

Lesson 3: The Middle and Northern Colonies (2 Days)

☐ Getting Started

In this lesson, you'll read about interactions between American Indians and colonists, explore the reasons behind the founding of the middle colonies and the northern colonies, analyze the Mayflower Compact, and learn about the Salem Witch Trials.

Stuff You Need

- *Great Colonial America Projects You Can Build Yourself!* by Kris Bordessa
- *We Were There, Too!: Young People in U.S. History* by Phillip Hoose
- printer* (Activity 1 - Option 1)
- scissors
- stapler* (Activity 1 - Option 1)
- tape or glue
- timeline and timeline cards

Ideas to Think About

- Why do individuals, families, and communities decide to migrate from one location to another?
- How do religion, culture, government, and economics interact in decisions about whether to remain in one location or migrate to a new place?
- In what ways can the change of place of a physical migration inspire or make possible changes in culture, community, and ways of life?

Things to Know

- Puritans seeking religious freedom arrived in North America on the Mayflower in 1620.
- Many of the New England colonies were founded by groups seeking religious freedom, or splitting off from one another to found new religious communities.
- The middle colonies were rich in trade goods like furs and lumber.
- The southern colonies were founded by investors seeking profits and tended to have economies centered around plantation agriculture.

☐ **Reading and Questions**

Read pages 18-22 in Chapter 2 of *Great Colonial Projects You Can Build Yourself!* by Kris Bordessa (this is the first part of Chapter 2, up to the "Make Your Own Ball and Triangle Game" instructions.) and "Saints and Strangers: Bound By Hope" starting on page 25 of *We Were There, Too!: Young People in U.S. History* by Phillip Hoose. (If you are using an e-reader, you can search for the phrase "Saints and Strangers" and should be able to find this section of the reading.) Answer the following questions.

1. How did most European colonists view the people who were already living in the Americas when they arrived?

2. What changes did the colonists' arrival create in the lives of native people?

3. How were the Separatists (otherwise known as Pilgrims) able to afford their journey to a new land?

4. The Separatists didn't bring many girls on their initial voyage because they thought that they might not survive the hard journey and difficult life in the New World. Did this turn out to be true of the girls who did actually take the trip?
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Activities

☐ Activity 1: The Mayflower Compact

Before they came ashore, the men aboard the Mayflower signed the Mayflower Compact, a document written by William Bradford outlining the goals for the colony and affirming each man's commitment to working together for the colony's good. Take a moment to reread the Mayflower Compact on page 7 of *Great Colonial Projects You Can Build Yourself!* before choosing an option to complete for this activity.

In Option 1, you'll use a Web 2.0 tool to create a word cloud from the Mayflower Compact and complete an activity page about your findings. If you complete this option, be sure to talk to a parent first since it involves online activity.

In Option 2, you'll work with a family member or friend to create your own Compact, creating a statement of purpose for your family or friendship and stating your intentions for working well together in the future.

Choose the option that you find most appealing.

Option 1: Mayflower Compact Word Cloud

Historical documents can be difficult to read. Often, they are written in an antiquated way and can contain so much information that it's hard to figure out what's important and what is not. A word cloud can be one helpful way to begin your analysis of a historical document. Word clouds highlight key words from a selection of text and show words that appear most frequently as larger or bolder than words that appear less frequently. This visual representation of text can make it a bit easier to start thinking about themes or concepts that come up frequently within a passage of text.

In this activity, you'll make a word cloud based on the Mayflower Compact. Before you begin, be sure you have read over the document and answered the first question

on the "Mayflower Compact Word Cloud" page.



The Mayflower Compact

www.beyondthepage.com/link/1717/

You can find the text of the Mayflower Compact here and can cut and paste it (excluding the names of the undersigned) into a word cloud generator (links provided). Create your Mayflower Compact word cloud, print out the resulting cloud, complete Questions 2-4 on the activity page, and then staple it to your word cloud.



Online Resources — Word Cloud Generators

www.beyondthepage.com/link/1718/

This page contains links to free online word cloud generators.

Option 2: Your Own Compact

The Mayflower Compact stated the purpose of the Mayflower voyage and affirmed the commitment of the men who signed it to undertaking specific activities that would support the colony they were creating. In this activity, you'll use the "Our Compact" page to review the Mayflower Compact and then to create a compact of your own with a friend or family member. (If you don't have enough room on the page to write out your compact, use a separate sheet of paper or type your document on the computer.)

☐ Activity 2: Founding the 13 Colonies

The 13 original British colonies were founded at different times, by different groups of people, and for different purposes. In this activity, you'll review a table showing the reasons behind the founding of each colony and the significant people and dates of its early history. (The table is located on the first and second "Founding the 13 Colonies" pages.) You'll want to keep this table handy throughout the unit and review it regularly since some of the information it contains will appear on your unit test. (You should focus more on the reasons for the founding of each colony and the significant people involved — specific dates will not figure prominently on the unit test.)

After reviewing the table, complete the diagram on the third "Founding the 13 Colonies" page showing some similarities and differences between the colonies founded for profit and those founded for religious freedoms. For example, you might write down where the colonists came from, where they settled geographically (were the religious colonies mostly in the south? in the north?), what kinds of

economies the colonies in each category had (mostly agricultural? trade-based? manufacturing?), or other similarities and differences that you can glean.

Day 2

☐ Reading and Questions

Read pages 23-24 of Chapter 2 of *Great Colonial Projects You Can Build Yourself!* by Kris Bordessa, and also read "Betty Parris and Abigail Williams: Bewitched or Bored?" (starting on page 29) and "Eunice Williams: Captive" (starting on page 33) in *We Were There, Too!: Young People in U.S. History* by Phillip Hoose. Afterward, answer the following questions.

1. What kinds of natural materials did American Indian children use to make toys?

2. What are some possible explanations for the hysteria surrounding witchcraft in Salem?

3. What happened to Eunice Williams after her family was taken captive?

☐ Activity 3: Timeline of U.S. History

In this activity, you'll add cards #11-18 to your timeline of U.S. history. Tape or glue each card in its appropriate place on the timeline.

☐ Activity 4: Salem Witch Trials

The mass hysteria of the Salem Witch Trials has fascinated historians for generations, and they have put forward many different theories about why there were so many accusations of witchcraft in Salem in 1692-1693. In this activity, you'll consider some of those explanations and record your thoughts on the merits you see and the doubts you have for each possible explanation. Complete the table on the "Salem Witch Trials" pages.

Wrapping Up

As you have seen, life in the early American colonies differed widely depending on where one lived. While strict religious communities dominated the northern colonies and ventured into shipping and trade, the middle colonies were founded largely by merchants and relied on rich natural resources. The southern colonies sought profit through plantation agriculture, eventually run with slave labor. In the next lessons, you'll learn more about daily life in the various colonies, focusing on the differences between rural and urban life.

Life Application



Salem Witch Museum

www.beyondthepage.com/link/1716/

The Salem Witch Museum in Salem, Massachusetts has an excellent website. With a parent's permission, visit the museum's site and take a virtual tour. If you look under the "History and Education" section, under the "videos" subsection, there's a "Kids Questions" area with videos answering commonly asked questions about the witch trials. You may find the answers to these questions interesting, and you may also enjoy exploring some of the other educational resources on the website.

A graphic featuring a silhouette of the Mayflower ship sailing on waves. Overlaid on the ship is the title "Mayflower Compact Word Cloud" in a large, stylized, outlined font.

Mayflower Compact Word Cloud

1. Before creating your word cloud, predict which words will be most prominent, based on your reading of the document.
2. Which words stand out most in your resulting word cloud?
3. Based on your own interpretation and your word cloud, what ideas do you think were most important to the men who signed the Mayflower Compact?
4. Do you think that the word cloud helped you to analyze the document? How so? What did the visual representation of the document help you to see or understand more clearly?



Our Compact

1. According to the Mayflower Compact, what was the purpose of the Mayflower voyage?

2. What did the men who signed the Mayflower Compact agree to do?

3. Think about your own connection to the person or people you are working with to write your own compact. Your compact should include a statement of your purpose and a list of things that everyone who signs it will agree to in order to further that purpose.
 - What is your purpose? You might want to think about this as a mission statement or statement of values — for example, you might state a set of goals for your family or for your friendship.

 - And what can everyone who signs do to further that purpose or to make sure that things go well between you?

Write up your short compact, including a statement of purpose and a list of things you'll do to make sure that you achieve that purpose, in the space below:

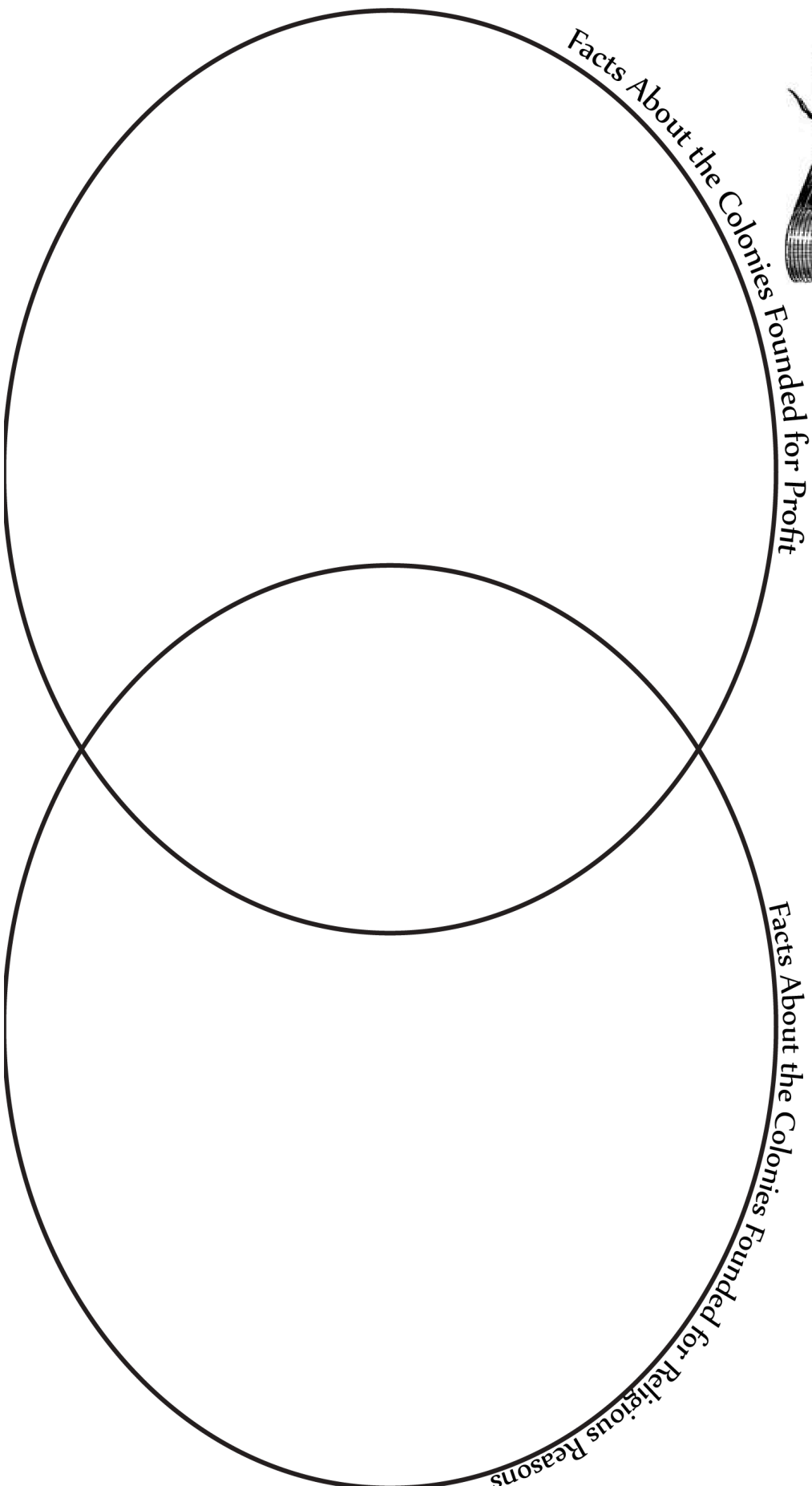
FOUNDING THE 13 COLONIES

Colony	Significant Dates	Significant People	Reasons for Founding (if known) and Early Economic Activities
Massachusetts	1620 — Pilgrims arrive on the Mayflower and found Plymouth 1630 — John Winthrop founds Boston and the Massachusetts Bay Colony 1691 — Became a royal colony	John Winthrop	Founded for religious freedom Economic activities: shipping, chairs, furniture, textile trade
Rhode Island	1636 — Roger Williams buys land in what is now called Providence 1637 — Anne Hutchinson and followers settle near Newport 1663 — Charles II grants charter to Williams	Roger Williams Anne Hutchinson	Founded due to religious differences with Massachusetts leaders Economic activities: shipping including smuggling and slave trading
Connecticut	1633 — Dutch traders settle 1636 — Thomas Hooker, a religious leader, settles in Hartford 1662 — Royal charter granted to Jonathan Winthrop, Jr.	Thomas Hooker Jonathan Winthrop, Jr.	Founded due to trade, religion Economic activities: trade, shipping
New Hampshire	1620 — Grants in the area for fishing, trading 1629 — The name New Hampshire is established 1679 — Becomes a royal colony		Founded as a fishing, trading colony Economic activities: trade, shipping, fishing
New York	~1614 — Dutch West India Company explores area and New Amsterdam is founded 1664 — King Charles II claims territory for England; colony becomes New York 1685 — becomes a royal colony	Duke of York King Charles II	Economic activities: trade, lumber, furs
New Jersey	1664 — Duke of York receives patent to the area and NJ granted to Lord Berkeley and Sir George Carteret 1702 — Becomes a royal colony	Duke of York Lord Berkeley Sir George Carteret	Economic activities: trade, lumber, furs

FOUNDING THE 13 COLONIES

Colony	Significant Dates	Significant People	Reasons for Founding (if known) and Early Economic Activities
Pennsylvania	1681 — Granted to William Penn 1682 — Philadelphia is founded	William Penn	Founded to establish a colony that accepted the Quaker way of life Economic activities: trade, lumber, furs
Delaware	1638 — Peter Minuet leads a group of Swedish settlers 1655 — Dutch gain control 1674 — English gain control 1701 — Delaware becomes an independent colony	Peter Minuet	Economic activities: trade, lumber, furs
Maryland	1632 — Charter granted to Lord Baltimore 1634 — Settlers arrive 1692 — Becomes royal colony 1715 — Charles Calvert (the 5th Lord Baltimore) regains control of the colony	Lord Baltimore Charles Calvert	Economic activities: plantation agriculture Crops might include tobacco, rice, indigo, grapes, oil-producing crops
Virginia	1606 — charter granted 1607 — Virginia Company settles Jamestown 1624 — became a royal colony	Captain John Smith	Founded by those seeking profit Economic activities: plantation agriculture Crops might include tobacco, rice, indigo, grapes, oil-producing crops
North Carolina	Explored in the 1580s 1653 — Virginia settlers move into the area 1663 — Charles II grants 8 supporters a charter for the area now covering NC, SC, and GA 1691 — The name North Carolina is used 1729 — NC becomes a royal colony	Charles II	Founded by those seeking profit Economic activities: plantation agriculture Crops might include tobacco, rice, indigo, grapes, oil-producing crops
South Carolina	1663 — Charles II grants 8 supporters a charter for the area now covering NC, SC, and GA 1680 — Colonists settle around Charleston 1729 — Becomes a royal colony	Charles II	Founded by those seeking profit. Economic activities: plantation agriculture Crops might include tobacco, rice, indigo, grapes, oil-producing crops
Georgia	1663 — Charles II grants 8 supporters a charter for the area now covering NC, SC, and GA 1732 — King George II grants charter to James Edward Oglethorpe	Charles II George II James Edward Oglethorpe	Founded by those seeking profit Economic activities: plantation agriculture Crops might include tobacco, rice, indigo, grapes, oil-producing crops

FOR RELIGIOUS FREEDOMS.



Salem Witch Trials

Instructions: Historians have come up with many different possible explanations for the witch trials in Salem in the 1690s. In the table below, record your thoughts on the merits of each possible explanation and any doubts you may have about each. Put an X next to any possible explanation that you reject as highly unlikely, and put a star next to any that you think almost certainly contributed in some way to the witchcraft hysteria.

Possible Explanation for Witchcraft Hysteria	Why might this explanation have merit?	What might you doubt about this explanation?	X or ☆
A religious culture in which people believed that Satan was at work in the world coinciding with difficult times — outbreaks of smallpox, conflicts with native people, and other hardships — made accusations of witchcraft more likely.			
A judicial system that often executed those who decided to plead innocent when accused of witchcraft but that usually allowed those who pled guilty to remain alive and able to testify against other accused witches may have led some people to confess to save their own lives and add fuel to the idea that witches really did exist.			
Spooky stories told by the enslaved woman Tituba may have led to overactive imaginations and then frightened girls may have thought they saw signs of witchcraft, even if none were there.			
Teen girls in Salem had little power, were expected to follow strict rules and work hard, and were bored. In an effort to rebel or to create some excitement, they made up the whole thing.			

Salem Witch Trials

Possible Explanation for Witchcraft Hysteria	Why might this explanation have merit?	What might you doubt about this explanation?	X or ☆
There truly were witches in league with Satan in Salem, Massachusetts who were practicing witchcraft and harming people in the community.			
A kind of fungus that grows on certain grains and can cause hallucinations may have infected the food supply of Salem, causing large numbers of people to behave strangely.			
The accusations might be explained by a modern understanding of mental illness. It is possible that some of the people who were accused or who accused others had mental illnesses that caused them to behave irrationally or say things that were not true.			
Accusations of witchcraft might have been made intentionally to harm specific people — for example, people who had argued about land or business dealings or church affairs might accuse one another of witchcraft as a way of getting back at someone who had caused problems. Or people who stood to gain from one person being convicted might accuse that person in order to profit from his or her conviction.			
Old superstitions and the English history of witchcraft accusations and trials meant that people in Salem held the cultural belief that witchcraft could be to blame when things went wrong. When there were troubles in the community, this superstition and cultural history meant that witchcraft was looked on as being one possible reason for the hardships.			

Lesson 3: The Middle and Northern Colonies (2 Days)

Getting Started

✿ Ideas to Think About

- Why do individuals, families, and communities decide to migrate from one location to another?
- How do religion, culture, government, and economics interact in decisions about whether to remain in one location or migrate to a new place?
- In what ways can the change of place of a physical migration inspire or make possible changes in culture, community, and ways of life?



Things to Know

- Puritans seeking religious freedom arrived in North America on the Mayflower in 1620.
- Many of the New England colonies were founded by groups seeking religious freedom, or splitting off from one another to found new religious communities.
- The middle colonies were rich in trade goods like furs and lumber.
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● Skills

- Understand the causes of exploration and identify reasons for European exploration and colonization of North America. (SS)
- Evaluate the impact of the Columbian Exchange on the cultures of American Indians, Europeans, and Africans. (SS)
- Describe the factors that led to the founding and settlement of the American colonies including religious persecution, economic opportunity, adventure, and forced migration. (SS)
- Analyze the important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period. (SS)
- Compare political, economic, religious, and social reasons for the establishment of the 13 English colonies. (SS)
- Assess the impact of geography on the settlement and developing economy of the Carolina colony. (SS)
- Identify and describe American Indians who inhabited various colonies and assess their impacts on those colonies. (SS)
- Identify geographic and political reasons for the creation of various colonies and evaluate the effects on the government and economics of the colony. (SS)
- Describe the roles and contributions of diverse groups, such as American Indians, African Americans, European immigrants, landed gentry, tradesmen, and small farmers to everyday life in various colonies. (SS)

Introducing the Lesson

In this lesson, your child will read about interactions between American Indians and colonists, explore the reasons behind the founding of the middle colonies and the northern colonies, analyze the Mayflower Compact, and learn about the Salem Witch Trials.

Reading and Questions

1. How did most European colonists view the people who were already living in the Americas when they arrived?

Most Europeans at the time viewed American Indians as savages, although they appreciated the large amount of information that native people shared with them to help them survive and explore their new home.

2. What changes did the colonists' arrival create in the lives of native people?

Smallpox and other diseases devastated the native population. Europeans also brought desirable items like guns, knives, and metal axes. American Indians were concerned about how the colonists used the land. Conflicts arose between colonists and American Indians relatively early on.

3. How were the Separatists (otherwise known as Pilgrims) able to afford their journey to a new land?

They paid for their passage across the Atlantic with their labor. They agreed to work for seven years in exchange for the trip across the ocean and the necessary tools for survival. At the end of seven years, they were free to work for themselves and had a share of ownership in the colony.

4. The Separatists didn't bring many girls on their initial voyage because they thought that they might not survive the hard journey and difficult life in the New World. Did this turn out to be true of the girls who did actually take the trip?

No. All seven of the girls aboard survived the trip and all but two survived the first winter, even though fewer than half of the total number of colonists survived that long. So the girls on the voyage wound up faring better than most!

Activities

Activity 1: The Mayflower Compact

In this activity, your child will explore the Mayflower Compact in detail. In Option 1, he will use a word cloud generator Web 2.0 tool to create a word cloud of the document and analyze it. This option requires use of the Internet, so parental supervision is recommended. In Option 2, he will work with a friend or family member to create a compact of his own. This option may be more appealing to students who prefer to work in an active, social environment. You can allow your child to choose the option that appeals to him, but you may wish to make suggestions.

Option 1: Mayflower Compact Word Cloud

In this activity, your child will create a word cloud based on the Mayflower Compact and analyze the document with the help of the word cloud. Refer to the answer key for Option 2 for information on the contents of the Compact.

Option 2: Your Own Compact

Use the following sample answers to review your child's activity.

1. The Mayflower voyage was undertaken to create a colony in the northern part of what was known then as Virginia for the glory of God, the advancement of the Christian faith, and the honor of their king and country.
2. The men who signed the Mayflower Compact agreed to create a "civill body politick" to create order and further their goals. They agreed to work together to enact laws and create whatever constitutions, ordinances, and offices as might be necessary for the good of the colony. They all agreed to promise their "due submission and obedience" to these governmental measures.
3. Answers will vary.

Activity 2: Founding the 13 Colonies

In this activity, your child will review a table with information about each of the thirteen British colonies and then fill in a Venn Diagram showing the similarities and differences between colonies founded for different reasons. Your child may mention that the religious colonies tended to be founded in the northeast, to have religious leaders, and to focus on shipping and trade for income while the profit-oriented colonies tended to be further south, to have military leaders or business leaders, and to focus on agriculture. All colonies were primarily founded by British citizens seeking a new life, all had to adapt to local climates, all had to address relationships with native populations.

Day 2

Reading and Questions

1. What kinds of natural materials did American Indian children use to make toys?
Tree bark (ball and triangle), seeds (marbles), nutshells (dice), sticks and bones (musical instruments), corn husks (dolls).
2. What are some possible explanations for the hysteria surrounding witchcraft in Salem?
Answers will vary, but your child may mention the influence of stories told by Tituba, boredom, the desire to gain attention and avoid tedious work, a prank or game that got out of hand, or other possibilities.
3. What happened to Eunice Williams after her family was taken captive?
She was separated from her father and brothers and eventually married a Mohawk man. She refused to return to her family and became Catholic and lived with the tribe and her husband and children until she died at age 89.

Activity 3: Timeline of U.S. History

In this activity, your child will add several new cards to his timeline.

Activity 4: Salem Witch Trials

In this activity, your child will consider various possible explanations for the witchcraft trials in Salem and write down what might be plausible about each theory and what might be a cause for doubt. Since this activity page relies on each child's own reasoning, answers will vary. Be sure to discuss this page with your child when he has finished the lesson.

**University of Virginia: Salem Witch Trials**

www.beyondthepage.com/link/6265/

You may also wish to share some of the primary sources associated with the witch trials with your child. The University of Virginia has an excellent resource page about the Salem Witch Trials here.

**Famous Trials: Salem Witch Trials**

www.beyondthepage.com/link/5473/

The University of Missouri and Kansas City Law School also has a detailed website about the witch trials.

Due to the nature of the witch trials and the college-level audience intended for these resources, you will want to preview them before sharing them with your child.

Wrapping Up**Questions to Discuss**

- Do you think you would prefer to live in a northern colony, a middle colony, or a southern colony? Why?
- What do you think was the most likely explanation for the Salem witch trials?

Things to Review

- Review your child's responses to the reading questions for both days.
- Review your child's Mayflower Compact activity page.
- Remind your child to review this table about the founding of the 13 colonies regularly since it will be covered on the unit test.
- Review your child's timeline. Remind your child that this content may be covered on the unit test.
- Review your child's responses on the "Salem Witch Trials" activity pages.