



# CHAPTER 4

# The Colonies Grow

1607–1770

## Why It Matters

*Independence was a spirit that became evident early in the history of the American people. The spirit of independence contributed to the birth of a new nation, one with a new government and a culture that was distinct from those of other countries.*

## The Impact Today

Americans continue to value independence. For example:

- The right to practice one’s own religion freely is safeguarded.
- Americans value the right to express themselves freely and to make their own laws.



**The American Republic to 1877 Video** The chapter 4 video, “Middle Passage: Voyages of the Slave Trade,” examines the beginnings of the slave trade, focusing on the Middle Passage.



**c. 1570**

- Iroquois Confederacy formed



**1651**

- First Navigation Act regulates colonial trade

**1676**

- Bacon’s Rebellion

1550

1600

1650



World

**1603**

- Tokugawa Shogunate emerges in Japan

**1610**

- Galileo observes planets and stars with telescope

**1644**

- Qing Dynasty established in China

**Compare-Contrast Study Foldable** Make the following (Venn diagram) foldable to compare and contrast the peoples involved in the French and Indian War.

**Step 1** Fold a sheet of paper from side to side, leaving a 2-inch tab uncovered along the side.

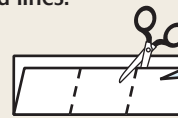


Fold it so the left edge lies 2 inches from the right edge.

**Step 2** Turn the paper and fold into thirds.

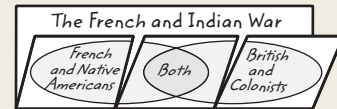


**Step 3** Unfold and cut along the two inside fold lines.



Cut along the two folds on the front flap to make 3 tabs.

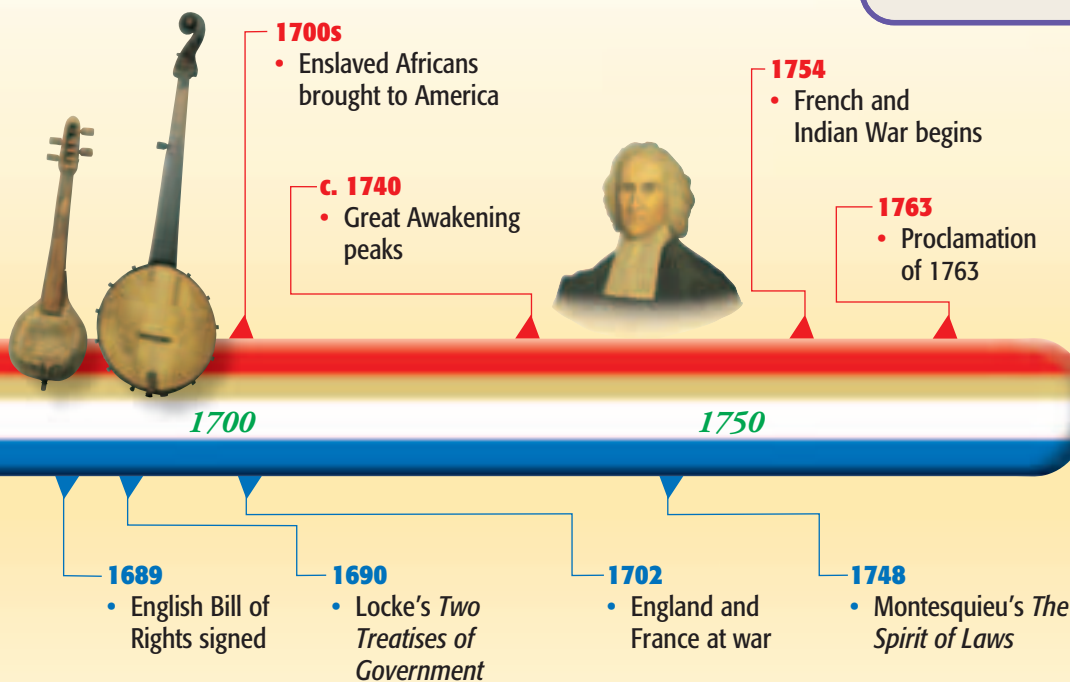
**Step 4** Label the foldable as shown.



**Reading and Writing** As you read about the participants of the war, write facts about them under the appropriate tabs of your foldable.



*The South Side of St. John's Street* by Joseph B. Smith This painting shows a quiet neighborhood in New York City during the late 1760s.



### HISTORY Online

#### Chapter Overview

Visit [tarvol1.glencoe.com](http://tarvol1.glencoe.com) and click on **Chapter 4—Chapter Overviews** to preview chapter information.

# SECTION 1 Life in the Colonies

## Guide to Reading

### Main Idea

Each region developed a unique way of life.

### Key Terms

subsistence farming, triangular trade, cash crop, diversity, Tidewater, backcountry, overseer

### Reading Strategy

**Classifying Information** As you read Section 1, re-create the diagram below and describe the differences in the economies of the New England, Middle, and Southern Colonies.

Economic Development		
New England	Middle Colonies	Southern Colonies

### Read to Learn

- what the triangular trade was and how it affected American society.
- how the regions in the colonies differed from one another.
- why the use of enslaved workers increased in the colonies.

### Section Theme

**Economic Factors** Ways of earning a living varied among the colonies.

### Preview of Events

1700

1700s

Thousands of enslaved Africans are brought to America

1750

1750

South Carolina and Georgia have the fastest-growing colonial economies

1800

c. 1760

New York City's population reaches 18,000



Colonial spinning wheel

## AN American Story

In 1760 Englishman Andrew Burnaby traveled throughout the North American colonies, observing American life. He could not imagine that these colonies would ever join in union for they were as different from one another as “fire and water,” and each colony was jealous of the other. “In short, such is the difference of character, of manners, of religion, of interest, of the different colonies, that I think . . . were they left to themselves, there would soon be a civil war, from one end of the continent to the other.”

## New England Colonies

Although Burnaby believed that the colonies would never unite, the colonies continued to grow. The number of people living in the colonies rose from about 250,000 in 1700 to approximately 2.5 million by the mid-1770s. The population of African Americans increased at an even faster rate—from about 28,000 to more than 500,000.



Immigration was important to this growth. Between 1607 and 1775, almost a million people—an estimated 690,000 Europeans and 278,000 Africans—came to live in the colonies. By 1775 about 2,500 Jews lived in the colonies. Most Jewish immigrants lived in the cities of New York, Philadelphia, Charles Town, Savannah, and Newport, where they were allowed to worship as they pleased.

Another reason for the growing population was that colonial women tended to marry early and have large families. In addition, America, especially New England, turned out to be an unusually healthy place to live.

Most people in New England lived in well-organized towns. In the center of the town stood the meetinghouse, a building used for both church services and town meetings. The meetinghouse faced a piece of land called the green, or common, where cows grazed and the citizen army trained. Farmers lived in the town and worked in fields on its outskirts.

Farming was the main economic activity in all the colonies, but New England farms were smaller than those farther south. Long winters

and thin, rocky soil made large-scale farming difficult. Farmers in New England practiced **subsistence farming**, which means that they generally produced just enough to meet the needs of their families, with little left over to sell or exchange. Most Northern farmers relied on their children for labor. Everyone in the family worked—spinning yarn, preserving fruit, milking cows, fencing in fields, and sowing and harvesting grain.

## **Economics**

### **Commerce in New England**

New England also had many small businesses. Some people used the waterpower from the streams on their land to run mills for grinding grain or sawing lumber. Women who made cloth, garments, candles, or soap for their families sometimes made enough of these products to sell or trade. Large towns attracted skilled craftspeople who set themselves up as blacksmiths, shoemakers, furniture makers, gunsmiths, metalsmiths, and printers.

Shipbuilding was an important industry. The lumber for building ships came from the forests of New England and was transported down rivers to the shipyards in coastal towns.



### **America's Architecture**

A house design called a “salt box” became popular in many areas. The design featured a square or rectangular house, often with an addition in the back that provided more living space. These houses were called salt boxes because they were similar in shape to the wooden box in which salt was kept in colonial kitchens. **Where was the meetinghouse located in many towns?**



*Pineapples symbolized hospitality in colonial America.*



The region also relied on fishing. New Englanders fished for cod, halibut, crabs, oysters, and lobsters. Some ventured far out to sea to hunt whales for oil and whalebone.

### Colonial Trade

As the center of the shipping trade in America, northern coastal cities linked the northern colonies with the Southern Colonies, and linked America to other parts of the world. New England ships sailed south along the Atlantic coast, trading with the colonies and with islands in the **West Indies**. They crossed the Atlantic carrying fish, furs, and fruit to trade for manufactured goods in England and Europe.

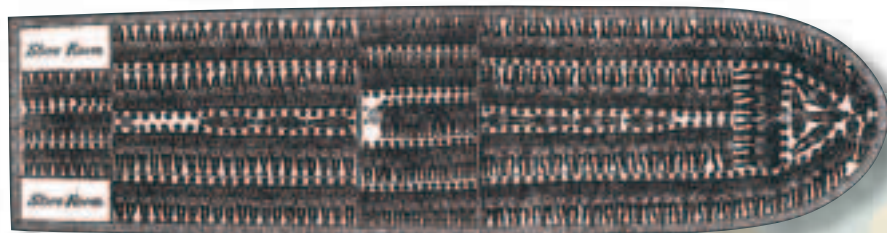
These colonial merchant ships followed many different trading routes. Some went directly to England and back. Others followed routes that came to be called the **triangular trade** because the routes formed a triangle. On one leg of such a route, ships brought sugar and molasses from the West Indies to the New England colonies. In New England, the molasses would be made into rum. Next, the rum and other goods were shipped to West Africa and traded for enslaved Africans. Slavery was widely practiced in West Africa.

Many West African kingdoms enslaved those they defeated in war. Some of the enslaved were sold to Arab slave traders. Others were forced to mine gold or work in farm fields. With the arrival of the Europeans, enslaved Africans also began to be shipped to America in exchange for trade goods. On the final leg of the route, the enslaved Africans were taken to the West Indies where they were sold to planters. The profit was used to buy more molasses—and the process started over.

### The Middle Passage

The inhumane part of the triangular trade, shipping enslaved Africans to the West Indies, was known as the **Middle Passage**. Olaudah Equiano, a young African forced onto a ship to America, later described the voyage:

“I was soon put down under the decks, . . . The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. . . . The shrieks of the women, and the groans of the dying, rendered [made] the whole a scene of horror.”



*Slaves packed in a ship*

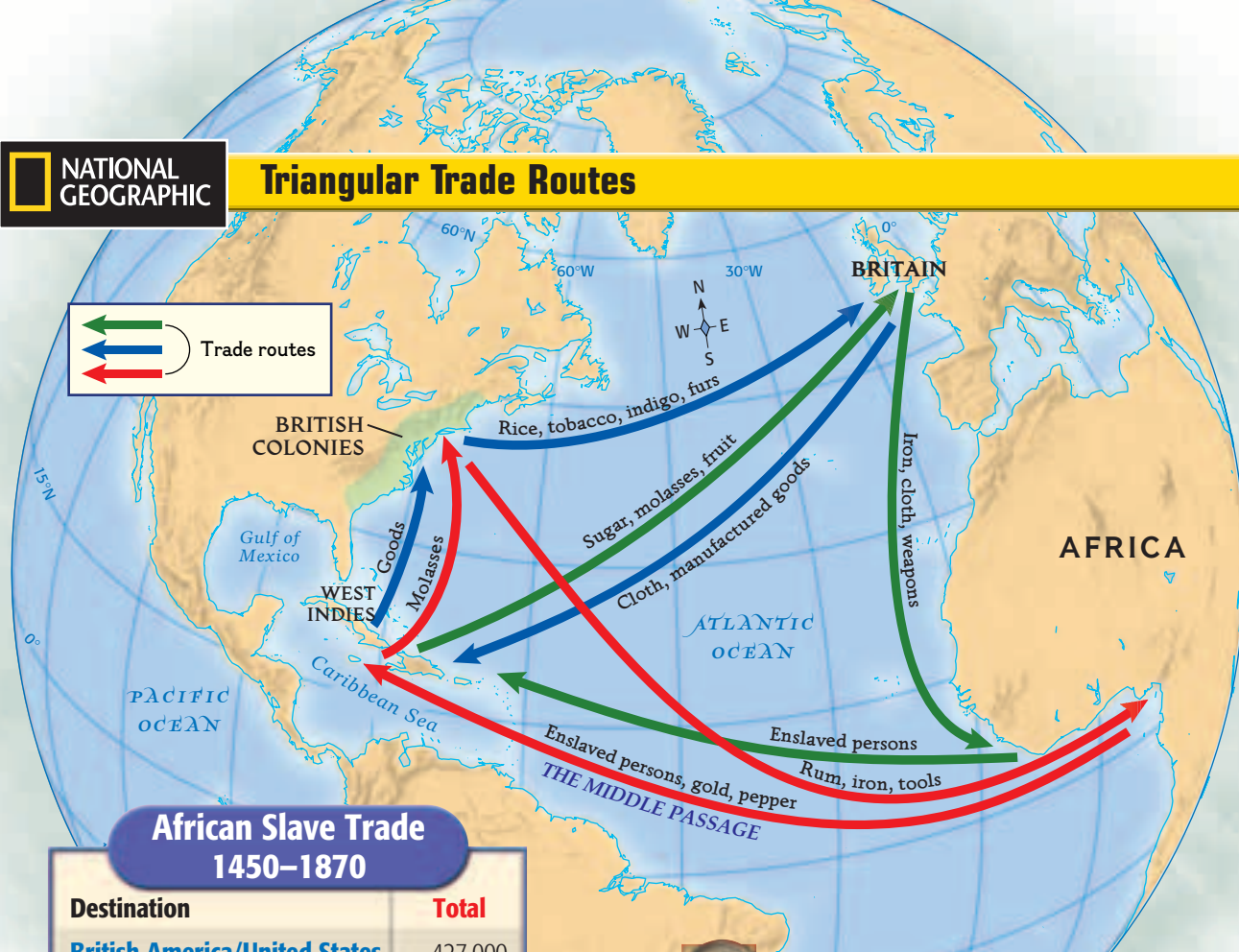
### Picturing History

A deck plan (above) reveals tightly packed ranks of slaves on a ship bound from Africa to the Americas. Once docked, the ship's human cargo was replaced with rum or molasses.

**What does the term “Middle Passage” refer to?**



## Triangular Trade Routes



### African Slave Trade 1450–1870

Destination	Total
British America/United States	427,000
Mexico and Central America	224,000
West Indies	4,040,000
Spanish South America	522,000
Guianas	531,000
Brazil	3,647,000
Europe	175,000

Source: *Historical Atlas of the United States*; Philip D. Curtin, *Atlantic Slave Trade*.



### Geography Skills

Triangular trade routes developed among the British colonies, Africa, and the West Indies.

- Comparing** What did the colonies export to Africa? What did they import from the West Indies?
- Evaluating** Which part of the triangle—import or export—do you think was most important to colonists? Why?

With its trade, shipbuilding, and fishing, New England's economy flourished. Although good farmland was lacking in much of the region, New England's population grew and towns and cities developed.

**Reading Check Explaining** Where was the shipping hub in America?

## The Middle Colonies

The Middle Colonies enjoyed fertile soil and a slightly milder climate than New England's. Farmers in this region cultivated larger areas of

land and produced bigger harvests than did New Englanders. In New York and Pennsylvania, farmers grew large quantities of wheat and other **cash crops**, crops that could be sold easily in markets in the colonies and overseas.

Farmers sent cargoes of wheat and livestock to New York City and Philadelphia for shipment, and these cities became busy ports. By the 1760s New York, with 18,000 people, and Philadelphia, with 24,000 people, were the largest cities in the American colonies.

### Industries of the Middle Colonies

Like the New England Colonies, the Middle Colonies also had industries. Some were home-based crafts such as carpentry and flour



### History *Through Art*

Colonists brought traditions from their homelands. One was the display of tapestry, a heavy fabric with a woven pattern or picture. **What is happening in this tapestry?**

## The Southern Colonies

With their rich soil and warm climate, the Southern Colonies were well suited to certain kinds of farming. Southern farmers could cultivate large areas of land and produce harvests of cash crops. Because most settlers in the Southern Colonies made their living from farming the land, they did not have the need to develop commerce or industry. For the most part, London merchants rather than local merchants managed Southern trade.

### Economics

#### Tobacco and Rice

Tobacco was the principal cash crop of Maryland and Virginia. Most tobacco was sold in Europe, where the demand for it was strong. Growing tobacco and preparing it for sale required a good deal of labor. At first planters used indentured servants to work in the fields. When indentured servants became scarce and expensive, Southern planters used enslaved Africans instead.

When the **demand** for tobacco was greater than the **supply**, the price remained high. Sometimes, however, a surplus, or extra amounts, of tobacco on the market caused prices to fall and then the growers' profits also fell. In time, some tobacco planters switched to growing other crops such as corn and wheat.

The main cash crop in South Carolina and Georgia was rice. In low-lying areas along the coast, planters built dams to create rice fields, called paddies. These fields were flooded when the rice was young and drained when the rice was ready to harvest. Work in the rice paddies involved standing knee-deep in the mud all day with no protection from the blazing sun or the biting insects.

making. Others included larger businesses such as lumbering, mining, and small-scale manufacturing.

One iron mill in northern New Jersey employed several hundred workers, many of them from Germany. Other smaller ironworks operated in New Jersey and Pennsylvania.

#### German Immigrants

Most of the nearly 100,000 German immigrants who came to America in the colonial era settled in Pennsylvania. Using agricultural methods developed in Europe, these immigrants became successful farmers.

The Germans belonged to a number of Protestant groups. Together with the Dutch, Swedish, and other non-English immigrants, they gave the Middle Colonies a cultural **diversity**, or variety, that was not found in New England. With the diversity came tolerance for religious and cultural differences.

 **Reading Check** **Explaining** What are cash crops?



Because rice harvesting required so much strenuous work, rice growers relied on slave labor. Rice proved to be even more profitable than tobacco. As it became popular in southern Europe, the price of rice rose steadily. By the 1750s South Carolina and Georgia had the fastest-growing economies in the colonies.

### Tidewater and Backcountry

Most of the large Southern plantations were located in the **Tidewater**, a region of flat, low-lying plains along the seacoast. Plantations, or large farms, were often located on rivers so crops could be shipped to market by boat.

Each plantation was a self-contained community with fields stretching out around a cluster of buildings. The planter's wife supervised the main house and the household servants. A plantation also included slave cabins, barns and stables, and outbuildings such as carpenter and blacksmith shops and storerooms. Even kitchens were in separate buildings. A large plantation might also have its own chapel and school.

West of the Tidewater lay a region of hills and forests climbing up toward the **Appalachian Mountains**. This region was known as the **backcountry** and was settled in part by hardy newcomers to the colonies. The backcountry settlers grew corn and tobacco on small farms. They usually worked alone or with their families, although some had one or two enslaved Africans to help.

In the Southern Colonies, the independent small farmers of the backcountry outnumbered the large plantation owners. The plantation owners, however, had greater wealth and more influence. They controlled the economic and political life of the region.

 **Reading Check** **Comparing** How were the settlers of the Tidewater different from those of the backcountry?



#### History Through Art

*The Old Plantation* by an unknown artist

This watercolor from the 1700s shows a traditional African celebration on a Southern plantation.

**Where would you be more likely to find enslaved African laborers—in the Tidewater or backcountry? Why?**





# Slavery

Most enslaved Africans lived on plantations. Some did housework, but most worked in the fields and often suffered great cruelty. The large plantation owners hired **overseers**, or bosses, to keep the slaves working hard.

By the early 1700s, many of the colonies had issued **slave codes**, strict rules governing the behavior and punishment of enslaved Africans. Some codes did not allow slaves to leave the plantation without written permission from the master. Some made it illegal to teach enslaved people to read or write. They usually allowed slaves to be whipped for minor offenses and hanged or burned to death for serious crimes. Those who ran away were often caught and punished severely.

## African Traditions

Although the enslaved Africans had strong family ties, their families were often torn apart. Slaveholders could sell a family member to another slaveholder. Slaves found a source of strength in their African roots. They developed a culture that drew on the languages and customs of their West African homelands.

Some enslaved Africans learned trades such as carpentry, blacksmithing, or weaving. Skilled workers could sometimes set up shops, sharing

**Slavery was first outlawed in the northern colonies.**  
This is not true. Slavery was first outlawed in the colony of Georgia in 1735. Georgia eventually made slavery legal again.

their profits with the slaveholders. Those lucky enough to be able to buy their freedom joined the small population of free African Americans.

## Criticism of Slavery

Although the majority of white Southerners were not slaveholders, slavery played an important role in the economic success of the Southern Colonies. That success, however, was built on the idea that one human being could own another. Some colonists did not believe in slavery. Many Puritans refused to hold enslaved people. In Pennsylvania, Quakers and Mennonites condemned slavery. Eventually the debate over slavery would erupt in a bloody war, pitting North against South.

**Reading Check** **Describing** What did slave codes do?

# SECTION 1 ASSESSMENT

**Study Central™** To review this section, go to [tarvol1.glencoe.com](http://tarvol1.glencoe.com) and click on **Study Central™**.

### Checking for Understanding

- Key Terms** Use each of these terms in a sentence that will help explain its meaning: **subsistence farming**, **triangular trade**, **cash crop**.
- Reviewing Facts** Identify the various economic activities carried on in the Middle Colonies.

### Reviewing Themes

- Economic Factors** How did New England's natural resources help its commerce?

### Critical Thinking

- Comparing** How did farming in New England compare with farming in the Southern Colonies? Use a chart like the one below to answer the question.

	Similarities	Differences
New England		
Southern Colonies		

- Making Inferences** How do you think plantation owners in the Southern Colonies justified their use of enslaved Africans?

### Analyzing Visuals

- Geography Skills** Study the map on page 103. What goods were traded from the British Colonies to Great Britain? From the West Indies to the British Colonies?

### Interdisciplinary Activity

**Informative Writing** Imagine you live in New England in the 1750s and are visiting cousins on a farm in the Carolinas. Write a letter to a friend at home describing your visit to the farm.



# America's LITERATURE

**Olaudah Equiano**  
(c. 1750–1797)



Olaudah Equiano was 11 years old when he and his sister were kidnapped by slave traders.

Olaudah was taken to the West Indies and sold into slavery. His life story includes memories of his childhood in Africa. He wrote his story after receiving the name Gustavus Vassa from one of his masters and buying his freedom. Published during the time of the movement to end slavery, Equiano's work became a best-seller.

## READ TO DISCOVER

This selection begins after Olaudah has been kidnapped and forced to endure the terrifying trip across the Atlantic Ocean aboard a slave ship. As you read, think about what life must have been like for Africans who were sold into slavery.

## READER'S DICTIONARY

**parcel:** group  
**lots:** groups  
**toil:** work

## The Kidnapped Prince

**R**ight away we were taken to a merchant's yard, where we were all penned up together like so many sheep. When I looked out at the town, everything was new to me. The houses were built with bricks, in stories, and were completely different from any I had seen in Africa. I was still more astonished at seeing people on horseback. . . .

We were not many days in the merchant's custody before we were sold—like this:

Someone beat a drum. Then all the buyers rushed at once into the yard where we were penned to choose the **parcel** of us that they liked best. They rushed from one group of us to another, with tremendous noise and eager faces, terrifying us all.

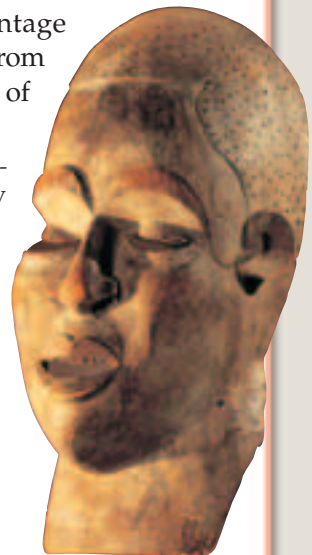
Three men who were sold were brothers. They were sold in different **lots**. I still remember how they cried when they were parted. Probably they never saw each other again.

I didn't know it, but this happened all the time in slave sales. Parents lost their children; brothers lost their sisters. Husbands lost their wives.

We had already lost our homes, our countries, and almost everyone we loved. The people who did the selling and buying could have done

it without separating us from our very last relatives and friends. They already could live in riches from our misery and **toil**. What possible advantage did they gain from this refinement of cruelty?

From *The Kidnapped Prince* by Olaudah Equiano. Adapted by Ann Cameron. Copyright © 1995 by Ann Cameron. Reprinted by permission of Alfred A. Knopf, Inc.



## ANALYZING LITERATURE

- 1. Recall and Interpret** How did the Africans feel as they were being sold?
- 2. Evaluate and Connect** Do you think Olaudah Equiano supports slavery? Explain.

## Interdisciplinary Activity

**Descriptive Writing** Re-read the excerpt and think about what it must have been like to be separated from family members. Write a dialogue you think might occur between two family members as they are about to be separated from each other.

## SECTION 2

# Government, Religion, and Culture

### Guide to Reading

#### Main Idea

The ideals of American democracy and freedom of religion took root during the colonial period.

#### Key Terms

mercantilism, export, import, smuggling, charter colony, proprietary colony, royal colony, apprentice, literacy

#### Preview of Events

1630

1636

Harvard College is established

1670

1693

College of William and Mary is founded

1710

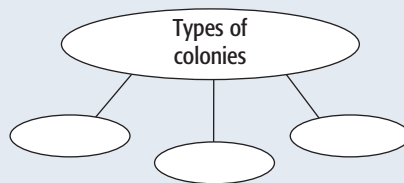
1732

Benjamin Franklin publishes *Poor Richard's Almanack*

1750

c. 1740

Great Awakening sweeps through the colonies



#### Reading Strategy

**Organizing Information** As you read the section, re-create the diagram below and identify the three types of English colonies.

#### Read to Learn

- why the Navigation Acts angered the colonists.
- who had the right to vote in colonial legislatures.

#### Section Theme

**Continuity and Change** The roots of American democracy, freedom of religion, and public education are found in the American colonial experience.



From *Poor Richard's Almanack*

## AN American Story

"Fish and Visitors stink after three days."

"Beware of little Expenses: a small Leak will sink a great Ship."

"No gains without pains."

Benjamin Franklin wrote these and other witty sayings for his annual book, *Poor Richard's Almanack*. The last saying—"No gains without pains"—was particularly true in the American colonies in the late 1600s.

### English Colonial Rule

In his writings, Benjamin Franklin celebrated a new American spirit. This spirit signaled that Americans were beginning to view themselves differently from the way Great Britain viewed them.

Trouble was brewing in England—and in the colonies—during the mid-1600s. England's monarchy had been restored with Charles II on the throne, but many people were not satisfied with his rule. James II, Charles's successor,

attempted to take back the powers Parliament had won during the English Civil War. He also tried to tighten royal control over the colonies.

In 1688 Parliament took action. It forced out James and placed his daughter Mary and her Dutch husband, William of Orange, on the throne. This change, which showed the power of the elected representatives over the monarch, came to be known as the **Glorious Revolution**.

William and Mary signed an **English Bill of Rights** in 1689 guaranteeing certain basic rights to all citizens. This document became part of the heritage of English law that the American colonists shared. It later inspired the people who created the American Bill of Rights.

England viewed its North American colonies as an economic resource. The colonies provided England with raw materials. English manufacturers used these materials to produce finished goods, which they sold to the colonists. This process followed an economic theory called **mercantilism**. This theory states that as a nation's trade grows, its gold reserves increase,

and the nation becomes more powerful. To make money from its trade, England had to **export**, or sell abroad, more goods than it **imported**, or bought from foreign markets.

To make certain that only England benefited from trade with the colonies, Parliament passed a series of laws between 1651 and 1673. These laws, called the **Navigation Acts**, directed the flow of goods between England and the colonies. Colonial merchants who had goods to send to England could not use foreign ships—even if those ships offered cheaper rates. The Navigation Acts also prevented the colonists from sending certain products, such as sugar or tobacco, outside England's empire.

Some colonists ignored these laws and began **smuggling**, or trading illegally with other nations. Controls on trade would later cause even more conflict between the American colonies and England.

**✓ Reading Check Examining** Under mercantilism, who controlled trade and who supplied raw materials?

## People In History

Benjamin Franklin 1706–1790



Ben Franklin learned the printer's trade as a young man. By the time he was 23, he owned his own newspaper in Philadelphia. Soon afterward he began publishing *Poor Richard's Almanack*, a calendar filled with advice, philosophy, and wise sayings, such as "Early to bed, early to rise, makes

a man healthy, wealthy, and wise."

Franklin was deeply interested in science. He invented the lightning rod, bifocal eyeglasses, and the Franklin stove for heating. Energetic and open-minded, Franklin served in the Pennsylvania Assembly for many years. He founded a hospital, a fire department,

America's first lending library, and an academy of higher learning that later became the University of Pennsylvania.

Franklin's greatest services to his fellow Americans would come during the 1770s. As a statesman and patriot, Franklin would help guide the colonies toward independence.

## Why It Matters

# The Great Awakening

The Great Awakening is the name for the powerful religious revival that swept over the colonies beginning in the 1720s. Christian ministers such as George Whitefield and Jonathan Edwards preached throughout the colonies, drawing huge crowds. The Great Awakening had a lasting effect on the way in which the colonists viewed themselves, their relationships with one another, and their faith.



Jonathan Edwards

### Causes and Effects of the Great Awakening

#### Causes


- Jonathan Edwards, George Whitefield, and others preach of the need for a revival of religious belief.
- Awareness of the importance of religion in people's lives grows.
- A religious revival sweeps through America in the mid-1700s.

## Citizenship

### Colonial Government

The English colonists brought with them ideas about government that had been developing in England for centuries. By the 1600s the English people had won political liberties, such as trial by jury, that were largely unknown elsewhere. At the heart of the English system were two principles of government. These principles—limited government and representative government—greatly influenced the development of the United States.

By the time the first colonists reached North America, the idea that government was not all-powerful had become an accepted part of the English system of government. The idea first appeared in the Magna Carta that King John was forced to sign in 1215. The Magna Carta established the principle of limited government, in which the power of the king, or government,

was limited. This document provided for protection against unjust punishment and against the loss of life, liberty, and property, except according to law.  (See page 611 of the Appendix for excerpts from the Magna Carta.)

As the colonies grew, they relied more and more on their own governments to make local laws. By the 1760s there were three types of colonies in America—charter colonies, proprietary colonies, and royal colonies.

#### Charter Colonies

Connecticut and Rhode Island, the **charter colonies**, were established by settlers who had been given a charter, or a grant of rights and privileges. These colonists elected their own governors and the members of the legislature. Great Britain had the right to approve the governor, but the governor could not veto the acts of the legislature.



### Effects

- New religious groups such as the Baptists, Methodists, and Presbyterians take root.
- Emphasis on education grows.
- Belief grows that all people are equal before God.
- Makes Americans more willing to challenge authority prior to the American Revolution.

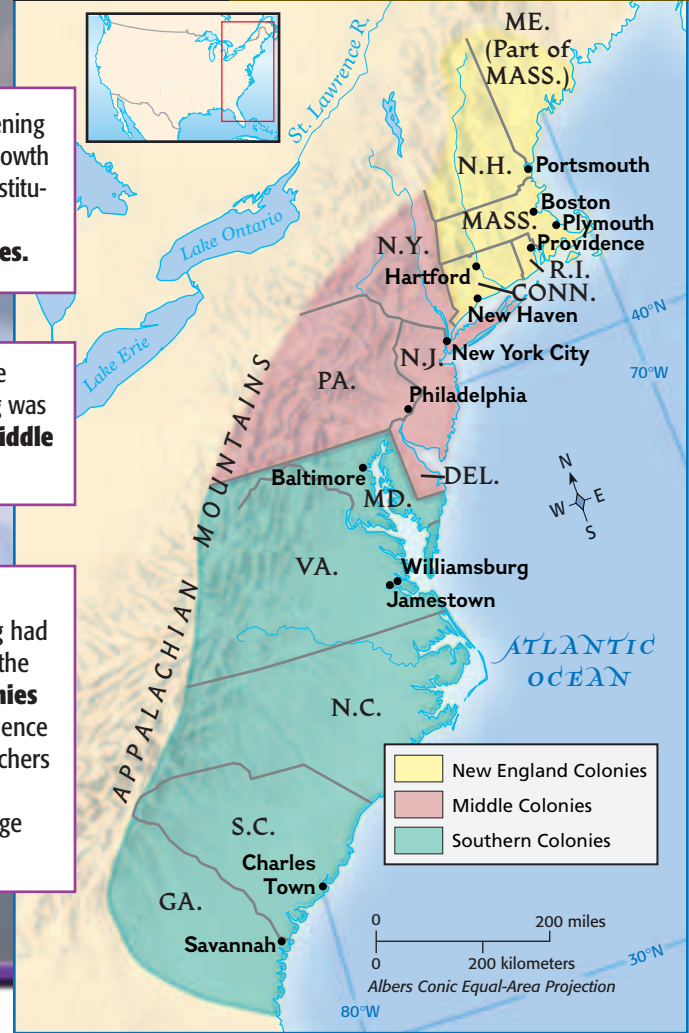


George Whitefield

The Great Awakening stimulated the growth of educational institutions in the **New England Colonies**.

The impact of the Great Awakening was first felt in the **Middle Colonies**.

By the 1740s the Great Awakening had grown strong in the **Southern Colonies** through the influence of traveling preachers such as Samuel Davies and George Whitefield.



### Proprietary Colonies

The **proprietary colonies**—Delaware, Maryland, and Pennsylvania—were ruled by proprietors. These were individuals or groups to whom Britain had granted land. Proprietors were generally free to rule as they wished. They appointed the governor and members of the upper house of the legislature, while the colonists elected the lower house.

### Royal Colonies

By the 1760s Georgia, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, South Carolina, and Virginia were **royal colonies**. Britain directly ruled all royal colonies. In each, the king appointed a governor and council, known as the upper house. The colonists elected an assembly, called the lower house. The

governor and members of the council usually did what the British leaders told them to do. However, this often led to conflict with the colonists in the assembly, especially when officials tried to enforce tax laws and trade restrictions.

### Voting Rights

Colonial legislatures gave only some people a voice in government. Generally, white men who owned property had the right to vote; however, most women, indentured servants, landless poor, and African Americans could not vote. In spite of these limits, a higher proportion of people was involved in government in the colonies than anywhere in the European world. This strong participation gave Americans training that was valuable when the colonies became independent.

**Reading Check** **Drawing Inferences** How did the Magna Carta affect government in the colonies?



## An Emerging Culture

From the 1720s through the 1740s, a religious revival called the **Great Awakening** swept through the colonies. In New England and the Middle Colonies, ministers called for “a new birth,” a return to the strong faith of earlier days. One of the outstanding preachers was **Jonathan Edwards** of Massachusetts. People thought that his sermons were powerful and convincing.

The English preacher **George Whitefield**, who arrived in the colonies in 1739, helped spread the religious revival. Whitefield inspired worshipers in churches and open fields from New England to Georgia. The Great Awakening led to the formation of many new churches.

### Family Roles

Throughout the colonies, people adapted their traditions to the new conditions of life in America. Religion, education, and the arts contributed

to a new American culture. The family formed the foundation of colonial society.

A colonial farm was both home and workplace. Mothers and fathers cared for their children. Women cooked, made butter and cheese, and preserved food. They spun yarn, made clothes, and tended chickens and cows. Men worked in the fields and built barns, houses, and fences. In many areas, women worked in the fields next to their husbands.

Men were the formal heads of the households. They managed the farms and represented the family in community affairs. In most churches, women could attend church meetings, but could not speak, vote, or serve as clergy. Families often arranged for their sons to work as indentured servants for farmers or to serve as **apprentices**, or learning assistants, to craft workers who taught them a trade. Married women were considered under their husbands’ authority and had few rights.

## TECHNOLOGY & History

### Colonial Printing Press

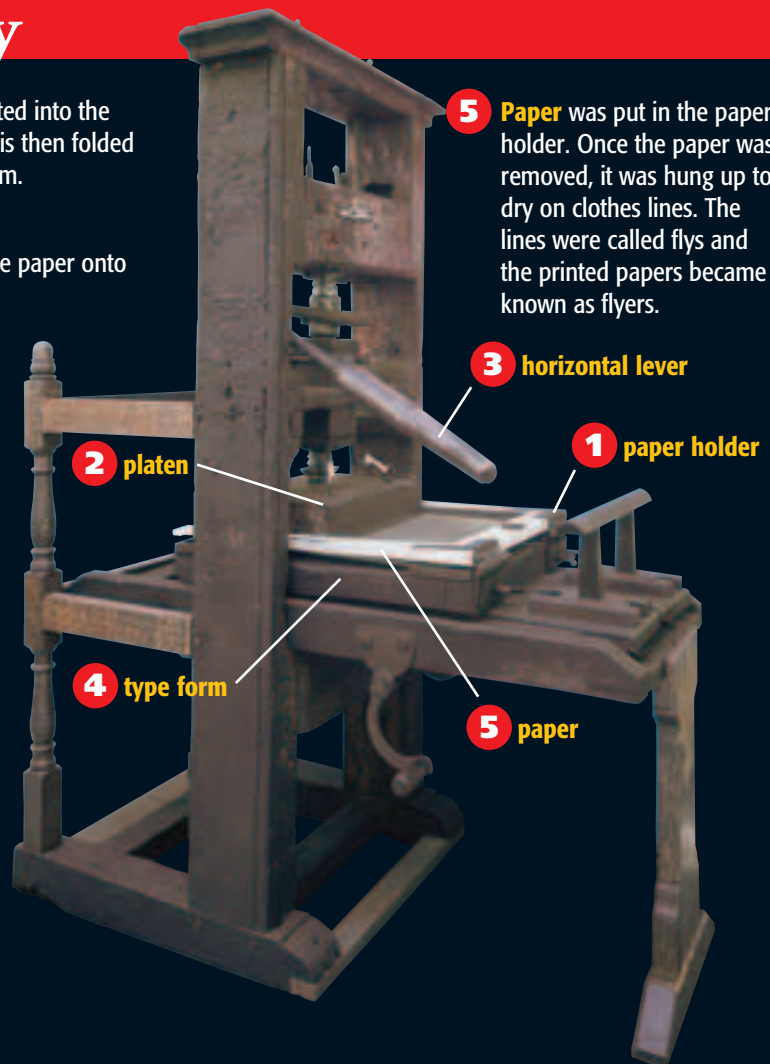
Life in the colonies often revolved around local printers who produced pamphlets, small flyers, books, and newspapers. The first printing press in the American colonies was established by Stephen Daye in 1639.

*Type is made up of large numbers of single letters that can be moved and reused.*




- 1 A sheet of paper is fitted into the **paper holder**, which is then folded on top of the type form.
- 2 The **platen** presses the paper onto the inked type.
- 3 The **horizontal lever** lowered or raised the platen.
- 4 **Type form** was slid under the raised platen.

- 5 **Paper** was put in the paper holder. Once the paper was removed, it was hung up to dry on clothes lines. The lines were called **flies** and the printed papers became known as **flyers**.





Women in cities and towns sometimes held jobs outside the home. Young unmarried women might work for wealthy families as maids, cooks, and nurses. Widows might work as teachers, nurses, and seamstresses. They also opened shops and inns. Widows and women who had never married could run businesses and own property, even though they could not vote.  (See page 594 of the Primary Sources Library for the selection, "What is an American?")

## Education

Most colonists valued education. Children were often taught to read and write at home by their parents. In New England and Pennsylvania, in particular, school systems were set up to make sure that everyone could read and study the Bible. In 1647 the Massachusetts Puritans passed a public education law. Each community with 50 or more households had to have a school supported by taxes.

By 1750, New England had a very high level of **literacy**, the ability to read and write. Approximately 85 percent of the men and about half of the women could read. Many learned to read from *The New England Primer*, which combined lessons in good conduct with reading and writing.

Many colonial schools were run by widows or unmarried women. In the Middle Colonies, some schools were run by Quakers and other religious groups. In the towns and cities, craftspeople set up night schools for their apprentices.

The colonies' early colleges were founded to train ministers. The first was Harvard College, established in 1636 by the Puritans in Cambridge, Massachusetts. Anglicans founded William and Mary College in Virginia in 1693.

## The Enlightenment

By the middle of the 1700s, many educated colonists were influenced by the **Enlightenment**. This movement, which began in Europe, spread the idea that knowledge, reason, and science could improve society. In the colonies, the Enlightenment increased interest in science. People observed nature, staged experiments, and published their findings. The best known American scientist was Benjamin Franklin.

## Freedom of the Press

In 1735 John Peter Zenger of the *New York Weekly Journal* faced charges of libel for printing a critical report about the royal governor of New York. Andrew Hamilton argued that free speech was a basic right of English people. He defended Zenger by asking the jury to base its decision on whether Zenger's article was true, not whether it was offensive. The jury found Zenger not guilty. At the time the case attracted little attention, but today it is regarded as an important step in the development of a free press in America.

 **Reading Check Analyzing** What was the impact of the Great Awakening?

# SECTION 2 ASSESSMENT



**Study Central™** To review this section, go to [tarvol1.glencoe.com](http://tarvol1.glencoe.com) and click on **Study Central™**.

### Checking for Understanding

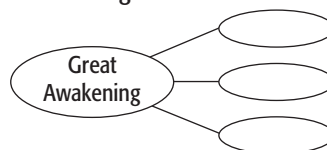
- Key Terms** Use each of these terms in a complete sentence that will help explain its meaning: **export, charter colony, proprietary colony, apprentice, literacy.**
- Reviewing the Facts** Identify some contributions of women inside and outside the home.

### Reviewing Themes

- Continuity and Change** Why did the Navigation Acts anger the colonists?

### Critical Thinking

- Drawing Conclusions** Why did Andrew Hamilton defend John Peter Zenger and free speech?
- Determining Cause and Effect** Re-create the diagram below and describe the effects of the Great Awakening.



### Analyzing Visuals

- Picturing History** Examine the printing press on page 112. Who established the first printing press in the colonies? How do you think the colonists communicated their ideas before printed material was widely used?

### Interdisciplinary Activity

**Government** Draw a chart that shows the structure of a royal colony, a proprietary colony, and a charter colony.





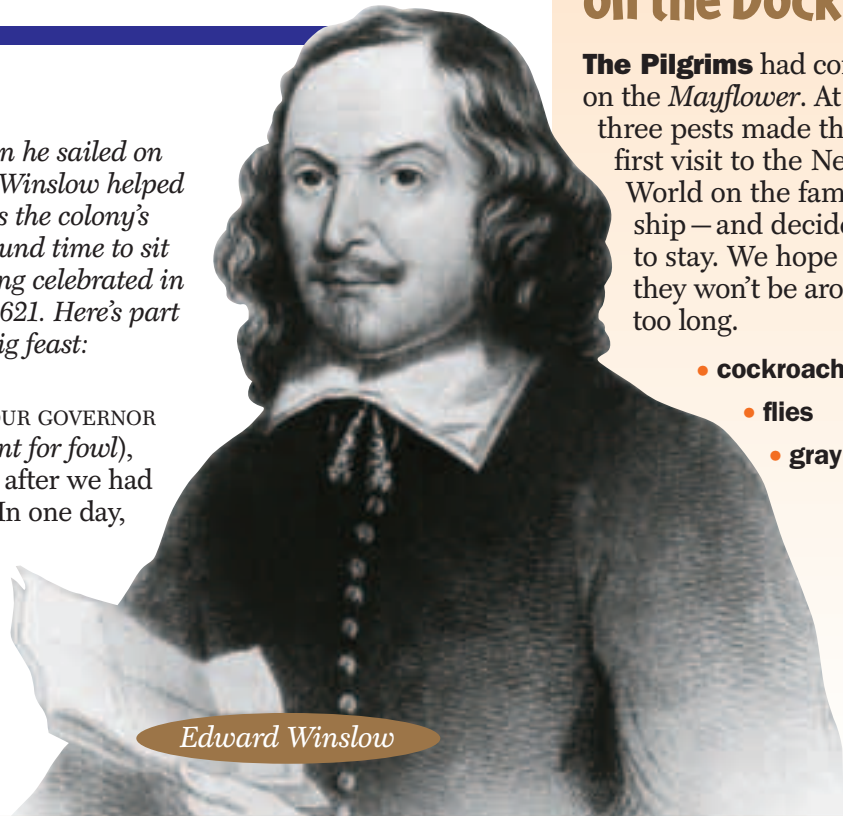
## What were people's lives like in the past?

What—and who—were people talking about? What did they eat? What did they do for fun? These two pages will give you some clues to everyday life in the U.S. as you step back in time with TIME Notebook.

### Profile

**EDWARD WINSLOW** was 25 when he sailed on the *Mayflower* to Massachusetts. Winslow helped found Plymouth Colony, served as the colony's governor three times—and still found time to sit down to the very first Thanksgiving celebrated in the British colonies in the fall of 1621. Here's part of what he wrote about the first big feast:

“OUR HARVEST BEING GOTTEN IN, OUR GOVERNOR sent four men on the fowling (*hunt for fowl*), that we might ... rejoice together after we had gathered the fruits of our labors. In one day, they killed as much fowl as ... served the company almost a week. At which time, ... many of the Indians came amongst us ... with some ninety men whom for three days we entertained and feasted...”



Edward Winslow

BETTMANN/CORBIS

### INSECTS ARRIVE

## New Pests on the Dock



The Pilgrims had company on the *Mayflower*. At least three pests made their first visit to the New World on the famous ship—and decided to stay. We hope they won't be around too long.

- cockroaches
- flies
- gray rats

BETTMANN/CORBIS



COLONIAL EVENTS

# Virginia Is Number 1

Here's a list of events that happened first in 1619 in Virginia. One of the facts is wrong. Can you figure out the one that doesn't belong?

- 1 First boatload of African slaves
- 2 First labor strike
- 3 First elected lawmakers
- 4 First time English settlers can own land
- 5 First daily newspaper
- 6 First boatload of women who agreed to marry colonists in exchange for a ticket across the Atlantic



ANSWER: 5

## NUMBERS

THE COLONIES AT THE TIME

**1,500** Number of English children in 1627 who were kidnapped and sent to work as servants in Virginia

**80%** Percentage of colonists who died in Jamestown, Virginia, during the winter of 1609-10 after getting so hungry they ate rats, snakes, and horsehide



**65%** Percentage of colonists who could read in 1620

**2,500** Number of trees needed to build a ship the size of the *Mayflower*

POPULAR FOOD

# Have Your Corn Cake – and Eat It Too!

This New World meal is all the rage in the colonies.

**Stir** one cup of coarse cornmeal grits into three cups of water.

**Place** on stove. Simmer.

**Remove** from heat when all the water is absorbed. Let it cool.



**Shape** the mixture into two round, flat cakes on a floured work surface.

**Bake** it in a hot oven for 45 minutes.

**Serve** warm or cold with freshly churned butter.

## VERBATIM

WHAT PEOPLE ARE SAYING

“...I found some black people about me, and I believe some were those who had brought me on board and had been receiving their pay... I asked them if we were not to be eaten by those white men with horrible looks, red faces, and long hair.”

OLAUDAH EQUIANO,  
11-year-old kidnapped from his home in what is now Nigeria and brought to America as an enslaved person, on his first day on the slave ship

“For pottage and puddings and custards and pies / Our pumpkins and parsnips are common supplies. We have pumpkins at morning and pumpkins at noon, / If it were not for pumpkin, / We should be undone.”

AMERICAN FOLK SONG,  
a tribute to the pumpkin



NORTH WIND PICTURES

**0** Number of chairs set at the dinner table for children—only adults sat while eating

**50** Number of pounds of tobacco colonists in Virginia were fined if they did not go to church in the early 1600s



# SECTION 3 France and Britain Clash

## Guide to Reading

### Main Idea

Rivalry between Great Britain and France led to a long-lasting conflict.

### Key Terms

**Iroquois Confederacy, militia**

### Reading Strategy

**Organizing Information** As you read the section, re-create the diagram below and describe the events that led to conflict in North America.



### Read to Learn

- how wars in Europe spread to the American colonies.
- about the purpose of the Albany Plan of Union.

### Section Theme

**Continuity and Change** American colonists and Native American groups were drawn into the clash between France and Britain.

### Preview of Events

♦ 1740

1745

New England troops seize Fort Louisbourg from France

♦ 1750

1753

George Washington sent to Ohio country to protest French actions

♦ 1760

1754

Benjamin Franklin proposes Albany Plan of Union



*Powderhorn, French and Indian War*

## AN American Story

In 1689 England and France began competing to be the most powerful nation in Europe. This contest for power went on for generations, with only short intervals of peace. In 1758 writer Nathaniel Ames noted, "The parts of North America which may be claimed by Great Britain or France are of as much worth as either kingdom. That fertile country to the west of the Appalachian Mountains [is the] 'Garden of the World!'"

## British-French Rivalry

Britain and France had been competing for wealth for centuries. By 1700 they were two of the strongest powers in Europe. Their long rivalry aroused bitter feelings between British and French colonists in North America.

As the growing population of the American colonies pushed up against French-held territory, hostility between England and France increased. At the same time, some land companies wanted to explore opportunities in the **Ohio River valley**. However, the French, who traded throughout the Ohio country,



regarded this territory as their own. They had no intention of letting British colonists share in their profitable fur trade.

In the 1740s British fur traders went into the Ohio country. They built a fort deep in the territory of the Miami people at a place called Pickawillany. Acting quickly, the French attacked Pickawillany and drove the British traders out of Ohio. The French then built a string of forts along the rivers of the upper Ohio Valley, closer to the British colonies than ever before. Two mighty powers—Great Britain and France—were headed for a showdown in North America.

In the early 1700s, Britain had gained control of Nova Scotia, Newfoundland, and the Hudson Bay region. In the 1740s French troops raided towns in Maine and New York. In response a force of New Englanders went north and captured the important French fortress at **Louisbourg** on Cape Breton Island, north of Nova Scotia. Later Britain returned Louisbourg to France, much to the disgust of the New England colonists.

### Native Americans Take Sides

The French traders and the British colonists knew that Native American help would make a difference in their struggle for North America. The side that received the best trade terms from Native Americans and the most help in the war would probably win the contest for control of North America.

The French had many Native American allies. Unlike the British, the French were interested mainly in trading for furs—not in taking over Native American land. The French also had generally better relations with Native Americans. French trappers and fur traders often married Native American women and followed their customs. French missionaries traveled through the area, converting many Native Americans to Catholicism.

During the wars between Great Britain and France, Native Americans often helped the French by raiding British settlements. In 1704, for example, the Abenaki people joined the French in an attack on the British frontier outpost at Deerfield, Massachusetts, in which almost 50 settlers were killed.



NATIONAL GEOGRAPHIC

## North America in 1754

- Claimed by Britain
- Claimed by Spain
- Claimed by France

### Geography Skills

- 1. Analyzing Information** What power claimed the territory of Florida?
- 2. Region** What three rivers were located within French territory?

### The Iroquois Confederacy

The most powerful group of Native Americans in the East was the **Iroquois Confederacy**, based in New York. When the confederacy was first formed in about 1570, it included five nations—the Mohawk, Seneca, Cayuga, Onondaga, and Oneida. Other groups later joined or were conquered by the Iroquois.

The Iroquois managed to remain independent by trading with both the British and the French. By skillfully playing the British and French against each other, the Iroquois dominated the area around the Great Lakes.

By the mid-1700s, however, the Iroquois came under greater pressure as the British moved into the Ohio Valley. Eventually the leaders of the confederacy gave certain trading rights to the

# TWO VIEWPOINTS

## *I Claim This Land!*

In the sixteenth century, Europeans became aware of a larger world around them—a world where they could claim new lands and profits. Soon a desire arose in England and France to conquer these lands and the people in them, and a race began to be the first to make those claims.

### **Drake Claims South and North America for England, June 1579**

This country our general named Albion, and that for two causes; the one in respect of the white banks and cliffs, . . . that it might have some affinity [similarity], even in name also, with our own country, which was sometime so called.

Before we went from there, our general caused to be set up, a monument of our being there; as also of her majesties, and successors right and title to that kingdom, namely, a plate of brass, fast nailed to a great and firm post; whereon is [carved] her graces name, and the day and year of our arrival there, and of the free giving up, of the province and kingdom, both by the king and people, into her majesties hands. . . .

### **Sieur de St. Luson Claims West and Northwest America for France, 1671**

In the name of the Most High, Mighty, and Redoubted Monarch, Louis the Fourteenth of that name, Most Christian King of France and Navarre, I take possession of this place, Ste. Marie of the Sault, as also of Lakes Huron and Superior, the Island of Manitoulin, and all countries, rivers, lakes, and streams . . . both those which have been discovered and those which may be discovered hereafter, in all their length and breadth, bounded on the one side by the seas of the North and of the West, and on the other by the South Sea: Declaring to the nations thereof that from this time forth they are vassals [servants] of his Majesty, bound to obey his laws and follow his customs. . . .

### **Learning From History**

1. How are the two accounts similar?
2. Why do you think these men held such formal ceremonies when claiming a piece of land?

*Francis Drake*

British and reluctantly became their allies. By taking this step, the Iroquois upset the balance of power between the French and British that had been so difficult to establish.

**✓ Reading Check Explaining** Why were Native Americans more likely to help the French than help the British?

## **American Colonists Take Action**

A group of Virginians had plans for settling the Ohio Valley. In the fall of 1753 Governor Robert Dinwiddie of Virginia sent a 21-year-old planter and surveyor named **George Washington** into the Ohio country. Washington's mission was to tell the French that they were trespassing on territory claimed by Great Britain and demand that they leave.

Washington delivered the message, but it did no good. "The French told me," Washington said later, "that it was their absolute design to take possession of the Ohio, and by God they would do it."

### **Washington's First Command**

In the spring of 1754, Dinwiddie made Washington a lieutenant colonel and sent him back to the Ohio country with a **militia**—a group of civilians trained to fight in emergencies—of 150 men. The militia had instructions to build a fort where the Allegheny and Monongahela Rivers meet to form the Ohio River—the site of present-day Pittsburgh. When Washington and his troops arrived, they found the French were already building Fort Duquesne (doo•KAYN) on that spot.

Washington established a small post nearby called **Fort Necessity**. Although greatly outnumbered, the



forces of the inexperienced Washington attacked a French scouting party. The French surrounded Washington's soldiers and forced them to surrender, but the soldiers were later released and they returned to Virginia. Washington's account of his experience in the Ohio country was published, and his fame spread throughout the colonies and Europe. In spite of his defeat, the colonists regarded Washington as a hero who struck the first blow against the French.

### The Albany Plan of Union

While Washington struggled with the French, representatives from New England, New York, Pennsylvania, and Maryland met to discuss the threat of war. In June 1754, the representatives gathered in Albany, New York. They wanted to find a way for the colonies to defend themselves against the French. They also hoped to persuade the Iroquois to take their side against the French.

The representatives adopted a plan suggested by Benjamin Franklin. Known as the **Albany Plan of Union**, Franklin's plan called for "one general government" for 11 of the American colonies. An elected legislature would govern these colonies and would have the power to collect taxes, raise troops, and regulate trade. Not a single colonial assembly approved the plan. None of the colonies were willing to give up any



### The Albany Plan

**The Albany Plan was the first colonial constitution.**

Actually it was not the first. In 1639, settlers in Connecticut drew up America's first formal constitution, or charter, called the Fundamental Orders of Connecticut. This document laid out a plan for government that gave the people the right to elect the governor, judges, and representatives to make laws.

of their power. The Albany meeting failed to unite the colonists to fight the French. Disappointed, Franklin wrote,

“Everyone cries, a union is necessary, but when they come to the manner and form of the union, their weak noodles [brains] are perfectly distracted.”

Washington's defeat at Fort Necessity marked the start of a series of clashes and full-scale war. The colonists called it the French and Indian War because they fought two enemies—the French and their Native American allies.

**Reading Check Analyzing** What was the purpose of the Albany Plan of Union?

## SECTION 3 ASSESSMENT



**Study Central™** To review this section, go to [tarvol1.glencoe.com](http://tarvol1.glencoe.com) and click on **Study Central™**.

### Checking for Understanding

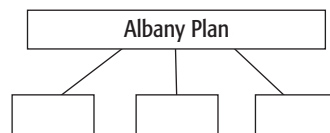
- Key Terms** Write a short paragraph that uses the terms **Iroquois Confederacy** and **militia**.
- Reviewing Facts** List two reasons the French felt threatened by British interest in the Ohio River valley.

### Reviewing Themes

- Continuity and Change** Why did colonists consider George Washington a hero, even after he was defeated by the French?

### Critical Thinking

- Analyzing Primary Sources** Re-read Benjamin Franklin's quote on this page. What was his reaction to the colonies' refusal to accept the Albany Plan of Union?
- Evaluating Information** Re-create the diagram below and explain the powers the legislature would have under the Albany Plan.



### Analyzing Visuals

- Geography Skills** Study the map on page 117. What countries claimed land in North America? What power controlled most of what is present-day Canada? If you live in North America, what country controlled the region in which you live?

### Interdisciplinary Activity

**Expository Writing** Make a list of five questions that a reporter might have asked Iroquois leaders after they reluctantly sided with the British.

# Critical Thinking SKILLBUILDER

## Understanding Cause and Effect

### Why Learn This Skill?

You know that if you watch television instead of completing your homework you will receive poor grades. This is an example of a cause-and-effect relationship. The cause—watching television instead of doing homework—leads to an effect—poor grades.

### Learning the Skill

A *cause* is any person, event, or condition that makes something happen. What happens as a result is known as an *effect*. These guidelines will help you identify cause and effect.

- Identify two or more events.
- Ask questions about why events occur.
- Look for “clue words” that alert you to cause and effect, such as *because*, *led to*, *brought about*, *produced*, and *therefore*.
- Identify the outcome of events.

### Practicing the Skill

Study the cause-and-effect chart about the slave trade on this page. Think about the guidelines listed above. Then answer the questions below.

- 1 What were some causes of the development of slavery in the colonies?
- 2 What were some of the short-term effects of enslaving Africans?
- 3 What was the long-term effect of the development of slavery?

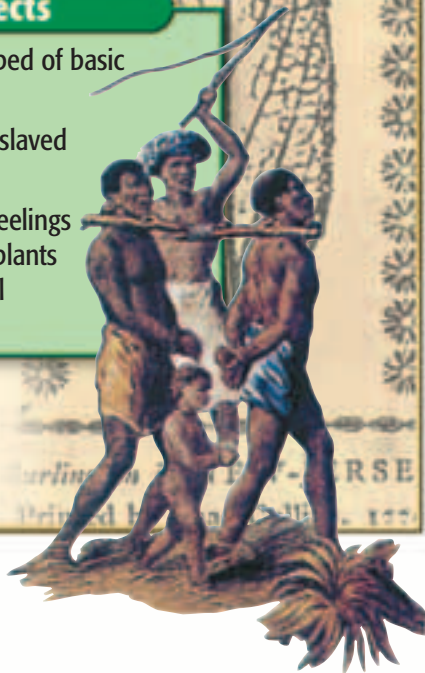
### Causes and Effects of the Slave Trade

#### Causes

- Colonists need to grow cash crops, such as tobacco and rice.
- European demand for tobacco and rice increases.
- Growing tobacco and rice requires large labor force.

#### Effects

- Africans are robbed of basic human rights.
- Population of enslaved Africans grows.
- Slavery creates feelings of injustice and plants seeds of regional conflict.



### Applying the Skill

**Understanding Cause and Effect** Read an account of a recent event or chain of events in your community newspaper. Determine at least one cause and one effect of that event. Show the cause-and-effect relationship in a chart.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 1**, provides instruction and practice in key social studies skills.

## SECTION 4

# The French and Indian War

### Guide to Reading

#### Main Idea

England and France fought for control of North America. The French and Indian War resulted from this struggle.

#### Key Terms

*alliance, speculator*

#### Reading Strategy

**Organizing Information** As you read the section, re-create the diagram below and describe the effects these events had on the conflict between France and Britain.

Turning point	Effect
Pitt takes charge	
Quebec falls	

#### Read to Learn

- how British fortunes improved after William Pitt took over direction of the war.
- how Chief Pontiac united his people to fight for their land.

#### Section Theme

**Individual Action** Victory or loss in war often depended on the actions of a single leader.

#### Preview of Events

♦ 1750

1754  
French and Indian War begins

♦ 1755

1758  
French forces driven out of Fort Duquesne

♦ 1760

1759  
British forces capture Quebec

♦ 1765

1763  
Proclamation of 1763 established



*Native American maize mask*

## AN American Story

"These lakes, these woods, and mountains were left [to] us by our ancestors. They are our inheritances, and we will part with them to no one. . . . [Y]ou ought to know that He, the Great Spirit and Master of Life, has provided food for us in these spacious lakes and on the woody mountains. . . ."

These words, spoken by Chief Pontiac, served as a warning to the British colonists who wanted to take Native American lands.

### The British Take Action

During the French and Indian War, some Native Americans fought on the side of the British. Many others fought against the British. The war that raged in North America through the late 1750s and early 1760s was one part of a larger struggle between England and France for control of world trade and power on the seas.

In 1754 the governor of Massachusetts announced to the colonial assembly that the French were on the way to "making themselves masters of this Continent."





The British colonists knew that the French were building well-armed forts throughout the Great Lakes region and the Ohio River valley. Their network of **alliances**, or unions, with Native Americans allowed the French to control large areas of land, stretching from the St. Lawrence River in Canada all the way south to New Orleans. The French and their Native American allies seemed to be winning control of the American frontier. The final showdown was about to begin.

During the early stages of the French and Indian War, the British colonists fought the French and the Native Americans with little help from Britain. In 1754, however, the government in London decided to intervene in the conflict. It was alarmed by the new forts the French were building and by George Washington's defeat at Fort Necessity. In the fall of 1754, Great Britain appointed **General Edward Braddock** commander in chief of the British forces in America and sent him to drive the French out of the Ohio Valley.

## Braddock Marches to Duquesne

In June 1755, Braddock set out from Virginia with about 1,400 red-coated British soldiers and a smaller number of blue-coated colonial militia. George Washington served as one of his aides. It took Braddock's army several weeks to trek through the dense forest to **Fort Duquesne**. Washington reported that Braddock

“halted to level every mole-hill and to erect bridges over every brook, by which means we were four days in getting twelve miles.”

Washington tried to tell Braddock that his army's style of marching was not well suited to fighting in frontier country. Lined up in columns and rows, the troops made easy targets. Braddock ignored the advice.

On July 9 a combined force of Native American warriors and French troops ambushed the British. The French and Native Americans were hidden, firing from behind trees and aiming at the bright uniforms. The British, confused and frightened, could not even see their attackers. One of the survivors of Braddock's army, Captain Orne, later described the “great confusion”

### **Picturing History**

Native American warriors and French troops, protected by rocks and trees, fire into General Braddock's army, who were crammed together on a forest trail.

**What weakness of the British army contributed to Braddock's defeat?**





	British territory
	French territory
	Disputed territory
	British troop movements
	French troop movements
	British victory
	French victory
	City
	Fort



Geography Skills

- 1. Movement** After their victory at the French city of Quebec, in what direction did the British troops advance?
- 2. Drawing Conclusions** Why would Ft. Duquesne be a valuable fort to control?

that overcame Braddock's troops when they were attacked. Braddock called for an orderly retreat, "but the panic was so great he could not succeed." Braddock was killed, and the battle ended in a bitter defeat for the British, who suffered nearly 1,000 casualties. Washington led the survivors back to Virginia.

**Britain Declares War on France**

The fighting in America helped start a new war in Europe, known as the **Seven Years' War**. After arranging an alliance with Prussia, Britain declared war on France in 1756. Prussia fought France and its allies in Europe while Britain fought France in the Caribbean, India, and North America.

The first years of the war were disastrous for the British and their American colonies. French troops captured several British forts, and their

Native American allies began staging raids on frontier farms from New York to Pennsylvania. They killed settlers, burned farmhouses and crops, and drove many families back toward the coast. French forces from Canada captured British forts at Lake Ontario and at Lake George.


**Pitt Takes Charge**

Great Britain's prospects in America improved after **William Pitt** came to power as secretary of state and then as prime minister. An outstanding military planner, Pitt knew how to pick skilled commanders. He oversaw the war effort from London.

To avoid having to deal with constant arguments from the colonies about the cost of the war, Pitt decided that Great Britain would pay for supplies needed in the war—no matter the cost. In doing so Pitt ran up an enormous debt. After the French and Indian War, the British raised the colonists' taxes to help pay this debt. Pitt had only delayed the moment when the colonists had to pay their share of the bill.

Pitt wanted more than just a clear path to the Western territories. He also intended to conquer French Canada. He sent British troops to North America under the command of such energetic officers as **Jeffrey Amherst** and **James Wolfe**.

In 1758 Amherst and Wolfe led a British assault that recaptured the fortress at Louisbourg. That same year a group of New Englanders, led by British officers, captured Fort Frontenac at Lake Ontario. Still another British force marched across Pennsylvania and forced the French to abandon Fort Duquesne, which was renamed Fort Pitt.

 **Reading Check** **Describing** What abilities did William Pitt bring to the post of prime minister?

## The Fall of New France

The year 1759 brought so many British victories that people said the church bells of London wore thin with joyous ringing. The British captured several French islands in the West Indies and the city of Havana in Cuba. They defeated the French in India, and destroyed a French fleet that had been sent to reinforce Canada. The greatest victory of the year, though, took place in the heart of New France.

### The Battle of Quebec

Perched high on a cliff overlooking the St. Lawrence River, **Quebec**, the capital of New France, was thought to be impossible to attack. In September 1759, British general James Wolfe found a way.

One of Wolfe's scouts spotted a poorly guarded path up the back of the cliff. Wolfe's soldiers overwhelmed the guards posted on the path and then scrambled up the path during the night. The British troops assembled outside the fortress of Quebec on a field called the **Plains of Abraham**. There they surprised and defeated the French army. James Wolfe died in the battle. The French commander, the Marquis de Montcalm, was wounded and died the next day.

*“If you are French . . . join us. If you are English, we declare war against you. Let us have your answer.”*

—Pontiac, 1763



### The Treaty of Paris

The fall of Quebec and General Amherst's capture of Montreal the following year brought the fighting in North America to an end. In the **Treaty of Paris** of 1763, France was permitted to keep some of its sugar-producing islands in the West Indies, but it was forced to give Canada and most of its lands east of the Mississippi River to Great Britain. From Spain, France's ally, Great Britain gained Florida. In return, Spain received French lands west of the Mississippi River—the Louisiana Territory—as well as the port of New Orleans.

The Treaty of Paris marked the end of France as a power in North America. The continent was now divided between Great Britain and Spain, with the Mississippi River marking the boundary. While the Spanish and British were working out a plan for the future of North America, many Native Americans still lived on the lands covered by the European agreement.

 **Reading Check** **Summarizing** What lands did Spain receive under the Treaty of Paris?



## Trouble on the Frontier

The British victory over the French dealt a blow to the Native Americans of the Ohio River valley. They had lost their French allies and trading partners. Although they continued to trade with the British, the Native Americans regarded them as enemies. The British raised the prices of their goods and, unlike the French, refused to pay the Native Americans for the use of their land. Worst of all, British settlers began moving into the valleys of western Pennsylvania.

### Pontiac's War

Pontiac, chief of an Ottawa village near Detroit, recognized that the British settlers threatened the Native American way of life. Just as Benjamin Franklin had tried to bring the colonies together with the Albany Plan, Pontiac wanted to join Native American groups to fight the British.

In the spring of 1763, Pontiac put together an alliance. He attacked the British fort at Detroit while other war parties captured most of the other British outposts in the Great Lakes region. That summer Native Americans killed settlers along the Pennsylvania and Virginia frontiers in a series of raids called **Pontiac's War**.

The Native Americans, however, failed to capture the important strongholds of Niagara, Fort Pitt, and Detroit. The war ended in August 1765

after British troops defeated Pontiac's allies, the Shawnee and Delaware people. In July 1766, Pontiac signed a peace treaty and was pardoned by the British.

**HISTORY Online** 

**Student Web Activity**  
Visit [tarvol1.glencoe.com](http://tarvol1.glencoe.com) and click on **Chapter 4—Student Web Activities** for an activity on the French and Indian War.

### Geography

#### The Proclamation of 1763

To prevent more fighting, Britain called a halt to the settlers' westward expansion. In the **Proclamation of 1763**, King George III declared that the Appalachian Mountains were the temporary western boundary for the colonies. The proclamation angered many people, especially those who owned shares in land companies. These **speculators**, or investors, had already bought land west of the mountains. They were furious that Britain ignored their land claims.

Although the end of the French and Indian War brought peace for the first time in many years, the Proclamation of 1763 created friction. More conflicts would soon arise between Britain and the colonists in North America.

**Reading Check Examining** Why were many colonists angered by the Proclamation of 1763?

## SECTION 4 ASSESSMENT



**Study Central™** To review this section, go to [tarvol1.glencoe.com](http://tarvol1.glencoe.com) and click on **Study Central™**.

#### Checking for Understanding

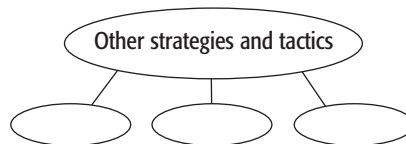
- Key Terms** Use the terms **alliance** and **speculator** in a short paragraph to explain their meaning.
- Reviewing the Facts** Name the three nations that were involved in the Seven Years' War.

#### Reviewing Themes

- Individual Action** How did Pontiac plan to defend Native Americans from British settlers? Was his plan successful?

#### Critical Thinking

- Analyzing Information** What did the British hope to gain by issuing the Proclamation of 1763?
- Analyzing Information** What actions do you think General Braddock could have taken to increase his army's chances of defeating the French? Re-create the diagram below to organize your answer.



#### Analyzing Visuals

- Geography Skills** Study the map of the French and Indian War on page 123. What was the result of the battle at Fort Duquesne? What route did British General Wolfe take to reach Quebec?

#### Interdisciplinary Activity

**Geography** Sketch a map showing the land claims of Great Britain, France, and Spain in North America after the Treaty of Paris.

# Chapter Summary

## The Colonies Grow



- Between the 1600s and early 1700s, thirteen American colonies are established—some for profit and others by religious groups seeking freedom.

- New England, the Middle Colonies, and the Southern Colonies develop diverse economies.

- Although many different people live in the colonies, their values and beliefs, government, and educational institutions grow out of English traditions.

- Between 1650 and 1750, Parliament passes laws regulating colonial trade.



- In 1754 the French and Indian War begins.

- From 1689 to 1763, France and Britain fight a series of wars.

- Under the terms of the Treaty of Paris, Britain obtains control of much of the continent.



- North America is divided between Great Britain and Spain.



### Reviewing Key Terms

Use all the terms below in one of three paragraphs, each about one of the following: trade, farming, organization of the colonies.

1. subsistence farming
2. cash crop
3. export
4. mercantilism
5. charter colony
6. proprietary colony
7. import

### Reviewing Key Facts

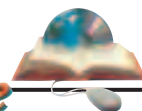
8. Why did the colonial population grow rapidly?
9. What differences existed between the Tidewater planters and the backcountry farmers of the South?
10. What was the Great Awakening?
11. What immigrant groups settled in Pennsylvania?
12. How did the soil in the Middle Colonies differ from that in New England? What did that mean for the two regions?
13. What was the Iroquois Confederacy?
14. What was England's reason for the Navigation Acts?
15. What was the Enlightenment?
16. What North American land claims were the French forced to give up in the Treaty of Paris?
17. Why did the Proclamation of 1763 cause friction?

### Critical Thinking

18. **Comparing** How did the economies of the New England and Southern Colonies differ? Re-create the chart below to answer the question.

Northern economy	Southern economy

19. **Drawing Conclusions** Re-read the People in History feature on page 109. In what ways did Benjamin Franklin represent the Enlightenment way of thinking?
20. **Determining Cause and Effect** How did the French relationship with Native Americans help them in their conflicts with the British?
21. **Analyzing Information** Re-read the Two Viewpoints feature on page 118. Why did Drake give the name 'Albion' to the land?



## Self-Check Quiz

Visit [tarvo1.glencoe.com](http://tarvo1.glencoe.com) and click on **Chapter 4—Self-Check Quizzes** to prepare for the chapter test.



## Geography and History Activity

Study the map of North America in 1754 on page 117; then answer these questions.

22. What countries controlled land on the continent?
23. What regions were under Spain's control?
24. Who controlled the land that is now Mexico?
25. What nation controlled the Mississippi River?

## Practicing Skills

**Determining Cause and Effect** Each of the following three sentences illustrates a cause-and-effect relationship. On a separate sheet of paper, identify the cause(s) and effect(s) in each sentence.

26. During the 1700s the population of the English colonies grew dramatically as a result of high immigration.
27. To make certain that only England benefited from trade with the colonies, Parliament passed the Navigation Acts.
28. Because worship was so central to the Puritans, they built their towns around the church.

## Citizenship Cooperative Activity

29. **Community Volunteers** Work with a partner to make a list of places in your community that need the services of volunteers. These can include libraries, nursing homes, and day care centers. Call each place and ask what the volunteers do, what times of the day and week they are needed, and how a volunteer can get started. Share your findings with the class. Then volunteer some of your time at one of the places you contacted.

## Economics Activity

30. Working with a partner, create a map showing a trade route that colonial merchants might use. To get started, examine maps and information from your text and from encyclopedias and historical atlases. Include the physical features that the colonial merchants had to face, including rivers, mountains, lakes, and so on.



## Alternative Assessment

31. **Portfolio Writing Activity** Research and write a report in which you identify racial, ethnic, and religious groups that immigrated to the United States. Choose one group from the 17th century, one group from the 18th century, and one from the 19th century. Identify their reasons for immigrating.



## Standardized Test Practice

**Directions:** Use the map above to answer the following question.

According to the map, which of the following statements is true?

- F The Appalachian Mountains divided North Carolina and South Carolina.
- G Virginia had the largest population.
- H Most of Delaware's people were English.
- J Dutch communities were widespread throughout South Carolina.

### Test-Taking Tip:

Make sure that you look at the map's *title* and *key* so that you understand what it represents. Since the map does not show *total population* of the colonies, you can eliminate answer G.