

OBRAS POÉTICAS
DE LA MUSA MEXICANA
SOROR

JUANA INÉS DE LA CRUZ,
RELIGIOSA PROFESA EN EL MONASTERIO
del Gran Padre, y Doctor de la Iglesia S. Gerónimo,
de la Ciudad de México.

TOMO SEGUNDO,
AÑADIDO POR SU AUTORA,
EN QUE VA EL CRISIS SOBRE UN SERMON
de vn Orador Grande entre los
mayores.

BIBLIOTECA NACIONAL
BIBLIOTECA RESERVA
"JOSE TORIBIO MURRAY"

Año 1715

CON LICENCIA

En la IMPRENTA REAL, por Joseph Rodríguez de Sotomayor,
Impresor de la Santa Cámara, y de la Real Academia Española.

Published 20 years after her death, this title page to a second edition of a volume of poetry by Juana Inés de la Cruz describes her as the muse, or poet, of Mexico.

In 1669 Asbaje decided to enter the San Jerónimo convent, taking the name Sor (Sister) Juana Inés de la Cruz. Convents in Mexico during the 1600s did not require the same isolated living conditions as convents in Europe. Nuns at San Jerónimo worked in a pleasant and relaxed atmosphere where they entertained visitors, cooked extraordinary feasts, and enjoyed playing music. The convent also offered women the freedom to study. For 25 years de la Cruz read extensively in the humanities and sciences, accumulating a large library. During this time she also became a popular poet in Mexico, publishing two volumes of poetry. Her plays were performed for many wealthy nobles.

"Of all my country," de la Cruz wrote, "I was the venerated [honored] figure, one of those idols that inspire the general applause." One of de la Cruz's poems explains her choice of scholarly pursuits.

Primary Source

"World, in hounding me, what do you gain? How can it harm you if I choose, astutely [wisely], rather to stock my mind with things of beauty, than waste its stock on every beauty's claim? . . . Mine is the better and the truer way: to leave the vanities of life aside, not throw my life away on vanity."

—Juana Inés de la Cruz, "World, in Hounding Me"

In 1695 de la Cruz died after contracting a disease from sick nuns whom she was helping. Many scholars consider her the greatest American poet of the 1600s.

Few women obtained an education equal to the status of nuns like de la Cruz. Most African, Indian, and mestizo women learned useful traditional skills at home such as cooking, pottery making, and weaving.

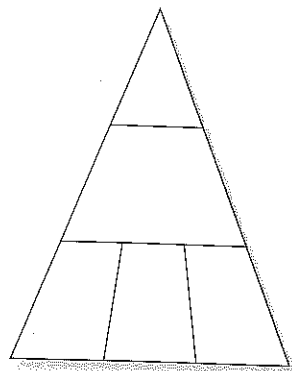
✓ **READING CHECK: Comparing** What was daily life in Spanish America like for women?

SECTION 3 REVIEW

1. **Define and explain:**
viceroyalties
peons

2. **Identify and explain:**
Pedro Menéndez de Avilés
Juan de Oñate
Popé
Pueblo Revolt
Juan Rodríguez Cabrillo
Junípero Serra
Juana Inés de la Cruz

3. **Summarizing** Copy the pyramid below. List the different classes in Spanish American society and explain what role each class played in daily life.



4. **Finding the Main Idea**

- What led to the Pueblo Revolt? How successful was it?
- Where and when did Spanish colonists found settlements in North America?
- How did the Spanish use missions, haciendas, and ranchos to administer their empire in the Americas?

5. **Writing and Critical Thinking**

Evaluating Imagine that you are a Spanish priest visiting the Americas in the 1700s. Write a report evaluating the effectiveness of the mission system.

Consider:

- the purpose of the missions
- how American Indians responded to efforts to convert them into Catholics
- to what extent American Indians continued their traditional cultural practices

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keyword: SD3 HP2

SECTION

4

READ TO DISCOVER

- How did the Protestant Reformation affect colonization?
- Why was the defeat of the Spanish Armada significant?
- How did the English attempt colonization?
- How did the growth of Jamestown affect relations between American Indians and settlers?

DEFINE

inflation
indentured servant

IDENTIFY

John Cabot
Northwest Passage
Protestant Reformation
Martin Luther
Francis Drake
Spanish Armada
Walter Raleigh
Charter of 1606
John Smith
Powhatan
Wahunsunacock
Pocahontas
John Rolfe

WHY IT MATTERS TODAY

People from different cultures still fight each other because their beliefs are different. Use **ONfyi.com** or other **current events** sources to learn about a world conflict involving cultures with different beliefs. Record your findings in your journal.

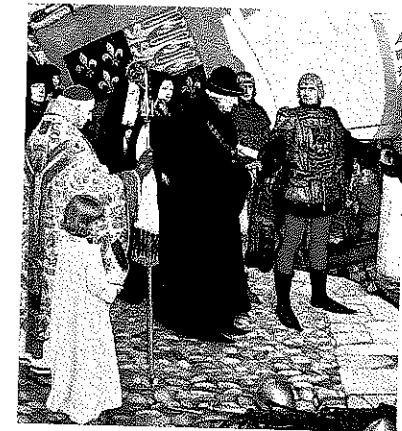
ONfyi.com

The English in North America

EYEWITNESSES TO History

"[John Cabot is given the right] to subdue, occupy and possess . . . Isles, countries, regions or provinces of the [American Indians] . . . unknown to all Christians. . . [And to share] their fruits, profits, [and] gains."

—King Henry VII



John Cabot sets sail from England

In 1497 King Henry VII of England commissioned Italian seafarer Giovanni Caboto, also known as John Cabot, to seek out and claim land in North America for England. In the dark hours of the morning of June 24, 1497, Cabot's crew made landfall on the shores of what is now known as Newfoundland. After carefully guiding his small ship through treacherous fog and ice, the experienced mariner went ashore and claimed the area for England.

Cabot and his crew chose not to land again on this voyage, however. Fearing hostility from American Indians, Cabot believed his small crew should not explore inland any farther than the range of a crossbow from his ship. A more fierce enemy, perhaps, may have been the swarms of huge, disease-carrying mosquitoes that bred in the melting snow on Newfoundland's rocky shores. In 1498 Cabot returned to sail along the coasts of present-day Nova Scotia and New England in exchange for a small amount of money and trading privileges from the king.

Early Claims

Shortly after Christopher Columbus's first voyage, other mariners, such as **John Cabot**, joined the search for a route to Asia. As a result, geographic knowledge of the Americas slowly grew. Vasco Núñez de Balboa's sighting of the Pacific Ocean and Ferdinand Magellan's voyage around the tip of South America motivated non-Spanish explorers to seek a northern route to the Pacific and thus to Asia. The explorers hoped the discovery of a **Northwest Passage** would break the Spanish monopoly. Such a passage does not exist, although many European claims in North America resulted from failed attempts to find it.

The voyages of Giovanni da Verrazano (vayr-raht-SAHN-oh) and Jacques Cartier (kahr-tyay) formed the basis for later French claims in North America. Verrazano, an Italian, failed in 1524 to find a westward water route to Asia. He did, however, claim for France lands along North America's east coast. About 10 years later, Cartier explored the Gulf of St. Lawrence and the St. Lawrence River as far west as present-day Montreal. Cartier's attempts to start a settlement were unsuccessful, but his efforts strengthened French claims to what is now Canada.

While Spain began settlement in Central and South America as well as parts of North America during the 1500s, other European powers laid claim to trading posts in North America. They chose, however, not to establish permanent colonies.

The Religious Spirit

THE PROTESTANT REFORMATION

Martin Luther, a German Catholic priest, launched the Protestant Reformation in 1517 when he published his Ninety-five Theses, challenging many practices of the Catholic Church. This included the sale of indulgences. Catholics who paid money to the church were granted indulgences, or promises that loved ones who had died

would move more quickly into heaven. Luther wrote in his 94th and 95th theses that “Christians must be exhorted [urged] to follow Christ their head with utter devotion through punishment, through death, through hell.” Said Luther, “In this way let them have confidence that they will enter heaven through many tribulations [challenges], rather than through a false assurance of peace.”

Luther’s refusal to take back his teachings led to his excommunication, or formal expulsion, from the Catholic Church and condemnation by Holy Roman Emperor Charles V. As a result, he fled into hiding, where he wrote pamphlets on religious reform and translated the New Testament into German. He devoted the rest of his life to religious writing and the organization of the alternative church he founded. Luther’s ideas spread throughout northern and eastern Europe and eventually led to dramatic political and cultural transformations. Supporters of the Reformation called for increased literacy and encouraged people to read the Bible themselves. Some new congregations also rejected the assigned leadership of the Catholic Church and began electing their own clergy. ■



Martin Luther preaching

At that time, most European countries were still more concerned with reaching Asia than with organizing settlements. Since the French and the English were more concerned with domestic issues and events in Europe, nearly a century passed before these nations successfully colonized North America.

The delay in colonization efforts can also be attributed to the religious upheaval known as the **Protestant Reformation**. The Reformation began in the German city of Wittenberg in 1517, when a priest named **Martin Luther** protested against corruption in the Roman Catholic Church. Protests quickly spread to other areas of Europe. Reformers established a number of Protestant churches as alternatives to Catholicism.

This conflict between Protestants and Catholics became not only a religious struggle but also a territorial and political one. For a time, the Reformation commanded Europe’s attention. France, for example, was too involved with a civil war between Catholics and Protestants (1562–98) to follow up on its claims in North America until the 1600s.

During the Reformation, Spain, the most powerful nation in Europe, clung to the Catholic faith. Other countries, such as England, officially became Protestant states. This division led to a drawn-out conflict between the two nations as each tried to achieve religious and political dominance in Europe.

✓ **READING CHECK: Identifying Cause and Effect** Why were the English and French slow to colonize the Americas?

England Challenges Spain

The earliest challenges to Spain’s American empire came in the late 1500s. European pirates—particularly the English “sea dogs”—began attacking Spanish galleons and seizing their cargoes of treasure as they left the Americas.

One highly successful sea dog was **Francis Drake**. In 1577 Drake ventured from England with a fleet of swift, heavily armed vessels on a voyage of exploration and piracy against Spanish ships in the Americas. Queen Elizabeth I embraced Drake as a hero, knighting him on the deck of his pirate ship. The queen’s action naturally angered King Philip II of Spain, who viewed Drake’s actions as a challenge to Spanish power.

Determined to strike back, King Philip assembled a massive fleet of some 130 ships and some 27,000 men, known as the **Spanish Armada**, to invade England. In 1588 most of the Armada sailed to the port of Calais, France, just across the Strait of Dover from England. There they waited for additional troops.

The Spanish had a fearsome reputation in Europe for their well-armed military. However, England’s sea captains skillfully used the speed of their smaller, newly constructed ships to great advantage. They propelled burning ships toward the Armada,

whose ships quickly became separated and more vulnerable to attack. As the Spanish ships attempted to flee, a furious storm developed, damaging the battered fleet. Only about half of the original Spanish Armada returned to Spain.

The failure of the Armada in 1588 revealed Spanish naval weaknesses. By the 1600s Spanish economic weaknesses became apparent as well. With tons of colonial silver flowing into its treasury, Spain seemed quite prosperous. The prosperity was deceptive, because the Spanish used most of the silver to buy goods from other countries. John Campbell, an English writer, explained:



“[Spanish] galleons bring the silver into Spain, but . . . it runs out as fast as it comes in. . . . The silver . . . and very little of the goods or manufactures . . . belong to the subjects of the crown of Spain. It is evident, therefore, . . . that the greatest part of the returns from the West Indies belong to . . . [foreigners].”

—John Campbell, *The Spanish Empire in America*

Some historians believe that the steady flow of resources and silver from the Americas caused **inflation**, or an increase in prices, throughout Europe. When the flow of silver and resources slowed in the 1600s, Spain found itself with little currency to buy imported goods. In addition, the Spanish government had taken out loans from other countries to fight its endless wars. These debts and the weak Spanish economy prevented Spain from carrying out new plans for further North American colonization. As a result, Spain’s weaknesses opened the way for the Dutch, English, and French to begin colonization.

✓ **READING CHECK: Drawing Conclusions** How did the defeat of the Spanish Armada affect the Americas?

England’s First Attempts at Colonization

Even before the shattering defeat of the Spanish Armada, English adventurers had planned to colonize the lands claimed by John Cabot and others. They were eager to develop profitable commerce with the Americas.

Sir Humphrey Gilbert sailed to Newfoundland in 1583 to start an English colony, but on the return voyage he and his ship were lost in a storm. The following year Gilbert’s half-brother, Sir **Walter Raleigh**, explored the Atlantic seaboard for a suitable site to colonize. He named the area that he chose Virginia, in honor of Elizabeth, the “Virgin Queen.”

In 1585 Raleigh sent a small group of colonists to Virginia. They settled on Roanoke Island, off the coast of present-day North Carolina. After almost a year of hardship, the colonists returned to England. In 1587 Raleigh tried again, sending about 100 people, including women and children, under the command of John White. After establishing a new Roanoke colony, White headed back to England for supplies.

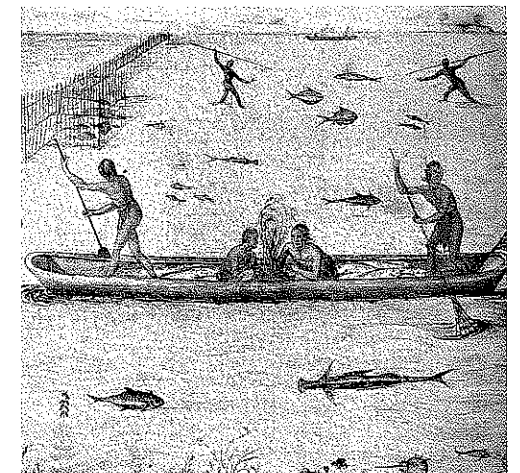
Events in Europe delayed White’s return. When he finally reached Roanoke in 1590, all he found were the words CRO and CROTOAN carved near the settlement. *Crotoan* was the American Indian name for an island off the coast. Searchers found no other trace of the colonists. The fate of the “Lost Colony” remains a mystery. After that, English



With the continual flow of silver from the colonies to European markets, the value of Spanish silver coins such as this one plummeted during the 1600s.

INTERPRETING THE VISUAL RECORD

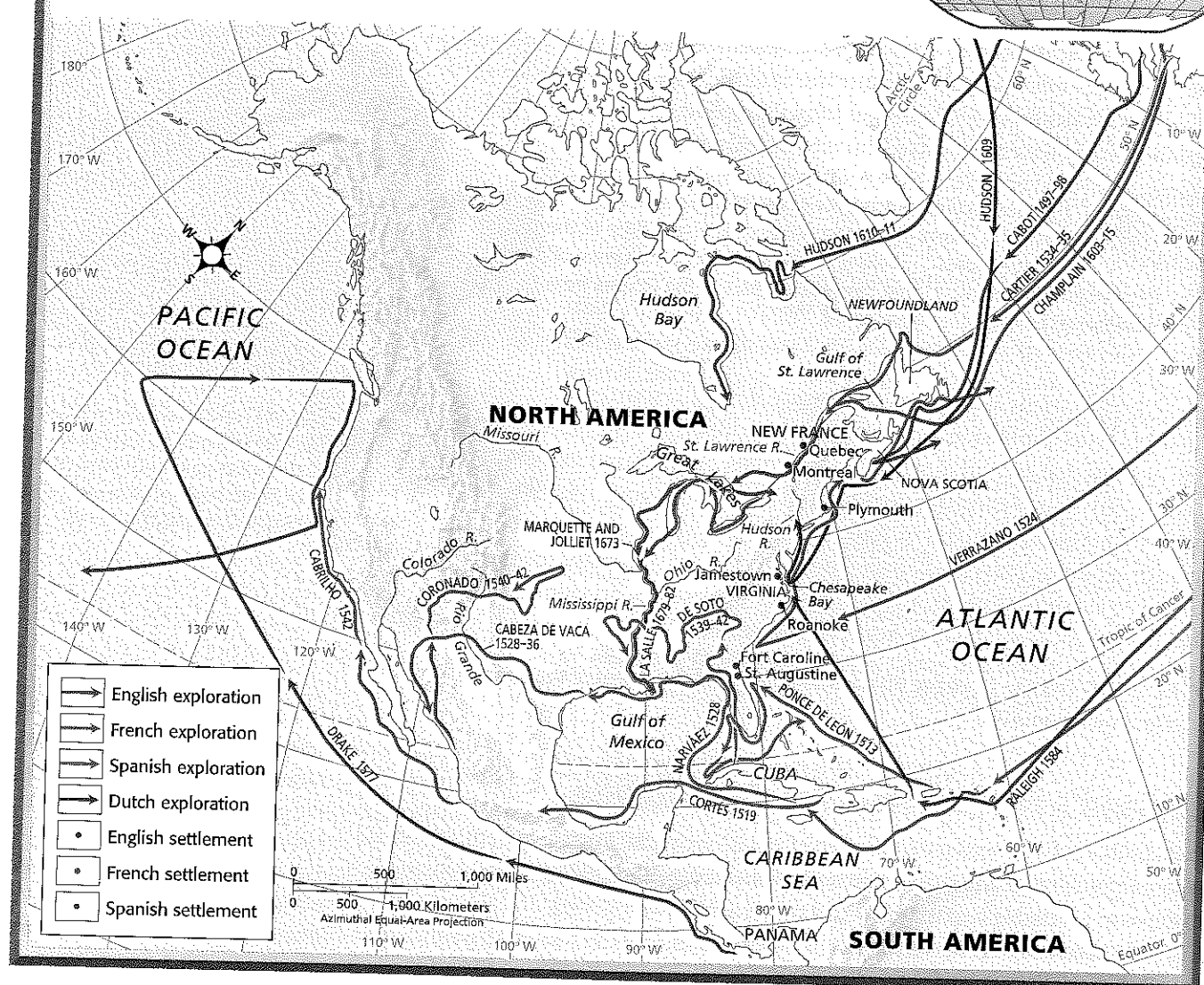
Colonial life. This watercolor of American Indians fishing from a dugout canoe was painted by John White between 1585 and 1587. **What is White suggesting about the availability of food and the ingenuity of Indians in this illustration?**



European Exploration of North America, 1513–1682

Interpreting Maps European explorers sought a northern trade route that would take them to the spices of Asia and to the cities of gold in North America.

PHYSICAL SYSTEMS Identify a common feature of all European settlements in North America.



officials began to focus more on issues and problems existing in England. More than 25 years would pass before the next English colonization effort.

King James I issued the **Charter of 1606**, which licensed the Plymouth Company and the London Company to organize settlements in Virginia. The two groups were joint-stock companies, in which investors shared operating costs as well as any profits or losses. The charter gave the companies the right to establish settlements and “to dig, mine, and search for all manner of mines of gold, silver, and copper.” The Plymouth Company was given the right to settle anywhere between the 38th and 45th parallels—from present-day Virginia to Maine. The London Company could settle anywhere between the 34th and 41st parallels, from present-day South Carolina to New York.

✓ **READING CHECK: Making Generalizations** Why did England’s early colonization attempts fail?

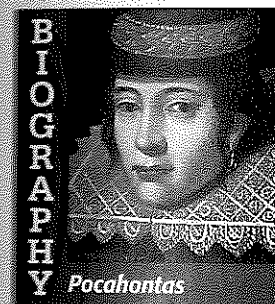
The Experiment at Jamestown

The first permanent English settlers—some 100 men recruited by the London Company—reached Virginia in the spring of 1607. They chose a location near one of the rivers along Chesapeake Bay for their settlement, naming it Jamestown in honor of their king.

The early years. Unfortunately, Jamestown was located on a low, wooded peninsula near a marsh infested with disease-carrying mosquitoes. Disease, exposure to the elements, and starvation killed many people the first year.

The settlers elected Captain **John Smith**—an adventurous explorer, mapmaker, and soldier—as president of the council of settlers in 1608. Smith quickly made plans for strengthening the colony.

The help of local American Indians, called **Powhatan** by the English, prevented total disaster. The Powhatan actually consisted of a large confederation of some 30 small tribes under the leadership of **Wahunsonacock** (wah-hoohn-SUH-nuh-kahk). They were skilled in agriculture and fishing. The Powhatan gave the settlers food and taught them how to cultivate corn—a crop new to the English.



BIOGRAPHY
Pocahontas

An Indian ally. Pocahontas, the favorite daughter of Wahunsonacock, gave invaluable help to the English colonists. Although she was young—10 or 12 years old—when the colonists arrived, Pocahontas became an important intermediary between the English and the Powhatan. She frequently visited Jamestown, bringing food and gifts and establishing trade between the two groups.

Pocahontas charmed and fascinated the colonists. In 1608 Captain Smith wrote that in personality Pocahontas “much exceedeth any of the rest” of the local Indians. Smith once described his capture by the Powhatan and subsequent rescue by Pocahontas when she “hazarded the beating out of her own brains” by throwing herself over his body to prevent his execution.

Despite historians’ doubts about this romantic legend, Pocahontas did play a vital role in maintaining peace between the Powhatan and the English. As a mutually trusted intermediary, she negotiated the release of Powhatan prisoners and protected the colonists from her father’s anger during disputes.

Nevertheless, relations with the Powhatan grew more strained after Smith returned to England, and Pocahontas no longer voluntarily visited the settlement. Desperate for food in the harsh winter of 1609–10, the English raided local American Indian villages. They stole food, burned shelters, and killed many of the Indians.

Captured by colonists in 1613, Pocahontas spent the following year as a well-treated hostage in Jamestown. During this time, she converted to Christianity and was baptized as “the Lady Rebecca.” Her marriage in 1614 to colonist **John Rolfe** temporarily brought an end to the fighting between the colonists and the Powhatan. In June 1616 the Indian princess traveled to England with her husband and infant son, Thomas. She died suddenly in England in March 1617.



INTERPRETING THE VISUAL RECORD

Pocahontas. Pocahontas assisted the English colonists of Jamestown, bringing them corn and other goods and mediating the relationship between the colonists and the Powhatan. **How does this image reflect Pocahontas’s role in helping the colonists?**

Research on the ROM

Free Find: Pocahontas

After reading about Pocahontas on the **Holt Researcher CD-ROM**, write a short essay describing the way the Powhatan treated the English settlers of Jamestown.

The Early Colonial Experience

Life as an early settler in the English colonies proved extremely difficult for most people. Individuals had significantly different experiences, however, depending on their social standing. In the first of the following two letters written by colonists, John Pory, the secretary of the Jamestown colony, notes the beginnings of the cultivation of tobacco. The second letter, written by indentured servant Richard Frethorne, reveals the harsh reality of early colonial life for many people.

A Letter to "The Right Honorable and My Singular Good Lord" September 30, 1619

by John Pory

As touching the quality of this country, three things there be, which in few years may bring this Colony to perfection; the English plough, Vineyards, & Cattle. . . . We have had this year a plentiful crop of English wheat. . . . In July last so soon as we had reaped this self-sown wheat, we set Indian corn upon the same ground, which is come up in great abundance; and so by this means we are to enjoy two crops in one year from off one & the same field. . . . All our riches for the present do consist in Tobacco, wherein one man by his own labor hath in one year, raised to himself to the value of 200 £ [pounds] sterling; and another by the means of six servants hath cleared [earned] at one crop a thousand pound english. These be true, yet indeed rare examples, yet possible to be done by others. Our principal wealth (I should have said) consisteth in servants. . . .



Tobacco leaves

We are not the veriest [greatest] beggars in the world, our Cow-keeper here of James city on Sundays goes acowtered [dressed] all in fresh flaming silks and a wife of one . . . wears her rough beaver hat with a fair pearl hat-band, and a silken suit.

Letter to his Father and Mother: March 20, April 2 and 3, 1623

by Richard Frethorne

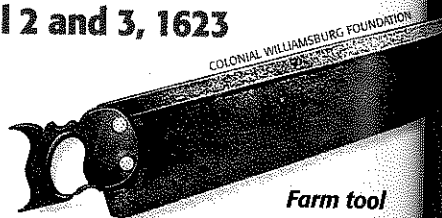
Loving and kind father and mother my most humble duty remembered. . . .

This is to let you understand that I your child am in a most heavy case by reasons of the nature of the country is such that it causeth much sickness. . . . and when we are sick there is nothing to comfort us; for since I came out of the ship, I never had any thing but peas, and loblollie (that is water gruell) as for deer or venison I never saw any since I came into this land, there is indeed some fowl, but we are not allowed to go, and get it, but must work hard both early, and late for a mess of water gruel, and a mouthful of bread, and beef. . . . We live in fear of the enemy [Indians] every hour. . . . We are in great danger, for our Plantation is very weak, by reason of the death, and sickness, of our Company.

[A friend] much marveled that you would send me [as] a servant to the Company, he saith I had been better knocked on the head, and indeed so I find it now to my great grief and misery, and saith, that if you love me you will redeem [free] me suddenly, for which I do intreat and beg.

UNDERSTANDING LITERATURE

1. What crops did the earliest English colonists grow?
2. What was life in the colonies like for Richard Frethorne?
3. How and why did the experiences of John Pory and Richard Frethorne differ?



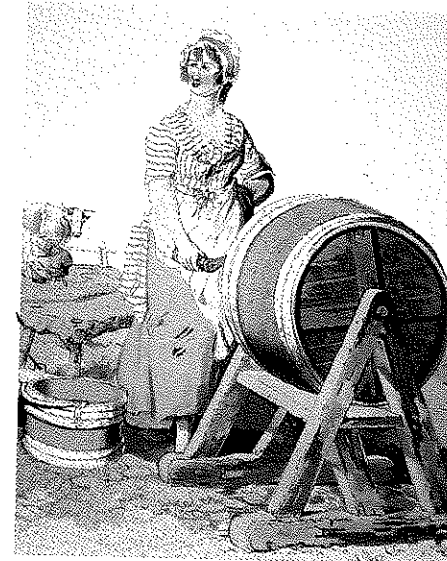
Farm tool

Tobacco and prosperity. A major conflict between the American Indians and colonists arose over tobacco, a plant native to the Americas. Spanish and Portuguese sailors introduced tobacco to Europe about 1550. By the early 1600s the smoking of tobacco in pipes had become increasingly popular, suggesting a new enterprise for the struggling Virginia colonists. John Rolfe successfully introduced the desirable Caribbean tobacco to Virginia in 1612. Soon the Jamestown colonists were shipping large quantities of tobacco to England.

To provide laborers for tobacco cultivation, Jamestown's backers introduced the headright system. In this system, sponsors received 50 acres of land for each worker, or "head," they paid to bring to Jamestown. The backers also set up indentured servitude, a new arrangement for bringing settlers to Jamestown. An **indentured servant** was bound for a period of years to the person who paid his or her way to America. At first, most of those who survived their term of service—far from a certainty in Jamestown—acquired land to work for themselves.

As Jamestown's population grew, the colonists' tobacco farms expanded onto American Indian hunting grounds. The Indians viewed the taking of their lands as an act of war. In the spring of 1622, Indians attacked Jamestown's outlying farmhouses, killing some 350 settlers—including John Rolfe—and burning most of the buildings. The English struck back fiercely. They even concluded one "peace conference" by murdering some 200 American Indians with poisoned wine. These actions brought an end to peace between the settlers and the Indians.

✓ **READING CHECK: Summarizing** What successes and failures did the settlers at Jamestown experience?



INTERPRETING THE VISUAL RECORD

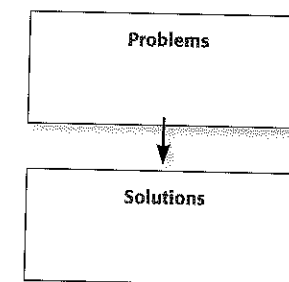
Indentured servants. Hoping to gain land of their own, many debtors and poor workers from England traveled to the North American colonies as indentured servants. **What type of work do you think this indentured servant is doing?**

SECTION 4 REVIEW

1. Define and explain:
inflation
indentured servant

2. Identify and explain:
John Cabot
Northwest Passage
Protestant Reformation
Martin Luther
Francis Drake
Spanish Armada
Walter Raleigh
Charter of 1606
John Smith
Powhatan
Wahunsunacock
Pocahontas
John Rolfe

3. Analyzing Information
Copy the problem/solution chart below. List the problems that colonists encountered in Virginia and the solutions they and their allies devised to those problems.



4. Finding the Main Idea

- a. How did the Protestant Reformation affect colonization in the Americas?
- b. What did the defeat of the Spanish Armada mean to Europe and to the settlement of North America?
- c. Do you think that Pocahontas was an effective intermediary between the colonists and the American Indians? Provide examples from the text that support your position.

5. Writing and Critical Thinking

Supporting a Point of View Write a brief speech supporting the English or Spanish method of colonization. Which was more effective in achieving its goals?

Consider:

- what the Spanish colonization goals and methods were
- what the English colonization goals and methods were
- how well each country achieved its goals



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The New England Colonies

READ TO DISCOVER

1. What problems did Puritans face in England?
2. Why did Puritans emphasize education?
3. What role did women play in New England?
4. What incidents threatened stability in Massachusetts?

IDENTIFY

Pilgrims
Separatists
Puritans
William Bradford
Mayflower Compact
Squanto
Great Migration
John Winthrop
New England Way
Thomas Hooker
Fundamental Orders of Connecticut
Roger Williams
Anne Hutchinson

WHY IT MATTERS TODAY

The Puritans made education an important part of their community. Use CNNfyi.com or other **current events** sources to learn about the various ways in which Americans keep up that tradition. Record your findings in your journal.

CNNfyi.com

EYEWITNESSES TO History

“They fell upon their knees and blessed the God of heaven, who had brought them over the vast and furious ocean, and delivered them from all the perils and miseries thereof, again to set their feet on the firm and stable earth.”

—William Bradford, quoted in *The Americans*, by Daniel J. Boorstin

William Bradford described the actions of the 101 passengers and some 25 crew members aboard the *Mayflower* when they arrived on the shore of what is now Massachusetts in November 1620. They had been at sea for almost nine weeks, enduring violent storms much of that time. Originally bound for the Hudson River near Manhattan, they decided to stay where they were, on the land they called New Plymouth. According to Bradford, it was a “hideous and desolate wilderness . . . and the whole country, full of woods and thickets, represented a wild and savage hue.” Despite their inhospitable surroundings, on December 25, 1620, the Pilgrims began building their first homes in North America.



The Pilgrims land at Plymouth Rock.

The Pilgrims

In 1620 the men and women aboard the *Mayflower* reached Cape Cod Bay, near what is now Provincetown, Massachusetts. Near there they founded the colony of Plymouth. Known as **Pilgrims**, they had left England because of religious conflict. They saw themselves as wanderers who, like the pilgrims and exiles portrayed in the Bible, traveled in search of a place to worship God in their own way.

The Pilgrim faith. Conflicts over religious doctrine had raged in England since 1534. That year King Henry VIII broke with the Roman Catholic Church to form the Church of England, or Anglican Church. Henry’s motives had been primarily personal—the pope had refused to grant him a divorce from his first wife. At heart still a Roman Catholic, he had created a church that remained largely Catholic in form. This deeply troubled many English Christians, who longed for a truly Protestant church.

The Pilgrims were **Separatists**, so called because they had broken with the Anglican Church. The Pilgrims were the most radical of the **Puritans**, Protestants who wished to “purify” the Anglican Church of all Catholic rituals and traditions. The Puritans objected, for example, to the clergy’s elaborate robes. They insisted that church leaders should be known for “their purity of mind, not their adornment of person.”

Some Separatists, including the Pilgrims, left England for the more religiously tolerant Netherlands. King James I had threatened to “harry them out of the land, or else do worse.” There they were forced into low-paid, unskilled work and confronted with what one Pilgrim called the “grim & grisly face of poverty.” Equally

alarming was the prospect of their children being led away from the faith by Dutch customs. Puritan minister John Robinson summed up the Pilgrims’ experience in the Netherlands as “exiled from country, spoiled of goods, destitute of friends, few in number, and mean in condition.” Seeking “some place of better advantage and less danger,” **William Bradford** and others obtained permission from the Virginia Company to settle on lands it owned near the mouth of the Hudson River.

Plymouth colony. The Pilgrims did not reach their original destination. Their ship was blown off course, and they landed farther north, in Massachusetts’s Cape Cod Bay. Rather than risk additional travel, they decided to stay. To maintain order in the new settlement, Pilgrim leaders had drawn up an agreement for the men to sign. This document, the **Mayflower Compact**, established a self-governing colony based on the majority rule of male church members. Once the Compact was signed, the colonists elected John Carver as their governor and turned to the challenge of surviving the winter. They then set out to establish what one colonist called “the most glorious edifice [building] of Mount Zion [a holy place] in a Wilderness.” Disease and hunger soon took their toll, however. The colony’s record for March 24, 1621, notes, “In three months past dies half our company. . . . The living [are] scarce able to bury the dead.”

Like Jamestown, the colony owed its survival in part to American Indians. Soon after the first encounter between the Wampanoag (wahm-puh-NOH-ag) and the Pilgrims, the two groups signed a peace treaty. As one colonist wrote, “by friendly usage, love, peace, . . . [and] good counsel,” the Pilgrims and the Wampanoag strove to “live in peace in that land.” The settlers were particularly indebted to **Squanto**, a Patuxet Indian who spoke English. Kidnapped in 1615, he had lived in Spain and England before returning home in 1619 to find his village wiped out by disease. Squanto then lived with the Wampanoag. He taught the Pilgrims how to grow crops. With Squanto’s aid, the Pilgrims enjoyed a bountiful harvest in the fall. The Pilgrims then joined the Wampanoag in a harvest celebration. “For three days we entertained and feasted,” wrote one colonist. This celebration later became the basis for the Thanksgiving holiday tradition.

The Great Migration. In contrast to the Pilgrims, most Puritans remained in England and did not leave the Anglican Church. These religious dissenters hoped to reform the church from within.

COURTESY OF THE PILGRIM SOCIETY, PLYMOUTH, MASSACHUSETTS

The Mayflower Compact

★ HISTORICAL DOCUMENTS ★

The Mayflower Compact

On November 21, 1620, while still aboard the *Mayflower*, 41 of the male passengers signed an agreement to help them govern their new colony. The *Mayflower Compact* established a precedent for governments based on written agreements and the consent of the governed. To what did the signers promise to submit and obey?

We, whose names are underwritten, . . . Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant the first colony in the northern Parts of Virginia; Do by these Presents [this document], solemnly and mutually in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid; And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Offices, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience.

Do by these Presents (this their condition considered) with the special assistance of our dread Sovereign Lord King James the first of England, to settle, govern, and plant a colony in the northern Parts of Virginia, to the Honour of our King and Country, and the Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant the first colony in the northern Parts of Virginia; Do by these Presents, solemnly and mutually in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid; And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Offices, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience.

The Crown opposed reform, however. James I feared that Puritan demands would lead to political unrest. Religious dissent, or disagreement, he declared, “as well agreeth with a Monarchy as God and the Devil.” James’s son Charles, who inherited the throne in 1625, was even more determined to stop dissent. Charles also wished to stop Puritans from practicing their religion.

The English Puritans faced economic difficulties as well. England’s population had dramatically increased, but employment had not. The growing profitability of wool production encouraged large landowners to turn from farming to raising sheep. Landowners fenced their lands and drove off the tenant farmers, many of whom were Puritans. Land was scarce, and the money needed to purchase an acre or two in England would purchase several hundred acres in America. Then in the 1620s crop failures and an economic depression in the wool industry hit Puritan farmers and weavers.

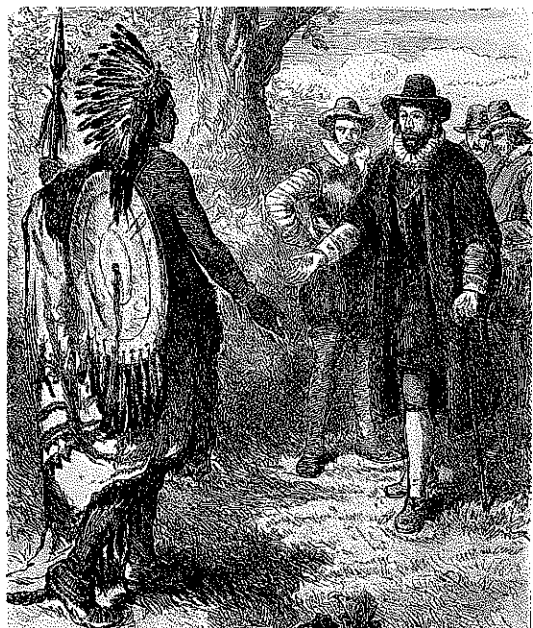
To escape both religious persecution and economic ruin, many Puritans decided to risk a move to the colonies. Beginning in 1630, in what is known as the **Great Migration**, more than 40,000 people left England for the Americas. While most of them went to the West Indies, 10,000 to 20,000 settled in Massachusetts.

Most Puritans did not leave England. In 1642 the conflict between the Puritans and the Royalists—the supporters of King Charles I—erupted in civil war. Led by Oliver Cromwell, the Puritans won. During the civil war and Cromwell’s rule between 1653 and 1658, Puritan emigration almost ceased.

✓ **READING CHECK: Contrasting** How were the Puritans different than other religious groups?

INTERPRETING THE VISUAL RECORD

Cultures meet. John Winthrop, governor of the Massachusetts Bay Colony, meets with a Narraganset Indian. *How does this painting illustrate the difference between the English and Narraganset cultures?*



Massachusetts Bay Colony

By the late 1620s a group of English Puritan leaders had become interested in settling in North America. In 1629 a group of wealthy Puritans obtained a royal charter for the Massachusetts Bay Company that allowed them to establish a colony there. In 1630 the company’s fleet of 11 ships carried some 1,000 settlers to Massachusetts. These Puritans did not wish to cut all ties with England or with the Anglican Church. Rather, inspired by a sense of mission, they hoped to provide other Christians with an example of a model community. While still aboard ship, **John Winthrop**, their leader, expressed their vision and warned against failure.



“We must consider that 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 in this work we have undertaken, and so cause Him to withdraw His present help from us, we shall be made a story and a byword through the world.”

—John Winthrop, *A Model of Christian Charity*

Most colonists, wrote Winthrop, expected to find more of God’s “wisdom, power, goodness and truth than formerly we have been acquainted with.” They believed that they had a covenant, or sacred contract, with God to build a society based on the Bible and a covenant with one another “to walk together in all His ways.”

The charter of the Massachusetts Bay Company allowed Winthrop and the other stockholders to govern the colony as they wished. They could not, however, violate English law. They established their colony as a place where everyone, guided by English law and the Bible, was expected to work together for the common good. The stockholders granted voting rights to all freemen—adult men who were church members and property owners. The freemen in each town then elected representatives to the General Court, or governing body, to make laws for the colony. Only about half of the men in the colony—and none of the women—had the right to vote.

The Puritan commonwealth was based on cooperation between church and state—a relationship the colonists referred to as the **New England Way**. The meetinghouse, in which Puritans held both town meetings and church services, symbolized this cooperation. The outside walls of the plain, unpainted clapboard building served as a public notice board. Sermons delivered within on Sundays and on important occasions instructed the congregation in the New England Way. Such lessons were important because the Puritans believed that everyone in the community had to live a moral life. Otherwise, the entire community would suffer God’s anger. When catastrophe struck, the faithful often blamed the occurrence on New England’s sinfulness.

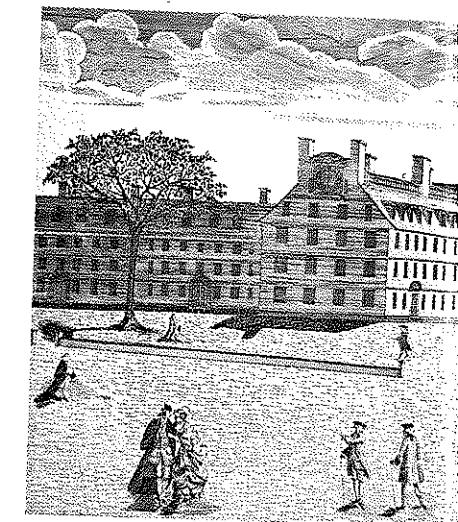
The Puritans also believed in predestination—that an all-knowing God had already determined who would be saved, but that strict self-examination could reveal clues as to who was among the chosen. The church granted full membership to those who convinced the congregation that they were among the chosen. In 1662 partial membership was offered to those who could not offer such testimony.

The New England Way depended on educated people who could understand the Bible. The General Court thus required parents to make sure that their children learned to read. In 1636 the General Court founded Harvard College, the first college in North America. The college’s primary purpose was the training of young men for the ministry. A law passed in 1647 required individual towns to maintain schools. The “Old Deluder Law,” as it was known, was designed to defeat the “chief project of that old deluder, Satan, to keep men from the knowledge of the Scriptures.” Other colonies were slower to establish schools. In 1701 a second college, Yale, was founded in Connecticut as a response to Harvard’s perceived departure from church doctrine.

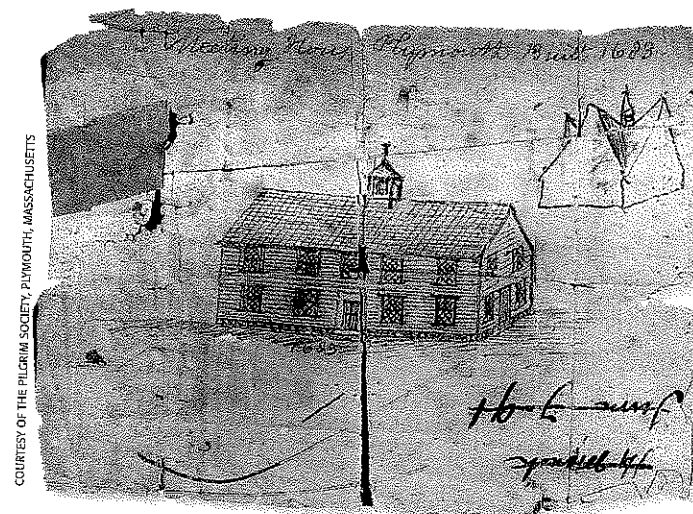
✓ **READING CHECK: Analyzing Information** Why was education important to the New England Way?

New England Life

By the time Massachusetts Bay Colony passed its school law, it had more than 20,000 inhabitants. The men who immigrated there were primarily educated artisans or farmers. According to Deputy Governor Thomas Dudley, they were “godly men . . . endowed with grace and furnished with means.” Three out of four had paid their own way to the colony.



Harvard College was founded in 1636.



COURTESY OF THE PILGRIM SOCIETY, PLYMOUTH, MASSACHUSETTS

INTERPRETING THE VISUAL RECORD

The meetinghouse. In 1683 the Puritans built a new meetinghouse. *How does the building’s design reflect the Puritans’ beliefs?*