Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

LIVING IN COLONIAL AMERICA



GRADE 3 UNIT 9 | READER

EDITION 1

Grade 3 | Unit 9

Living in Colonial America

Reader

Acknowledgement:

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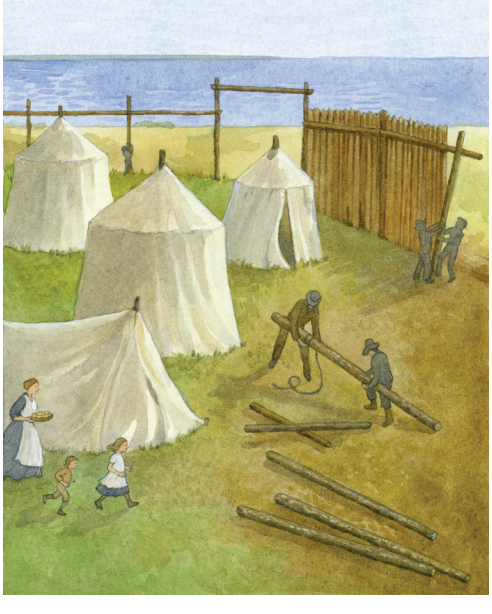
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Chapter 1 Introduction to *Living in Colonial America*

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 traveled to and settled in North America. Now, you will learn about the people who came to live in the "New World." The settlers called this land the "New World" because, even though it was already inhabited by Native Americans, the land was new to them. Some of the characters in the stories you are about to read are not much older than you. You will also learn about some ways the arrival of these settlers impacted the Native Americans already living in America.

You will also discover that these **colonies** were divided up into three **distinct** regions. These regions are



Are you ready to learn about Colonial America?

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 learn about one region at a time. Pay attention to which region you are in.

Be very careful though: Your mission requires you to 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 tools to help you along the way. You will also have a timeline.

As you read, 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 homes.

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



Time travelers use maps.



Robert
Chapter 2

Tom
Chapters 3, 5

Mary
Chapters 10, 11

Lizzie
Chapter 14

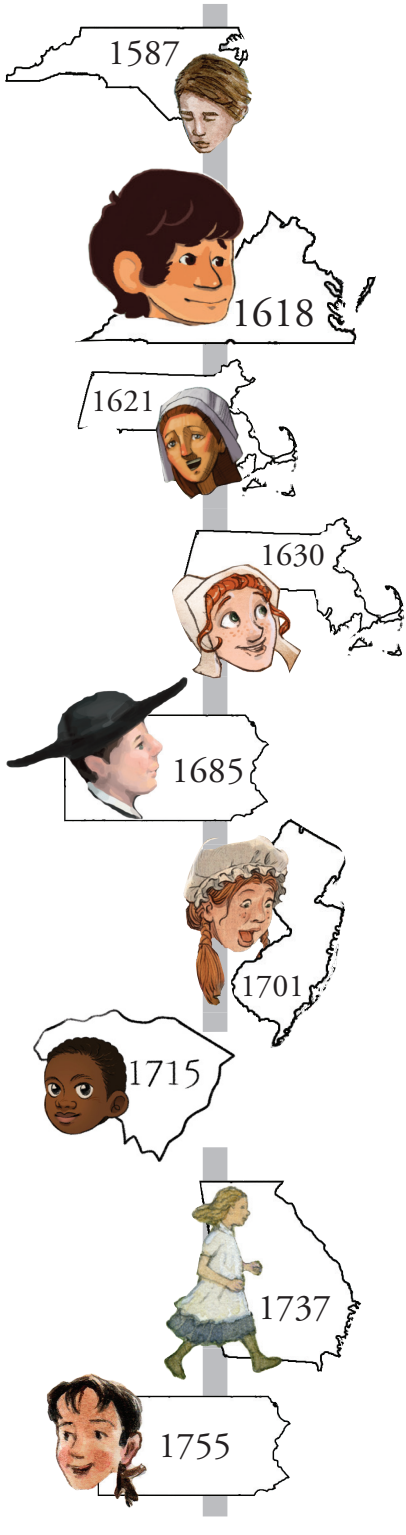
Charles
Chapter 16

Patience
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Sarah
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Matthew
Chapter 17



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. Spanish colonists built towns and cities there, claiming the land as their own. 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 place they called the "New World" too.

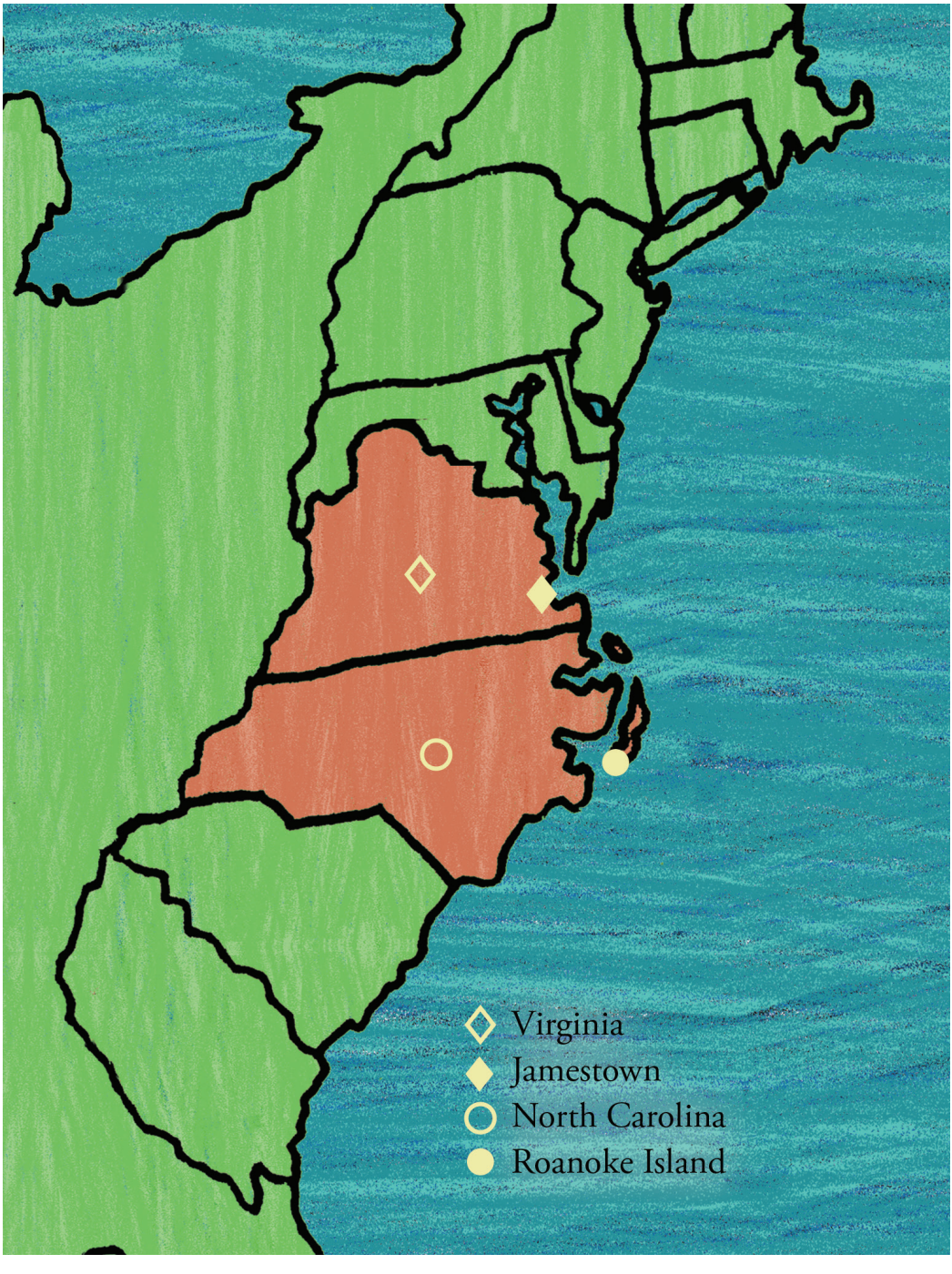
In 1584, Sir Walter Raleigh **persuaded** Queen Elizabeth to let him try to create an English **colony** in the Americas. It was decided that the English would stay away from the powerful Spanish conquistadors. Instead of sailing to Central or South America, they would sail north, to North America. With 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 Raleigh and told him about Roanoke Island. Speaking highly of the land they encountered, they believed this island was a perfect place for the first English **colony**. Sir Walter Raleigh's explorers managed to build a fort on the island to protect themselves from possible attacks from outsiders, but they failed to create a **colony**. They abandoned their mission, leaving only fifteen men behind to guard the fort. However, Sir Walter Raleigh was determined to succeed. In 1587, more ships set out for this territory.

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**.


Virginia
Jamestown
North Carolina
Roanoke Island

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.



*John White and his group found the fort **overgrown** with weeds.*

When John White and the men returned to the beach with this news, Robert and George had felt scared. The boys wondered what had happened to 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, the boys and the other settlers found it **alarming** that, 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.

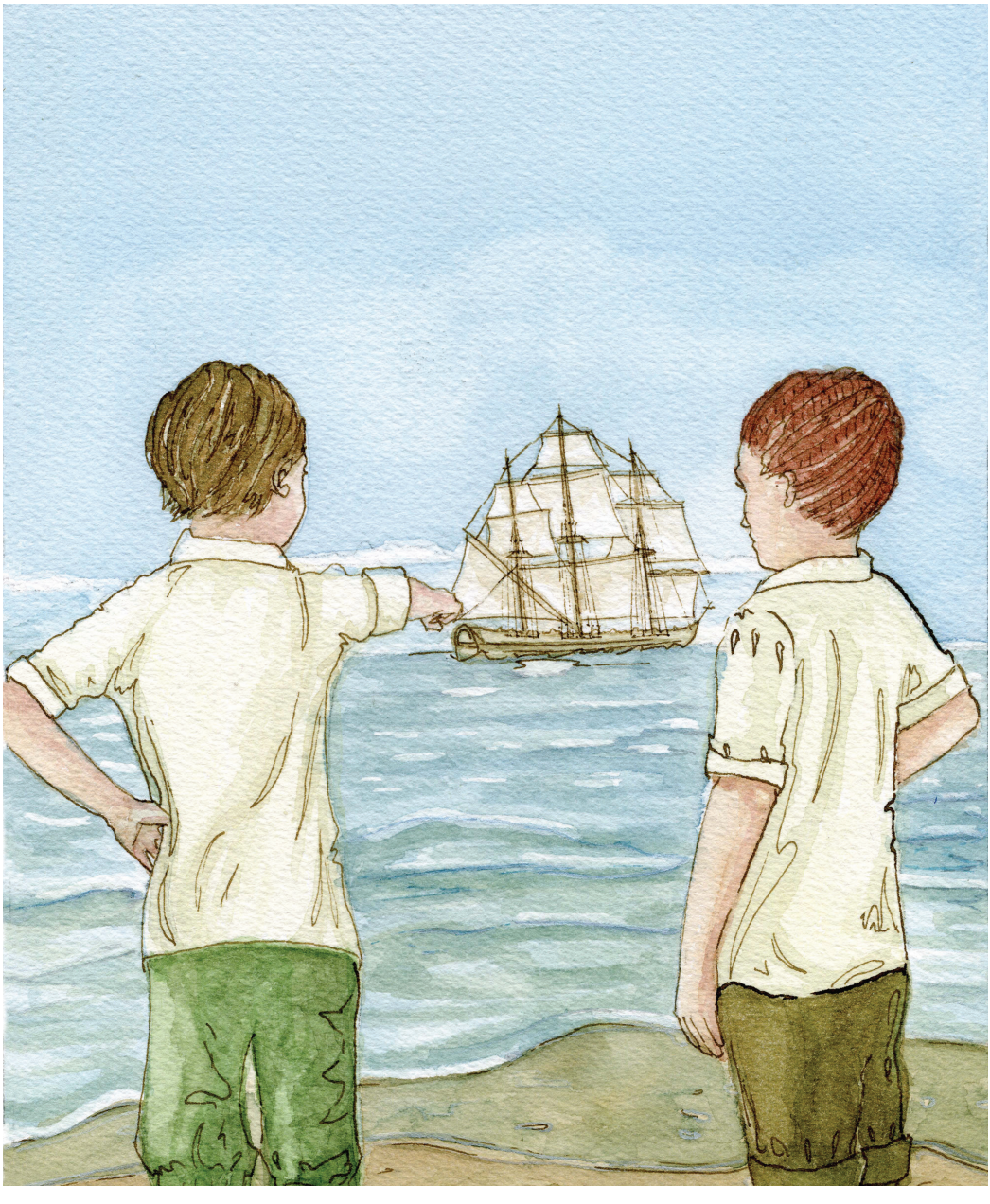


Men, women, and children reconstructed the fort.

Robert, George, and the others did not want to return to England starving and exhausted. They 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 **harshest** 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 offered by the land that was new to them. 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? What do you think happened to the settlers? 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 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 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. They 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. People were needed in the fields. The colonists grew corn, squash, pumpkins, and tobacco. They had to hunt and fish as well. In addition, children 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. Some early colonists even left their settlement and joined the Powhatan, who could offer them a better life with more food than in Jamestown. 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. 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 crops.

Chapter 4 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 not been required to work.

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.

According to this account, which some might call a legend, Smith was captured by Powhatan warriors and taken to their chief, Wahunsenacawh (also known as Chief Powhatan), because they wanted to kill the man who was leading the **foreigners**. Then, as the story goes, just moments away from Smith's death, Chief



John Smith among the Powhatan

Powhatan's young daughter Matoaka (*mah*-toe-*ah*-kah) begged her father to spare Smith. Matoaka's nickname was Pocahontas (which some say means playful), which is the name she has been famously called. Chief Powhatan agreed to his daughter's request, and Smith was released.

However, many historians today believe that this is not what actually happened. They think that Chief Powhatan ordered the capture of John Smith in order to adopt him into the Powhatan community and make him a chief to strengthen their alliance. These historians believe that Chief Powhatan hoped that John Smith would help him defend the Powhatan against enemy tribes and Spanish

settlers. The Powhatan ritual of honoring someone with chiefdom, involved figuratively (not really) "destroying" their old identity, in order for them to be "reborn" and take on their new identity as chief. So John Smith and the settlers could have misunderstood the Powhatan's intentions and incorrectly believed they wanted to harm John Smith.

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. The Powhatan brought with them much-needed food to trade with the colonists. Under the guidance of Chief Powhatan, they also taught the English new hunting and farming techniques in exchange for goods and an alliance.



Pocahontas bringing food to colonists

The food the Powhatan provided was enough to keep the English alive until help from Britain 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. The English colonists were concerned that the Powhatan might object to even more strangers trying to settle in their territory. So they invited Chief Powhatan to Jamestown offering him gifts and proposing to crown him (and have him swear allegiance to King James I). Chief Powhatan refused to come. John Smith said that Powhatan's response was: "I

also am a king, and this is my land...” Chief Powhatan did not want to bow to another ruler and wanted to continue to govern his own people.

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. Native Americans helped them once again by bringing more food to trade with the English. Under John Smith's supervision, the men set to work rebuilding their homes, planting corn, and learning how to live in this land that was new to them.

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. One woman, Margaret Foxe Forrest, was the wife of one of the men on board,



New settler arrivals with the first women

and the other was her maid, Ann Burras. They were the first female settlers 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's Smith's leadership, the colony began to prosper. Chief Powhatan and John Smith established better relations between the Powhatan people and the settlers. The two communities began to trade with each other. Powhatan people provided food and taught important skills to settlers in exchange for beads and copper.

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. After Smith left, the Powhatan's mistrust grew of the increasing crowd of settlers encroaching upon their land and food supply.

Without John Smith there to actively promote friendship and trade between the Powhatan and the colonists, relations began to suffer. In addition, Wahunsenacawh Chief Powhatan had passed away, and his successor, his brother, did not agree with the alliance he made with the settlers. The Powhatan no longer had someone they felt they could trust within the **colony**. Without John Smith there to enforce his rules, the

settlers did not manage their food supplies as carefully as they should have. The settlers and the Powhatan battled, and then, once again, part of the settlement caught fire.

After the battle and the fire, the Powhatan blocked trade with the settlers. They could not find enough food to support the community. 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 were probably angered and frustrated to see the settlers return. Even worse, there were more of them! Lord De la Warr turned out to be a better leader for the settlers than their previous one. 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 to the Powhatan as John Smith had.



Lord De la Warr takes charge

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 better 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. In those days, only men could be chosen, but the House of Burgesses would eventually pave the way for self-government and, **ultimately**, **independence**.

Conflict continued between the Powhatan and the colonists because each group believed they were the most dominant power in the region. During another period of conflict, each group tried to take things of high value from the other. The Powhatan kidnapped some of the settlers and took several firearms, or guns, and the settlers kidnapped Pocahontas.

Pocahontas' father was willing to return the kidnapped settlers in exchange for his daughter, but he refused to return such valuable supplies. In response, the settlers refused to let Pocahontas go. **Consequently**, or as a result, Pocahontas was held captive in the English settlement for many years.

During this time, Pocahontas and John Rolfe were married and later had a child named Thomas. During this time, Pocahontas was converted to Christianity and took the name Rebecca, an English name. It was not uncommon for Native Americans to be expected to change their name and customs when engaging with European colonists. 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.



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 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. 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 to hunt, fish, and find food from a group of Powhatan boys. They had been welcoming and friendly to him. They taught him that everything they needed they could get from the land around them. They were expert hunters and could catch more fish than William could catch in a week! They knew what berries and nuts were safe to eat. They also had yummy food made from corn and beans and squash that had been grown by their mothers. William told Tom that without their help, the settlers would never have survived in the colony.



William had learned to hunt and fish from a group of Powhatan boys.

As time went on, however, the Powhatan boys didn't visit Jamestown too much anymore. Tension began to grow between the Powhatan and Jamestown colonists. The two groups became engaged in conflict. 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.



The Powhatan didn't visit Jamestown too much anymore as the conflict began to grow between them and the Jamestown colonists.

On this particular day, 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, named Ahanu, 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. Ahanu had heard someone coming. Not knowing who it was, he raised his bow and arrow, because he felt scared and nervous about what could happen to him.

William began to speak in a language that Tom did not recognize. Ahanu replied using words that Tom did not understand. Then, Ahanu, recognizing his old friend and deciding to trust him, smiled and climbed down the tree, landing right beside the boys.



Ahanu felt scared and nervous upon hearing someone in the woods.

Seconds later, Ahanu 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 Ahanu deeper into the forest.

Why do you think the Powhatan and English children stopped playing with one another?



The boys set off to hunt for deer.

Chapter 6 Cash Crops and the Carolinas

Read-Aloud

As you heard, John Rolfe is well-known for marrying Chief Powhatan's daughter, Pocahontas—whose real name was 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. Because of this, tobacco became a huge part of the Southern colonies' economy.



John Rolfe presenting tobacco to King James

The Spanish merchants 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 used as medicine and considered an important part of many ceremonies. In fact, when Christopher Columbus first set foot in what he called 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 tobacco. The English settlers' plan had not succeeded when they failed to find gold. Some settlers 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.



Busy port scene with trade ships and tobacco

Tobacco was beginning to become popular among wealthy Europeans. However, much of the tobacco being shipped to Europe was too bitter. John Rolfe introduced a new tobacco plant to the fields around Jamestown. He brought in a different 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 Virginia tobacco became much sought after. The increased demand **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 the early 1600s, 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. During this time, a lot of people were needed who could work very, very hard to **tend** the large **plantations**. People were needed who could work with their hands, in harsh conditions, day and night, in all



Indentured servants working on tobacco ***plantation***

kinds of weather, for little pay. And finding people willing to do that wasn't easy.

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, they were free to venture out on their own.

However, as the **colony** developed, there became a serious shortage of workers. Some began to think indentured servants would not be enough, and they started looking for ways to force people to work without having any freedom. At this point in history, the practice of **slavery** had been common in the world for several thousand years. A hundred years before Jamestown was settled, in the Spanish colonies of the Caribbean and the Portuguese colonies of South America, ships had begun

bringing enslaved Africans to work on **plantations** to the Americas. The practice unfortunately spread to the English colonies. English colonists, like the Spanish and Portuguese before them, began to believed that the use of African slaves was the most efficient way to manage plantations. Before long, thousands of Africans were captured, brought to the colonies, and forced to work on plantations. Why did this transition take place?

Remember, various European countries were laying claim to different regions in the Americas. The Spaniards were claiming land in most of Central and South America and parts of southern North America. French settlers had claimed land in much of northern North America. Having started to lay claim to large areas of North America, the British empire sought to claim huge chunks of land as well. 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



Charles II showing land to his friends

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 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—



Tobacco, rice, and indigo

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.

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**. **Indigo** is a tropical plant that is a member of the pea family that is grown to create blue dye.

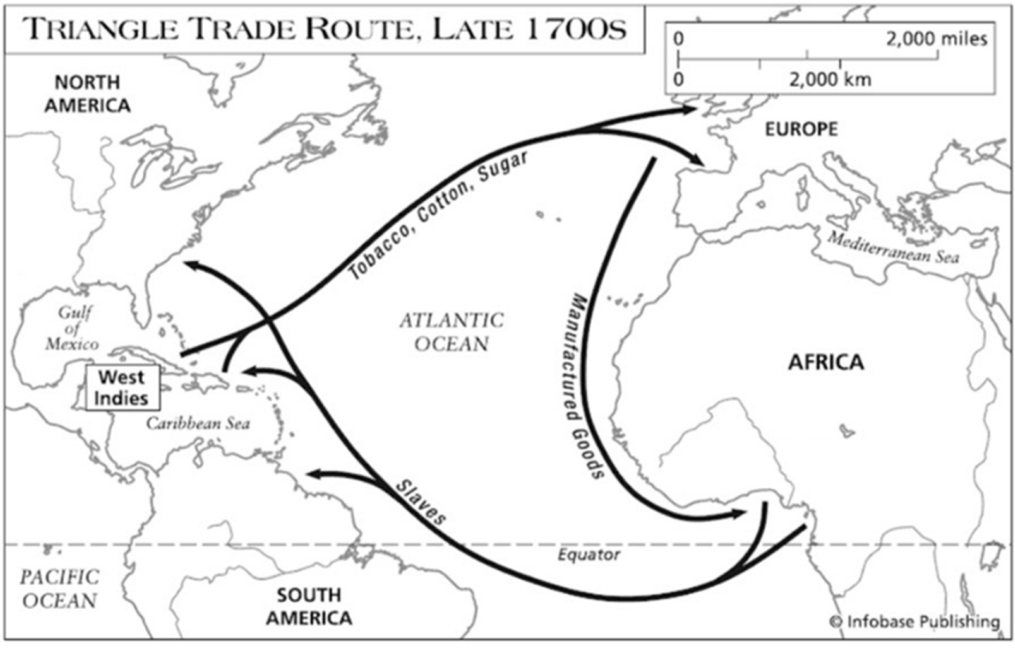
The warm climate and marshy stretches of land with fewer trees in the Carolinas were perfect for growing rice and indigo, whereas tobacco thrived in certain parts of North Carolina. With drier land and more trees, the geography and climate of Virginia was not conducive to growing rice and indigo; tobacco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

the colonists chose to fix this problem was slavery. Unlike indentured servants, enslaved Africans did not come to North America of their own free will as part of an exchange agreement.

Throughout history, many civilizations have enslaved people. Although England began trading enslaved Africans later than some other European countries, it soon became heavily involved in the trading of enslaved people due to the widespread use of slavery in the English colonies.

For England, Spain, and Portugal, the trading of



Triangular Trade



English ship arriving in West African port

enslaved Africans was part of a larger trade network among Europe, West Africa, and the Americas (including English colonies in North America, Spanish colonies in the West Indies, and Portuguese colonies in South America). 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 and slaves.

The first side of the triangle was from Europe to Africa. Portuguese, Spanish and English ships laden with manufactured iron products arrived in the West African ports to trade their goods for enslaved people and gold.

Europeans set up slave trading centers at these ports. They would purchase people who had been kidnapped who previously lived freely in Africa. The Europeans would use their manufactured iron products as payment.

Enslaved Africans were loaded onto ships destined for colonies in South America, the Caribbean, and North America. This second side of the triangle, the trade route from West Africa to the Americas, became known as the Middle Passage.

In the Americas, the slaves were then traded for goods that would go back to Europe – sugar, tobacco, and other cash crops grown by plantations run by the Portuguese, Spanish, or English colonists. This was the third side of the triangular slave trade. Back in Europe, these cash crops could be traded for European manufactured iron products, and the trade would continue.

Most enslaved Africans ended up in the Spanish or Portuguese colonies in the Caribbean and in South America. In the English colonies in North America, most enslaved Africans were sent to the colonies in the South. While there were also some slaves in the North, most farms in the Middle Atlantic and New England regions were smaller and more easily maintained by families without the need for additional labor. But the large

plantations in the English colonies in the South were similar to the large plantations of the Caribbean and South America, and used large amounts of slave labor. But even as the use of slave labor grew, opposition to slavery also grew, driven by colonists morally opposed to the practice, often based on their beliefs as Christians.

Chapter

7 Plantations



Seth was 9 years old. He had been working all day. Besides doing some chores for his mom, he had to work clearing brush around the swampy rice fields.

"I'm tired," he said quietly to himself.

He found a wagon near the barn and laid down under a giant piece of sack cloth to rest. The wagon was used to **transport** sacks of rice to town. Seth fell asleep lying underneath the sack cloth before he finished all his work.

Seth was enslaved and lived on a large plantation in South Carolina in the year 1715. The main crop grown on this **plantation** was rice. Rice is a type of grass. It is a very important food crop.

Life on the **plantation** was hard. Those who were enslaved were forced to work long hours without pay. They had to obey the **plantation** owner, and had no freedom.

Seth had fallen asleep thinking about his two older brothers. They did not work on the same rice plantation as Seth anymore. Both of them were forced 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 were sent 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 told Seth about the differences between the tobacco and rice plantations.

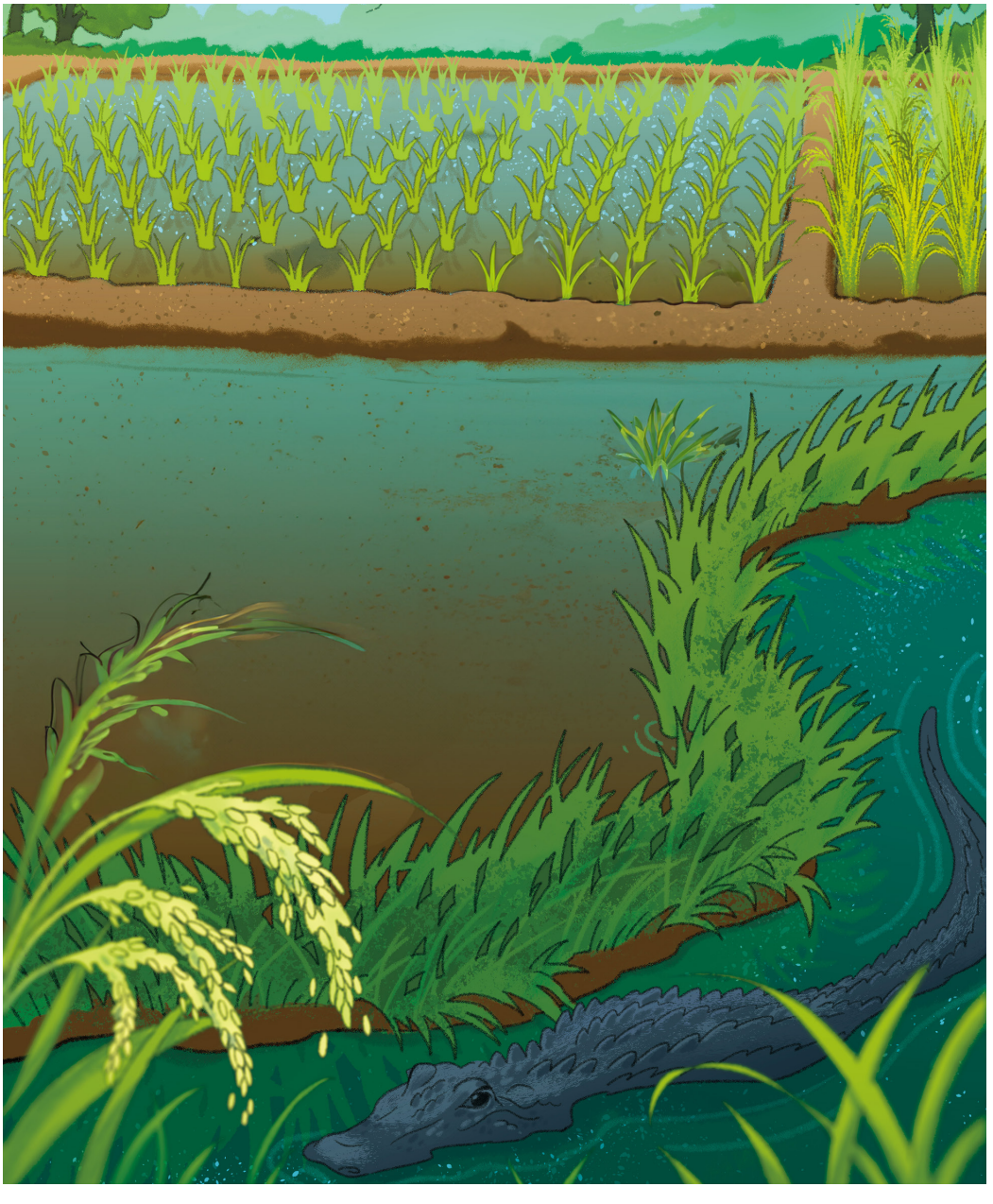


George told Seth about being forced to work on a tobacco ***plantation****.*

"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 task 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**, enslaved people had certain tasks to do. When they were finished, they could do the chores that they needed to do for themselves. Although enslaved people 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. People who were enslaved had to spend hours in swamp-like fields **tending** to the rice crops. The rice crops and the enslaved people weren't the only ones in the water. There were snakes and alligators. That's how Seth's mother had become sick with swamp fever.



*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 house that he lived in with his mother and father and other people who were enslaved. He would get a talking to from his parents for getting home late.



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.

Do you think Seth's mother will be angry with him?



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 accompany their trade ships safely back across the Atlantic to ports in Europe. The Americas were turning out to be a place where many different groups of Europeans, including these different gangs of pirates, felt they 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 and the Native Americans in Maryland established peaceful relations. In addition, the colonists 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 in jail, without any way of paying back the money they owed.



Debtors on their land in Georgia.

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 reaching this land, Oglethorpe named it Georgia after his royal majesty. (Kings just expected lands that were new to Europeans to be named after them.) Georgia was even larger back then



Oglethorpe receiving charter from King George II

than the state of Georgia is today. It included much of present-day Alabama and Mississippi.

However, even though sending **debtors** to the colonies seemed like a brilliant plan to Oglethorpe and the king, it was difficult to **persuade** many **debtors** to leave their families and homes, 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 Americas. 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, the leader of the Yamacraw, a group of Native Americans in the region,

met with Oglethorpe. Chief Tomochichi [toh-moh chee-chee] and the Yamacraw established trade with the British and gave them permission to settle there. Chief Tomochichi and Oglethorpe worked hard to establish alliances between their people. In appreciation, Oglethorpe invited some of the Yamacraw to visit England. Oglethorpe and his band of debtors developed the first European settlement in Georgia: Savannah.

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

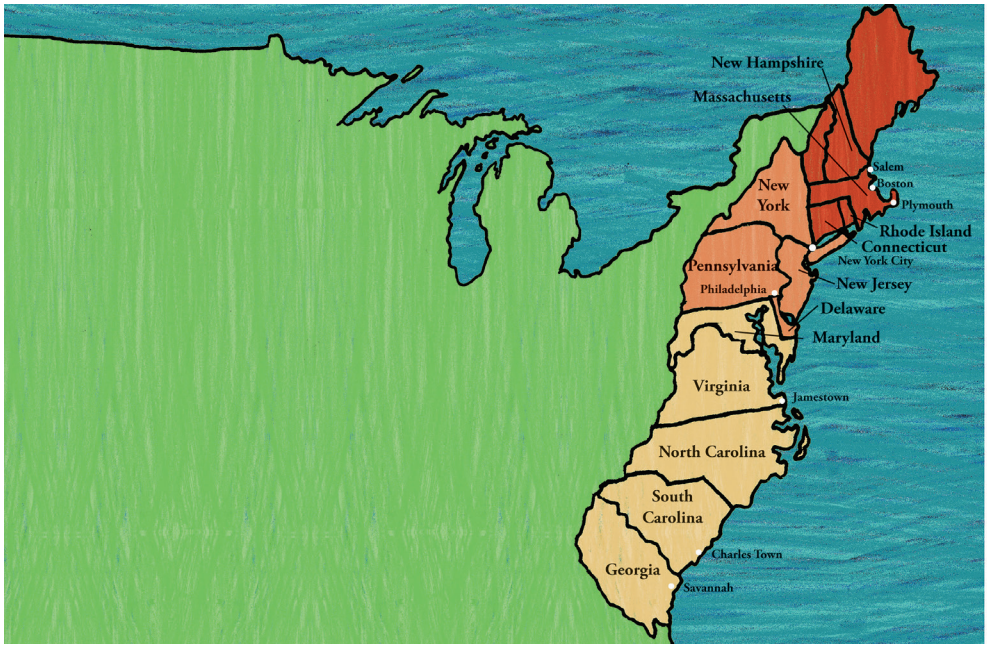


Oglethorpe meeting with Chief Tomochichi

Carolina, so this was the perfect way to protect the colonies from the Spanish empire. Georgia served as a buffer zone to separate English colonies from the Spanish colonies. This would also allow colonists to keep an eye on the Spanish monarchy's ambitions for growth in North America.

But King George did not realize that the Spaniards had already claimed the very area he had in mind. It wasn't long before there was armed confrontation between the Spaniards 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 Spaniards

Regional Map of Colonial America



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 English **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. Under the leadership of James Oglethorpe, Georgia banned slavery in 1735. However, it was legalized by royal decree in 1751, at the urging of English investors in the colony. After that, colonists in Georgia began to rely more and more on the labor of enslaved people from Africa, especially to farm their rice plantations.

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.

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)

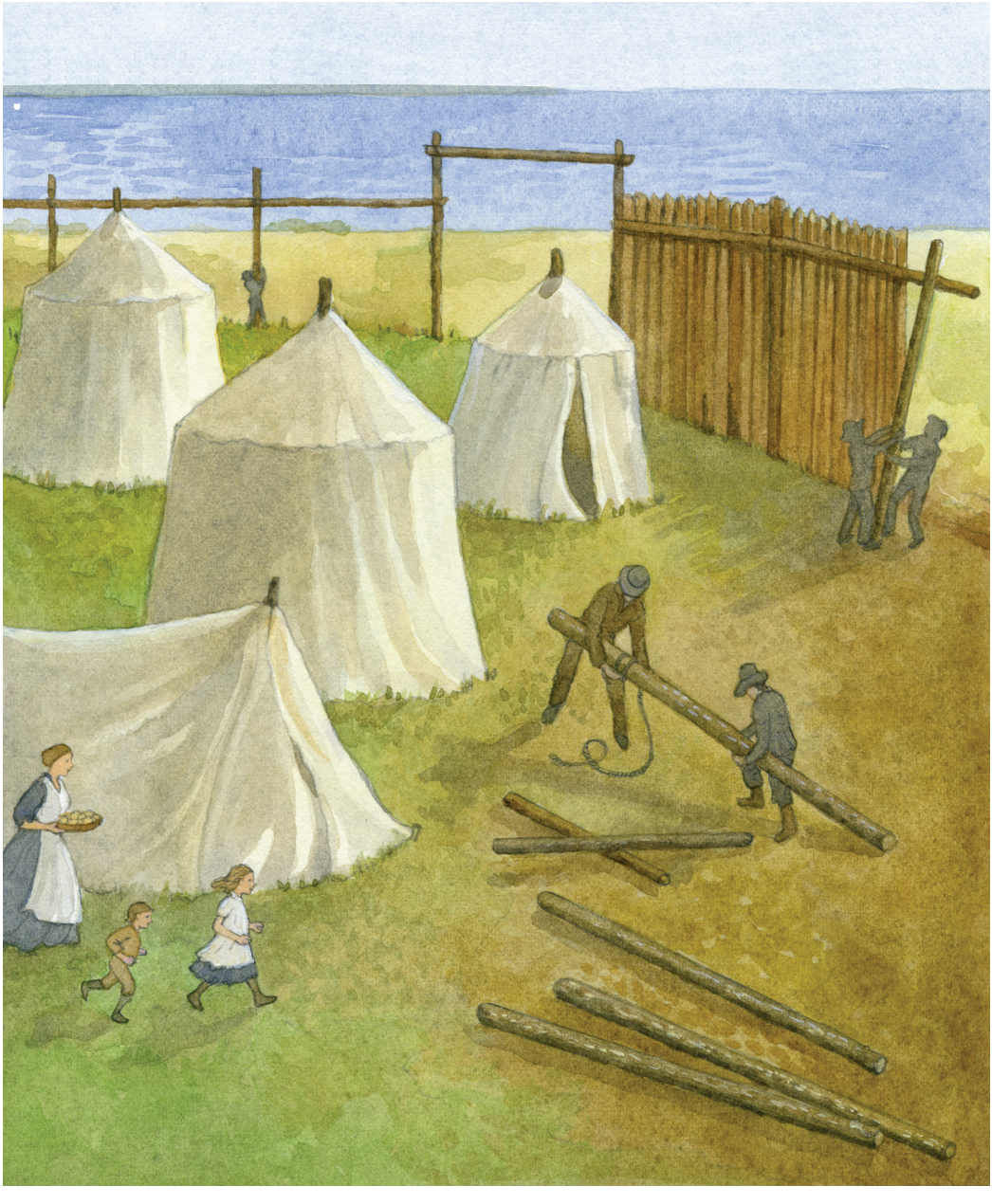
My parents aren't **debtors**. They were chosen by Mr. Oglethorpe for their skills. My father is a carpenter and my mother is a seamstress. Mr. Oglethorpe wanted mostly skilled people to come to Savannah. He said that would be the only way we would survive here. I have heard the grownups talk about what 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.

While some people are unhappy about how strict Mr. Oglethorpe is being in the colony, my parents say that Mr. Oglethorpe is a wise man. When we first arrived, the chief of a local **tribe** called the Yamacraw offered to make peace with him in exchange for trade. The chief's name is Tomochichi. Tomochichi even traveled back to England with Mr. Oglethorpe when he went to get more supplies for us.



Families lived in tents until they built their homes.

Tomochichi and his people trust us—at least for now. In fact, I have heard some of the boys saying that the Spaniards to the south of us are our main enemy. They want this land. The Spanish colonists 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 Spaniards 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?



The Yamacraw and Mr. Oglethorpe trading.

Chapter 10 The Pilgrims, Part I: Arrival



Mary and Remember Allerton ran as fast as they could toward their house. Their stepmother, 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 separate from it and 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** many Pilgrims suffer. Worst of all was the death of the children's beloved mother. 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.

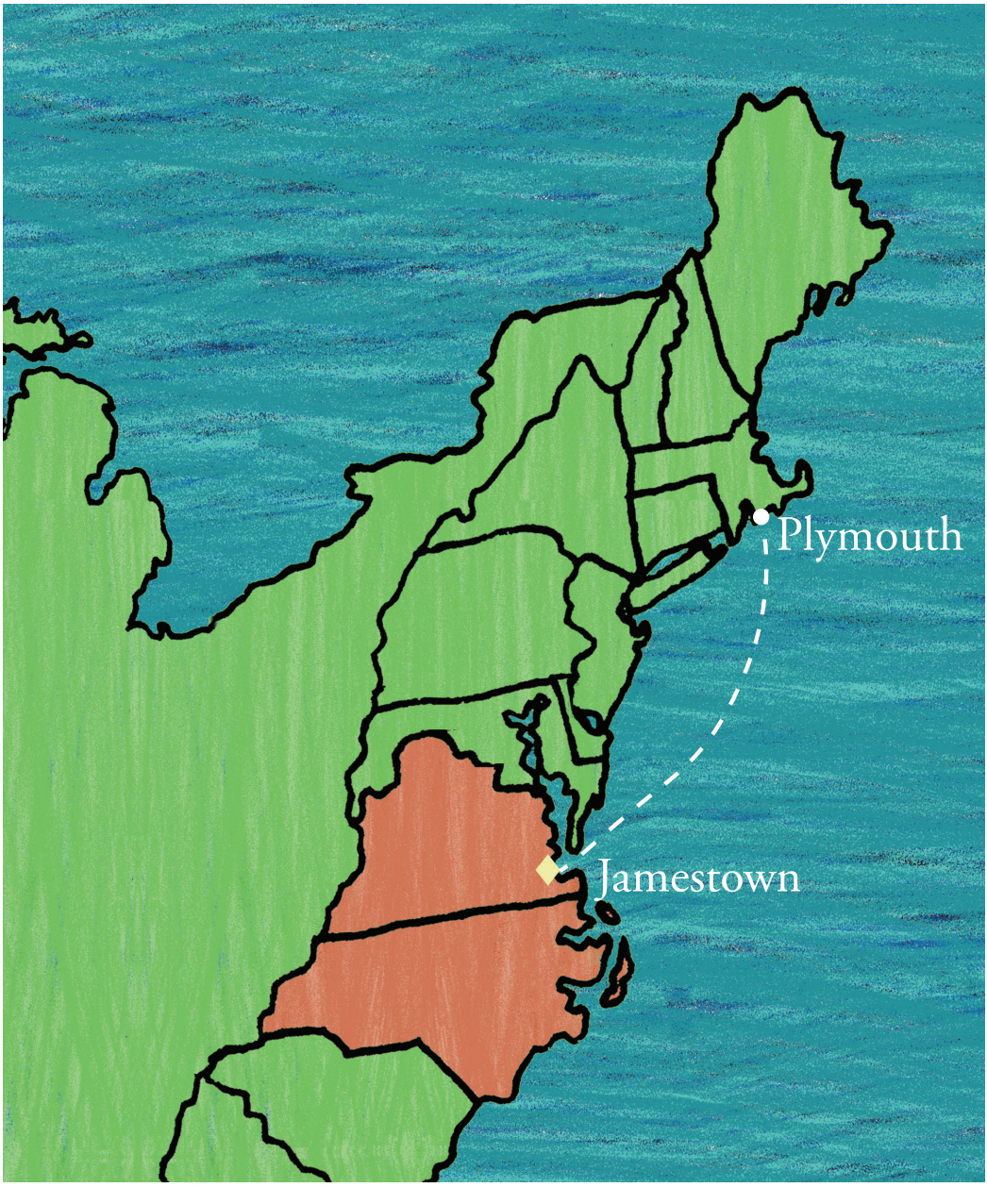


Mary, Remember, and their father tended to their mother.

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 territory. 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, when the Pilgrims and their children arrived in Plymouth in 1621, they had built shelters by day and returned to their ship by night to sleep.



Mary and her family remain in Plymouth.

In the winter, the Pilgrims shivered in the cold as they buried those that had not survived. Mary, Remember, Love, and Wrestling had wondered if they would survive.

While the settlers endured many hardships, the Native Americans in this region faced them as well. One tribe, the Patuxet, who had lived in the area, had created fields for planting. Sadly, many members of this tribe had already died from contagious diseases. 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. In addition, there was another key factor to the Pilgrims' survival: the help of the Wampanoag, the Native Americans living in the area.

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 English well. 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.



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 to survive. 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 for the Native people who had helped them.

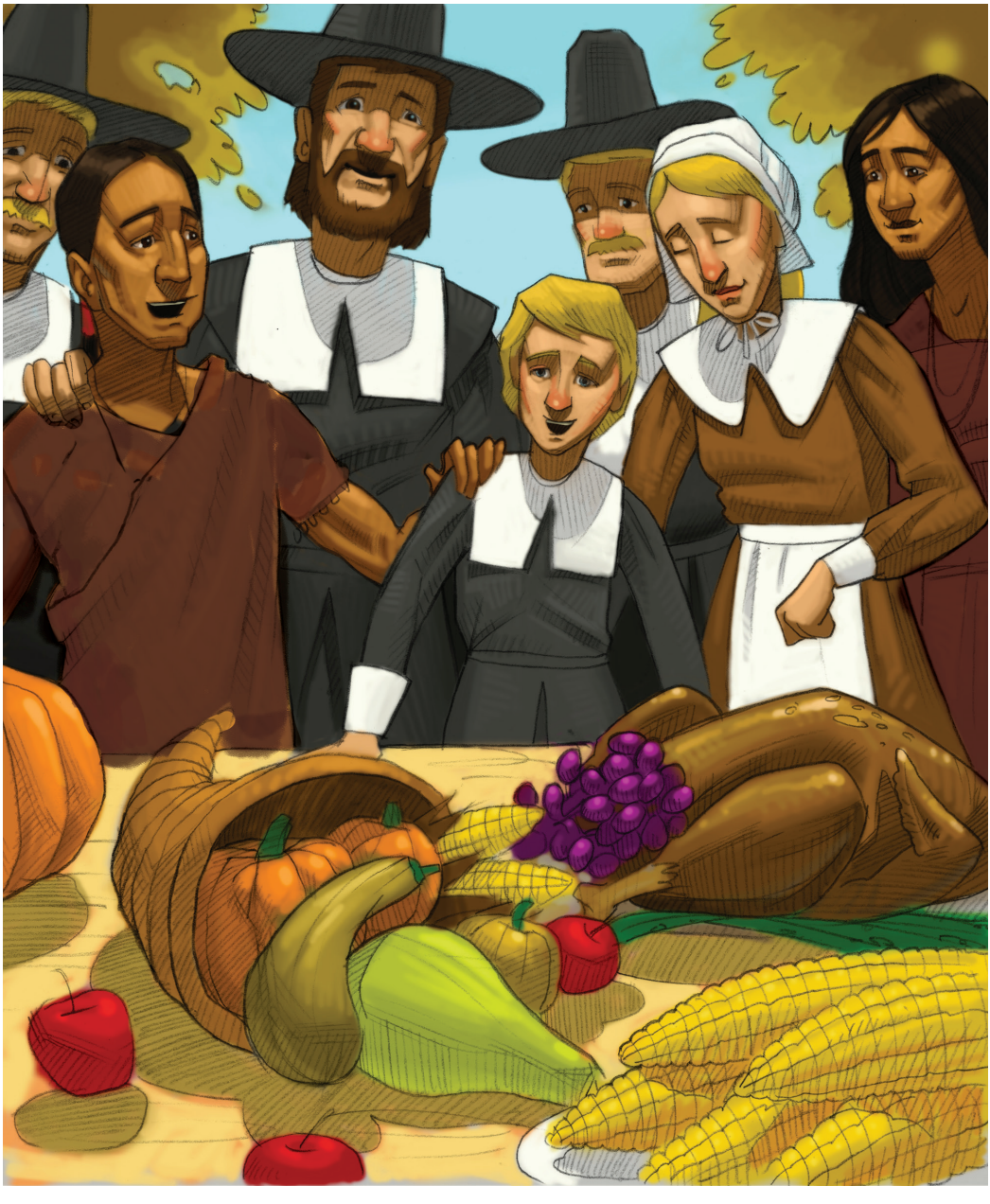


An abundant harvest

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 Fear Allerton.

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



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 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," she exclaimed. "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 their stepmother. 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?



Fear scolded the girls.

Chapter

12 Giving Thanks

Read-Aloud

In the last lesson, you read about the Pilgrims' arrival at Plymouth Rock, their struggle to survive their first year in America, and the help they received from the Native people. Squanto, his friend Samoset, and the Wampanoag (/Wamp*ah*nog/) tribe were all **instrumental**, or very important, in helping the Pilgrims survive. Another person who was key to the success of the colonists was their governor, William Bradford.



Map showing the location of Plymouth

You might remember from Lesson 7 that William Bradford was one of the original colonists who came over on the Mayflower and signed the Mayflower Compact. The Mayflower Compact outlined what the first government in America should look like. The colonists decided that they would remain loyal to King James of England, but they would make laws for the good of the colony and follow those laws. William Bradford was elected governor of Plymouth in 1621 and held the position for thirty years! Much of what we know about daily Pilgrim life during this time comes from the journal he wrote, called *Of Plimoth Plantation*. In this journal, Bradford wrote about his experiences on the Mayflower, the events of the first thirty years in Plymouth, and the colonists' reactions to those events.



William Bradford



The first Thanksgiving

Following the success of that first harvest, Governor William Bradford organized a feast to celebrate and give thanks to God for all his **blessings**. At the first Thanksgiving, the Pilgrims and their friends from the Wampanoag tribe met to share a meal. Before they ate, William Bradford said a prayer, which became an important part of the Thanksgiving feast. His prayer was a song found in the Christian Bible in the book of Psalms. The Pilgrims, and many early colonists, were very familiar with the book of Psalms, which is composed of over one hundred and fifty songs and poems. Bradford read from Psalm 107. It begins,

"Give thanks to the Lord, for He is good; His love endures forever."[1]

Bradford's first prayer to establish the Thanksgiving tradition recognized the struggle of the early colonists and has been used in many Thanksgiving celebrations since then as a reminder of those struggles. Think about the Pilgrims' decision to leave their homes and travel across the Atlantic Ocean to reach a totally unknown land. When they reached Plymouth, they had to build their colony from the ground up. There were no houses or stores. That was hard work! Another part of the Psalm that Bradford read says, "Those He gathered from the lands, from east and west, from north and south. Some wandered in desert wastelands, finding no way to a city where they could settle. They were hungry and thirsty, and their lives **ebbed** away. Then they cried out to the Lord in their trouble, and He delivered them from their **distress**."[2]

Another part of Bradford's prayer from the Psalm was "Some went out on the sea in ships; they were merchants on the mighty waters. They saw the works of the Lord, His wonderful deeds in the deep. For He spoke and stirred up a tempest that lifted high the waves.

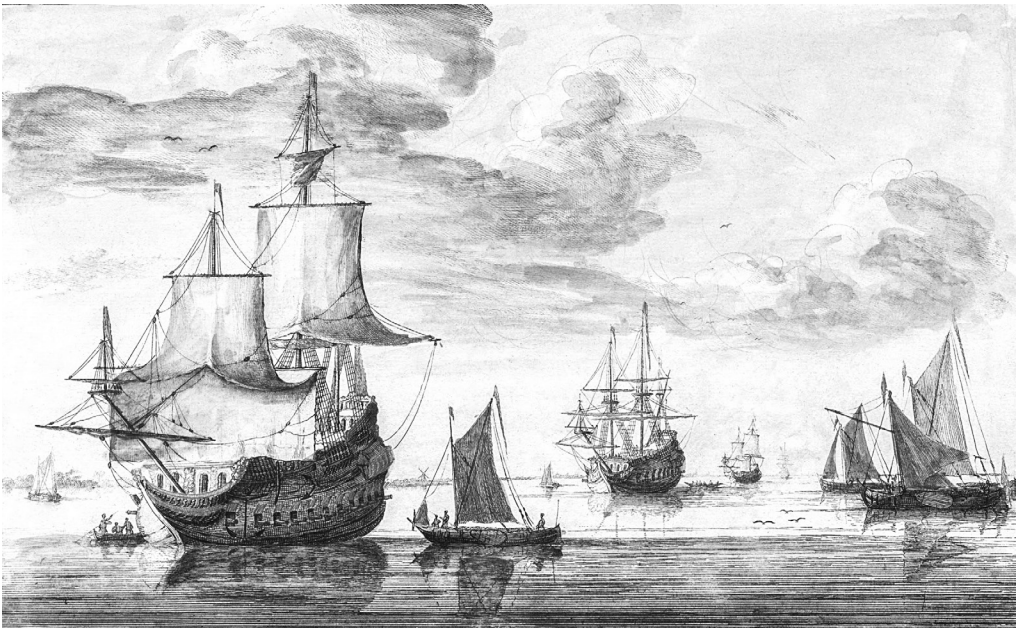
1 Psalm 107:1
2 Psalm 107: 3–6



Ships on rough water

They mounted up to the heavens and went down to the depths; in their peril their courage melted away . . . Then they cried out to the Lord in their trouble, and He brought them out of their distress. He stilled the storm to a whisper; the waves of the sea were hushed. They were glad when it grew calm, and He guided them to their desired **haven**."[3]

3 Psalm 107: 23–26, 28–31



A Safe Haven

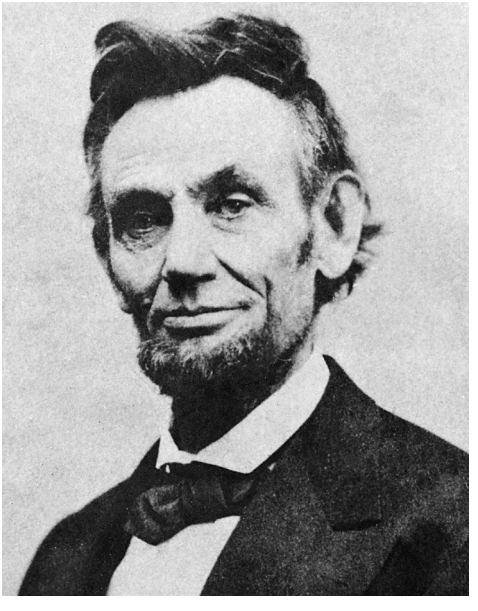
Think about all that the Pilgrims endured at Plymouth. Toward the end of Bradford's prayer, the Psalm said: “There he brought the hungry to live, and they founded a city where they could settle. They **sowed** fields and planted vineyards that yielded a fruitful harvest; He blessed them, and their numbers greatly increased, and He did not let their herds diminish.” This part of his prayer describes how people were able to settle in a new place and live productive and happy lives.



Bountiful land

Following the success of the first harvest feast, the **tradition** was repeated each year. Over two hundred years later, in 1863, President Lincoln declared Thanksgiving a national holiday. His **proclamation** said, "I do, therefore, invite my fellow-citizens in every part of the United States . . . to set apart and observe the last Thursday of November next as a Day of Thanksgiving." This proclamation, or official announcement, was continued by many presidents after Lincoln. When President Ronald Reagan made a Thanksgiving Day proclamation in 1985, he even reminded everyone that Governor William Bradford was responsible for the first Thanksgiving Day celebration. He encouraged

everyone to spend their day giving thanks to God for their blessings.



President Lincoln

Every year on Thanksgiving, the president of the United States holds a ceremony at the White House. The president reads the Thanksgiving Day proclamation to remind citizens of the meaning and purpose of the holiday. The ceremony ends with the annual Thanksgiving turkey **pardon**. A pardon is when you forgive someone for an offense, and they will no longer face consequences. The president chooses a big turkey, pardons it, and promises the turkey it will not end up as Thanksgiving dinner! The first president to pardon a turkey was President Harry Truman in 1947. This is a fun tradition that all ages enjoy.



Harry Truman pardoning a turkey

Chapter 13 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 Pilgrims' **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 the colonies. They knew that many had died due to lack of food and shelter. The Puritans were determined to avoid these mistakes.

It was decided that a small group of Puritans would



John Winthrop addressing Puritans

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 how the leaders of the colony interpreted the Christian Bible and their belief of 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 careful 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 precise example of **pure** living, the Church of England would change religious rules that the Puritans disagreed with.



Puritan town

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

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

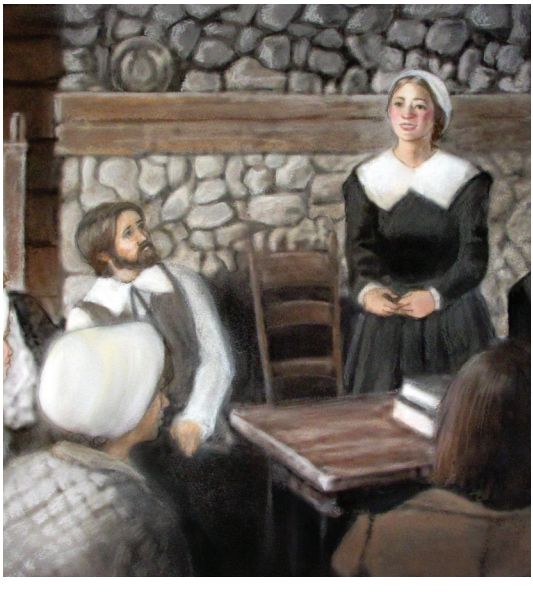
He strongly believed that Native Americans should be paid for this land. Before long, the leaders of the Massachusetts Bay **Colony** considered him to be a troublemaker. Roger Williams was labeled a religious **dissenter** and was forced to leave the **colony**. There were some who wanted to send him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

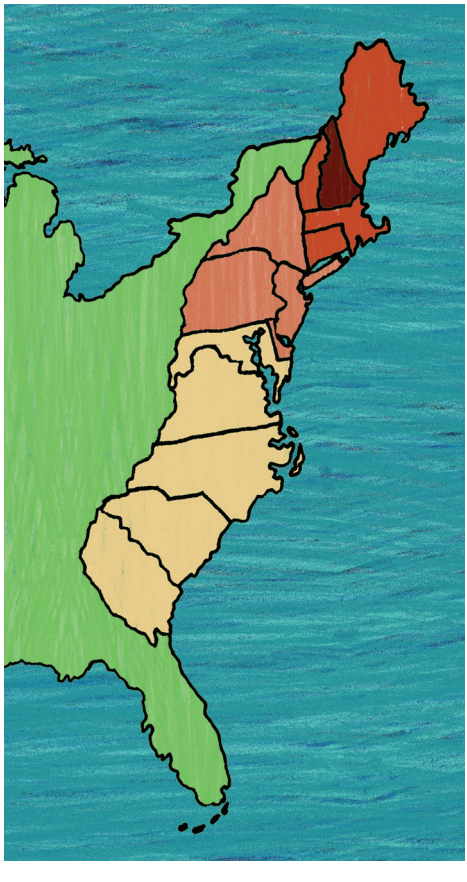


Thomas Hooker with settlers in Connecticut

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 other land he had claimed to his friends? Well, he "gave" 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.

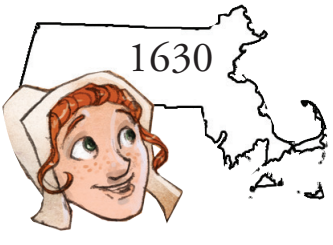


New Hampshire

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

14 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.

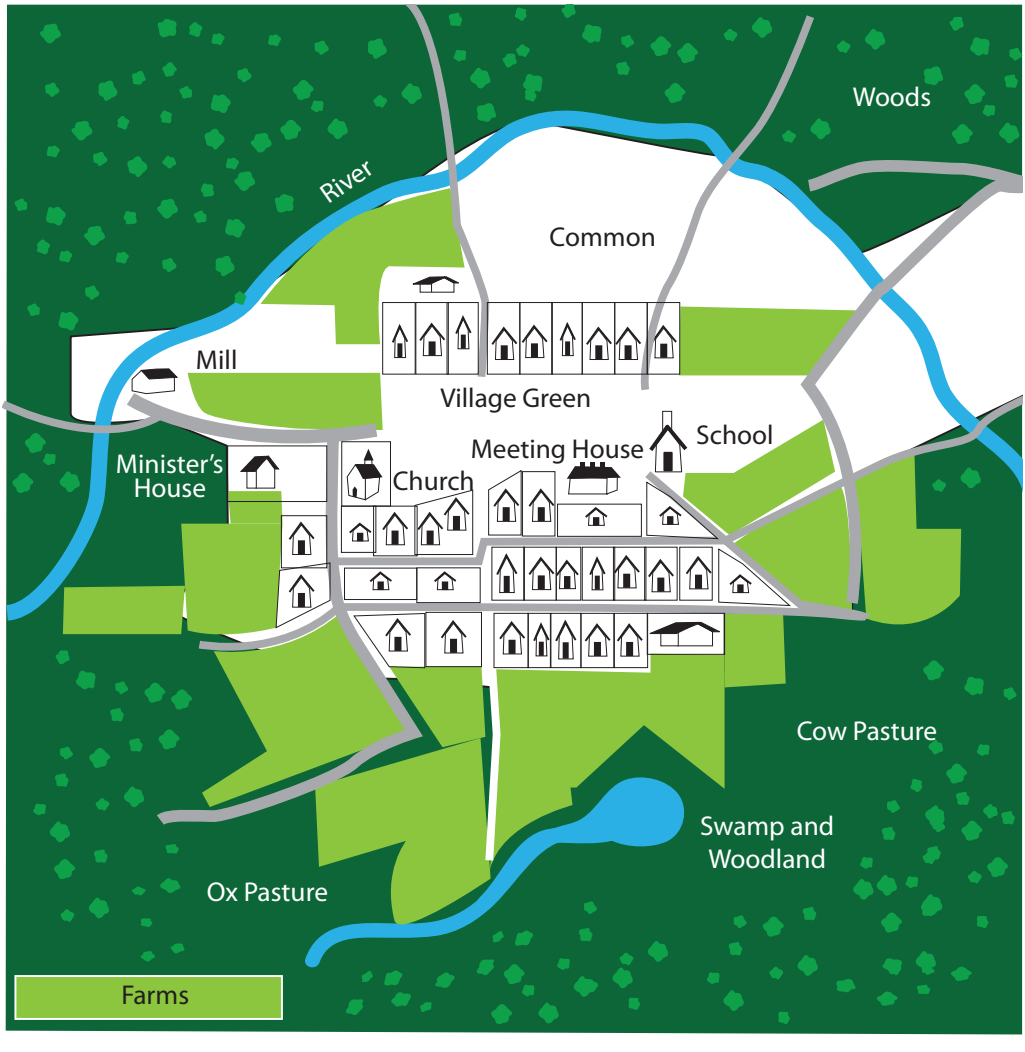
During the morning sermon, I had smiled at the sight of Elder Jones's new wig. I could not understand why a minister of the church would care to wear such a thing on his head. But seemingly he does. Not only is it a strange looking sight, it does not appear to sit straight on his head.



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 **purer** 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 homes 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. 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 how we interpret the rules of the Christian 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 15 The Middle Colonies

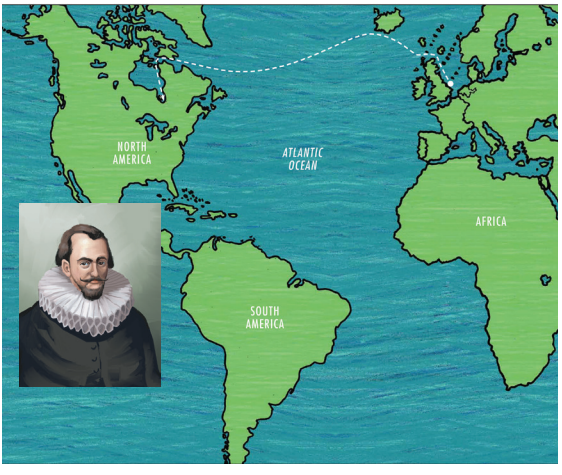
Read-Aloud

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 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?



English warships sailing into New Amsterdam

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 many Native Americans did not share the Europeans' concept of private land ownership, historians are not sure whether the Munsee understood what the Dutch settlers thought they were purchasing. Nor are

historians sure that the Dutch settlers 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 Natives were settled. Rather than create boundaries between 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 the Munsee people, just as there had been between colonists and Native Americans 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 colonies. This **colony** had excellent land for farming and a growing fur trade. English colonists 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.

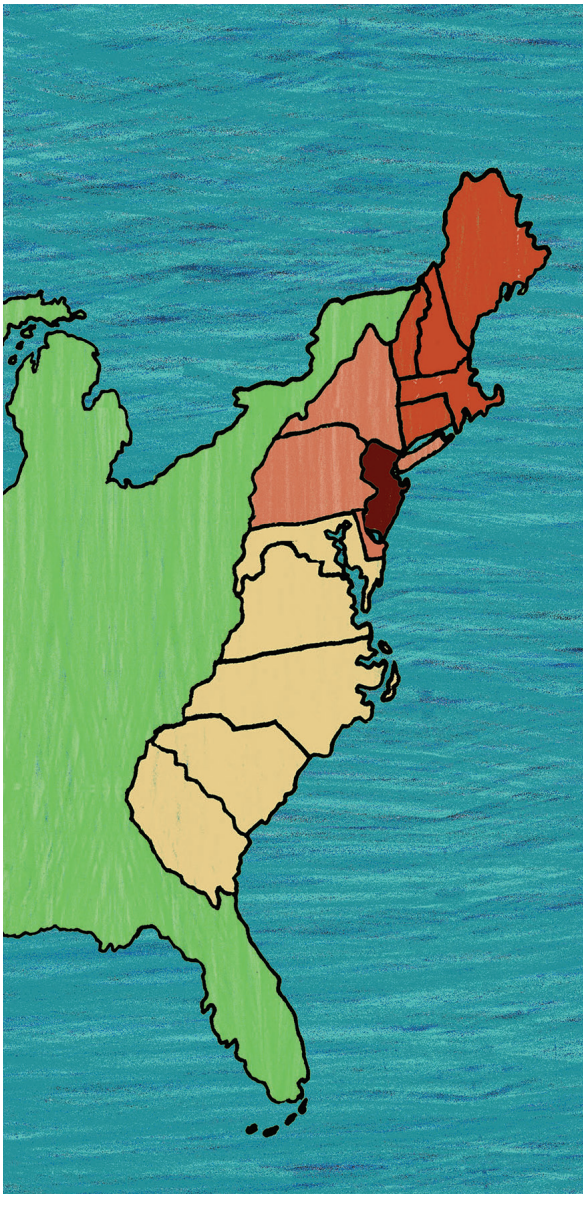


Peter Stuyvesant surrenders to the English

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 cultures of the places in Europe from where they had come. 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.

Chapter

16 The Quakers and the Lenni Lenape



Charles, Hester, and their father, Micah, walked slowly toward the Lenni Lenape (LEH-nee Le-NAH-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.

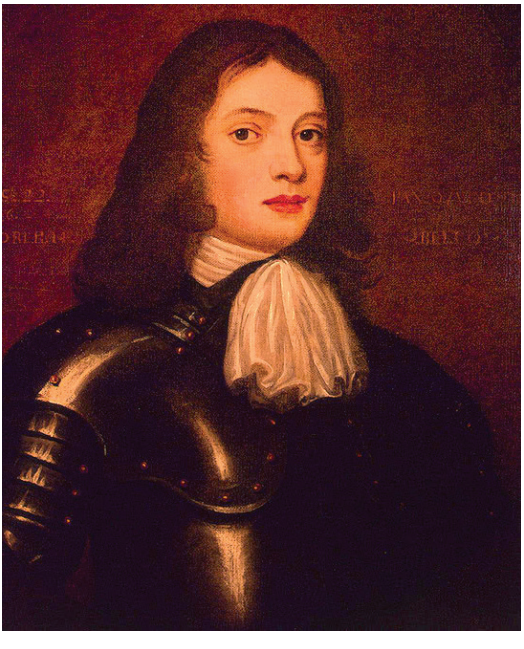
The village was on the bank of a long, winding river. In the village, there were about thirty wigwams and four longhouses. Like the wigwams, the longhouses were made from a wooden frame covered in bark. Unlike the wigwams, though, several families lived together in one longhouse. On the **outskirts** of the village, the children could see the Lenni Lenape 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 have a priest or pastor to **worship**, either. They also believed that everyone was equal in the eyes of God, which meant that Native Americans and Africans who were enslaved 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, worn in cold weather, 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 spend time with some of the Lenni Lenape men. This meant that Charles, Hester, and Lapowinsa would get a chance to play. The children 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 17 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 toward 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 brown dog scampered happily after him.

Do you think being a printer's **apprentice** is a good opportunity for Matthew? Would you like to be an apprentice? If so, for what job?



Matthew and his shaggy friend

Chapter 18 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. 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 19 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.

Why did the children help with chores?



Patience will name her kitten Midnight.

Chapter

20 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 colonists 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 conquistadors had forced the French colonists out of what is present-day Florida and gained control of it. They also moved into the areas of southwestern North America including present-day New Mexico. The French settlers were colonizing parts of present-day Canada and had also claimed the Mississippi River



English, Spanish, and French soldiers

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 land to settle. They began to move further west, away from the coastal areas where people had first settled. Over time, Native Americans began to realize that there would be no end to the **influx** of people.

In 1675, war broke out in New England. After years of friction and conflict, Wampanoag warriors attacked homesteads and colonists retaliated. Chief Metacom, the son of Chief Massasoit [mass-uh-*so*-it], led a war party against some English settlers. This turned into an all-out conflict. Eventually, the English settlers won. Only about four hundred of the Wampanoag survived, and the settlers took 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 had to move west away from the eastern regions when the **influx** of settlers arrived. The French colonists had also claimed a few areas of the Ohio Valley. They 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 Native Americans nor the French colonists wanted English settlers to build homes upon this land. However, the British Lieutenant Governor of Virginia, Robert Dinwiddie, wrote to the French military commander in the Ohio Valley, insisting that the land belonged to Great Britain and demanding that the French government abandon its claim to it.

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

Yet another war broke out in 1754. This war is known as the French and Indian War, although it was primarily between Great Britain and France. Fought in the forests of North America, this war went on for a very long time—



French and Indian War battle scene

almost nine years in all. George Washington and many other colonists were in favor of the war, hoping to gain more territory, and fought on the side of the British. The British government also sent thousands of soldiers across the Atlantic Ocean to fight. There were Native Americans on both sides of the war, although many of them tried to stay out of it. Some were pressured into choosing a side in the conflict and fighting for it, often because the British or French threatened to cut off trade if they didn't participate. Many Native Americans in the region, such as the Huron, fought with the French colonists. 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, some Native Americans continued to fight for their land. They were led by Chief Pontiac of the Ottawa tribe, and so their fight became known as "Pontiac's Rebellion." But these attempts actually involved a vast network of at least thirteen Native American tribes which united together around protecting their people. Chief Pontiac and the Native American tribes were successful. The British soon realized that it would be very difficult and very expensive to try to defeat them. As a result, the British Parliament and King George III decided that settlers should not live on land west of the Appalachian Mountains. In 1763, King George issued a proclamation forbidding it.

Fighting a war for many years is a very expensive



King George III before Parliament; Proclamation being read

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 Native Americans!" Grenville presented his plan to King George III and Parliament. King George and most members of the British parliament agreed that 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 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 a deck of playing 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





American colonists read the Stamp Act

they 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 21 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.



Sons of Liberty protesting

Members of Parliament were not happy. King George insisted that it was Britain's right to tax the colonies. 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 the British East India Company would no longer have to pay the tax on tea, but colonial merchants would still have to pay the tax. That would give the British company an unfair advantage over the colonial merchants with whom they were competing.



Boston Tea Party

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.

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.



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

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. 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 toward 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 solders, called Minutemen, were warned by two other men who rode with Revere: William Dawes and Samuel Prescott. This allowed them to prepare 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.

The historic ride of Paul Revere and others 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!"





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

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.

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.

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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

battered—beat with repeated damaging blows; hit; pummeled

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

beloved—greatly loved

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

bitterly—extremely

blessings—gifts of protection given by God

boarded—stepped onto or entered

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

distress—feelings of unhappiness or anxiety

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

ebbed—went away from land, like a tide

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 home territory (**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

haven—a safe place

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

I

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

independence—freedom

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

indigo—a tropical plant that is a member of the pea family that is grown to create blue dye

inevitable—unavoidable; unstoppable

influx—an arrival; entry

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

instrumental—very important

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—any person whose religion is Judaism. In a broader sense of the term, a Jew is a person who is connected, through descent or conversion, to the Ancient Hebrew tribes of Israel.

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. Today, most Lenape live in Oklahoma, with some other communities in Wisconsin and Ontario.

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

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

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

pardon—when you forgive someone for an offense, and they will no longer face consequences

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

proclamation—an important announcement

pure—free from anything harmful (**purer**)

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

Quakers—members of a Christian Protestant religion, also known as the Religious Society of Friends, which was started in England in the 1600s and exists today

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

Roman Catholic—a branch of Christianity, led by the Pope, that believes in the teachings of the Christian Bible

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 and denying them the freedom to decide how to live their lives

society—a group of people organized together

sow—to plant seeds

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**)

tradition—a custom passed down from generation to generation

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**)

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