

## CHAPTER

# 3

1650–1763

# Colonial Life

### THE BIG PICTURE

For more than 100 years, England's colonies in America grew steadily.

Over time, the colonies developed their own economies, political systems, traditions of local government, and sense of self-reliance. But as time wore on, serious strains between the colonists and Britain began to appear.



## North Carolina Standards

### Social Studies Objectives

**1.03** Assess commercial and diplomatic relationships with Britain, France, and other nations.

### Language Arts Objectives

**2.01** Research and analyze ideas, events, and/or movements related to United States culture by:

- locating facts and details for purposeful elaboration.



### READING LIKE A HISTORIAN

Bostonians graze their cattle and enjoy some recreation on Boston Common in this 1750 embroidery. Beacon Hill, home to many prominent residents, can be seen in the background.

**Interpreting Visuals** In what ways do you think the city's common served the community?

See **Skills Handbook**, p. H30



**U.S.**



**1643**

Massachusetts, Plymouth, Connecticut, and New Haven colonies form the New England Confederation.

**1650**

**1651**

England passes the first of the Navigation Acts.



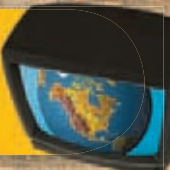
**World**





## History's Impact video program

Watch the video to understand the impact of the French and Indian War.



PHOTOGRAPH © 2005 MUSEUM OF FINE ARTS, BOSTON

**1691**

New charter makes Massachusetts, including Maine and Plymouth, a royal colony.

**1739**

British minister George Whitefield helps launch the Great Awakening with his preaching.



**1754**

The French and Indian War begins. Benjamin Franklin proposes the Albany Plan of Union to unite the colonies.

**1670**

**1685**  
Charles II dies; his brother James becomes king of England.

**1690**

**1701**  
England goes to war against Spain.

**1710**

**1715**  
After a reign of 72 years, King Louis XIV of France dies.

**1730**



**1750**

**1759**  
Invading British forces capture the French Canadian stronghold of Quebec.

**1770**

**1763**  
The Treaty of Paris ends the Seven Years' War in Europe.



## SECTION

# 1

# Political Life in the Colonies

## BEFORE YOU READ

### MAIN IDEA

British mercantilist policies and political issues helped shape the development of the American colonies.

### READING FOCUS

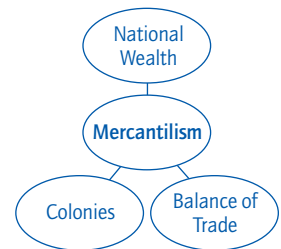
1. What is mercantilism?
2. How did the Glorious Revolution and the English Bill of Rights affect political developments in the colonies?
3. How did government in the colonies change under the policy of salutary neglect?

### KEY TERMS AND PEOPLE

mercantilism  
balance of trade  
Navigation Acts  
Dominion of New England  
William and Mary  
Glorious Revolution  
English Bill of Rights  
confederation  
salutary neglect

### TAKING NOTES

As you read, take notes about the main principles of mercantilism. Record your notes in a graphic organizer like the one shown here.



### THE INSIDE STORY

#### Why did molasses matter?

Colonial merchants and ship captains knew that the rugged coast of New

England had thousands of bays and coves where small boats could come ashore. That made it easy for smugglers to bring in goods and avoid certain British taxes. Smuggling made life much harder for British customs officials trying to enforce trade laws.

One of those trade laws was the Molasses Act of 1733. Molasses is a dark, sweet syrup made when raw sugar is processed. Colonists used it in cakes and pies and poured it over pancakes. Most important of all, molasses was distilled to make rum. Rum was the most popular drink in the colonies. The yearly consumption averaged more than

four gallons per person! Rum was also one of the northern colonies' most valuable products, and many gallons were exported every year.

The Molasses Act made the colonists furious. They bought about half their molasses and sugar from planters in the Caribbean. The new law put a high tax on imports of such foreign sugar. Its goal was to make the colonists buy sugar from the British West Indies. Instead, smuggling became so widespread that tax revenues dropped. British officials decided not to try to enforce the act. ■

## SMUGGLING MOLASSES

▼ A merchant ship loaded with goods is launched at Salem Harbor, Massachusetts.

PEABODY ESSEX MUSEUM, SALEM, MASSACHUSETTS

## Mercantilism

Colonists began smuggling because they felt England was taxing them unfairly. From the English perspective, however, taxing the colonies was a good way to make money. After all, profit was one of England's major incentives for establishing colonies in America.

The economic policy of **mercantilism** held that a nation's power was directly related to its wealth. The American colonies were valuable to England because the colonists could supply raw materials and could buy English goods. That would achieve another goal of mercantilism, a favorable **balance of trade**. Balance of trade is the relationship between a country's imports and exports. A country with a favorable balance of trade makes money by exporting more products than it imports.

To preserve its balance of trade, England had to prevent its colonies from trading with other nations. As a result, the interests of England and its colonies soon clashed. In theory, the mercantilist system could bring the colonies prosperity, too. The colonists, however, did not see it that way.

The English only wanted certain American products, such as fur and timber. But the colonies produced other goods, such as wheat and fish, that England did not want. In addition, colonists often could get better prices for their goods from the French, Spanish, or Dutch. They resented England's attempts to control what they could buy and sell.

**The Navigation Acts** Beginning in 1651, the English government passed several laws to control colonial trade and ensure the colonies

remained profitable—for England. Together, these laws are called the **Navigation Acts**.

The first act targeted trade with the Dutch. It said that all goods coming to England from Asia, Africa, or America must be carried in English ships. England did not strongly enforce this act, but it set a pattern for later laws.

In 1660 Parliament added a new provision: Not only must the ship be English, so must its captain and most of its crew. This act also listed a number of colonial products that could be sent only to England or another English colony.

Then in 1663, Parliament passed a new law. It required that almost everything being shipped to the colonies pass through England so England could tax these goods.

In 1673 Parliament tightened its control even more. Merchants now had to pay a tax, or duty, on certain goods—called “enumerated articles.” Parliament sent officials to the colonies to collect these taxes.

**Effects of the Navigation Acts** The Navigation Acts had mixed results for both England and its colonies. For England, the laws increased revenues, but at the same time it increased the costs of law enforcement in America. For the colonists, the demand for ships stimulated certain industries, such as lumber and shipbuilding. On the other hand, the Navigation Acts also meant more English involvement in colonial affairs.

Most colonists resented the Navigation Acts. Many ignored them, and many prominent merchants took part in smuggling.

### READING CHECK Identifying the Main Idea

What was the principal goal of mercantilism?

### ACADEMIC VOCABULARY

**incentive**  
motivational factor  
**prosperity**  
economic well-being

## Rising Tensions Between England and America, 1651–1689

### THE NAVIGATION ACTS, 1651, 1660, 1663, 1673

England passed laws restricting colonial trade:

- All goods coming to England had to be carried on English ships.
- Captain and most of the crew on the ship had to be English.
- Certain products could be shipped only to England.
- American merchants had to pay a tax on certain goods.

**Colonists' Reaction** Some colonists began smuggling goods and refusing to pay their taxes.



PEABODY ESSEX MUSEUM, SALEM, MASSACHUSETTS

QUICK FACTS



## The Glorious Revolution and the English Bill of Rights

The New England colonies, especially Massachusetts, did not behave as the English thought they should. When the English restored the monarchy under King Charles II, Puritans in Massachusetts at first refused to accept him as their king. Some even suggested that not all English laws applied to the colonies.

New Englanders also broke mercantilist laws that harmed their own economies. New England fishers competed with those from England. Some New Englanders began to compete with English manufacturers. The first successful ironworks in the colonies began at Saugus, Massachusetts, in 1646.

Royal officials looked for ways to control the colonies. First, King Charles took away Massachusetts' control over New Hampshire. In 1684, as the colony still refused to enforce the Navigation Acts, the king took back its charter and made it a royal colony.

**The Dominion of New England** King Charles II died in 1685. His brother James became king and tightened royal control even more. First, he created the **Dominion of New England**. It was a kind of supercolony that included all of New England, New York, and New Jersey. James's long-range plan was to divide and rule the rest of the American colonies in the same way.

The king appointed Sir Edmund Andros as governor of the Dominion. Andros was an experienced colonial governor but treated the

colonists as if they were disobedient children. His arbitrary decisions soon made people angry. He demanded the return of the colonial charters. Colonists saw the charters as basic to their political rights. The new Dominion had no elected assembly, only an appointed council.

Andros infuriated the colonists in other ways, too. In Puritan Boston, he ordered Anglican services to be held in the Old South Meetinghouse. Andros also strictly enforced the Navigation Acts. He imposed new taxes on land and on imported wine, rum, and brandy.

**The Glorious Revolution** Meanwhile, James II was making himself equally unpopular in England. James was a Roman Catholic who hoped to make England Catholic again. He also wanted an absolute monarchy.

James's daughters Mary and Anne were Protestant. But his second wife, a Catholic, gave birth to a son in early 1688. This made leaders in Parliament fear the beginning of a Catholic dynasty. So, they invited Mary and her Dutch husband, William of Orange, to become co-rulers of England. This change of leadership became known as the **Glorious Revolution**.

The Glorious Revolution was essentially peaceful. Although William came from Holland with an army, James's supporters quickly deserted him. The ex-king fled to France.

Before being crowned, **William and Mary** jointly accepted a document that became known as the **English Bill of Rights**. This historic document allowed Parliament to set limits on



Colonial leaders arrest Governor Andros.

## Rising Tensions, continued

### THE DOMINION OF NEW ENGLAND, 1685

To gain more control over the colonies, King James II created the Dominion of New England. The Dominion combined several northern colonies under the rule of a royal governor, Edmund Andros.

**Colonists' Reaction** Colonists were angry because they lost their colonial charters. Used to governing themselves, they resented the king's governor, Edmund Andros.

the monarchs' powers. It protected freedom of speech for members of Parliament and gave them control of taxes. Later, these ideas would influence American politics.

**Colonists' reactions** News of the Glorious Revolution reached America in the spring of 1689. It led to several small uprisings in the colonies. Colonial leaders in Massachusetts acted quickly. They arrested Andros and his government and sent them back to England. Almost a century later, John Adams wrote, "It ought to be remembered that there was a revolution here, as well as in England, and that we, as well as the people of England, made an original, express contract with King William."

That ended the Dominion of New England. Connecticut and Rhode Island got their charters back. A new charter in 1691 made Massachusetts a royal colony that included Maine and Plymouth. Although Massachusetts was a royal colony, its colonial assembly still had a voice in choosing the governor's council.

The Glorious Revolution also sparked a rebellion in New York. Many merchants, especially the Dutch, disliked the Navigation Acts. Others were unhappy that the colony had no elected assembly.

Royal officials in New York delayed the announcement of England's new rulers. But when word of Andros' arrest came from Boston, small farmers, city workers, and others joined a rebel government. In the end, royal rule returned to New York, but the colony was at last granted an elected assembly.

#### **READING CHECK** Identifying Supporting

**Details** How did Governor Andros provoke colonists' disapproval?

## Government in the Colonies

Local rebellions after the Glorious Revolution showed English officials that colonists would resist arbitrary rule like that of Andros. Some colonies regained their elected assemblies. On the other hand, many more were now under tighter control as royal colonies.

Some of the colonists insisted that, as English citizens, they had all the rights that citizens enjoyed in England itself. This was not true. In fact, the English Bill of Rights did not apply in the colonies. Still, the Glorious Revolution gave colonists ideas about their rights and self-rule.

**Steps toward self-rule** Since the first settlements, the colonists had claimed their rights as English citizens. Colonists had taken small steps toward self-government during the English Civil War. For example, Massachusetts coined its own money, the pine-tree shilling.

The colonies even made an early move toward unity. Several joined forces to form the United Colonies of New England, also called the New England Confederation, in 1643. A **confederation** is a group in which each member keeps control of its own internal affairs. They cooperate on other actions, such as defense.

**Neglect by England** The Glorious Revolution had shifted considerable power to Parliament. But Parliament dealt mainly with issues in England. The monarch and his or her officials made

King William and Queen Mary accepted the English Bill of Rights and jointly ruled England.

### THE GLORIOUS REVOLUTION, 1688

In England, William and Mary took the throne from King James II in a peaceful revolution.

**Colonists' Reaction** Colonists overthrew Governor Edmund Andros in 1689 and got their charters back.



## ACADEMIC VOCABULARY

**consisted** made up of

most colonial policy. In 1696 an agency known as the Board of Trade was set up to handle colonial affairs. The board consisted of royal councilors and other high officials.

The Board of Trade had many roles. It had a hand in the appointment of colonial governors. It wrote laws for the colonies and sent them to Parliament for passage. It could review laws passed by colonial legislatures. It worked with other agencies to enforce the Navigation Acts.

The colonies had some say in their own government. They had agents to present their point of view to the Board of Trade. Like modern lobbyists trying to influence Congress, they tried to protect their colony's interests.

Many English officials were involved in colonial policy, but they did not rule the colonies very strictly. The politician Edmund Burke later termed this situation **salutary neglect**. In other words, the colonies benefited by being left alone.

At the same time, England's attention began to turn away from the colonies. War with Spain broke out in 1701. Later, supporters of the ex-king James II tried to put one of his relatives back on the throne. Because England's attention was focused elsewhere, colonial governments gained some independence.

**Colonial governments in the 1700s** In the colonists' daily lives, local governments were more influential than faraway English officials. New Englanders held town meetings.

In other colonies, the county or parish was the unit of local government. Many colonists saw their elected assembly as a basic right.

Most colonial assemblies were modeled on the Parliament in London. They were bicameral, that is, with two houses. The governor's council was the upper house. The council had executive and legislative powers. It was also the supreme court of the colony.

The elected assembly was the lower house, much like Parliament's House of Commons. As the Commons gained power after the Glorious Revolution, colonial assemblies also won important rights. Members had freedom of speech in debates. Most importantly, they won the right to pass money bills. That meant the governor depended on the assembly for his salary.

Each colony had a governor. In royal colonies the governor was appointed by the monarch. In proprietary colonies, the proprietor chose a governor. Members of the governor's council were chosen in the same way. They were usually rich and influential men.

On paper, colonial governors had great power. They could veto acts of the assembly. They commanded military forces, made treaties, and chose many minor officials. On the other hand, they lacked ways of backing up their decisions. No doubt many kept in mind the fate of Governor Edmund Andros.

### READING CHECK

**Comparing** How were colonial assemblies similar to Parliament?

## THE IMPACT TODAY

### Government

Many New England communities still hold town meetings to discuss local matters. A few have even tried electronic town meetings, where citizens register their opinions via the Internet.

## SECTION 1 ASSESSMENT

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Online Quiz

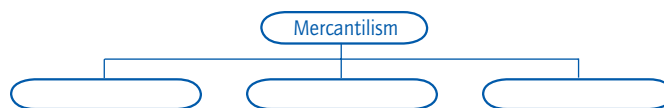
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### Reviewing Ideas, Terms, and People

- a. Identify** What were the principles behind the policy of mercantilism?  
**b. Summarize** What were the main provisions of the Navigation Acts?  
**c. Evaluate** Which benefited more from the Navigation Acts—England or the American colonies?
- a. Describe** What circumstances led to the Glorious Revolution in England?  
**b. Make Inferences** Why did colonists revolt in reaction to the Glorious Revolution?
- a. Recall** What early move toward unity did the New England colonies make in 1643?  
**b. Analyze** What was the effect of **salutary neglect**?

### Critical Thinking

- Analyzing** Copy the chart below and show the basic principles of mercantilism.



### FOCUS ON SPEAKING

- Expository** Suppose you are a merchant in New England. Explain why you are resisting English law and disobeying the Navigation Acts. Read your explanation aloud to the class.



## SECTION

# 2

# The Colonial Economy

## BEFORE YOU READ

### MAIN IDEA

A commerce-based economy developed in the northern colonies, while the southern colonies developed an agricultural economy.

### READING FOCUS

1. What were the characteristics of northern colonial economies?
2. What were the characteristics of southern colonial economies?
3. What was the impact of slavery in the colonies?

### KEY TERMS AND PEOPLE

triangular trade  
Middle Passage  
cash crop  
Eliza Lucas  
yeoman  
Olaudah Equiano  
Stono Rebellion

### TAKING NOTES

As you read, take notes

identifying the major products of the northern and southern colonies. Record your notes in a graphic organizer like the one shown here.

Northern Products	Southern Products

## Slavery in the Northern Colonies

▼ Phillis Wheatley was still enslaved when she published *Poems on Various Subjects, Religious and Moral*.

### THE INSIDE STORY

#### How did slavery affect the North?

The economies of the southern colonies came to depend on the work done by enslaved Africans.

They worked on the plantations of the South, growing tobacco, rice, and indigo. But slave labor was more widespread in the northern and middle colonies than most people realize. Enslaved Africans worked in homes, workshops, and farms in New England and throughout the middle colonies.

In addition, New England ship captains were major players in the slave trade with West Africa. Even Quaker merchants in Philadelphia owned slaves, and some took part in the slave trade. The first poet of African American ancestry was Phillis Wheatley, who was kidnapped in Africa at age 7 and bought as a slave by a Boston family. Her exceptional talents made her famous, and she later gained her freedom.

Enslaved workers in the North were a smaller percentage of the population than they were in the southern colonies. In New England the percentage was less than 5 percent, but it was higher in the middle colonies, where farms were larger. In the North, enslaved Africans more often lived in urban areas and worked as household servants or artisans. Some northern farms, however, were very large, with many African American workers. Most of the northern states began to abolish slavery gradually after the American Revolution, but in some places that process took many years. ■



THE GRANGER COLLECTION, NEW YORK



## Northern Colonial Economies

Agriculture was the main economic activity in colonial America. However, colonists often found that English crops and methods did not succeed in their new home. Climate, land, and other factors influenced farming in different regions. Those factors also steered some colonists into other ways of making a living.

**Farming** Much of the soil in New England was thin and rocky. The winters were long, and the growing season short. Many colonists practiced subsistence farming—growing just enough food for their own family. Some raised extra corn or apples or cattle to trade with their neighbors. There was rarely enough to produce an export crop.

Farther south, the middle colonies had better land and a milder climate. Farmers here grew enough wheat to sell grain and flour to other colonies and to send abroad. They also raised cattle and hogs for export.

The colonies' most productive farmers were the German colonists known as the Pennsylvania Dutch (from the word *Deutsch*, which means "German"). These settlers used fertilizer and crop rotation. As in Europe, women worked in the fields alongside men.

**Natural resources** For early colonists, North America's most valuable resources were its thick forests and the fur-bearing animals in them. Colonial traders got beaver furs and deerskins from Native American trappers.

The number of fur-bearing animals soon declined. Colonists turned to other resources, such as timber and fish. Lumber mills cut logs into planks, shingles, and siding for ships and houses. Timber was one of the raw materials that the colonies sent to England.

As a result of the Navigation Acts, many coastal towns became centers for shipbuilding. It was less expensive to build ships in the colonies than it was to build them in England. Shipyards built both merchant ships and small fishing boats. An estimated 33,000 colonists worked as shipbuilders, the largest single group in the work force.

Some of the fish catch was exported to Europe and the West Indies. The rest was eaten at home. New England sailors began the whaling industry in the early 1700s,



sailing from ports such as Nantucket. Whales provided oil for lamps as well as materials used in perfumes, candles, and women's corsets.

**Colonial industries** Under mercantilism, colonial industries were not supposed to compete with those in England. That discouraged the growth of industries. So did a shortage of capital for investment.

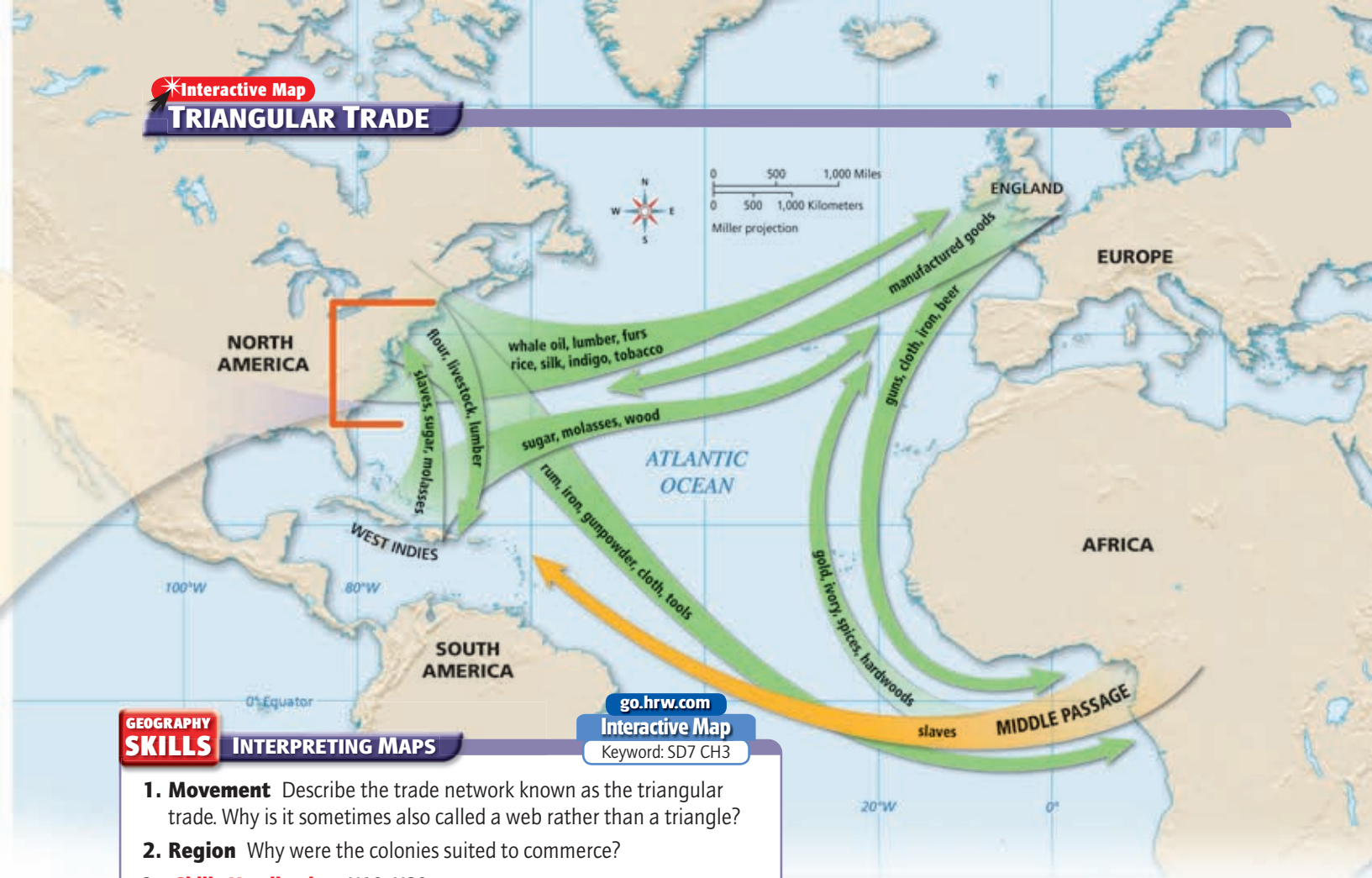
Because English goods were expensive, colonists made many things at home. Small industries developed. Mills, run by waterpower, ground grain into flour. Distilling rum and brewing other alcoholic beverages were major commercial activities. Ironworks developed where there were local supplies of iron ore. Other small companies made bricks, leather goods, and glass. Importing cloth from England was too expensive for many people, so cloth making became another small-scale industry. Families wove wool and linen cloth for personal use as well as for sale to merchants.

### THE IMPACT TODAY

#### Daily Life

Today the Pennsylvania Dutch are mostly Amish and Old Order Mennonites. These groups still travel by horse and buggy and farm using teams of horses. Their use of a variation of the German language is seen as a sign of humility and a way to keep the outside world at bay.

## TRIANGULAR TRADE

GEOGRAPHY  
SKILLS

## INTERPRETING MAPS

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## Interactive Map

Keyword: SD7 CH3

**1. Movement** Describe the trade network known as the triangular trade. Why is it sometimes also called a web rather than a triangle?

**2. Region** Why were the colonies suited to commerce?

See **Skills Handbook**, p. H19, H20

**Trade and commerce** Good harbors, inexpensive ships, and a tradition of seafaring encouraged the development of commerce. The port cities of Boston, New York, and Philadelphia were thriving centers of trade. Merchant ships from the colonies traded along the coasts and across the Atlantic. Traders also traveled the inland rivers.

The trade routes that linked the Americas, Europe, Africa, and the West Indies are often described as the **triangular trade**. In that triangle, ships carried rum from New England to Africa to trade for enslaved Africans. Traders shipped the Africans to plantations in the West Indies and traded them for sugar and molasses. Finally, traders shipped the sugar and molasses back to New England to be made into rum.

The term **Middle Passage** is the name used by historians to describe the horrific journey that enslaved Africans made across the Atlantic. The trip from West Africa to the Indies was the middle leg of the triangle.

Historians today, however, think that real trade patterns were not that simple. They believe the patterns were more like a spider web than a neat triangle. Coastal trade linked the colonies and the West Indies. The fertile mid-Atlantic colonies sent grain, fruits, and vegetables to other colonies. Northern merchants exported flour, fish, lumber, and manufactured goods to the West Indies.

The northern colonies sent furs and timber to England. Defying the Navigation Acts, they also sold fish, fruit, and meat in southern Europe and to other colonies in the West Indies that did not belong to England. The southern colonies sent other goods to England. Overseas trade grew quickly in the 1700s. By 1770, the value of exports had increased to nearly four times the value of exports in 1700.

**READING CHECK** Identifying the Main Idea

What factors helped trade become the basis for northern colonial economies?



## Southern Colonial Economies

Products from the southern colonies were very important in colonial trade. Still, the region remained rural, with economies based on agriculture. Unlike the northern colonies, only a few cities formed in the South.

The southern colonies produced valuable **cash crops**—agricultural products grown to be sold. One was tobacco, America's most valuable export. Indigo, a plant used to make a blue dye, and rice were also grown in the South. Southerners also produced naval stores—products such as rope, tar, and turpentine that were used to maintain wooden ships. There was great demand in England for these crops—and great profit to be made from them.

unskilled labor force that grows one cash crop, such as sugar or tobacco. The plantation system soon became widespread through much of the South. Eventually, a wealthy and influential class of planters emerged. These planters dominated southern society and politics.

Plantations needed workers, and this need encouraged the growth of slavery. A few huge plantations had hundreds of workers, either indentured servants or slaves. Most farms were smaller and had a work force of fewer than 30. The bulk of these workers labored in the fields, although men and women on large plantations performed other necessary tasks such as shoemaking, weaving, and carpentry.

**Rice and indigo** While tobacco was king in Virginia, rice and indigo were the dominant crops in South Carolina. The low-lying coastline and marshes of South Carolina proved ideal for growing rice. Some historians think that enslaved West Africans brought the knowledge of rice growing to America.

### ACADEMIC VOCABULARY

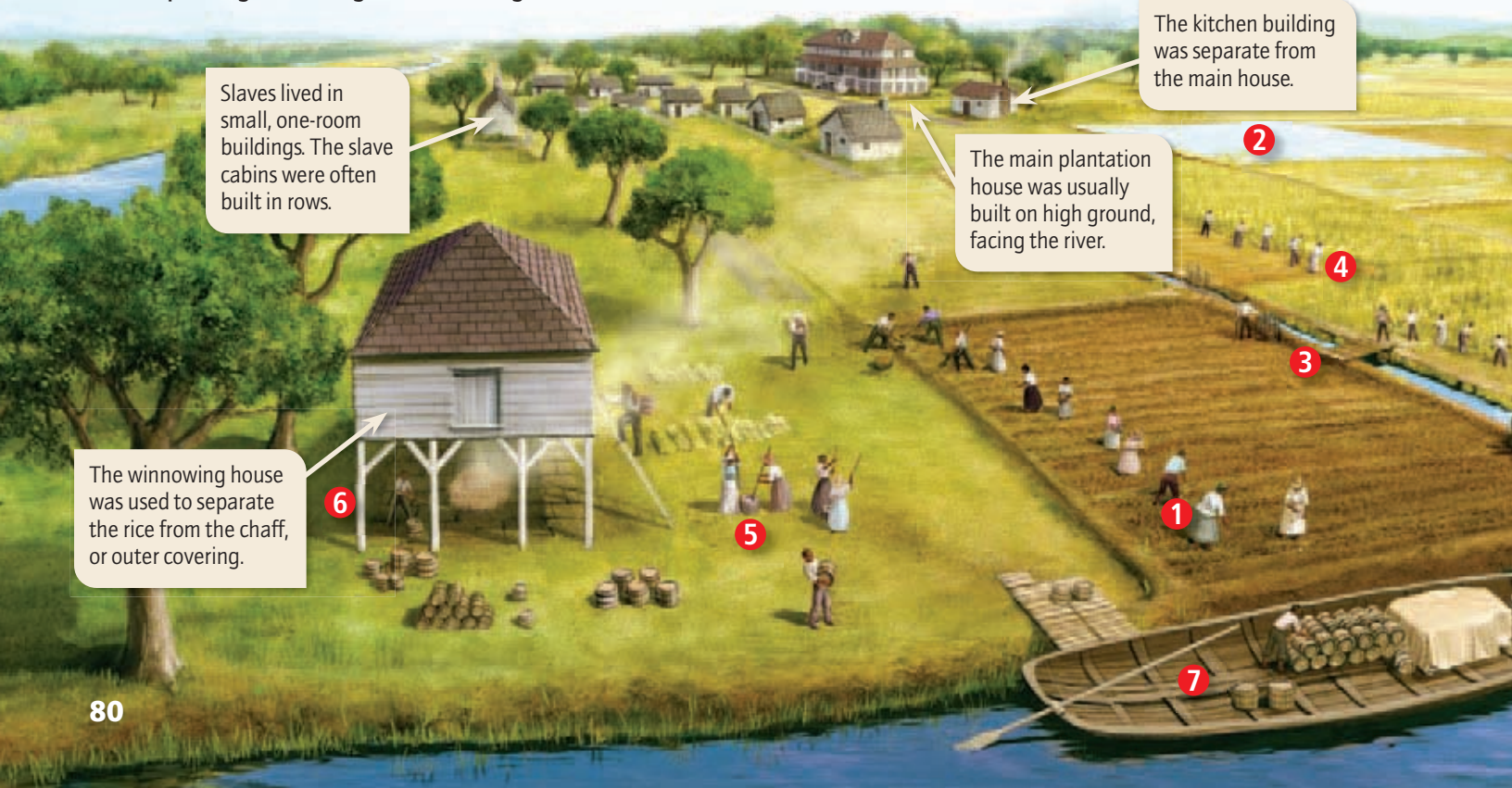
**maintain** keep in an existing state

**The plantation system** As tobacco became an increasingly important crop, a way of life known as the plantation system developed in Virginia and Maryland. A plantation is a large farm, usually in a warm climate, with an

### HISTORY CLOSE-UP

## South Carolina Rice Plantation, 1730–1750

On early rice plantations like this one, nearly all tasks were done by hand. Enslaved Africans performed the arduous work of planting, harvesting, and cultivating the rice.



Growing rice in swampy fields was difficult and dangerous. Mosquitoes bred in the wet coastal conditions, and they could carry malaria, a deadly disease. Free workers would not tolerate these conditions. Rice planters turned instead to enslaved Africans to do the work. Many enslaved Africans already knew successful methods of rice growing. In addition, many of them had more resistance to malaria.

The other major crop in South Carolina was indigo, a plant from the West Indies whose seeds were used to produce a deep blue dye. Indigo was widely used for military uniforms and men's coats.

The first successful indigo crop was grown in South Carolina by **Eliza Lucas**. In 1739 at about age 17, she was left to manage her father's plantations while he returned to military duty in the West Indies. Lucas experimented with crops such as ginger, figs, and indigo. She wrote about her experiences in 1740.

### Tasks on a Rice Plantation

- 1 Planting** Slaves planted rice by hand in the spring.
- 2 Watering** Rice is grown in flooded fields, so rice plantations were built near natural water sources.
- 3 Canal Building** Plantation owners had slaves construct canals to direct the water to the fields. Canals and floodgates controlled the flow of water to the rice fields.
- 4 Harvesting** Slaves harvested rice in the fall.
- 5 Pounding** Getting the rice ready to sell was hard work. First, slaves pounded the rice.
- 6 Winnowing** Then they brought it to the winnowing house, where they dropped it through a grating in the floor. The rice grains fell to the ground below and were collected. Later, rice mills did this task.
- 7 Shipping** The river also provided a way to transport rice to buyers.

#### Skills Focus

#### INTERPRETING INFOGRAPHICS

Early South Carolina rice plantations like this one were often built near natural water sources.

**Making Inferences** How did the location near the river help with growing rice?

See **Skills Handbook**, p. H18

#### HISTORY'S VOICES

“Wrote my Father a very long letter on his plantation affairs and . . . on the pains I had taken to bring the Indigo, Ginger, Cotton . . . and had greater hopes from the Indigo (if I could have the seed earlier next year from the West Indies) than any of the rest of the things I had tryd.”

—Letterbook of Eliza Lucas Pinckney, 1740

The new crop soon became profitable. Demand in England was so great that Parliament offered a bonus to indigo growers. By 1754 South Carolina exported a million pounds annually.

In 1744 Eliza Lucas married a widowed planter, Charles Pinckney. Their two sons became well-known politicians and soldiers. One was a signer of the Constitution.

**Small farms** Southern economies rested on the plantation system and its valuable crops. Most farmers did not live on plantations, however, but on small farms. Even small farmers sometimes had a few enslaved Africans who worked in the fields alongside them.

These independent **yeoman** (YOH-muhn) farmers raised livestock and exported beef and pork. They grew corn, wheat, fruit, and vegetables for the home market. Small-scale farmers also grew tobacco but had to sell it through the large planters.

**READING CHECK Contrasting** How did the plantation system differ from the work patterns of yeoman farmers?

## The Impact of Slavery

English and Spanish settlers needed workers for their plantations and haciendas. Some colonists tried to enslave Native Americans. Due to disease and other problems, such efforts often failed. In the 1600s, indentured servants from England and Europe supplied most labor in the colonies. But former indentured servants began to pose problems in the colonies. Eventually, colonists came to depend on the work of enslaved Africans instead.

**The African slave trade** By the 1600s Portugal, Spain, France, Holland, and England were involved in the trans-Atlantic slave trade. Most captured Africans were taken to colonies in the Caribbean and South America, then to



## FACES OF HISTORY

### Olaudah Equiano

1750–1797



Born in western Africa in present-day Nigeria, Olaudah Equiano was taken from his family at the age of 11 and sold into slavery.

African slave traders forced Equiano onto a slave ship sailing to the Caribbean and then to Virginia. A lieutenant in the British navy purchased Equiano from a Virginia planter. Working on ships under the command of his slaveholder, Equiano eventually earned enough money to buy his freedom in 1766. As a free man, Equiano traveled as a missionary and spoke out against slavery. He visited many countries in Europe, Latin America, and Africa, and also traveled to India. In 1789 Equiano published his autobiography, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*. By describing the horrors of the Middle Passage, Equiano's book encouraged readers to call for an end to slavery.

**Explain** How did Equiano fight slavery?

North America. Only a small percentage—perhaps 5 percent—came directly to the North American colonies.

Some Africans who later gained freedom described the horrifying conditions of the passage across the Atlantic—the dreaded Middle Passage. Kidnapped Africans were chained together in dark, foul-smelling quarters below the decks of the ship. Some ship captains tried to keep their prisoners healthy to make them more valuable. Others packed men, women, and children into such a small space that they could not sit or stand.

One African, **Olaudah Equiano**, later wrote about the horrific conditions on a crowded slave ship.

#### HISTORY'S VOICES

“The closeness of the place, and the 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.”

—Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*, 1789

Three of his companions threw themselves overboard, choosing death by drowning over slavery. When Africans arrived in the Americas, they faced still more terrors—the auction block and an uncertain future.

**Slavery in North and South** The number of Africans in the English colonies grew quickly during the 1700s because of births as well as the slave trade. By 1760 the African population was about 250,000—10 times greater than it had been in 1700.

The agricultural economy determined where most Africans lived. Percentages were smallest in New England, Pennsylvania, and Delaware, where most people were independent yeoman farmers. There, Africans lived mainly in cities and worked as servants or artisans.

Because the Dutch had been active in the slave trade, New York and New Jersey had larger African populations. Many were skilled craftworkers such as carpenters, shoemakers, and barrel makers.

Populations of enslaved Africans were largest in colonies with plantation agriculture. In parts of Virginia and Maryland, they made up as much as 30 percent of the population. North Carolina, with its many small farms, still had a sizable population of enslaved Africans.

In South Carolina, the large demand for workers on rice plantations caused the population of enslaved Africans to grow dramatically. By the mid 1700s, there were approximately twice as many enslaved Africans as whites in South Carolina.

**Why slavery continued** As you read earlier, the first Africans arrived in colonial Virginia in 1619. Many African workers were treated as indentured servants at first. Gradually, their terms of indenture grew longer until they lasted a lifetime. While white servants were freed, black servants often were not. Under the laws of several colonies, they lost other rights as well.

The line dividing blacks and whites became sharper, partly because the English settlers considered themselves naturally superior to the enslaved Africans. By the mid-1600s in Virginia and Maryland, most African servants were servants for life. Their children also became servants for life.

Historians disagree about why slavery continued for so long in the Americas. For planters, slave labor had obvious economic advantages. It cost less to hold slaves than to pay the expenses of indentured servants. The children of enslaved Africans supplied the next generation of workers. Also, the number

of people who chose to take up indentures dropped steadily in the late 1600s.

Nevertheless, the institution of slavery troubled some colonists. But others justified the practice by pointing out that Africans themselves captured and sold their own people. Still others, such as Virginia colonist Peter Fontaine, justified slavery for economic reasons.

#### HISTORY'S VOICES

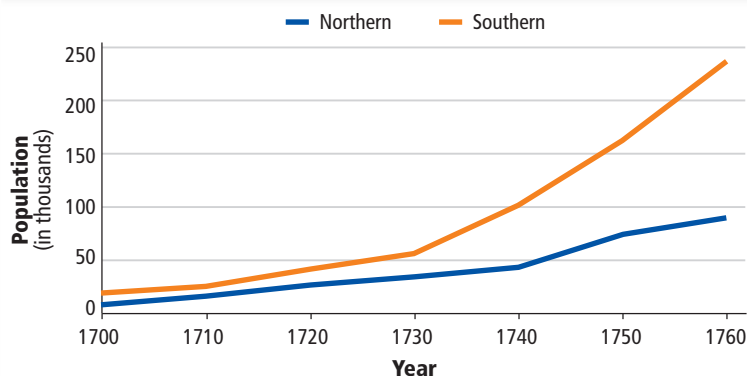
“... to live in Virginia without slaves is morally impossible. Before our troubles, you could not hire a servant or slave for love or money, so that, unless you are robust enough to cut wood, to go to mill, to work at the hoe, etc., you must starve. . . This of course draws us all into the original sin and curse of the country of purchasing slaves.”

– Letters of Peter Fontaine, 1757

**Resisting slavery** Writers at the time often portrayed enslaved Africans as contented and obedient. In fact, however, many enslaved Africans physically resisted brutal treatment and abuse. Others protested by committing small acts of sabotage, such as burning a barn or breaking tools. Some ran away but were often recaptured and killed or severely punished.

Southern planters lived in fear of slave revolts. Small-scale rebellions were frequent. The major revolt in the colonial period is known as the **Stono Rebellion**. In 1739 about 100 enslaved Africans in South Carolina took weapons from a firearms shop and killed several people before they were apprehended.

#### AFRICAN POPULATION IN THE COLONIES, 1700–1760



Source: Historical Statistics of the United States

#### Skills Focus

#### INTERPRETING GRAPHS

Summarize the growth in African population in the northern and southern colonies as described by this chart. What was the difference in African population by 1760?

See **Skills Handbook**, p. H17

Some skilled artisans escaped slavery by buying their freedom. They hired out their labor, gradually earning and saving enough money to buy freedom for themselves. Sometimes they earned enough to buy freedom for their families as well.

#### READING CHECK

#### Identifying Cause and Effect

Why did the use of indentured servants decline, while slavery continued?

## SECTION 2 ASSESSMENT

go.hrw.com

Online Quiz

Keyword: SD7 HP3

### Reviewing Ideas, Terms, and People

- Describe** What is meant by the triangular trade?
  - Contrast** Why did agriculture in the middle colonies differ from that in New England?
  - Evaluate** In what ways was the ocean valuable to economies in the northern colonies?
- Identify** What were the four major exports of the southern colonies?
  - Explain** Why did southern economies remain rural and agricultural?
  - Predict** How would the value of tobacco and rice exports influence slavery in the southern colonies?
- Describe** What was the Middle Passage?
  - Sequence** Trace the changes that took place in the labor force in the American colonies in the 1600s and 1700s.

### Critical Thinking

- Comparing** Copy the chart below and list the major products and activities in the economies of the northern and southern colonies.

Northern Colonies	Southern Colonies

#### FOCUS ON WRITING

- Descriptive** As a new immigrant from England to the American colonies, write a letter home explaining which colony you would like to live in and why.



# SECTION 3

## America's Emerging Culture

### BEFORE YOU READ

#### MAIN IDEA

Enlightenment ideas and the Great Awakening brought new ways of thinking to the colonists, and a unique American culture developed.

#### READING FOCUS

1. What impact did the Enlightenment have in the colonies?
2. How was the Great Awakening significant?
3. How did the colonies become more diverse in the 1700s?
4. What was life like in colonial America?

#### KEY TERMS AND PEOPLE

Benjamin Franklin  
Enlightenment  
social contract  
Great Awakening  
Jonathan Edwards  
George Whitefield

#### TAKING NOTES

As you read, take notes on the effects of different factors on colonial society. Record your notes in a graphic organizer like the one shown here.

Factor	Effects
Enlightenment	
Scientific Revolution	
Religious Revival	
Religious Diversity	

## Benjamin Franklin's Humble Beginnings

### THE INSIDE STORY

**What was Benjamin Franklin like as a young man?** People today remember Benjamin Franklin as one of the most famous

Americans in history. But in 1723 he was just a 17-year-old printer's apprentice, trying to get away from a harsh older brother. As a boy, Franklin wanted to go to sea, but his father did not approve. Franklin did not want to join his father's candlemaking business, either. Since he loved to read, he was finally apprenticed to his older brother as a printer. The job suited him, but he and his brother did not get along. When Franklin decided to leave, his brother made sure that no other printer in Boston would hire him. So the young Benjamin Franklin set off alone for the big city—colonial Philadelphia.

Franklin made his way to Philadelphia by boat. Years later, in his *Autobiography*, he made fun of his first appearance in the city: "I was in my Working Dress . . . I was dirty from my Journey; my Pockets were stuff'd out with Shirts & Stockings." He had no idea of prices in the city. For three pennies at a bakery, he was surprised to get "three great Puffy Rolls." With two bread rolls under his arm, Franklin strolled down the street eating the third. He finally gave the others to a woman and child he had met on the boat. Soon, Franklin found work with a printer. It was the beginning of an amazing career. ■

► **Young Benjamin Franklin, newly arrived in Philadelphia**



## The Enlightenment and the American Colonies

In the 1400s the Renaissance had changed Europeans' outlook on the world. Similarly, in the late 1600s, new ways of thinking changed ideas about government and human rights. These new ways of thinking gave rise to a European movement called the **Enlightenment**. Because the Enlightenment emphasized a search for knowledge, the period is also known as the Age of Reason.

**The Scientific Revolution** A revolution in science in the 1500s and 1600s helped lay the foundation for the Enlightenment. Using what is now called the scientific method, scientists used observation and experiments to look for natural laws that governed the universe.

For example, Sir Isaac Newton showed that certain physical laws—such as the force of gravity—seemed to operate everywhere in the universe. Other scientists looked for order and method in nature. The Swedish scientist Linnaeus devised a method for classifying plants and animals that is still the basis for scientific names today.

**The Enlightenment in Europe** Thinkers in Europe, especially in France and England, admired this new approach to science. They thought that logic and reason could also be used to improve society, law, and government.

In England, the philosopher John Locke wrote in defense of the Glorious Revolution. In his *Two Treatises of Government* (1690), he said that it was the duty of government to protect the citizens' natural rights. These natural rights were life, liberty, and property.

Locke also said that in a civil society, people had a **social contract** with their government. The social contract theory held that if a government (or ruler) did not protect citizens and their rights, then the people were justified in overthrowing the government.

In France, social critics admired English rights and freedoms. English laws limited the power of the ruler, while France still had an absolute monarchy. To limit the French monarchy, the Baron de Montesquieu (MOHN-tehs-kyoo) suggested that the powers of government be divided. This would prevent any person or group from gaining too much power.

### KEY POLITICAL THINKERS OF THE EUROPEAN ENLIGHTENMENT



<b>John Locke</b> <i>Two Treatises of Government</i> (1690)	Developed a theory that government should protect citizens' natural rights, which included life, liberty, and property. Wrote that government and the people were bound by a social contract
<b>Baron de Montesquieu</b> <i>The Spirit of the Laws</i> (1748)	Outlined theories of government, including a republican democracy in which power would be divided to avoid tyranny
<b>Jean-Jacques Rousseau</b> <i>The Social Contract</i> (1762)	Argued that true democracy would require many people to share political power

Many Enlightenment thinkers were deists, who believed in God but not in traditional Christian teachings. They questioned the authority of any church to persecute those who did not accept its teachings. The French writer Voltaire used satire and wit to make fun of intolerance and prejudice.

Enlightenment philosophers such as Jean-Jacques Rousseau wanted to apply their ideas to education, which they believed would improve society. Others sought reforms in criminal justice and in conditions for the poor.

**The Enlightenment in America** The ideas of the Enlightenment began in the educated upper classes of Europe but soon spread beyond the European continent. Locke in particular was widely read in the American colonies. His ideas influenced Thomas Jefferson and Benjamin Franklin, among others. Jefferson used Locke's theories in 1776 when he wrote the Declaration of Independence:

#### HISTORY'S VOICES

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

—The Declaration of Independence, 1776

Other early American leaders used Enlightenment ideas when they drafted the United States Constitution.



## FACES OF HISTORY

## Benjamin Franklin

1706–1790



One of the most famous Americans in history, Benjamin Franklin was a man of many talents. He worked as a printer, publisher, author,

inventor, scientist, politician, and diplomat. In all of these roles he helped shape American history.

As an inventor and scientist, Franklin exemplified the Enlightenment ideals of science and reason. His curious mind led him to invent bifocal glasses and the lightning rod, among other things. As a politician, Franklin helped draft the Albany Plan of Union and revised the first draft of the Declaration of Independence. During the American Revolution, Franklin served as a diplomat. Then at age 81, he was the oldest delegate at the Constitutional Convention.

**Evaluate** Why do you think Benjamin Franklin is one of the most famous Americans in history?

## ACADEMIC VOCABULARY

**displaced** took the place of

Both Benjamin Franklin and Thomas Jefferson were interested in science and invention, applying reason to ask questions and find answers. Franklin was typical of the Enlightenment ideal of self-improvement and optimism. While still a printer's apprentice, he spent half his money on books, including one by Locke.

Enlightenment thinkers questioned common beliefs and deep-rooted superstitions. Benjamin Franklin, for example, did many experiments with electricity. In the most famous experiment, he flew a kite in a thunderstorm to prove that lightning was a form of electricity. Franklin was then able to collect the electricity from the lightning and conduct experiments with it. These experiments made him famous as a scientist, but they were controversial, too. Some people still did not believe that lightning was a form of electricity.

## READING CHECK

**Comparing** What was the connection between science and the Enlightenment?

## The Great Awakening

Enlightenment ideas also led some people in the colonies to question long-accepted religious beliefs. They looked for rational, scientific explanations for how the universe worked.

At the time, many Christian denominations taught that human beings were essentially

wicked. Only God's grace or their own faith and good works could save them. Most Enlightenment thinkers, however, believed humankind was essentially good, or at least capable of learning to be good.

**Changes in religious attitudes** Such Enlightenment ideas disturbed the traditional religious establishment. Strict groups, such as the Puritans, were dismayed by the growing tolerance for other beliefs. Even in the 1700s, Puritan New England still appeared very strict to people in other colonies. But the Puritans themselves were already worried about the decline of religious fervor in their communities. Church membership was declining.

In addition, many colonies were becoming prosperous from business and trade. Some religious leaders worried that material values and concern for making money had displaced spiritual values. Clergy looked for new ways to bring people back to the church. That set the stage for one of the great social movements in American history.

**A revival of religion** That movement was a religious revival in the colonies known as the **Great Awakening**. Beginning in New England and New Jersey in the 1720s and 1730s, the Great Awakening eventually swept through all the colonies. One of its leaders was the Puritan minister **Jonathan Edwards**. Emphasizing the individual's personal relationship with God, Edwards appealed to his listeners' fears and emotions. His most famous sermon painted a terrifying picture of the agonies that sinners would suffer if they did not repent.

Like so many other American thinkers of the time, Edwards was influenced by the philosophies of men such as John Locke and Sir Isaac Newton. Like them, Jonathan Edwards valued rational thought. His fiery sermons displayed his belief in the rational, or logical, aspects of religion.

In 1739 a British Methodist minister, **George Whitefield**, traveled to America. As he had done in England, Whitefield held open-air meetings that were intended to move audiences to feel the religious spirit. Thousands came to hear him. Whitefield preached his way through the colonies. Unlike Edwards, he did not frighten his audiences, but his strong voice moved people to cry and confess their sins.

## PRIMARY SOURCES

### Sermon

In this 1741 sermon, clergyman Jonathan Edwards asked people to think about how God views their sinful acts.

Edwards used vivid images to stir his listeners' emotions and imaginations.

**Skills  
FOCUS**

#### READING LIKE A HISTORIAN

- 1. Analyzing Primary Sources** What imagery does Edwards use to describe his view of God's relationship with sinners?
- 2. Contrasting** How does this sermon bring forth the idea of both God's anger and his forgiveness?

See **Skills Handbook**, pp. H10, H28–H29

"The God that holds you over the pit of hell much as one holds a . . . loathsome insect over the fire abhors [hates] you, and is dreadfully provoked; his wrath toward you burns like fire; he looks upon you as worthy of nothing else but to be cast into the fire; he is of purer eyes than to bear you in his sight; you are ten thousand times more abominable [horrible] in his eyes than the most hateful venomous serpent is in ours. You have offended him infinitely more than ever a stubborn rebel did his prince, and yet it is nothing but his hand that holds you from falling into the fire every moment."

Great Awakening preachers believed that people would turn toward evil without the help of God.

Although Benjamin Franklin and George Whitefield did not agree about religion, they became good friends. In his *Autobiography* Franklin describes one of Whitefield's crowded meetings in Philadelphia:

#### HISTORY'S VOICES

"He had a loud and clear Voice, and articulated his Words & Sentences so perfectly that he might be heard and understood at a great Distance . . . He preached one evening from the top of the Court House Steps . . . I computed that he might well be heard by more than Thirty-Thousand."

—*The Autobiography of Benjamin Franklin, 1793*

The Great Awakening led to an increase in church membership in the 1700s. It also resulted in the growth of new Protestant denominations in America. Puritan beliefs formed the basis of the Congregational Church. By the mid-1700s, the evangelistic movements of the Great Awakening helped the Methodist, Baptist, and Presbyterian churches to become well established.

The Great Awakening had other key effects on the colonies. Although its leaders sometimes disagreed on religious matters, overall the Great Awakening still forged one of the

first links uniting the colonies. It also led to the creation of several respected centers of learning, including Princeton, Brown, and Rutgers colleges, as well as Dartmouth College.

#### READING CHECK

**Summarizing** How did the Great Awakening influence religious attitudes in the colonies?

### The Colonies Become More Diverse

The first colonists in New England, Virginia, and the Carolinas came primarily from England. Other colonies, especially New York and Pennsylvania, attracted people from more diverse backgrounds. Dutch influence remained strong in New York.

**Non-English colonists** In the early 1700s, large numbers of Scots and Scots-Irish (Scots from Northern Ireland) emigrated to the colonies. They settled mainly in the middle colonies and the Carolinas and were pioneers in settling the mountainous back country. Mostly strict Presbyterians, they had little love for the



## THE IMPACT TODAY

### Daily Life

Today, New York's population is 11 percent African American, 10 percent Puerto Rican, 9 percent Italian, 5 percent Irish, 5 percent Dominican, and 4.5 percent Chinese. The city also includes the nation's largest Jewish community.

English government. They were always ready to fight for their political rights.

Religious unrest in Europe and religious tolerance in the colonies attracted Germans, French Huguenots, and Jews to America. Many German colonists were skilled farmers and artisans. They established weaving mills, ironworks, and glassworks. French colonists also brought their craft and scientific skills to the colonies. Jewish communities grew up in the cities of Newport, Philadelphia, New York, and Charleston.

**The new American** As often happens, it took a newcomer to recognize what America was becoming. Hector St. John de Crèvecoeur (krehv-CUHR) was a French immigrant who looked carefully at his adopted country.

### HISTORY'S VOICES

“What then is the American, this new man? He is neither an European, nor the descendant of an European . . . He is an American . . . Here individuals of all nations are melted into a new race of men, whose labours and posterity will one day cause great changes in the world.”

—*Letters from an American Farmer*, 1782

### READING CHECK

#### Identifying the Main Idea

Describe the growing ethnic, religious, and occupational diversity in colonial America.

## Life in Colonial America

Early English settlers, along with newcomers from many countries, were creating a new American culture. As Hector St. John de Crèvecoeur had noticed, it was not English or European, but something new.

**Colonial cities** Colonial cities were lively, exciting places. Some had streets paved with cobblestones and sidewalks lit by oil lamps. Ships from foreign ports anchored in the harbors. People waited eagerly for letters from relatives. They also enjoyed the latest English newspapers and magazines with gossip and drawings of new fashions.

Many colonial cities had libraries, bookshops, and impressive public buildings. City dwellers could go to plays or concerts. They shopped in markets for country produce and luxury goods from Europe. Schools taught music, dancing, drawing, and painting as well as more traditional academic subjects.

In some ways, city life was easier for women than rural life was. They were freed from the hard work of farming, such as milking cows or working in their gardens, even though they still had many daily household tasks to perform. Women in more prosperous households had more time for reading and writing. Both men

## American Civil Liberty

### Freedom of the Press

Freedom of the press was not an English tradition. Instead, it developed in the American colonies. In 1734 a New York printer named John Peter Zenger printed several newspaper articles in the *New York Weekly Journal* criticizing the royal governor. Officials burned the paper and arrested Zenger.

Under English law, Zenger could have been found guilty simply for publishing the articles. But Zenger's lawyer, Andrew Hamilton, argued that the articles could not be considered libel—an unlawful attack of character—if they were true. He insisted that the jury's decision could potentially “affect every freeman that lives under a British government on the mainland of America.”

The judge tried to uphold the law as written, but the jury agreed with Hamilton and freed Zenger. The case of *Crown v. Zenger* was an important step towards freedom of the press. The precedent it set eventually led to the acceptance of truth as a defense in cases of libel.

**Identifying Cause and Effect** How did the *Zenger* case influence the British colonies?



This tapestry commemorates both the *Zenger* case and victory for a free press.

THE METROPOLITAN MUSEUM OF ART

and women spent many hours writing letters to keep in touch with friends and family.

**Popular culture** People in colonial America worked hard but had time for play, too. Many got their work done in sociable ways, such as in quilting bees or barn raisings. Northern colonists went ice-skating and sledding in winter. Others enjoyed horse racing and hunting.

People made their own entertainments. Visiting neighbors was a favorite pastime. Social events in the colonies often included getting together with neighbors to dance or listen to music.

**Colonial communications** Printers in the colonies were also publishers. They printed and distributed newspapers, books, advertisements, and political announcements. The first American printer set up a printing press in Cambridge, Massachusetts. In 1640 he published the *Bay Psalm Book* for use in Puritan church services.

Communications were slow between the colonies and with England. Letters to England went by ship, taking many weeks. The ever-inventive Benjamin Franklin helped improve the postal service between colonies. The postal service also carried newspapers.

Influential newspapers were published in Boston, New York, and Philadelphia. Printing was so expensive, however, that only the most pertinent information was included in their pages. This usually meant that classified advertisements and reports of crop prices filled most columns of colonial newspapers.

Some newspaper publishers were careful not to disagree with royal officials, but others were bolder. In 1734 British royal officials arrested publisher John Peter Zenger for printing material critical of the New York governor. In the court case that followed, Zenger won the first important victory for freedom of the press in the American colonies. (See American Civil Liberty on the opposite page.)

**African American culture** In spite of the difficulties of their lives, enslaved Africans created their own culture and society. This was especially true on larger plantations. Their community grew to include others nearby.

African Americans tried to build a strong family structure. But the realities of slavery

split husbands and wives, parents and children, who were often sold separately and sent away. Kinship networks had always been important in many African cultures. Now they became essential as a way of looking after those who had lost their real families.

Religion was another strength of the community. Many African Americans were Christians but also kept older African beliefs. The slave community preserved music and dance traditions as well. African music, foods, and other traditions gradually became a part of American culture.

**READING CHECK Summarizing** In what ways were African families in the colonies affected by slavery?

**SECTION 3 ASSESSMENT**

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**Online Quiz**  
Keyword: SD7 HP3

### Reviewing Ideas, Terms, and People

- Define** What was the **Enlightenment**?
  - Explain** What was John Locke's view of the relationship between people and government?
  - Elaborate** How did Locke's ideas influence British colonists in North America?
- Identify** Who was **George Whitefield**, and why was he important?
  - Compare** How did **Jonathan Edwards** and Whitefield differ in their appeals to colonial audiences?
  - Evaluate** What influence did the **Great Awakening** have on colonial religion?
- Recall** Where did the Scots-Irish settle in the colonies?
  - Make Generalizations** What skills did later immigrants bring to the colonies?
- Recall** What kinds of entertainment were popular in the American colonies?
  - Compare** How did the issues in Zenger's trial compare with the issues in the arrest of Edmund Andros?

### Critical Thinking

- Analyzing** Copy the chart below and then list the different influences on colonial culture.



### FOCUS ON WRITING

- Expository** Write a letter to the editor of a colonial newspaper. Explain why you think that it was right or wrong for John Peter Zenger to criticize a royal official.



SECTION  
**4**

# The French and Indian War

## BEFORE YOU READ

### MAIN IDEA

The French and Indian War established British dominance in North America but put a strain on the relationship with the colonists.

### READING FOCUS

1. How did France develop an empire in North America?
2. Why did Spain and England clash in North America?
3. What were major events in the French and Indian War?
4. What were the effects of the French and Indian War on all those involved?

### KEY TERMS AND PEOPLE

George Washington  
Iroquois League  
Albany Plan of Union  
William Pitt  
Treaty of Paris  
George Grenville  
Pontiac  
Proclamation of 1763

### TAKING NOTES

As you read, take notes

on the major events and battles of the French and Indian War, 1754–1763. Record your notes on a graphic organizer like the one shown here. You may need to add more rows.

Major Event or Battle	Date

## First Steps to FAME?

### THE INSIDE STORY

*What will the French say?* A small expedition set out on horseback from Virginia in October

1753. It included four frontiersmen, two translators, and one 21-year-old major in the Virginia militia. The officer's name was **George Washington**. On orders from King George II, the governor of Virginia had sent Washington to the Ohio Valley to warn the French that they were on British lands and must leave.

The group traveled north through snow and rain to a French fort near Lake Erie. The French officers greeted Washington formally, but they said no to the king's message. Now Washington had to get home to Virginia in mid-winter.

A few months later, in the spring of 1754, Washington was sent back with a company of soldiers. The Virginians built a small log fort, Fort Necessity, near the French stronghold of Fort Duquesne, but they were badly outnumbered. When a much larger French force attacked, Washington had to surrender. 🚩



## France in North America

The first permanent French settlement in North America was a fur-trading post started in 1608 at Quebec by Samuel de Champlain. Later that century, La Salle claimed the Mississippi basin for France. He named the region Louisiana, after the French king Louis XIV.

To protect the fur trade, Champlain made alliances with the Algonquians and Hurons. In 1609 the French helped those allies in raids against the Iroquois Mohawks.

Instead of building towns along the coast, French fur traders and missionaries traveled deep into the interior. They formed close ties with Native American fur trappers. Traders lived in Native American villages, learned their languages, and married local women.

As early as the 1600s, English and French traders in the Great Lakes region fought over the fur trade. They also clashed over the rich fishing grounds off Nova Scotia and over islands in the Caribbean.

France had built outposts from the Great Lakes to the Mississippi Valley by the early 1700s. French forts at Detroit, Niagara, Kaskaskia, and New Orleans bordered the English colonies to the west.

While the French were forming alliances with Native Americans, the English were doing the same thing. The power struggle between the two nations and their allies meant constant battles along the frontier.

### READING CHECK Identifying the Main Idea

What was the basis of the economy in France's colonies in America?

## Spain and England Clash

Spain and England clashed in North America, especially in the area known as La Florida. It included much of Georgia and South Carolina, the Florida peninsula, and land along the Gulf Coast.

Spain wanted its territory in La Florida as a defense against France and England. La Florida did not have gold, silver, or particularly fertile soil. But holding this territory allowed Spain to guard the sea routes for Spanish treasure ships returning from Mexico.

In the late 1500s, Franciscan friars began to establish missions along the Atlantic coast. By the mid-1600s, the Spanish were operating nearly 40 missions in Florida and Georgia.

As English colonies expanded southward, they threatened the Spanish missions and settlements. Carolina slave raiders began to attack the Spanish missions. By 1700 the Spanish presence in Florida had been reduced to the areas of St. Augustine and Pensacola.

### READING CHECK Contrasting

How did Florida differ from Spain's colonies in Mexico?

## The French and Indian War

The French and Indian War lasted from 1754 to 1763 and became part of a larger war between France and Great Britain called the Seven Years' War. War between France and Great Britain broke out in the colonies first, then spread to the European continent. The French joined with Native Americans to attack the British in North America. Spain and its colonies were also involved.

### THE IMPACT TODAY

#### Government

Before 1707 England and Scotland were officially separate nations. In 1707 they joined together as the Kingdom of Great Britain. Today the nation is known officially as the United Kingdom of Great Britain and Northern Ireland. The United Kingdom includes England, Scotland, Wales, and Northern Ireland.

Young Washington delivered a message to the French to withdraw from the Ohio Valley. Washington, who volunteered for this duty, earned both a bonus and wide recognition.



**The Iroquois League** An alliance of Native Americans called the **Iroquois League** allied itself with Britain. The League had formed nearly 200 years earlier in what is now upstate New York. The Mohawk, Oneida, Onondaga, Cayuga, and Seneca peoples—often at war with each other—formed an alliance in 1570. According to tradition, a prophet named Dekanawidah led the Five Nations to “plant the Tree of Great Peace” and unite as the Iroquois League. The Tuscarora joined in 1722 as the sixth nation.

The Iroquois League had a constitution and a council of leaders. Its unity allowed the Iroquois League to resist European takeover. Although most northeastern Native Americans had allied with the French, the Iroquois League saw the Europeans as enemies.

**The Albany Plan** In the early 1750s conflict with France erupted in the Ohio River Valley. The French built Fort Duquesne (doo-KAYN) at the point where the Allegheny and Monongahela rivers join to form the Ohio—the

site of Pittsburgh today. But a Virginia-based land company planned to bring settlers there. In 1754 George Washington and his militia made an unsuccessful attempt to take this land back from France. This was the first skirmish of the French and Indian War.

Later in 1754, at the urging of British officials, delegates from New England, New York, Pennsylvania, and Maryland met in Albany. Their main goal was to win the support of the Iroquois League against the French. At the same time, they wanted to achieve some sort of unity among the colonies. Benjamin Franklin proposed the **Albany Plan of Union** as a way to colonial unity. Each colony would keep its own constitution, while a grand council would deal with military issues, Native American relations, and western settlement. Although the Albany Plan of Union was never approved, it was the first attempt to unite the colonies.

**The war continues** The early war went badly for the British. Their commander, General Edward Braddock, tried again to capture

## PRIMARY SOURCES

### Political Cartoon

In 1754 Benjamin Franklin published this political cartoon to encourage support for the Albany Plan of Union.

The colonies are represented as divided parts of a snake. Some people thought Franklin chose a snake to reflect the winding eastern coastline.



The slogan meant that the colonies should join together because they were on the verge of war with France.

**Skills  
FOCUS**

#### READING LIKE A HISTORIAN

- 1. Analyzing Primary Sources** What image did Franklin use to represent the colonies?
- 2. Drawing Conclusions** Why do you think Franklin chose to present his message through a cartoon?

See **Skills Handbook**, pp. H12, H28–H29

Fort Duquesne in 1755. George Washington was his chief aide, leading about 250 Virginia militia.

In unfamiliar territory, the British soldiers were easy targets for an ambush by the French and their Native American allies. Almost 1,000 were wounded or killed, including Braddock. George Washington then assumed command of the army and proved a heroic leader, even though two horses were shot out from under him.

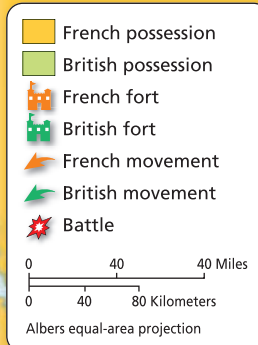
In New York, the Marquis de Montcalm, the French commander, won victory after victory. He captured Fort Oswego on Lake Ontario and Fort William Henry on Lake George in 1756. Montcalm's greatest battle was at Fort Ticonderoga in 1758, when his 3,800 men turned back a British force of 15,000.

**William Pitt** became the British secretary of state in 1757 and took control of directing the war. British officers in America began to force colonists into the army, seize supplies, and send soldiers to stay in colonists' houses. The colonists resented this and resisted. Pitt then relaxed some policies, sending more British soldiers to America.

In 1758 British and colonial troops recaptured Fort Duquesne. Their Native American allies began to desert the French. The next year the British took back Fort Ticonderoga and captured Fort Niagara and Crown Point on Lake Champlain.

Next, General James Wolfe besieged Quebec. Montcalm thought that the city's location on a steep bluff would protect it. But the British found a path up the cliff from the river. In the battle that followed, both commanders were killed. Quebec surrendered in September 1759. That was the turning point in the war, and France surrendered the following year.

## THE FRENCH AND INDIAN WAR IN NEW YORK



### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

Construction of French forts in the Ohio Valley antagonized the British into declaring war on the French.

- 1. Movement** What is the pattern of fighting shown on this map?
- 2. Human-Environment Interaction** Why did the British army have difficulty fighting in the American colonies? Why didn't the French army have the same difficulty?

See **Skills Handbook**, p. H20

**The peace treaty** The **Treaty of Paris**, signed in 1763, ended the Seven Years' War in Europe and the French and Indian War in North America. Britain gained all French land east of the Mississippi River—including much of what is now Canada. This victory gave Britain the basis of what would become a mighty empire.

Spain gave up control of Florida to Britain but got a major prize from its ally France—the huge Louisiana Territory, including the city of New Orleans. An earlier secret treaty between the two monarchs had made the transfer, but the Treaty of Paris confirmed it. France kept two islands near Canada and regained some Caribbean islands.

### READING CHECK

#### Drawing Conclusions

What was the goal of the Albany Plan of Union?



## Effects of the War

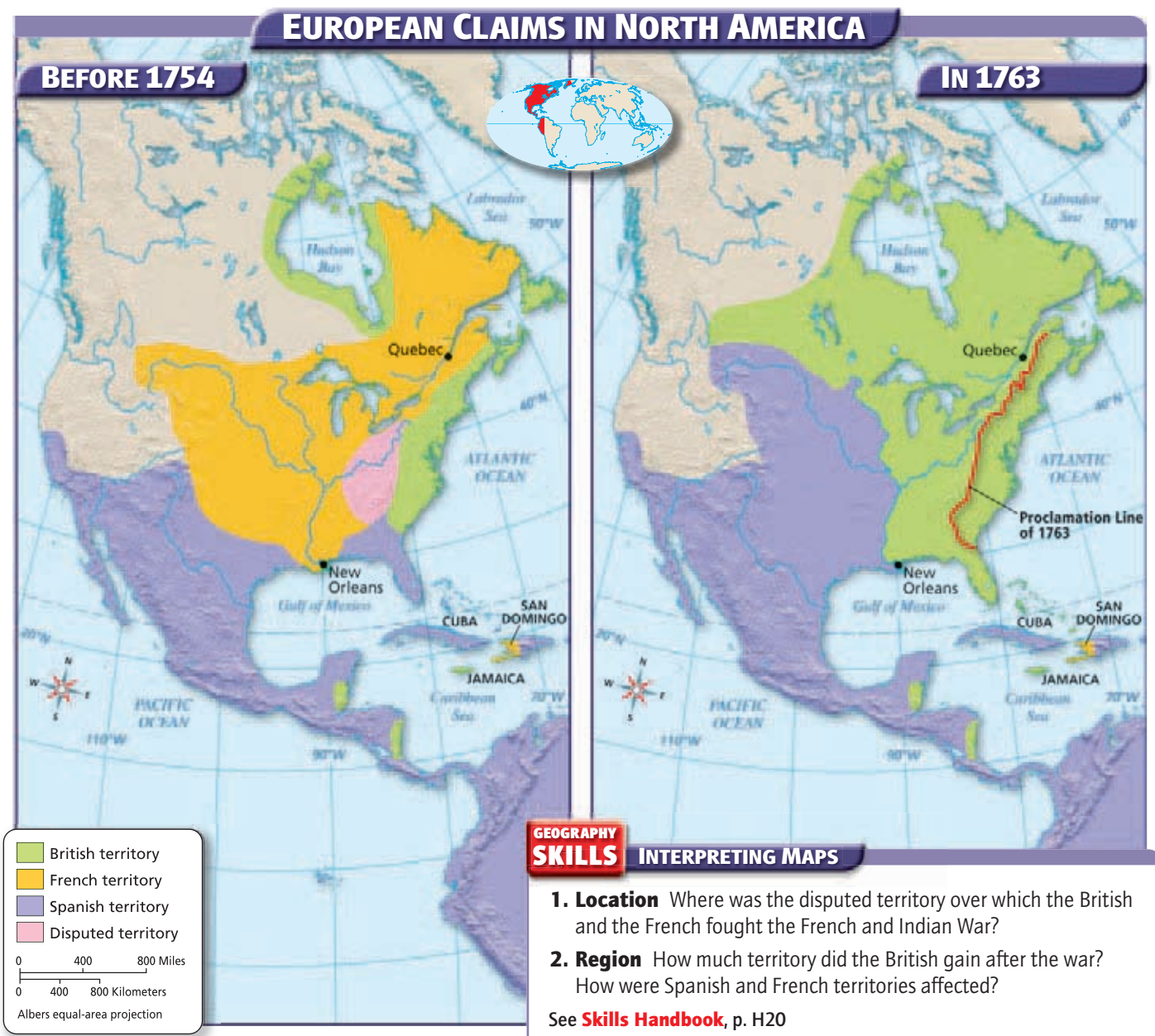
The war brought some important benefits to the colonists. Ironworkers, shipbuilding, and farmers profited by supplying the army. Carolinians and Georgians benefited from the acquisition of Florida, which could no longer serve as a haven for runaway slaves.

Though they had been unwilling to unite at first, the war forced the colonists to work together. Their common effort increased the colonists' self-confidence.

The war brought Britain an empire, but at a great cost. British officials decided that the colonists should pay some of those expenses.

After King George III took the throne in 1760, his new prime minister, **George Grenville**, wanted to be strict with the colonies. His policies would alienate the colonists even further.

**Pontiac's Rebellion** The Treaty of Paris gave Britain control over the Great Lakes region, but its native peoples resisted the takeover. Their leader was **Pontiac**, an Ottawa chief in what is now Michigan. At first Pontiac welcomed colonial and British troops who were taking over French forts. But he later realized that the British were not as friendly toward Native Americans as the French. He made a daring plan to drive them out.



In 1762 Pontiac put together an alliance of almost all the Native Americans in the Upper Midwest. His strategy was for each group to overcome the nearest British fort and then attack the surrounding settlements. Pontiac expected help from the French, but that help never arrived and the siege failed.

The war went on for several years. Pontiac's forces wiped out forts and settlements, but the British held on. In 1766 Pontiac agreed to a peace treaty.

**The Proclamation of 1763** As soon as the French left, American traders and settlers crossed the mountains into the Ohio Valley. To avoid conflicts with the Native Americans there, officials decided to stop colonists from moving west. With the **Proclamation of 1763**, they drew a line along the Appalachian Mountains, reserving land on the western side for Native Americans.

This appealed to British officials because it gave them control of migration westward. It also slowed the movement out of cities, which were centers of trade and prosperity.

**Effects on Native Americans** Overall, the war was a disaster for the Native Americans of the Ohio Valley, no matter which side they had chosen. Most had supported the losing French. Even the Iroquois League, who had been allies of the British, had been weakened by the war.

## FACES OF HISTORY

### PONTIAC

c.1720–1769



Pontiac was born in present-day Michigan to parents from two different Native American groups in the area, the Ottawa and the Ojibwa.

Pontiac traveled widely, meeting with various Native American groups. By 1755 he ruled as chief of a strong organization that united the Ottawas, Ojibwas and Potawatomes.

When the British began to settle in the region, Pontiac rallied the various Native American groups to oppose the newcomers. Pontiac and other Native American leaders laid siege to the British Fort Detroit for six months. While the siege was not successful, Pontiac won fame for his leadership.

**Draw Conclusions** Why was Pontiac considered a great leader?

The British believed the Iroquois had given only half-hearted support and no longer felt as friendly toward their former allies.

Although the Proclamation of 1763 was meant to slow western settlement, it did take away some native lands. Plus, settlers often ignored the Proclamation altogether. Later treaties continued to push the line of white settlement farther and farther west.

**READING CHECK Summarizing** What were the major effects of the French and Indian War?

## SECTION 4 ASSESSMENT

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Online Quiz

Keyword: SD7 HP3

### Reviewing Ideas, Terms, and People

- a. Identify** What was the role of Samuel de Champlain in French settlement in North America?  
**b. Compare** How did the French colonies in North America differ from the British colonies?
- a. Recall** Why was Florida an important part of Spain's North American empire?  
**b. Summarize** What led to clashes between the British and Spanish in Florida?
- a. Identify** What were the roles of George Washington, Edward Braddock, Marquis de Montcalm, and William Pitt in the French and Indian War?  
**b. Interpret** Which country lost the most territory as a result of the French and Indian War?
- a. Recall** What was Pontiac's strategy to defeat the British? Did he succeed?

**b. Make Inferences** Why did British officials want to slow migration out of cities?

**c. Predict** How might the colonists' new self-confidence affect their relationship with British officials?

### Critical Thinking

- Sequencing** Copy the chart below and make a time line of major events and battles in the French and Indian War.

The French and Indian War	1754	1756	1758	1760	1762

### FOCUS ON WRITING

- Persuasive** As a colonial newspaper editor, write an editorial either defending or attacking the British policy of drafting colonists and quartering soldiers in people's homes.



## African Traditions in the Colonies

**Historical Context** The documents below provide different perspectives on how Africans carried their traditions to the colonies.

**Task** Examine the documents and answer the questions that follow. Then you will be asked to write an essay about African culture in the colonies, using facts from the documents and from the chapter to support the position you take in your thesis statement.

### DOCUMENT 1

Most African cultures have strong musical traditions. Enslaved Africans used drums for dancing and sometimes for sending coded messages. For this reason, drums were outlawed in some parts of the colonies. The drum on the left was made by an enslaved African who lived in Virginia. Created from local materials, the style of its carvings is very similar to drums found in Africa, such as the drum on the right.



### DOCUMENT 2

The rhythm of the drum was often used in traditional African religious ceremonies. One of the most common types of spiritual worship that was carried to the colonies was the ring shout, in which worshippers dance and chant, often shouting as they sing. This style of worship was very different from the quieter styles typical of most European churches. Colonist John Watson commented upon observing this style of worship among a group of free blacks near Philadelphia.

"In the blacks' quarters, the coloured people get together, and sing for hours together, short scraps of disjointed affirmations, pledges, or prayers, lengthened out with long repetitious choruses. These are all sung in the merry chorus-manner of the southern harvest field, or [corn]husking-frolic method, of the slave blacks; and also very greatly like the Indian dances. With every word so sung, they have a sinking of one or the other leg of the body alternately; producing an audible sound of feet at every step . . . If some, in the meantime sit, they strike the sounds alternately on each thigh . . . [T]he example has already visibly affected the religious manner of some whites. From this cause, I have known in some camps meetings from 50 to 60 people crowd into one tent, after the public devotions have closed, and there continues the whole night, singing tune after tune, . . . scarce one of which were in our hymn books. Some of these from their nature, (having very long repetition choruses and some short scraps of matter) are actually composed as sung and are almost endless."

### DOCUMENT 3

This watercolor painting titled *The Old Plantation* was created by an unknown artist. It shows enslaved Africans from South Carolina around 1790. The image contains numerous examples of African cultural traditions that carried over to the colonies.

In African societies it was common to dance barefoot while wearing colorful head scarves. These head scarves are patterned after the style used by West African groups such as the Yoruba.

This instrument may be a Yoruba *gudugudu*, a drum made by stretching animal skin over a hollowed-out piece of wood.



This image may be showing a marriage ceremony. In some African societies, couples jumped over a stick or broom when they wed. Slaves in American societies came to refer to getting married as "jumping the broom."

This instrument is similar to the *molo*, an ancestor of the banjo, used by the Yoruba.

COLONIAL WILLIAMSBURG FOUNDATION

### Skills Focus

### READING LIKE A HISTORIAN

1. **a. Identify** Refer to Document 1. How are the two drums similar?  
**b. Interpret** Why might some people in the colonies view drums as dangerous?
2. **a. Describe** Refer to Document 2. According to the writer, what other group has a dance style similar to that of the African Americans?  
**b. Analyze** In what ways did the ring shout affect white society?
3. **a. Describe** Refer to Document 3. What is happening in the image?

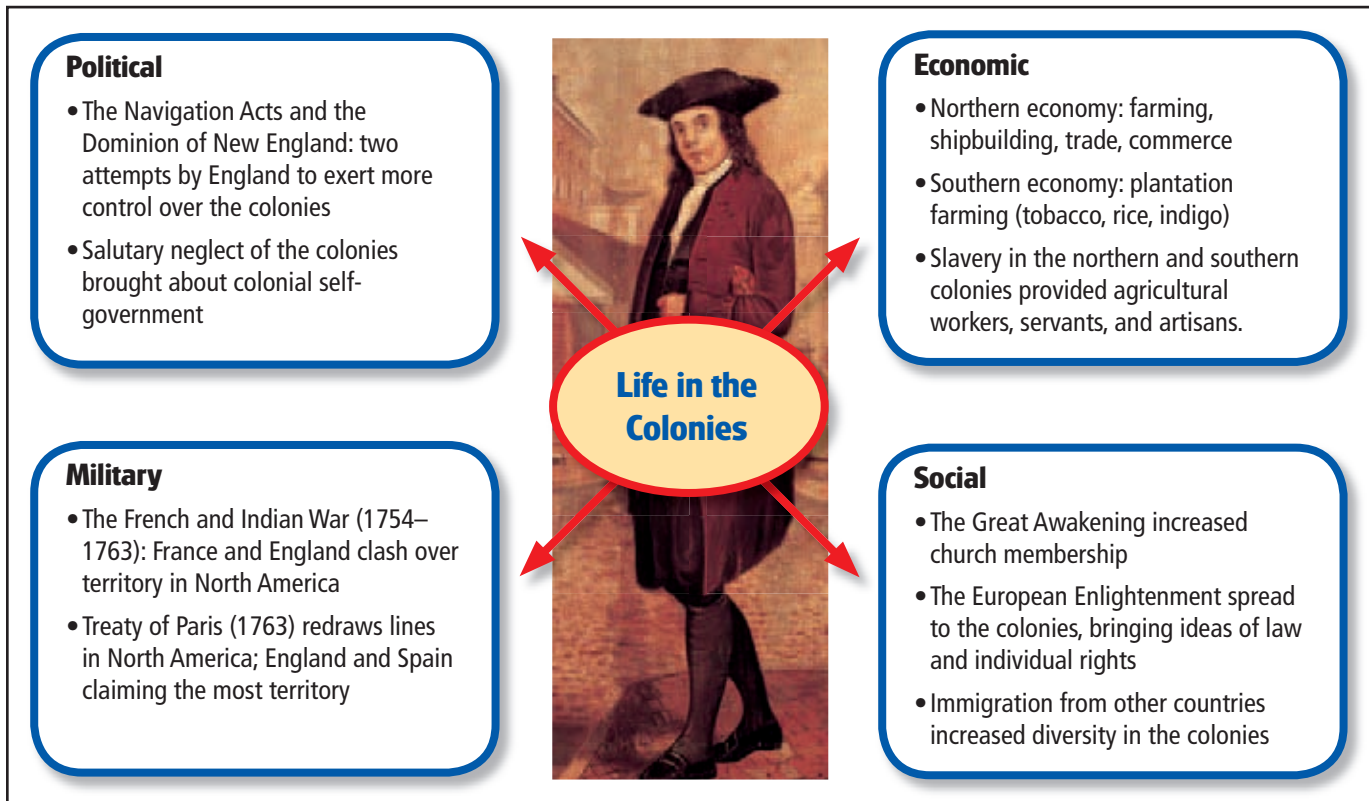
**b. Interpret** How does the image reflect the strength of cultural traditions?

4. **Document-Based Essay Question** Consider the question below and form a thesis statement. Using examples from Documents 1, 2, and 3, create an outline and write a short essay supporting your position.  
 How did African culture survive in the colonies, even under slavery?

See **Skills Handbook**, pp. H28–H29, H30



## Visual Summary: Colonial Life



## Reviewing Key Terms and People

For each term or name below, write a sentence explaining its significance to colonial life.

1. mercantilism
2. balance of trade
3. Navigation Acts
4. salutary neglect
5. triangular trade
6. Middle Passage
7. Enlightenment
8. Benjamin Franklin
9. Great Awakening
10. George Washington
11. Albany Plan of Union

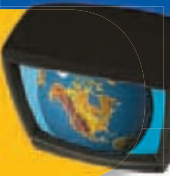
## Comprehension and Critical Thinking

## SECTION 1 (pp. 72–76)

- 12. a. Recall** What was the Glorious Revolution?
- b. Explain** How were the policies of William and Mary different from those of James II?
- c. Evaluate** How did salutary neglect change the relationship between Britain and the colonies?

## SECTION 2 (pp. 77–83)

- 13. a. Identify** Name two major industries in the northern colonies.
- b. Compare** How were northern colonial economies different from southern colonial economies?
- c. Evaluate** Why was slavery more prevalent in the southern colonies than in the northern colonies?

**SECTION 3** (pp. 84–89)

- 14. a. Recall** What was the Enlightenment?
- b. Explain** How did the Great Awakening change religious life in the colonies?
- c. Elaborate** What were some other important aspects of colonial society?

**SECTION 4** (pp. 90–95)

- 15. a. Identify** What was the central conflict of the French and Indian War?
- b. Summarize** What were the terms of the Treaty of Paris?
- c. Predict** How might the terms of the Treaty of Paris continue to affect the relationship between Great Britain and the American colonies?

**Using the Internet**

go.hrw.com  
Practice Online  
Keyword: SD7 CH3

- 16.** Colonial life was different from life today in many ways, but it was remarkably similar in others. The lack of electricity made simple tasks much more challenging. But children played games similar to those played by children today, and adults looked for ways to lighten the burdens of daily life. Using the keyword above, do research to learn more about daily life in colonial times. Then create a report that describes what you learned and how the lives of the colonists were similar to and different from our lives today.

**Analyzing Primary Sources**

**Reading Like a Historian** John Adams wrote the following passage in 1775, recalling the colonial rebellion against Governor Edmund Andros.

“It ought to be remembered that there was a revolution here, as well as in England, and that we, as well as the people of England, made an original, express contract with King William.”

—John Adams, *Novanglus Letters*, 1775

- 17. Identify** What was the contract between the American colonies and King William?
- 18. Make Inferences** In 1775 America was on the brink of revolution against Great Britain. Why was Adams referring back to the Governor Andros incident, which had happened a century earlier?

**Critical Reading**

Read the passage in Section 4 that begins with the heading “The Albany Plan” and study the political cartoon. Then answer the questions that follow.

- 19.** According to the passage, the Albany Plan of Union was the idea of
- A Benjamin Franklin.
  - B George Washington.
  - C the Iroquois League.
  - D Great Britain.
- 20.** The passage and the political cartoon suggest that uniting the colonies was important because
- A they shared one constitution.
  - B they were stronger together than they were apart.
  - C there was too much distance between the colonies.
  - D one colony had all the power.
- 21.** According to the passage, the Albany Plan of Union was significant because
- A it formed the framework for the Constitution.
  - B it was approved by the British and all the colonial assemblies.
  - C it was the first attempt to unite the colonies.
  - D it helped the colonists defeat the British.

**FOCUS ON WRITING**

**Persuasive Writing** *Persuasive writing takes a position for or against an issue, using facts and examples as supporting evidence. To practice persuasive writing, complete the assignment below.*

**Writing Topic** The rising tensions between Great Britain and its colonies during the years 1650–1763

- 22. Assignment** Given what you have read in the chapter, were the colonists justified in protesting British policies? Write a short essay in which you develop your position on this issue. Support your point of view with reasoning and examples from your reading and studies.



## CHAPTER

## 1

**The World before 1600****Beginnings to 1600**

**MAIN IDEA** Native Americans inhabited the Americas for thousands of years before the arrival of Europeans. Then in the 1400s, an age of exploration began in Europe. European sailors traveled to Asia, Africa, and the Americas.

**SECTION 1** The first Americans developed societies in North, Central, and South America, adapting to the land and creating a way of life that remained undisturbed for thousands of years.

**SECTION 2** Differences in geography shaped North American cultures prior to European settlement. Groups across North America were linked by trade.

**SECTION 3** Wealthy African empires established trade routes across the Sahara. When European explorers first arrived in Africa in the 1400s, they wanted to trade for gold and other riches. Eventually, they began a slave trade from Africa that lasted for hundreds of years and caused extreme human suffering.

**SECTION 4** The Renaissance in Europe was characterized by new ways of thinking and the desire to explore other worlds. Explorers set sail from Europe, hoping to find gold and spread Christianity.

**SECTION 5** Searching for a westward route to Asia, Christopher Columbus landed on a new continent. The colonies he built in the Caribbean marked the beginning of European colonization in the Americas.

## CHAPTER

## 2

**European Colonies in America****1500–1733**

**MAIN IDEA** Spain was the first European nation to claim land in the Americas. In the 1700s, however, England had joined with Scotland to form a powerful nation known as Great Britain. By 1733 Great Britain claimed 13 colonies along the Atlantic seaboard of North America.

**SECTION 1** Spanish conquistadors established an empire in the Americas. France, England, Portugal, and the Netherlands also sent explorers to America.

**SECTION 2** In 1607 the English established a colony at Jamestown, Virginia. It was the first permanent English settlement in North America. By the mid-1600s, the Virginia colony was thriving.

**SECTION 3** To escape religious persecution in England, the Pilgrims settled Plymouth Colony in Massachusetts. Other colonies in the North soon followed.

**SECTION 4** A new phase of British colonization in America began, leading to the establishment of the Middle Colonies and the Southern Colonies. These colonies were founded for a variety of reasons, from religious freedom to personal profit.

## CHAPTER

## 3

**Colonial Life****1650–1763**

**MAIN IDEA** Life in the colonies was shaped by the policies enforced by Great Britain, the economies that emerged in the various regions, and the distinctive American culture that was beginning to form. Struggles over territory eventually led to the French and Indian War.

**SECTION 1** Great Britain's mercantilist policies gave it a strong hold over the colonies. Although the colonies formed governments, final political authority rested with Parliament and the British monarch.

**SECTION 2** Colonial economies were shaped by local natural resources. Commerce and shipping dominated in the North, while the South relied on agriculture and building plantations to grow cash crops.

**SECTION 3** The Enlightenment and the Great Awakening led to new ways of thinking in the colonies. During this time a unique colonial culture began to take shape in the thirteen colonies.

**SECTION 4** Great Britain, France, and Spain fought for dominance in North America during the French and Indian War. Several Native American groups formed alliances with France during the war. However, Great Britain's eventual victory established a large British territory east of the Mississippi River.