



CHAPTER

2

The English Arrive in America

1607–1763

Why It Matters

English settlers traveled to America seeking land and an escape from religious persecution. By the early 1700s, 13 colonies had been founded along the Atlantic coast of North America. The Southern Colonies grew labor-intensive cash crops on large plantations using indentured and enslaved labor. Small farms and towns based on congregations developed in the Northern Colonies. Small farms in the Middle Colonies produced grain and other cash crops. Cities based on fishing, trade, and commerce also developed in the Northern and Middle Colonies.

The Impact Today

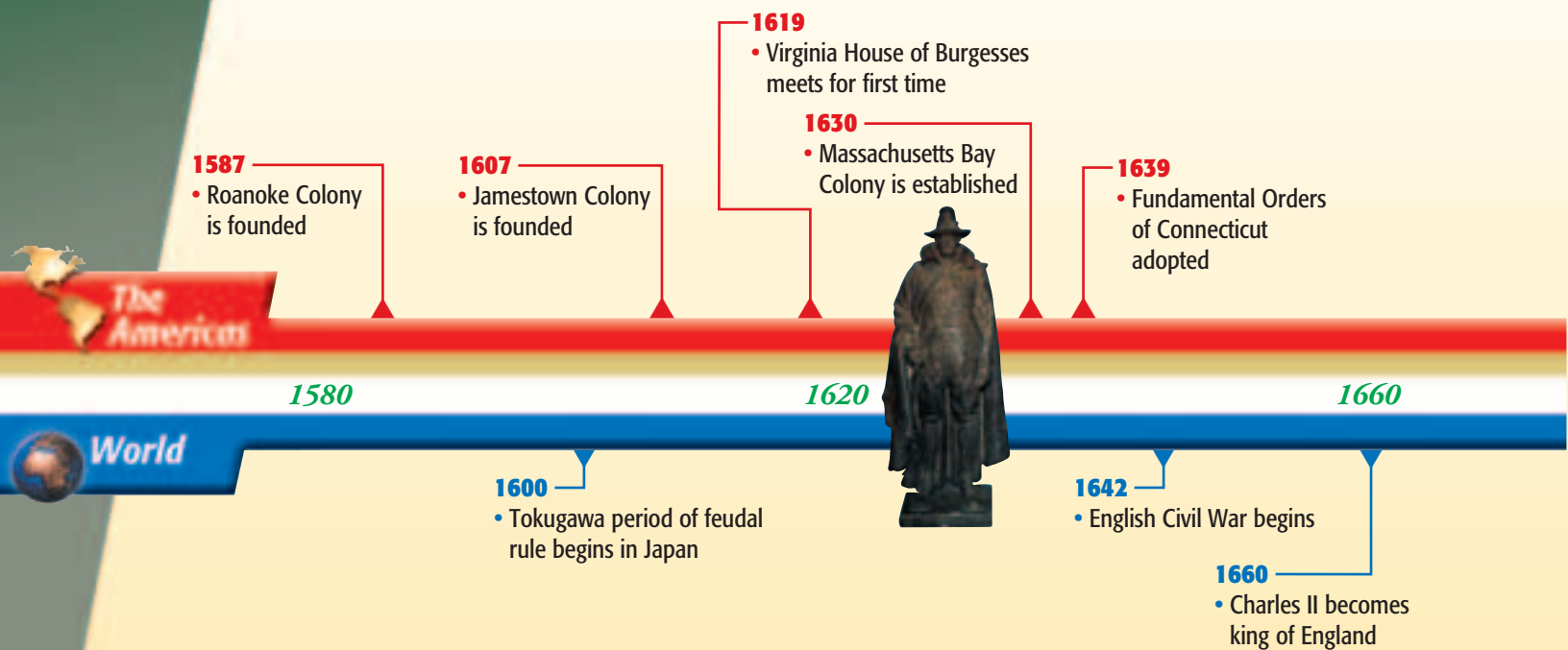
Several developments of the early colonial period still affect the nation today.

- Religious conflicts in Europe influenced the colonists' ideas of religious tolerance.
- The northern United States is still more urban than much of the South.
- The United States remains a nation made up of immigrants from many countries.



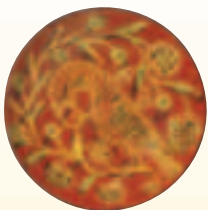
The American Republic Since 1877 Video

The Chapter 2 video, "Early Explorers," chronicles the voyages of some of the early European explorers.





This painting by Dutch artist Adam Willaerts is believed to depict the Plymouth Colony.



1681

- William Penn's charter for Pennsylvania is granted

1686

- Dominion of New England is established as royal colony

1692

- Salem witchcraft trials begin

1721

- Cotton Mather promotes inoculation



c. 1740

- Great Awakening religious revival peaks

1700

1740

1689

- English Bill of Rights issued

1725

- Russian czar Peter the Great dies

1742

- Handel's "Messiah" debuts in Dublin, Ireland

HISTORY
Online

Chapter Overview

Visit the *American Republic Since 1877* Web site at tarvol2.glencoe.com and click on **Chapter Overviews—Chapter 2** to preview chapter information.

SECTION 1 England's First Colonies

Guide to Reading

Main Idea

Religious, economic, and political changes in England caused the English to begin establishing colonies along the eastern coast of North America.

Key Terms and Names

Puritan, enclosure movement, joint-stock company, privateer, John Smith, Chief Powhatan, burgesses, headright, Lord Baltimore, proprietary colony

Reading Strategy

Organizing As you read about the early troubles of the Jamestown colony, complete a graphic organizer similar to the one below by listing the problems that faced the colonists.



Reading Objectives

- **Explain** the religious and economic reasons why England became interested in America.
- **Describe** the founding of Jamestown and explain why it succeeded.

Section Theme

Geography and History England's rivalry with Spain encouraged Queen Elizabeth to seek bases for naval operations in North America.

Preview of Events



★ An American Story ★

On July 30, 1619, delegates gathered from the communities surrounding the main settlement of the English colony of Jamestown, Virginia. This meeting marked the first assembly of an elected legislature of representatives in the English colonies. The first session of the governing body, known as the House of Burgesses, met in the choir of the Jamestown church—"the most convenient place we could find to sit," said one representative.

Governor Sir George Yeardley had organized the idea of the legislative body soon after his arrival in April 1619. Here, he lays out the basic idea of the assembly, as specified in "A Brief Declaration of the Plantation of Virginia":

“[So that the colonists] might have a hand in the governing of themselves; it was granted that a general assembly should be held yearly once, whereat were to be present the governor and council and two burgesses from each plantation freely to be elected by the inhabitants thereof.”

—quoted in *Jamestown, 1544–1699*

England Takes Interest in America

In 1619 Jamestown was only 12 years old, although England had begun exploring the American continent more than a century earlier. In 1497 John Cabot had sailed to present-day Nova Scotia, hoping to discover a sea route through North America to China. Cabot and his crew of 18 traveled south along the coast without finding any trace of the fabled Northwest Passage.



Virginia House of Burgesses



For the next 80 years, the English made no effort to colonize America. The English government had little money, and Cabot had found no wealth to spur migration. Furthermore, the Spanish had claimed America, and in 1497 Spain and England were allies. During the late 1500s, however, religious, economic, and political changes led to the founding of the first English colonies in North America.

TURNING POINT

The Reformation At the time Cabot sailed to America, most of western Europe was Catholic and acknowledged the pope as the head of the Catholic Church. This unity began to break apart in 1517, when

a German monk named Martin Luther published an attack on the Church, accusing it of corruption.

Luther's attack marked the beginning of the **Protestant Reformation**. In 1520 Luther was expelled from the Catholic Church, but his ideas continued to spread across western Europe. Luther himself went on to found the German Protestant Church, now called the Lutheran Church.

In England the rebellion against Catholicism began in 1527, when Henry VIII asked the pope to annul his marriage to Catherine of Aragon. The pope resisted because he did not want to anger the king of Spain, Catherine's nephew. Infuriated, Henry broke with the Church, declared himself the head of England's





church, and arranged his own divorce. The new church, the Anglican Church, was Protestant, although its organization and rituals were mostly Catholic.

Some English people supported the new church, but others did not. **Puritans** wanted to purify the Anglican Church of any remaining Catholic elements. They especially hated the fact that monarchs and their appointed bishops controlled the church. In their view, every congregation should elect its own ministers to run the church.

When James I became king in 1603, the Puritan cause was set back. He refused to tolerate Puritan reform ideas since they would lessen his power. As a result, many Puritans became more interested in leaving England.

ECONOMICS

Economic Changes in England A revolution in trade and agriculture was also changing English society at this time. Traditionally English nobles owned large estates and rented their land to tenant farmers. In the 1500s, however, a large market for wool developed, and landowners decided they could make more money by converting their estates into sheep farms. During the **enclosure movement**, they fenced in their lands and evicted thousands of tenant farmers. Continuing economic turmoil in England later encouraged many people to immigrate to America.

The wool market had another impact on American settlement. When wool prices fell, many wool merchants organized **joint-stock companies** to find new markets. A joint-stock company pooled money to support big projects. Many merchants could now better afford to trade with and colonize other parts of the world.

 **Reading Check** **Explaining** Why were some Puritans willing to leave England for America?

England Returns to America

The quest for new markets convinced English merchants to resume the search for a northern water route to Asia. Between 1576 and 1578, Martin Frobisher made three trips to America to look for a northwest passage. He never found one, but his explorations were still significant. For the first time since Cabot's voyage in 1497, England had returned to America.

England's new interest in America contributed to its growing rivalry with Spain, which dated from the Reformation. The Reformation had changed Europe's balance of power. England had become the leading Protestant power, Spain the leading Catholic power.

Religion also brought England into a new alliance with the Dutch, who were then part of the Spanish empire. By the 1560s, most of the Dutch had become Protestants, and they rebelled when the Spanish government tried to suppress their faith.

To help the Dutch against Spain, Queen Elizabeth allowed attacks on Spanish ships by English **privateers**—privately owned ships licensed by the government to attack the merchant ships of other countries. English privateers found it difficult to strike at Spanish ships in the Caribbean because England had no bases there. This led Queen Elizabeth to seek outposts in America.

The first attempts at colonization were not promising. In 1578 and 1583, Sir Humphrey Gilbert, a well-known English soldier, tried to create a colony in America, but both attempts failed. After Gilbert was lost at sea, his half-brother, Walter Raleigh, sent two ships to scout the American coastline. Along the outer banks of what is today North Carolina, the ships found an island the Native Americans called **Roanoke**.

Picturing History

Warring Empires In 1588 the Spanish Armada set out with about 130 ships to settle scores with the English, Spain's rival in religion and empire. In the decisive battle, English fireships outmaneuvered the Spanish fleet, setting some of their galleons on fire. A "Protestant wind," as the English called it, did the rest. If Spain had won, Catholicism might have been reestablished in England. **Why do you think the defeat of the Spanish Armada is important to American history?**





Impressed by the discovery, Queen Elizabeth knighted Raleigh, and he in turn named the land Virginia—in honor of Elizabeth, “the Virgin Queen.”

Raleigh sent settlers to Roanoke Island twice, once in 1585 and again in 1587. The first group returned to England after a difficult winter. The fate of the second group is unknown. War between England and Spain kept supplies from reaching them on time. When English ships arrived in 1590, the colony had vanished, leaving only the word “Croatoan” carved on a post. The Croatoan were Native Americans who lived nearby. The fate of the “Lost Colony” remains a mystery.

 **Reading Check** **Summarizing** Why did England want to establish outposts in America?

Jamestown Is Founded

In 1606 King James I granted the English investors of the Virginia Company a charter to plant colonies in Virginia. The investors sent three small ships and 144 men to Virginia on December 20, 1606. After a difficult trip, the ships arrived off the coast of North America. In May 1607, the colonists founded a settlement they named **Jamestown** in honor of their king.

Unfortunately, the colonists had chosen a site too close to the sea, on low, swampy land swarming with malaria-carrying mosquitoes. Poor location, however, was just the beginning of Jamestown’s problems.

Early Troubles Most of Jamestown’s colonists were townspeople who knew little about living in the woods. They could not make use of the area’s abundant fish and game, nor could they raise livestock or cultivate crops. Furthermore, the upper-class “gentlemen” among them refused to do manual labor. To make matters worse, Jamestown’s governing council argued constantly and could not make decisions. Lawlessness, sickness, and food shortages were the result. Although 190 new settlers arrived in 1608, only 53 colonists were alive by the end of the year. Everyone might have died, in fact, had it not been for Captain John Smith and Chief Powhatan.

Captain **John Smith**, a member of the colony’s governing council, emerged as Jamestown’s only strong leader. In late 1607, with winter approaching and the colony short of food, Smith explored the region around Jamestown and began trading goods for food with the local Native Americans—a group called the Powhatan Confederacy, led by **Chief Powhatan**. This trade helped the colony survive its first two winters.

Frustrated by the events in Jamestown, the Virginia Company appointed a new governor, Thomas West, Lord De La Warr, and gave him absolute authority. To entice settlers, the company offered free land to anyone who worked for the colony for seven years. The offer produced results, for in August 1609, 400 new settlers arrived in Jamestown.

The newcomers created a crisis in the colony. There was not enough food to feed everyone, nor could enough be grown before winter. Lord De La Warr had not accompanied the new settlers, and John Smith had suffered a gunpowder burn and returned to England. Without strong leadership, the situation in Jamestown rapidly deteriorated. As winter approached, the settlers began to steal food from the Native Americans. In response, warriors attacked the settlers.

The winter of 1609 to 1610 became known as the “starving time.” The colonists at Jamestown ate “dogs, rats, snakes, toadstools, [and] horsehides,” and a few even engaged in cannibalism, digging up corpses from their graves and eating them.

By the spring of 1610, only 60 settlers were still alive. They abandoned Jamestown and headed downriver. On the way, they met three English ships bringing supplies, 150 more settlers, and the colony’s governor. Lord De La Warr convinced the settlers to stay. His deputy, Thomas Dale, then drafted a harsh code of laws. Settlers were organized into work gangs and required to work at least six hours per day. The death penalty was imposed for many crimes, including rape, adultery, desertion, mutiny, theft, lying, swearing, and derision of the Bible.





Picturing History

Critical Leadership Captain John Smith helped save early Jamestown by trading with local Native Americans. Sidney King painted its fort as it might have appeared around 1607. **Why do you think the fort was set up with only three sides?**

Dale's code imposed the discipline necessary to save the colony, but it still did not thrive. In 1614 Dale decided to permit private cultivation of land. Settlers could acquire 3 acres of land if they gave the colony a month of work and 2½ barrels of corn. Whatever else they produced, they could keep for themselves. According to one colonist, Ralph Hamor, the new system increased production:

“When our people were fed out of the common store and labored jointly in the manuring of the ground and planting corn, glad was the man that could slip from his labor . . . presuming that howsoever the harvest prospered, the general store must maintain them, by which means we reaped not so much corn for the labors of 30 men, as three men have done for themselves.”

—quoted in *Colonial America*

Tobacco Saves the Colony Although the new policy increased productivity and ensured Jamestown's survival, the colony still had to find something it could produce that could be sold in England for a profit. The solution was a product King James had already condemned as a “vile weed [of] black stinking fumes [that were] baleful to the nose, harmful to the brain, and dangerous to the lungs”—tobacco.

Well before the founding of Jamestown, the Spanish had begun shipping tobacco from their Caribbean colonies to Europe. Smoking tobacco

became very popular in Europe in the early 1600s. The Jamestown settlers had tried growing tobacco, but the local variety was too bitter.

A colonist named **John Rolfe** continued to experiment, using tobacco seeds imported from Trinidad. Rolfe also developed a new method for curing tobacco, and in 1614 he shipped about 2,600 pounds to England. Rolfe's tobacco was inferior to Spanish tobacco, but it sold for a good price, and the settlers soon began planting large quantities of it.

GOVERNMENT

Luring Settlers In 1618 the new head of the Virginia Company, Edwin Sandys, introduced several major reforms to attract more settlers. The first reform gave the colony the right to elect its own lawmaking body. Virginia's first general assembly met in the Jamestown church on July 30, 1619. The new government included a governor, 6 councillors, and 20 representatives, 2 from each of the colony's 10 towns. The representatives were called **burgesses**, and the assembly was called the House of Burgesses.

The Virginia Company also introduced the system of **headrights**. New settlers who bought a share in the company or paid for their passage were granted 50 acres of land. They were granted 50 more acres for each family member over 15 years of age and for each servant they transported to Virginia.

In addition, the Virginia Company realized that it needed to provide more marriage opportunities for the many single men in the colony. In 1619 it sent about 90 women to Jamestown. A bachelor could purchase a bride for 120 pounds of tobacco, roughly what it cost the company to bring each woman to America.

The same year the women arrived, the first Africans were brought to Virginia as well. A Dutch slave ship stopped to trade for supplies, and the Jamestown settlers purchased 20 African men as “Christian servants,” not slaves. The Africans had been baptized, and at that time English law said that Christians could not be enslaved.

Virginia Becomes a Royal Colony The policies introduced by the Virginia Company in 1619 triggered a wave of new immigration to the colony. By 1622 more than 4,500 settlers had arrived in Virginia. The dramatic increase in colonists alarmed the Native Americans, who attacked Jamestown in March 1622. They burned homes, destroyed food supplies, and killed nearly 350 settlers.

The settlers eventually put an end to the uprising, but the colony was devastated. After blaming the



Virginia Company for the colony's high death rate, an English court revoked the company's charter. Virginia became a royal colony run by a governor who was appointed by the king.

✓ Reading Check **Describing** How did Captain John Smith and the Powhatan Confederacy save Jamestown?

Maryland Is Founded

The next colony in America was founded not by another joint-stock company but by one man, George Calvert, also known as **Lord Baltimore**. Lord Baltimore had been a member of the English Parliament until he converted to Catholicism. This decision ruined his career, but he remained a good friend of King James and his son, Charles.

Catholics were persecuted in England for much the same reason as Puritans. Catholics did not accept the king as head of the Church, nor did they accept the authority of Anglican bishops and priests. As a result, they were viewed as potential traitors who might help Catholic countries overthrow the English king. Consequently, they were forbidden to practice law or teach school. They were also fined for not attending Anglican services.

Seeing the persecution of his fellow Catholics, Lord Baltimore decided to found a colony in America where Catholics could practice their religion freely. In 1632 King Charles granted him a large area of land northeast of Virginia. Baltimore named the new colony Maryland, to honor either the king's wife, Queen Henrietta Maria, or the Virgin Mary.

Lord Baltimore owned Maryland, making it England's first **proprietary colony**. The proprietor, or

Fact
Fiction
Folklore

English Flag This flag flew over the English settlements throughout the colonial period. First used in 1606, the flag displays the red cross of England (cross of St. George) superimposed on the white cross of Scotland (cross of St. Andrew), on the blue background field of Scotland. This "Union Flag," as it was called, remained in use until January 1, 1801.



owner, could govern the colony any way that he wanted. He could appoint government officials, coin money, impose taxes, establish courts, regulate trade, grant lands, create towns, and raise an army.

Lord Baltimore died shortly before settlers arrived in his colony. His son Cecil became the new Lord Baltimore. In 1634, 20 gentlemen, mostly Catholic, and 200 servants and artisans, mostly Protestant, arrived in Maryland. Despite Baltimore's hope that Maryland would become a Catholic refuge, Protestants remained in the majority. The government officials and most of the large estate owners were Catholic, however. To reduce friction between the two groups, Maryland passed the Toleration Act in 1649, granting religious toleration to all Christians in the colony.

✓ Reading Check **Analyzing** Why was Maryland founded?

SECTION 1 ASSESSMENT



Study Central™ To review this section, go to tarvol2.glencoe.com and click on **Study Central™**.

Checking for Understanding

- Define:** Puritan, enclosure movement, joint-stock company, privateer, burgesses, headright, proprietary colony.
- Identify:** John Smith, Chief Powhatan, Lord Baltimore.
- Explain** how tobacco saved the Jamestown colony.

Reviewing Themes

- Geography and History** How did the enclosure movement change English society?

Critical Thinking

- Interpreting** What caused friction in the Maryland colony?
- Categorizing** Use a graphic organizer similar to the one below to list three ways the Virginia Company tried to attract settlers to the Jamestown colony.

Ways to Attract Settlers

Analyzing Visuals

- Examining Paintings** Study the painting of the conflict between the British navy and the Spanish Armada on pages 44 and 45. How has the artist shown the importance of the conflict depicted?

Writing About History

- Descriptive Writing** Imagine you are a colonist at Jamestown. Write a journal entry describing the first winter in the colony. Describe the weather as well as the problems that colonists faced during that time.

The New England Colonies

Guide to Reading

Main Idea

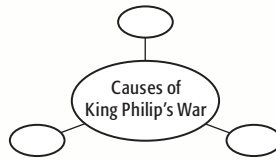
In the 1600s, English Puritans fleeing religious persecution and economic difficulties founded several colonies in New England.

Key Terms and Names

Separatist, Pilgrim, Squanto, Great Migration, heretic, Anne Hutchinson

Reading Strategy

Organizing As you read about the founding of colonies in New England, complete a graphic organizer similar to the one below listing the reasons for King Philip's War.



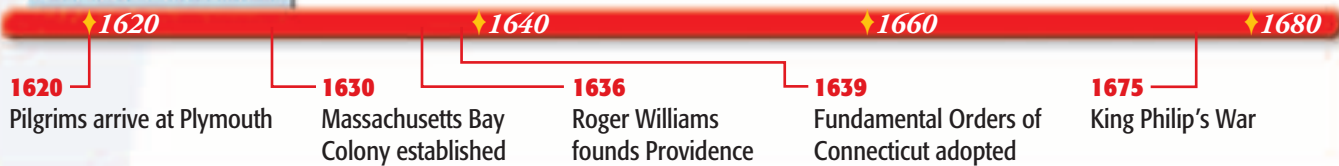
Reading Objectives

- **Explain** why the Pilgrims moved to America and why Plymouth Colony succeeded.
- **Discuss** why King Philip's War began and describe its results.

Section Theme

Culture and Traditions Puritan beliefs and organization provided the basis for some of the nation's oldest traditions of government and community.

Preview of Events



★ An American Story ★

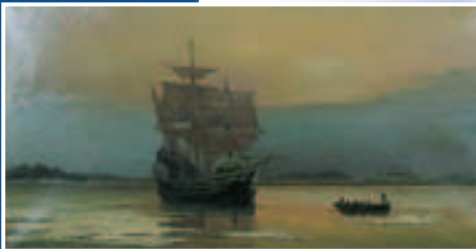
On a bleak November day in 1620, a tiny three-masted English ship named the *Mayflower* dropped anchor off the coast of Cape Cod. The eyes of all those aboard focused on the low strip of land before them. They were not where they were supposed to be. They had a patent for land in Virginia, but the land bobbing on the horizon was clearly not Virginia. If they went ashore, they would be on land to which they had no title, in a territory where no English government existed.

On November 11, 1620, 41 adult men met in the ship's cabin to sign a document later known as the Mayflower Compact. In it they declared their intention to create a government and obey its laws. They agreed to "solemnly and mutually in the presence of God and one of another, covenant and combine ourselves together in a civil body politic, for our better ordering and preservation," and to "frame such just and equal laws, ordinances, acts, constitutions and officers, 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."

—adapted from *Basic Documents in American History*

The Pilgrims Found Plymouth Colony

The events that led to the arrival of the *Mayflower* off the New England coast began several years earlier in England. A group of Puritans, called **Separatists**, began separating from the Anglican Church to form their own congregations. King James I responded



The Mayflower, anchored in Plymouth harbor



to this challenge to his authority as head of the Church with severe persecution, including imprisonment of Separatist leaders. To escape this persecution, a group of Separatists fled to Holland in 1608. These Separatists, who came to be known as the **Pilgrims**, found it hard to live in Holland. They also worried that their children were losing their English heritage. In early 1617, the congregation decided to leave Holland and immigrate to America.

Before crossing the Atlantic, the Pilgrims returned to England, where they joined another group of Puritans aboard the *Mayflower*. On September 16, 1620, 102 passengers set off for Virginia. The trip took 65 days. Most of the food ran out, many passengers became ill, and one died. Making matters worse, a severe storm blew the small ship far north of its course. Finally, in November, the Pilgrims sighted Cape Cod and tried to follow the coastline south. After encountering rough weather, they turned back.

Although they were not where they expected, the Pilgrims were not completely lost. In 1614 the Virginia Company had hired Captain John Smith to explore the region. The Pilgrims had a copy of John Smith's "Map of New England," and they decided to settle in the area labeled "Plymouth."

According to William Bradford, one of the colony's leaders, the Pilgrims went to work building homes as soon as they arrived at Plymouth. After constructing a "common house," the settlers built modest homes of frame construction and thatched roofs. Soon, however, a plague swept through the colony, sparing only 50 settlers.

Even the surviving Pilgrims might have perished were it not for the help of **Squanto**, a Native American man who taught them about their new environment. Bradford wrote that Squanto "directed them how to set their corn, where to take fish and [how] to procure other commodities." Squanto also helped the Pilgrims negotiate a peace treaty with the Wampanoag people who lived nearby. The following autumn, the Pilgrims joined with the Wampanoag in a three-day festival to celebrate the harvest and give thanks to God for their good fortune. This celebration later became the basis for the Thanksgiving holiday.

Reading Check **Summarizing** How did Squanto help the Pilgrims?

The Puritans Found Massachusetts

Less than five years after the Pilgrims left England, King Charles took the throne, and persecution of the Puritans mounted. At the same time, a depression struck England's wool industry. The depression caused high unemployment, particularly in the southeastern counties where large numbers of Puritans lived.

As he watched his fellow Puritans suffering both religious and economic hardships, **John Winthrop**, an attorney, grew concerned. Winthrop and several other wealthy Puritans were stockholders in the Massachusetts Bay Company. The company had already received a charter from King Charles to create a colony in New England. Convinced that Puritans no longer had a future in England, Winthrop decided to change what had been a business investment into something more: a refuge for Puritans in America.


Other Puritans embraced the idea, and in March 1630, 11 ships carrying about 900 settlers set sail. En route, in a sermon titled "A Model of Christian Charity," John Winthrop boasted that the new colony would be an example to the world: "The Lord will make our name a praise and glory. . . . We shall be like a City upon a Hill; the eyes of all people are on us."



John Winthrop



History Through Art

Solemn Signing Tompkins Matteson painted his vision of the Mayflower Compact signing. By signing this document, the Pilgrims wanted to set up a legal basis for their colony. **How did the artist try to suggest the seriousness of the occasion?**  (See page 943 for an excerpt from the *Mayflower Compact*.)



Rapid Growth By the end of the year, 17 ships had brought another 1,000 settlers, and Massachusetts rapidly expanded. Several towns were founded, including Boston, which became the colony's capital. As conditions in England worsened, large numbers of people began to leave the country in what was later called the **Great Migration**. By 1643 an estimated 20,000 settlers had arrived in New England.

GOVERNMENT

Church and State The charter of the Massachusetts Bay Company defined the colony's government. People who owned stock in the company were called "freemen." All of the freemen together were called the **General Court**. The General Court was to make the laws and elect the governor.

John Winthrop had been chosen as governor. He ignored the charter, however, and told the settlers that only he and his assistants could make laws for the colony. No one knew that this violated the charter, because Winthrop kept it locked in a chest.

Winthrop stayed in power for four years, but the settlers eventually grew frustrated with how little voice they had in governing. In 1634 each town sent two representatives to Boston and demanded to see the charter. Winthrop had no basis to refuse the request. As they read the charter, the representatives realized that the General Court, not the governor, was supposed to make the laws. When the General Court assembled in May 1634, they reorganized the government. The General Court became a representative assembly, with the freemen from each town electing up to three deputies to send to the Court each year.

As for government's role in religion, John Winthrop believed that each congregation should control its own church but that the government should support religion. Laws were passed requiring everyone to attend church. The government also collected taxes to support the church and regulated moral behavior. Gambling, blasphemy, adultery, and drunkenness were all illegal and punished severely.

The government also discouraged new and different religious ideas. **Heretics**—people whose religious beliefs differ from the majority—were considered a

Profiles IN HISTORY

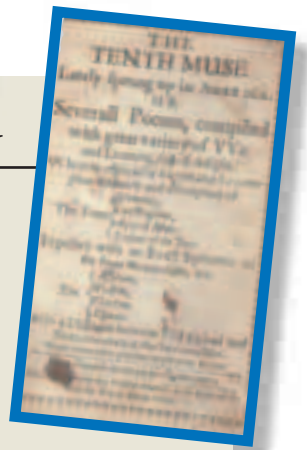
Anne Bradstreet c. 1612–1672

Anne Dudley was born about 1612 in Northampton, England. At the age of 16 she married Simon Bradstreet, and two years later she accompanied her husband to America. The Bradstreets, traveling with John Winthrop's party, were among the first settlers of the Massachusetts Bay Colony.

In America Anne Bradstreet faced the difficult task of building a home in the wilderness. Despite the hard work of raising eight children, she found time to write poetry. In 1650 the first edition of her poetry was published in England as *The Tenth Muse Lately Sprung Up in America*. Bradstreet had not anticipated this recognition. Her brother-in-law had secretly taken a copy of her manuscript to a London publisher.

Anne Bradstreet was a devoted supporter of her husband, who became a leading political figure in Massachusetts, serving two terms as governor. During the period of the Dominion of New England, he spoke out against the harsh rule of Edmund Andros. In a poem, *To My Dear Loving Husband*, published after her death, Anne described their relationship:

*If ever two were one, then surely we.
If ever man were loved by wife, then thee;
If ever wife was happy in a man,
Compare with me ye women
if you can.*



threat to the community. Settlers who publicly uttered ideas contrary to accepted Puritan beliefs could be charged with heresy and banished.

Puritan efforts to suppress other religious beliefs inevitably sparked conflict. Eventually, just as Anglican intolerance of the Puritans had led to the founding of Massachusetts, Puritan intolerance led to the founding of other colonies in New England.

Reading Check **Synthesizing** How did John Winthrop's beliefs affect the government of Massachusetts?

The Founding of Rhode Island

In 1631 a young minister named **Roger Williams** arrived in Massachusetts. Williams was a strict Separatist who believed Puritans corrupted themselves by staying part of the Anglican Church. His continuing condemnation of the Puritan churches angered many people, and for a time he moved to Plymouth Colony. There Williams declared that the land belonged to the Native Americans and that the king had no right to give it away.

Williams's ideas greatly alarmed John Winthrop. If the king heard that Puritan colonists were denying his authority, he might revoke Massachusetts's charter and impose a royal government. If that happened, the Puritans would lose control of their churches.



When Williams returned to Massachusetts in 1633, he continued to challenge Puritan authority. In October 1635, the General Court ordered him to leave the colony. With five friends, Williams headed south to establish his own colony. He purchased land from the Narragansett people and founded the town of Providence in 1636. In Providence, the government had no authority in religious matters. Different religious beliefs were tolerated rather than suppressed.

In the midst of the uproar over Roger Williams, a devout Puritan named **Anne Hutchinson** began causing a stir in Boston. Hutchinson held prayer meetings in her home to discuss sermons and compare ministers. She soon began claiming to know which ministers had salvation from God and which did not. Puritan leaders understood that Hutchinson was attacking the authority of ministers. In late 1637, the General Court charged her with heresy.

When questioned, Hutchinson vigorously defended herself. Then she made a mistake. When asked how God let her know “which was the clear [correct] ministry and which the wrong,” she explained that God spoke to her directly. In so doing, Hutchinson flatly contradicted the Puritan belief that God spoke only through the Bible. The General Court immediately banished her for heresy. Hutchinson and a few followers headed south and founded the town of Portsmouth.

Over the next few years, Massachusetts banished other dissenting Puritans. They too headed south and founded Newport in 1639 and Warwick in 1643. In 1644 these two towns joined Portsmouth and Providence to become the colony of Rhode Island and Providence Plantations. Religious freedom was a key part of the colony’s charter.

Reading Check Explaining Why were Roger Williams and Anne Hutchinson banished from Massachusetts?

The River Towns of Connecticut

In 1636 the Reverend Thomas Hooker asked the General Court of Massachusetts for permission to move his entire congregation to the Connecticut River valley. His congregation wanted to relocate because they did not have enough land to raise cattle. Hooker, moreover, was frustrated by the Massachusetts political system. He thought that everyone should be allowed to vote, not just church members. Hooker argued that “the foundation of authority is laid in the consent of the governed.”

The General Court granted Hooker’s request. A few months later, some 100 settlers headed to the

Connecticut River and founded the town of Hartford. Hooker’s congregation joined two others in the area that had established Windsor and Wethersfield. In 1637 the towns joined together to create their own General Court. Two years later, they adopted the **Fundamental Orders of Connecticut**, a constitution which allowed all adult men, not just church members, to vote and serve in government. (See page 944 for more on the *Fundamental Orders of Connecticut*.)

East of the Connecticut River lived the **Pequot** people. At first the Pequot chief Sassacus, who ruled both the Pequot and the Mohegan people, tolerated the English settlers because he needed allies against the Narragansett people in Rhode Island. In 1636, however, two Massachusetts traders were killed in Pequot territory. When Massachusetts sent troops to punish the Pequot, war erupted, and the Pequot began raiding towns along the Connecticut River.

In April 1637, the Pequot surprised the town of Wethersfield and killed nine people. Furious, the Connecticut settlers assembled an army under the command of Captain John Mason. Seizing the opportunity to free themselves, the Mohegan rebelled against the Pequot and sent warriors to



Geography Skills

- 1. Interpreting Maps** How long after the establishment of Plymouth Colony was Boston founded?
- 2. Applying Geography Skills** Which English settlement was not located directly on the coast?



fight alongside Mason's troops. The Pequots' bitter rivals, the Narraganset, also joined in the attack.

Mason took his force up the coast by ship and attacked the Pequot from the east. He and his Native American allies surrounded the main Pequot fort near Mystic Harbor and set it on fire. When the Pequot tried to surrender, the Connecticut troops opened fire, killing about 400 people, including women and children. The Connecticut General Court then put a bounty on the surviving Pequot. Many who were captured or surrendered were sold into slavery, while others were given to the Narraganset and Mohegan as war prizes. The Pequot were treated so poorly by the other Native Americans that in 1655, the Connecticut government resettled the survivors in two villages near the Mystic River.

Reading Check **Contrasting** How did Connecticut's constitution differ from that of Massachusetts?

New Hampshire and Maine

Not all of the settlers who left Massachusetts headed for Rhode Island or Connecticut. Although Anne Hutchinson had moved south, 36 of her followers headed north and founded the town of Exeter. During the 1640s, several other towns were also established north of Massachusetts. Many of the settlers in these towns were fishers and fur traders.

Much of the territory north of Massachusetts had been granted to two men, Sir Fernando Gorges and Captain John Mason. The pair split their holdings, with Mason taking the southern part and naming it New Hampshire, and Gorges taking the territory in

the north, which he called Maine. The government of Massachusetts, however, challenged the claims of both men. In 1677 an English court ruled against Massachusetts. Two years later, New Hampshire became a royal colony. Meanwhile, Massachusetts bought Maine from Gorges's heirs, and Maine remained part of Massachusetts until 1820.

Reading Check **Identifying** What two colonies were established north of Massachusetts?

King Philip's War

For almost 40 years after the Pequot War, the settlers and Native Americans of New England had good relations. The fur trade helped keep the peace because it enabled Native Americans to acquire tools, guns, and other European goods, while the settlers acquired furs. By the 1670s, however, the fur trade was in decline, and colonial governments were demanding that Native Americans follow English laws and customs. Native Americans felt that the English were trying to destroy their way of life.

Tensions peaked in 1675 when Plymouth Colony arrested, tried, and executed three Wampanoag for a murder. This touched off what came to be called **King Philip's War**, named after the Wampanoag leader Metacomet, whom the settlers called King Philip. After the colonists won the war in 1678, very few Native Americans were left in New England. New England now belonged to the English settlers.

Reading Check **Analyzing** In what way was King Philip's War a turning point for Native Americans?

SECTION 2 ASSESSMENT



Study Central™ To review this section, go to tarvol2.glencoe.com and click on **Study Central™**.

Checking for Understanding

- Define:** Separatist, Pilgrim, heretic.
- Identify:** Squanto, Great Migration, Anne Hutchinson.
- Explain** why the Pilgrims and the Puritans migrated to America.

Reviewing Themes

- Culture and Traditions** How did Thomas Hooker's beliefs promote the idea of separation of church and state?

Critical Thinking

- Comparing** In what ways were the causes and effects of the Pequot War and King Philip's War similar?
- Categorizing** Use a graphic organizer similar to the one below to list the New England colonies and the reasons for their founding.

Colony	Reasons Founded

Analyzing Visuals

- Examining Art** Study the painting of the signing of the Mayflower Compact on page 49. Do you think the artist's depiction of the people and the ship is accurate, considering that they have just completed a long journey? Why or why not?

Writing About History

- Descriptive Writing** Imagine you are a Pilgrim in the Plymouth colony. Write a letter to your friends in Europe describing your first few weeks in the new land.

SECTION 3

The Middle and Southern Colonies

Guide to Reading

Main Idea

After the English Civil War, economic, strategic, and religious factors led to the founding of seven new English colonies along the Atlantic seaboard.

Key Terms and Names

English Civil War, William Penn, pacifism, James Oglethorpe, debtor

Reading Objectives

Organizing As you read about the growth of the Middle and Southern Colonies, complete a graphic organizer listing ways that colonies attracted settlers.



Reading Objectives

- **Explain** the effect of the English Civil War on the American colonies.
- **Summarize** why the English colonies succeeded.

Section Theme

Global Connections The end of the English Civil War marked a renewal of British colonization in America.

Preview of Events



Peter Stuyvesant

★ An American Story ★

On August 26, 1664, an English fleet arrived near the Dutch town of New Amsterdam. Its commander sent a note to Governor Peter Stuyvesant of New Netherland, demanding the town surrender. Stuyvesant bellowed that he would rather “be carried out dead in his coffin.” Badly outnumbered, however, leading Dutch citizens petitioned the governor to surrender:

“We, your sorrowful community and subjects, beg to represent, with all humility, that we cannot conscientiously foresee that anything else is to be expected . . . than misery, sorrow, conflagration, the dishonor of women . . . and, in a word, the absolute ruin and destruction of about fifteen hundred innocent souls, only two hundred and fifty of whom are capable of bearing arms. . . .”

Two days later, Stuyvesant watched two English warships approach. Beside him stood a gunner, ready to fire. The minister at New Amsterdam talked to the governor, then led him away. On September 8, the Dutch surrendered, and New Amsterdam became New York.

—adapted from *A New World and Colonial New York*

The English Civil War and the Colonies

The fall of New Amsterdam and the founding of New York in 1664 marked the beginning of a new wave of English colonization in America. For more than 20 years, colonization had been at a standstill because of the violent struggle between the Puritans

and the English king. The war was also political. Many English people felt the king was ruling as an absolute ruler and failing to consult Parliament.

The **English Civil War** began in 1642 when King Charles I sent troops into Parliament, which was dominated by Puritans, to arrest Puritan leaders. In response, Parliament organized an army. Parliament's forces defeated the king's troops, and in 1649 the king was put to death. A few years later, Oliver Cromwell, the commander of Parliament's army, seized power and became dictator of England.

By the time of Cromwell's death in 1658, England's leaders longed for stability. The army returned Parliament to power, and King Charles's son, Charles II, took the throne in 1660. With the monarchy restored, the English government began enthusiastically backing a new round of colonization in America. Colonies were no longer seen as risky business ventures, but as vital sources of raw materials and as markets for English goods.

 **Reading Check** **Examining** Why were the English enthusiastic about colonization after the English Civil War?

New York and New Jersey

King Charles II was especially interested in the land between Maryland and Connecticut, which was controlled by the Dutch. If he could control this region, it would link Virginia and Maryland to New England.

In 1609 navigator Henry Hudson explored the Hudson River valley for a group of Dutch merchants. The Dutch claimed the region, calling it New Netherland, and established their main settlement at New Amsterdam on Manhattan Island.

The colony grew slowly, partly because the fur trade was the focus of activity. To increase the population, the Dutch allowed anyone from any country to buy land. This strategy worked, and by 1664 the colony had more than 10,000 people. The need for labor also brought unwilling immigrants, as the Dutch first brought enslaved Africans in the 1620s.

By 1660 the Dutch and the English had become commercial rivals. The Dutch often defied English laws meant to control colonial trade, as when they helped English colonists smuggle tobacco to Europe.

Comparing European Colonies in the Americas, c. 1700

Colony	Early Settlement	Population	Areas Where Concentrated	Political and Economic Organization	Economic Focus
Spanish	1490s–early 1500s	Between 5–7 million (including conquered Native Americans)	Mexico, Florida, Texas, Central America, the Caribbean, California, New Mexico, north and west coast of South America	Governors with strong links to Spain; large bureaucracy; <i>encomiendas</i> and haciendas	Gold, silver mining; ranching
English	1490s–early explorers; early 1600s–permanent settlements	250,000	Eastern seaboard of North America	Governors with weak links to English Crown; elected assemblies; small farms; plantations; private merchants	Trade and farming
French	1535–early explorers; 1670s–permanent settlements	15,000	St. Lawrence River; Louisiana territory; outposts on Great Lakes and Mississippi River	Strong governors; large estates	Exporting furs

Chart Skills

England's quest for colonies brought it into direct conflict with Spain and France.

Making Generalizations How did the economic activity of the English colonies differ from the Spanish and French?



In 1664 King Charles decided to take **New Netherland** from the Dutch. After he had done so, Charles granted the land to his brother, James, the Duke of York. The colony was renamed New York, in James's honor. James also received land between Delaware Bay and the Connecticut River.

James later granted some of this land to two of the king's advisers and named it New Jersey. To attract settlers, New Jersey offered generous land grants, religious freedom, and the right to have a legislative assembly. Such good terms attracted many settlers, including a number of Puritans.

Reading Check **Summarizing** Why did King Charles II want to seize New Netherland from the Dutch?

Pennsylvania and Delaware

William Penn was another of King Charles's beneficiaries. The king owed a debt to Penn's dead father and repaid it even though Penn was a member of the Quakers, a religious group the king had banned. The Quakers viewed religion as a personal experience. They saw no need for ministers and viewed the Bible as less important than each person's "inner light" from God. Because of their beliefs, Quakers often objected to political laws, for example, those requiring tax payment. They specifically advocated **pacifism**—opposition to war as a means of settling disputes.

In 1681 the king followed through on his promise and granted Penn land that lay across the Delaware River from New Jersey. Penn wanted his new colony of Pennsylvania to be a refuge for the persecuted of all nations—the colony would be a "holy experiment." Penn also tried to treat Native Americans fairly. He signed a treaty with a local group in 1682, bringing many years of peace to the people of Pennsylvania.

Penn named the capital Philadelphia, from the Greek meaning "city of brotherly love." The colony's government provided for an elected assembly and a guarantee of religious freedom. The right to vote was limited, however, to people with 50 acres of land and who professed Christianity.

The availability of land attracted English and Welsh Quakers, but German and Scotch-Irish settlers came as well. By 1684 Pennsylvania had more than 7,000 residents, and by 1700 Philadelphia rivaled Boston and New York as a center of trade and commerce. In 1682 Penn bought three counties south of Pennsylvania from the Duke of York. These "lower counties" became the colony of Delaware.

Reading Check **Evaluating** Why did William Penn regard Pennsylvania as a "holy experiment"?



Geography Skills

- Interpreting Maps** Name the four southernmost port cities.
- Applying Geography Skills** Why were so many early colonies located on or near bodies of water?

New Southern Colonies

While King Charles encouraged colonization between the Chesapeake Bay region and New England, he also took a keen interest in the unsettled land between Virginia and Spanish Florida. The year before he granted New York to his brother, Charles had awarded a vast territory south of Virginia to eight friends and political allies. The land was named Carolina, from the Latin for "Charles."



HISTORY Online



Student Web Activity

Visit the *American Republic Since 1877* Web site at tarvol2.glencoe.com and click on **Student Web Activities—Chapter 2** for an activity on English settlers in America.

North Carolina From the beginning, Carolina developed as two separate regions. North Carolina was home to a small and scattered population of farmers. The lack of good harbors hindered growth, and the colony had only 3,000 people by 1700. Eventually, the farmers began growing tobacco for sale. They also used native pine to make and export shipbuilding supplies.

South Carolina The proprietors of Carolina were always far more interested in the southern half of their holdings, where they hoped to cultivate sugarcane. In 1670 three ships brought settlers from England to South Carolina. They named their first settlement, Charles Town, after the king.

The first years of the new colony were difficult. Sugarcane, as it turned out, did not grow well. The first product exported in large quantity was deerskin, popular for English leather. The colony also began to capture and enslave Native Americans, who were shipped to plantations in the Caribbean.

The Georgia Experiment In the 1720s, General James Oglethorpe, a wealthy member of Parliament, began investigating English prisons. He was appalled to find so many **debtors**—people who could not pay their debts—behind bars. Oglethorpe

asked King George II for a colony south of South Carolina where the poor could start over.

The English government saw several advantages to a new southern colony. It would help England's poor and provide a strategic buffer to keep Spain from expanding north. King George granted Oglethorpe and his friends permission to settle between the Savannah and Altamaha Rivers. The new colony was named Georgia, in honor of the king, and the first settlers arrived in 1733.

Oglethorpe and his fellow trustees banned slavery, rum, and brandy in Georgia, and they limited the size of land grants. Still, the colony attracted settlers from all over Europe, including Scotch-Irish, Welsh, Germans, Swiss, and Italians. Increasingly the settlers objected to the colony's strict rules. In the 1740s, the trustees lifted the restrictions on brandy, rum, and slavery, and in 1750, they granted the settlers their own elected assembly. The next year, the trustees gave control back to the king, and Georgia became a royal colony.

By 1775 roughly 2.5 million people lived in England's American colonies. Despite the stumbling start in Jamestown, the English had succeeded in building a large and prosperous society on the east coast of North America.

England's success, however, would prove its undoing. By permitting new patterns of land ownership and new types of worship and government in its colonies, the English government had planted the seeds of rebellion.

Reading Check Summarizing In what ways was England permissive with its American colonies?

SECTION 3 ASSESSMENT



Study Central™ To review this section, go to tarvol2.glencoe.com and click on **Study Central™**.

Checking for Understanding

- Define:** **pacifism**, **debtor**.
- Identify:** English Civil War, William Penn, James Oglethorpe.
- Summarize** how the Quakers came to have a colony of their own.

Reviewing Themes

- Global Connections** After Charles II became king, why did the English government openly work to promote colonization in North America?

Critical Thinking

- Analyzing** Why did England regard the Dutch and Spanish presence in North America as a threat, and how did England respond?
- Categorizing** Use a graphic organizer similar to the one below to list the reasons that the listed colonies were founded.

Colony	Reasons Founded
New York	
New Jersey	
Pennsylvania	

Analyzing Visuals

- Analyzing Charts** Study the chart on page 54 on Spanish, English, and French colonization. In political organization, what was a trait of the English colonies that the French and Spanish colonies did not share?

Writing About History

- Persuasive Writing** Imagine you have been hired by the proprietors of New Jersey to persuade settlers to come to their colony. Write an editorial for a newspaper in England to convince people to settle in New Jersey.



Social Studies SKILLBUILDER

Understanding the Parts of a Map

In Motion

Why Learn This Skill?

Maps can direct you down the street or around the world. There are as many different kinds of maps as there are uses for them. Being able to read a map begins with learning about its parts.

Learning the Skill

Maps usually include a key, a compass rose, and a scale bar. The map key explains the meaning of special colors, symbols, and lines used on the map. On a road map, for example, the key tells what map lines stand for paved roads, dirt roads, and interstate highways.

After reading the map key, look for the compass rose. It is the direction marker that shows the cardinal directions of north, south, east, and west. A measuring line, often called a scale bar, helps you estimate distance on a map. The map's scale tells you what distance on the earth is represented by the measurement on the scale bar. For example, 1 inch (2.54 cm) on the map may represent 100 miles (160.9 km) on the earth. Knowing the scale allows you to visualize the extent of an area and to measure distances.

Practicing the Skill

The map on this page shows the early English colonization of the eastern coast of North America. Look at the parts of the map, and then answer the questions.

- 1 What information is given in the key?
- 2 What body of water serves as the eastern border for the colonies?
- 3 What color represents the Middle Colonies?
- 4 What is the approximate distance, in miles, between the settlements of Charles Town and Jamestown?
- 5 What is the approximate distance, in kilometers, between the northernmost and southernmost settlements shown on the map?



Skills Assessment

Complete the Practicing Skills questions on page 71 and the Chapter 2 Skill Reinforcement Activity to assess your mastery of this skill.

Applying the Skill

Understanding the Parts of a Map Study the map of European Explorations and Settlements on page 43. Use the map to answer the following questions.

1. When did Marquette and Joliet explore the Mississippi River?
2. What English explorer arrived in North America at the end of the 1400s?
3. Which explorer traveled the farthest north?



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 2**, provides instruction and practice in key social studies skills.

SECTION 4

Colonial Ways of Life

Guide to Reading

Main Idea

The Southern Colonies developed agricultural economies, while the New England and Middle Colonies developed commercial economies.

Key Terms and Names

cash crop, indentured servant, subsistence farming, Nathaniel Bacon, slave code, entrepreneur, capitalist, triangular trade

Reading Strategy

Organizing As you read about life in the Southern, New England, and Middle Colonies, complete a graphic organizer similar to the one below describing how the geography of each region affected its economic development.

Region	Geography	Economic Activities

Reading Objectives

- **Describe** the Southern economy and the plantation system.
- **List** the geographical conditions that determined the New England Colonies' economy.

Section Theme

Culture and Traditions At first, slavery was not used in the colonies, but by the late 1600s, it was in widespread use in the Southern Colonies.

Preview of Events

◆ 1620

1619

First Africans arrive in North America

◆ 1660

1676

Bacon's Rebellion

1692

Salem witchcraft trials begin

◆ 1720

1705

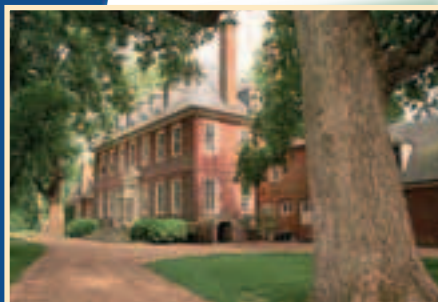
Virginia slave code introduced

◆ 1760

1740s

Indigo first cultivated in South Carolina

★ An American Story ★



William Byrd's Westover plantation

William Byrd II, a wealthy Virginia planter in the 1700s, played a central role in his colony's government. In addition to serving as colonel of the county militia and as a member of the House of Burgesses, Byrd founded the city of Richmond and experimented with a variety of crops on his plantation. His wealth gave him the leisure to pursue cultural interests, and he amassed over 4,000 books—the biggest private library in the colonies. He left behind several diaries detailing life on Southern plantations. On January 27, 1711, he noted:

☺☺ rose at 5 o'clock and read two chapters in Hebrew and some Greek in Lucian. I said my prayers and ate boiled milk for breakfast. . . . I settled several accounts; then I read some English which gave me great light into the nature of spirit. . . . In the afternoon my wife and I took a little walk and then danced together. Then I read some more English. At night I read some Italian and then played at piquet [a card game] with my wife. . . . I said my prayers and had good health, good thoughts, and good humor, thank God Almighty. ☺☺

—quoted in *The Growth of the American Republic*

Southern Society

In the Southern Colonies, wealthy planters like William Byrd stood on society's top rung. They were sharply divided from enslaved Africans at the bottom and small farmers in the middle. What linked all groups, however, was an economy based on agriculture.



Tobacco, Rice, and Indigo The Jamestown colony made tobacco the South's first successful **cash crop**, or crop grown primarily for market. Tobacco took off in Virginia and Maryland and, to a lesser extent, in North Carolina.

In early colonial days, there was plenty of land for tobacco farmers, but not enough labor to work it. England had the opposite problem. The English enclosure movement had forced many peasants off the land. Many of them, hoping to acquire their own land in America, became **indentured servants**. They made labor contracts with colonists, agreeing to work for a set term, usually four years. In return, the colonist would pay for a servant's passage and provide food, clothing, and shelter until the contract expired.

For many years, indentured servitude benefited tobacco planters. By 1760 they were producing more than 80 million pounds of tobacco per year. Unfortunately, close to half of the indentured servants who came to Virginia and Maryland in the 1600s died before earning their freedom. Of those who did become free, less than half acquired their own land.

In South Carolina, meanwhile, after trying unsuccessfully to grow sugarcane, settlers turned to rice. This too failed at first, but in the 1690s, a new variety was introduced, and enslaved Africans were imported to cultivate it. Rice rapidly became a major cash crop in both South Carolina and Georgia.

In the early 1740s, South Carolina began to develop another cash crop called indigo, used to make blue dye for cloth. Indigo was a good second crop for rice farmers and it could be planted where rice could not. A 17-year-old named Eliza Lucas had discovered that indigo needed high ground and sandy soil, not the wetlands that suited rice.

Disparities in Wealth Tobacco and rice farming required difficult and tedious manual labor. Planters who could afford to bring in many slaves or indentured servants received extra land under the head-right system. With a large labor force and acreage, these planters could produce a much larger crop, multiply their earnings, and build expansive estates.

The wealthy plantation owners, sometimes referred to as the Southern gentry or the planter elite, were few in number, but they enjoyed enormous economic and political influence. They served in the governing councils and assemblies, commanded the local militias, and became county judges. With few towns or roads in the region, their plantations functioned as self-contained communities. In addition to the planter's large house, the workers' cabins, and stables and barns, large plantations often had a school, a chapel, and

workshops for blacksmiths, carpenters, weavers, coopers (barrel makers), and leatherworkers.

The majority of landowners in the colonial South, however, were small farmers living inland. These "backcountry" farmers worked small plots of land and lived in tiny houses. Although they grew some tobacco, they largely practiced **subsistence farming**, raising only enough to feed their families.

Landless tenant farmers made up another group in the South. Although land itself was easy to acquire, many settlers could not afford the costs of the deed, land survey, tools, seed, and livestock. Instead they worked land that they rented from the planter elite. Tenant farmers usually led difficult lives but had higher social status than indentured servants or slaves.

 **Reading Check** **Discussing** What led to the rise of the planter elite in colonial Southern society?

Bacon's Rebellion

By the 1660s, Virginia's government was dominated by wealthy planters led by the governor, Sir William Berkeley. Berkeley arranged to restrict voting to property owners, cutting the number of voters in half. Berkeley also exempted himself and his councilors from taxation. These actions angered the backcountry farmers and tenant farmers. Ultimately, however, it was the governor's policies toward Native American lands that led to a rebellion.

Crisis Over Land The most important issue for most colonists was to acquire land. Many indentured servants and tenant farmers wanted to own farms eventually. Backcountry farmers wanted to expand their holdings. By the 1670s, most land left was in areas claimed by Native Americans in the Piedmont, the region of rolling hills between the coastal plains and the Appalachians.

Most wealthy planters lived near the coast in the region known as the Tidewater. They had no interest in the backcountry and did not want to endanger their plantations by risking war with the Native Americans. Therefore, they opposed expanding Virginia's territory into Native American lands.

In 1675 war broke out between settlers and a Susquehannock group. When Governor Berkeley refused to support further military action, backcountry farmers were outraged. In April 1676, a group of them met to discuss the situation. **Nathaniel Bacon**, a well-to-do but sympathetic planter, took up their cause. Bacon organized his own militia and attacked the Native Americans. He then ran for office and won



Picturing History

Bacon's Rebellion This uprising led by Nathaniel Bacon pitted backcountry farmers against Virginia's ruling gentry. **From Bacon's dress, do you think he himself was a backcountry farmer or a member of the gentry?**

a seat in the House of Burgesses. The assembly immediately authorized another attack on the Native Americans. It also restored the right to vote to all free men and took away the tax exemptions Berkeley had granted to his supporters.

These reforms did not satisfy Bacon, however. He marched to Jamestown in July 1676 with several hundred armed men and charged Berkeley with corruption. Berkeley fled to raise his own army, and a civil war erupted. The two sides battled for control of Jamestown until September 1676, when the town burned down. **Bacon's Rebellion** ended abruptly the next month, when Bacon, hiding in a swamp, became sick and died. Without his leadership, his army rapidly disintegrated, and Berkeley returned to power.

Slavery Increases in Virginia Bacon's Rebellion convinced many wealthy planters that land should be made available to backcountry farmers. From the 1680s onward, Virginia's government generally supported expanding the colony westward, regardless of the impact on Native Americans.

Bacon's Rebellion also helped accelerate an existing trend in Virginia. By the 1670s, many planters had begun using enslaved Africans instead of indentured servants to work their plantations. In the 1680s, after the rebellion, the number of Africans brought to the colony rose dramatically.

Planters began to switch to enslaved Africans for several reasons. Enslaved workers, unlike indentured servants, did not have to be freed and therefore would never need their own land. In addition, when cheap land became available in the 1680s in the new colony of Pennsylvania, fewer English settlers were willing to become indentured servants.

At the same time, the English government adopted policies that encouraged slavery. English law limited trade between the English colonies and other countries. Prior to the 1670s, settlers who wanted to acquire enslaved Africans had to buy them from the Dutch or Portuguese, which was difficult to arrange. In 1672, however, King Charles II granted a charter to the Royal African Company to engage in the slave trade. With an English company in the slave trade, it was much easier to acquire enslaved people. Planters also discovered another economic advantage to slavery. Because enslaved Africans, unlike indentured servants, were considered property, planters could use them as collateral to borrow money and expand their plantations.

Reading Check Identifying What government policies caused backcountry farmers to rebel?

Slavery in the Colonies

For enslaved Africans, the voyage to America usually began with a forced march to the West African coast, where they were traded to Europeans, branded, and crammed onto ships. Chained together in the ships' filthy holds for more than a month, the Africans could hardly sit or stand. They were given minimal food and drink, and those who died or became sick were thrown overboard. Olaudah Equiano, a West African shipped to America in the 1760s, later wrote about the terrible journey across the Atlantic, known to Europeans as the **Middle Passage**:

“We were all put under deck. . . . The closeness of the place, and heat of the climate . . . almost suffocated us. . . . The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable.”

—from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa the African*



Historians estimate that between 10 and 12 million Africans were enslaved and sent to the Americas between 1450 and 1870. On the way, roughly 2 million died at sea. Of the 8 to 10 million Africans who reached the Americas, approximately 3.6 million went to Brazil, and another 1.5 million went to the Spanish colonies. The British, French, and Dutch colonies in the Caribbean imported nearly 3.7 million others to work on their plantations. Approximately 427,000 Africans were transported to British North America.

When the first Africans arrived in Virginia in 1619, they were treated much like indentured servants. English law did not recognize **chattel slavery**—the actual ownership of one human being by another.

Many English settlers, however, found it acceptable to enslave Africans if they were not Christians. Over time, the number of enslaved Africans increased in the colonies, particularly in the South, where they became the backbone of the labor force.

Beginning in the 1660s, new laws gradually lowered the status of all Africans, regardless of their religion, and made slavery a hereditary system based on race. In 1705 Virginia created a **slave code**—a set of laws defining the relationship between enslaved Africans and free people. Other colonies followed suit. Africans could not own property, testify against a white person in court, move about freely, or assemble in large numbers. By the early 1700s, slavery had become generally accepted in colonial society.

 **Reading Check** **Explaining** How did the relationship between English settlers and Africans change over time?

Life in New England

While the Southern Colonies depended on agriculture, many New Englanders earned a living from maritime activities or lumber. With such enterprises and Puritan beliefs drawing colonists together, towns became the heart of New England society.

GEOGRAPHY

A Diverse Economy New England's thin and rocky soil was ill suited to cash crops and the development of large plantations. Instead, on small farms from Connecticut to Maine, New England colonists practiced subsistence farming. The main crop was corn, but farmers grew other grains, vegetables, and berries as well. They also tended apple orchards and raised dairy cattle, sheep, and pigs.

More than any other industry, fishing brought prosperity to New England. Nearby lay the Grand Banks, a shallow area in the Atlantic Ocean that teemed with cod, mackerel, halibut, and herring. In addition, New England had good harbors and plenty of timber for building fishing boats. Colonists found markets for their fish in the colonies, southern Europe, and the Caribbean.

Whaling also played a major role in New England's economy. Whale blubber was used for making candles and lamp oil, and whale bones were used to fashion buttons, combs, and other items.

New England developed a thriving lumber industry, too. Maine and New Hampshire had many waterfalls near the coast that could power sawmills.

African Culture Crosses the Ocean: A Woman's Song

On a steamy March day in 1997, in the tiny town of Senehun Ngola in Sierra Leone, West Africa, Mary Moran, an African American from Georgia, first met Baidou Jabati, a Sierra Leonean. The two women had something amazing in common: a song each woman had known all her life.

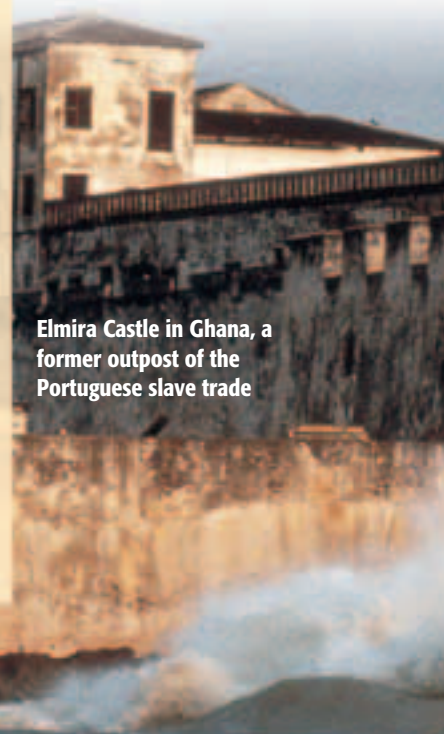
In an emotional meeting, Moran and Jabati shared the song that the female ancestors of each of them had passed down for more than 200 years. Although the melody of the American version had changed, the words of this song in the Mende language of Sierra Leone probably came to America's South on the slave ships that sailed from West Africa in the 1700s.

The women in Mary Moran's family had passed the song down through the generations. Over time, the true origin of the song was lost. Although she had sung the song all her life, Moran never knew what its words meant. She imagined that it was an old African song.

Wanting to trace her family's history, Moran consulted with ethnomusicologists, who study folk music. Moran discovered that her family's song came from southern Sierra Leone and that it was traditionally sung at funerals. Jabati, who had inherited the traditional duty to sing at funerals, said that meeting Moran would have been better only if her ancestors could have been there also for the joyous occasion.



Mary Moran at left, with glasses



Elmira Castle in Ghana, a former outpost of the Portuguese slave trade

Lumber cut at these mills could easily be transported downriver to the coast and shipped to other colonies or to England. Demand for lumber never waned. It was needed for furniture, building materials, and other products such as barrels, which were used to store and ship almost everything in the colonial era.

The lumber industry made possible another important business in New England: shipbuilding. With forests and sawmills close to the coast, ships could be built quickly and cheaply, for 30 to 50 percent less than in England. By the 1770s, one out of every three English ships had been built in America.

If self-sufficient plantations defined the social unit in the South, New England's social life centered on the town. Puritans believed that Christians should form groups united by a **church covenant**—a voluntary agreement to worship together. The commitment to a church covenant encouraged the development of small towns surrounded by farms.

Life in these small communities of farmers centered around a **"town common,"** or open public area. Adjoining the common were the marketplace, school, and "meetinghouse," or church. Each family had a home lot where they could build a house and storage buildings and plant a garden.

Local Government In the early days of colonial New England, the General Court appointed town officials and managed the town's affairs. Over time, however, townspeople began discussing local problems and issues at **town meetings**. These developed into the local government, with landowners holding the right to vote and pass laws. They elected selectmen to oversee town matters and appoint clerks, constables, and other officials. Any resident, however, could attend a town meeting and express an opinion.

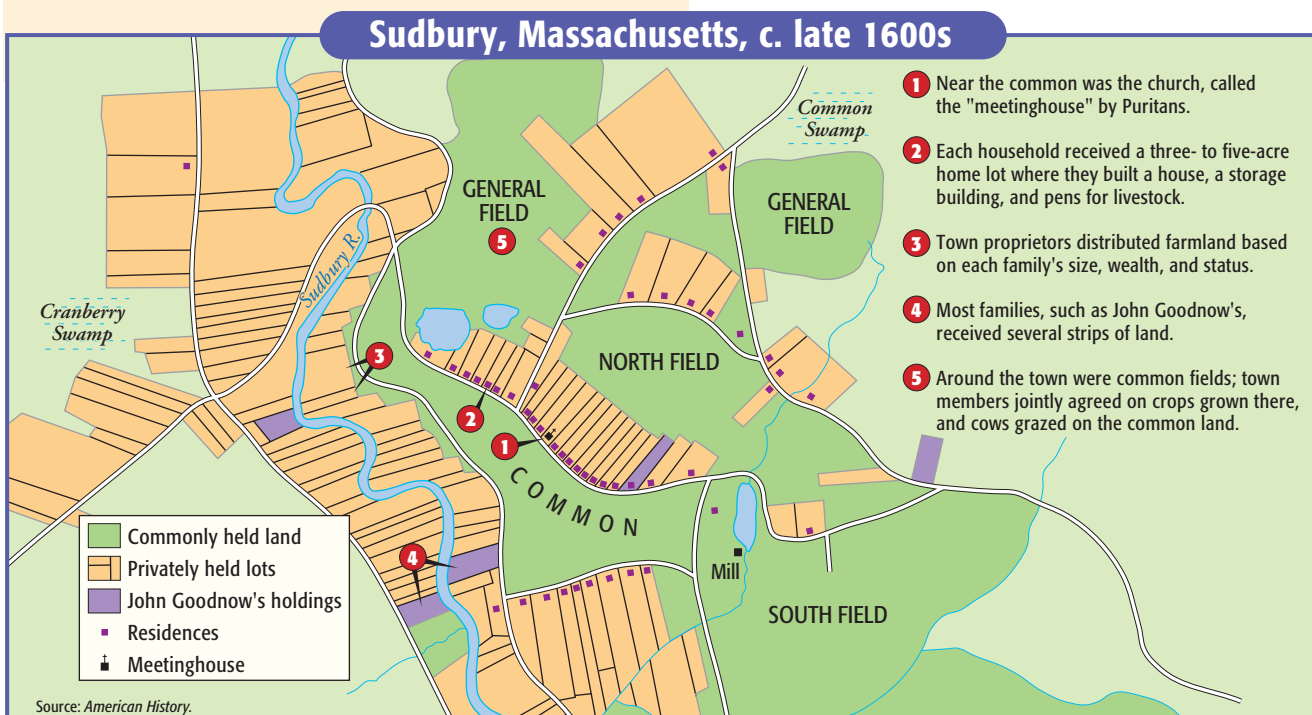
Because the settlers in New England, unlike English peasants, were allowed to participate directly in local government, they developed a strong belief in their right to govern themselves. Town meetings thus helped set the stage for the American Revolution and the emergence of democratic government.

Puritan Society New England Puritans valued religious devotion, hard work, and obedience to strict rules regulating daily life. Card playing and gambling were banned, and "Stage-Players" and "Mixed Dancing" were frowned upon. Watching over one's neighbors' behavior, or "Holy Watching," was elevated to a religious duty. The Puritans did not lead pleasureless lives, however. They drank rum, enjoyed music, and wore brightly colored clothing.

Reading Check Synthesizing How did New England town meetings prepare the colonists for the future?

Picturing History

Sudbury, Massachusetts The town was the basic unit of community life in New England in the 1600s. Houses were laid out around a central pasture called a common. In this map, the holdings of one man, John Goodnow, are highlighted in purple to show the way each person's land holdings could be scattered about the town. **Who decided how much land each person received?**





Geography Skills

- Interpreting Maps** Which commodities were both British colonial exports and intercolonial trade items?
- Applying Geography Skills** What products did the colonies import from Britain? Why did they need these products?

Life in the Middle Colonies

The Middle Colonies—Pennsylvania, New York, New Jersey, and Delaware—were blessed with fertile land and a long growing season. Farmers produced bumper crops of rye, oats, barley, and potatoes. Most important, however, was wheat, which rapidly became the region’s main cash crop.

As merchants in the Middle Colonies began selling wheat and flour to colonies in the Caribbean, they benefited from the region’s geography. Three wide rivers—the Hudson, the Delaware, and the Susquehanna—ran deep into the interior, making it easy for farmers to ship their crops to the coast and on to more distant markets. At the same time, thousands of wagons moved goods overland from interior farms to river towns.

In the early and mid-1700s, the demand for wheat soared, thanks to a population explosion in Europe triggered by the decline of disease. Between 1720 and 1770, wheat prices more than doubled in the Middle Colonies, bringing a surge of prosperity. Europe’s population growth also brought a new wave of

immigration to America, particularly to the Middle Colonies where land was still available.

Some farmers grew rich by hiring poor immigrants to work on their farms to increase their wheat production. Other colonists became **entrepreneurs**, businesspeople who risk their money, by buying land, equipment, and supplies and selling them to immigrants for a profit.

The wheat boom created a new group of wealthy **capitalists** who had money to invest in new businesses. Although industry did not develop on a large scale during the colonial era, these early capitalists did build many large gristmills near New York and Philadelphia that produced vast quantities of flour for export. Other early capitalists in the Middle Colonies established glass and pottery works.

Reading Check Identifying What crop was most important to farmers in the Middle Colonies?

Trade and the Rise of Cities

In the early colonial era, settlers lacked money to invest in local industry. As a result, they had to import most manufactured goods from England. Unfortunately, they produced few goods that England wanted in return.



City had about 18,000 and Boston had more than 15,000. Charles Town, South Carolina, with a population of 8,000, was the largest city in the South. In these cities and others, a new society with distinct social classes developed.

At the top of the social structure were wealthy merchants who controlled the city's trade. They patterned themselves after the British upper class, wearing elegant imported clothing, building luxurious mansions, and riding in fancy carriages. These rich merchants, however, were a tiny minority. Skilled artisans and their families made up nearly half of the urban colonial population. They included carpenters, silversmiths, glassmakers, coopers, bakers, masons, seamstresses, and shoemakers. Alongside the artisans in social status were innkeepers and retailers who owned their own businesses.

At the bottom of urban colonial society were the people without skills or property. Many of these people loaded and serviced ships at the harbor. Others worked as servants, washing clothes, grooming horses, cleaning houses, and sweeping streets. These people made up about 30 percent of urban society. Below them in status were indentured servants and enslaved Africans. Although relatively few enslaved people lived in the North, most dwelled in the cities there, making up 10 to 20 percent of the urban population.

The rapid development of cities created many problems, including overcrowding, crime, pollution, and epidemics. In response, city governments established constables' offices and fire departments, and charities arose to help the poor.

Reading Check **Examining** What occupation made up the majority of the wealthiest class in colonial society?

Picturing History

Bethlehem, Pennsylvania Laid out along a river with farmsteads on the village outskirts, this town is typical of many in the Middle Colonies. **What was the region's main cash crop?**

Triangular Trade Instead of trading directly with England, colonial merchants developed systems of **triangular trade** involving a three-way exchange of goods. New England merchants, for example, sold fish, lumber, and meat to Caribbean sugar planters. As payment, they accepted raw sugar or **bills of exchange**, which were credit slips from English merchants. New England merchants would then trade the bills and sugar to English merchants for hardware, linens, and other English goods.

Trade with the Caribbean sugar plantations enriched many New England merchants. With their new wealth, they built factories to refine raw sugar and distilleries to turn molasses into rum. They also traded with the Southern Colonies, exchanging fish, rum, and grain for rice, tobacco, and indigo.

A New Urban Society The rise of trade in the colonies caused several Northern ports to grow rapidly into cities. By 1760 Philadelphia had nearly 24,000 people, making it the largest colonial city. New York

SECTION 4 ASSESSMENT



Study Central™ To review this section, go to tarvol2.glencoe.com and click on **Study Central™**.

Checking for Understanding

- Define:** cash crop, indentured servant, subsistence farming, slave code, entrepreneur, capitalist, triangular trade.
- Identify:** Nathaniel Bacon.
- Describe** how Europe's population explosion in the 1700s affected the Middle Colonies.

Reviewing Themes

- Culture and Traditions** Why did slavery become so important to the Southern Colonies?

Critical Thinking

- Analyzing** How did the slave trade develop in the Americas?
- Organizing** Complete a chart like the one below listing the causes and consequences of Bacon's Rebellion.

Causes	Consequences

Analyzing Visuals

- Examining Art** Study the painting on page 60 depicting Bacon's Rebellion. What motivated Nathaniel Bacon to lead his rebellion against the Virginia gentry?

Writing About History

- Descriptive Writing** Imagine you are an artisan in a Northern city in 1760. Write a letter to a friend in England, describing your daily life and urban society.

SECTION 5

A Diverse Society

Guide to Reading

Main Idea

In the mid-1600s, England adopted measures to make trade with the colonies more profitable. With population growth, a colonial spirit of individualism emerged.

Key Terms and Names

mercantilism, John Locke, Enlightenment, revival, Great Awakening

Reading Strategy

Classifying As you read about colonial society in America in the 1700s, complete a graphic organizer similar to the one below identifying the reasons why various immigrant groups settled in the colonies.

Group	Where They Settled	Reasons for Immigrating
Germans		
Scotch-Irish		
Jews		

Reading Objectives

- **Describe** mercantilism's effect on the colonial attitude to England.
- **Outline** patterns of immigration in colonial America.

Section Theme

Culture and Traditions With economic and political stability, the colonies developed their own identity.

Preview of Events



★ An American Story ★



Benjamin Franklin

In the second half of the 1600s and the early 1700s, the British Parliament passed a series of laws that restricted and controlled colonial manufacturing. One of these laws affected the hat industry and another affected the iron industry. These laws annoyed many colonists, including Benjamin Franklin, who argued:

“The hatters of England have prevailed to obtain an act in their own favor restraining that manufacture in America. . . . In the same manner have a few nail makers and a still smaller body of steelmakers (perhaps there are not half a dozen of these in England) prevailed totally to forbid by an act of Parliament the erecting of slitting mills or steel furnaces in America; that Americans may be obliged to take all their nails for their buildings and steel for their tools from these artificers [craft workers].”

—quoted in *The Rise of American Civilization*

Mercantilism

Mercantilism is a set of ideas about the world economy and how it works. These ideas were popular in the 1600s and 1700s. Mercantilists believed that to become wealthy and powerful, a country had to accumulate gold and silver. A country could do this by selling more goods to other countries than it bought from them. This would cause more gold and silver to flow into the country than flowed out to pay for products from other countries.

Mercantilists also argued that a country should be self-sufficient in raw materials. If it had to buy raw materials from another country, gold and silver would flow out to pay for them. Thus to be self-sufficient, a country needed colonies where raw materials were



available. The home country would then buy raw materials from its colonies and sell them manufactured goods in return.

Mercantilism did provide some benefits to colonies. It gave them a reliable market for some of their raw materials and an eager supplier of manufactured goods. Mercantilism also had drawbacks, however. It prevented colonies from selling goods to other nations, even if they could get a better price. Furthermore, if a colony produced nothing the home country needed, it could not acquire gold or silver to buy manufactured goods. This was a serious problem in New England, and it partly explains why merchants there turned to triangular trade and smuggling. These methods were the only ways to get the gold and silver their colonies needed.

The Navigation Acts When Charles II assumed the throne in 1660, he and his advisers were determined to generate wealth for England in America. Charles asked Parliament to pass the Navigation Act of 1660, requiring that all goods shipped to and from the colonies be carried on English ships. Under this act, specific products could be sold only to England or other English colonies, including sugar, tobacco, lumber, cotton, wool, and indigo—the major products that earned money for the colonies.

Three years later, in 1663, Parliament passed another navigation act, the Staple Act. It required all colonial imports to come through England. Merchants bringing foreign goods to the colonies had to stop in England, pay taxes, and then ship the goods out again on English ships. This increased the price of the goods in the colonies.

Frustration with the **Navigation Acts** encouraged colonial merchants to break the new laws. New England merchants routinely smuggled goods to Europe, the Caribbean, and Africa. For the next few years, Massachusetts, especially, continued its defiance. Finally, in 1684, Charles II deprived Massachusetts of its charter and declared it a royal colony.

The Dominion of New England James II, who succeeded his brother Charles on the English throne in 1685, went even further in punishing New England merchants. In 1686 the English government merged Massachusetts, Plymouth, and Rhode Island together to create a new royal province called the **Dominion of New England**. The following year Connecticut and New Jersey were forced to join the Dominion, and by the spring of 1688, New York had been added as well.


King James II appointed Sir Edmund Andros to be the Dominion's first governor-general. Andros quickly made himself unpopular by levying new taxes and rigorously enforcing the Navigation Acts. Equally disturbing to Puritans were Andros's efforts to undermine their congregations. For example, Andros declared that only marriages performed in Anglican churches were legal.

 **Reading Check** **Examining** In what ways did the Navigation Acts affect trade in the colonies?

The Glorious Revolution of 1688

While Andros was angering New England colonists, King James II was losing support in England. He offended many by disregarding Parliament, revoking the charters of many English towns, and converting to Catholicism.

The birth of James's son in 1688 triggered protests against a Catholic heir. To prevent a Catholic dynasty, Parliament invited James's Protestant daughter Mary and her Dutch husband, William of Orange, to claim the throne. James fled, and William and Mary became the new rulers. This bloodless change of power is known as the **Glorious Revolution**.

Before assuming the throne, William and Mary had to swear their acceptance of the English Bill of Rights. This document, written in 1689, said monarchs could not suspend Parliament's laws or create their own courts, nor could they impose taxes or raise an army without Parliament's consent. The Bill of Rights also guaranteed freedom of speech within Parliament, banned excessive bail and cruel and unusual punishments, and guaranteed every English subject the right to an impartial jury in legal cases.  (See page 945 for an excerpt from the *English Bill of Rights*.)

Consequences in America The English Bill of Rights later influenced American government. Almost immediately Boston colonists ousted Governor-General Andros. William and Mary then permitted Rhode Island and Connecticut to resume their previous forms of government, and they issued a new charter for Massachusetts in 1691.

The new charter combined Massachusetts Bay Colony, Plymouth Colony, and Maine into the royal colony of Massachusetts. The king retained the power to appoint a governor, but he restored the colonists' right to elect an assembly. Voters no longer had to belong to a Puritan congregation, and Anglicans there were granted freedom of worship.



GOVERNMENT

John Locke's Political Theories The Glorious Revolution of 1688 had another important legacy. It suggested there were times when revolution was justified. In 1690, **John Locke's** *Two Treatises of Government* was published on this subject. 📖 (See page 946 for an excerpt from the *Two Treatises*.)

Locke argued that a monarch's right to rule came from the people. All people, he said, were born with certain natural rights, including the right to life, liberty, and property. Because their rights were not safe in the state of nature in which people originally lived, people had come together to create a government. In effect, they had made a contract—they agreed to obey the government's laws, and the government agreed to uphold their rights. If a ruler violated those rights, the people were justified in rebelling.

Locke's ideas struck a chord with American colonists. When Thomas Jefferson drafted the Declaration of Independence in 1776, he relied upon the words and ideas of John Locke. The colonists understood Locke's "natural rights" to be the specific rights Englishmen had developed over the centuries and that were referred to in documents such as the Magna Carta and the English Bill of Rights. 📖 (See page 942 for an excerpt from the *Magna Carta*.)

✔ **Reading Check Summarizing** What actions did William and Mary take upon becoming the British monarchs?

America's Population Grows

After 1688 the American colonies grew quickly. People were having large families, and immigrants were flooding in from Europe and Africa.

Health Conditions American colonists in the 1700s married young and had numerous children. Between 1640 and 1700, the colonial population increased from 25,000 to more than 250,000. In the 1750s, the population surpassed 1 million.

An important factor in population growth was improved housing and sanitation. Although women often died in childbirth, many adults lived into their early sixties. Contagious diseases, however, such as typhoid fever, tuberculosis, cholera, diphtheria, and scarlet fever, remained a threat. In 1721 Puritan minister **Cotton Mather** promoted a novel practice "to prevent and abate the Dangers of the Small-Pox." His approach, inoculation, saved many lives.

Immigrants Immigration also contributed to population growth. Some 300,000 white immigrants arrived between 1700 and 1775. Most settled in the Middle Colonies, especially Pennsylvania. As early as 1683, German Mennonites had come to Pennsylvania to escape religious wars at home. By 1775 more than 100,000 Germans lived in the colony, making up about one-third of the population. Known as the **Pennsylvania Dutch** from their own word *Deutsch*, for German, these settlers often became prosperous farmers.

The Scotch-Irish also flocked to Pennsylvania. Burdened by rising taxes, poor harvests, and religious discrimination in Ireland, an estimated 150,000 Scotch-Irish came to the American colonies between 1717 and 1776.

Jews also found religious tolerance in America. In 1654 a small group of Portuguese Jews had arrived in New York, then New Amsterdam. By 1776 approximately 1,500 Jews lived in the colonies, mainly in New York, Philadelphia, Charles Town, Savannah, and Newport. They were allowed to worship freely, but could not vote or hold public office.

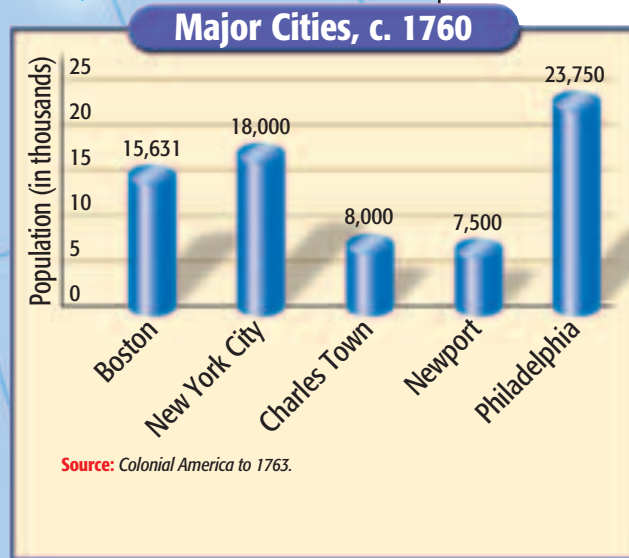
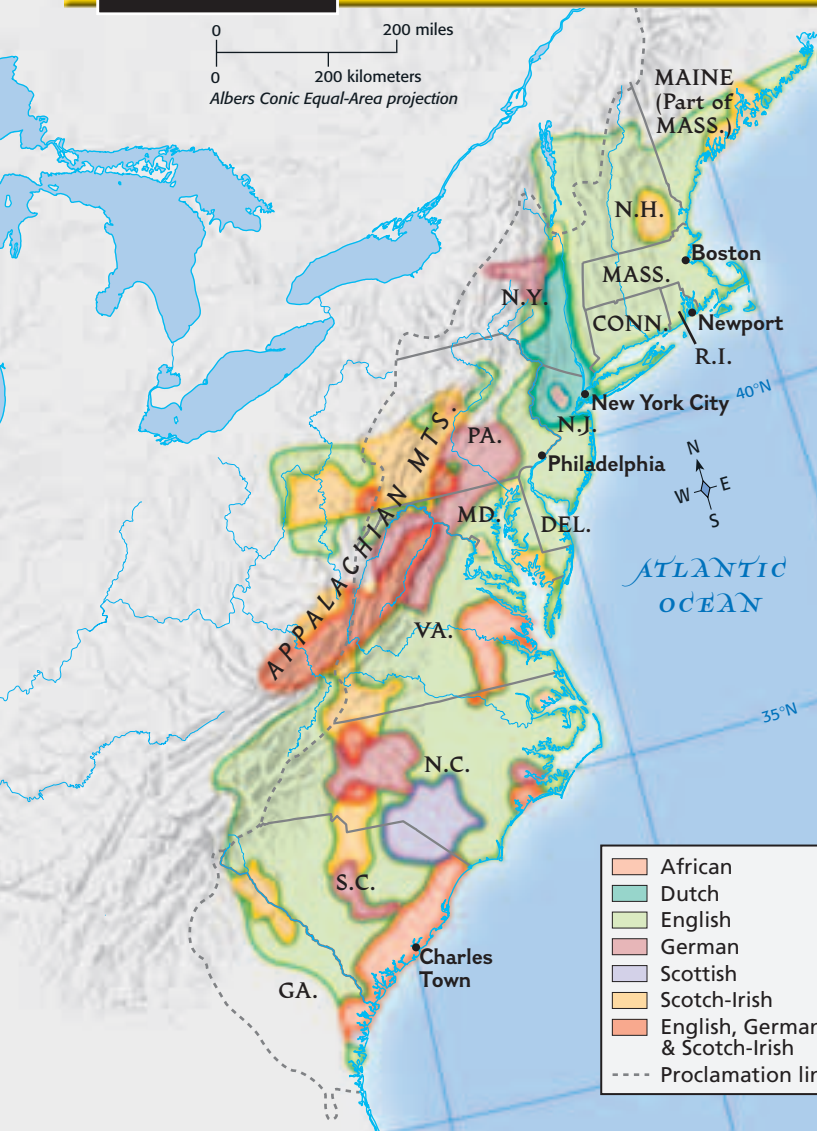
Women Like Jews, women did not receive equal rights in colonial America. At first, married women could not legally own property or make contracts or wills. Husbands were the sole guardians of the children and were allowed to physically discipline both them and their wives. Single women and widows, however, had more rights. They could own property, file lawsuits, and run businesses. In the 1700s, the status of married women improved. Despite legal limitations, many women worked outside their homes.

Port of Boston As one of the main cities in the colonies, Boston was a center of activity in colonial America. It was a central point for the anger over the creation of the Dominion of New England.





0 200 miles
0 200 kilometers
Albers Conic Equal-Area projection



Geography Skills

- 1. Interpreting Maps** What ethnic groups settled inland in the Pennsylvania area?
- 2. Applying Geography Skills** Why did the Dutch settle in a narrow region north of New York?

Africans No group in the American colonies endured lower status or more hardship than enslaved Africans. By about 1775, these unwilling immigrants and their descendants numbered about 540,000, roughly 20 percent of the colonial population.

Most lived on Southern plantations, where they worked long days and were subjected to beatings and brandings by planters. Planters also controlled enslaved Africans by threatening to sell them away from their families.

Family and religion helped enslaved Africans maintain their dignity. Some resisted by escaping to the North; others refused to work hard or lost their tools. In 1739 a group of Africans who lived near the Stono River in South Carolina rebelled against their white overseers and raced south toward Spanish Florida. The

militia quickly ended the **Stono Rebellion**, which took the lives of 21 whites and 44 Africans.

Reading Check Summarizing In what ways did Africans resist their enslavement?

The Enlightenment and the Great Awakening

During the 1700s, America came under the influence of two great cultural movements. One championed human reason, while the other stressed an intense, personal relationship with God. Both challenged traditional views of the social order.

During the 1700s in Europe, a period known as the **Enlightenment**, thinkers believed that people should



use reason and natural law to shape society. John Locke’s contract theory of government is an example of Enlightenment thinking. Locke also developed an influential view of human nature. He argued that people were not born sinful. Instead their minds were blank slates that would be shaped by experience and education. These ideas became very influential in American society.

While some Americans turned away from a religious worldview in the 1700s, others renewed their Christian faith. Throughout the colonies, ministers held **revivals**—large public meetings for preaching and prayer—where they stressed piety and being “born again,” or emotionally uniting with God. This widespread resurgence of religious fervor is known as the **Great Awakening**.

The Great Awakening reached its height around 1740 with the fiery preaching of **Jonathan Edwards** and **George Whitefield**. Churches soon split into factions. Those that embraced the new ideas—including Baptists, Presbyterians, and Methodists—won many converts, while older, more traditional churches lost members.

In the South, the Baptists gained a strong following among poor farmers. Baptists also welcomed Africans at their revivals and condemned slavery. Despite violent attempts by planters to break up Baptist meetings, about 20 percent of Virginia’s whites and thousands of enslaved Africans had become Baptists by 1775. The Enlightenment and the



History Through Art

The Great Awakening George Whitefield, pictured here standing, was one of the most famous ministers of the colonial religious revival. **Which religious denominations saw their memberships grow during the Great Awakening, and why?**

Great Awakening had different origins, but both emphasized an individualism that inclined American colonists toward political independence.

Reading Check **Determining Cause and Effect**
How did the Great Awakening affect the established order?

SECTION 5 ASSESSMENT

HISTORY Online | **Study Central™** To review this section, go to tarvol2.glencoe.com and click on **Study Central™**.

Checking for Understanding

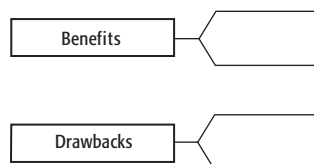
- Define:** mercantilism, Enlightenment, revival, Great Awakening.
- Identify:** John Locke.
- Explain** why the population of the American colonies increased dramatically in the 1700s.

Reviewing Themes

- Culture and Traditions** In what ways did the Enlightenment and the Great Awakening contribute to the independent spirit of American colonists?

Critical Thinking

- Analyzing** How did England’s Glorious Revolution influence the American colonies?
- Categorizing** Use a graphic organizer similar to the one below to explain the benefits and drawbacks of mercantilism for both England and the colonies.



Analyzing Visuals

- Analyzing Maps** Study the map of ethnic diversity in colonial America on page 68. In what areas were African immigrants most concentrated in the mid-1700s? Why do you suppose this concentration occurred?

Writing About History

- Descriptive Writing** Imagine you are a teenager living in the colonies around 1750. Keep a journal of your daily activities for one week.

Reviewing Key Terms

On a sheet of paper, use each of these terms in a sentence.

- 1. Puritan
- 2. enclosure movement
- 3. joint-stock company
- 4. privateer
- 5. burgesses
- 6. headright
- 7. proprietary colony
- 8. Separatist
- 9. Pilgrim
- 10. heretic
- 11. pacifism
- 12. debtor
- 13. cash crop
- 14. indentured servant
- 15. subsistence farming
- 16. slave code
- 17. entrepreneur
- 18. capitalist
- 19. triangular trade
- 20. mercantilism
- 21. Enlightenment
- 22. revival
- 23. Great Awakening

Reviewing Key Facts

- 24. **Identify:** John Smith, William Penn, Nathaniel Bacon, John Locke.
- 25. How did joint-stock companies help colonize North America?
- 26. What caused Roger Williams to leave Massachusetts and found the town of Providence?
- 27. Why did the English government seize New Netherland from the Dutch?
- 28. Why did Southern planters come to depend on enslaved labor?
- 29. Why did England pass the Navigation Acts?

Critical Thinking

- 30. **Analyzing Themes: Global Connections** How did events in Europe contribute to the development of the American colonies?

Chapter Summary

The American Colonies

Region	Geography	Economy	People and Society
New England Colonies	Coastal areas with good natural harbors; inland areas with dense forests; poor rocky soil and short growing season	Small farms, lumber mills, fishing, shipbuilding, and trade flourished; cities developed along coast.	Most people organized as congregations lived on farms; in the cities merchants controlled trade, artisans made goods, unskilled workers and enslaved Africans provided labor.
Middle Colonies	Fertile soil and long growing season; rivers ran into backcountry	Colonies grew large amounts of rye, oats, barley, potatoes, and wheat as cash crops to sell; cities developed on the coast.	Wealthiest people owned large farms and other businesses. Most farmers produced a small surplus. Tenant farmers rented land from large landowners or worked for wages.
Southern Colonies	Favorable climate and soil for agriculture; wide rivers made cities unnecessary	Tobacco, rice, and indigo grown on large plantations emerged as cash crops.	Wealthy elite controlled most of the land. Cash crops required a large amount of labor, which was supplied on large farms by indentured servants and enslaved Africans.

Self-Check Quiz

Visit the *American Republic Since 1877* Web site at tarvol2.glencoe.com and click on **Self-Check Quizzes—Chapter 2** to assess your knowledge of chapter content.

31. **Identifying Cause and Effect** How did the English Civil War affect the English colonies in North America?
32. **Forming an Opinion** Do you think slavery would have become entrenched in the South if the region's economy had not depended on cash crops and a large labor force? Why or why not?

Practicing Skills

33. **Understanding the Parts of a Map** Study the map of the Triangular Trade on page 63. Then use the skills described in the SkillBuilder on page 57 to answer the following questions.
 - a. What information is included on the green lines?
 - b. What do the arrows on the map indicate?

Geography and History

34. The map on this page shows colonization and exports in the Americas in 1750. Study the map and answer the questions below.
 - a. **Interpreting Maps** Which region produced diamonds?
 - b. **Applying Geography Skills** Which export products involved the use of enslaved persons? Why?

Chapter Activity

35. **Technology Activity: Using the Internet** Search the Internet for places to visit that provide insight into colonial life in America in the 1700s. Use the information to create a travel brochure titled "Visit Colonial America." Display the brochures in your classroom.
36. **American History Primary Source Document Library CD-ROM** Read John Winthrop's article "Views on Liberty" under *Colonial America*. Answer the Guided Reading questions with your classmates. Do you think Winthrop's comparison of the relationship of citizens and their officials to that of husbands and wives would be accepted in the United States today? Why or why not?

Writing Activity

37. **Portfolio Writing** New governments in the English colonies often offered incentives for settlers. Pretend you have decided to move to America. In which colony would you choose to settle? Write a letter to your family explaining your choice. Place the letter in your portfolio.



Standardized Test Practice

Directions: Choose the best answer to the following question.

Which of the following is true about the early colonies of Jamestown AND Plymouth?

- A Both colonies were started by people interested in establishing a new nation.
- B Both colonies suffered severe loss of life.
- C The primary source of income for both colonies was tobacco.
- D Both colonies were started by religious separatists.

Test-Taking Tip: The important word in the question is *and*. Look for an answer that applies to *both* colonies. For example, while it is true that the Pilgrims founded the Plymouth colony for religious reasons, the Jamestown founders were primarily looking for gold and adventure.