Why Colonize?: What circumstances would make you CHOOSE to leave your home country and move across the Atlantic?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

New England Colonies – Pilgrims then… Puritans

1. What was the origin of the New England Colonies?
   - Plymouth Colony –
   - Massachusetts Bay Colony –

2. Who were the Puritans?

   What job did the Puritans believe they had to do?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
1. What role did religion have in the Puritan society of the Massachusetts Bay Colony?

2. Did everyone believe in Puritan Society? What happened to those who did not?

3. What is Religious Tolerance?


5. Use page 103 in the American Nation text as a reference. Create a map key with symbols for Grain, Cattle, Lumber, Fish, Whales, Furs, Ships, Iron, and Rum.

6. List and label the different locations for each of the resources. Identify and label the map with the names of each of the New England Colonies and the Major Cities.
NEW ENGLAND COLONIES (Con’t)

Religion played a large part in the founding of colonies in New England. During the 1630s, thousands of English settlers came to live around Massachusetts Bay, north of Plymouth. Gradually, English settlers built towns and farms throughout the region. These settlements shared a distinctive way of life.

Life in New England Towns and Villages
Chap 4 Sect. 1 (American Nation), p. 106-107

Puritans believed that people should _________ and tend to local matters as a __________. As a result, New England became a land of tightly knit __________ and _____________.

At the center of each village was the ____________, an open field where cattle grazed. Nearby stood the ____________, where Puritans worshiped and held ___________.

Religion and Family: The Puritans took their ___________, or holy day of rest, very seriously. On Sundays, no one was allowed to ____________ or visit taverns to ____________, ____________, and ____________. The law required all citizens to attend Sunday church services, which would ____________ _______ _______.

During the 1600s, women sat ______ ______ ______ of the church and men on the other. ____________ and ____________ stood in a balcony at the back. ____________ had separate pews, where an adult watched over them.

Government: At ____________ ___________, settlers discussed and voted on many issues. What roads should be built? How much should the schoolmaster be paid? Town meetings gave New Englanders a chance to ____________ __________ ___________. This early experience encouraged the growth of _____________ ideas in New England.

___________ laws were strict. About ______ crimes carried the ___________ ___________. One crime punishable by death was ____________. In 1692, Puritans in _____________ ___________ executed 20 men and women as witches.

Economy: New England was a difficult land for colonists. The ____________ soil was poor for farming. After a time, however, Native Americans taught English settlers how to grow many crops, such as ____________, ____________, ____________, squash, and ____________.

Settlers also hunted for: _________________. Settlers also cut down trees and floated them to sawmills near ports such as Boston, Massachusetts, or Portsmouth, New Hampshire. These cities grew into ____________

_________________________ ___________________.

Other New Englanders fished for ____________ and ____________. In the 1600s, people began to hunt whales. __________________ supplied ________ for lamps and other products.
The Salem Witch Trials:

Setting: Puritan New England, 1692; Salem, Massachusetts

The Problem: Three pre-teen girls in 1600’s Puritan New England, after hearing ‘magical’ stories from a Caribbean slave, begin acting strangely. A doctor in the town ‘diagnosed’ them as being ‘bewitched.’

Read the article, then respond to the questions below:

1) Summarize the article, what is the main idea of the text?

2) Who said they were being attacked by witches? Why did the actions of the girls concern the leadership of the town?

3) Who was accused of witchcraft? Describe the trials that took place.

4) How did the trials end? Did anyone apologize for the events that took place?

5) Why is it important to know/remember the events of the Salem Witch Trials?
The Salem Witch Trials

The infamous Salem witch trials began during the spring of 1692, after a group of young girls in Salem Village, Massachusetts, claimed to be possessed by the devil and accused several local women of witchcraft. As a wave of hysteria spread throughout colonial Massachusetts, a special court convened in Salem to hear the cases; the first convicted witch, Bridget Bishop, was hanged that June. Eighteen others followed Bishop to Salem’s Gallows Hill, while some 150 more men, women and children were accused over the next several months. By September 1692, the hysteria had begun to abate and public opinion turned against the trials. Though the Massachusetts General Court later overturned guilty verdicts against accused witches and granted indemnities to their families, bitterness and anger lingered in the community, and the painful legacy of the Salem witch trials would endure for centuries.

CONTEXT & ORIGINS OF THE SALEM WITCH TRIALS

Belief in the supernatural (magical) and specifically in the devil’s practice of giving certain humans (witches) the power to harm others in return for their loyalty—had emerged in Europe as early as the 14th century, and was widespread in colonial New England. In addition, the harsh realities of life in the rural Puritan community of Salem Village, Massachusetts, at the time included, a recent smallpox epidemic and fears of attacks from neighboring Native American tribes. Amid these growing tensions, the Salem witch trials would be fueled by residents’ suspicions of and resentment toward their neighbors, as well as their fear of outsiders.

DID YOU KNOW?

In an effort to explain (by scientific means) the strange afflictions suffered by those "bewitched" Salem residents in 1692, a study published in Science magazine in 1976 cited the cause of the symptoms was a reaction to the fungus ergot (found in rye and wheat—used to make bread), which toxicologists say can cause symptoms such as delusions, vomiting and muscle spasms.

In January 1692, 9-year-old Elizabeth Parris and 11-year-old Abigail Williams (the daughter and niece of Samuel Parris, minister of Salem Village) began having fits, including violent contortions and uncontrollable outbursts of screaming. After a local doctor, William Griggs, diagnosed bewitchment, other young girls in the community began to exhibit similar symptoms, including Ann Putnam, Mercy Lewis, Elizabeth Hubbard, Mary Walcott and Mary Warren.

In late February, arrest warrants were issued for the Parris’ Caribbean slave, Tituba, along with two other women—the homeless beggar Sarah Good and the poor, elderly Sarah Osborn—whom the girls accused of bewitching them.
SALEM WITCH TRIALS: THE HYSTERIA SPREADS

The three accused witches were brought before the magistrates Jonathan Corwin and John Hawthorne and questioned, even as their accusers appeared in the courtroom in a grand display of spasms, contortions, screaming and writhing. Though Good and Osborn denied their guilt, Tituba confessed. Likely seeking to save herself from certain conviction by acting as an informer, she claimed there were other witches acting alongside her in service of the devil against the Puritans. As hysteria spread through the community and beyond into the rest of Massachusetts, a number of others were accused, including Martha Corey and Rebecca Nurse—both regarded as upstanding members of church and community—and the four-year-old daughter of Sarah Good.

Like Tituba, several accused “witches” confessed and named still others, and the trials soon began to overwhelm the local justice system. (It is believed that Tituba was told/ordered by her master to ‘confess’ an order which she obeyed)

In May 1692, the newly appointed governor of Massachusetts, William Phips, ordered the establishment of a special Court to decide on witchcraft cases for Suffolk, Essex and Middlesex counties. Presided over by judges including Hawthorne, Samuel Sewall and William Stoughton, the court handed down its first conviction, against Bridget Bishop, on June 2; Tituba, the Caribbean slave, was hanged eight days later on what would become known as Gallows Hill in Salem Town. Five more people were hanged that July; five in August and eight more in September. In addition, seven other accused witches died in jail, while the elderly Giles Corey (Martha’s husband) was pressed to death by stones after he refused to enter a plea at his arraignment.

SALEM WITCH TRIALS: CONCLUSION AND LEGACY

Though the respected minister Cotton Mather had warned of the dubious value of spectral evidence (or testimony about dreams and visions), his concerns went largely unheeded during the Salem witch trials. Increase Mather, president of Harvard College (and Cotton’s father) later joined his son in urging that the standards of evidence for witchcraft must be equal to those for any other crime, concluding that “It would better that ten suspected witches may escape than one innocent person be condemned.”

Amid waning public support for the trials, Governor Phips dissolved the special Court in October and mandated that its successor disregard spectral evidence. Trials continued with dwindling intensity until early 1693, and by that May, Governor Phips had pardoned and released all those in prison on witchcraft charges.

In January 1697, the Massachusetts General Court declared a day of fasting for the tragedy of the Salem witch trials; the court later deemed the trials unlawful, and the leading justice Samuel Sewall publicly apologized for his role in the process. The damage to the community lingered, however, even after Massachusetts Colony passed legislation restoring the good names of the condemned and providing financial restitution to their heirs in 1711. The vivid and painful legacy of the Salem witch trials endured well into the 20th century, when Arthur Miller dramatized the events of 1692 in his play “The Crucible” (1953), using them as an allegory for the anti-Communist “witch hunts” led by Senator Joseph McCarthy in the 1950s.

Excerpted from: www.history.com/topics/salem-witch-trials
The ‘Middle’ Colonies - New York, Pennsylvania, New Jersey, Delaware

Economy ($$) of the Middle Colonies:

- __________ climate meant a __________ growing season.
- Soil was very __________.

Results:
- Large farms developed and grew ______ and ________.
- __________ are shipped to England.
- Middle Colonies gained the nickname, “The _____________”

PRODUCTS/EXPORTS – (Things made and sold in the Middle Colonies)

- Pennsylvania –
- New Jersey –
- Delaware –
- New York –

Create a map key for all of the different resources of the Middle Colonies. List and label the the map with the names of each of the Middle Colonies, their Major Cities, and rivers that flow through them.
New York (1664):
- Originally a ____________ colony (New Netherlands).
- New Netherlands ________________ to the British.

**Results:**
New Netherlands is renamed after the King of England’s brother, the Duke of __________.
- New Netherlands became New ____________.
- New __________________became New York City.

Pennsylvania (1681):
Founded by Quaker, William ____________ for religious freedom.
Quakers (society of ________) did not believe in violence/___________.
Quakers were not well-liked in England because they did not serve in the king’s ________________.

**Results:**
Some ____________ and ________________ went to Pennsylvania for religious freedom (Mennonites & Amish).
Quakers had ______________ relations with the Indians.
- They compensated (paid) Indians for _______ and allowed Indians to serve on _________.
- ________________ (City of Brotherly Love) became the largest city in Pennsylvania.
Read page 108 - 110 in the *American Nation*, and respond to the questions below:

Why did the Dutch settle in the New Netherlands?

Why did New Jersey separate from New York?

How was Pennsylvania founded?

What is a **proprietary colony**?

What is a **royal colony**?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was William Penn’s family background?</td>
<td></td>
</tr>
<tr>
<td>Describe the Quaker religion:</td>
<td></td>
</tr>
<tr>
<td>What was the ‘holy experiment’?</td>
<td></td>
</tr>
<tr>
<td>How did William Penn acquire (get) the land that became Pennsylvania?</td>
<td></td>
</tr>
<tr>
<td>How was Penn’s treatment of the Native Americans reflective of his Quaker beliefs?</td>
<td></td>
</tr>
</tbody>
</table>
A Letter to the Native Americans

Before he would allow people to settle his colony, William Penn insisted on establishing good relations with the Native Americans. He wrote this letter:

The king of the country where I live hath given me a great province, but I desire to enjoy it with your love and consent, that we may always live together as neighbors and friends, else what would the great God say to us, who hath made us not to devour and destroy one another, but live soberly and kindly together in the world….

— William Penn, Letter to the Indians, 1681

Analyzing Primary Sources

How does Penn explain his belief about living peacefully with Native Americans?

Primary Source information through Art

Look at the two paintings depicting William Penn’s signing of the treaty with the Lenni-Lenape Indians. What is shown in each painting? What is implied? What is inferred? How does a representation in this manner reflect the thinking of the time?

PAINTING #1: Penn’s Treaty with the Indians (late 1600s)

PAINTING #2: The Peaceable Kingdom by Edward Hicks (1700s)
The ‘Southern’ Colonies - Maryland, Virginia, North Carolina, South Carolina, Georgia

Text: American Nation, Chap 4, Section 3

1) **Create a map key** for all of the different resources of the Southern Colonies. Use the map on p.115 of Amer. Nation for reference.

2) List and label the map with the names of each of the Southern Colonies, their Major Cities, and rivers that flow through them.

3) **Compare this map** to the maps on p. 103 and 111. What crops were grown **only** in the Southern Colonies?

Maryland - ________________________________

Founded by ____________________________ as a _____________ for English Catholics in 1634

- 
- 
- 
- 
- 
- 
- 

Atlantic Ocean
Virginia

In Jamestown, _______ _________ introduced a __________________________________________ that gave Jamestown a __________________________ economy.

CASH CROP: __________________________________________

Headrights: __________________________________________

Bacon’s Rebellion: Read about Bacon’s Rebellion on the bottom of p. 114 in the American Nation text. Write a summary of what happened, and why.

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Virginia House of Burgesses

-  

-  

-  

-  

Bacon’s Rebellion: Read about Bacon’s Rebellion on the bottom of p. 114 in the American Nation text. Write a summary of what happened, and why.
The Carolinas

- The largest settlement, ___________ ____________, sprang up where the Ashley and Cooper rivers met.
- Later, Charles Town's name was shortened to _________________.
- Most early settlers in Charleston were from ________________, an English colony in the Caribbean.
- English planters from Barbados ___________________________________________________________
  ___________________________________________________________________________________
- They also brought their __________________________________________________________________

Plantation: __________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

The Rise of Plantation Slavery – Around 1685, a few planters discovered that ____________ grew well in the swampy lowlands along the coast of South Carolina. However, they were unable to grow rich crops until ____________ from __________ - __________ areas of Africa arrived (as Slaves) in the colony. Before long, ____________ ____________ was a profitable crop traded around the world.

Indigo: ______________________________________________________________________________
____________________________________________________________________________________
How was Indigo grown?: __________________________________________________________________
____________________________________________________________________________________
Using the American Nation text, Chapter 4, section 3, respond to the following:

**Georgia: The last of England’s 13 colonies**

1) Who founded Georgia, and why?

2) What is a debtor?

3) What happened to debtors in England?

4) How was life in Georgia different from life in the Carolinas just to the North?

5) Describe a Tidewater Plantation in detail:

6) Why were rivers important to settlement here?

7) What was life like in the Backcountry?
Early Carolina Settlement: Barbados Influence
Excerpted from http://ldhi.library.cofc.edu at the College of Charleston

In 1628, (eight years after the Pilgrims landed in Massachusetts) the Caribbean island of Barbados became an English colony.

During the late 1600’s, this relatively small Caribbean island featured the most profitable trading system in the English colonies, and the most profitable sugar plantation system in the world. Barbados’ booming plantation economy had developed in just a few short decades, due to geographic and historic advantages.

This map reveals relatively close proximity of Carolina colony and British West Indies. Early settlement in Carolina was strongly influenced by trade with Barbadians and other West Indian settlers, as well as emigration from the West Indies of both planters and slaves to this new North American colony.

The idea of the Plantation system traveled from the English colony of Barbados, to Charleston, in the English Colony of South Carolina.

This travel of ideas, people, and goods became part of a system known as TRIANGULAR TRADE which shipped people, and goods between England, Africa, and the English Colonies in the Americas and Caribbean.
**Plantation**, a usually large estate in a ‘tropical or subtropical’ region that is cultivated by unskilled labor under central direction.

*This meaning of the term arose during the period of European colonization in the tropics and subtropics of the New World, essentially, wherever huge tracts of crops cultivated by slave labor became an economic mainstay.*

"Life in the Plantation South." *U.S. History. Independence Hall Association*

**ORIGINS OF “PLANTATIONS”**

The development of a plantation economy and African slavery in Carolina began long before English colonists even settled Charles Town in 1670. In 1663, eight *Lords Proprietors* in England received land grants in North America from *King Charles II for their loyalty to the monarchy* during the English Civil War.

The Lords decided to combine their shares to establish a profit-seeking *proprietary settlement* (land given to favorites of the King to develop and make money) - named Carolina, between the English colony of Virginia and Spanish Florida. To ensure financial success, they sent representatives to study the *lucrative sugar plantation system on the Caribbean island of Barbados*. They also recruited white settlers from this English West Indian colony to help launch their new North American settlement. These white Barbadians often brought enslaved Africans with them.

Barbadian settlers also brought the plantation model to the Carolina colony, and reliance on African enslaved labor to make the plantations run. These planters had a strict and cruel slave code that defined colonial African slave labor. Sugarcane, which had been the major crop in Barbados, never became a major cash crop in Carolina, but these Barbadians eventually transplanted their West Indian model of plantations and slavery to the new colony.

Initially, South Carolina ‘Low Country’ (swampy areas near the south carolina coast) planters attempted and failed to develop a cash crop from olives, grapes, mulberry trees, and different English-based grains. Carolina settlers also engaged in the fur trade with American Indians, extracted tar and pitch for naval stores, and raised livestock for exporting packed beef to the English West Indies.

By 1690, however, Low Country planters had *successfully applied the West Indian plantation model to rice*, and Carolina rapidly developed into a lucrative plantation economy and slave society.

**INDIGO** – Eventually a rare plant called ‘Indigo’ which produced a rich, blue dye began to be cultivated by planters on Plantations in South Carolina. The rare – and expensive dye produced from the Indigo plant was a symbol of status and wealth in Europe, and it was in HIGH demand.

In 1747 the first shipment of indigo left for England, and within two decades more than a million pounds would be shipped each year, making the dye one of the colony’s largest exports, second only to rice. Indigo production was an extremely labor-intensive, multi-day process that could only be profitable when done on a large scale with slave labor, which limited it to plantations.

The production of indigo caused a spike in the importation of African slaves—who would go on to outnumber whites in the colony by two to one—while lining the pockets of the colony’s elite.
**TASK:** Using the Early Carolina settlement article, as well as the Carolinas/Georgia worksheet, and Chapter 4, Sections 3-4 of the American Nation, answer the following essential questions:

(This will be collected and graded on Friday)

1) **BIG IDEA:** What is the connection between Barbados and South Carolina? Why is this connection significant?

2) What was the impact of growing cash crops and using the plantation system?

3) What were the major cash crops grown in South Carolina? How and Why were these two products successful?

4) What experiences in West Africa impacted South Carolina’s economy?

5) What was the significance of the city of Charles Town (Charleston) in the prosperity (successfulness) and economic ($$) success of their Plantations?
6) How and why did the growth of slave trade result in a population imbalance?

7) BIG IDEA: Summarize the contributions of enslaved Africans to the culture and economy of South Carolina.

8) BIG IDEA: How did South Carolinians use their natural, human and political resources to gain economic prosperity?

**SECTION 4 – American Nation p. 118-119**

9) What was the “Middle Passage”? (Section 4)

10) How were enslaved Africans human rights limited?

11) PRIMARY SOURCE ANALYSIS: Read the Primary Source selection on p. 119 “Surviving the Middle Passage.” Respond to this question: How does Equiano use language to express his feelings about the Middle Passage
The 13 Colonies
Our Nation's Foundation

New England Colonies
Settled: to practice religious freedom
Industry: lumber, ship building, international trade
Culture: small towns and small family farms

The English North American colonial period was 1607 to 1732.
By 1750, the population grew to 2 million, integrating many groups.
Growing disagreements with England, along with shared democratic ideals and trade, led to the Colonial Assembly of 1774.

Middle Colonies
Settled: to set up family farms and businesses
Industry: agriculture (wheat, barley, and other grains)
Culture: cities and hard goods industries

Southern Colonies
Settled: to set up large agricultural trading companies
Industry: plantation farming (tobacco, cotton, and rice)
Culture: small towns served plantation trade

Atlantic Ocean