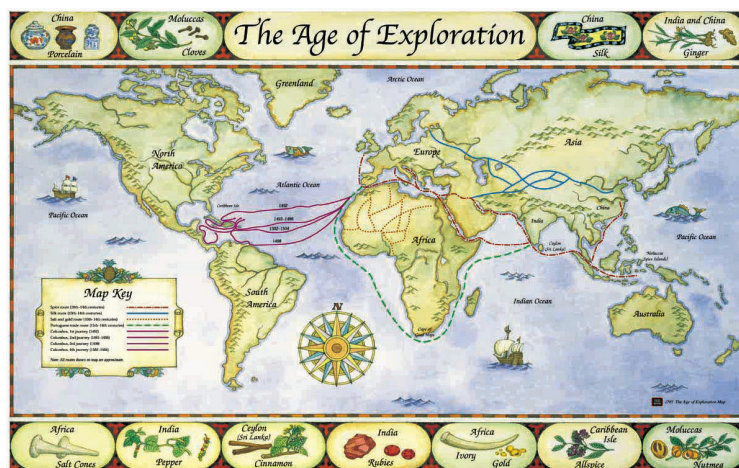


## Learning Target # 1 – European Exploration in the Americas

- I. People of Europe were able to reach sub-Saharan Africa around **1450** when the Portuguese invented the caravel, a ship that should sail into the wind. This ship allowed sailors to sail back up the western coast of Africa and back to Europe. The **Portuguese** set up trading posts along the African beaches trading with slaves and gold, trading habits that were originally done by the Arabs and Africans. The Portuguese shipped the slaves back to Spain and Portugal where they worked on the sugar plantations.

### II. When Worlds Collide

- a. Possibly 3/5 of the **crops** cultivated around the world today originated in the Americas.
- b. Within 50 years of the Spanish arrival in **Hispaniola** by Columbus in 1492, the Taino natives decreased from 1 million people to 200 people due to diseases brought by the Spanish.
- c. In centuries following Columbus's landing in the Americas, as much as **90%** of the Indians had died due to the diseases.



### III. The Spanish Conquistadores

- a. In the **1500's**, Spain became the dominant exploring and colonizing power.
- b. The Spanish conquerors came to the Americas in the service of **God** as well as in search of **gold and glory**.
- c. Due to the gold and silver deposits found in the New World, the European economy was transformed.
- d. The islands of the Caribbean Sea served as offshore bases for the staging of the Spanish invasion of the mainland Americas.
- e. By the **1530s** in **Mexico** and the **1550s** in **Peru**, colorless colonial administrators had replaced the conquistadores.
- f. Some of the conquistadores wed Indian women and had children. These offspring were known as **mestizos** and formed a cultural and biological bridge between Latin America's European and Indian races.

### IV. The Conquest of Mexico

- a. In about **1519**, Hernan Cortes set sail from Cuba with men and horses. Along the way, he picked up two translators - A Spanish prisoner of Mayan-speaking Indians, and an Indian slave named Malinche.
- b. The Spaniards arrived at **Tenochtitlan**, the Aztec capital with the intention of stealing all of the gold and other riches; they were amazed by the beauty of the capitol.
- c. On **June 30, 1520**, the Aztecs attacked the Spanish because of the Spaniards' lust for riches. The Spanish countered, though, and took over the capital and the rest of the Aztec empire on **August 13, 1521**.
- d. Due to the rule of the Spanish, the Indian population in Mexico went from 20 million to 2 million in less than a century.

## V. **The Spread of Spanish America**

- a. In **1565**, the Spanish built a fortress at St. Augustine, Florida to protect the sea-lanes to the Caribbean.
- b. In **1680**, after the Spanish captured an area known today as New Mexico in **1609**, the natives launched a rebellion known as **Popes Rebellion**. The natives burned down churches and killed priests. They rebuilt a **kiva**, or ceremonial religious chamber, on the ruins of the Spanish plaza at Santa Fe.
- c. The misdeeds of the Spanish in the New World led to the birth of the "**Black Legend**." This false concept stated that the conquerors just tortured and killed the Indians, stole their gold, infected them with smallpox, and left little but misery behind.

## VI. **Chronology**

- 33,000-8,000 B.C. - First humans cross into Americas from Asia.
- 5,000 B.C. - Corn is developed as a stable crop in highland Mexico.
- 4,000 B.C. - First civilized societies develop in the Middle East.
- 1,200 B.C. - Corn planting reaches present-day American Southwest.
- 1,000 A.D. - Corn cultivation reaches Midwest and southeastern Atlantic seaboard.
- 1,100-1,300 A.D. - Christian crusades arouse European interest in the East.
- 1295 - Marco Polo returns to Europe.
- Late 1400s - Spain becomes united.
- 1492 - Columbus lands in the Bahamas.
- 1494 - Treaty of Tordesillas between Spain and Portugal.
- 1498 - Da Gama reaches India. Cabot explores northeastern coast of North America for England.
- 1513 - Balboa claims all lands touched by the Pacific Ocean for Spain.
- 1513, 1521 - Ponce de Leon explores Florida.
- 1519-1521 - Cortes conquers Mexico for Spain.
- 1522 - Magellan's vessel completes circumnavigation of the world.
- 1524 - Verrazano explores eastern seaboard of North America for France.
- 1532 - Pizarro crushes Incas.
- 1539-1542 - De Soto explores the Southeast and discovers the Mississippi River.
- 1540-1542 - Cabrillo explores present-day Southwest.
- 1542 - Cabrillo explores California coast for Spain.
- 1565 - Spanish build fortress at St. Augustine.
- Late 1500s - Iroquois Confederacy founded, according to Iroquois legend.
- 1598-1609 - Spanish under Onate conquer pueblo peoples of Rio Grande valley.
- 1609 - Spanish found New Mexico.
- 1680s - French exploration down Mississippi River under La Salle.
- 1769 - Serra founds first California mission, at San Diego.

## **Learning Target # 2: The characteristics of English settlement in the Chesapeake**

OVERVIEW: With the support of strong monarchs and capital from investment companies, England began to plant settlements in North America. The first successful one was at Jamestown, Virginia (1607).

- I. King Henry VIII: Broke with the pope over economic, political, and social differences (including his divorce and remarriage in 1529).
  - a. His daughter, Queen Elizabeth I, encouraged Sea Dogs such as Drake and Hawkins to loot Spanish treasure ships.
  - b. The Spanish Armada's attempt to invade England was turned back (1588).
  - c. England's naval strength could then help open trans-Atlantic ventures.
  - d. Enclosure of land to raise sheep for a profitable woolen industry led to rural unemployment, movement to cities, and pressures for overseas settlements
  - e. A rising merchant class invested in joint stock companies (corporations) for speculation at home and abroad (the Muscovy Company was founded in 1553).

- II. Early English failures: Humphrey Gilbert secured a royal charter and private investment but his attempts to establish a colony on Newfoundland failed. Walter Raleigh's "Virginia" settlement on Roanoke Island (now North Carolina) vanished (the "Lost Colony").

III. **The Jamestown settlement:** Two profit-seeking Virginia Companies (London and Plymouth) were chartered by King James in 1606. The next year three ships landed settlers at Jamestown, Virginia.

- The goals of the settlement in American were:  
1. Gold and wealth, 2. Conversion of Indians, and 3. Find a passage to the Indies.
- Great difficulty was experienced adjusting to the new environment: during "the starving time", many died of disease and insufficient food. In addition, many gentlemen were not accustomed to such hard labor.
- Captain John Smith, who dominated the colonial council, enforced discipline and overcame political dissension.
- Crucial assistance was offered by Chief Powhatan and his Algonquian Indian Confederacy
- John Rolfe (who married Pocahontas, Powhatan's daughter) successfully planted a cash crop of tobacco, which was marketed despite the King's expressed distaste for "the filthy weed." This led to a planter class of people who became very wealthy because of tobacco.
- As tobacco exports boomed, more land was put under cultivation, further straining relations with Native Americans.
- Pressure on the Indians to convert to Christianity and to become farmers also led to conflict.
- In 1624, Virginia's Charter was revoked because of mismanagement and it became a royal colony.
- Problems with tobacco also included: 1. Prosperity dictated upon one crop, 2. Exhaustion of soil and 3. Need for cheap labor, which led to indentured servitude and slavery.



IV. Problems with Native Americans

- Powhatan's people stayed in contact with English settlers, but maintained their distance.
- Christian conversion was actually very rare for Native Americans.
- Powhatan's people were suspect of the English based on fighting and confiscation of corn.
- There was relative peace among the English and Natives until 1622 when Powhatan's brother Opechancanough replaced him as supreme chief.
- Opechancanough led an all out assault killing a third of the English population.
- The colonists retaliated with an all out assault and conflict continued for some time thereafter.



V. Virginia Society and Government:

- a. Over 60% of settlers arrived as indentured servants (obliged to work for a set period of years to pay off their passage money). Later, headrights of fifty acres enticed settlers who bought a company share and transported themselves to the colony.
- b. Ninety “young, handsome and honestly educated maydes” (young women) were sent by the Company in 1619.
- c. The same year a Dutch slave ship deposited twenty African blacks. It is believed they were considered indentured and that legalized slavery developed somewhat later.
- d. Also in 1619, the first General Assembly of Virginia (The House of Burgesses) met in Jamestown (including a governor, councilors, and burgesses.) The King appointed the governor.

**Learning Target # 3 - How the Chesapeake region moved from servitude to slavery**

I. Social and Economic Polarization

- a. 1607-1650- known as the era of the yeoman farmer- a farmer who owned a small plot of land sufficient to support a family and tilled largely by servants and a few family members.
- b. A small number of elite planters had larger estates and commanded ten or more servants.
- c. Until mid-century, the principal division in the Chesapeake society was less between rich and poor planters than between free and unfree servants.
- d. After the mid-century three things happened which made the division between the rich and the poor
  - i. The increasing tobacco supply decreased the cost; so small farmers could not save enough money to buy land.
  - ii. Mortality rates declined, so indentured servants lived longer and they became landless freeman.
  - iii. By living longer, the planter class compounded their success.
- e. By 1670, the society had become polarized between the wealthy planters and landless or poor farmers.



II. Government Policies and Political Conflict

- a. Most Chesapeake colonists assumed that “great men” should bear the responsibilities of government.
- b. Until 1670, all freemen could vote, and they routinely elected prosperous planters to the legislature.
- c. No former servant served in the governor’s council or the House of Burgesses after 1640.
- d. In 1670, the House of Burgesses outlawed voting by poor men, permitting only men who headed a household and were landowners to vote.
- e. The king also tightened control of the colonies with the passage of navigation acts in 1650 and 1651.

III. Class struggles in the Chesapeake

- a. Falling tobacco prices, scarcity of land for freed indentured servants, and fears of Indian attacks contributed to tensions on the Virginia frontier.
- b. Underrepresentation in the colony’s legislature and resentment toward William Berkeley, the royal governor, added to the unrest.
- c. Opechancanough led another attack in 1644 killing 500 Virginian colonists.

- d. The government of Virginia restricted the use of land in the wilderness to avoid Indian contact. This upset the colonists who lived near the wilderness
- e. Violence between colonists and Indians flared up again in the 1660's and 1670's because of a growing population.
- f. Nathaniel Bacon charged the grandees- elite planters with operating the government for their private gain. He also claimed that they protected Indians more than colonial citizens.
- g. Governor William Berkeley pronounced Bacon a rebel and threatened to punish him for treason, and called for an election in the House of Burgesses.
- h. The election backfired, because Bacon and local leaders took over. Bacon then set forth new laws.



#### IV. Bacon's Laws

- a. Local settlers had a voice in setting tax levies.
- b. Forbade officeholders from demanding bribes or extra fees for carrying out their duties.
- c. Placed limits on holding multiple offices.
- d. Restored the vote to all freemen.
- e. Berkeley pardoned Bacon and authorized his campaign of Indian warfare.

#### V. Bacon's rebellion and the results

- a. Berkeley was once again convinced that Bacon was a dangerous threat to the planter way of life.
- b. After learning this, rebels under the leadership of Nathaniel Bacon marched on Jamestown and burned the capital.
- c. Bacon suddenly died and the rebellion was crushed.
- d. The uprising reflected the tensions between tidewater aristocrats and poorer, politically deprived, frontiersmen.
- e. A new royal governor was ordered to restrict colonial independence or political autonomy.
- f. At the same time, there was increasing political stability because during the 1680's and the 1690's, fewer servants arrived in the Chesapeake because of better economic conditions in England.
- g. In addition, by 1700, slavery became more prevalent and there were less differences between rich and poor farmers.

#### VI. The West Indies: Sugar and Slavery

- a. The most profitable part of the British New World Empire in the 17<sup>th</sup> century lay in the Caribbean.
- b. During the 1640's, Barbadian planters began to grow sugarcane.
- c. Slavery became imperative to the Caribbean and on average, the sugar grandees owned 115 slaves by 1680 and was four times wealthier than the tobacco grandees.
- d. By 1700, exports reached 50 million pounds of sugar.
- e. Although sugar was not grown in North America, the institution of slavery did become important.

#### VII. Carolina: A West Indian Frontier

- a. The early settlers of South Carolina were immigrants from Barbados.
- b. Cape Towne later spelled (Charleston) was founded by proprietors who were looking to develop a profitable crop.
- c. Most of the early settlers were from Barbados.
- d. Carolina became the only 17<sup>th</sup> century colony with most of its immigrants from locations other than England.
- e. By 1700, slaves made up about half of the Carolina population.
- f. Rice was the most important crop as indigo, tobacco and cotton.

## VIII. Slaver Labor Emerges in the Chesapeake

- a. By 1700, more than 8 out of 10 people in the southern colonies of British North America lived in the Chesapeake.
- b. By 1700, 1 out of 8 people were black.
- c. Slaves had advantages over indentured servants
  - i. Although more expensive, they never became free.
  - ii. Slaves lived longer since the mortality rate dropped.
  - iii. Slaves could perpetuate the labor force by having children.
  - iv. Slaves could be politically controlled.
- d. By 1700, slave labor polarized Chesapeake society along lines of race and status.
- e. Only about 25% of whites owned slaves, but even free whites had a better status than blacks.
- f. Slaves in the Chesapeake had close contact with whites.

## Learning Target # 4 – The characteristics of English settlement in New England

- I. The Plymouth Colony: The Pilgrims, “Separatists” who had left the Church of England, migrated to Holland in 1609 seeking religious tolerance. To maintain their English identity they sailed for America, with the permission of the Virginia Company.
  - a. The Mayflower reached Cape Cod in 1620.
  - b. Beyond Company control, the “Saints” (Pilgrim leaders) established a compact before landing at Plymouth.
  - c. Although not actually a constitution, the document provided a precedent for later voluntary democratic compacts.
  - d. Poorly prepared for the harsh climate, half of the settlers died the first winter.
  - e. The Wampanoag Indians, who were seeking allies, befriended the colonists. Squanto acted as advisor and interpreter.
  - f. Governor William Bradford provided strong leadership.
  - g. Apolitical decisions were made by town meetings and, later, by elected assemblies.



## II. Puritans

- a. Began as a faction within the Church of England. It sought to return Christianity to its “pure,” primitive, Biblical roots. Puritans believed they needed to be an example to the rest of the world, i.e... a city upon a hill.
- b. Puritans criticized the Anglican Church for retaining too much of the Roman Catholic Church’s ritual and hierarchy.
- c. Puritans stressed the Calvinist doctrine of *election* (pre-destination) as well as the importance of both divine grace and good works (as a sign of salvation).
- d. The believed religion should be applied to daily life and to the functioning of government.

## III. The Great Puritan Migration

- a. The flight of Puritans to the New World lasted from 1629 to 1640.
- b. King Charles I granted a royal charter (1629) to the Puritan-controlled Massachusetts Bay Company.
- c. Motives combined a sense of religious mission (a new “covenant”) with economic opportunity (many settlers were from the middle class).

- d. Boston became the capital and hub of the New England settlement.
- e. Migration increased and decreased with political events in England (Civil War, Cromwell's Puritan Commonwealth, the Stuart Restoration).

#### IV. Key Puritan Beliefs and Values

- a. Godly people were sober, hardworking, and responsible. English society had been corrupted by foreign influences and by disorder and needed to be purified.
- b. Catholicism had undermined the relationship between God and the individual
  - i. Rituals and sacraments administered by a powerful and complicated hierarchy
  - ii. Insistence on Latin as the only language of religion
  - iii. Confession only through the priest and the confessional booth
- c. Election & predestination--God chooses who is saved and who is damned. No one can earn salvation through works. Yet the saints are responsible for their actions. However, those who did not sin would show a hint that they were saints.
- d. The congregation of saints chose its members, hired and fired its ministers, and recognized no other religious authority.
- e. Worship should be plain, lack mystery, and be focused on God, without stained glass, instrumental music, or art.
- f. Value of education
  - i. The Bible should be read by everyone. New England in the 17th century was the most literate place in the world (probably 70% literacy)
  - ii. Publicly supported schools needed to oppose Satan ("Old Deluder" laws). Each town with 50 families was required to support a teacher.
  - iii. Harvard College was founded in 1636 to train ministers.
- g. Puritan struggles
  - i. Persecution and expulsion of Anne Hutchinson (1638)
    - a. Criticized ministers for not preaching covenant of grace. Accused Puritans of preaching a Covenant of Works.
    - b. Held religious meetings in her home
    - c. Challenged the political and religious leadership of Massachusetts Bay.
  - ii. Roger Williams expelled for "new and dangerous opinions" (1638)
    - a. Preached complete separation of church and state--the state should have no influence over a person's conscience.
    - b. Religious groups should be supported by voluntary tithes, not taxes.
    - c. Indians should be paid for lands.
    - d. Settled Rhode Island and established complete freedom of religion (including Jews, Catholics, and Quakers).
  - iii. Puritans persecuted and expelled Baptists (opposed to child baptism) and killed Quakers (such as Mary Dyer) for preaching "inner light" doctrines and opposing any religious authority (no ministers or sermons).
  - iv. Thomas Hooker - led migrants seeking better land into the Connecticut Valley. Its general Court adopted the Fundamental Orders of Connecticut (a constitution) in 1639.

#### V. Puritan Political Life

- a. John Winthrop- An English lawyer, his Puritan convictions impelled him to migrate to Massachusetts Bay where he was repeatedly elected governor. He was the first president of the New England Confederation (1643).
- b. Winthrop gave the Arbella Sermon, which explained how the Puritans had entered a covenant with God.

- c. Freeman (adult male heads of families) ruled in church meetings and town meetings- place where local affairs were discussed and voted on.
- d. Blurring of political and religious authority--theocracy, was the goal. People were fined for not going to church.

VI. Salem Witchcraft Crisis (1692)

- a. Group of girls accused fellow villagers of witchcraft
- b. Trials (featuring "spectral evidence") resulted in convictions of many and executions of 20 people and 2 dogs.
- c. Goal was restoration of the disciplined community. No confessed witches were hanged or burned.
- d. Reaction resulted in anti-Puritan sentiment, weakening of Puritan authority, and apologies from some religious leaders

VII. Puritan Contributions

- a. Self-government and community responsibility
  - i. Democracy in church rule led to democracy in town meeting.
  - ii. All community members responsible for conduct of citizens .
- b. Education was critical for individual and community success as well as hard work and thrift.
- c. High standards of moral excellence and conscience as well as the family being the central element of the community.

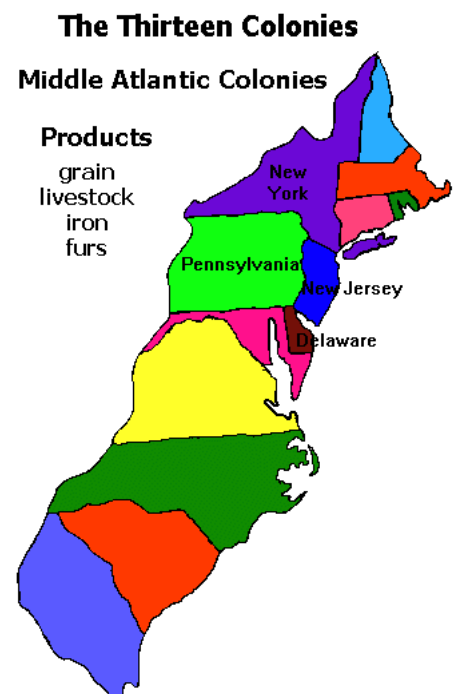
VIII. Puritan struggles

- a. As Puritanism became accepted in England, less Puritans traveled to the New World.
- b. The economy began to grow which put less emphasis on religion.
- c. Puritans feared a declining number of members so they put forth the Halfway Covenant which was developed to allow unbaptized members (children of Puritans) to vote and thus preserve influence of Puritan authorities. This was one reason that led to the breakdown of Puritanism as an example to the rest of the world.

**Learning Target # 5 - The characteristics of English settlement in the Mid-Atlantic Region**

**Overview:** The colonies that developed between New England and the Chesapeake attracted a variety of religions and nationalities and soon developed thriving economies.

- I. New Netherland (Dutch New York):
  - a. Henry Hudson, sailing for the Dutch East India Company, sought a Northwest Passage through the continent. In 1609 he found the river that bears his name. Soon after, Dutch fur trading posts were established on Manhattan Island and at Fort Orange (Albany).
  - b. New Amsterdam, the capital, was built on land purchased from the Indians by Peter Minuit.
  - c. The expanding Dutch absorbed Swedish settlements on the Delaware River (1650s).
  - d. Although the company offered large feudal tracts of land to patroons that would bring groups of settlers, the population remained sparse.
  - e. New Amsterdam (New York) was a "company town" which offered little religious or political toleration.
  - f. A mixed population, including English on Long Island, was ineffectively governed.





- II. English New York:
  - a. King Charles II of England granted the area to his brother, James, the Duke of York, after three Anglo-Dutch Wars.
  - b. The Dutch surrendered to an English fleet without a fight (1664).
  - c. Black slaves made up one-fifth of the diverse population of New York City.
  - d. The Dutch influence persisted for some time.
  
- III. New Jersey:
  - a. Established in 1664 when the Duke of York turned over the lands between the Hudson and Delaware Rivers to two noble proprietors who divided it into East and West Jersey. In 1702 they were merged as a crown colony.
  
- IV. Pennsylvania:
  - a. Established as a refuge for Quakers by William Penn, who received a royal land grant as a result of his father's friendship with the Stuart monarchy.
  - b. The Quakers, who believe in direct inspiration from God and who refused to defer to political authority, were persecuted in England.
  - c. As proprietor of the colony, Penn offered religious toleration as he recruited settlers with promotional literature.
  - d. Quakers were pacifists and attempted to treat the Indians fairly. Penn learned an Indian language and purchased land by treaties.
  - e. German and Scotch-Irish settlers who arrived later did not relate as well to the Indians.
  - f. Some German settlers retained their cultural uniqueness (the "Pennsylvania Dutch").
  - g. Penn's proprietary government offered more political involvement by freeman than most colonies did.
  - h. A wide variety of national and religious groups were attracted to the colony.
  - i. The town of Philadelphia prospered commercially, rivaling Boston.
  - j. Philadelphia rapidly developed into a political and cultural center.
  - k. German farmers near Lancaster constructed Conestoga wagons.
  - l. Pennsylvania's farms produced abundant grain.
  
- V. Delaware:
  - a. At first part of Penn's royal grant, after 1701 it chose its own assembly. Its separation from Pennsylvania came during the American Revolution.

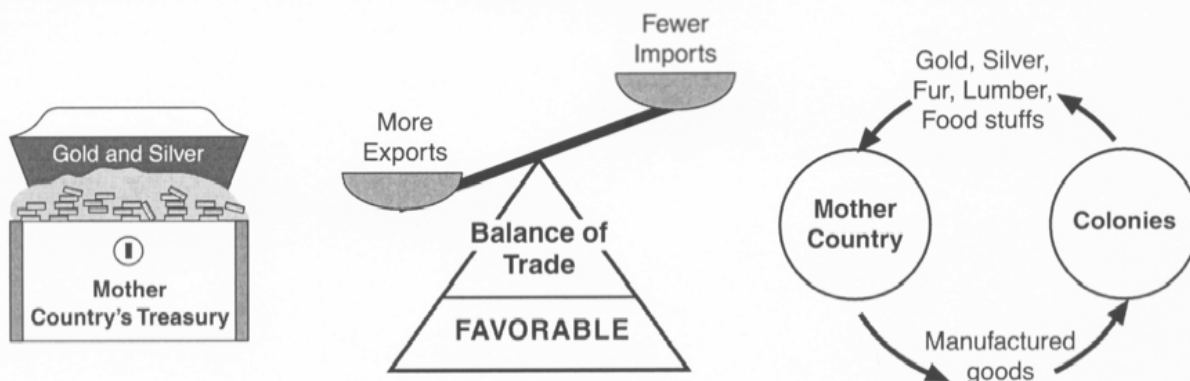
## Learning Target # 6 – Colonial Governments and Imperial Policy in British North America

### The Mercantile System

**Overview-** The implementation of the doctrine of mercantilism, which attempted to create a powerful, prosperous, nation state through the regulated economic self-sufficiency, was complicated by the self-governing traditions of the British North American colonies.

- I. Imperial Britain: Attempted to follow a widely practices and highly nationalistic commercial theory later known as mercantilism.
  - a. Nation states were seen as pursuing the limited wealth of the world.
  - b. Each Nation sought to become economically self-sufficient.
  - c. Another goal was to achieve a favorable balance of trade (the value of exports should exceed the value of imports).
  - d. Home industries would be protected from foreign competition.
  - e. Colonies could benefit the mother country by providing inexpensive raw materials as well as a guaranteed market for manufactured goods.
  - f. The system should result in a net flow of gold and silver to the mother country.
  - g. To guarantee its effective operation, mercantilism required government regulation.
  - h. To operate profitably and safely, large merchant and battle fleets were necessary.

## A European View



- II. Legislation: Parliament passed a series of Trade and Navigation Acts (1651 to 1673) designed to benefit England in its commercial competition with Holland and others.
- Colonial trade was to be carried on only in English or Colonial Ships.
  - Certain enumerated goods (sugar, tobacco, naval supplies, and furs) could be sold only to England by her colonies.
  - Nearly all foreign goods could be imported to the colonies only if they were shipped through England and paid import taxes there.
  - England paid "bounties" to encourage production of some materials in the colonies.
  - Later, colonies were forbidden to make or export certain goods that competed with English products (Woolen Act, Iron Act, Hat Act). Colonial interests appeared to be subordinated to those of the mother country.
- III. The Board of Trade:
- Created in 1696 to deal with colonial questions.
  - On advice of the Board, the Crown could disallow actions of colonial legislature.
  - The Board, an advisory group, brought a measure of efficiency to governing the empire.
  - However, there were many other overlapping authorities and management was inefficient.
- IV. Colonial Development Under Mercantilism
- Large numbers of black African slaves were imported to work on plantations, particularly on the West Indies sugar crop.
  - Many articles not on the "enumerated" lists could be freely transported and sold abroad.
  - A colonial unfavorable balance of trade drained hard currency to pay for imports.
  - Debtors sought inflation through the printing of money.
- V. Efforts at Mercantilism:
- Benefitted some in the empire (ship builders in New England) and hurt others (Virginia tobacco growers).
  - Some protested the policy's effects.
  - Some colonists, resistant to rigid regulation, resorted to smuggling and other profitable methods of evasion.
- VI. Imperial Control:
- In 1675 war broke out between Indians and colonists in the Chesapeake and New England.
  - This war happened because colonists were intruding on Indian lands.
  - Metacomet or King Philip, as colonists called him, led a series of raids known as King Philip's War.
  - The colonists were left with a huge debt because of the war and the English crown also realized that the people of New England were not abiding by all English laws.

- e. The charter of Massachusetts was revoked.
- f. The Dominion of New England was created to unify colonial administration (1686).
- g. Charters were revoked, assemblies dissolved, and Governor Edmund Andros of Massachusetts was given extraordinary powers.

VII. The Colonists Response to Increased Control

- a. In 1689, rebels threw Andros in jail, destroyed the Dominion of New England and reestablished the former charter government.
- b. New Yorkers behind the leadership of Jacob Leisler seized the royal governor in 1689 and ruled the colony for more than a year.
- c. John Coode, the leader of the Protestant Association, led an overthrow of Maryland's pro-Catholic government
- d. The rebel governments did not last long. Leisler was executed for Treason
- e. The Royal governor took over Maryland
- f. John Winthrop's city upon a hill became another royal colony in 1691.
- g. The king would now choose the governor and possession of property now replaced church membership as a prerequisite for voting.
- h. Wealth replaced God's grace as the defining characteristic of Massachusetts's citizenship.

VIII. The Glorious Revolution (1689):

- a. Replaced James II with Protestant monarchs Williams and Mary.
- b. The Glorious Revolution reasserted parliamentary power in London, but royal control was reimposed on the American colonies.

**Learning Target # 7 – Characteristics of Colonial America in the 18<sup>th</sup> century**

Four Major Regions (Plantation South, Middle Colonies, New England, and Frontier)

I. Plantation South

- a. Tidewater region featured wide coastal plain, wide rivers, and rich soil particularly well-suited to tobacco farming.
  - i. Large plantations became economically more successful as soil was exhausted, leading to self-sufficing economic units.
  - ii. As indentured servants became harder to obtain (and retain), demand for slaves increased (400,000) in colonies by 1776.
- b. Only children of planters were educated and higher education was only for those who could afford it.
- c. Plantation owners became the leading economic, political, and social forces of the South. Democracy was limited to wealthy landowners.

II. Middle Colonies--farming, manufacturing center

- a. Three large rivers (Hudson, Delaware, and Susquehanna) flowed north to south and served as trade paths.
- b. Large numbers of immigrants
- c. Dutch in Hudson Valley
- d. Germans in Pennsylvania
- e. Scotch-Irish in Pennsylvania



- III. New England--rapid rivers and rocky soil
  - a. 95% English immigrants, most from villages
  - b. Came in groups and settled in self-governing towns. New England town meeting as center of power at first, but shifted to selectmen in time.
  - c. Occupations included farming (scarce labor, tough conditions), fishing, and commerce
    - i. Shipbuilding became major supplement to fishing and trade.
    - ii. Slavery, rum and the triangular trade with West Indies and Africa brought economic wealth to New England.
- IV. Backcountry/Frontier--continually moving region: "The West."
  - a. Large families, exhausted soil and encouraged westward movement.
  - b. Religious dissenters, immigrants, and criminals all found "refuge" in the West.
  - c. Vigorous spirit of democracy and emphasis on individual freedom
    - i. Strenuous objection to any governmental interference in daily life
    - ii. Anti-aristocratic tradition and resentment of urban areas

**Economic Overview:** Economic systems varied widely through the British North American colonies. Sectional economic differences were largely determined by variations in climate and geography.

- I. Agriculture:
  - a. Land acquired by European settlers had been transformed to a limited extent by Native Americans who had already occupied it.
  - b. Throughout the colonial period over 90% of the economy was agricultural.
  - c. Most early settlers engaged in subsistence (self-sufficient) farming; this pattern continued on the frontier.
- II. New England:
  - a. A harsh climate and rocky soil made farming difficult and diversified economy.
  - b. Land was usually granted to a group (often a congregation) and then towns subdivided it among families.
  - c. Profitable fishing industry included whaling (oil was used for lighting).
  - d. Shipbuilding and coastal and trans-Atlantic commerce were economically important.
  - e. Some small-scale manufacturing began despite discouragement from Britain.
- III. Middle-Atlantic economy: Blended economics of the other two regions.
  - a. This area became the colonial "bread basket" as its climate and soil produced a grain surplus.
  - b. River systems and ports such as Philadelphia and New York City provided access to the backcountry and to overseas commerce.
  - c. Merchants and artisans flourished in coastal towns.
  - d. Ben Franklin published the Pennsylvania Gazette in 1728.
  - e. Franklin also opened a merchant shop selling, cheese, codfish, coffee, goose feathers, sealing wax and soap.
  - f. Franklin became a microcosm of life in Pennsylvania.
  - g. Franklin also wrote Poor Richard's Almanack, which preached the idea that long-term rewards would come from tireless labor.
- IV. The Middle Colonies: Immigrants, Wheat Work
  - a. Germans made up the largest contingent to the middle colonies.
  - b. The standard of living in rural Pennsylvania was probably higher than in any other agricultural region in the world.
- V. Southern Colonies:
  - a. With a favorable climate and abundant land, they developed the plantation system.
  - b. Staple export crops were often grown on large estates. Examples: tobacco in Virginia, rice and indigo dye in Southern Carolina.
  - c. 50-acre headrights went to settlers.
  - d. Southern farms tended to be scattered; there was less urban development.

- VI. Frontier areas: Provided opportunities for venturesome individuals.
  - a. Conditions were harsh on isolated farms.
  - b. Beyond the reach of government authority, both individual and cooperative efforts were necessary.
- VII. Georgia: The last of the English mainland colonies, founded in 1732.
  - a. A royal charter was granted to trustees who would establish a military “buffer” between the Carolinas and Spanish Florida.
  - b. General James Oglethorpe, the founder, was a promoter of prison reform and sought to make the colony a refuge for debtors.
  - c. Initially alcohol and slaves were forbidden in the colony.
  - d. A varied population included large numbers of Germans
  - e. In 1753, when the charter expired, Georgia became a royal colony.

**Social Structure Overview:** *Although most voluntary settlers were transplanted Europeans, the economic conditions in the colonies and the evolution of the slave system produced a significantly different social structure*

- I. Population: Growth in British North America was extraordinary.
  - a. Despite high infant mortality and low life expectancy (higher than), population doubled each generation.
  - b. Population in the thirteen mainland colonies had reached 2.5 million by 1775, and 4 million by the 1790 census.
  - c. Men outnumbered women, particularly early on, resulting in somewhat better status for females than in Europe.
  - d. African-Americans constituted nearly 20 percent. Indians were not counted.
- II. Women
  - a. Tended to marry early and bear many children.
  - b. Married women were deprived of most legal rights.
  - c. Most women were limited to domestic roles, but some became active in farming, crafts, business, and education.
- III. Family:
  - a. The basic social and economic unit
  - b. Children were economic assets in an agricultural society and families tended to be large.
  - c. Parents taught children their gender roles and responsibilities.
  - d. Epidemic diseases, such as smallpox, diphtheria, and, in the South, malaria took heavy tolls, especially in towns.
- IV. Class:
  - a. Differences existed despite leveling influences, but were not as extreme as in Europe.
  - b. The “better sort” (upper class) included wealthy merchants, Southern land-owning gentry, and professionals.
  - c. Class status was sometimes reflected in peoples’ clothing and in seating in church.
  - d. The largest group of people were farmers with small holdings.
  - e. Lowest status fell to propertyless whites, indentured servants, and slaves.
  - f. Opportunities for upward social mobility were generally greater than in Europe
- V. Towns:
  - a. Had 10 percent of colonial population by 1775.
  - b. Philadelphia, with about 34,000 people, passed Boston as the largest city.
  - c. Town facilities were primitive. Fires and crime were major threats to safety.
  - d. Punishments (flogging, hanging) for crimes were harsh (Quakers in Philadelphia introduced a reform penitentiary system).
  - e. Taverns, in towns and along post roads, were important social center.
  - f. Southern tidewater gentry (a numerically small group) often had town houses in addition to Georgian mansions on their plantations.
- VI. Labor:
  - a. Scarce and expensive and new sources were constantly sought.

- VII. Indentured servitude: A major source of labor in the colonies in the 17<sup>th</sup> century.
  - a. Contracts provided for labor (usually seven years) to pay passage from abroad.
  - b. English courts often sent convicts, debtors, and political prisoners as indentures.
  - c. At termination of service, "freedom dues" (often 50 acres, equal to a Headright) were usually provided.

**Colonial Culture Overview:** Colonial culture and values, originally patterned after England's, were reflected in the press and education systems and in the person of Benjamin Franklin.

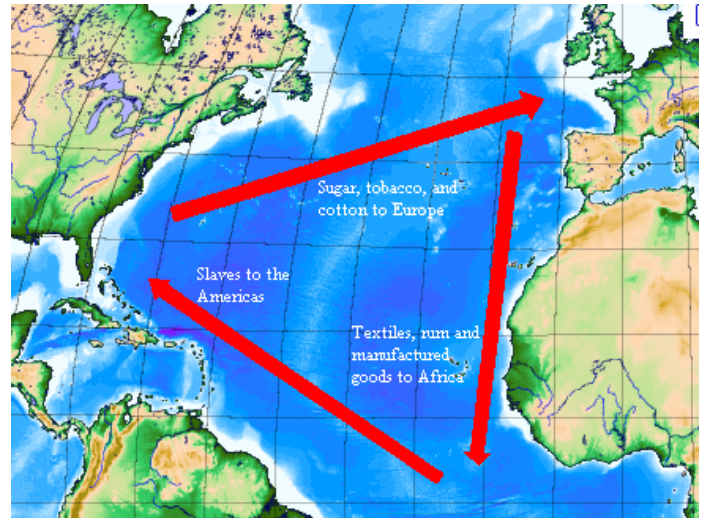
- I. Localized cultures: Varied geographically.
  - a. A majority of the population was illiterate and relied primarily on oral communication.
  - b. Communities, especially in New England, focused on their churches as well as special political or civic events, such as election days or the training of the militia.
  - c. A less concentrated population, the growth of slavery, and an Anglican church controlled from England all restrained cultural development in the South.
  - d. In all sections a small but influential cultural elite emerged in the 18<sup>th</sup> century.
- II. Painting: Was provincial and lacked patronage.
  - a. Miniature portraits were popular.
  - b. Untrained ("primitive") artists painted "genre" (realistic, every-day) scenes.
  - c. Many painters went to Europe to study.
  - d. Under royal patronage Benjamin West painted large historical scenes ("The Death of Wolfe") in his London studio.
  - e. Colonial sculpture took forms such as gravestone and ship figure-head carving.
- III. Music: Focused on religious works.
  - a. "The Bay Psalm Book" (1640) was the earliest Colonial hymnal.
  - b. Pennsylvania Germans stressed choral and organ music.
  - c. Concerts were occasionally presented by musical societies.
- IV. Theater
  - a. Despite Puritan and Quaker disapproval, grew in popularity.
  - b. English touring groups presented Shakespeare plays.
  - c. Thomas Kean organized the first acting company (in Philadelphia).
- V. Architecture
  - a. Attempted to duplicate familiar European structure but also adapted to new environments.
  - b. New England "salt box" houses and Southern plantation houses represent extremes of regional styles.
  - c. Swedes introduced the log cabin.

### **Learning Target # 8 - Growth of Plantation Economies and Slave Societies**

- I. Slavery's Early Presence
  - a. First African-Americans that arrived in Jamestown in 1619 were brought as servants, not slaves.
  - b. Very small numbers of slaves in the Southern colonies in the early years. Indentured servants were cheaper and available. By 1650, only 300 blacks lived in Virginia
    - i. After 1660, white servants became harder to obtain as English economy improved.
    - ii. Slaves became seen as a better long-term investment and were more easily recaptured.
  - c. Slavery formally established by the House of Burgesses in 1670 with law declaring "all servants not being Christians imported into this colony by shipping shall be slaves for their lives."
  - d. By 1700 there were 25,000 slaves in the American colonies and by 1750 there were 100,000 slaves in Virginia, far outnumbering indentured servants.
    - i. Breaking of the Royal African Co. monopoly in 1697 opened the slave trade to competition, forcing prices down and increasing the number of slaves.
    - ii. In some southern areas, slaves were beginning to outnumber whites.

e. The Middle Passage

- i. Slaves came to the colonies along the Middle Passage, which was the treacherous journey from Africa.
- ii. Olaudah Equiano published an account of his slave journey in 1789.
- iii. Equiano discussed how he feared being eaten by white men, the horrors of women screaming, and the foul smells.
- iv. On average 15% of slaves on the ships died.



II. Slavery, Race & Economics

- a. Slavery, though originally adopted for economic reasons, eventually was justified by Southern whites on the basis of race.
  - i. Whites concluded that extermination of Indians and enslavement of Africans was logical in that whites were civilized and others were barbaric.
  - ii. Language used to describe blacks and Indians was similar: "brutes, heathen, naked, etc." It also was how educated Englishmen described poor members of society.
- b. Legal codes gradually made racism the official policy of the colonial governments.
  - i. It was made a crime for a slave to insult any white, regardless of position.
  - ii. Slave-owners were allowed to punish, maim, or even kill slaves.
- c. Informal social bargain between wealthy and poor whites sought to prevent class rebellion, which erupted in Bacon's Rebellion (1676).
- d. Slave economics
  - i. Tobacco was the most important export from British North America.
  - ii. It represented 1/3 of all colonial exports.
  - iii. Tobacco was the religion of the Chesapeake.
  - iv. Southern colonies were by far the richest in North America
  - v. The slaveholding gentry looked down on the poor whites in private, but viewed them as equals in public.
  - vi. Yeomen farmers understood their role and were happy that the slaveholding gentry granted favor to poor whites and upheld white supremacy.

III. Plantation Culture

- a. Some plantations were enormous (40,000 acres, hundreds of slaves), but most were small, self-contained communities.
- b. Over three-fourths of all blacks lived on plantations of at least 10 slaves; over half lived in communities of 50 slaves or more.
- c. Family relationships
  - i. Marriage was not encouraged among slaves by owners .
  - ii. Slaves attempted to construct strong families, though any member could be sold at any time.
  - iii. Creation of kinship networks and surrogate "relatives" unrelated to families.
- d. Language development--Gullah (hybrid of English and African languages) allowed connection with ancestry and conversations that whites could not understand.

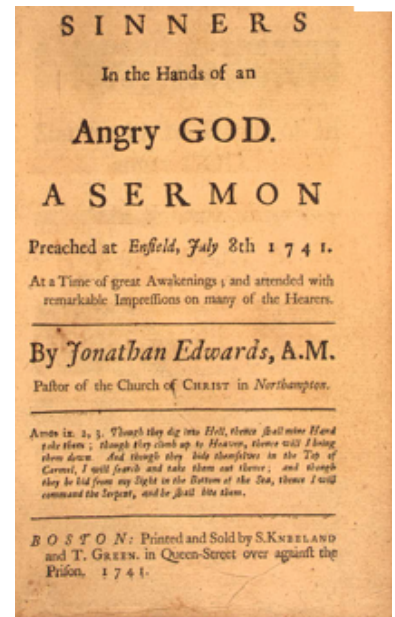
- e. Work patterns
    - i. Most slaves (men and women) worked as field hands.
    - ii. House servants lived in better circumstances, but were isolated from other slaves on the plantation.
    - iii. On larger plantations slaves learned trades and crafts--blacksmithing, carpentry, shoemaking, midwifery.
  - f. Economically, plantations were often efficient and productive. Socially they achieved stability at the cost of human freedom and dignity.
- IV. Geographic difference among slaves
- a. Chesapeake Slaves
    - i. Worked closely with whites in the tobacco fields.
  - b. Lower South Slaves
    - i. Worked under the task system.
    - ii. This system allowed slaves more autonomy and control over the pace of their work.
    - iii. When slaves finished their task, they were free to use the rest of the day as they wish.
- V. Slave Rebellions
- a. Most slaves resisted by slowing down work or breaking tools.
  - b. Some slaves resisted with physical force, but the retaliation by the master was much worse.
  - c. Stono Rebellion 1739- twenty slaves attacked a country store, killing two storekeepers, and confiscated weapons.
  - d. The slaves then burned plantations and killed more than twenty white men, women, and children.
  - e. The rebellion was quickly repressed and slaves realized that they had very little chance of changing the slave system.

## Learning Target # 9 - The Enlightenment and the Great Awakening

- I. The Enlightenment
  - a. A European movement where thinkers tended to agree that science and reason could disclose God's laws in the natural order.
  - b. Many colonists became deists looking for God's plan in nature.
  - c. Enlightenment ideas encouraged people to study the world around them.
  - d. The American Philosophical Society, founded in 1769 fostered communication among leading colonial thinkers.
  - e. Most 18<sup>th</sup> century colonists went to church seldom or not at all, although they considered themselves Christians.
  - f. People also became enamored with possessions and worried more about commerce than religion.
- II. Elements of the Great Awakening
  - a. A period during the mid 1730's where preachers attempted to convert nonbelievers and to revive the piety of the faithful with a new style of preaching.
  - b. Enthusiasm--emotional manifestations (weeping, fainting, physical movements) in contrast to formal Anglican and Congregational worship.
  - c. George Whitefield was an English preacher who came to the colonies seven times and would preach to crowds as large as 30,000 with great emotion.
  - d. William Tennent- led revivals that dramatized spiritual rebirth with accounts of God's miraculous powers, such as raising his son from the dead.
  - e. Jonathan Edwards preached "Sinners in the Hands of an Angry God."



- III. Democratic religious movement
  - a. Insisted that all should have the religious experience.
  - b. Stirred impulse towards independence among colonists.
  - c. Broke down strong denominational ties.
  - d. Challenged religious authority. Baptists in the South preached to slaves and against the ostentatious wealth of the planter class.
  
- IV. Content of Message
  - a. Salvation came through faith and prayer, not rituals or good works.
  - b. The individual, not any religious authority, judged his or her own behavior based on one's understanding of God and the Bible.
  - c. Personal piety--break away from the constraints of the past and start fresh. Revivals resulted in changed behaviors (decrease in card-playing, drunkenness, increase in church attendance, Bible study).
  - d. Individual revival--rejection of cold rationalism of Puritanism and Anglicanism and more reliance on the "heart" rather than the "head."
  - e. Leading preachers: George Whitefield, Jonathan Edwards, William and George Tennent. Originally welcomed by local ministers, they often harshly criticized local religious leaders.



- V. Impact of the Great Awakening
  - a. Creation of new colleges to train "new light" ministers--Princeton, Brown, Rutgers.
  - b. Divisions in denominations and a sharpening of the differences between those who defined religion as a rational process (old lights) and those who focused on experience (new lights).
  - c. Religious challenges to authority strengthened political challenges to authority. Many Revolutionary War soldiers were "new light" believers, particularly Methodists, Presbyterians, and Baptists.
  - d. Development of revivalism tradition in American religion. Future outbreaks:
    - i. Second Great Awakening in first half of 19th century--camp meetings and frontier revivals featuring emotional appeals and spontaneous religious expressions.
    - ii. Charles G. Finney and Dwight Moody--19th century urban revivalism with campaigns in many cities.
    - iii. Billy Sunday, Billy Graham and mass meetings--20th century revivalism.

# American Colonies

Colony	Region	Founder	Founded	Purpose	Note
Roanoke	Southern	Sir Walter Raleigh	1585	Establish English colony in New World	Colonists disappeared without a trace.
Virginia	Southern	John Smith	1607	Trade and profits	Founded as joint-stock company. House of Burgesses (1619). Only 60 of 1st 900 colonists survived.
Plymouth	New England	William Bradford	1620	Religious freedom for Separatists	Mayflower Compact. Led by William Bradford
New York	Middle	Peter Minuit	1626	Trade and profits	Set up as Dutch colony, taken over by English in 1664
Massachusetts Bay	New England	John Winthrop	1630	Religious freedom for Puritans	Led by John Winthrop. 18,000 settlers by 1642
New Hampshire	New England	John Mason	1630	Escape for those constricted by religious and economic rules	Puritan harshness led these settlers north and inland.
Maryland	Middle	George Calvert	1634	Religious freedom for Catholics	Founded by George Calvert. Slow growing (only 600 by 1650. Maryland Toleration Act (1649)
Connecticut	New England	Thomas Hooker	1636	Religious and economic freedom	Leaders of Massachusetts asked Hooker and followers to leave.
Rhode Island	New England	Roger Williams	1636	Religious freedom	Williams set up most tolerant colony
Delaware	Middle	Peter Minuit	1638	Trade and profits	Established by Sweden; taken by English in 1664
North Carolina	Southern	Group of proprietors	1653	Trade and profits	Joint business venture
New Jersey	Middle	Lord Berkeley	1660	Trade and profits	Established by Sweden; taken by English in 1664
South Carolina	Southern	Group of proprietors	1670	Trade and profits	Rice major crop.
Pennsylvania	Middle	William Penn	1682	Religious freedom for Quakers; trade and profits	Originally Quaker, this colony became home to many European immigrants
Georgia	Southern	James Oglethorpe	1733	Debtor colony. Buffer for Spanish colonies Restrictions on blacks,size of plantations kept colony small.	