

Lesson 5: The Development of the New England Colonies

Big Ideas of the Lesson

- A few years after the Plymouth Colony was founded, Puritans, looking for religious freedom founded the Massachusetts Bay Colony.
- Religious tensions in Massachusetts Bay led to the establishment of other colonies in New England. These included Rhode Island, Connecticut, and New Hampshire.
- These colonies formed the region which was called New England.
- The economies of these colonies were based on small farms, fishing, lumbering, ship building, and manufacturing.

Lesson Abstract:

In this lesson, students build upon what they learned about the Plymouth Colony as they study the development of other colonies in the New England region. The skill of making inferences from illustrations is emphasized. In addition, a content-based focus is placed on the religious tensions in Massachusetts that led to the establishment of other colonies. Students compare and contrast the colonies using reasons the colonies were founded, push and pull factors affecting the movement of people into the colonies, the influence of geography on their development and the economic activities that developed in each.

Content Expectations

- 5 – U2.1.2: Describe significant developments in the New England colonies, including:
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
 - relations with American Indians (e.g., Pequot/King Phillip's War)
 - growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies
 - the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government
 - religious tensions in Massachusetts that led to the establishment of other colonies in New England.

5 – U2.3.1: Locate the New England, Middle, and Southern colonies on a map.

Common Core State Standards:

RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Key Concepts

colonization
economic development

push and pull factors
colonial region
role of religion
settlement
settlement patterns

Instructional Resources

Equipment/Manipulative

Chart paper
Overhead projector or document camera/projector

Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. pp. 87-88.

Teacher Resource

Ann Hutchinson. Wikipedia School Section. 5 Oct. 2011 <<http://schools-wikipedia.org/wp/p/Puritan.htm>>.

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 5)*. Teacher-made material. Oakland Schools, 2012.

English Settlers in New England. U.S. History Images. 5 Oct. 2011 <<http://ushistoryimages.com/new-england-colonies.shtm>>.

Roger Williams. Freedom: A History of US. 5 Oct. 2011 <http://www.pbs.org/wnet/historyofus/web03/features/bio/B05_2.html>.

Thomas Hooker and His People. Wikipedia. 5 Oct. 2011 <http://en.wikipedia.org/wiki/File:Mr_Thomas_Hooker_&_His_People_travelling_1636.jpeg>.

Lesson Sequence

1. Review the idea that historians use multiple sources to investigate the past. They make inferences, or guesses, about the past based on the sources. Then, they try to find additional sources and modify their guesses based on the new evidence. Explain that in this lesson students will use illustrations to make inferences about the founding of New England Colonies. Then, they'll examine additional resources and have the opportunity to modify their guesses.
2. Display the illustration "English Settlers in New England", located in the *Supplemental Materials, (Unit 3, Lesson 5)* and ask students to make inferences regarding what the illustration appears to show about settlement in the New England region. Make a list of their inferences on chart paper. Then, ask students to choose one of the people depicted in the illustration and write a short diary entry in their social studies journal describing what the person was experiencing in New England according to this illustration.
3. Review the founding of the Plymouth Colony. Be sure to emphasize the desire for freedom of religion as a pull factor influencing the settlement of the colony. Explain that less than ten years after the Pilgrims founded Plymouth, another religious group founded another English

colony nearby. Using Word Card #28, explain that they were known as the “Puritans.” Like the Separatists, the Puritans disagreed with the Church of England. But, unlike the Separatists, they did not want to separate from the Church. Rather, the Puritans wanted to change some of the Church’s practices or make it more “pure.”

4. Give each student a copy of the “Massachusetts Bay Colony” informational text selection, located in the *Supplemental Materials (Unit 3, Lesson 5)*. Have students read the selection and then engage students in a discussion of this colony using the following questions:
 - Why do you think the Puritans chose to start a new settlement of their own rather than joining the Pilgrims at the Plymouth Colony?
 - What economic activities were found in the colony?
 - The Puritans left England looking for religious freedom. What evidence is there that they did not guarantee religious freedom in their own colony?
 - How was this colony different from Plymouth? How as it alike?
5. Return to the chart on which you wrote student inferences from Step 2. Ask students to locate information in the “Massachusetts Bay Colony” text selection to support one or more of the inferences. For example, a common inference may be that it was difficult to settle in New England. The third paragraph in the text selection supports this inference.
6. Have students add the founding of Massachusetts Bay Colony (1630) to the timeline they have been creating in this unit. Then, explain that in 1691 the king revoked the colony’s charter and made Massachusetts Bay a royal colony that included the Plymouth Colony. It was called just “Massachusetts.” Using the “English Colonies Map” Teacher Reference Sheet, located in the *Supplemental Materials (Unit 3, Lesson 5)* guide students in adding Massachusetts to the map they began in Lesson 3.
7. Give each student a copy of “Making Inferences”, located in the *Supplemental Materials, (Unit 3, Lesson 5)*. Explain that student should study each illustration on the sheet and then make an inference about what is happening in the illustration and write it in the column labeled ‘Before Reading.’ Give students time to complete the activity and then collect them for use later in the lesson.
8. Explain that the Puritan religion was strictly enforced in the Massachusetts Bay Colony. Puritan leaders banished people they disagreed with from the colony. Give each student a copy of “Rhode Island Information”, located in the *Supplemental Materials, (Unit 3, Lesson 5)*. Provide time for students to read about two of the people who were expelled from Massachusetts Bay. Before they begin reading, write the following questions on the board or an overhead to guide students’ reading:
 - What was the connection between the Massachusetts Bay Colony and the Rhode Island colony?
 - How would you describe the character traits of Roger Williams and Ann Hutchinson? What kind of a colony do you think Rhode Island became?

After they have read the sheet, discuss the questions listed above as a class.

9. When students have finished the reading hand out “Making Inferences,” again and have them use the information from the Rhode Island Information Sheet to write a new description of what is happening in each illustration. Note sample answers have been included in the *Supplemental Materials, (Unit 3, Lesson 5)* to use for reference.
10. Return to the questions in Step 8 and discuss them with students. Have students add Rhode Island to their Colonies map.
11. Explain that it was not religion, but geography, that caused other people to leave Massachusetts Bay. The colony had thin, rocky soil in many areas that was not very good for farming. For this reason some settlers began leaving in search of better land. Share the following information about the founding of Connecticut with students:
- In the 1630’s, some people moved from the Massachusetts Bay Colony to the fertile Connecticut River Valley.
 - In 1633, Windsor became the first permanent English settlement in the area.
12. Display “Illustration #4”, located in the *Supplemental Materials, (Unit 3, Lesson 5)* and have students write a description of what they think is happening in the illustration in their social studies journals. Then, share the following information relating to the illustration:
- Besides the people looking for better farm land in the Connecticut River Valley, others began to come to the area for religious reasons. The best known was Rev. Thomas Hooker. He had decided to leave Massachusetts Bay because he thought the Puritan leaders had become too strict.
 - He led a group of people from Massachusetts through the wilderness to the Connecticut River.
 - The group consisted of about sixty men, women, and children as well as horses, cows, and pigs.
 - Rev. Hooker’s wife was too ill to walk, so she was carried on a special horse-drawn litter.
 - Thomas Hooker and his group founded the settlement of Hartford.
 - In 1636. Hartford and the other earlier settlements united to become the Connecticut Colony.
13. Have students write a second description of what is happening in Illustration #4 based on the information you have shared with them about Thomas Hooker. Have students add Connecticut to their Colonies map.
14. Explain that other people, looking for better farmland, headed north of Massachusetts and settled along the Merrimack River. Others came to the same area trying to escape the strict Puritan way of life. Share the following information about the founding of New Hampshire and then have students add this colony to their colonies map
- David Thomson began the first settlement in the area in 1623. This settlement moved to what is now the city of Portsmouth in 1630, and began shipping lumber to England
 - John Mason was granted land in the area in order to set up a fishing colony.

- John Wheelwright, a follower of Anne Hutchinson, came to the area after being expelled from Boston.
- For many years the area was controlled by the Massachusetts Bay Colony.
- In 1679, the settlements were all united under a charter from the king when New Hampshire became a royal colony.

15. Using Word Card #29, remind students that the four colonies studied in this lesson became known as the New England colonies. Using their Colonies map point out that students have studied the founding of two regions of English colonies: New England and the Southern Colonies. In the next lesson they will learn about the founding of the third region, the Middle Colonies.

Assessment

An assessment has been included in the *Supplemental Materials (Unit 3, Lesson 5)* in which students describe important characteristics of the New England colonies including reasons for founding, the influence of geography, economic activities, and push/pull factors impacting the migration of people to the colonies. After grading these assessments, return them to students to keep in their social studies journal. They will be needed in Lesson 8.