Changing Colonial Communities

Trace how one person's actions could lead to change.

SS24.6.4c "Identify individuals in colonial America who sought change for their communities, and describe how their efforts led to shifts in society."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each person's name and underline one action that person took. Draw an arrow from the action to a change that followed.

Three Ways to Make Change

1. In 1630s Massachusetts, Anne Hutchinson held meetings in her home to discuss sermons. She argued that people could question ministers' teachings, which angered colony leaders who expected obedience. Officials put her on trial and banished her. In 1638, Hutchinson and other settlers helped found Portsmouth in what became Rhode Island. There, the group formed a new community outside the control of Massachusetts leaders. Her story shows both the risks of challenging religious authority and the chance to build a different community.

2. In the 1700s, John Woolman, a Quaker from New Jersey, urged people to stop enslaving others. He traveled to Quaker meetings, spoke with enslavers, and wrote about the harm slavery caused. Woolman also refused to buy goods he believed were made by enslaved workers. His steady efforts helped more Quakers reject slavery. By the late 1700s, the Philadelphia Yearly Meeting, a large Quaker group, required members to free the people they enslaved. This change affected Quaker communities, but slavery continued in much of colonial America.

3. In 1736, fires were a serious danger in Philadelphia because many buildings stood close together. Benjamin Franklin helped organize the Union Fire Company. Its members volunteered to bring buckets and other equipment when a fire broke out. Instead of waiting for each household to protect only its own property, neighbors agreed to work together. Other volunteer fire companies formed in Philadelphia, giving the city more organized help during fires. Franklin's plan did not stop every fire, but it changed how some residents handled a shared danger.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Anne Hutchinson challenge leaders in Massachusetts, and what new community did she help form?

2. What did John Woolman do to oppose slavery, and what change took place in a large Quaker group?

3. How did Benjamin Franklin's fire company change the way some Philadelphia residents responded to fires?

4. Choose two people in the passage. How did each person's way of seeking change differ?

3 YOUR TURN

Your own words

Imagine a colonial town where the public well is often dirty. Invent a resident who wants to solve this problem. Describe two actions the resident could take and one change those actions might bring to the town.

ANSWER KEY

Changing Colonial Communities

GRADE 6 · SS24.6.4c

PART 1 · READ AND MARK

Circle each person's name and underline one action that person took. Draw an arrow from the action to a change that followed. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Anne Hutchinson challenge leaders in Massachusetts, and what new community did she help form?	**She held meetings and argued that people could question ministers' teachings. After she was banished, she and other settlers helped found Portsmouth.**
2	What did John Woolman do to oppose slavery, and what change took place in a large Quaker group?	**He traveled, spoke with enslavers, wrote against slavery, and refused certain goods. The Philadelphia Yearly Meeting required members to free the people they enslaved.**
3	How did Benjamin Franklin's fire company change the way some Philadelphia residents responded to fires?	**Neighbors volunteered to bring equipment and fight fires together rather than protecting only their own homes.**
4	Choose two people in the passage. How did each person's way of seeking change differ?	**For example, Woolman spoke and wrote to change Quakers' views on slavery, while Franklin organized volunteers to respond to fires.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A resident named Ruth asks her neighbors to help clean the public well. She also asks town leaders to provide a cover and make rules for keeping waste away from the well. If the leaders agree, residents would have a cleaner place to collect water.

Accept accurate links between each person's actions and the change described in the passage. For Your Turn, accept a plausible colonial-era plan with two actions and a related community change.