Chapter 4

Growth of the Thirteen Colonies 1607-1770

Colonial scene, 1701

1651 First Navigation Act regulates colonial trade

c. 1570 Iroquois Confederacy forms

1603 Tokugawa Shogunate emerges in Japan

1610 Galileo observes planets and stars with telescope

1644 Qing Dynasty is established in China

1650
Section 1: Life in the Colonies
Essential Question: How did geography affect the economic development of the three colonial regions?

Section 2: Government, Religion, Culture
Essential Question: In what ways was an American culture developing during the colonial period?

Section 3: France and Britain Clash
Essential Question: Why did conflict arise in North America between France and Great Britain?

Section 4: The French and Indian War
Essential Question: How did the outcome of the French and Indian War determine who controlled North America?

Great Awakening preacher, John Wesley

Organizing Information
Make this Foldable to help summarize what you learn about the growth of the colonies.

Step 1: Fold two sheets of paper in half and cut along the fold.

Step 2: Fold both sheets in half and then in half again.

Step 3: Cut tabs into three sheets so each sheet has its own tab. Leave the fourth sheet whole.

Step 4: Label your Foldable as shown.

Reading and Writing: As you read the chapter, list facts about life in the colonies and the challenges colonists faced.

- 1676: Bacon's Rebellion
- 1700: Birth of Bacon's Rebellion
- 1700s: Enslaved Africans brought to America
- 1740: Great Awakening peaks
- 1754: French and Indian War begins
- 1763: Proclamation of 1763
- 1689: English Bill of Rights signed
- 1730: Emperor Yung Cheng reduces slavery in China
- 1748: Montesquieu's The Spirit of Laws
- 1765: Potato becomes most popular food in Europe
- 1767: Burma invades Siam
Life in the Colonies

American Diary

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

—from Travels Through the Middle Settlements in North America

Philadelphia, Pennsylvania, was one of the major seaports in colonial America.
The New England Colonies

Main Idea The economics of the New England Colonies focused on shipbuilding, fishing, and trade.

History and You Do people in your community manufacture products that are sold to other countries? Read to learn about how the economies of New England developed.

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

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

There was another reason for the growing population. Colonial women tended to marry early and have large families. In addition, America—especially New England—turned out to be a very healthy place to live.

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

Farming was the main economic activity in all of the colonies. New England farms were smaller than those farther south. Long winters and thin, rocky soil made large-scale farming difficult. Farmers in New England practiced subsistence farming. This means that they generally produced just enough to meet their families' needs, with little left over to sell or exchange. Most Northern farmers relied, or depended, on their children for labor. Everyone in the family worked—spinning yarn, preserving fruit, milking cows, fencing in fields, and sowing and harvesting grain.

Commerce in New England

New England also had a large number of small businesses. Some people used the waterpower from the streams on their land to run mills for grinding grain or sawing lumber.

Primary Source Travel in Colonial America

On the Road In colonial America, people traveled by land in a stagecoach, on horseback, or on foot. There were only a few roads, and they were unpaved and bumpy. Phillip Mackenzie, a young colonial traveler, described a typical trip from Philadelphia to New York: "The Stage Wagon leaves Philadelphia Monday morning at Eight o'clock and [reaches] New York Tuesday afternoon late. We spent the Night at some Inn on the Road."

— from "Young Mackenzie Sees the World" In The Way Our People Lived: An Intimate American History

Critical Thinking Making Connections How do you think geographic distance affected the unity of the American colonies?
Women made cloth, garments, candles, and soap for their families. They sometimes made enough of these products to sell or trade. Large towns attracted skilled craftsmen. These people were blacksmiths, shoemakers, furniture makers, gunsmiths, metal smiths, and printers.

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

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

**Colonial Trade**

Northern coastal cities were the center of the shipping trade. They linked the Northern Colonies with the Southern Colonies. They also linked America to other parts of the world. New England ships sailed south along the Atlantic coast. They traded with the colonies and with islands in the West Indies. Ships also traveled across the Atlantic Ocean, carrying fish, furs, and fruit to trade for manufactured goods in both England and Europe.

These colonial merchant ships followed many different trading routes. Some went directly to England and back. Others followed routes that came to be called the triangular trade because the routes formed a triangle.

On one leg of the route, ships brought sugar and molasses from the West Indies to New England. In New England, the molasses would be made into rum. Next, the rum and other goods were shipped to West Africa and traded for enslaved Africans.

Slavery was widely practiced throughout West Africa. Many West African kingdoms enslaved those they defeated in war. Some of the enslaved people were then sold to Arab slave traders. Others were forced to work in gold mines or farm fields. With the arrival of the Europeans, enslaved Africans also began to be shipped to America in exchange for goods.
The Middle Passage
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.

The cruelty continued when enslaved Africans were shipped to the West Indies. This part of the voyage was known as the Middle Passage. Olaudah Equiano, a young African, was forced onto a ship to America. He later described the journey:

**Primary Source**

“We were all put under deck... The closeness... the heat... added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us... The shrieks... the groans of the dying, rendered [made] the whole a scene of horror.”

—from The Interesting Narrative and Other Writings

Chained together for more than a month, prisoners such as Equiano could hardly sit or stand. They were given little food or water. Africans who died or became sick were thrown overboard. Those who refused to eat were whipped.

Africans who survived the Middle Passage faced another terror when they reached American ports—the slave market. Examined and prodded by plantation owners, most Africans were sold to work as laborers. Historians estimate that about 12 million Africans were forcibly transported to the Americas between the late 1400s and mid-1800s.

With its part in the triangular trade and its shipbuilding and fishing industries, New England flourished. Its population grew, and towns and cities developed.

**Reading Check**

**Explain** Where was the shipping center in America, and where did its trade extend?

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**Economics & History**

**Triangular Trade** During the colonial era, the desire for enslaved Africans to work plantations in the Americas led to a changed pattern of trade. Trade among Britain, Africa, and the American colonies formed a triangle. The trade in enslaved people formed one leg of the triangle—the terrible Middle Passage. Merchants sold British manufactured goods in Africa, bought enslaved Africans, and carried them to the West Indies to work on plantations. Plantation products, such as sugar, went to Europe, completing the triangle.

**Critical Thinking**

**Making Connections** What goods were exported from the colonies in the Americas? Where did these goods go? Why was this trade pattern triangular rather than direct?
The Middle Colonies

**Main Idea** The economies of the Middle Colonies depended on the sale of cash crops, such as wheat and corn.

**History and You** Have you ever visited a farm? What types of crops or animals were raised there? Read to learn about the effects farming had on the Middle Colonies.

With more fertile soil and a milder climate than New England's, the farms in the Middle Colonies produced bigger harvests. In New York and Pennsylvania, farmers grew large quantities of wheat and other cash crops. These crops were used by the farmers' families, but they also were sold in colonial markets and overseas.

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

**Industries of the Middle Colonies**

Like the New England Colonies, the Middle Colonies also had industries. Some were home-based crafts such as carpentry and flour making. Others were larger businesses, such as lumbering, mining, and small-scale manufacturing. One iron mill in northern New Jersey employed several hundred workers. Many of these workers were from Germany. Other, smaller ironworks operated in New Jersey and Pennsylvania.

**German Immigrants**

Nearly 100,000 German immigrants came to America in the colonial era. Most settled in Pennsylvania. They successfully farmed the land using European agricultural methods.

The Germans, Dutch, Swedish, and other non-English immigrants gave the Middle Colonies a cultural diversity, or variety, not found in New England. This diversity created a tolerance for the many cultural differences.

**Primary Source The African Slave Trade**

**A Terrible Trade** The transatlantic slave trade began in the 1500s when colonists needed a large labor force to work in their mines and plantations. West African slave traders sold captives acquired through wars and raids. Between 1520 and 1860, nearly 12 million Africans were enslaved. Many did not survive the march to the coastal trading sites or the voyage across the Atlantic. Between 9 and 10 million people faced a life of slavery in the Americas.

Captains added platforms between decks to fit more captives onto their ships. Crowded slave compartments were covered with human waste, blood, and filth.

African slave traders set up road and river routes to move the captives to the coast. At the coastal trading sites, slaves were confined in wooden pens.
The Southern Colonies and Slavery

Main Idea] Slavery played a role in the economic success of the Southern Colonies.

History and You  Think about the types of resources that are needed to manage a large farm. Read to learn about how the economies of the Southern Colonies developed as a result of the physical features of the land and enslaved Africans.

Rich soil and a warm climate made the Southern Colonies well suited to certain kinds of farming. Southern farmers could cultivate large areas of land and produce harvests of cash crops. Most settlers in the Southern Colonies made their living from farming, and little commerce or industry developed. For the most part, London merchants rather than local merchants managed Southern trade.

Tobacco and Rice

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

Slaveholders with large farms grew wealthy from their tobacco crop. Sometimes, however, a surplus, or extra amounts, of tobacco on the market caused prices to fall. As a result, the growers’ profits also fell. In time, some tobacco planters switched to growing other crops, such as corn and wheat.

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

During the voyage, slaves were chained together in pairs—right leg to left leg. Crew members used whips and iron collars to punish the captives.

African Slave Trade 1450–1870

<table>
<thead>
<tr>
<th>Destination</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>British America/United States</td>
<td>427,000</td>
</tr>
<tr>
<td>Mexico and Central America</td>
<td>224,000</td>
</tr>
<tr>
<td>West Indies</td>
<td>4,040,000</td>
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<tr>
<td>Spanish South America</td>
<td>522,000</td>
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<td>531,000</td>
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<td>Brazil</td>
<td>3,647,000</td>
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<tr>
<td>Europe</td>
<td>175,000</td>
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</tbody>
</table>

Critical Thinking

Explaining  What did enslaved Africans experience on the journey from their homes to the Americas?

“This morning [we buried] a woman slave (No. 47). Know not what to say she died of for she has not been properly alive since she first came on board.”

—John Newton, ship captain
Plantations—Large and Small  Owners of small plantations—those of a few hundred acres—usually owned fewer than 50 slaves. Wealthy planters, in contrast, typically required 200 or more slaves to work their vast estates, which covered several thousand acres.

Plantations often included a Big House, where the owner and his family lived, as well as slaves’ cabins, stables, livestock pens, gardens, a kitchen, a sick house, and workshops for blacksmiths, weavers, and tanners.

Most slaves worked in the fields from dawn to sunset. The landowner or a hired worker supervised the enslaved Africans.

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

**Tidewater and Backcountry**

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

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

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

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

**Slavery**

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

In 1705, the colony of Virginia created a slave code. These were strict rules that
governed the behavior and punishment of enslaved Africans and helped define the relationship between enslaved people and free people. Many other colonies soon followed with their own slave codes. Some codes did not allow slaves to leave the plantation without the slaveholder's written permission. Some made it illegal to teach enslaved people to read or write. Many of the codes made it illegal for enslaved people to move about freely or assemble in large groups. The codes usually allowed slaves to be whipped for minor offenses and hanged or burned to death for serious crimes. Slaves who ran away were punished severely when caught.

**African Traditions**

Enslaved Africans had strong family ties. Often, however, their families were torn apart when a slaveholder sold family members to other slaveholders. Slaves turned to their African roots as a source of strength. They developed a culture that drew on the languages, customs, and traditions of their homelands in West Africa.

Some enslaved Africans learned trades such as carpentry, blacksmithing, or weaving. Skilled workers could sometimes set up shops, sharing their profits with the slaveholders. Some slaves were able to buy their freedom and joined the small population of free African Americans.

**Criticism of Slavery**

The majority of white Southerners were not slaveholders. Slavery, however, played an important role in the economic success of the Southern Colonies. That success came to be built on the idea that one human being could own another. Some colonists did not believe in slavery. There was less support for slavery in the Northern Colonies. For example, many Puritans refused to own enslaved people. In Pennsylvania, Quakers and Mennonites condemned slavery. Eventually the debate over slavery would erupt in a bloody war, setting the North against the South.

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**Section 1 Review**

**Vocabulary**

1. Define the following terms by using each one in a sentence: subsistence farming, rely, triangular trade, Middle Passage, cash crop, principal, surplus, Tidewater, backcountry, overseer, slave code.

2. **Main Ideas**

   2. **Discussing** How did the coastal location of the New England colonies affect their prosperity?
   3. **Explaining** Why were the Middle Colonies able to grow large quantities of crops?

3. **Identifying** How did cash crops affect the development of slavery?

4. **Critical Thinking**

   5. **Comparing and Contrasting** Use a Venn diagram like the one below to compare and contrast characteristics of the Tidewater and the backcountry in Southern Colonies.

   - Tidewater
   - Backcountry

5. **Expository Writing** As a New England farmer, write a letter to relatives in Europe describing your family's daily life.

6. **Essential Question**

   How did geography affect the economic development of the three colonial regions?
Government, Religion, Culture

American Diary

At 16 years old, Eliza Lucas Pinckney took over the family plantation when her father went to war. In 1741 she recorded: “Wrote to Mr. Murray to send down a boat load of white oak [strips], bacon and salted beef... Sent up at the same time a barrel [of] salt.” Eliza’s major achievement, however, was finding a better way to make blue dye from the indigo plant. Used in military uniforms, the dye was in high demand. Eliza’s success turned indigo into a very profitable crop.

—from the Journal of Eliza Lucas Pinckney

Drayton Hall, located near Charleston, South Carolina, was a rice plantation.
English Colonial Rule

Main Idea Although the American colonies developed some self-government, the British still set many laws, especially those concerning trade.

History and You How would you react if you were forced to buy clothes from only one store? Read to learn about the trade restrictions that England placed on its colonies.

In her writings and activities, Eliza Lucas Pinckney celebrated a new American spirit. This spirit signaled that Americans were beginning to view themselves differently from the way Great Britain viewed them.

Trouble was brewing in England—and in the colonies—during the mid-1600s. England’s monarchy was restored with Charles II on the throne. Many people, however, were not satisfied with his rule. James II, Charles’s successor—the next king—attempted to take back the powers Parliament won during the English Civil War. He also tried to tighten royal control over the colonies.

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

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

England viewed its North American colonies as an economic resource. The colonies provided England with raw materials such as lumber. English manufacturers used these materials to produce finished goods, which they then sold to the colonists. This process followed an economic theory called mercantilism. As you learned earlier, this theory states that as a nation’s trade grows, its gold reserves increase. The nation then becomes more powerful. To make money from its trade, England had to export, or sell abroad, more goods than it imported, or bought from foreign markets.

To ensure that only England benefited from trade with the colonies, Parliament passed several laws between 1651 and 1673.

If You Were There Plantation Life

The Planter’s Family As the son or daughter of a plantation owner, you enjoy great wealth and privilege. Your father serves in the colonial government, perhaps as a member of the royal governor’s council. Your mother hosts elegant parties. If you are a planter’s son, you are receiving the education of a British gentleman and learning business skills to run the plantation. If you are a daughter, you study art and music and are becoming skilled in managing a plantation household. Your home is decorated with the most fashionable furnishings imported from Britain.

Critical Thinking

Drawing Conclusions Do you think Eliza Lucas Pinckney’s responsibilities were typical of a woman of the 1700s? Explain.
These Navigation Acts directed the trade between England and the colonies. Colonial merchants who had goods to send to England could not use foreign ships—even if those ships offered cheaper rates. The Navigation Acts also prevented the colonists from sending certain products, such as sugar or tobacco, outside the area that made up England’s empire.

The colonists at first accepted the trade laws because they were guaranteed a place to sell their raw materials. Later, the colonists came to resent British restrictions. Merchants wanted to make their own manufactured goods and sell their products where they could get higher prices. Some colonists ignored these laws and began smuggling, or trading illegally, with other nations. Controls on trade would later cause even more conflict between the American colonies and England.

**Identifying** What country strictly controlled shipping and trade with the colonies and why?

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**Colonial Government**

**Main Idea** As the colonies grew, they developed some self-government.

**History and You** Does your school have a student council to represent students? Read to learn how colonists were represented in colonial governments.

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

When the colonists reached North America they believed that government was not all powerful. This idea was already an accepted part of the English system of government.

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**Primary Source** Colonial Printing and Education

**An Educated Population** Literacy rates were generally high in New England and the Middle Colonies. Education in the South was limited primarily to the wealthy. By the 1700s, many printed materials were available throughout the colonies. Colonists' ability to read and express ideas in print would play a major role in the later struggle for independence.

- The first printing press in the colonies was set up in Cambridge, Massachusetts, in 1639. By the mid-1700s, presses were found throughout the colonies.

- Newspapers started appearing in colonial cities in the first half of the 1700s.

- Massachusetts schoolmasters used *The New England Primer* to teach generations of students how to read and write.
It first appeared in the Magna Carta, or the Great Charter. The Magna Carta was signed by King John on June 15, 1215.

The Magna Carta established the principle of limited government. This means that the power of the king, or government, is limited. This document also provided for protection against unjust punishment. It protected against the loss of life, liberty, and property.

As the colonies grew, their town meetings developed into small governments, responsible for making local laws. By the 1760s, there were three types of colonies in America—charter colonies, proprietary colonies, and royal colonies.

**Charter Colonies**

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

**Proprietary Colonies**

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

**Royal Colonies**

By the 1760s, Georgia, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, South Carolina, and Virginia were royal colonies. Britain directly ruled all royal colonies. In each, the king appointed a governor and council, known as the upper house, and the colonists elected an assembly called the lower house. The governor and the members of the council usually did what the British leaders told them to do. However, this often led to conflict with the colonists in the assembly. Most conflicts occurred when officials tried to enforce tax laws and trade restrictions.

**Voting Rights**

Colonial legislatures gave only some people a voice in government. Generally, white men who owned property had the right to vote. Most women, indentured servants, landless poor, and African Americans could not vote. In spite of these limits, the proportion of people involved in government was higher in the colonies, estimated at 80 to 90 percent, than anywhere in Europe. This strong participation in government gave Americans training that was valuable when the colonies became independent.

**Critical Thinking**

Contrasting How did education and literacy vary throughout the colonies?

**Reading Check** Drawing Inferences How did the Magna Carta influence governments in the colonies?
People IN HISTORY

Benjamin Franklin
American Scientist and Revolutionary Leader

Although he was born in a poor family, Ben Franklin made a fortune as a printer in Philadelphia. By the age of 42, Franklin was one of the richest men in the colonies. He chose to retire from active business and become a "gentleman." He began to pursue "philosophical studies and amusements." He was especially curious about electricity, and his experiments made him famous. He wrote in his autobiography: "What gave my book the more sudden and general celebrity, was the success of one of its proposed experiments... drawing lightning from the clouds... After [the experiments] were performed before the king and court, all the curious of Paris flocked to see them."

CRITICAL Thinking
1. Identifying What does Franklin's autobiography tell you about the lives of gentlemen in the colonies?
2. Analyzing Why do you think Franklin's experiments with electricity made him famous?

An Emerging Culture

Main Idea: An American culture, influenced by religion and education, began to develop in the colonies.

History and You: What items or activities do you consider part of American culture? Grilled hamburgers? Playing baseball? Read to find out how the colonists began forming a culture that was different from European cultures.

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

The English preacher George Whitefield started religious revivals beginning in 1739. Whitefield inspired worshipers throughout the colonies. The Great Awakening led to the formation of many new churches.

Family Roles

People adapted their traditions to the new conditions of life in America. Religion, education, and the arts contributed to a new American culture. The family, however, formed the basic foundation of colonial society.

Men were the formal heads of the households and represented the family in the community. Men worked in the fields and built barns, houses, and fences. Sons could work as indentured servants for local farmers. Young men also could be apprentices, or assistants, to workers who taught them a trade.

Women ran their households and cared for children. Many worked in the fields with their husbands. Married women were under their husbands' authority and had few rights. Young unmarried women might work for wealthy families as maids or cooks. Widows might work as teachers, nurses, or seamstresses. Widows and women who never married could run businesses and own property, but they could not vote.
Education

Most colonists valued education. Parents often taught their children to read and write at home. In New England and Pennsylvania, in particular, people set up schools to make sure everyone could read and study the Bible. In 1647 the Massachusetts Puritans passed a public education law. Each community with 50 or more homes was required to have a school.

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

Widows or unmarried women ran many colonial schools. Quakers and other religious groups in the Middle Colonies ran others. In towns and cities, craftspeople set up night schools for their apprentices.

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

The Enlightenment

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

Freedom of the Press

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

Reading Check

Analyzing In what ways did the Great Awakening influence culture in the colonies?

Section 2 Review

Vocabulary
1. Define each of the following terms and use it in a sentence: successor, export, import, charter colony, proprietary colony, royal colony.

Main Ideas
2. Explaining How did the Navigation Acts affect colonial trade?
3. Illustrating Discuss how people in the charter colonies participated in government.

4. Identifying What was taught from The New England Primer?

Critical Thinking
5. Summarizing Use a diagram like the one below to identify and describe the three types of colonies in America.

6. Persuasive Writing Write a short speech that Andrew Hamilton might have used to defend John Peter Zenger.

Answer the Essential Question

In what ways was an American culture developing during the colonial period?
France and Britain Clash

American Diary

In 1754 a small force of colonial soldiers, led by a young George Washington, fought the French in what is today western Pennsylvania. Washington later stated that the French “kept up a constant . . . fire upon us; which was returned [until] . . . the most tremendous rain . . . filled our trenches with Water, [and] Wet . . . the Ammunition . . . in a small temporary [post] . . . called Fort Necessity . . . and left us nothing but a few . . . Bayonets for defence.”

—quoted in An Eyewitness History: The Colonial Era
British-French Rivalry

Main Idea: Rivalry between Great Britain and France led to a war for control of North America.

History and You: Is it sometimes difficult to stay out of a conflict when people around you are arguing? Read to learn how Native Americans became involved in the conflict between the British and French.

As a young military officer, George Washington fought with British forces against the French. Both forces wanted control of lands west of the Appalachian Mountains. During the 1700s, Britain and France were two of the strongest powers in Europe. They competed for wealth and empire in different parts of the world. This rivalry caused bitter feelings between British and French colonists in North America.

This bitterness increased when British interests turned to the Ohio River valley. The French regarded this territory as their own. They did not want British colonists sharing in their profitable fur trade.

In the 1740s hostility between the two forces grew. British fur traders built a fort at a place called Pickawillany. Acting quickly, the French attacked Pickawillany and drove the British traders out of Ohio. French troops also began raiding towns in Maine and New York. In response, some New Englanders captured the important French fortress at Louisbourg on Cape Breton Island, north of Nova Scotia. Much to the disgust of the New Englanders, Britain returned Louisbourg to France.

Native Americans Take Sides

The French and British both knew that assistance from Native Americans could help them win control of North America. The French had an advantage over the British because they had many Native American allies.

Unlike the British, the French were interested mainly in fur trading. They did not want to take over Native American land. Also, French trappers and fur traders often married Native American women and followed their customs. French missionaries converted—changed the religious beliefs of—many Native Americans to Catholicism. For these reasons, Native Americans often helped the French and raided British settlements.

The Iroquois Confederacy

The most powerful group of Native Americans in the East was the Iroquois Confederacy, based in the New York area.

Primary Source: Fort Necessity

A Fort for Defense: Washington's Fort Necessity was built on open grassland near a stream and was surrounded by a forest. When completed, the fort contained a small log storehouse in the center of a round stockade, or a defensive line of wooden posts. Raised walls of soil, or earthworks, were built outside the stockade.

Critical Thinking: Making Inferences: Why do you think Washington chose to build such a fort?
The confederacy initially included five nations—the Mohawk, Seneca, Cayuga, Onondaga, and Oneida. Other groups of Native Americans later joined or were conquered by the Iroquois. After the Tuscarora joined in 1722, the English referred to the confederacy as the Six Nations.

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

By the mid-1700s, however, the Iroquois came under greater pressure as the British moved into the Ohio Valley. Eventually, the leaders of the confederacy gave certain trading rights to the British and reluctantly became their allies. By taking this step, the Iroquois upset the balance of power between the French and British that had been so difficult to establish.

**American Colonists Take Action**

**Main Idea.** The American colonists prepared to defend themselves against the French and their Native American allies.

**History and You** Has anyone ever tried to take something that was yours? How did you react? Read to learn how the colonists responded to the growing conflict between France and Great Britain.

A group of Virginians had plans for settling the Ohio Valley. In the fall of 1753, Governor Robert Dinwiddie of Virginia sent a surveyor named **George Washington** into the Ohio country. Washington was 21 years old. His mission was to tell the French that they were trespassing on land that Great Britain claimed. He was to demand that they leave.

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

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

Washington established a small post nearby, called Fort Necessity. Although greatly outnumbered, the troops of the inexperienced Washington attacked a French force. The French quickly forced Washington's soldiers to surrender. The British soldiers were later released, and they returned to Virginia. Washington's published account of the ordeal made him famous throughout the colonies and Europe. Washington had been defeated at Fort Necessity. The colonists, however, regarded him as a hero who struck the first blow against the French.

The Albany Plan of Union

Meanwhile, representatives from several colonies met in Albany, New York, in June 1754 to discuss the threat of war. They wanted to find a way to defend themselves against the French. They also hoped to persuade the Iroquois to support the British.

The representatives adopted Benjamin Franklin's Albany Plan of Union for a united colonial government. Franklin's plan called for "one general government" for eleven of the American colonies. Not a single colonial assembly, however, approved the plan. No colony was willing to give up any of its power. Disappointed, Franklin wrote: "Everybody cries, a Union is necessary; but when they come to the manner and form of the union, [they] are perfectly distracted."

The Albany meeting failed to unite the colonists in fighting the French. Soon, a full-scale war—the French and Indian War—erupted.

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**Reading Check** Describe Washington's expeditions into French territory.

**Section 3 Review**

**Vocabulary**
1. Define each of the following terms by using it in a complete sentence: convert, Iroquois Confederacy, design, militia.

**Main Ideas**
2. Explain: How did the Iroquois remain independent from both the British and the French? How did that change?
3. Identify: What happened as a result of Washington's defeat at Fort Necessity?

**Critical Thinking**
4. Analyzing: Why did Benjamin Franklin propose the Albany Plan of Union?
5. Determining Cause and Effect: Use a diagram like the one below to identify the causes of the increasing rivalry between the French and the British in North America.

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| Cause | British-French Rivalry |
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6. Creative Writing: Write a short newspaper article describing the battle at Fort Necessity.

**Answer the Essential Question:**
What happened as a result of Washington's defeat at Fort Necessity?

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American Diary

Commanded by General James Wolfe, about 1,800 British troops landed "on the North Shore [of Quebec]... an Hour before Day Break." To get in position to attack, the soldiers had to climb a steep cliff. Scrambling up the slope, the British soldiers ran into "a little Firing" from French guards. They continued to climb until they "gained the top of the [cliff]." By the time the sun rose over Quebec, British and French soldiers were prepared to battle on the Plains of Abraham outside the city.

—from a letter by General George Townshend
The British Take Action

Main Ideas William Pitt helped turn the tide of the French and Indian War to the colonists' favor.

History and You Has a friend ever given you advice that you wished you had followed? Read to learn why one British general was defeated because of his failure to accept advice.

The Battle of Quebec, fought in 1759, was a deciding moment in the conflict between Britain and France. That conflict was known as the French and Indian War. This war raged in North America through the late 1750s and early 1760s. The French and Indian War was part of a larger struggle between the British and the French. That struggle involved, or included, control of world trade and power on the seas.

In 1754 the governor of Massachusetts made an announcement to the colonial assembly. He told them that the French were on the way to “making themselves masters of this Continent.”

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

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

Braddock Marches to Duquesne

In June 1755, Braddock started out from Virginia with about 1,400 red-coated British soldiers and a smaller force of blue-coated colonial militia. George Washington served as an aide to Braddock during the campaign.
On the march to Fort Duquesne, Washington reported that Braddock:

**Primary Source**

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

—from Life of Washington

Washington told Braddock that his army’s style of marching was not well suited to fighting on the frontier. Lined up in columns and rows wearing bright-colored uniforms, the troops became easy targets. Braddock ignored Washington’s advice.

Native Americans and French troops ambushed the British on July 9. The British were confused and frightened. They could not even see their attackers, who were hidden in the forest and shooting at them from behind trees. Braddock was killed. Defeated, the British lost nearly 1,000 men. Washington led the survivors back to Virginia.

**Britain Declares War on France**

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

Early in the war, French troops captured several British forts, and their Native American allies began raiding frontier farms from New York to Pennsylvania. They killed settlers, burned farmhouses and crops, and drove many families back toward the coast. French forces from Canada captured British forts at Lake Ontario and at Lake George.

**Pitt Takes Charge**

Great Britain’s prospects, or chances for success, in America improved after William Pitt came to power. Pitt served as secretary of state and then as prime minister of Great Britain and was a great military planner.
The Fall of New France

Main Idea The fall of Quebec and Montreal ended the French and Indian War in North America.

History and You What factors lead to success or failure in battle? Read to learn how the British defeated the French in the French and Indian War.

The British had so many victories in 1759 that people said the church bells of London wore thin with joyous ringing. The greatest victory of the war, though, took place in the heart of New France.

The Battle of Quebec

Quebec was the capital of New France and was located on top of a cliff overlooking the St. Lawrence River. Quebec was thought to be impossible to attack. In September 1759, British general James Wolfe's scouts spotted a poorly guarded path along the back of the cliff. During the night, Wolfe's soldiers overwhelmed the French guards and scrambled up the path. The British troops then surprised and defeated the French army on a field called the Plains of Abraham.

The Treaty of Paris

The fall of Quebec and General Amherst's capture of Montreal the following year brought an end to the fighting in North America. The Treaty of Paris of 1763 forced France to give Canada and most of its lands east of the Mississippi River to Great Britain. Great Britain also received Florida from France's ally, Spain. Spain acquired French lands west of the Mississippi River—the Louisiana Territory—as well as the port of New Orleans.

The Treaty of Paris marked the end of France as a power in North America. The continent was now divided between Great Britain and Spain.
Trouble on the Frontier

Main Idea Continued conflict between Native Americans and British settlers led to the Proclamation of 1763.

History and You How would you feel if a CD you ordered and paid for never arrived? Read to learn why some land investors were furious about the Proclamation of 1763.

The French loss dealt a blow to the Native Americans of the Ohio River valley. They had lost their French allies and trading partners. The British raised the prices of their goods and, unlike the French, refused to pay the Native Americans for the use of their land. Worst of all, more British settlers began moving west onto Native American lands.

Pontiac's War

Pontiac, chief of an Ottawa village near Detroit, regarded British settlers as a threat to his people's way of life. Just as Benjamin Franklin tried to bring the colonies together with his Albany Plan, Pontiac wanted Native American groups to unite to fight the British.

In the spring of 1763, Pontiac gathered forces and captured the British fort at Detroit and other British outposts. That summer, Native Americans killed settlers along the Pennsylvania and Virginia frontiers during Pontiac's War. The war finally ended in August 1765 after the British defeated Pontiac's allies. Pontiac signed a peace treaty, and the British pardoned him.

The Proclamation of 1763

To prevent more fighting, Britain called a halt to the settlers' westward expansion. The Proclamation of 1763 set the Appalachian Mountains as the temporary western boundary for the colonies. The proclamation especially angered those who owned shares in land companies. These speculators, or investors, had already bought land west of the mountains. They were furious that Britain ignored their land claims. More conflicts would soon arise between Britain and the colonists.

Examining Why were some colonists angered by the Proclamation of 1763?

Section Review

Vocabulary

1. Using complete sentences, define the following terms: alliance, prospect, speculator.

Main Ideas

2. Identifying Before Pitt took charge, what advantages did the French have in North America?

3. Summarizing What effect did the Treaty of Paris have on France?

4. Discussing Why did Pontiac want the Native Americans to join forces?

Critical Thinking

5. Identifying Problems and Solutions Use a chart like the one below to list the problems of General Braddock's army. List actions he could have taken that might have brought about France's defeat.

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<th>Solution</th>
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6. Creative Writing Write a conversation between two French 'fur' trappers that describes how they might have felt about the Treaty of Paris.

Answer the Essential Question

How did the outcome of the French and Indian War determine who controlled North America?
### Main Idea | Supporting Details
---|---
Geography affects the economic development of the American colonies. | • Regional geographic characteristics lead to:  
  - subsistence farming and commerce in New England,  
  - an economy based on cash crops and industry in the Middle Colonies, and  
  - a farming economy dependent on slavery in the South.

A distinctly American culture begins to develop during the colonial period. | • Americans embrace religion, education, science and the arts, the family, and freedom of the press.

American ideas about government have their beginnings in both British law and colonial government. | • The colonists are inspired by the English Bill of Rights and by the English ideals of limited government and representative government.

Native Americans generally have better relations with French settlers than British settlers. | • The British want the support of Native Americans in fighting the French but seize Native American land without paying them for it.  
• The French receive more Native American help because they trade with them and do not try to take their land.

Worldwide competition between Britain and France for wealth and land leads to conflict in North America. | • Both Britain and France want control of North American resources.  
• Conflicts over fur trading in the Ohio River valley eventually lead to the French and Indian War.

The French and Indian War shifts the balance of power in North America. | • The Treaty of Paris divides North America between Britain and Spain.  
• Conflicts build between the settlers and the Native Americans, as well as between the colonists and Britain.