell them of all the different languages he heard being spoken there. He would describe the people who came from many different parts of Europe. He would **occasionally** bring home strange and unusual foods he had bought from the market or the street vendors. One of their favorites was English ‘pop robbins’. The girls looked forward to the delicious balls of batter made from flour and eggs boiled in milk. Papa would describe the styles of clothes people wore and the different **customs** he had heard about.

Almost all of their neighbors were from different parts of Europe. Their closest neighbor was a family from Germany. In the first years of the 18th century, German families had begun to arrive in this **colony**. At harvest thanksgiving time, their German neighbors had cooked scrapple and brought it to their home. The boys had loved this pudding dish of meat and grain. The girls were less thrilled, but they had loved the apple strudel that followed. The girls and their family had also been invited to visit with an Irish family who lived about a mile away. Mama had been amazed by how much the Irish family liked to eat butter and cream.



Families from different countries ate together.

It was a well-known fact that the Middle Atlantic colonies produced more food than the New England colonies. The soil in the Middle Atlantic colonies was so much better for farming. For this reason, these colonies had earned the name ‘the breadbasket of the colonies’. They produced huge amounts of **rye**, **barley**, and wheat, their most important crop. Farmers sent their grain harvest to the water-powered **mills** across the region. At the **mills**, the grain was turned into flour. The flour was sold to other colonies and to people in the West Indies. It was even sold to English merchants, who shipped it to England. The girls’ mother often joked that they were helping to feed the King of England himself.



*A water-powered **mill***

The Middle Atlantic colonies were not only known for farming. Along the coast, fisherman fished and skilled craftsmen built boats and ships. Men cut down trees from the forests and turned them into lumber to be used to make boats as well as to be shipped to towns and cities in England.

Because people of different faiths were free to **worship** as they wished, different kinds of churches were springing up throughout the Middle Atlantic colonies. There were various Christian churches, including the Lutheran church that the girls' family attended. Like the children's family, most of the Swedish settlers were Lutheran. There were Jewish temples, too. Small, one-roomed schoolhouses were also beginning to appear. Only boys could attend them. The girls' two older brothers went to school to learn reading, writing, and manners. When they weren't at school, Papa taught the boys how to hunt, farm, build fences, and make tools.



The girls' family attended a Lutheran church.

Primrose and Patience went about doing their chores. They led the cows into the pasture. The cows followed them **obediently** along the familiar track. After that, they weeded and watered the newly planted vegetable garden, stopping only once to drink water from the well and to put on their sun bonnets. They did not speak much as they worked. Primrose hummed to herself as she worked though. As they neared the end of their task, Patience looked up and exclaimed, "I know! I will hide my kitten in my pocket. That way, she can come with me everywhere I go. Her name will be Midnight."

Primrose glanced at her sister and sighed. There was no point disagreeing with her or even pointing out the fact that her kitten would grow into a cat. It was clear that Patience was determined to have a pet kitten.



Patience and Primrose weeded the vegetable garden.

When they were done with the weeding, Primrose stood up and looked toward their cabin.

“We had better go help Mama with the quilt. Now that it is springtime, maybe she will make each of us a new dress,” she said hopefully. “I would also like some new ribbon for my hair.”

Patience’s eyes lit up. “I want a blue dress with a very large pocket,” she said excitedly. “And some yarn for Midnight to play with.”

With that, the two girls ran off to find their mother.

How would you feel if you had to do so many chores each day?



Patience will name her kitten Midnight.

Chapter

19

The Road to Revolution, Part I

Read-Aloud

You have learned about how the English colonies were established, and how the colonists lived their lives. Throughout this time, the English, Spanish, and French fought each other over land in North America. They were land hungry and clashed over the areas of North America they wanted for themselves. The Spanish had forced the French out of what is present-day Florida and



English, Spanish, and French soldiers

gained control of it. The Spanish also moved into the areas of North America now known as New Mexico, Arizona, California, and Texas. The French were colonizing parts of present-day Canada

and had also claimed the Mississippi River valley for France. Whereas some of these land claims resulted in wars on European soil, other clashes were beginning to take place in North America.

At the same time, more and more Europeans were coming to the English colonies and searching for new land to settle. They began to move further west, away from the coastal areas where people had first settled. Over time, the Native Americans began to realize that there would be no end to the **influx** of people.

In 1675, war broke out in New England. It was time for the Wampanoag to take a stand. Chief Metacom, the son of Chief Massasoit [mass-uh-so-it], led a war party against some English settlers. This attack turned into an all-out conflict. Eventually the English settlers won, essentially destroying the Wampanoag **tribe**, and taking even more of their land.



Wampanoag approaching English settlement

As the colonies grew, English explorers continued west across the Appalachian Mountains to what is now the Ohio River Valley. However this land was not uninhabited either. Native Americans had been living in this region for a long time, some of them having been forced to move west away from the eastern regions to escape the **influx** of settlers. The French had also claimed a few areas of the Ohio Valley. The French had established a good trading partnership with various native **tribes** in the area. They didn't want the English settlers to interfere with this business relationship.

Neither the Native Americans nor the French wanted English settlers to build homes upon this land. However, members of the British Parliament wrote to the French and told them that it was a well-known fact that the land belonged to Great Britain and they should go away.

The French considered this request and then replied: "Non!"

Hmm. This was a bad sign! Conflict was brewing. The Native Americans, distressed by how much land they had already lost, steeled themselves for a fight. And so did the French.



French and Indian War battle scene

Yet another war broke out in 1754. This war is known as the French and Indian War. Fought in the forests of North America, this war went on for a very long time—almost nine years in all. Colonists in North America were asked to fight for this land. Britain also sent thousands of soldiers across the Atlantic Ocean to fight. Many Native Americans in the region, such as the Huron, fought with the French in this war. Others, such as the Iroquois, sided with the British.

Two years later the war over the colonial territory in North America spread to other parts of the world where France and Great Britain competed for land, such as

Europe, the West Indies, and India. This phase of the war is known as the Seven Years War in Great Britain.

Eventually, after much conflict, the British captured the French-controlled city of Quebec, Canada. The capture of Quebec in 1759 was a turning point for the British, who eventually won the war. In 1763, the war was over, but this was the beginning of the end for French fortune in North America.

Although the French and the British signed a peace treaty, the Native Americans did not.

Organized attacks on British settlers continued under the leadership of Chief Pontiac of the Ottawa **tribe**. These assaults, commonly known as Pontiac's Rebellion, actually involved a vast network of at least thirteen Native American **tribes** which united together. The British soon realized that it would be impossible to defend this land, or the settlers on it. As a result, the British Parliament and King George III decided that settlers could not live on land west of the Appalachian Mountains. In 1763, King George issued a proclamation forbidding it. Can you imagine? Having just fought a war for ownership of this land, colonists were now told to stay away from it.



King George III before Parliament; Proclamation being read

Fighting a war for many years is a very expensive thing to do. When it was over, the British Parliament realized that they had spent a great deal of money. Britain was in financial trouble, and someone had to help get them out of it. That someone was the thirteen colonies.

The prime minister of Great Britain at the end of the French and Indian War was a man named George Grenville. Grenville was asked to come up with a plan to pay off Britain's **debt**. He thought long and hard about this and did indeed come up with a plan. "How about **taxing** the colonists?" he thought to himself. "After all, Great Britain fought the war to defend the colonists against the French and the Native Americans!" Grenville presented his plan to King George III and Parliament. Everyone in Britain agreed. It was a great plan.

In 1764, the British Parliament passed the Sugar Act. This law placed a tax on foreign sugar and molasses. By making foreign sugar and molasses more expensive, the colonists were being forced to buy these goods from the British producers in the West Indies. However, this act did not just include sugar; it also included wine, cloth, coffee, and silk. The colonists were now taxed if they chose to buy less expensive products from other nations.

Then in 1765, the British Parliament passed the Stamp Act. The Stamp Act stated that all printed materials produced in the colonies would be taxed. Newspapers, magazines, legal documents, and—believe it or not—even cards, would cost more. People were required to buy a stamp and place it on the paper item they had purchased.

In the same year, the Quartering Act was passed by the British Parliament. This meant that colonists had to help provide quarters, or temporary places to live, for the British soldiers stationed in the colonies. The colonists also had to provide supplies, such as food, bedding, candles, and firewood.

For many years, the colonists had handled their own affairs. Now, members of a government three thousand miles away had voted to tax the colonists. The colonists were not allowed to vote for these British leaders, so they



American colonists read the Stamp Act

felt their views and thoughts were not represented in the British government. Many colonists believed that it was unfair that they had to pay taxes, but did not have **representation** in the British Parliament. The British responded that members of Parliament considered the interests of the entire empire, and not simply the areas they represented.

Although most people had accepted the Sugar Act and the Quartering Act, they were not prepared to accept the Stamp Act without a fight. Some **outspoken** colonists began to suggest that they should not pay it. They cried, “No taxation without **representation!**”

Chapter 20 The Road to Revolution, Part II

Read-Aloud

As you have heard, the colonists were in strong opposition to the taxes Great Britain kept **heaping** on them. Their famous words were, “No taxation without **representation!**”



Patrick Henry before House of Burgesses speaking against tax

One man in particular, Patrick Henry, began to speak up. Patrick Henry was a Virginia lawyer. In Williamsburg, Virginia, he stood before the House of Burgesses and spoke out against the king and the new tax. Patrick Henry stated that only colonial governments should have the power to introduce new taxes in the colonies.

In 1765, the twenty-seven elected leaders of nine colonies made their way to New York. They met to discuss what could be done about the Stamp Act. This meeting became known as the Stamp Act Congress. Members of the Congress informed the British Parliament that this tax was **unjust**.

Another **outspoken** leader at this time was a man named Samuel Adams from Massachusetts. He organized a group of people who became known as the Sons of Liberty. These men protested in the streets, burned the stamps, and **threatened** the agents whose job it was to collect the taxes. It soon became impossible to impose the Stamp Act. And so in 1766, the British Parliament was forced to repeal it. When the colonists heard this news, they celebrated their victory.

Members of Parliament were not happy. King George insisted that it was Britain's right to tax the colonies.



Sons of Liberty protesting

A new plan was needed. This time a man named Charles Townshend had another idea. They would put a tax on items that they knew the colonists really needed. These items—which were used daily in colonial times to make many things—included paint, paper, glass, lead, tea, wool, and silk.

In response, the colonists decided to **boycott** these items from Britain. They began to make their own products. Colonists purchased tea from other sources, or drank “liberty tea” made from herbs and berries. Many women even began making their own cloth. This hurt British manufacturers, and before long, this tax was also removed—that is, all except for the tax on tea. So, the colonists’ **boycott** of British tea continued.

Alarmed by the level of protests, Britain sent troops to the colonies. They arrived in Boston **Harbor** in 1768. The colonists did not like the presence of British soldiers, especially because the soldiers had been sent to control them. **Tension** between the colonists and Britain continued to grow.

In 1770, a scuffle, or brief fight, broke out in Boston between British soldiers and a group of colonists. In the confusion, British soldiers fired their guns into the crowd and killed five colonists, injuring six others. The first to die was a man named Crispus Attucks. People were horrified. The soldiers were immediately arrested. This terrible event became known as the Boston Massacre. The relationship between the colonists and Britain was becoming much worse.



Boston Massacre; Crispus Attucks

It would not be fair to say that tea caused the American Revolution, but it played a part. The colonists were still refusing to buy tea from Britain. And King George and his government were refusing to listen to the colonists. In 1773, the British Parliament introduced a new law called the Tea Act. This time they said that only the British East India Company could sell tea to the colonies—and the tea would still be taxed.

The colonists responded that, not only did they not want this tea, they didn't want trade ships bringing it into the colonies, either. In other words, they would give up drinking British tea altogether.

In 1773, three British trade ships loaded with tea appeared in the Boston **Harbor**. The Sons of Liberty took action. Wearing elements of Native American war clothing, they threw all of the tea into the water! This event became known as The Boston Tea Party.



*Boston
Tea Party*

Now the king was really mad. You could say the colonists' "actions spoke louder than their words." The British government decided to punish this **colony**. A British general was placed in control of Massachusetts. Boston **Harbor** was closed, and more British soldiers were sent to Boston. With the port closed, many colonial businesses began to suffer. The colonists called these recent British decisions the Intolerable Acts because they were not willing to put up with them.

Rather than back down, the colonists began to join together. Many colonists were even more convinced now that the British did not understand them or care about them. Colonists were now daring to think about, and talk about, establishing their **independence** from England and becoming their own nation. Those who wanted to become independent, or free, of England were called Patriots. People still loyal to England and the king were known as Loyalists.

It was clear that the colonists' relationship with Britain was changing, and elected leaders of the colonies had to decide what to do. George Washington, John Adams, Thomas Jefferson, James Madison, Benjamin Franklin, John Hancock, and other leaders came together for a gathering in Philadelphia known as the First Continental Congress.

In this meeting, the leaders voted to end all trade with Britain until Britain repealed the Intolerable Acts. Most people still hoped that these **issues** could be resolved peacefully.



Founding Fathers: Washington, Adams, Jefferson, Madison, Franklin, Hancock

However, it was decided that each **colony** should begin to store weapons and train men for war.

On April 18, 1775, British soldiers were given information about colonial weapons that had been secretly stored in a town called Concord, about twenty miles from Boston. The soldiers were ordered to seize the weapons and destroy them. The British soldiers began to march towards Concord. A colonist named Paul Revere rode through the night to inform his fellow Patriots that the British were coming.

Perhaps you are familiar with this first part of a famous poem called “Paul Revere’s Ride,” by Henry Wadsworth Longfellow, based on this historic event:

*Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five:
Hardly a man is now alive
Who remembers that famous day and year.
He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal-light,
One, if by land, and two, if by sea;
And I on the opposite shore will be . . ."*

Paul Revere saw the signal of two lanterns lit by his friend in the church tower. That meant the British were coming by sea, so he rode all night to Concord to warn the colonists. Although Paul Revere was captured, the colonial soldiers, called Minutemen, were warned and prepared for the arrival of the British.

Paul Revere's Ride



The very first shots of the American Revolution were fired in Lexington on April 19, 1775, as the British soldiers were on their way to Concord. Historians are not certain who fired the first shot. Several Minutemen died in this exchange of fire. The British soldiers continued their march toward Concord. However, when they got there, the weapons were nowhere to be found.

Paul Revere's heroic ride had warned the colonists in time for them to move their weapons. The British began to retreat. As they did, they were fired upon by Minutemen. Many British soldiers were killed.

A second gathering of leaders from each **colony** was called in the city of Philadelphia, which would later become the first capital of the United States. Shortly before this meeting, Patrick Henry had uttered these famous words: "I know not what course others may take, but as for me, give me liberty or give me death!"

At this Second Continental Congress, George Washington was chosen to be the Commander-in-Chief in charge of an army that did not yet fully exist, but which the leaders anticipated they would soon need.



*Declaration of **Independence**; the Stars and Stripes colonial flag*

During this time, many letters and petitions were sent to King George. Among them was the Declaration of **Independence**, primarily penned by Thomas Jefferson and approved by the Founding Fathers on July 4, 1776.

King George responded by ignoring the colonists' requests and sending more British soldiers to the colonies. The long and difficult battle for American **independence** had begun.

Glossary for *Living in Colonial America*

A

acre—a measurement of an area of land that is almost the size of a football field (**acres**)

admire—to look at with enjoyment (**admired**)

advice—a suggestion about what someone should do

alarming—disturbing or causing fear

amend—to change or add to

anxiously—acting nervous or worried

apprentice—someone who learns a skill by working with an expert for a set amount of time (**apprenticeship**)

astonished—suddenly surprised

B

ban—to forbid, not allow (**banned**)

barley—a grain that is used for making food

beg—to ask for money or food (**begged**)

beloved—greatly loved

Bible—the book of holy, religious writings in the Christian religion

bitterly—extremely

bonnet—a hat worn by women and babies that ties under the chin (**bonnets**)

boycott—to refuse to buy

breechcloth—a cloth worn by men to cover the lower body (**breechcloths**)

brow—forehead

C

cabin—a small house, usually made of wood (**cabins**)

cask—a large, wooden barrel (**casks**)

chapel—Christian religious services

chore—a small job done regularly (**chores**)

colony—an area in another country settled by a group of people that is still governed by the native country (**colonial, colonies**)

concentrated—focused on something

confirmed—proved; assured

consequently—therefore; happening as a result of something else

craftsman—a person who makes things by hand

creation—the act of making something new

custom—tradition (**customs**)

D

debt—money or something else owed (**debts**)

debtor—a person who owes money (**debtors**)

delivery—something taken to a person or place

destination—the place someone is traveling to

devour—to completely destroy

dissenter—someone who disagrees with the majority, or the people in power

distinct—clearly different from other things

diverse—made up of things that are different from one another

dock—a platform that sticks out in water so boats and ships can stop next to it to load and unload things

dumpling—a small ball of dough that has been steamed or boiled and has food wrapped inside (**dumplings**)

E

Elder—a formal name for addressing a minister or religious leader

English Separatist—a person who was unhappy with the Church of England and wanted to start a new church with others who felt the same way (**English Separatists**)

F

faithfully—showing true and constant support and deserving trust

flourished—became successful

flutter—to become excited or nervous

foreigner—a person who is living in a country that is not his/her homeland (**foreigners**)

G

galleon—a large sailing ship (**galleons**)

glorious—wonderful

graze—to feed on grass growing in a field

grimy—dirty

gulp—to swallow quickly or in large amounts (**gulped**)

H

harass—to continuously annoy or bother (**harassed**)

harbor—an area of calm, deep water next to land where ships can safely put down their anchors (**harbors**)

harshest—most difficult and unpleasant

heap—a lot of

homeland—the country where someone was born or grew up (**homelands**)

homesick—sad because you are away from your home, homeland, or family and friends

I

illuminate—to light up (**illuminated**)

independence—freedom

indicate—to make a sign of (**indicated**)

inevitable—unavoidable; unstoppable

influx—An arrival; entry

ingredient—an item needed to make something (**ingredients**)

intend—to plan (**intended**)

interference—interruption; unexpected stop in a plan or action.

iron sulfate—a bluish-green salt used to make inks

issues—problems or difficulties

J

Jewish—people whose ancestors are from ancient Hebrew tribes of Israel; Jewish people believe that God has chosen them to have a special relationship with him

just—fair

L

Lenni Lenape—a Native American group from what is now the Delaware River valley; the Lenni Lenape lived in clans according to the mother's line of ancestors, grew corn, beans, and squash, and hunted and fished, which many still do today

lumber—wood that has been sawed into boards

Lutheran—a branch of Christianity that follows the teachings of Martin Luther, who taught that the Bible is the only reliable guide for faith and religious practice and each passage in the Bible can only be interpreted in one way

M

mend my ways—change behavior to be a better person

mill—a building with machines that grind grains into flour
(**mills**)

minister—a religious leader or pastor

mistress—the female head of the household

moccasin—a soft, flat leather shoe (**moccasins**)

O

obediently—behaving in a way that follows what you have been told to do

occasion—an event or celebration (**occasions**)

occasionally—sometimes but not often

occupation—a job

off course—not following the intended plan

opportunity—a chance to do something (**opportunities**)

orchard—an area of land where fruit trees grow

originally—at first

orphan—a child whose parents are no longer alive

outskirts—the outer edges of a town or city

outspoken—refers to someone that speaks in an honest or open way

overgrown—covered with plants that have grown in an uncontrolled way

P

pastor—a religious leader or minister

Patuxet—a Native American group from the area around Plymouth and what is now southeastern Massachusetts; the Patuxet grew corn, fished, hunted, and helped the Pilgrims when they first arrived at Plymouth

persecute—to continually treat in a harsh and unfair way due to a person's beliefs (**persecuted**)

persuade—to convince (**persuaded**)

pheasant—a large bird with a long tail that is hunted for fun and for food

Pilgrim—a person who left England to find a new place to practice religion in his/her own way; Pilgrims started a colony in Plymouth, Massachusetts in 1621 (**Pilgrims**)

pivotal—critical; very important

plantation—a large farm, usually found in warm climates, where crops such as cotton, rice, and tobacco are grown

pluck—to pull something quickly to remove it (**plucked**)

Powhatan—a Native American group from what is now eastern and southeastern Virginia; the Powhatan lived in longhouses, grew crops like beans, squash, and corn, and hunted and fished

preach—to talk about a religious subject (**preaching**)

printing press—a large machine that presses sheets of paper against a surface with ink on it to print words and designs

pure—free from evil (**purser**)

Puritan—a member of a group of people who wanted the Church of England to be purer and thus left England to find a new place to practice religion; some Puritans were Pilgrims, like some English Separatists were (**Puritans**)

Q

Quaker—a person who is part of a Christian group who believes that all people have something of God in them and are, therefore, equal, believes in simple religious services, and is against war (**Quakers**)

R

raggedy—tired from stress and wearing tattered clothes

representation—having someone do something for someone else or a group of people

request—an act of politely asking for something (**requests**)

reveal—to make known (**revealed**)

rickety—poorly made and could break at any moment

rye—a grain that looks like wheat and is used to make flour

S

sack cloth—rough cloth used to make sacks or bags for carrying things

sacrifice—the act of giving up something you like for something that is more important

scurry—hurried movement (**scurrying**)

seamstress—a woman who sews as a job

senior—having a higher position or more power within a group

sermon—a message delivered orally by a religious leader, usually during a religious service, that is designed to teach

shaft—ray or beam (**shafts**)

shaggy—covered with long, tangled, or rough hair

slavery—the practice of forcing people to work without pay as enslaved people

society—a group of people organized together

squint—to look at something through partially closed eyes

street children—children whose parents had died so they lived on their own on the streets of London

street vendor—a person who sells things, such as food, on the street (**street vendors**)

strudel—a German pastry made with thin dough rolled up, filled with fruit, and baked

successful—reaching a goal you had (**succeed**)

swamp fever—malaria; a sickness stemming from being bitten by infected mosquitos found in warm climates

swamp—wet, spongy land that is often partially covered with water

T

talking to—the act of scolding or a serious conversation during which you tell someone why his/her behavior is wrong

tannin—a red substance that comes from plants, is used to make ink, and is in a variety of food and drinks

tattered—old and torn

tax—a payment to the government

tend—to take care of

threat—the possibility that something harmful and bad might happen

tension—pressure or stress

time traveler—someone who travels back and forth to different points in time (**time travelers**, **time traveling**, **time travel**)

transformed—changed shape, size, appearance, or quality

transplant—to dig up a plant and plant it somewhere else (**transplanted**)

transport—to carry from one place to another

tribe—a large group of people who live in the same area and have the same language, customs, and beliefs

trod—walked on or over

twinkling—sparkling

U

ultimately—As a result

unjust—unfair, not right

W

well-being—a feeling of happiness and good health

Welsh—from the country of Wales

witness—to see something happen (**witnessed**)

worship—to show love and devotion to God or a god by praying or going to a religious service

would-be—hoping to be a particular type of person

wrestler—a person who fights by holding and pushing
(**Wrestling**)

Core Knowledge Language Arts Amplify.

Editorial Staff

Susan Lambert, Vice President, CKLA

Julie Weintraub, Senior Account Manager

Elizabeth Wade, PhD, Managing Curriculum Developer

Patricia Erno, Managing Curriculum Developer

Jamie Raade, Senior Curriculum Developer

Amber McWilliams, ELL Specialist

Christina Cox, Copy Editor

Julia Cantuaria, Associate Marketing Manager

Project Management

Matthew Ely, Director of Operations

Jennifer Skelley, Senior Producer

Leslie Johnson, Associate Project Manager

Design and Graphics Staff

Todd Rawson, Design Director

Julia Sverchuk, Creative Director

Erin O'Donnell, Senior Designer

Contributors

Ann Andrew, Desirée Beach, Leslie Beach, Brian Black, Stephanie Cooper, Tim Chi Ly, Nicole Crook, Stephen Currie, Kira Dykema, Carol Emerson, Jennifer Flewelling, Mairin Genova, Marc Goldsmith, Christina Gonzalez Vega, Stephanie Hamilton, Brooke Hudson, Carrie Hughes, Sara Hunt, Rowena Hymel, Jason Jacobs, Leslie Johnson, Annah Kessler, Debra Levitt, Bridget Looney, Christina Martinez, Sarah McClurg, Julie McGeorge, Evelyn Norman, Chris O'Flaherty, Cesar Parra, Leighann Pennington, Heather Perry, Tim Quiroz, Maureen Richel, Jessica Richardson, Carol Ronka, Laura Seal, Cynthia Shields, John Starr, Carmela Stricklett, Alison Tepper, Karen Venditti, Carri Waloven, Michelle Warner, Rachel Wolf

Center for
Early Reading
Amplify.

Core Knowledge Language Arts

Core Knowledge Foundation

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Waffler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

EXPERT REVIEWER

Charles Tolbert

WRITER

Rosie McCormick

ILLUSTRATORS AND IMAGE SOURCES

Cover: Meghan Jean Kinder 1 (Tents): Ellen Beier; 3 (Time travelers): Core Knowledge Staff; 5 (Kids with map): Core Knowledge Staff; 6 (Map with faces): Sharae Peterson, Michelle Weaver, Michael Parker, Erika Baird, Marti Major, Gideon Kendall, Durga Bernhard, Ellen Beier, David Sheldon, Core Knowledge Staff; 7 (Contents): Sharae Peterson, Michelle Weaver, Michael Parker, Erika Baird, Marti Major, Gideon Kendall, Durga Bernhard, Ellen Beier, David Sheldon, Core Knowledge Staff; 9 (Robert and George): Sharae Peterson; 11 (English explorers): Sharae Peterson; 13 (Colonial map): Core Knowledge Staff; 15 (Overgrown fort): Sharae Peterson; 17 (Reconstruction): Sharae Peterson; 19 (John White's ship): Sharae Peterson; 21 (Tom hurries): Michelle Weaver; 23 (Tom and Jane): Michelle Weaver; 25 (Colonial children): Michelle Weaver; 27 (John Smith): public domain; 27 (John Rolfe): Library of Congress, Prints & Photographs Division, LC-DIG-pga-03343; 29 (Tobacco plants): Shutterstock; 31 (Tobacco harvest): Michelle Weaver; 33 (John Smith talking): Bryan Beus; 34 (Smith among Powhatan): Bryan Beus; 36 (Pocahontas bringing food): Bryan Beus; 37 (Jamestown fire): Bryan Beus; 39 (First women): Bryan Beus; 41 (Great distress): Bryan Beus; 43 (Lord De la Warr): Bryan Beus; 44 (House of Burgesses Assembly): Daniel Hughes; 45 (King James I): Bryan Beus; 47 (Bow and arrow): Michelle Weaver; 49 (Respect for Powhatan): Michelle Weaver; 51 (William and Tom): Michelle Weaver; 53 (Forest): Michelle Weaver; 55 (Powhatan boy): Michelle Weaver; 57 (Deer hunt): Michelle Weaver; 59 (Rolfe and King James): Durga Bernhard; 60 (Busy port): Durga Bernhard; 61 (Indentured servants): Durga Bernhard; 63 (Charles II): Durga Bernhard; 64 (Tobacco, rice, indigo): Shutterstock; 66 (Trade routes): Core Knowledge Staff; 67 (Boarding ship): Durga Bernhard; 69 (Captured Africans): Durga Bernhard; 71 (Wagon): Durga Bernhard; 73 (Calling Seth): Durga Bernhard; 75 (George and Seth): Durga Bernhard; 77 (Slaves): Durga Bernhard; 79 (Seth awakes): Durga Bernhard; 81 (Seth hopes): Durga Bernhard; 83 (Pirates): Daniel Hughes; 84 (Charles and Maria): public domain; 84 (Lord Baltimore): Peter Oliver; 86 (Act of Toleration): Daniel Hughes; 87 (Debtor's prison): Daniel Hughes; 88 (Charter): Daniel Hughes; 89 (Chief Tomochichi): Daniel Hughes; 90 (Regional map): Core Knowledge Staff; 93 (The Anne): Ellen Beier; 94 (James Oglethorpe): public domain; 94 (King George II): Wikimedia Commons / Creative Commons Attribution-Share Alike 3.0 Unported, <http://creativecommons.org/licenses/by-sa/3.0/deed.en> / Modified from Original; 95 (Baker, carpenter, farmer, blacksmith): Ellen Beier; 97 (Tents): Ellen Beier; 99 (Yamacraw): Ellen Beier; 101 (Mary and Remember): Michael Parker; 103 (Wrestling Brewster): Michael Parker; 105 (Pilgrim children): Michael Parker; 107 (Mayflower): Shutterstock; 107 (King James I): public domain; 109 (Mother): Michael Parker; 111 (Plymouth): Core Knowledge Staff; 113 (Burial): Michael Parker; 115 (Squanto and Samoset): Michael Parker; 117 (Poor soil): Michael Parker; 119 (Abundant harvest): Michael Parker; 121 (Thanksgiving): Michael Parker; 123 (Mistress Fear): Michael Parker; 125 (John Winthrop): Shari Griffiths; 126 (Ship supplies): Shari Griffiths; 127 (Puritan town): Shari Griffiths; 128 (Williams statue): Bill Price III / Wikimedia Commons / Creative Commons Attribution 3.0 Unported, <http://creativecommons.org/licenses/by/3.0/deed.en> / Modified from Original; 129 (Roger Williams): Shari Griffiths; 130 (Anne Hutchinson): Shari Griffiths; 132 (Thomas Hooker): Shari Griffiths; 133 (New Hampshire): Core Knowledge Staff; 135 (New wig): Erika Baird; 137 (Puritan town): Core Knowledge Staff; 139 (Bay Colony): Erika Baird; 139 (Winthrop inset): public domain; 141 (Sailor): Erika Baird; 143 (Lizzie's hair): Erika Baird; 144 (English warships): Sharae Peterson; 145 (Hudson's route): Core Knowledge Staff; 145 (Henry Hudson): Scott Hammond; 146 (Purchase): Sharae Peterson; 149 (Peter Stuyvesant): Sharae Peterson; 150 (New Jersey): Core Knowledge Staff; 152 (Settlers): Sharae Peterson; 153 (Colonists working): Sharae Peterson; 157 (Charles, Hester, Micah): Marti Major; 159 (Lenni Lenape): Marti Major; 161 (Penn's father): public domain; 161 (William Penn): public domain; 163 (Philadelphia): Becca Scholes; 165 (Lapowinsa): Marti Major; 167 (Gifts): Marti Major; 169 (Printing): David Sheldon; 171 (Uncle Abraham): David Sheldon; 173 (Apprenticeship): David Sheldon; 175 (Matthew's father): David Sheldon; 177 (Matthew with newspaper): David Sheldon; 179 (Shaggy friend): David Sheldon; 181 (Kittens): Gideon Kendall; 183 (Primrose and Patience): Gideon Kendall; 185 (Chores): Gideon Kendall; 187 (Lars): Gideon Kendall; 189 (Patience): Gideon Kendall; 191 (Colonists): Gideon Kendall; 193 (Eating together): Gideon Kendall; 195 (Mill): Gideon Kendall; 197 (Lutheran church): Gideon Kendall; 199 (Vegetable garden): Gideon Kendall; 201 (Midnight): Gideon Kendall; 202 (Soldiers): Scott Hammond; 203 (Wampanoag): Scott Hammond; 205 (Battle scene): Scott Hammond; 207 (Proclamation): Scott Hammond; 209 (Stamp Act): Pantheon / SuperStock; 209 (Americans): SuperStock; 210 (Patrick Henry): Scott Hammond; 212 (Sons of Liberty): Scott Hammond; 213 (Crispus Attacks): Scott Hammond; 214 (Boston Tea Party): Scott Hammond; 216 (Founding Fathers): public domain; 217 (Paul Revere): Scott Hammond; 219 (Declaration): Shutterstock; 219 (Flag): Shutterstock



Center for
Early Reading
Amplify.

ckla.amplify.com

ISBN 9781681612348

