



The Huntington Library, Art Collections, and Botanical Gardens

# SETTLEMENT OF THE PLYMOUTH AND MASSACHUSETTS BAY COLONIES OF NEW ENGLAND



Grade 5  
United States History and Geography

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## I. Standards Assessed

### History-Social Science Content Standards

5.4

- 2 Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding. . . .
- 3 Describe the religious aspects of the earliest colonies (e.g. Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).

### History-Social Science Analysis Skill Standards

#### *Chronological and Spatial Thinking*

- (1) Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.

#### *Research, Evidence, and Point-of-View*

- (2) Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

#### *Historical Interpretation*

- (3) Students identify and interpret the multiple causes and effects of historical events.
- (4) Students conduct cost-benefit analyses of historical and current events.

**English-Language Arts Content Standards***Reading*

- 1.2 Use word origins to determine the meaning of unknown words.
- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

*Writing*

- 1.2 Create multiple-paragraph expository compositions.
- 2.3 Write research reports about important ideas, issues, or events. . . .

*Speaking*

- 2.2 Deliver informative presentations about an important idea, issue, or event. . . .

**English-Language Development Standards (Level 4)***Listening and Speaking*

- (1) Listen attentively to more complex stories /information on new topics across content areas, and identify the main points and supporting details.
- (6) Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”)

*Reading Fluency*

- (1) Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.
- (4) Use standard dictionary to find the meanings of known vocabulary.
- (6) Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.
- (8) Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression.

*Reading Comprehension*

- (1) Describe main ideas and supporting details of a text.
- (2) Generate and respond to comprehension questions related to the text.
- (6) Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.
- (7) Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/effect.

*Writing Strategies*

- (4) Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g. math, science, social studies).
- (6) Write multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms.

## II. Teacher Background Information

The Tudor king Henry VIII of England ruled during a turbulent time of religious upheaval. At the beginning of the Protestant Reformation Henry took a firm stand against the teachings of Martin Luther and won from the pope the title “Defender of the Faith.” In 1533, after a marriage of 23 years, Henry divorced his wife Catherine of Aragon. Henry VII, the king’s father, had won the throne after a bloody civil war. Henry VIII felt that he needed a son in order to secure the Tudor dynasty in England. During their near quarter-century marriage Catherine had but one living child, a daughter Mary Tudor. When Henry divorced his wife and married again he broke with the Catholic Church in Rome and proclaimed himself as head of the Church of England or Anglican Church. Henry refused to join the ranks of Protestant reformers and kept the basic beliefs and traditions of the Roman Catholic Church.

Henry’s second wife, Anne Boleyn, gave him a daughter, Elizabeth. Still desiring a male heir, Henry married again. Jane Seymour, his third wife, died shortly after giving birth to a son, Edward. Henry married three other women before his death in 1547. His young son became King Edward VI. During his reign the Anglican Church adopted Protestant ideology. Upon Edward’s death in 1553, the throne passed to Henry VIII’s eldest daughter, Mary. Mary had been brought up as a Catholic and during her reign persecuted those who refused to accept the Catholic faith. Upon her death, Henry’s second daughter Elizabeth I, restored Protestantism. Catholics felt threatened in England and became involved in plots to overthrow Elizabeth in favor of her cousin, Mary Stuart of Scotland. During Elizabeth’s reign the English were expected to support the Anglican Church. Although Elizabeth proved to be more tolerant than Mary, religious dissenters had few liberties.

On Elizabeth’s death the throne passed to the Protestant King of Scotland, James VI, who now ruled England as James I. King James had no patience with religious dissenters. During the Elizabethan era some Anglicans sought to go further in making changes in the church and to purge or “purify” it of all vestiges of Roman Catholicism. Another group felt that it would be difficult if not impossible to “purify” the church from within and sought to separate from communion in the Anglican Church. Facing persecution for their religious convictions, these Separatists left England and took up residence in the Netherlands. They considered this a pilgrimage and thus called themselves “Pilgrims.” Fearing the loss of their English identity and hearing of the successful colonial settlement in Virginia, these Pilgrim Separatists returned to England with the intention of receiving permission from the Virginia Company to set up a colony north of Jamestown. They sailed for America in 1620. Ten years later Puritans received a charter

from King Charles I, who had come to the throne on his father's death, and established the Massachusetts Bay Colony adjacent to the Separatist Plymouth Colony (Plimoth Plantation). The Puritan migration brought thousands to New England, many fleeing religious persecution of Puritans prior to the outbreak of a great Civil War in England, 1642-1646.

### III. Materials Needed

#### Part I

##### Student Readings

Document One John Smith's A Description of New England

Document Two The Mayflower Compact

Document Three William Hilton's A Letter Home

#### Part II

##### Teacher Information for the Class Time Line

##### Student Readings

Document Four Rev. Cotton's sermon *The Divine Right to Occupy the Land*

Document Five John Winthrop's A Model of Christian Charity

Document Six Journal of John Winthrop.

Document Seven Song, *Forefathers' Song*, ca. 1630

### Note to the Teacher

All primary source readings used in this lesson have been adapted by using conventional spelling. Be sure that students understand that ellipses reflect words or sentences that were deleted from the original document; that brackets note a word or words that were added for clarity; and, that anything in parentheses was actually included by the original author of the passage. Since seventeenth-century documents may prove difficult reading for some students, primary source readings are presented along with a contemporary English "translation" for easier reading. You may wish to have students attempt to read the primary source first but always offering them the option of referring to the contemporary version of the document. This latter version would be considered a secondary source.

The lesson is divided into two sections as a way of emphasizing the two distinct colonies that were set up by English dissenters in New England. Part one focuses on the Separatists or Pilgrims establishing a settlement at Plymouth while part two examines the later Puritan colony of Massachusetts Bay. Often, after reading text accounts students are not able to distinguish between Pilgrims and Puritans nor recognize that Plymouth was not originally part of the Massachusetts Bay colony.

#### IV. Lesson Activities

**Part One**—Plymouth Plantation, The Separatist (Pilgrim) Colony established in 1620

1. Begin the lesson with a review of textbook readings on the Puritans and the religious persecutions in late sixteenth-century England. Students should be familiar with the terms “Separatist” and “Puritan” and understand that the Church of England, although Protestant, kept many of the rituals of the Roman Catholic Church. They should understand that Puritans and Separatists held the same religious beliefs but that the Puritans wanted to remain in the Church of England but “purify” it. Separatists, on the other hand, wanted to form a completely separate religious community. After reviewing text readings, ask students why the Separatists temporarily moved to Leyden in the Netherlands and why they came to be called “Pilgrims.”
2. Have students assume the roles of Separatists who have just returned from Leyden and prepare a joint petition to present to King James I of England requesting religious toleration. As the teacher, assume the role of King James I of England and after hearing their petition proclaim in a firm voice the actual words of the king, “If this be all they have to say, I shall make them conform themselves, or I will harry them out of the land.” As a class discuss what they could expect from the king if they continued to practice their religious beliefs. Discuss what alternatives they would have.
3. Assign **Document One**, “A Description of New England” written by Captain John Smith describing the area around Cape Cod, Massachusetts, considered at that time to be “Northern Virginia.” After reading the document ask students to explain why the Separatists decided to move to “Northern Virginia.” Questions that follow the reading may be assigned for discussion in pairs, used in student discussion within larger groups, or in a general class discussion. Locate Plymouth, Cape Code, Massachusetts, and Virginia on a classroom map.
4. Students should realize that the *Mayflower* was blown off course during a storm in the Atlantic and reached land at Cape Cod. Tell students that some believe that the ship did not stray off course and that the Separatists intended to settle well north of the Virginia colony so that they would not be subject to the government established for Virginia. Introduce children’s literature and either read aloud or have students read from one or more books to help them understand what the passage across the Atlantic was like in the 1620s. Select from books such as: Kate Waters’s *On the Mayflower: Voyages of the Ship’s Apprentice and a Passenger Girl* or Susan Whitehurst’s *The Mayflower*. (Refer to Print Resources on page 25 for brief annotations of these two books.) Have students assume the role of a young Pilgrim onboard the *Mayflower* and write several journal entries describing the voyage. The individual journal entries can be included in the student’s portfolio.
5. Provide students with a copy of the Mayflower Compact, **Document Two**, or read it to the class. Use the questions following the reading as a guide for class discussion.

6. Refer to the textbook or to available children's literature, such as two widely read fictional accounts by Kate Waters, *Sarah Morton's Day* and *Samuel Eaton's Day*, to gain a better understanding of what life was like in Plymouth (Plimoth). Refer to Print Resources for additional titles that may be used for individual reading or as class read-aloud books. Distribute **Document Three**, a letter written by William Hilton describing the Plymouth colony. How is this letter from an actual settler similar to or different from the fictional accounts of life in New England? Ask students why they believe that William Hilton had such a rosy picture of the colony. Consider that the letter was written in 1621 not long after Hilton arrived. You may wish to have students write another letter from William dated a few years later. What do you think William would write in this letter about life in Plymouth? Based on text book readings about life in Plymouth and readings from Kate Waters' *Samuel Eaton's Day*, how might this letter differ from the one written in 1621? Have students offer evidence to support their later description of life in Plymouth.

### Part Two—Massachusetts Bay Colony, the Puritan “City Upon a Hill”

Remind students that King James I threatened to force Puritans to accept the Church of England. In 1625 King James died and was followed by his son, Charles I who had even less liking for any religious dissenters. Many of the English Puritans were well educated. Some had become noted clergymen, some prosperous businessmen, and some served in the Parliament as members of the House of Commons. A number of the leading Puritans decided it would be wise to leave England before the king tried to force them to conform to the Church of England. Puritan leaders in England felt that it would be wise to try to obtain a grant from the king rather than get a land grant from the Plymouth colony.

1. To help students understand the rapid series of events in the early settlement of Massachusetts Bay select students to form a “human time line.” Have students hold up 8 ½ x 11 card stock or cardboard. On one side of each sheet record the date and on the reverse side, record information for the student to read or share with the class. Arrange students in as a time line. When the date is announced, the student will convey the information on the back of the card to the class. Information for the time line activity is provided on page 9. You may wish to have several students represents the same date for shorter presentations. Following the chronological presentation of material ask students questions such as:
  - Why did the Puritans want to set up a colony in New England?
  - Did King Charles make a mistake in granting a charter to the Puritans? Explain.
  - What lands were granted to the Puritans by the royal charter?
  - Why was it important for the leaders of the company to settle in America? How did this differ from the Virginia Company that was in charge of the Jamestown colony?
  - Why did King Charles decide to take back the charter he had given Puritans?
  - Why did so many Puritans come to New England between 1630 and 1642?



2. With more Puritans migrating to the Massachusetts Bay Colony and being promised that they would become freeholders, or land owners, it became necessary to clear more land for settlement. Conduct a brainstorming activity asking students where the leaders of the colony would find enough land to provide for the new immigrants. How might the Native Americans respond to the arrival of all these new settlers? Who had the right to the lands in Massachusetts? Following a brief discussion, distribute **Document Four**, “The Divine Right to Occupy the Land,” a sermon preached by Rev. Cotton before John Winthrop and the first large group of Puritans left for New England. Use the questions following the reading as a guide for small group or class discussion. After studying about William Penn’s colony of Pennsylvania consider having students develop a chart contrasting the differences in Rev. Cotton and William Penn’s views on land ownership.
3. Students should understand that the Puritan colony was set up by persons escaping religious persecution in England. Ask students why they think the Puritans felt it was necessary to set up a religious community in America. Students should understand that the colonists had been promised that they would become freeholders and as members of the church and property owners they could vote on policy. Students need to recognize that there was no separation of church and state as we know it today in the United States. As long as settlers were members of a Puritan congregation they would have a voice in making policy for church and state. Either present a dramatic reading to the class of **Document Five**, John Winthrop’s “A Model of Christian Charity” or have students read together as a class. Discuss the meaning of the metaphor of a “City Upon a Hill.” Discuss how Winthrop’s “A Model of Christian Charity” may be similar to the first day of class when the teacher goes over the rules of good behavior. Are classroom rules realistic? Were Winthrop’s “rules” for the colony realistic? Ask students if they think it would be hard to live up to the goals that Winthrop set for the colony? Why or why not?

Simulate a contest to design a poster or some other visual representation to reflect the meaning of Winthrop’s “A City Upon a Hill.” Have students work individually or in small groups to create their design. Post the designs in the classroom and conduct an election to select the one that the class believes best reflects Winthrop’s intention.

4. Less than ten years later Winthrop recorded some observations in his journal. He was obviously disappointed in the way things were working out in Massachusetts Bay. Read **Document Six**, an excerpt from the Journal of John Winthrop. According to Winthrop what was happening to the colony? In 1639 was the colony setting an example for other colonies as Winthrop had wished? Ask students to speculate why they think things had changed and to offer evidence to support their conclusions. Some might argue that since there was no longer any threat of religious persecution some of the colonists became less concerned with following the direction of their pastors. Others might conclude that business owners were more interested in making money than following the directions Winthrop had given in his “Model of Christian Charity” sermon. Make connections to the present by briefly discussing how

businesses operate today. Would contemporary business leaders agree or disagree with Winthrop? Explain.

5. Assign a quick-write asking students to write in a few lines explaining what life was like in the Puritan colony.
6. Distribute copies of **Document Seven**, “Forefathers’ Song.” Since there is no known musical arrangement, either put the song to music or have students hum along as the stanzas are read. What picture of life in colonial Massachusetts is reflected in the song? How does it differ from the way Puritans ministers described the colony? Assign the three stanzas to different students and have them recite the words while others in the class softly hum along. Conclude the lesson by constructing a class mural on Life in Massachusetts Bay during the first 50 years of the colony.

To extend the lesson have students elect to research and present an oral report on a famous New England Puritan such as John Cotton, John Winthrop, Anne Bradstreet, Roger Williams, Anne Hutchinson, Thomas Hooker, Increase Mather, or Cotton Mather. Other students could investigate the Salem Witchcraft trials and create a skit simulating the trials. You may wish to direct students to the Salem Witch Museum website, <http://www.salemwitchmuseum.com/> and have them take the 1692 site tour of the museum before developing their skit.



## Teacher Information for the Class Time Line

- 1625 Charles I becomes king of England. King Charles, like his father before him, does not like Puritans.
- 1628 John Endicott gets permission from the Plymouth Colony to settle 60 Puritans at Salem.
- 1629 King Charles agrees to give the Puritans permission to form a company for the purpose of settling in New England. In the charter the king does not say that the company has to stay in England.
- The new company has the right to settle lands between the Charles and Merrimac Rivers from the Atlantic coast to the Pacific Ocean. The king and the Puritan colonists thought that the Pacific Ocean was much closer than it actually is.
- King Charles tells the Parliament to go home. He will rule England without them and demands that all people in the country worship in the Anglican Church.
- 1630 Massachusetts Bay Company decides to set up a colony in New England and selects John Winthrop as the governor. Winthrop leaves England with 1,000 settlers including the owners of the company to join Endicott at Salem.
- 1630 Endicott moves his community south to Charlestown and Winthrop settles nearby at Boston.
- 1631 Puritan colonists considered “freemen” and become members of the company. The company is no longer considered a private company but the government of the colony.
- 1633 Entire Puritan congregations leave England with their pastors for Massachusetts Bay.
- 1635 King Charles decides to tear up the charter he had given the Puritans and appoints Sir Ferdinando Gorges, who hates Puritans, the ruler of New England.
- Puritan minister Roger Williams of Salem is expelled from the colony and settles at Providence later forming the colony of Rhode Island.
- 1637 Massachusetts fortifies towns and prepares to fight rather than give up the charter.
- 1638 Anne Hutchinson is expelled from Boston and for a time joins Roger Williams in Rhode Island.
- King Charles has problems in England and gives up his plan to cancel the Massachusetts Bay charter.
- 1640 More than 20,000 Puritans have settled in Massachusetts Bay Colony
- 1642 Civil War breaks out in England between the Roundheads and Cavaliers. The Cavaliers are members of the Church of England and loyal to the King. The Roundheads are mostly Puritans and join with Parliament against the King.
- 1649 The Civil War ends and Charles I is beheaded. The Puritan Oliver Cromwell rules England.

## A Description of New England

John Smith from the Jamestown colony in Virginia explored the coast of what is now Massachusetts. In 1616 Smith published a book *A Description of New England* in which he told of the rich land and called for the establishment of additional colonies in North America. In the book he wrote of how people could quickly grow rich in America.

### Primary Source

... My purpose is not to persuade children from their parents; men from their wives; nor servants from their masters: only, such as with free consent may be spared: But that each parish, or village, in City, or Country, that will but [send] their fatherless children, of thirteen or fourteen years of age, or young married people ... here by their labor may live exceeding well: provided always that first there be a sufficient power to command them, houses to receive them, means to defend them ... and sufficient masters (as, Carpenters, Masons, Fishers, ... and such like) to take ten, twelve, or twenty ... for Apprentices. The Masters by this may quickly grow rich; these may learn their trades themselves, to do the like to a general and an incredible benefit, for King, and Country, Master, and Servant. ...



John Smith

### Contemporary English

My purpose in writing this is not to persuade children to leave their parents; men to leave their wives; or, servants to leave their masters. People should be willing to come to this land. Each parish church or village, in the city or countryside, should send thirteen or fourteen year old orphan children and young married people to New England. Here they can work and make out very well provided that

there are leaders to govern them. There should also be houses for them and means to defend them. They should be assigned to work as servants for carpenters, brick masons, fishermen, and other skilled men so that they will learn a trade. These skilled masters can each take ten, twelve, or twenty young people to work for them and in this way they will quickly grow rich. The workers will also learn a trade and will, in time, also grow rich. This will help the King, England, the masters, and also the servants. Everyone will benefit.

Source: Peter Mancall, ed., *Envisioning America* (Boston: Bedford Books of St. Martin's Press, 1995), p. 140.

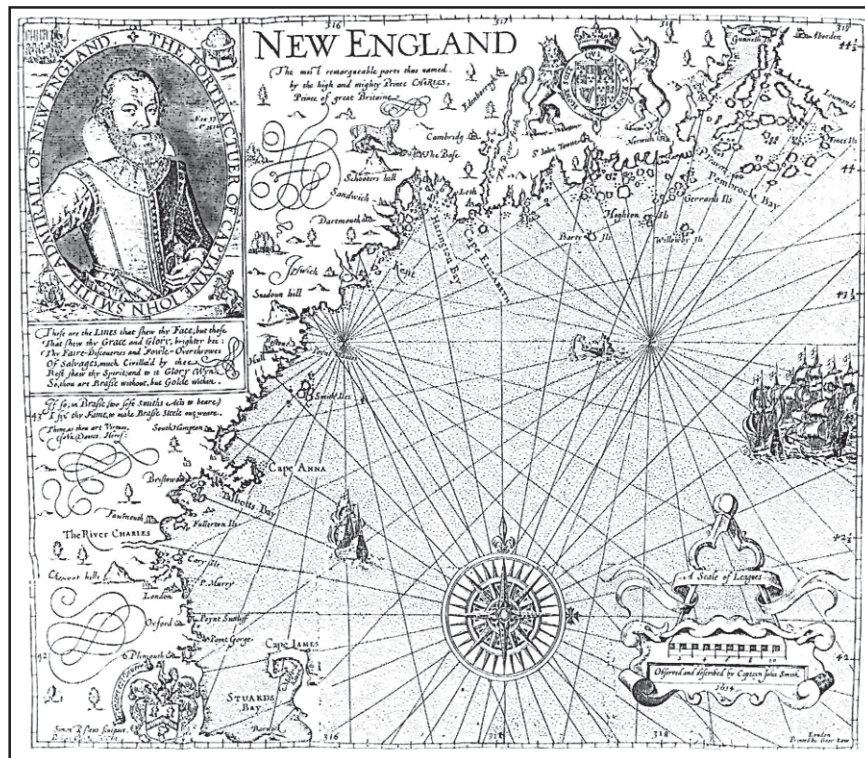
## Questions

1. Why would John Smith want “fatherless children” and young married couples to settle in America?
2. How would they be helping King and country by leaving England for America?
3. What can people expect when they come to America?
4. Do you think that John Smith was exaggerating the benefits or was he being truthful? How do you know?

## Vocabulary

apprentice

learner; trainee; some one assigned to work for a master to learn a trade



Captain John Smith, “Map of New England”

## Mayflower Compact

Before the Pilgrims left England they obtained a license from the Virginia Company to settle in Virginia. In November 1620, after storms in the Atlantic Ocean, they landed at Cape Cod (Massachusetts) far north of Virginia. Since they were not under the control of the Virginia colony, the men on board the *Mayflower* agreed to sign an agreement, or compact, to govern them until they could arrange for a charter for their new colony.

### Primary Source

This day, before we came into harbor, observing some not well affected to unity and concord, but gave some appearance of faction, it was thought good there should be an association and agreement that we should combine together in one body, and to submit to such government and governors as we should be common consent agree to make and choose, and set our hands to this that follows word for word.

In the name of God, Amen. We whose names are underwritten, the loyal subjects of our dread sovereign lord, King James. . . .

Having undertaken for the glory of God, and advancement of the Christian faith and honor of our king and country, a voyage to plant the first colony in the northern parts of Virginia, do by these present, solemnly and mutually, in the presence of God and one of another, covenant and combine ourselves together into a civil body politic . . . ; and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, offices from time to time as shall be thought most meet and convenient for the general good of the colony; unto which we promise all due submission and obedience. . . .

### Contemporary English

On the day we came into harbor some of our people are upset that we have not landed in Virginia. Since they may cause trouble we thought it would be good for all to agree that we should vote for our leaders and to make laws to govern us. We agree to the following, word for word.

In the name of God, Amen. We whose names are signed below, all loyal subjects of our respected and admired lord, King James. . . .

Having made this voyage to set up a colony in Northern Virginia for the glory of God, and the spread of the Christian faith and honor of our king and country. We do all agree in the presence of God and one of another, promise to work together to set up a government to make laws for the good of all. We will elect persons from time to time to run the colony for the good of us all. We promise to follow the laws that are made for the good of the colony.

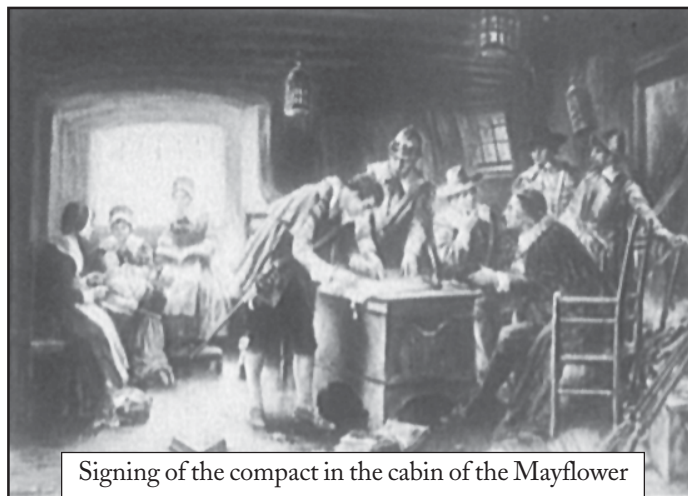
Source: *Annals of America*, Vol. 1 (Chicago: Encyclopedia Britannica, 1976), p. 64.

## Questions

1. Why did the Pilgrims believe that the Mayflower Compact was necessary?
2. By signing the Mayflower Compact what were the Pilgrims agreeing to do?
3. If you had been one of the Pilgrims on the *Mayflower* would you have signed the agreement? Why or why not?

## Vocabulary

body politic	government
charter	contract; license; legal agreement
constitute	make up
covenant	agreement; promise
dread	inspiring admiration or great respect
frame	make
mutually	in cooperation; together
solemnly	seriously; strictly
sovereign	king; ruler
submission	observance; agreement





## A Letter Home

William Hilton arrived at Plymouth in 1621 and wrote a letter asking that his wife and children be sent over to join him in a land of great promise. The letter to his cousin describes the abundance of food to be found in New England and the friendliness of the Indians.

Primary Source

Loving Cousin,

At our arrival at new Plymouth, in New England, we found all our friends and planters in good health. . . . The Indians round about us peaceable and friendly; the country very pleasant and temperate, yielding naturally, of itself, great store of fruits. . . . Timber of all sorts you have in England doth cover the land, that affords beast of divers sorts, and great flocks of turkeys, quails, pigeons and partridges; many great lakes abounding with fish, fowl, beavers, and otters. The sea affords us great plenty of all excellent sorts of sea-fish. . . . We are all freeholders. . . . Our company are, for the most part, very religious, honest people; the word of God sincerely taught us every Sabbath; so that I know not any thing a contented mind can here want. I desire your friendly care to send my wife and children to me. . . .

Your loving kinsman,

William Hilton

Contemporary English

Dear Cousin,

When we arrived at new Plymouth, in New England, we found all our friends who had come before us to be in good health. The Indians who live around us are peaceable and friendly. The climate here is mild and good for planting. There are many fruits that grow here naturally. Trees like those in England cover the land. The forests are full of animals of all sorts. There are great flocks of wild turkeys, quails, pigeons and partridges. There are many great lakes filled with fish, water birds, beavers, and otters. The sea provides us with plenty of all kinds of excellent fish. We all own land here. Most of the settlers here are very religious and honest people. We have church services every Sunday. We have everything a person needs to be happy here. Please send my wife and children to be with me here.

Your loving relative,

William Hilton



## Questions

1. How does William Hilton describe New England?
2. Why do you think he left his wife and children behind with his cousin in England?
3. If you read this letter do you think that you would be willing to leave your home and settle in New England? Why or why not.

## Vocabulary

divers	different; various
freeholder	landowner

## The Divine Right to Occupy the Land

Before leaving England in 1630, John Winthrop and other Puritans attended church services and heard a sermon preached by Rev. John Cotton. In the sermon "God's Promise to His Plantation," the Rev. Cotton said that the Puritans were God's chosen people. In 1633 Cotton left England and settled in Boston.

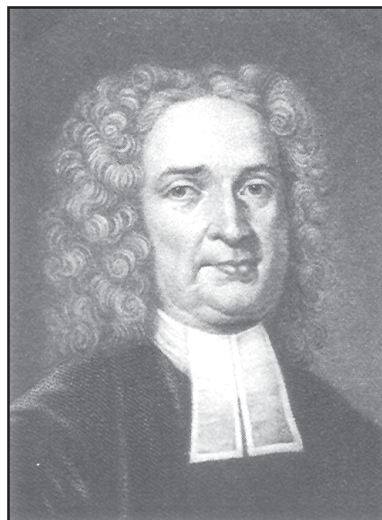
### Primary Source

The placing of a people in this or that country is from the appointment of the Lord. . . . When either He gives them to discover it themselves, or hears of it discovered by others, and fitting them. . . . He carrieth them along to it, so that they plainly see a providence of God leading them from one country to another. . . . He makes room for a people to dwell there. . . . Now, God makes room for a people. . . . when He casts out the enemies of a people before them by lawful war with the inhabitants. . . . [Or] when He makes a country, through not altogether void of inhabitants, yet void in the place where they reside. Where there is a vacant place, there is liberty for the sons of Adam or Noah to come and inhabit, though they neither buy it nor ask their leaves. . . .

### Contemporary English

God places a people in this or that country. God either lets men discover a country themselves or, upon hearing that land has been discovered by others, God sends them to it. The settlers can plainly see the influence of God leading them from one country to another. God makes room for a people to live there when he drives those who live there away by a just war. Or, God permits his people to settle on land that is vacant even though it is in an inhabited country. Where there is vacant land, there is liberty for the people who honor God to come and live there even though they neither buy it or get permission to settle there.

Source: *Annals of America*, Vol. 1 (Chicago: Encyclopedia Britannica, 1976), p. 107.



John Cotton

## Questions

1. If you were a Puritan getting ready to settle in New England how would you react to Rev. Cotton's sermon?
2. What rights do you have from God to settle this new land?
3. How must you deal with the native people of North America?
4. What advice do you think Rev. Cotton would give Puritan settlers in New England after the Pequot War of 1636?

## Vocabulary

providence of God	God's will; by fortune of God
sons of Adam or Noah	children of God (in this sense, Christians)
void of inhabitants	unsettled; no one living there

## A Model of Christian Charity

John Winthrop left England in 1630 with a group of Puritan settlers bound for New England. After arriving in Salem, Massachusetts, and before leaving the ship, Winthrop wrote a statement describing the ideals on which this new Puritan colony should be based.

### Primary Source

... Whatsoever we did, or ought to have done, when we lived in England, the same must we do, and more also, where we go. . . We must bear one another's burdens. We must not look only on our own things, but also on the things of our brethren.

... Now the only way to avoid this shipwreck, and to provide for our posterity, is to . . . do justly, to love mercy, to walk humbly with our God. For this end, we must be knit together, in this work, as one man. We must entertain each other in brotherly affection. . . . We must delight in each other; make others' conditions our own; rejoice together, mourn together, labor and suffer together, always having before our eyes our commission and community in the work. . .

The Lord will be our God, and delight to dwell among us. . . He shall make us a praise and glory that men shall say of succeeding plantations, "may the Lord make it like that of New England." For we must consider that we shall be as a city upon a hill. The eyes of all people are upon us. So that if we shall deal falsely with our God in this work we have undertaken, and so cause Him to withdraw His present help from us, we shall be made a story and a byword through the world. . . . We shall shame the faces of many of God's worthy servants, and cause their prayers to be turned into curses upon us till we be consumed out of the good land whither we are going.

### Contemporary English

Whatever we did, or ought to have done, when we lived in England, we must do the same here, and more also, where we now settle. We must take up one another's burdens. We must look out for our neighbors and not only think of ourselves.

The only way to avoid problems and to provide for those that will follow us is to be just and merciful and to be humble in the sight of God. To do this we must work together as if we were one man. We must treat other settlers as our brothers. We must enjoy each other. We must make others' problems our own. We must rejoice together, mourn together, work and suffer together, always remembering that we are one.

The Lord will be our God, and be happy to live among us. God will have others who set up colonies in the future look to us with praise. They will call upon God to make their settlements like ours in New England. We are a chosen people and we must make our colony to be a model for all to come after us. We are to be a city upon a hill and everyone will look to us so. So if we do not honor God in this settlement we have begun we will cause Him to abandon us. We will have brought shame on ourselves. Our prayers will become curses and we will be driven out of this good land.

Source: *Annals of America*, Vol. 1 (Chicago: Encyclopedia Britannica, 1976), pp. 114-115.

## Questions

1. According to John Winthrop, what rules must settlers in this new colony follow?
2. How are settlers to show their Christian charity?
3. Why does he say that this colony is like “a city upon a hill?” How were Puritans to live?
4. Why was the colony to be an example for others to follow?
5. What will happen if settlers do not honor and serve God?
6. What can you learn about Puritan beliefs from Winthrop’s “A Model of Christian Charity?”
7. What evidence do you have from the study of the Puritan colony to determine if settlers followed Winthrop’s advice?

## Journal of John Winthrop

John Winthrop, governor of the Massachusetts Bay Colony, kept a journal for most of his adult life. In his journal for 1639, Winthrop wrote that colonists were not living up to goals he had set when he called upon the Puritan colony to become “a city upon a hill” for all to look up to. In a section of his journal he listed five “false principles” that were hurting the colony.

### Primary Source

1. That a man might sell as dear as he can, and buy as cheap as he can.
2. If a man lose by casualty of sea, etc., in some of his commodities, he may raise the price of the rest.
3. That he may sell as he bought. . . thought the commodity be fallen, etc.
4. That a man may take advantage of his own skill or ability, so he may of another's ignorance or necessity.
5. Where one gives time for payment, he is to take like reward of one as of another.

### Contemporary English

- 1 A businessman buys goods cheap and sells them for a very high price.
2. When a businessman loses goods in a ship wreck or an accident, he raises the price of other goods in the store so that he will not lose money.
3. A businessman sells goods even though they may not be of good quality.
4. Businessmen use their skills as salespersons to take advantage of a customer's lack of knowledge about a product or the customer's need to have the product.
5. Businessmen take advantage of customers who buy on credit by charging interest.

Source: *Annals of America*, Vol. 1 (Chicago: Encyclopedia Britannica, 1976), p. 138.



## Questions

1. Why would Winthrop consider these business practices to be “false principles?”
2. What can you infer about life in the Puritan colony from this list of business practices?
3. Are these considered to be “false principles” today? Why or why not?

## Vocabulary

casualty of sea

ship wreck; damages to goods being shipped from England

commodity be fallen

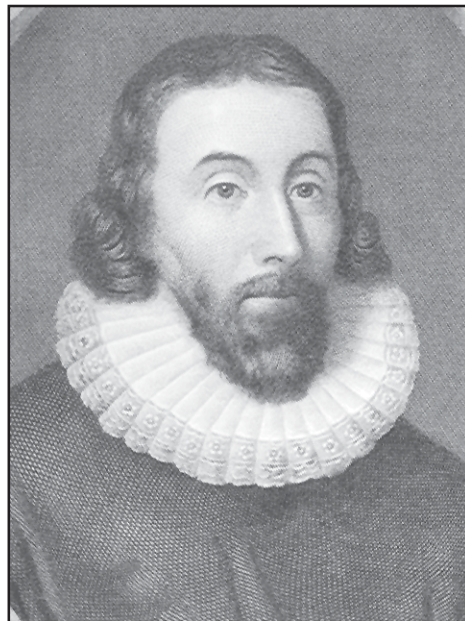
product that it not good; broken or soiled

sell . . . dear

charge as much as he can for goods

take . . . reward

take fees; charge interest



John Winthrop

## Forefathers' Song

"Forefathers' Song" was originally sung in the 1630s but not written down for over 100 years. The song is in the Massachusetts Historical Collection along with a note that says the words of the song were written by someone who heard a 96 year-old woman singing the song. The lyrics of the song give an accurate account of life in the Massachusetts Bay colony.

New England's annoyances you that would know them,  
Pray ponder these verses which briefly doth show them.  
The place where we live is a wilderness wood,  
Where grass is much wanting that's fruitful and good:  
Our mountains and hills and our valley below,  
Being commonly covered with ice and with snow;  
And when the north-west wind with violence blows,  
Then every man pulls his cap over his nose:  
But if any's so hardy and will it withstand,  
He forfeits a finger, a foot or a hand.  
  
But when the Spring opens we then take the hoe,  
And make the ground ready to plant and to sow;  
Our corn being planted and seed being sown,  
The worms destroy much before it is grown;  
And when it is growing, some spoil there is made  
By birds and by squirrels that pluck up the blade;  
And when it is come to full corn in the ear,  
It is often destroyed by raccoon and by deer.  
  
And now our garments begin to grow thin,  
And wool is much wanted to card and to spin;  
If we can get a garment to cover without,  
Our other in-garments are clout upon clout:  
Our clothes we brought with us are apt to be torn,  
They need to be clouted soon after they're worn,  
But clouting our garments they hinder us nothing,  
Clouts double are warmer than single whole clothing.

If fresh meat be wanting to fill up our dish,  
We have carrots and turnips as much as we wish:  
And if there's a mind for a delicate dish  
We repair to the clam-banks, and there we catch fish.  
Instead of pottage and puddings and custards and pies,  
Our pumpkins and parsnips are common supplies;  
We have pumpkins at morning and pumpkins at noon,  
If it was not for pumpkins we should be undone!  
If barley be wanting to make into malt,  
We must be contented, and think it no fault;  
For we can make liquor to sweeten our lips,  
Of pumpkins and parsnips and walnut-tree chips. . . .

Source: *Annals of America*, Vol. 1 (Chicago: Encyclopedia Britannica, 1976), pp. 116-117.

### Vocabulary

clout	to cover or to patch
pottage	a thick soup of vegetables and meat

## Print Resources

Bowen, Gary. *Stranded at Plimoth Plantation 1626*. HarperCollins, 1994.

Students learn about life in Plimoth (Plymouth) in 1626 from the perspective of a young indentured servant. The book is based upon historical accounts and may surprise readers about how harsh the life was for the settlers.

Davis, Kenneth. *Don't Know Much About the Pilgrims*. HarperCollins, 2002.

Using a question and answer approach and many authentic-in-detail drawings, Davis provides much information about the Plymouth colony. (Nonfiction)

Dubowski, Cathy East. *Story of Squanto, First Friend of the Pilgrims*. Gareth Stevens, 1997.

Recommended by the Plimoth Plantation museum as a “step toward revealing the importance of the native presence in New England history.”

Fritz, Jean. *Who's That Stepping on Plymouth Rock?* Econo-Clad Books, 1999.

Here is the story of the rock that the Pilgrims were supposed to have stepped on. It is a good read-aloud.

Krensky, Stephen. *Witch Hunt: It Happened in Salem Village*. Random, 1989.

The drama and the terror of the Salem Witch Trials comes through in this easily read narrative. The book is recommended for independent reading by students.

Rinaldi, Ann. *Break With Charity: A Story of the Salem Witch Trials*. Harcourt Brace Jovanovich, 1992.

In Salem, Susannah English learns what can happen when others are accused of being witches. She helps end the “crying out” that threatens to tear her town apart.

San Souci, Robert. *N.C. Wyeth's Pilgrims*. Chronicle Books, 1996.

Here is a wonderful look at the Plymouth Colony through the eyes of the artist N.C. Wyeth.

Waters, Kate. *Sarah Morton's Day*. Scholastic. 1989.

The life of a young girl at Plymouth is told through photographs and easy-to-read text. Learn about the social and economic development of the colonies.

Waters, Kate. *Samuel Eaton's Day*. Scholastic, 1993.

This book, a companion to *Sarah Morton's Day*, is about a young boy who is finally old enough to help out with the harvest. Learn about the social and economic development of the colonies. Simple reading.

Waters, Kate. *On the Mayflower: Voyage of the Ship's Apprentice and a Passenger Girl*. Scholastic, 1999.

Similar to Waters' earlier works about children in the 1620s, *Sarah Morton's Day* and *Samuel Eaton's Day*, this book tells of two young people crossing the Atlantic on the *Mayflower*. The narrator is William Small, apprentice to the ship's master; Ellen Moore is the young passenger he befriends. Readers can follow the journey from these two different perspectives. Simple reading.

Whitehurst, Susan. *The Pilgrims Before the Mayflower*. Rosen, 2003.

Learn about the religious conflicts in England that led the Pilgrims to flee to Holland and then come to America. A glossary and an index support the text in this entry in the Library of Pilgrims series. (Nonfiction)

Whitehurst, Susan. *The Mayflower*. Rosen, 2003.

This book uses primary source photos and colorful language to describe what life was like on the Mayflower. (Nonfiction)

## Internet Resources

Famous American Trials, Salem Witchcraft Trials of 1692

<http://www.law.umkc.edu/faculty/projects/ftrials/salem/SALEM.HTM>

An overview of the Salem witch trials for teacher background reading. The website includes biographies of key figures and the names of the executed and of those who died in prison. The narrative has links to documents relating to testimony of various persons accused of witchcraft.

History of the U.S.A., Massachusetts Bay

<http://www.usahistory.info/New-England/Massachusetts.html>

This is a good, concise teacher background resource on the Massachusetts Bay colony. The website also links to “Pilgrim Fathers,” and to information about the colonial settlement of Connecticut, Rhode Island, and New Hampshire.

Plimoth Plantation, Living Breathing History

<http://www.plimoth.org/>

The website includes educational programs, essays, and activities as well as a virtual tour of Plimoth Plantation.

Salem Witch Museum

<http://www.salemwitchmuseum.com/>

The website includes a virtual tour of the Salem Witch Museum.

Schools of California Online Resources for Education (SCORE)

<http://score.rims.k12.ca.us/grade5/index.html>

This SCORE webpage provides a series of lessons and resources that may be used to address elements of Standard 5.4. The SCORE homepage also has a link to print resources entitled “Tales of Time” linked to California Standards for grades K-7.