Unit 1: In what ways did ideas and values held by Puritans influence the political, economic, and social development of the New England colonies from 1630 through the 1660s?

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New England colonies developed as a reaction to Puritan tenets of hard work and perseverance, social encouragement of certain lifestyle practices and values, and fervent integration of religion in politics.
The Puritan created a model Christian society with a strict mode of moral conduct.
  
  - Ex.: Puritans banned theater.
“For 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 by-word through the world.”

(Winthrop)

“That every man might have need of other, and from hence they might all be knit more nearly together in the bond of brotherly affection.”

- Winthrop was convinced at an early age that he was called to “sainthood”. He dedicated himself to remaking the “wicked” world as he saw it.

- John Winthrop calls on the Puritans to build a model society, which he referred to “a city upon a hill.”
Everything in their town was close together which enabled Puritans to look after one another easily.

The fact that their church and town hall were also close to one another represents their theocratic society. (a government ruled by religious authority)
Document B: Outside Information

- Puritans lived in a theocratic society in which their system of government was ruled by religion, specifically, Puritanism.

- In every Puritan town, the community church’s congregation chose its own minister and regulated its own affairs. This became known as the Congregational Church and serves as one of the first evidences of American representative governments.
Document C: The Enlarged Salem Covenant of 1636

Source: The Enlarged Salem Covenant of 1636.

In public or private, we will willingly do nothing to the offence of the church . . .

We bind our selves to study the advancement of the gospel in all truth and peace; both in regard of those that are within or without [church membership] . . . not laying a stumbling block before any, no, not the Indians, whose good we desire to promote . . .

We do hereby promise to carry our selves in all lawful obedience to those that are over us, in Church or Commonwealth, knowing how well pleasing it will be to the Lord . . .

We resolve to approve our selves to the Lord in our particular callings; shunning idleness as the bane of any state; nor will we deal hardly or oppressingly with any, wherein we are the Lord's stewards.

Promising also unto our best ability to teach our children and servants the knowledge of God, and of His Will, that they may serve Him also; and all this not by any strength of our own, but by the Lord Christ . . .
The Puritans believed in the importance of education such that through education they are able to read and interpret the Bible well.

Harvard and Yale were the first colleges/universities to be established in the U.S. by the Puritans to carry out their Puritan ideals.
Colonists believed that God is the source of their victory and therefore praise him.
- Puritans believed in the Calvinist notion of Predestination, in which only certain people were predestined to be chosen by God (refer to: “...praise thereof to God, who had wrought so wonderfully for them...”)

- The Pequot war of 1637 was a result of competition over trade with the Dutch in New Netherland and friction over land.

- William Bradford was chosen repeatedly by the people of Plymouth Plantation (Pilgrims) as their governor. Although Bradford advocated the people to set examples for other Christians, they were less committed and less concerned about how they were viewed by others, than the Puritans who settled the larger, more ambitious English colonies to their north.

Source: A statement about education in New England, 1643.

After God had carried us safe to New England, and wee had builded our houses, provided necessaries for our livelihood, rear'd convenient places for Gods worship, and settled the Civil Government: One of the next things we longed for, and looked after was to advance Learning, and perpetuate it to Posterity; dreading to leave an illiterate Ministry to the Churches, when our present Ministers shall lie in the Dust. And as wee were thinking and consulting how to effect this great Work; it pleased God to stir up the heart of one Mr. Harvard...
Public education emerged from New England.

An early form of education in New England was apprenticeship, in which children were trained to work.

Children were sent to “Dame schools” where they learned how to read (relate to reading and interpreting the Bible).
Roger Williams was an early proponent of religious freedom and wanted the separation of church and state. He wanted to protect the church from the corruption of the secular world (non-religious or spiritual basis).

He states that if church and state are still in unity, that will be the greatest case of civil war and the death of many.

The religious intolerance so prevalent in Massachusetts Bay influenced the religious tolerance elsewhere.
When banished from Massachusetts for his religious beliefs, Williams established a colony in an unsettled area after purchasing land from Indians. He named his settlement Providence, which eventually merged with other settlements such as Newport and eventually became the colony of Rhode Island. Williams obtained a charter from Parliament in 1643 for Rhode Island and Providence Plantations, which gave the colony the right to govern itself.

(Because of the Puritans intolerance of dissenters, it led to the development of a new colony in New England).
He that is willing to tolerate any religion, or discrepant way of religion, besides his own, unless it be in matters merely indifferent, either doubts of his own or is not sincere in it. . . .

That state that will give liberty of conscience in matters of religion, must give liberty of conscience and conversation in their moral laws, or else the fiddle will be out of tune, and some of the strings crack.
- Laws of the state should reflect the moral codes of the church (i.e. edicts regarding Sabbath day)
Religion influenced the government of the Puritans, they believed that they each had their own boundaries of power given to them by the Lord. They wanted the church and government to intertwine and aid in one another, creating a stronger bond. Puritans established a patriarchal society and believed in a social hierarchy.
- Puritans lived in a patriarchal society.
- Puritans lived in a theocratic society because they believed a government is stronger that way.
Document I: Robert Keayne, in his last will and testament, 1653

Source: Robert Keayne, in his last will and testament, 1653.

[My account books] . . . testify to the world on my behalfe that I have not lived an idle, lazie or dronish life nor spent my time wantonly, fruitlessly or in company keeping as some have beene too ready to asperse [criticize] me or that I have had in my whole time either in Old England or New, many spare hours to spend unprofitably away or to refreshe myself with recreations . . . but have rather studyed and endeavored to redeeme my time as a thing most deare and precyous to me and have often denied myself in such refreshings that otherwise I might lawfully have made use of.

-This document exemplifies how much Puritans believed in hard work as the pathway of success. Puritans frowned upon idleness and believed that idleness and being lazy would not be profitable.
- Puritans strove to lead useful, conscientious lives of thrift and hard work, and they honored material success as evidence of God’s favor.
New England was founded because of religion, not trade. People should remember the original purpose of the colony.

- There were conflicts between religious and profit motives.
The Puritan’s religious zeal began to diminish. The Halfway Covenant made it easy to gain church membership by allowing the baptism of baptized but unconverted Puritans.