

# UNIT 1 – Period 1: 1491-1607

## Topic 1.1

### Contextualizing Period 1

**Learning Objective:** Explain the context for European encounters in the Americas from 1491 to 1607.

**T**oday, the United States is a synthesis, or combination, of people from around the world. The first people arrived in the Americas at least 10,000 years ago. A survey of how these indigenous people lived before the arrival of Christopher Columbus in the Americas in 1492 provides the context for understanding the interaction of the Europeans and Native Americans and the impact this had on both groups. Columbus's first voyage was a turning point in world history because it initiated lasting contact between people on opposite sides of the Atlantic Ocean. His voyages, followed by European exploration and settlement in the Americas, had profound results on how people on every continent lived.

Another landmark change came in 1607 with the founding of the first permanent English settlement at Jamestown, Virginia. The Jamestown settlement marked the beginning of the framework of a new nation.

**Cultural Diversity in the Americas** When Columbus reached the Americas, the existing cultures varied greatly, partially because of differences in geography and climate. Each culture developed distinctive traits in response to its environment, from tropical islands where sugar grew to forests rich in animal life to land with fertile soil for growing corn (maize). Native Americans also transformed their environments. For example, people in dry regions created irrigation systems, while those in forested regions used fire to clear land for agriculture.

**Motives for Exploration** The European explorers in the Americas—first the Spanish and Portuguese, then the French and Dutch, and later the English—competed for land in the Americas. Some were motivated by desires to spread Christianity. Others hoped to become wealthy by finding an all-water route to Asia, establishing fur-trading posts, operating gold and silver mines, or developing plantations. Europeans often relied on violence to subdue or drive away native inhabitants.

**Transatlantic Exchange** Contact between Europeans and the natives of America touched off a transatlantic trade in animals, plants, and germs known as the Columbian Exchange that altered life for people around the globe.

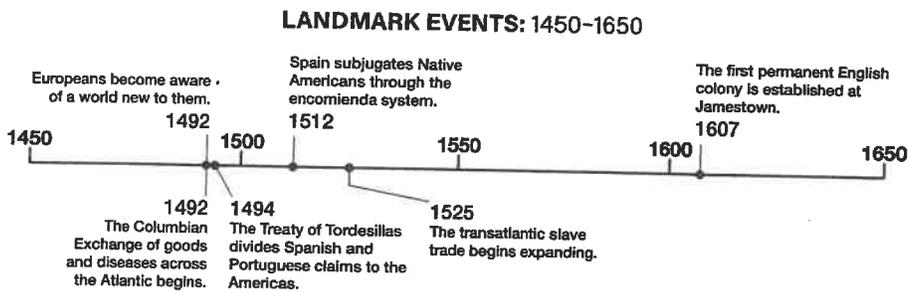
Crops originally from America such as corn (maize), potatoes, and tomatoes revolutionized the diet of Europeans. However, germs that had developed in Europe caused epidemics in the Americas. Typically, the native population of a region declined by 90 percent within a century after the arrival of Europeans.

**Addition of Enslaved Africans** Adding to the diversity of people in the Americas were enslaved Africans. They were brought to the Americas by Europeans who desired low-cost labor to work in mines and on plantations. Africans, like Native Americans, resisted European domination by maintaining elements of their cultures. The three groups influenced the others' ideas and ways of life.

**European Colonies** Within a century of the arrival of Columbus, Spanish and Portuguese explorers and settlers developed colonies that depended on natives and enslaved Africans for labor in agriculture and mining precious metals. In particular, mines in Mexico and South America produced vast amounts of silver that made Spain the wealthiest European empire in the 16th and 17th centuries.

## ANALYZE THE CONTEXT

1. Describe a historical context for understanding the diverse Native American cultures that had developed in the Americas by the 1490s.
2. Explain a historical context for the European exploration in the Americas from the 1490s to early 1600s.
3. Explain a historical context for the interactions between Europeans and Native Americans in the period from 1491 to 1607.



## Topic 1.2

# Native American Societies Before European Contact

*The American Indian is of the soil, whether it be the region of forests, plains, pueblos, or mesas. He fits into the landscape, for the hand that fashioned the continent also fashioned the man for his surroundings.*

Luther Standing Bear, Oglala Lakota Chief, 1933

**Learning Objective:** Explain how various native populations interacted with the natural environment in North America in the period before European contact.

The original discovery and settlement of North and South America began at least 10,000 and maybe up to 40,000 years ago. Migrants from Asia might have crossed a **land bridge** that once connected Siberia and Alaska (land now submerged under the Bering Sea). Over time, people migrated southward from near the Arctic Circle to the southern tip of South America. As they adapted to the varied environments they encountered, they evolved into hundreds of tribes speaking hundreds of languages. By 1491, the population in the Americas was probably between 50 million and 100 million people.

### Cultures of Central and South America

The native population was concentrated in three highly developed civilizations.

- Between the years 300 and 800, the **Mayas** built remarkable cities in the rain forests of the Yucatán Peninsula (present-day Guatemala, Belize, and southern Mexico).
- Several centuries after the decline of the Mayas, the **Aztecs** from central Mexico developed a powerful empire. The Aztec capital, Tenochtitlán, had a population of about 200,000, equivalent in population to the largest cities of Europe.
- While the Aztecs were dominating Mexico and Central America, the **Incas** based in Peru developed a vast empire in western South America.

All three civilizations developed highly organized societies, carried on an extensive trade, and created calendars that were based on accurate scientific observations. All three cultivated crops that provided a stable food supply, particularly **corn (maize)** for the Mayas and Aztecs and potatoes for the Incas.

## Cultures of North America

The population in the region north of Mexico (present-day United States and Canada) in the 1490s may have been anywhere from under 1 million to more than 10 million.

**General Patterns** Native societies in this region included fewer people and had less complex social structures than those in Mexico and South America. One reason for these differences was how slowly the cultivation of corn (maize) spread northward from Mexico. The nutrition provided by corn allowed for larger and more densely settled populations. In turn, this led to more socially diversified societies in which people specialized in their work.

Some of the most populous societies in North America had disappeared by the 15th century for reasons not well understood. By the time of Columbus, most people in the Americas in what is now the United States and Canada lived in semipermanent settlements in groups seldom exceeding 300 people. In most of these groups, the men made tools and hunted for game, while the women gathered plants and nuts or grew crops such as corn (maize), beans, and tobacco.

**Language Differences** Beyond these broad similarities, the cultures of American Indians were very diverse. For example, while English, Spanish, and almost all other European languages were part of just one language family (Indo-European), American Indian languages constituted more than 20 language families. Among the largest of these were **Algonquian** in the northeast, **Siouan** on the Great Plains, and **Athabaskan** in the southwest. Together, these 20 families included more than 400 distinct languages.

**Southwest Settlements** In the dry region that now includes New Mexico and Arizona, groups such as the **Hohokam**, **Anasazi**, and **Pueblos** evolved multifaceted societies. Many people lived in caves, under cliffs, and in multistoried buildings. The spread of maize cultivation into this region from Mexico prompted economic growth and the development of irrigation systems. The additional wealth allowed for a more complex society to develop, one with greater variations between social and economic classes.

By the time Europeans arrived, extreme drought and other hostile natives had taken their toll on these groups. However, their descendants continue to live in the region, and the arid climate helped preserve some of the older stone and masonry dwellings.

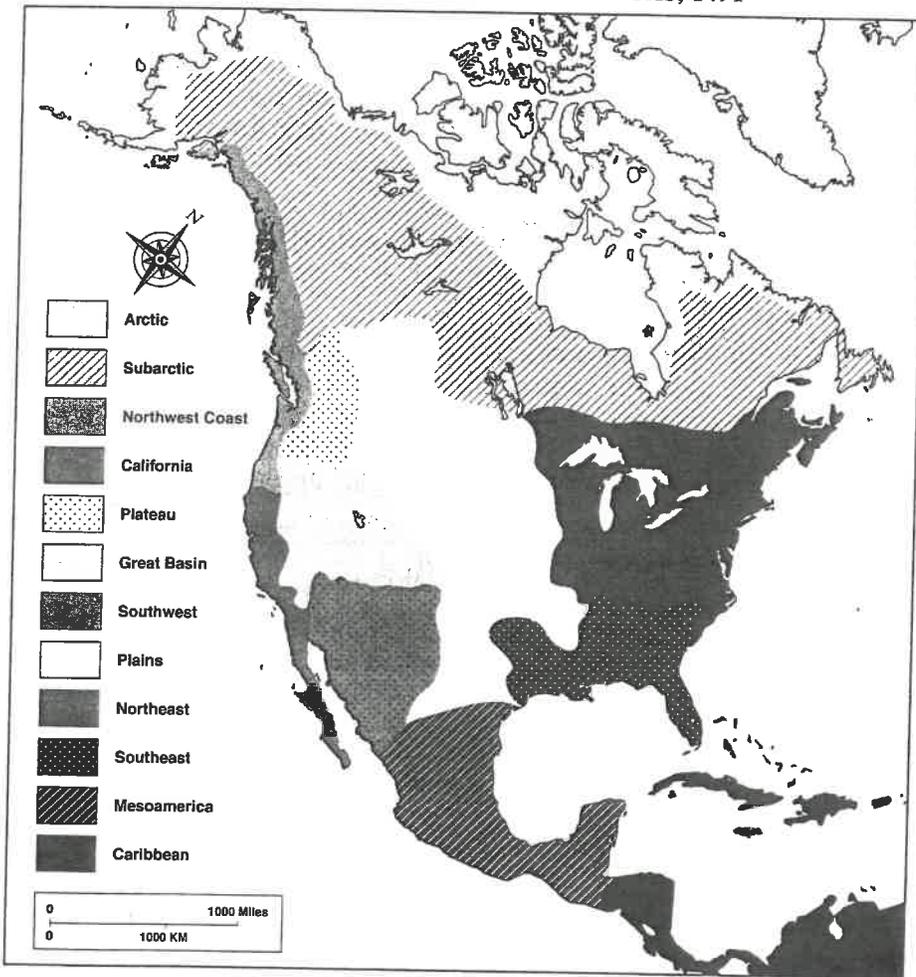
**Northwest Settlements** Along the Pacific coast from what is today Alaska to northern California, people lived in permanent longhouses or plank houses. They had a rich diet based on hunting, fishing, and gathering nuts, berries, and roots. To help people remember stories, legends, and myths, they carved large totem poles. However, the high mountain ranges in this region isolated tribes from one another, creating barriers to development.

**Great Basin and Great Plains** People adapted to the dry climate of the Great Basin region and the grasslands of the Great Plains by developing mobile

ways of living. Nomadic tribes survived on hunting, principally the buffalo, which supplied their food as well as decorations, crafting tools, knives, and clothing. People lived in tepees, frames of poles covered in animal skins, which were easily disassembled and transported. Some tribes, though they also hunted buffalo, lived permanently in earthen lodges often along rivers. They raised corn (maize), beans, and squash while actively trading with other tribes.

Not until the 17th century did American Indians acquire horses by trading or stealing them from Spanish settlers. With horses, tribes such as the Lakota Sioux could more easily follow buffalo herds. The plains tribes would at times merge or split apart as conditions changed. Migration also was common. For example, the Apaches gradually migrated southward from Canada to Texas.

NATIVE PEOPLES OF THE AMERICAS, 1491



**Mississippi River Valley** East of the Mississippi River, the Woodland American Indians prospered with a rich food supply. Supported by hunting, fishing, and agriculture, people established permanent settlements in the Mississippi and Ohio River valleys and elsewhere. The Adena-Hopewell culture, centered in what is now Ohio, is famous for its large earthen mounds, some 300 feet long. One of the largest settlements in the Midwest was Cahokia (near present-day East St. Louis, Illinois), with as many as 30,000 inhabitants.

**Northeast Settlements** Some descendants of the **Adena-Hopewell** culture spread from the Ohio Valley into New York. Their culture combined hunting and farming. However, their farming techniques exhausted the soil quickly, so people had to move to fresh land frequently. Multiple families related through the mother's lineage lived together in **longhouses** that were up to 200 feet long.

Several tribes living near the Great Lakes and in New York—the Seneca, Cayuga, Onondaga, Oneida, Mohawk, and later the Tuscaroras—formed a powerful political union called the **Iroquois Confederation**, or Haudenosauanee. From the 16th century through the American Revolution, this powerful union battled rival American Indians as well as Europeans.

**Atlantic Seaboard Settlements** In the area from New Jersey south to Florida lived the people of the Coastal Plains such as the Cherokee and the Lumbee. Many were descendants of the **Woodland mound builders** and built timber and bark lodgings along rivers. The rivers and the Atlantic Ocean provided a rich source of food

**Overall Diversity** The tremendous variety of landforms and climate prompted people in North America prior to 1492 to develop widely different cultures. While Europeans often grouped these varied cultures together, each tribe was very conscious of its own distinctive systems and traditions. Not until much later in history did they develop a shared identity as Native Americans.

#### REFLECT ON THE LEARNING OBJECTIVE

1. Describe the influence of the natural environment on the society and culture that various Native Americans had developed.

#### KEY TERMS BY THEME

##### Migration (MIG, ARC)

land bridge  
Hohokam, Anasazi, and  
Pueblos  
Adena-Hopewell  
Woodland mound builders

##### Identity and Politics (NAT, POL)

Mayas  
Aztecs  
Incas  
corn (maize)

##### American Indians (MIG, POL, ARC)

Algonquian  
Siouan  
longhouses  
Iroquois Confederation  
Woodland mound builders

## Topic 1.3

# European Exploration in the Americas

*Thirty-three days after my departure . . . I reached the Indian Sea, where I discovered many islands, thickly peopled, of which I took possession without resistance in the name of our illustrious monarch, by public proclamation and with unfurled banners.*

Christopher Columbus, *Select Letters*, 1493

**Learning Objective:** Explain the causes of exploration and conquest of the New World by various European nations.

Until the late 1400s, the people of the Americas carried on extensive trade with each other but had no connection to the people of Europe, Africa, and Asia. Similarly, Europeans, Africans, and Asians traded among themselves without knowing of the Americas. However, starting in the 1400s, religious and economic motives prompted Europeans to explore more widely than before. As a result, they brought the two parts of the world into contact with each other.

### The European Context for Exploration

While Vikings from Scandinavia had visited Greenland and North America around the year 1000, these voyages had no lasting impact. Columbus's voyages of exploration finally brought people into ongoing contact across the Atlantic. Several factors made sailing across the ocean and exploring distant regions possible and desirable in the late 15th century.

### Changes in Thought and Technology

In Europe, a rebirth of classical learning prompted an outburst of artistic and scientific activity in the 15th and 16th centuries known as the Renaissance. Several of the technological advances during the Renaissance resulted from Europeans making improvements in the inventions of others. For example, Europeans began to use **gunpowder** (invented by the Chinese) and the **sailing compass** (adopted from Arab merchants who learned about it from the Chinese). Europeans also made major improvements in shipbuilding and mapmaking. In addition, the invention of the **printing press** in the 1450s aided the spread of knowledge across Europe.

## **Religious Conflict**

The later years of the Renaissance were a time of intense religious zeal and conflict. The Roman Catholic Church and its leader, known as the pope, had dominated most of Western Europe for centuries. However, in the 15th and 16th centuries, their power was threatened by both Ottoman Turks, who were Muslims, and rebellious Christians who challenged the pope's authority.

**Catholic Victory in Spain** In the 8th century, Islamic invaders from North Africa, known as Moors, rapidly conquered most of what is now Spain. Over the next several centuries, Spanish Christians reconquered much of the land and set up several independent kingdoms. Two of the largest of these kingdoms united when **Isabella**, queen of Castile, and **Ferdinand**, king of Aragon, married in 1469. In 1492, under the leadership of Isabella and Ferdinand, the Spanish conquered the last Moorish stronghold in Spain, the city of Granada. In that year, the monarchs also funded **Christopher Columbus** on his historic first voyage. The uniting of Spain under Isabella and Ferdinand, the conquest of Granada, and the launching of Columbus's voyage signaled new leadership, hope, and power for Europeans who followed the Roman Catholic faith.

**Protestant Revolt in Northern Europe** In the early 1500s, certain Christians in Germany, England, France, Holland, and other northern European countries revolted against the authority of the pope in Rome. Their revolt was known as the **Protestant Reformation**. Conflict between Catholics and Protestants led to a series of religious wars that resulted in many millions of deaths in the 16th and 17th centuries. The conflict also caused the Roman Catholics of Spain and Portugal and the Protestants of England and Holland to want to spread their own versions of Christianity to people in Africa, Asia, and the Americas. Thus, a religious motive for exploration and colonization was added to political and economic motives.

## **Expanding Trade**

Economic motives for exploration grew out of a fierce competition among European kingdoms for increased trade with Africa, India, and China. In the past, merchants had traveled from the Italian city-state of Venice and the Byzantine city of Constantinople on a long, slow, expensive overland route all the way to eastern China. This land route to Asia had become blocked in 1453 when the Ottoman Turks seized control of Constantinople.

**New Routes** So the challenge to finding a new way to the rich Asian trade appeared to be by sailing either south along the West African coast and then east to China, or sailing west across the Atlantic Ocean. The Portuguese realized the route south and east was the shortest path. Voyages of exploration sponsored by Portugal's Prince **Henry the Navigator** eventually succeeded in opening up a long sea route around South Africa's Cape of Good Hope. In 1498, the Portuguese sea captain Vasco da Gama was the first European to reach India via this route. By this time, Columbus had attempted what he mistakenly believed would be a shorter route to Asia.

**Slave Trading** Since ancient times people in Europe, Africa, and Asia had enslaved people captured in wars. In the 15th century, the Portuguese began trading for enslaved people from West Africa. They used the enslaved workers on newly established sugar plantations on the Madeira and Azores islands off the African coast. Producing sugar with enslaved labor was so profitable that when Europeans later established colonies in the Americas, they used a similar system there.

## Developing Nation-States

Europe was also changing politically in the 15th century.

- Small kingdoms were uniting into larger ones. For example, Castile and Aragon united to form the core of the modern country of Spain.
- Enormous multiethnic empires, such as the sprawling Holy Roman Empire in central Europe, were beginning to break up. For example, most of the small states that united to form the modern country of Germany in 1871 were once part of the Holy Roman Empire.

Replacing the small kingdoms and the multiethnic empires were **nation-states**, countries in which the majority of people shared both a common culture and common loyalty toward a central government. The monarchs of the emerging nation-states, such as Isabella and Ferdinand of Spain; Prince Henry the Navigator of Portugal; and similar monarchs of France, England, and the Netherlands depended on trade to bring in needed revenues and on the church to justify their right to rule.

## Dividing the Americas

The Western European monarchs used their power to search for riches abroad and to spread the influence of their version of Christianity to new overseas dominions. This led to competition for control of land in the Americas.

**Spanish and Portuguese Claims** Spain and Portugal were the first European kingdoms to claim territories in the Americas. Their claims overlapped, leading to disputes. The Catholic monarchs of the two countries turned to the pope to resolve their differences. In 1493, the pope drew a vertical, north-south line on a world map, called the *line of demarcation*. The pope granted Spain all lands to the west of the line and Portugal all lands to the east.

In 1494, Spain and Portugal moved the pope's line a few degrees to the west and signed an agreement called the **Treaty of Tordesillas**. The line passed through what is now the country of Brazil. This treaty, together with Portuguese explorations, established Portugal's claim to Brazil. Spain claimed the rest of the Americas. However, other European countries soon challenged these claims.

**English Claims** England's earliest claims to territory in the Americas rested on the voyages of John Cabot, an Italian sea captain who sailed under contract to England's King Henry VII. Cabot explored the coast of Newfoundland in 1497.

Like the English, the French were slow to develop colonies across the Atlantic. During the 1500s, the French monarchy was preoccupied with European wars as well as with internal religious conflict between Roman Catholics and French Protestants known as Huguenots. Only in the next century did France develop a strong interest in following up its claims to North American land.

## REFLECT ON THE LEARNING OBJECTIVE

1. Explain what supported and motivated European exploration and colonization in the New World.

### KEY TERMS BY THEME

#### Atlantic Trade (WOR)

gunpowder  
sailing compass  
printing press  
Isabella and Ferdinand  
Christopher Columbus

Henry the Navigator

Treaty of Tordesillas

Roanoke Island

#### Identity & Politics (NAT, PLC)

Protestant Reformation  
nation-states

## MULTIPLE-CHOICE QUESTIONS

Questions 1-3 refer to the following excerpt.

"I marvel not a little, right worshipful, that since the first discovery of America (which is now full four score and ten years), after so great conquests and plannings of the Spaniards and Portuguese there, that we of England could never have the grace to set fast footing in such fertile and temperate places as are left as yet unpossessed of them. But . . . I conceive great hope that the time approacheth and now is that we of England may share and part stakes . . . in part of America and other regions as yet undiscovered. . . .

Yea, if we would behold with the eye of pity how all our prisons are pestered and filled with able men to serve their country, which for small robberies are daily hanged up in great numbers, . . . we would hasten . . . the deducting [conveying] of some colonies of our superfluous people into these temperate and fertile parts of America, which being within six weeks' sailing of England, are yet unpossessed by any Christians, and seem to offer themselves unto us, stretching nearer unto Her Majesty's dominions than to other parts of Europe."

Richard Hakluyt, *Divers Voyages Touching the Discovery of America and the Islands Adjacent*, 1582

## Topic 1.4

# Columbian Exchange, Spanish Exploration, and Conquest

*In 1491, the world was in many of its aspects and characteristics a minimum of two worlds—the New World, of the Americas, and the Old World, consisting of Eurasia and Africa. Columbus brought them together, and almost immediately and continually ever since, we have had an exchange.*

Alfred W. Crosby, historian and geographer, 2011

**Learning Objective:** Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.

Columbus's purpose in sailing westward in the 1490s was to find a sea route to the lucrative trade with Asia, which had been limited by a long and dangerous land route. The eventual impact of what Columbus found was of far greater importance.

### Christopher Columbus

As mentioned in the previous topic, 1.3, changing economic, political, and social conditions in Europe combined to support new efforts to expand. Exploration across the seas was specifically supported by the improvements in shipbuilding and in navigation with better compasses and mapmaking. These factors all helped shape the ambitions of many to explore.

**Plans to Reach Asia** One of these explorers was from the Italian city of Genoa, Christopher Columbus. He spent eight years seeking financial support for his plan to sail west from Europe to the "Indies." Finally, in 1492, he succeeded in winning the backing of Isabella and Ferdinand. The two Spanish monarchs were then at the height of their power, having just defeated the Moors in Granada. They agreed to outfit three ships and to make Columbus governor, admiral, and viceroy of all the lands that he would claim for Spain.

After sailing from the Canary Islands on September 6, Columbus landed on an island in the Bahamas on October 12. His success in reaching lands on the other side of the ocean brought him a burst of glory in Spain. But three subsequent voyages across the Atlantic were disappointing—he found little gold, few spices, and no simple path to China and India.

## The Columbian Exchange

Europeans and the original inhabitants of the Americas had developed vastly different cultures over the millennia. The contact between them resulted in the Columbian Exchange, a transfer of plants, animals, and germs from one side of the Atlantic to the other for the first time. These exchanges, biological and cultural, permanently changed the entire world. Never again would people live in isolation from the other hemisphere.

Europeans learned about many new plants and foods, including beans, corn, sweet and white potatoes, tomatoes, and tobacco. These food items transformed the diet of people throughout Eurasia and touched off rapid population growth in regions from Ireland to West Africa to eastern China. Europeans also contracted a new disease, syphilis.

People in the Americas learned about sugar cane, bluegrasses, pigs, and horses, as well as new technology, such as the wheel, iron implements, and guns. But while the Columbian Exchange led to population growth in Europe, Africa, and Asia, it had the opposite effect in the Americas. Native Americans had no immunity to the germs and the diseases brought by Europeans, such as smallpox and measles. As a result the native population declined rapidly in the first century after contact. In Mexico, the native population declined from around 22 million in 1492 to around 4 million by the mid-16th century.

## The Rise of Capitalism

In Europe, population growth and access to new resources encouraged trade, which led to economic, political, and social changes. The medieval system of feudalism, a system in which monarchs granted land to nobles in exchange for military service, declined. In its place rose capitalism, an economic system in which control of capital (money and machinery) became more important than control of land. As trade increased, commerce became increasingly important, and political power shifted from large landowners to wealthy merchants.

One reason trade increased was that Europeans were eager to gain access to the riches of the Americas, Africa, and Asia. A single successful trade expedition could make the individual who financed the voyage very wealthy. However, ocean voyages were expensive and dangerous. One bad storm could destroy all the ships in an expedition. To finance trade voyages more safely, Europeans developed a new type of enterprise, the joint-stock company, a business owned by a large number of investors. If a voyage failed, investors lost only what they had invested. By reducing individual risk, joint-stock companies encouraged investment, thereby promoting economic growth.



### HISTORICAL PERSPECTIVES: WAS COLUMBUS A GREAT HERO?

When Columbus died in 1506, he still believed that he had found a western route to Asia. However, many Spaniards realized he had not. Nor had he found gold and spices. They viewed him as a failure. Even the land that he had explored was named for someone else, Amerigo Vespucci.

Columbus then became more honored. Scholars praised his skills as a navigator and his daring. He traveled where nobody else had ever dared to venture. As early as 1828, Washington Irving wrote a popular biography extolling the explorer's virtues. The apex of Columbus's heroic reputation was reached in 1934 when President Franklin Roosevelt declared October 12 a national holiday.

Since the 1990s, however, historians have become more aware of the strength and diversity of indigenous cultures and the devastating impact of contact with Europeans. As a result, several biographies have revised their view of Columbus, taking a more critical look at him.

**A Fortunate Navigator** Some have argued that Columbus was simply at the right place at the right time. Europeans at the end of the 15th century were eager to find a water route to Asia. If Columbus had not run into the Americas in 1492, some other explorer—perhaps Vespucci or Cabot—would have done so a few years later.

**A Conqueror** Some revisionists take a harsh view of Columbus, regarding him not as a discoverer but as a conqueror. They portray him as a religious fanatic who sought to convert the American natives to Christianity and kill those who resisted.

**Response to the Critics** Arthur M. Schlesinger Jr. argued that Columbus's chief motivation was neither greed nor ambition—it was the challenge of the unknown. Others pointed out that, while Columbus brought deadly diseases to the Americas, the costs of contact were partially offset by positive results such as the development of democracy.

Historians will continue to debate the nature of Columbus's achievement. As with other historical questions, distinguishing between fact and fiction and separating a writer's personal biases from objective reality are difficult. One conclusion is inescapable: As a result of Columbus's voyages, world history took a sharp turn in a new direction. People are still living with the consequences of this interaction.

**Support an Argument** *Explain two perspectives on Columbus's role in the European expansion in the Americas.*

## REFLECT ON THE LEARNING OBJECTIVE

1. How did the Columbian Exchange develop, and what was its impact on both sides of the Atlantic Ocean?

### KEY TERMS BY THEME

<b>Exchange &amp; Interaction (WXT, GEO)</b>	
horses	smallpox, measles
diseases	capitalism
	joint-stock company

## Topic 1.5

# Labor, Slavery, and Caste in the Spanish Colonial System

*Know ye that I have given permission . . . to take to the Indies, the islands and the mainland of the ocean sea already discovered or to be discovered, four thousand negro slaves both male and female, provided that they be Christians.*

Emperor Charles V of Spain, colonial charter, August 18, 1518

**Learning Objective:** Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.

Spanish dominance in the Americas was based on more than a papal ruling and a treaty. The new empire began with ambitious and skilled leaders in Ferdinand and Isabella. With its adventurous explorers and conquerors (called **conquistadores**) and the labor provided by Indians and enslaved Africans, Spain rapidly expanded its wealth and power.

### Spanish Exploration and Conquest

Feats such as the journey across the Isthmus of Panama to the Pacific Ocean by Vasco Núñez de Balboa, the circumnavigation of the world by one of Ferdinand Magellan's ships (Magellan died before completing the trip), the conquests of the Aztecs in Mexico by **Hernán Cortés**, and the conquest of the Incas in Peru by **Francisco Pizarro** secured Spain's initial supremacy in the Americas.

The conquistadores sent ships loaded with gold and silver back to Spain from Mexico and Peru. They increased the gold supply in Spain, making it the richest and most powerful kingdom in Europe. Spain's success encouraged other states to turn to the Americas in search of gold and power.

**Indian Labor** In Mexico and Peru, the Spanish encountered the well-organized and populous Aztec and Inca empires. Even after diseases killed most natives, millions survived. The Spanish incorporated the surviving Indians into their own empire. To control them, the Spanish used the **encomienda** system in which Spain's king granted natives who lived on a tract of land to individual Spaniards. These Indians were forced to farm or work in the mines. The fruits of their labors went to the Spanish, who in turn had to "care" for the Indians.

**Enslaved African Labor** On their sugar plantations on islands off the African coast, the Portuguese had already shown that using enslaved Africans to grow crops could be profitable. They provided a model for other Europeans. The Spanish, to add to their labor force and to replace Indians who died from diseases and brutality, began trading with African partners who could supply enslaved people. The Spanish imported people under the **asiento** system, which required colonists to pay a tax to the Spanish king on each enslaved person they imported to the Americas.

As other Europeans established American colonies, they also imported enslaved Africans in large numbers. During the colonial era, more Africans than Europeans crossed the Atlantic to the Americas. Before the transatlantic **slave trade** ended in the late 1800s, slave traders sent between 10 million and 15 million enslaved people from Africa. Between 10 percent and 15 percent died on the voyage across the Atlantic Ocean, called the **Middle Passage**.

**African Resistance** Though transported thousands of miles from their homelands and brutally repressed, Africans resisted slavery in multiple ways. They often ran away, sabotaged work, or revolted. Further, they maintained aspects of African culture, particularly in music, religion, and folkways.

## Spanish Caste System

The combination of Native Americans, Europeans, and Africans made the Spanish colonies ethnically diverse. In addition, since most Spanish colonists were single men rather than families, many had children with native or African women. The result was that the Spanish colonies included many people with mixed heritage. In response, the Spanish developed a caste system that defined the status of people in the colonies by their heritage:

- At the top were pure-blooded Spaniards.
- In the middle were several levels of people ordered according to their mixture of European, Native American, and African heritage.
- At the bottom were people of pure Indian or Black heritage.

### REFLECT ON THE LEARNING OBJECTIVE

1. How was the society and economy of North America affected by the expansion of the Spanish Empire?

#### KEY TERMS BY THEME

##### Labor Systems (WXT)

encomienda  
asiento  
slavery

##### Identity and Politics (POL)

conquistadores  
Hernán Cortés  
Francisco Pizarro

##### Atlantic Trade (WXT)

slave trade  
Middle Passage

## Topic 1.6

# Cultural Interactions in the Americas

*The Spanish have a perfect right to rule these barbarians of the New World and the adjacent islands, who in prudence, skill, virtues, and humanity are as inferior to the Spanish as children to adults, or women to men.*

Juan Ginés de Sepúlveda, Spanish theologian, 1547

**Learning Objective:** Explain how and why European and Native American perspectives of others developed and changed in the period.

**H**istory is filled with experiences of contact between diverse people, such as the Romans and Africans in the Classical Era, or the Christians and Muslims in the Middle Ages. Often these conflicts were violent, but they were in small regions and lasted no more than a couple centuries. The contact between Native Americans, Europeans, and Africans in the Americas also featured violence, but the interaction was on a much larger scale for a much longer time.

Europeans and Native Americans held conflicting worldviews. For example, most Europeans believed in a single god, while most Native Americans honored many deities. European women had little role in public life, while Native American women in some tribes held decision-making positions. Europeans used legal documents to establish the right to plow a field or hunt in a forest. Native Americans relied more on tradition to make land use decisions.

### European Treatment of Native Americans

The Europeans who colonized North and South America generally viewed Native Americans as inferior people who could be exploited for economic gain, converted to Christianity, and used as military allies. However, Europeans used various approaches for ruling Native Americans and operating colonies.

### Spanish Policy

The Spanish overwhelmingly subjugated Native Americans. However, Spanish scholars also debated the status of Native Americans and the treatment of them.

**Bartolomé de Las Casas** One European who dissented from the views of most Europeans toward Native Americans was a Spanish priest named

**Bartolomé de Las Casas.** Though he had owned land and slaves in the West Indies and had fought in wars against the Indians, he eventually became an advocate for better treatment for Indians. He persuaded the king to institute the **New Laws of 1542**. These laws ended Indian slavery, halted forced Indian labor, and began to end the *encomienda* system that kept the Indians in serfdom. Conservative Spaniards, eager to keep the *encomienda* system, responded and successfully pushed the king to repeal parts of the New Laws.

**Valladolid Debate** The debate over the role for Indians in the Spanish colonies came to a head in a formal debate in 1550–1551 in Valladolid, Spain. On one side, Las Casas argued that the Indians were completely human and morally equal to Europeans, so enslaving them was not justified. On the other side, another priest, **Juan Ginés de Sepúlveda**, argued that Indians were less than human. Hence, they benefited from serving the Spaniards in the *encomienda* system. Neither side clearly persuaded the entire audience. Though Las Casas was unable to gain equal treatment for Native Americans, he established the basic arguments on behalf of justice for Indians.

### **English Policy**

Unlike the Spanish, the English settled in areas with no large native empires that could provide forced labor. Further, when English colonists arrived in the 1600s, European diseases had already dramatically reduced the indigenous population. In addition, many English colonists came in families rather than as single young men, so marriage with natives was less common.

Initially, at least in Massachusetts, the English and the American Indians coexisted, traded, and shared ideas. American Indians taught the settlers how to grow new crops such as corn (maize) and showed them how to hunt in the forests. They traded furs for an array of English manufactured goods, including iron tools and weapons, that they found useful.

But peaceful relations soon gave way to conflict and warfare. Most English showed no respect for American Indian cultures, which they viewed as “savage.” American Indians saw their way of life threatened as the English seized land to support their growing population. The English occupied the land and forced the small, scattered tribes they encountered to move away from the coast to inland territories. They expelled the natives rather than subjugating them.

### **French Policy**

The French, looking for furs and converts to Catholicism, viewed American Indians as potential economic and military allies. Compared to the Spaniards and the English, the French maintained good relations with the tribes they encountered. Seeking to control the fur trade, the French built trading posts throughout the St. Lawrence Valley, the Great Lakes region, and along the Mississippi River. At these posts, they exchanged French goods for beaver pelts and other furs collected by American Indians. Because the French had few colonists, farms, or towns, they posed less threat to the native population than

did other Europeans. In addition, French soldiers assisted the Huron people in fighting their traditional enemy, the Iroquois (Haudenosaunee).

## Survival Strategies by Native Americans

As European settlements expanded, Native Americans responded to protect their cultures. One strategy was to ally with one European power or another. For example, in Mexico, several tribes allied with the Spanish to help them win their freedom from the Aztecs in the 16th century. Later, in the Ohio River Valley, the Delawares and the Shawnees allied closely with the French against English encroachment on their land.

Other tribes simply migrated west to get away from settlers, though this often led them into conflict with Native Americans already living in a region. The conflicts reflected the strong tribal loyalty that Native Americans felt. Since they did not identify as part of a larger group that included all tribes, European settlers pushing westward rarely faced a unified response from Native Americans. Only later would the shared desire to resist European power lead people to identify as Native Americans as well as members of a particular tribe. Regardless of how they dealt with the European invasion, Native Americans would never be able to return to the life they had known prior to 1492.

## The Role of Africans in America

Africans contributed a third cultural tradition in the Americas. Their experience growing rice resulted in rice becoming an important crop in the colonies of South Carolina and Louisiana. They brought musical rhythms and styles of singing that shaped the development of music throughout the Americas. They also introduced European settlers to the banjo. By the 19th century, the banjo would be closely associated with the culture of the southeastern United States.

Europeans justified slavery in many ways. Some cited passages from the Bible to support their belief that slavery had always existed and was approved by God. As slavery became exclusively for Africans, Europeans began to argue that Africans were biologically inferior, so enslaving them was acceptable. This was similar to the argument used by de Sepúlveda regarding Native Americans.

### REFLECT ON THE LEARNING OBJECTIVE

1. Describe the evolution in the views of the Europeans and Native Americans toward each during the period of European colonization.

#### KEY TERMS BY THEME

**Identity and Politics**  
(NAT, POL)

New Laws of 1542

**Values and Attitudes**  
(SOC)

Bartolomé de Las Casas

Valladolid Debate

Juan Ginés de Sepúlveda

## Topic 1.7

### Causation in Period 1

**Learning Objective:** Explain the effects of the development of transatlantic voyages from 1491 to 1607.

The reasoning skill of “causation” is the suggested focus for evaluating the content of this period. As explained in the contextualization introduction to Period 1, there are many factors to consider in the broad topic of European encounters in the Americas in the 15th and 16th centuries. One needs to be able to *describe what caused* the Native Americans to develop diverse societies across the enormous and varied lands of North America. This appreciation of the status of Native Americans during this period will help to *explain the specific developments* when the Europeans came to explore what they saw as a “new world.”

A number of factors had come together to explain the causes of the European explorations during this particular period. For example, both desires to spread Christianity and desires for economic gain. However, not all causes are equally significant. One task of a historian is to weigh the evidence to decide how much emphasis to place on each of these various causes. Among the most common differences among historians are debates over whether one cause was more important than another.

Note that causation implies that an event or development had an effect. The results of the contact are viewed by some as the Columbian Exchange, which *explain both the short- and long-term* impact not only on both sides of the Atlantic but on people throughout the world. Given the many factors involved, one can argue as to the *historically significant effects* on the various peoples involved on both sides of the Atlantic.

#### QUESTIONS ABOUT CAUSATION

1. Explain the factors that resulted in various Native American groups developing their own unique cultures.
2. Explain a significant development in Europe by the 15th and 16th centuries that caused a surge in exploration.
3. Explain the extent to which the Columbian Exchange had beneficial effects on both the Native Americans and Europeans.

## UNIT 2 — Period 2: 1607-1754

### Topic 2.1

## Contextualizing Period 2

**Learning Objective:** Explain the context for the colonization of North America from 1607 to 1754.

The period in the Americas from 1491 to 1607 was a time of European exploration, dominated by the Spanish. In the period from 1607 to 1754, exploration began giving way to expanding colonization. In North America, the Spanish, French, Dutch, and British established colonies, with the British dominating the region from Canada to the Caribbean islands. In particular, the British established 13 colonies along the Atlantic coast. Most of these provided a profitable trade and a home to a diverse group of Native Americans, Europeans, and Africans.

From the establishment of the first permanent English settlement in North America in 1607 to the start of a decisive war for European control of the continent in 1756, the colonies evolved. At first, they struggled for survival. Over time, they became a society of permanent farms, plantations, towns, and cities. European settlers brought various cultures, economic plans, and ideas for governing to the Americas. In particular, with varying approaches, they all sought to dominate the native inhabitants.

### Early Settlements

The earliest Europeans in the Americas, the Spanish and Portuguese, settled in Central and South America. The Spanish slowly migrated into North America. Subsequently, the French, Dutch, and British settled along the Atlantic coast of North America and gradually migrated westward and developed various types of colonial systems and relationships with Native Americans.

The first two successful British colonies along the Atlantic coast of North America were Jamestown and Plymouth. They served as the starting points that would lead to 13 colonies as far south as Georgia. Depending on the environmental conditions and settlement patterns, each colony developed its own economic and cultural system. For many, transatlantic trade was important, with tobacco, timber, and rice being important products. Trade, along with ties of religion and language, created strong bonds between the colonies and Great Britain. However, in the mid-1700s, trade also became a point of conflict. Colonies increasingly resisted British control over their trade.

Trade was also the mainstay of early contact between the Europeans and Native Americans. The colonists wanted a dependable food supply and the Native Americans were drawn to the iron tools and guns of the newcomers. But the Europeans generally treated the Native Americans as inferiors to be used or pushed aside. Trade also led to competition for resources among colonists and natives. In particular, the British and the French fought a series of wars for control of land. Native Americans such as the Iroquois and the Huron allied with Europeans or each other to advance their own interests.

## Sources of Labor

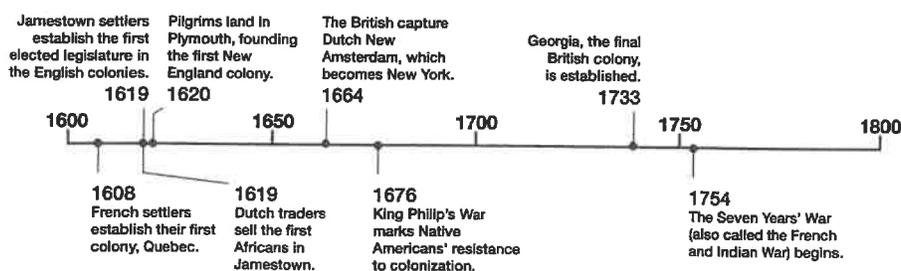
As Europeans seized land from Native Americans, they looked for a source of labor to make the lands profitable. They first tried to enslave Native Americans. This failed because the Native Americans could escape too easily. Europeans then tried to employ indentured servants, individuals who agreed to work for a master for a set number of years (often seven) in exchange for transportation from Europe to the Americas. Indentured servants became common in the colonies, but they did not provide sufficient labor for people who owned land.

The British, following the example of the Spanish and others, soon began importing enslaved laborers from Africa. Given the steady flow of support and families from Britain, the various 13 colonies gradually developed societies that both mirrored and varied from British society. From 1607 to the 1750s, the growth of these 13 British colonies would lead them to use trade and war to dominate both the Native Americans and the other European colonists.

### ANALYZE THE CONTEXT

1. Explain a historical context for understanding the interaction between the Native Americans and the Europeans as colonies were established in North America in the period from 1607 to 1754.
2. Explain a historical context for the development of slavery in the European colonies in North America in the period from 1607 to 1754.
3. Explain a historical context for the development of society and culture in the 13 British colonies in the period from 1607 to 1754.

#### LANDMARK EVENTS: 1600-1800



## Topic 2.2

# European Colonization in North America

*If they desire that Piety and godliness should prosper; accompanied with sobriety, justice and love, let them choose a Country such as this is . . . which may yield sufficiency with hard labour and industry.*

Reverend John White, *The Planter's Plea*, 1630

**Learning Objective:** Explain how and why various European colonies developed and expanded from 1607 to 1754.

**M**igration to the Americas during the 17th century and the first half of the 18th century was both influenced by the environment and had a lasting impact on it. The many different peoples that settled in North America from Europe, together with the Native Americans already living on the continent and the enslaved Africans brought there, would ultimately form a society unlike any previously seen.

Exploration in the new world by Europeans was quickly followed by colonization. The primary motivations for settling in the Americas in the 17th century were the desires for wealth, to spread Christianity, and to escape persecution.

### Spanish Colonies

Spanish settlements developed slowly in North America as a result of limited mineral resources and strong opposition from American Indians. Missionary zeal was an important motivator as Roman Catholic Spain worked to counter the expanding influence of the Reformation and Protestantism. These colonies were largely populated by men, and they would gradually include Native Americans and Africans in their society.

**Florida** Juan Ponce de Leon claimed these lands for Spain in 1513. After a number of failures and the strong resistance of American Indians in the region, the Spanish established a permanent settlement at St. Augustine in 1565, more than 50 years before the English founded Jamestown. St. Augustine became the oldest city founded by Europeans in what became the mainland of the United States. Only a few small settlements developed as the Spanish found little silver and gold, a declining native population due to wars and disease, and periodic hurricanes.

**New Mexico and Arizona** In a region that had been settled by American Indians for about 700 years, Spanish colonists began arriving in 1598. They established Santa Fe as the capital of New Mexico in 1610.

**Texas** Between Florida and New Mexico, the Spanish established settlements in Texas. These communities grew in the early 1700s as Spain resisted French efforts to explore the lower Mississippi River.

**California** With Russians exploring from Alaska, the Spanish started a settlement at San Diego in 1769. By 1784, the Franciscan order and Father Junípero Serra had established missions along the California coast.

## French Colonies

Similar to the Spanish, the French colonizers were mainly men. However, there were few French. Some came as Christian missionaries. Those who came for economic reasons mostly worked in the lucrative fur trade, traveling throughout the interior of North America purchasing furs gathered by American Indians. Many traders married American Indian women, who then provided valuable services as guides, translators, and negotiators with other American Indians. The reliance of the French on trade made rivers particularly important in their colonies.

- Quebec, the first French settlement in America was located on the St. Lawrence River. It was founded by Samuel de Champlain, the “Father of New France,” in 1608.
- In 1673, Louis Jolliet and Father Jacques Marquette explored the upper Mississippi River. Nine years later, Robert de La Salle explored the Mississippi basin, which he named Louisiana (after the French king, Louis XIV).
- By 1718, the French had moved southward down the Mississippi River and established a permanent settlement, New Orleans, where the river entered the Gulf of Mexico. New Orleans became a prosperous trade center.

## Dutch Colonies

During the 1600s, the Netherlands sponsored voyages of exploration. The government hired Henry Hudson, an English sailor, to seek westward passage to Asia. In 1609, while searching for a northwest passage, Hudson sailed up a broad river that was later named for him, the Hudson River. This expedition established Dutch claims to the surrounding area, New Amsterdam (and later New York). The Dutch government granted a private company, the Dutch West India Company, the right to control the region for economic gain.

Like the French colonies, the Dutch colonies consisted of small numbers of traders who built strong trade networks among American Indians. However, the Dutch were more likely to settle in trading posts near the coast or along major rivers and less likely to intermarry with American Indians.

## British Colonies

In the early 1600s, England was in a position to colonize the lands explored a century earlier by **John Cabot**. England's population was growing more rapidly than its economy, so its number of poor and landless families was increasing. They were attracted to opportunities in the Americas. Using **joint-stock companies** to finance the risky enterprise of colonization, the English began settling colonies in the Americas.

Compared to other European colonists, those from England included a higher percentage of families and single females, and they were more interested in farming. As a result, English settlers were more likely to claim American Indian land and less likely to intermarry with Indians. In addition, the English colonies attracted a more diverse group of European settlers than did other colonies. Most of these settlers migrated in search of better lives or religious freedom.

### REFLECT ON THE LEARNING OBJECTIVE

1. Explain what the motivations and methods were that supported European colonial growth during the period from 1607 to 1754.

#### KEY TERMS BY THEME

**Settlements (ARC)**  
John Cabot

**Authority (WOR)**  
joint-stock company

### MULTIPLE-CHOICE QUESTIONS

Questions 1-2 refer to the following excerpt.

“As touching the quality of this country, three things there bee, which in fewe yeares may bring this Colony to perfection; the English plough, Vineyards, & Cattle. . . .

All our riches for the present doe consiste in Tobacco, wherein one man by his owne labour hath in one yeare, raised to himself to the value of 200 sterling; and another by the means of sixe servants hath cleared at one crop a thousand pound english. These be true, yet indeed rare examples, yet possible to be done by others. Our principall wealth (I should haue said) consisteth in servants: but they are chargeable to be furnished with armes, apparel, & bedding, and for their transportation, and casuall both at sea, & for their first yeare commonly at lande also: but if they escape, they proove very hardy, and sound able men.”

John Pory, Secretary of Virginia, Letter to Sir Dudley Carlton, 1619

## Topic 2.3

# The Regions of British Colonies

*Liberty of conscience . . . we ask as our undoubted right by the law of God, of nature, and of our own country.*

William Penn, "The Great Case of Liberty of Conscience," 1670

**Learning Objective:** Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.

The English colonies developed regional or sectional differences based on many influences including topography, natural resources, climate, and the background of their settlers. Starting with Jamestown (Virginia) in 1607 and ending in 1733 in Georgia, 13 distinct colonies developed along the Atlantic coast of North America. Every colony received its authority to operate by a charter granting special privileges from the monarch. Each charter described the relationship between the colony and the crown. Over time, three types of charters—and three types of colonies—developed:

- **Corporate colonies**, such as Jamestown, were operated by joint-stock companies, at least during these colonies' early years.
- **Royal colonies**, such as Virginia after 1624, were to be under the direct authority and rule of the king's government.
- **Proprietary colonies**, such as Maryland and Pennsylvania, were under the authority of individuals granted charters of ownership by the king.

The British took pride in free farmers working the land. Unlike the French and Spanish colonists, the English had a tradition of representative government. They were accustomed to elections for representatives speaking for property owners and deciding important measures, such as taxes, proposed by the king's government. While political and religious conflicts dominated England, feelings for independence grew in the colonies. Eventually, tensions emerged between the king and his colonial subjects.

### Early English Settlements

The earliest English colonies were founded for very different reasons and hundreds of miles apart in Virginia and Massachusetts.

## **Jamestown**

England's King James I chartered the **Virginia Company**, a **joint-stock company** that founded the first permanent English colony in America at **Jamestown** in 1607.

**Early Problems** The first settlers of Jamestown suffered greatly, mostly from their own mistakes. The settlement's location in a swampy area along the James River resulted in fatal outbreaks of dysentery and malaria. Many of the settlers were gentlemen unaccustomed to physical work or gold hunters who refused to hunt or farm. A source of goods came from trade with American Indians, but conflicts between settlers and the natives stopped trade and settlers starved.

Through the leadership of **Captain John Smith**, Jamestown survived its first five years. Through the efforts of **John Rolfe** and his Indian wife, **Pocahontas**, the colony developed a variety of tobacco that became popular in Europe and a profitable crop. To recruit White settlers, Virginia provided 50 acres of land, called a *headright*, to any settler or to anyone who paid for passage for a settler to the colony. While the headright system helped many Europeans move to Virginia, it mostly aided landowners who added to their holdings by sponsoring indentured servants. During the first several decades of colonization, planters mostly used White laborers. However, by the end of the 17th century, landowners relied more on enslaved Africans.

**Transition to a Royal Colony** Despite tobacco, by 1624 the Virginia colony remained near collapse. More than 5,000 people had settled in it, but death from disease and conflicts with Indians was so high that the population was only 1,300. Further, the Virginia Company was nearly bankrupt. King James I finally revoked the company charter and took direct control. Now known as **Virginia**, the colony became England's first royal colony.

## **Plymouth and Massachusetts Bay**

About 500 miles to the north of Jamestown, English settlers founded two other colonies, Plymouth and Massachusetts Bay, in the region that became known as New England. While many of the settlers in these colonies came as indentured servants in search of economic opportunity, the distinctive force that set the tone for these colonies was religious motivation, the search for wealth. Both were settled by English Protestants who dissented from the government-supported Church of England, known as the Anglican Church. The Church of England, lead by the English king, had broken away from the Roman Catholic Church in 1534. However, it had kept most of the Catholic rituals and governing structure. The dissenters, influenced by the teachings of Swiss theologian John Calvin, charged that the Church of England should break completely with Rome. England's King James I, who reigned from 1603 to 1625, viewed the religious dissenters as a threat to his religious and political authority and ordered them arrested and jailed.

**The Plymouth Colony** The radical dissenters, the **Separatists**, wanted to organize a completely separate church that was independent of royal control. Several hundred Separatists left England for Holland in search of religious freedom. Because of their travels, they became known as **Pilgrims**. Economic hardship and cultural differences with the Dutch led many of the Pilgrims to seek another haven for their religion. They chose the new colony in America, then operated by the Virginia Company of London. In 1620, a small group of Pilgrims set sail for Virginia aboard the **Mayflower**. Fewer than half of the 100 passengers on this ship were Separatists; the rest were people who had economic motives for making the voyage.

After a hard voyage that lasted 65 days, the **Mayflower** dropped anchor off the Massachusetts coast, 600 miles north of Virginia. Rather than sail to Jamestown as planned, the Pilgrims established a new colony at Plymouth.

After a first winter that saw half the settlers perish, the survivors were helped by local American Indians to adapt to the land. They celebrated a good harvest at a thanksgiving feast (the first Thanksgiving) in 1621. Strong leaders, including Captain Miles Standish and Governor William Bradford, grew Plymouth slowly. Fish, furs, and lumber became the mainstays of the economy.

**Massachusetts Bay Colony** A group of more moderate dissenters, called **Puritans**, believed that the Church of England could be reformed, or purified. The persecution of Puritans increased when a new king, Charles I, took the throne in 1625. Seeking religious freedom, a group of Puritans gained a royal charter for the Massachusetts Bay Company (1629).

In 1630, a thousand Puritans led by **John Winthrop** sailed for Massachusetts and founded Boston. Religious and political conflict in England in the 1630s drove some 15,000 settlers to the Massachusetts Bay Colony—a movement known as the **Great Migration** (The same term is used for the movement of African Americans from southern to northern states in the 20th century.)

Puritans from Massachusetts Bay founded several settlements in New England. In contrast to the plantations in Virginia, these New England settlements were mixtures of small towns and family farms that relied on a blend of commerce and agriculture.

### **Religious Issues in Maryland**

In 1632, King Charles I split off part of Virginia to create a new colony, Maryland. He granted control of it to George Calvert (Lord Baltimore), a Catholic noble, for his service to the king. Maryland was the first proprietary colony. The king expected proprietors to carry out his wishes faithfully, thus giving him control.

The first Lord Baltimore died and Maryland passed to his son, **Cecil Calvert**—the second Lord Baltimore. The son set about implementing his father's plan in 1634 to provide a haven for his fellow Catholics, who faced persecution from Protestants in Britain.

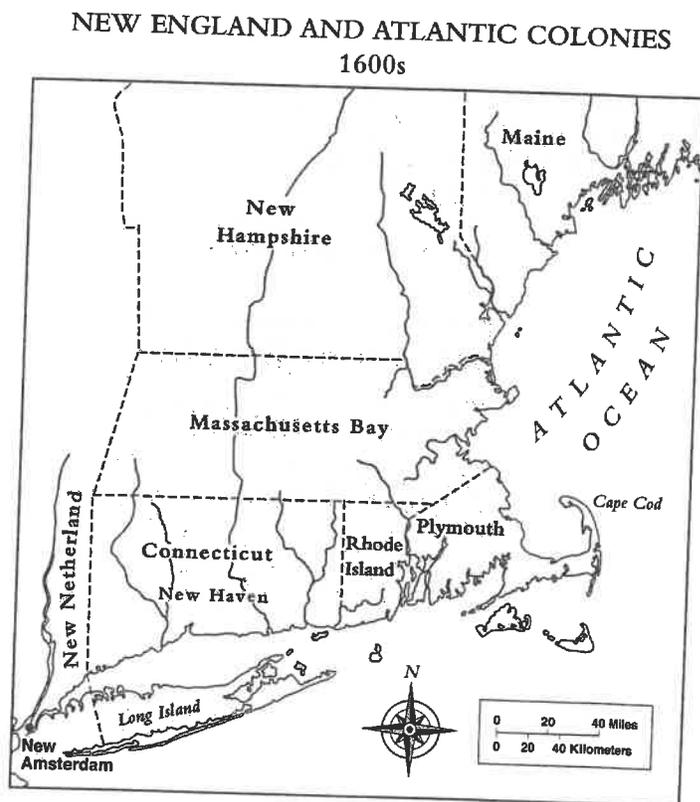
**Act of Toleration** To avoid persecution in England, several wealthy Catholics emigrated to Maryland and established plantations. However, they

were quickly outnumbered by Protestant farmers who held a majority in Maryland's assembly. In 1649, Calvert persuaded the assembly to adopt the **Act of Toleration**, the first colonial statute granting religious freedom to all Christians. However, the statute also called for the death of anyone who denied the divinity of Jesus.

**Protestant Revolt** In the late 1600s, Protestants angered by a Catholic proprietor ignited a civil war. The Protestants triumphed, and they repealed the Act of Toleration. Catholics lost the right to vote in elections for the assembly. In the 18th century, Maryland's economy and society was like that of Virginia, except that Maryland tolerated more diversity among Protestant sects.

## Development of New England

Strong religious convictions sustained settlers in their struggle to establish the Plymouth and Massachusetts Bay colonies. However, Puritan leaders showed intolerance of anyone who questioned their religious teachings, often banishing dissidents from the Bay colony. These dissidents formed settlements that became Rhode Island and Connecticut.



**Rhode Island** One well-respected Puritan minister who moved from England to Boston was **Roger Williams**, who arrived in 1631. He believed that the individual's conscience was beyond the control of any civil or church authority. His teachings placed him in conflict with other Puritan leaders, who ordered his banishment. Leaving Boston, Williams fled southward to Narragansett Bay, where he and a few followers founded the community of **Providence** in 1636, and Williams started one of the first Baptist churches in America. The government allowed Catholics, Quakers, and Jews to worship freely. Further, the new colony was unique in that it recognized the rights of American Indians and paid them for the use of their land.

Another dissident who questioned the doctrines of the Puritan authorities was **Anne Hutchinson**. She believed in *antinomianism*—the idea that since individuals receive salvation through their faith alone, they were not required to follow traditional moral laws. Banished from the Bay colony, Hutchinson and her followers founded Portsmouth in 1638. A few years later, Hutchinson migrated to Long Island and was killed in an American Indian uprising.

In 1644, Roger Williams was granted a charter from the Parliament that joined Providence and Portsmouth into a single colony, **Rhode Island**. Because this colony tolerated diverse beliefs, it served as a refuge for many.

**Connecticut** To the west of Rhode Island, the Connecticut River Valley attracted others who were unhappy with the Massachusetts authorities. The Reverend **Thomas Hooker** led a large group of Boston Puritans into the valley and founded Hartford in 1636. The Hartford settlers then drew up the first written constitution in American history, the *Fundamental Orders of Connecticut* (1639). It established a representative government with a legislature elected by popular vote and a governor chosen by that legislature.

South of Hartford, a second settlement in the Connecticut Valley was started by **John Davenport** in 1637 and given the name New Haven. In 1665, New Haven joined with Hartford to form **Connecticut**. The royal charter for Connecticut granted it a limited degree of self-government, including election of the governor.

**New Hampshire** The last colony to be founded in New England was **New Hampshire**. Hoping to increase royal control over the colonies, King Charles II separated New Hampshire from the Massachusetts Bay colony in 1679 and made it a royal colony, subject to the authority of an appointed governor.

**Halfway Covenant** To be a full member of a Puritan congregation, individuals needed to have a confirmed religious experience, a conversion. However, fewer members of the new native-born generation were having such experiences. To maintain the church's influence and membership, a *halfway covenant* was offered by some clergy so that people could become partial members even if they had not felt a conversion. Nevertheless, as the years passed, strict Puritan practices weakened in most New England communities in order to maintain church membership.

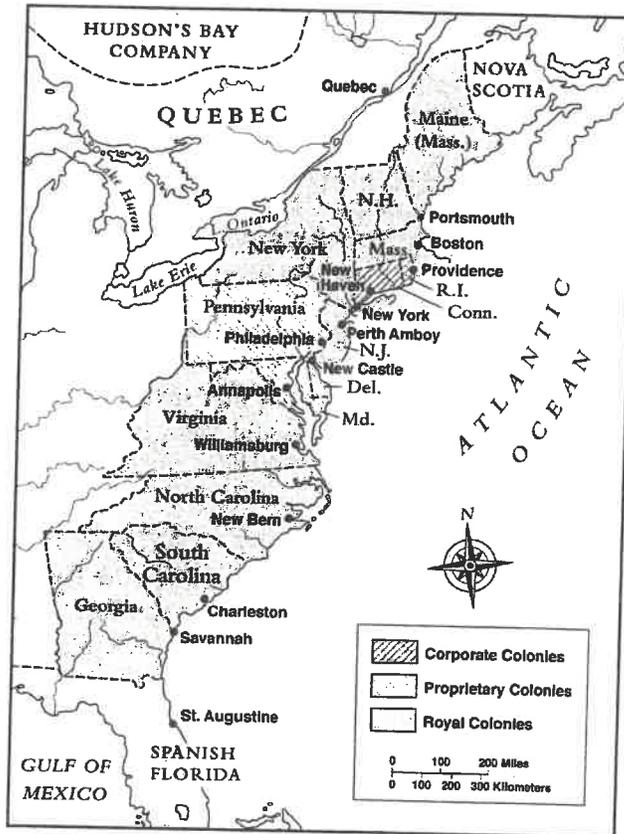
## Restoration Colonies

New American colonies were founded in the late 17th century during a period known as the Restoration. The name refers to the restoration of the monarchy under King Charles II in 1660 following a brief period of republican rule under a Puritan leader, Oliver Cromwell.

### The Carolinas

As a reward for helping him gain the throne, Charles II granted a huge tract of land between Virginia and Spanish Florida to eight nobles. In 1663, these nobles became the lord proprietors of the Carolinas. In 1729, two royal colonies, South Carolina and North Carolina, were formed from the original grant.

THE THIRTEEN ENGLISH COLONIES  
AROUND 1750



**South Carolina** In 1670, a few colonists from England and some planters from the island of Barbados founded Charleston, named for their king, Charles II. Initially, the southern economy was based on trading furs and providing food for the West Indies. By the middle of the 18th century, South Carolina's large **rice-growing plantations**, worked by enslaved Africans, resembled the economy and culture of the West Indies.

**North Carolina** Unlike South Carolina, the region that became North Carolina had few good harbors and poor transportation. As a result, it developed few large plantations and little reliance on slavery. It was populated by farmers from Virginia and New England who established small, self-sufficient **tobacco farms**. Some made use of indentured servants and enslaved people. North Carolina in the 18th century earned a reputation for democracy and autonomy from British control.

### **The Middle Colonies**

The four colonies between New England and Virginia—**New York, New Jersey, Pennsylvania, and Delaware**—are often called the Middle Colonies. They had fertile land that attracted a relatively diverse group of European immigrants, good harbors where cities developed, and tolerant attitudes toward religion.

**New York** Charles II wished to consolidate holdings along the coast and close the gap between the New England and the Chesapeake colonies. This required compelling the Dutch to give up New Amsterdam, Manhattan Island and the Hudson River Valley.

In 1664, the king granted his brother, the Duke of York (the future James II), the lands lying between Connecticut and Delaware Bay. James sent a force that easily took control of the Dutch colony from its governor, Peter Stuyvesant. He ordered his agents to rename the colony New York, to attract the Dutch settlers well by allowing them the freedom to worship as they pleased and to speak their own language.

James also ordered new taxes, duties, and rents without the consent of a representative assembly. He insisted that no assembly should be formed in his colony. Taxation without representation met strong opposition from the English-speaking settlers. In 1683, James did yield by allowing the governor to grant broad civil and political rights, including a representative assembly.

**New Jersey** Believing that the territory of New York was too large, the king split it in 1664. He gave the section located between the Hudson River and Delaware Bay to Lord John Berkeley and Sir George Carteret. They received West New Jersey and the other East New Jersey. To attract settlers, both made generous land offers and allowed religious freedom and a representative assembly. Eventually, they sold their interests to groups of Quakers. Property titles in the Jerseys changed hands often, and inaccurate property lines led to the general confusion. To settle matters, the crown decided to combine the two Jerseys into a single royal colony: New Jersey.

**Pennsylvania, "The Holy Experiment"** To the west of New Jersey was a broad expanse of forested land that the royal family gave to a military and political leader, William Penn, in payment for a debt. The land became known as Penn's woods, or Pennsylvania.

When Penn died, he left the land to his son, also named **William Penn**. The son had joined a group of Christians who called themselves the Religious Society of Friends. Commonly known as **Quakers**, they were considered radical by most people in Britain and the colonies. They believed that religious authority was found within each person and not in the Bible nor in any outside source. This led them to support equality among all men and women and to reject violence and resist military service. Because their beliefs challenged authority, the Quakers of England were persecuted and jailed for their beliefs.

Penn hoped his colony would provide a religious refuge for Quakers and other persecuted people as well as generate income and profits for himself. He put his Quaker beliefs to the test by enacting liberal ideas in government. He provided a **Frame of Government (1682–1683)**, which guaranteed a representative assembly elected by landowners, and a written constitution, the **Charter of Liberties (1701)**, which guaranteed freedom of worship for all and unrestricted immigration. Unlike other colonial proprietors, who governed from England, Penn crossed the ocean to supervise the founding of Philadelphia on the Delaware River. He brought a plan for a grid pattern of streets, which was later imitated by other cities. He also attempted to treat the American Indians fairly and to not cheat them when purchasing their land.

To attract settlers, Penn hired agents and published notices throughout Europe promising political and religious freedom and generous land terms. Penn's lands along the Delaware River had previously been settled by several thousand Dutch and Swedish colonists, who eased the arrival of the newcomers.

**Delaware** In 1702, Penn granted the lower three counties of Pennsylvania their own assembly. In effect, Delaware became a separate colony, even though its governor was the same as Pennsylvania's until the American Revolution.

### ***Georgia, The Last Mainland Colony***

In 1732, **Georgia**, the thirteenth and final British colony between Canada and the Caribbean, was chartered. It was the only colony to receive direct financial support from the government. The British had two reasons to start a new southern colony:

- They wanted to create a defensive buffer to protect South Carolina plantations from the Spanish Florida.
- They wanted a place to send the thousands of people in England imprisoned for debt. Sending debtors to a colony would both relieve the overcrowded jails and provide a chance for people to start life over.

Given a royal charter for a proprietary colony, a group of philanthropists led by **James Oglethorpe** founded Savannah in 1733. Oglethorpe, the colony's first governor, put into effect a plan for making the colony thrive. There were strict regulations, including bans on drinking rum and slavery. Nevertheless, partly because of the constant threat of Spanish attack, the colony did not prosper.

By 1752, Oglethorpe's group gave up. Georgia was taken over by the British government and became a royal colony. Restrictions on rum and slavery were dropped. The colony grew slowly, adopting the plantation system of South Carolina. In 1776, Georgia was the smallest of the 13 colonies that rebelled against the British.

## Early Political Institutions

Britain had difficulty exerting tight control over the colonies. The distance across the Atlantic was great enough that communication was slow. Further, Britain was often consumed by domestic upheavals and wars with France, so it paid little attention to the colonies. Because of these factors, self-rule began early in the colonies.

**A Representative Assembly in Virginia** The Virginia Company encouraged settlement by guaranteeing to settlers the same rights as residents of England had, including representation in lawmaking. In 1619, Virginia's colonists organized the first representative assembly in America, the **House of Burgesses**. It was dominated by elite planters.

**Representative Government in New England** Aboard the *Mayflower* in 1620, the Pilgrims drew up and signed a document in which they pledged to make decisions by the will of the majority. Known as the **Mayflower Compact**, this was an early form of self-government and a rudimentary written constitution.

Throughout New England, then, communities held town meetings to debate local decisions and to elect members to colonial legislatures. Voting rights were relatively broad for the time. In Massachusetts Bay Colony, all freemen—male members of the Puritan Church—had the right to elect the colony's governor and a representative assembly.

**Limits to Colonial Democracy** Despite these steps, most colonists other than male property owners were excluded from the political process. Females and landless males had few rights, indentured servants had practically no rights, and enslaved people had none. Many colonial governors ruled with autocratic or unlimited powers, answering only to the king or to those who provided the colonies' financial support. Thus, the gradual development of democratic ideas in the colonies coexisted with antidemocratic practices such as slavery and the widespread mistreatment of American Indians.

### REFLECT ON THE LEARNING OBJECTIVE

1. Explain the forces, including the environment, that played a role in the growth of the British colonies during the period from 1607 to 1754.

### KEY TERMS BY THEME

<b>Religion (SOC)</b>	Captain John Smith	Pennsylvania
Cecil Calvert, Lord Baltimore	John Rolfe	Delaware
Act of Toleration	Pocahontas	Georgia
Roger Williams	Virginia	James Oglethorpe
Providence	Plymouth Colony	<b>Self-Rule (PCE)</b>
Anne Hutchinson	Separatists	Fundamental Orders of Connecticut (1639)
antinomianism	Pilgrims	Frame of Government (1682-1683)
Rhode Island	<i>Mayflower</i>	Virginia House of Burgesses
halfway covenant	Massachusetts Bay Colony	Mayflower Compact
Quakers	Puritans	<b>Authority (WOR)</b>
William Penn	John Winthrop	corporate colonies
Holy Experiment	Great Migration	royal colonies
Charter of Liberties (1701)	Thomas Hooker	proprietary colonies
<b>Crops (GEO)</b>	John Davenport	Virginia Company
rice-growing plantations	Connecticut	Chesapeake colonies
tobacco farms	New Hampshire	joint-stock company
<b>Settlements (ARC)</b>	the Carolinas	
Jamestown	New York	
	New Jersey	

### MULTIPLE-CHOICE QUESTIONS

Questions 1-3 refer to the following excerpt.

“Be it therefore ordered and enacted. . . . That whatsoever person or persons within this Province . . . shall henceforth blaspheme God, that is, curse Him or shall deny our Savior Jesus Christ to be the Son of God, or shall deny the Holy Trinity . . . or the Godhead of any of the said Three persons of the Trinity or the Unity of the Godhead . . . shall be punished with death and confiscation or forfeiture of all his or her lands. . . . And whereas . . . that no person or persons whatsoever within this province, or the islands, ports, harbors, creeks, or havens thereunto belonging, professing to believe in Jesus Christ, shall from henceforth be any way troubled, molested or discountenanced for or in respect of his or her religion nor in free exercise thereof within this province or the islands thereunto belonging nor any way compelled to the belief or exercise of any other Religion against his or her consent.”

The Maryland Act of Toleration, 1649

## Topic 2.4

# Transatlantic Trade

*The sad truth is that without complex business partnerships between African elites and European traders . . . the slave trade to the New World would have been impossible.*

Henry Louis Gates Jr., "Ending the Slavery Blame-Game," *New York Times*, 2010

**Learning Objective:** Explain the causes and effects of transatlantic trade over time.

**W**hile the colonists had various reasons for settling in the Americas, such as an opportunity to practice their religious faith or an opportunity to search for wealth, the European nations that controlled the colonies looked at them to increase their power. A principal way to become stronger was through transatlantic trade.

### Triangular Trade

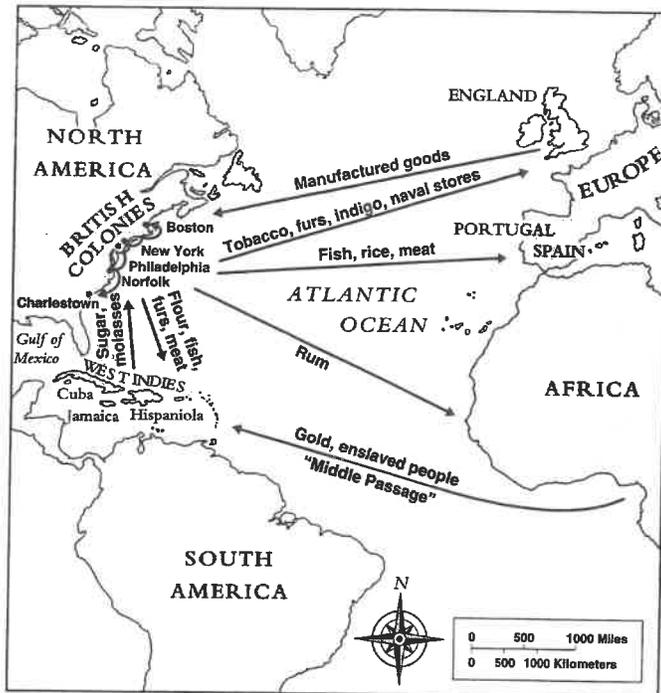
Merchant ships regularly followed a triangular, or three-part, route, that connected North America, Africa, and Europe in various ways. A typical voyage might begin in New England:

- A ship would leave a port in New England carrying rum across the Atlantic to West Africa. There the rum would be traded for hundreds of captive Africans.
- Next, the ship would set out on the horrendous Middle Passage. Those Africans who survived the voyage would be traded in the West Indies for sugarcane.
- Third, completing the last side of the triangle, the ship returned to a New England port where the sugar would be sold to be made into rum.

Variations on the route included stops in England or Spain. Every trade provided the slave-trading entrepreneur a substantial profit.

In the 17th century, English trade in enslaved Africans was first monopolized by the Royal African Company. However, by the late 17th century, the RAC could not supply as many enslaved Africans as demanded by colonial planters. Parliament ended the company's monopoly on the slave trade, and New England merchants entered the lucrative business.

## COLONIAL TRIANGULAR TRADE ROUTES



## Mercantilism and the Empire

Most European kingdoms in the 17th century believed in *mercantilism*, the economic theory that a country's wealth was determined by how much more it exported than it imported. Hence, governments tried to promote the sales of goods to other countries and to discourage purchases through tariffs. In a mercantilist system, colonies existed for one purpose only: to enrich the parent country. They were to provide raw materials to the parent country to promote that country's industries. Spanish and French rulers had followed mercantilist policies from the start of colonization. England began applying them after the end of the English Civil War in 1651.

**Acts of Trade and Navigation** England's government implemented a mercantilist policy with a series of **Navigation Acts** between 1650 and 1673, which established three rules for colonial trade:

- Trade to and from the colonies could be carried only by English or colonial-built ships, operated only by English or colonial crews.
- All goods imported into the colonies, except for some perishables, had to pass through ports in England.
- Specified or "enumerated" goods from the colonies could be exported to England only. Tobacco was the original "enumerated" good, but over the years, the list was greatly expanded.

**Impact on the Colonies** The Navigation Acts had mixed effects on the colonies. The acts aided New England shipbuilding, provided Chesapeake tobacco a monopoly in England, and provided English military forces to protect the colonies from any attacks by the French and Spanish. The triangular slave trade that connected the colonies and Africa was largely unaffected by increased regulations.

However, the acts also severely limited the development of the colonial economy. Since colonists could not manufacture their own goods, they had to pay high prices for manufactured goods from England. Since Chesapeake farmers could sell their crops only to England, they had to accept low prices for their crops. For example, in the 1660s, low tobacco prices that resulted from high production brought hard times to the Chesapeake colonies, Maryland and Virginia. When Virginia's House of Burgesses tried to raise tobacco prices, the merchants of London retaliated by raising their prices on goods exported to Virginia.

Besides trading with Great Britain, colonists also continued to trade with American Indians for furs, food, and other goods. This created ongoing contact between settlers and the indigenous population, leading to cultural exchanges, particularly along the western frontier of the colonies. For example, some Indians adopted Christianity and some colonial men married Indian women. While intermarriage was uncommon, the resulting couple almost always lived in the Indian rather than the settler community. The famous marriage between Pocahontas and John Rolfe in Virginia was a rare exception of an Indian-settler couple who lived in Jamestown.

**Enforcement of the Acts** While the theory of **mercantilism** called for strict enforcement of trade regulations, the practice was quite different. England was normally very lax in enforcing regulations, a policy known as **salutary neglect**. Several factors made enforcement difficult:

- The Atlantic Ocean separated the British government from the colonies, so exerting any authority from London over its distant possessions was challenging.
- England faced larger problems than regulating trade. Between 1642 and 1763, it was in constant turmoil. It went through the English Civil War, a revolution that replaced the monarch, and four wars with France.
- Britain's colonial agents were often corrupt. As a result, colonial merchants could evade regulations easily with well-placed bribes to those in charge of enforcing regulations.

In retrospect, regulation might not have been necessary. Because of their close economic and cultural ties, England and its colonies were natural trading partners. The colonies had abundant natural resources that they probably would have sold mostly to the English with or without regulation.

## The Dominion of New England

Occasionally, though, the crown would attempt to overcome resistance to its trade laws. In 1684, it revoked the charter of Massachusetts Bay because it had been the center of smuggling activity. Whatever economic advantages this and other efforts brought England were offset by their harm to English-colonial relations. Colonists resented the regulatory laws imposed by the government in London. Especially in New England, colonists defied the acts by smuggling goods from other countries.

**A New King** A new king, James II, succeeded to the throne in 1685. He was determined to increase royal control over the colonies by combining them into larger administrative units and doing away with representative assemblies. In 1686, he combined New York, New Jersey, and the various New England colonies into the **Dominion of New England**. **Sir Edmund Andros** was sent from England to serve as governor of the dominion. The new governor made himself instantly unpopular by levying taxes, limiting town meetings, and revoking land titles.

**Overthrow of the King** James II did not remain in power for long as his attempts at asserting his powers led to an uprising. The **Glorious Revolution** of 1688 succeeded in deposing James and replacing him with William and Mary. James's fall from power brought the Dominion of New England to an end, and the colonies again operated under separate charters.

## Ongoing Trade Tensions

After the Glorious Revolution, mercantilist policies remained in force, but the efforts to enforce them were never sustained enough to be effective. Until 1763, salutary neglect and colonial resistance to regulation continued. Regulation of trade, while not the only source of friction, would remain the fundamental problem between the colonists and England.

### REFLECT ON THE LEARNING OBJECTIVE

1. Explain what brought about transatlantic trade and what its long-term impact was.

#### KEY TERMS BY THEME

##### Royal Authority (WOR)

triangular trade  
mercantilism  
Navigation Acts

Dominion of New England  
Sir Edmund Andros  
Glorious Revolution

## Topic 2.5

# Interactions Between American Indians and Europeans

*Fifty-six years after the sailing of the Mayflower, the Pilgrims' children had not only defeated the Pokanokets . . . they had taken conscious, methodical measures to purge the land of its people.*

Nathaniel Philbrick, *Mayflower: A Story of Courage, Community, and War*, 2006

**Learning Objective:** Explain how and why interactions between various European nations and American Indians changed over time.

**F**rom the very beginning Europeans saw each other as rivals for power in the Americas. In general, they viewed American Indians as inferior people who could be used as forced labors or pushed off their land, but also as potential allies in conflicts with other Europeans or other American Indians.

In response, Native Americans who survived the devastation of European diseases defended themselves and their cultures. Sometimes various tribes joined together to resist Europeans. Other times, a particular tribe allied with one group of Europeans to fight another or to fight against a traditional tribal rival. For example, in 1626 in southern New York, the Mahican Indians persuaded Dutch settlers to join in an attack on the Mohawk Indians.

### Conflict in New England

In the 1640s, the New England colonies faced the constant threat of attack from American Indians, the Dutch, and the French. With England in the midst of a civil war, the colonists expected little assistance.

**New England Confederation** In 1643, four New England colonies (Plymouth, Massachusetts Bay, Connecticut, and New Haven) organized for their mutual protection. They formed a military alliance known as the **New England Confederation**. The confederation was directed by a board composed of two representatives from each colony. It had limited powers to act on boundary disputes, the return of runaway servants, and dealings with American Indians.

The confederation lasted until 1684, when colonial rivalries and renewed control by the English monarch brought this first experiment in colonial cooperation to an end. Though it lasted only four decades, it established an important precedent for colonies taking unified action for a common purpose.

**Metacom's War (King Philip's War)** Only a few years before the confederation's demise, it helped the New England colonists win a vicious war. In response to English settlers encroaching on the American Indians' lands, a chief of the **Wampanoag, Metacom**, known to the colonists as King Philip, united many tribes in southern New England. Some tribes, such as the Mohegans and the Pequots, supported the colonists because of their long-standing rivalry with the Wampanoag. The resulting conflict was called Metacom's War (1675–1676). In it, several villages were burned to the ground, hundreds of people were killed, and thousands of people were injured. Eventually, the colonial forces and their Indian allies prevailed, killing Metacom and ending most American Indian resistance in New England.

## Conflict in Virginia

**Sir William Berkeley**, the royal governor of Virginia (1641–1652; 1660–1677), used dictatorial powers to govern on behalf of the large planters. He antagonized small farmers on Virginia's western frontier because he failed to protect them from Indian attacks.

**Bacon's Rebellion** Nathaniel Bacon, an impoverished gentleman farmer, seized upon the grievances of the western farmers to lead a rebellion against Berkeley's government. Bacon and others resented the control exercised by a few large planters in the Chesapeake area. He raised an army of volunteers and, in 1676, conducted a series of raids and massacres against American Indian villages on the frontier, including some who had friendly relationships with the colonial government. Berkeley's government in Jamestown accused Bacon of rebelling against royal authority. Bacon's army defeated the governor's forces and burned the Jamestown settlement. Soon afterward, Bacon died of dysentery, and the rebel army collapsed. Governor Berkeley suppressed the remnants of the insurrection, executing 23 rebels.



This drawing of Bacon (center, left) confronting Berkeley (center, right) was created for a history textbook written in 1895.

Source: Susan Pendleton Lee, *A School History of the United States* (1895). Wikimedia.org.

**Lasting Problems** Though it was short-lived, Bacon's Rebellion, or the Chesapeake Revolution, highlighted long-lasting disputes in Virginia and most of the colonies:

- sharp class differences between the wealthy and landless or poor farmers
- conflict on the frontiers between settlers and American Indians
- colonial resistance to royal control

These problems would continue into the next century, even after conditions in the Chesapeake and other colonies became more stable and prosperous.

## Spanish Rule and the Pueblo Revolt

Spain's economic policy for its colonies was based on forcing Native Americans to labor for them through the *encomienda* system (see Topic 1.5). In religion, Spain's Roman Catholic missionaries followed an aggressive, sometimes harsh, program to convert Native Americans to Christianity. The pressure of these efforts led to the Pueblo Revolt of 1680. Various tribes of Pueblo Indians, including the Hopi and Zuni, united against the Spanish. Hundreds of people died in the fighting, and the Spanish were driven from the area until 1692. However, after the Spanish regained control in 1692, they made some accommodations to the American Indians in the region. By ruling less harshly, the Spanish found greater stability.

### REFLECT ON THE LEARNING OBJECTIVE

1. Explain the nature of the relationship between the Europeans and Native Americans and the reasons it evolved over time.

#### KEY TERMS BY THEME

##### Conflict (MIG)

Wampanoag  
Metacom  
King Philip's War

##### Authority (PCE)

Sir William Berkeley  
Bacon's Rebellion  
New England Confederation

## Topic 2.6

# Slavery in the British Colonies

*In every human Breast, God has implanted a Principle,  
which we call Love of Freedom.*

Phillis Wheatley, "A Principle Which We Call Love of Freedom," 1774

**Learning Objective 1:** Explain the causes and effects of slavery in the various British colonial regions.

**Learning Objective 2:** Explain how enslaved people responded to slavery.

**W**ith the colonial emphasis on agriculture came a demand for labor. Since the Native Americans could escape too easily and the supply of indentured servants was too small, landowners looked for another source of workers. They turned to the labor of enslaved Africans, especially in the southern colonies. The transatlantic slave trade (see Topic 2.4) was important to the economy, and much of the trade was financed or conducted by people in the northern colonies.

### Demand for Labor

In Maryland and Virginia, landowners saw great opportunities for profit because of the European demand for tobacco. They could get land by taking it or trading for it from the American Indians. But they could not find enough laborers willing to work for low wages. The high death rate from disease, food shortages, and battles with American Indians meant that the population of colonists grew slowly. Landowners tried several ways to find the workers they wanted.

**Indentured Servants** The early colonists of the Virginia Company were struggling to survive and too poor to purchase enslaved Africans as the owners of sugar plantations in the West Indies did. Instead, the Virginia Company hoped to meet the desire for labor using indentured servants. Under contract with a master or landowner who paid for their passage, those from the British Isles agreed to work for a specified period—usually four to seven years—in return for room and board. Indentured servants were under the absolute rule of their masters until the end of their work period. At the end of that period, they gained their freedom and could work for wages or obtain land of their own. For landowners, the system provided laborers, but only temporarily.

**Headright System** Virginia attempted to attract immigrants through offers of land. It offered 50 acres of land to each immigrant who paid for his own passage and to any plantation owner who paid for an immigrant's passage.

## The Institution of Slavery

In 1619, an English ship serving the Dutch government sold an unusual group of about 25 **indentured servants** to Virginia: the servants were Black Africans. These first Africans in Virginia were not in life bondage, and children born to them were free. However, this soon changed. By the end of the 1660s, the Virginia House of Burgesses enacted laws that kept Africans and their offspring in permanent bondage. They were enslaved.

By the early 18th century, the number of enslaved people and laws to control them had greatly expanded. All British colonies included at least some enslaved laborers. The fewest were in New England, where small farmers had little demand for additional workers. More were in the Middle Colonies, particularly in the port cities, where African Americans often worked loading and unloading ships and as sailors. Most were in the southern colonies, working on plantations. By 1750, half of Virginia's population and two-thirds of South Carolina's population were enslaved.

The British colonies with the highest number of enslaved people were the West Indian sugar islands. During the course of American **slavery**, about 95 percent of enslaved Africans were delivered to the West Indies or Brazil. Less than 5 percent went to the British colonies in North America.

**Increased Demand for Enslaved Africans** Several factors explain why slavery became increasingly important, especially in the southern colonies:

- *Reduced migration:* Increases in wages in England reduced the supply of immigrants to the colonies.
- *Dependable workforce:* Large plantation owners were disturbed by the political demands of small farmers and indentured servants and by the disorders of Bacon's Rebellion (see Topic 2.5). They thought that slavery would provide a stable labor force totally under their control.
- *Low-cost labor:* As tobacco prices fell (see Topic 2.4), rice and indigo became the most profitable crops. To grow such crops required a large land area and many inexpensive, relatively unskilled field hands.

This increased demand also supported the active, profitable, and ruthless triangular trade (see Topic 2.4).

**Slave Laws** As the number of enslaved workers increased, White colonists adopted laws to ensure that they would be held in bondage for life and that slave status would be inherited. In 1641, Massachusetts became the first colony to recognize the enslavement of "lawful" captives. Virginia in 1661 enacted legislation that children automatically inherited their mother's enslaved status for life. By 1664, the English law that people baptized as Christians could not be enslaved was being overturned. Maryland declared that baptism did not affect

the enslaved person's status and that White women could not marry African American men. As slavery became common, Whites began to regard all Blacks as inferior. Racism and slavery evolved into integral parts of colonial society.

**Resistance to Slavery** Although very difficult, many Africans challenged enslavement. They struggled to maintain family ties, even though slaveowners could break up a family by selling off a husband or a wife or a child at any time. Even as many adopted Christianity, they kept elements of the African religious practices they had brought with them. They used songs and storytelling to maintain traditions and customs. They resisted slavery through direct action such as going on hunger strikes, breaking tools, refusing to work, or fleeing—even if they knew they would likely be caught and punished harshly. The owners' concern over slave resistance was reflected over the years in the enactment of new laws to control them.

### REFLECT ON THE LEARNING OBJECTIVE

1. Explain the reasons for slavery in the various British colonies and its impact on them.

#### KEY TERMS BY THEME

<b>Labor (WXT)</b> indentured servants	headright system slavery	Middle Passage
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### MULTIPLE-CHOICE QUESTIONS

Questions 1–2 refer to the following excerpt.

“These are the reasons we are against the traffic of mens-body. . . . Now, though they are black, we cannot conceive there is more liberty to have them slaves as it is to have other white ones [slaves]. There is a saying that we shall do to all men like as we will be done ourselves, making no difference of what generation, descent, or color they are. And those who steal or rob men, and those who buy or purchase them, are they not alike. . . .

In Europe there are many oppressed for conscience sake; and here there are those oppressed which are of a black color . . . This makes an ill report in all those countries of Europe, where they hear of that the Quakers do here handle men like they handle there the cattle. And for that reason some have no mind or Inclination to come hither.”

Mennonite Community, Germantown, Pennsylvania, 1688