

Review Unit

1

Beginnings to 1861

“I always consider the settlement of America with reverence and wonder, as the opening of a grand scene and design in providence. . . .”

John Adams
Notes for “A Dissertation on
the Canon and Feudal Law,” 1765

This painting by Howard Chandler Christy shows George Washington presiding over the Constitutional Convention in Philadelphia, Pennsylvania, in 1787. ►



- Review Chapter 1** Origins of a New Society, to 1754
Review Chapter 2 Balancing Liberty and Order, 1753–1820
Review Chapter 3 An Emerging New Nation, 1783–1861



Origins of a New Society, To 1754

SECTION 1 The Atlantic World

SECTION 2 European Colonization of the Americas

SECTION 3 Growth of the American Colonies



A modern replica of one of Columbus's ships

The signing of the
Mayflower Compact



1607

The English establish
Jamestown, Virginia.

1620

Pilgrims establish
Plymouth Colony
in present-day
Massachusetts.

1570-1600

The Iroquois League,
a confederation of
Native American
nations, is formed.

1492

Columbus sails to
the Americas.

1565

The Spanish establish
St. Augustine, in
present-day Florida.

American Events

1475

World Events

European slave
raids begin in Africa.

1500

The Reformation
begins.

1517

1575

Samuel de Champlain
establishes Quebec, New France.

1608

1625

Native American Culture Groups and Subsistence Areas, circa 1500

Primary subsistence areas

- Acorn
- Balance of animal and wild plant foods
- Buffalo, Large game
- Caribou, Moose
- Fish
- Game, Maize
- Maize
- Maize, River subsistence
- Sea mammals
- Tapioca
- Wild plants, Maize
- Wild plants, Small game



1640s-1670s

Virginia and Maryland pass a series of laws codifying the practice of enslaving African Americans.

1664

The English take New Amsterdam from the Dutch and rename it New York.

1680

The Pueblo Revolt in New Mexico temporarily drives the Spanish from the area.

1730s

The Great Awakening, a religious revival sparked by Jonathan Edwards, begins in New England and spreads throughout the colonies.

1675

England's Glorious Revolution brings William and Mary to the throne and produces a bill of rights.

1689

1725

1775



A bell from a Spanish mission



0 250 500 mi.
0 250 500 km

The Atlantic World

READING FOCUS

- What were the characteristics of the Native American world before the arrival of Columbus?
- What was life like in Europe during the Middle Ages and the Renaissance?
- What were the traditional societies of West Africa like?
- How did Columbus's voyages lead to the birth of the Atlantic World?

MAIN IDEA

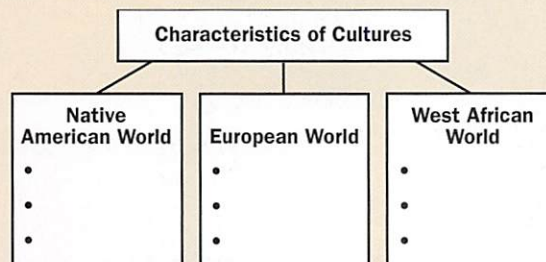
Columbus's voyages to the Americas brought together and reshaped the differing cultures of the Americas, Europe, and West Africa.

KEY TERMS

migration
nomad
clan
barter
middle class
monarch
Magna Carta
Columbian Exchange
plantation

TAKING NOTES

Copy the chart below. As you read, use the boxes to describe the three cultures before Columbus's voyages took place.



This nineteenth-century American painting shows Columbus coming ashore in the Americas.



Setting the Scene A few hours after midnight on the morning of October 12, 1492, a sailor named Rodrigo de Triana spotted land. His ship, the *Pinta*, was part of an expedition authorized by Spain to find a water route to “the Indies” (India, China, and other Asian lands). The sailors thought they had reached their goal. Actually they were somewhere in the Caribbean Sea, probably approaching the island now called San Salvador. The source of their confusion was that Christopher Columbus, the expedition’s leader, had underestimated the size of the earth. Columbus had probably realized his error, for he repeatedly misled the crew about the distance they had sailed. About two months after they had set sail, Columbus reported that the crew had lost patience, and that he encouraged them by “representing the profits they were about to acquire.” He added that “having come so far, they had nothing to do but continue on to the Indies, till with the help of our Lord, they should arrive there.” Two days later they sighted land.

Columbus was not the first European to reach the Americas. About 500 years earlier, Norsemen led by Leif Ericson had most likely sailed along the North American coast and probably stopped occasionally in present-day Maine and Newfoundland, Canada. Columbus’s voyage had far greater importance, however, because of the explorers, conquerors, and settlers who followed him to the Western Hemisphere. Through Columbus, the separate parts of the Atlantic World—the Americas, Europe, and West Africa—became permanently linked. This would change forever the histories of the peoples on these continents.

The Native American World

Today’s Native Americans, or Indians, are descendants of the first people to live in the Americas. Many

thousands of years ago, those first Americans arrived as part of a **migration**, or movement of people for the purpose of settling in a new place. They reached the Americas from Asia, most experts believe, by crossing what is now called the Bering Strait, a waterway off Alaska's west coast. During the last Ice Age, glaciers trapped much of the earth's ocean water in ice, causing sea levels to drop and exposing a "land bridge" that experts believe Asians crossed to reach North America.

Gradually the human population spread from the Arctic Circle to the southernmost tip of South America. Over thousands of years, Native American societies living in different regions developed a variety of distinct languages and cultures.

Native Peoples Across North America The North American continent varies greatly from region to region, and Native Americans adapted their ways of life to fit their local environments. The Inuit and Aleut peoples, for example, lived in the far north, on the coastal edges of North America. They were skilled at hunting on ice and snow. Other northern peoples, such as the Koyukon and Ingalik, were **nomads**. That is, they moved their homes regularly in search of food.

Native Americans of the Northwest Coast took advantage of the rich ocean fishing grounds nearby. In the Southwest, groups such as the Hopi and the Zuni developed farming methods to suit their dry environment. Other southwestern groups, such as the Apache, were nomadic. In the center of the continent, Plains Indians traveled great distances on foot, hunting vast herds of buffalo that fulfilled many of their needs, from food to clothing to shelter.

In the Northeast, Indian peoples gathered wild plants and grew corn and other crops. They also hunted game such as deer, bear, and moose in the vast woodlands of the region. Native Americans of the Southeast included the Natchez, who settled the lower Mississippi River. Natchez towns included as many as several thousand inhabitants, who often built magnificent temples on raised mounds of earth.

Shared Customs and Beliefs Despite their cultural differences, Native American peoples had much in common. For example, many Native American societies were organized by kinship, or family relationships, rather than by social classes or by wealth or age. Individuals relied on their kin, or family, to fulfill many of their social needs, such as child care and education. Kinship groups were organized by clans. A **clan** is made up of groups of families who share a common ancestor.

Native American groups had similar religious beliefs. Indian peoples believed that the most powerful forces in the world are spiritual, and they followed traditional religious practices, or rituals, that recognized the power of these forces. Failure to perform these rituals, they believed, would cause disasters such as invasions, disease, or bad harvests. To preserve their beliefs and customs, Native Americans relied on oral history, or passing traditions from generation to generation by word of mouth. Elders told stories, sang songs, and provided instructions for ceremonies to young people, who later passed this knowledge on to their own children.

Trading Patterns Native American trading routes crisscrossed North America. For example, the Inuit traded copper from the Copper River in



VIEWING HISTORY This 1784 engraving shows a multifamily dwelling typical of the Nootka people of the Northwest Coast. **Analyzing Visual Information** How does the engraving show the importance of fish in the Nootka diet?

Focus on GOVERNMENT

The Iroquois League Also called the Iroquois Confederacy or the Five Nations, the Iroquois League was a confederation of five tribes (Mohawk, Oneida, Onandaga, Cayuga, and Seneca) centered in present-day New York State. When the Tuscarora joined in 1722, it became known as the Six Nations.

According to tradition, the League was formed between 1570 and 1600 to put an end to constant warfare among the tribes and to provide a united force to withstand invasion. The League was governed by a council made up of clan and village chiefs. Voting in the council was by tribe, and a unanimous vote was required to declare war. The Iroquois were extremely successful in war, and subdued many of the neighboring tribes.

Following colonial settlement, the Iroquois traded beaver for firearms with the Europeans, and became important in the rivalry between French and British colonists. The confederacy was officially recognized by the British in 1722, and survived for more than 200 years.



Native American artists in present-day Kentucky created the beautiful stone mask (left). The Etowah neck ornament (right) is made of shell.

VIEWING HISTORY Asian spices were sold to Europeans in medieval marketplaces like this. **Drawing Conclusions** What can you learn about medieval life from this marketplace?



southern Alaska for sharks' teeth collected by people living in coastal Washington. The Mohave of the Great Basin carried out **barter**, or trade, with people on the California coast, and then traded the coastal goods to the Pueblo in present-day Arizona.

Attitudes Toward the Land One item that Native Americans never traded was land. In their view, the land could not be owned. They believed that people had a right to use land or to allow others to use it, but buying or selling land was unthinkable. Land, like all of nature, deserved respect. The Europeans who arrived in North America in the 1400s, however, had quite a different idea about land ownership. They frequently did not understand Indian attitudes and interpreted Native American references to land use to mean land ownership.

The European World

The voyages that brought Columbus and other Europeans to the Americas were a sign of Europe's rebirth. Between about A.D. 500 and 1300, a time known as the Middle Ages, or medieval period, Europeans had been too busy dealing with internal problems to give much thought to the world beyond their own continent.

The Early Middle Ages The early part of the Middle Ages, roughly 500 to 1000, was marked by instability. Germanic tribes such as the Franks surged across the borders of the former Roman Empire. From the north, fierce Viking warriors came to loot and burn villages. In the south, the powerful Muslim empire spread from its birthplace in Arabia across North Africa and into what is now Spain. (The Muslim empire had arisen in the 600s, based on a new religion, Islam, inspired by the teachings of the prophet Muhammad.)

To protect themselves from these threats, Europeans created a political and economic system known as feudalism. Under feudalism, a powerful noble, or lord, divided his large landholdings among lesser lords. In return, they owed him military service and other favors. Peasants called serfs farmed the lord's manor, or estate, and gave him a portion of the harvest. They received his shelter and protection in return. Born into lifetime servitude, serfs had no education and knew little about the world outside the manor, which they were forbidden to leave.

The manor system produced everything a feudal society needed to survive. As a result, the trade links that had tied Europe to foreign lands during the Roman Empire largely died out.

The Power of the Church The Roman Catholic Church governed the spiritual life and daily activities of medieval Christians, both rich and poor. The head of the Church, the pope, claimed authority over emperors and kings, and often appointed them. The clergy, or Church officials who were authorized to perform religious ceremonies, often owned their own manors. Much of the clergy's power came from the fact that they were virtually the only educated people in medieval Europe. They alone could study the Bible and other holy writings of Christianity, so they controlled how the faith was communicated to the people. Christians were expected to obey Church authority completely.

After Muslims from Turkey seized Jerusalem, a city holy to both Christians and Muslims, the Church organized a series of military campaigns to retake the city. These holy

Focus on WORLD EVENTS

Marco Polo Europeans learned about Asia not only from the Crusaders, but also from a fascinating account of China written by Marco Polo. Born in the mid-1200s to a wealthy family of traders, Polo grew up in the Italian city of Venice. In 1271, when Polo was still a teenager, he left with his father and uncle on an overland journey to China. Their caravan is shown in the illustration below. They remained in China for more than 15 years. During this time, Polo saw many parts of that vast country while conducting business for China's emperor, Kublai Khan.

Polo returned to Italy in 1295, but he soon was briefly imprisoned in Genoa, a city that was a rival of Venice. There he dictated the story of his travels to a fellow prisoner. The book, commonly known as *The Travels of Marco Polo*, was a huge hit in Italy. Its descriptions of the wonders of Asia sent European merchants scrambling to set up trading missions to the East.



wars, which took place between 1096 and 1291, were called the Crusades. The Crusaders failed to establish permanent Christian control of Jerusalem, but they did increase Europeans' awareness of the world beyond their borders. Returning home to Europe, Crusaders brought spices, fabrics, and other Asian goods they had looted in war. Europeans quickly developed a taste for these items, which helped revive Europe's trade with the outside world.

Signs of Change Meanwhile, Europe's economy had entered a period of new growth. New farming methods increased food supplies, which in turn led to population growth. More people, including runaway serfs, began moving to towns and cities that were growing up along trade routes. The growth of cities and trade in Europe created a new **middle class** of merchants, traders, and artisans who made and sold goods to the manors. It also revived the use of money, which had declined in the early part of the Middle Ages. Finally, it contributed to the eventual breakdown of the feudal system.

Europe's growing wealth also increased the power of **monarchs**, or those who rule over territories or states. Monarchs attracted the loyalty of the new middle class by protecting trade routes and keeping the peace. Strong monarchs sometimes clashed with one another. In 1066, the Duke of Normandy, who ruled a region in present-day France, conquered England. This event, called the Norman Conquest, led to a gradual blending of French and Anglo-Saxon cultures that became part of the English and American heritage.

Monarchs also clashed with their own nobles, sometimes over a king's attempts to impose heavy taxes. In 1215, England's King John, a weak and insensitive leader, was forced by his nobles to sign a document granting them various legal rights. That document, the **Magna Carta** or "Great Charter," not only shaped British government but also became the foundation for future American ideals of liberty and justice. One clause declared:

KEY DOCUMENTS

"No freeman shall be arrested or imprisoned or dispossessed or . . . in any way harmed . . . except by the lawful judgment of his peers or by the law of the land."

—Magna Carta, 1215

Ambitious rulers such as King John also came into conflict with the Church. For a time, strong popes prevailed in these struggles, but by the 1200s, monarchies were growing stronger as papal supremacy declined.

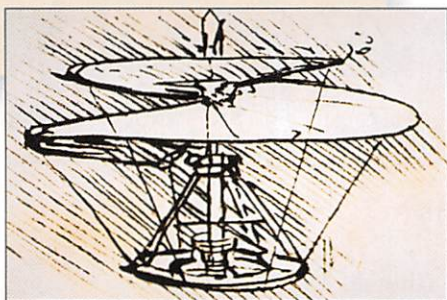
The Renaissance Begins The 1300s in Italy signaled the beginning of a new era for Europe. Called the Renaissance, a French word meaning "rebirth," it was a time of enormous creativity and rapid change. The Renaissance spread throughout western Europe and peaked in the 1500s. It was a quest for knowledge in nearly every field of study, including art, literature, science, and philosophy.

Freed from the rigid thinking of the medieval past, Renaissance thinkers and artists rediscovered the art and learning of ancient Greece and Rome and of Muslim culture. They used reason and experimentation to explore the physical world and the individual's place in it. This philosophy is called humanism.

Focus on CULTURE

The Renaissance Man The idea of the Renaissance is embodied in what we now call the Renaissance man, the person who is skilled and knowledgeable in all the arts and sciences. This concept came from Leon Battista Alberti (1404–1472), who said that “a man can do all things if he will.”

Today, Leonardo da Vinci (1452–1519) is regarded as the ultimate Renaissance man. He was a painter, sculptor, architect, and musician. His *Mona Lisa* (right) still fascinates viewers. In addition, Leonardo was a scientist and engineer; some of his inventions, such as a type of helicopter (below), were centuries ahead of their time. In his notebooks, Leonardo combined a spirit of scientific inquiry with extraordinary powers of observation and artistic skill. He studied anatomy in order to be a better sculptor—even dissecting corpses to view the muscles, skeleton, and organs—thus making contributions to both art and science.



The most admired art works of the Italian Renaissance, such as Michelangelo’s sculpture of David and his paintings in the Sistine Chapel, and Leonardo da Vinci’s *Mona Lisa*, depicted human beings and their emotions realistically.

The Renaissance Spreads North Eventually, the Renaissance spread northward from its Italian birthplace. By the late 1500s, it had reached much of Europe. Among the artists of this Northern Renaissance was the English playwright and poet William Shakespeare, generally regarded as the most gifted writer in history.

The works of writers like Shakespeare became available to many more Europeans thanks to the invention of the printing press. In 1455, Johann Gutenberg used a process involving movable metal type to produce a Bible. This invention set off a communications revolution over the next century, as some 200 million books came off European printing presses.

A large number of these books were Bibles, which now circulated among a wider audience. The printing revolution came at a time when critics, angry at corruption among the clergy, were calling for Church reform. In 1517, this criticism flared into a revolt known as the Reformation. A German monk named Martin Luther claimed that the Bible, not the Church, was the true authority in spiritual matters. Luther’s followers called themselves Protestants because they protested Church authority.

The Rise of Nations During the Renaissance, government by local nobles and the Church gradually declined. Instead, monarchs began to combine smaller areas into the larger nation-states we know today. For the first time, Europeans began thinking of themselves as citizens of nations, such as France, England, or Portugal.

The young nations soon started competing for the highly profitable Asian trade, which had become important after the Crusades. In 1400, the only way to reach Asia was still by land, since Europeans did not have the technology to explore the faster sea route without becoming hopelessly lost. With the help of instruments developed by Renaissance scientists, however, long-range sea travel finally became possible. Sailors could use a compass to determine direction when neither the coastline nor the sun was visible. In addition, the astrolabe and the quadrant allowed ship captains to find their location far from visible land.

In 1418, Prince Henry of Portugal established a school for mariners. His seamen developed the final tool necessary for long-range voyages: the caravel, a ship that could sail against the wind as well as with it. In 1488, a navigator trained at this school, Bartolomeu Dias, sailed around the southern tip of Africa, the Cape of Good Hope. Nine years later, another Portuguese mariner, Vasco da Gama, sailed from Portugal to India. The first sea route from Europe to Asia was now open.

Portugal had a serious competitor, however. In 1469, Isabella of Castile and Ferdinand of Aragon were married, thereby uniting their two powerful kingdoms in what is present-day Spain. They launched a successful campaign to drive the Muslim empire out of Spain. Isabella also wanted to surpass Portugal in the race to explore new sea routes, and to bring Christianity to

new lands. So, as her ships dropped anchor along the west coast of Africa, they carried not only trade goods but Christian missionaries as well.

The West African World

Europeans and Africans had first met in ancient times, when a wide trading network of land and sea routes thrived throughout the Mediterranean region. Much of this contact stopped during the Middle Ages, but it resumed during the Renaissance. European traders began to trade salt for gold from North African middlemen, who obtained it from their trading partners in the interior of West Africa. Europeans wanted to get around these middlemen and go directly to the sources of gold. This was the prize for which Portugal and Spain competed in the 1400s as their ships explored Africa's Atlantic coast.

Early relations between Europeans and West Africans were mostly peaceful. Portugal established trade ties with wealthy coastal kingdoms that produced much of the gold. The Portuguese built a string of forts along the coast for their ships to load and unload trade goods. Africans ran the trading operations and set their own prices. The Netherlands, France, and England soon launched expeditions to the region to set up similar trade arrangements.

West African Geography and Cultures Like other peoples, West Africans adapted their culture to their geographic surroundings. Rain forests covered a large band of coastal land in the south. Some of the continent's earliest societies evolved in this resource-rich region, where people hunted, fished, mined, and farmed the land.

Farther north lay a wide expanse of savanna, or tropical grassland with scattered trees, where nomadic peoples hunted and raised livestock. Merchants did a brisk business obtaining gold and other goods from the forest regions and trading them to merchants in the north. The deserts of West Africa remained largely uninhabited. But scattered towns did arise at major watering holes, where camel caravans loaded with trade goods stopped to rest.

As in the Americas, West African societies were organized according to kinship groups. Often, all residents of a town or a city belonged to kinship groups that had a common ancestor. This type of organization is called a lineage. African lineage groups provided the types of support that clans did for Native Americans.

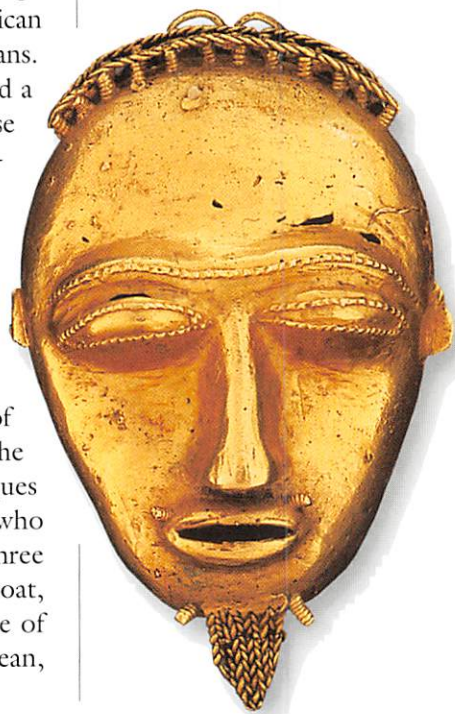
West Africans generally shared certain religious beliefs. They worshipped a Supreme Being, as well as many lesser gods and goddesses, or spirits. These spirits were thought to inhabit everything in the natural world, from animals to trees to stones. Humans also were thought to be living spirits both before and after death. Africans appealed to the spirits of their ancestors for help in their daily lives. Information about religious beliefs, as well as family stories and laws, were handed down from generation to generation through oral tradition. As in the Americas, oral histories gave kinship groups a sense of identity.

Kingdoms and Trade Several well-established kingdoms ruled parts of West Africa for centuries. One was Benin, which arose in the late 1200s in the coastal forest. Artists left a record of their society in a series of bronze plaques that once decorated the palace of the king, or Oba. A European traveler who had visited the capital of Benin observed: "This city is about a league [three miles] long from gate to gate; it has no wall but is surrounded by a large moat, very wide and deep, which suffices for its defense. . . . Its houses are made of mud walls covered with palm leaves." The streets of Benin were wide and clean, and they led to a grand palace.

READING CHECK

Why did exploration by European mariners increase during this time?

Gold from the forest regions of West Africa was traded to other parts of Africa and to Europeans. This gold pendant was made by the Baule people.





MAP SKILLS By 1500, extensive trade routes crisscrossed West Africa.

Movement Why do you think the Portuguese established their trading posts along Africa's west coast?

Benin's wealth came from trade. The kingdom produced goods such as palm oil, ivory, and beautiful woods. Some of the finest artwork of the time came from Benin, especially sculpted heads created in a unique style. Before long, sculptors added figures with beards and helmets. These figures represented the Portuguese. A strong Oba had come to the throne in 1481, and had established friendly and profitable relations with the Portuguese.

Further west, between the coastal rain forest region and the Sahara, the Songhai empire thrived from the 1460s to 1591. Songhai's best-known monarch, Askia Muhammad, created a complex government with separate departments for defense, banking, and farming. A bureaucracy of paid officials enforced laws, collected taxes, negotiated with other nations, and kept the peace. Many trade caravans passed through Songhai—and paid heavy fees to do so.

Songhai's capital, Timbuktu, was a center of learning. Most of Timbuktu's scholars (like those in medieval Europe) studied religion. In Timbuktu, that religion was Islam, which had reached West Africa around 1050 through trade and by invasion from the north. Askia Muhammad, a devout Muslim, had made Songhai a Muslim empire. Yet most people, especially outside the cities, still followed traditional African beliefs.

Slavery in Africa Africans, like Europeans, believed in the private ownership of goods and property. Yet they differed from Europeans in their attitudes toward land and people. In Europe, land was scarce and thus very valuable. In Africa, labor was often valued more than land. The power of leaders was determined by the number of people they ruled, not the amount of land they controlled. Growing kingdoms such as Benin and Songhai needed increasing numbers of workers. As in many other societies, slaves provided the labor.

The most likely people to be enslaved in Africa were those who had been cut off from their lineage. Most slaves had probably been captured in war, although many were kidnapped in slave raids carried out by rival ethnic groups. Africans' concept of slavery differed from slavery as it developed in the Americas. In Africa, slaves became adopted members of the kinship group that enslaved them. They could marry into a lineage, even into the high ranks of society, and move out of their slave role. Children of slaves were not presumed to be born into slavery. Finally, slaves carried out a variety of roles, working as soldiers and administrators as well as laborers.

In the 1500s, Europeans began to exchange valuable goods, such as guns, for slaves sold by coastal societies such as Benin. Both sides profited greatly. The Africans obtained advanced technology, and the Europeans obtained labor for use in large farming operations in the Americas and elsewhere. As time wore on, however, Europeans demanded more and more slaves. Those who resisted dealing in the human cargo became themselves the victims of bloody slave raids.

The Birth of the Atlantic World

In January 1492, Spain's Queen Isabella and King Ferdinand authorized the Italian-born mariner Christopher Columbus to make contact with the people of "the lands of India." Much to his pleasure, they made him "High Admiral of the Ocean Sea and . . . Governor of the islands and continent which I should discover," as Columbus wrote later.

The Voyages of Columbus Columbus's commission appealed to his ambition, but the Spanish nobles and clergy also had reasons for wanting his voyage to succeed:

1. Columbus hoped to enrich his family and to gain honor and fame. He also planned to conquer non-Christian lands and convert their peoples to Christianity. Like many people of the time, he believed that other cultures and religions were inferior to his own, and he felt that God wanted him to bring Christianity to other lands.
2. Columbus's royal patrons shared his desire to spread Christianity, but they had economic motives as well. Muslims controlled the overland trade routes connecting Europe and Asia. Europeans wanted to bypass the Muslims and trade directly for eastern spices and herbs.
3. Portuguese sailors had found an eastern route to India by sailing around Africa. If the Spanish could find an easier, western route, they might gain an advantage in their rivalry with Portugal.

Shortly before sunrise on August 3, 1492, three ships under Columbus's command set sail from Spain. The *Niña*, *Pinta*, and *Santa Maria* reached the Americas roughly two months later. The Spanish received a warm welcome from the first Native Americans they met, the Tainos. Columbus collected the gifts given him by the Tainos—and took others by force—before returning to Spain. He also took back with him some Native Americans, whom he called "Indians" because he thought he had reached the Indies.

Upon his return to Spain, Columbus received the honors he had sought, including the governorship of present-day Hispaniola, an island in the Caribbean. Eventually, he made four voyages to the Americas. Columbus proved to be a far better admiral than governor. The Spanish settlers on Hispaniola complained to the Spanish government of harsh and unfair treatment. Columbus lost his governorship, as well as his prestige at court. And despite increasing evidence that he had found a new continent, he clung to his claim that he had reached the Indies. In 1506, Columbus died a disappointed man, never knowing how much he had changed the course of history.

The Impact of Columbus's Voyages Others, however, realized the importance of Columbus's findings. Beginning in 1499, the Italian seaman Amerigo Vespucci made several voyages along the coast of South America. He suggested that it might be a continent previously unknown to Europeans, "what we may rightly call a New World." In 1507, the German mapmaker Martin Waldseemüller read Vespucci's account and printed the first map showing the "New World" as separate from Asia. Waldseemüller named the unfamiliar lands "America," after Vespucci.

Columbus's voyages changed far more than maps. They also launched a new era of transatlantic trade known as the **Columbian Exchange**. European ships returned with exciting new foods from the Americas. The potato quickly became the new food of Europe's poor, helping to save them from famine. In return, Europeans brought to the Americas crops such as wheat, and domestic



Sounds of an Era

Listen to Columbus's description of his first voyage and other sounds from the era of exploration of the Americas.



Christopher Columbus was born Cristoforo Colombo in the Italian city of Genoa in 1451. His father was a merchant and worked in the wool industry, and his mother was the daughter of a wool weaver. Columbus wrote volumes about his voyages, yet we know little about his early life.



VIEWING HISTORY A Native American in Mexico drew this picture of a smallpox victim being comforted by a healer. The squiggle near the healer's mouth represents spoken words. **Recognizing Cause and Effect** Why do you think smallpox did so much damage to Indian populations throughout the Americas?

animals such as the cow and the horse. They also brought firearms and the wheel and axle. Finally, Europeans introduced their culture to the Americas, including European laws, languages, and customs.

One European import, however, caused immense suffering among Native Americans: disease. Explorers and soldiers infected the native populations with smallpox, typhus, measles, and other deadly diseases to which the Indians had not developed resistance. These diseases spread rapidly along the extensive Native American trade network, killing hundreds of thousands and weakening the social structure of Native American cultures.

Meanwhile, Europeans saw the New World as a source of wealth. Rival nations all wanted to gain land in the Americas. Resenting Spain's claim to the whole Western Hemisphere, Portugal sent a complaint to the pope. In 1494, at the urging of Pope Alexander, Portugal signed the Treaty of Tordesillas. It drew an imaginary line around the world called the Line of Demarcation. Spain was to rule over lands west of the line, including most of the Americas. Portugal would receive the rest, including Brazil. To this day, people in most of South America speak Spanish, but the language of Brazil is Portuguese.

Slave Labor in the Americas To produce the American foods that brought a high price in Europe, Portugal and Spain established large farms called **plantations**. At first, soldiers forced Native Americans to work on the plantations. Unaccustomed to that type of work and weakened by disease, these slaves did not provide a reliable labor force. Europeans then turned to West Africa.

The European settlers' enormous need for labor transformed the West African slave trade into an industry. Historians still debate the number of Africans who were abducted from their homeland and taken to the Americas, but it appears that some 9–11 million people were enslaved. Even such huge numbers, though, cannot portray the full horror of slavery. Slaves were regarded as mere property and were treated no better than farm animals. In the Americas, slavery was a lifetime sentence from which there was no escape. And in West Africa, the loss of many young and healthy people to the slave trade had a damaging effect on society for many years to come.

Section

1

Assessment

READING COMPREHENSION

1. (a) How were **clans** important in Native American societies? (b) How was lineage important in West African societies?
2. How were the rise of the **middle class** and the increased power of **monarchs** related?
3. What was the Renaissance?
4. What was the **Columbian Exchange**?

CRITICAL THINKING AND WRITING

5. **Recognizing Bias** What beliefs influenced Europeans' views of themselves and other cultures? How did these beliefs affect their actions?
6. **Writing to Inform** Explain how geography contributed to (a) the diversity of Native American peoples, (b) the rivalry between Spain and Portugal, and (c) the wealth of Songhai.



Take It to the NET

Activity: Creating a Table Read about the Columbian Exchange. Create a table showing the impact of the American foods that first arrived in Europe at this time. Use the links provided in the *America: Pathways to the Present* area of the following Web site for help in completing this activity.

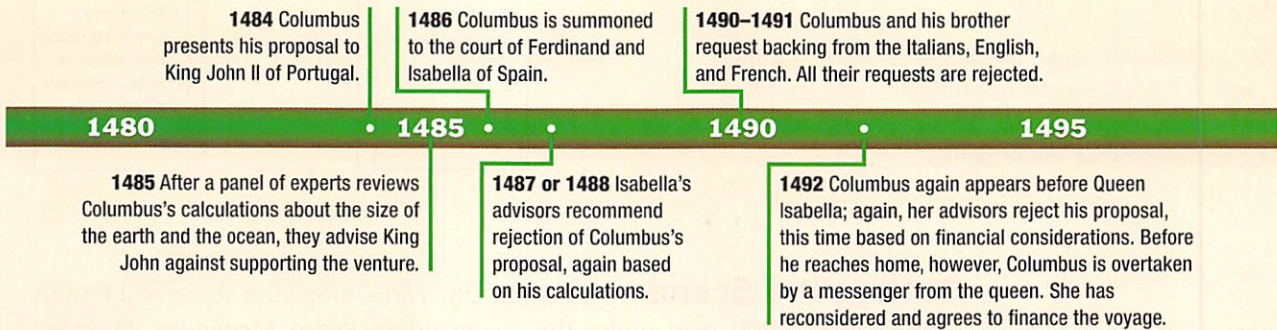
www.phschool.com



Generalizing From Multiple Sources

A generalization is a broad statement based on multiple examples or facts, often from various sources. Valid generalizations are useful for summing up information, but “sweeping generalizations”—those that are too broad and do not allow for exceptions—can be misleading. For example, you might generalize from your experience that *most* dogs like to be petted. But believing that *all* dogs *always* like to be petted could get you into serious trouble.

The time line and the quotation below relate to Christopher Columbus's effort to find financial backing for his first voyage. Friar Marchena, mentioned in the letter, was a priest whom Columbus had met in Spain.



LEARN THE SKILL

Use the following steps to make generalizations:

- 1. Identify the main ideas of each source.** Consider both the information and the time period.
- 2. List relevant facts.** Determine which facts in the sources support each main idea. You may find that some facts are not relevant to your topic.
- 3. Find a common element.** Look for general trends, or a common thread, in the ideas stated in the sources. Also look for patterns or trends in the details and facts.
- 4. Make a generalization.** “Add up” the facts and ideas in your sources to make a general statement. Be sure that you can support your generalization with facts and that it is not too broad. Valid generalizations often include words such as *many*, *most*, *often*, *usually*, *some*, *few*, and *sometimes*. Faulty generalizations may include words such as *all*, *none*, *always*, *never*, and *every*.

PRACTICE THE SKILL

Answer the following questions:

- 1. (a)** What is the main idea of the time line? How do you know? **(b)** What time period does it cover? **(c)** What is the main idea of the excerpt? **(d)** What time period does the excerpt refer to?
- 2. (a)** How many facts does the time line present to support its main idea? **(b)** What are two of those

Letter to the Spanish Monarchs

“Your majesties know that I spent seven years in the court pestering you for this; never in the whole time was there found a pilot, nor a sailor, nor a mariner, nor a philosopher, nor an expert in any other science who did not state that my enterprise was false, so I never found support from anyone, save father Friar Antonio de Marchena, beyond that of eternal God.”

—Christopher Columbus, *circa* 1501

facts? **(c)** Describe how Columbus supports his main idea. **(d)** Is this support reliable? Explain.

- 3. (a)** What main idea do both sources share? **(b)** How does the time line support the quotation and vice versa? In other words, what is the benefit of having these two kinds of sources?
- 4.** What valid generalizations can you make about **(a)** Columbus, **(b)** his contemporaries, and **(c)** monarchs in the late 1400s?

APPLY THE SKILL

See the Chapter Review and Assessment for another opportunity to apply this skill.

European Colonization of the Americas

READING FOCUS

- How did the Spanish explore and build an empire in the Americas?
- What happened to the two earliest English colonies and why?
- What kinds of settlements did the French establish in North America?
- How were the New England, Middle, and Southern Colonies settled?

MAIN IDEA

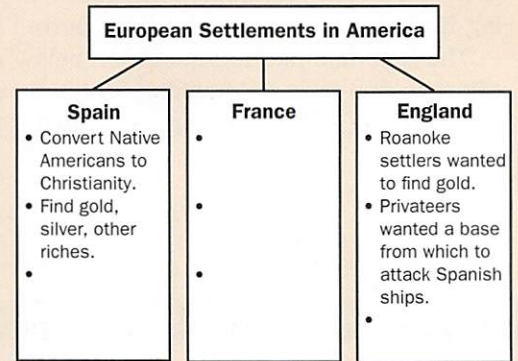
After 1492, the Spanish began building an empire in the Americas, and in the 1600s, France established fur-trading posts in present-day Canada. In 1607, the English began establishing colonies along the Atlantic Coast.

KEY TERMS

conquistador
colony
missionary
charter
indentured servant
Puritans
Mayflower Compact
religious tolerance
proprietary colony

TAKING NOTES

Copy the chart below. As you read, fill in the purposes of the settlements made by each nation.



Setting the Scene On August 28, 1565, a Spanish force of 11 ships and roughly 2,000 men under the command of Pedro Menéndez de Avilés sailed into a bay in northeastern Florida. Because August 28 is the day the Catholic Church honors St. Augustine, Menéndez de Avilés named the bay St. Augustine. He also gave that name to a colony he established there.

A year earlier, France had built Fort Caroline to the north of St. Augustine. In fact, Menéndez de Avilés had been sent not just to build a Spanish colony but to eliminate the French one, which Spain's King Philip II saw as a threat to Spanish control of the region. With the help of two Native American guides, a force of Spanish soldiers marched to Fort Caroline. They destroyed the fort and killed its inhabitants. Many of the French were Protestants, and the Spanish hung the French bodies on trees with a sign saying "Not as Frenchmen, but as heretics." (A heretic is someone who holds religious beliefs opposed to those of the established church or religion.) While Fort Caroline had lasted only a year, St. Augustine has lasted to this day. It is the oldest continuously settled city in the United States.

The founding of St. Augustine illustrates several elements of Europe's colonization of the Americas. First, the competition among European powers for land in the Americas was sometimes violent. Second, Europeans were motivated not only by a desire for power and wealth, but by religious reasons as well. In addition, Native Americans were drawn into the conflicts among the Europeans. Later they would also fight the Europeans over land. Finally, like the city of St. Augustine, the European presence in the Americas was there to stay.

Building a Spanish Empire

The Spanish explorers of the Americas had three major motives for conquering the region. They wanted to spread the Christian religion, gain wealth, and win fame. In other words, they went to the Americas for "God, gold, and glory."



VIEWING HISTORY This wood engraving shows the founding of St. Augustine. **Determining Relevance** Why are the tasks shown here important to founding a colony?

Spain's Major Explorers In the 50 years after Columbus's death, the discoveries of Spanish explorers greatly increased Europeans' knowledge about the lands from Florida in the East to the shores of the Pacific Ocean in the West.

Juan Ponce de León had only been in the Americas a few years when he heard tales of a spring that could make people young again. While searching in vain for this "fountain of youth," he explored and named Florida in 1513. Also in 1513, Vasco Núñez de Balboa led a group of Spaniards and Native Americans across the Isthmus of Panama. Balboa and his Spanish companions thus became the first known Europeans to see the Pacific Ocean from the American continent. And in 1519, Ferdinand Magellan, a Portuguese sailor who explored on behalf of Spain, began an historic expedition that eventually circumnavigated, or sailed around the entire earth. Unfortunately, Magellan himself died before the expedition was completed.

In 1519, Hernán Cortés was sent by the Spanish governor of Cuba to conquer the vast empire ruled by the Aztec people in Mexico. Located where Mexico City now stands, the Aztec capital, Tenochtitlán, had 150,000 to 300,000 inhabitants (perhaps more) and was one of the world's largest urban centers. The Aztecs governed some 10 to 12 million people. Cortés had only about 600 soldiers, but he also had thousands of allies among Native Americans who hated the Aztecs. Not only had the Aztecs conquered their neighbors, but they had also sacrificed untold numbers of them in religious ceremonies. By 1521, Cortés had destroyed Tenochtitlán and conquered one of the largest empires in the world.

Like Cortés, Francisco Pizarro was a **conquistador**, or Spanish conqueror of the Americas. He conquered the empire of the Incas, centered in present-day Peru, South America.

A Spanish Empire As the Spanish conquistadors explored and conquered, they also started settlements that they hoped would grow into **colonies**, areas settled by immigrants who continue to be ruled by their parent country. By the 1550s, the Spanish colonies amounted to a large empire in Mexico, Central America, South America, and the islands of the Caribbean Sea.

These colonies made the Spanish wealthy. Using the labor of enslaved Native Americans and Africans, the Spanish mined vast amounts of silver and gold from the mountains of Mexico and Peru. They also established farms and ranches that produced a variety of goods.

The Spanish dealt with Native Americans differently than did other European conquerors. They did not try to drive Indians out of their lands. Instead they forced them to become a part of the colonial economy. One method they used was known as the *encomienda* system, under which Native Americans were forced to work for the profit of an individual Spaniard. In return, the Spaniard was supposed to ensure the well-being of the workers.



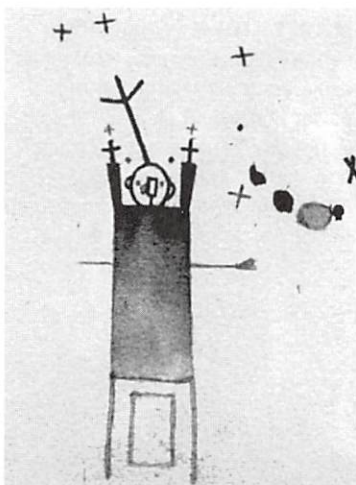
MAP SKILLS For more than a century after Columbus's voyages, explorers sailed on behalf of any power that would sponsor them. Cabot and Verrazano were Italian, and Hudson was English.

Movement What nations sponsored Cabot, Verrazano, and Hudson?

Focus on ECONOMICS

Riches From America The Spanish came to the Americas seeking gold, and they found it—in staggering amounts. They found vast silver resources as well. The average value of precious metal that was shipped back to Spain each year jumped from about 1 million pesos in the period of 1526–1530 to more than 35 million pesos during 1591–1595.

The flow of so much American gold and silver into Spain, however, helped cause inflation. Since precious metal was used as money, an increase in the precious metal supply caused an increase in the money supply as well. That, in turn, led to inflation, or higher prices: more pesos in circulation meant each peso was worth less, so each peso could buy fewer goods than previously. Prices in Spain increased three- to five-fold during the 1500s.



VIEWING HISTORY This painting of a missionary pierced by a lance depicts the Pueblo Revolt of 1680. **Recognizing Cause and Effect** What caused the Pueblo Revolt?

Because the Spanish and Native Americans lived together on the same land, in time a population arose that was a mixture of both peoples. They were called *mestizos*, which is Spanish for “mixed.”

The Spanish Push North

Cortés and Pizarro strengthened Spain’s grip on Mexico and Peru. Other conquistadors explored the southern parts of what would become the United States.

For example, the Spaniard Alvar Núñez Cabeza de Vaca and an enslaved African named Estevanico were part of an expedition that was shipwrecked in 1528 near present-day Galveston, Texas. With two other survivors, they wandered through the Gulf Coast region for eight years before being rescued. Estevanico later traveled into the American Southwest in search of seven golden cities that were rumored to exist there. Francisco Vázquez de Coronado, too, searched for the fabled golden cities. Between 1540 and 1542, he traveled through present-day Texas and pushed north as far as Kansas. In 1539, Hernán de Soto landed in Florida and traveled westward. He and his men were probably the first Spaniards to cross the Mississippi River.

Forts for Defense The regions explored by Cabeza de Vaca, Estevanico, de Soto, and others did not seem to offer much in riches or farming possibilities. For this reason, few of the approximately 450,000 Spanish immigrants to the Americas before 1650 settled in the lands that are now the United States.

As a result, the Spanish government tried to encourage settlement in certain neglected regions, such as the Southeast Coast. The Spanish built bases in Florida to protect their ships carrying silver and gold from Cuba to Spain. St. Augustine is the only Florida settlement that still survives. In the Southwest, the conquistador Juan de Oñate and several hundred settlers claimed an area they called New Mexico in 1598. (Spanish New Mexico included parts of present-day Arizona and Texas.) Finally, the Spanish began to consider settlements in California in the hopes of keeping their European rivals out of the region. Major efforts to colonize this region, however, did not begin until the 1700s.

Missionaries The Spanish settlements that eventually dotted the South and West were forts, or presidios, most of them occupied by a few soldiers. The survival of these Spanish outposts was due in large part to the hard work of a few dozen Catholic missionaries. **Missionaries** are people who are sent out by their church to teach people their religion. In North America, the missionaries converted Native Americans to Christianity and established dozens of missions—headquarters where the missionaries lived and worked.

Resistance to the Spanish Some Native Americans fiercely resisted the Spanish, but much of this resistance was disorganized. In New Mexico, however, the Pueblo people united in what is called the Pueblo Revolt of 1680. By the 1670s, widespread sickness and drought had reduced the Pueblo population. Seeking to reverse this decline, the Pueblo began to return to their traditional religious practices, which the Spanish had tried to stamp out. In August of 1680, inspired by a religious leader named Popé, the Pueblo people in New Mexico rose up and drove the Spanish out of Santa Fe. Years passed before the Spanish were able to return and rebuild. Similar Native American rebellions also occurred in Florida.

English Colonization

In the race to take advantage of the opportunities in the Americas, the Spanish were soon far ahead. Among the other European nations, England was the most determined and, in time, the most successful.

English Explorers Several explorers sailed to the Americas for England before the 1600s. Although none discovered fabulous riches as the Spanish had, they did greatly expand England's knowledge of the North American coast.

John Cabot was the first known explorer sailing for the English to cross the Atlantic. He may have reached present-day Newfoundland, Canada, in 1497. Sir Martin Frobisher made three voyages across the Atlantic Ocean in the 1500s. Like Cabot, he was searching for the Northwest Passage, a trade route to Asia that would go past or through the continent of North America. Henry Hudson explored for both the English and the Dutch. On his third voyage, in 1609, he explored the river later named for him in present-day New York. When he realized that it was not the Northwest Passage, he turned back. In 1610, he discovered present-day Hudson Bay.

Sir Francis Drake was the most famous of England's "sea dogs," or privateers. (A privateer is a privately owned ship, or the captain of such a ship, hired by a government to attack foreign ships.) Elizabeth I, the Protestant queen of England from 1558 to 1603, authorized the sea dogs to attack the ships of Catholic Spain. Drake's raids on St. Augustine and other Spanish port cities in the Americas severely weakened the finances of the Spanish empire. Earlier, during his 1577–1580 voyage around the world, Drake had made his way into San Francisco Bay and north along the Pacific coast of the present-day United States.

The Roanoke Disaster By Drake's time, the English had decided that they, like the Spanish, should have American colonies. They had several reasons:

1. Privateers were sailing far from England in search of riches. They wanted a base in the Americas from which they could attack Spanish ships and cities.
2. Europeans were still convinced that they could find a Northwest Passage through the Americas. When they did find such a passage, they reasoned, they would need supply stations in North America for their ships.
3. English merchants also wanted new markets. Some hoped that a growing population in the colonies would someday become buyers of English cloth and other products.
4. Some English people thought the Americas would be a good place to send those who could not find work or homes in England.

With these reasons in mind, the sea dog Sir Walter Raleigh tried twice to start a colony on Roanoke Island, off the coast of present-day North Carolina. Raleigh's first attempt, in 1585, ended when the starving settlers abandoned the colony and returned home. Two years later, there was a second attempt, and how it ended remains a mystery to this day. In 1590, a supply expedition from England found only empty buildings at the settlement. On a doorpost was carved the only clue to the settlers' fate—the word *Croatoan*, an early form of the name of a nearby Native American group. Whether the settlers joined the Indians, or fought them and were defeated, is not known.

The Jamestown Settlement In 1606, several Englishmen made plans to establish another colony. They first had to obtain a **charter**, or certificate of permission, from the king. The charter allowed them to form what is now called a joint-stock company—a company funded and run by a group of investors who share the company's profits and losses. In 1607, the Virginia



England's Sir Francis Drake became the first sea captain to sail his own ship around the globe.

READING CHECK

Why was the Roanoke colony settled, and what happened to it?

Company sent about a hundred colonists to Virginia, the region that Raleigh had reached and named two decades earlier. The settlers called their new village Jamestown in honor of their king, James I.

Jamestown nearly failed, for several reasons. First, most of the settlers were not used to doing the hard work required to start a settlement. Many had come to get rich quickly, so they ignored the daily tasks necessary for their survival and instead searched feverishly for gold. Second, the village was little better than a swamp swarming with disease-bearing mosquitoes. Lastly, the colony suffered from poor leadership. The settlers squabbled about minor matters even when they were in danger of starving. In early 1608, however, a brave and experienced soldier named John Smith emerged as a strong leader. Smith warned the settlers:

“ You must obey this now for a law, that he that will not work shall not eat . . . for the labors of thirty or forty honest and industrious men shall not be consumed to maintain a hundred and fifty idle loiterers.”

—John Smith

Unfortunately for the colonists, Smith soon left the Virginia colony because of an injury. The colony suffered from starvation and sickness for its first ten years. One particularly difficult period from October 1609 to March 1610 was remembered as the “Starving Time.” Only the food and water provided by Native Americans kept the colonists alive.

King James made Virginia a royal colony in 1624 and appointed a governor to lead it. Beginning in 1619, Virginia also had a legislature, or lawmaking assembly made up of representatives from the colony. Although no one understood it in these terms at the time, this legislature, called the House of Burgesses, was the first example of limited self-government in the English colonies.

Growing Tobacco During the difficult early years, one thing—tobacco—saved the Virginia colonists from failing completely. This plant was native to the Western Hemisphere. In 1614, colonist John Rolfe shipped some tobacco to Europe, where it quickly became popular. Soon tobacco was the basis of the colony’s economy. In order to cash in on the tobacco boom, settlers carved out plantations on the banks of the James, York, Rappahannock, and Potomac rivers, and along the shores of Chesapeake Bay. They established their plantations close to waterways, so that they could grow and transport their tobacco more easily.

Labor for Plantations Planters, as owners of these plantations were called, needed laborers to work their tobacco fields. One way to obtain these laborers was to promise them land when they arrived in the colony. Over time, the custom developed of giving each “head,” or person who came to the colony, the right to fifty acres of land.

Many people, however, did not have the money for the voyage. To pay for the crossing, they became **indentured servants**. These people had to work for a master for a period of time, usually seven years, under a contract called an indenture. In return for their work, their master paid the cost of their voyage to Virginia and gave them food and shelter.

Historians estimate that between 100,000 and 150,000 men and women came as servants to work in the fields of Virginia and Maryland during the

VIEWING HISTORY This indentured servant is bundling and packing dried tobacco leaves.

Determining Relevance What was the relationship of tobacco to the need for inexpensive labor, such as indentured servants or slaves?



1600s. Most of them were 18 to 22 years of age, unmarried, and poor. Among Virginia's indentured servants were some Africans, the first to settle in the present-day United States. The first group of about 20 Africans arrived in 1619, and their numbers remained small.

Pushing West As the population of Virginia increased, settlers pushed farther west in search of new farmland, causing clashes with the Native American inhabitants. These clashes led, in turn, to Bacon's Rebellion which showed that the frontier settlers were unwilling to tolerate a government that was not concerned about their interests.

The French in North America

The English were not the only Europeans interested in the East Coast of North America. The French, too, had been exploring the region for decades, in search of trading opportunities.

French Explorers One early French expedition was led by Giovanni da Verrazano, an Italian who sailed for the French. Searching for the Northwest Passage, he explored the coast of North America from present-day North Carolina to Newfoundland, and entered New York harbor in 1524. Jacques Cartier made three voyages to Canada (1534–1542). On the basis of Cartier's explorations, the French king claimed a region called New France. It included not only the land covered by present-day Canada, but also parts of what is now the northern United States.

In 1608, Samuel de Champlain founded the first successful French colony in North America at Quebec in present-day Canada. Champlain also mapped the Atlantic shores as far as Massachusetts, and traveled inland to present-day Lake Champlain (1609) and Lake Huron (1615).

The Fur Trade The French discovered that a product from North America, fur, could be sold for great gain in Europe. Clothing made from the skins of deer, beaver, and other animals became highly fashionable in Europe in the 1600s. Native Americans trapped these animals, collected their furs, and traded them to the French. The fur trade determined the shape of New France. By the late 1600s, it was a long, narrow colony stretching far into the interior of Canada, along the St. Lawrence River and the Great Lakes. New France clung to the waterways because, as in Virginia, water was vital for transporting goods.

English Colonies in New England

While the French were building the fur trade in New France, the English were beginning new colonies along the Atlantic Coast. Known as New England, this region included land that became the states of Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, and Maine.

Plymouth Colony The first successful colony in New England was the result of religious conflicts in England. In 1534, England's King Henry VIII had broken with the Catholic Church and had founded the Anglican Church, England's national church. Some of the English, however, complained that the Anglican Church continued too many Catholic practices and traditions. Because they wanted what they considered a "purer" kind of church, they were called **Puritans**. Some Puritans started separate churches of their

Focus on GOVERNMENT

Bacon's Rebellion Nathaniel Bacon arrived in Virginia from England when high taxes, low tobacco prices, and privileges dispensed by Governor William Berkeley were already causing resentment in the colony. In the west, there was the added problem of fighting between Indians and frontier settlers. Governor Berkeley refused to raise troops to defend the settlers against Indian raids. Although he was Berkeley's cousin, a planter, and a member of the governor's council, Bacon sympathized with the frontiersmen.



In 1676, Bacon raised an army to fight the Native Americans. Angry that Bacon was acting without his permission, Berkeley declared him a rebel and gathered an army to stop him. Bacon's supporters then charged that Berkeley had failed to protect the western settlers and that those settlers had too little voice in colonial government. Bacon's forces attacked and burned Jamestown. For a time, they controlled nearly all of Virginia. When Bacon died suddenly in October 1676, the rebellion collapsed.



Wampum belts, like this Iroquois example, served as currency in trade between Native Americans and Europeans.

own and were called Separatists. Both Puritans and Separatists were persecuted, or attacked because of their beliefs.

One group of Separatists, those who came to be called the Pilgrims, decided to make a new home in North America, where they hoped they would be free to worship as they wished. In 1620, a group of roughly 100 Pilgrims sailed to New England on the *Mayflower*. As the ship neared shore, some non-Separatists on board threatened to go off and live by themselves. Afraid that the group would break up, the Pilgrims made a compact, or agreement, called the **Mayflower Compact**. In it, the settlers agreed to obey all of their government's laws. As they put it:



VIEWING HISTORY The Pilgrims signed the Mayflower Compact while still aboard ship.

Determining Relevance How do you think this agreement helped the Pilgrims survive their initial hardships and eventually prosper?

KEY DOCUMENTS “ We . . . do . . . combine ourselves together into a civil body politic, for our better ordering and preservation . . . [and to] frame such just and equal laws . . . as shall be thought most [fitting] and convenient for the general good of the colony, unto which we promise all due . . . obedience.”

—The Mayflower Compact

The compact kept the Pilgrims together. It also showed that the Pilgrims expected to decide for themselves how they would be governed. One of the men who drew up the Mayflower Compact, William Bradford, went on to be elected governor of the colony 30 times between 1621 and 1656. He helped create a form of government in which the people guided their own affairs. Later this concept of self-government would become one of the founding principles of the United States.

The Pilgrims settled near a harbor, and named their colony Plymouth after the English port from which they had sailed. Like the Jamestown settlers, the Pilgrims endured tremendous hardships. Half of them died in the first winter alone. The next summer, the colonists had the help of a Native American, Squanto, who taught them how to plant corn. Their plentiful harvest of corn led the settlers to hold a great feast of thanksgiving in the fall of 1621.

The Massachusetts Bay Colony In 1630, a thousand English settlers braved a voyage across the Atlantic to found the Massachusetts Bay Colony, just a few miles north of Plymouth. These were the first of a flood of colonists who came to New England in a movement called the Great Migration. By 1643, the Massachusetts Bay Colony had grown to roughly 20,000 people living in 20 towns, including its capital, Boston.

Many of these new settlers were Puritans hoping to live where they could worship as they wished. They did not, however, believe in **religious tolerance**—the idea that people of different religions should live in peace together. They had no desire to live among people who held beliefs different from their own. By law, everyone in the Massachusetts Bay Colony had to attend the Puritan Church and pay taxes to support it.

The Puritans believed that they were creating a new, pure society to serve the will of God. John Winthrop, a founder of the colony and later its governor, summarized the colonists' goals in 1630. To succeed, he said, “We must be knit together in this work, as one man. We must . . . make others' condition our own. . . . For we must consider that we shall be as a city upon a hill. The eyes of all people are upon us.” Winthrop voiced a belief that many on board the ship, and

many Americans since that time, have shared: America would be an example to people throughout the world.

The Puritans worked hard, not only for themselves but also for the common good. Each new town, for example, allotted a “common,” or tract of land to be used by all. The colony was successful; children born in Massachusetts could be expected to live at least twice as long as children born in early Virginia. By 1700, New England was home to more than 93,000 people living fairly comfortable lives.

Yet life in the Puritans’ “city on a hill” had its dark moments. In 1692, several girls and young women in Salem, Massachusetts, accused three townspeople of being witches. In the public uproar that followed, neighbors fearfully accused one another of dealing with the devil. As a result of the Salem witch trials, the Massachusetts authorities ordered 20 men and women to be executed. After a few months, however, the community regained its balance, and the trials and hangings came to an end.

Some historians believe that the witch trials reflected the colonists’ fears about political changes taking place at the time. The year before the trials, England’s new monarchs, William and Mary, had joined the Massachusetts Bay Colony and the Plymouth Colony into one. They were now a single royal colony, known as Massachusetts.

Other New England Colonies As the population of New England increased, farmland in Massachusetts grew scarce. Some Puritans were given permission to establish new communities. In the mid-1630s, for example, the Puritan minister Thomas Hooker led a group of settlers from Massachusetts to Connecticut. Similarly, settlements in Maine and New Hampshire were populated by Puritans. New Hampshire became a separate colony in 1679. Maine was part of Massachusetts until it became a separate state in 1820.

Other people left Massachusetts because of religious conflicts with the colony’s Puritan leaders. In 1635, for example, Roger Williams, a Separatist minister, was banished from Massachusetts. The next year he started a settlement called Providence, which later joined with several other Separatist communities to become the self-governing colony of Rhode Island. Roger Williams’s colony was remarkable because it guaranteed religious tolerance to all settlers.

War With the Indians English settlers pushed Native Americans out of their homelands during the 1600s, sparking several wars between the two groups. As one sachem, or Native American leader, explained:

“Our fathers had plenty of deer and skins, our plains were full of deer, as also our woods, and of turkies, and our coves full of fish and fowl. But these English having gotten our land, they with scythes cut down the grass, and with axes fell the trees; their cows and horses eat the grass, and their hogs spoil our clam banks, and we shall be starved.”

—Miantonomo, 1642

The bloodiest of the wars between the English settlers and the Indians was called King Philip’s War after King Philip (or Metacom), a leader of the Algonquin peoples of New England. In 1675, Metacom united Indian groups from Rhode Island to Maine in an attempt to drive out the English once and for all. He and his

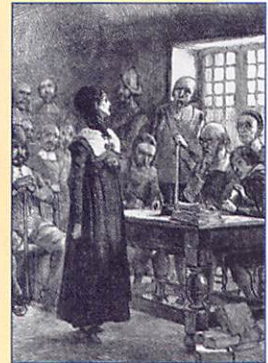
American BIOGRAPHY

**Anne Hutchinson
1591–1643**

Although Anne Hutchinson and her family moved from England to Boston to escape religious persecution and to join the community of Puritans living there, Hutchinson did not accept Puritan authority. She believed that it was wrong to obey the church if by doing so, a person felt he or she was disobeying God. Her home soon became a center for colonists who wanted to think for themselves. Critics of John Winthrop and the Massachusetts government gathered there, as did women who wanted to study the Bible.

The Puritan authorities called Hutchinson to trial in November 1637 to explain her actions. She skillfully defended herself with references to the law and the Bible. Still, the judges rejected her claim that her own beliefs about God could override the authority of Puritan laws and leaders. The court declared Hutchinson “unfit for society” and banished her from the colony.

Early the next year, the Hutchinsons settled in present-day Rhode Island. After the death of her husband, Anne Hutchinson and her children settled on Long Island Sound in New York where most of them were killed by Indians in 1643.



Major European Colonies Before 1680



MAP SKILLS Both the French and the Dutch were more interested in the fur trade than they were in establishing permanent settlements. **Location** How does the resulting settlement pattern of the French and Dutch differ from that of the English?

warriors destroyed more than 20 English towns, attacked dozens of others, and killed about 2,000 settlers. The English struck back, killing or wounding about 4,000 Native Americans. By the war's end, Metacom was dead and the English conquest of the region was nearly complete. But Metacom and his allies had dealt New England settlers a severe blow from which they would not fully recover until the early 1700s.

The Middle Colonies

The colonies to the south of New England, called the Middle Colonies, included New York, New Jersey, Pennsylvania, and Delaware. They developed differently from the colonies in New England, in part because their settlers came from a variety of countries.

New York New York began in 1624 as the Dutch colony of New Netherland, in the Hudson and Delaware river valleys. (The Dutch came from Holland, also called the Netherlands.) The heart of the colony was the trading station of New Amsterdam, founded at the mouth of the Hudson River in 1625. The settlers built up a prosperous fur trade with Europe, and sold crops to other colonies. New Amsterdam became a port where the Dutch, Swedes, French, Germans, English and many others carried on peaceful business together. Some 18 different languages were spoken in its streets. Religious tolerance was a firm rule. The town even boasted the first synagogue, or house of Jewish worship, on the North American continent.

The prosperity of New Netherland attracted England's interest. In 1664, the English king, Charles II, declared that the entire region of the Dutch colonies belonged to his brother, the Duke of York. When the duke sent ships and soldiers to New Amsterdam to back up his claim, the Dutch were forced to give up New Netherland to the English, who renamed it New York.

The Other Middle Colonies The colony of New York was a **proprietary colony**—a colony granted by a king or queen to an individual or group who could make laws and rule it as they wished. (*Proprietor* means “owner.”) The other Middle Colonies were also proprietary.

New Jersey was originally part of the Duke of York's charter. He transferred certain lands over to two English noblemen, and these lands were divided into East Jersey and West Jersey. In 1702, East and West Jersey became a single royal colony called New Jersey. Delaware began as a Swedish colony in 1638. The Dutch captured it from the Swedes, and then the Duke of York captured it from the Dutch. In 1682, he turned it over to the Englishman William Penn, who allowed Delaware to become a separate colony in 1704.

William Penn also owned the colony of Pennsylvania, which he established on land he had received from King Charles II in 1681. Like the Puritans, Penn saw his colony as a “Holy Experiment.” Unlike the Puritans, he wanted to establish a society that practiced religious tolerance. Many of the colonists, like Penn himself, were Quakers, members of a Protestant group that had suffered

persecution in England. Quakers believed firmly that all people should be treated as equals. Pennsylvania also attracted many non-Quaker settlers.

The Southern Colonies

In addition to Virginia, the Southern Colonies included Maryland, the Carolinas, and Georgia. All but Virginia began as proprietary colonies.

Maryland Maryland was first settled in 1634. It was created as a haven for Roman Catholics being persecuted in England, but Puritans outnumbered the Catholics from the very beginning. Therefore, the Maryland Toleration Act was passed to protect Catholics from persecution in the colony. This law was part of a general trend toward religious tolerance in the English colonies. The act was severely limited, however, in that it did not provide protection for non-Christians.

The planters of Maryland, like those in Virginia, grew prosperous during the 1600s by growing tobacco. And like the Virginians, they began to use enslaved Africans to work their fields. The Africans were brought to the colonies by slave traders. By 1704, roughly 15,000 of the 90,000 people in the two colonies were African slaves.

The Carolinas King Charles II gave ownership of a region known as Carolina to a group of English noblemen in 1663. It was first split into North and South Carolina in 1712. In 1719, South Carolina became a royal colony. North Carolina became a royal colony in 1729. Both colonies thrived on tobacco profits and trade with Native Americans.

Georgia Although Georgia was set up like a proprietary colony in 1732, it was actually managed not by owners but by trustees. A trustee is someone entrusted to manage a business. The trustees, led by James Oglethorpe, wanted to create a haven for people who had been jailed in England because they could not pay their debts. At first, Oglethorpe and the trustees ruled Georgia strictly, barring slavery and liquor. Although Catholics could not live in Georgia, all Protestants were permitted. Gradually, however, the colonists forced the trustees to change their rules. Settlers were allowed to use and sell liquor, and enslaved Africans were brought in to work the land. After 20 years, the trustees gave their charter back to the king, and Georgia became a royal colony.



The royal charter of Carolina, 1663, includes the likeness of King Charles II.

Section

2

Assessment

READING COMPREHENSION

1. What is a **colony**?
2. How was tobacco important to Virginia?
3. Why did each of these groups come to the Americas: (a) **missionaries**, (b) **Puritans**, and (c) **indentured servants**?
4. What is the importance of the **Mayflower Compact**?

CRITICAL THINKING AND WRITING

5. **Synthesizing Information** What role did religion play in the settlement of the Americas? How did religious tolerance—or the lack of it—affect the American colonies?
6. **Writing an Introduction** Write the introduction to an essay about the origins of the principle of self-government in the American colonies.



Take It to the NET

Activity: Writing an Ad Investigate the history of Jamestown. Then create an English newspaper advertisement that would have been used to lure settlers to the colony. Use the links provided in the *America: Pathways to the Present* area of the following Web site for help in completing this activity.

www.phschool.com

Growth of the American Colonies

READING FOCUS

- What were England's colonial policies?
- What were the origins of self-government in the colonies?
- What kinds of economies and social systems developed in the colonies?
- What were the lives of African Americans like in the different colonies?
- What tensions were caused by westward expansion and religious revivals?

MAIN IDEA

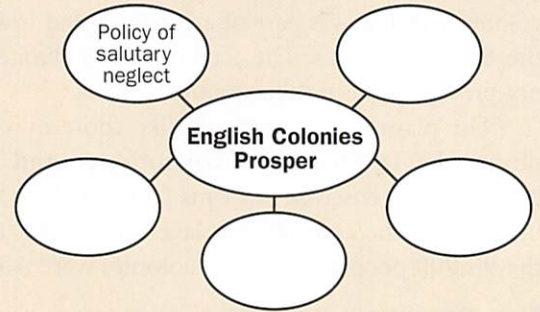
The English colonies developed diverse economies and prospered with little direct interference from England. Meanwhile, enslaved African Americans often suffered brutal treatment, and tensions developed with the French and Native Americans.

KEY TERMS

mercantilism
balance of trade
triangular trade
Middle Passage
immigrant
Great Awakening

TAKING NOTES

Copy the web diagram below. As you read, fill in the circles with the reasons that the English colonies prospered during the mid-1600s and early 1700s.



Young Benjamin Franklin is shown above, working as a printer's apprentice. A view of Philadelphia in approximately 1720 is shown below.

Setting the Scene Not quite 18 years old, and not very clean after a journey of several days, Benjamin Franklin arrived in the city of Philadelphia in October 1723. He had one dollar in his pocket. Franklin had quarreled with his brother (who was also his boss) and had left his home city of Boston to seek his fortune. He was determined to get ahead by improving himself. Franklin began by assembling a list of 13 virtues, including such qualities as temperance, frugality, and industry. He then set out to live by them. Each week, he decided, he would try to make one of the virtues part of his daily life. At the end of 13 weeks, he would repeat the cycle.

Although he did not succeed in mastering his virtues, Franklin did become America's best-known promoter of them. "Time is money"; "God helps them that helps themselves"; "Early to bed, early to rise, makes a man healthy, wealthy, and wise"—these and other famous sayings were published by Franklin. They helped convince American colonists of the economic opportunity available to them. According to Franklin, through hard work and clean living, a person from a humble background could prosper, maybe even become rich. In reality, this opportunity did not extend to all; enslaved African Americans in particular were excluded. Still, thanks to the labor of the colonists and the abundant resources of North America, England's American colonies grew in wealth, power, and self-confidence.



England's Colonial Policies

In the late 1600s and early 1700s, England prized its cluster of colonies on the Atlantic coast of North America for two reasons: The colonies supplied England with food and raw materials, and they bought large amounts of English goods. What's more, the colonists were, in general, loyal to their parent country. Thus, England got what it wanted from its colonies—raw materials and a place to sell its goods—by leaving them alone.

Mercantilism England's economic relationship with its colonies was based on a theory adopted by several western European nations in the 1600s. Called **mercantilism**, this theory held that a country should try to get and keep as much bullion, or gold and silver, as possible. The more gold and silver a country had, argued mercantilists, the wealthier and more powerful it would be.

For countries without sources of gold and silver like the mines Spain controlled in the Americas, the only way to obtain more bullion was through trade. If a country sold more goods to other countries than it bought from them, it would end up with more bullion. In other words, a country's **balance of trade**, or the difference in value between imports and exports, should show more exports than imports.

Mercantilists believed that a nation should have colonies where it could buy raw materials and sell products. The colonies should not be allowed to sell products to other nations or even to engage in manufacturing. The right to make goods for sale should be reserved exclusively for the parent country, since manufacturing was a major source of profit. What's more, to maintain control over trade and to increase profits, the parent country should require its colonies to use its ships for transporting their raw materials.

English rulers came to realize that the American colonies could provide raw materials such as tobacco, furs, and perhaps gold for England to sell to other countries. Furthermore, if the colonies had to buy England's manufactured goods, this exchange would greatly improve England's balance of trade. English leaders, therefore, set out to have as many colonies as possible, and to control colonial trade in order to provide the maximum profit to England.

Controlling Colonial Trade In 1660, England's King Charles II approved a stronger version of a previous law called the Navigation Act. Along with other legislation, the Navigation Act tightened control over colonial trade. The new laws required the colonies to sell certain goods, including sugar, tobacco, and cotton, only to England. Moreover, if colonists wanted to sell certain other goods to foreign countries, they had to take the crop or product to England first and pay a duty, or a tax, on it. They also had to use English ships for some kinds of trade.

During the next two decades, England tried in several ways to tighten its control over the colonies. This effort peaked in 1686, when King James II attempted to take direct control over New York and the New England colonies by creating the Dominion of New England. This action abolished colonial legislatures within the Dominion and replaced them with a governor and a council appointed by the king.

Colonists up and down the Atlantic seaboard deeply resented the king's grab for power. They resented, too, the actions of Edmund Andros, whom James II had appointed governor of the Dominion. Andros collected taxes without the approval of the king or the colonists, and demanded payment of an annual land tax. He also declared a policy of religious tolerance, or respect for different religious beliefs. The Puritans saw these actions as blows to their freedom from English influence and their control over local religious matters.



VIEWING FINE ART This painting of Charles II hangs in the National Portrait Gallery, London.

Analyzing Visual Information What do you think the artist wanted to convey about the monarchy in general and about Charles II in particular? Explain.

As part of the Glorious Revolution of 1688-1689, the English Parliament replaced James II with his daughter Mary and her husband William of Orange. New England citizens promptly held their own mini-rebellion against the Andros government, imprisoning the governor and his associates. William and Mary then dissolved the Dominion and reestablished the colonies that James had abolished. When they restored the Massachusetts charter, however, they revised the government to allow the king to appoint a royal governor. In 1707, another political change occurred when England joined with Scotland to form Great Britain.

Origins of Self-Government

As you recall, England had established three different types of colonies in North America: royal, proprietary, and charter. Over time, England transformed several of the charter and proprietary colonies into royal colonies and appointed royal governors for them. By the early 1700s, therefore, the colonial governments shared a similar pattern of government.

In most colonies, a governor appointed by the king acted as the chief executive. A colonial legislature served under the governor. Most colonial assemblies consisted of an advisory council, or upper house of prominent colonists appointed by the king, and a lower house elected by qualified voters. Only male landowners were allowed to vote. However, most adult white males did own land and thus could vote.

The colonial legislatures came to dominate the colonial governments. They passed laws regarding defense and taxation. Later they took over the job of setting salaries for royal officials. Even the governor's council came to be dominated by prominent local leaders who served the interests of the legislature rather than those of the royal government.

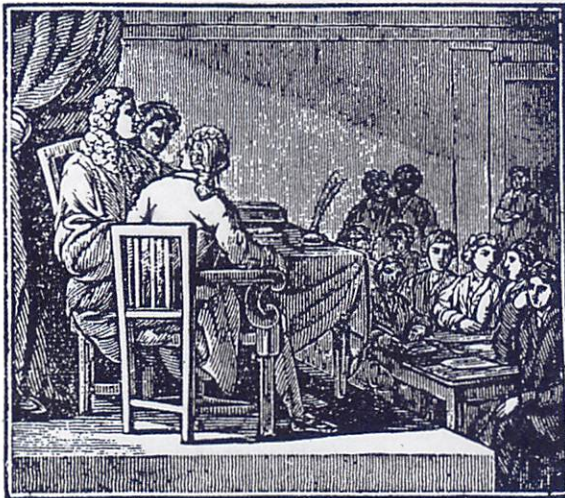
One reason the British government allowed its colonies freedom in governing themselves was that England had a long tradition of strong local government. Another reason was that the British government lacked the resources and the bureaucracy to enforce its wishes. Finally, the existing economy and politics of the colonists already served British interests, and the colonists considered themselves loyal subjects of the king. The British realized that the most salutary, or beneficial, policy toward their colonies was to “neglect,” or leave them alone.

(Thus, later historians would call British colonial policy during the early 1700s “salutary neglect.”) One effect of the policy of salutary neglect was that Great Britain rarely enforced its own trade regulations, such as the Navigation Act. As a result, the colonies prospered, as did their trade with Britain, without much interference from their parent country.

Diverse Colonial Economies

By the early 1700s, the economic foundations of Britain's American colonies were in place. While the Spanish colonies focused on mining silver and growing sugar, and New France focused on the fur trade, the British regions of eastern North America developed diverse economies determined, in part, by local geography.

For the most part, English-speaking settlements continued to hug the Atlantic Ocean and the deep rivers that empty into it. Most commerce took place on water. Roads were little more than footpaths or rutted trails, so it was simply too costly and difficult to carry goods long distances over land. The Atlantic Ocean remained so vital to travel that there was more contact between



VIEWING HISTORY The law-making assemblies of the colonies, like the Virginia House of Burgesses shown here, continued the English tradition of strong local authority.

Drawing Conclusions Why was setting the salaries for royal officials such an important power of colonial legislatures?

Boston and London than between Boston and Virginia.

The Southern Colonies In the Southern Colonies of Virginia, Maryland, South Carolina, North Carolina, and Georgia, the economy was based on growing staple crops—crops that are in constant demand. In Virginia and North Carolina, the staple crop was tobacco. In the warm and wet coastal regions of South Carolina and Georgia, it was rice. To produce these crops, planters needed huge amounts of land and labor but very little else. As a result, the South had fewer towns and merchants than other regions.

African slaves supplied most of the labor on tobacco and rice plantations. Virginia planters began to purchase large numbers of Africans in the late 1600s. By about 1750, enslaved Africans totaled 40 percent of the population. In South Carolina, Africans outnumbered Europeans throughout the 1700s.

The Middle Colonies From Maryland north to New York, the economy of the Middle Colonies was a mixture of farming and commerce. The rich, fertile soil produced profitable crops such as wheat, barley, and rye. New York and Philadelphia were already among the largest cities in North America. Growing numbers of merchants, traders, and craftspeople lived and worked there, and ships from all over the Atlantic World arrived regularly. New people arrived too, increasing the diversity of the populations of New York and Pennsylvania. These colonies included English, Dutch, French, Scots, Irish, Scotch-Irish, Germans, Swedes, Portuguese Jews, Welsh, Africans, and Native Americans.

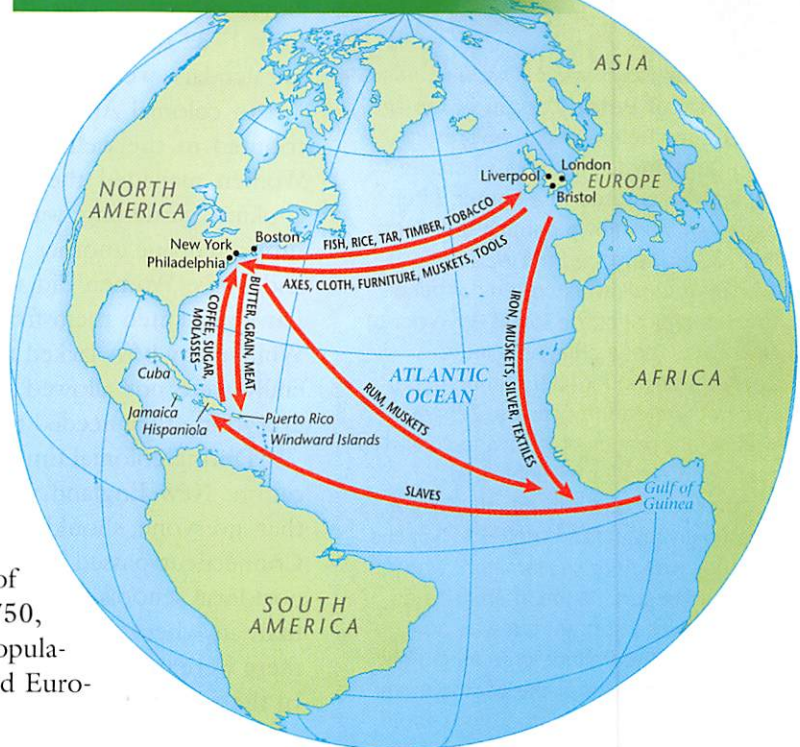
The New England Colonies In the 1700s, the New England colonies were a region of small, self-sufficient farms and of towns dependent on long-distance trade. New England merchants hauled china, books, and cloth from England to the West Indies in the Caribbean Sea. From the Caribbean they brought sugar back to New England, where it was usually distilled into rum. They traded the rum and firearms for slaves in West Africa and then carried slaves to the West Indies for more sugar. This trade between three points in the Atlantic World—the Americas, Europe, and Africa—was called the **triangular trade**.

Life in Colonial America

Life was better for most white colonists than it would have been in Europe. They ate better, lived longer, and had more children to help them with their work. They also had many more opportunities to advance in wealth and status than average Europeans did. Many colonists earned a living by farming and fishing. Others were engaged in trade or were artisans.

At a very early age, boys from many families became apprentices, or persons placed under a legal contract to work for another person in exchange for learning a trade. Apprentices learned to make items such as silverware, furniture, pottery, and glassware. Some apprentices worked for printers, who gathered and circulated local news and information. One of the best-known printers of the 1700s

Atlantic Trade in the 1700s



MAP SKILLS This map shows the goods traded between the Americas, Europe, and Africa. **Movement** How does the map illustrate why slavery was important to the New England and Middle Colonies even though few slaves lived and worked there?

Focus on CITIZENSHIP

The Trial of Peter Zenger At the age of 13, John Peter Zenger emigrated from Germany to New York where he became indentured to a printer. After establishing his own printing business, in 1733 he launched the *New York Weekly Journal*, which often contained articles critical of the Royal Governor of New York. These criticisms led to Zenger's arrest for libel. Although he had not written the articles, Zenger was legally responsible for the contents of the paper he published.

After ten months in prison, Zenger was finally brought to trial in 1735. His attorney was Andrew Hamilton, who had also begun his life in America as an indentured servant but was now Speaker of the Philadelphia Assembly. Hamilton argued that the controversial articles were true and therefore could not be considered libelous. He further claimed that it was the duty of a publication to print the truth. Over the objections of the judges, Hamilton appealed to the jurors directly, and they found Zenger not guilty. The trial of Peter Zenger established truth as a defense against libel, and was a landmark victory for freedom of the press in the English colonies.



Olaudah Equiano described the horrors of slavery from firsthand knowledge.

was Benjamin Franklin, who published several newspapers and magazines, as well as *Poor Richard's Almanac*, which was printed annually from 1732 to 1757. (An almanac is a book containing information such as calendars, weather predictions, proverbs, and advice.)

In colonial America, women juggled a number of duties that contributed to the well-being of their households and of the community. Women managed the tasks that kept a household operating, such as cooking, gardening, washing, cleaning, weaving cloth, and sewing. They supported one another by helping in childbirth and sharing equipment and tools. Women did not have political equality with men, however. Laws prevented them from voting, holding office, or serving on a jury. While many boys lacked the opportunity for schooling, young girls generally were not allowed to go to school—they were expected to learn everything they needed to know from their mothers at home.

During colonial times, most children received very little formal education. New England was an exception. Because the Puritans believed that everyone should be able to read the Bible, Massachusetts and Connecticut passed legislation in 1647 requiring communities to support local schools. As a result, literacy rates were higher in New England than anywhere else in British North America. Outside New England, if there were no schools in the area, parents taught their children at home. In the Southern Colonies, plantation owners often hired private instructors to teach their children.

Colonial colleges were primarily training grounds for ministers and lawyers; generally only the very wealthy attended. Up until the 1740s, there were only three colleges in the colonies, Harvard in Massachusetts (established in 1636), William and Mary in Virginia (1693), and Yale in Connecticut (1701).

African Americans in the Colonies

Not counting Native Americans, about one out of every five people living in British North America by the middle of the 1700s was of African descent. Most of these African Americans were enslaved.

One Person's Story As in the case of all immigrants, the experiences of African Americans in the colonies varied depending on where they lived. Yet the stories of Africans, uprooted from their homeland and sold into slavery, had many elements in common. One African who later told his story was Olaudah Equiano.

Born around 1745 in the country of Benin, Equiano was kidnapped at age 10. He was enslaved to a series of African masters, then sold and put aboard a British slave ship bound for the Americas. During the **Middle Passage**, Equiano witnessed many terrible scenes of suffering and cruelty. (The Middle Passage was one leg of the triangular trade between the Americas, Europe, and Africa. The term is also used to refer to the forced transport of slaves from Africa to the Americas.)

Equiano's ship finally arrived in the West Indies, where the Africans were sold at a public auction. Most went to work—and die—in the sugar plantations of the West Indies. Equiano noted that the sale separated families, leaving people grief-stricken and alone:

“In this manner, without scruple [concern], are relations and friends separated, most of them never to see each other again. I remember . . . there were several brothers who, in the sale, were sold in different lots; and it was very moving on this occasion to see and hear their

cries at parting. O, ye nominal Christians [Christians in name only]! might not an African ask you, Learned you this from your God, who says unto you, Do unto all men as you would men should do unto you?"

—Olaudah Equiano

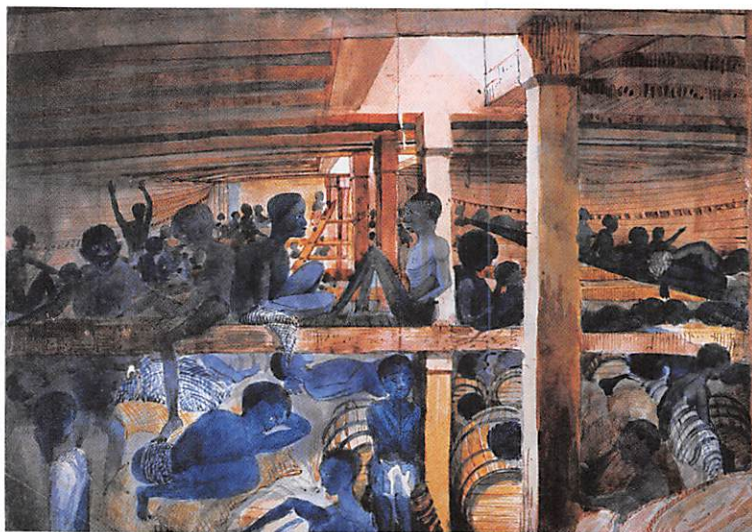
Slavery in the Colonies On the coastal plain of South Carolina and Georgia, called the low country, rice and indigo were grown most efficiently on large plantations with many slaves. High temperatures and dangerous diseases made life particularly difficult for the enslaved workers there, and they labored under especially brutal conditions. African Americans made up a large share of the population in South Carolina and Georgia. Wealthy planters often chose to spend most of their time away from their isolated estates, so slaves generally had regular contact with only a handful of white colonists.

In Virginia and Maryland, slaves made up a minority rather than a majority of the population, and relatively few of them had come directly from Africa. Slaves in these colonies performed many kinds of work. Cultivating tobacco, the major crop, did not take as much time as growing rice, so slaveowners put enslaved African Americans to work at other tasks. This led to more regular contact between African Americans and European Americans. The result was greater integration of European American and African American cultures than in South Carolina and Georgia. In the latter half of the 1700s, slaves in Virginia and Maryland blended the customs of African and European origin in everything from food and clothing to religion.

Some male slaves in Virginia even worked away from plantations as artisans or laborers in Richmond and other towns. As long as they sent back part of their wages to the plantations, they lived fairly independently of their owner's control. They were, however, still subject to harsh laws that controlled what they could do. In addition, their children were born enslaved.

About 400,000 African Americans lived in the Southern Colonies by the late 1700s. In contrast, there were only about 50,000 African Americans in the New England and Middle Colonies combined. These colonies had a more diverse economy, and their farms were much smaller than those in the Southern Colonies and did not require as many slaves for field work. It was more common to find slaves in this region working in the cities as cooks, housekeepers, or personal servants. Male slaves often worked in manufacturing and trade or as skilled artisans. They also worked in the forests as lumberjacks. Because shipbuilding and shipping were major economic activities, some African American men worked along the seacoast. As dockworkers, merchant sailors, fishermen, whalers, and privateers, they contributed to the growth of the Atlantic economy.

Slave Laws and Revolts Laws controlling the lives of slaves varied from region to region. Every colony passed its own slave laws, and revised them over time. Generally, slaves could not go aboard ships or ferries or leave their town limits without a written pass. Crimes for slaves ranged from owning hogs and carrying canes to disturbing the peace and striking a white person. Punishments included whipping, banishment to the West Indies, and death. Many of these laws also applied to free African Americans and to Native Americans.



VIEWING HISTORY This scene aboard a slave ship was painted by an eyewitness in 1846. **Analyzing Visual Information** What does this painting add to your knowledge of the slave trade?

READING CHECK

How did slavery develop in the various colonies?



The Gullah Language and Culture

In the 1700s, owners of rice plantations in the Sea Islands off the South Carolina and Georgia coasts imported slaves from West African rice-growing regions, including present-day Sierra Leone. The Sea Islands could be reached only by boat, and white planters did not want to live there. Thus, these isolated enslaved Africans were able to preserve their distinctive culture, as shown in the batik *Dawn to Dusk* by Frances Johnson.



The Gullah language that developed among these slaves and their descendants is a mixture of English and West African languages. For example, the Gullah “Dey fa go shum,” is “They went to see her” in English.

When new roads linked the islands to the mainland in the 1960s, it was feared that the Gullah culture would die out. Today, however, there is renewed interest in preserving the Gullah language, and festivals celebrate Gullah storytelling, crafts, and cuisine.

? Do you think it is important to record and preserve distinctive historic dialects such as the Gullah language? Why or why not?



Sounds of an Era

Listen to a Gullah storyteller and other sounds relating to colonial life.

Laws restricting the movement of slaves made organizing slave rebellions extremely difficult. Because slaves could not travel or meet freely, they had only limited contact with slaves in other areas. A few early slave revolts are documented. In 1739, several dozen slaves near Charleston, South Carolina, killed more than 20 whites in what is known as the Stono Rebellion. The slaves burned an armory and began to march toward Spanish Florida, where a small colony of runaway slaves lived. Armed planters captured and killed the rebels. In New York City, brutal laws that were passed to control African Americans also led to rebellions.

More commonly, African Americans resisted slavery indirectly, by such acts as pretending to misunderstand orders or faking illness. While these actions could not give them freedom, they did grant the slaves a small degree of control over their own lives. In addition, strong African kinship networks helped people survive slavery and also helped preserve their traditions.

Free Blacks Not until after the American Revolution did the free black population in the Northern and Southern Colonies grow significantly. Some slave laws discouraged people from freeing slaves. Owners had to get permission from the legislature before they could do so. Some laws demanded that freed slaves leave a colony within six months of gaining freedom. Despite the obstacles, those slaves who earned money as artisans or laborers had the possibility of saving enough to purchase their freedom.

Free African Americans did much of the same kind of work as enslaved African Americans. They were, however, probably worse off materially. Free blacks often endured poorer living conditions and more severe discrimination than slaves who were identified with specific white households. The rights of free blacks were also limited: they could not vote, testify in court against whites, or marry whites. Nevertheless, they valued their freedom far above material conditions.

Emerging Tensions in the Colonies

By the mid-1700s, 13 prosperous British colonies hugged the Atlantic Coast. Colonial settlers had transformed the Atlantic colonies into a world of thriving farms, towns, and plantations. The success of the colonies came at a price, however. The growth of the colonies, both in population and territory, raised new issues in colonial life.

Western Expansion In the mid-1700s, the colonial population increased rapidly, almost doubling every 25 years, as the birth rate grew faster than the death rate. The colonies also experienced a growth in the number of **immigrants**, or people who enter a new country to settle. While colonists continued to come from England, they also began to arrive from Ireland and Germany. Those people immigrating from Ireland were often called Scotch-Irish, because they had originally come from Scotland. As the population grew, the colonists began to feel crowded, especially in the smaller colonies of New England.

According to English custom, fathers tried to provide their sons with some land of their own. New Englanders now found it increasingly difficult to do so. Maintaining a family required about 45 acres, and since colonists were having many children, there was simply not enough fertile land to go around.

Clearly the colonies could not continue to flourish if forced to remain confined to the land along the Atlantic Ocean. By the mid-1700s, European settlers were moving into the interior of North America. Scotch-Irish and Germans settled central Pennsylvania and the Shenandoah Valley of Virginia. Farther to the north, colonists spread into the Mohawk River valley in New York and into the Connecticut River valley in present-day Vermont. In southern Pennsylvania and the Carolinas, settlements sprang up as far west as the Appalachian Mountains. In a few cases, settlers pushed through the Appalachians and began cultivating land in Indian territory.

Tensions With the French and Native Americans

The colonists' desire for more land raised tensions between the new settlers and those groups who already lived on the land—the French and the Indians. In the Ohio and Susquehanna River valleys, Native American groups, including the Delaware, the Shawnee, and the Huron, were moving west, too. As white settlers migrated into Native American territory, they forced the local Indians to relocate into lands already occupied by other Native American groups.

The French as well as the Native Americans were alarmed by the steady migration of the English settlers. In 1749, disturbed by the expansion of British trading posts in the Ohio Valley, the French sent defenders to strengthen the settlement of Detroit and to seize the Ohio Valley. Tensions continued to rise in the summer of 1752 when the French built Fort Presque Isle (where Erie, Pennsylvania, is now located) and attacked and killed the defenders of an English trading post in the valley.

COMPARING PRIMARY SOURCES

Expansion Into Native American Lands

Colonial efforts to purchase Native American lands in Pennsylvania created a difference of opinion.

Analyzing Viewpoints According to each speaker, what gives the land its value? How does each speaker characterize the actions and motives of the other? Do you think either or both are justified in their opinions? Explain your reasoning.

Opposed to Expansion

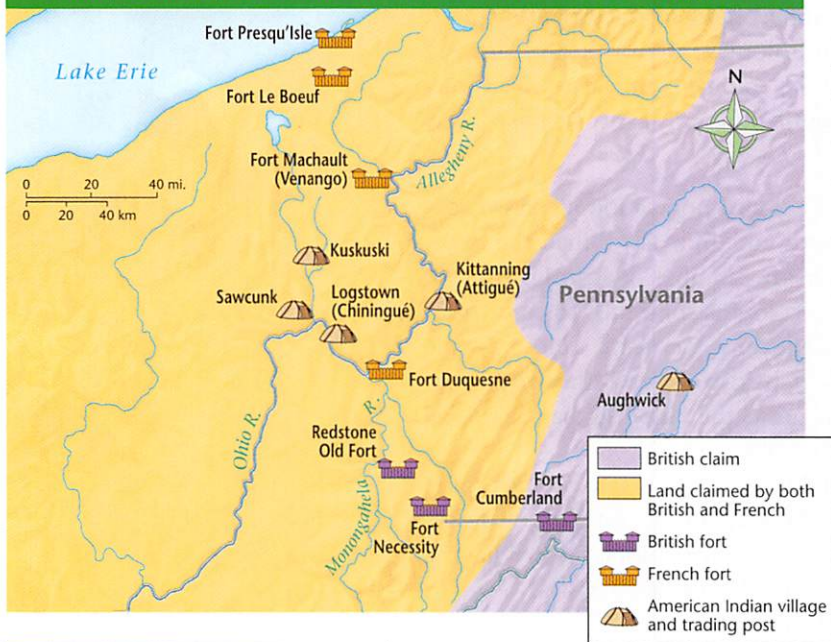
"We know our Lands are now more valuable. The white People think we do not know their Value; but we are sensible [aware] that the Land is everlasting, and the few Goods we receive for it are soon worn out and gone. . . . Besides, we are not well used [treated] with respect to the lands still unsold by us. Your people daily settle on these lands, and spoil our hunting. . . . Your horses and cows have eaten the grass our deer used to feed on."
—Canasatego, Iroquois leader, July 7, 1742

In Favor of Expansion

"It is very true that lands are of late becoming more valuable; but what rises their value? Is it not entirely owing to the industry and labor used by the white people in their cultivation and improvement? Had not they come among you, these lands would have been of no use to you, any further than to maintain you. . . . The value of the land is no more than it is worth in money."

—Governor George Thomas of Pennsylvania, July 7, 1742

British, French, and Indians in the Ohio River Valley, 1754



MAP SKILLS As English colonists pushed west, they came into conflict with both the French and the Indians. **Location** Which British forts are in disputed territory?

By the early 1750s, it was clear that some kind of explosion was rapidly approaching. The most likely setting was the western part of present-day Pennsylvania. There, the interests of the colonies of Pennsylvania and Virginia came into conflict with those of the Native Americans and the French. Whoever controlled the area where the Allegheny and Monongahela rivers meet to form the Ohio River could dominate the entire region. This was, in other words, an area worth fighting for.

Religious Tensions While tensions built along the outer edges of the British colonies, unrest was also increasing within them. Nowhere was this more obvious than in colonial religious life.

While the British colonies were overwhelmingly Protestant (aside from a small number of Jews in cities and some Catholics in Maryland), no single group

of Protestants was more powerful than any other. Southern planters and northern merchants and professionals tended to belong to the Church of England. Most New Englanders were either Congregationalists or Presbyterians. Quakers were strong in Pennsylvania, as were Lutherans and Mennonites, while the Dutch Reformed Church thrived in the colony of New York.

In the early 1700s, many ministers, especially Congregationalists, believed that the colonists had fallen away from the faith of their Puritan ancestors. In the 1730s and 1740s, they led a series of revivals designed to renew religious enthusiasm and commitment. Known today as the **Great Awakening**, this revival of religious feeling was not a single event that began or ended at one specific time, nor did it take place in every colony. Most historians date the beginning of the Great Awakening to the great explosion of religious feeling that arose in the 1730s in response to the preaching of Jonathan Edwards, a Massachusetts minister.

News of Edwards's success spread throughout the colonies and even to Britain. It encouraged other ministers to increase their efforts to energize their followers. These ministers sought to remind people of the power of God and, at least in the beginning, to remind them of the authority of their ministers as well. In a well-known fiery sermon, "Sinners in the Hands of an Angry God," Edwards gave his congregation a terrifying picture of their situation:

“O sinner! Consider the fearful danger you are in: it is a great furnace of wrath, a wide and bottomless pit, full of the fire of wrath, that you are held over in the hand of that God, whose wrath is provoked and incensed as much against you, as against many of the damned in hell. You hang by a slender thread.”

—Jonathan Edwards

Edwards would eventually be eclipsed in popularity by George Whitefield, a young English minister who toured the colonies seven times between 1738 and 1770. Whitefield's tour of New England in 1740 was a great triumph. In

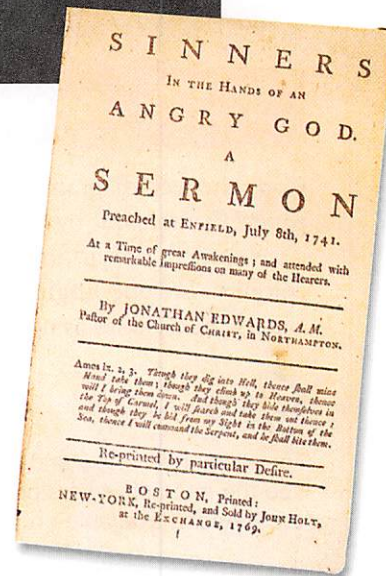
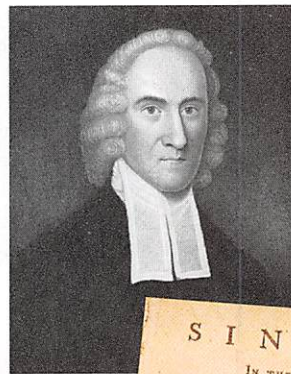
Boston, he preached to vast crowds packed into churches. Later, he held open-air meetings at which thousands of listeners could hear his ringing sermons.

Effects of the Great Awakening As time went on, the Great Awakening did more than revive people’s religious convictions. It energized them to speak for themselves and to rely less on the traditional authority of ministers and books.

In some areas, the Great Awakening was led by ministers in established congregations. But many people flocked instead to revival leaders, such as Whitefield, who were itinerant, or traveling, preachers. If welcomed by the local minister, the itinerants would preach inside the church as a “visiting minister.” If unwelcome, they preached in fields and barns to anyone who would come to hear their sermons. These ministers, some of whom had received little formal education, preached that anyone could have a personal relationship with Jesus. The infinitely great power of God did not put Him beyond the reach of ordinary people, they argued. Faith and sincerity, rather than wealth or education, were the major requirements needed to understand the Gospel.

One sign of the new religious independence brought about by the Great Awakening was the shift of many New Englanders to the Baptist faith in the 1740s and 1750s. In the South, both the Baptist and, later, the Methodist Churches drew new followers. The appeal of these two churches lay in their powerful, emotional ceremonies and their celebration of ordinary people. While some churches grew, others split when only part of the congregation embraced the new emotionalism. Some of these splinter groups were more tolerant of dissent, or difference of opinion, than the organizations from which they had split. This helped make religion in the colonies more democratic.

Although it was a religious movement, the Great Awakening had long-term social and political effects. Methodists and Baptists tended to be people at the middle or bottom of colonial society. When they claimed that individuals could act on their own faith and not rely on a minister or other authority, they were indirectly attacking the idea that some people are better than others. Such talk of equality would, in time, have revolutionary consequences.



VIEWING HISTORY Jonathan Edwards, shown above, declared, “The bow of God’s wrath is bent, and the arrow made ready on the string” in the sermon shown here. **Drawing Conclusions** Why do you think so many people responded to this kind of preaching in the 1700s?

Section

3

Assessment

READING COMPREHENSION

- (a) What is **mercantilism**? (b) According to this theory, what kind of **balance of trade** is desirable?
- What kinds of economies developed in the Southern, Middle, and New England Colonies?
- What part did the **Middle Passage** play in the **triangular trade**?
- What was the **Great Awakening**?

CRITICAL THINKING AND WRITING

- Identifying Central Issues** What situations, events, and policies began to lead toward a demand for self-government in the colonies?
- Writing a Letter** It is the mid-1700s, and you are moving west from one of the English colonies. Write a letter to a friend back home explaining why you are moving.



Take It to the NET

Activity: Writing a Poem

Research the Gullah language and the people who speak it. Write a poem or a song about the Gullah. Try using the Gullah language in all or part of your poem. Use the links provided in the *America: Pathways to the Present* area of the following Web site for help in completing this activity.

www.phschool.com

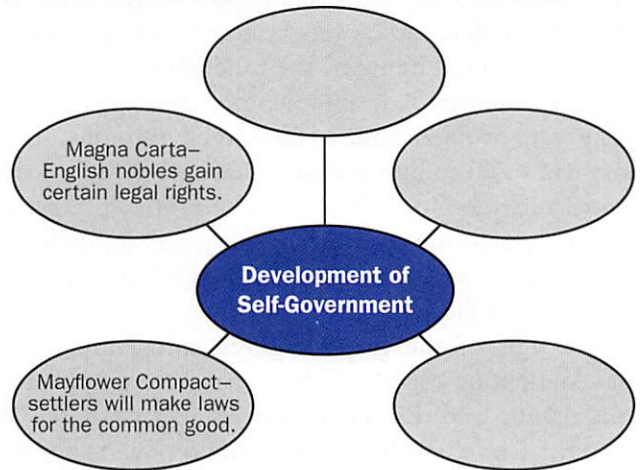
Review and Assessment

creating a CHAPTER SUMMARY

Copy the web diagram (right) on a piece of paper. Complete it by adding examples of the development of self-government in the English colonies. Include English as well as colonial events. Add circles as needed.



For additional review and enrichment activities, see the interactive version of *America: Pathways to the Present*, available on the Web and on CD-ROM.



★ Reviewing Key Terms

For each of the terms below, write a sentence explaining how it relates to the creation of a new American society.

- | | |
|-----------------------|------------------------|
| 1. migration | 6. Mayflower Compact |
| 2. clan | 7. religious tolerance |
| 3. monarch | 8. triangular trade |
| 4. Columbian Exchange | 9. Middle Passage |
| 5. colony | 10. Great Awakening |

★ Reviewing Main Ideas

- What are three characteristics shared by Native American cultures? (Section 1)
- How did the Renaissance change Europe? (Section 1)
- Describe one of the wealthy West African kingdoms of the 1400s. (Section 1)
- How did Columbus's voyages affect Europe, West Africa, and the Native Americans? (Section 1)
- What are three reasons the Spanish explored and settled in the Americas? (Section 2)
- Describe the early years of (a) the Jamestown colony and (b) the first two settlements in Massachusetts. (Section 2)
- How did the English acquire New York? (Section 2)

- What was the policy of salutary neglect? (Section 3)
- What kinds of economies developed in the different colonies? (Section 3)
- Why did dependence on slave labor increase in the Southern Colonies? (Section 3)

★ Critical Thinking

- Demonstrating Reasoned Judgment** European nations competed first to find a sea route to Asia and later to conquer and settle the Americas. Do you think this competition was beneficial or harmful to the development of the Atlantic World? Explain your answer.
- Making Comparisons** Compare the ways that religion contributed to the founding of Spain's American colonies and the New England Colonies.
- Recognizing Ideologies** How was the European settlers' treatment of Native Americans and Africans similar? What do these actions tell you about the worldview of those Europeans?
- Recognizing Cause and Effect** How did geography help to determine the economies and social customs of the English colonies?
- Determining Relevance** Choose three events in English and colonial history that would later lead to the colonists' insistence on self-government, and explain their significance.

★ Skills Assessment

Analyzing Political Cartoons ►

26. The topic of this modern-day cartoon is the current debate over immigration to the United States.
- (a) Who does the man in the center represent?
 - (b) Who do the people on the left represent?
 - (c) Who does the man on the right represent?
27. (a) What historical events does the cartoonist want viewers to recall? (b) What point is the cartoonist making? (c) Do you agree or disagree with this view?



Analyzing Primary Sources

Columbus wrote to the Spanish monarchs, describing the first Native Americans the Spanish met. Read the excerpt from his letter, and answer the questions that follow.

“They are so ingenuous [innocent] and free with all they have, that no one would believe it who has not seen it; of anything that they possess, if it be asked of them, they never say no; on the contrary, they invite you to share it and show as much love as if their hearts went with it.”

—Letter from Columbus to the Spanish monarchs, 1493

28. Which statement best represents the meaning of the quotation?
- A The Tainos are innocent, generous, and cooperative.
 - B The Tainos loved the Europeans.
 - C The Tainos are loving but possessive.
 - D The Tainos are just like the Spanish.
29. What conclusion do you think the king and queen probably drew from Columbus’s description?
- F The Tainos should be treated the same way they treated Columbus.
 - G Spain should leave the area and not come back.
 - H The Tainos would provide no resistance to Spanish conquest.
 - J The Tainos must be wiped out.

Applying the Chapter Skill: Generalizing from Multiple Sources

30. Review the Skills for Life page and the chapter text about Columbus to make a new generalization about Columbus or the Spanish monarchs.

ACTIVITIES

Writing to LEARN

Writing to Learn

The First Amendment to the Constitution of the United States guarantees people the right to practice their religion as they wish. Which early American colonies set precedents for such a guarantee? What were their reasons for doing so? Which colonies did not favor religious tolerance? What were their reasons? How did their views of religious tolerance affect the development of these colonies?

Primary Source CD-ROM

Working With Primary Sources Find additional information on the origins of a new society in the Americas on the *Exploring Primary Sources in U.S. History CD-ROM* and use the selection(s) provided to complete the Chapter 1 primary source activity located in the *America: Pathways to the Present* area of the following Web site.

www.phschool.com

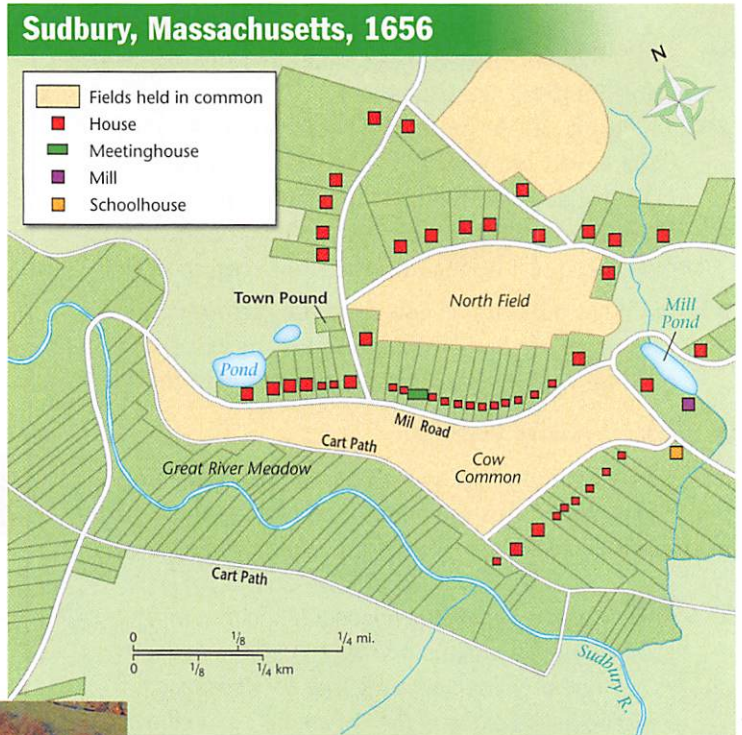
Take It to the NET

Chapter Self-Test As a review activity, take the Chapter 1 Self-Test in the *America: Pathways to the Present* area at the Web site listed below. The questions are designed to test your understanding of the chapter content.

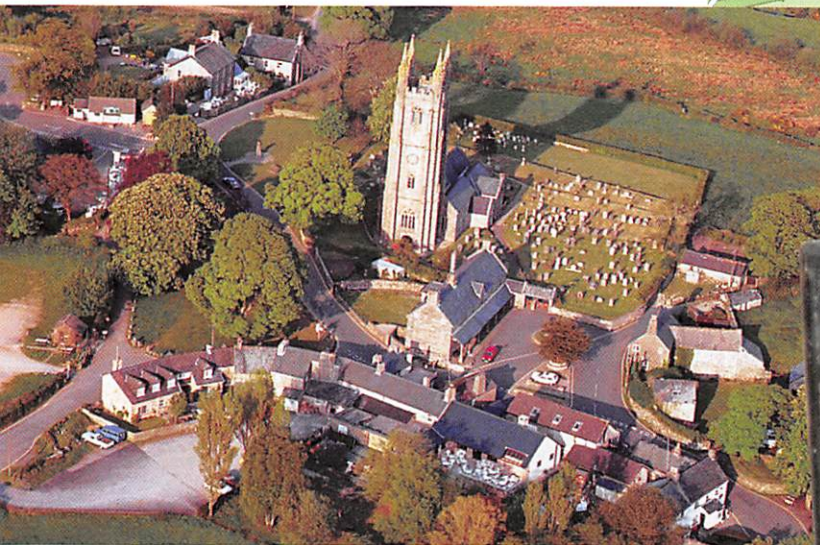
www.phschool.com

Colonial Settlements

Most early colonial settlements, particularly those in New England, consisted of tight clusters of houses, usually centered on a single church, or meetinghouse. Settlements often shared a mill where grain was ground. Near the center of many New England towns were commons, or commonly owned pastures, that were open to all townspeople. These shared spaces and institutions reflected the close-knit community spirit found in many early settlements.



Geographic Connection How did the layout of colonial Sudbury, Massachusetts, reflect its physical geography and cultural values?



A Familiar Pattern

In many ways, these early settlements resembled villages where the settlers might have lived in England. This modern view of an English village shows a striking similarity in layout to colonial Sudbury.

Geographic Connection How is the geography of this English village similar to the geography of colonial Sudbury?

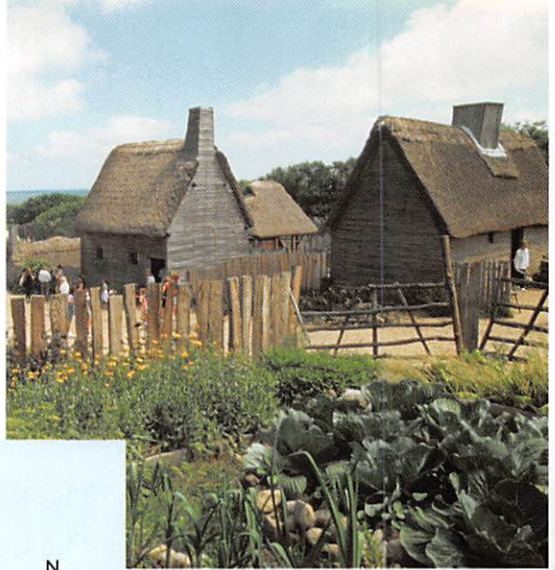


Reminders of Home

Colonial settlers not only patterned their settlements after villages in their homeland, they also brought treasured possessions with them. This chest was carried from England to Plymouth, Massachusetts, on the *Mayflower*.

Early Homes

In their first years in North America, settlers had to make do with small houses made of local wood with thatched (straw) roofs. These houses at Plimoth Plantation in Plymouth, Massachusetts, are part of a modern reconstruction of the first permanent English settlement in New England.



Eastern New England in 1656



The Colonial Frontier

This map shows the towns that existed near Sudbury when it was first settled. As you can see, Sudbury was near the edge of the area already settled by the English. Tightly clustered villages may have given English settlers a sense of security at the edge of a vast wilderness inhabited by peoples with different customs.

Geographic Connection Where were most of the settlements in eastern New England located in 1656?

A Culture Takes Root

As a new generation came of age, colonists abandoned some of the traditions of the old country to develop their own new regional cultures. This meetinghouse shows the elegant building style that gradually replaced the crude structures of the first settlers across New England. An increasingly self-confident population gathered in meetinghouses like this one to hear native-born preachers such as Cotton Mather, pictured here.

