Chapter 3 Resources

Timesaving Tools

**TeacherWorks™ All-In-One Planner and Resource Center**

- **Interactive Teacher Edition** Access your Teacher Wraparound Edition and your classroom resources with a few easy clicks.
- **Interactive Lesson Planner** Planning has never been easier! Organize your week, month, semester, or year with all the lesson helps you need to make teaching creative, timely, and relevant.

**TEACHING TRANSPARENCIES**

- Graphic Organizer 3
- Why It Matters Chapter Transparency 3

**APPLICATION AND ENRICHMENT**

- Linking Past and Present Activity 3
- Enrichment Activity 3
- Primary Source Reading 3

**REVIEW AND REINFORCEMENT**

- Reteaching Activity 3
- Vocabulary Activity 3
- Time Line Activity 3
- Critical Thinking Skills Activity 3

**Meeting NCSS Standards**

The following standards are highlighted in Chapter 3:

- **Section 1** Section 1
  - III People, Places, and Environments: E, G, H
- **Section 2** Section 2
  - I Culture: A, D
- **Section 3** Section 3
  - IV Individual Development and Identity: C, E, G
- **Section 4** Section 4
  - IX Global Connections: A, F

**Local Standards**
only way colonial merchants could acquire the English goods that settlers wanted was to trade colonial products for what England wanted, but England produced many products that settlers wanted.

**DIRECTIONS:**

**Colonial Ways of Life**

**Multiple Choice**

Column A

(4 points each)

Write the correct letters in the blanks. Some items in Column B will be used more than once.

- From the earliest days of settlement, the Southern Colonies developed an economy based on __________.
- To many English settlers in the early 1600s, enslaving Africans was __________.
- The South’s first successful cash crop required intensive manual labor to grow __________. It was used to make blue dye for cloth and was dried to feed livestock during the New England winters.
- A person’s attitude toward the Africans was __________. The Africans were not white. They were poor.
- The Africans were __________. They were bought more molasses and sugar to sell in the West Indies, where planters were in need of labor.

Column B

- **A.** shipbuilding
- **B.** building fishing boats
- **C.** they preferred to become tenant farmers and work for a wage
- **D.** Africans directly to the American colonies
- **E.** Africans bought more land from the government
- **F.** Africans bought more molasses and sugar to sell in the West Indies, where planters were in need of labor
- **G.** the Africans were poor
- **H.** the Africans were not white

**Matching**

Match each item in Column A with the items in Column B.

- **1.** The South’s first successful cash crop
- **2.** required intensive manual labor to grow
- **3.** It was used to make blue dye for cloth
- **4.** and was dried to feed livestock during the New England winters

- **A.** tobacco
- **B.** rice
- **C.** wheat
- **D.** fish

**Exercise**

**The History Channel:**

Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit tav.glencoe.com, the Web site companion to the American Vision. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- **Chapter Overviews**  
- **Self-Check Quizzes**  
- **Student Web Activities**  
- **Textbook Updates**

Answers to the student Web activities are provided for you in the Web Activity Lesson Plans. Additional Web resources and Interactive Tutor Puzzles are also available.
# Chapter 3 Resources

## SECTION RESOURCES

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| **SECTION 2** New England and the Middle Colonies  
1. List the geographical conditions that determined the economy of the New England Colonies.  
2. Summarize how life in the Middle Colonies differed from life in the New England Colonies. | Reproducible Lesson Plan 3–2  
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American Music: Hits Through History |
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Skillbuilder Interactive Workbook, Level 2  
TeacherWorks™ CD-ROM  
Audio Program |
| **SECTION 4** A Diverse Society  
1. Summarize the plight of enslaved Africans and explain their methods of resistance.  
2. Explain how the Enlightenment and the Great Awakening affected the colonies. | Reproducible Lesson Plan 3–4  
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Section Quiz 3–4*  
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ExamView® Pro Testmaker CD-ROM  
Presentation Plus! CD-ROM  
TeacherWorks™ CD-ROM  
Vocabulary PuzzleMaker CD-ROM  
Audio Program |

**0:00**  
Assign the Chapter 3 Reading Essentials and Study Guide.  

*Also Available in Spanish*
The following articles relate to this chapter:
• “David Thompson,” May 1996
• “Portugal’s Sea Road to the East,” November 1992
• “Treasure from the Silver Bank,” July 1996

From the Classroom of…

Erin Barrett
Lexington High School
Lexington, MA

Enlightenment Thinkers
Ask students to come up with a list of grievances about the school. With the students, weed out any illegal issues or silly grievances. Combine similar complaints into one.

Then ask the class to agree on one issue that needs to be changed. Allow for ample time for them to debate and discuss together. Tell them that the issue they agree on must be within the control of the principal to change. Once they agree on an issue, work through the process of their choosing a representative to take the issue to the school principal.

Next create a hypothetical scenario in which the student representatives present their issue calmly and thoroughly, but the principal disdainfully dismisses their complaints. Explain that their feelings of being unfairly dismissed stem from their living in a country that is built on Enlightenment principles. Discuss those principles.

KEY TO ABILITY LEVELS
Teaching strategies have been coded.

L1 BASIC activities for all students
L2 AVERAGE activities for average to above-average students
L3 CHALLENGING activities for above-average students
ELL ENGLISH LANGUAGE LEARNER activities

ADDITIONAL RESOURCES FROM GLENCOE
• American Music: Cultural Traditions
• American Art & Architecture
• Outline Map Resource Book
• U.S. Desk Map
• Building Geography Skills for Life
• Inclusion for the High School Social Studies Classroom Strategies and Activities
• Teaching Strategies for the American History Classroom (Including Block Scheduling Pacing Guides)

Block Schedule
Activities that are suited to use within the block scheduling framework are identified by: 

INDEX TO NATIONAL GEOGRAPHIC MAGAZINE
The following articles relate to this chapter:

NATIONAL GEOGRAPHIC
Teacher’s Corner

NATIONAL GEOGRAPHIC SOCIETY PRODUCTS AVAILABLE FROM GLENCOE
To order the following products for use with this chapter, contact your local Glencoe sales representative, or call Glencoe at 1-800-334-7344:
• PicturePack: Colonial America (Transparencies)
• PictureShow: Colonial America (CD-ROM)

ADDITIONAL NATIONAL GEOGRAPHIC SOCIETY PRODUCTS
To order the following, call National Geographic at 1-800-368-2728:
• Millennium in Maps Series: Colonization and Trade in the Americas

NGS ONLINE
Access National Geographic’s Web site for current events, atlas updates, activities, links, interactive features, and archives.
www.nationalgeographic.com
Colonial Ways of Life 1607–1763

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

The Impact Today
Key developments in this period have influenced American society.
- The northern United States is still more urban than much of the South.
- The United States remains a nation made up of immigrants from many countries.

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

Why It Matters Activity
Ask students why commerce took hold in the North and not in the South. Students should evaluate their answers after they have completed the chapter.

The American Vision Video Program
To learn more about America from 1607 to 1763, have students view the Chapter 3 video, “The Middle Passage,” from the American Vision Video Program.

MindJogger Videoquiz
Use the MindJogger Videoquiz to preview Chapter 3 content.

TWO-MINUTE LESSON LAUNCHER
For many people the image of colonial America is centered around the New England Colonies in the period immediately preceding the American Revolution. Ask students to share their ideas about life in colonial America. Remind students that the colonial period lasted more than 150 years. Also point out that the colonies stretched along the Atlantic coastline and included more than the colonies in New England.
HISTORY Introducing CHAPTER 3

Introduce students to chapter content and key terms by having them access the Chapter 3 Overview at tav.glencoe.com.

More About the Art

Ask students to compare and contrast the scene pictured with modern wedding events. (Students may point out differences in dress and manner of transportation. Similarities may include people coming to wish the couple well and the festive nature of the occasion.) Point out that the painter, Edward Lamson Henry, lived from 1841 to 1919, long after the event depicted. He is best known for his paintings of American colonial life, but he also painted wedding scenes from other eras.

GRAPHIC ORGANIZER ACTIVITY

Organizing Information Have students use a graphic organizer similar to the one at right to identify world events and movements that contributed to the development of the American colonies.

A. The Enlightenment
B. European population explosion (wheat boom)
C. Glorious Revolution
D. Great Awakening
E. Mercantilism
F. Religious intolerance

Have students create a time line that incorporates the Americas portion of the chapter time line and all the events shown on the section time lines on pages 84, 91, 98, and 104.
1 FOCUS

Section Overview
This section focuses on the development of an agricultural economy in the Southern Colonies.

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

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

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

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

Section Theme
Geography and History: Patterns of land use affected the history of Virginia’s colonial government.

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

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

—quoted in The Growth of the American Republic

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

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

Plantations in the Southern Colonies functioned as self-contained communities. Have students work in small groups to build a model of a typical plantation in the late 1600s. Encourage students to use library and Internet resources to learn about plantations including the types of buildings, the layout of the plantations, and the structures that were typically built on a plantation. Display models in the classroom.

Use the rubric for a cooperative group management plan on pages 81–82 in the Performance Assessment Activities and Rubrics.
CHAPTER 3
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Guided Reading Activity 3–1

**History Through Art**

**Answer:** The cash crops of the South required the right kind of conditions and techniques to be cultivated. As large landowners gained more land and many laborers on their estates, plantations came into being.

**Ask:** What differences do you note between the family home and the support houses? (Students should note differences in size and style.)

**Reading Check**

**Answer:** Early settlers did not know how to properly harvest the crop.

**Writing an Advertisement**

Have students write an advertisement for recruiting indentured servants. The advertisement should include information about what the landowner is willing to provide, what the servant must agree to do, and the length of service required. **L2**

Use the rubric for a magazine/newspaper/Web site article or help-wanted ad on pages 85–86 in the Performance Assessment Activities and Rubrics.

MEETING SPECIAL NEEDS

**Auditory** Divide this section of the chapter into four parts using the primary headings as a guide. Assign each section to at least one student. Have students read their section and become familiar with the content. Invite students to present an oral summary of their section to the class. **L1**

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

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

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

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

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

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

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

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

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

**Bacon’s Rebellion**

By the 1660s, wealthy planters led by the governor, Sir William Berkeley, dominated Virginia’s society. Berkeley controlled the legislature through his appointments, and the governor dominated the country. In the early 1670s, small groups of backcountry farmers rebelled against Berkeley’s rule.

**Reading Check** Interdisciplinary Connections Activity

**Language Arts** Have students use library and Internet resources to learn about traditional storytelling in Africa. Encourage students to find English-language translations of African folk tales and legends and to compare stories and themes with familiar American folk tales and legends. Have students write a short report about their findings. L2
He burned the estates of his rivals and controlled most of Virginia.

Before Nathaniel Bacon’s sudden death, he burned the estates of his rivals and controlled most of Virginia.

**African Culture Crosses the Ocean: A Woman’s Song**

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

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

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

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

**Comparing** To help students understand the significance of geography and economics in history, have them focus their attention on agriculture in the Southern Colonies. Have students create a table to compare and contrast commercial agriculture and subsistence farming. The table should include information about crops, land use, transportation, and labor. L2
of 1,000 troops to attack the Native Americans. The assembly then restored the vote to all free men and took away the tax exemptions Berkeley had granted to his supporters.

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

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

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

Planters began to switch to enslaved Africans for several reasons. Enslaved workers, unlike indentured servants, did not have to be freed and therefore would never need their own land. In addition, when cheap land became available in the 1680s in the new colony of Pennsylvania, fewer English settlers were willing to become indentured servants.

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

### Reading Check

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

### Slavery in the Colonies

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

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

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

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

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

### Extending the Content

**Indentured Servants** In 1750 Gottlieb Mittelberger traveled to Pennsylvania as an indentured servant. He later wrote about his experiences in an essay entitled “On the Misfortune of Indentured Servants.” He noted that if a child’s parents died during the voyage, the child had to serve long enough to pay for the parents’ voyage as well as his or her own. When they finally paid off their voyages and finished their service, indentured servants were to be given a new suit of clothes. Depending on the terms of service, some male servants also received a horse, while female servants received a cow.

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**F.Y.I.** *The Interesting Narrative of the Life of Olaudah Equiano,* or Gustavus Vassa the African was first published in 1789.
CHAPTER 3
Section 1, 84–90

Picturing History

Answer: He was kidnapped by other Africans and then traded to Europeans and shipped to America.
Ask: How did Bacon’s Rebellion contribute to the use of enslaved persons in the colonies? (Bacon’s Rebellion signaled to elite Virginia landowners that indentured servants were a problem: They had to be replaced periodically, and once they were independent farmers, they might challenge elite rule. Thus, well-to-do landowners increasingly relied on enslaved Africans.)

Reading Check

Answer: It changed from a status similar to indentured servitude, to enslavement of non-Christians, to enslavement by race based on a hereditary system, and finally to a system operating under a slave code.

Reteach

Have students create an outline using section headings.

Enrich

Use library and Internet resources to locate and read two book reviews of The Interesting Life of Olaudah Equiano, or Gustavus Vassa the African.

4 CLOSE

Ask students to summarize why the status of Africans in Virginia and Maryland gradually changed from indentured servants to enslaved persons.

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

When the first Africans arrived in Virginia in 1619, English law did not recognize chattel slavery, where one human being is said to be owned by another. As a result, slavery developed slowly in the Chesapeake colonies. The first Africans brought to Virginia and Maryland were treated in a manner similar to indentured servants, and children born to Africans were not always considered enslaved.

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

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

Reading Check

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

SECTION 1 ASSESSMENT

Checking for Understanding

1. Define: cash crop, plantation, indentured servant, gentry, subsistence farming, Middle Passage, slave code.
3. Explain why South Carolina began producing indigo.

Critical Thinking

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

Reviewing Themes

4. Geography and History How did the geography of the Chesapeake region affect its economic development?

Causes

Bacon’s Rebellion

Analyzing Visuals

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

Writing About History

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

SECTION 1 ASSESSMENT ANSWERS

1. Terms are in blue.
2. Eliza Lucas (p. 86), William Berkeley (p. 87), Royal African Company (p. 89)
3. Indigo was in demand in Europe and it was a good companion crop to rice.
4. The geography of the Chesapeake Bay was perfect for tobacco farming, which became its primary crop.
5. the Chesapeake: tobacco, indentured servants, and headrights; South Carolina: rice, indigo, and slave labor
6. Students should discuss the rise of plantations and need for labor.
7. Builders were not taxed; the restriction of voting rights; the government’s unwillingness to fight Native Americans; backcountry farmers’ desire for land
8. Possible answers: sympathy to the situation of backcountry farmers; anger towards Native Americans
9. Students’ letters will vary. Letters should clearly express the writers’ feelings about Berkeley’s policies.
New England’s soil was thin and rocky, and from the earliest days, many settlers knew they would have to depend on the sea for their livelihood. Although some people back in England believed New England offered only a meager existence, the Reverend Francis Higginson learned otherwise. One of New England’s earliest settlers, Higginson here describes the rich fishing off the coast of New England:

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


New England’s Economy

Although the fishing industry made few New Englanders rich, it did provide a living for many settlers who built ships or engaged in foreign trade. Farther inland, numerous small farms, sawmills, and other industries helped to create a very diverse economy in New England.
Writing a Diary Entry  Ask students to imagine that they are a member of a family living in one of the New England Colonies. Have students decide how their family makes a living. Then have them write a diary entry for a typical day describing the family’s activities. L1

Use the rubric for a diary, short story, memorandum, or letter on pages 79–80 in the Performance Assessment Activities and Rubrics.

Answers:
1. cattle, lumber, grain, rum, iron
2. It was easier to transport iron by water than by land.

Geography Skills Practice
Ask: Which products of the colonies were finished products, and which were resources shipped back to England to be converted into finished products? (Ships, rum, fish, and some cattle products such as beef were finished products. The others were used in creating finished products.)

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

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

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

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

GEOGRAPHY

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

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

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

COOPERATIVE LEARNING ACTIVITY

Presenting a Skit  Organize students into groups of four or five. Have each group select an aspect of life in New England or the Middle Colonies and create a five-minute skit. Encourage students to add authenticity to their productions by using appropriate props and costumes. Encourage students to use library and Internet resources to learn more about colonial life. Have students perform their skits for each other during class.

Use the rubric for a cooperative group management plan on pages 81–82 in the Performance Assessment Activities and Rubrics.
Lumbering and Shipbuilding  Dense forest covered much of North America’s eastern coastline in the 1600s. Although settlers relied on wood from these forests in every colony, New England’s geography—particularly in Maine and New Hampshire—provided the conditions necessary for the development of a lumber industry.

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

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

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

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

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

Guided Reading Activity 3–2  DIRECTIONS: Summarizing Why, When, Where, Why, and How  Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Why did fishing become a major industry in New England?
2. What were the elements of town meetings?
3. How did the lumber industry propel the economy in New England?
4. How did waterfalls benefit the economy in New England?
5. Which industry was shaped by geography in New England?
6. What event is the focus of community life?)

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

Answer: Town proprietors decided what each family received.

Ask: Why do you think the meetinghouse was situated near the center of the town? (to be accessible to all members of the community, and to be the focus of community life)

Building a Model  Have students build a model of a water-powered sawmill. Have students share their models with the class as they demonstrate how water was used to provide power. Ask students how we use water power today.

MEETING SPECIAL NEEDS  Visual/Spatial  Have students create a pyramid-shaped diagram to help them understand the structure of society in the Middle Colonies in the mid-1700s. The diagram should be divided into sections to illustrate the hierarchy of social groups. Ask students to label the diagram using a brief description of what kind of people were included in each, with the most powerful group occupying the smallest and highest segment of the pyramid.

Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.
Writing a Report  Have students write a short report about the typical life of an artisan in an American city in the mid-1700s. Encourage students to use library and Internet resources for their research. L2

Use the rubric for a book review, research report, or position paper on pages 89–90 in the Performance Assessment Activities and Rubrics.

Puritans placed a premium on literacy. Similar to members of some other religious groups, they were particularly interested in making sure that people could read the Bible.

You don’t say...

Witch-hunt  The term witch-hunt is commonly used to describe an investigation used to harass people who hold different views from the investigators’.

Curriculum Connection

Performing Arts  Arthur Miller’s 1953 play The Crucible is a work of fiction about the Salem witchcraft trials. Although the play is set in 1692, it reflects Miller’s concern about the U.S. government’s investigations of subversive activities during the 1950s.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Language Arts  Invite a language arts teacher or a librarian to speak to your class about American literature written between 1600 and 1740. Also ask the speaker to discuss literature from this time period and share examples of poetry, short stories, and books that might help students gain a better understanding of this period in history. After the presentation, ask students the following question: What topics did writers address during this time period that writers today are still writing about? L2
plenty of the necessities of life; they do not acquire wealth, but they have comforts in abundance.”

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

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**Trade and the Rise of Cities**

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

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

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

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

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

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

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

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

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

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

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**Identifying Cause and Effect** For each of the following causes related to the structure of New England society, have students list the effects. Cause: Town meetings were held to discuss local problems and issues. (Possible effects: development of local town governments, development of elected officials, growth of belief that individuals had the right to govern themselves) Cause: Puritan dwellings were built near their meetinghouses. (Possible effects: Attendance at worship and meetings was expected. Puritans felt a heightened responsibility to watch over the moral lives of their neighbors.) L2

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**CHAPTER 3 Colonial Ways of Life 95**

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**History and the Humanities**


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**Reading Check**

**Answer:** Town meetings developed into the local town government. As the town meetings became more frequent, town leaders began to pass laws and elect officials. Through participating in their own local government, the settlers developed a strong belief in a right to self-government.

**Creating a Poster** Have students create a poster to explain triangular trade as described on this page. L2

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**Reading Check**

**Answer:** Triangular trade resulted in merchants rising to the top of society. The rise of cities led to the development of a social class made up of artisans, innkeepers, and retailers. This group fell directly below the merchants.
Between the time Charles II issued the charter for Pennsylvania in April of 1681 and William Penn’s arrival in 1682, Penn sent his cousin William Markham to claim the land. Penn also sent along his plans for central Philadelphia, which specified the layout of streets in a grid pattern. The grid pattern, which was new to the colonies, can still be seen in downtown Philadelphia.

### Geography Skills Practice

**Ask:** What exports to Great Britain were returned in a different form to the colonies? (possible answer: the profit from lumber and furs was used to buy furniture and clothing)

### 3 ASSESS

**Assign Section 2 Assessment as homework or as an in-class activity.**

- Have students use the Interactive Tutor Self-Assessment CD-ROM.

### Reading Essentials and Study Guide 3–2

**Harvard College Founded** The Great and General Court of the Massachusetts Bay Colony founded Harvard College in 1636. The college was named for its first benefactor, John Harvard, a minister from Charlestown. Many of Harvard’s early graduates became ministers, but the college was never affiliated with a specific denomination. The curriculum of the college was patterned after the model used by colleges and universities in England with an emphasis on prevailing Puritan beliefs. Harvard, now known as Harvard University, is the oldest institution of higher education in the United States.

**Society in the Middle Colonies**

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

**The Growth of the Middle Colonies**

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

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

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

### EXTENDING THE CONTENT

**1. Interpreting Maps**

- What commodity was shipped from the colonies to West Africa?

**2. Applying Geography Skills**

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

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

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

Although many farmers prospered from growing wheat, very few became wealthy, primarily because of the limited technology of the time. There were no mechanical harvesters, so all of the wheat had to be cut by hand using a sickle. Threshing, or separating the grain from the chaff, also had to be done by hand by beating the grain with a wooden flail. Using sickles, most farm families could harvest no more than 15 acres of wheat in a season. This was enough to produce a small surplus, but not enough to make most farmers rich. Only those farmers who were able to hire workers or who had extra land that they could rent to tenant farmers became wealthy.

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

**Critical Thinking**

5. Understanding Cause and Effect  How did the geography of the New England and Middle Colonies contribute to their economic development?

6. Categorizing  Use a graphic organizer similar to the one below to show the effects of wheat farming on the Middle Colonies.

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**Analyzing Visuals**

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

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**Writing About History**

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

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**SECTION 2 ASSESSMENT ANSWERS**

1. Terms are in blue.

2. Grand Banks (p. 92), fall line (p. 93), meetinghouse (p. 94)

3. In urban societies the class structure included wealthy merchants, artisans, innkeepers and retailers, and people without skills or property.

4. Puritans believed that people should worship together. This led to towns and town meetings and finally local government.

5. The New England economy developed around water; the Middle Colonies’ economy was based on good soil and access to waterways.

6. prosperity, capitalists with money to invest, distinct social classes

7. Yes; houses were clustered around the common

8. Letters should clearly present the barrel maker’s point of view.
The American colonies increased England’s control of trade with the colonies. This section explains how England’s attempts at controlling colonial trade were met with resistance. Section 3 covers the Glorious Revolution in England and other events that affected the colonies.

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1684</td>
<td>James II succeeds Charles II as English monarch</td>
</tr>
<tr>
<td>1686</td>
<td>Dominion of New England established</td>
</tr>
<tr>
<td>1688</td>
<td>Glorious Revolution in England</td>
</tr>
<tr>
<td>1690</td>
<td>John Locke publishes Two Treatises of Government</td>
</tr>
</tbody>
</table>

**Reading Objectives**
- Describe mercantilism and its effect on England’s trade with the American colonies.
- Explain how the Glorious Revolution in England affected the colonies.

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

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

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

An article in the Boston Gazette also complained:

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

**Mercantilism**
Mercantilism is a set of ideas about the world economy and how it works. These ideas were popular in the 1600s and 1700s. Mercantilists believed that to become wealthy and powerful, a country had to accumulate gold and silver. A country could do...
this by selling more goods to other countries than it bought from them, causing more gold and silver to flow into the country than what was flowing out to pay for products from other countries.

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

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

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

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

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

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

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

As the main points of entry for goods entering and leaving the colonies, Part of Boston was sensitive to the effects of the Navigation Acts. What was the main goal of the Navigation Acts?

Creating a Chart Have students work in small groups to create a chart describing the advantages and disadvantages of mercantilism to (1) the home country and (2) to a colony. Use the charts to discuss why the colonists often felt unfairly treated by England’s king and Parliament.

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Creating a Chart Have students work in small groups to create a chart describing the advantages and disadvantages of mercantilism to (1) the home country and (2) to a colony. Use the charts to discuss why the colonists often felt unfairly treated by England’s king and Parliament.
Massachusetts was not required to obey laws made by Parliament unless it was in the interest of Massachusetts to do so.

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

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

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

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

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

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

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

The Glorious Revolution of 1688 While the colonists in New England raged at the actions of Governor-General Andros, the people of England were growing suspicious of their new king, James II. James insisted upon his divine right to rule, and he frequently rejected the advice of Parliament.

He had revoked the charters of many English towns and corporations and offended many English people by openly practicing Catholicism. He had also prosecuted Anglican bishops for defying his wishes concerning appointments in the Anglican Church. Many members of Parliament worried that if James continued to act in this manner, he might lead the country into another civil war.

Reading Check

Answer: The Navigation Acts regulated the shipping of goods to and from the colonies, restricted the sale of specific raw materials, and increased the cost of imported goods.

Chart Skills Practice

Ask: How did the Navigation Act of 1673 differ from earlier acts? (It attempted to regulate trade among the American colonies.)

Answers:

1. Colonists resented the Navigation Acts because they restricted how and to whom the colonists could export their goods, and increased the cost of imported goods.

2. The colonists argued they could not make a fair profit because of high shipping prices charged by English merchants.

MEETING SPECIAL NEEDS

Learning Disabled Many unfamiliar names are introduced in this section. Have students make a fact sheet for each of the following people: Charles II, Sir Edmond Andros, James II, William and Mary, and John Locke. Have students make a numbered list of the facts they learn about each person as they read and review the section. L1 L2
A Bloodless Revolution  Most of the English people and members of Parliament were willing to tolerate James because they expected his Protestant daughter Mary and her Dutch husband, William of Orange, to succeed James to the throne. These hopes were shattered in June 1688, when James’s second wife gave birth to a son. The son was now the heir to the throne and would be raised Catholic.

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

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

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

The Glorious Revolution in America  As soon as word reached Massachusetts that Parliament had dethroned James II, an uprising occurred in Boston. Andros and his councilors were seized and imprisoned. They were later returned to England. Although William and Mary let the hated Dominion of New England die quietly, they did not completely restore the old system. They permitted Rhode Island and Connecticut to resume their previous forms of government, but they were unwilling to surrender all control over Massachusetts. Instead they issued a new charter in 1691. The new charter combined the Massachusetts Bay Colony, Plymouth colony, and Maine into the royal colony of Massachusetts.

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

GOVERNMENT

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

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

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

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

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

—quoted in The Making of American Democracy

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

**SECTION 3 ASSESSMENT**

**Checking for Understanding**

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

**Critical Thinking**

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

**Analyzing Visuals**

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

**Writing About History**

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

**SECTION 3 ASSESSMENT ANSWERS**

1. Terms are in blue.
2. Charles II (p. 99), James II (p. 100), Dominion of New England (p. 100), Glorious Revolution (p. 101)
3. The Glorious Revolution encouraged colonists to revolt against Andros, reestablished colonial control of some colonies, and fostered ideas about rights.
4. Andros’ attempts to weaken colonial resolve angered nearly everyone in New England.
5. Locke’s ideas about a contract between government and people, justifiable revolution, and natural rights inspired American colonists.
6. Students’ answers should reflect information from the text.
7. The Navigation Acts required imports to and exports from the colonies to be sent on English merchant ships only.
8. Students’ letters will vary. Letters should include references to shipping, raw materials, and the high cost of imported goods.
Why Learn This Skill?
Graphs are a way of displaying numbers or statistics in a clear, easy-to-read way. Learning to read graphs will help you understand and compare statistical data. One type of graph often used to compare statistics is a bar graph.

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

Practicing the Skill
The bar graph above shows the population of six English colonies in 1700. Study the graph and then answer the questions.
1. What two kinds of populations are shown on this graph?
2. Which colony had the highest total population in 1700? The lowest?
3. Which colony had the largest enslaved African population? The lowest? How do you account for the difference?
4. Approximately what percentage of Maryland’s total population was enslaved Africans?

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

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

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

Answers to Practicing the Skill
1. total population and enslaved African population
2. highest: Virginia; lowest: Pennsylvania
3. highest: Virginia; lowest: Pennsylvania; Virginia plantations required intense manual labor
4. approximately 10 percent

TEACH
Reading a Bar Graph
A horizontal bar graph displays the data categories along the vertical axis and plots the values along the horizontal axis. When the categories are displayed along the horizontal axis and the data is plotted along the vertical axis, the result is a vertical bar graph. A vertical bar graph is sometimes called a column graph.

Have students use an almanac or other reference source to determine the male and female population of their state and four nearby states. Have students use this information to create a bar graph.

Additional Practice

CD-ROM
Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2
This interactive CD-ROM reinforces student mastery of essential social studies skills.
Section Overview
This section explores the diversity of American society in the 1700s.

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

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

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Where They Settled</th>
<th>Reasons for Immigrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scotch-Irish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jews</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reading Objectives
• Summarize the plight of enslaved Africans and explain their methods of resistance.
• Explain how the Enlightenment and the Great Awakening affected the colonies.

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

Guide to Reading


Preteaching Vocabulary
Assign one of the Key Terms and Names to each student. Have the students prepare 30-second oral presentations related to their terms and names.

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

An American Story

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

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

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

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

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

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

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

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

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

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

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

-quote in The Colonial Image

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

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

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

COMPETITIVE LEARNING ACTIVITY  Making Oral Presentations  Organize the students into groups of four or five. Assign each group one of the immigrant groups listed in this section. Have the groups research the immigrant group to discover the reasons why they immigrated to the colonies, where they settled, how they maintained their cultural identity, and how they participated in colonial society. Have the groups present their findings in an oral presentation to the class.

Use the rubric for a cooperative group management plan on pages 81–82 in the Performance Assessment Activities and Rubrics.
Word Origins The origin of several English words such as gither, gumbo, and juke, can be traced to the Gullah language.
from one’s family, however, was always present. Despite these conditions, many Africans managed to pass on their family names and cultural traditions.

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

Planteers in Virginia also whipped, branded, and mutilated Africans to force them to obey. Here, however, the enslaved population was smaller relative to the white population, and the work was not quite as exhausting and difficult. Therefore, authority was often maintained through manipulation and persuasion. Planters and overseers would bargain with the enslaved workers, promising extra rations or days off work if the workers completed a particular task.

While slaveholders tried to force enslaved Africans to obey, Africans themselves developed many different ways to fight against slavery. Some Africans resisted by running away. Many others responded with passive resistance. They would refuse to work hard, stage deliberate work slowdowns, or lose or break tools. Occasionally groups of slaves banded together to resist the slaveholders. In the late 1730s, the governor of Spanish Florida, in an attempt to weaken South Carolina, promised freedom and land to any enslaved Africans who fled south to Florida. In 1739, 75 Africans gathered near the Stono River, attacked their white overseers, stole their guns, and raced south toward Florida, attacking whites as they traveled. The local militia eventually ended the Stono Rebellion, killing between 30 and 40 of the Africans.

**Interpreting Maps** Where were the majority of Dutch settlers located in colonial America?

**Interpreting Graphs** According to the map, which of the cities listed on the graph had a predominantly African population?

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**CHAPTER 3 Colonial Ways of Life**

**Answers:**
1. New York and New Jersey
2. Charles Town

**Geography Skills Practice**

**Ask:** What cities had populations greater than 15,000 in 1760? (Boston, New York City, and Philadelphia)

**Writing a Newspaper Story**

Have students write a newspaper story about the Stono Rebellion. Instruct students to write a news story, not an editorial. Students’ stories should focus on the facts, not on opinions, and should be written in the correct style. **L2**

**Answers:**
1. New York and New Jersey
2. Charles Town

Use the rubric for a magazine/newspaper/Web site article or help-wanted ad on pages 85–86 in the **Performance Assessment Activities and Rubrics**.

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**INTERDISCIPLINARY CONNECTIONS ACTIVITY**

**Music** Invite a music teacher or a musician to speak to your class about the influences of African music on music around the world. Ask the speaker to include live or recorded music in the presentation. Have students answer the following question. **How do you feel your life has been enriched by African music?** L1
CHAPTER 3
Section 4, 104–109

3 ASSESS

Assign Section 4 Assessment as homework or as an in-class activity.

Have students use the Interactive Tutor Self-Assessment CD-ROM.

The Enlightenment and the Great Awakening

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

The Enlightenment

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

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

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

Another influential Enlightenment writer was Baron Montesquieu. In his work Spirit of the Laws, published in 1748, Montesquieu suggested that there were three types of political power—executive, legislative, and judicial. Montesquieu argued that these powers should be separated into different branches of the government to protect the liberty of the people. The different branches would provide checks and balances against each other and prevent the government from abusing its authority. Montesquieu’s idea of the separation of powers shaped the thinking of many American leaders who later helped design the American Constitution.

The Great Awakening

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

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

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

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

Whitefield also warned of the dangers of listening to ministers who had not been born again. This challenge to the authority of other ministers created tensions within colonial congregations. During the Great Awakening, nearly all New England churches split into factions called the New Lights and the Old Lights, or the New Side and the Old Side. Many ministers found themselves dismissed by their congregations depending on which side they took. Those
churches that embraced the new ideas—including the Baptists, some Presbyterians and Congregationalists, and the new group called the Methodists—experienced a surge in membership, while other churches’ memberships declined.

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

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

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

The Enlightenment and the Great Awakening had different origins and directions. Both movements, however, served to emphasize an individualism that supported America’s political independence. The Enlightenment provided arguments against British rule. The Great Awakening undermined allegiance to traditional authority.

**SECTION 4 ASSESSMENT**

1. **Define:** Enlightenment, Great Awakening, rationalism, pietism, revival.


3. **Explain** how the Enlightenment and the Great Awakening influenced the American colonies.

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

**Critical Thinking**

5. **Making Comparisons** In what ways did enslaved Africans develop their own culture in the American colonies?

6. **Organizing** Use a graphic organizer similar to the one below to explain the reasons for the population increase in the colonies in the 1700s.

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

**Analyzing Visuals**

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

**Writing About History**

**SECTION 4 ASSESSMENT ANSWERS**

1. Terms are in blue.


3. Both movements emphasized an individualism that supported America’s political independence.

4. pursuit of religious freedom; to escape religious wars, rising taxes, and poor harvests; slavery

5. by developing their own language, by mixing traditional African religious beliefs with the Christian faith, and new musical forms

6. enslavement of Africans, immigration, improved housing and sanitation, smallpox inoculation, higher birthrate

7. Whitefield has his hands raised and his listeners look almost entranced by him.

8. Letters should include descriptive language of daily life and issue a clear invitation.
**Reviewing Key Terms**

*Students’ answers will vary. The pages where the words appear in the text are shown in parentheses.*

1. cash crop (p. 85)
2. plantation (p. 85)
3. indentured servant (p. 86)
4. gentry (p. 86)
5. subsistence farming (p. 87)
6. Middle Passage (p. 89)
7. slave code (p. 90)
8. town meeting (p. 94)
9. selectmen (p. 94)
10. bill of exchange (p. 95)
11. triangular trade (p. 95)
12. artisan (p. 95)
13. entrepreneur (p. 97)
14. capitalist (p. 97)
15. mercantilism (p. 98)
16. natural rights (p. 102)
17. Enlightenment (p. 108)
18. Great Awakening (p. 108)
19. rationalism (p. 108)
20. pietism (p. 108)
21. revival (p. 108)

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**Reviewing Key Facts**


23. What crops did the economy of the Southern Colonies depend on?

24. Why did Southern planters come to rely on enslaved labor?

25. How did trade affect the economy of the New England Colonies?


27. Why was the creation of the Dominion of New England unpopular in the English Colonies?

28. Why did Africans in South Carolina develop a more independent slave culture than Africans in other Southern Colonies?

29. How did the Great Awakening influence the American colonies?

---

**Chapter Summary**

**The American Colonies**

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

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22. The Great Awakening emphasized an individualism that supported America’s political independence. It also undermined allegiance to traditional authority.

23. The Southern Colonies depended on tobacco, rice, and indigo.

24. The crops grown in the Southern Colonies required intense manual labor. Southern planters could not afford to pay wages to workers, but with slave labor they could make a living from their agricultural endeavors.


26. The Navigation Acts were passed to support England’s mercantilist policy of encouraging English exports and restricting imports. Mercantilism also emphasized the use of the colonies as sources of raw materials and markets for manufactured goods.

27. The reorganization of the Dominion of New England was unpopular because it overturned the existing systems of government and tried to undermine the Puritan church.

28. In South Carolina Africans worked in larger groups and were more isolated from the planters than in other regions. This led to a more independent culture.
Critical Thinking
30. Analyzing Themes: Global Connections  How did events and movements in the world contribute to the development of the American colonies?
31. Evaluating Do you think Nathaniel Bacon was justified in staging a revolt against Virginia's government?
32. Forming an Opinion Do you think slavery would have become entrenched in the South if the region's economy had not depended on cash crops and a large labor force? Why or why not?
33. Categorizing Use a graphic organizer similar to the one below to compare the economies of the New England, Middle, and Southern Colonies.

<table>
<thead>
<tr>
<th>New England Colonies</th>
<th>Middle Colonies</th>
<th>Southern Colonies</th>
</tr>
</thead>
</table>

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

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

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

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

Standardized Test Practice
Directions: Choose the best answer to the following question.

All of the following are examples of strong community life in New England colonies EXCEPT
A. plantations.
B. schools.
C. town meetings.
D. churches.

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

33. New England Colonies: based on subsistence farming; diverse economic base included livestock, fishing, shipbuilding; Middle Colonies: urban trade centers led to entrepreneurs; fertile farmland supported many crops; Southern Colonies: based on commercial agriculture; main cash crops were tobacco, rice, and indigo

Critical Thinking
30. Students’ answers will vary but should include important events and movements such as the Glorious Revolution and the Enlightenment.
31. Students’ answers will vary. Answers should support the stated point of view.
32. Students’ answers will vary. Answers should support the stated point of view.