

REVIEW UNIT

1

CHAPTER 1

**Exploration and
the Colonial Era
Beginnings to 1763**

CHAPTER 2

**Revolution and
the Early Republic
1763-1800**

THE LIVING CONSTITUTION

CHAPTER 3

**The Growth of
a Young Nation
1800-1850**

CHAPTER 4

**The Union in Peril
1850-1877**

UNIT

PROJECT

Letter to the Editor

This unit covers the War for Independence and the Civil War. Choose an issue in this unit for which you would be willing to fight. Explain your views in a letter to the editor.

Signing of the Constitution by Howard
Chandler Christy

American Beginnings to 1877

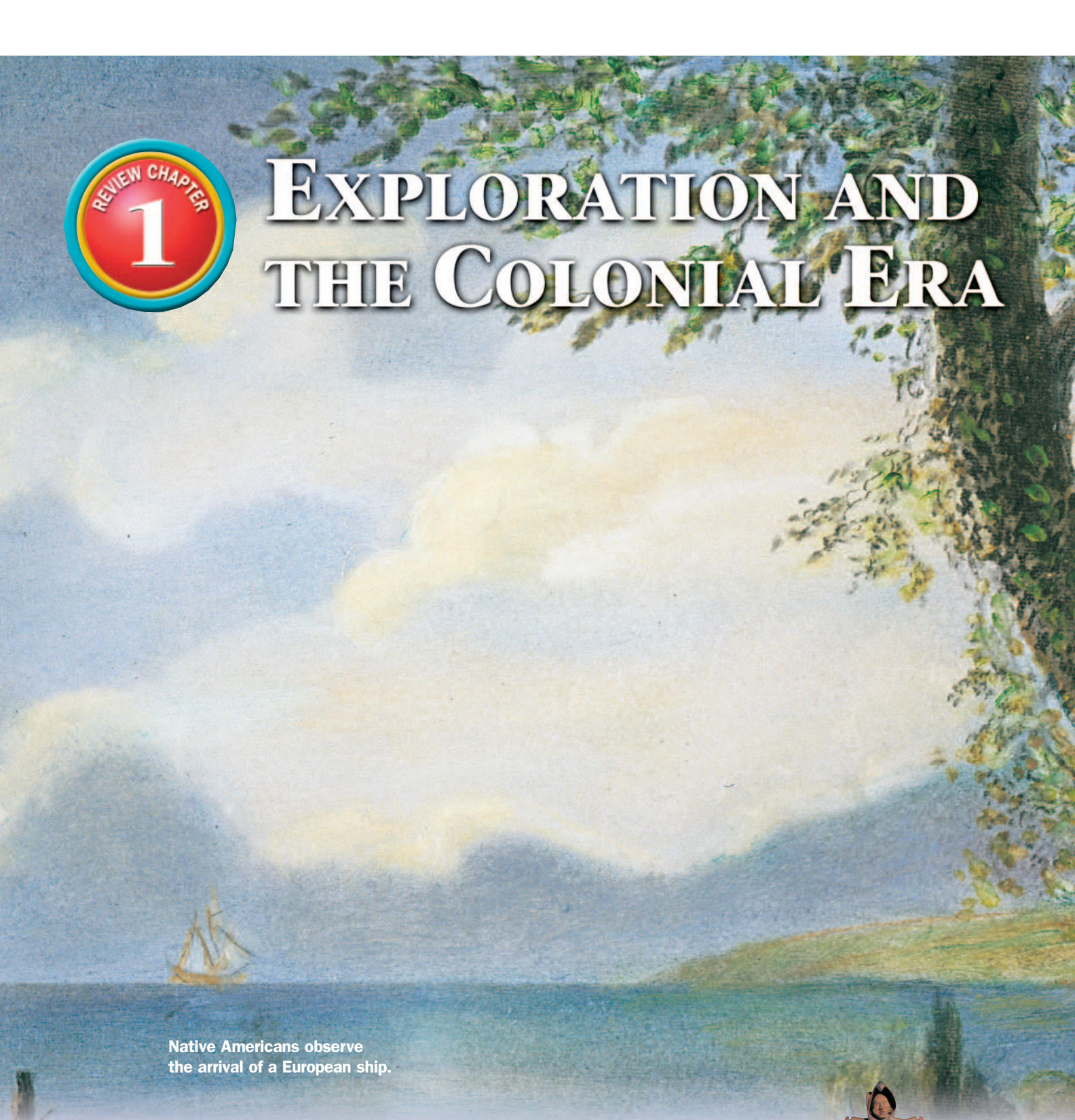




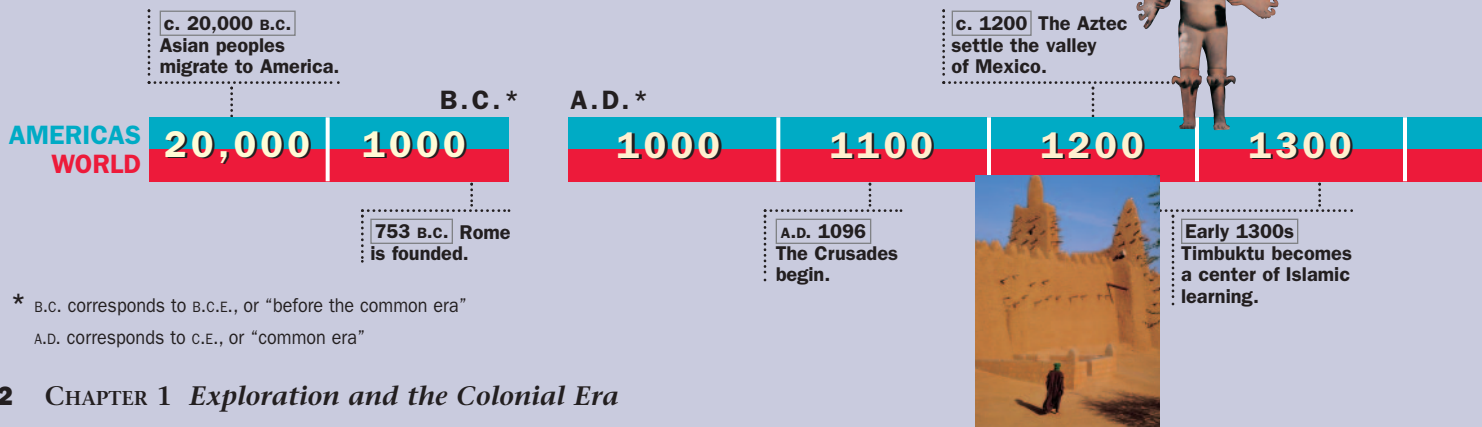
Howard Chandler Christy
1840-1850

REVIEW CHAPTER
1

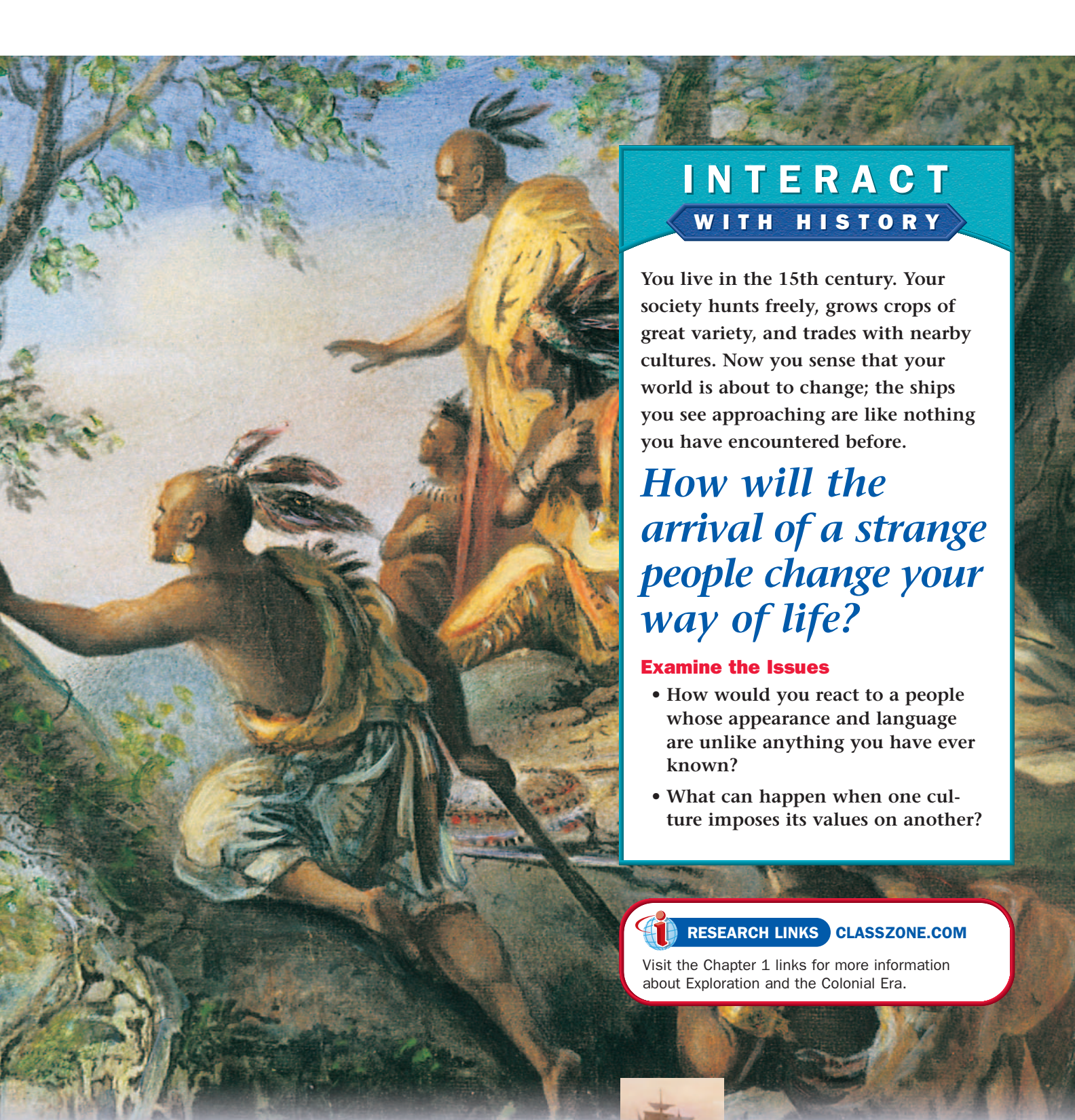
EXPLORATION AND THE COLONIAL ERA



Native Americans observe the arrival of a European ship.



* B.C. corresponds to B.C.E., or "before the common era"
A.D. corresponds to C.E., or "common era"



INTERACT WITH HISTORY

You live in the 15th century. Your society hunts freely, grows crops of great variety, and trades with nearby cultures. Now you sense that your world is about to change; the ships you see approaching are like nothing you have encountered before.

How will the arrival of a strange people change your way of life?

Examine the Issues

- How would you react to a people whose appearance and language are unlike anything you have ever known?
- What can happen when one culture imposes its values on another?



RESEARCH LINKS [CLASSZONE.COM](https://www.classzone.com)

Visit the Chapter 1 links for more information about Exploration and the Colonial Era.

1492 Columbus first reaches North America.

1521 The Spanish destroy the Aztec empire.

1607 Jamestown is founded.

1620 "Pilgrims" settle in Plymouth.



1681 William Penn founds Pennsylvania.

1754 French and Indian War begins.

1400

1500

1600

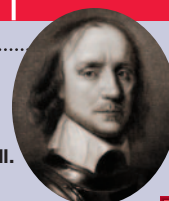
1700

1440 Johann Gutenberg develops his printing press.

1534 The Reformation begins in England with the Act of Supremacy.

1588 England defeats Spanish Armada.

1642 English Civil War begins between royalist forces and parliamentary forces led by Oliver Cromwell.



1763 With the Treaty of Paris, Britain acquires a vast North American empire.



SECTION
1

The Americas, West Africa, and Europe

MAIN IDEA

On the eve of their interaction, Native American, West African, and European peoples lived in complex societies.

WHY IT MATTERS NOW

The interaction of these cultures helped create the present-day culture of the United States.

Terms & Names

- nomadic
- Aztec
- Anasazi
- Pueblo
- Iroquois
- Benin
- Kongo
- Islam
- Christianity
- Reformation
- Renaissance

CALIFORNIA STANDARDS

11.3.1 Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).

REP 3 Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

HI 2 Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

One American's Story

Essie Parrish, a Native American spiritual leader and healer, kept alive stories from a time when her people, the Kashaya Pomo, flourished along the northern California coast. One day in 1958, she invited Robert Oswalt, an anthropologist at the University of California, to time travel with her to the 1540s. As Parrish spoke, the centuries rolled back.

A PERSONAL VOICE ESSIE PARRISH

"In the old days, before the white people came up here, there was a boat sailing on the ocean from the south. Because before that . . . [the Kashaya Pomo] had never seen a boat, they said, 'Our world must be coming to an end. Couldn't we do something? This big bird floating on the ocean is from somewhere, probably from up high. . . .' [T]hey promised Our Father [a feast,] saying that destruction was upon them. When they had done so, they watched [the ship] sail way up north and disappear. . . . They were saying that nothing had happened to them—the big bird person had sailed northward without doing anything—because of the promise of a feast. . . . Consequently they held a feast and a big dance."

—quoted in *Kashaya Texts*



▲ Dressed for a ceremony in the 1950s, spiritual leader Essie Parrish wears a feathered headdress and holds two bead-covered staffs.

In this chapter, you will learn about three complex societies that met in North America in the late 1400s: the European, the West African, and the Native American. However, it is with the ancient peoples of the Americas that American history actually begins.

Ancient Cultures in the Americas

No one knows for sure when the first Americans arrived, but it may have been as long as 22,000 years ago. At that time, the glaciers of the last Ice Age had frozen

vast quantities of the earth's water, lowering sea levels and possibly creating a land bridge between Asia and Alaska across what is now the Bering Strait. Ancient hunters may have trekked across the frozen land, known as Beringia, into North America.

HUNTING AND GATHERING Archaeologists believe that the earliest Americans lived as big-game hunters. That way of life changed around 12,000 to 10,000 years ago when temperatures warmed, glaciers melted, and sea levels rose once again. The land bridge disappeared under the Bering Sea, bringing to an end land travel between the Asian and North American continents. As the climate grew warmer, the large animals no longer thrived. People gradually switched to hunting smaller game and fish and gathering nuts and berries.

AGRICULTURE DEVELOPS While many ancient groups settled in North America, others continued south into what is now Mexico and South America. Between 10,000 and 5,000 years ago, an agricultural revolution quietly took place in what is now central Mexico. There, people began to plant crops. Eventually, agricultural techniques spread throughout the Americas.

The introduction of agriculture made it possible for people to settle in one place and to store surplus food. From this agricultural base developed larger communities. However, some Native American cultures never adopted agriculture and remained **nomadic**, moving from place to place in search of food and water. Other tribes mixed nomadic and non-nomadic lifestyles. **A**

MAYA, AZTEC, AND INCA SOCIETIES FLOURISH The first empire of the Americas emerged as early as 1200 B.C. in what is now southern Mexico, where the Olmec people created a thriving civilization. In the wake of the Olmec's mysterious collapse, around 400 B.C., the Maya built a dynamic culture in Guatemala and the Yucatán Peninsula between A.D. 250 and 900. Later, the **Aztec** settled the Valley of Mexico in the 1200s and developed a sophisticated civilization.

In South America, the most prominent empire builders were the Inca. Around A.D. 1400, the Inca created a glittering empire that stretched nearly 2,500 miles along the mountainous western coast of South America.

COMPLEX SOCIETIES ARISE IN NORTH AMERICA In time, several North American groups, including the Hohokam and the **Anasazi** (ä'nə-sä'zē), introduced crops into the arid deserts of the Southwest. Later, between 300 B.C. and A.D. 1400, each group had established its own culture.



▲ Hunters roaming over 10,000 years ago in what is now southern Arizona may have used this spear point to kill large prey.

MAIN IDEA

Analyzing Effects

A What were the effects of agriculture on the hunting and gathering people of the Americas?

▼ Artist's rendering of Tenochtitlán, the Aztec capital in the middle of Lake Texcoco.

Image not available for use on this CD-ROM. Please refer to the image in the textbook.

To the east and west of the Mississippi River, another series of complex societies developed—the Adena, the Hopewell, and the Mississippian. These societies excelled at trade and at building massive earthen mounds as tombs and as platforms for temples and other buildings. **B**

These early peoples were the ancestors of the many Native American groups that inhabited North America on the eve of its encounter with the European world.

MAIN IDEA

Summarizing

B In what ways did early Native American societies leave their mark upon the landscape?

Native American Societies of the 1400s

The varied regions of the North American continent provided for many different ways of life. The native groups that populated the continent's coasts, deserts, and forests 500 years ago were as diverse as their surroundings.

DIVERSE PEOPLES The inhabitants of California adapted to the region's varied environments. The Kashaya Pomo lived in marshlands along the central coast, hunting waterfowl with slingshots and nets. To the north of them, the Yurok and Hupa searched the forests for acorns and trapped fish in mountain streams.

The waterways and forests of the Northwest Coast sustained large communities year-round. On a coastline that stretched from what is now southern Alaska to northern California, groups such as the Kwakiutl, Nootka, and Haida collected shellfish from the beaches and hunted the ocean for whales, sea otters, and seals.

In the dry Southwest, the **Pueblo** and Pima tribes, descendants of the Anasazi and Hohokam, lived in multistory houses made of stone or adobe, a sun-dried brick of clay and straw, and grew maize (corn), beans, melons, and squash.

Beneath the forest canopy of the Northeast, members of the **Iroquois** (ǻ́rǻkwoi') nation hunted fish and game, such as wild turkeys, deer, and bear. In the Northeast, where winters could be long and harsh, Northeast peoples relied heavily on wild animals for clothing and food. In the warmer Southeast, groups lived mainly off the land, growing such crops as maize, squash, and beans.

A Northwest powwow, or multiracial gathering, in Cashmere, Washington state, 1989. Gatherings like these preserve a 500-year cultural tradition.



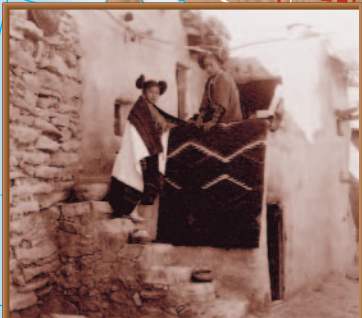
North American Cultures in the 1400s



Teepees could be quickly dismantled and were well suited to the nomadic lifestyle of the Plains.



A longhouse of the Eastern Woodlands region.



Pueblos, built of sun-dried brick, or adobe, were characteristic dwellings of the Southwest.



	Subarctic		Southeastern
	Northwest Coast		Southwest
	California		Great Basin
	Plateau		Mesoamerican
	Plains		Caribbean
	Eastern Woodlands		Major trade routes

0 250 500 miles
0 250 500 kilometers

Native American Trade

Before the arrival of Columbus, the trade routes of North America allowed goods to travel across the continent.

Group and Region	Goods Traded
Algonquin of Eastern Woodlands	colored feathers, copper
Apaches of the Plains	meat, hides, salt
Navajo of the Southwest	pottery, blankets, crops
Kwakiutl of the Northwest Coast	fish oil
Ute of the Great Basin	hides, buffalo robes
Choctaw of the Southeast	deerskins, bear oil

GEOGRAPHY SKILLBUILDER

- Region** What does this map reveal about North America in the 1400s?
- Location** Why do you think some regions had more trade routes than others?

COMMON CHARACTERISTICS Many of the Native American cultures had in common certain patterns of trade, attitudes toward land use, religious beliefs, and social values. As in other parts of the world, trade helped the spread of customs and beliefs. Tribes traded among each other both locally and over long distances. So extensive was the network of forest trails and river roads that an English sailor named David Ingram claimed in 1568 to have walked along Native American trade routes all the way from the Gulf of Mexico to Nova Scotia.

Native Americans traded many things, but land was not one of them. Land was regarded as the source of life, not as a commodity to be sold. “We cannot sell the lives of men and animals,” said one Blackfoot chief in the 1800s, “therefore we cannot sell this land.” **C**

Nearly all Native Americans thought of the natural world as filled with spirits. Every object—both living and nonliving—possessed a voice that might be heard if one listened closely. Some cultures worshiped one supreme being, variously called “Great Spirit,” “Great Mystery,” or “the Creative Power.”

The basic unit of organization among all Native American groups was the family, which included aunts, uncles, cousins, and other relatives. Some tribes further organized the families into clans, or groups of families descended from a common ancestor.

In the late 1400s, on the eve of the first encounter with Europeans, the rhythms of Native American family life were highly developed. All phases of a person’s life—birth, marriage, and death—were guided by traditions that often went back hundreds or perhaps thousands of years. On the other side of the Atlantic, in West Africa, customs equally ancient guided another diverse group of people.

MAIN IDEA

Making Inferences

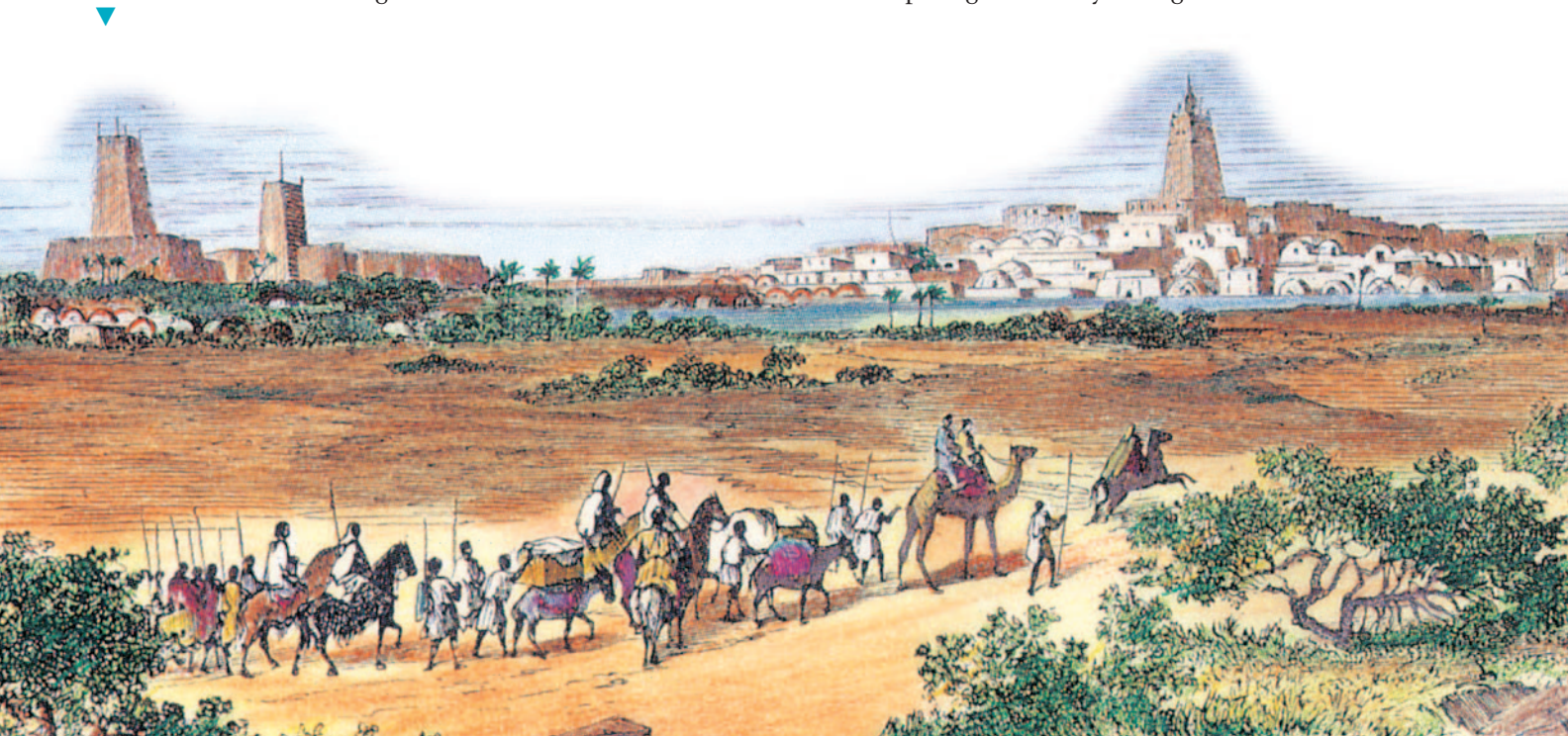
C Why would Native American attitudes toward land ownership lead to conflict with Europeans?

West African Societies of the 1400s

Like North America, West Africa in the 1400s was home to a variety of long-established, sophisticated societies. From this region, especially from the coasts, originated most of the people who were enslaved and brought to the Americas in the centuries that followed. Their African traditions and beliefs played a major role in forming American history and culture. Notable among West African societies in the late 1400s were three powerful kingdoms: Songhai, Benin, and Kongo.

THE KINGDOM OF SONGHAI From about 600 to 1600, a succession of empires—first Ghana, then Mali, and finally Songhai—gained power and wealth by controlling the trans-Saharan trade. The rulers of these empires grew rich by taxing the

A desert caravan approaches the fabled Songhai city of Timbuktu.



goods that passed through their realms. In 1067 an Arab geographer in Spain, named Al Bakri, described the duties (import and export taxes) levied in Ghana.

A PERSONAL VOICE AL BAKRI

“For every donkey loaded with salt that enters the country, the king takes a duty of one golden dinar [about one-eighth ounce of gold], and two dinars from every one that leaves. From a load of copper the duty due to the king is five mithquals [also about one-eighth ounce of gold], and from a load of merchandise ten mithquals. . . . The [gold] nuggets found in all the mines . . . are reserved for the king, only gold dust being left for the people.”

—quoted in *Africa in the Days of Exploration*

With such wealth, the rulers who controlled the north-south trade routes could raise large armies and conquer new territory. They could also build cities, administer laws, and support the arts and education.

KINGDOMS OF BENIN AND KONGO At its height in the 1500s, Songhai’s power extended across much of West Africa. However, it did not control the forest kingdoms along the southern coast. In the 1400s, one of these kingdoms, **Benin**, dominated a large region around the Niger Delta. Leading the expansion was a powerful oba, or ruler, named Ewuare, who developed Benin City.

Within another stretch of rain forest, in West Central Africa, the powerful kingdom of **Kongo** arose on the lower Congo (Zaire) River. In the late 1400s, Kongo consisted of a series of small kingdoms ruled by a single leader called the *manikongo*, who lived in what is today Angola.

WEST AFRICAN CULTURE Most West Africans lived in small villages, where life revolved around family, the community, and tradition. Bonds of kinship—that is, family ties—formed the basis of most aspects of life.

Political leaders claimed authority on the basis of religion. Although West Africans might worship a variety of gods and ancestral spirits, most believed in a single creator.

Throughout West Africa, people supported themselves by farming, herding, hunting, fishing, and by mining and trading. Almost all groups believed in collective ownership of land. Individuals farmed the land, but it reverted to family or village ownership when not in use. **D**

TRADING PATTERNS WITH THE WIDER WORLD By the 1400s, West Africa had long been connected to the wider world through trade. The city of Timbuktu was the hub of a well-established trading network that connected most of West Africa to the ports of North Africa, and through these ports to markets in Europe and Asia. Along trade routes across the Sahara Desert, merchants carried goods from Mediterranean cities and salt from Saharan mines to exchange for gold, ivory, and dyed cotton cloth.

Along with goods, traders from North Africa also brought across the Sahara the Islamic faith, which increasingly influenced West African cultures. **Islam** is a monotheistic religion—that is, one based on the belief in a single god. The religion of Islam was founded in Arabia in 622 by the prophet Muhammad and spread quickly across the Middle East and North Africa.

MAIN IDEA

Comparing

D What did the kingdoms of West Africa have in common?

HISTORICAL SPOTLIGHT

ISLAM

Islam was founded by the prophet Muhammad (about A.D. 570–632), who worked as a merchant in Mecca, a trading city on the Arabian peninsula. When he was about 40, he believed the angel Gabriel appeared to him and told him to preach a new religion to the Arabs. This religion became known as Islam, which in Arabic means “surrender [to Allah].” (*Allah* is the Arabic word for God.) The followers of Islam are called Muslims, “those who submit to God’s will.”

The words that Muhammad received from the angel were recorded by his followers in the Qur’an, the holy book of Islam. The Qur’an teaches that “there is no God but Allah, and Muhammad is His Prophet.” The Qur’an also sets forth certain duties for righteous Muslims, including a series of daily prayers, the giving of charity, and a pilgrimage to the holy city of Mecca.

THE PORTUGUESE Mariners from Portugal made trading contacts along the West African coast starting in the 1440s. These early contacts with Portuguese traders had two significant consequences for West Africa and the Americas. First, direct trade between the Portuguese and the coastal people of West Africa bypassed the routes across the Sahara and pulled the coastal region into a closer relationship with Europe. Second, the Portuguese began the European trade in enslaved West Africans.

European Societies of the 1400s

In the late 1400s, most Europeans, like most Native Americans and most Africans, lived in small villages, bound to the land and to rhythms of life that had been in place for centuries. For the majority of Europeans, change came slowly.

THE SOCIAL HIERARCHY European communities were based on social hierarchy, that is, they were organized according to rank. At the top of the hierarchy were monarchs and the aristocracy, the landowning elite, who held most of the wealth and power. Members of the clergy also ranked high in the social order. At the bottom were agricultural laborers, or peasants.

Few individuals rose above the social position of their birth. One group that did achieve mobility was the growing number of artisans and merchants, the people who created and traded goods for money. There were relatively few members of this group in the 1400s. However, the profit they earned from trade would eventually make them a valuable source of tax revenue to monarchs seeking to finance costly overseas exploration and expansion. **E**

CHRISTIANITY SHAPES THE EUROPEAN OUTLOOK The dominant religion in Western Europe was **Christianity**, a religion based on the life and teachings of Jesus. The leader of the church—the pope—and his bishops held great political as well as spiritual authority.

As the influence of Christianity and Islam spread, the two religions came into conflict. In 1096, Christian armies from all over Western Europe responded to the church's call to force the Muslims out of the Holy Land around Jerusalem. Over the next two centuries, Europeans launched the Crusades, a series of military expeditions to the Middle East in the name of Christianity.

In the end, these bloody Crusades failed to “rescue” the Holy Land, but they resulted in two consequences that encouraged European exploration and expansion. First, the Crusades opened up Asian trade routes, supplying Europeans with luxuries from the East, especially spices such as cinnamon, cloves, nutmeg, and pepper. Second, the Crusades weakened the power of European nobles, many of whom lost their lives or fortunes in the wars. Monarchs eventually took advantage of the nobles' weakened ranks to consolidate their own power.

By the early 1500s, many church leaders and ordinary people were eager for reforms. This desire for change led to a movement called the **Reformation**, which criticized church practices and challenged the authority of the pope.

KEY PLAYER



**“KING” ISABELLA
1451–1504**

Queen Isabella, who played a central role in European exploration by sponsoring Christopher Columbus's voyages to the Americas, made her mark on the Old World as well. As co-ruler of Spain, Isabella actively participated in her country's religious and military affairs.

In championing Spain's Catholicism, the queen often fought openly with the pope to make sure that her candidates were appointed to positions in the Spanish church. In addition, Isabella had tasted battle far more than most rulers, either male or female. The queen rode among her troops in full armor, personally commanding them in Ferdinand's absence. Whenever Isabella appeared on a horse, her troops shouted, “Castile, Castile, for our King Isabella!”

MAIN IDEA

Making Inferences

E Why were merchants able to achieve social mobility?

Background

Spices were important in the Middle Ages when European farmers preserved meat by packing it between layers of salt. Spices helped disguise the bad taste of the meat.

JUNE, FROM LES TRÈS RICHES HEURES DU DUC DE BERRY

This miniature painting, representing the month of June, is a page from a prayer book calendar begun by the Limbourg brothers around the year 1412. The book was made for a younger son of the French king, and tells us a great deal about the aristocratic view of the European social order.

In the background, the walls of the city of Paris protect a palace and the royal chapel, buildings that represent the two most powerful institutions in medieval European society: church and aristocracy.

In the foreground, peasants mow the fields, in an orderly world of peace and tranquility. However, the image is a fantasy, an idealized vision painted to please the aristocracy. There is no hint of the peasants' grinding poverty or of the violence of the Hundred Years' War that was at that moment devastating northern France.

SKILLBUILDER Interpreting Visual Sources

1. What does the painting tell you about the importance of gender in the division of labor during the 1400s?
2. Why might images of poverty have displeased the aristocracy?

 SEE SKILLBUILDER HANDBOOK, PAGE R23.



MAIN IDEA

Analyzing Causes

F How did religious events in Europe help spur exploration and settlement of new lands?

Vocabulary

medieval: of or during the Middle Ages, often dated from A.D. 476 to 1453

The Reformation led to a religious schism, or split, throughout Europe: those who supported the Reformation became known as Protestants because of their opposition to the established Catholic church. This split deepened the rivalries among European nations during the period of North American colonization a century later and sent some Protestants and some Catholics across the Atlantic to seek religious freedom. **F**

EUROPEAN NATIONS TAKE SHAPE During the 1400s, four major nations were taking shape in Europe: Portugal, Spain, France, and England. Ambitious monarchs extended their reach by collecting new taxes, raising professional armies, and forming stronger governments. Among their new allies were the merchants, who paid taxes in exchange for the protection and expansion of trade.

THE RENAISSANCE The 1400s also saw a cultural awakening in Europe, known as the **Renaissance** (rĕn'ĭ-sāns')—a term meaning “rebirth” of the kind of interest in the physical world that had characterized ancient Greece and Rome. In the arts, this meant rejecting the flat, two-dimensional images of medieval painting in favor of the deep perspectives and fully rounded forms of ancient sculpture and painting. Starting in Italy, a region stimulated by commercial contact with Asia and Africa, the Renaissance soon spread throughout Europe. Renaissance artists created works of lasting influence, while European scholars reexamined the texts of ancient philosophers, mathematicians, geographers, and scientists.

Although their themes were still often religious in nature, Renaissance artists portrayed their subjects more realistically than had medieval artists, using new

THE CARAVEL

The caravel, the ship used by most early Portuguese and Spanish explorers, had many advantages over earlier vessels. It was lighter, swifter, and more maneuverable than other ships.

The lateen sails, an innovation borrowed from Muslim ships, allowed the caravel to sail against the wind. Rigged with triangular lateens, the ship could tack (sail on a zigzag course) more directly into the wind than could earlier European vessels.

The smaller deck at the stern provided protection from the rain.

The sternpost rudder allowed greater maneuverability.

The large hatch allowed goods to be stored below deck.

The shallow draft (the depth of the ship below the water line) made the ship ideal for coastal exploration.

techniques such as perspective. Leonardo da Vinci, investigating how things worked, kept notebooks in which he made detailed drawings of human anatomy and of his inventions, including a flying machine. This energetic spirit of inquiry infused the early explorers and adventurers who, like Christopher Columbus, grew up during the Renaissance.

The spread of the Renaissance was advanced by Johann Gutenberg's introduction of printing from movable type in the 1450s. This development made books easier and cheaper to produce, which aided the spread of ideas.

The Renaissance encouraged people to think of themselves as individuals, to have confidence in their capabilities, and to look forward to the fame their achievements might bring. This attitude prompted many to seek glory through adventure, discovery, and conquest. **G**

EUROPE ENTERS A NEW AGE OF EXPANSION The European interest in overseas expansion probably began in the 1200s with the journey of Marco Polo to China. Later, the publication in 1477 of the first printed edition of Polo's vivid—and sometimes exaggerated—account caused renewed interest in the East. Like other merchants, Polo traveled to Asia by land. The expense and peril involved in such journeys led Europeans to seek alternative routes. In the 1400s, Europeans used the work of Ptolemy, a second-century scholar, along with the work of Arab and

MAIN IDEA

Developing Historical Perspective

G How did Renaissance attitudes encourage the European age of exploration?

Vocabulary
bureaucracies:
 government departments staffed with nonelected officials

MAIN IDEA

Summarizing

H What military advantages did Europeans have over Africans and Native Americans?

Jewish scholars, to revive the art of cartography, or mapmaking. Although imperfect, the new maps inspired Europeans to start exploring for water routes to Asia.

European monarchs had powerful motives to finance the search for new lands and trading routes: they needed money to maintain their growing armies and administrative bureaucracies. By the mid-1400s, Europe’s gold and silver mines were running low. So the monarchs of Portugal, Spain, France, and England began looking overseas for wealth.

Beginning in the 1300s, monarchs invested some of their tax revenues in new weapons—such as longbows and cannons—which they used to limit the power of the independent nobles. These new weapons, along with the hand-held firearms that were developed in the 1400s, also gave them military advantages over the Africans and Native Americans whom they later encountered. **H**

SAILING TECHNOLOGY IMPROVES European ship captains in the 1400s experimented with new sailing vessels such as the caravel and navigating tools such as the compass and the astrolabe, which helped sailors plot direction at sea. They also took advantage of sailing innovations, like those that allowed caravels to sail against the wind.

One leader in developing and employing these innovations was Prince Henry the Navigator of Portugal, who gathered mariners, geographers, and navigators to his court. According to a contemporary chronicler, Gomes Eanes de Zurara, the prince’s driving motivation was the need to know.

For almost 40 years, Prince Henry sent his captains sailing south along the west coast of Africa. Exploration continued after the prince’s death. In 1488, Portuguese sailor Bartolomeu Dias rounded the southern tip of Africa; fellow Portuguese explorer Vasco da Gama reached India ten years later. By sailing around Africa to eastern Asia via the Indian Ocean, Portuguese traders were able to cut their costs and increase their profits.

As cartographers redrew their maps to show this eastern route to Asia, an Italian sea captain named Christopher Columbus believed there was an even shorter route—one that headed west across the Atlantic.

“The best ships that sailed the seas . . .”

ALVISE DA CADAMOSTO, OF THE CARAVEL



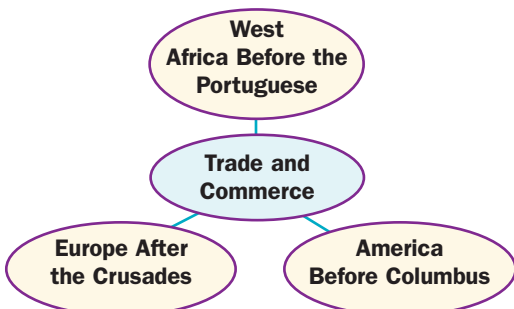
ASSESSMENT

1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- nomadic
- Pueblo
- Kongo
- Reformation
- Aztec
- Iroquois
- Islam
- Renaissance
- Anasazi
- Benin
- Christianity

MAIN IDEA

2. TAKING NOTES (HI 1)
 For each region and time period shown, write two or three sentences to describe how it was affected by trade and commerce.



CRITICAL THINKING

3. MAKING INFERENCES (REP 4)
 Why do you think other European nations lagged behind Portugal in overseas exploration? Support your reasons with details from the text.
Think About:

- the geography of Portugal
- the power of monarchs in the 1400s
- the economic and political situation of European nations during this time

4. ANALYZING CAUSES (REP 4)
 What factors do you think contributed to the thriving trade system that flourished in West Africa? Use evidence from the text to support your response.

5. ANALYZING EFFECTS (HI 2)
 What effects did Portuguese trade have on West Africa?

Spanish North America

MAIN IDEA

Beginning with the voyage of Christopher Columbus, the Spanish built a vast colonial empire in the Americas.

WHY IT MATTERS NOW

The Spanish left an impact on the cultures of North and South America that helped to shape present-day America.

Terms & Names

- Christopher Columbus
- Taino
- Treaty of Tordesillas
- Columbian Exchange
- conquistador
- Hernándo Cortés
- Montezuma
- mestizo
- *encomienda*
- New Spain
- New Mexico

CALIFORNIA STANDARDS

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

HI 1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

HI 2 Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

One European's Story

On August 3, 1492, the Genoese mariner **Christopher Columbus** set out on a bold expedition: to find a route to Asia by sailing west across the Atlantic Ocean. It was a journey destined to change the course of world history. A seeker of fame and fortune, Columbus began his travel journal by restating the deal he had struck with the Spanish rulers financing his voyage.

A PERSONAL VOICE CHRISTOPHER COLUMBUS

“Based on the information that I had given Your Highnesses about the land of India and about a Prince who is called the Great Khan [of China] . . . Your Highnesses decided to send me . . . to the regions of India, to see . . . the peoples and the lands, and to learn of . . . the measures which could be taken for their conversion to our Holy Faith. . . . I was to go by way of the west, whence until today we do not know with certainty that anyone has gone.”

—The Log of Christopher Columbus

Columbus never reached Asia. He landed on an island he thought was off the coast of Asia but was actually in the Caribbean Sea. Instead of finding the Great Khan, Columbus set in motion a process that brought together the American, European, and African worlds.



▲ Christopher Columbus from a painting done in 1519.

Columbus Crosses the Atlantic

In October 1492, roughly two months after leaving Spain, Columbus's small fleet of ships, the *Niña*, the *Pinta*, and the *Santa María*, reached land. Columbus went ashore, where he encountered a group of people who would become known as the **Taino** (tá'nō), from their word for “noble ones.” He planted Spanish banners and renamed their island San Salvador (“Holy Savior”), claiming it for Spain. Columbus spent 96 days exploring four coral islands in the Bahamas and the coastlines of two larger Caribbean islands, known today as Cuba and Hispaniola.

Vocabulary

colonize: to establish settlements under the control of a parent country

Convinced that he had landed on islands off Asia, known to Europeans as the Indies, Columbus called the people he met *los indios*. Thus the name *Indian* came to be mistakenly applied to all the diverse peoples of the Americas. The Spanish monarchs were thrilled with Columbus's discoveries and funded three more of his voyages—this time to colonize the lands he had claimed.

THE IMPACT ON NATIVE AMERICANS By the time Columbus set sail for his return to Hispaniola in 1493, Europeans had already developed a pattern for colonization. They had glimpsed the profitability of the plantation system, realized the economic benefits of using native or local peoples for forced labor, and learned to use European weapons to dominate native peoples. These tactics would be used in the Americas.

The arrival of the Europeans devastated Native Americans by another means: disease. The Taino, for example, had not developed any natural immunity to measles, mumps, chickenpox, smallpox, typhus, or other diseases Europeans had unknowingly brought with them. Consequently, the Taino died by the thousands once they were exposed.

THE IMPACT ON AFRICANS With the decline of the native work force the European settlers of the Americas eventually turned to Africa for slaves. The Atlantic slave trade devastated many African societies, particularly in West Africa. Starting in the 1500s, African cultures lost many of their young and more able members. Before the Atlantic slave trade ended in the 1800s, it had drained Africa of at least 10 million people.

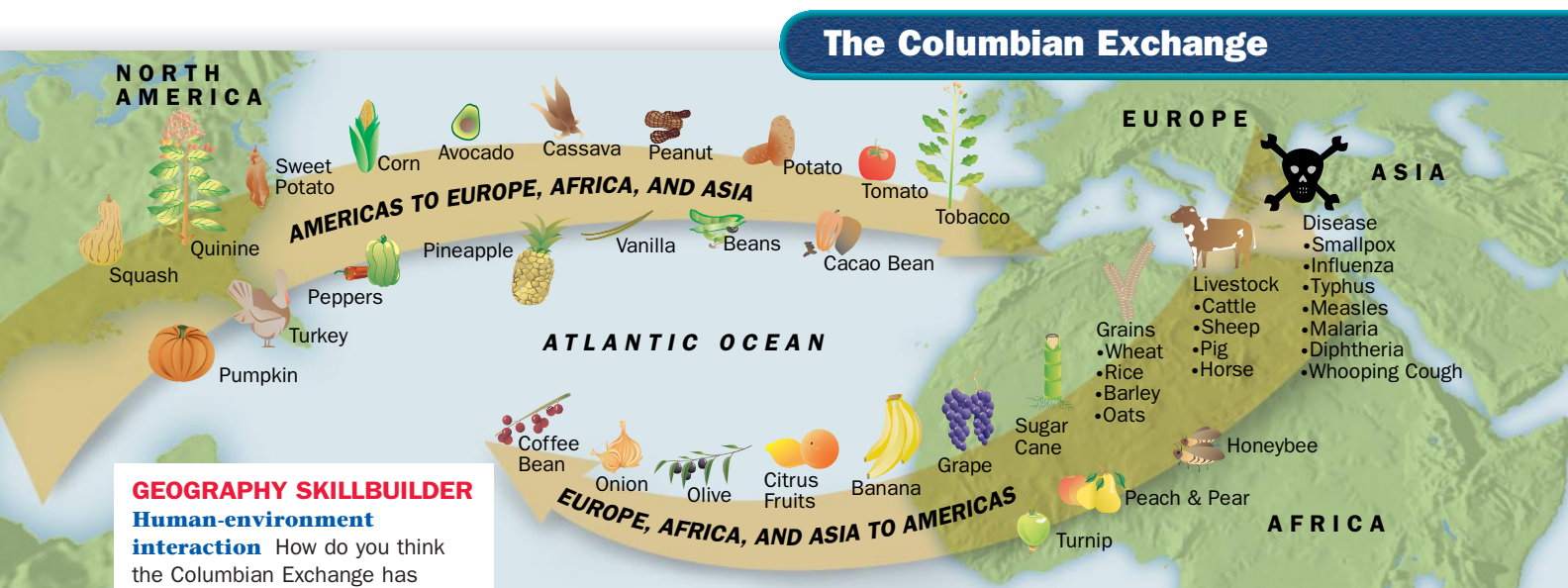
THE IMPACT ON EUROPEANS Columbus's voyages had profound effects on Europeans as well. In search of new lives, Europeans began to cross the Atlantic by the thousands in what would become one of the biggest voluntary migrations in world history. Overseas expansion inflamed national rivalries in Europe. In 1494, Spain and Portugal signed the **Treaty of Tordesillas** (tôr'də-sē'əs), in which they agreed to divide the Western Hemisphere between them. **A**

THE COLUMBIAN EXCHANGE The voyages of Columbus and those after him led to the discovery of plants and animals in the Americas that were new to Europeans and Africans. Ships took items such as corn, potatoes, and tobacco from the Americas to Europe and to Africa. From these countries, they brought back livestock, grains, fruit, and coffee. This global transfer of living things, called the **Columbian Exchange**, began with Columbus's first voyage and continues today.

MAIN IDEA

Analyzing Events

A What did Spain and Portugal agree to do in the Treaty of Tordesillas?



GEOGRAPHY SKILLBUILDER

Human-environment interaction

How do you think the Columbian Exchange has enriched each hemisphere?

The Spanish Claim a New Empire

In the wake of Columbus's voyages, Spanish explorers took to the seas to claim new colonies for Spain. These explorers were lured by the prospect of vast lands filled with gold and silver. Known as **conquistadors** (kǒng-kē'stā-dôrz') (conquerors), they conquered much of the Americas.

CORTÉS SUBDUES THE AZTEC Soon after landing in Mexico in 1519, **Hernándo Cortés** learned of the vast and wealthy Aztec empire in the region's interior. With a force of 508 men, 16 horses, 10 cannons, and numerous dogs, the conquistador marched inland.

The Spaniards marveled at Tenochtitlán, the Aztec capital, with its towering temples and elaborate engineering works—including a system that brought fresh water into the city. "We were amazed," one of Cortés's soldiers said of his first glimpse of Tenochtitlán. "Some of our soldiers even asked whether the things we saw were not a dream." While the Aztec city astonished the Spaniards, the capital's glittering gold stock seemed to hypnotize them. "They picked up the gold and fingered it like monkeys," one native witness recalled. "They hungered like pigs for that gold."

The Aztec emperor, **Montezuma**, convinced at first that Cortés was an armor-clad god, agreed to give the Spanish explorer a share of the empire's existing gold supply. The conquistador was not satisfied. Cortés eventually forced the Aztec to mine more gold and silver. In the spring of 1520, the Aztec rebelled against the Spaniards' intrusion. Regarding Montezuma as a traitor, the Aztec are believed to have stoned their ruler to death before driving out Cortés's forces.

While they had successfully repelled the Spanish invaders, the Aztec were falling victim to the diseases that the Spanish had brought with them. By the time Cortés launched a counterattack in 1521, the Spanish and their native allies overran an Aztec force that had been greatly reduced by smallpox and measles. After several months of fighting, the invaders sacked and burned Tenochtitlán, and the Aztec surrendered. **B**

THE SPANISH PATTERN OF CONQUEST In building their American empire, the Spaniards lived among the native people and sought to impose their own culture upon them. The settlers, mostly men, tended to intermarry with native women. This practice eventually created a large **mestizo** (mĕs-tē'zō)—or mixed Spanish and Native American—population in the Spanish colonies. Nonetheless, the Spanish also oppressed the people among whom they lived. In their effort to exploit the land for its resources, they forced Native American workers to labor in an **encomienda** (ĕng-kô-myĕn'dä) system. Under that system, natives farmed, ranched, or mined for Spanish landlords, who received the rights to their labor from Spanish authorities.

KEY PLAYER

HERNÁNDO CORTÉS 1485–1547

Cortés made himself the enemy of thousands of Native Americans, but the daring conquistador did not have many friends among Spaniards. Spanish authorities on Cuba, where Cortés owned land, accused the conquistador of murdering his wife, Catalina Juárez. "There were ugly accusations, but none proved," wrote Juárez's biographer.

In addition, the Cuban governor, Diego Velázquez, who resented Cortés's arrogance, relieved him of the command of a gold-seeking expedition to the mainland. Cortés left Cuba anyway. As he fought his way through Mexico, Cortés had to battle not only the Native Americans but also the Spanish forces that Velázquez sent to arrest him.

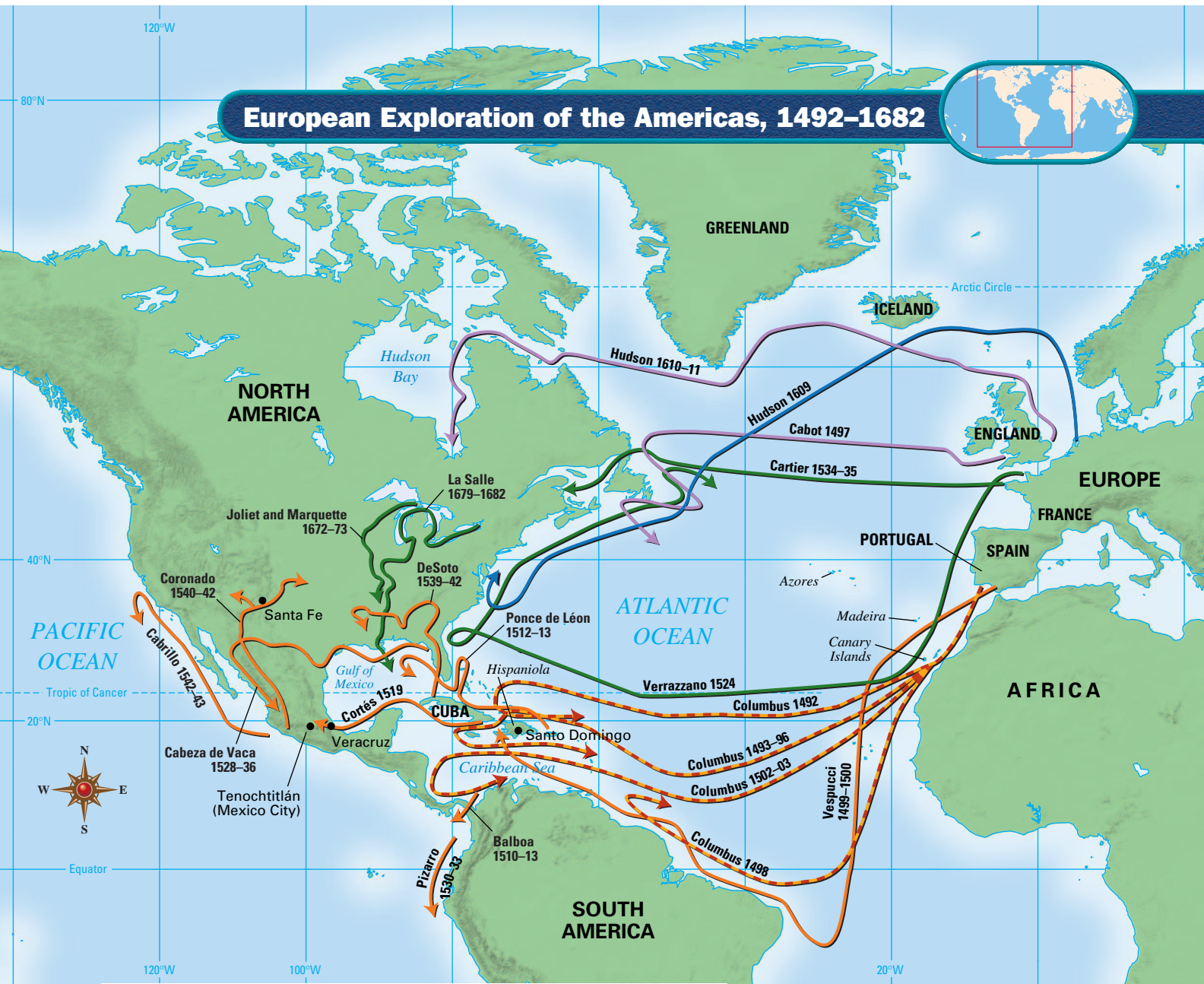
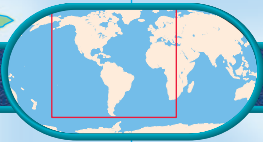


MAIN IDEA

Summarizing

B What factors enabled the Spanish to conquer the Aztec?

European Exploration of the Americas, 1492–1682



Juan de la Cosa, pilot-navigator on Columbus's ship *Niña*, drew the known world on this oxhide map in 1500. Europeans' shaky understanding of the geography of the Americas at this time is revealed in the coastline of North and South America (shown in green).

	Spanish
	Columbus
	French
	English
	Dutch

0 1,000 2,000 miles
0 1,000 2,000 kilometers

GEOGRAPHY SKILLBUILDER

- 1. Movement** How many voyages to the Americas did Columbus make?
- 2. Place** In what years did the English and French sail to the Americas and which regions did they explore?

A number of Spanish priests demanded an end to the harsh encomienda system. In 1511, Fray Antonio de Montesinos delivered a fiery sermon in which he attacked the use of the native population for slave labor.

A PERSONAL VOICE FRAY ANTONIO DE MONTESINOS

“Tell me, by what right or justice do you hold these Indians in such a cruel and horrible servitude? . . . Why do you keep them so oppressed and exhausted, without giving them enough to eat or curing them of the sicknesses they incur from the excessive labor you give them? . . . Are you not bound to love them as you love yourselves? Don't you understand this? Don't you feel this?”

—quoted in *Reflections, Writing for Columbus*

In 1542, the Spanish monarchy abolished the encomienda system, and to meet their labor needs, the Spaniards began to use enslaved Africans. **C**

SPAIN ENJOYS A GOLDEN AGE In 1532, Francisco Pizarro plundered the wealthy Inca empire on the western coast of South America. With this conquest and others, the Spanish built a vast empire, which included **New Spain** (Mexico, and part of what is now Guatemala), as well as lands in Central and South America and the Caribbean. Spanish explorers also undertook expeditions into what is now the southern United States. There, they established a string of outposts to protect their holdings and to spread their culture and religion to the Native Americans. Beginning with the efforts of Ponce de León in 1513, the Spanish settled in what is now Florida. In 1565, they established the outpost of St. Augustine on the Florida coast. The settlement has survived to become the oldest European-founded city in the United States.

Spain Explores the Southwest and West

Throughout the mid-1500s, the Spanish also explored and settled in what are now the southwest and west regions of the United States. In 1540, Francisco Vázquez de Coronado led a most ambitious venture, as he traveled throughout much of what is now Texas, Oklahoma, Arizona, New Mexico, and Kansas in search of another wealthy empire to conquer. Failing to find gold and other treasures, the dejected conquistador returned home. After wandering for two years, the only precious metal Coronado carried home was his own battered gold-plated armor.

THE SPANISH FOUND NEW MEXICO Some 50 years later, the Spanish returned to the modern-day Southwest—in search not of riches but of Christian converts. In its Royal Orders of New Discoveries of 1573, Spain outlined the duties of these new explorers who now included Roman Catholic priests. When converting the Native Americans, priests were ordered to provide them with “the many . . . essentials of life—bread, silk, linen, horses, cattle, tools, and weapons, and all the rest that Spain has had.” Numerous Spanish priests had arrived in the Americas to spread Roman Catholicism. The barren land north of New Spain may have held little gold, but it was home to many Native American souls to convert. In the winter of 1609–1610, Pedro de Peralta, governor of Spain’s northern holdings, called **New Mexico**, led settlers to a tributary of the upper Rio Grande. Together they built a capital called Santa Fe, or “Holy Faith.” The hooves of pack mules wore down an 1,800-mile trail known as El Camino Real or “the Royal Road,” as they carried goods back and forth between Santa Fe and Mexico City. In the next two decades, a string of Catholic missions arose among the Pueblos in the area. **D**

THE SPANISH OPEN MISSIONS IN TEXAS As early as 1519, Alonso Álvarez de Piñeda of Spain had mapped the coast of what is today Texas. Soon afterward, in 1528, the first Europeans had begun to settle in the interior. Over the next 200

MAIN IDEA

Analyzing Motives

C Why did some Spanish priests demand an end to the encomienda system?

MAIN IDEA

Analyzing Motives

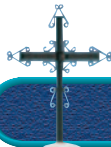
D What attracted the Spanish to what is now the Southwest?

years, using the San Antonio area as their administrative center, the Spanish sent more than 30 expeditions inland to explore and to settle. The land was already sparsely inhabited by Native Americans, including members of the large and diverse Apache group, whom Spanish missionaries sought to convert to Christianity. The first two Spanish missions in Texas were founded in 1682 near what is now El Paso.

Beginning in 1718, a number of missions opened along the San Antonio River. Founded in 1720, Mission San José y San Miguel de Aguayo in San Antonio was by many accounts the most beautiful and successful Texas mission. Its compound included buildings for living, worshipping, storing grain, spinning and weaving cotton and wool, carpentry, iron working, and tailoring.

A STRING OF MISSIONS SPANS CALIFORNIA In 1542 the navigator Juan Rodriguez Cabrillo, exploring the west coast of North America, discovered the harbor that was later named San Diego. In 1769, the Spanish missionary Father Junípero Serra founded the first California mission at San Diego.

By 1823, Spanish Franciscan priests, followers of Saint Francis of Assisi, had founded a string of 21 missions, each one day's walk (about 30 miles) from the next. Many of the missions were protected by forts, called presidios, built nearby. A presidio and a mission founded in 1776 in San Francisco preceded the development of that city. The aims of the missionaries in California, as in Texas, were to convert the Native Americans to Christianity, to educate them in European ways and skills, and to secure the area for Spanish settlement. Many Spanish mis-

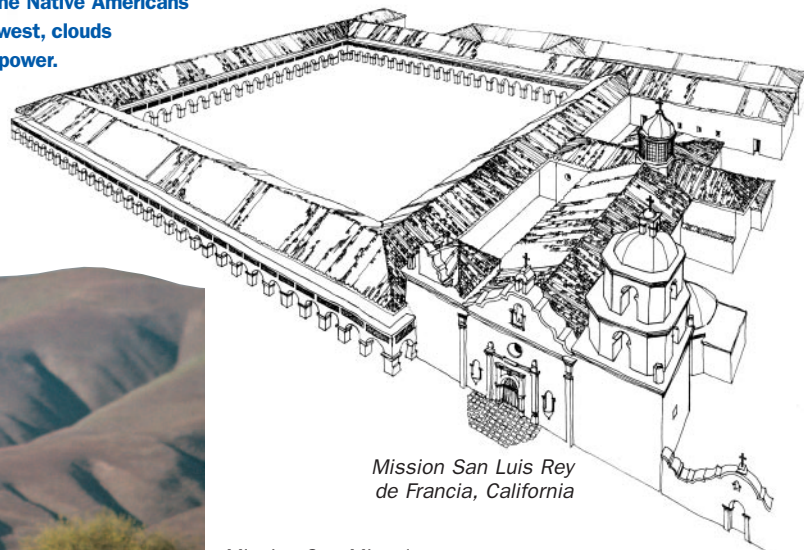
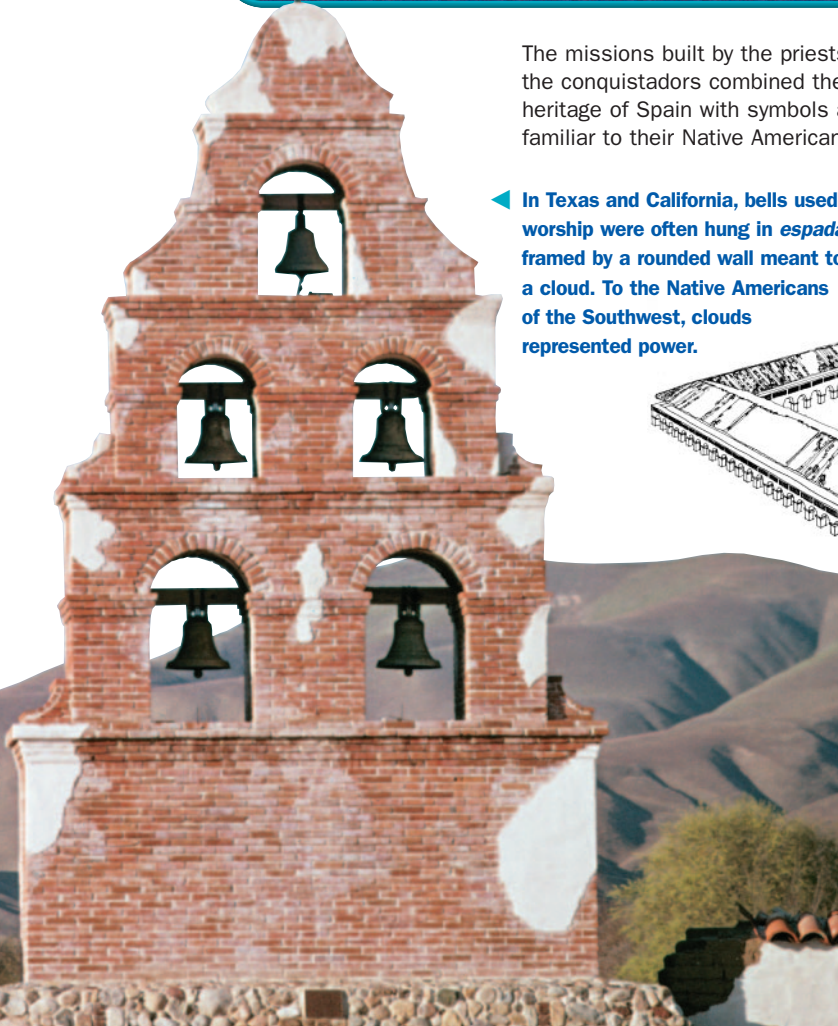


Spanish Missions in the Southwest

The missions built by the priests who accompanied the conquistadors combined the rich architectural heritage of Spain with symbols and traditions familiar to their Native American converts.

◀ In Texas and California, bells used to summon people to worship were often hung in *espadañas*, tiered clusters framed by a rounded wall meant to resemble a cloud. To the Native Americans of the Southwest, clouds represented power.

Most missions were a series of buildings grouped around a courtyard, which was used for festivals or services. These courtyards acknowledged the Native American practice of worshipping in the open air.



Mission San Luis Rey de Francia, California

Mission San Miguel, California

sions are still standing and some are still in use. They remain as lasting memorials to the great cultures reflected in their architecture.

RESISTANCE TO THE SPANISH The impact of the Spanish missions on Native American cultures has been a subject of much historical controversy. Recent historians assert that the mission system negatively affected many Native American communities in several ways. The Spanish required Native Americans who converted to Christianity to live inside the missions, separating them from their families and cultures. Native Americans who tried to leave were punished. The Spanish also forced Native Americans to provide labor for farming and construction, give up their self-government, and adopt European dress, diet, and living arrangements. During the 1670s, priests and soldiers around Santa Fe began forcing Native Americans to help support the missions by paying a tribute, an offering of either goods or services. The tribute was usually a bushel of maize or a deer hide, but the Spanish also forced Native Americans to work for them and sometimes abused them physically. Native Americans who practiced their native religion or refused to pay a tribute were beaten.

“The heathen have concealed a mortal hatred for our holy faith and enmity for the Spanish nation.”

SPANISH OFFICER,
WRITING OF POPÉ’S REBELLION

Spanish priests punished the Pueblo religious leader Popé for his worship practices, which they interpreted as witchcraft. In 1680, the angered leader led a well-organized uprising against the Spanish that involved some 17,000 warriors from villages all over New Mexico. The triumphant fighters destroyed Catholic churches, executed priests and settlers, and drove the Spaniards back into New Spain. For the next 12 years—until the Spanish regained control of the area—the southwest region of the future United States once again belonged to its original inhabitants.

But Spain would never again have complete control of the Americas. In 1588, England had defeated the Spanish Armada, a naval fleet assembled to invade England, ending Spain’s naval dominance in the Atlantic. In time, England began forging colonies along the eastern shore of North America, thus extending its own empire in the New World. But Spain’s influence continues in the people and customs of the Southeast and Southwest.



ASSESSMENT

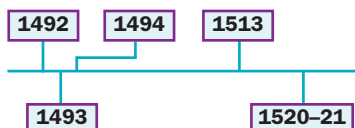
1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- Christopher Columbus
- Taino
- Treaty of Tordesillas
- Columbian Exchange
- conquistador
- Hernándo Cortés
- Montezuma
- mestizo
- encomienda
- New Spain
- New Mexico

MAIN IDEA

2. TAKING NOTES (HI 1)

Create a time line of the major events and significant dates of Columbus’s voyages and the Spanish exploration of the New World. Use the dates already plotted on the time line below as a guide.



CRITICAL THINKING

3. ANALYZING EFFECTS (HI 2)

What do you think were the most important long-term consequences of Columbus’s encounters in the Americas? **Think About:**

- conquering and claiming land
- forced labor of Native Americans and Africans
- the impact on Africa, Europe, and the Americas

4. DRAWING CONCLUSIONS (HI 1)

State three conclusions about Spanish exploration and settlement north of Mexico and the Spaniards’ interaction with Native Americans there. Why did the Native Americans of New Mexico revolt against the Spanish settlers?

Early British Colonies

MAIN IDEA

Beginning in the early 1600s, the English established colonies along the eastern shore of North America.

WHY IT MATTERS NOW

The original 13 English colonies in North America formed the foundation of what would become the United States of America.

Terms & Names

- John Smith
- Jamestown
- joint-stock companies
- indentured servant
- Puritan
- John Winthrop
- King Philip's War
- William Penn
- Quaker
- mercantilism
- Navigation Acts

One European's Story

John Smith craved adventure. Smith's father had urged him to be a merchant, but the restless Englishman wanted to see the world. In 1606, he offered his services as a colonist to the Virginia Company, a group of merchants charged with starting an English colony in North America. He later recalled his vision of the opportunities that awaited those who settled the Americas.

A PERSONAL VOICE JOHN SMITH

“What man who is poor or who has only his merit to advance his fortunes can desire more contentment than to walk over and plant the land he has obtained by risking his life? . . . Here nature and liberty . . . give us freely that which we lack or have to pay dearly for in England. . . . What pleasure can be greater than to grow tired from . . . planting vines, fruits, or vegetables? . . . ”

—*The General History of Virginia*



John Smith

Smith would need all of his abilities to steer the new colony, Jamestown, through what turned out to be a disastrous beginning. In time, however, the colony survived to become England's first permanent settlement in North America.

The English Settle at Jamestown

In April of 1607, nearly four months after the Virginia Company's three ships had left England, they reached the North American shore. Part way up a broad river leading into Chesapeake Bay, they chose a small, defensible peninsula and built Fort James to protect the settlement of **Jamestown**, named for their king.

A DISASTROUS START Unlike Spanish colonies, which were funded by Spanish rulers, the English colonies were originally funded by **joint-stock companies**. Stock companies allowed several investors to pool their wealth in support of a colony that would, they hoped, yield a profit. Investors in the Jamestown colony demanded a quick return on their investment, and the colonists hoped to find gold to satisfy them. Consequently, they neglected farming and soon

CALIFORNIA STANDARDS

11.3.1 Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

HI 1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

HI 2 Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

HI 3 Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

Rediscovering Fort James

Erosion turned the Jamestown Peninsula into an island and, for many years, the site of the original Fort James was assumed to be under water. However, in 1996, archaeologists from the Association for the Preservation of Virginia Antiquities discovered artifacts on what they concluded was the original site of the fort.

Since then, archaeologists have discovered armor, weapons, even games used by the first colonists. Archaeologists and historians are constantly learning more and more about this long-buried treasure of American history.

16th-century helmet and breastplate. ▶



▲ An archaeologist kneels beside holes left from the original palisade fence of Fort James. Note that the palisades were less than one foot in width.



Site of Jamestown

Rounded bulwarks, or watch towers, mounted with cannon were located at each corner of the fort. The range of each cannon was approximately one mile.

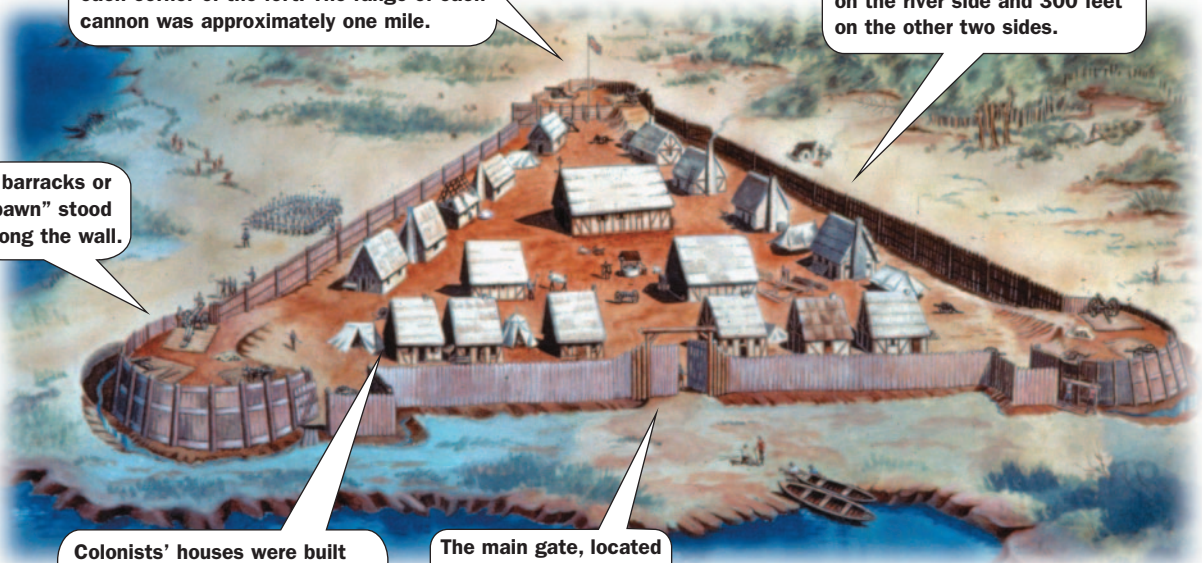
The walls of the triangular-shaped fort measured 420 feet on the river side and 300 feet on the other two sides.

A barracks or "bawn" stood along the wall.

Colonists' houses were built about ten feet from the fort's walls. Houses measured sixteen by forty feet and several colonists lived in each.

The main gate, located on the long side, faced the James river.

▲ This illustration re-creates what historians and archaeologists now believe Fort James looked like early in its history.



MAIN IDEA

Analyzing Causes

A Why was the early settlement at Jamestown a near disaster?

suffered the consequences. Disease from contaminated river water struck them first, followed soon by hunger. After several months, one settler described the terrifying predicament: “Thus we lived for the space of five months in this miserable distress, . . . our men night and day groaning in every corner of the fort, most pitiful to hear.” **A**

Smith held the colony together by forcing the colonists to farm and by securing food and support from the native Powhatan peoples. Then Smith was injured and returned to England. Without Smith’s leadership, the colony eventually deteriorated to the point of famine. The settlement was saved, however, by the arrival of new colonists and by the development of a highly profitable crop, tobacco.

TOBACCO REQUIRES A SUPPLY OF LABOR In order to grow tobacco, the Virginia Company needed field laborers. Immigration jumped in 1618, when the company introduced the headright system, offering 50 acres of land to “adventurers” who would pay their own or another’s transportation from England. Many of those who arrived in Virginia, however, came as **indentured servants**. In exchange for passage to North America and food and shelter upon arrival, an indentured servant agreed to a limited term of servitude—usually four to seven years. Indentured servants were mainly from the lower classes of English society and therefore had little to lose by leaving for a new world.

The first enslaved Africans arrived in Virginia aboard a Dutch merchant ship in 1619. After a few years, most of them received land and freedom. It would be several decades before the English colonists in North America began the systematic use of enslaved Africans as laborers.

COLONISTS CLASH WITH NATIVE AMERICANS The colonists’ desire for more land—to accommodate their growing population and the demand for more crop space—led to warfare with the original inhabitants of Virginia. Unlike the Spanish, the English followed a pattern of driving away the people they defeated. Their conquest over the native peoples was total and complete, which is one reason a large mestizo-like population never developed in the United States.

ECONOMIC DIFFERENCES SPLIT VIRGINIA The English colonists who migrated to North America in increasing numbers battled not only Native Americans but sometimes each other. By the 1670s, one-quarter of the free white men in Virginia were poor former indentured servants who lived mainly on the western frontier of Virginia, where they constantly fought with Native Americans for land.

Although Virginia’s governor, William Berkeley, proposed building forts to protect the settlers, the settlers refused to pay taxes to maintain these forts. The colonists, under the leadership of a young planter named Nathaniel Bacon, marched on Jamestown in September of 1676. Bacon confronted colonial leaders with a number of grievances, including the frontier’s lack of representation in Virginia’s colonial legislature, or law-making body, the House of Burgesses. Although Bacon’s Rebellion ultimately failed, it exposed the restlessness of the colony’s former indentured servants. **B**

MAIN IDEA

Analyzing Issues

B Why were Virginia’s frontier settlers frustrated with their government?

HISTORICAL SPOTLIGHT

EARLY REPRESENTATIVE GOVERNMENT

As the English settlers colonized North America, they sowed the seeds of the representative style of government that would become the foundation of American democracy.

Virginia’s House of Burgesses served as the first representative body in colonial America. The House first met in Jamestown in 1619 and included two citizens, or burgesses, from each of Virginia’s eleven districts. The body claimed the authority to raise taxes and pass legislation—subject to veto by the English governor.

The Mayflower Compact, which the Pilgrims crafted as they sailed to North America in 1620, created a civil government and pledged loyalty to the king. It stated that the purpose of their government in America would be to frame “just and equal laws . . . for the general good of the colony.”

Created in 1639, the Fundamental Orders of Connecticut extended voting rights to a greater number of white males in that colony. It also declared that the colonial legislature could assemble without a call by the governor.



◀ Puritans cherished their Bibles, passing them down as family treasures from one generation to the next. This Bible belonged to Governor William Bradford of the Plymouth Colony.

Puritans Create a “New England”

After King Henry VIII (1491–1547) broke with Roman Catholicism in the 1530s, the Church of England was formed. Although the new church was free of Catholic control, one religious group, the **Puritans**, felt that the church had kept too much Catholic ritual. They wanted to “purify,” or reform, the church by eliminating all traces of Catholicism. Some Puritans, called Separatists, wanted to separate from the English Church. They often met in secret to avoid the punishment inflicted upon those who did not follow the Anglican form of worship. **C**

One congregation of Separatists, known today as the Pilgrims, eventually migrated to America. There, in 1620, this small group of families founded the Plymouth Colony, the second permanent English colony in North America. Their Mayflower Compact, named for the ship on which they sailed to North America, became an important landmark in the development of American democracy.

THE MASSACHUSETTS BAY COLONY Other Puritans who were not Separatists turned their thoughts toward New England in the 1620s. They felt the burden of increasing religious persecution, political repression, and dismal economic conditions. In 1630, a group of Puritans established the Massachusetts Bay Colony along the upper coast of North America. The port town of Boston soon became the colony’s thriving capital. Settlers established other towns nearby and eventually incorporated the Plymouth Colony into the Massachusetts Bay Colony.

The Puritans believed they had a special covenant, or agreement, with God. To fulfill their part, they were to create a moral society that would serve as a beacon for others to follow. Puritan leader **John Winthrop** expressed the sense of mission that bound the Puritans together, in a sermon delivered aboard the flagship *Arbella*: “We [in New England] shall be as a City upon a Hill; the eyes of all people are on us.”

Although Puritans made no effort to create a democracy, the Massachusetts Bay Company extended the right to vote to all adult male members of the Puritan church—40 percent of the colony’s men. As their system of self-government evolved, so did the close relationship between the government and the Puritan church. The Puritan view dominated Massachusetts society: taxes supported the Puritan church, and laws required church attendance. **D**

DISSENT IN THE PURITAN COMMUNITY The Puritans came to America to follow their own form of worship, and they were intolerant of people who had dissenting religious beliefs. One such dissenter was Roger Williams, an extreme Separatist, who expressed two controversial views. First, he declared that the English settlers had no rightful claim to the land unless they purchased it from Native Americans. Second, he argued that every person should be free to worship according to his or her conscience.

MAIN IDEA

Analyzing Issues

C Why were the Puritans unhappy with the Church of England?

Vocabulary

repression: the act of putting down by force

MAIN IDEA

Forming Generalizations

D What type of society did the Puritans want to create?

MAIN IDEA

Analyzing Issues

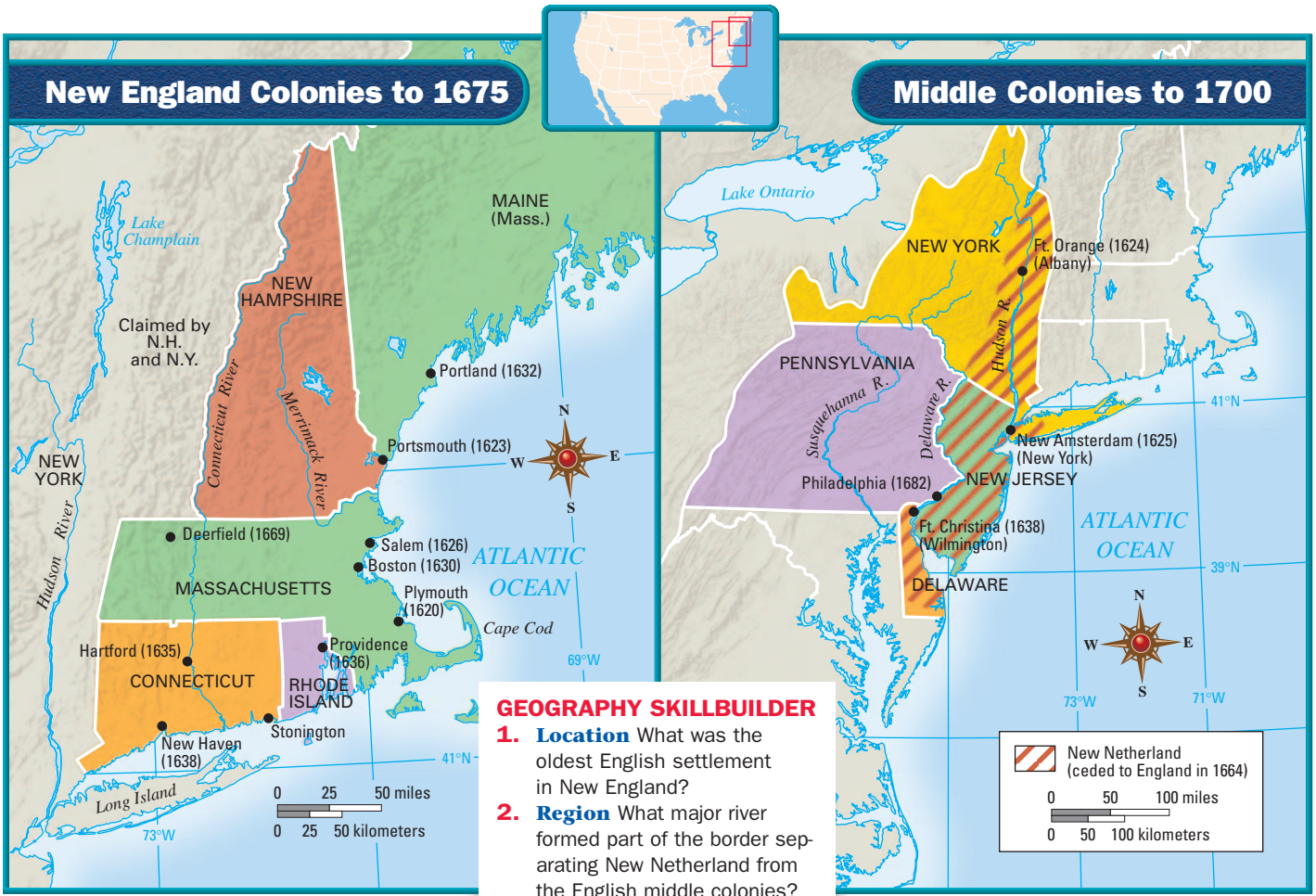
E In what principles did the government of Providence differ from that of Massachusetts?

When officials tried to deport Williams back to England, he fled Massachusetts and traveled south. He negotiated with a local Native American group for a plot of land and set up a new colony, which he called Providence. In Providence, later the capital of Rhode Island, Williams guaranteed religious freedom and separation of church and state. **E**

Another dissenter, Anne Hutchinson, taught that worshippers did not need the church or its ministers to interpret the Bible for them. Banished from the colony, Hutchinson, with her family and a band of followers, fled first to Rhode Island and, after her husband died, to New Netherland—which later became part of New York—where she died in a war with Native Americans.

NATIVE AMERICANS RESIST COLONIAL EXPANSION While Williams and his followers were settling Rhode Island, thousands of other white settlers fanned out to western Massachusetts and to new colonies in New Hampshire and Connecticut. From the beginning, Native Americans had helped the colonists, providing them with land and giving them agricultural advice. Soon, however, disputes between the Puritans and Native Americans arose over land and religion. As Native Americans saw their lands taken over by settlers, they feared an end to their way of life. In addition, Native Americans resented the Puritans' efforts to convert them and bristled under Puritan laws such as the prohibition of hunting and fishing on Sunday.

KING PHILIP'S WAR Great tension continued between Native Americans and settlers for nearly 40 years. Eventually, the Wampanoag chief Metacom, whom the English called King Philip, organized his tribe and several others into an alliance to wipe out the invaders. The eruption of **King Philip's War** in the spring of 1675 startled the Puritans with its intensity. Native Americans attacked



GEOGRAPHY SKILLBUILDER

- 1. Location** What was the oldest English settlement in New England?
- 2. Region** What major river formed part of the border separating New Netherland from the English middle colonies?

and burned outlying settlements throughout New England. Within months they were striking the outskirts of Boston. The alarmed and angered colonists responded by killing as many Native Americans as they could, even some from friendly tribes. For over a year, the two sides waged a war of mutual brutality and destruction. Finally, food shortages, disease, and heavy casualties wore down the Native Americans' resistance, and they gradually surrendered or fled. **F**

MAIN IDEA

Predicting Effects

F What long-term effects would you predict followed King Philip's War?

Settlement of the Middle Colonies

While English Puritans were establishing colonies in New England, the Dutch were founding one to the south. As early as 1609, Henry Hudson—an Englishman employed by the Dutch—had sailed up the river that now bears his name. The Dutch soon established a fur trade with the Iroquois and built trading posts on the Hudson River.

THE DUTCH FOUND NEW NETHERLAND In 1621, the Dutch government granted the newly formed Dutch West India Company permission to colonize New Netherland and expand the thriving fur trade. New Amsterdam (now New York City), founded in 1625, became the capital of the colony (see map on page 25). In 1655, the Dutch extended their claims by taking over New Sweden, a tiny colony of Swedish and Finnish settlers that had established a rival fur trade along the Delaware River. To encourage settlers to come and stay, the colony opened its doors to a variety of ethnic and religious groups. **G**

In 1664, the English took over the colony without a fight. The duke of York, the new proprietor, or owner, of the colony, renamed it New York. The duke later gave a portion of this land to two of his friends, naming this territory New Jersey for the British island of Jersey.

MAIN IDEA

Analyzing Events

G How did the Dutch create an ethnically diverse colony?

WORLD STAGE

THE ENGLISH CIVIL WAR AND RESTORATION

From 1642 to 1651, England was torn apart by great wars between loyalist supporters of King Charles I, and those who supported Parliament, many of whom were Puritans. The parliamentary armies were victorious, and Charles I was tried for treason and executed in 1649. For a decade, England became a commonwealth, or republic, headed first by Oliver Cromwell, a Puritan, and then by his son Richard.

However, the English grew weary of the rather grim and sober Puritan rule, and in 1660 the monarchy was restored under Charles II. The Restoration would have a profound effect on America, leading to the creation of new colonies and to more direct involvement by the Crown in colonial affairs.

THE QUAKERS SETTLE PENNSYLVANIA The acquisition of New Netherland was one step in England's quest to extend its American empire after 1660, when the English monarchy was restored after a period of civil war and Puritan rule. The new king, Charles II, owed a debt to the father of a young man named **William Penn**. As payment, Charles gave the younger Penn a large property that the king insisted be called Pennsylvania, or "Penn's Woods," after the father. Following this, in 1682, Penn acquired more land from the duke of York, the three counties that became Delaware.

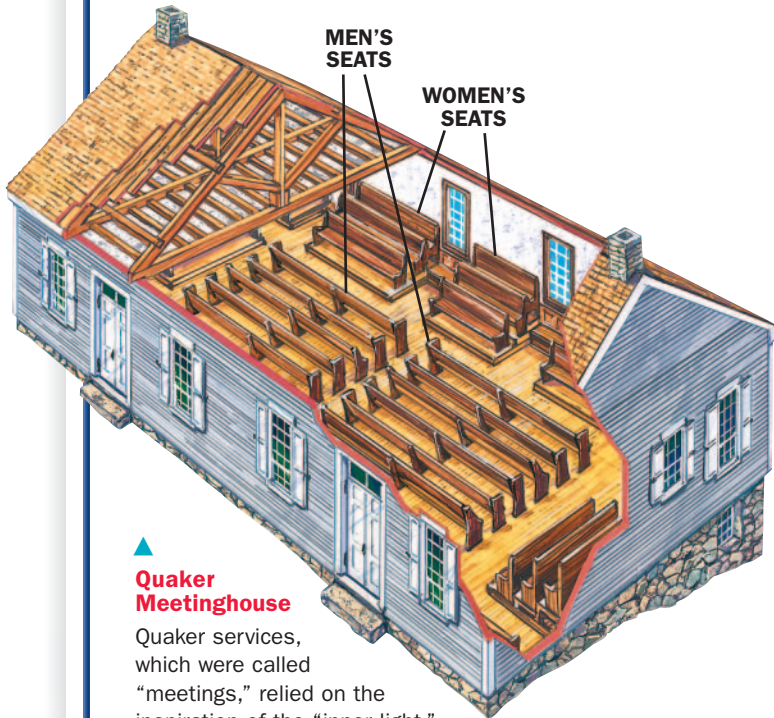
William Penn belonged to the Society of Friends, or **Quakers**, a Protestant sect that held services without formal ministers, allowing any person to speak as the spirit moved him or her. They dressed plainly, refused to defer to persons of rank, opposed war, and refused to serve in the military. For their radical views, they were scorned and harassed by Anglicans and Puritans alike.

Penn wanted to establish a good and fair society in keeping with Quaker ideals of equality, cooperation, and religious toleration. Penn guaranteed every adult male settler 50 acres of land and the right to vote. His plan for government called for a representative assembly and freedom of religion. Like Roger Williams before him, Penn believed that the land belonged to the Native Americans, and he saw to it that they were paid for it.

History Through Architecture

COLONIAL MEETINGHOUSES

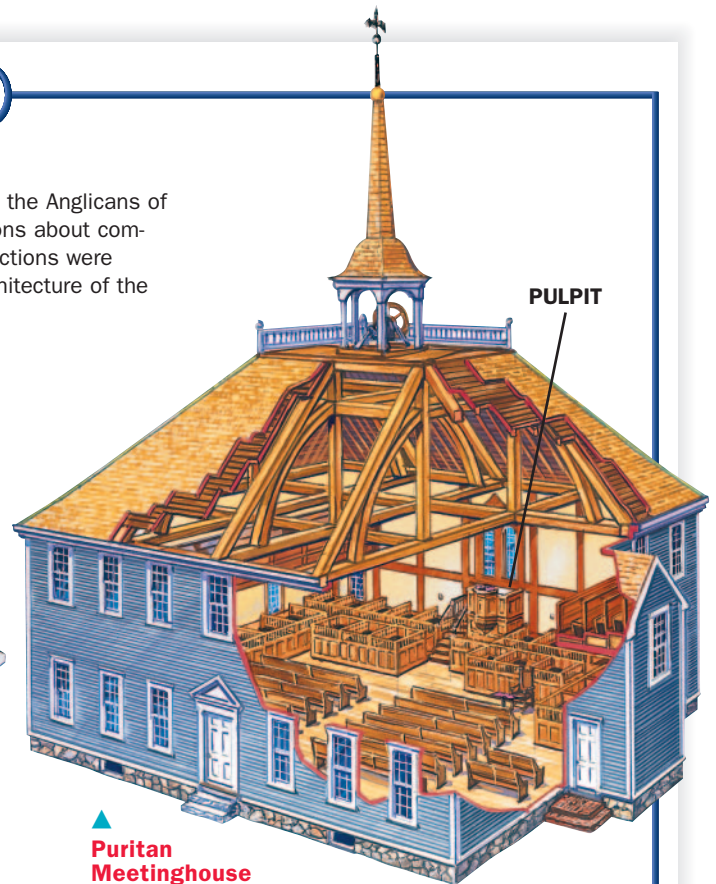
The Puritans of the Northeast, the Quakers of Pennsylvania, and the Anglicans of the Southern colonies held profound but often different convictions about community, social responsibility, and individual freedom. These convictions were expressed in the religious services of each group and in the architecture of the places of worship where these services were held.



Quaker Meetinghouse

Quaker services, which were called "meetings," relied on the inspiration of the "inner light." Meetings reflected a respect for conscience and freedom of speech.

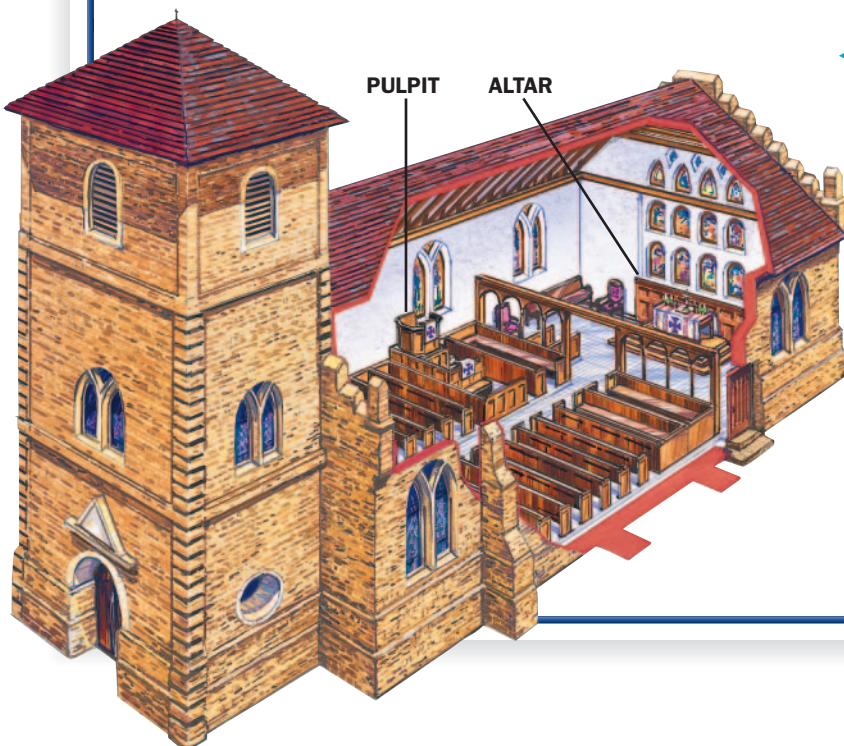
Men and women entered by separate doors and sat on opposite sides, facing each other. In some meetinghouses, women sat in slightly elevated seats. Both men and women could speak during the meeting.



Puritan Meetinghouse

Puritan services focused on preaching. Sermons, which sometimes lasted for hours, instructed the individual conscience to be mindful of the common good.

The pulpit was the focal point of the meetinghouse. A plain interior reflected a value for austerity and simplicity. Meetinghouses were also used for town meetings.



Anglican Church

The head of the Anglican church was the British monarch. Anglican services valued ritual. Their churches stressed the importance of authority and status.

Anglican churches emphasized the altar through ornamentation and elaborate windows. A screen separated the altar from the congregation. Elaborate pews were reserved for wealthy church members.

SKILLBUILDER Interpreting Visual Sources

1. In what ways do the Puritan and Quaker meetinghouses resemble each other? In what ways are they different?
2. How does the interior of the Anglican church show respect for hierarchy?

SEE SKILLBUILDER HANDBOOK, PAGE R23.

Penn himself spent only about four years in Pennsylvania. Meanwhile, his idealistic vision had faded but did not disappear. The Quakers became a minority in a colony thickly populated by people from all over western Europe. Slavery was introduced, and, in fact, many prominent Quakers in Pennsylvania owned slaves. However, the principles of equality, cooperation, and religious tolerance on which he had founded his vision would eventually become fundamental values of the new American nation. **H**

MAIN IDEA

Contrasting

H How did Penn's actions toward Native Americans differ from those of the Puritans in Massachusetts?

England and Its Colonies Prosper

THIRTEEN COLONIES Throughout the 1600s and 1700s, more British colonies in North America were founded, each for very different reasons. In 1632, King Charles I granted land north of Chesapeake Bay to George Calvert, the first Lord Baltimore. Calvert's son Cecil, the second Lord Baltimore, named the colony Maryland, after Queen Henrietta Maria, Charles's wife. In 1663, King Charles II awarded a group of key supporters the land between Virginia and Spanish Florida, a territory that soon became North and South Carolina.

In 1732, an English philanthropist named James Oglethorpe, along with several associates, received a charter for a colony he hoped could be a haven for those imprisoned for debt. Oglethorpe named the colony Georgia, after King George II. Few debtors actually came to Georgia, and the British Crown assumed direct control of the colony in 1752. By that time, the Crown had begun to exercise more and more control over colonial economies and governments.

The thirteen British colonies existed primarily for the benefit of England. The colonies exported to England a rich variety of raw materials, such as lumber and furs, and in return they imported the manufactured goods that England produced. The thirteen colonies that became the original United States were founded over a period of 125 years. Together, the colonies represented a wide variety of people, skills, motives, industries, resources, and agricultural products.

MERCANTILISM AND THE NAVIGATION ACTS Beginning in the 16th century, the nations of Europe competed for wealth and power through a new economic system called **mercantilism** (mûr'kən-tē-lîz'əm), in which the colonies played a critical role. According to the theory of mercantilism, a nation could increase its wealth and power in two ways: by obtaining as much gold and silver as possible, and by establishing a favorable balance of trade, in which it sold more goods than it bought. A nation's ultimate goal was to become self-sufficient so that it did not have to depend on other countries for goods.

The key to this process was the establishment of colonies. Colonies provided products, especially raw materials, that could not be found in the home country.

In 1651, England's Parliament, the country's legislative body, moved to tighten control of colonial trade by passing a series of measures known as the **Navigation Acts**. These acts enforced the following rules:

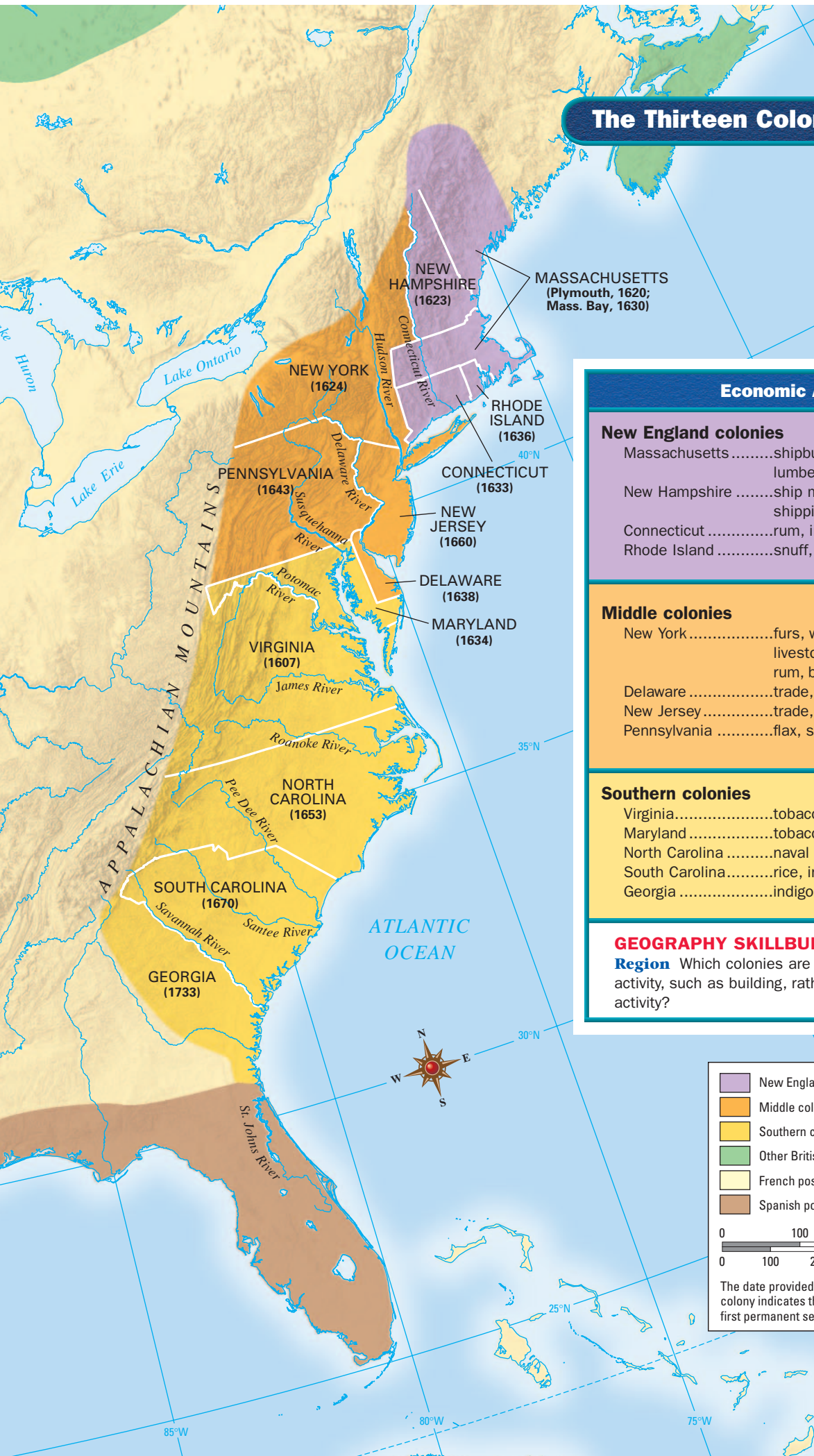
- No country could trade with the colonies unless the goods were shipped in either colonial or English ships.
- All vessels had to be operated by crews that were at least three-quarters English or colonial.
- The colonies could export certain products, including tobacco and sugar—and later rice, molasses, and furs—only to England.
- Almost all goods traded between the colonies and Europe first had to pass through an English port.

The system created by the Navigation Acts obviously benefited England. It proved to be good for most colonists as well. By restricting trade to English or colonial

Vocabulary

charter: A document issued by a monarch or other authority creating a public or private corporation

The Thirteen Colonies to the 1700s



Economic Activities

New England colonies

Massachusettsshipbuilding, shipping, fishing, lumber, rum, meat products
 New Hampshireship masts, lumber, fishing, trade, shipping, livestock, foodstuffs
 Connecticutrum, iron foundries, shipbuilding
 Rhode Islandsnuff, livestock

Middle colonies

New Yorkfurs, wheat, glass, shoes, livestock, shipping, shipbuilding, rum, beer, snuff
 Delawaretrade, foodstuffs
 New Jerseytrade, foodstuffs, copper
 Pennsylvaniaflax, shipbuilding

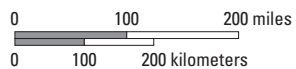
Southern colonies

Virginiatobacco, wheat, cattle, iron
 Marylandtobacco, wheat, snuff
 North Carolinanaval supplies, tobacco, furs
 South Carolinarice, indigo, silk
 Georgiaindigo, rice, naval supplies, lumber


GEOGRAPHY SKILLBUILDER

Region Which colonies are noted for their industrial activity, such as building, rather than agricultural activity?

- New England colonies
- Middle colonies
- Southern colonies
- Other British possessions
- French possessions
- Spanish possessions




The date provided for each colony indicates the date of the first permanent settlement.

ships, the acts spurred a boom in the colonial shipbuilding industry and helped support the development of numerous other colonial industries. 

MAIN IDEA

Analyzing Effects

 What effects did the Navigation Acts have on both Britain and its colonies?

COLONIAL GOVERNMENTS Whatever their form of charter, by the mid 1700s, most colonies were similar in the structure of their governments. In nearly every colony, a governor appointed by the Crown served as the highest authority. The governor presided over an advisory council, usually appointed by the governor, and a local assembly elected by landowning white males. The governor had the authority to appoint and dismiss judges and oversee colonial trade.

In addition to raising money through taxes, the colonial assembly initiated and passed laws. The governor could veto any law but did so at a risk—because in most colonies the colonial assembly, not the Crown, paid the governor’s salary. Using this power of the purse liberally, the colonists influenced the governor in a variety of ways, from the approval of laws to the appointment of judges.

GROWING SPIRIT OF SELF-DETERMINATION The colonies were developing a taste for self-government that would ultimately create the conditions for rebellion. Nehemiah Grew, a British mercantilist, voiced one of the few early concerns when he warned his compatriots about the colonies’ growing self-determination in 1707.

A PERSONAL VOICE NEHEMIAH GREW

“The time may come . . . when the colonies may become populous and with the increase of arts and sciences strong and politic, forgetting their relation to the mother countries, will then confederate and consider nothing further than the means to support their ambition of standing on their [own] legs.”

—quoted in *The Colonial Period of American History*

Aside from a desire for more economic and political breathing room, however, the colonies had little in common that would unite them against Britain. In particular, the Northern and Southern colonies were developing distinct societies, based on sharply contrasting economic systems.

SECTION 3

ASSESSMENT

1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- John Smith
- indentured servant
- King Philip’s War
- mercantilism
- Jamestown
- Puritan
- William Penn
- Navigation Acts
- joint-stock companies
- John Winthrop
- Quaker

MAIN IDEA

2. TAKING NOTES (11.3.1) Identify the effects of each of the causes listed in the chart below.

Cause	Effect
Virginia colonists need labor to grow tobacco	
Puritans are persecuted in England	
William Penn acquires Pennsylvania	
Parliament passes the Navigation Acts	

CRITICAL THINKING

3. EVALUATING (REP 4) In your judgment, what were the benefits and drawbacks of using indentured servants for labor in Virginia? Support your judgment with references to the text. **Think About:**

- the labor demands of growing tobacco
- the characteristics and cost of indentured servants
- the causes and consequences of Bacon’s Rebellion

4. PREDICTING EFFECTS (HI 3) Reread Nehemiah Grew’s prediction for the colonies in the Personal Voice above. How do you think the British government would respond to his prediction? What issues do you see arising as potential sources of tension between the colonies and Great Britain?



SECTION 4

The Colonies Come of Age

MAIN IDEA

Even though both Northern and Southern colonies prospered, many colonists began to question British authority.

WHY IT MATTERS NOW

Regional differences between Northern and Southern colonies have survived in the culture and politics of the modern United States.

Terms & Names

- triangular trade
- middle passage
- Enlightenment
- Benjamin Franklin
- Great Awakening
- Jonathan Edwards
- French and Indian War
- William Pitt
- Pontiac
- Proclamation of 1763

One American's Story

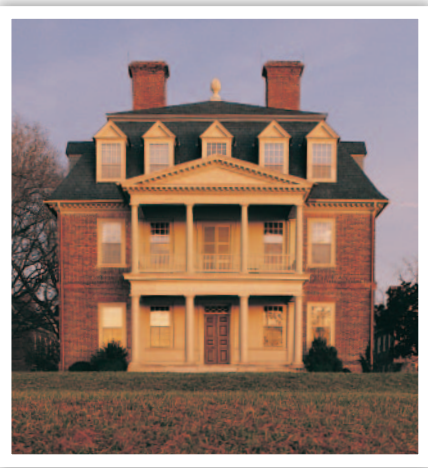
In 1773, Philip Vickers Fithian left his home in Princeton, New Jersey, for the unfamiliar world of Virginia. Fithian, a theology student, had agreed to tutor the children of Robert Carter III at their magnificent brick manor house. In Fithian's journal of his one-year stay there, he recalled an evening walk along the property.

A PERSONAL VOICE

PHILIP VICKERS FITHIAN

"We stroll'd down the Pasture quite to the River, admiring the Pleasantness of the evening, & the delightful Prospect of the River, Hills, Huts on the Summits, low Bottoms, Trees of various Kinds, and Sizes, Cattle & Sheep feeding some near us, & others at a great distance on the green sides of the Hills."

—Journal & Letters of Philip Vickers Fithian



▲ The Shirley house in Virginia was the birthplace of Ann Hill Carter, the mother of Civil War general Robert E. Lee.

Plantations, or large farms, like the Carters' played a dominant role in the South's economy, which had come to rely heavily on agriculture. The development of this plantation economy led to a largely rural society, in which enslaved Africans played an unwilling yet important role.

CALIFORNIA STANDARDS

11.1.1 Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.

11.3.2 Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

HI 2 Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

HI 3 Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

A Plantation Economy Arises in the South

While there were cities in the South, on the whole the region developed as a rural society of self-sufficient plantations. Plantations sprang up along the rivers, making it possible for planters to ship their goods directly to the Northern colonies and Europe without the need for public dock facilities. Because plantation owners produced much of what they needed on their property, they did not often need shops, bakeries, and markets.

Plantations specialized in raising a single cash crop—one grown primarily for sale rather than for livestock feed. In Maryland, Virginia, and North Carolina, planters grew tobacco. Planters in South Carolina and Georgia harvested rice and later indigo (for blue dye) as cash crops.

LIFE IN A DIVERSE SOUTHERN SOCIETY In addition to English settlers, thousands of German immigrants as well as Scots and Scots-Irish settled in the South. Women in Southern society, as in the North, endured second-class citizenship. For the most part they could not vote, preach, or own property.

While small farmers made up the majority of the Southern population, prosperous plantation owners controlled much of the South's economy as well as its political and social institutions.

At the bottom of Southern society were enslaved Africans. In the 18th century, Southerners turned increasingly to slavery to fill the labor needs of their agricultural economy. By 1690, about 13,000 slaves were working in the Southern colonies. By 1750, the number of slaves had increased to more than 200,000. **A**

THE MIDDLE PASSAGE During the 17th century, Africans had become part of a transatlantic trading network described as the **triangular trade**. This term refers to a trading process in which goods and enslaved people were exchanged across the Atlantic Ocean. For example, merchants carrying rum and other goods from the New England colonies exchanged their merchandise for enslaved Africans. Africans were then transported to the West Indies where they were sold for sugar and molasses. These goods were then sold to rum producers in New England and the cycle began again.

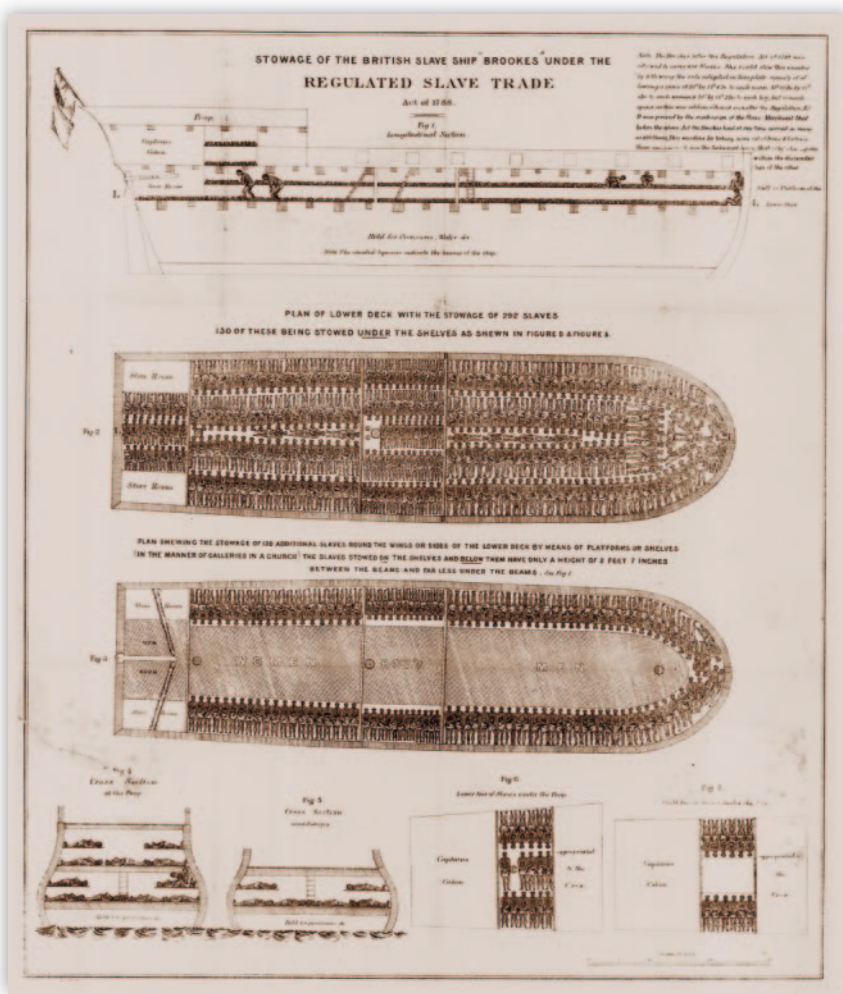
The voyage that brought Africans to the West Indies and later to North

America was known as the **middle passage**, after the middle leg of the transatlantic trade triangle. Extreme cruelty characterized this journey. In the ports of West Africa, European traders branded Africans for identification and packed them into the dark holds of large ships. On board a slave ship, Africans were beaten into submission and often fell victim to diseases that spread rapidly. Some committed suicide by jumping overboard. Nearly 13 percent of the Africans aboard each slave ship perished during the

MAIN IDEA

Summarizing

A Describe the social structure of Southern society.



◀ This plan and section of the British slave ship *Brookes* was published in London around 1790 by a leading British antislavery advocate named Thomas Clarkson. The image effectively conveys the degradation and inhumanity of the slave trade, which reduced human beings to the level of merchandise.

MAIN IDEA

Making Inferences

B If 13 percent of the enslaved Africans died on the journey to America, why did the merchants treat them so badly?

brutal trip to the New World. One enslaved African, Olaudah Equiano, recalled the inhumane conditions on his trip from West Africa to the West Indies in 1762 when he was 12 years old. **B**

A PERSONAL VOICE OLAUDAH EQUIANO

“The closeness of the place and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations, so that the air soon became unfit for respiration from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died. . . .”

—*The Interesting Narrative of the Life of Olaudah Equiano*



Olaudah Equiano

AFRICANS COPE IN THEIR NEW WORLD Africans who survived the ocean voyage entered an extremely difficult life of bondage in North America. Probably 80 to 90 percent worked in the fields. The other 10 to 20 percent worked as domestic slaves or as artisans. Domestic slaves worked in the houses of their masters, cooking, cleaning, and helping to raise the master’s children. Artisans developed skills as carpenters, blacksmiths, and bricklayers and were sometimes loaned out to the master’s neighbors.

In the midst of the horrors of slavery, Africans developed a way of life based on their cultural heritage. They kept alive their musical, dance, and storytelling traditions. When a slave owner sold a parent to another plantation, other slaves stepped in to raise the children left behind.

Slaves also resisted their position of subservience. Throughout the colonies, planters reported slaves faking illness, breaking tools, and staging work slowdowns. A number of slaves tried to run away, even though escape attempts brought severe punishment. **C**

Some slaves even pushed their resistance to open revolt. One uprising, the Stono Rebellion, began on a September Sunday in 1739. That morning, about 20 slaves gathered at the Stono River just south of Charles Town (later Charleston), South Carolina. Wielding guns and other weapons, they killed several planter families and marched south, beating drums and inviting other slaves to join them in their plan to flee to Spanish-held Florida. Many slaves died in the fighting that followed. Those captured were executed. Despite the rebellion’s failure, it sent a chill through many Southern colonists and led to the tightening of harsh slave laws already in place.

MAIN IDEA

Drawing Conclusions

C How did enslaved Africans maintain their sense of self esteem?

Commerce Grows in the North

The development of thriving commercial cities and diverse economic activities gradually made the North radically different from the South. Grinding wheat, harvesting fish, and sawing lumber became thriving industries. By the 1770s, the colonists had built one-third of all British ships and were producing more iron than England did. Many colonists prospered. In particular, the number of merchants grew. By the mid-1700s, merchants were one of the most powerful groups in the North. In contrast to the South, where Charles Town was the only major port, the North boasted Boston, New York, and Philadelphia.

COLONIAL CITIES AND TRADE The expansion of trade caused port cities to grow. Philadelphia became the second largest port in the British empire, after London. Toward the end of the 1700s, Yankee traders were sailing around Cape Horn at the tip of South America to trade with Spanish missionaries as far away as California. There they exchanged manufactured goods for hides, tallow, wine, olive oil, and grain raised with the help of the Native American labor on the missions.

Vocabulary

tallow: fat from livestock used to make candles and soap

Daily Urban Life in Colonial Times

By the mid-18th century, colonial cities were prosperous and growing. Brick rowhouses were replacing the wooden structures of the 17th century, while large mansions and churches, built of brick or stone, were rising everywhere.

English colonists had brought with them a preference for houses (as opposed to apartments, which were the norm in the cities of other European countries). As in Britain, the size of the house indicated the social position of its occupant.



▲ In contemporary Philadelphia, Elfreth's Alley preserves the scale and appearance of a mid-18th-century city street. Narrow rowhouses like these were occupied by artisans and shopkeepers. A neighborhood like this could have commercial and residential uses. Many people lived above the shops where they worked.

◀ The house known as Cliveden, also in Philadelphia, was completed in 1767. In contrast to the artisan or lower-middle-class housing of Elfreth's Alley, this large freestanding mansion shows the kind of building that the rich could afford.

The Northern colonies attracted a variety of immigrants. During the 18th century, about 463,000 Europeans migrated to America. Before 1700, most immigrants came as indentured servants from England, but by 1755, over one-half of all European immigrants were from other countries. They included large numbers of Germans and Scots-Irish. Other ethnic groups included the Dutch in New York, Scandinavians in Delaware, and Jews in such cities as Newport and Philadelphia.

FARMING IN THE NORTH Unlike Southern plantations, a farm in New England and the middle colonies typically produced several cash crops rather than a single one. Because growing wheat and corn did not require as much labor as did growing tobacco and rice, Northerners had less need to rely on slave labor. However, slavery did exist in New England and was extensive throughout the middle colonies, as was racial prejudice against blacks—free or enslaved. As in the South, women in the North had extensive work responsibilities but few legal or social rights.

The Enlightenment

During the 1700s, the Enlightenment, an intellectual movement that began in Europe, and the Great Awakening, a colonial religious movement, influenced people's thinking throughout the thirteen colonies.

EUROPEAN IDEAS INSPIRE THE COLONISTS During the Renaissance in Europe, scientists had begun looking beyond religious beliefs and traditional assumptions for answers about how the world worked. Careful observation and reason, or rational thought, led to the discovery of some of the natural laws and principles governing the world and human behavior. The work of Nicolaus Copernicus, Galileo Galilei, and Sir Isaac Newton established that the earth

revolved around the sun and not vice versa. This observation, which challenged the traditional assumption that the earth was the center of the universe, was at first fiercely resisted. It was thought to contradict the Bible and other religious teachings. The early scientists also concluded that the world is governed by fixed mathematical laws rather than solely by the will of God. These ideas about nature led to a movement called the **Enlightenment**, in which philosophers valued reason and scientific methods.

Enlightenment ideas spread from Europe to the colonies, where people such as **Benjamin Franklin** embraced the notion of obtaining truth through experimentation and reason. For example, Franklin's most famous experiment—flying a kite in a thunderstorm—demonstrated that lightning is a form of electrical power.

Enlightenment ideas spread quickly through the colonies by means of books and pamphlets. Literacy was particularly high in New England because the Puritans had long supported public education, partly to make it possible for everyone to read the Bible. However, Enlightenment views were disturbing to some people. The Enlightenment suggested that people could use science and logic—rather than the pronouncements of church authorities—to arrive at truths. As the English poet John Donne had written, “[The] new philosophy calls all in doubt.”

The Enlightenment also had a profound effect on political thought in the colonies. Colonial leaders such as Thomas Jefferson reasoned that human beings are born with natural rights that governments must respect. Enlightenment principles eventually would lead many colonists to question the authority of the British monarchy. **D**

MAIN IDEA

Analyzing Effects

D What effects did the Enlightenment have on political thought in the colonies?

The Great Awakening

By the early 1700s, the Puritans had lost some of their influence. Under the new Massachusetts charter of 1691, Puritans were required to practice religious tolerance and could no longer limit voting privileges to members of their own church. Furthermore, as Puritan merchants prospered, they developed a taste for fine houses, stylish clothes, and good food and wine. As a result, their interest in maintaining the strict Puritan code declined. A series of religious revivals aimed at restoring the intensity and dedication of the early Puritan church swept through the colonies. These came to be known collectively as the **Great Awakening**.

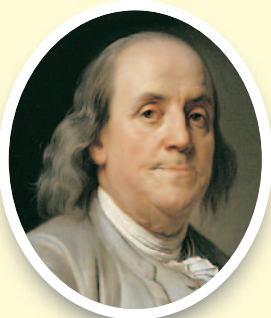
Vocabulary

revival: a time of reawakened interest in religion

The British minister George Whitefield was a major force behind the Great Awakening. In his seven journeys to the American colonies between 1738 and 1769, Whitefield preached dramatic sermons that brought many listeners to tears.



KEY PLAYERS



BENJAMIN FRANKLIN
1706–1790

A true student of the Enlightenment, Benjamin Franklin devised an orderly method to develop moral perfection in himself. In his autobiography, he records how he decided on a list of virtues he thought he should have. Then, every night, he reviewed whether his behavior lived up to those standards and recorded his faults in a notebook.

Originally, he concentrated on only 12 virtues until a Quaker friend told him he was too proud. Franklin promptly added a 13th virtue to the list—the virtue of humility, which he felt he never quite achieved.

Franklin took great pleasure in seeing his character improve. He wrote: “I was surpris’d to find myself so much fuller of faults than I had imagined; but I had the satisfaction of seeing them diminish.”



JONATHAN EDWARDS
1703–1758

Unlike Benjamin Franklin, Jonathan Edwards did not believe that humans had the power to perfect themselves. Descended from a long line of Puritan ministers, he believed that “however you may have reformed your life in many things,” all were sinners who were destined for hell unless they had a “great change of heart.”

Edwards was a brilliant thinker who entered Yale College when he was only 13. His preaching was one of the driving forces of the Great Awakening. Ironically, when the religious revival died down, Edwards’s own congregation rejected him for being too strict about doctrine. Edwards moved to Stockbridge, Massachusetts, in 1751, where he lived most of his remaining years as a missionary to a Native American settlement.

RELIGIOUS REVIVALS Among those clergy who sought to revive the fervor of the original Puritan vision was **Jonathan Edwards**, of Northampton, Massachusetts. One of the most learned religious scholars of his time, Edwards preached that it was not enough for people simply to come to church. In order to be saved, they must feel their sinfulness and feel God’s love for them. In his most famous sermon, delivered in 1741, Edwards vividly described God’s mercy toward sinners.

A PERSONAL VOICE

JONATHAN EDWARDS

“The God that holds you over the pit of Hell, much as one holds a spider, or some loathsome insect over the fire, abhors [hates] you, and is dreadfully provoked: His wrath towards you burns like fire; He looks upon you as worthy of nothing else but to be cast into the fire . . . and yet it is nothing but His hand that holds you from falling into the fire every moment.”

—“Sinners in the Hands of an Angry God”

While the Great Awakening, which lasted throughout the 1730s and 1750s, restored many colonists’ Christian religious faith, the movement also challenged the authority of established churches. Preachers traveled from village to village,

attracting thousands to outdoor revival meetings, giving impassioned sermons, and stirring people to rededicate themselves to God. Some colonists abandoned their old Puritan or Anglican congregations, while independent denominations, such as the Baptists and Methodists, gained new members.

EFFECTS OF THE GREAT AWAKENING AND ENLIGHTENMENT Although the Great Awakening emphasized emotionalism and the Enlightenment emphasized reason, the two movements had similar consequences. Both caused people to question traditional authority. Moreover, both stressed the importance of the individual: the Enlightenment by emphasizing human reason, and the Great Awakening by de-emphasizing the role of church authority. Because these movements helped lead the colonists to question Britain’s authority over their lives, they were important in creating the intellectual and social atmosphere that eventually led to the American Revolution. **E**

MAIN IDEA

Analyzing Effects

E What effects did the Great Awakening have on organized religion in the colonies?

The French and Indian War

Background

Hats made from beaver skin were popular in Europe beginning in the late 16th century. Because of the demand for beaver, the fur trade was enormously successful.

MAIN IDEA

Contrasting

F How was the French colony in North America unlike the British colonies?

As the French empire in North America expanded, it collided with the growing British empire. During the late 17th and first half of the 18th centuries, France and Great Britain had fought three inconclusive wars. Each war had begun in Europe but spread to their overseas colonies. In 1754, after six relatively peaceful years, the French–British conflict reignited. This conflict is known as the **French and Indian War**.

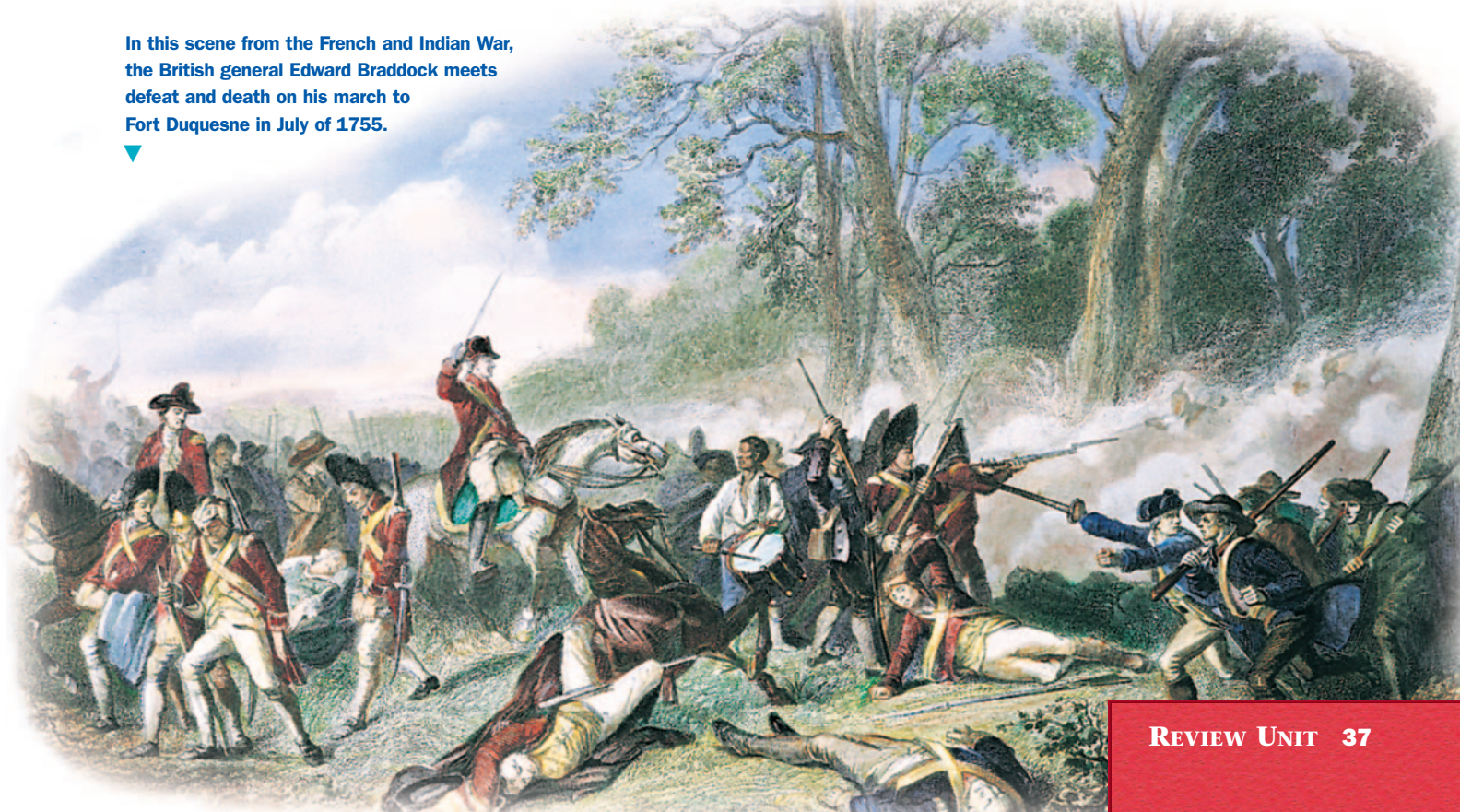
RIVALS FOR AN EMPIRE From the start the French colony in North America, called New France, differed from the British colonies. Typical French colonists were young, single men who engaged in the fur trade and Catholic priests who sought to convert Native Americans. The French were more interested in exploiting their territories than in settling them. However, they usually enjoyed better relations with Native Americans, in part because they needed the local people as partners in the fur trade. In fact, several military alliances developed out of the French–Native American trade relationship. **F**

WAR ERUPTS One major area of contention between France and Great Britain was the rich Ohio River valley just west of Pennsylvania and Virginia. In 1754, the French built Fort Duquesne in the region despite the fact that the Virginia government had already granted 200,000 acres of land in the Ohio country to a group of wealthy planters. In response, the Virginia governor sent militia, a group of ordinary citizens who performed military duties, to evict the French. This was the opening of the French and Indian War, the fourth war between Great Britain and France for control of North America.

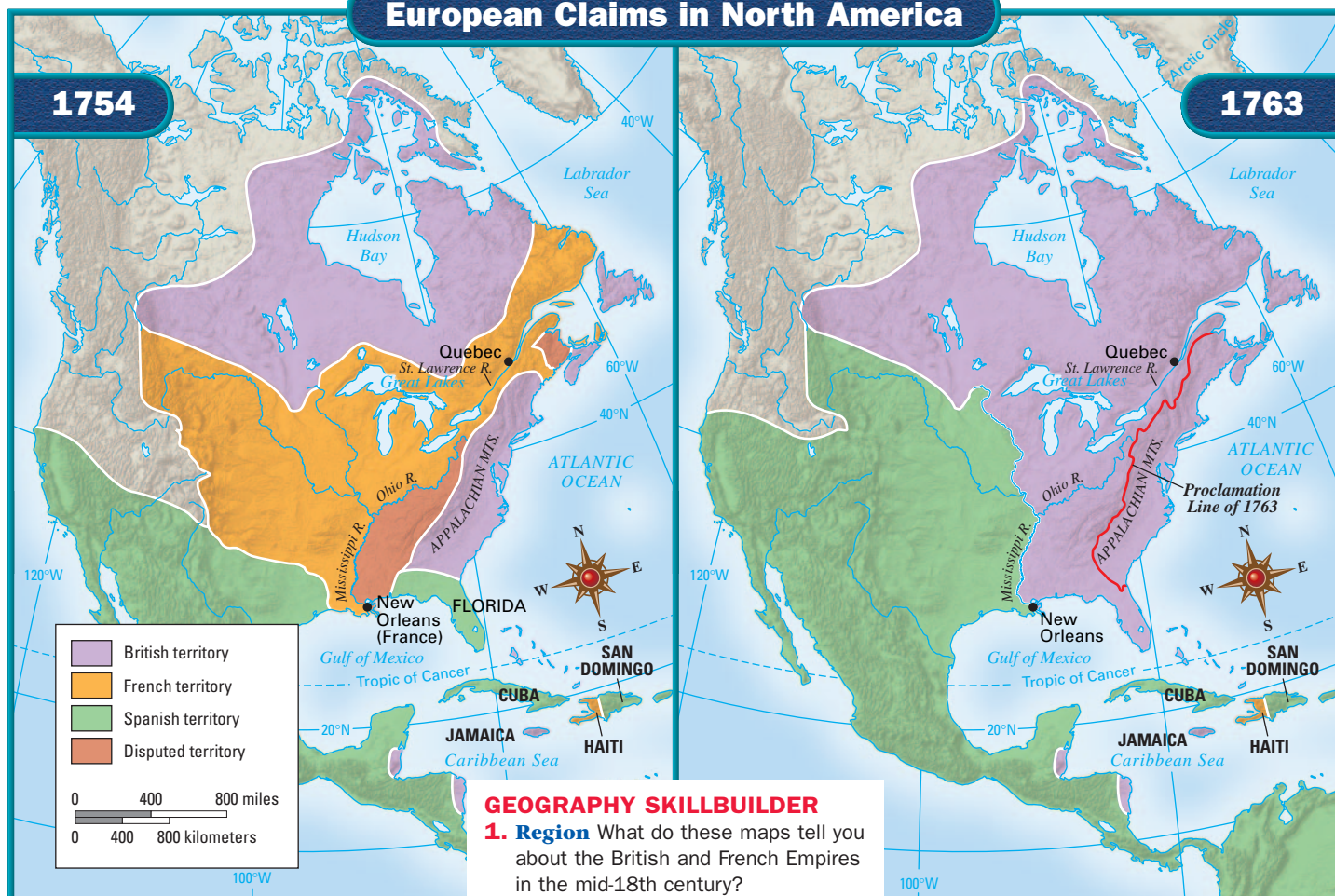
In the first battle of the war, the French delivered a crushing defeat to the outnumbered Virginians and their leader, an ambitious 22-year-old officer named George Washington.

A year after his defeat, Washington again headed into battle, this time as an aide to the British general Edward Braddock. Braddock's first task was to relaunch an attack on Fort Duquesne. As Braddock and nearly 1,500 soldiers neared the fort, French soldiers and their Native American allies ambushed them. The startled British soldiers turned and fled.

In this scene from the French and Indian War, the British general Edward Braddock meets defeat and death on his march to Fort Duquesne in July of 1755.



European Claims in North America



The weakness of the British army surprised Washington, who showed great courage. As Washington tried to rally the troops, two horses were shot from under him and four bullets pierced his coat—yet he escaped unharmed. Many other colonists began to question the competence of the British army, which suffered defeat after defeat during 1755 and 1756.

BRITAIN DEFEATS AN OLD ENEMY Angered by French victories, Britain’s King George II selected new leaders to run his government in 1757. One of these was **William Pitt** the elder, an energetic, self-confident politician. Under Pitt, the British and colonial troops finally began winning battles. These successes earned Britain the support of the powerful Iroquois, giving Britain some Native American allies to counterbalance those of France.

In September 1759, the war took a dramatic and decisive turn on the Plains of Abraham just outside Quebec. Under cover of night, British troops scaled the high cliffs that protected the city and defeated the French in a surprise attack. The British triumph at Quebec brought them victory in the war.

The war officially ended in 1763 with the signing of the Treaty of Paris. Great Britain claimed Canada and virtually all of North America east of the Mississippi River. Britain also took Florida from Spain, which had allied itself with France. The treaty permitted Spain to keep possession of its lands west of the Mississippi and the city of New Orleans, which it had gained from France in 1762. France retained control of only a few islands and small colonies near Newfoundland, in the West Indies, and elsewhere.

MAIN IDEA

Making Inferences

G How did Great Britain's victory over France affect Native Americans?

CHANGES FOR NATIVE AMERICANS Others who lost ground in the war were the Native Americans, who found the victorious British harder to bargain with than the French had been. Native Americans resented the growing number of British settlers crossing the Appalachian Mountains and feared the settlers would soon drive away the game they depended on for survival. In the spring of 1763, the Ottawa leader Pontiac recognized that the French loss was a loss for Native Americans. **G**

A PERSONAL VOICE PONTIAC

“When I go to see the English commander and say to him that some of our comrades are dead, instead of bewailing their death, as our French brothers do, he laughs at me and at you. If I ask for anything for our sick, he refuses with the reply that he has no use for us. For all this you can well see that they are seeking our ruin. Therefore, my brothers, we must all swear their destruction and wait no longer.”

—quoted in *Red and White*

Led by **Pontiac**, Native Americans captured eight British forts in the Ohio Valley and the Great Lakes area and laid siege to another. In response, British officers deliberately presented blankets contaminated with smallpox to two Delaware chiefs during peace negotiations, and the virus spread rapidly among the Native Americans. Weakened by disease and tired of fighting, most Native American groups negotiated treaties with the British by the summer of 1766.

To avoid further costly conflicts with Native Americans, the British government prohibited colonists from settling west of the Appalachian Mountains. The **Proclamation of 1763** established a Proclamation Line along the Appalachians, which the colonists were not allowed to cross. However, the colonists, eager to expand westward from the increasingly crowded Atlantic seaboard, ignored the proclamation and continued to stream onto Native American lands.



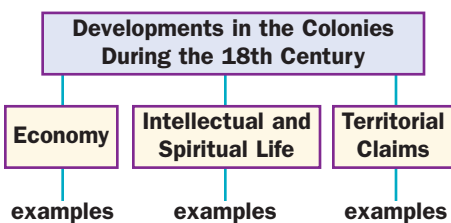
ASSESSMENT

1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- triangular trade
- Benjamin Franklin
- French and Indian War
- Pontiac
- middle passage
- Great Awakening
- William Pitt
- Proclamation of 1763
- Enlightenment
- Jonathan Edwards

MAIN IDEA

2. TAKING NOTES (11.1.1)
Re-create the tree diagram below. Fill in the diagram to show developments that took place in the colonies during the 18th century.



Which events or developments helped prepare the colonies for independence?

CRITICAL THINKING

- 3. ANALYZING CAUSES** (HI 1)
Why did the plantation system come to play such an important role in the Southern economy?
- 4. SUMMARIZING** (HI 2)
How did the Enlightenment affect the colonies?
- 5. ANALYZING PRIMARY SOURCES** (11.3.1)
Read the following quotation, written in 1774 by the African-American poet, Phillis Wheatley. How does the quotation express both religious belief and Enlightenment thought?
“For in every human breast God has implanted a principle, which we call love of freedom.”
- 6. ANALYZING ISSUES** (REP 4)
In what ways was slavery a brutal system? Support your statement with examples from the text.
Think About:
- how people were taken from Africa
 - the working conditions of enslaved people
 - the attitudes toward enslaved people

Colonial Courtship

The concept of dating among teenagers was nonexistent in colonial times. Young people were considered either children or adults, and as important as marriage was in the colonies, sweethearts were older than one might suspect. The practices of courtship and marriage varied among the different communities.

CALIFORNIA STANDARDS

11.3.1 Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).

CST 1 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

▼ FRONTIER OR BACKCOUNTRY PEOPLE

Andrew Jackson, depicted with his wife in the painting below, “stole” his wife (she was willing) from her family. Jackson was following a custom of the backcountry people, who lived along the western edge of the colonies.

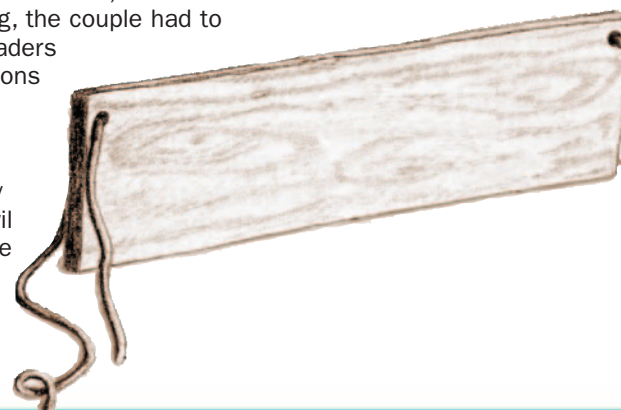
These colonists, mostly Scots-Irish, based their marriages on the old custom of “abduction”—stealing the bride—often with her consent. Even regular marriages began with the groom and his friends coming to “steal” the bride. Much drinking and dancing accompanied these wild and hilarious weddings.



PURITANS

For Puritans, marriage was a civil contract, not a religious or sacred union. Although adults strictly supervised a couple’s courting, parents allowed two unusual practices. One was the use of a courting stick, a long tube into which the couple could whisper while the family was in another room. The other was the practice of “bundling”: a young man spent the night in the same bed as his sweetheart, with a large bundling board (shown below) between them.

Before marrying, the couple had to allow for Puritan leaders to voice any objections to the marriage at the meeting house. Passing that, the couple would marry in a very simple civil ceremony and share a quiet dinner.





THE SOUTH ▲

Many African slaves married in a “jumping the broomstick” ceremony, in which the bride and groom jumped over a broomstick to seal their union. Although there is disagreement among African-American scholars, some suggest that the above painting depicts a slave wedding on a South Carolina plantation in the late 1700s.



◀ QUAKERS

Quaker couples intent on marrying needed the consent not only of the parents but also of the whole Quaker community. Quakers who wanted to marry had to go through a 16-step courtship phase before they could wed. Quaker women, however, were known to reject men at the last minute.

VIRGINIA ▶

In Virginia, marriage was a sacred union. Since the marriage often involved a union of properties, and love was not necessary, parents were heavily involved in the negotiations. In this illustration from a dance manual (right), a young upper-class couple work to improve their social graces by practicing an elaborate dance step.



DATA

FILE

WHO MARRIED?

Puritans:

- 98% of males and 94% of females married
- Grooms were usually a few years older than brides
- Discouraged marriages between first cousins

Virginians:

- 25% of males never married; most females married
- Grooms nearly 10 years older than brides
- Allowed first-cousin marriages

Quakers:

- 16% of women single at age 50
- forbade first-cousin marriages

Frontier People:

- Almost all women and most men married
- Ages of bride and groom about the same
- Youngest group to marry

Average Age at Marriage

Group	Males	Females
Puritan	26	23
Virginians	26	19
Quakers		
in Delaware	31	29
in Penn. & N.J.	26	22
Philadelphians	26	23
Frontier People	21	19
Modern Americans	25	24

Who Could Divorce?

Puritans:	Yes
Virginians:	No
Quakers:	No

Source: David Hackett Fischer, *Albion's Seed*

THINKING CRITICALLY

CONNECT TO HISTORY

- 1. Interpreting Data** What was a common characteristic of courtship among Puritans, Quakers, and Virginians?



SEE SKILLBUILDER HANDBOOK, PAGE R22

CONNECT TO TODAY

- 2. Synthesizing** Research modern courtship practices by interviewing your parents or relatives. Write a brief paper comparing and contrasting modern-day and colonial courtship practices.



RESEARCH LINKS

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TERMS & NAMES

For each term or name, write a sentence explaining its connection to exploration and the colonial era.

1. nomadic
2. Reformation
3. Christopher Columbus
4. Columbian Exchange
5. indentured servant
6. Puritan
7. Navigation Acts
8. triangular trade
9. Enlightenment
10. French and Indian War

MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

The Americas, West Africa, and Europe

(pages 4–13)

1. What effects did Portuguese trade routes have on West Africa? (HI 2)
2. In what ways did Renaissance ideas and attitudes inspire and motivate European explorers? (11.1.1)

Spanish North America (pages 14–20)

3. What impact did the Columbian Exchange have on people’s lives throughout the world? (HI 2)
4. Why did the Spanish want to colonize the Americas? (HI 1)

Early British Colonies (pages 21–30)

5. How did the goals of the Jamestown colonists differ from those of the Puritan colonists in Massachusetts? (11.3.1)
6. Why did the English Parliament pass the Navigation Acts? What effects did they have? (HI 2)

The Colonies Come of Age (pages 31–39)

7. How did immigration contribute to the ethnic diversity of the American colonies after 1700? (11.1.1)
8. How did the differences between the Northern and Southern economies lead to the development of two distinct cultural regions? (HI 1)

CRITICAL THINKING

1. **USING YOUR NOTES** In a chart like the one shown, compare and contrast Spanish and British colonial policies toward Native Americans. (CST 3)

Colonial Policies Toward Native Americans	
Spanish	British

2. **DEVELOPING HISTORICAL PERSPECTIVE** What were some of the cultural characteristics of the ancient civilizations that flourished in the Americas? (HI 1)
3. **INTERPRETING MAPS** Look at the map on page 29. Compare the economic activities of the three regions of British colonies in the Americas—New England, Middle, and Southern. (HI 1)

VISUAL SUMMARY

EXPLORATION AND THE COLONIAL ERA

1492 The Spanish began exploring and colonizing the southwest and southern regions of North America.



1763 The British colonies were prospering, and Britain possessed a vast North American empire.

Early 1600s The British began colonizing North America with settlements in Virginia and Massachusetts.

Standardized Test Practice

Use the cartoon below and your knowledge of U.S. history to answer question 1.



1. Benjamin Franklin drew and published this cartoon in 1754, soon after the start of the French and Indian War. The cartoon depicts a snake divided into eight parts representing the eight colonies at the time. What message did Franklin intend? (REP 3)
 - A. The colonies have been broken apart by the war.
 - B. The colonies should unite to protect themselves from the French and the Native Americans.
 - C. The colonies should join with the French to protect themselves from the Native Americans.
 - D. The colonies should unite to declare independence from Britain.
2. Anne Hutchinson was banished from Massachusetts because she taught that — (11.1.1)
 - A. colonists should remain loyal to the English king.
 - B. individuals could interpret the Bible for themselves.
 - C. the colonists should not trade with local Native Americans.
 - D. the Puritans should break away from the Church of England.
3. In the 1700s an intellectual movement known as the Enlightenment developed in Europe and spread to the colonies. Benjamin Franklin and Thomas Jefferson were among those colonists heavily influenced by Enlightenment ideas. In which of the following ways did the Enlightenment affect the colonists? (11.1.1)
 - A. Enlightenment ideas led people to expand the trade in enslaved persons.
 - B. Enlightenment ideas stirred people to rededicate themselves to God.
 - C. Enlightenment ideas persuaded people to establish colonies in order to generate a favorable balance of trade.
 - D. Enlightenment ideas convinced people of the importance of civil rights.

ADDITIONAL TEST PRACTICE, pages S1–S33.



TEST PRACTICE CLASSZONE.COM

ALTERNATIVE ASSESSMENT (HI 3, REP 4)

1. **INTERACT WITH HISTORY** Recall your discussion of the question on page 3:

How will the arrival of a strange people change your way of life?

Now that you know how Native Americans' way of life was changed by the arrival of the Europeans, discuss the following question: Would you have resisted or helped the Europeans if you had been a Native American during the days of European colonization?

2. **CD-ROM LEARNING THROUGH MEDIA** How did lawyers defend their clients against some of the colonists' very strict laws?

Using legal documents from colonial days, find out the legal punishments for infractions of certain laws in specific colonies. Use the CD-ROM *Electronic Library of Primary Sources* and other reference materials to research a specific law and punishment in 17th-century America.

Cooperative Learning Activity With a group of students, enact a colonial trial. The rest of the class, acting as a colonial jury, must decide the verdict and punishment. Then, have a class discussion about the value of the law and its punishment.