### 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.

<table>
<thead>
<tr>
<th>Causes of the Conflict</th>
<th>Results of the Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Puritans vs. the Church of England</td>
<td></td>
</tr>
<tr>
<td>2. Puritan leaders vs. Roger Williams</td>
<td></td>
</tr>
<tr>
<td>3. Puritan leaders vs. Anne Hutchinson</td>
<td></td>
</tr>
<tr>
<td>4. The Pequot War</td>
<td></td>
</tr>
<tr>
<td>5. King Philip’s War</td>
<td></td>
</tr>
</tbody>
</table>

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

- John Winthrop
- Separatist
Multiple Choice

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

1. The main goal of the colonists who settled the Plymouth and Massachusetts Bay colonies was to
   a. find gold.
   b. grow tobacco.
   c. develop a fur trade.
   d. practice their religion freely.

2. The first governor of the Massachusetts Bay Colony was
   a. John Smith.
   b. John Winthrop.
   c. Roger Williams.
   d. King Philip.

3. The founder of the colony of Providence was
   a. Anne Hutchinson.
   b. John Winthrop.
   c. Roger Williams.
   d. William Bradford.

4. The Puritan dissenter who believed that worshipers should interpret the Bible themselves without the help of the church or its ministers was
   a. Anne Hutchinson.
   b. John Winthrop.
   c. Roger Williams.
   d. William Bradford.

5. Unlike settlers in Virginia, the majority of Puritans who came to North America were
   a. single men.
   b. single women.
   c. families.
   d. elderly couples.

6. The main dispute between Native Americans and New England settlers was over
   a. land.
   b. trade.
   c. religion.
   d. tobacco.
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 underwritten, the loyal subjects of our dread sovereign Lord King James by the grace of God, of great Britain, France, and Ireland, king, defender of the Faith, &c.

Having undertaken for the glory of God, and advancements of the Christian faith and honour of our king and country, a voyage to plant the first Colony in the Northern Parts of Virginia, do 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 politic; for our better ordering, & preservation & furtherance of the ends aforesaid; and by vertue hereof to enact, constitute, and frame our selves together into a civil body politic; for our better ordering, & preservation & furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame, such just & equal laws, ordinances, Acts, constitutions, & offices, from time to time as shall be thought most need & convenient for the general good of the Colony; 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 sovereign 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


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?
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 Narragansets, 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 Narragansett, 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 Mononototo, 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 got some booty of kettles, trays, wampom, etc., and the women and children were divided, and sent some to Connecticut, and some to the Massachussets. 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.

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.

The American Colonies Emerge 41
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.
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?