

Unit Activity



Create Explorer Postcards

- Choose any place in North America that you would like to have explored.
- Research information about the geography and early people of the place you chose.
- Create one or more postcards an explorer might have sent home.
- One side of your postcard might be an illustration of the place. The other side might be a written message about it.



At the Library

Check your school library for these books.

Hard Labor: The First African-Americans, 1619
by P. C. McKissack and F. L. McKissack Jr.

In 1619, twenty Africans came to Virginia as indentured servants, ready to begin life anew.

Sir Walter Raleigh and the Quest for El Dorado
by Marc Aronson

This biography tells about successes and failures of Sir Walter Raleigh.

CURRENT EVENTS

WEEKLY WR READER

Connect to Today

Create a class book about exploration today.

- Find articles that tell about the exploration of new frontiers, such as the ocean and space.
- Write a summary of each article. Draw a picture or map to illustrate each summary.
- Gather your illustrated summaries into a class book.

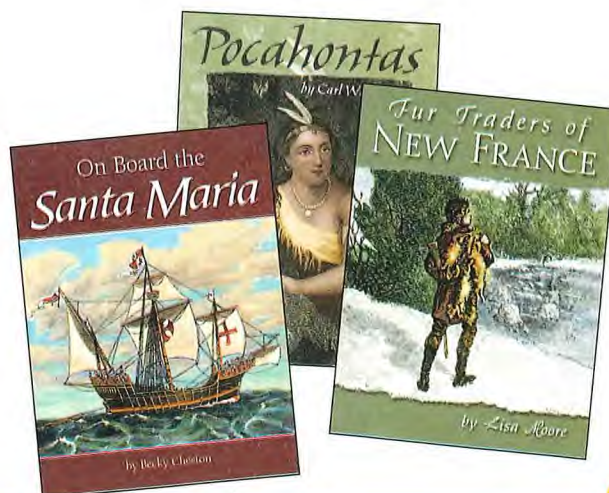


Technology

Get information for the class book from the Weekly Reader at www.eduplace.com/kids/hmss05/

Read About It

Look for these Social Studies Independent Books in your classroom.



UNIT 3

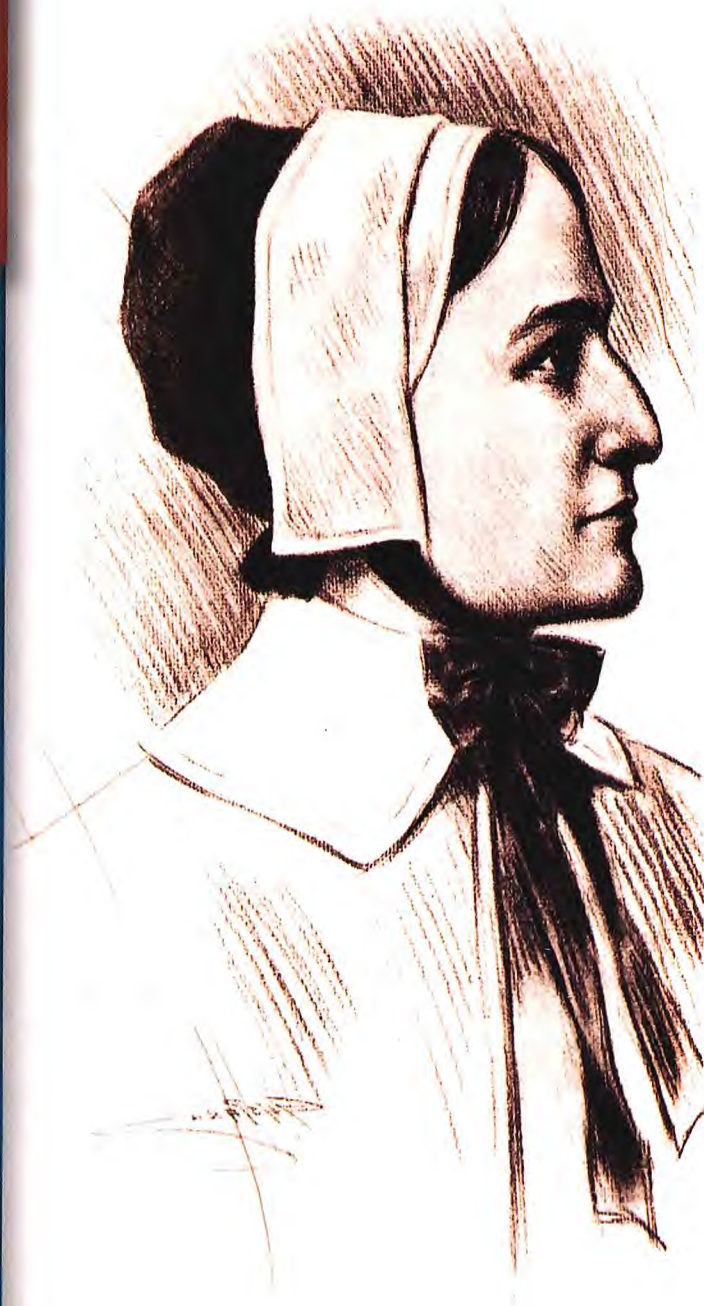
The English Colonies

The Big Idea

Why do people move to new places?

“I found a new world and new manners, at which my heart rose.”

Anne Bradstreet, colonial poet



Anne Hutchinson 1591–1643

This religious leader moved from England to Boston. She was not afraid to speak out about her beliefs. The things she said made Puritan leaders angry, but she did not back down.
page 167





History Makers

William Penn 1644-1718

William Penn created the first planned city in the colonies. He called it Philadelphia, "the city of brotherly love." He wanted people in the colony of Pennsylvania to live in peace. [page 189](#)



James Oglethorpe 1696-1785

This wealthy Englishman wanted to help people who owed money or were very poor. He started the colony of Georgia to give them a new beginning in North America. [page 204](#)



UNIT 3 Almanac

North America, 1740s



Unit Preview

1600

1625

1650

1675

1619 Legislature Established

Virginia House of Burgesses founded
Chapter 6, page 203



1664 New York Founded

English take control of New Netherland
Chapter 6, page 188



1675 King Philip's War

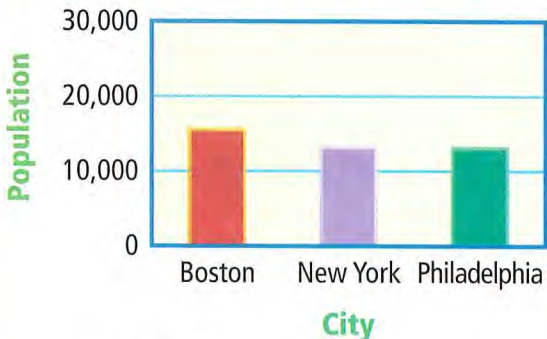
Wampanoag and colonists fight over territory
Chapter 5, page 169





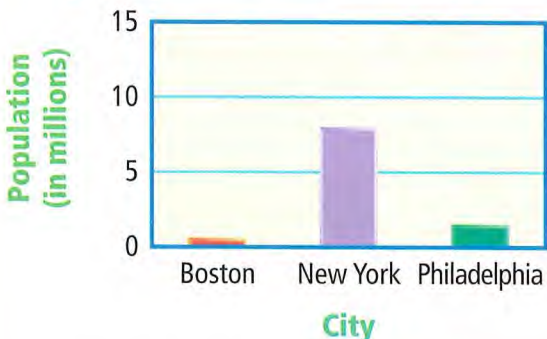
Connect to Today

City Populations, 1740s



In the 1740s, Boston, New York, and Philadelphia were the three largest cities in the English colonies.

City Populations Today



The population of New York City today is nearly 600 times larger than it was in 1740.



1681
Pennsylvania Founded
 Penn promotes freedom and tolerance
 Chapter 6, page 189



1730
Great Awakening
 Religion spreads throughout colonies
 Chapter 5, page 178

CURRENT EVENTS WEEKLY WR READER

Current events on the web!

Find out about current events that connect with the Big Idea of this unit.
 See activities at:
www.eduplace.com/kids/hmss05/

Chapter 5

New England Colonies



Technology

e • glossary

e • word games

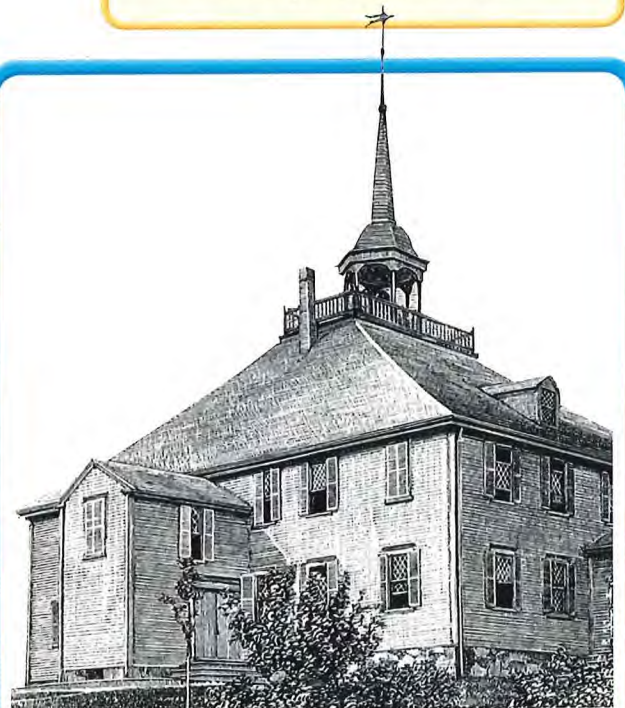
www.eduplace.com/kids/hmss05/

Vocabulary Preview



growing season

The New England **growing season** is short because winters are long and cold. New England farmers of the 1600s could grow only enough to feed their families. **page 161**



town meeting

In Massachusetts Bay, almost every community made decisions in a **town meeting**. The townspeople met in a large meetinghouse. **page 166**

Chapter Timeline

1636

Rhode Island and Hartford founded

1647

Massachusetts school law passed

1630

1640

1650

Reading Strategy

Predict and Infer Use this strategy before you read.



Look at the titles and pictures. What can you tell about the people and events in the lesson?



dissenter

Some colonists did not agree with the laws of their leaders. One **dissenter** was Roger Williams, who started his own settlement.
page 167



industry

Many New England colonists made a living from the sea. Some fished. Others worked in the shipbuilding **industry**.
page 174

1675
King Philip's War begins

Core Lesson 1

VOCABULARY

growing season
tidewater
fall line
backcountry

Vocabulary Strategy

tidewater

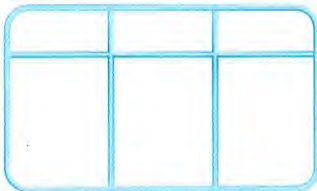
The word **tidewater** is a compound word. Break the word apart to help you remember its meaning.



READING SKILL

Compare and Contrast

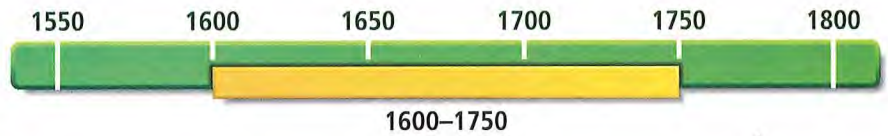
As you read, take notes to compare and contrast the three regions of the English colonies.



New England Coast

Rocky coasts are common in New England.

Geography of the Colonies



Build on What You Know What is the geography like where you live? Are you close to mountains or is the land flat for miles around? Think about where you live and how it affects the way you live.

The Thirteen Colonies

Main Idea The geography and climate of the thirteen colonies affected how colonists lived and worked.

During the 1600s and 1700s, many English settlers moved to North America. People believed that they had a better chance to make a living in North America or to find freedoms that they didn't have at home. These settlers established thirteen English colonies.

The colonies were located along the Atlantic Ocean, with New France to the north and New Spain to the south. The Appalachian Mountains formed a natural boundary to the west.

The geography and climate of the thirteen colonies separated them into three different regions: New England, the Middle Colonies, and the Southern Colonies.



The Thirteen Colonies

New England

New England's geography was shaped by glaciers. During the Ice Age, thick sheets of ice covered much of North America. As the glaciers moved slowly across New England, they carried rocks trapped in the ice. The ice and rocks cut deep valleys through the mountains. They scraped up New England's rich soil and pushed it south, leaving a thin, rocky layer of dirt.

Farming was difficult in New England. Most of the land was filled with rocks or was too sandy to farm. The region's many forests and rugged mountains made it hard to find good farmland.

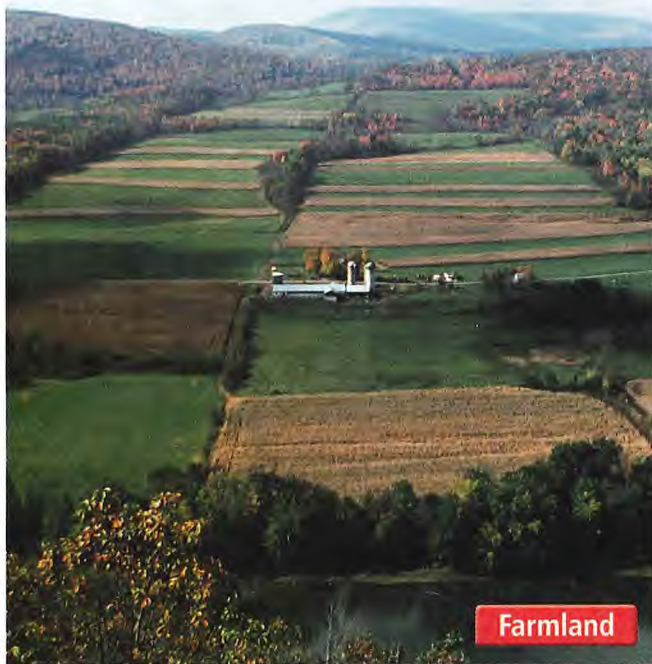
The climate also affected New England farming. Summers were warm, but winters were long and bitterly cold. The growing season was short. The **growing season** is the time of year when it is warm enough for plants to grow. In New England, the growing season lasted only from late May to early October. Most farmers could grow just enough food for their families, with a little left over to sell.

Farming in New England was hard, but the area had many natural resources. Colonists used these resources to make a living. They took wood from the thick forests to make buildings and ships. They caught fish and whales from the Atlantic Ocean to use for food and other products.

REVIEW Why was farming difficult for New England colonists?



Three Regions This map divides the colonies into three regions. Each region has its own geography and climate. **SKILL Reading Maps** Which were the New England Colonies?



Middle and Southern Colonies Gentle, rolling hills were a common feature of the Middle Colonies (left). The tidewater of the Southern Colonies had many rivers (right).

The Middle Colonies

The glaciers that had scooped up soil from New England stopped in the Middle Colonies. When the glaciers melted, they dropped fertile soil on the area's rolling hills and valleys. Fertile soil is rich in the material that helps plants grow. Crops grew well in the Middle Colonies because of their fertile soil.

The climate also made the Middle Colonies a very good farming region. The growing season was much longer than in New England. The Middle Colonies had many sunny days and plenty of rain.

The Middle Colonies' wide rivers, such as the Delaware and the Hudson, were ideal for transportation. Farmers used riverboats to sell their crops in nearby towns and to bring supplies to their farms. The woods near these farms were full of wildlife. Colonists hunted and trapped animals such as deer and beaver.

The Southern Colonies

The geography of the Southern Colonies was very different from that of the other colonies. The southern coast is a watery world of rivers, bays, and wetlands. This area is called the tidewater. In the **tidewater**, the water in rivers and streams rises and falls every day with the ocean's tides.

The climate and soil of the tidewater were excellent for farming. Many southern colonists grew cash crops. The weather was warm for much of the year, and crops could grow for seven or eight months. Soil in the tidewater was rich and fertile, and the area received plenty of rain.

Colonists used the waterways in the tidewater to ship crops to markets in other towns and countries. The tidewater ended at the fall line, about 150 miles inland. At the **fall line**, rivers from higher land flow to lower lands and often form waterfalls.

The fall line followed the eastern edge of the Appalachian Mountains, from the Southern Colonies to New England. The higher land on the other side of the fall line was known as the **backcountry**. The backcountry was “in back of” the area where most colonists settled. The land in the backcountry was steep and covered with forests. Farms there were small, and colonists hunted and fished for much of their food.

REVIEW Why was farming in the Middle and Southern colonies better than in New England?



Lesson Summary

The thirteen English colonies in North America formed three unique regions. New England had poor soil and a cold climate, but plenty of forests and fish. The Middle Colonies had fertile soil, a warmer climate, and rivers for transportation. The Southern Colonies had an even warmer climate and many waterways in the tidewater.

Why It Matters ...

For the thirteen colonies to grow, colonists had to learn how to adapt to the geography and climate of each of these three regions.

Fall Line Waterfalls are common along the area where the backcountry and the tidewater meet.

Lesson Review

- VOCABULARY** Complete the following sentence, using two of the words listed below.
fall line **tidewater** **backcountry**
The _____ was the higher land on the western side of the _____.
- READING SKILL** Write a short paragraph that **compares** and **contrasts** the growing season and soil in each region.
- MAIN IDEA: Geography** Why was the tidewater good for growing crops?
- MAIN IDEA: Economics** In what ways did the geography and climate of the Southern Colonies affect how colonists made a living?
- PLACES TO KNOW** What natural resources did colonists have in New England?
- CRITICAL THINKING: Draw Conclusions** Why would colonists want to settle near rivers and other waterways? Use facts and details to support your answer.
- CRITICAL THINKING: Analyze** Climate is one way to divide places into regions. What are some other ways?



ART ACTIVITY Use library resources to learn more about how glaciers changed New England's geography. Draw a picture to show what you learned.

Extend Lesson 1



Geography

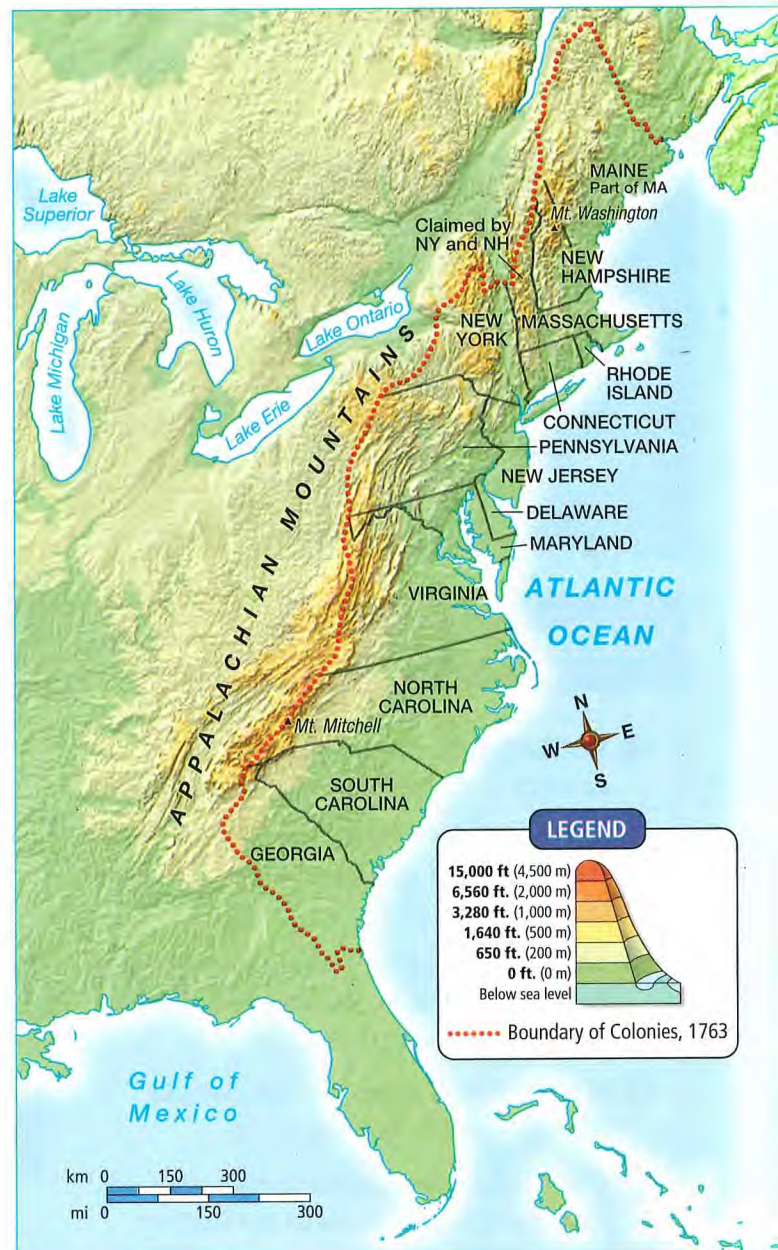
THE APPALACHIANS

The Appalachian Mountains aren't the tallest mountains in the world, but they are some of the oldest, and they show it. For over 400 million years, wind, rain, and snow have worn them down. In the north, Ice Age glaciers ground and scraped them. This endless erosion created the rounded mountains and hills people know today.

Though the Appalachian Mountains are not very high, they were hard to cross in early colonial times. Settlers who tried to use rivers were usually stopped by waterfalls, rushing waters, and deep gorges.

Another challenge to travelers was the Appalachians' forests. The forests were so hard to pass through that few settlers lived west of the **fall line** at the edge of the Appalachians.

The Appalachian Mountains stretch 1,600 miles. In most places, the Appalachians are nearly 100 miles wide.





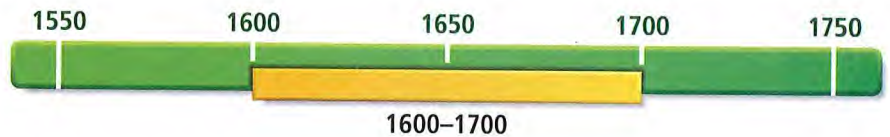
Ridges and Valleys Some areas of the Appalachians are rugged and steep. A narrow ridge can be seen in this photograph, running along the top of the mountains.

Activities

- 1. TALK ABOUT IT** What challenges did people face crossing the Appalachians in the 1600s?
- 2. CHART IT** Use an atlas to find the five highest mountains in the Appalachians. Make a chart giving the name, location, and altitude of each peak.

Core Lesson 2

New England



VOCABULARY

town meeting
self-government
dissenter
banish

Vocabulary Strategy

dissenter

Dissent means to disagree. The suffix **-er** changes the meaning to a person who disagrees.

READING SKILL

Main Idea and Details

As you read, note details that support the second main idea in this lesson.

A graphic organizer consisting of three horizontal rectangular boxes. The top box is the largest. Two lines extend downwards from the left side of the top box, connecting to the left sides of two smaller boxes stacked vertically below it.

Build on What You Know Have you ever wanted to set a good example for others? Puritan colonists did. They believed that they should set a good example for other people by following laws based on the Bible.

Massachusetts

Main Idea Religion was at the center of Puritan government and community life.

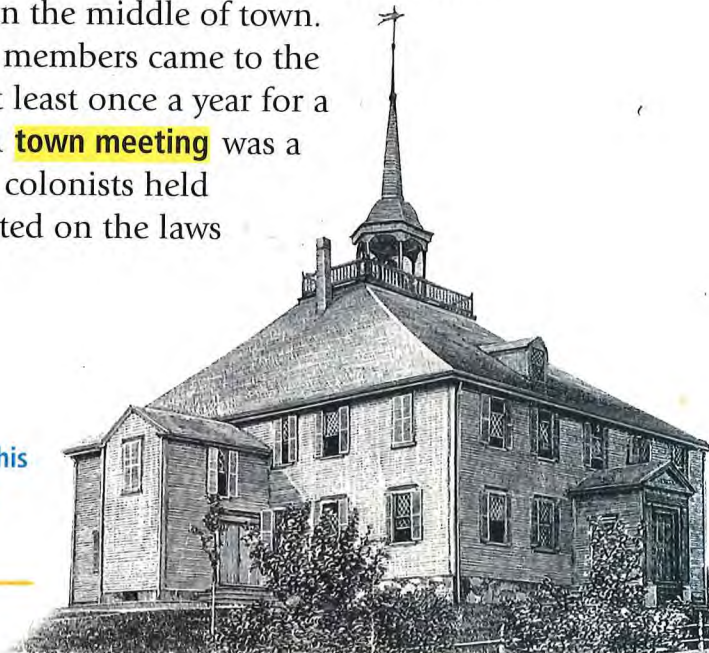
The Puritans were English colonists who settled in New England in the 1600s. These settlers wanted to form communities where they could follow the rules of the Bible and serve their God.

Puritan religion shaped the government of the Massachusetts Bay Colony. Usually, only male church members could vote or serve in town government. Town leaders made laws to control how people worshipped. One law required all people to attend church services.

On Sundays, the town gathered at the meetinghouse for church. The meetinghouse was the most important building in a Puritan community and was often built in the middle of town.

Community members came to the meetinghouse at least once a year for a town meeting. A **town meeting** was a gathering where colonists held elections and voted on the laws for their towns.

Puritan Meetinghouse This meetinghouse still stands in Hingham, Massachusetts.





Dissenters Roger Williams (above) receives advice from Narragansett Indians in Rhode Island. Both Williams and Anne Hutchinson (right) challenged Puritan teachings.

In Massachusetts Bay, everyone could attend a town meeting, but only men who owned property could vote. Even so, Puritans still had more self-government than people in most other European colonies. When people make laws for themselves, they have **self-government**.

The Puritans had some experience with self-government in England. The law-making body in England was called Parliament. Some members of Parliament were elected by the people.

Rhode Island

Some colonists thought that Puritan leaders should not tell them what to believe or how to act. These colonists were called dissenters. A **dissenter** is a person who does not agree with the beliefs of his or her leaders.

Roger Williams was a dissenter who wanted more religious freedom. Puritan leaders, however, believed that everyone had to follow the same religious laws.

Williams believed that the government should not make laws about religion. Because of his views, Puritan leaders, banished him from Massachusetts. To **banish** means to force someone to leave.

In 1636, Williams founded a new colony that became known as Rhode Island. There, people could worship freely. Williams also kept the government separate from the church. This was an important event in the history of religious freedom in North America.

Another Puritan who challenged church leaders was **Anne Hutchinson**. Hutchinson criticized Puritan ministers. She also held meetings in her home where men and women talked about religion. Puritan leaders did not like this. They said her beliefs went against Puritan teachings and that women should not teach men about religion. Like Roger Williams, Hutchinson was banished and moved to Rhode Island.

REVIEW In what ways were Roger Williams and Anne Hutchinson alike?

Connecticut, New Hampshire, Maine

A minister named **Thomas Hooker** also did not like some of the rules made by Puritan leaders. He wanted to form a new community where all men could vote, even if they were not church members.

In 1636, Hooker led about 100 colonists west to the Connecticut River. There they founded the town of Hartford. Colonists looking for good farmland started other towns in the area. These towns joined Hartford to create the colony of Connecticut. Other colonists from Massachusetts Bay moved north and settled the area that became New Hampshire and Maine.

Conflicts over Land

Main Idea Puritans and American Indians fought over land in New England.

The New England colonies were founded on lands where American Indians lived. Indians and colonists disagreed about who owned the land. American Indians believed that land was for everyone to use and that no one could truly own it. They thought that when they sold land to colonists they were only agreeing to share it. Colonists, however, expected the Indians to move from the land once they sold it. These different views of ownership often led to conflict.

In the 1630s, a war broke out between colonists and the Pequot (PEE kwawt) Indians. This struggle over land became known as the Pequot War, and ended when the colonists killed most of the Pequots. The few surviving Pequots were enslaved or fled.

After the Pequot War, more colonists moved onto American Indian lands in New England. **Metacomet** (MEHT uh kah meht) was a leader of the Wampanoag (wahn pah NOH ahg) nation. He wanted to avoid war, but he believed that his people had to fight to stay on their lands.



New England Settlement here began in Massachusetts. From there, colonies started new communities elsewhere in New England.

SKILL Reading Maps Where in New England did the Pequots live?



Metacomet The Leader of the Wampanoags feared that the growth of English settlements would destroy his people's way of life.

In 1675, Metacomet, who was known to colonists as King Philip, attacked Massachusetts villages. Fierce fighting spread across New England in a series of battles called King Philip's War. The colonists had more soldiers and better weapons than Metacomet's small army.

In 1676, Metacomet was defeated. After the war, colonists killed and enslaved some of the defeated Indians. They forced many others to leave. Few American Indians remained in south-eastern New England after the war.

REVIEW What caused the Pequot War?

Lesson Summary

- Religion was an important part of the government in the Massachusetts Bay Colony.
- Some people disagreed with Puritan leaders and left Massachusetts Bay to form new colonies.
- The settlement of New England led to war with American Indians.

Why It Matters ...

Self-government and the actions of dissenters led to freedom of thought and religion in parts of New England.

Lesson Review

1636
Rhode Island and Hartford founded

1675
King Philip's War begins

1630 1640 1650 1660 1670 1680

- 1 VOCABULARY** Use the words **dissenter** and **banish** in a paragraph describing people who disagreed with Puritan leaders.
 - 2 READING SKILL** Use the **details** from your chart to answer this question: What did the English and American Indians disagree about who owned the land?
 - 3 MAIN IDEA: Government** Who was allowed to vote in Massachusetts Bay?
 - 4 MAIN IDEA: History** Why did some Massachusetts Bay colonists form new colonies?
 - 5 PEOPLE TO KNOW** Why did Metacomet lead his people to war against the colonists?
 - 6 TIMELINE SKILL** Did King Philip's War take place before or after Hartford was founded?
 - 7 CRITICAL THINKING: Decision Making** What were the short-term and long-term effects of Puritan leaders' decision to banish Roger Williams from Massachusetts Bay?
- WRITING ACTIVITY** Write a letter that Anne Hutchinson might have written to Roger Williams discussing their disagreements with Puritan leaders.



Town Meeting

APRIL 5, 1749

The New England town of Linton has a problem to resolve. Colonists from the southern part of Linton want to form their own town, so they are meeting to try to reach an agreement. Today, many New England towns still hold town meetings. Listen to what the residents of Linton have to say to one another.

CHARACTERS

Narrator

Rebecca Cates: farmer

Jonas Fitch: farmer

Jason Fitch: Jonas's son

Hannah Webster: shopkeeper

Jonathan Moore: school teacher

Samuel Dwight: selectman

James Blackwell: carpenter

William Cates: farmer

Thomas Coffin: farmer

Theo Baker: miller

Ebenezer Jones: town clerk





Narrator: People are arriving for today's town meeting in Linton. Some families have walked for miles to get here.

Rebecca Cates: You see? This is why we need our own town! Just getting here in the spring is exhausting—never mind making the trip during the winter!

Jonas Fitch: Spring's bad enough. The mud was almost up to my knees in places. I had to carry Jason on my shoulders, didn't I, son?

Hannah Webster

Farmer Jonas Fitch

Jason Fitch: Yes, sir. Nearly took us all day to get here.

Hannah Webster: I know you have hardships. But I hate to think of so many families leaving us. Shopkeepers will lose customers. What will we do if you don't come into town?

Rebecca Cates: I wish no disrespect, Hannah, but Linton has changed. Our families no longer live close together as we once did.

Jonathan Moore: True. And if we had our own school south of the river, it would be better for our children—and I wouldn't have to spend four hours a day walking back and forth to teach them.



Narrator: The people have taken their seats inside the meetinghouse. Let's go in and listen. I see that Selectman Dwight has given Tom Coffin permission to speak.

Tom Coffin: I represent the families south of the Fox River. We want to split off from Linton and build our own meetinghouse and school. We need our own town now.

Samuel Dwight: How many families are you speaking for, Tom?

Tom Coffin: Eighty-two.

Samuel Dwight

Tom Coffin

Theo Baker

Samuel Dwight: That would be a heavy loss.

James Blackwell: A heavy loss to the town treasury! If taxpayers leave, we won't have enough money to keep the town going.

William Cates: May I speak, please?

Samuel Dwight: Yes, Mr. Cates.

William Cates: Why should we support a town we can't even reach easily? Remember how deep the snow was last winter?

Jason Fitch: It was over my head!

Theo Baker: We could hold a town meeting in the summer. Special meetings could be held near you.





William Cates: Summer is a bad time for farmers to leave their plows.

Rebecca Cates: It wouldn't matter where you hold the meeting. Just getting to town is hard. We are too far from you!

Samuel Dwight: Does anyone else wish to speak about that?

Theo Baker: Maybe we need to build a better road.

James Blackwell: Hold on there. The town does not have enough money for a new road. Perhaps in a year or so we could patch up the old one.

Samuel Dwight: Jonas Fitch, it's your turn to speak.

Rebecca Cates



Jonas Fitch: For years, this meeting has been full of arguments about where money should go. You who live in the center of town are not farmers like us. Our problems are different from yours. I say it's time for us to part.

Theo Baker: Jonas, it makes me sad to say this, but I believe I must agree.

Narrator: All have had a chance to give their opinions, but only white men who are church members may vote. In many towns they must be property owners, as well. After the vote, the town clerk reads the decision aloud.

Ebenezer Jones: It is so decided in Linton Town Meeting on April 5, in the year of 1749: that part of the town of Linton which lies north of the Fox River shall remain Linton, and that part which lies south of the river shall be built into a town by the name of South Linton.

Activities

- 1. THINK ABOUT IT** In what ways did the townspeople show **civic virtue** in their discussion?
- 2. DEBATE IT** With partners, decide on an issue to discuss and resolve in a class town meeting. Write reasons for and against the issue. Then hold a town meeting in your classroom.

Core Lesson 3

Life in New England

VOCABULARY

industry
export
import
Middle Passage
slave trade

Vocabulary Strategy

import; export

To remember the difference between **import** and **export**, think of into and exit. Imports come into a country. Exports exit, or leave, a country.

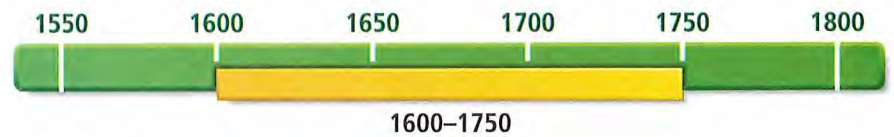


READING SKILL

Problem and Solution

What problem did colonists face in trying to earn a living by farming? Look for their solutions.

PROBLEM	SOLUTION



Build on What You Know Have you ever helped an adult do chores around your home? Children in New England spent much of their time doing hard work to help their families.

Using the Sea

Main Idea New England colonists made a living by using resources from the land and the sea.

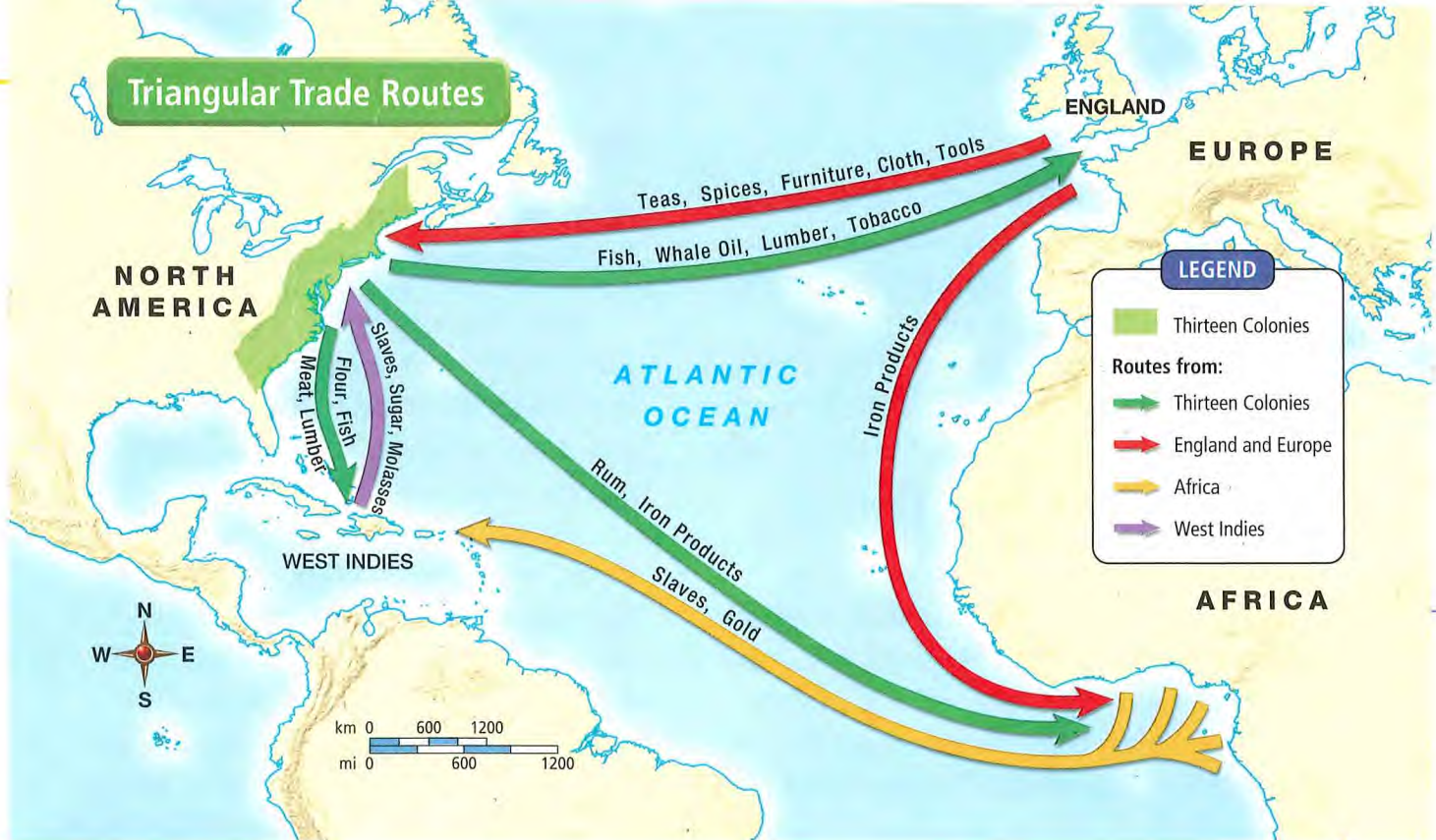
Most people in New England were farmers. They worked on small plots of land growing crops such as wheat, oats, and peas. Farmers usually grew just enough to feed their families. Because farming in New England was difficult, some colonists looked for other ways to earn a living.

The geography of New England made it a good place to make a living from the sea. The rocky coast had many good harbors, and thick forests provided wood to build ships. Boston soon became a center for New England's growing shipbuilding industry. An **industry** is all the

businesses that make one kind of product or provide one kind of service.



Shipbuilding Workers used oak trees to build the bodies of ships. Pine trees were used for ships' masts, the tall pole where sails are attached.



Triangular Trade This trade network exchanged imports and exports among three continents. **SKILL Reading Maps** What types of goods were traded from colonies in North America to countries in Europe?

Fishing and Whaling

The ocean waters off the New England coast were full of fish. Many people made their living by catching and selling fish, and the fishing industry grew quickly. New Englanders caught 600,000 pounds of fish in 1641. By 1675, their catch was ten times as much—six million pounds!

The most common fish was cod, which became a key part of New England's economy. Merchants sold much of the cod as exports to Europe and the West Indies. An **export** is a product sent to another country and sold.

Sailors from New England also hunted whales. Colonists used whales to make products such as oil for lamps. By the 1700s, whaling was one of the most important industries in New England.

Triangular Trade

The products of New England were often traded to other places. New England merchants shipped fish and lumber to Europe, Africa, and the West Indies. They traded these goods for imports to bring back to the colonies. An **import** is a product brought into one country from another. Ships from Europe carried imports, such as tea and spices, to sell in the colonies.

The shipping routes between North America, Europe, and Africa formed an imaginary triangle across the Atlantic. These trade routes became known as the triangular trade. Many of New England's merchants and traders became rich from this trade.

REVIEW What was triangular trade?

Slavery

Some traders in the triangular trade made money by selling human beings. In Africa, traders bought enslaved men, women, and children who had been captured from their homes. They chained the Africans together and packed them into crowded, filthy ships for the Middle Passage. The **Middle Passage** was the voyage from Africa to the West Indies.

Many Africans died of disease or hunger along the way. **Olaudah Equiano**, (OL uh dah eh kwee AH noh) who was enslaved as a boy, survived the Middle Passage. Years later, he described the horrors of the Middle Passage in a book:



“ I became so sick and low that I was not able to eat, nor had I the least desire to taste anything. I now wished for . . . death. ”

Olaudah Equiano

In North America, the Africans who survived the ocean voyage were sold to colonists who forced them to work. During the 1600s and 1700s, hundreds of thousands of Africans were brought to the colonies in the slave trade. The **slave trade** was the business of buying and selling human beings.

Home and Community Life

Main Idea New England colonists had to work hard for the things they needed for everyday life.

New England families were large, often with six or seven children. They lived in small wooden houses with few rooms or windows. Most light came from candles and lamps.

Many homes had just one main room, with a huge fireplace. A cooking fire was kept burning at all times. A table stood in the middle of the room for meals. At night, families slept on mattresses near the fire to keep warm. Wealthier families might have a second story or loft, where there would be more room for sleeping.



Work in the Home

A colonial home was more than just a building where a family ate and slept. It was also a workshop. Almost everything a family needed had to be grown or made by hand at home.

Men and boys spent most of their time working in the fields. They planted crops such as wheat and corn in the spring and harvested them in the fall. They built and repaired buildings and tools and took care of the family's animals.

Colonial women and girls were just as busy. They spent much of their time preparing and preserving food for the family. Women and girls made household items such as clothing, soap, and candles. During planting and harvest seasons, they also helped in the fields.

REVIEW How did boys and girls help their families?

Colonial home Children were expected to help around the house. Below, a busy colonial family is gathered in their one-room home.

Daily Chores

Boys

Bring in wood for fireplace

Care for farm animals

Gather wild berries and vegetables

Help plow fields and plant crops

Help build and repair buildings

Girls

Weave cloth for clothing

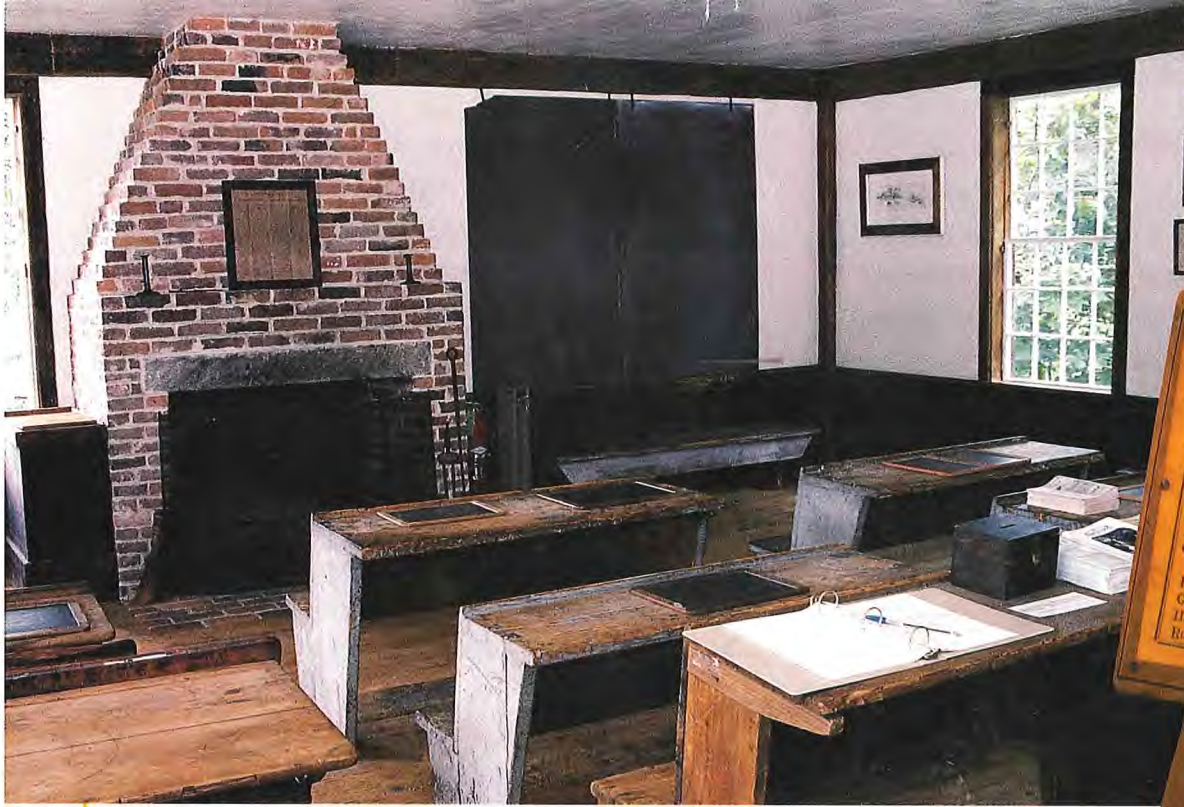
Preserve fruit and vegetables

Cook food

Make soap and candles

Help with planting and harvesting





Colonial Schoolhouse Most early New England schoolhouses (above) were just one room. Students of all ages shared the same classroom. They used hand-held tablets called hornbooks (right) to learn how to read.

Education and Recreation

Puritans wanted everyone to be able to read the Bible. Some parents taught their children how to read and write at home, but many New England towns had schools.

In 1647, Massachusetts passed a law that said any town with 50 or more families had to build a school to teach reading and writing. Older boys could go on to study at colleges such as Harvard College in Massachusetts. Harvard was founded in 1636, and was the first college in the thirteen colonies.

Although New England colonists worked hard, they made time for play. Sports such as horseracing and bowling were common. People also played an early version of baseball called town ball. In winter, colonists went ice skating or sledding down hills.

The Great Awakening

Religion was a central part of New England life, but by the early 1700s, the church had become less powerful. Many colonists did not share the strong religious beliefs of their parents. Fewer people belonged to local churches.

This changed in the 1730s, when young, exciting ministers began speaking throughout the English colonies. The two most famous were **Jonathan Edwards** of Massachusetts and **George Whitefield** of England. These and other ministers traveled around New England urging people to renew their faith.

Both ministers gave inspiring sermons and many New England colonists began to make religion a more important part of their lives. This renewed interest in religion became known as the Great Awakening because people felt as if they were waking up with new faith.



George Whitefield The minister's fiery sermons inspired colonists to return to religion.

During the Great Awakening, new churches with new ideas developed throughout the colonies. Many people joined these new Protestant groups. Some of these churches accepted women, African Americans, and American Indians.

As the Great Awakening spread, people all over the colonies began to question their religious leaders and place more trust in their own beliefs.

REVIEW Why did many New England colonists return to religion in the 1730s?

Lesson Summary

- Most people in New England worked on family farms.
- Some New England colonists used the nearby ocean for fishing, shipbuilding, and trade.
- Thousands of Africans were enslaved and brought to the colonies.
- In the Great Awakening, exciting ministers inspired colonists to become more religious.

Why It Matters ...

The triangular trade made the New England economy strong. The growth of the slave trade, however, would later lead to a war between American states.

Lesson Review

- 1 VOCABULARY** Use **industry** and **export** in a short paragraph describing the economy of New England.
- 2 READING SKILL** Write a paragraph about how New England colonists **solved** the **problem** of poor farming conditions.
- 3 MAIN IDEA: Economics** What kinds of products did the colonies import from England in the triangular trade?
- 4 MAIN IDEA: History** What was the Middle Passage?
- 5 EVENTS TO KNOW** What was the Great Awakening?
- 6 CRITICAL THINKING: Compare and Contrast** How were the chores New England girls did different from the chores New England boys did? How were they similar?
- 7 CRITICAL THINKING: Cause and Effect** What effect did triangular trade have on Africans?

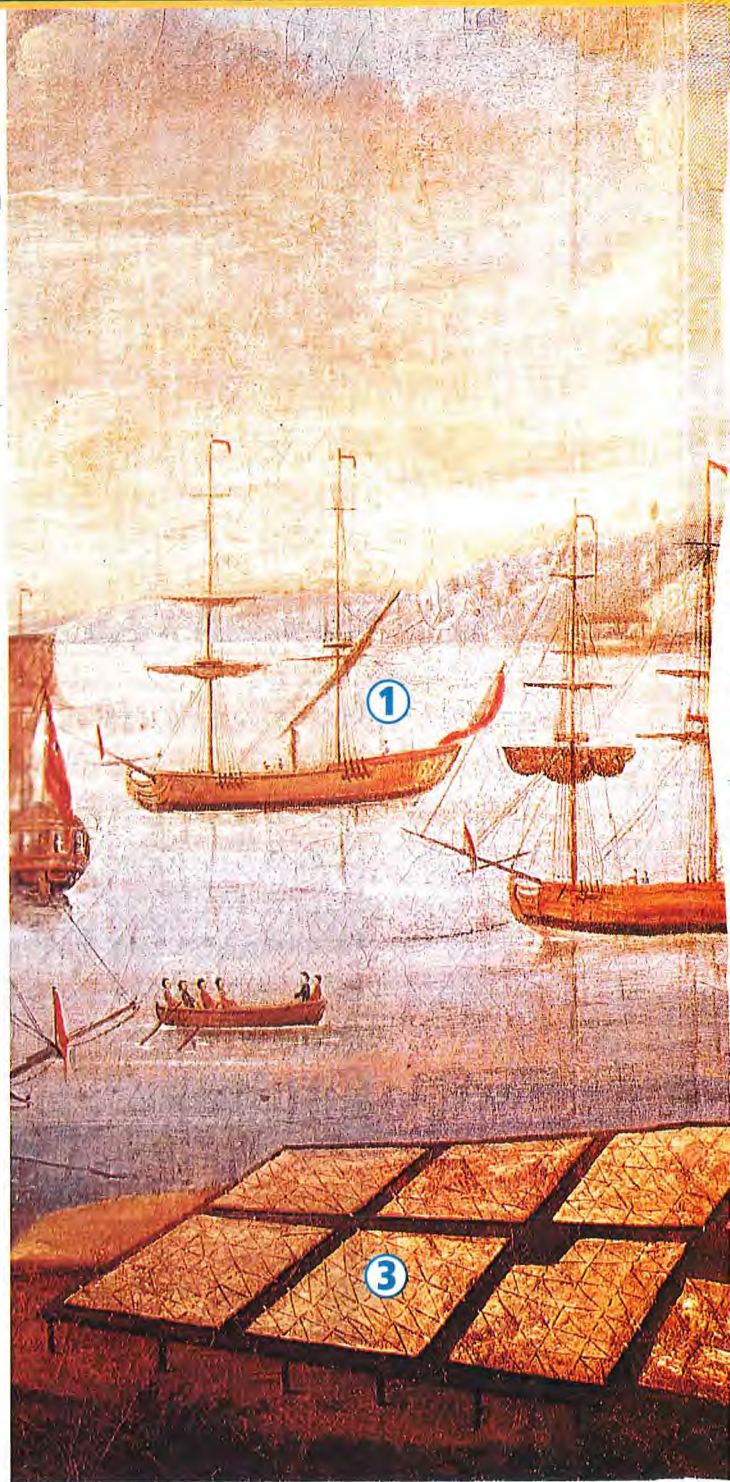
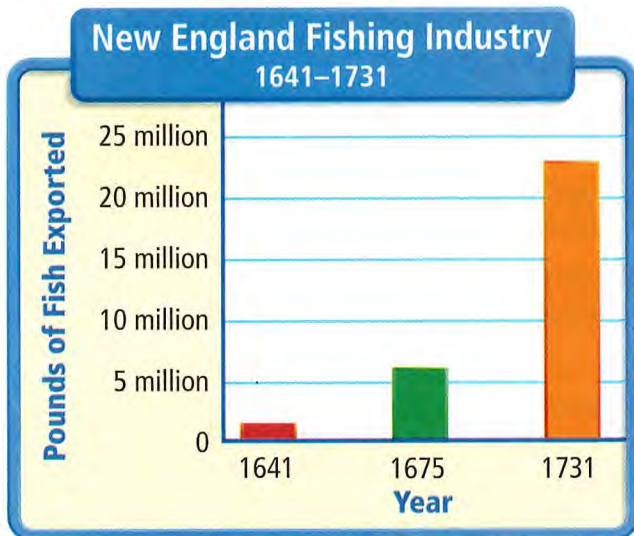
WRITING ACTIVITY Write a diary entry describing a day in the life of a New England girl or boy. Use what you have learned in the lesson to write in your entry.



COD FISHING



Why is a giant codfish hanging from the ceiling of the Massachusetts State House? The wooden carving, called “The Sacred Cod,” is there to remind state representatives how important the fishing industry was to the early economy of Massachusetts. In colonial times, cod fishing was important to all of New England. Fishermen and merchants made money by catching, buying, and selling cod. Merchants sold much of the cod as exports to Europe and the Caribbean islands.



1 Fishing Fleet

In this painting, colonial fishermen return to port after a fishing trip. New England merchants built hundreds of fishing ships and employed thousands of people.



② Unloading the Catch

After the fishing fleet returns to harbor, smaller boats bring the codfish to shore. Workers cut up the cod and prepare it for drying.

③ Drying the Catch

Cod dries on open racks and will later be salted to preserve it. When there is no salt, the cod is packed in ice.

Activities

- 1. EXPLORE IT** Put yourself in the scene of this painting. What do you see, hear, and smell?
- 2. GRAPH IT** Use an almanac to find out how much fish was caught in New England in the past five years. Make a graph like the one on page 180.



Visual Summary

1–4. Write a description of each item named below.



Geography of New England

Land _____

 Climate _____



Work in New England

Farming _____

 The Sea _____

Facts and Main Ideas

TEST PREP Answer each question with information from the chapter.

5. **Geography** Why were the Southern colonies better for growing crops than the New England colonies?
6. **Government** Why did Puritan leaders banish Roger Williams and Anne Hutchinson from the Massachusetts Bay Colony?
7. **Citizenship** What did Thomas Hooker give people in Connecticut the right to do?
8. **History** What changes did the Great Awakening bring?
9. **Economics** Why were the Atlantic trade routes called the Triangular Trade?

Vocabulary


TEST PREP Choose the correct word to complete each sentence.

- fall line**, p. 162
 - town meeting**, p. 166
 - dissenter**, p. 167
 - export**, p. 175
10. Roger Williams was a _____ who wanted more religious freedom.
 11. Cod was an important _____ for the New England colonies.
 12. Colonists voted on laws at a _____.
 13. Rivers flowing from higher to lower ground form waterfalls at the _____.

CHAPTER SUMMARY TIMELINE




Apply Skills

 **TEST PREP Chart and Graph Skill**
Read the data below. Then use what you have learned about making a line graph to answer each question.

Year	Population of Massachusetts
1650	14,000
1660	20,000
1670	30,000
1680	40,000
1690	50,000
1700	56,000

14. If you were making a line graph using the data above, what would you label the horizontal axis?
- A. Year
B. 1650
C. Massachusetts
D. 1700
15. If you were making a line graph using the data above, what number would you place at the top of the vertical axis?
- A. 14,000
B. 40,000
C. 50,000
D. 60,000

Critical Thinking

 **TEST PREP** Write a short paragraph to answer each question.

16. **Summarize** Explain why colonists and American Indians fought over land.
17. **Cause and Effect** Why did the Massachusetts Bay Colony create a law that required communities to build schools?

Timeline

Use the Chapter Summary Timeline above to answer the question.

18. In what year did King Philip's War begin?

Activities



Citizenship Activity The Puritans in New England made laws for their communities. Create a list of rules for your classroom community. Explain the reasons behind each rule.



Writing Activity Think about life on a New England farm in the 1600s. Use what you learned to write a description of what one day might have been like for someone your age.



Technology

Writing Process Tips

Get help with your description at www.eduplace.com/kids/hmss05/

Chapter 6

Middle and Southern Colonies



Technology

e • glossary

e • word games

www.eduplace.com/kids/hmss05/

Vocabulary Preview



representative

In 1702, the colonists of New York and New Jersey elected people to speak and act for them. Each **representative** voted on laws for the colonists. **page 189**



artisan

In the Middle Colonies of Philadelphia and New York, skilled **artisans** made items such as silver spoons and boots. **page 198**

Chapter Timeline

