

CHAPTER
2

GUIDED READING *Spain's Empire in the Americas*

Section 1

- A.** As you read this section, fill out the chart below to help you better understand the motivations and methods behind the conquests of the conquistadores.

The Spanish Conquest of Central and North America

Motivations	Methods
1. What motivated Spain's conquest?	2. How were the Spanish able to succeed?

Spanish Rule of New Spain and New Mexico

Motivations	Methods
3. Why did Spain establish these colonies?	4. How did Spain control these colonies?

Resistance to Spanish Rule in New Mexico

Motivations	Results
5. Why did the Pueblos rebel against Spain?	6. What resulted from Popé's rebellion?

- B.** On the back of this paper, identify or define each of the following:

conquistadores **Hernando Cortés** **mestizo** **encomienda**
Juan Ponce de León **congregaciones** **Popé**

CHAPTER
2

Section 2

GUIDED READING *An English Settlement
at Jamestown*

A. As you read about Jamestown, use the following questions to help you summarize ideas in this section.

<p>1. Who? Who were the settlers? Who were their leaders? Who were their neighbors?</p>	
<p>2. What? What type of colony was Jamestown at first? What did it later become?</p>	
<p>3. When? When was Jamestown settled? When was the “starving time”?</p>	
<p>4. Why? Why did the settlers go to Jamestown? Why did others support them? Why didn’t the settlers get along with their neighbors? Why did Jamestown nearly fail?</p>	
<p>5. Where? Where was Jamestown?</p>	
<p>6. How? How was Jamestown saved from failure?</p>	

B. On the back of this paper, explain the importance for the Virginia Colony of each of the following:

headright system

indentured servants

Nathaniel Bacon

CHAPTER
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GUIDED READING *Puritan New England*

Section 3

A. As you read this section, fill out the chart below by writing notes that summarize the causes and results of the conflicts.

	CAUSES OF THE CONFLICT	RESULTS OF THE CONFLICT
1. Puritans vs. the Church of England		
2. Puritan leaders vs. Roger Williams		
3. Puritan leaders vs. Anne Hutchinson		
4. The Pequot War		
5. King Philip's War		

B. On the back of this paper, create a word web for each of the following:

John Winthrop **Separatist**

CHAPTER
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Section 4

GUIDED READING

Settlement of the Middle Colonies

As you read about New Netherland and Pennsylvania, fill out the chart below by writing notes that describe aspects of each colony.

NEW NETHERLAND			
1. Population	2. Economy	3. Relations with Native Americans	4. Relations with England

PENNSYLVANIA			
5. Proprietor	6. Population	7. Religion	8. Relations with Native Americans

CHAPTER
2
Section 1

SKILLBUILDER PRACTICE *Developing Historical Perspective*

The picture on page 40 (and page 36) in your textbook may raise more questions in your mind than it answers. Look at the picture again. Next, read the information below to help you gain the historical perspective you need to interpret the picture. Then, follow the directions at the bottom of the page. (See Skillbuilder Handbook, p. 1043.)

About the Picture The picture was drawn by an artist of the Tlaxcalan people, Native Americans who lived in a region of the Aztec Empire in the 16th century. The picture is part of a volume of pictures that tell about the life of the Tlaxcalan.

About the Aztec and Cortés The Aztec had built a mighty empire by conquering the Tlaxcalan and other peoples in the surrounding region. Aztec rulers levied heavy taxes on their subjects and took some subjects prisoner to be used in bloody human sacrifice rituals. As a result, the Tlaxcalan had been enemies of the ruling Aztec for many years.

When Hernan Cortés and his troops landed in Mexico, many Native Americans thought their arrival fulfilled an ancient Aztec prophesy. The prophesy predicted that the god Quetzalcoatl, who

was light skinned and bearded, would return to their land from a voyage across the sea. Cortés fit the description of the legendary god. In addition, he brought armored soldiers, cannons, and other strange weapons that impressed and terrified the local people. Perhaps what most impressed the Native Americans were the strange and horrible monsters—horses—on which the Spaniards rode into battle.

With terrifying weapons, horses, and the ancient prophesy on his side, Cortés easily conquered the Tlaxcalan as well as other Native American groups in the area. The Tlaxcalan then fought alongside Cortés and his troops against the Aztec and remained the conquistadores’ strongest native allies throughout Spain’s efforts to conquer the Aztec Empire.

1. Now write a brief interpretation of the picture, telling who you think is fighting whom.

2. Explain how the historical information helped you interpret the picture.

CHAPTER
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Section 2

GEOGRAPHY APPLICATION: PLACE *The Jamestown Fort*

Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

As the first permanent English settlement in North America, Jamestown has long been the site of archaeological activity. However, only in 1996 was a misconception of Jamestown unearthed.

First built in 1607 as a triangular fort with round bastions holding five cannons at each corner, Jamestown (known as James Fort until about 1610) grew slowly. As the capital of Virginia through most of the 1600s, it suffered repeated fires, famine, disease, and other turmoil. Finally, in 1699, Virginia moved its capital to another city, and Jamestown fell into neglect and ruin.

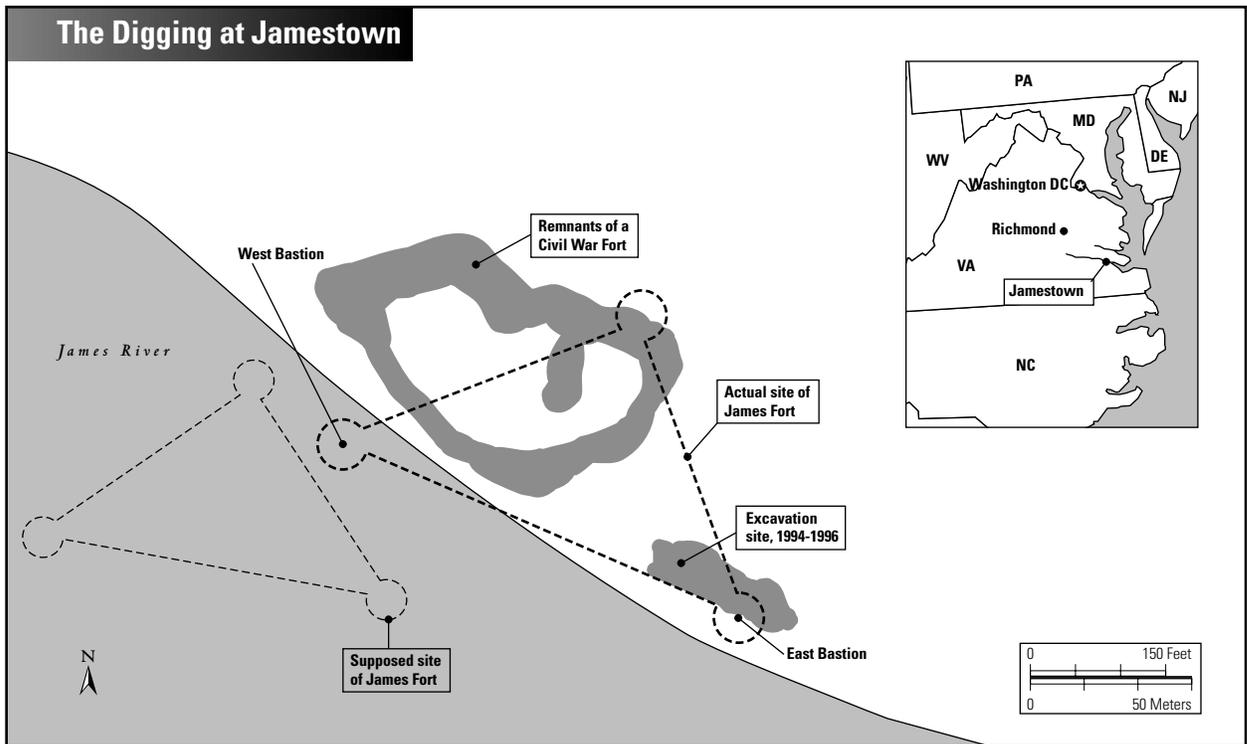
Until 1996, it had been thought that James Fort had been built on the swampy edge of the James River. However, in that year archaeologist William Kelso made an amazing discovery. He found the

remains of the fort still on the current banks of the James River—not out underwater where erosion had supposedly left the site.

Kelso had reasoned that the English settlers were more intelligent than to build a fort on a “marshy shoreline.” So in 1994 he and his team began their dig on higher ground. Almost immediately they found artifacts. By the summer of 1996, Kelso had found the location of the fort’s east bastion. He then determined the angle at which the fort’s walls extended out from the bastion and found that the fort was mostly on the higher ground he had been digging in.

The National Park Service, which operates the Jamestown site, changed all of its maps and metal signs. History had been reclaimed.

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Interpreting Text and Visuals

1. What had apparently prevented archaeological digging at the supposed site of James Fort? _____

2. About how far inland from the supposed site of the Jamestown fort is the fort actually located? _____

3. What are the approximate dimensions of the fort?

4. What does the position of the west bastion of the actual site of the Jamestown fort indicate? _____

5. At the time of the settlement of Jamestown, the English still feared raids by the Spanish. How does the position of the fort reflect that worry? _____

6. Explain how the map shows that the Jamestown fort had been totally destroyed more than 130 years ago at the very least. _____

CHAPTER
2

OUTLINE MAP *Spain Explores North America*

Section 1

A. Review the maps of Ancient Cultures and European Exploration on textbook pages 7 and 39. Then label the following bodies of water, land areas, islands, and routes of Spanish explorers on the accompanying outline map.

<u>Bodies of Water</u>	<u>Land Areas and Cities</u>	<u>Routes of Explorers</u>
Pacific Ocean	North America	De Soto
Atlantic Ocean	Mexico	Cabrillo
Gulf of Mexico	Cuba	Coronado
Mississippi River	Hispaniola	Cabeza de Vaca
Caribbean Sea	Santa Fe	Ponce de León
	Tenochtitlán	Cortés

B. After completing the map, use it to answer the following questions.

1. Which Spanish explorer sailed around the coast of Florida? _____

2. Which explorer reached as far inland as present-day Kansas? _____

About many miles did he cover to reach central Kansas? _____

3. Which explorer crossed the Mississippi River? _____

4. Describe the route of Cabeza de Vaca from the Gulf of Mexico to Tenochtitlán (Mexico City). _____

5. Which three explorers traveled mainly by water? _____

6. The routes of which two explorers began from present-day Cuba? _____

7. Through which present-day states did each of the following explorers travel? (If necessary, use the map on textbook pages 1062–1063.)

a. De Soto _____

b. Coronado _____



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CHAPTER
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Section 2

PRIMARY SOURCE *from Travels and Works of
Captain John Smith*

Captain John Smith recorded his experiences in colonial Virginia, including this account of his capture by the Powhatan and his rescue by Chief Powhatan's daughter Pocahontas. As you read, keep in mind that Smith refers to himself in the third person and that only the most confusing of his 17th-century English spellings have been changed.

How Powhatan entertained him. At last they brought him [Smith] to *Meronocomoco* [5 Jan. 1608], where was *Powhatan* their Emperor. Here more than two hundred of those grim Courtiers stood wondering at him, as he had beene a monster; till *Powhatan* and his traine had put themselves in their greatest braveries [finest clothing]. Before a fire upon a seat like a bedsted, he sat covered with a great robe, made of *Rarowcun* [raccoon] skinnes, and all tailes hanging by. On either hand did sit a young wench [woman] of 16 or 18 years, and along on each side the house, two rowes of men, and behind them as many women, with all their heads and shoulders painted red: many of their heads bedecked with the white downe of Birds; but every one with something; and a great chaine of white beads about their necks.

How Pocahontas saved his life. At his Entrance before the King, all the people gave a great shout. The Queen of *Appamatuck* was appointed to bring him water to wash his hands, and another brought him a bunch of feathers, in stead of a Towell to dry them: having feasted him after their best barbarous manner they could, a long consultation was held, but the conclusion was, two great stones were brought before *Powhatan*: then as many as could laid hands on him, dragged him to them, and thereon laid his head, and being ready with their clubs, to beate out his braines, *Pocahontas* the Kings dearest daughter, when no intreaty could prevaile, got his head under her arms, and laid her owne upon his to save him from death: whereat the Emperor was contented he should live to make him hatchets, and her bells, beads, and copper; for they thought him aswell [as capable] of all occupations as themselves. For the King himselfe will make his owne robes, shooes, bowes, arrowes, pots; plant, hunt, or doe any thing so well as the rest. . . .

How Powhatan sent him to James Towne. Two dayes after [7 Jan. 1608], *Powhatan* having disguised himselfe in the most fearfullest manner he could, caused Captain *Smith* to be brought forth to a great house in the woods, and there upon a mat by the fire to be left alone. Not long after from behinde a mat that divided the house, was made the most dolefullest noise he ever heard; then *Powhatan* more like a devill then a man, with some two hundred more as blacke as himselfe, came unto him and told him now they were friends, and presently he should goe to *James* towne, to send him two great gunnes, and a grindstone, for which he would give him the Country of *Capahowosick*, and for ever esteeme him as his sonne *Nantaquoud*.

So to *James* towne with 12 guides *Powhatan* sent him. That night [7 Jan. 1608] they quarterd in the woods, he still expecting (as he had done all this long time of his imprisonment) every houre to be put to one death or other: for all their feasting. But almightie God (by his divine providence) had mollified the hearts of those sterne *Barbarians* with compassion. The next morning [8 Jan.] betimes they came to the Fort.

from Edward Arber, ed., re-edited with an introduction by A. G. Bradley, *Travels and Works of Captain John Smith, 1580-1631* (Edinburgh, Scotland: 1910).

Discussion Questions

1. How was Smith treated by the Powhatan people?
2. According to Smith, why did Chief Powhatan decide to spare Smith's life?
3. Why do you think that the English and the Powhatan people had such an uneasy relationship? Cite possible reasons based on Smith's account and on your textbook.

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PRIMARY SOURCE Tobacco Labels

Tobacco, or "brown gold," helped save Jamestown in the early 1600s. Tobacco soon became a booming business in colonial Virginia, as these two tobacco labels show.



The Granger Collection, New York.



Discussion Questions

1. What can you learn about the production and trade of tobacco from these two labels?
2. How were the different people depicted in the labels involved in the tobacco industry?
3. Compare these tobacco labels with current ads for tobacco products today. How are the messages different?

CHAPTER
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Section 3

PRIMARY SOURCE **The Mayflower Compact**

When the Mayflower Pilgrims were carried off course, they found themselves outside the authority of the Virginia Company's patent. To form their own government they drew up an agreement known as the Mayflower Compact. The agreement, signed by all 41 men aboard the Mayflower, remained in effect until the Plymouth colony was absorbed by the Massachusetts Bay Colony in 1691. As you read, think about the purpose of this compact.

In the name of God Amen. We whose names are underwriten, the loyall subjects of our dread Sovereigne Lord King James by the grace of God, of great Britaine, France, and Ireland, king, defender of the Faith, &c.

Having undertaken for the glorie of God, and advancements of the Christian faith and honour of our king and countrie, a voyage to plant the first Colonie in the Northerne Parts of Virginia, doe by these presents [formal statements], solemnly & mutually, in the presence of God, and one of another, covenant & combine our selves together into a civil body politick; for our better ordering, & preservation & furtherance of the ends aforesaid; and by vertue hereof to enact, constitute, and frame, such just & equal lawes, ordinances, Acts, constitutions, & offices, from time to time as shall be thought most meete & convenient for the generall good of the Colonie; unto which we promise all due submission and obedience.

In witness whereof we have hereunto subscribed our names at Cap-Codd, 11th of November, in the year of the reign of our sovereigne Lord King James of England, France, & Ireland the eighteenth and of Scotland the fiftie fourth. Anno Dom. 1620.

- | | | |
|----------------------|------------------------|-------------------|
| Mr. John Carver | Mr. Samuel Fuller | Edward Tilly |
| Mr. William Bradford | Mr. Christopher Martin | John Tilly |
| Mr. Edward Winslow | Mr. William Mullins | Francis Cooke |
| Mr. William Brewster | Mr. William White | Thomas Rogers |
| Isaac Allerton | Mr. Richard Warren | Thomas Tinker |
| Myles Standish | John Howland | John Ridgdale |
| John Alden | Mr. Steven Hopkins | Edward Fuller |
| John Turner | Digery Priest | Richard Clark |
| Francis Eaton | Thomas Williams | Richard Gardiner |
| James Chilton | Gilbert Winslow | Mr. John Allerton |
| John Craxton | Edmund Margesson | Thomas English |
| John Billington | Peter Brown | Edward Doten |
| Joses Fletcher | Richard Britteridge | Edward Liester |
| John Goodman | George Soule | |

from Stephan L. Schechter, ed., *Roots of the Republic, American Founding Documents Interpreted* (Madison, Wis.: Madison House, 1990), 22–23.

Activity Options

1. With a small group of classmates, paraphrase the Mayflower Compact into more contemporary English, making it easier for today's readers to understand.
2. As a class, role-play a discussion of the creation of this compact. What issues may have come up among the 41 men? What disagreements, if any, may have occurred, and how might they have been solved?

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PRIMARY SOURCE *from* John Winthrop's Journal

John Winthrop, the first governor of the Massachusetts Bay Colony, kept a journal in which he recorded events that took place in the colony from 1630 to 1649. In this excerpt, Winthrop describes battles with local tribes during and after the Pequot War.

May 25, 1637

Our English from Connecticut, with their Indians, and many of the Naragansetts, marched in the night to a fort of the Pequods at Mistick, and, besetting the same about break of the day, after two hours' fight they took it, (by firing it,) and slew therein two chief sachems, and one hundred and fifty fighting men, and about one hundred and fifty old men, women, and children, with the loss of two English, whereof but one was killed by the enemy. . . .

Presently upon this came news from the Naragansett, that all the English, and two hundred of the Indians, were cut off in their retreat, for want of [gun] powder and victuals [food]. . . . But, three days after, . . . some came from the army, and assured them all was well, and that all the Pequods were fled, and had forsaken their forts. The general defeat of the Pequods at Mistick happened the day after our general fast.

July 13, 1637

Mr. Stoughton, with about eighty of the English . . . sailed to the west in pursuit of Sasacus, etc. At Quinepiack, they killed six, and took two. At a head of land a little short they beheaded two sachems; whereupon they called the place Sachem's Head. About this time they had given a Pequod his life to go find out Sasacus. He went, and found him not far off; but Sasacus, suspecting him, intended to kill him, which the fellow perceiving, escaped in the night, and came to the English. Whereupon Sasacus and Mononotto, their two chief sachems, and some twenty more, fled to the Mohawks. But eighty of their stoutest men, and two hundred others, women and children, were at a place within twenty or thirty miles of the Dutch, whither our men marched, and, being guided by a Divine Providence, came upon them, where they had twenty wigwams, hard by a most hideous swamp, so thick with bushes and quagmire, as men could hardly crowd into it. Into this swamp they were all gotten. Lieut. Davenport and two or three more,

that entered the swamp, were dangerously wounded by the Indian arrows, and with much difficulty were fetched out. Then our men surrounded the swamp, being a mile about, and shot at the Indians, and they at them, from three of the clock in the afternoon till they desired parley, and offered to yield, and life was offered to all that had not shed English blood. So they began to come forth, now some and then some, till about two hundred women and children were come out, and amongst them the sachem of that place, and thus they kept us two hours, till night was come on, and then the men told us they would fight it out; and so they did all the night, coming up behind the bushes very near our men, and shot many arrows into their hats, sleeves, and stocks, yet (which was a very miracle) not one of ours wounded. When it was near morning, it grew very dark, so as such of them as were left crept out at one place and escaped, being (as was judged) not above twenty at most, and those like to be wounded; for in the pursuit they found some of them dead of their wounds. Here our men gat some booty of kettles, trays, wampom, etc., and the women and children were divided, and sent some to Connecticut, and some to the Massachusetts. The sachem of the place, having yielded, had his life, and his wife and children, etc. The women, which were brought home, reported that we had slain in all thirteen sachems, and that there were thirteen more left. We had now slain and taken, in all, about seven hundred.

from James Kendall Hosmer, ed., *Winthrop's Journal: History of New England, 1630–1649*, Volume I (New York: Scribner's, 1908), 220–221, 226–227.

Research Options

1. Find out more about the Pequot War and create a time line of key events.
2. Find out about the culture of the Narragansett, the Pequot, or the Wampanoag and report your findings to the class.

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LITERATURE SELECTION *Poems* by Anne Bradstreet

Anne Bradstreet, America's first poet, sailed from England with John Winthrop in 1630. She and her husband, Simon, eventually settled in North Andover, Massachusetts, where they raised eight children. As you read these poems, think about the strong beliefs that sustained the Puritans through times of hardship.

*In Memory of My Dear Grandchild
Elizabeth Bradstreet, Who Deceased August 1665,
Being a Year and Half Old*

Farewell dear babe, my heart's too much content,
Farewell sweet babe, the pleasure of mine eye,
Farewell fair flower that for a space was lent,
Then ta'en away unto eternity.
Blest babe, why should I once bewail thy fate,
Or sigh thy days so soon were terminate,
Sith thou art settled in an everlasting state.

By nature trees do rot when they are grown,
And plums and apples thoroughly ripe do fall,
And corn and grass are in their season mown,
And time brings down what is both strong and tall.
But plants new set to be eradicate,
And buds new blown to have so short a date,
Is by His hand alone that guides nature and fate.

*In Memory of My Dear Grandchild
Anne Bradstreet, Who Deceased June 20, 1669,
Being Three Years and Seven Months Old*

With troubled heart and trembling hand I write,
The heavens have changed to sorrow my delight.
How oft with disappointment have I met,
When I on fading things my hopes have set.
Experience might 'fore this have made me wise,
To value things according to their price.
Was ever stable joy yet found below?
Or perfect bliss without mixture of woe?
I knew she was but as a withering flower,
That's here today, perhaps gone in an hour;
Like as a bubble, or the brittle glass,
Or like a shadow turning as it was.
More fool then I to look on that was lent
As if mine own, when thus impermanent.
Farewell dear child, thou ne'er shall come to me,
But yet a while, and I shall go to thee;
Mean time my throbbing heart's cheered up with this:
Thou with thy Saviour art in endless bliss.

***On My Dear Grandchild Simon Bradstreet,
Who Died on 16 November, 1669,
Being But a Month, and One Day Old***

No sooner came, but gone, and fall'n asleep,
Acquaintance short, yet parting caused us weep;
Three flowers, two scarcely blown, the last i' th' bud,
Cropt by th' Almighty's hand; yet He is good.
With dreadful awe before Him let's be mute,
Such was His will, but why, let's not dispute,
With humble hearts and mouths put in the dust,
Let's say He's merciful as well as just.
He will return and make up all our losses,
And smile again after our bitter crosses
Go pretty babe, go rest with sisters twain;
Among the blest in endless joys remain.

Activity Options

1. With a small group of classmates, take turns reading these poems aloud. Then discuss the similar beliefs and values expressed in the poems. Next, discuss the different feelings you notice among the poems and speculate about the causes of such differences. Present your group's thoughts to the rest of the class.
2. Incorporate lines and images from these poems in a sermon that might console the bereaved at a funeral service. Then deliver your sermon to the class.
3. Create illustrations for these poems. Use images that help convey the Puritan beliefs and values that Anne Bradstreet expresses as well as her personal feelings. Incorporate lines from the poems in your illustrations, if you like. Display your artwork on the bulletin board.

CHAPTER
2**Section 1****AMERICAN LIVES** **Malinche***Between Two Cultures*

"One Indian lady who was given to us here was christened Doña Marina, and she was truly a great cacica [noble] and the mistress of vassals, and this her appearance greatly showed."—Bernal Díaz del Castillo, The Discovery and Conquest of Mexico

Born into nobility and sold into slavery, the Native American woman Malinche converted to Christianity and joined the Spaniards as Doña Marina. As interpreter for Hernando Cortés, she played a vital role in the conquest of the Aztecs.

Malinche was born to a *cacique*, or village noble, from the Yucatán Peninsula. When he died, her mother married another *cacique* and with him had a son. Determined to leave their position to him, and not her daughter, Malinche's mother sold her into slavery. Coming to the possession of a *cacique* of the Tabasco people, she learned the Nahuatl language spoken by the Aztecs—who ruled much of Mexico.

In 1523, Hernando Cortés arrived on the east coast of Mexico. Determined to seize the land—and wanting to prevent his followers from deserting when they met difficulties—he burned the ships that had brought them from Cuba. From then on, Cortés and his men looked ahead. Shortly after, the Spaniards won a victory against the nearby Tabascos. They were given twenty women as cooks and servants. One of those women was Malinche, in her late teens.

The young woman proved valuable as an interpreter. A Spaniard who had lived for some time in Mexico could speak Chontal Maya—her native language. He translated Cortés's Spanish into Maya. Malinche turned the Maya into Nahuatl. The two became vital to Cortés's advance through Mexico. Bernal Díaz del Castillo, who accompanied Cortés, wrote that they "always went with us on every expedition, even when it took place at night." Eventually, Malinche learned Spanish and worked alone with Cortés.

Her value was proved early, when Cortés's party met the Tlaxcalans at Cholula. Malinche learned from a Native American woman that the Spaniards were in danger. The Aztec leader Montezuma had convinced the Tlaxcalans to attack the invading Europeans. Malinche warned Cortés, and he

ordered a surprise attack. The Spaniards won the battle and were saved.

The Tlaxcalans now became allies of the Spaniards—in part due to Malinche's ability to persuade them. Once Cortés reached the Aztec capital of Tenochtitlán, she translated in the discussions with Montezuma, the emperor. Her presence surprised the Aztec ruler, as women were not supposed to play public roles. After some months of uneasy peace, Cortés determined to capture Montezuma and rule through him. Again Malinche was valuable; she told Montezuma that Cortés—who threatened to kill him if he refused to come—was not bluffing.

When the emperor agreed to join the Spaniards, he lost all credibility with his people. After Montezuma died—stoned by an angry Aztec mob—the Spaniards knew that their position was weakened. They decided to flee the city at night and packed huge amounts of gold in bags and on horses' backs. As they left, the Aztecs attacked. The night escape became the *noche triste*, or "night of sadness." Many Spaniards fell to death. But Malinche, like Cortés, survived—much to the Spaniards' happiness, Díaz wrote.

Eventually the Aztecs were weakened by disease, and Cortés and the Spaniards seized their land and their gold. Malinche had a son by Cortés and lived until about 1550, dying in Spain. According to one researcher, their last descendant—now dead—was born in 1930.

Questions

1. Why would Malinche's ability to translate be so valuable to the Spaniards?
2. What was Malinche's vital role in the Spaniards' conquest of the Aztecs?
3. Some Mexicans view Malinche harshly. A *Malinchista* is a Mexican who abandons national culture for what is foreign. Is that a fair view of her actions?

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AMERICAN LIVES **John Winthrop**
Man of Principle, Man of God

"We shall be as a City upon a Hill, the eyes of all people are upon us, so that if we shall deal falsely with our God . . . we shall open the mouths of enemies to speak evil of the ways of God."—John Winthrop, "A Model of Christian Charity" (1630)

Well-educated, John Winthrop (1588–1649) was also a Puritan who believed that the English church needed reforming. He set aside his country estate in England and agreed to join a new venture: planting a colony in North America. As one of the leaders of that new colony, he helped shape how Americans see themselves.

Winthrop trained as an attorney and enjoyed a successful law career for many years, living comfortably in a country manor. He suffered tragedy as well, losing two wives. His third marriage, though, lasted thirty years, however, and that wife joined him later in Massachusetts.

In 1629, he began to listen to those talking of a colony in North America. Many friends advised against the idea, but Winthrop carefully listed the pluses and minuses—and decided to join. Winthrop was willing to leave England because economic troubles had cut his income and political problems cost him his position as attorney. Like the other Puritan leaders, he was also convinced that the best hope for reforming the church was to take it away from England. He quickly became influential among the leaders, who chose Winthrop as governor shortly before the Massachusetts Bay Company sailed to North America in 1630. Determined to control the fate of the colony, the leaders took the company charter with them. As a result, they were relatively free of interference from the British government.

As hundreds of colonists sailed for their new home, Winthrop wrote "A Model of Christian Charity," setting forth the principles underlying the colony. He said that the colony's goal was "to improve our lives to do more service to the Lord." He emphasized that the colonists joined "by mutual consent" to seek a home—the "city upon a hill"—under a "government both civil and ecclesiastical." He closed by urging the colonists to work together "that we and our seed may live by obeying His voice and cleaving to Him."

Winthrop dominated Massachusetts in its early years, serving as governor or deputy governor for most of the colony's first two decades. He and other leaders—many from the clergy—served as magistrates and set policy for the colony. Some of their decisions have had lasting effect. They set aside one area of Boston—the Common—as public property for common use, which it remains to this day. They created the Boston Latin School and Harvard University and told the various towns in the colony to start schools, launching American public education. Ironically, students schooled in these institutions later challenged the colony's conservative leaders.

Winthrop did not believe in democracy. He felt that leaders knew what was best for the people. He wrote that the magistrates must have the power of vetoing the actions of the people. Democracy was wrong, he said, because "there was no such government in Israel."

However, Winthrop was always strictly honest. When voted out of office the first time, his successor ordered that the colony's accounts be examined, a veiled slap at Winthrop's conduct. The audit showed that everything was in perfect order—in fact, Winthrop had loaned the colony some of his own funds to meet expenses. His agent in England was less fair to him, however, and Winthrop lost money due to his dishonesty. For the remainder of his life, Winthrop was financially strapped. However, he was often elected to one-year terms as governor, and his son John Winthrop, Jr., (1606–1676) became a respected colonial governor of Connecticut.

Questions

1. What did Winthrop mean by calling the colony a "city upon a hill"?
2. Why did Winthrop leave his advantages in England for uncertainty in Massachusetts?
3. On what basis did Winthrop reject democracy, and what does it show about his political beliefs?

CHAPTER
2

Project

LIVING HISTORY *Writing a Colonization Tale*

BRAINSTORMING THE SUBJECT One way to decide the subject of your tale is to discuss possible ideas with your classmates. They may come up with valid story ideas that you would never have thought of. The give-and-take of discussion will bring out creative ideas in you as well. Then decide the best format for the kind of tale you want to tell.

DEVELOPING THE TALE If you are going to write a tale based on a historical event, first do some research about the events and people you are describing. Even if you are writing pure fiction, setting, characters, and plot have to be thought through to make them consistent and “real.” Use the following form to help you plan and develop your tale.

Setting

- a. Time period?
- b. Colonists’ original homeland?
- c. Location of the new colony?
- d. Geographical features of the new colony (mountains, forests, coast, etc.)?

Character

- a. Who are your main characters? What are their personalities like?
- b. What are the other characters like?
- c. What motivates your characters to leave their homeland and settle in a new colony?
- d. Why do the characters choose a particular spot for their colony?

Plot

- a. What is the journey to the colonists’ new homeland like?
- b. What are the hardships and successes they experience after arriving?
- c. What kind of native people do the colonists encounter in this new land?
How do both peoples react to one other?
- d. Does the colony succeed or fail? Why?

WRITING A FIRST DRAFT Create the rough version of your tale, paying particular attention to the elements highlighted above. In preparing this first draft, make sure that your tale moves from a **beginning**, to a **middle**, then to an **end**. At this stage, you can write quickly, getting all the basic elements of your story down on paper.

REVISING AND EDITING Read your first draft, and ask friends to read it as well. Then begin revising. Make sure that the vocabulary and concrete details are effective in weaving the tale you want to tell. Polish the grammar, punctuation, and spelling of your story as well. Then, prepare a clean final manuscript.

CHAPTER
2
Project

LIVING HISTORY *Standards for Evaluating a
Colonization Tale*

IDEAS AND CONTENT	Exceptional	Acceptable	Poor
1. Focuses on a significant aspect of the past or present-day colonial experience			
2. Includes a variety of concrete details that enrich the story			
3. Conveys a clear sense of time and place			
4. Contains information about characters' personalities and motivations			
5. Has a plot that shows what it is like to be a colonist			
INDIVIDUAL PERFORMANCE			
6. Contains a clear beginning, middle, and end			
7. Contains no more than two or three mistakes in grammar			
8. Contains no more than two or three errors in spelling and punctuation			

Comments _____

Overall rating _____