

Module 3

The English Colonies



Essential Question

How did the colonial experience shape America's political and social ideals?



About the Photo: Plymouth Colony thrives again in this highly accurate re-creation.

In this module, you will learn about the English settlements that dotted the East Coast of North America.

What You Will Learn ...

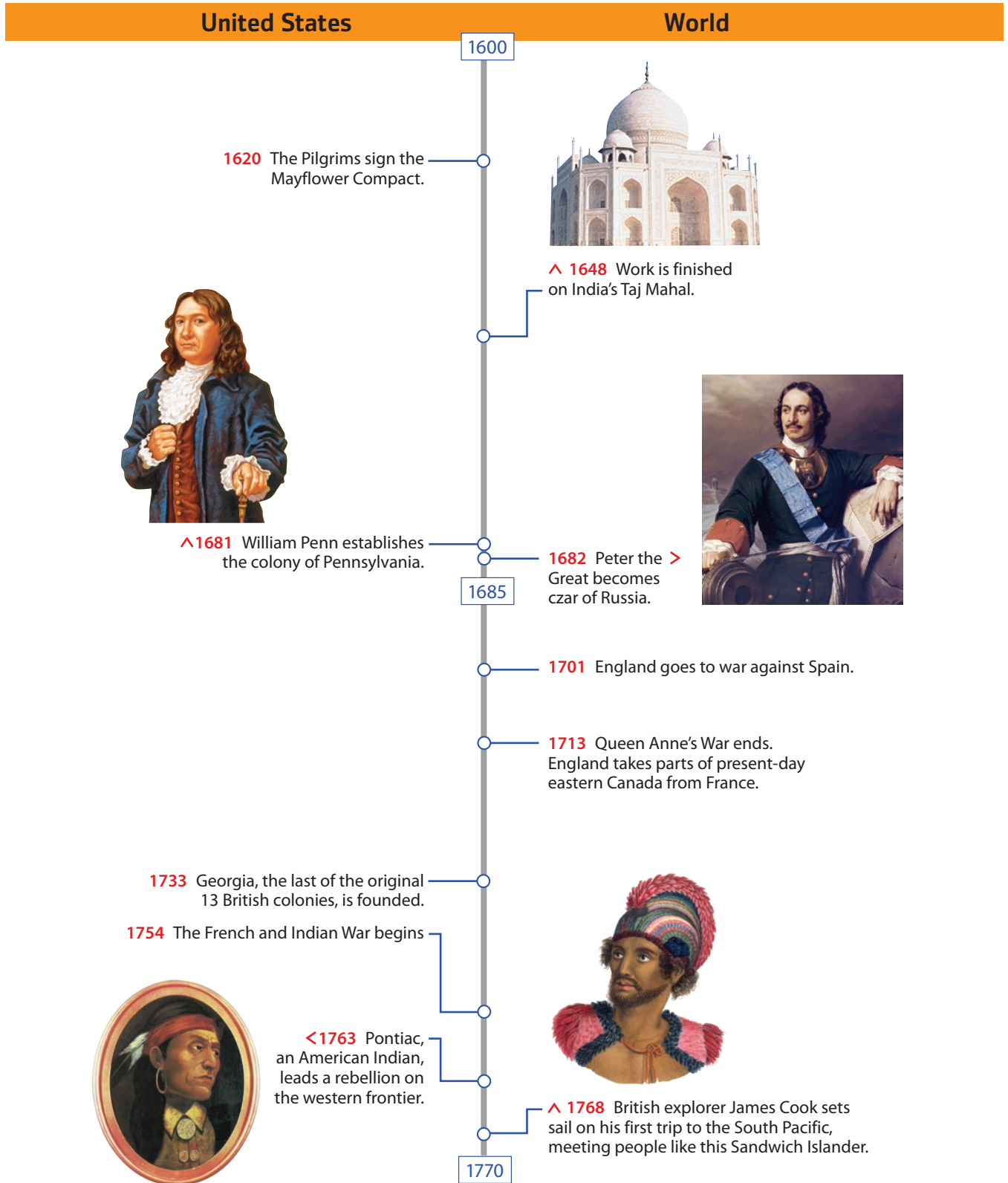
Lesson 1: The Southern Colonies	68
The Big Idea Despite a difficult beginning, the southern colonies soon flourished.	
Lesson 2: The New England Colonies	75
The Big Idea English colonists traveled to New England to gain religious freedom.	
Lesson 3: The Middle Colonies.	84
The Big Idea People from many nations settled in the middle colonies.	
Lesson 4: Life in the English Colonies	90
The Big Idea The English colonies continued to grow despite many challenges.	

Explore ONLINE!



VIDEOS, including...
• Life in Jamestown

- ✔ Document-Based Investigations
- ✔ Graphic Organizers
- ✔ Interactive Games
- ✔ Image with Hotspots: Jamestown Fort
- ✔ Image with Hotspots: New England Town
- ✔ Interactive Graph: America's Population, 1760



Reading Social Studies

THEME FOCUS:

Economics and Politics

In this module, you will read about the people who settled the early colonies of North America. You will learn about the problems they faced as they felt the tug between their homeland and their new land. You will see how they settled political differences (sometimes peacefully, other times not) and learned how to trade goods and grow crops to establish a thriving economy. You will discover that the economy often influenced their politics.

READING FOCUS:

Vocabulary Clues

When you are reading your history textbook, you may often come across a word you do not know. If that word isn't listed as a key term, how do you find out what it means?

Use Context Clues *Context* means "surroundings." Authors often include clues to the meaning of a difficult word in its context. You just have to know how and where to look.

Clue	How It Works	Example	Explanation
Direct Definition	Includes a definition in the same or a nearby sentence	In the late 1600s, England, like most western European nations, practiced mercantilism, <i>a system of creating and maintaining wealth through carefully controlled trade.</i>	The phrase "a system of creating and maintaining wealth through carefully controlled trade" defines <i>mercantilism</i> .
Restatement	Uses different words to say the same thing	The British continued to keep a standing, or <i>permanent</i> , army in North America to protect the colonists against Indian attacks.	The word <i>permanent</i> is another way to say <i>standing</i> .
Comparisons or Contrasts	Compares or contrasts the unfamiliar word with a familiar one	<i>Unlike legal traders</i> , smugglers did not have permission to bring goods into the country.	The word <i>unlike</i> indicates that smugglers are different from legal traders.

You Try It!

The following sentences are from this module. Each uses a definition or restatement clue to explain unfamiliar words. See if you can use the context to figure out the meaning of the words in italics.

Context Clues Up Close

1. In 1605, a company of English merchants asked King James I for the right to *found*, or establish, a settlement.
2. The majority of workers were *indentured servants*. These servants signed a contract to work for four to seven years for those who paid for their journey to America.
3. In New England, the center of politics was the *town meeting*. In town meetings, people talked about and decided on issues of local interest, such as paying for schools.

Answer the questions about the sentences you read.

1. In example 1, what does the word *found* mean? What hints did you find in the sentence to figure that out?
2. In example 2, where do you find the meaning of *indentured servants*? What does this phrase mean?
3. In example 3, you learn the definition of *town meeting* in the second sentence. Can you combine these two sentences into one sentence? Try putting a dash after the word *meeting* and using “a place where” to replace “In town meetings.”

As you read Module 3, look for context clues that can help you figure out the meanings of unfamiliar words or terms.

Key Terms and People

Lesson 1

Jamestown
John Smith
Pocahontas
indentured servants
Bacon's Rebellion
Toleration Act of 1649
Olaudah Equiano
slave codes

Lesson 2

Puritans
Pilgrims
immigrants
Mayflower Compact
Tisquantum
John Winthrop
Anne Hutchinson

Lesson 3

Peter Stuyvesant
Quakers
William Penn
staple crops

Lesson 4

town meeting
English Bill of Rights
triangular trade
Great Awakening
Jonathan Edwards
Enlightenment
John Locke
Pontiac
salutary neglect

The Southern Colonies

The Big Idea

Despite a difficult beginning, the southern colonies soon flourished.

Main Ideas

- Jamestown was the first permanent English settlement in America.
- Daily life in Virginia was challenging to the colonists.
- Religious freedom and economic opportunities were motives for founding other southern colonies, including Maryland, the Carolinas, and Georgia.
- Farming and slavery were important to the economies of the southern colonies.

Key Terms and People

Jamestown
John Smith
Pocahontas
indentured servants
Bacon's Rebellion
Toleration Act of 1649
Olaudah Equiano
slave codes

If YOU were there . . .

A year ago, in 1609, you moved to the colony of Virginia. Life here has been hard. During the winter, many people died of cold or sickness. Food is always scarce. Now, it is spring, and a ship has come from England bringing supplies. In a week, it will sail home. Some of your neighbors are giving up and returning to England. They ask you to come, too.

Would you take the ship back to England?

Settlement in Jamestown

In 1605, a company of English merchants asked King James I for the right to found, or establish, a settlement. In 1606, the king issued the First Virginia Charter that gave the company permission to settle in a region called Virginia.

Founding a New Colony The investors in the new settlement formed a joint-stock company called the Virginia Company of London. This enabled the group to share the cost and risk of establishing the colony. Members of England's growing middle class purchased stock in the company, hoping to earn money from their investment. The middle class is a social class between the upper class and working class.

On April 26, 1607, the first 105 colonists sent by the Virginia Company arrived in America. On May 14, about 40 miles up the James River in Virginia, the colonists founded **Jamestown**, the first permanent English settlement in North America. Most of the colonists hoped to find gold and get rich. Others came looking for new opportunities in North America as cities in England were crowded and jobs were hard to find.

A lack of preparation cost a lot of the colonists their lives. Most of the men who came to Jamestown were adventurers with no farming experience or useful skills

Jamestown Colony

Jamestown was located with defense in mind. Enemy Spanish ships would have to pass through a narrow channel to reach Jamestown, making the ships easy marks for the settlers' cannons.



Williamsburg was founded in 1633 as Middle Plantation by settlers from Jamestown.

Williamsburg

The forest could provide wood for building and for fuel.

The waters provided fish for food. But the water, so near the sea, was salty and unsafe to drink.

Jamestown
1607

Marsh

Smith's Fort

Interpret Maps

1. **Human-Environment Interaction** What were the advantages and disadvantages of locating Jamestown on a river?
2. **Human-Environment Interaction** What do you think would have been a commonly used method of transportation for people in this region?

such as carpentry. Jamestown was surrounded by marshes full of disease-carrying mosquitoes. By the time winter arrived, two-thirds of the original colonists had died.

Powhatan Confederacy Jamestown fared better under **John Smith**, who took control of the colony and built a fort in 1608. He forced the settlers to work harder and to build better housing by creating rules that rewarded harder workers with food. The colonists received help from the powerful Powhatan Confederacy of Native Americans after Smith made an agreement with them. The Powhatan traded food for tools and pots to help the colonists. They also taught the colonists how to grow corn.

In 1609, some 400 more settlers arrived in Jamestown. The Powhatan realized that the colony would continue to expand. They started to view the settlers as invaders who would take over their land. In the winter of 1609–1610, the Powhatan surrounded the Jamestown fort and killed anyone who tried to reach supplies outside.

That winter, disease and famine also hit the colony. The colonists called this period the starving time. By the spring of 1610, only 60 colonists were still alive. Jamestown failed to make a profit until colonist John Rolfe introduced a new type of tobacco that sold well in England.

Academic Vocabulary
authority power, right to rule

Reading Check
Find Main Ideas
What problems did the Jamestown colonists face?

War in Virginia John Rolfe married **Pocahontas**, daughter of the Powhatan leader, in 1614. Their marriage helped the colonists form more peaceful relations with the Powhatan. However, Pocahontas died three years later in England, where she was visiting with Rolfe.

In 1622, colonists killed a Powhatan leader. The Powhatan responded by attacking the Virginia settlers later that year. Fighting between the colonists and the Powhatan continued for the next 20 years. Because the Virginia Company could not protect its colonists, the English Crown canceled the company's charter in 1624. Virginia became a royal colony and existed under the **authority** of a governor chosen by the king.



Pocahontas helped the English in Jamestown's early years.

Daily Life in Virginia

In early Virginia, people lived on scattered farms rather than in towns. Tobacco farmers established large farms called plantations. Tobacco was so valuable that it was sometimes used as money.

Headright System These plantations were made possible in part by the headright system, which was started by the Virginia Company. Under this system, colonists who paid their own way to Virginia received 50 acres of land. A colonist could earn another 50 acres for every additional person brought from England. Rich colonists who brought servants or relatives to Virginia gained large amounts of land.

Labor in Virginia Colonists in Virginia suffered very high death rates, which led to labor shortages. The majority of workers were **indentured servants**. These servants signed a contract to work for four to seven years for those who paid for their journey to America.

Expansion of Slavery Not all laborers in Virginia came from Europe. A Dutch ship brought the first Africans to Virginia in 1619. Some Africans were servants; others had been enslaved. Some African servants became successful farmers when their contracts ended.

Colonists overcame tough beginnings to create large and wealthy settlements like this one in Virginia. Churches were often the first major buildings in a growing town.



The demand for workers was soon greater than the supply of people willing to work as indentured servants. Over time, the cost of slaves fell. These **factors** led some colonists to turn to slave labor. By the mid-1600s, most Africans in Virginia were being kept in lifelong slavery.

Women and Children in Virginia Before 1619, most of Virginia's settlers were men. Only a few women and children lived in the colony. It was not until 1619 that the Virginia Company decided to send more women to the colony. The arrival of 90 English women in 1620 allowed more settlers to start families. As a result, many settlers chose to make a permanent home in Virginia.

Women brought their skills in cooking, sewing, and making household items. Many could make and mend clothing. Others could make useful items for the home, such as soap and candles. As the Virginia colony grew, more women arrived. Many came as indentured servants.

Life was hard for children in colonial Virginia. They spent much of their time working. Boys who lived on farms helped take care of animals, plant crops, and chop firewood. Girls helped cook and clean. They also spun and wove cloth and helped make butter, soap, and candles.

Bacon's Rebellion As plantations grew, the economy of Jamestown began to expand. Soon, colonial officials began to ask for more taxes. During the mid-1600s, poor colonists protested the higher taxes. They were also upset about the governor's policies toward Native Americans. They thought the colony was not well protected against attack. In 1676, a group of former indentured servants led by Nathaniel Bacon attacked some friendly American Indians. Bacon opposed the governor's policies promoting trade with American Indians. He also thought the colonists should be able to take the Indians' land. When the governor tried to stop him, Bacon and his followers attacked and burned Jamestown in an uprising known as **Bacon's Rebellion**.

At one point, Bacon controlled much of the colony. He died of fever, however, and the rebellion soon ended.

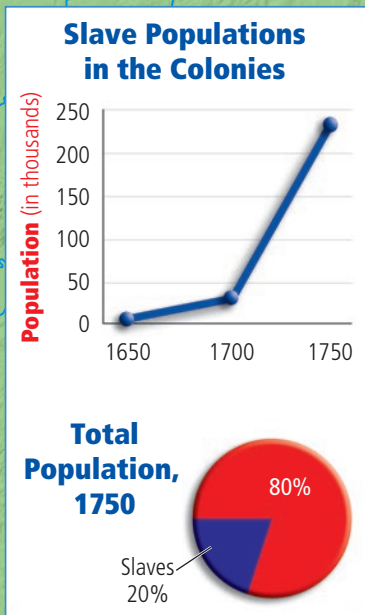
Other Southern Colonies

As Jamestown was developing in Virginia, new groups of colonists began planning their move to America. Many English Catholics came to America to escape religious persecution. English Catholics had long been against England's separation from the Roman Catholic Church. For this reason, they were not allowed by the Church of England to worship freely. English leaders also feared that English Catholics would ally with Catholic countries such as France and Spain in conflicts.

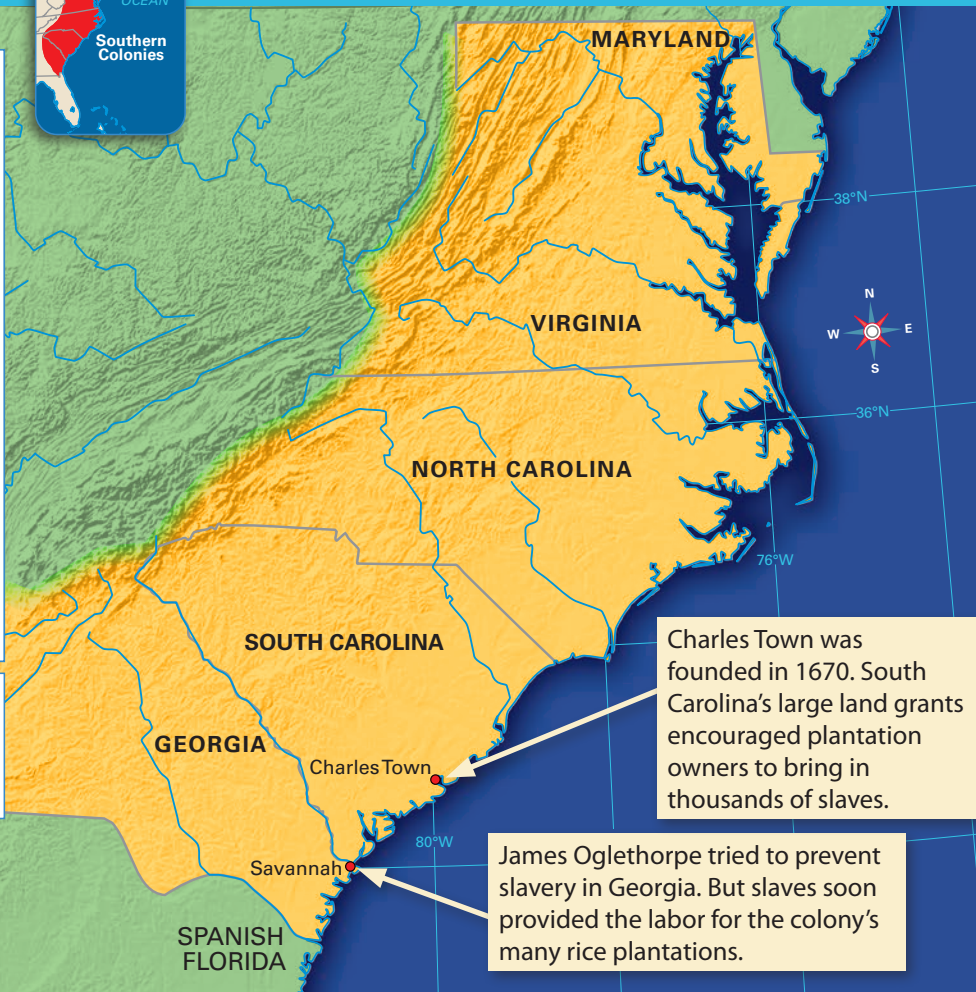
Maryland In the 1620s, George Calvert, the first Lord Baltimore, asked King Charles I for a charter establishing a new colony in America for Catholics. In 1632, Charles issued the charter to Calvert's son, Cecilius, who took over the planning of the colony. Cecilius, known as the second Lord Baltimore, named the colony Maryland in honor of England's queen, Henrietta Maria. It was located just north of Virginia in the Chesapeake Bay area. Calvert intended for the colony to be a refuge for English

Reading Check
Analyze What factors led to the increased use of slave labor in Virginia?

The Southern Colonies



Interpret Charts
About how many slaves lived in the English colonies in 1700 and in 1750?



Catholics. It would also be a proprietary colony. This meant that the colony's proprietors, or owners, controlled the government.

In 1634, a group of 200 English Catholics came to Maryland. Included in the group were wealthy landowners, servants, craftspeople, and farmers. Settlers in Maryland benefited from the lessons learned by the Jamestown colonists. They spent their time raising corn, cattle, and hogs so that they would have enough to eat. Before long, many colonists also began growing tobacco for profit.

Although Catholics founded Maryland, a growing number of Protestants began moving there in the 1640s. Soon, religious conflicts arose between Catholics and Protestants in the colony. To reduce tensions, Lord Baltimore presented a bill to the colonial assembly that became known as the **Toleration Act of 1649**. This bill made it a crime to restrict the religious rights of Christians. This was the first law supporting religious tolerance passed in the English colonies.

The Toleration Act did not stop all religious conflict. However, it did show that the government wanted to offer some religious freedom and protect the rights of minority groups.

The Carolinas and Georgia Colonies were also established south of Virginia. In 1663, the English king, Charles II, gave much of the land between Virginia and Spanish Florida to eight of his supporters. At first, Carolina was a single colony. However, the settlements were far apart, and it was hard to govern them. In 1712, the colony separated into North and South Carolina.

Most of the colonists in North Carolina were farmers who had migrated south from Virginia. Among the earliest immigrants who settled North Carolina were the Highland Scots, a group that came from northern Scotland. Colonists primarily from Europe settled South Carolina. Those who paid their own way received large grants of land, and some brought enslaved Africans with them. By 1730, about 20,000 enslaved Africans were living in the colony, compared to some 10,000 white settlers. Both North and South Carolina had rice plantations on which enslaved Africans did much of the work.

South Carolina's proprietors managed the colony poorly, and in 1719 the proprietary government was overthrown. The Crown then purchased North and South Carolina in 1729, making them royal colonies.

In 1732, King George II granted a charter to James Oglethorpe and other trustees to found Georgia. The king hoped that Georgia would act as a shield or buffer between Britain's other colonies and Spanish Florida. In 1733, Oglethorpe and 120 colonists, mostly from England, founded the city of Savannah.

Oglethorpe wanted the Georgia colony to be a place where debtors, who had been jailed for their unpaid debts in England, could make a new start. He offered settlers a bonus of 50 acres for every debtor they brought along to help with the work on their farms. Oglethorpe hoped that the debtors would better themselves through hard work instead of spending time in prison. Only a few settlers were interested in his offer, however, and his plan failed.

Oglethorpe did not want Georgia to have large plantations owned by a few wealthy individuals. He wanted many small farmers. To reach this goal, Oglethorpe outlawed slavery and limited the size of land grants. Soon, however, the settlers grew unhappy with Oglethorpe's strict rules. In 1752, the British government made Georgia a royal colony with new laws. Coastal Georgia was soon filled with large rice plantations worked by thousands of slaves.

Economies of the Southern Colonies

The economies of the southern colonies depended on agriculture. They also exported materials for building ships, such as wood and tar. Some colonies traded with local Indians for deerskins to sell.

The colonies had many small farms and some large plantations. Farms did well because the southern colonies enjoyed a warm climate and a long growing season. Many farms grew cash crops that were sold for profit. Tobacco, rice, and indigo—a plant used to make blue dye—were the most important cash crops.



James Oglethorpe founded the colony of Georgia in 1733.

Reading Check

Find Main Ideas

What were some of the reasons colonists came to the southern colonies?

The southern colonies' cash crops required a great deal of difficult work to grow and harvest. This meant a large workforce was needed. By the 1700s, enslaved Africans, rather than indentured servants, had become the main source of labor.

Slavery was a viciously brutal condition for many inhabitants of the southern colonies. One former slave named **Olaudah Equiano** recorded his experiences.

“Tortures, murder, and every other imaginable barbarity . . . are practiced upon the poor slaves with impunity [no punishment]. I hope the slave-trade will be abolished.”

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

Most of the southern colonies passed **slave codes**, or laws to control slaves. Colonies with large numbers of slaves had the strictest slave codes. For example, South Carolina's slaveholders feared that slaves would revolt. As a result, South Carolina's code said slaves could not hold meetings or own weapons. Some colonies did not allow slaveholders to free their slaves.

Summary and Preview In this lesson, you read about life in the southern colonies. In the next lesson, you will learn about the New England colonies.

Reading Check
Summarize What role did slavery play in the southern plantation economy? How was it regulated?

Lesson 1 Assessment

Review Ideas, Terms, and People

- a. Describe** How did John Smith improve conditions in Jamestown?

b. Explain What events led to a conflict between the Jamestown settlers and the Powhatan Confederacy?
- a. Recall** Why were indentured servants necessary in Virginia?

b. Evaluate What do you think was the most serious problem faced by settlers in Virginia? Why?
- a. Identify** Which colony was the first to promote religious tolerance?

b. Analyze Why did more enslaved Africans live in South Carolina than did white settlers?

c. Predict How might the colony of Georgia have been different if Oglethorpe's plan had succeeded?
- a. Recall** What was the purpose of slave codes?

b. Analyze Why were slaves in high demand in the southern colonies?

Critical Thinking

- Contrast** How did the want of natural resources result in cooperation between the Virginia colonists and Native Americans? How did it sometimes result in conflict?
- Summarize** In what ways did cultural and social influences help shape the southern colonies?
- Compare and Contrast** How were the experiences of indentured servants and enslaved people different from one another?
- Analyze** What does the idea of the Georgia colony acting as a shield from Spanish Florida tell you about England's relationship with Spain?
- Summarize** In this lesson you learned about the southern colonies. Create a chart similar to the one below and summarize the successes and/or failures of each colony.

Colony	Year	Why Founded	Successes/Failures

The New England Colonies

The Big Idea

English colonists traveled to New England to gain religious freedom.

Main Ideas

- The Pilgrims and Puritans came to America to avoid religious persecution.
- Religion and government were closely linked in the New England colonies.
- The New England economy was based on trade and farming.
- Education was important in the New England colonies.

Key Terms and People

Puritans
 Pilgrims
 immigrants
 Mayflower Compact
 Tisquantum
 John Winthrop
 Anne Hutchinson

If YOU were there . . .

You live in a town near London in the early 1700s. Some of your neighbors are starting new lives in the American colonies. You would like to go with them, but you cannot afford the cost of the trip. There is one way you can go, though. You can sign a paper promising to work as a servant for five years. After the five years, you would be free—and in a new country!

Would you sign the paper and go to America?

Pilgrims and Puritans

Religious tensions in England remained high after the Protestant Reformation. A Protestant group called the **Puritans** wanted to purify, or reform, the Anglican Church. The Puritans thought that bishops and priests had too much power over church members.

Pilgrims on the Move The most extreme English Protestants wanted to separate from the Church of England. These Separatists formed their own churches and cut all ties with the Church of England. In response, Anglican leaders began to punish Separatists.

The **Pilgrims** were one Separatist group that left England in the early 1600s to escape persecution. The Pilgrims moved to the Netherlands in 1608. The Pilgrims were **immigrants**—people who have left the country of their birth to live in another country.

The Pilgrims were glad to be able to practice their religion freely. They were not happy, however, that their children were learning the Dutch language and culture. The Pilgrims feared that their children would forget their English traditions. The Pilgrims decided to leave Europe altogether. They formed a joint-stock company with some merchants and then received permission from England to settle in the American colony of Virginia.

On September 16, 1620, a ship called the *Mayflower* left England with more than 100 men, women, and children aboard. Not all of these colonists were Pilgrims. However, Pilgrim leaders such as William Bradford sailed with the group.

The Mayflower Compact After two months of rough ocean travel, the Pilgrims sighted land far north of Virginia. The Pilgrims knew that they would thus be outside the authority of Virginia’s colonial government when they landed. Their charter would not apply. So, they decided to establish their own basic laws and social rules to govern the colony they would found.

On November 21, 1620, 41 of the male passengers on the ship signed the **Mayflower Compact**, a legal contract in which they agreed to have fair laws to protect the general good. The Compact represents one of the first attempts at self-government in the English colonies.

In late 1620, the Pilgrims landed at Plymouth Rock in present-day Massachusetts. The colonists struggled through the winter to build the Plymouth settlement. Nearly half died during this first winter from sickness and the freezing weather.

DOCUMENT-BASED INVESTIGATION Historical Source

The Mayflower Compact

In November 1620, Pilgrim leaders aboard the *Mayflower* drafted the Mayflower Compact. This excerpt from the Mayflower Compact describes the principles of the Pilgrim colony’s government.

The Pilgrims describe the reasons they want to form a colony in North America.

The Pilgrims promise to obey laws that help the whole colony.

“We whose names are underwritten . . . having undertaken, for the glory of God, and advancement of the Christian faith, and the honour of our King and country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents¹ solemnly and mutually in the presence of God, and one of another, covenant² and combine ourselves together into a civil body politic³ for our better ordering and preservation and furtherance of the ends aforesaid⁴; and by virtue⁵ hereof, to enact, constitute, and frame such just and equal laws, ordinances⁶, acts, constitutions, and offices . . . as shall be thought most meet⁷ and convenient for the general good of the colony unto which we promise all due . . . obedience.”

¹by these presents: by this document

²covenant: promise

³civil body politic: group organized to govern

⁴aforesaid: mentioned above

⁵virtue: authority

⁶ordinances: regulations

⁷meet: fitting

Analyze Historical Sources

1. Why do you think the colonists felt the need to establish a government for themselves?
2. How do you think the Mayflower Compact influenced later governments in America?



Tisquantum served as an interpreter, adviser, and friend to the Pilgrims who settled in Plymouth Colony.

Pilgrims and Native Americans In March 1621, a Native American named Samoset walked boldly into the colonists' settlement. He spoke in broken English. Samoset had learned some English from the crews of English fishing boats. He gave the Pilgrims useful information about the peoples and places of the area. He also introduced them to a Patuxet Indian named **Tisquantum**, or Squanto. Tisquantum had at one time lived in Europe and spoke English as well.

From Tisquantum, the Pilgrims learned to fertilize the soil with fish remains. He also helped the Pilgrims establish relations with the local Wampanoag Indians. Conditions in Plymouth Colony soon began to improve.

In the fall of 1621, the Pilgrims gathered their first harvest. William Bradford, governor of Plymouth Colony, decided they should have a celebration so that people could give thanks to God. He invited Wampanoag chief Massasoit and 90 other guests to celebrate their harvest. This is what many people today think of as the first Thanksgiving. However, Thanksgiving celebrations, such as the Green Corn Ceremony, have been held by Native Americans for thousands of years. The Pilgrims' Thanksgiving feast included wild turkeys, fish, and lobsters. This event marked the survival of the Pilgrims in the new colony.

Pilgrim Community Although the Pilgrims overcame many problems, their small settlement still struggled. Most Pilgrims became farmers, but the farmland around their settlement was poor. They had hoped to make money by trading furs and by fishing. Unfortunately, fishing and hunting conditions were not good in the area. Some colonists traded corn with American Indians for beaver furs. The Pilgrims made little money but were able to form a strong community. The colony began to grow stronger in the mid-1620s after new settlers arrived and, as in Jamestown, colonists began to have more rights to farm their own land.

The Pilgrims' settlement was different from Virginia's in that it had many families. The Pilgrims taught their children to read and offered some education to their indentured servants. Families served as centers of religious life, health care, and community well-being.

All family members worked together to survive during the early years of the colony. Women generally cooked, spun and wove wool, and sewed clothing. They also made soap and butter, carried water, dried fruit, and cared for livestock. Men spent most of their time repairing tools and working in the fields. They also chopped wood and built shelters.

Women in the Colony In Plymouth, women had more legal rights than they did in England. In England, women were not allowed to make contracts, to sue, or to own property. In America, Pilgrim women had the right to sign contracts and to bring some cases before local courts. Widows could also own property. From time to time, local courts recognized the ways women helped the business community. Widow Naomi Silvester received a large share of her husband's estate. The court called her "a frugal [thrifty] and laborious [hardworking] woman."

Plymouth Colony



Several years later, the second colony, Duxbury, was founded.

Plymouth Bay

The Pilgrims landed in a region of forests, streams, and rocky soil.

Plymouth Colony was surrounded by stakes that formed a wall of protection. Outside the wall were colonists' crop fields.

INDIAN TRAIL

Abandoned Indian Village

Plymouth Colony (1620)

Analyze Visuals

In what ways were Plymouth Colony and the Indian village similar and different?

Puritans Leave England During the 1620s, England's economy suffered. Many people lost their jobs. The English king, Charles I, made the situation worse by raising taxes. This unpopular act led to a political crisis. At the same time, the Church of England began to punish Puritans because they were dissenters, or people who disagree with official opinions. King Charles refused to allow Puritans to criticize church actions.

Great Migration These economic, political, and religious problems in England led to the Great Migration. Between 1629 and 1640, many thousands of English men, women, and children left England. More than 40,000 of these people moved to English colonies in New England and the Caribbean. In 1629, Charles granted a group of Puritans and merchants a charter to settle in New England. The group formed the Massachusetts Bay Company.

Reading Check
Summarize What role did religion play in the establishment of the Massachusetts Bay Colony?

In 1630, a group of Puritan colonists seeking religious freedom sailed on a fleet of ships from England to Massachusetts. They were led by **John Winthrop**. The Puritans believed that they had made a covenant, or promise, with God to build an ideal Christian community.



Puritan leader John Winthrop was the first governor of Massachusetts Bay Colony.

A New Colony The Puritans arrived in New England well prepared to start their colony. They brought large amounts of tools and livestock with them. Like the Pilgrims, the Puritans faced little resistance from local American Indians. Trade with Plymouth Colony helped them, too. In addition, the region around Boston had a fairly healthful climate. Thus, few Puritans died from sickness. All of these things helped Massachusetts Bay Colony do well. By 1691, Massachusetts Bay Colony had expanded to include the Pilgrims' Plymouth Colony.

Religion and Government in New England

Massachusetts Bay Colony had to obey English laws. However, the colony's charter provided more independence than did the royal charter of Virginia. For example, it created a General Court to help run the Massachusetts colony.

The Puritan colonists turned this court into a type of self-government to represent the needs of the people. Each town sent two or three delegates to the Court. After John Winthrop served as the colony's first governor, the General Court elected the governor and his assistants. In 1644, the General Court became a two-house, or bicameral, legislature.

Politics and religion were closely linked in Puritan New England. Government leaders were also church members, and ministers often had a great deal of power in Puritan communities. Male church members were the only colonists who could vote. Colonists became full members in the church by becoming what the Puritans called God's "elect," or chosen. Reaching this status was a difficult process. Individuals had to pass a public test to prove that their faith was strong.

In 1636, minister Thomas Hooker and his followers left Massachusetts to help found Connecticut, another New England colony. In 1639, Hooker wrote the Fundamental Orders of Connecticut. This set of principles made Connecticut's government more democratic. For example, the Orders allowed men who were not church members to vote. As a result, some historians call Hooker the father of American democracy. The Fundamental Orders of Connecticut also outlined the powers of the general courts.

Not all Puritans shared the same religious views. Minister Roger Williams did not agree with the leadership of Massachusetts. He called for his church to separate completely from the other New England congregations. Williams also criticized the General Court for taking land from American Indians without paying them.

Puritan leaders worried that Williams's ideas might hurt the unity of the colony. They made him leave Massachusetts. Williams took his supporters to southern New England. They formed a new settlement called Providence. This settlement later developed into the colony of Rhode

Anne Hutchinson 1591–1643

In 1634, Anne Hutchinson emigrated with her family from England to Massachusetts Bay Colony. After settling in Boston, she worked as a nurse and midwife. She also hosted a Bible-study class that met in her home. Over time, Hutchinson began to question the teachings of the local ministers. Meanwhile, her popularity grew.

After being banished from the colony, Hutchinson settled in Rhode Island and, later, Long Island. She died in an American Indian attack. Today, we remember her as a symbol of the struggle for religious freedom.

Draw Conclusions

Why do you think church leaders disliked Hutchinson’s ideas?



Island. In Providence, Williams supported the separation of the church from the state. He also believed in religious tolerance for all members of the community.

In Boston, an outspoken woman also angered Puritan church leaders. **Anne Hutchinson** publicly discussed religious ideas that some leaders thought were radical. For example, Hutchinson believed that people’s relationship with God did not need guidance from ministers.

Hutchinson’s views alarmed Puritans such as John Winthrop. Puritan leaders did not believe that women should be religious leaders.

Puritan leaders put Hutchinson on trial for her ideas. The court decided to force her out of the colony. With a group of followers, Hutchinson helped found the new colony of Portsmouth, later a part of the colony of Rhode Island.

In 1643, the New England colonies made an early move toward unity. Several of the colonies formed the United Colonies of New England. This union was established by the New England Articles of Confederation. The articles were an important document in the development of self-government in the English colonies.

Perhaps the worst community conflicts in New England involved the witchcraft trials of the early 1690s. The largest number of trials were held in Salem, Massachusetts. In Salem, a group of girls had accused people of casting

Quick Facts

Church and State

Religion Affected Government

- Government leaders were church members.
- Ministers had great authority.

Government Affected Religion

- Government leaders outlawed certain religious views.
- Government leaders punished dissenters.

Reading Check
Identify Cause
and Effect What
led to religious
disagreements among
the Puritans, and what
was the result?

spells on them. The community formed a special court to judge the witchcraft cases. The court often pressured the suspected witches to confess. Before the trials had ended, the Salem witch trials led to 19 people being put to death.

The growth of the New England colonies caused conflicts with Native Americans. As colonists spread across New England, they settled where Native Americans already lived and hunted. Each group had different ideas about land ownership. The Wampanoag and other tribes believed that no one person could own land. The English, however, believed that if they claimed an area, the land was theirs. The colonists expected the Native American tribes to leave the land. Arguments over land sometimes led to wars between the colonists and Native Americans.

New England Economy

Connecticut, Massachusetts, New Hampshire, and Rhode Island were very different from the southern colonies. The often harsh climate and rocky soil meant that few New England farms could grow cash crops. Most farming families grew crops and raised animals for their own use. There was thus little demand for farm laborers. Although some people held slaves, slavery did not become as important to this region.

Merchants Trade was vital to New England's economy. New England merchants traded goods locally, with other colonies, and overseas. Many of them traded local products such as furs, pickled beef, and pork. Many merchants grew in power and wealth, becoming leading members of the New England colonies.

Fishing Fishing became one of the region's leading industries. The rich waters off New England's coast served as home to many fish, including cod, mackerel, and halibut. Merchants exported dried fish. Colonists also began hunting for whales that swam close to shore. Whales were captured with harpoons, or spears, and dragged to shore. Whaling provided valuable oil for lighting.

Shipbuilding Shipbuilding became an important industry in New England for several reasons. The area had plenty of forests that provided materials for shipbuilding. As trade—particularly in slaves—in the New England seaports grew, more merchant ships were built. The fishing industry also needed ships. New England shipyards made high-quality, valuable vessels. Ship owners sometimes even told their captains to sell the ship along with the cargo when they reached their destination.

Skilled Craftspeople The northern economy needed skilled craftspeople. Families often sent younger sons to learn skilled trades such as blacksmithing, weaving, shipbuilding, and printing. The young boys who learned skilled trades were known as apprentices.

Apprentices lived with a master craftsman and learned from him. In exchange, the boys performed simple tasks. Apprentices promised to work for a master craftsman for a set number of years. They learned trades that

Reading Check

Categorize What types of jobs were common in the New England colonies?

were essential to the survival of the colonies. Apprentices received food and often clothing from the craftsmen. Gabriel Ginings, for example, was an apprentice in Portsmouth, Rhode Island. He received “sufficient food and raiment [clothing] suitable for such an apprentice,” as his 1663 contract stated.

After a certain amount of time had passed, apprentices became journeymen. They usually traveled and learned new skills in their trade. Eventually, they would become a master of the trade themselves.

Education in the Colonies

Education was important in colonial New England. Mothers and fathers wanted their children to be able to read the Bible. Massachusetts Bay Colony passed some of the first laws requiring parents to provide instruction for their children.

Public Education To be sure that future generations would have educated ministers, communities established town schools. In 1647, the General Court of Massachusetts issued an order that a school be founded in every township of 50 families.

Schoolchildren often used the *New England Primer*, which had characters and stories from the Bible. They learned to read at the same time that they learned about the community’s religious values.

The availability of schooling varied in the colonies. There were more schools in New England than in the other colonies, where most children lived far from towns. These children had to be taught by their parents or by private tutors. Most colonial children stopped their education after the elementary grades. Many went to work, either on their family farm or away from home.

A meeting house and a school were located at the center of most New England towns.



Reading Check
Analyze Why was education important to the New England colonies?

Higher Education Higher education was also important to the colonists. In 1636, John Harvard and the General Court founded Harvard College. Harvard taught ministers and met the colony's need for higher education. The second college founded in the colonies, William and Mary, was established in Virginia in 1693.

By 1700, about 70 percent of men and 45 percent of women in New England could read and write. These figures were much lower in Virginia, where Jamestown was the only major settlement.

Summary and Preview In this lesson, you learned about the role that religion played in the New England colonies. In the next lesson, you'll learn about New York, New Jersey, and Pennsylvania.

Lesson 2 Assessment

Review Ideas, Terms, and People

- a. Recall** Why did the Pilgrims and Puritans leave Europe for the Americas?

b. Elaborate Do you think the Pilgrims could have survived without the assistance of Tisquantum and Massasoit? Explain your answer.

c. Analyze How did political problems in England encourage the Puritans to start a colony in North America?
- a. Describe** What role did the church play in Massachusetts?

b. Analyze Why did some colonists disagree with the leaders of Massachusetts?
- a. Identify** Describe the economy in the New England colonies.

b. Analyze Why do you think New England merchants became leading members of society?
- a. Describe** What are some of the steps Massachusetts Bay Colony took to promote education?

b. Predict What are some possible benefits that New England's emphasis on education might bring?

Critical Thinking

- Analyze** What impact do you think the Mayflower Compact and the Fundamental Orders of Connecticut had on the creation of the United States government?
- Contrast** How did New England colonists and Native Americans share natural resources? How did the want of natural resources sometimes result in conflict?
- Identify Cause and Effect** In this lesson you learned about the reasons English colonists came to New England. Create a diagram like the one below and show how the colonists' experiences caused them to build certain types of colonies.



The Middle Colonies

The Big Idea

People from many nations settled in the middle colonies.

Main Ideas

- The English created New York and New Jersey from former Dutch territory.
- William Penn established the colony of Pennsylvania.
- The economy of the middle colonies was supported by trade and staple crops.

Key Terms and People

Peter Stuyvesant
Quakers
William Penn
staple crops

Peter Stuyvesant was forced to surrender New Netherland to the English in 1664.

If YOU were there . . .

You are a farmer in southern Germany in 1730. Religious wars have torn your country apart for many years. Now, you hear stories about a place in America where people of all religions are welcome. But the leaders of the colony—and many of its people—are English. You would not know their language or customs. Still, you would be free to live and worship as you like.

How would you feel about moving to a country full of strangers?

New York and New Jersey

The Dutch founded New Netherland in 1613 as a trading post for exchanging furs with the Iroquois and other Native American groups. The center of the fur trade in New Netherland was the town of New Amsterdam on Manhattan Island. The colonists traded Dutch goods with the Native Americans for furs and land.

Generous land grants to patroons, or lords, and religious tolerance soon brought Jews, French Huguenots, Puritans, and others to New Netherland. The patroons brought at least 50 new settlers to the colony. Following the Dutch patroon system, the settlers farmed the patroon's land and paid him rent. Director-general **Peter Stuyvesant** (STY-vuh-suhnt) led the New Netherland colony beginning in 1647.



Characteristics of the Middle Colonies

Social

- New York: Dutch influence
- New Jersey: diverse population
- Pennsylvania: founded by Quakers

Economic

- successful farming of staple crops
- workforce of slaves and indentured servants
- active trade with Britain and West Indies

The first enslaved Africans were brought to New Netherland in 1626 by the Dutch West India Company. Over time, the population of enslaved Africans increased in the colony. Many were forced to work on farms, in shops, and in homes. Others had to help build ships and work on loading docks. The Dutch West India Company freed some enslaved Africans. Others were able to buy their freedom.

King Charles II of England wanted to take over the growing colony of New Netherland so England could control the entire Atlantic coast of North America. In 1664, an English fleet captured the undefended colony without firing a single shot. New Netherland was renamed New York, and New Amsterdam became New York City.

Soon after the English conquest in 1664, the Duke of York made Sir George Carteret and Lord John Berkeley proprietors of New Jersey. This colony occupied lands between the Hudson and Delaware rivers. It had a diverse population, including Dutch, Swedes, Finns, and Scots. The fur trade was important to the economies of New York and New Jersey through the end of the 1600s.

In the early 1700s, New York's African population grew. By 1723, more than 6,000 Africans—both free and enslaved—lived in the colony. However, free and enslaved Africans had fewer rights under English rule than under the Dutch. It was difficult for enslaved Africans to earn their freedom under English laws. Because they were mistreated and lived under harsh conditions, some resisted slavery.

In 1712, a group of enslaved Africans led an armed revolt to escape from slavery. This uprising became known as the New York Slave Revolt of 1712. The resisters failed to gain their freedom, however. As a result, harsher laws were passed to prevent future revolts.

Penn's Colony

The Society of Friends, or the **Quakers**, made up one of the largest religious groups in New Jersey. Quakers did not follow formal religious practices and dressed plainly. They believed in the equality of men and women before God. They also supported nonviolence and religious tolerance for all people. At the time, many Quaker beliefs and practices shocked most Christians. As a result, Quakers were persecuted in both England and America.

Reading Check
Compare How were
New York and New
Jersey similar?

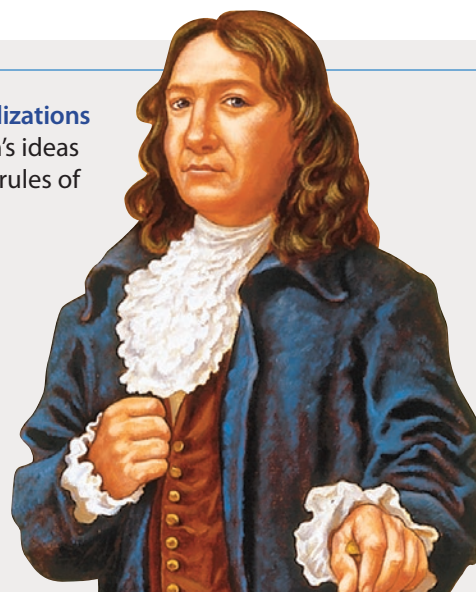
William Penn 1644–1718

William Penn was born in London as the son of a wealthy admiral. Penn joined the Quakers in 1666 and became an active preacher and writer of religious works. He supported toleration of dissenters.

In 1681, he received a charter to establish a new colony called Pennsylvania. There, Penn put his beliefs into practice. He insisted on fair dealings with local American Indians, welcomed immigrants, and promised religious toleration.

Make Generalizations

How did Penn's ideas influence the rules of the colony?



One proprietor of the New Jersey colony was a Quaker named **William Penn**. Penn wished to found a larger colony under his own control that would provide a safe home for Quakers. In 1681, King Charles II agreed to grant Penn a charter to begin a colony west of New Jersey.

Penn's colony, known as Pennsylvania, grew rapidly. Penn limited his own power and established an elected assembly. He also promised religious freedom to all Christians. His work made Pennsylvania an important example of representative self-government—a government that reflects its citizens' will—in the colonies.

Penn named the capital of his colony Philadelphia, which means “the city of brotherly love.” In 1682, the Duke of York sold Penn a region to the south of Pennsylvania. This area, called Delaware, remained part of Pennsylvania until 1776.

Economy of the Middle Colonies

The middle colonies combined characteristics of the New England and southern colonies. With a good climate and rich land, farmers there could grow large amounts of **staple crops**—crops that are always needed. These crops included wheat, barley, and oats. Farmers also raised livestock.

Slaves were somewhat more important to the middle colonies than they were to New England. They worked in cities as skilled laborers, such as blacksmiths and carpenters. Other slaves worked on farms, onboard ships, and in the growing shipbuilding industry. However, indentured servants largely filled the middle colonies' growing labor needs. Between 1700 and 1775, about 135,000 indentured servants came to the middle colonies. About half of them moved to Pennsylvania. By 1760, Philadelphia had become the largest British colonial city. Other cities in the middle colonies, such as New York City, also grew quickly.

Trade was important to the economy of the middle colonies. Merchants in Philadelphia and New York City exported colonial goods to markets in

Reading Check**Find Main Ideas**

Why did William Penn establish Pennsylvania, and how did he influence its government?

Britain and the West Indies. These products included wheat from New York, Pennsylvania, and New Jersey.

Throughout the colonies, women made important contributions to the economy. They ran farms and businesses such as clothing and grocery stores, bakeries, and drugstores. Some women also practiced medicine and worked as nurses and midwives. However, colonial laws and customs limited women's economic opportunities.

Most colonial women worked primarily in the home. Married women managed households and raised children. Sometimes, they earned money for their families by selling products like butter. They also provided paid services such as washing clothes.

Reading Check

Find the Main Idea

On what were the economies of the middle colonies based?

Summary and Preview In this lesson, you learned about the middle colonies. In the next lesson, you will read about colonial government, the slave trade, and conflicts that arose in the English colonies.

Lesson 3 Assessment

Review Ideas, Terms, and People

- a. **Describe** Name the middle colonies. Where were they located?

b. **Draw Inferences** What led to the diverse populations of New York and New Jersey?
- a. **Identify** Who are the Quakers?

b. **Analyze** How did William Penn attempt to create a colonial government that would be fair to all?
- a. **Describe** What different types of jobs did slaves in the middle colonies hold?

b. **Evaluate** In what ways were women essential to the middle colonies?

Critical Thinking

4. **Analyze** What does England's capturing of the New Netherland colony tell you about its relationship with the Dutch?
5. **Compare and Contrast** In what ways was the development of the English colonies similar to the development of the Dutch colonies in North America? In what ways was it different?
6. **Analyze** What impact do you think William Penn's elected assembly had on the creation of the United States government?
7. **Sequence** In this lesson you learned about the nations that founded the middle colonies. Create a timeline like the one below and list the event that occurred on each of the dates on the timeline.

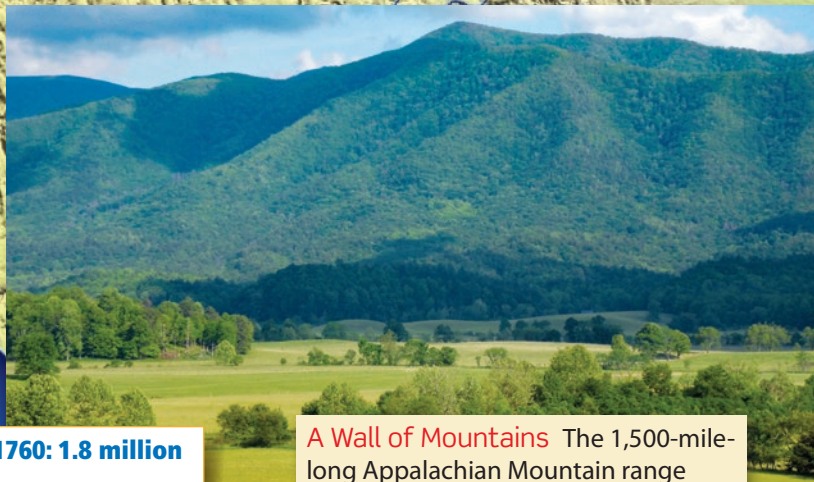


History and Geography

America's Growth by 1760

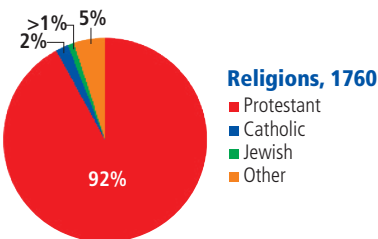
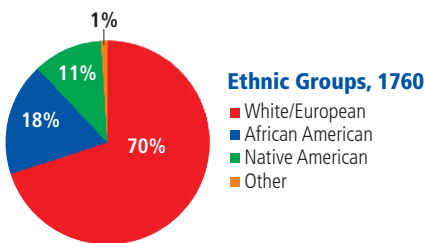
The English colonies in 1760 were located between the Atlantic Ocean and the Appalachian Mountains. The total population of the colonies was around 1.8 million. Soon, however, the colonies began to grow both in size and in population.

In 1763, Great Britain and France signed the Treaty of Paris, giving Britain control over all lands east of the Mississippi River. With the stroke of a pen, the colonies increased enormously in size. The westward expansion of the English colonies—soon to be the United States—had begun.



A Wall of Mountains The 1,500-mile-long Appalachian Mountain range formed a natural barrier to westward expansion. The Appalachians' dense forests and steep terrain made passage on foot or by horse difficult.

America's Population, 1760: 1.8 million



Natural Harbors The largest cities in the colonies, such as Philadelphia, New York, and Boston, grew where the best natural ports were. Ships were vital to the colonies: for the growing fishing industry, for overseas trade, and to bring more settlers to the new land.



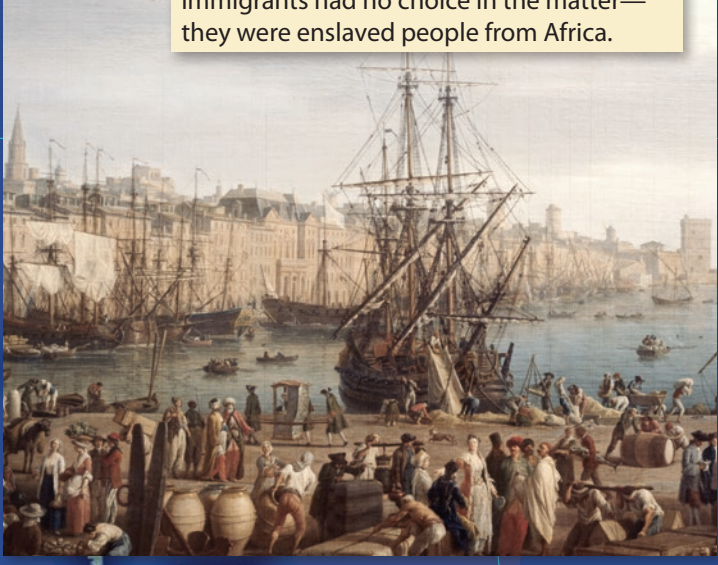
Boston Harbor provided natural protection for ships.

Boston, population 16,000

New York, population 25,000

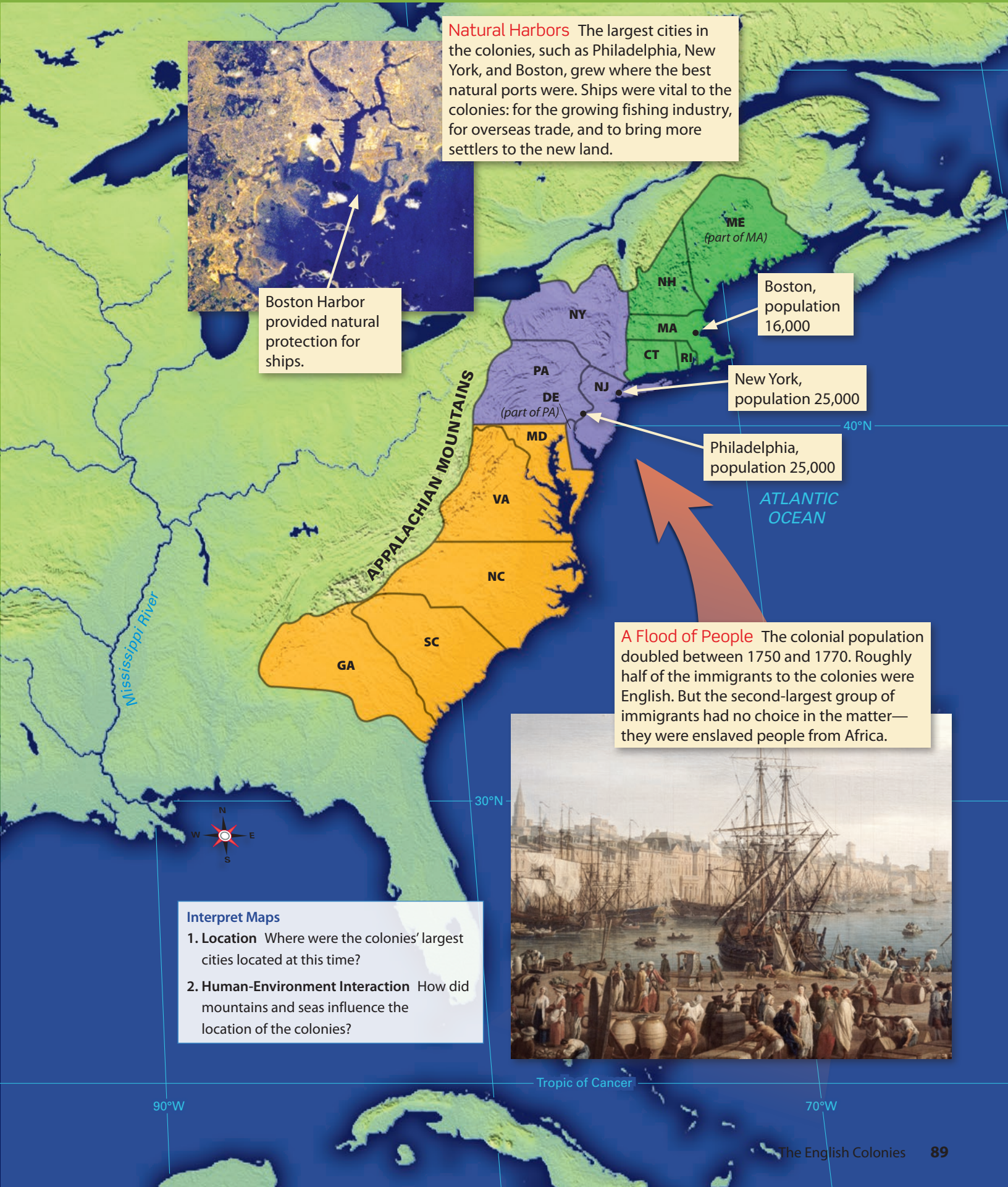
Philadelphia, population 25,000

A Flood of People The colonial population doubled between 1750 and 1770. Roughly half of the immigrants to the colonies were English. But the second-largest group of immigrants had no choice in the matter—they were enslaved people from Africa.



Interpret Maps

- 1. Location** Where were the colonies' largest cities located at this time?
- 2. Human-Environment Interaction** How did mountains and seas influence the location of the colonies?



Life in the English Colonies

The Big Idea

The English colonies continued to grow despite many challenges.

Main Ideas

- Colonial governments were influenced by political changes in England.
- English trade laws limited free trade in the colonies.
- The Great Awakening and the Enlightenment led to ideas of political equality among many colonists.
- The French and Indian War gave England control of more land in North America.

Key Terms and People

town meeting
 English Bill of Rights
 triangular trade
 Great Awakening
 Jonathan Edwards
 Enlightenment
 John Locke
 Pontiac
 salutary neglect

If YOU were there . . .

Your family migrated to America in the 1700s and started a small farm in western Pennsylvania. Now, more and more people are moving in. You would like to move farther west, into the Ohio River valley. But a new law says you cannot move west of the mountains because it is too dangerous. Still, you are restless and want more land and more freedom.

Why might you decide to break the law and move west?

Colonial Governments

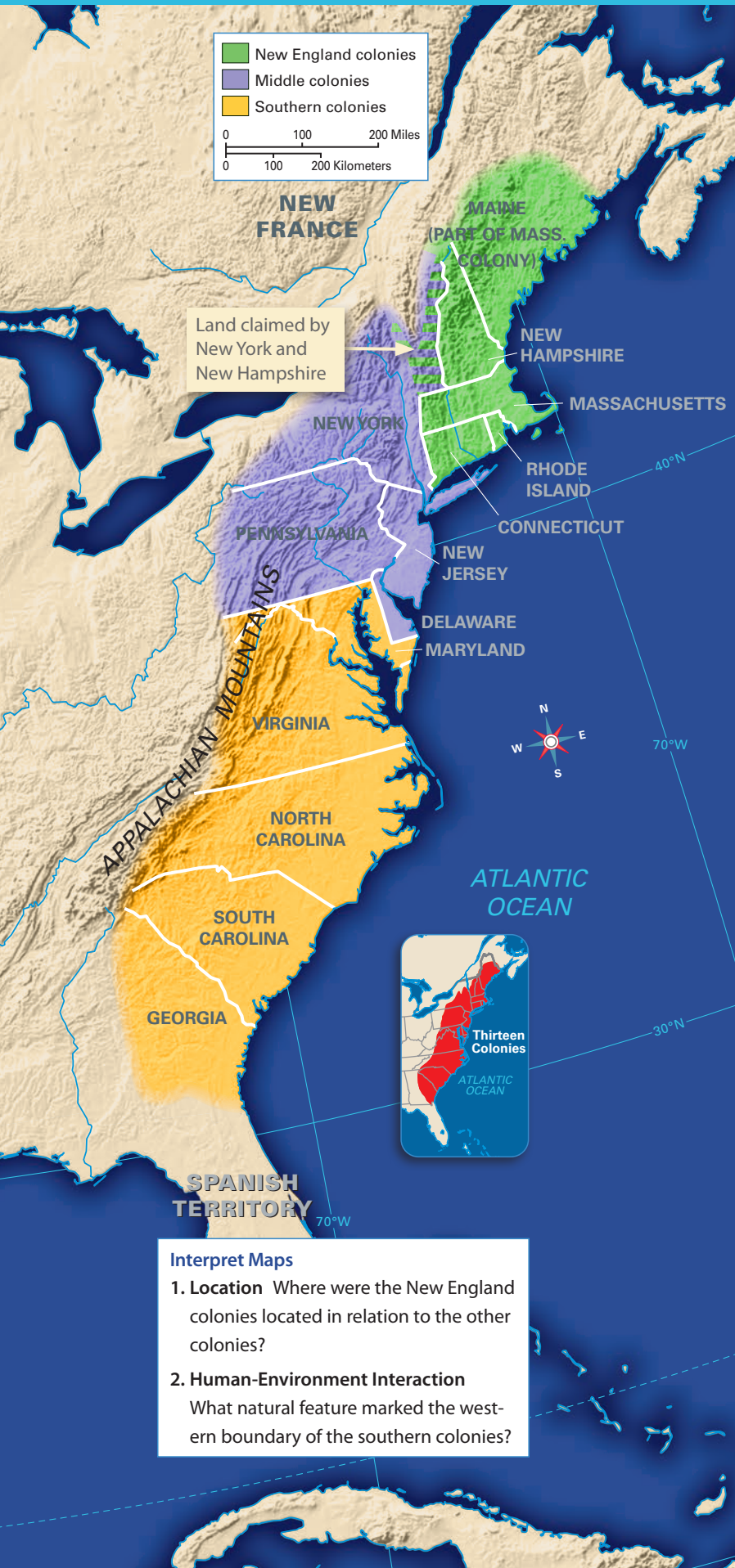
The English colonies in North America all had their own governments. Each government was given power by a charter. The English monarch had ultimate authority over all of the colonies. A group of royal advisers called the Privy Council set English colonial policies.

Colonial Governors and Legislatures Each colony had a governor who served as head of the government. Most governors were assisted by an advisory council. In royal colonies, the English king or queen selected the governor and the council members. In proprietary colonies, the proprietors chose all of these officials. In a few colonies, such as Connecticut, the people elected the governor.

In some colonies, the people also elected representatives to help make laws and set policy. These officials served on assemblies. Each colonial assembly passed laws that had to be approved first by the advisory council and then by the governor.

Established in 1619, Virginia's assembly was the first colonial legislature in North America. At first, it met as a single body, but it was later split into two houses. The first house was known as the Council of State. The governor's advisory council and the Virginia Company selected its

The Thirteen Colonies



Interpret Maps

- 1. Location** Where were the New England colonies located in relation to the other colonies?
- 2. Human-Environment Interaction** What natural feature marked the western boundary of the southern colonies?

members. The House of Burgesses was the assembly's second house. The members were elected by colonists.

In New England, the center of politics was the **town meeting**. In town meetings, people talked about and decided on issues of local interest, such as paying for schools.

In the southern colonies, people typically lived farther away from one another. Therefore, many decisions were made at the county level. The middle colonies used both county meetings and town meetings to make laws.

Political Change in England In 1685, James II became king of England. He was determined to take more control over the English government, both in England and in the colonies.

James believed that the colonies were too independent. In 1686, he united the northern colonies under one government called the Dominion of New England. James named Sir Edmund Andros royal governor of the Dominion. The colonists disliked Andros because he used his authority to limit the powers of town meetings.

English Bill of Rights Parliament replaced the unpopular King James and passed the **English Bill of Rights** in 1689. This act reduced the powers of the English monarch. At the same time, Parliament gained power. As time went on, the colonists valued their own right to elect representatives to decide local issues. Following these changes, the colonies in the Dominion quickly formed new assemblies and charters.

Colonial Courts Colonial courts made up another important part of colonial governments. Whenever possible, colonists used the courts to control local affairs. In general, the courts reflected the beliefs of their local communities. For example, many laws in Massachusetts enforced the Puritans' religious beliefs. Laws based on the Bible set the standard for the community's conduct.

Reading Check
Analyze Information
Why were colonial assemblies and colonial courts created, and what did they do?

Sometimes, colonial courts also protected individual freedoms. For example, in 1733, officials arrested John Peter Zenger for printing statements that criticized the governor of New York. The governor claimed that these statements were false. Andrew Hamilton, Zenger's attorney, argued that the statements were true and that he should be allowed to publish his opinions. Jury members believed that colonists had a right to voice their ideas openly and found him not guilty. The Zenger trial was important in establishing the right to freedom of the press in the colonies.

English Trade Laws

One of England's main reasons for founding and controlling its American colonies was to earn money from trade. In the late 1600s, England, like most western European nations, practiced mercantilism, a system of creating and maintaining wealth through carefully controlled trade. A country gained wealth if it had fewer imports—goods bought from other countries—than exports—goods sold to other countries.

To support this system of mercantilism, between 1650 and 1696, Parliament passed a series of Navigation Acts limiting colonial trade. For example, the Navigation Act of 1660 forbade colonists from trading specific items such as sugar and cotton with any country other than England. The act also required colonists to use English ships to transport goods. Parliament later passed other acts that required all trade goods to pass through English ports, where duties, or import taxes, were added to the items.

 Explore ONLINE!

Triangular Trade



England claimed that the Navigation Acts were good for the colonies. After all, the colonies had a steady market in England for their goods. But not all colonists agreed. Many colonists wanted more freedom to buy or sell goods wherever they could get the best price. Local demand for colonial goods was small compared to foreign demand.

Despite colonial complaints, the trade restrictions continued into the 1700s. Some traders turned to smuggling, or illegal trading. They often smuggled sugar, molasses, and rum into the colonies from non-English islands in the Caribbean. Parliament responded with the Molasses Act of 1733, which placed duties on these items. British officials, however, rarely carried out this law.

By the early 1700s, English merchants were trading around the world. Most American merchants traded directly with Great Britain or the West Indies. By importing and exporting goods such as sugar and tobacco, some American merchants became wealthy.

Triangular Trade Trade between the American colonies and Great Britain was not direct. Rather, it generally took the form of **triangular trade**—a system in which goods and slaves were traded among the Americas, Britain, and Africa. There were several routes of the triangular trade. In one route, colonists exchanged goods like beef and flour with plantation owners in the West Indies for sugar, some of which they shipped to Britain. The sugar was then exchanged for manufactured products to be sold in the colonies. Colonial merchants traveled great distances to find the best markets for their goods.

Middle Passage One version of the triangular trade began with traders exchanging rum for slaves on the West African coast. The traders then sold the enslaved Africans in the West Indies for molasses or brought them to sell in the mainland American colonies.

BIOGRAPHY

Olaudah Equiano 1745–1797

Olaudah Equiano claimed to have been born in Africa in present-day Nigeria. His autobiography told the story of his enslavement. According to his autobiography, Equiano survived the Middle Passage, traveling in a slave ship across the Atlantic. After he arrived in the colonies, a Virginia planter purchased him and again sold him to a British naval officer. While working as a sailor, Equiano eventually earned enough money to purchase his own freedom in 1766.

Equiano later settled in England and devoted much of his life to ending slavery.

Analyze Information

How did Equiano gain his freedom?



“I received such a salutation [smell] in my nostrils, as I had never experienced in my life; . . . I became so sick and low that I was not able to eat . . .

The groans of the dying, rendered [made] the whole a scene of horror almost inconceivable [unbelievable].”

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



Enslaved Africans endured a long, terrifying trip in overcrowded ships.

The slave trade brought millions of Africans across the Atlantic Ocean in a voyage called the Middle Passage. This was a terrifying and deadly journey that could last as long as three months.

Enslaved Africans lived in a space not even three feet high. Slave traders fit as many slaves as possible on board so they could earn greater profits. Thousands of captives died on slave ships during the Middle Passage. In many cases, they died from diseases such as smallpox. As farmers began to use fewer indentured servants, slaves became even more valuable.

Enslaved Africans in the English colonies tried to deal with their hardships by keeping their culture alive. They told stories and sang songs about their African homelands. By the late 1700s, the Christian religion also became a source of strength for many enslaved Africans. Some enslaved Africans resisted slavery. They rebelled by breaking tools, pretending to be sick, or working slowly.

Great Awakening and Enlightenment

In the early 1700s, revolutions in both religious and nonreligious thought transformed the Western world. These movements began in Europe and affected life in the American colonies.

Great Awakening After years of population growth, religious leaders wanted to spread religious feeling throughout the colonies. In the late 1730s, these ministers began holding revivals, emotional gatherings where people came together to hear sermons.

Many American colonists experienced “a great awakening” in their religious lives. This **Great Awakening**—a religious movement that swept through the colonies in the 1730s and 1740s—changed colonial religion. It also affected social and political life. **Jonathan Edwards** of Massachusetts was one of the most important leaders of the Great Awakening. His dramatic sermons told sinners to seek forgiveness for their sins or face punishment in Hell forever. British minister George Whitefield held revivals from Georgia to New England.

Reading Check
Identify Cause and Effect What factors caused the slave trade to grow? How did this affect conditions on the Middle Passage?

The Great Awakening drew people of different regions, classes, and races. Women, members of minority groups, and poor people often took part in services. Ministers from different colonies met and shared ideas with one another. This represented one of the few exchanges between people from different colonies.

The Great Awakening promoted ideas and virtues that may also have affected colonial politics. Sermons about the spiritual equality of all people led some colonists to begin demanding more political equality. Revivals became popular places to talk about political and social issues. People from those colonies with less political freedom were thus introduced to more democratic systems used in other colonies.

Enlightenment During the 1600s, Europeans began to reexamine their world. Scientists began to better understand the basic laws that govern nature. Their new ideas about the universe began the Scientific Revolution. The revolution changed how people thought of the world.

Many colonists were also influenced by the **Enlightenment**. This movement, which took place during the 1700s, spread the idea that reason and logic could improve society. Enlightenment thinkers also formed ideas about how government should work.

Some Enlightenment thinkers believed that there was a social contract between government and citizens. Philosophers such as **John Locke** thought that people had natural rights such as equality and liberty. Ideas of the Scientific Revolution and the Enlightenment eventually influenced colonial leaders.

Reading Check
Summarize How did the Great Awakening and the Enlightenment influence colonial society?



In King Philip's War, Wampanoag leader Metacomb led a coalition force of Native Americans against the colonial militia.

French and Indian War

By the 1670s, tensions had arisen between New England colonists and the Wampanoag. Metacomb, a Wampanoag leader also known as King Philip, opposed the colonists' efforts to take his people's lands. In 1675, these tensions finally erupted in a conflict known as King Philip's War. The colonial militia—civilians serving as soldiers—fought American Indian warriors. Both sides attacked each other's settlements, killing men, women, and children. The fighting finally ended in 1676, but only after about 600 colonists and some 3,000 Indians had been killed, including Metacomb.

Native American Allies Some Native Americans allied with the colonists to fight against Metacomb and his forces. These Indians had developed trade relations with colonists. They wanted tools, weapons, and other goods that Europeans could provide. In exchange, the colonists wanted furs, which they sold for large profits in Europe. As a result, each side came to depend upon the other.

French colonists traded and allied with the Algonquian and Huron. English colonists traded and allied with the Iroquois League, in the New York colony. This powerful group united American Indians from six different groups. Many American Indians trusted the French more than they did the English. The smaller French settlements were less threatening than the rapidly growing English colonies. No matter who their allies were,

North American Empires before and after the Treaty of Paris



Interpret Maps

- Regions** Which countries gained North American territory between 1754 and 1763?
- Human-Environment Interaction** What natural feature helped form the boundary between British and Spanish territory in 1763?

many Indian leaders took care to protect their people's independence. As one leader said:

“We are born free. We neither depend upon [the governor of New France] nor [the governor of New York]. We may go where we please . . . and buy and sell what we please.”

—Garangula, quoted in *A Complete History of the United States of America*, by Frederick Butler

War Erupts Until the mid-1700s, France and Great Britain struggled for control of territory in North America. British colonists wanted to settle in the Ohio River valley, where they could take advantage of the valuable fur trade. The French believed this settlement would hurt their fur trade profits. A standoff developed in the Ohio River valley where the French had built three forts. Fighting erupted in 1753 as the British military moved to take over the valley.

When a young Virginian named George Washington arrived with more soldiers, he found the area under French control. Washington and his troops built a small, simple fort that he named Fort Necessity. After his troops suffered many casualties—captured, injured, or killed soldiers—Washington finally surrendered. His defeat in 1754 was the start of the French and Indian War.

Colonial leaders, such as Benjamin Franklin, met to discuss defense. The convention produced a plan called the Albany Plan of Union, based on Franklin's idea for uniting the colonies. The Iroquois tribes, or Haudenosaunee as they called themselves, took part in the convention. They may have helped shape the Albany Plan with their ideas about government. Franklin published his famous “Join, or Die” political cartoon to help convince the colonies to unite. Meanwhile, in 1756, fighting began in Europe, starting what became known as the Seven Years' War.

Treaty of Paris The turning point of the war came in 1759. That year, British general James Wolfe captured Quebec, gaining the advantage in the war. However, the war dragged on for

four more years. Finally, in 1763, Britain and France signed the Treaty of Paris, officially ending the war.

The terms of the treaty gave Canada to Britain. Britain also gained all French lands east of the Mississippi River except the city of New Orleans and two small islands in the Gulf of St. Lawrence. From Spain, which had allied with France in 1762, Britain received Florida. In an earlier treaty, Spain had received Louisiana, the land that France had claimed west of the Mississippi River. The Treaty of Paris changed the balance of power in North America. Soon, British settlers began moving west to settle new lands.

Western Frontier In the late 1600s and early 1700s, most colonial settlements were located along the Atlantic coast. At that time, few colonists had settled the backcountry. Thick forests, steep hills, and few roads made it hard to settle. By the mid-1700s, however, many colonial settlers, or pioneers, were slowly moving into the Virginia and Carolina backcountry and the Ohio River valley. Many of these settlers were Scots-Irish immigrants. The Scots-Irish were people whose ancestors had migrated from Scotland to Ireland. A group of German immigrants called Moravians settled in the foothills of North Carolina's backcountry mountains. They were a religious group who saw themselves as a large "family."

Indian leaders like Chief **Pontiac** opposed British settlement of this new land. Pontiac's Rebellion began in May 1763, when his forces attacked British forts on the frontier. Within one month, they had destroyed or captured seven forts. Pontiac then led an attack on Fort Detroit. The British held out for months.

British leaders feared that more fighting would take place on the frontier if colonists kept moving onto American Indian lands. To avoid more conflict, King George III issued the Proclamation of 1763. This law banned British settlement west of the Appalachian Mountains. The law also ordered settlers to leave the upper Ohio River valley. The right to settle and claim ownership of land was important to the colonists, so the proclamation angered them.

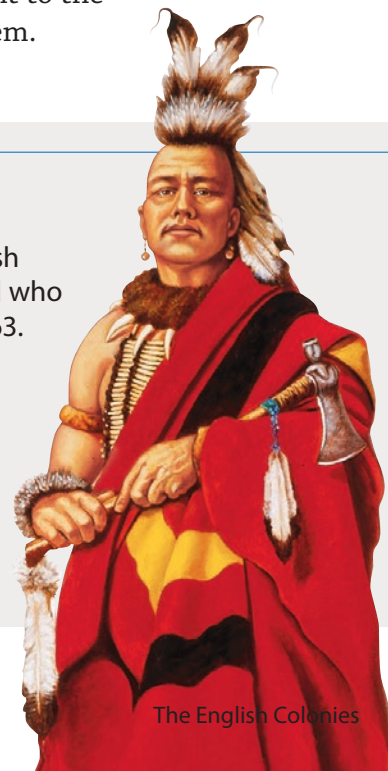
BIOGRAPHY

Pontiac 1720–1769

Pontiac, an Ottawa chief who had fought for France, tried to resist British settlement west of the Appalachians. Calling them "dogs dressed in red who have come to rob us," he attacked the British in the Ohio country in 1763. Pontiac's Rebellion was put down, and he surrendered in 1766.

Analyze Information

How did Pontiac try to stop the British?



Most colonists ignored the king's proclamation. They believed they had fought the war to keep the French from blocking their settlement of the western frontier. They did not like the British government telling them to stay out of those lands. As a result, fighting between the settlers and the American Indians continued.

The colonists were not used to laws being strictly enforced in the colonies. Before 1763, Britain interfered very little in colonial affairs. This hands-off policy was known as **salutary neglect**. The British Parliament passed laws to help govern the colonies, but governors rarely enforced these laws. The practice of salutary neglect encouraged individualism and self-reliance in the colonies. The colonists got accustomed to acting on their own. Soon, new laws would be passed by Parliament that would further anger the colonists.

Summary and Preview In this lesson, you read about colonial governments, the slave trade, and the conflicts with foreign countries and with Native Americans that the colonies faced as they grew. In the next lesson, you'll learn about the increasing tension between the colonies and Great Britain that led to independence.

Reading Check
Summarize Why did George III issue the Proclamation of 1763?

Lesson 4 Assessment

Review Ideas, Terms, and People

1. **a. Describe** How were colonial governments organized?
- b. Analyze** How did political change in England affect colonial governments?
2. **a. Explain** What is mercantilism?
- b. Analyze** How did the Navigation Acts support the system of mercantilism?
- c. Evaluate** Did the colonies benefit from mercantilism? Why or why not?
3. **a. Identify** What was the Great Awakening?
- b. Compare** How was the Enlightenment similar to the Great Awakening?
4. **a. Explain** What caused the French and Indian War?
- b. Examine** What were some of the outcomes of the French and Indian War?
- c. Evaluate** Defend the British decision to ban colonists from settling on the western frontier.

Critical Thinking

5. **Analyze** What impact did colonial governments have on American politics and institutions?
6. **Summarize** In this lesson you learned about developments in the colonies during the late 1600s to mid-1700s. Create a chart like the one below to explain the effects of these developments. Then add a box to the bottom of your chart in which you briefly summarize how the colonies grew, changed, and faced challenges during the period.

Development	Effects
Establishment of local government	
Political change in England	
Trade laws	
Great Awakening/ Enlightenment	
French and Indian War	

How the colonies grew, changed, and faced challenges

Social Studies Skills

Interpret Timelines

Define the Skill

Knowing the sequence, or order, in which historical events took place is important to understanding these events. Timelines visually display the sequence of events during a particular period of time. They also let you easily see time spans between events, such as how long after one event a related event took place—and what events occurred in between. In addition, comparing timelines for different places makes relationships between distant events easier to identify and understand.

Learn the Skill

Follow these guidelines to read, interpret, and compare timelines.

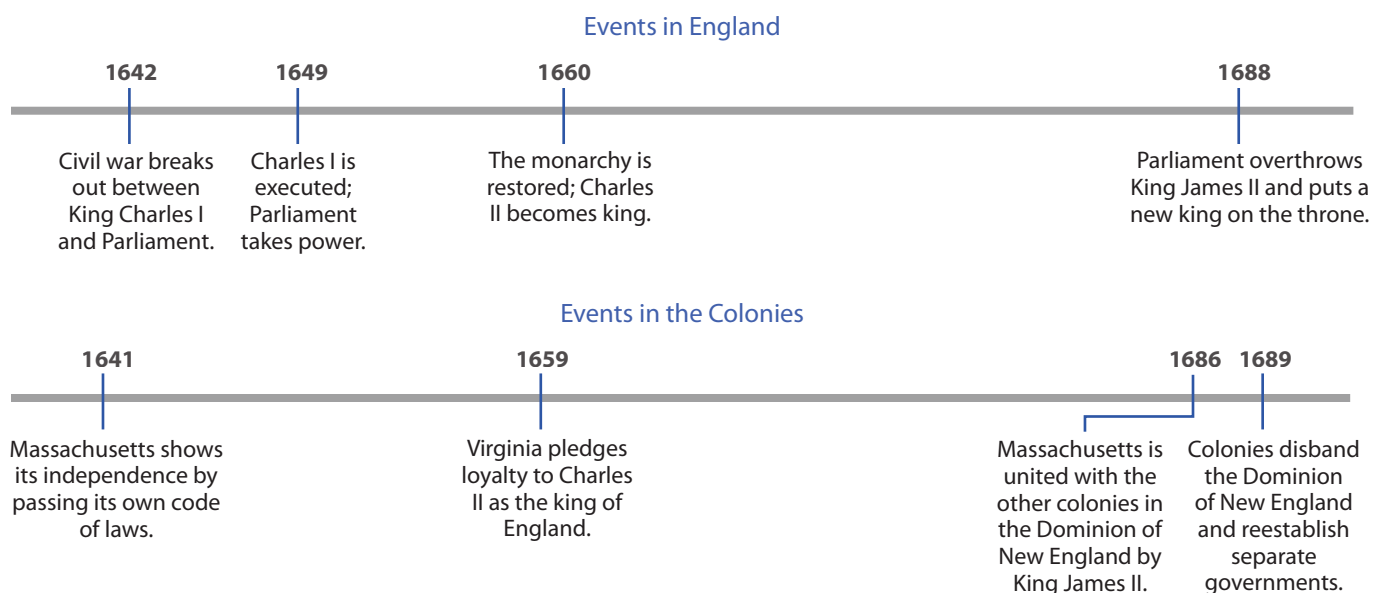
1. Determine each timeline's framework. Note the years it covers and the periods of time into which it is divided. Be aware that a pair of timelines may not have the same framework.

2. Study the order of events on each timeline. Note the length of time between events. Compare what was taking place on different timelines around the same time period.
3. Look for relationships between events. Pay particular attention to how an event on one timeline might relate to an event on another.

Practice the Skill

Interpret the timelines below to answer the following questions.

1. What is each timeline's framework?
2. How long was England without a king?
3. What event in England allowed the colonists to get rid of the Dominion of New England in 1689?
4. Massachusetts's independence had troubled English officials for many years. What do the timelines suggest about why this colony was allowed to remain independent until 1686?



Module 3 Assessment

Review Vocabulary, Terms, and People

Match the words in the left column with the correct definition in the right column.

- | | |
|------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 1. salutary neglect | a. colonists who received free passage to North America in exchange for working without pay for a certain number of years |
| 2. Jonathan Edwards | b. a hands-off policy under which Britain interfered very little in colonial affairs |
| 3. mercantilism | c. crops that are continuously in demand |
| 4. immigrants | d. daughter of Powhatan chief whose marriage to colonist John Rolfe eased tensions between the Powhatan and the colonists |
| 5. indentured servants | e. one of the leaders of the Great Awakening, he urged sinners to seek forgiveness |
| 6. William Penn | f. Protestant sect founded in England that believed salvation was available to all people |
| 7. Pocahontas | g. people who move to another country after leaving their homeland |
| 8. Quakers | h. political gathering at which people make decisions on local issues |
| 9. staple crops | i. Quaker leader who established a colony with the goal of fair government for all |
| 10. town meeting | j. system of creating and maintaining wealth through controlled trade |

Comprehension and Critical Thinking

Lesson 1

11. a. **Explain** What problems did the settlers of Virginia face?
b. **Draw Conclusions** Why was Maryland's Toleration Act of 1649 important?
c. **Predict** How might the southern colonies' reliance on slave labor eventually cause problems?

Lesson 2

12. a. **Describe** On what was the economy of the New England colonies based?
b. **Compare and Contrast** How were the Pilgrim and Puritan colonies similar and different?
c. **Evaluate** Explain why you think the close ties between church and state in Massachusetts helped or hurt its government.

Lesson 3

13. a. **Identify** What types of crops were grown in the middle colonies?
b. **Draw Conclusions** Why did the middle colonies have a more diverse population than either New England or the South?
c. **Elaborate** Why would immigrants have chosen to live in the middle colonies?
d. **Compare and Contrast** How did cultural and social influences help shape the middle colonies?

Lesson 4

14. a. **Identify** What challenges did the English colonies face?
b. **Analyze** What effect did the Great Awakening and the Enlightenment have on the colonies?
c. **Evaluate** Explain which you think had a greater impact on colonial government—the passage of the English Bill of Rights or the Great Awakening.

Module 3 Assessment, continued

Review Themes

15. **Politics** What political influences shaped the governments of the British colonies?
16. **Economics** How did mercantilism affect the economies of Great Britain and the colonies?
17. **Economics** In what ways were the economies of the southern, New England, and middle colonies similar to one another? In what ways were they different?

Reading Skills

Vocabulary Clues Use the Reading Skills taught in this module to answer the question about the reading selection below.

King James I issued a charter, which gave the Virginia Company permission to settle Virginia.

18. According to the reading selection above, what is the best definition of *charter*?
 - a. a chart that showed Virginia's location
 - b. an instruction manual on how to sail a ship
 - c. a contract setting a limit on the number of indentured servants
 - d. a document that gives permission to start a colony

Social Studies Skills

Interpret Timelines Use the Social Studies Skills taught in this module to answer the questions about the "Events in England" and "Events in the Colonies" timelines shown on the Social Studies Skills page.

19. How many years after the start of the English Civil War did Parliament overthrow King James II?
20. How many years did the Dominion of New England last?
 - a. 41
 - b. 18
 - c. 3
 - d. 6

Focus on Writing

21. **Write an Infomercial** What if television had been invented during the time the English colonies were being founded in North America? Instead of relying on printed flyers and word of mouth to attract settlers, the founders of colonies might have made infomercials. Choose a colony and time period and make a list of reasons why English citizens might want to settle there. Then write an infomercial with at least four scenes. Each scene should have video and a voice-over telling one of the reasons for immigrating.

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