

# Anne Hutchinson

## Biography

Trustworthiness  
Respect  
Responsibility

## Fairness

Caring  
Patriotism

*“You condemn me for speaking what in my conscience I know to be truth.”\**

Anne Hutchinson spoke those words at her trial in 1637, shocking the other colonists in her Puritan community. By defending her right to have her own religious beliefs, she was challenging the authority of the colony’s leaders.

Hutchinson was born Anne Marbury in England in 1591. As a child, she looked up to her father, a church official who spoke out against the Church of England. At the age of 21, Anne Marbury married William Hutchinson, with whom she raised 15 children. In 1634, the Hutchinson family moved to Massachusetts.

At her new home in Boston, Hutchinson shared her beliefs at prayer meetings. She said that people did not need to follow church laws in order to please God. The colony’s leaders said she had broken the law, so they put her on trial and voted to expel her from Massachusetts.

In 1638, with her family and followers, Hutchinson settled in what later became the Rhode Island Colony. After her husband died, she moved her family to what is now New York, where she was killed in an Indian raid in 1643. Anne Hutchinson’s struggle for religious freedom set an example for others in her time.

## Why Character Counts

❖ In what ways did Anne Hutchinson struggle to be treated fairly?

\*Anne Hutchinson. *Anne Hutchinson, Guilty or Not? A Closer Look at Her Trials* by Jean Cameron. Peter Lang Publishing, 1994.

## Bio Brief

1591

Born 1591

1634 Hutchinson moves to Boston and starts holding religious meetings

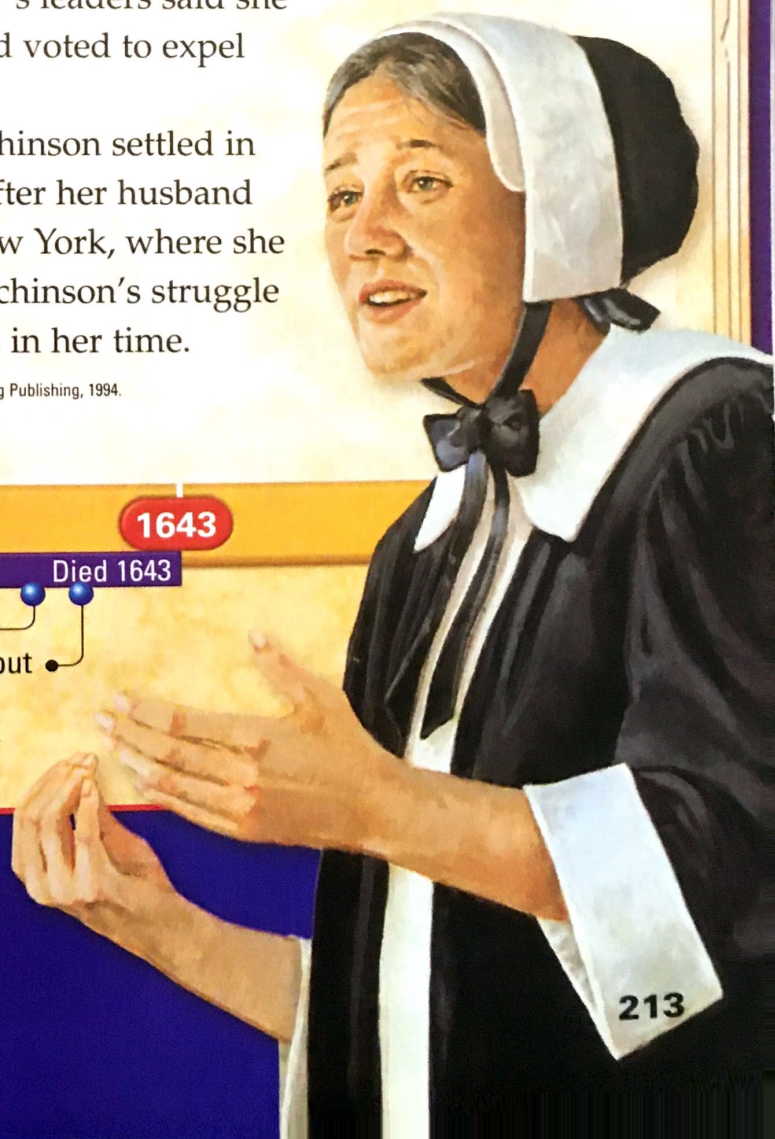
1643

Died 1643

1637 Hutchinson is put on trial and expelled from Massachusetts

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1636

Harvard College  
is founded

1647

Massachusetts passes  
the first public school law

# Life in New England



## WHAT TO KNOW

How did the Puritans' religious beliefs affect life and government in the New England Colonies?

- ✓ Describe the religious beliefs and practices of the Puritans.
- ✓ Analyze the importance of town meetings and self-government in the English colonies.
- ✓ Describe how towns in New England were organized.

## VOCABULARY

**common** p. 216

**town meeting** p. 217

**public office** p. 217

## PLACES

Harvard University



## SUMMARIZE



California  
Standards

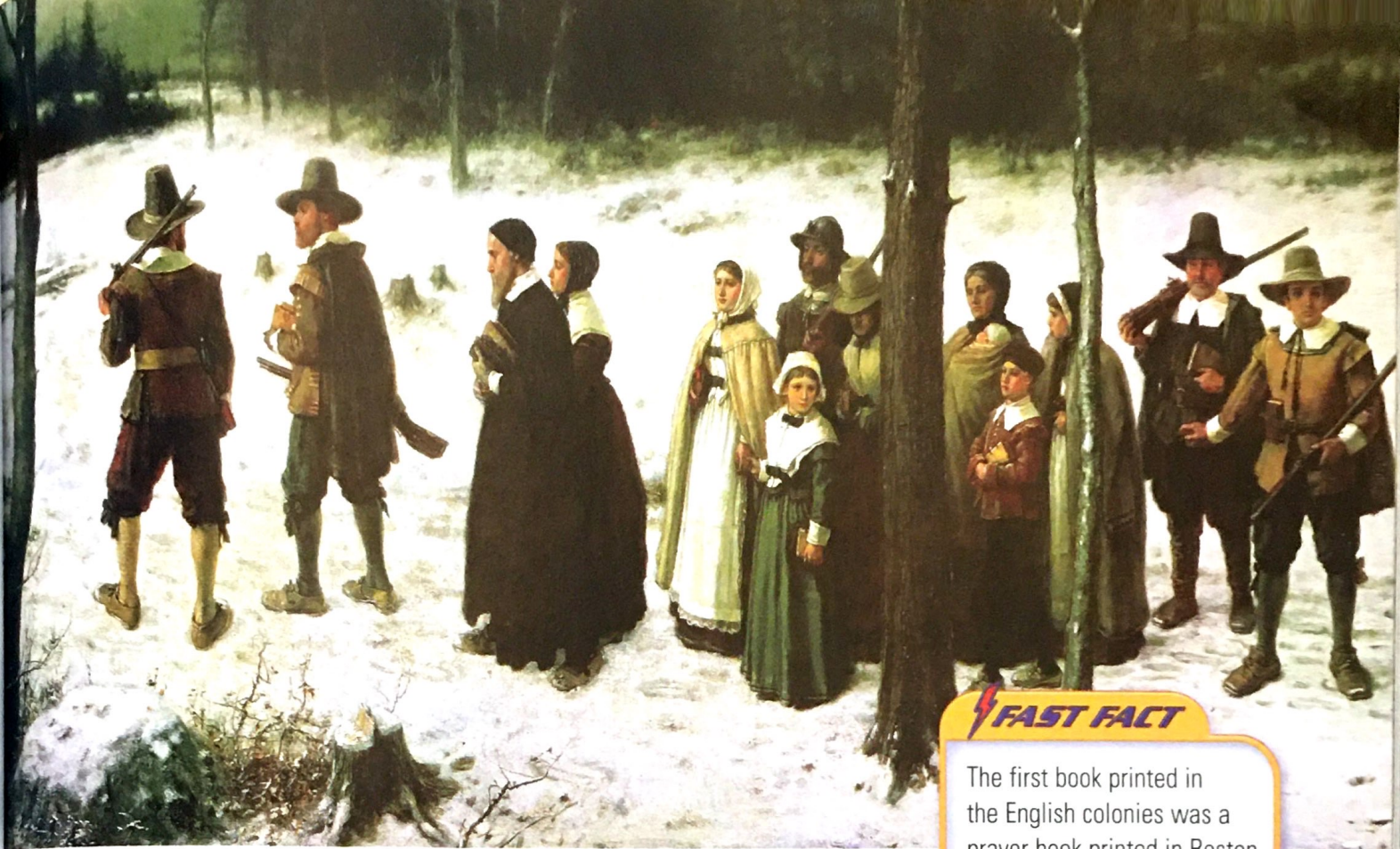
HSS 5.4, 5.4.2, 5.4.3, 5.4.5, 5.4.7

## YOU ARE THERE

You sit beside your mother on a hard wooden bench in church. Across the aisle, your father and the Puritan men and boys listen quietly to the sermon. The church is cold this morning, but a box of heated coals warms your feet. You watch the sand run down the hourglass on the minister's pulpit. His sermon has already lasted three hours! You try hard to stay awake, because if someone catches you napping, you'll be punished. You wish the Puritans were not so strict about behavior in church.

► Puritan ministers spent many hours preparing their Sunday sermons, which were delivered at churches like this one in Hingham, Massachusetts.





► Early New England colonists often carried their weapons with them wherever they went, including church.

### FAST FACT

The first book printed in the English colonies was a prayer book printed in Boston in 1630.

## A Religious Life

The Puritans based every part of their lives on their Christian religious beliefs. Before taking any action, they thought about the Bible's laws. They also considered how they might be judged by God and by their community. Their religious beliefs determined how the Puritans lived, worked, and spent their free time.

On Sundays, every person in a Puritan town had to attend church services.

Puritan churches had no paintings, statues, or bells. The Puritans believed in simple religious practice. They thought that praying and reading the Bible were the best ways to worship God.

A Puritan church service lasted for most of the day, with a break for a meal at noon. People sat on hard wooden

benches and could not nap. A person who fell asleep or did not behave properly was punished in front of everyone else.

The Puritans harshly punished people who missed church or who spoke out in dissent. The usual punishment for such behavior was several hours in the town stocks. In the stocks, a person's head, hands, and feet were locked uncomfortably into a wooden frame. Anyone who passed by could scold the person.

The Puritans lived by strict rules. For example, they discouraged stage plays and card games. They believed that such activities wasted time and dishonored God. Instead, they focused on working hard.

### READING CHECK ✨SUMMARIZE

How did the religious beliefs of the Puritans affect their daily lives?



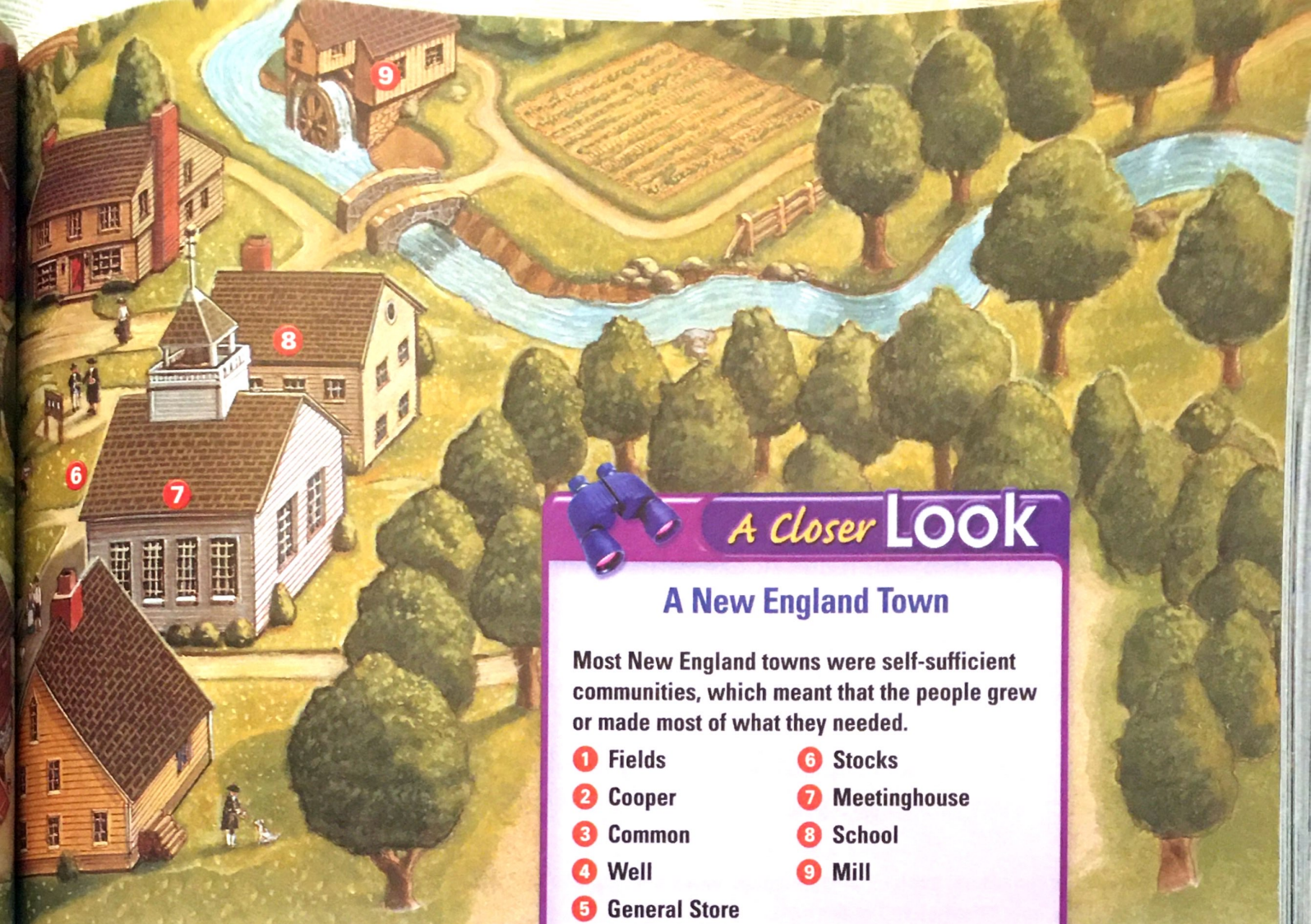
## A New England Town

Most people in colonial New England lived in small towns. The small size of a Puritan town made people feel that they belonged to a community. It also made it easier for them to help one another. People relied on their community for support. To be united, they lived, worked, and worshipped close together.

At the center of each town was the **common**. This was a parklike area shared by all the townspeople and used for grazing cattle, sheep, and other livestock. The colonists built their houses along the sides of the common.

Over time, the people added other buildings around the common. Larger towns in New England usually had an inn for travelers. In nearly every town, a school was built close to the common. Most towns also had a general store, a sawmill, and a blacksmith shop.

To meet their economic wants, people in most small towns in the colonies depended on a system of barter. Instead of using money, people traded with each other for goods and services. Some colonists specialized in a certain type of work. As a result, colonists depended on one another as they bartered for things. For example, a blacksmith might make



## A Closer Look

### A New England Town

Most New England towns were self-sufficient communities, which meant that the people grew or made most of what they needed.

- |                 |                |
|-----------------|----------------|
| 1 Fields        | 6 Stocks       |
| 2 Cooper        | 7 Meetinghouse |
| 3 Common        | 8 School       |
| 4 Well          | 9 Mill         |
| 5 General Store |                |

❖ Why was the meetinghouse the center of town life?

iron tools for his neighbor, the cooper. In exchange, the cooper might make barrels for the blacksmith.

Another building that stood near the common was the town's church, or meetinghouse. It was the center of town life, because all religious services were held there. The meetinghouse was also where the Puritans took care of all town government. Everyone in the town could attend a **town meeting**, but only male church members were allowed to vote. By the end of the 1600s, though, any man who owned property could vote. However, women, indentured servants, and slaves were not allowed to vote.

Every year, towns across New England held special town meetings at which voters elected people to **public offices**, or jobs for the community. These jobs included constable, town crier, grave digger, and fence viewer.

The constable's job was to maintain order and keep the peace. The town crier walked around town calling out important news for everyone to hear. The fence viewer made sure that all the fences around the crops were kept in good condition.

#### READING CHECK DRAW CONCLUSIONS

Why were town meetings important to New England colonists?

## Home Life

The main room of a Puritan home had a large fireplace in which a fire was always kept burning. All cooking was done there. Most food was roasted over the fire or simmered in large iron kettles hung over the fire. Kettles were also used to heat water for cooking and washing. Baking was done in a small oven inside the fireplace.

Women and girls spent many hours preparing food for their families. They also used churns to turn cream into butter. They dried and preserved fruits and pickled cabbages and other vegetables from their gardens. Pickling and storing fruits and vegetables in jars preserved

the food so that it would last through cold, hard winter.

Women and girls also made the simple clothing worn by most colonists. As fabric was limited, even pieces of worn-out clothing were used to make new clothing and patchwork quilts to put on beds. Nothing useful went to waste.

Women and girls made many other items that their families used every day. They used animal fat to make soap and candles, and they used pig bristles, or hair, to make brushes. Women also took care of the children. Most Puritan families had seven or more children.

Men and boys hunted for food, furs, and hides. They cut firewood and made most of their own tools from wood.

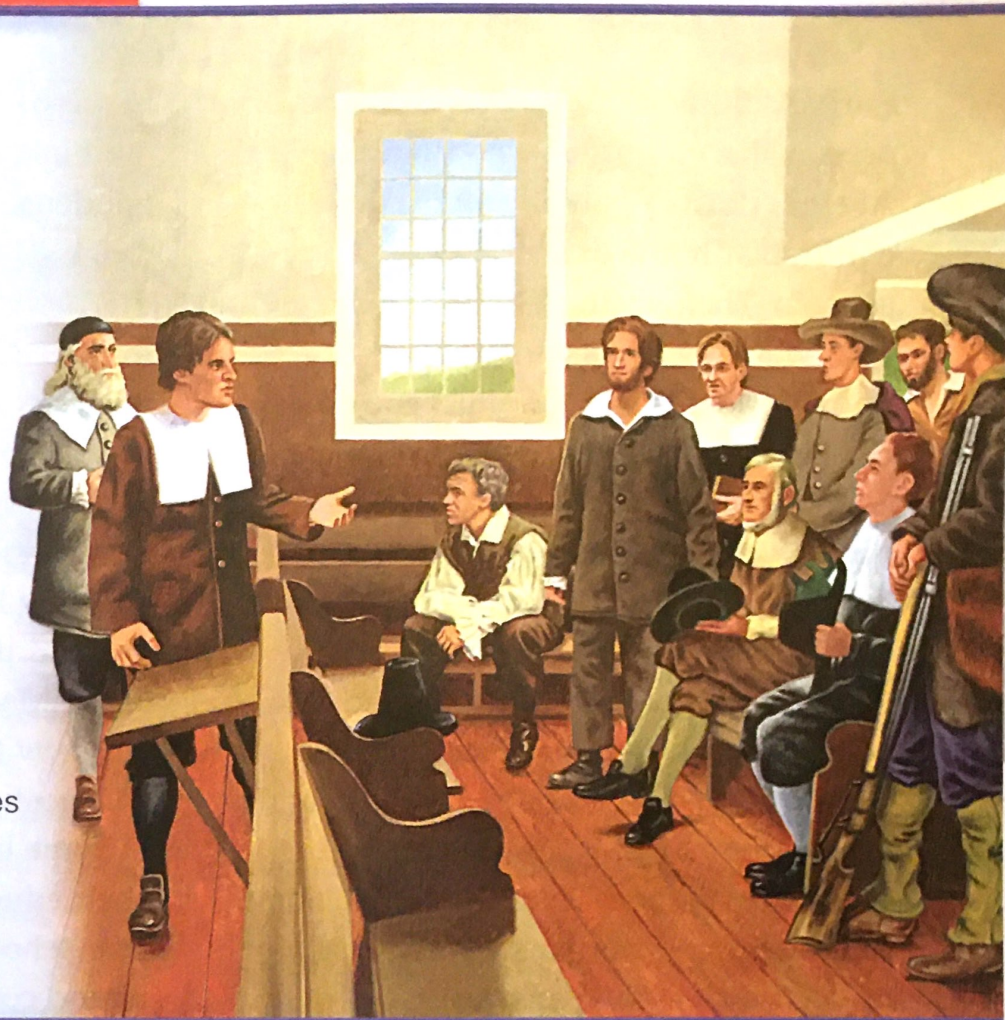
► Historical reenactors, such as these women, work at museums and living history sites to show how people lived in the past.



## Democratic Values

**The United States has a long tradition of representative government.**

In New England town meetings, voters elected leaders for the whole colony. Each town in Massachusetts helped choose the governor. Voters also elected two people from their town to represent them in the colonial government. The governor, his assistants, and an assembly of town representatives formed the General Court, which passed laws and made decisions for the colony. Most New England colonies had similar forms of government. However, their charters all said they had to be loyal to the English government.



The men also took turns patrolling the borders of the town.

Most men and boys spent their days working in the fields outside the town. After clearing trees and rocks from the land, they plowed the soil and planted crops. The colonists grew corn, wheat, rye, and barley. Among the rows of corn, farmers also grew pumpkins and squash. They had learned some of their farming methods from the Wampanoag Indians.

Each autumn, all the people in town worked together to harvest the crops. They sent some of these crops to England in exchange for things such as paper, lead, and paint. They also sent crops to English colonies on the Caribbean Islands in exchange for sugar.

The Puritans raised cattle, hogs, and sheep as sources of food, leather, and wool. They made their own shoes from leather and wore warm clothing made from sheep's wool.

Life was difficult for the early Puritans, but they still found time for some leisure activities. Children usually had few toys, but they enjoyed playing games and sports. At night, families sat around the fire to read the Bible or other religious books. Often, the Puritans' leisure time combined play with work. For example, some children liked to fish and hunt, and others enjoyed sewing and quilt-making.

### READING CHECK SUMMARIZE

**How did women contribute to New England communities?**

# Schools

Schools were very important to the Puritans because they believed that every person should be able to read the Bible. At first, Puritan parents taught their children at home or sent them to home schools. Then, in 1647, Massachusetts passed a new law saying that every town with at least 50 families must have a school. All the other New England Colonies except Rhode Island passed similar laws. As a result, the New England Colonies had more schools than any of the other English colonies.

Puritan schools were among the first public schools in the English colonies. A typical school had only one room and one teacher. Most teachers were men, and many of them were very strict. Some often whipped students for bad behavior or even for a wrong answer!

The main subject taught in Puritan schools was reading, and many children used a schoolbook called the *New England Primer*. In colonial days, paper and ink were very expensive, so most students learned to read from a hornbook. This was a piece of paper showing the alphabet that was attached to a paddle-shaped frame. To protect it, the paper was covered with a thin, clear sheet of animal horn, sliced so thin that a person could see right through it.

Few Puritan children went to school for very long because their parents wanted them to help at home and on the farm. Many Puritans thought that learning how to read was enough education for most people.

Some boys, however, continued their education. They went to grammar schools, where they prepared to attend college. In 1636, the Puritans

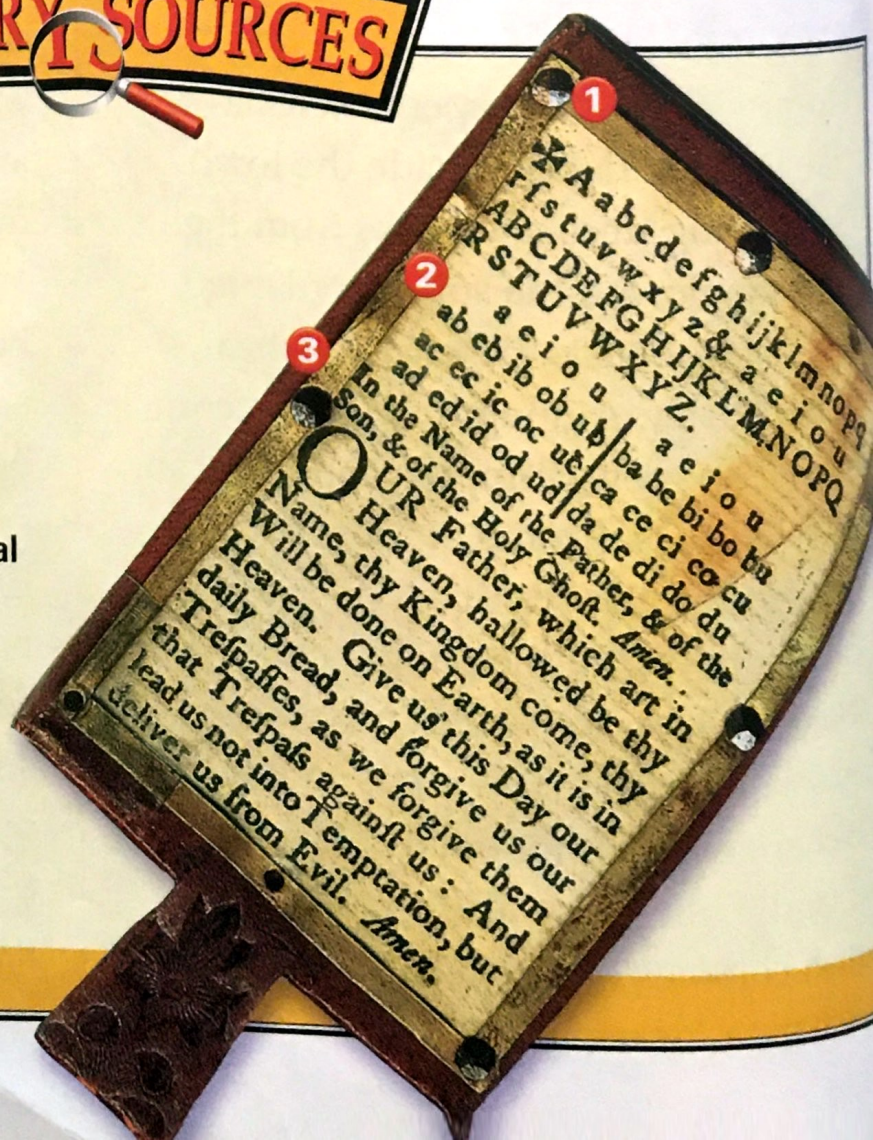
## PRIMARY SOURCES

### A Hornbook

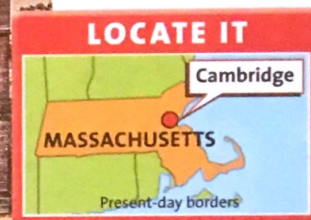
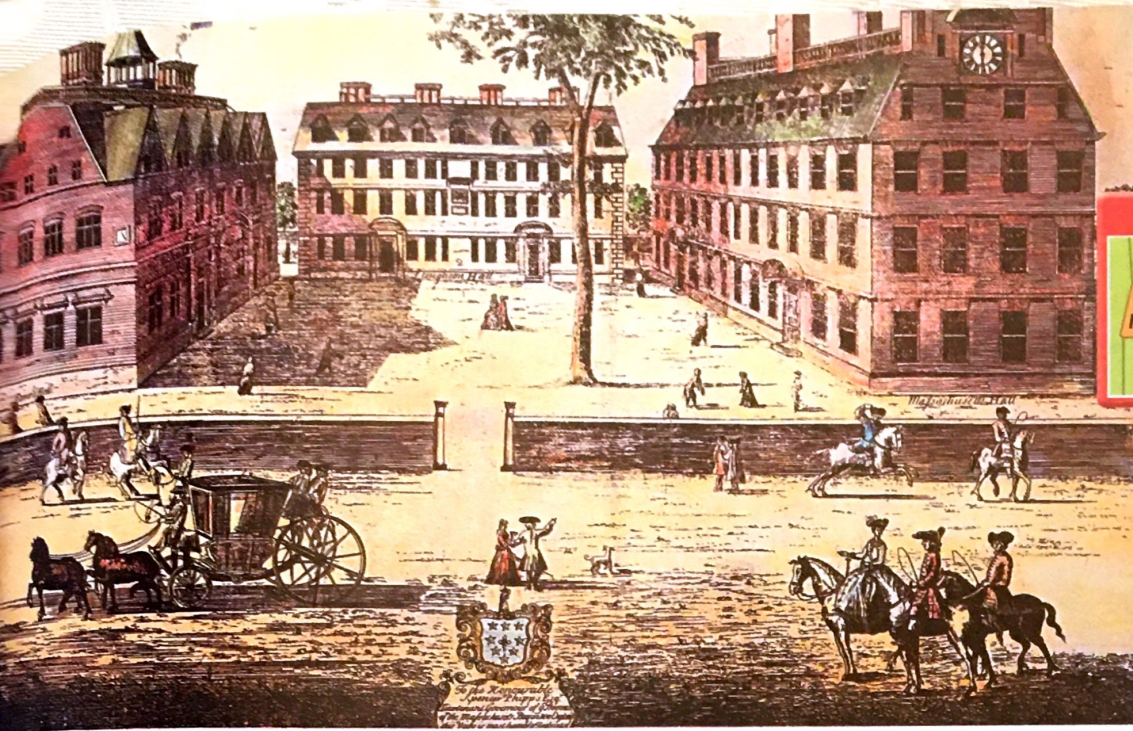
#### ANALYSIS SKILL Analyze Artifacts

Many hornbooks had a hole in the handle through which students would place a piece of string. They would then knot the string and wear their hornbooks around their necks as they walked to school.

- 1 The alphabet is shown in lowercase and capital letters.
  - 2 Vowels begin the next section, followed by combinations of vowels and consonants.
  - 3 A Christian prayer completes the page.
- ❖ Why do you think learning to read was important to many colonists?







► This engraving shows Harvard College as it would have looked in 1725, nearly 100 years after it was founded.

founded Harvard College, now **Harvard University**, to train ministers. It was the first college in the English colonies, and in its first year it had only nine students. However, like the colonies, it would grow steadily through the 1600s and 1700s.

**READING CHECK** ✨ **SUMMARIZE**

Why was education important for the Puritans?

**Summary**

The Puritan way of life was based on religion. Religious beliefs also influenced Puritan laws and government. New England colonists believed in the importance of education, so most towns had schools.

**REVIEW**

1. How did the Puritans' religious beliefs affect life and government in the New England Colonies?
2. Write a sentence describing what a **town meeting** might have been like.
3. In what ways did New England colonists practice self-government?
4. How were the people of the New England Colonies able to get the goods and services they needed?
6. **Write a Narrative** Write a story about going to school in colonial New England. Your story should describe what a school looked like, the books students used, how the school was organized, and how teachers taught.
7. **Focus Skill SUMMARIZE** On a separate sheet of paper, copy and complete this graphic organizer.

**CRITICAL THINKING**

5. **ANALYZE SKILL Make It Relevant** How was an early New England town like your town? How was it different?

Key Fact	<b>Summary</b> New England colonists believed education was important.
Key Fact	