



**Section 3**

**GUIDED READING** *Early British Colonies*

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

<b>JAMESTOWN</b>	
1. Settlers	2. Leaders
3. Motives for Settlement	4. Relations with Native Americans

<b>MASSACHUSETTS BAY</b>	
5. Settlers	6. Leaders
7. Motives for Settlement	8. Relations with Native Americans

<b>NEW NETHERLAND</b>	
9. Settlers	10. Motives for Settlement
11. Relations with Native Americans	12. Relations with England

<b>PENNSYLVANIA</b>	
13. Settlers	14. Leaders
15. Motives for Settlement	16. Relations with Native Americans



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RETEACHING ACTIVITY *Early British Colonies***Reading Comprehension**

Choose the best answer for each item. Write the letter of your answer in the blank.

- \_\_\_\_\_ 1. The Jamestown settlement was saved in large part by the development of the highly profitable crop
- indigo.
  - rice.
  - tobacco.
- \_\_\_\_\_ 2. The first representative body in colonial America was the
- House of Burgesses.
  - Mayflower Compact.
  - Continental Congress.
- \_\_\_\_\_ 3. Bacon's Rebellion involved an uprising by the frontier colonists of
- Massachusetts.
  - Virginia.
  - Georgia.
- \_\_\_\_\_ 4. The Puritan dissenter who claimed that worshippers did not need the church to help them interpret the Bible was
- Anne Hutchinson.
  - Roger Williams.
  - John Winthrop.
- \_\_\_\_\_ 5. Disputes between Puritans and Native Americans arose mainly over land and
- gold.
  - taxes.
  - religion.
- \_\_\_\_\_ 6. The Dutch colony of New Netherland along the Atlantic Coast of North America was eventually taken over by the
- English.
  - Spanish.
  - French.
- \_\_\_\_\_ 7. One colonial industry that benefited greatly from the Navigation Acts was
- ironworks.
  - shipbuilding.
  - agriculture.
- \_\_\_\_\_ 8. The colonial assemblies were elected by
- the English Parliament.
  - all of the colony's adults.
  - the colony's landowning white males.



## Section 3

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 yeares, 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 Emperour 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.



## Section 3

## 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 this show about his political beliefs?