

# Colonial Ways of Life 1607–1763

## Why It Matters

An agricultural society developed in the American colonies. In the South, a large number of Africans were enslaved for plantation labor. In the North, commerce took hold, and England's trade policies proved cause for concern. High birth rates and immigration expanded the population as American society began to take shape.

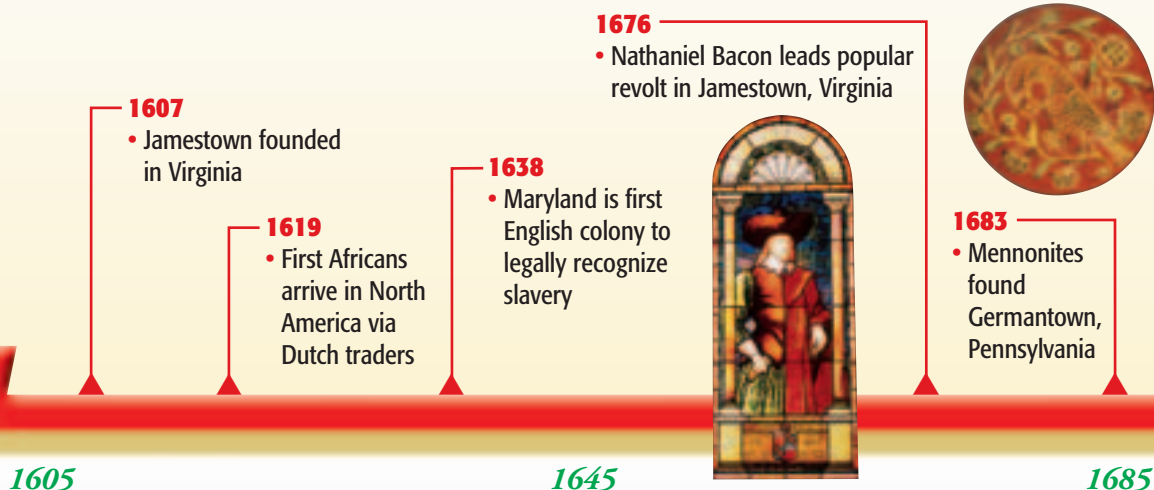
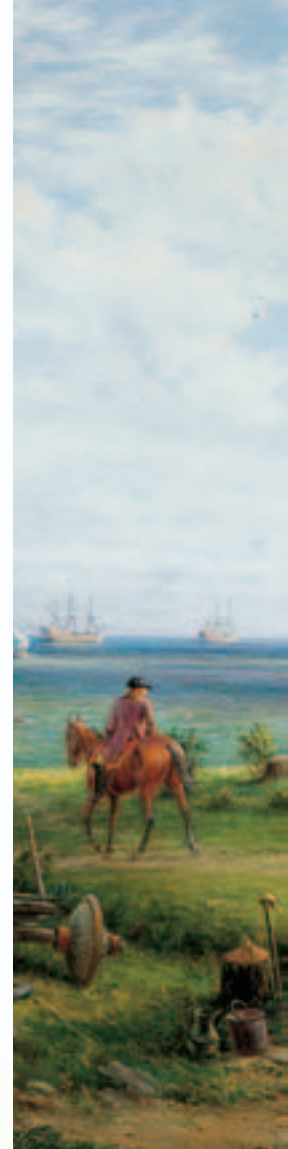
## The Impact Today

Key developments in this period have influenced American society.

- The northern United States is still more urban than much of the South.
- The United States remains a nation made up of immigrants from many countries.



**The American Vision Video** The Chapter 3 video, "The Middle Passage," chronicles the journey enslaved Africans endured when they were forcibly brought to the colonies.



**1642**

- English Civil War begins

**1651**

- English Parliament introduces stronger Navigation Act

**1660**

- Several small kingdoms established on Africa's upper Niger River
- Louis XIV, the Sun King, rules France



Colonial Wedding by Edward Lamson Henry, 1911

**1686**

- Dominion of New England established

**1692**

- Salem witchcraft trials begin



**1705**

- Virginia's slave code formally regulates slavery

**1727**

- Coffee first planted in Brazil

**1734**

- Libel trial of newspaper publisher John Peter Zenger helps establish free press tradition



**1763**

- French and Indian War ends in North America

**1725**

**1765**

**1688**

- Power of English king restricted as Parliament awards William and Mary the throne in Glorious Revolution

**1725**

- Russian czar Peter the Great dies

**1707**

- Act of Union creates United Kingdom

**1742**

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

**HISTORY**  
*Online*

**Chapter Overview**

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# SECTION 1 The Southern Colonies

## Guide to Reading

### Main Idea

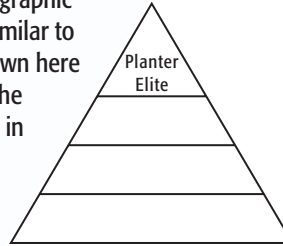
The Southern Colonies developed labor-intensive agricultural economies that relied heavily upon enslaved labor.

### Key Terms and Names

cash crop, plantation, indentured servant, Eliza Lucas, gentry, subsistence farming, William Berkeley, Royal African Company, Middle Passage, slave code

### Reading Strategy

**Organizing** As you read about the development of Southern society, complete a graphic organizer similar to the one shown here describing the social order in the South.



### Reading Objectives

- **Describe** the Southern economy and the plantation system.
- **Outline** the development of slavery in the South.

### Section Theme

**Geography and History** Patterns of land use affected the history of Virginia's colonial government.

### Preview of Events

◆ 1620

◆ 1619

First Africans arrive in North America

◆ 1660

◆ 1676

Bacon's Rebellion

◆ 1700

◆ 1705

Virginia creates slave code

◆ 1740

◆ 1740s

Indigo first cultivated in South Carolina

## ★ An American Story ★

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

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

—quoted in *The Growth of the American Republic*



William Byrd's  
Westover plantation

## The Southern Economy

The wealth of Westover, Byrd's plantation, was built in large part on the labor of enslaved Africans. In Byrd's Virginia, a class of wealthy planters stood on society's top rung, while enslaved Africans were at the bottom. In between were many farmers who owned small farms and held few or no slaves.

From the earliest days of settlement, the Southern Colonies developed an economy based on commercial agriculture. A few years after the founding of Jamestown, tobacco

became the South's first successful **cash crop**, or crop grown primarily for market. Tobacco became the main cash crop grown in Virginia and Maryland and, to a lesser extent, North Carolina. Rice and indigo became the main cash crops in South Carolina. These cash crops needed the right kind of climate and techniques to be cultivated. These requirements led to the rise of **plantations**, or large commercial estates where many laborers lived on the land and cultivated the crops for the landowner.

### **GEOGRAPHY**

**Tobacco and the Chesapeake** Between 1620 and 1660, the demand for tobacco in Europe was greater than the supply. This kept the price high, ensuring that most tobacco planters could make money even if they grew only a small amount. Those who could grow and harvest a large quantity of tobacco could become wealthy.

Growing tobacco required intensive manual labor. Each plant had to be carefully nurtured before being cut and hung up to cure. After curing, the leaves were packed into hogsheads—huge wooden barrels—that, once filled and sealed, often weighed close to 1,000 pounds (454 kg). The amount of labor needed to grow tobacco meant that to become wealthy, a tobacco farmer needed a large work force to cultivate a large crop.

The geography of the Chesapeake Bay region was perfectly suited to tobacco farming. The bay acted like a wide road. Numerous inlets and navigable rivers connected to the bay. If tobacco farmers located their farms next to a river, they could ship their crop from their own wharves. The colonists built very few roads or towns because they had no need to move goods overland. Instead, merchant ships made their way up the rivers from farm to farm, picking up tobacco and selling supplies.

NATIONAL GEOGRAPHIC

Southern Agriculture, 1750

#### Tobacco Imported by England, 1705–1775

Year	Pounds (in thousands)
1705	10
1715	12
1725	15
1735	35
1745	38
1755	45
1765	42
1775	50

Source: Historical Statistics of the United States: Colonial Times to 1970.

Geography Skills

- 1. Interpreting Maps** Why were tobacco and rice farms located next to rivers?
- 2. Interpreting Charts** Approximately how many pounds of tobacco did England import in 1735?

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## History Through Art

**The Ideal Plantation** This painting depicts the well-structured plantation as a world unto itself. Centered around the family home, the plantation's fields, support houses, and merchant ships unite to serve the needs of the plantation.

[Why did plantations develop in the South?](#)

**Indentured Servants** In the early days of Virginia and Maryland, there was plenty of land for tobacco farmers but not enough labor to work it. England had the opposite problem. Many poor tenant farmers had been forced off the land during the enclosure movement, creating high unemployment and a large number of people willing to sell their labor for a chance to come to America and acquire their own land. To pay for their passage, these people agreed to become **indentured servants**.

In this system, colonists in America agreed to pay the cost of transporting the servants to the colonies and promised to provide food, clothing, and shelter to them until their indentures, or labor contracts, expired. In exchange, the servants agreed to work for the owner of their contract for a specific number of years. These contracts usually specified four years, but some were for seven years or even more if the indentured servant arrived as a child.

For much of the 1600s, indentured servitude was a very good system for tobacco planters. Indentured servants could produce five times the price of their contracts in tobacco in the first year alone. Under the headright system, every indentured servant transported to America also earned the landowner another 50 acres of land. As large numbers of indentured servants arrived in Virginia and Maryland, tobacco production rose steadily.

**Rice and Indigo in South Carolina** South of Virginia, the proprietors of South Carolina had hoped their colony's warm climate would permit the cultivation of sugarcane as a cash crop. When

sugarcane failed, the settlers also tried and failed to cultivate rice. This venture also failed, because the settlers did not know how to properly harvest rice. In addition, the extreme humidity, swamps, mosquitoes, and muddy fields of the lowlands where rice had to be planted discouraged cultivation.

In the 1690s, a new type of rice was introduced, and the planters—many of whom had come from Barbados and Jamaica where slavery was common—decided to import enslaved Africans to cultivate it. West Africans had cultivated rice for centuries. Although their techniques were very labor-intensive, they knew how to harvest rice and remove the hull. Rice rapidly became a major cash crop in South Carolina and, to a lesser extent, in Georgia.

In the early 1740s, South Carolina began to develop another cash crop called indigo. Indigo was used to make blue dye for cloth—a dye much in demand in Europe. Previously, planters in South Carolina had tried to grow indigo without much success. Then, in the early 1740s, 17-year-old **Eliza Lucas**, began experimenting with the plant. Lucas discovered that indigo needed high ground and sandy soil, not the wetlands that suited rice.

Indigo was a good second crop for the rice plantations. It could be grown on land unsuitable for rice, and it required care and harvesting only in seasons when the enslaved workers were not busy with rice.

 **Reading Check** **Describing** Why did attempts to grow rice in South Carolina fail at first?

## Southern Society

Although many immigrants to the Southern Colonies hoped to become wealthy, very few did. The nature of the plantation system tended to create a society with distinct social classes. Planters who could afford to bring in many slaves or indentured servants received much larger land grants. With their large labor force and land area, they could produce a much larger crop. The money they earned enabled them to acquire still more workers and to extend their estates up and down the rivers of a region. The result was a society where a wealthy elite controlled most of the land and relied upon the labor of others to work it for them.

**The Planter Elite** The wealthy landowners, sometimes referred to as the Southern **gentry** or the planter elite, enjoyed enormous economic and political influence. They represented their communities in the governing councils and assemblies, commanded the local militias, and served as county judges.

With few towns or roads in the region, the plantations of the Southern gentry had to function as self-contained communities. The residents lived near each other in a group of buildings, including the planter's great house, stables and barns, and the workers' cabins. Plantations often had other facilities such as schools and chapels, and workshops for blacksmiths, carpenters, weavers, coopers (barrel makers), and leather workers.

In the 1600s, most plantations were small, rough estates. In many cases, they were little more than stump-filled clearings where the planters and their indentured servants worked side-by-side under very difficult conditions. Many became sick and died. Even in the late 1600s, plantation workforces rarely exceeded 30 people. The great houses on most of these early plantations were small, with only four to seven rooms.

In the early 1700s, as wealthier planters in Virginia and Maryland switched from indentured to slave labor, the size of their plantations began to grow. As their wealth and property increased, the gentry began to build large brick mansions with imposing steps and doorways and elaborate gardens. They also tried to copy the fashions and lifestyle of England's upper class. No longer did they labor in the fields with their workers. Instead, the gentry hired overseers to manage the enslaved Africans, while they looked after accounts and other business matters on the plantation.

As the wealth of the planter elite increased, so too did their leisure time. The gentry often amused themselves by hunting and fishing, and by gambling on horse races, cards, and dice. Some, like William Byrd, enjoyed intellectual pursuits such as reading or practicing music.

**Backcountry Farmers** Close to half the indentured servants who came to the Chesapeake region in the 1600s died before gaining their freedom. Of those who became free, less than half acquired their own land. Although land itself was very easy to acquire, settlers had to pay for the deed and land survey and also had to pay for tools, seeds, and livestock. Many could not afford these costs, and instead they became tenant farmers, working lands that they rented from the planter elite.

Despite such difficulties, some former indentured servants did acquire their own land. Although wealthy planters owned most of the land along the rivers, most landowners in the colonial South were actually small farmers living in the "backcountry" farther inland. These farmers are sometimes referred to as **yeomen**, to distinguish them from the gentry.

The backcountry farmers worked small plots of land and lived in tiny one- or two-room houses with few furnishings. Although these farmers grew some tobacco, they also practiced **subsistence farming**, or farming only enough crops to feed their own families. Subsistence crops included corn, beans, potatoes, barley, and rye. Hogs and other livestock were allowed to run wild until needed for meat.

By the 1670s, the colonial South was a sharply divided society, with a small group of wealthy planters at the top and many poor backcountry farmers, landless tenant farmers, servants, and enslaved Africans at the bottom. Eventually, this uneven distribution of wealth and power led to rebellion.

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

## Bacon's Rebellion

By the 1660s, wealthy planters led by the governor, **Sir William Berkeley**, dominated Virginia's society. Berkeley controlled the legislature through his

### **Picturing History**

**Bacon's Rebellion** This uprising pitted backcountry farmers against Virginia's ruling gentry. **Was Nathaniel Bacon a backcountry farmer? How would you describe his depiction in this engraving?**



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HISTORY  
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### Student Web Activity

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appointments to the colony's governing council and gifts of land to members of the House of Burgesses.

Once Governor Berkeley had assembled a majority of supporters in the House of Burgesses, he exempted himself and his councilors from taxation. Convinced that voting should be reserved for the wealthy, Berkeley also arranged for the House of Burgesses to restrict the vote to people

who owned property, cutting the number of voters in Virginia in half. All of these developments angered the backcountry and tenant farmers. Ultimately, however, it was the governor's Native American policies that sparked a revolt.

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

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

In 1675 war erupted between backcountry settlers and the Susquehannock people of the region. Governor Berkeley tried to calm things down. He refused to sanction any further military action against the Native Americans. Instead he asked the House of Burgesses for money to build new forts along the frontier—the westernmost point of colonial settlement.

**Nathaniel Bacon Leads a Revolt** In April 1676, a group of backcountry farmers met to discuss the situation. At the meeting was a well-to-do planter named Nathaniel Bacon, who had recently purchased a large tract of land near the frontier. Although he was a member of the governor's council, Bacon took up the cause of the backcountry farmers. Native Americans had recently attacked his plantation, and he wanted to do something.

Bacon organized his own militia and attacked the Native Americans. Governor Berkeley decided to call new elections. He needed an assembly supported by the voters to calm the situation. The newly elected House of Burgesses authorized Bacon to raise a force

## African Culture Crosses the Ocean: A Woman's Song

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

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

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

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



Mary Moran (center) at a Sierra Leone market



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of 1,000 troops to attack the Native Americans. The assembly then restored the vote to all free men and took away the tax exemptions Berkeley had granted to his supporters.

Despite these reforms, Bacon was not satisfied. In July 1676 he returned to Jamestown with several hundred armed men and seized power, charging Berkeley with corruption. Berkeley fled Jamestown and raised his own army. The two sides battled until October 1676, when Bacon, hiding in a swamp, became sick and died. Without his leadership, his army rapidly disintegrated.

**Slavery Increases in Virginia** Bacon's Rebellion convinced many wealthy planters that the best way to keep Virginian society stable was to have land available for the backcountry farmers. From the 1680s onward, Virginia's government generally supported expanding the colony westward, regardless of the impact on Native Americans.

Bacon's Rebellion also accelerated an existing trend in Virginia—the use of enslaved Africans instead of indentured servants to work the fields. In the 1680s, after the rebellion, the number of Africans brought to the colony increased dramatically.

Planters began to switch to enslaved Africans for several reasons. Enslaved workers, unlike indentured servants, did not have to be freed and therefore would never need their own land. In addition, when

cheap land became available in the 1680s in the new colony of Pennsylvania, fewer English settlers were willing to become indentured servants.

At the same time, the English government adopted policies that encouraged slavery. English law limited trade between the English colonies and other countries. Before the 1670s, if settlers wanted to acquire enslaved Africans, they had to buy them from the Dutch or Portuguese, which was difficult to arrange. In 1672, however, King Charles II granted a charter to the **Royal African Company** to engage in the slave trade. With an English company in the slave trade, it became much easier to acquire enslaved people.

**Reading Check** **Examining** What government policies caused some backcountry farmers to rebel?

## Slavery in the Colonies

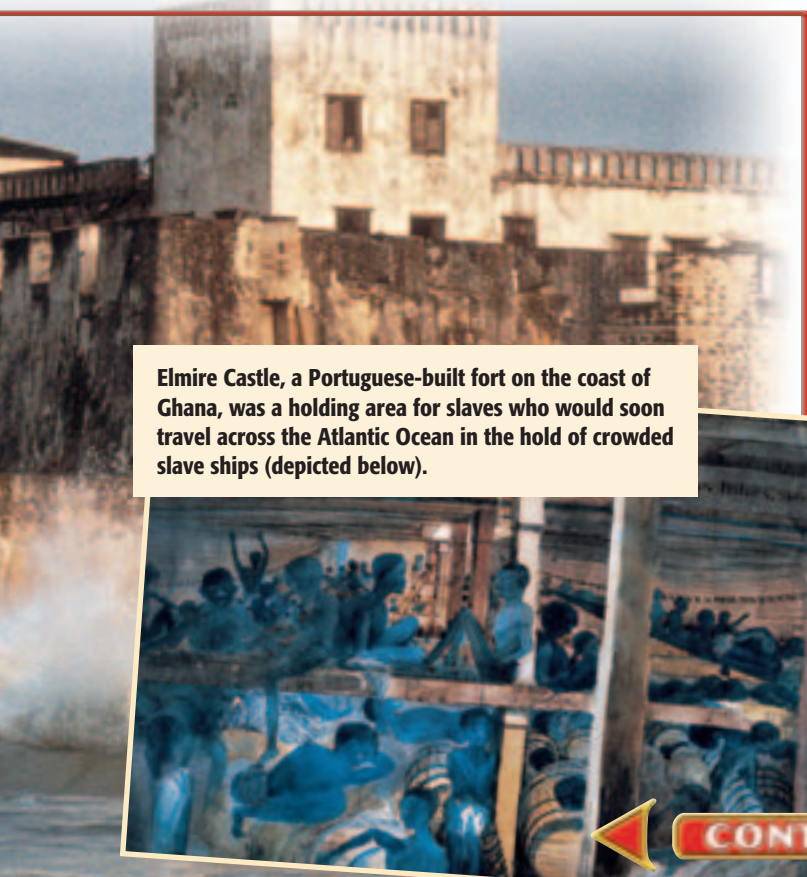
For enslaved Africans, the voyage to America usually began with a march to a European fort on the West African coast. Tied together with ropes around their necks and hands, they were traded to Europeans, branded, and forced aboard a ship. Historians estimate that between 10 and 12 million Africans were forcibly transported to the Americas between 1450 and 1870. Of those 10 to 12 million, roughly 2 million died at sea.

**Olaudah Equiano**, also known as Gustavus Vassa, was kidnapped from his West African home by other Africans in the 1760s. He was then traded to Europeans and shipped to America. Years later, after winning his freedom, he wrote a memoir. In it, he described the terrible journey across the Atlantic, known to Europeans as the **Middle Passage**:

“At last, when the ship we were in had got in all her cargo, . . . we were all put under deck. . . . The closeness of the place, and heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. . . . [This] brought on a sickness among the slaves, of which many died. . . . The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable. . . .”

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

Chained and crammed into the ships' filthy holds for more than a month, prisoners like Equiano could hardly sit or stand and were given minimal food and drink. Africans who died or became sick were thrown overboard. Those who refused to eat were whipped.



Elmore Castle, a Portuguese-built fort on the coast of Ghana, was a holding area for slaves who would soon travel across the Atlantic Ocean in the hold of crowded slave ships (depicted below).





### Picturing History

**Olaudah Equiano** Fortunate to eventually win his own freedom, Equiano still suffered the brutal journey to the American colonies and years of slavery. [How did Equiano end up on a slave ship bound for the United States?](#)

Of the 8 to 10 million Africans who reached the Americas, approximately 3.5 million went to Brazil, and another 1.5 million went to the Spanish colonies. The British, French, and Dutch colonies in the Caribbean imported nearly 4 million others to work on their sugar plantations. Approximately 500,000 Africans were transported to North America before the slave trade ended in the 1800s.

When the first Africans arrived in Virginia in 1619, English law did not recognize chattel slavery, where one human being is said to be owned by another. As a result, slavery developed slowly in the Chesapeake

colonies. The first Africans brought to Virginia and Maryland were treated in a manner similar to indentured servants, and children born to Africans were not always considered enslaved.

Some of the first enslaved Africans obtained their freedom by converting to Christianity. To many English settlers in the early 1600s, enslaving Africans was acceptable not because of their race, but because they were not Christians. As the number of Africans increased in Virginia and Maryland, their status changed. In 1638 Maryland became the first British colony to formally recognize slavery when it denied Africans the same rights as English citizens. Beginning in the 1660s, new laws in Virginia and Maryland gradually lowered the status of all Africans, regardless of their religion, and changed slavery into a hereditary system based on race.

Finally, in 1705, Virginia pulled all of these different laws together into a **slave code**—a set of laws that formally regulated slavery and defined the relationship between enslaved Africans and free people. Other colonies created their own slave codes. Over time slave codes became increasingly strict. Africans were denied the right to own property or to testify against a white person in court. Their movements were regulated, and they were often forbidden to assemble in large numbers. By the early 1700s, slavery had become a recognized and generally accepted institution in colonial society, particularly in the Southern Colonies, where the labor of hundreds of thousands of enslaved Africans played a vital role in the growth of the plantation economy.

**Reading Check** **Explaining** How did the concept of slavery in the Southern Colonies change over time?

## SECTION 1 ASSESSMENT

### Checking for Understanding

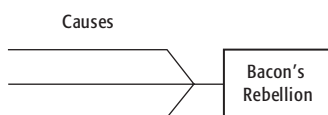
- Define:** *cash crop, plantation, indentured servant, gentry, subsistence farming, Middle Passage, slave code.*
- Identify:** Eliza Lucas, William Berkeley, Royal African Company.
- Explain** why South Carolina began producing indigo.

### Reviewing Themes

- Geography and History** How did the geography of the Chesapeake region affect its economic development?

### Critical Thinking

- Contrasting** How did the economies of the Chesapeake region and South Carolina differ?
- Analyzing** How did the slave trade develop in the Americas?
- Categorizing** Use a graphic organizer similar to the one below to list the causes of Bacon's Rebellion.



### Analyzing Visuals

- Analyzing Art** Study the painting on page 87 depicting Bacon's Rebellion. What motivated Nathaniel Bacon to lead his rebellion against the Virginia gentry?

### Writing About History

- Descriptive Writing** Imagine you are a backcountry farmer in Virginia. Write a letter to your local newspaper describing how you feel about Sir William Berkeley and the policies he instituted.

# New England and the Middle Colonies

## Guide to Reading

### Main Idea

In New England and the Middle Colonies, a diverse economy supported many large port cities.

### Key Terms and Names

Grand Banks, fall line, town meeting, selectmen, meetinghouse, bill of exchange, triangular trade, artisan, entrepreneur, capitalist

### Reading Strategy

**Categorizing** As you read about New England and the Middle Colonies, complete a chart similar to the one below describing how resources affected economic development.

Resources	Industries
Sea	

### Reading Objectives

- **List** the geographical conditions that determined the economy of the New England Colonies.
- **Summarize** how life in the Middle Colonies differed from life in the New England Colonies.

### Section Theme

**Culture and Traditions** The culture of the New England Colonies developed differently from that of the Southern Colonies.

### Preview of Events



## ★ An American Story ★

New England's soil was thin and rocky, and from the earliest days, many settlers knew they would have to depend on the sea for their livelihood. Although some people back in England believed New England offered only a meager existence, the Reverend Francis Higginson learned otherwise. One of New England's earliest settlers, Higginson here describes the rich fishing off the coast of New England:

“I saw great store of whales and grampuses, and such abundance of mackerels that it would astonish one to behold. . . . There is a fish called a bass, a most sweet and wholesome fish as ever I did eat. . . . Of this fish our fishers may take many hundreds together, which I have seen lying on the shore, to my admiration. Yea, their nets ordinarily take more than they are able to haul to land. . . . And besides bass, we take plenty of skate and thornback, and abundance of lobsters; and the least boy in the plantation may both catch and eat what he will of them.”

—from “On the Riches of New England,” *The Annals of America*



*New England port*

## New England's Economy

Although the fishing industry made few New Englanders rich, it did provide a living for many settlers who built ships or engaged in foreign trade. Farther inland, numerous small farms, sawmills, and other industries helped to create a very diverse economy in New England.



Area claimed by New York and New Hampshire



Products		
	Cattle	
	Fish	
	Furs	



### Geography Skills

- 1. Interpreting Maps** What products were produced in the Pennsylvania colony?
- 2. Applying Geography Skills** Why do you think iron mills were located beside rivers?

None of the crops that could be grown in New England were in great demand elsewhere. The region's unsuitability for cash crops prevented the development of large plantations. Instead, on small farms that dotted the New England landscape from Connecticut to Maine, New England farmers practiced subsistence farming, using nearly everything they produced.

Although New England farmers tried to grow wheat, in most places the soil was too poor, and the presence of a fungus called black rust prevented any real success during the colonial era. As a result, the main crop grown in colonial New England was corn.

Corn had a short growing season, and its long taproot allowed it to grow well even in New England's rocky soil. As New England became more settled, farmers began to grow barley, oats, and rye, as well as many types of vegetables, including beans, peas, pumpkins, squash, and turnips. Most farms also included orchards. Apple trees were common because apples could be used for cider or dried to feed livestock in the winter. Farmers also made use of berries, particularly cranberries, blackberries, and strawberries, which grew wild throughout New England.

New England farmers also raised livestock. They used oxen to pull plows and wagons and used horses for travel. Dairy cattle provided milk for butter and cheese, and sheep provided wool. Pigs supplied meat, and salted pork was a common source of protein during the long winter months.

### GEOGRAPHY

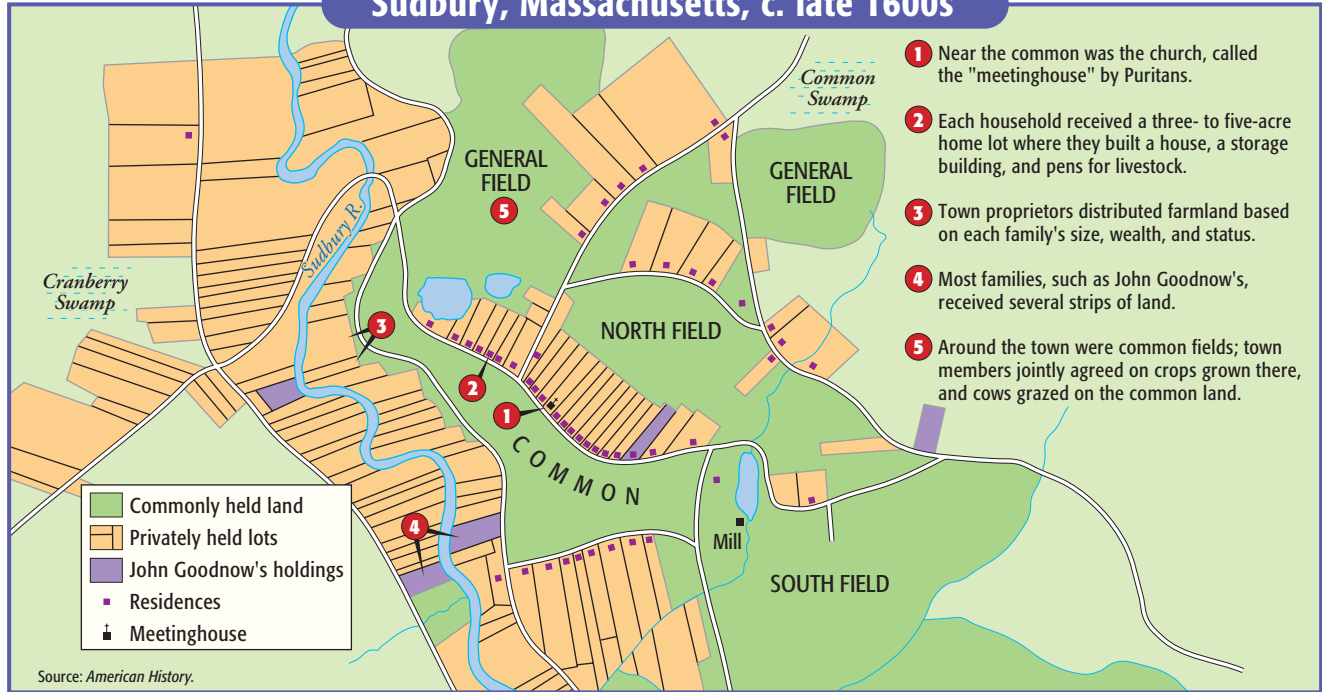
**Fishing and Whaling** The geography of New England almost guaranteed that fishing would become a major industry in the region. Northeast of New England lay the **Grand Banks**, a shallow region in the Atlantic Ocean where the mixing of the warm Gulf Stream and the cold North Atlantic produced an environment favorable to plankton—an important food supply for many types of fish and whales. In the colonial era the Grand Banks teemed with fish, including cod, mackerel, halibut, and herring.

At the same time, New England's coastline had many good harbors and plenty of timber for building fishing boats. There was a great demand for fish, as it was an important source of nutrition in the colonies, southern Europe, and the Caribbean. Fishing, more than any other industry, brought prosperity to New England. Nearly every coastal town had a fishing fleet. In the early 1700s, an estimated 4,000 to 5,000 people in New England made their living by fishing.

Whaling also played a major role in New England's economy, especially for people living on Nantucket Island and in Provincetown at the end of Cape Cod. Whalers sought their prey for its blubber, used for making candles and lamp oil; ambergris, a waxy intestinal substance used to make perfume; and bones, used for buttons and combs and as supports in women's clothing.



## Sudbury, Massachusetts, c. late 1600s



### Picturing History

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

**Lumbering and Shipbuilding** Dense forest covered much of North America's eastern coastline in the 1600s. Although settlers relied on wood from these forests in every colony, New England's geography—particularly in Maine and New Hampshire—provided the conditions necessary for the development of a lumber industry.

In New England the **fall line**—the area where rivers descend from a high elevation to a lower one, causing waterfalls—is near the coast. Waterfalls were used to power sawmills. The first sawmill in the colonies was probably built in New Hampshire in 1635. Others soon followed. Lumber cut at these sawmills could easily be transported downriver to the coast and shipped to other colonies or to England.

Every colony needed lumber. Colonists wanted walnut, maple, and sycamore wood for furniture. They used cedar for doorframes and windowsills. Maple was made into spinning wheels. Oak and pine provided materials for boards, shingles, and barrel staves. Barrel making was a very important industry in the colonies because barrels were used to store and ship almost everything. Coopers in the colonial era made between 300,000 and 400,000 barrels per year. The lumber industry also made possible another important industry in New England—shipbuilding.

With forests and sawmills close to the coast, ships could be built quickly and cheaply. The large fishing industry and the growing trade between New England and the other colonies created a steady demand for ships. English merchants purchased many ships from the colonies because the ships could be built for 30 to 50 percent less in America than in England. By the 1770s, one out of every three English ships had been built in America.

**Reading Check Summarizing** How did geography shape New England's industries?

## Life in New England's Towns

If self-sufficient plantations defined the social organization in the South, Puritan New England's social life centered on the town. Puritans believed that God had entered into a covenant—or solemn contract—with human beings that enabled them to obtain salvation. As a result they also believed that groups of Christians should come together to form church covenants—voluntary agreements to worship together.

The commitment to church covenants encouraged the development of towns. Instead of granting land to individuals, the general courts in the New

England Colonies granted land to groups of people, who then became the town proprietors. The town proprietors were usually prominent members of a congregation that wanted to establish a new community. The town became the heart of New England society. It determined how the land was settled and how the people were governed.

## **GOVERNMENT**

**Town Meetings** Town residents met to discuss local problems and issues. Free men in the towns elected leaders and chose deputies to go to the General Court of their colony. These **town meetings** developed into the local town government. Although anyone in the town could attend a town meeting and express an opinion, voting was limited to men who had been granted land by the town. As town meetings became more frequent, the men began to pass laws for the town and to elect officials.

The men chosen to manage the town's affairs were called **selectmen**, and they were elected annually. The selectmen appointed any other officials the town needed, such as clerks, constables, and justices of the peace. Town meetings were very important. Unlike farmers in England, the settlers in New England were allowed to directly participate in their own local government. They developed a strong belief that they had the right to govern themselves. Town meetings helped set the stage for the American Revolution and the emergence of democratic government.

**Puritan Society** The Puritans' houses were located close to the church, or **meetinghouse**, and so they could never claim distance as an excuse to miss Sunday worship, sermons, and Thursday night religious lectures. These sermons and lectures reinforced the Puritans' obedience to strict rules regulating most activities of daily life. Puritan law banned "Those infamous Games of Cards and Dice because of the lottery which is in them." Puritans also frowned upon "Stage-Players and Mixed Dancing."

Puritans also felt a sense of responsibility for the moral welfare of their neighbors. Watching over their neighbors' behavior was elevated to a religious duty, which Puritans termed "Holy Watching," or "doing the Lord's work."

Although the Puritans have acquired a reputation for being intolerant and rigidly moral, they were not opposed to everything that was fun and pleasurable. Puritans drank rum, enjoyed music, and liked to wear brightly colored clothing that indicated their wealth and social position. They worked hard, and Puritan artisans and architects produced beautiful and elegant works. In the Puritan view, God had made the world, and the things in it were to be enjoyed by people. As one colonist wrote at the time, "In New England . . . the farmers live in the midst of a



*The Salem witchcraft trials (below) led to several executions (right).*

## **Salem and Witchcraft**

Devout Puritans in the late 1600s firmly believed that Satan used witches to work evil in the world. In 1692 accusations of witchcraft resulted in the execution of 20 residents of Salem, Massachusetts.

Salem's witch trials began when a group of teenage girls accused an African servant of being a witch. Their accusations soon grew to include others, including some prominent people in town. Accused witches were often spared if they confessed, especially if they pointed a finger at other community members.

Some people who denied being witches were hanged. Only after the Salem witchcraft trials ended in 1692 did the original accusers admit that they had made up the entire story. The incident may have reflected community strains and resentments. The accusers tended to be less successful people who clung to Salem's agricultural roots. Many of those accused of witchcraft were prosperous and associated with the town's seaport.



plenty of the necessities of life; they do not acquire wealth, but they have comforts in abundance.”

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

## Trade and the Rise of Cities

In the early colonial era, New England produced few goods or crops that England wanted, but England produced many items that settlers wanted. Such items included hardware and various mechanical instruments, as well as fine cloth, linens, ceramic plates, and other luxury items. This situation, combined with New England’s shipbuilding industry and good ports, encouraged some settlers to become merchants. The growth of trade in New England, in turn, led to the rise of cities along the coast.

**Triangular Trade** The only way colonial merchants could acquire the English goods that settlers wanted was to sell New England’s products somewhere else in exchange for goods that England wanted. Fortunately, the sugar plantations in the Caribbean wanted to buy New England’s fish, lumber, and meat.

To pay for the food and lumber from New England, Caribbean sugar planters would either trade raw sugar to the New England merchants or give them **bills of exchange**. Bills of exchange were credit slips English merchants gave the planters in exchange for their sugar. These bills worked as a kind of money. New England merchants would take the bills, as well as any sugar they had acquired, back home to New England and use them to buy English manufactured goods.

New England’s trade with the sugar plantations of the Caribbean made many merchants very wealthy and led to new industries in New England. Using their new wealth, merchants in Northern cities built factories to refine raw sugar and distilleries to turn molasses into rum. Merchants also began trading with the Southern Colonies, exchanging Northern fish, rum, and grain for Southern rice, tobacco, and indigo.

The three-way trade New England merchants established with the Caribbean colonies and England is an example of **triangular trade**. Other three-way trade systems also existed. For example, New England merchants would trade rum to British merchants in exchange for British goods. British merchants then traded the rum to West Africans in exchange for enslaved Africans, who were then transported across the Atlantic to the Caribbean and traded for sugar.


**A New Urban Society** The rise of trade in the colonies caused several ports to grow rapidly into colonial America’s first cities. By 1760 Philadelphia had over 23,000 people, making it the largest colonial city. Charles Town, South Carolina, with 8,000 people, was the largest city in the South. Within these cities and others, a new society developed with distinct social classes.

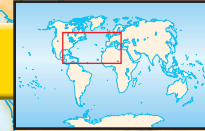
At the top of society were a small group of wealthy merchants who controlled the city’s trade. The merchants in the coastal cities, in many ways similar to the planter elite in the South, patterned themselves after the British upper class. They wore elegant imported clothing, built luxurious mansions surrounded by gardens and maintained by servants, and rode through the crowded city streets in fancy carriages.

Although the merchants were the wealthiest people living in colonial cities, they were only a tiny minority. Artisans and their families made up nearly half of the urban population in colonial America. **Artisans** were skilled workers who knew how to manufacture various goods. They included carpenters, masons, coopers, iron and silversmiths, glassmakers, bakers, seamstresses, shoemakers, and many other tradespeople. Some artisans owned their own tools and shops, but most were employed in shops other people owned. Equal to the artisans in social status were innkeepers and retailers who owned their own places of business.

At the bottom of urban colonial society were the people without skills or property. Many of these people were employed at the harbor, where they loaded and serviced ships. Others worked as servants, washing clothes, grooming horses, cleaning houses, hauling garbage, and sweeping streets. These people made up about 30 percent of urban society during the colonial period. Below them in status were indentured servants and enslaved Africans. Enslaved Africans composed between 10 and 20 percent of the urban population. They too served as manual laborers and servants for the city’s wealthier inhabitants.

The rapid development of cities created many problems, including overcrowding, crime, pollution, and epidemics. To deal with these problems, city governments established specific departments and offices. Constables’ offices provided residents with some protection from crime. Charities began to address the problems of the urban poor, whose numbers swelled whenever a recession caused trade to decline.

 **Reading Check** **Examining** What new social classes developed in the Northern Colonies, and what contributed to their development?



← Colonial Exports  
← British Exports  
← Imports from West Indies  
← Middle Passage

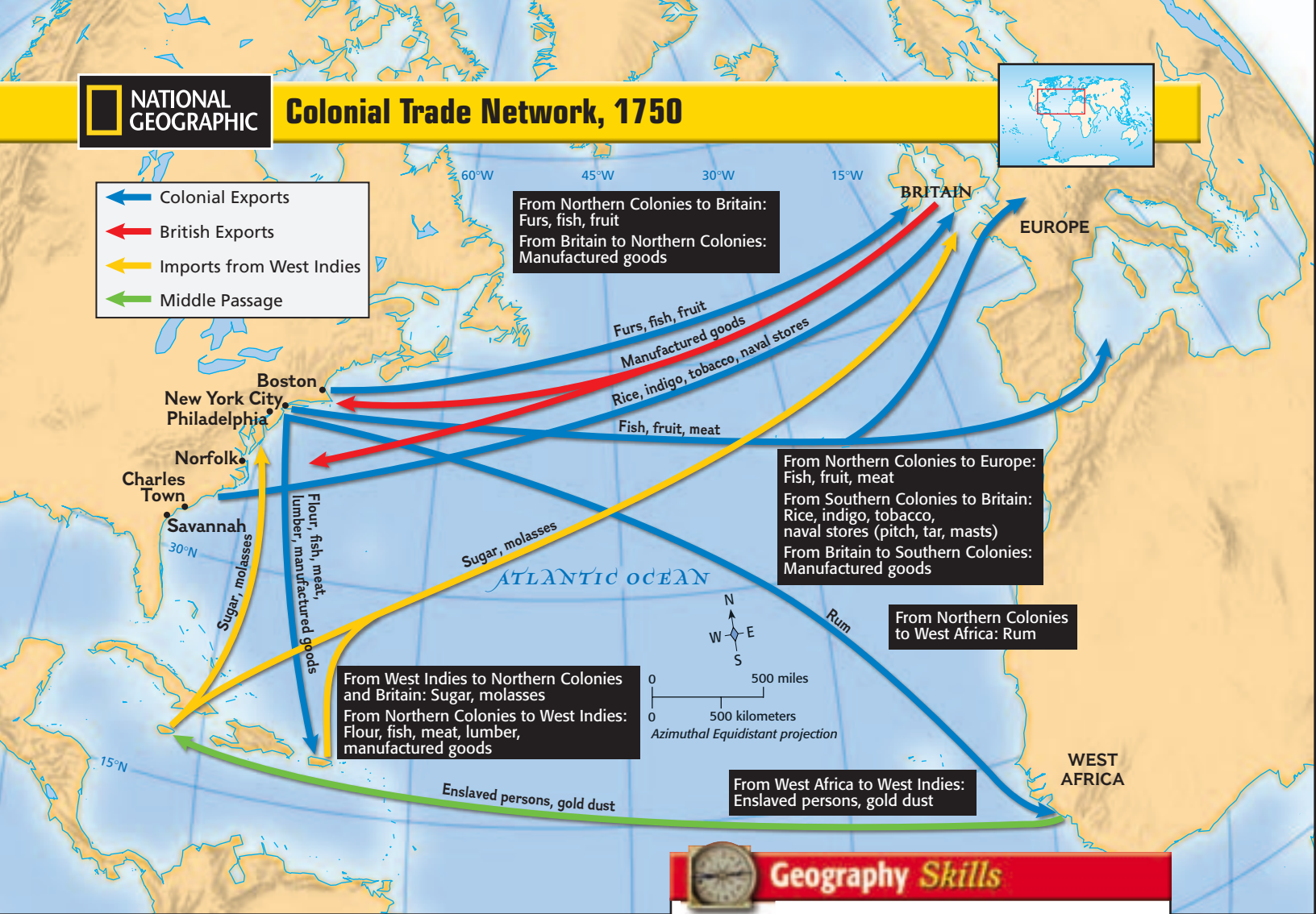
From Northern Colonies to Britain:  
 Furs, fish, fruit  
 From Britain to Northern Colonies:  
 Manufactured goods

From Northern Colonies to Europe:  
 Fish, fruit, meat  
 From Southern Colonies to Britain:  
 Rice, indigo, tobacco, naval stores  
 From Britain to Southern Colonies:  
 Manufactured goods

From West Indies to Northern Colonies  
 and Britain: Sugar, molasses  
 From Northern Colonies to West Indies:  
 Flour, fish, meat, lumber, manufactured goods

From Northern Colonies to West Africa: Rum

From West Africa to West Indies: Enslaved persons, gold dust



**Geography Skills**

- Interpreting Maps** What commodity was shipped from the colonies to West Africa?
- Applying Geography Skills** In what sequence was rum produced and shipped to markets?

**Society in the Middle Colonies**

The Middle Colonies—Pennsylvania, New York, New Jersey, and Delaware—contained some of the most fertile farmland in North America. Unlike the subsistence farmers in New England, most farmers in the Middle Colonies were able to produce a surplus that they could sell. The rich soil of the region crumbled easily under their plows, and the longer growing season enabled them to bring forth bumper crops of rye, oats, barley, and potatoes. The most important crop, however, was wheat, which quickly became the region’s main cash crop.

**The Growth of the Middle Colonies** Merchants based in the Middle Colonies rapidly duplicated the success of the New England merchants and began selling wheat and flour to the colonies in the Caribbean. The Middle Colonies also benefited from their geography. Unlike New England, the Middle Colonies had three wide rivers—the Hudson, the Delaware, and the Susquehanna—that ran deep into the interior. These rivers made it easy for farmers

to move their goods to the coast for shipping to markets elsewhere in America and Europe.

Hundreds of small ships sailed up and down the region’s rivers, exchanging European goods for barrels of wheat and flour. At the same time, thousands of wagons moved goods overland from interior farms to river towns, where they could be loaded on ships and moved downriver. As might be expected, towns located where the rivers emptied into the Atlantic Ocean rapidly grew into major cities. The prosperity of the Middle Colonies enabled New York City and Philadelphia to become the two largest cities in the British colonies.

**The Wheat Boom** In the early 1700s, Europe’s climate began to get warmer just as the diseases there began to decline. The result was a population explosion and a flood of new immigrants into



America—particularly into the Middle Colonies, where land was still available. At the same time, this population explosion created a huge demand for wheat to feed the soaring number of people in Europe. Between 1720 and 1770, wheat prices more than doubled in the colonies. This brought a surge of prosperity to the Middle Colonies.

The rapid rise of the wheat trade and the arrival of so many new settlers changed the society of the Middle Colonies. Some farmers became very wealthy by hiring poor immigrants to work on their farms for wages. This enabled them to raise large amounts of wheat for sale. Other colonists became wealthy as **entrepreneurs**, or businesspeople who risked their money by buying land, equipment, and supplies and then selling them to the new immigrants for a profit.

One of the reasons the American colonies had few industries and had to import so many manufactured goods from England was that the British government limited manufacturing in the colonies. Money to invest in factories was also scarce. The wheat boom created a new group of **capitalists**, people who had money to invest in new businesses. Industry did not develop on a large scale during the colonial era, but these early capitalists did build large gristmills near New York and Philadelphia that produced tens of thousands of barrels of flour for export. Other early entrepreneurs in the Middle Colonies established glass and pottery works.

Although many farmers prospered from growing wheat, very few became wealthy, primarily because of the limited technology of the time. There were no mechanical harvesters, so all of the wheat had to be cut by hand using a sickle. Threshing, or separating the grain from the chaff, also had to be done by hand



### History Through Art

**Bethlehem, Pennsylvania** This painting of a town in the Middle Colonies represents a typical layout of that region of colonial America. **What was the main cash crop in the Middle Colonies?**

by beating the grain with a wooden flail. Using sickles, most farm families could harvest no more than 15 acres of wheat in a season. This was enough to produce a small surplus, but not enough to make most farmers rich. Only those farmers who were able to hire workers or who had extra land that they could rent to tenant farmers became wealthy.

As a result, distinct classes developed in the Middle Colonies, as they did in the other regions. At the top were wealthy entrepreneurs who owned large farms and other businesses. In the middle were many farmers who owned only a few acres and could generate a small surplus from their land. At the bottom of society were landless workers, who either rented land from large landowners or worked for wages.

**Reading Check Explaining** Why did the colonies experience a population boom in the early 1700s?

## SECTION 2 ASSESSMENT

### Checking for Understanding

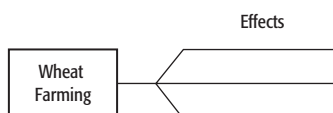
- Define:** town meeting, selectmen, bill of exchange, triangular trade, artisan, entrepreneur, capitalist.
- Identify:** Grand Banks, fall line, meetinghouse.
- Describe** the different social classes in New England and the Middle Colonies.

### Reviewing Themes

- Culture and Traditions** How did Puritanism affect the development of New England society and government?

### Critical Thinking

- Understanding Cause and Effect** How did the geography of the New England and Middle Colonies contribute to their economic development?
- Categorizing** Use a graphic organizer similar to the one below to show the effects of wheat farming on the Middle Colonies.



### Analyzing Visuals

- Examining Maps** Study the map of a New England town on page 93. Would the practice of “Holy Watching” have been easy to do in this town? Why or why not?

### Writing About History

- Descriptive Writing** Imagine that you are barrel maker in the New England Colonies. Write a letter to a government official stating the problems you have that you want the government to address.



# SECTION 3 The Imperial System

## Guide to Reading

### Main Idea

During the 1600s, England adopted several measures to make its trade with the American colonies more profitable.

### Key Terms and Names

mercantilism, Charles II, James II, Dominion of New England, Glorious Revolution, natural rights

### Reading Strategy

**Sequencing** As you read about England's trade relationship with the American colonies, complete a graphic organizer similar to the one below by describing English attempts at various times to control the colonies.



### Reading Objectives

- **Describe** mercantilism and its effect on the relationship between the colonies and England.
- **Explain** how the Glorious Revolution in England affected the colonies.

### Section Theme

**Individual Action** Individual colonists reacted differently to the political turmoil in England.

### Preview of Events

◆ 1684

1685

James II succeeds Charles II as English monarch

◆ 1687

1686

Dominion of New England established

1688

Glorious Revolution in England

◆ 1690

1690

John Locke publishes *Two Treatises of Government*

## ★ An American Story ★

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

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

An article in the *Boston Gazette* also complained:

“A colonist cannot make a button, a horseshoe, nor a hobnail, but some sooty ironmonger or respectable buttonmaker of Britain shall bawl and squall that his honor's worship is . . . maltreated, injured, cheated, and robbed by the rascally American republicans.”

—adapted from *The Rise of American Civilization*



Colonial spinning wheel

## Mercantilism

**Mercantilism** is a set of ideas about the world economy and how it works. These ideas were popular in the 1600s and 1700s. Mercantilists believed that to become wealthy and powerful, a country had to accumulate gold and silver. A country could do

this by selling more goods to other countries than it bought from them, causing more gold and silver to flow into the country than what was flowing out to pay for products from other countries.

Mercantilists also argued that a country should be self-sufficient in raw materials. If it had to buy raw materials from another country, gold and silver would flow out to pay for those materials. In order to be self-sufficient, a country should establish colonies where raw materials were available. The home country would then buy the raw materials from its colonies and, in turn, sell them manufactured goods.

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

**The Navigation Acts** During the first half of the 1600s, England’s mercantilist policy was very simple. The government tried to encourage exports and restrict imports. Other than some attempts to regulate the tobacco trade from Virginia, little attention was paid to the colonies and how they fit into England’s economic system.

When **Charles II** assumed the throne in 1660, however, he and his advisers were determined to generate wealth for England by regulating trade and expanding the colonies in America. In 1660 Charles asked Parliament to pass a navigation act. The act required all goods imported or exported from the colonies to be carried on English ships, and stated that at least three-fourths of the crew on each ship had to be English. The act also listed specific raw materials that could be sold only to England or other English colonies. The list included sugar, tobacco, lumber, cotton, wool, and indigo—the major products that earned money for the colonies. Many colonists, especially tobacco planters, complained about the

act. They argued that it forced them to deal with English merchants who charged such high prices for shipping that the planters were robbed of their profit.

Three years later, in 1663, Parliament passed another navigation act called the **Staple Act**. This act required everything the colonies imported to come through England. All merchants bringing European goods to the colonies had to stop in England, pay taxes, and then ship the goods out again on English ships. This generated money for England but also increased the price of goods in the colonies.

Frustration with these acts encouraged colonial merchants to break the new laws. To enforce the acts in the colonies Parliament authorized the appointment of customs inspectors, who would report directly to the English government. As a colonial power, England had the authority to enact and enforce the Navigation Acts. Problems arose, however, when it tried to do so.

**Problems With Enforcement** In 1675 King Charles II appointed a committee called the Lords Commissioners of Trade and Plantations to oversee colonial trade and advise him about problems. It was soon discovered that Dutch and other foreign ships crowded Boston Harbor and that the merchants of Massachusetts routinely ignored the Navigation Acts and smuggled goods to Europe, the Caribbean, and Africa. Massachusetts’s governor, John Laverett, wasted no time in informing England that

### Picturing History

**Port of Boston** As one of the main points of entry for goods entering and leaving the colonies, Boston was sensitive to the effects of the Navigation Acts. [What was the main goal of the Navigation Acts?](#)



Massachusetts was not required to obey laws made by Parliament unless it was in the interest of Massachusetts to do so.

For the next few years, Massachusetts refused to answer the charges that had been brought against it. Finally, in 1684, King Charles II responded to this defiance by depriving Massachusetts of its charter and declaring it to be a royal colony.

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

The Dominion was to be run by a governor-general and councilors appointed directly by the king. All colonial assemblies were abolished. The governor-general and his council would have the power to make laws, impose taxes, administer justice, and confirm or deny all existing land grants.

King James II appointed **Sir Edmund Andros** to be the first governor-general. Andros, a former soldier and governor of New York, was loyal to the king. His contempt for the Puritan religion and his determination to overturn the systems of government in the colonies heightened tensions there.

Andros declared all deeds and land titles issued under the Massachusetts charter to be worthless, and he insisted that anyone who wanted a new deed would have to pay an annual tax to the government.

Working closely with English soldiers and the Royal Navy, he also rigorously enforced the Navigation Acts.

Equally disturbing to Puritans were the governor-general's efforts to undermine the Puritan Church. Andros declared that only marriages performed in Anglican churches were legal, and he demanded that Puritan meeting halls be made available for Anglican services every other Sunday. He also declared that no one was to teach school, a traditional function of Church leaders in New England, without permission.

Andros had managed to anger nearly everyone in New England society—landowners, church leaders, and merchants. Fortunately, just as tensions were peaking in New England, a peaceful revolution took place back in England, preempting violence in the colonies.

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

## The Glorious Revolution of 1688

While the colonists in New England raged at the actions of Governor-General Andros, the people of England were growing suspicious of their new king, James II. James insisted upon his divine right to rule, and he frequently rejected the advice of Parliament. He had revoked the charters of many English towns and corporations and offended many English people by openly practicing Catholicism. He had also prosecuted Anglican bishops for defying his wishes concerning appointments in the Anglican Church. Many members of Parliament worried that if James continued to act in this manner, he might lead the country into another civil war.

### Major Navigation Acts

Year	Act
1651	Colonial trade was to be carried in English ships
1660	Tightened earlier restrictions; certain items, including tobacco, to be sold only to England or its colonies
1663	Colonial goods sold to Europe had to pass through English ports first to be taxed
1673	Duties imposed on trade <i>between</i> American colonies
1696	Gave customs officials the power to use general search warrants; Board of Trade created to oversee colonial economic activity

### Chart Skills

- Evaluating** Why did the colonists resent the Navigation Acts?
- Determining Cause and Effect** What effect did the 1651 act have on colonial shipping?



**A Bloodless Revolution** Most of the English people and members of Parliament were willing to tolerate James because they expected his Protestant daughter Mary and her Dutch husband, William of Orange, to succeed James to the throne. These hopes were shattered in June 1688, when James's second wife gave birth to a son. The son was now the heir to the throne and would be raised Catholic.

News of the birth triggered protests. Unwilling to risk a Catholic dynasty on the throne of England, Parliament invited William and Mary to take the throne of England. When William arrived, James fled, and William became the new king of England. This bloodless change of power became known as the **Glorious Revolution**.

Before assuming the throne, William and Mary were required to swear that they would obey the laws of Parliament. In 1689 Parliament read a bill of rights to William and Mary, outlining what would be required of them. The **English Bill of Rights** abolished the king's absolute power to suspend laws and create his own courts. It also made it illegal for the king to impose taxes or raise an army without the consent of Parliament. The Bill of Rights also guaranteed freedom of speech within Parliament and banned excessive bail and cruel and unusual punishments. Every English subject was guaranteed the right to petition the king and the right to a fair and impartial jury in legal cases. Later that same year, Parliament passed the **Toleration Act**, granting freedom of worship to nearly all Protestants but not to Catholics and Jews.  (See page 1063 for an excerpt from the *English Bill of Rights*).

The changes the Glorious Revolution brought to England contributed significantly to the colonists' ideas of government. Eventually the ideas found in the English Bill of Rights and the Toleration Act would be expanded and incorporated into the American Bill of Rights. At the time, however, England's Glorious Revolution offered colonists a justification to revolt against Governor-General Andros.

**The Glorious Revolution in America** As soon as word reached Massachusetts that Parliament had dethroned James II, an uprising occurred in Boston. Andros and his councilors were seized and imprisoned. They were later returned to England. Although

## Profiles IN HISTORY

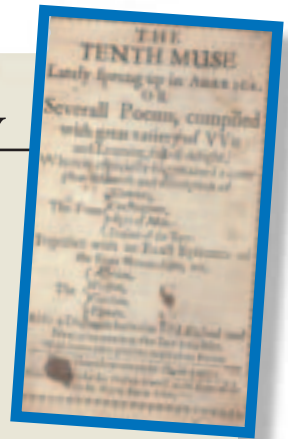
### Anne Bradstreet c. 1612–1672

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

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

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

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



William and Mary let the hated Dominion of New England die quietly, they did not completely restore the old system. They permitted Rhode Island and Connecticut to resume their previous forms of government, but they were unwilling to surrender all control over Massachusetts. Instead they issued a new charter in 1691. The new charter combined the Massachusetts Bay Colony, Plymouth colony, and Maine into the royal colony of Massachusetts.

Under the new charter, the people of Massachusetts were given the right to elect an assembly. The assembly, in turn, was given the right to elect the governor's councilors, but King William insisted that the governor had to be appointed by the king. The new charter also changed who could vote. Under the new system, voters had to own property, but they did not have to be members of a Puritan congregation. The new charter also granted freedom of worship to Anglicans living in Massachusetts.

### GOVERNMENT

**The Legacy of John Locke** The Glorious Revolution of 1688 also set a very important precedent. It showed that there were times when revolution against the king was justified. During this turmoil, a political philosopher named John Locke wrote a book entitled *Two Treatises of Government*, in which he

**Fact**

## Fiction

## Folklore

**John Locke** John Locke is best known for his writings on the philosophy of government. He did, however, have other talents. Though he never completed a degree in medicine, Locke was known as “Dr. Locke” in some circles. In 1666 he successfully performed an operation on the Earl of Shaftsbury to clean out an abscess in the chest. In return the earl allowed Locke to live at his home and devote his time to philosophical writings.



Locke’s ideas had a profound influence on American colonists. The colonists understood Locke’s “natural rights” to be the specific rights of English citizens that had developed over the centuries in England and were referred to in documents such as the Magna Carta and the English Bill of Rights. Furthermore, Locke seemed to be describing the colonial experience. Settlers had arrived in America in a state of nature and then built governments based on contractual arrangements. The Mayflower Compact, the Fundamental Orders of Connecticut, and the various colonial charters were all agreements between the people and their government.

Others in England and America reinforced and repeated Locke’s ideas in the decades that followed the Glorious Revolution. In January 1750, for example, Jonathan Mayhew, pastor of Boston’s West Church, preached:

“If we calmly consider the nature of the thing itself, nothing can well be imagined more directly contrary to common sense than to suppose that millions of people should be subjected to the arbitrary, precarious pleasure of one single man—who has naturally no superiority over them in point of authority. . . . What unprejudiced man can think that God made *all* to be thus subservient to the lawless pleasure and fancy of one so that it shall always be a sin to resist him?”

—quoted in *The Making of American Democracy*

Only a few years later, the American colonies would put these ideas into practice when they launched their own revolution against Britain.

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

explained the basis of political obligation and justified revolution. (See page 1064 for an excerpt of Locke’s *Two Treatises of Government*.)

Locke argued that a monarch’s right to rule came from the people. He asserted that all people were born with certain **natural rights**, including the right to life, liberty, and property. Before governments were created, Locke said, people lived in a “state of nature” where their rights were not safe. To protect their rights, people had come together and mutually agreed to create a government. In effect the people had formed a contract. They had agreed to obey the government’s laws, and the government agreed to uphold their rights in return. Locke claimed that monarchs were parties to this contract, and if they violated the people’s rights, the people were justified in overthrowing the monarch and changing their system of government.

## SECTION 3 ASSESSMENT

### Checking for Understanding

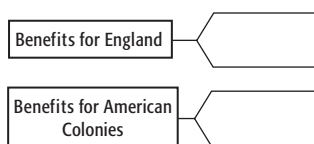
- Define:** mercantilism, natural rights.
- Identify:** Charles II, James II, Dominion of New England, Glorious Revolution.
- Discuss** how England’s Glorious Revolution influenced the American colonies.

### Reviewing Themes

- Individual Action** How did Governor-General Andros’s attempt to weaken colonial resolve increase colonists’ anger towards England?

### Critical Thinking

- Predicting Consequences** How did the ideas of the philosopher John Locke contribute to revolutionary ideas in the American colonies?
- Categorizing** Use a graphic organizer similar to the one below to fill in the benefits of mercantilism.



### Analyzing Visuals

- Examining Art** Study the picture of Boston on page 99. Why do you think colonial merchant shippers were angry about the Navigation Acts?

### Writing About History

- Expository Writing** Take on the role of a colonial merchant. Write a letter to a relative in England explaining how the Navigation Acts have affected your business.

# Social Studies SKILLBUILDER

## Reading a Bar Graph

### Why Learn This Skill?

Graphs are a way of displaying numbers or statistics in a clear, easy-to-read way. Learning to read graphs will help you understand and compare statistical data. One type of graph often used to compare statistics is a bar graph.

### Learning the Skill

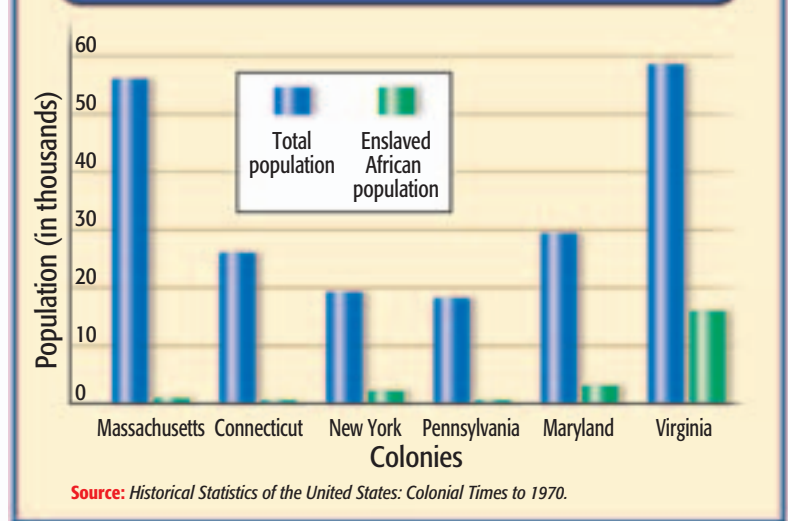
A bar graph provides information along two sides, or axes, of a graph. The **horizontal axis** is the line across the bottom of the graph. The **vertical axis** is the line along the side. Both have labels to tell you what kind of information they are showing. Bars on the graph run horizontally or vertically along these axes. A double bar graph, such as the one on this page, shows a comparison of information. A key tells you what each bar represents.

### Practicing the Skill

The bar graph above shows the population of six English colonies in 1700. Study the graph and then answer the questions.

- 1 What two kinds of populations are shown on this graph?

Population of Six English Colonies, 1700



- 2 Which colony had the highest total population in 1700? The lowest?
- 3 Which colony had the largest enslaved African population? The lowest? How do you account for the difference?
- 4 Approximately what percentage of Maryland's total population was enslaved Africans?

### Skills Assessment

Complete the Practicing Skills questions on page 111 and the Chapter 3 Skill Reinforcement Activity to assess your mastery of this skill.

### Applying the Skill

**Reading a Bar Graph** Gather information about the number of students in each of your classes. Create a bar graph comparing the total number of students with the number involved in after-school clubs or sports. Be sure to include a title for your graph.



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



1750 tapestry of Beacon Hill and Boston Common

# SECTION 4 A Diverse Society

## Guide to Reading

### Main Idea

America in the 1700s matured into a rich and diverse society.

### Key Terms and Names

Cotton Mather, Pennsylvania Dutch, Stono Rebellion, Enlightenment, Great Awakening, rationalism, John Locke, Montesquieu, pietism, revival, Jonathan Edwards, George Whitefield

### Reading Strategy

**Categorizing** As you read about colonial society in the 1700s, complete a graphic organizer similar to the one below by identifying why immigrants settled in the colonies.

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

### Reading Objectives

- **Summarize** the plight of enslaved Africans and explain their methods of resistance.
- **Explain** how the Enlightenment and the Great Awakening affected the colonies.

### Section Theme

**Global Connections** Immigrants to the American colonies in the 1700s came from all across Europe or were brought by force from Africa.

### Preview of Events



Benjamin Franklin

## ★ An American Story ★

Early on Sunday morning, October 6, 1723, a 16-year-old boy from Boston stepped off a boat onto Philadelphia’s Market Street wharf. Within just a few years, Benjamin Franklin would stride into American history. That day, however, he simply wanted to find breakfast:

“I was in my working dress, my best clothes being to come round by sea. I was dirty from my journey . . . and I knew no soul nor where to look for lodging. I was fatigued with traveling, rowing, and want of rest; I was very hungry; and my whole stock of cash consisted of a Dutch dollar and about a shilling in copper.”

With some of his money Franklin bought “three great puffy rolls . . . and, having no room in my pockets, walked off with a roll under each arm, and eating the other . . . I made . . . a most awkward, ridiculous appearance.”

Franklin’s passion for books and writing led him to Philadelphia, where he achieved success as a printer, writer, scientist, and philosopher. By the time he was 42, the man who popularized the proverb “Time is money” could afford to retire and devote himself to public life.

—adapted from *Colonial Pennsylvania: A History*

## Family Life in Colonial America

Benjamin Franklin’s meteoric rise from poverty to riches was extraordinary. However, his huge family—Franklin was 1 of 17 children—was not unusual in America in the 1700s. The population of the American colonies was in a period of explosive growth, partly because people were having large families, and partly because immigrants—some willing, some forced—were flooding into the colonies from Europe and Africa.



**Population Growth** The birthrate in the American colonies was high in the 1700s. Most women married in their early twenties, typically to men in their early to mid-twenties. On average, colonial women gave birth to seven children, although giving birth to twice that number of children was not uncommon.

Between 1640 and 1700, the population of the American colonies increased from 25,000 to more than 250,000. In the 1700s, the population more than doubled every 25 years. More than 1 million colonists lived in America in the 1750s, and by the time of the American Revolution, the population had reached roughly 2.5 million people.

**Women in Colonial Society** In the American colonies, as in Europe, law and custom gave men greater authority and importance than women—in politics and in the household. In the early colonial era, married women had no legal status. A married woman could not own anything, and all of the property she brought into the marriage became her husband's. In most colonies, a married woman could not make a contract, be party to a lawsuit, or make a will. Husbands were the sole guardians of the children and were allowed to physically discipline both their wives and their children. Single women and widows, on the other hand, had considerably more rights. They could own and manage property, file lawsuits, and run businesses.

In the 1700s, the status of married women improved considerably. In most colonies, for example, husbands could not sell or mortgage their land without their wife's signature on the contract. Also, in several colonies, married women began engaging in business as well. Despite the legal limitations, many colonial women worked outside of their homes. Women operated taverns and shops, managed plantations, ran print shops, and published newspapers.

**Health and Disease** Improvements in housing and sanitation helped American colonists resist some diseases. Still, they frequently suffered from typhoid fever, tuberculosis, cholera, diphtheria, “fluxes” (diarrhea), “malignant fever” (influenza), typhus, and scarlet fever.

These diseases ravaged residents in colonial cities. When an epidemic of deadly smallpox swept through Boston in 1721, the scientific interests

of a minister and the knowledge of enslaved Africans combined to save hundreds of lives. Reverend **Cotton Mather**, a Puritan leader, had read that the Turks had successfully developed an inoculation for smallpox. Making inquiries among enslaved Africans, Mather discovered that they also knew this technique. At Mather's urging, Dr. Zabdiel Boylston, a Boston physician and friend, inoculated willing Bostonians against the disease. Despite furious opposition, Mather and Boylston persisted in their experiment. In July 1721, Mather wrote:

“I have instructed our Physicians in the new Method used by the Africans and Asiaticks, to prevent and abate the Dangers of the Small-Pox, and infallibly to save the Lives of those that have it wisely managed upon them. The Destroyer, being enraged at the Proposal of any Thing, that may rescue the Lives of our poor People from him, has taken a strange Possession of the People on this Occasion. They rave, they rail, they blaspheme; they talk not only like Ideots but also like Franticks, . . . I also am an Object of their Fury. . . .”

—quoted in *The Colonial Image*

The daring experiment proved to be a great success. Of the 6,000 people who were not inoculated and caught smallpox, about 900, or 15 percent, died. In stark contrast, only 6 of the 241 inoculated people, or less than 3 percent, died of the disease.

**Reading Check** **Summarizing** What rights did colonial law deny women?

## Immigrants in Colonial America

The American colonies grew rapidly due to immigration and a high birthrate. Hundreds of thousands of free white immigrants arrived between 1700 and 1775, settling throughout the colonies. At the same time, traders brought large numbers of enslaved Africans to America, mostly to the Southern Colonies.

**German Immigrants Arrive in Pennsylvania** America's first large group of German immigrants came to Pennsylvania looking for religious freedom. First to arrive were a group of Mennonites who founded Germantown in 1683. Large-scale



*Pennsylvania Dutch decorated pie dish*



German immigration to Pennsylvania started in the early 1700s. By 1775, more than 100,000 Germans had arrived in the colony, where they made up about one-third of the population. Known as the **Pennsylvania Dutch** (from their own word *Deutsche*, meaning “German”), these settlers became some of the colony’s most prosperous farmers. They introduced the Conestoga wagon, which later generations would adapt for use in crossing the country. As early as the 1720s, many Germans also headed south along the Great Philadelphia Wagon Road to the Shenandoah River valley of Virginia. From there they spread throughout the backcountry of Virginia and the Carolinas.

**The Scotch-Irish Head West** The Scotch-Irish were descendants of the Scots who had helped England claim control of Northern Ireland. Beginning in 1717, rising taxes, poor harvests, and religious discrimination convinced many Scotch-Irish to flee Ireland. An estimated 150,000 Scotch-Irish immigrated to the American colonies between 1717 and 1776.

Although the Scotch-Irish settled in many colonies, most headed to Pennsylvania. Unwilling and often unable to purchase land, many migrated west to the frontier, where they occupied vacant land. Many

Scotch-Irish also followed the Great Philadelphia Wagon Road south into the backcountry of the Southern Colonies.

**Colonial America’s Jewish Community** A small group of Jews, fleeing from the Portuguese in Brazil and seeking an opportunity to practice their religion, first arrived in the colonies in New Amsterdam (later called New York City) in 1654. By 1776 approximately 1,500 Jews lived in the colonies. Most lived in the cities of New York, Philadelphia, Charles Town, Savannah, and Newport, where they were allowed to worship as they pleased. They made their living as artisans and merchants. Unlike in western Europe, where Jews could not own property or participate in professions, colonial Jews lived and worked alongside Christians.

 **Reading Check Explaining** Why did many Germans immigrate to Pennsylvania in the 1700s?

## Africans in Colonial America

Africans arrived in the colonies from many different regions of West Africa. In the colonies, they tried to maintain their specific languages and traditions even though white planters intentionally bought slaves from different regions who spoke different languages to make it difficult for them to plot rebellion.

**Africans Build a New Culture** In South Carolina, where rice cultivation required a large, coordinated workforce, Africans worked and lived in larger groups than in other Southern Colonies. Their isolation from the white planters resulted in a more independent African culture, which developed its own language called Gullah. Gullah combined English and African words, and it allowed Africans from a variety of homelands to converse. In the Chesapeake region, where more of the enslaved population had been born in America, Africans spoke English.

Using a common language helped Africans from diverse backgrounds develop a new culture in America. African traditional religious beliefs became mixed with the practices of the Christian faith. African rhythms became a part of new musical forms. The fear of being sold and separated

## Profiles IN HISTORY

### John Peter Zenger 1697–1746

In 1710 Britain had paid for German families to immigrate to the American colonies. In time, one of these immigrants, 13-year-old John Peter Zenger, would help change colonial society.

By 1726 Zenger was running a failing printing business in New York. His only successful venture to this point had been to print the colonies’ first arithmetic text.

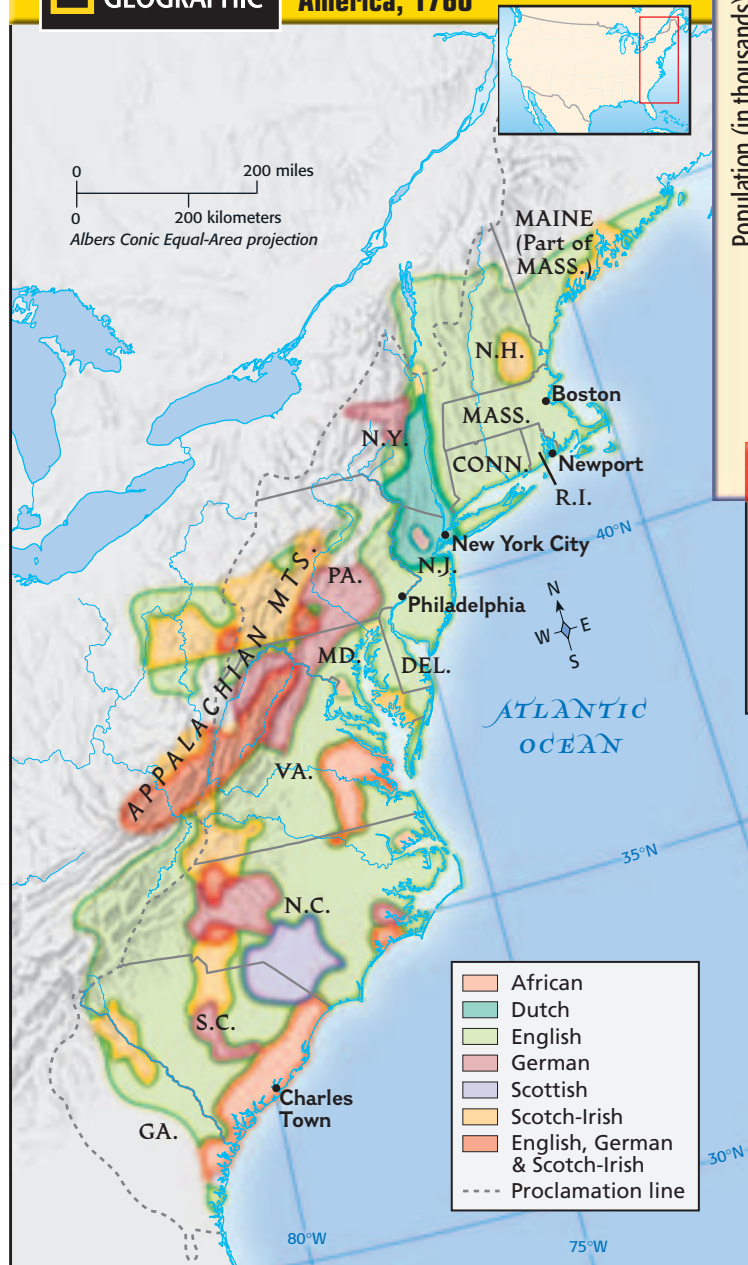
In 1732 Zenger’s luck changed when an unpopular royal governor dismissed New York’s chief justice from office. The chief justice hired Zenger to publish an anti-government newspaper. In 1734 Zenger’s paper called the royal governor’s supporters “the dregs and scandal of human nature.”

Zenger was arrested and charged for printing libel, or slanderous information. Indeed, according to British law, criticizing the royal governor—even if

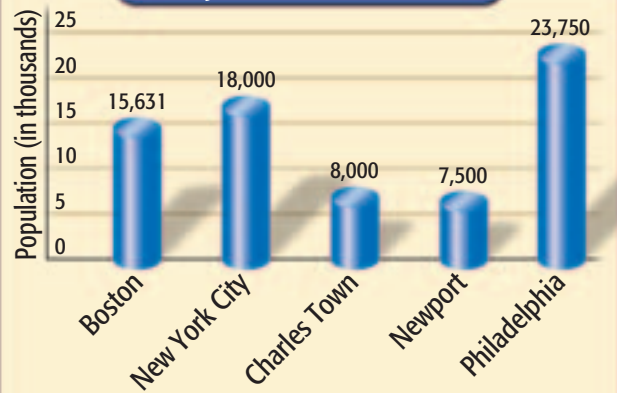
the criticisms were true—was a grave offense. For the eight months he spent in prison, a defiant Zenger continued to edit his newspaper through a hole in his cell door.

Zenger’s attorney, Andrew Hamilton, the colonies’ most famous lawyer, called Zenger’s cause “the cause of liberty.” Only a press free to criticize the government could prevent that government from abusing its power, Hamilton argued. The jury took only a few minutes to reach its verdict. They found Zenger not guilty. Zenger’s trial helped establish the American commitment to freedom of the press.





Major Cities, c. 1760



Source: Colonial America to 1763.



Geography Skills

- Interpreting Maps** Where were the majority of Dutch settlers located in colonial America?
- Interpreting Graphs** According to the map, which of the cities listed on the graph had a predominantly African population?

In Virginia the enslaved population was smaller in relation to the white population, and the work was less tiring. While planters still used harsh methods to force obedience, they also applied persuasion. They might promise enslaved workers extra food or days off for completing a particular task.

While slaveholders tried to force enslaved Africans to obey, Africans themselves developed different ways to fight slavery. Some used passive resistance; that is, they would stage deliberate work slowdowns, lose or break tools, or simply refuse to work hard. A few even managed to gain freedom by escaping. Others purchased their liberty with money earned on their own or were set free by their slaveholders. By the mid-1700s, in fact, there were a few thousand free Africans living in the colonies.

Occasionally groups of slaves banded together to resist the slaveholders. In the late 1730s, the governor of Spanish Florida, in an attempt to weaken South Carolina, promised freedom and land to any enslaved Africans who fled south to Florida. In 1739, 75 Africans gathered near the Stono River, attacked their white overseers, stole their guns, and raced south toward Florida, attacking whites as they traveled. The local militia eventually ended the **Stono Rebellion**, killing between 30 and 40 of the Africans.

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

from one's family, however, was always present. Despite these conditions, many Africans managed to pass on their family names and cultural traditions.

**Oppression and Resistance** In South Carolina, where often as few as 5 whites would oversee roughly 100 enslaved Africans, authority was maintained through harsh means. Whippings and beatings were common. Disobedient workers were branded, and some planters would slit noses or amputate fingers and toes as punishment and to terrify other workers into obeying orders. Africans in South Carolina needed passes to leave their plantations, and planters organized regular night patrols to watch for rebellion and runaways.

## The Enlightenment and the Great Awakening

Ideas as well as people made their way to the English colonies. During the 1700s, America came under the influence of two great European cultural movements. One movement, the **Enlightenment**, challenged the authority of the church in science and philosophy while elevating the power of human reason. In contrast, a religious movement, later known in America as the **Great Awakening**, stressed dependence on God and gained wide appeal among farmers, workers, and enslaved people.

**The Enlightenment** Enlightenment thinkers believed that natural laws applied to social, political, and economic relationships, and that people could figure out these natural laws if they employed reason. This emphasis on logic and reasoning was known as **rationalism**.

One of the earliest and most influential Enlightenment writers was **John Locke**. His contract theory of government and natural rights is a good example of the way Enlightenment thinkers attempted to use reason to discover natural laws that applied to politics and society.

Even more significant in some ways was Locke's *Essay on Human Understanding*. In this work, Locke argued that contrary to what the Church taught, people were not born sinful. Instead their minds were blank slates that could be shaped by society and education, making people better. These ideas that all people have rights and that society can be improved became core beliefs in American society.

French thinker Jean Jacques Rousseau carried these ideas further. In *The Social Contract*, he argued that a government should be formed by the consent

of the people, who would then make their own laws. Another influential Enlightenment writer was **Baron Montesquieu**. In his work *Spirit of the Laws*, published in 1748, Montesquieu suggested that there were three types of political power—executive, legislative, and judicial. These powers should be separated into different branches of the government to protect the liberty of the people. The different branches would provide checks and balances against each other and prevent the government from abusing its authority. Montesquieu's idea influenced many of the leaders who wrote the American Constitution.

**The Great Awakening** While some Americans turned away from a religious worldview in the 1700s, others enthusiastically renewed their Christian faith. Many Americans embraced a European religious movement called **pietism**, which stressed an individual's piety (devoutness) and an emotional union with God.

Throughout the colonies, ministers spread the message of pietism through **revivals**—large public meetings for preaching and prayer. This revival of religious feeling is known as the Great Awakening.

In New England the Great Awakening was, in part, a response to declining religious fervor and a reaction to the ideas of the Enlightenment. In 1734 a Massachusetts preacher and philosopher named **Jonathan Edwards** aimed to restore New England's spiritual intensity after experiencing his own conversion. His terrifying sermons pictured humanity dangling on the brink of damnation, suspended only by the "forbearance of an incensed [angry] God." Edwards argued that a person had to repent and convert, to be "born again." This idea of having an internal emotional experience that brings one to God was a central idea of the Great Awakening.

The Great Awakening began in earnest when the Anglican minister **George Whitefield** arrived in Philadelphia in 1739. The ideas of John Wesley, the founder of Methodism, influenced Whitefield, and both had an impact on America. Whitefield was a powerful, emotional speaker, and he attracted large crowds everywhere he preached.

Whitefield also warned of the dangers of listening to ministers who had not been born again. This challenge to the authority of other ministers created tensions within colonial congregations. During the Great Awakening, nearly all New England churches split into factions called the New Lights and the Old Lights, or the New Side and the Old Side. Many ministers found themselves dismissed by their congregations depending on which side they took. Those

### Fact

### Fiction

### Folklore

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



churches that embraced the new ideas—including the Baptists, some Presbyterians and Congregationalists, and the new group called the Methodists—experienced a surge in membership, while other churches’ memberships declined.

The Great Awakening also had a profound effect in the South, where the emotion and energy of Baptist preaching won converts among poor tenant and backcountry farmers. Baptists also welcomed enslaved Africans at their revivals and condemned the brutality of slavery. Hundreds of Africans joined Baptist congregations and listened to sermons that taught that all people were equal before God.

The Baptist effort to preach to the enslaved Africans provoked a violent response from the planters, who feared losing control of their workforce. Sheriffs and justices of the peace organized armed groups of planters to break up Baptist meetings by force. Despite the violence, by 1775, 20 percent of Virginia’s whites and thousands of enslaved Africans had joined Baptist congregations. Within the enslaved community, converts spread the word even further, creating a separate African Christian culture on the plantations.

The Great Awakening was one of the last major cultural developments in America before the American Revolution. Like the Enlightenment, it implanted ideas that are still a very powerful part of American society.

The Enlightenment and the Great Awakening had different origins and directions. Both movements, however, served to emphasize an individualism that supported America’s political independence. The



### History Through Art

**The Great Awakening** George Whitefield was one of the most famous ministers of this period of intense religious revival in the colonies. [How did Whitefield’s emphasis on being “born again” affect churches?](#)

Enlightenment provided arguments against British rule. The Great Awakening undermined allegiance to traditional authority.

**Reading Check** **Describing** How did the Great Awakening affect New England churches?

## SECTION 4 ASSESSMENT

### Checking for Understanding

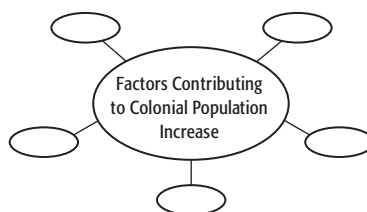
- Define:** Enlightenment, Great Awakening, rationalism, pietism, revival.
- Identify:** Cotton Mather, Pennsylvania Dutch, Stono Rebellion, John Locke, Montesquieu, Jonathan Edwards, George Whitefield.
- Explain** how the Enlightenment and the Great Awakening influenced the American colonies.

### Reviewing Themes

- Global Connections** What factors and motivations drove immigration to the American colonies in the 1700s?

### Critical Thinking

- Making Comparisons** In what ways did enslaved Africans develop their own culture in the American colonies?
- Organizing** Use a graphic organizer similar to the one below to explain the reasons for the population increase in the colonies in the 1700s.



### Analyzing Visuals

- Studying Paintings** Examine the painting of George Whitefield on this page. How does the imagery of the painting suggest the emotionalism that Whitefield was known for during the Great Awakening?

### Writing About History

- Persuasive Writing** Imagine that you are a German immigrant to the colonies in 1725. Write a letter to your relatives explaining what your life in the colonies is like and encouraging them to join you in America.

**Reviewing Key Terms**

On a sheet of paper, use the following terms in a sentence.

- |                        |                     |
|------------------------|---------------------|
| 1. cash crop           | 12. artisan         |
| 2. plantation          | 13. entrepreneur    |
| 3. indentured servant  | 14. capitalist      |
| 4. gentry              | 15. mercantilism    |
| 5. subsistence farming | 16. natural rights  |
| 6. Middle Passage      | 17. Enlightenment   |
| 7. slave code          | 18. Great Awakening |
| 8. town meeting        | 19. rationalism     |
| 9. selectmen           | 20. pietism         |
| 10. bill of exchange   | 21. revival         |
| 11. triangular trade   |                     |

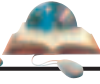
**Reviewing Key Facts**

22. **Identify:** William Berkeley, Royal African Company, Charles II, James II, Pennsylvania Dutch, John Locke, Montesquieu, Jonathan Edwards, George Whitefield.
23. What crops did the economy of the Southern Colonies depend on?
24. Why did Southern planters come to rely on enslaved labor?
25. How did trade affect the economy of the New England Colonies?
26. Why did England pass the Navigation Acts?
27. Why was the creation of the Dominion of New England unpopular in the English Colonies?
28. Why did Africans in South Carolina develop a more independent slave culture than Africans in other Southern Colonies?
29. How did the Great Awakening influence the American colonies?

**Chapter Summary**

**The American Colonies**

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



**Self-Check Quiz**

Visit the *American Vision* Web site at [tav.glencoe.com](http://tav.glencoe.com) and click on **Self-Check Quizzes—Chapter 3** to assess your knowledge of chapter content.

**Critical Thinking**

30. **Analyzing Themes: Global Connections** Draw your own mental map of the triangular trade, then explain how Caribbean merchants paid for products from New England.
31. **Evaluating** Do you think Nathaniel Bacon was justified in staging a revolt against Virginia’s government?
32. **Forming an Opinion** Do you think slavery would have become entrenched in the South if the region’s economy had not depended on cash crops and a large labor force? Why or why not?
33. **Categorizing** Use a graphic organizer similar to the one below to compare the economies of the New England, Middle, and Southern Colonies.

New England Colonies	Middle Colonies	Southern Colonies

**Practicing Skills**

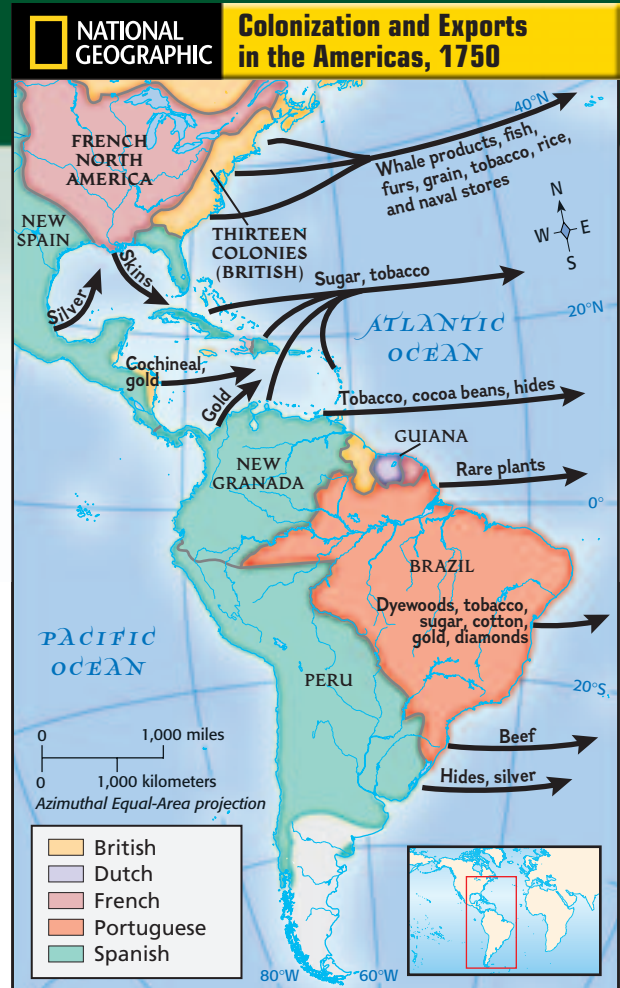
34. **Reading a Bar Graph** Study the graph of tobacco imports on page 85. Then use the steps you learned about reading a bar graph on page 103 to answer the following questions.
  - a. **Interpreting Graphs** In which year did imports reach the highest level?
  - b. **Synthesizing Information** Which region would benefit most by the rise in tobacco imports from 1725 to 1735?

**Geography and History**

35. The map on this page shows colonization and exports in the Americas in 1750. Study the map and answer the following questions.
  - a. **Interpreting Maps** Which region produced diamonds?
  - b. **Applying Geography Skills** Which European country controlled the most territory in the Americas? Which controlled the least?

**Writing Activity**

36. **Writing a Magazine Article** Find out about slavery throughout history in various cultural and geographic areas of the world. Choose one area and compare slavery there with the slavery of Africans in the American colonies. Present your findings in a magazine article and place it in your portfolio.



**Chapter Activity**

37. **Technology Activity: Using the Internet** Search the Internet for sites that describe what life was like for colonists in America in the 1700s. Create a travel brochure titled “Visit Colonial America.”

**Standardized Test Practice**

**Directions:** Choose the best answer to the following question.

All of the following are examples of strong community life in New England colonies EXCEPT

- A plantations.
- B schools.
- C town meetings.
- D churches.

**Test-Taking Tip:** Think about New England’s geography and society. Which of the answers does not describe New England’s society?