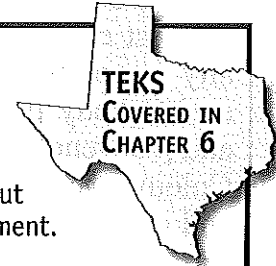




# LIFE IN COLONIAL AMERICA



- **History 1C** Explain the significance of the following dates: signing of the Mayflower Compact....
- **History 3A** Explain the reasons for the growth of representative government and institutions during the colonial period.
- **History 3B** Analyze the importance of the Fundamental Orders of Connecticut and the Virginia House of Burgesses to the growth of representative government.
- **History 3C** Describe how religion and virtue contributed to the growth of representative government in the American colonies.
- **History 4A** Analyze causes of the American Revolution, including ... mercantilism....
- **Geography 10A** Locate places and regions of importance in the United States during the 17th and 18th centuries.
- **Geography 10B** Compare places and regions of the United States in terms of physical and human characteristics.
- **Geography 10C** Analyze the effects of physical and human geographic factors on major historical ... events in the United States.
- **Geography 11A** Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th and 18th centuries.
- **Geography 11C** Describe how different immigrant groups interacted with the environment in the United States during the 17th and 18th centuries.
- **Economics 12A** Identify economic differences among different regions of the U.S.
- **Economics 12B** Explain reasons for the development of the plantation system [and] the transatlantic slave trade....
- **Economics 12D** Analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.
- **Government 15A** Identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights [and] the Mayflower Compact ... on the U.S. system of government.
- **Culture 23A** Identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration.
- **Culture 23C** Identify ways conflicts between people from various racial, ethnic, and religious groups were resolved.
- **Culture 23E** Identify the political, social, and economic contributions of women to American society.
- **Culture 25A** Trace the development of religious freedom in the United States.
- **Culture 25B** Describe religious motivation for immigration and influence on social movements, including the impact of the first ... Great Awakening.
- **Culture 26B** Identify examples of American art, music, and literature that reflect society in different eras.

In this chapter, you will learn about Colonial America — when what would later become the United States was still a part of the British Empire. England established thirteen colonies along the Atlantic coast with a variety of lifestyles. Geographic differences led to the emergence of three distinct regions: New England, the Middle Atlantic, and the South.

Based on these two documents and your knowledge of social studies answer the following question.

"We the Loyal Subjects of King James ... having undertaken ... a voyage to plant the first colony in Virginia; do ... mutually ... combine ourselves together into a civil body politick ...; and shall meet and [convene] for the general good of the Colony; we promise all due submission and obedience. In witness we have subscribed our names at Cape Cod."

— The Mayflower Compact, 1620

"We do therefore associate and connive ourselves to be as one Public State or Commonwealth; and do, for ourselves and our successors ... enter into combination and Confederation ... As also in our Civil Affairs to be guided and governed according to such Laws, Rules, Orders and Decrees as shall be made ..."

— Fundamental Orders of Connecticut, 1639

- 12 Based on these excerpts, in what way were these two documents similar?
  - F The signers of both documents had only just landed in America. Hist 3(B)
  - G In both documents, colonists agreed to establish a community and obey to its laws.
  - H In both documents, colonists agreed to obey the British King's decisions.
  - J Both documents established a government in which its members chose their own governor.
  
- 13 Which colonial settlement is correctly paired with the reason it was founded?
  - A North Carolina — haven for Pilgrims and Puritans Hist 2(B)
  - B Georgia — place for imprisoned debtors and convicts
  - C Maryland — refuge for Quakers
  - D Pennsylvania — refuge for English Catholics
  
- 14 What was the major reason European rulers sought to colonize North America?
  - F They needed people from North America to settle in Europe. Hist 2(A)
  - G They sought to learn more about Native American cultures.
  - H They sought to expand their power with riches from the "New World."
  - J They wanted a place to send their criminal population.
  
- 15 One reason for the importance of the Mayflower Compact and the Fundamental Orders of Connecticut was that they laid the foundation for —
  - A a two-house legislature in state governments Hist 3(B)
  - B the growth of representative government in Colonial America
  - C the development of English common law in the colonies
  - D social freedom in colonial legislatures
  
- 16 The journeys of Henry Hudson, Christopher Columbus, and Robert de LaSalle to the "New World" were made possible because of the —
  - F effects of the Atlantic slave trade Hist 2(A)
  - G support of exploration by the English Parliament
  - H trade connections established by the travels of Marco Polo
  - J development of new navigational instruments and technology

## KEY TERMS AND PEOPLE IN THIS CHAPTER

- |                          |                                     |                        |
|--------------------------|-------------------------------------|------------------------|
| ■ New England            | ■ House of Burgesses                | ■ Puritans             |
| ■ Triangular Trade       | ■ Mayflower Compact                 | ■ Great Awakening      |
| ■ Mid-Atlantic Colonies  | ■ Fundamental Orders of Connecticut | ■ Mercantilism         |
| ■ Southern Colonies      | ■ John Peter Zenger                 | ■ Atlantic Slave Trade |
| ■ Magna Carta            | ■ Pilgrims                          | ■ Cotton Mather        |
| ■ Bill of Rights of 1689 |                                     | ■ Phillis Wheatley     |

## ESSENTIAL QUESTIONS

- What differences existed between the main regions of the thirteen colonies?
- What was life like in Colonial America?
- What factors contributed to religious freedom in the thirteen colonies?
- How did the economic system of mercantilism affect the thirteen colonies?

## — IMPORTANT IDEAS —

- A. Different patterns of life developed in three regions of the colonies, based on differences in geography, climate, settler origins, and economic activities.
- B. In **New England**, a short growing season, cooler climates, rocky soil, and an influx of Puritan settlers encouraged the development of small farms and the growth of fishing, shipping, and handicraft trades.
- C. In the **Southern Colonies**, a long growing season and warmer climate, as well as the arrival of mainly Anglican settlers seeking to make their fortune, encouraged the development of larger farms that often grew cash crops for sale to England. Along main water routes, large plantations developed.
- D. Part of the Southern Colonies' economy was based on slave labor. Slaves grew cotton, tobacco, rice and indigo. They were taken by force from Africa and faced a horrific "**Middle Passage**" journey across the Atlantic. Most Southerners, however, did not own slaves.
- E. The **Middle Atlantic Colonies** had greater ethnic and religious diversity than either New England or the Southern Colonies. Some of these colonies had once been under Dutch rule and were conquered by the English in 1664. The Middle Atlantic Colonies had fertile soil and grew food crops.

**— IMPORTANT IDEAS (continued) —**

- F. The colonists benefited from traditions of political liberty and representative government inherited from England. English subjects gained important rights in **Magna Carta** (1215), England's **Civil War**, the **Glorious Revolution**, and the **English Bill of Rights** (1689). To these rights, the colonists added their own institutions of representative government in the **Virginia House of Burgesses** (1619), the **Mayflower Compact** (1620), New England town meetings, and the **Fundamental Orders of Connecticut** (1639). In the mid-1700s, each colony had its own assembly elected by male property owners in the colony, and a governor appointed by the royal government in London.
- G. Religion played an important role in colonial life. **Pilgrims** and **Puritans** first came for religious reasons. Other colonies were also established as homes for England's persecuted or unpopular religious groups — Quakers went to Pennsylvania and Catholics to Maryland.
- H. **Roger Williams** and **Anne Hutchinson** left Puritan Massachusetts and established the principle of religious toleration in Rhode Island. New York already had enjoyed religious toleration under Dutch rule. During the **First Great Awakening**, preachers like **Jonathan Edwards** and **George Whitefield** addressed large crowds in open fields and stirred religious feelings. These preachers also supported religious toleration.
- I. **Mercantilism** was the policy of using colonies to bring wealth to the "Mother Country." Mercantilists taught that the colonists should sell cash crops to the Mother Country and buy more expensive finished goods in return.
- J. Colonists brought sugar from the West Indies, turned it into rum in the colonies, shipped the rum to England or Africa, and obtained manufactured goods from England and slaves from Africa. Historians refer to these exchanges across the Atlantic as the "**Triangular Trades**."
- K. The roots of American art, music, and literature reach back to colonial times. Colonial writers included John Smith, William Bradford, Cotton Mather, Anne Bradstreet, Benjamin Franklin and Phillis Wheatley. Painters included Benjamin West, John Singleton, Charles Wilson Peale, and Gilbert Stuart.

**DIFFERENCES EMERGE  
AMONG THE ENGLISH COLONIES**

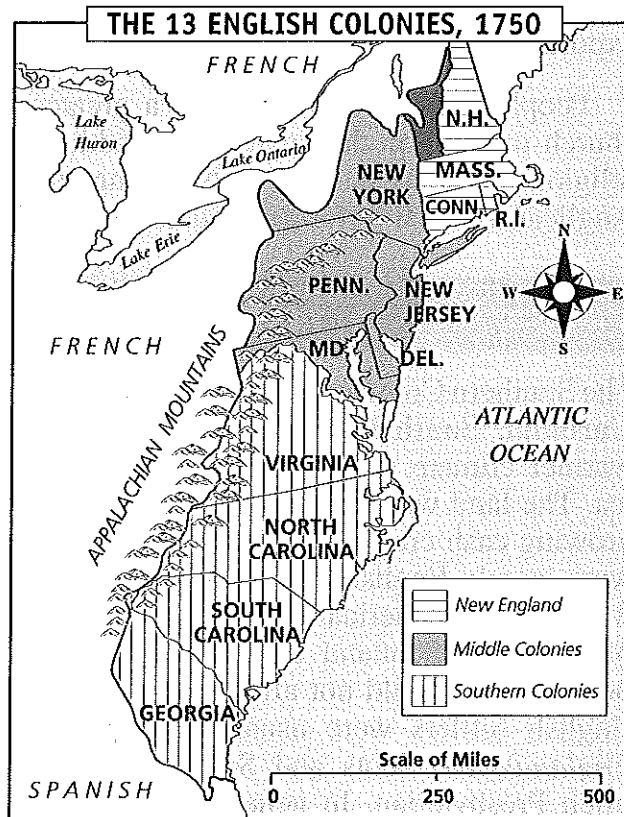
By the mid-1730s, thirteen English colonies existed along the Atlantic coast. New patterns of life developed in three separate regions of the English colonies. Differences were based on the physical characteristics of their environment, religious beliefs, the origins of the colonists, the presence of slaves, and different ways of earning a living.

## NEW ENGLAND

The colonies of New England — **Massachusetts, New Hampshire, Connecticut, and Rhode Island** — had rocky soil and less fertile land. Since the New England Colonies were the farthest north, they had longer winters and a colder climate than the other colonies. Many New Englanders had small farms where they grew crops for their own use.

Others used the forests in the region for lumber and building ships. These colonies were located near the ocean where there was an abundance of whales and fish. Large numbers of New Englanders became sailors, fishermen, and merchants. The practice of religion, especially Puritanism, also remained important in New England.

New Englanders frequently owned and manned ships. They carried sugar from the West Indies to New England, where it was turned into rum. The rum was carried to Africa, where it was traded for slaves. New England merchants also carried sugar from the West Indies to England. Their ships were then loaded with manufactured goods and sailed back to New England. You will learn more about these “triangular trades” later in this chapter.



## THE MIDDLE ATLANTIC COLONIES

The Middle Atlantic Colonies — **New York, New Jersey, Delaware, and Pennsylvania** — were located between New England and the Southern Colonies. Winters were not as harsh as in New England and summers were longer. Uncleared forests and fertile soils attracted many colonists to this area. Most of the settlers came from the Netherlands (*Holland*), Germany, Sweden, France, and Scotland. Settlers first focused on cutting down the trees and removing stones and stumps from the soil so that it could be prepared for planting. The forests of the Middle Atlantic Colonies gave birth to an active lumbering and shipbuilding industry.



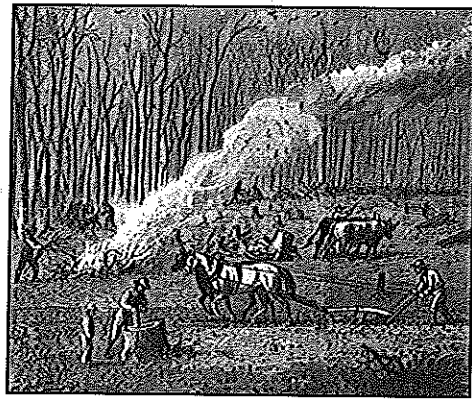
*The first job of the colonial farmer was to clear the land.*

The Middle Atlantic Colonies were particularly well suited for small farms, and soon became known as the "Bread Basket." It was here that wheat, oats, barley, and rye were often grown. The fertile soil of the area even permitted a large amount of grain to be exported.

People were also attracted to a greater atmosphere of religious freedom. No single church or religion dominated the Middle Atlantic Colonies. These colonies had greater religious diversity than either New England or the South. The main religious groups were Anglicans, Dutch Reformed Protestants, Catholics, and Jews.

## THE SOUTHERN COLONIES

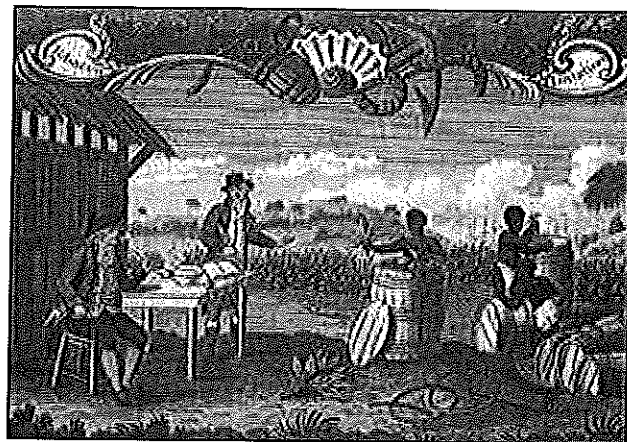
The Southern Colonies — **Virginia, Maryland, North Carolina, South Carolina, and Georgia** — had a warmer climate than other parts of Colonial America. The land was flat and the soil was well-suited to growing cash crops throughout the year. Southerners were largely English, Scots, and Scotch-Irish settlers who came to America for economic motives. In parts of England, Scotland and Northern Ireland, many poor farmers could not afford to buy their own land. English settlers were usually Anglican (*Church of England*), but Scots and Scotch-Irish settlers were often Presbyterian. In general, German and Scotch-Irish immigrants avoided living in the coastal settlements where English influence was strongest. They tended to settle farther inland. Southern forests provided lumber, tar and resin. Resin, made from the sap of pine trees, provided some of the best shipbuilding materials in the world.



*Despite many large plantations, most Southerners lived on small farms.*

## DEVELOPMENT OF THE PLANTATION SYSTEM

Some Southerners developed plantations along major water routes. Each plantation was a large-scale agricultural operation on which 20 or more slaves worked crops such as tobacco, cotton, rice and indigo (*a blue dye used to color fabrics*) for shipment to England in exchange for manufactured goods. The plantation system began in Virginia and spread to other parts of the Southern Colonies accessible by water.



*The plantation system in the Old South.*

Large plantations, owned by rich families, depended on the use of enslaved peoples from Africa and their descendants as the main work force. Landowners in South Carolina even learned important techniques used in Africa for growing rice from their slaves.

The main crops planted on a plantation were very labor intensive. A successful harvest depended on slaves working from sunrise to sunset. Women usually worked the same hours as the men. Women were expected to return to the fields not long after giving birth to children. The mortality (*death*) rate among slaves was high. Slave women were encouraged to have large numbers of children to replace slave losses. The great majority of whites did not live on plantations. They often farmed their land on a smaller scale.

## APPLYING WHAT YOU HAVE LEARNED

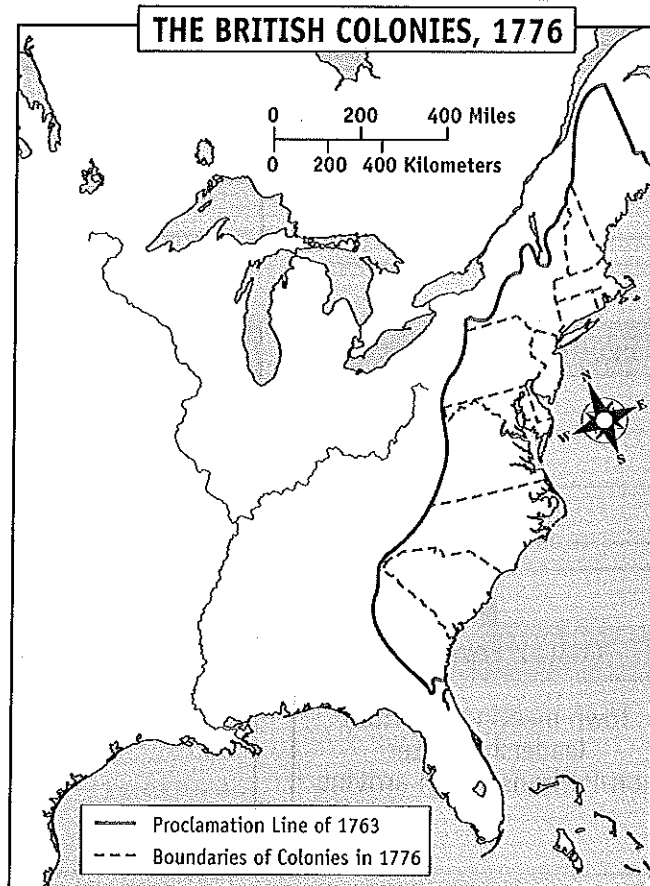
- ★ How did settlers to the thirteen colonies adapt to their physical environment?
- ★ How did the Southern plantation system make that region unique?

## ACTING AS AN AMATEUR HISTORIAN

A historical map shows the way an area was in the past. The map below provides an outline of the thirteen English colonies. Using the Internet or your local or school library, research the following:



- ★ Identify each of the thirteen British colonies by name.
- ★ Use different colors to show the three regions of Colonial America: New England, the Middle Atlantic Colonies, and the Southern Colonies.
- ★ Add other colors to show the territories claimed by Spain and France.
- ★ Identify the Appalachian Mountains, St. Lawrence River, Mississippi River, Lake Erie, Lake Ontario, and Long Island.
- ★ Identify these ports and towns: Savannah (Georgia), Charleston (S.C.), Raleigh (N.C.), Jamestown (VA), Williamsburg (VA), Baltimore (MD), Philadelphia (PA), New York (NY), Boston and Plymouth (MA).





**LEARNING WITH GRAPHIC ORGANIZERS**

Complete the graphic organizer summarizing similarities and differences between the three regions. Parts of the first region have been completed for you.

**NEW  
ENGLAND****Colonies**

New Hampshire,  
Massachusetts,  
Connecticut, Rhode Island

**Physical Geography**

---

---

---

**Economic Activities**

---

---

---

**Other Features**

Town meetings; Puritan  
leadership; later  
non-Puritans began arriving

**MIDDLE  
ATLANTIC  
COLONIES****Colonies**

---

---

---

**Physical Geography**

---

---

---

**Economic Activities**

---

---

---

**Other Features**

---

---

---

**SOUTHERN  
COLONIES****Colonies**

---

---

---

**Physical Geography**

---

---

---

**Economic Activities**

---

---

---

**Other Features**

---

---

---



## COLONIAL GOVERNMENT

The colonists enjoyed several institutions of representative government based on both English political traditions and new practices that emerged in the colonies.

### ENGLISH POLITICAL TRADITIONS

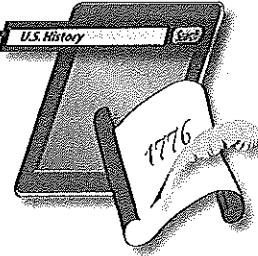
During the Middle Ages, England had developed traditions of liberty and limited self-government that were unique in Europe.

#### MAGNA CARTA

In 1215, the English king was forced by his barons to promise not to take away any free man's property or to imprison any free man without following procedures established by the laws of the land. The "Great Charter" guaranteed individuals the right to a fair trial by their peers and forced the king to obtain the consent of a council of nobles before imposing any new taxes.

#### ACTING AS AN AMATEUR HISTORIAN

"Clause 29. No Freeman shall be taken or imprisoned, or [have] his Freehold, or Liberties [taken away], or be outlawed, or [sent away], or any other wise destroyed; nor will We pass upon him, nor condemn him, but by lawful judgment of his Peers [equals], or by the Law of the land. We will sell to no man, we will not deny or defer to any man either Justice or Right."



- ★ How did Clause 29 of the Magna Carta help to guarantee the rights of individuals living in England?
- ★ Why did this become an important feature of political life in the colonies?

#### THE BRITISH PARLIAMENT

In the Middle Ages, the English king summoned his nobles and representatives from counties and towns to show support for the crown. **Parliament** developed into a national legislature consisting of nobles and elected representatives. New taxes had to be approved by Parliament. After two revolutions in the 1600s, Parliament achieved supremacy over the king.

#### BILL OF RIGHTS OF 1689

After the Glorious Revolution of 1688, the rights of English subjects were confirmed by the **Bill of Rights of 1689**. England's rulers agreed not to have a standing army or to impose new taxes without the permission of Parliament. The English Bill of Rights also guaranteed trial by jury, the right to petition Parliament, and other personal freedoms, as well as freedom of speech and debate in Parliament.

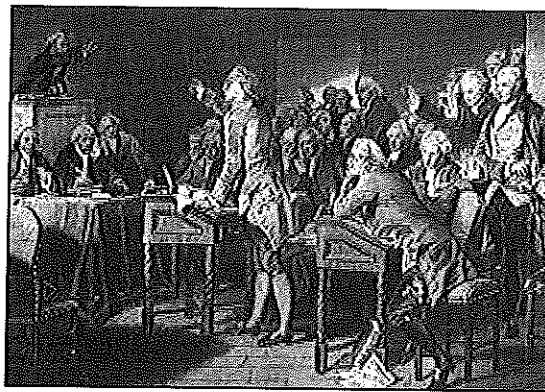
The Magna Carta, the rise of Parliament, the English civil wars, and the English Bill of Rights all combined to establish important traditions of individual liberty and limited government that were familiar to the English colonists.

## THE RISE OF COLONIAL SELF-GOVERNMENT

Unique conditions in the “New World” also played a role in the development of representative government in the colonies.

In colonial times, it took several weeks, or even months, for ships to cross the Atlantic for England and then to return to the colonies. There were no telephone or telegraph lines. It fell to the colonists to solve many of their local problems themselves.

- ★ **House of Burgesses.** In 1619, the colony of Virginia established an elected representative assembly known as the **House of Burgesses**.
- ★ **Mayflower Compact.** The following year, the Pilgrims agreed to self-government in the **Mayflower Compact**.
- ★ **Town Meetings.** In early colonial Massachusetts, each town was largely self-governing. In Massachusetts Bay, only adult male members of the Puritan Church could hold office or participate in town meetings. The town meeting elected “selectmen” to manage town affairs. After 1634, each town also elected representatives to the **General Court**, the colony’s general assembly.
- ★ **Fundamental Orders of Connecticut.** In 1639, three towns in Connecticut agreed to the **Fundamental Orders of Connecticut**. This document, written by **Thomas Hooker**, stated that government is based on the rights of individual citizens. It also declared that Connecticut would rule itself. Towns would elect representatives each April and September to their “General Assembly” or “Court.” These officials, known as magistrates, would then elect the colony’s governor.



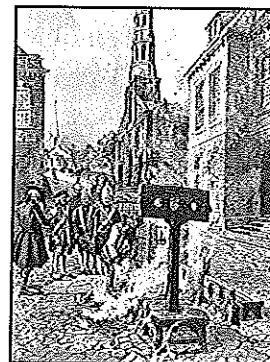
*Meeting of the Virginia House of Burgesses.*

## LATER COLONIAL GOVERNMENT

Eventually, a partnership developed in each colony between an elected colonial assembly and a governor appointed in London by the British government.

**Freedom of the Press.** The colony of New York played an important role in the development of freedom of the press, an important aspect of representative government. In the 1730s, **John Peter Zenger** published a newspaper accusing the Governor of New York of corruption.

*British soldiers burned copies of John Peter Zenger's Weekly Journal.*



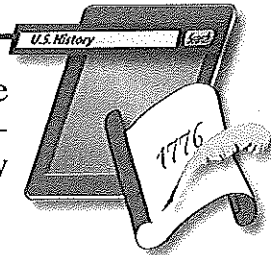
New York's Governor put Zenger on trial. Zenger won his case when his lawyer, Andrew Hamilton, showed that his statements were true. The case established the right of the press to criticize those in power, so long as the writer told the truth.

### APPLYING WHAT YOU HAVE LEARNED

- ★ What important individual rights and beliefs about government did the colonists bring from England?
- ★ What additional representative institutions did the American colonists create?

### ACTING AS AN AMATEUR HISTORIAN

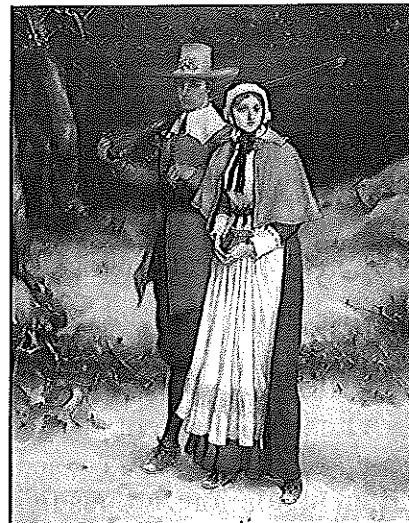
Select one of the thirteen colonies and conduct research on the Internet or at school or your local library on how that colony's government operated. Include information on who ran the colony, how laws were made, and if the colony had its own court system.



## THE GROWTH OF RELIGIOUS FREEDOM IN THE ENGLISH COLONIES

The colonies also saw the growth of religious freedom. The first two English colonies had people of very different religious backgrounds. Virginia was mainly founded by **Anglicans** — those who belonged to the Church of England. Massachusetts was founded by **Pilgrims** and **Puritans** — members of Protestant groups who came to the Americas to worship God in their own way.

In Massachusetts Bay Colony, Puritans originally set high standards for Church membership. They wanted to promote **virtue** (*goodness*). Puritans thought the members of their Church were chosen by God, and that only those “Elected” would go to Heaven. Each Sunday was a day of rest in which the whole community went to church. The minister often gave a sermon threatening sinners with the punishment of damnation after death.



*Puritans wore simple, plain clothing.  
Observe the woman carrying a Bible.*

The Puritans believed that a state-endorsed religion would insure a bond between members of society, helping to maintain order and stability. They felt that having more than one religion might threaten social stability. Although they came to America to worship God in their own way, they did not support religious toleration for others.

## SALEM WITCHCRAFT TRIALS

The famous **Salem Witchcraft Trials** took place in Massachusetts in 1692 and 1693. A West Indian slave told a group of children tales of voodoo. The girls claimed they were being tortured by witches. Those accused of witchcraft were asked to repent and to name their fellow witches to avoid punishment. Twenty people were hanged before authorities put an end to the hysteria. Some historians argue the trials were an attempt by strict Puritans to maintain their authority. Others point out that by discrediting Puritan prejudices, the witchcraft craze actually weakened the hold of Puritanism on the colony.

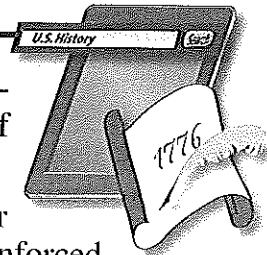
## THE RISE OF RELIGIOUS TOLERATION

In Massachusetts, some colonists objected to the strict control of the Puritans. **Roger Williams** and **Anne Hutchinson** left to found a new colony in Rhode Island. Rhode Island was the first English colony to establish the principle of **religious toleration** — the recognition that others had the right to practice their own faiths. Dutch New York also practiced religious toleration.

### ACTING AS AN AMATEUR HISTORIAN

The passage below was written by Roger Williams, who was banished from Massachusetts Bay Colony after he spoke in favor of freedom of conscience.

“There is no regularly constituted Church of Christ on Earth, nor any person qualified to administer any church ordinances.... Enforced uniformity [goes against] civil and religious liberty and denies the principles of Christianity and civility. No man shall be required to worship or maintain a worship against his will.... It is the will of God that [freedom of conscience] be granted to all men in all countries.”



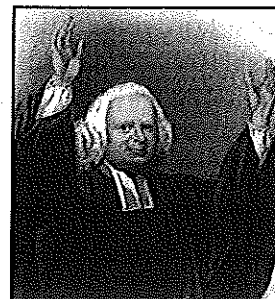
What is the main point that Roger Williams is making in this passage?

Other English colonies were established to protect members of persecuted religious groups. Catholics were welcomed to Maryland and Quakers to Pennsylvania. With so many different religious groups living in Colonial America, it just made more sense for people to tolerate each other rather than to fight over religion.

Religious beliefs also contributed to the growth of representative government. Many Protestants believed that Church elders or elected members should govern the Church. They applied the same approach of electing representatives to govern the community as a whole.

## THE FIRST GREAT AWAKENING

The importance of religion to the colonists was illustrated by the **Great Awakening** of the 1740s. Ministers emphasized the importance of religious feelings. During the Great Awakening, preachers like **Jonathan Edwards** and **George Whitefield** often addressed large crowds in open fields. They told listeners that God was merciful and that people could save themselves from damnation by repenting for their sins. Colonists were told to study the Bible for themselves and many became more emotionally engaged in religion. The Great Awakening emphasized people's equality in the eyes of God. The preachers of the Great Awakening were also strong supporters of religious freedom and toleration. They wanted their listeners to accept Christianity as an act of free will.



*Whitefield preaching.*

### APPLYING WHAT YOU HAVE LEARNED

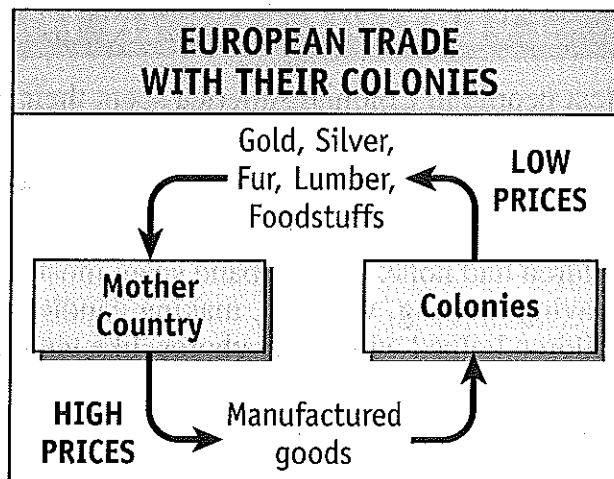
- ★ Imagine you are a reporter at the Salem Witchcraft Trials or at a gathering during the First Great Awakening. Write a report about what you witness.
- ★ Conduct research on the Internet or in your local library about the development of religious toleration in the American colonies. Select one colony and summarize how it treated religious differences and beliefs in a written report.

## ECONOMIC AND SOCIAL LIFE IN THE ENGLISH COLONIES

### MERCANTILISM

The economy of the British colonies was based on **mercantilism**. Under this economic system, Parliament passed laws controlling the trade of the colonies in order to benefit the "Mother Country." The aim was to get more gold and silver. Under mercantilism, colonists were expected to sell their raw materials, such as tobacco, rice, fur, and fish, at low prices to Britain.

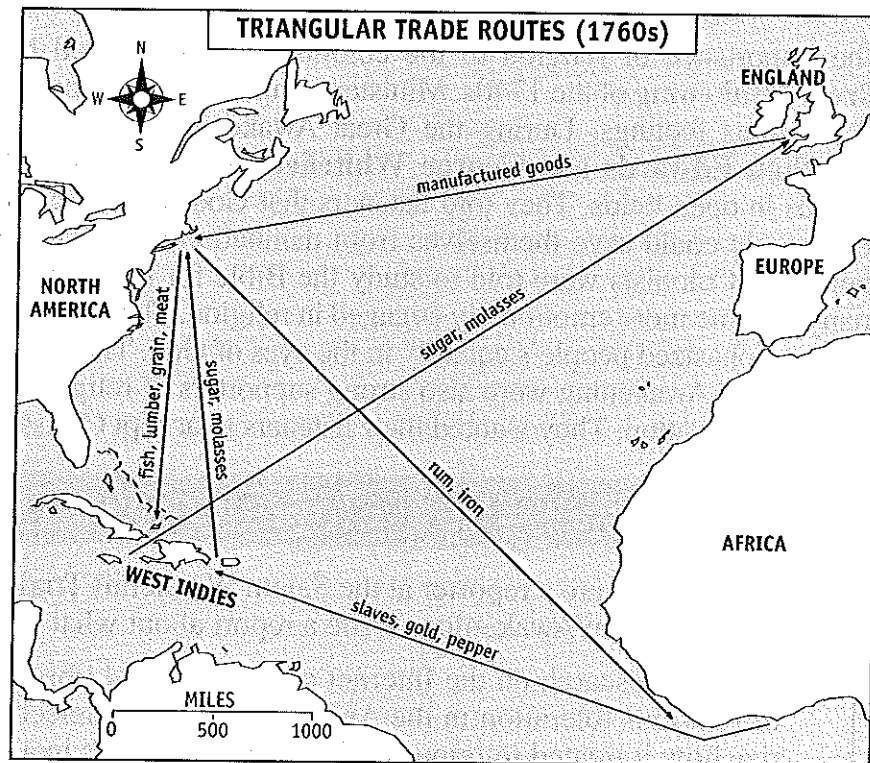
In exchange, the colonists were supposed to buy British manufactured products, such as glass, paper, and tea, which were more expensive. Mercantilists believed this unequal trade would increase the wealth of the "Mother Country."



## TRIANGULAR TRADES

England's Navigation Laws prevented the colonists from trading directly with the other countries of Europe. Grain and meat from New England and later from the Middle Atlantic Colonies were shipped to the West Indies in return for sugar or cash. New Englanders also sold lumber, dried fish, and rum made from sugar to England. The Southern Colonies sold tobacco, rice, and indigo to England for manufactured goods.

By the 1700s, the colonies had become involved with several trading partners. The most important of these came to be known as the **Triangular Trades** — since each of these routes formed a triangle. (See map). The growth in trade encouraged the rise of port towns like Boston, Philadelphia, New York, and Charleston. As the North American colonies grew, their trade became increasingly important to Britain for its own economic well-being. Another important aspect of the triangular trade between Europe, Africa, and the Americas was that it helped disperse African slaves throughout the Western Hemisphere.



## EVERYDAY LIFE IN THE THIRTEEN COLONIES

Most people in Colonial America spent their time on farms and in small villages.

### ROLES OF MEN, WOMEN, AND CHILDREN

In colonial times, men enjoyed power and authority, while women had few rights, and children had none. The husband spent most of his time farming. The wife did the cooking, weaving, sewing, washing, making candles, churning butter, and other household tasks. Children helped with many chores, like tending livestock.

### COLONIAL OCCUPATIONS

Most colonists were farmers, but there were also a large number of people engaged in other occupations, such as blacksmiths, tanners, millers, and carpenters. Other colonists engaged in fishing, whaling, and sailing.

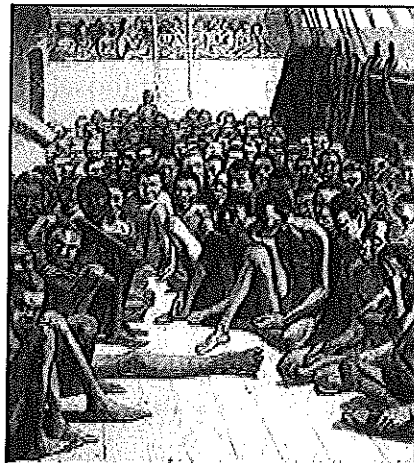


## COLONIAL SOCIETY

Colonial society was divided into several social groups. A handful of wealthy landowners and merchants stood at the top of colonial society; then came independent farmers who worked their own land; tradesmen, shopkeepers, and craftsmen working in towns and villages came next; apprentices or servants were below them; and at the very bottom of the colonial social ladder were unskilled laborers and slaves.

## SLAVERY AND THE SLAVE TRADE

One of the areas of greatest hardship and profit in colonial society was the slave trade. No concern was given to the feelings or comfort of the victims of this trade. "Slavers" usually bought captured Africans on the West Coast of Africa and put them on slave ships for the voyage to the Americas. Enslaved Africans were treated so harshly that many failed to survive the voyage. Traders were so greedy they sought to carry as many slaves as possible on their ships. Slaves were chained and crammed together below the deck, where sitting or standing room was limited. The air below deck was so stifling that some suffocated. Others tried to starve themselves or to jump over board. When the slaves reached the Americas, they were sold off in auctions. Families were broken up.



*Captured Africans experienced horrific conditions on the "Middle Passage."*

Enslaved people made up a significant part of the population of Colonial America. The number of Africans in New England grew from under 1,000 in 1700 to about 16,000 in the 1770s. The number of slaves in the South was far greater, reaching 125,000 by 1740. Enslaved men and women were owned by plantation owners, farmers, ministers, doctors, and merchants. They were used to perform household chores and skilled jobs as well as field labor.

### ESTIMATED AFRICAN-AMERICAN POPULATION IN THE THIRTEEN BRITISH COLONIES, 1690–1740

Year	New England Colonies	Middle Atlantic Colonies	Southern Colonies
1690	905	2,472	13,307
1700	1,680	5,361	22,476
1710	2,585	6,218	36,063
1720	3,956	10,825	54,058
1730	6,118	11,683	73,220
1740	8,541	16,452	125,031

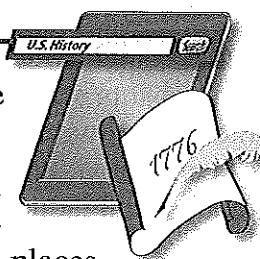
Source: *Historical Statistics of the United States*



## ACTING AS AN AMATEUR HISTORIAN

Dr. Thomas Trotter worked on a slave-ship in 1790. Here was his response when he was asked if the “slaves had room to turn themselves”:

“No. The slaves that are out of irons are locked to one another. It is the duty of the first mate to see them stowed in this manner every morning; those which do not get quickly into their places are compelled by the [whip] when stowed in this manner, and when the ship had much motion at sea, they were often miserably bruised against the deck or against each other. I have seen their chests heaving and observed them draw their breath, with all those laborious and anxious efforts for life which we observe in expiring animals subjected by experiment to bad air of various kinds.”



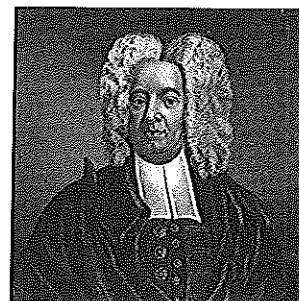
- ★ What emotions do you think the victims of the slave trade experienced as they crossed the Atlantic in a slave ship?
- ★ Conduct further research on the treatment of enslaved Africans in the Atlantic Slave Trade during the colonial period. Write a page summarizing your results.
- ★ Write a short play or skit showing what it was like to live in colonial times.

## ART, MUSIC, AND LITERATURE IN THE COLONIES

Benjamin Franklin once remarked that the task of creating a new nation left little time for music and art. Franklin felt that people needed to meet their basic needs before they could turn their attention to creating literature, music, and painting. Few early colonists could manage to spend all their time on artistic activities, and they were distant from the cultural centers of Europe. As a result, it took time for American colonists to develop their own distinct literary and artistic culture.

Early colonists came to America with English or European ways of life. Most relied on artistic and literary tastes based on English or European lifestyles. Early colonists read European books and played and sang European music. The first American writers included **Captain John Smith** and **William Bradford**, who wrote histories of their settlements.

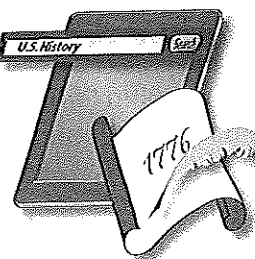
In New England, the early Puritans condemned theatre and art. Literature was primarily religious in nature. For example, **Cotton Mather**, a second generation New Englander, was a theologian and historian. In 1688, when his father left for England, he was left in charge of the largest congregation in New England. He ministered to it for the rest of his life, and rose to become one of the most influential men in the colonies. He had much to do with the witchcraft persecution of his day. He devoted his life to praying, preaching, writing, and publishing. Mather wrote and published more than 400 works in his lifetime.



Cotton Mather

## ACTING AS AN AMATEUR HISTORIAN

Cotton Mather was instrumental in influencing American religion and in starting the First Great Awakening. His writings gave advice to young ministers on a wide range of topics such as performing virtuous acts, poetry, music, and writing style. This passage deals with educating young people:



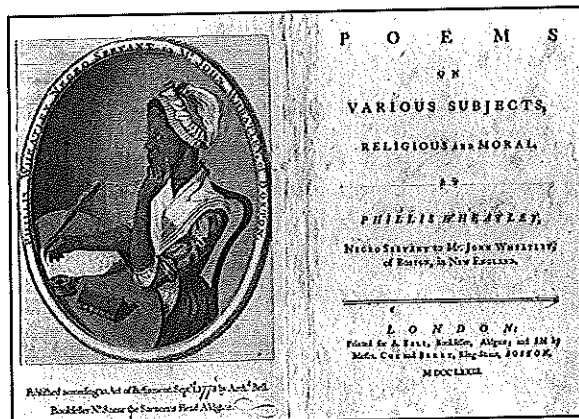
“Where [Godly] schools are not vigorously encouraged, whole colonies will sink into a degenerate and contemptible condition, and become horribly barbarous. You will therefore pardon my freedom with you, if I address you in the words of Luther: *‘If ever there be any considerable blow given to the Devil’s Kingdom, it must be by youth excellently educated. It is a serious thing, a weighty thing, and a thing that hath much of the interest of Christianity in it, that youth be well-trained, and that schools, and school-masters be maintained. Learning is an unwelcome guest to the Devil, and therefore he would fain starve it out.’*”

- ★ What did Mather think might happen if colonists failed to educate their youth?
- ★ Why did Mather choose to quote the words of Martin Luther?

Some of the earliest colonial writers were women, like **Anne Bradstreet** (1612–1672), who wrote poems. Her poetry eloquently expressed the concerns of a Puritan wife and mother. She is considered by many to be the first American poet. Her collection of poems was the first book written by a woman to be published in the United States. She helped lay the groundwork for other female writers in an era when most women tended to family and domestic matters.

**Benjamin Franklin** (1706–1790) was a printer, publisher, and scientist who became popular with the stories and sayings in *Poor Richard’s Almanac*, begun in 1733, and in his *Autobiography* (1777). Franklin openly admitted that many of the sayings in *Poor Richard* were borrowed, rather than coined by himself. Franklin once stated: “Why give my readers bad lines of my own, when good ones of other people’s are so plentiful?” Nevertheless, these sayings, taken from “many Ages and Nations,” became one of the bases for Franklin’s international fame.

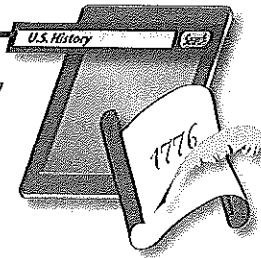
**Phillis Wheatley** (1753–1784), was an African who was kidnapped and brought to the colonies as a slave at the age of seven. She soon learned to speak and write English, taught by the daughter of her owner; within 16 months she could read difficult passages in the Bible. She became a sensation in the 1760s when her poem on the death of the preacher George Whitefield made her famous. A constant theme running through her poetry was that of Christian salvation.



## ACTING AS AN AMATEUR HISTORIAN

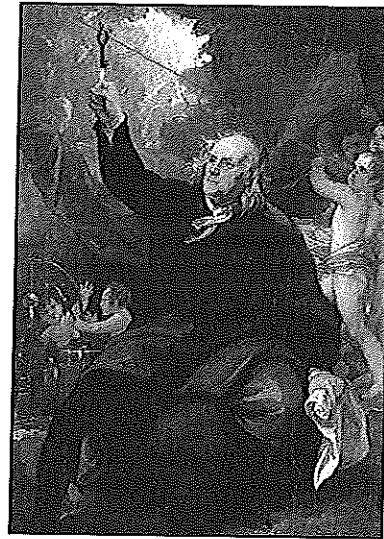
In the poem “On Being Brought from Africa to America,” Wheatley tells of her feelings about her condition of enslavement:

“T’was mercy brought me from my pagan land,  
Taught my benighted soul to understand  
That there’s a God, that there’s a Saviour too:  
Once I redemption neither sought nor knew.  
Some view our sable race with scornful eye,  
‘Their colour is a diabolic die.’  
Remember, Christians, Negroes, black as Cain,  
May be refin’d, and join the angelic train.”



- ★ The phrase “T’was mercy brought me,” downplays the horror of being kidnapped at age seven and brought to a strange land. Why do you think Wheatley chose these words instead of a harsher expression?
- ★ Wheatley uses “Remember” (line 7) to remind Christian readers of what they should already know. What is it that they should remember?

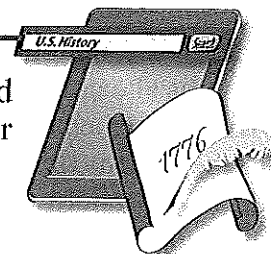
As urban centers in Colonial America, like New York City, Charleston, Boston and Philadelphia grew in wealth, some colonists developed a taste for paintings. As immigrants to the Americas, people sought to establish their identities in a new land and to bring the benefits of European civilization to their surroundings. Portrait paintings were the primary subject matter for colonial artists. In a time when there were no photographs, colonists desired to be remembered by their descendants. Furthermore, many of these early colonists were self-made people who were proud of their accomplishments. They sought to display their new self-importance to their family, friends, and associates by having their portraits painted. Noteworthy American artists in this period included Benjamin West, John Singleton Copley, Charles Wilson Peale, and Gilbert Stuart.



*Benjamin Franklin in an oil painting by Benjamin West.*

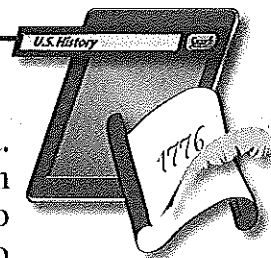
## ACTING AS AN AMATEUR HISTORIAN

Research one colonial painter, musician, or writer. Then pretend that you are that artist or writer and give a brief presentation to your class about your work.



## ACTING AS AN AMATEUR HISTORIAN

### INVESTIGATING COLONIAL AMERICA



In this chapter, you have learned about life in Colonial America. Now you will have an opportunity to study one of the English colonies in greater depth. Your teacher will divide your class into thirteen small groups. Each group will be assigned one colony to research, using classroom resources, the school library or the Internet. For your colony, your group should complete the checklist below. After your checklist is completed, share your results with the other groups for a final overview of Colonial America.

- ★ Colony name: \_\_\_\_\_ Year it was founded: \_\_\_\_\_
- ★ Reasons the colony was founded: \_\_\_\_\_  
\_\_\_\_\_
- ★ Its climate, major landforms, and bodies of water: \_\_\_\_\_  
\_\_\_\_\_
- ★ Population of the colony in 1700, 1750, 1775: \_\_\_\_\_  
\_\_\_\_\_
- ★ Number of enslaved people in the colony at these select dates: \_\_\_\_\_  
\_\_\_\_\_
- ★ Major ethnic groups living in the colony: \_\_\_\_\_  
\_\_\_\_\_
- ★ Main religious groups in the colony: \_\_\_\_\_  
\_\_\_\_\_
- ★ Major economic activities: \_\_\_\_\_  
\_\_\_\_\_
- ★ How the colony was governed: \_\_\_\_\_  
\_\_\_\_\_
- ★ Important events in the history of the colony: \_\_\_\_\_  
\_\_\_\_\_



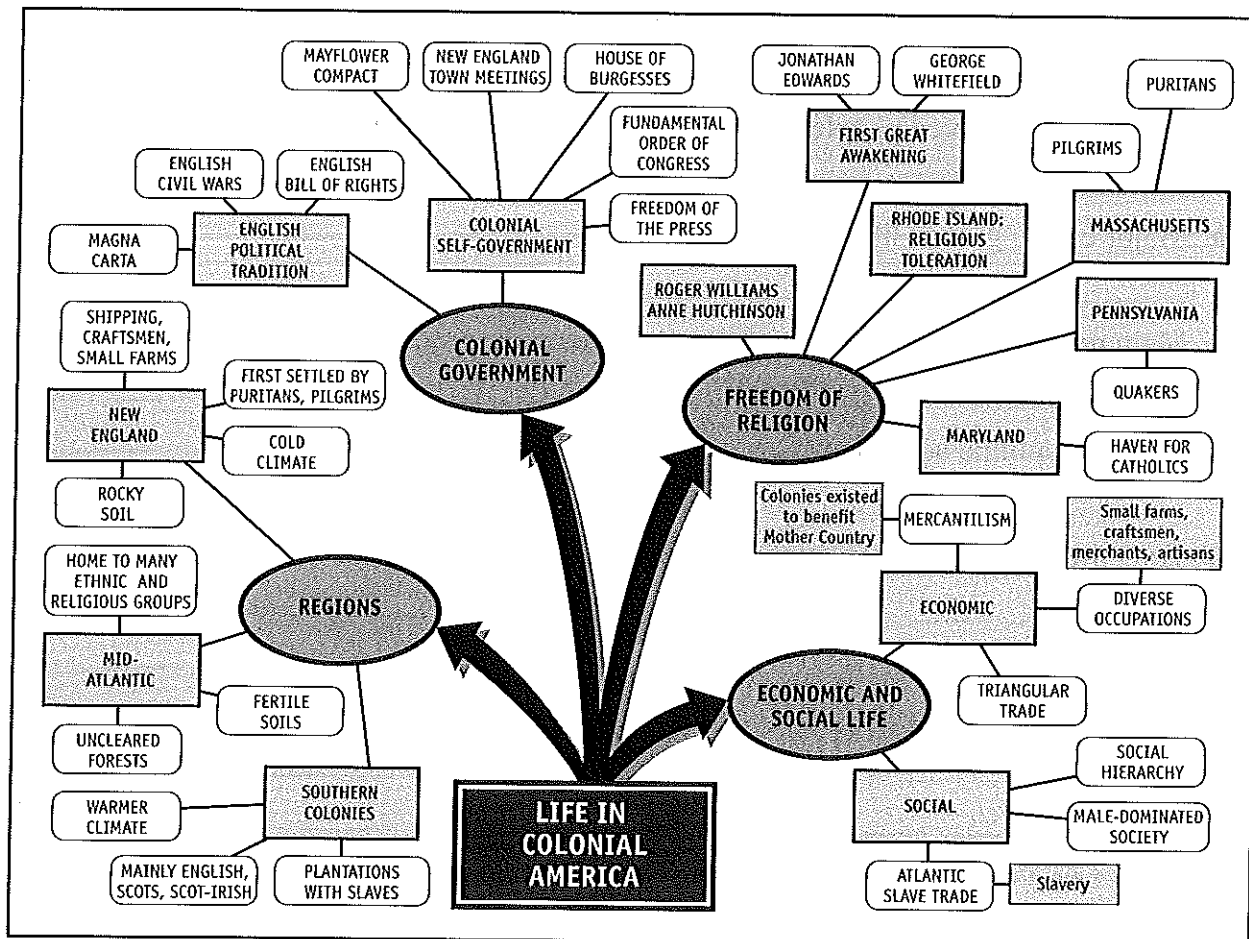
## LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below by describing three aspects of Colonial America.

Colonial Government	Everyday Life	Religious Freedom

## CHAPTER 6 CONCEPT MAP



## CHAPTER STUDY CARDS

### Thirteen Colonies

There were 13 colonies along the Atlantic coast, consisting of three distinct regions:

- ★ **New England.**
  - Small farms, merchants.
  - Colder climates and rocky soil
- ★ **Middle Atlantic Colonies.**
  - Fertile soils and uncleared forests
  - People of many ethnic and religious backgrounds
- ★ **Southern Colonies.**
  - Warmer climates; grew cash crops
  - Included larger plantations with slaves

### Economic and Social Life in Colonies

- ★ **Economy Based on Mercantilism.**
  - Colonists sold raw materials to Britain.
  - Britain sold finished goods to the colonies. This brought wealth to Britain.
- ★ **Colonial Occupations.** Most colonists were farmers. Many were also craftsmen.
- ★ **Colonial Society.** Wealthy landowners and merchants stood at the top, independent farmers were next, followed by craftsmen. At the bottom were unskilled laborers and slaves.

### Colonial Government

- ★ **English Political Traditions.**
  - **Magna Carta (1215).** Guaranteed right of trial by jury; king could not impose new taxes without consent.
  - **Parliament.** Included lords and elected representatives in the Commons.
  - **English Civil War.** Parliament established supremacy over the King.
  - **English Bill of Rights (1689).** Guaranteed that Englishmen had certain rights.
- ★ **Colonial Self-Government.**
  - House of Burgesses (1619)
  - Mayflower Compact (1620)

### Freedom of Religion

- ★ **Massachusetts.** Served as a haven to certain English religious groups:
  - **Pilgrims.**
  - **Puritans.**
- ★ **Rhode Island.** Established religious toleration.
  - **Roger Williams.**
  - **Anne Hutchinson.**
- ★ **First Great Awakening.** Emphasized the power of religion in people's lives.
  - **Jonathan Edwards.**
  - **George Whitefield.**

## CHECKING YOUR UNDERSTANDING

**Directions:** Put a circle around the letter that best answers the question.

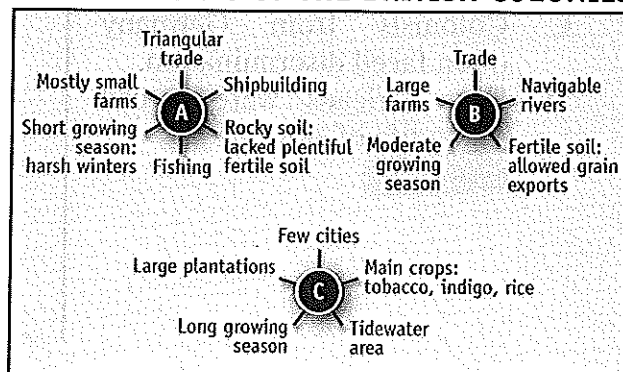
Use the diagram and your knowledge of social studies to answer questions 1–3.

- 1 Which region of the thirteen colonies is represented by Cluster A?

- A frontier region
- B Middle Atlantic Colonies
- C New England Colonies
- D Southern Colonies

Geog 11(A)

### MAIN FEATURES OF THE BRITISH COLONIES



First, **EXAMINE** the question. This question tests your ability to identify a region of Colonial America based on its geography and economic activities. **RECALL** what you know. You should recall that the colonies could be divided into geographic regions: New England, the Middle Atlantic Colonies, and the Southern Colonies. If you **APPLY** what you know to these choices, you should realize that the three locations on the diagram identify these same three regions. Cluster A appears to describe characteristics of the New England Colonies. Therefore, the best answer is **Choice C**.



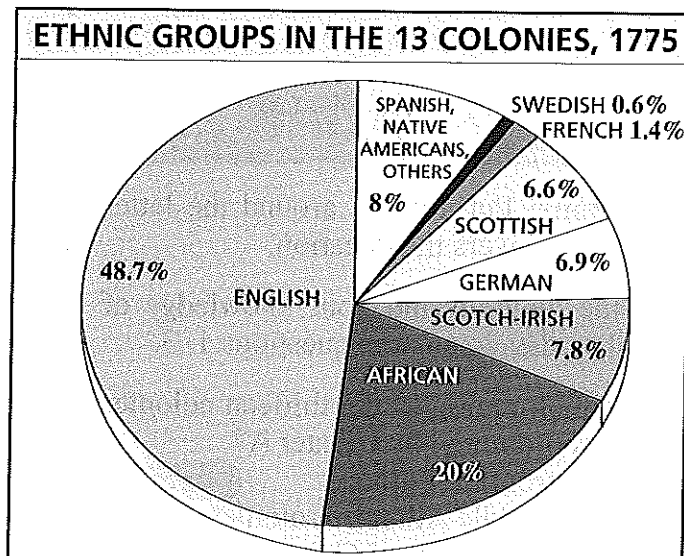
*Now try answering some additional questions on your own.*

- 2 What were among the chief exports produced by colonists in Cluster C?  
**F** whale oil and silver **H** textiles and tea **Geog 11(A)**  
**G** potatoes and fish **J** tobacco and rice
- 3 The differences between the three clusters in the diagram were mainly due to —  
**A** geographic conditions **C** political beliefs **Geog 11(B)**  
**B** relations with England **D** religious practices
- 
- 4 The Mayflower Compact was an important step in the development of American democracy because it —  
**F** established the principle of separation of church and state **Govt 15(A)**  
**G** provided an example of colonial self-government  
**H** defined relations with local Native American Indians  
**J** outlawed slavery in the Massachusetts Bay Colony

Use the graph and your knowledge of social studies to answer the following question.

- 5 Based on the graph, which statement is most accurate?  
**A** In 1775, the majority of colonists came from Sweden.  
**B** Most colonists could trace their roots to Europe.  
**C** Colonists from Germany often faced discrimination.  
**D** Few Africans were forced into a life of slavery.

**Cult 23(A)**





- 6 With which statement would a Puritan minister in the colony of Massachusetts in 1660 have most likely agreed?
- F "All men and women are created equal." Hist 3(C)
  - G "No man should be required to worship against his will."
  - H "Differences of opinion are essential for a society to improve."
  - J "Both the government and church have a common purpose of promoting virtue."
- 7 How was the Virginia House of Burgesses important to the development of democracy in the thirteen colonies?
- A It was the first representative assembly in the colonies. Hist 3(B)
  - B It created the first written constitution in America
  - C It included a bill of rights to protect individual rights.
  - D It introduced the principle of electing judges.
- 8 In which colonial region did good harbors, abundant forests, rocky soil, and a short growing season most influence the economy?
- F Southern Colonies Geog 11(A)
  - G Northwest Territory
  - H Middle Atlantic Colonies
  - J New England Colonies

Use the passage and your knowledge of social studies to answer the following question.

"[T]he word of God requires that to maintain the peace and union of a people there should be an orderly and decent government established according to God, to order and dispose of the affairs of the people at all seasons as occasion shall require. [We] do associate ... ourselves to be as one Public State or Commonwealth....

It is Ordered that there shall be yearly two General Assemblies or Courts, one ... in April, the other in September following; the first shall be called the Court of Election, [it] shall be yearly chosen from time to time, Magistrates and other public Officers as [needed]: Whereof one [is] to be chosen governor for the year."



*This case houses the original Fundamental Orders of Connecticut.*

- 9 This passage from the Fundamental Orders of Connecticut was important to the concept of a democratic society because it represented —
- A an effort by the colonists to use force to resist the king Hist 3(B)
  - B a step toward self-government in Colonial America
  - C an early attempt to institute voting rights for all colonists
  - D an effort by the colonists to establish freedom of religion

Use the information in the boxes and your knowledge of social studies to answer the following question.

**Cruel  
Treatment**

**Poor Sanitary  
Conditions**

**Starvation and  
Disease**

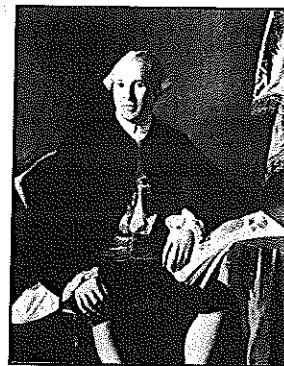
**Overcrowding and  
Imprisonment**

- 10 Which group in Colonial America experienced these conditions?  
F Pilgrims on board the Mayflower  
G indentured servants hired to work in the colonies  
H enslaved Africans during the "Middle Passage"  
J Native American Indians trading with French fur traders  
**Econ 12(B)**
- 
- 11 Which historic document promised Englishmen the right to a trial by jury?  
A Magna Carta  
B Mayflower Compact  
C Fundamental Orders of Connecticut  
D Great Awakening  
**Govt 15(A)**
- 12 The Fundamental Orders of Connecticut and the Virginia House of Burgesses are most closely associated with —  
F abuses by the British king  
G colonial self-government  
H religious toleration  
J voting rights for all  
**Hist 3(B)**
- 13 What effect did geographic factors have on the economy of New England Colonies?  
A They encouraged the establishment of large plantations.  
B They promoted the growth of fishing and shipping.  
C They increased the region's dependence on slave labor.  
D They supported the planting of rice and tobacco farming.  
**Geog 11(A)**
- 14 Which statement best expresses the religious views of Roger Williams?  
F "I favor the establishment of a state religion."  
G "I approve of the persecution of certain religious groups."  
H "I support religious freedom and toleration in the colonies."  
J "I maintain that a colony should be governed by Church officials."  
**Hist 3(C)**
- 15 According to the theory of mercantilism, the principal purpose of the thirteen American colonies was to provide Great Britain with —  
A raw materials and markets  
B naval bases  
C manufactured goods  
D military recruits  
**Hist 4(A)**
- 16 In which of the thirteen colonies were the towns of Boston, Salem, and Plymouth located?  
F Virginia  
G Massachusetts  
H New York  
J Delaware  
**Geog 10(A)**

- 17 Which of these events is in the correct order in which they occurred? **Hist 3(A)**
- A Start of the Virginia House of Burgesses → Magna Carta → Great Awakening → Fundamental Orders of Connecticut
  - B Magna Carta → Fundamental Orders of Connecticut → the Great Awakening → start of the Virginia House of Burgesses
  - C Fundamental Orders of Connecticut → Great Awakening → Magna Carta → start of the Virginia House of Burgesses
  - D Magna Carta → start of the Virginia House of Burgesses → Fundamental Orders of Connecticut → Great Awakening
- 18 Which statement most accurately describes the people who were allowed to vote in elections of representatives to colonial assemblies in British America? **Hist 3(A)**
- F They were colonists of means born in America.
  - G They were men who owned property.
  - H They were women who were able to read and write.
  - J They were colonists born in England.
- 19 Which geographic conditions discouraged the development of a plantation economy in the New England Colonies? **Geog 11(A)**
- A a wide coastal plain and an absence of good harbors
  - B rocky soil and a short growing season
  - C numerous rivers and a humid climate
  - D flatlands and a lack of forests

Use the painting and your knowledge of social studies to answer the following question.

- 20 The painting to the right by John Singleton Copley (1765) shows Dr. Joseph Warren. This painting by Copley is typical of paintings in Colonial America in that it — **Cult 26(B)**
- F shows someone in the professions
  - G is religious in nature
  - H is a portrait
  - J depicts a government official



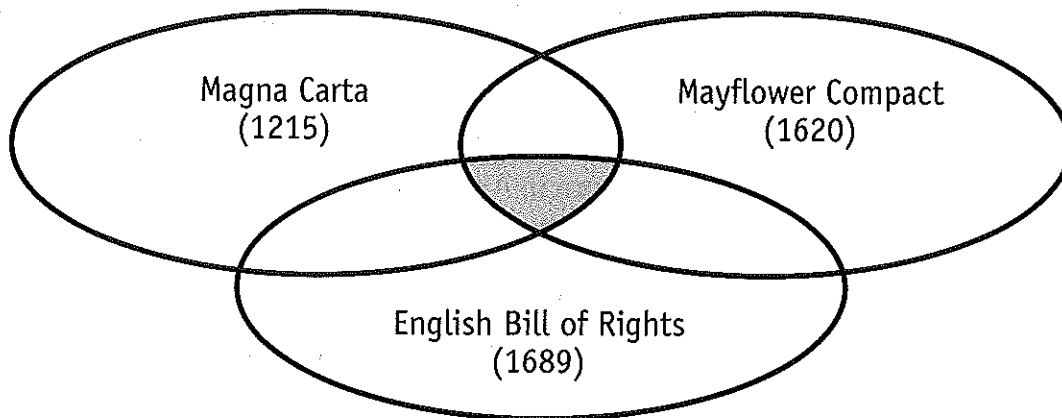
- 21 Which city in the thirteen colonies is correctly paired with a geographic feature that contributed to its growth? **Geog 10(B)**
- A New Orleans — Great Lakes
  - B New York City — Atlantic Ocean
  - C Charleston — Mississippi River
  - D Boston — Appalachian Mountains
- 22 Which best explains why colonial farmers settled near oceans or coastal waterways? **Geog 11(A)**
- F It was safer since fewer Native American Indians lived there.
  - G Colonial governments often paid farmers to settle there.
  - H The land was easier to clear since it had fewer trees and rocks.
  - J Transportation by water of goods and crops was easier.

23 Which best describes an important effect of the First Great Awakening?

- A Followers put suspected witches on trial.
- B Slavery was abolished in the colonies.
- C Puritans in England immigrated to settlements in the New World.
- D People became more emotionally engaged in religion.

Cult 25(B)

Use the diagram and your knowledge of social studies to answer the following question.



24 What important idea did these three historic documents have in common?

- F The Parliament has control over the army.
- G English subjects enjoy certain basic human rights.
- H The king cannot pass new laws without approval from nobles.
- J The people in the community agree to make their laws and respect them.

Govt 15(A)

25 During the 1700s, the triangular trade routes influenced the economy of the New England colonies by —

- A encouraging the establishment of large plantations
- B promoting the growth of trade with the West Indies
- C increasing New England's use of slave labor
- D selling tobacco, rice and indigo from New England to England

Econ 12(A)

26 Which best explains why colonial settlers first went to Plymouth Colony, Maryland, and Pennsylvania?

- F to secure freedom from religious persecution
- G to search for gold and silver
- H to bring spices to the New World
- J to convert Native American Indians to Christianity

Cult 23(A)

27 Which factor played an important role in the development of the plantation system in the South?

- A A short growing season prevented the planting of most crops.
- B A lack of fertile soil limited agriculture.
- C Colonial governments bought all the crops that plantations could produce.
- D A warm climate permitted the growth of labor-intensive cash crops.

Econ 12(B)