



Unit 1

Creating A Nation

Beginnings to 1816

CHAPTER 1

Colonizing America

Prehistory to 1754

CHAPTER 2

The American Revolution

1754–1783

CHAPTER 3

Creating a Constitution

1781–1789

Why It Matters

The settlement of North America brought together three cultures—European, African, and Native American—and created several new colonial societies. In 1776 anger at British policies caused thirteen British colonies to declare independence and create the United States of America. The American Revolution led to a new form of government. Americans created a democratic republic with a federal constitution and began expanding across the continent.



Signing the Declaration of Independence

Colonizing America

Prehistory to 1754

SECTION 1 North America Before Columbus

SECTION 2 Europe Begins to Explore

SECTION 3 Founding the Thirteen Colonies

SECTION 4 Economics, Trade, and Rebellion

SECTION 5 A Diverse Society

Pilgrims worshipping at Plymouth in 1621

1492

- Christopher Columbus lands in America



1519

- Hernán Cortés conquers the Aztec

1607

- The English found Jamestown in Virginia

1619

- First Africans arrive in North America via Dutch traders

U.S. EVENTS

WORLD EVENTS

1450

c. 1450

- Songhai Empire expands in West Africa

1498

- Vasco da Gama sails around Africa to India, locating a water route to Asia from Europe

1500

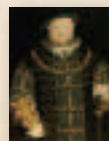
1520

- Ferdinand Magellan sails into Pacific Ocean

1550

1527

- Henry VIII breaks with Catholic Church



1588

- English defeat Spanish Armada

1600

1600

- Tokugawa period of feudal rule begins in Japan

MAKING CONNECTIONS

Why Do People Migrate to New Lands?

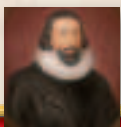
Europeans began leaving their continent in the 1500s to settle in the Americas. Their colonies reflected the values and traditions of their homelands, but they were also shaped by the geography of the new land they settled.

- *Why do you think Europeans came to America?*
- *How might the location of a colony affect its development?*



1630

- Massachusetts Bay Colony is established



1650

1660

- British Navigation Acts regulate American colonial trade

1681

- William Penn receives charter for Pennsylvania



1700

1734

- Libel trial of publisher John Peter Zenger helps establish free press

1750

1642

- English Civil War begins

1688

- Glorious Revolution establishes limited monarchy in England

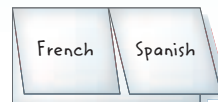


1707

- Act of Union creates United Kingdom

FOLDABLES

Analyzing Colonial Experiments Create a Two-Tab Book Foldable to help analyze the colonial experiences of the French and Spanish. As you read, identify the successes and failures for each country under its tab.



History ONLINE Chapter Overview
Visit glencoe.com to preview Chapter 1.

Section 1

North America Before Columbus

Guide to Reading

Big Ideas
Geography and History Each early American or Native American group developed cultures based on the geography of the region in which they lived.

- Content Vocabulary**
- agricultural revolution (p. 4)
 - tribute (p. 6)
 - kiva (p. 7)
 - pueblo (p. 7)

- Academic Vocabulary**
- decline (p. 5)
 - technology (p. 6)
 - eventually (p. 8)

- People and Events to Identify**
- Beringia (p. 4)
 - Mesoamerica (p. 4)
 - Maya (p. 5)
 - Aztec (p. 6)
 - Cahokia (p. 8)
 - Iroquois Confederacy (p. 11)

Reading Strategy
Categorizing Complete a chart similar to the one below by filling in the names of the groups who lived in each region.

Region	Groups
Mesoamerica	
West	
Midwest	
Northeast	

Before 1492 the peoples of the Americas had almost no contact with the rest of the world. The societies and languages that developed varied widely. In North America, some Native Americans lived as nomadic hunters, while others lived in large, complex cities.

Mesoamerican Cultures

MAIN Idea An agricultural revolution led to the first civilizations in Mesoamerica, whose people built large, elaborate cities.

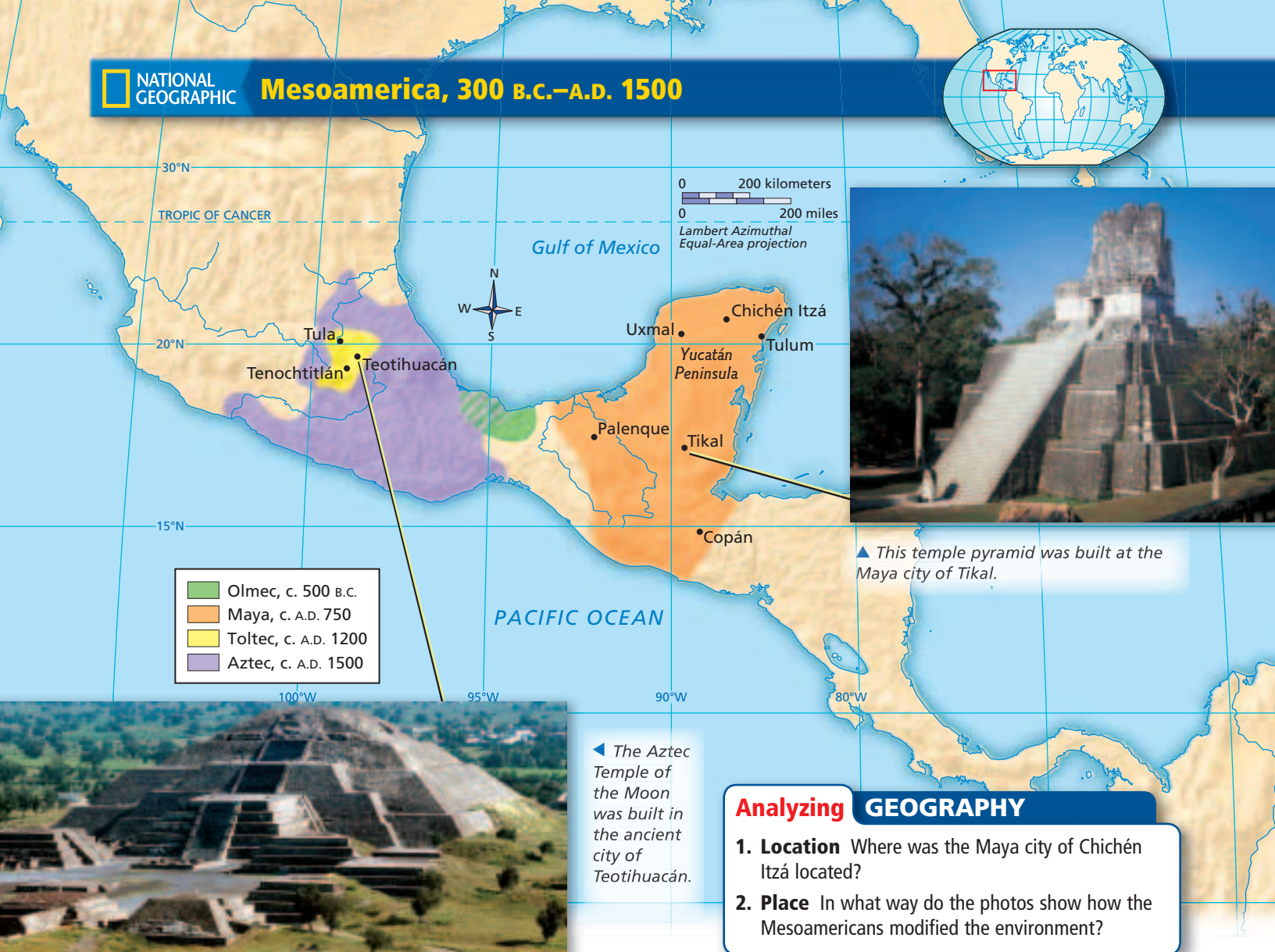
HISTORY AND YOU What is the largest city you have visited? Read to learn about the origins of Mexico City, the largest city in North America.

No one knows for certain when the first people arrived in the Americas. Current scientific evidence suggests that the first humans arrived between 15,000 and 30,000 years ago. Based on DNA tests and other evidence, some scientists think the earliest Americans came from northeast Asia. Some may have arrived during the last Ice Age, when much of the earth’s water became frozen and created a land bridge between Alaska and Asia along the Bering Strait. Along this stretch of land, known as **Beringia**, nomadic hunters may have crossed to the Americas as they followed large prey, such as the woolly mammoth, antelope, and caribou. These people did not come all at once, and some may have come by boat.

Over time, the descendants of these early settlers spread southward and eastward across the Americas. Between 9,000 and 10,000 years ago, some early Americans learned to plant and raise crops. This **agricultural revolution** began in **Mesoamerica**, the region that today includes central and southern Mexico and Central America. The agricultural revolution made possible the rise of Mesoamerica’s first civilizations.

Anthropologists think the first people to develop a civilization in Mesoamerica were the Olmec. Olmec culture emerged between 1500 and 1200 B.C., near where Veracruz, Mexico, is located today. The Olmec developed a sophisticated society with large villages, temple complexes, and pyramids. They also sculpted huge monuments, including 8-foot-high heads weighing up to 20 tons, from a hard rock known as basalt. Olmec culture lasted until about 300 B.C.

Olmec ideas spread throughout Mesoamerica, influencing other peoples. One of these peoples constructed the first large city in the Americas, called Teotihuacán (TAY•oh•TEE•wah•KAHN), about 30 miles northeast of where Mexico City is today. The city was built near a volcano, where there were large deposits of obsidian, or volcanic glass. Obsidian was very valuable. Its sharp, strong edges were perfect for tools and weapons.



The people of Teotihuacán built up a trade network based on obsidian, which influenced the development of Mesoamerica. The city lasted from about 300 B.C. to about A.D. 650.

The Maya

Around A.D. 200, as Teotihuacán's influence spread, the Maya civilization emerged in the Yucatán Peninsula and expanded into what is now Central America and southern Mexico. The **Maya** had a talent for engineering and mathematics. They developed complex and accurate calendars linked to the positions of the stars. They also built great temple pyramids. These pyramids formed the centerpieces of Maya cities, such as Tikal and Chichén Itzá. Marvels of engineering, some pyramids were 200 feet

(61 m) high. At the top of each pyramid was a temple where priests performed ceremonies dedicated to the many Maya gods.

Although trade and a common culture linked the Maya, they were not unified. Each city-state controlled its own territory. Because of the fragmented nature of their society, the different cities frequently went to war.

The Maya continued to thrive until the A.D. 900s, when they abandoned their cities in the Yucatán for unknown reasons. Some anthropologists believe Maya farmers may have exhausted the region's soil. This in turn would have led to famine, riots, and the collapse of the cities. Others believe that invaders from the north devastated the region. Maya cities in what is today Guatemala flourished for several more centuries, although by the 1500s they too were in **decline**.


History ONLINE
Student Web Activity Visit glencoe.com and complete the activity on American prehistory.

The Toltec and the Aztec

North of the Maya civilization, the Toltec people built a large city called Tula. The Toltec were master architects. They built large pyramids and huge palaces with pillared halls. They were among the first American peoples to use gold and copper in art and jewelry.

About A.D. 1200, Tula fell to invaders from the north, known as the Chichimec. One group of Chichimec, called the Mexica, built the city of Tenochtitlán (tay•NAWCH•teet•LAHN) in 1325 on the site of what is today Mexico City. The Mexica took the name **Aztec** for themselves, from the name of their original homeland, Aztlán. Aztlán is thought to have been located in the American Southwest.

The Aztec created a mighty empire by conquering neighboring cities. Using their military power, they controlled trade in the region and demanded **tribute**, or payment, from the cities they conquered. They also brought some of the people they conquered to Tenochtitlán to sacrifice in their religious ceremonies. When the Europeans arrived in the 1500s, an estimated 5 million people were living under Aztec rule.

 **Reading Check** **Examining** What are some of the theories that explain the decline of Maya cities?

Western Cultures

MAIN Idea Depending on their local environment, the Native Americans of western North America pursued agriculture, fishing, and hunting.

HISTORY AND YOU Do you have a particular household chore assigned to you? Read how some Native American families divided household work.

North of Mesoamerica, other peoples developed their own cultures. Many anthropologists think that agricultural **technology** spread from Mesoamerica into the American Southwest and up the Mississippi River. There, it transformed many hunter-gatherer societies into farming societies.

The Hohokam

Beginning in A.D. 300, in what is now south-central Arizona, a group called the Hohokam built a system of irrigation canals. The Hohokam used the Gila and Salt Rivers as their water supply. Their canals carried water hundreds of miles to their farms.

The Hohokam grew corn, cotton, beans, and squash. They also made decorative red-on-buff-colored pottery and turquoise pen-

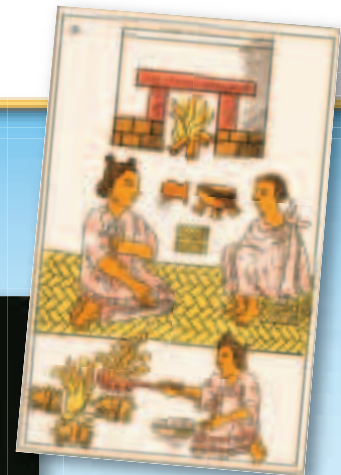
PRIMARY SOURCE

The Aztec Capital, Tenochtitlán

The Aztec were master builders who filled their cities with wide plazas and spectacular temples.

The Great Temple had two shrines at the top, dedicated to the rain god and the sun god.

Aztecs played a ritual ball game on the ball court near the Great Temple.



▲ At the top, Aztecs sit in their home in front of the hearth, which was sacred to them, while an Aztec is shown cooking below.

Analyzing VISUALS

- 1. Identifying** What was the main feature of the city of Tenochtitlán?
- 2. Making Inferences** Why would the hearth be sacred to the Aztecs?

dants, and used cactus juice to etch shells. Hohokam culture flourished for more than 1,000 years, but in the 1300s they began to abandon their irrigation systems, likely due to floods and increased competition for farmland. By 1500, the Hohokam had left the area.

The Anasazi

Between A.D. 700 and 900, the people living in villages in what is called the Four Corners area—where Utah, Colorado, Arizona, and New Mexico now meet—developed another culture. We know these people by the name the Navajo gave them—Anasazi, or “ancient ones.” Today they are often called “ancestral Puebloan” people. In the harsh desert, the Anasazi accumulated water by building networks of basins and ditches to channel rain into stone-lined depressions.

Between A.D. 850 and 1100, the Anasazi living in Chaco Canyon in what is now northwest New Mexico began constructing large, multistory buildings of adobe and cut stone, with connecting passageways and circular ceremonial rooms called **kivas**. Early Spanish explorers called these structures **pueblos**, the Spanish word for “villages.” Those who built them are sometimes referred to as Pueblo people.

The Anasazi built these pueblos at junctions where streams of rainwater ran together. A pueblo in Chaco Canyon, called Pueblo Bonito, had 600 rooms and probably housed at least 1,000 people. Later, at Mesa Verde in what is today southwestern Colorado, the Anasazi built impressive cliff dwellings.

Beginning around A.D. 1130, Chaco Canyon experienced a devastating drought that lasted at least 50 years. This probably caused the Anasazi to abandon their pueblos. The Mesa Verde pueblos lasted for another 200 years, but when another drought struck in the 1270s, they too were abandoned.

The Southwest

The descendants of the Anasazi and Hohokam live in the arid Southwest. At the time of European contact, there were over 50 groups. These groups included the Zuni, Hopi, and other Pueblo peoples. Corn was essential to their survival in the arid climate because its long taproot could reach moisture deep

beneath the surface. The farmers also grew squash and beans.


The Pueblo people assigned different tasks to men and women. Men farmed, performed most ceremonies, made moccasins, and wove clothing and blankets. Women made the meals, crafted pottery and baskets, and hauled water. The men and women worked together when harvesting crops and building houses.

Sometime between A.D. 1200 and 1500, two other peoples—the Apache and the Navajo—came to the region from the far northwest of North America. Some anthropologists think that their arrival might have been what drove the Chichimec people into Mexico, where they formed the Aztec Empire. Although many of the Apache remained primarily nomadic hunters, the Navajo learned farming from the Pueblo people and lived in widely dispersed settlements.

The Pacific Coast

Many different groups, including the Tlingit, Haida, Kwakiutl, Nootka, Chinook, and Salish peoples, lived in the lands bordering the Pacific Ocean from what is now southeastern Alaska to Washington State. Although they did not practice agriculture, these groups dwelt in permanent settlements. They looked to the dense coastal forests for lumber, which they used not only to build homes and to fashion ocean-going canoes, but also to create elaborate works of art, ceremonial masks, and totem poles. They were able to stay in one place because the region’s coastal waters and many rivers teemed with fish.

In what is today central California, several groups hunted the abundant wildlife and flourished in the mild climate. The Pomo, for example, gathered acorns, caught fish in nets and traps, and snared small game and birds. Pomo hunters, working together, would drive deer toward a spot where the village’s best archer waited, hidden and disguised in a deer-head mask. Sometimes, the hunters stampeded game into a corral, where the animals could be easily killed. When game was scarce, however, the Pomo relied on the acorn, which they had learned to convert from a hard, bitter nut into edible flour.

 **Reading Check Analyzing** How did societies of the Southwest cope with the dry climate?

Mississippian Culture and Its Descendants

MAIN Idea Along the Mississippi River, Native Americans built Cahokia and other large cities, while those on the Great Plains hunted buffalo herds.

HISTORY AND YOU Have you seen photos of pyramids in Egypt or Mexico? Read to learn about the large pyramids built in the Mississippi River valley.

Between A.D. 700 and 900, as agricultural technology and improved strains of maize and beans spread north from Mexico and up the Mississippi River, another new culture—the Mississippian—emerged. It began in the Mississippi River valley, where the rich soil of the flood plains was perfectly suited to the intensive cultivation of maize and beans.

The Mississippians were great builders. Eight miles from what is now St. Louis, Missouri, are the remains of one of their largest cities, which anthropologists named **Cahokia**. At its peak between about A.D. 1050 and 1250, Cahokia covered five square miles (13 sq km), contained more than 100 flat-topped pyramids and mounds, and was home to an estimated 16,000 people. Most of the people lived in pole-and-thatch houses that spread out over 2,000 acres (810 ha). The largest pyramid, named Monks Mound, was 100 feet (30.5 m) high, had four levels, and covered 16 acres (6.5 ha)—more than any pyramid in Egypt or Mexico. A log wall with watchtowers and gates surrounded the central plaza and the larger pyramids.

As it expanded across the American South, Mississippian culture led to the rise of at least three other large cities with flat-topped mounds—at present-day Spiro, Oklahoma; Moundville, Alabama; and Etowah, Georgia. Mississippian culture also spread north and west along the great rivers of the region: the Missouri, Ohio, Red, and Arkansas.

Peoples of the Southeast

The population of Cahokia mysteriously declined around A.D. 1300. The city may have been attacked by other Native Americans or its population may have become too large to support, resulting in famine and emigration. Another possibility is that the city was struck by an epidemic.

Although Cahokia came to an end, many aspects of Mississippian culture survived in the Southeast until the Europeans arrived. Almost all the people in the Southeast lived in towns. The buildings were arranged around a central plaza. Stockades usually surrounded the towns, although moats and earthen walls were also used. The houses were built out of poles and covered with grass, mud, or thatch. Women did most of the farming, while men hunted deer, bear, wildfowl, and even alligator.

The Cherokee were the largest group in the Southeast. They lived in what is today western North Carolina and eastern Tennessee. About 20,000 Cherokee lived in some 60 towns when the Europeans arrived. Other peoples in the Southeast included the Choctaw, Chickasaw, Natchez, and Creek. The Creek were a large group living in some 50 villages spread across Georgia and Alabama.

The Great Plains

When Europeans arrived, the people of the Great Plains were nomads, who had only recently abandoned farming. Until about 1500 the societies of the Great Plains had been shaped by Mississippian culture. The people of the region lived near rivers, where they could plant corn and find wood to build their homes.

Around the year 1500, the peoples of the western Plains abandoned their villages and became nomads, possibly because of war or drought. Those in the east, including the Pawnee, Kansas, and Iowa peoples, continued to farm, as well as hunt. Peoples of the western Plains, including the Sioux, became nomadic. They hunted migrating buffalo herds on foot and lived in cone-shaped tents called tepees.

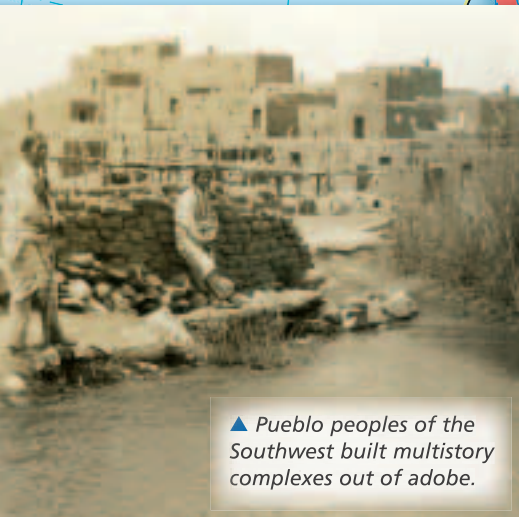
Life for the Sioux and others on the Great Plains changed dramatically after they began taming horses. The Spanish brought horses to North America in the 1500s. Over the next few centuries, as horses either escaped or were stolen, the animals spread northward, **eventually** reaching the Great Plains. There, the Sioux encountered and mastered them. The Sioux soon became some of the world's greatest mounted hunters and warriors.

 **Reading Check** **Contrasting** How did the Mississippian culture affect the peoples of the Southeast?



Great Plains peoples, such as the Sioux, tamed horses and lived in temporary tepee villages.

The Eastern Woodlands peoples known collectively as the Iroquois lived in permanent, well-defended communities.



Pueblo peoples of the Southwest built multistory complexes out of adobe.



The Cherokee established permanent settlements throughout the Southeast.

Analyzing GEOGRAPHY

- 1. Movement** Why were people of the Great Plains nomadic?
- 2. Human-Environment Interaction** How does the housing style of each group reflect its environment?

Activity To learn how to create and modify a database, visit glencoe.com and complete the skill activity.

Northeastern Peoples

MAIN Idea Most Eastern Woodlands peoples spoke Algonquian or Iroquoian languages; combined hunting, fishing, and farming; and lived in small villages.

HISTORY AND YOU Can you think of an organization intended to stop conflict between nations today? Read on to learn about the origins and purpose of the Iroquois Confederacy.



For an example of Native American storytelling, read the selections on pages R64–R65 in the **American Literature Library**.

When Europeans arrived, almost a million square miles of woodlands lay east of the Mississippi River and south of the Great Lakes. This landscape supported an amazing range of plant and animal life. Almost all the Eastern Woodlands peoples provided for themselves by combining hunting and fishing with farming. Deer were plentiful in the region, and deer

meat regularly supplemented the corn, beans, and squash the people planted. Deer hide was also used for clothing.

The Algonquian Peoples

Most peoples in the Northeast belonged to one of two language groups: those who spoke Algonquian languages and those who spoke Iroquoian languages. The Algonquian-speaking peoples included most of the groups living in the area known today as New England. Among these peoples were the Wampanoag in Massachusetts, the Narragansett in Rhode Island, and the Pequot in Connecticut. Farther south, in what is today Virginia, lived the Algonquian-speaking peoples of the Powhatan Confederacy. Native Americans in New England and Virginia were among the first to encounter English settlers.

NATIONAL GEOGRAPHIC

The Native Americans of the Northeast, c. 1600

The Native Americans of the Eastern Woodlands established legal systems to safeguard the peace.

PRIMARY SOURCE

"The Mohawk Lords [founded] the Great Peace and it shall . . . be against the Great Binding Law to pass measures in the Confederate Council after the Mohawk Lords have protested against them.

All the business of the Five Nations Confederate Council shall be conducted by the two combined bodies of Confederate Lords. . . . In all cases the procedure must be as follows: when the Mohawk and Seneca Lords have unanimously agreed upon a question, they shall report their decision to the Cayuga and Oneida Lords who shall deliberate upon the question and report a unanimous decision to the Mohawk Lords. The Mohawk Lords will then report . . . to the Firekeepers [the Onondaga], who shall render a decision . . . in case of a disagreement by the two bodies, or confirm the decisions of the two bodies. . . .

There shall be one War Chief for each Nation and their duties shall be to carry messages for their Lords and to take up the arms of war in case of emergency. They shall not participate in . . . the Confederate Council.

Whenever . . . a great emergency is presented before the Confederate Council [that] affects the entire body of the Five Nations . . . the Lords of the Confederacy must submit the matter to the decision of their people and the decision of the people shall affect the decision of the Confederate Council."

—from the *Great Binding Law of the Five Nations*



DBQ

Document-Based Questions

- Explaining** How did the Iroquois Confederacy deal with an emergency?
- Drawing Conclusions** Why do you think the Iroquois did not let the war chiefs take part in the Confederate Council?

Section 1 REVIEW

Other Algonquian peoples included the Delaware, who lived near the Delaware River in what is today eastern Pennsylvania and New Jersey; and the Shawnee, who lived in the Ohio River valley. Words from the Algonquian language used in English today include *succotash*, *hominy*, *moccasin*, and *papoose*.

Many peoples in the Northeast, including the Algonquians and the Iroquoians, practiced slash-and-burn agriculture. By cutting down parts of forests and burning the wood, they were left with nitrogen-rich ashes. They then worked the ashes into the soil, making it more fertile for a few years. After exhausting the soil, the people of the village would move to a new location and burn down another section of forest for farming.

Native Americans of the Northeast built several types of houses. Many villages had large rectangular longhouses with barrel-shaped roofs covered in bark. Other groups built wigwams. These dwellings were either conical or dome-shaped and were formed using bent poles covered with hides or bark.

The Iroquois Confederacy


Stretching west from the Hudson River across what is today New York and southern Ontario and north to Georgian Bay lived the Iroquoian-speaking peoples. They included the Huron, Neutral, Erie, Wenro, Seneca, Cayuga, Onondaga, Oneida, and Mohawk.

All the Iroquoian peoples had similar cultures. They lived in longhouses in large towns, which they protected by building stockades. Women were responsible for the planting and harvesting of crops while men hunted. The people lived in large kinship groups, or extended families, headed by the elder women of each kinship group. Up to 10 related families lived together in each longhouse.

Iroquois women occupied positions of power and importance in their communities. Although all 50 chiefs of the Iroquois ruling council were men, the women who headed the kinship groups selected them. Council members were appointed for life, but the women could remove an appointee if they disagreed with his actions. In this way, Iroquois women enjoyed considerable political influence.

War often erupted among the Iroquoians. In the late 1500s, five of the nations in western New York—the Seneca, Cayuga, Onondaga, Oneida, and Mohawk—formed an alliance to maintain peace and oppose their common enemy—the more powerful Huron people, who lived across the Niagara River in what is now southwestern Ontario. This alliance was later called the **Iroquois Confederacy**. Europeans called these five nations the Iroquois, even though other nations spoke Iroquoian as well.

According to Iroquoian tradition, Dekanawidah, a shaman or tribal elder, and Hiawatha, a chief of the Mohawk, founded the confederacy. They were worried that war was tearing the five nations apart when the more powerful Huron people threatened them all. The five nations agreed to the Great Binding Law, an oral constitution that defined how the confederacy worked.

 **Reading Check** **Analyzing** How did some Eastern Woodlands groups increase their crop yield?

Vocabulary

- 1. Explain** the significance of: Beringia, agricultural revolution, Mesoamerica, Maya, Aztec, tribute, kiva, pueblo, Cahokia, Iroquois Confederacy.

Main Ideas

- 2. Describing** What route did humans take when they first came to North America?
- 3. Identifying** What happened to change life for the peoples of the Great Plains?
- 4. Explaining** Why did the Iroquoians form a confederacy?

Critical Thinking

- 5. Big Ideas** How did geography and climate affect the cultures and traditions of Native American groups?
- 6. Categorizing** Use a graphic organizer to list North American regions and the ways in which groups living in these regions obtained food.

Region	Methods of Getting Food

- 7. Analyzing Visuals** Examine the map on page 10. Which groups are members of the Iroquois Confederacy?

Writing About History

- 8. Expository Writing** Using library or Internet resources, find more information about the groups discussed in this section. Use the information to create a database about these civilizations. Write a one-page report with your findings.



Study Central To review this section, go to glencoe.com and click on Study Central.

GEOGRAPHY & HISTORY

The Columbian Exchange

The arrival of Europeans in the Americas set in motion a series of complex interactions between peoples and environments. These interactions, called the Columbian Exchange, permanently altered the world's ecosystems and changed nearly every culture around the world.

Native Americans introduced Europeans to new crops. Corn, squash, pumpkins, beans, sweet potatoes, tomatoes, chili peppers, peanuts, chocolate, and potatoes all made their way to Europe, as did tobacco and chewing gum. Perhaps the most significant import for Europeans was the potato. European farmers learned that four times as many people could live off the same amount of land when potatoes were planted instead of grain.

The Europeans introduced Native Americans to wheat, oats, barley, rye, rice, onions, bananas, coffee, and citrus fruits such as lemons and oranges. They also brought over livestock such as cattle, pigs, sheep, and chickens. Perhaps the most important form of livestock was the horse—which dramatically changed life for many Native Americans on the Great Plains.

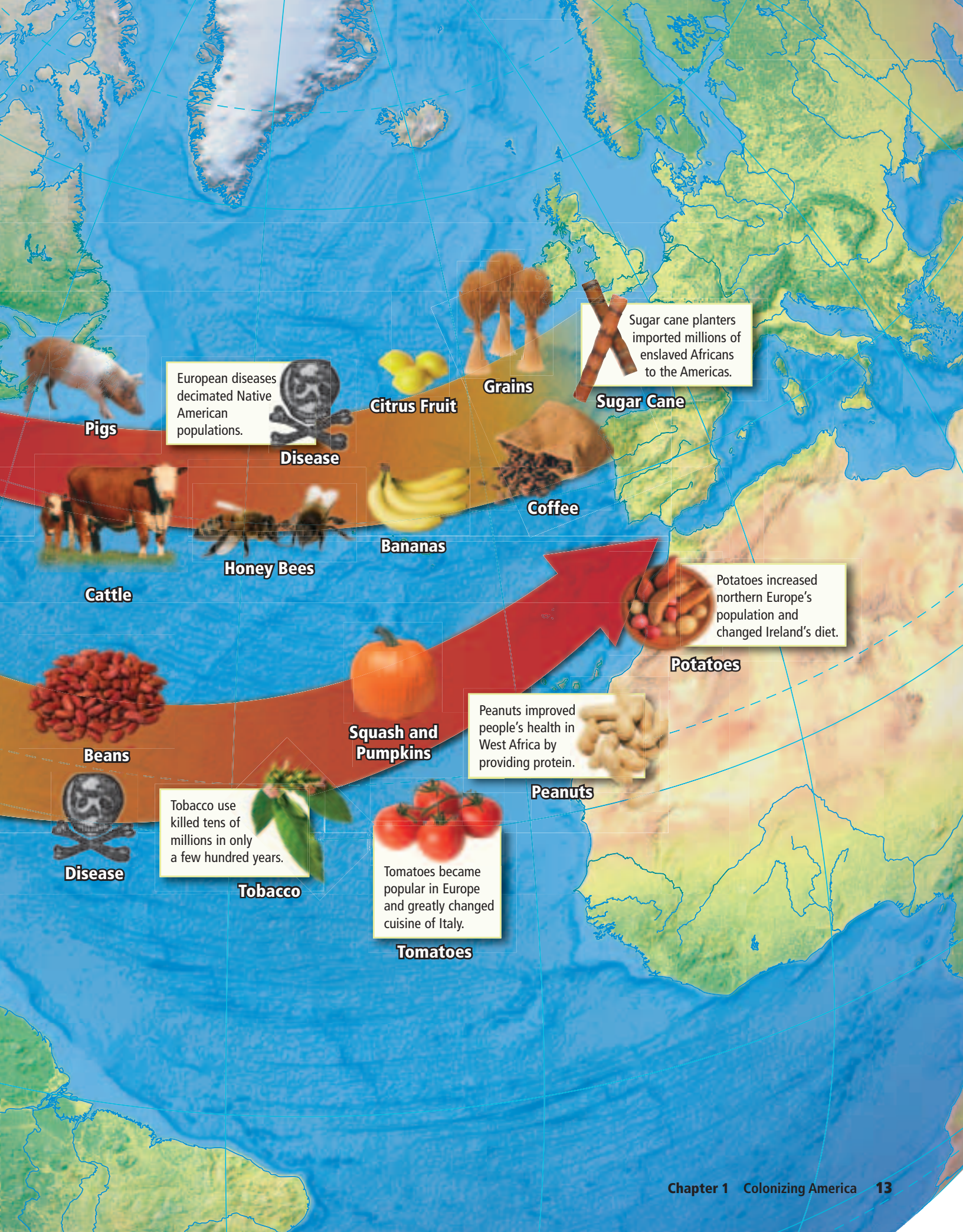
How Did Geography Shape the Exchange?

The isolation of the Americas from the rest of the world meant that Native Americans had no resistance to diseases that were common in other parts of the world, such as influenza, measles, chicken pox, mumps, typhus, and smallpox. The consequences were devastating. Epidemics killed millions of Native Americans. This catastrophe also reduced the labor supply available to Europeans, who then turned to the slave trade, eventually bringing millions of Africans to the Americas.

Analyzing GEOGRAPHY

- 1. Movement** What new crops were introduced in Europe from the Americas? How did these crops improve the diet of Europeans?
- 2. Human-Environment Interaction** How did geography play a role in the spread of diseases?





Pigs

European diseases decimated Native American populations.

Disease

Citrus Fruit

Grains

Sugar Cane

Sugar cane planters imported millions of enslaved Africans to the Americas.

Coffee

Bananas

Honey Bees

Cattle

Potatoes increased northern Europe's population and changed Ireland's diet.

Potatoes

Beans

Squash and Pumpkins

Peanuts improved people's health in West Africa by providing protein.

Peanuts

Disease

Tobacco use killed tens of millions in only a few hundred years.

Tobacco

Tomatoes became popular in Europe and greatly changed cuisine of Italy.

Tomatoes

Section 2

Europe Begins to Explore

Guide to Reading

Big Ideas
Science and Technology The Renaissance brought about a scientific revolution that enabled Europeans to explore the world.

- Content Vocabulary**
- astrolabe (p. 16)
 - caravel (p. 16)
 - circumnavigate (p. 19)
 - conquistador (p. 20)
 - encomienda (p. 22)

- Academic Vocabulary**
- route (p. 15)
 - acquire (p. 16)
 - labor (p. 17)

- People and Events to Identify**
- Henry the Navigator (p. 16)
 - Amerigo Vespucci (p. 18)
 - Hernán Cortés (p. 20)
 - Francisco Pizarro (p. 20)
 - Samuel de Champlain (p. 23)

Reading Strategy
Organizing Complete a chart similar to the one below by filling in the outcome of each exploration listed in the chart.

Exploration	Outcome
Columbus	
Vespucci	
Balboa	
Magellan	

During the Renaissance, increased trade and new technology led Europeans to embark on overseas exploration. First, Europeans sailed around Africa to reach Asia. Later, Christopher Columbus sailed west and reached the Americas. Spain became the first European colonial power in the Americas.

European Explorations

MAIN Idea Beginning in the 1400s, Europe entered a new era of intellectual and technological advancement known as the Renaissance.

HISTORY AND YOU Have you tried food from a different culture? Read to learn how Europeans developed a taste for spices and produce from Asia.

For centuries, the Roman Empire had dominated Europe, imposing a unified and stable social and political order. By A.D. 500, however, the Roman political and economic system had collapsed, disconnecting western Europe from the rest of the world. Without a central authority, the region experienced a decline in trade, and the political system became more fragmented. Most people lived on manors or in villages ruled by local lords, who kept the peace only in the lands they controlled. This period, lasting from roughly 500 to 1500, is known as the Middle Ages.

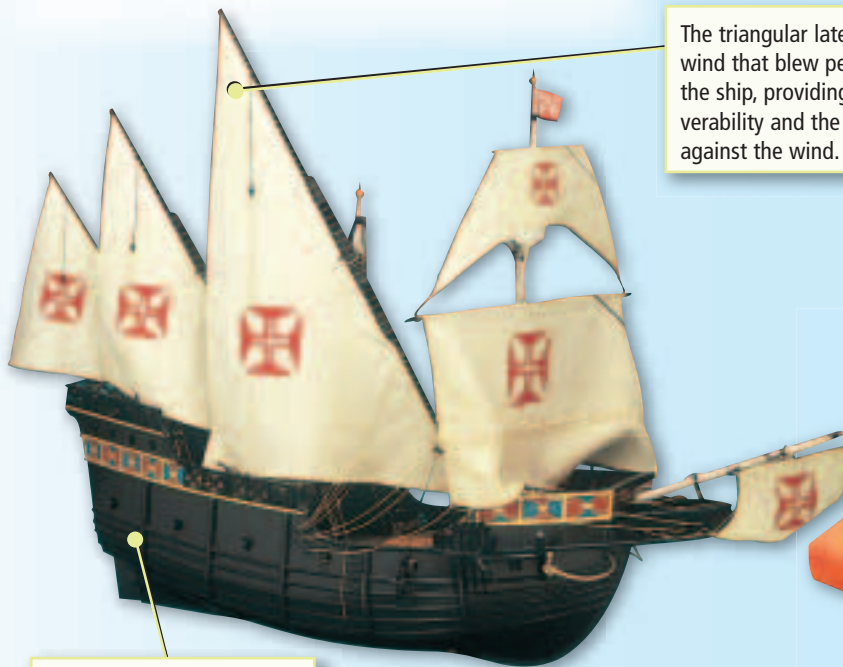
Expanding Horizons

In 1095 Pope Urban II called for Christians to free their religion’s holy places in the Middle East from Muslim control. The resulting Crusades brought western Europeans into contact with the Arab civilization of the Middle East. The Europeans began trading with the Arabs, and in particular, began buying luxury goods that Arab traders had obtained from East Asia: spices, sugar, melons, tapestries, silk, and other items. As demand for East Asian goods increased, Italian city-states such as Venice, Pisa, and Genoa, grew wealthy moving goods between the Middle East and western Europe. By 1200, Italian and Arab merchants controlled most of the trade in the eastern Mediterranean and charged high prices for the goods that western Europeans wanted.

By the 1300s, Europeans had a strong economic motive to begin exploring the world for a route to Asia that bypassed the Italian city-states and the Arab kingdoms. Yet western Europe did not have the technology or wealth to begin exploring. All that started to change in the 1400s. The rise of towns and the merchant class provided kings

TECHNOLOGY & HISTORY

Age of Exploration New or newly discovered technologies helped launch the European age of exploration in the 1400s.



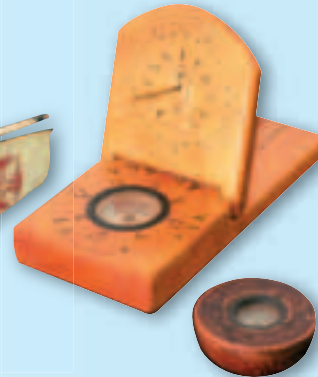
Relocating the rudder to the back of the ship made it much easier to steer.

The triangular lateen sail caught wind that blew perpendicular to the ship, providing more maneuverability and the ability to sail against the wind.

▲ The caravel was perfect for exploration. These small ships ranged from 70 to 90 feet (23 to 27 m). They were highly maneuverable and very fast. Their smaller size enabled them to sail along shallow coastlines and explore up rivers much farther than other ships.



▲ The astrolabe helped sailors stay on course by using the position of the sun and stars to determine time, direction, and latitude.



◀ The compass was invented by the Chinese. Made using a lodestone, it would always point to magnetic north.

Analyzing VISUALS

- 1. Explaining** How did lateen sails improve navigation?
- 2. Making Inferences** How would knowing the time help sailors navigate?

and queens with a new source of wealth they could tax. They used their armies to open up and protect trade **routes** and to enforce uniform trade laws and a common currency within their kingdoms.

The revenue from trade meant rulers in western Europe did not have to rely as much upon the nobility for support. Increasingly, they began to unify their kingdoms and create strong central governments. By the mid-1400s, four strong states—Portugal, Spain, England, and France—had emerged. Starting with Portugal in the early 1400s, all four began financing exploration in the hope of expanding their trade by finding a new route to Asia.

Scientific Advances

The political and economic changes that encouraged western Europeans to explore the world would not have mattered had they not

had the technology necessary to launch their expeditions. In order to find a water route to Asia, western Europeans needed navigational instruments and ships capable of long-distance travel. Fortunately, at about the same time that new, unified kingdoms were emerging in western Europe, an intellectual revolution known as the Renaissance began as well. It quickly led to new scientific and technological advances.

Lasting from about 1350 to 1600, the Renaissance marked an artistic flowering and a rebirth of interest in ancient Greece and Rome. European scholars rediscovered the works of ancient poets, philosophers, geographers, and mathematicians. In their quest for learning, they also read the teachings of Arab scholars.

The Renaissance started with a renewed interest in the past, but it quickly led to a renewed commitment to reason, which later helped trigger a scientific revolution.

By studying Arab texts, western Europeans **acquired** the knowledge of a key navigational instrument, the **astrolabe**—a device invented by the ancient Greeks and refined by Arab navigators. An astrolabe uses the position of the sun to determine direction, latitude, and local time. Europeans also acquired the compass from Arab traders. Invented in China, the compass reliably shows the direction of magnetic north.


Navigational tools were vital to exploration, but the most important requirement was a ship capable of long-distance travel. Late in the 1400s, European shipwrights began to outfit ships with triangular-shaped lateen sails perfected by Arab traders. These sails made it possible for ships to sail against the wind. Shipwrights also began using multiple masts with several smaller sails hoisted one above the other, which made the ships travel much faster. They also moved the rudder from the side to the stern, making ships easier to steer.

In the 1400s a Portuguese ship called the caravel incorporated all of these improvements. A **caravel** was a small vessel capable of carrying about 130 tons (118 t) of cargo. A caravel needed little water to sail, so it allowed explorers to venture up shallow inlets and to beach their ships to make repairs.

Portuguese Exploration

Sailing their caravels, Portuguese explorers became the first Europeans to search for a sea route to Asia. In 1419 Prince Henry of Portugal, known as **Henry the Navigator**, set up a center for astronomical and geographical studies at Sagres on Portugal's southwestern tip. He invited mapmakers, astronomers, and shipbuilders from throughout the Mediterranean world to come there to study and plan voyages of exploration.

In 1420 Portuguese explorers began mapping Africa's west coast. In 1488 a Portuguese ship commanded by Bartolomeu Dias reached the southern tip of Africa. A decade later, four ships commanded by Vasco da Gama sailed from Portugal, rounded Africa, and reached the southwest coast of India. The long-sought water route to eastern Asia had been found.

 **Examining** What developments made it possible for Europeans to begin exploring the world?

African Cultures

MAIN Idea Three great empires arose in West Africa and prospered from the gold trade.

HISTORY AND YOU What are some of the valuable things countries trade today? Read how trade influenced the rise and fall of African states.

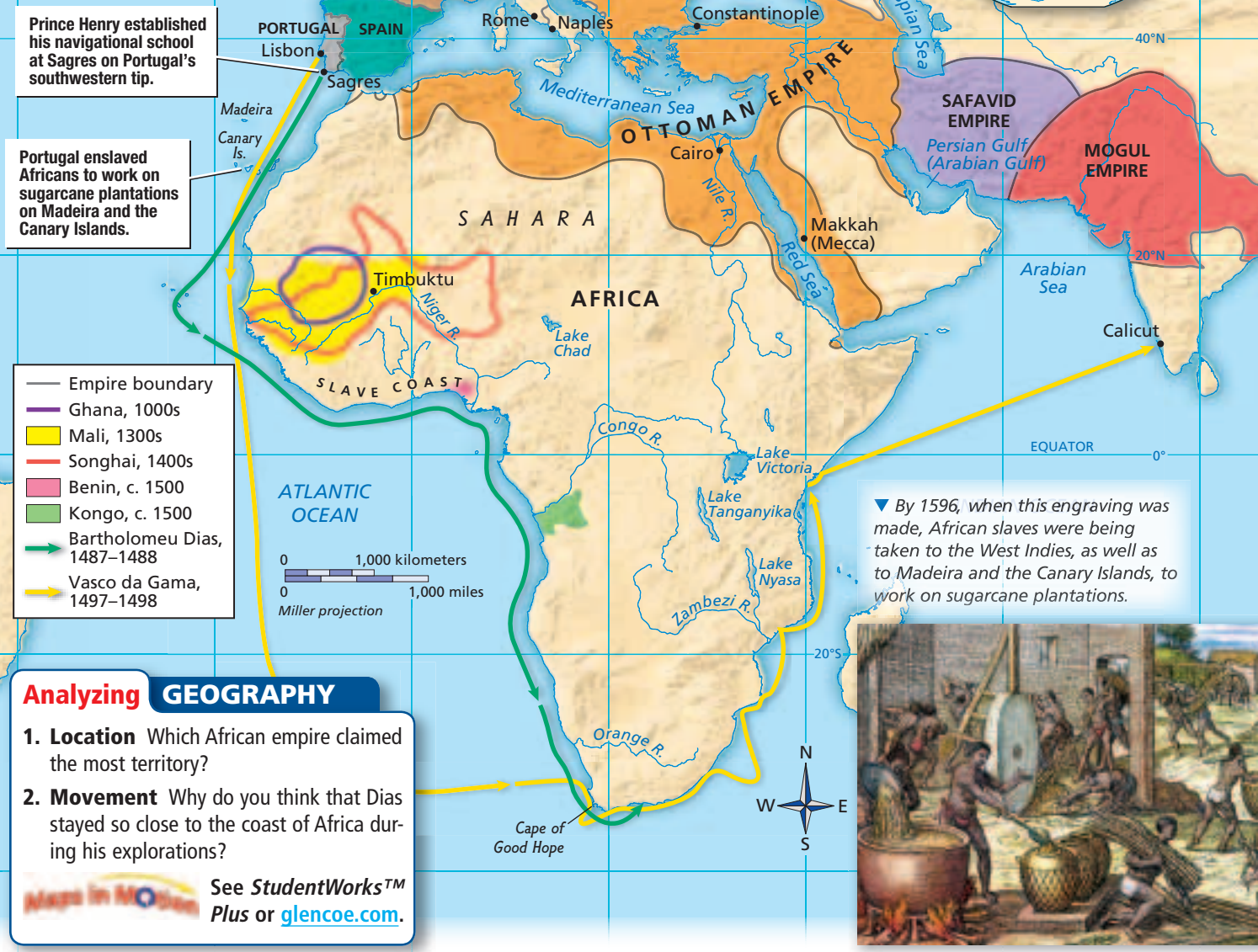
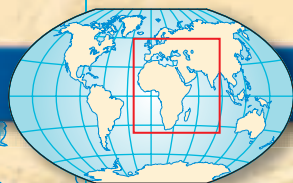
Three great empires arose in West Africa between the 400s and 1400s. All three gained wealth and power by controlling the trade in gold and salt. Between the A.D. third and fifth centuries, Arab merchants began using camels to transport salt, gold, ivory, ostrich feathers, and furs from regions south of the Sahara to North Africa. Around the northern and southern boundaries of the Sahara, large trading settlements developed. Ideas, as well as goods, traveled the African trade routes. The Muslim nomads who controlled the caravans spread Islam into West Africa as well.

The Empires of West Africa

In the A.D. 400s the empire of Ghana emerged. Located between the salt mines of the Sahara and the gold mines to the south, Ghana prospered by taxing trade. Ghana became a Muslim kingdom in the 1100s, but frequent wars with the Muslims of the Sahara took their toll. Equally damaging was a change in the environment that left Ghana's land exhausted and its farmers unable to feed its people. At the same time, new gold mines opened to the east. Trade routes to these mines bypassed Ghana and, by the early 1200s, the empire had collapsed.

East of Ghana the empire of Mali arose. Mali also built its wealth and power by controlling the salt and gold trade. By the mid-1300s, Mali had extended eastward along the Niger River past the trading center of Timbuktu and westward to the Atlantic Ocean. Although the rulers and merchants of Mali adopted Islam, many of the people clung to their traditional belief in "spirits of the land," who they thought ensured the growth of their crops.

Mali reached its peak in the 1300s under the leadership of Mansa Musa. By that time, the opening of new gold mines had shifted the trade routes farther east and helped make Timbuktu a great center of trade and Muslim scholarship.



Along the Niger River, the empire of Songhai emerged. When Mali began to decline, the ruler of Songhai, Sonni Ali, seized Timbuktu in 1468. He then pushed north into the Sahara and south along the Niger River. According to legend, Sonni Ali's army never lost a battle. Songhai remained a powerful empire until 1591, when Moroccan troops shattered its army.

Slavery and Sugar

As in other parts of the world, slavery existed in African society. Most of the people enslaved in African societies had been captured in war. Most African societies would either ransom captives back to their people or absorb them

into their own society. West African slavery began to change with the arrival of Arab traders, who exchanged horses, cotton, and other goods for enslaved people.

Sugar growers from Spain and Portugal also sought enslaved Africans. In the 1400s Spain and Portugal established sugarcane plantations on the Canary and Madeira Islands. The climate and soil there were favorable for growing sugarcane, a crop that requires much manual **labor**. Sugarcane must be chopped with heavy knives. Sugar growers brought in enslaved Africans to do the work.

✓ Reading Check Analyzing Why did Europeans begin to acquire enslaved Africans?

Exploring America

MAIN Idea Spain led in the early European exploration and colonization of the Americas.

HISTORY AND YOU Do you know how your community got its name? Read to find out how the names for Florida and the Pacific Ocean came about.

By the 1400s, most educated Europeans knew that the world was round. On European maps of the time, however, only the Mediterranean, Europe, the Middle East, and Africa's northern coast showed any detail. At that time, Europeans rediscovered the works of Claudius Ptolemy, written in the A.D. 100s. His *Geography* became very influential. His basic system of lines of latitude and longitude is still used today.

European mariners also consulted the work of a twelfth-century Arab geographer named al-Idrisi. In 1154 al-Idrisi published a geographical survey of as much of the world as was then known to Europeans and Arabs. By studying the maps of Ptolemy and al-Idrisi, Western mariners finally obtained a reliable idea of the geography of the eastern African coast and the Indian Ocean.

Spain Claims America

Despite its usefulness, Ptolemy's *Geography* had seriously underestimated the size of the earth. Basing his own calculations on Ptolemy's, Italian mariner Christopher Columbus predicted with wild optimism that "the end of Spain and the beginning of India are not far apart."

Columbus needed financial backing to make a voyage across the Atlantic to Asia. For six years he tried to persuade various European rulers to fund his expedition. Finally, in 1492, Spain's King Ferdinand and Queen Isabella agreed to finance his venture.

Columbus and his three ships—the *Niña*, the *Pinta*, and the *Santa Maria*—left Spain in August 1492. He sailed westward across the uncharted Atlantic until he reached the Bahamas in October. He probably landed on present-day San Salvador Island. There, Columbus encountered the Taino people. He called them "Indians" because he thought he had reached the fabled Indies. He then headed farther into the Caribbean, searching for gold. He found the islands of Cuba and Hispaniola.

In March 1493 Columbus made a triumphant return to Spain with gold, parrots, spices, and Native Americans. Ferdinand and Isabella were pleased with Columbus's findings and prepared to finance further expeditions. However, they were now involved in a competition with Portugal, which had claimed control over the Atlantic route to Asia. To resolve the rivalry, the two nations appealed to the pope. In 1493 Pope Alexander VI established a line of demarcation, an imaginary line running down the middle of the Atlantic. Spain would control everything west of the line; Portugal would control everything to the east.

In 1494, in the Treaty of Tordesillas, the demarcation line was approved by both countries. The treaty confirmed Portugal's right to control the route around Africa to India. It also confirmed Spain's claim to most of the Americas.

In the meantime, Columbus had headed back across the Atlantic with 17 ships and over 1,200 Spanish colonists. Later, they accused Columbus of misleading them with false promises of gold, and many of them headed back to Spain to complain.

Hoping to find more gold and save his reputation, Columbus began exploring Hispaniola. He discovered enough loose gold to make mining worthwhile. He then decided to enslave the local Taino people and force them to mine gold and plant crops.

In 1496 Columbus returned to Spain. In the meantime, his brother Bartholomew founded a town named Santo Domingo on the south coast of Hispaniola, closer to the gold mines. Santo Domingo became the first capital of Spain's empire in America. Columbus made two more trips to America, mapping part of the coastline of South America and Central America. However, he died without obtaining the riches he had hoped to find.

Naming America In 1499 an Italian named **Amerigo Vespucci**, sailing under the Spanish flag, repeated Columbus's attempt to sail west to Asia. Exploring the coast of South America, Vespucci, like Columbus, assumed he had reached outermost Asia. In 1501 he made another voyage, this time for Portugal. After sailing along the coast of South America, he realized that this landmass could not be part of Asia. In 1507 a German mapmaker proposed that the new continent be named *America* for "Amerigo, the discoverer."

Turning Point

▶ Although no images of Christopher Columbus exist from his lifetime, this painting from about 1525 is considered to be the closest likeness.



Columbus Arrives in America

Columbus's first voyage to the Americas was a major turning point in world history. For Europeans, it opened up new areas of exploration and discovery, and provided vast wealth through trade. The event was devastating, however, for native peoples of the Americas whose cultures were changed or destroyed by war, disease, and enslavement.

ANALYZING HISTORY Describe one positive and one negative effect of Columbus's voyage to the Americas.

▲ The Landing of Columbus was painted by American artist Albert Bierstadt in 1892, the year of the 400th anniversary of Columbus's arrival in North America. Note that the artist portrayed the indigenous people as shrouded in darkness and shadow, emerging to kneel worshipfully before the Europeans, who bring with them the "light" of civilization. Unfortunately, the arrival of Europeans did more to destroy the indigenous cultures than to enlighten them.

Later Spanish Expeditions In 1513 the Spanish governor of Puerto Rico, Juan Ponce de León, sailed north. Legend has it that he was searching for a fountain that could magically restore youth. He never found the fabled fountain, but he did discover a land full of blooming wildflowers and fragrant plants. He claimed the area for Spain and named it *Florida*, which means "land of flowers."

Spanish explorers continued to search for a passage to China and India. In 1510 Vasco de Balboa, a planter from Hispaniola, founded a colony on the Isthmus of Panama. After hearing tales of a "south sea" that led to an empire of gold, he hacked his way across steamy, disease-ridden jungles and swamps until he reached the opposite coast. There, in 1513,

Balboa became the first European to reach the Pacific coast of America.

In 1520 Ferdinand Magellan, a Portuguese mariner working for Spain, discovered the strait later named for him at the southern tip of South America. After navigating its stormy narrows, he sailed into the ocean Balboa had seen. Its waters seemed so calm that Magellan named it *Mare Pacificum*, Latin for "peaceful sea"—the Pacific Ocean. Although Magellan was killed in the Philippine Islands, his crew continued west, arriving in Spain in 1522. They became the first known people to **circumnavigate**, or sail around, the globe.



Reading Check Describing What were the results of Columbus's voyages across the Atlantic?

New Spain

MAIN Idea After defeating the Aztec Empire, the Spanish established the colony of New Spain.

HISTORY AND YOU Have you seen unusual animals at the zoo? Read how one Spanish explorer went looking for gold but found only “shaggy cows.”

In 1519 a Spaniard named **Hernán Cortés** sailed from Cuba to explore the Yucatán Peninsula with 11 ships, 550 men, and 16 horses. Soon after arriving, thousands of warriors attacked Cortés’s party. Although outnumbered, the Spanish had superior weapons. Their swords, crossbows, guns, and cannons quickly killed more than 200 warriors. As a peace offering, the Native Americans gave Cortés 20 women, including Malinche, who helped translate for Cortés. He had her baptized and called her Doña Marina.

From local rulers, Cortés learned that the Aztec had conquered many people and were at war with others, including the powerful Tlaxcalan. Cortés wanted the Tlaxcalan to join him against the Aztec. His army helped him gain their support. The local people had never seen horses before. Their foaming muzzles and glistening armor astonished them. Equally amazing were the “shooting sparks” of the Spanish cannons. Impressed, the Tlaxcalan agreed to ally with Cortés against the Aztec.

Meanwhile, the Aztec emperor Montezuma was worried. He believed in a prophecy that Quetzalcóatl—a fair-skinned, bearded deity—would someday return to conquer the Aztec. Montezuma did not know if Cortés was Quetzalcóatl, but he sent envoys promising a yearly payment to the Spanish king if Cortés halted his advance. Cortés refused to stop.

With the Spanish and Tlaxcalan heading toward him, Montezuma tried to ambush them at the city of Cholula. Warned in advance, the Spanish struck first, killing over 6,000 Cholulans. Believing Cortés was unstoppable, Montezuma allowed the Spanish troops to enter Tenochtitlán peacefully.

Defeat of the Aztec

Sitting on an island in the center of a lake, the city of Tenochtitlán impressed the Spanish. Larger than most European cities, Tenochtitlán had more than 200,000 residents

and an elaborate system of canals. In the central plaza a large double pyramid, and a huge rack displayed thousands of human skulls.

Surrounded by thousands of Aztec, Cortés decided to take Montezuma hostage. Montezuma did not resist. Following orders from Cortés, he stopped all human sacrifices and had statues of the Aztec gods replaced with Christian crosses and images of the Virgin Mary. Aztec priests were furious and organized a rebellion in early 1520. The battle raged for days before the Spanish retreated to Tlaxcala. Over 450 Spaniards and more than 4,000 Aztec had died, including Montezuma.

Meanwhile, smallpox erupted in the region, devastating the defenders of Tenochtitlán. As one Aztec recounted:

PRIMARY SOURCE

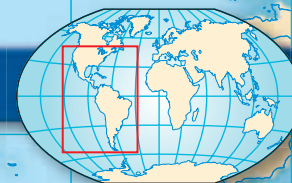
“While the Spaniards were in Tlaxcala, a great plague broke out here in Tenochtitlán. . . . Sores erupted on our faces, our breasts, our bellies; we were covered with agonizing sores from head to foot. The illness was so dreadful that no one could walk or move.”

—from *The Broken Spears: The Aztec Account of the Conquest of Mexico*

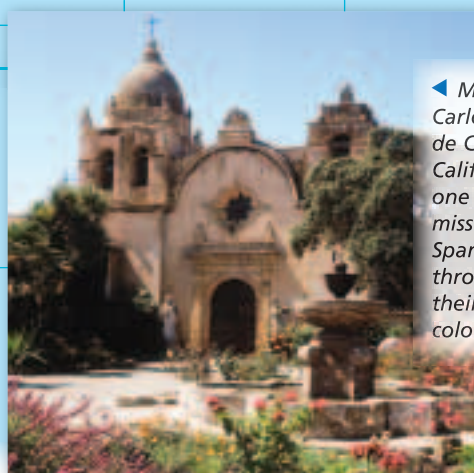
In 1521 Cortés returned with reinforcements and destroyed Tenochtitlán. On its ruins, the Spanish built Mexico City, which became the capital of the colony of New Spain. Cortés then sent several expeditions to conquer the rest of Central America. The men who led these expeditions became known as **conquistadors**, or “conquerors.”

New Explorations In 1526 Spanish explorer **Francisco Pizarro** reached Peru. Six years later he returned with a small band of infantry. With superior weapons, Pizarro’s force plundered the wealthy Inca Empire.

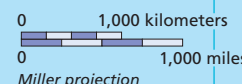
The Spanish had heard tales of the Seven Golden Cities of Cibola, rumored to exist north of New Spain. In 1540, hoping to find Cibola, Francisco Vázquez de Coronado led an expedition northward and explored the region between the Colorado River and the Great Plains. Instead of cities of gold, however, Coronado found only wind-swept plains and “shaggy cows,” as he described the buffalo.



▲ This image depicts the battle at Tenochtitlán between the Aztec and the Spanish in 1519.



◀ Mission San Carlos Borromeo de Carmelo in California is one of many missions the Spanish built throughout their American colonies.



Analyzing GEOGRAPHY

- 1. Movement** By 1600, which explorer had ventured farthest north in North America?
- 2. Human-Environment Interaction** In what part of South America was most of the territory held by Spain? Why do you think that was?

Meanwhile, Hernando de Soto led an expedition into the region north of Florida, exploring parts of what are today North Carolina, Tennessee, Alabama, Arkansas, and Texas. As they crisscrossed the region, the Spanish killed many local people and raided their villages for supplies. De Soto became ill and died; soon after, his men abandoned the mission and headed home.

Settling the Southwest Because no gold or other wealth was found north of New Spain, Spanish settlement of the region was slow. It was not until 1598 that settlers, led by Juan de Oñate, pushed north of the Rio Grande. When they finally reached the Rio Grande, the survivors organized a feast to give thanks to God.

This “Spanish Thanksgiving” is still celebrated each April in El Paso, Texas.

The Spanish gave the name New Mexico to the territory north of New Spain. Throughout the region, they built forts called presidios to protect settlers and serve as trading posts. Despite these efforts, however, few Spaniards settled in the harsh region. Instead, the Catholic Church became the primary force for colonizing the Southwest.

In the 1600s and 1700s, Spanish priests built missions and spread the Christian faith among the Navajo and Pueblo peoples of the Southwest. Beginning in 1769, missionaries, led by Franciscan priest Junípero Serra, took control of California by establishing a chain of missions from San Diego to San Francisco.

Bartolomé de Las Casas

1474–1566

In the years following the Spanish conquest, many people began to protest against the abuses of the *encomienda* system. Among them was Bartolomé de Las Casas, Bishop of Chiapas. In 1502 Las Casas traveled to Hispaniola and was horrified by what he saw. The Spanish tortured, burned, and cut off the hands and noses of Native Americans to force them to obey.

Las Casas maintained that the Church and the king had a duty to protect Native Americans. In this view, he had the support of the pope who declared the Native Americans should not be enslaved. Las Casas wrote several books that were widely read in Europe, describing the treatment of the Native Americans. In response, the Spanish government stopped granting *encomiendas* and banned Native American slavery. Slowly, as *encomiendas* died without heirs, the *encomienda* system came to an end. However, Las Casas died outraged. "Surely," he wrote in his will, "God will wreak his fury and anger against Spain some day for the unjust wars waged against American Indians."

Why did the Spanish government think that ending the *encomienda* system was a way to stop the abuses of Native Americans?

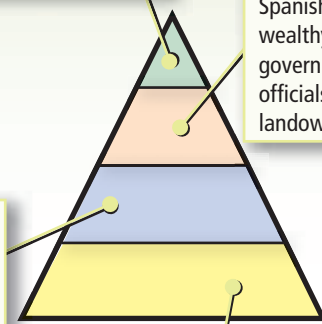


Peninsulares, people of Spanish birth, leaders of the government and church, and landowners

Criollos, born in the colonies to Spanish parents, wealthy, merchants, government officials, and landowners

Mestizos, people of Spanish and Native American parentage, artisans, farmworkers

Native Americans, Africans, people of mixed ancestry, poor, servants, often enslaved, physical labor on farms and in mines



The priests and missionaries in California forced the mostly nomadic Native Americans to live in villages near the missions. In New Mexico, the priests and missionaries adapted their efforts to fit into the lifestyle of the Pueblo peoples. They built churches near where the Pueblo people lived and farmed.

The Spanish priests tried to end traditional Pueblo religious practices that conflicted with Catholic beliefs. Some priests beat and whipped Native Americans who defied them. In response, a Pueblo religious leader named Popé organized an uprising in 1680. Some 17,000 warriors destroyed most of the missions in New Mexico. It took the Spanish more than a decade to regain control of the region.

Spanish American Society

Cortés rewarded his men by giving them control of some towns in the Aztec empire. This became the *encomienda* system. Each Spaniard deserving a reward was made an *encomendero*, or commissioner, and was given control over a group of villages. Villagers paid their *encomendero* a share of the harvest and also worked part-time for him for free. The *encomendero* was supposed to protect them

and convert them to Christianity. Sadly, many *encomenderos* abused their power and worked the Native Americans to death.

New Spain had a highly structured society based on birth, income, and education. At the top were *peninsulares*, those who had been born in Spain. They held the top government and church positions. Next were the *criollos*—those born in the colonies to Spanish parents. Many *criollos* were wealthy, but they held slightly lesser positions. Next came the *mestizos*, people of Spanish and Native American parentage. Their social status could vary, but most were poor and relegated to the lowest class, along with people of other mixed ancestry, Native Americans, and Africans. These people provided most of the labor for New Spain's farms, mines, and ranches.

In the 1540s the Spanish discovered silver ore in northern Mexico and set up mining camps using Native American labor. Work in the dark, damp mineshafts was very difficult. Many miners were killed by explosions and cave-ins. Others died from exhaustion. To feed the miners, the Spanish established large cattle ranches called haciendas.

✓ Reading Check Describing Why did the Spanish set up mines and cattle ranches in Mexico?

New France

MAIN Idea France claimed a vast territory in North America, but its colony had a small French population.

HISTORY AND YOU Did you know that one-third of Canadians speak French? Read to learn about French settlements in North America.

In 1524 King Francis I of France sent Giovanni da Verrazano to find the Northwest Passage—the hoped-for northern route through North America to the Pacific. Verrazano explored the Atlantic coast from North Carolina to Newfoundland, but found no sign of a passage. Ten years later, Jacques Cartier made three trips to North America, exploring and mapping the St. Lawrence River.

In 1602 King Henry IV of France authorized a group of French merchants to establish a colony. The merchants hired **Samuel de Champlain** to help them. In 1608 Champlain founded Quebec, which became the capital of the colony of New France.

The company that founded New France wanted to make money from the fur trade, so they did not need settlers to clear the land and build farms. As a result, the colony grew slowly. Most of the fur traders preferred to make their homes among the Native Americans with whom they traded. Jesuit missionaries, known as “black robes,” likewise lived among the local people. In 1663 King Louis XIV made New France a royal colony and sent 4,000 new settlers. By the 1670s, New France had nearly 7,000 people, and by 1760, more than 60,000.

As their colony grew, the French continued to explore North America. In 1673 a fur trader named Louis Joliet and a Jesuit priest named Jacques Marquette began searching for a waterway the Algonquian people called the “big river.” The two men finally found it—the Mississippi. In 1682 René-Robert Cavalier de La Salle followed the Mississippi all the way to the Gulf of Mexico, becoming the first European to do so. He claimed the region for France and named the territory Louisiana in honor of Louis XIV.

The geography of the lower Mississippi hindered settlement. The oppressive heat caused food to spoil quickly and mosquito-filled swamps made the climate unhealthy. The first permanent French settlement in the region was Biloxi, founded in 1699. Mobile, New Orleans, and several forts followed. The French in Louisiana realized that the crops that could be grown there, such as sugar, rice, and indigo, required abundant labor. As a result, they began importing enslaved Africans to work on their plantations.

The Spanish had always been concerned about the French in North America. Indeed, they founded St. Augustine, Florida, in 1565 to counter French settlement attempts in what became the Carolinas. St. Augustine prospered and became the first permanent town established by Europeans in what is today the United States. The arrival of the French at the mouth of the Mississippi River convinced the Spanish in 1690 to build their first mission in East Texas, San Francisco de los Tejas. Spanish settlers arrived in 1716 to secure Spain’s claim and block French expansion in the area.

Reading Check **Explaining** Why do you think the French established forts and settlements in Louisiana?

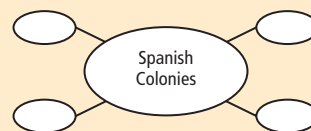
Section 2 REVIEW

Vocabulary

1. **Explain** the significance of: astrolabe, caravel, Henry the Navigator, Amerigo Vespucci, circumnavigate, Hernán Cortés, conquistador, Francisco Pizarro, *encomienda*, Samuel de Champlain.

Main Ideas

2. **Examining** What led Europeans to begin exploring in the 1400s?
3. **Identifying** On what did African kingdoms base their wealth and power?
4. **Explaining** How did the Americas receive that name?
5. **Organizing** Use a graphic organizer similar to the one below to list characteristics of Spanish colonies in the Americas.



6. **Explaining** Why was New France so sparsely populated?

Critical Thinking

7. **Big Ideas** How did scientific advancements affect geographic knowledge?
8. **Analyzing Visuals** Study the photograph of the mission on page 21. How did the Catholic Church contribute to the Spanish settlement in North America?

Writing About History

9. **Descriptive Writing** Take on the role of a sailor on Columbus’s first voyage to the Americas. Write a journal entry about the Caribbean islands you explore.



Study Central To review this section, go to glencoe.com and click on Study Central.

Section 3

Founding the Thirteen Colonies

Guide to Reading

Big Ideas

Geography and History The head-right system provided English settlers with new ways to acquire more land.

Content Vocabulary

- joint-stock company (p. 25)
- privateer (p. 26)
- headright (p. 27)
- proprietary colony (p. 27)
- heretic (p. 29)

Academic Vocabulary

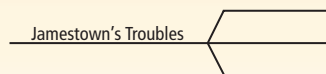
- migration (p. 24)
- grant (p. 26)

People and Events to Identify

- Jamestown (p. 26)
- Powhatan Confederacy (p. 26)
- John Winthrop (p. 29)
- Roger Williams (p. 30)
- Anne Hutchinson (p. 30)
- Henry Hudson (p. 31)

Reading Strategy

Organizing Complete a graphic organizer similar to the one below by listing the problems faced by the Jamestown colonists.



England was late to establish colonies in the Americas. Joint-stock companies established the first English colonies with the intention of making profits. Many settlers, however, went to the Americas to escape religious persecution.

England's First Colonies

MAIN Idea While Spain was establishing an overseas empire in the 1500s, England was distracted by problems at home.

HISTORY AND YOU Religion and politics were inseparable in the 1500s and led to many conflicts. Can you think of some religious-based conflicts in the world today? Read on to learn how the Reformation divided Europe.

The first English expedition to arrive in North America was led by Italian navigator John Cabot. In 1497 Cabot sailed to present-day Nova Scotia, hoping to discover a sea route through North America to China. For the next 80 years, the English made no effort to settle America. Cabot had found no riches that would spur **migration**. In the late 1500s, however, religious, economic, and political changes led to the founding of the first English colonies in North America.

The Reformation

At the time Cabot sailed to America, most of western Europe was Roman Catholic. This unity began to break apart in 1517, when a German monk named Martin Luther published an attack on the Church, accusing it of corruption. Luther's call for reform launched the Protestant Reformation. The Catholic Church excommunicated, or expelled, Luther, but his ideas continued to spread.

In England the rebellion against Catholicism began in 1527, when Henry VIII asked the pope to annul his marriage to Catherine of Aragon. The pope refused. Infuriated, Henry broke with the Church, declared himself the head of England's church, and arranged his own divorce. The new church, the Anglican Church, was Protestant, but its organization and rituals retained many Catholic elements.

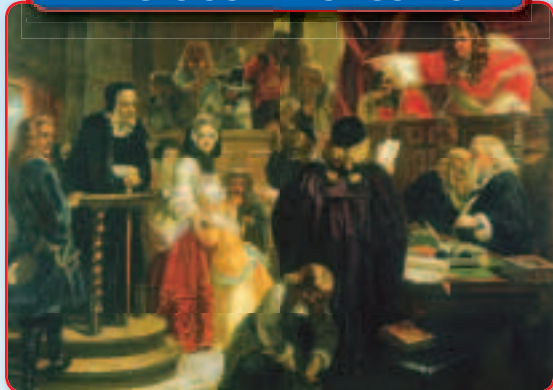
Some English people supported the new church, but others wanted to go further. Puritans wanted to "purify" the Anglican Church of any remaining Catholic elements. They also disapproved of the monarch having the power to appoint bishops to run the church. In their view, each congregation should elect its own leaders.

The Puritan cause suffered a serious setback in 1603, when James I became king. Although King James was Protestant, he refused to tolerate any changes in the structure of the Anglican Church. James's

The Causes of English Settlement in America

Three major factors led the English to found colonies in the Americas.

RELIGIOUS PERSECUTION



◀ English Puritans and other non-Anglicans faced prejudice and legal harassment. Many fled to North America where they could worship as they wished.

ECONOMIC CHANGES



▲ The enclosure movement displaced thousands of tenant farmers. In search of new opportunities, these impoverished workers often migrated to America.

RIVALRY WITH SPAIN



◀ The Protestant English wanted to share the riches of the Americas that Catholic Spain was monopolizing.

Analyzing VISUALS

- Determining Cause and Effect** How did England's rivalry with Spain drive the nation to establish new colonies in North America?
- Explaining** Why did religious groups found colonies?

refusal to reform the Church eventually caused many Puritans to leave England—some for America.

Economic Changes in England

Economic changes also gave people a motive to migrate to America. Traditionally, English nobles who owned large estates rented their land to tenant farmers. In the 1500s, however, a large market for wool developed. Landowners discovered they could make more money by evicting their tenants, enclosing the land, and raising sheep. This left thousands of tenant farmers homeless and destitute. Many would later migrate to America.

The wool market had another impact on American settlement. When wool prices fell,

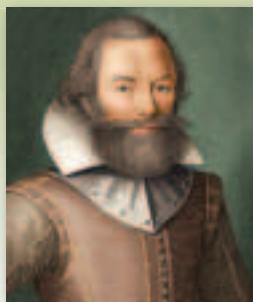
many merchants organized **joint-stock companies** to find new markets in which to sell their wool. By joining together and issuing stock, merchants were able to raise large amounts of money to fund major projects. Joint-stock companies could afford the cost of setting up colonies in other parts of the world.

England Returns to the Americas

The need to find new markets for their wool convinced English merchants to begin searching for a northern water route through North America to Asia. England's new interest in the Americas had contributed to its growing rivalry with Spain. England had become the leading Protestant power, while Spain remained strongly Catholic.

Captain John Smith 1580–1631

John Smith had a lifetime of adventures before he set foot in Virginia. Smith began his career as a soldier, fighting for the Dutch in their war against Spain. He later fought with the Austrians against the Turks in eastern Europe. Smith was a prolific writer, and many details about his life come from his own accounts.



After returning to England, Smith joined the expedition that settled Jamestown. He quickly began exploring the region and trading with the local Native Americans. It was on one such expedition that Smith later claimed he was taken prisoner by Chief Powhatan and that Pocahontas saved him from being killed. After Smith became president of Jamestown in 1608, he instituted rigid discipline. He required all members of the colony to work, declaring “he that does not worke shall not eate.” Smith’s rules led to fewer deaths. In 1609 he returned to England, where he continued to promote colonization of Virginia.

How did Smith contribute to English efforts to colonize America?



▲ Captain John Smith helped save early Jamestown by trading with the local Native Americans.

When the Spanish tried to suppress Protestantism in the Netherlands, the Dutch rebelled. To help the Dutch, Queen Elizabeth I allowed English **privateers** to attack Spanish ships. Privateers are privately owned ships licensed by the government to attack ships of other countries.

To attack Spanish ships in the Caribbean, Elizabeth’s advisers recommended that England establish outposts in the Americas. Elizabeth agreed, but the early attempts at colonization were not promising.

In 1578 and 1583 Sir Humphrey Gilbert tried to create a colony but failed. After Gilbert was lost at sea, his half-brother, Walter Raleigh, sent two ships to scout the American coastline. Along the outer banks of what is now North Carolina, the ships found an island the Native Americans called Roanoke. Impressed, Queen Elizabeth knighted Raleigh, who had named the colony Virginia—in honor of Elizabeth, “the Virgin Queen.”

Raleigh sent settlers to Roanoke Island twice, once in 1585 and again in 1587. The first group returned to England after a difficult winter. The fate of the second group is unknown. When English ships arrived in 1590, the colonists had vanished.

The Chesapeake Colonies

In 1606 King James I **granted** a charter to a new company—the Virginia Company—giving its stockholders permission to start colonies in Virginia. The company sent three small ships and 144 men to Virginia in late 1606. After a difficult trip, the ships sailed into Chesapeake Bay in the spring of 1607. The 104 men who survived the trip founded a settlement on the James River, which they named **Jamestown** in honor of their king.

Early Troubles Most of Jamestown’s colonists were townspeople who knew little about living in the woods. They did not know how to fish or hunt for food, nor could they raise livestock or cultivate crops. Furthermore, the “gentlemen” among them refused to do manual labor. Lawlessness, sickness, and food shortages were the result. In late 1607, with winter approaching and the colony short of food, Captain John Smith began bartering goods for food with the **Powhatan Confederacy**. This trade helped the colony survive the next two winters.

To entice settlers, the company offered free land to anyone who worked for the colony for

seven years. The offer produced results, and 400 new settlers arrived in Jamestown in 1609. The arrival of so many settlers created a crisis. There was not enough food, nor could enough be grown before winter. As winter neared, settlers began raiding the food stores of local Native Americans. In response, Powhatan cut off trade with the colonists, and his warriors began attacking settlers.

The winter of 1609–1610 became known as the “starving time.” In their hunger, colonists resorted to extreme measures. George Percy, an early settler, described their desperation:

PRIMARY SOURCE

“Having fed upon horses and other beasts as long as they lasted, we were glad to make shift with vermin, as dogs, cats, rats, and mice. . . . Nothing was spared to maintain life and to do those things which seem incredible, as to dig up corpses out of graves and to eat them.”

—from *The Jamestown Adventure*

By spring, only 60 settlers were still alive. The survivors abandoned Jamestown and headed downriver. On the way, they met three English ships bringing supplies, 150 more settlers, and the new governor, Lord De La Warr, who convinced the settlers to stay. His deputy, Thomas Dale, then drafted a harsh law code. Settlers were organized into work gangs and had to work at least six hours per day. The death penalty was imposed for many crimes, including rape, swearing, desertion, theft, lying, and expressing disrespect for the Bible.

Tobacco Saves the Colony The colony still had to find a way to make a profit. The solution was a cash crop: tobacco. Smoking tobacco had become popular in Europe, although King James had condemned tobacco as a “vile weed [of] black stinking fumes [that are] baleful to the nose, harmful to the brain, and dangerous to the lungs.”

The Jamestown settlers had tried growing tobacco, but the local variety was too bitter. A colonist named John Rolfe, however, began to experiment with seeds from Trinidad. He also developed a new method for curing tobacco, and in 1614 sent his first shipment to England. Rolfe’s tobacco sold for a good price, and the settlers began planting large quantities of it.

In 1618 the Virginia Company granted the colonists the right to elect a lawmaking body.

Virginia’s first general assembly met in the Jamestown church on July 30, 1619. The new government included a governor, six councilors, and 20 representatives—two from each of the colony’s 10 towns. The representatives were called burgesses, and the assembly was called the House of Burgesses.

The Virginia Company also introduced the system of **headrights**. Settlers who paid their own passage to Virginia received 50 acres of land. Settlers also received 50 acres of land for each family member over 15 years of age and each servant they transported to Virginia.


In 1619 the first Africans were brought to Virginia. A Dutch slave ship stopped to trade for supplies, and the Jamestown settlers purchased 20 African men as “Christian servants,” not slaves. The African men had been baptized, and at that time English law said that Christians could not be enslaved.

By 1622, more than 4,500 settlers had arrived in Virginia. This alarmed the Native Americans, and they attacked Jamestown in March 1622. They burned homes, destroyed food supplies, and killed nearly 350 settlers. The settlers eventually put an end to the uprising, but the colony was devastated. After blaming the Virginia Company, an English court revoked its charter. Virginia became a royal colony run by a governor who was appointed by the king.

Maryland Is Founded In England, Catholics were persecuted because they did not accept the monarch as head of the Church. They were viewed as potential traitors who might help Catholic countries overthrow the English monarchy. Catholics were forbidden to practice law or teach school. They were also fined for not attending Anglican services.

The persecution of his fellow Catholics convinced George Calvert, who held the title Lord Baltimore, to found a colony where Catholics could practice their religion freely. In 1632 King Charles granted him a large area of land northeast of Virginia. Baltimore named the new colony Maryland.

Lord Baltimore owned Maryland, making it a **proprietary colony**. The proprietor, or owner, could govern the colony any way that he wanted. He could appoint a government, establish courts, coin money, impose taxes, grant lands, create towns, and raise an army, as long as he did not violate English law.

 For the complete text of The Mayflower Compact, see page R39 in Documents in American History.

Lord Baltimore died shortly before settlers arrived in his colony. In 1634, 20 gentlemen, mostly Catholic, and 200 servants and artisans, mostly Protestant, arrived from England. Despite Baltimore's hope that Maryland would become a Catholic refuge, most of its settlers were Protestant, although the government officials and most owners of large estates were Catholic. As in England, religious differences led to social conflict. To reduce friction between the two groups, the colonial assembly passed the Toleration Act in 1649. This act mandated religious toleration for all Christians but made denying the divinity of Jesus a crime punishable by death.

 **Reading Check** Analyzing Why was Maryland founded?

Pilgrims and Puritans

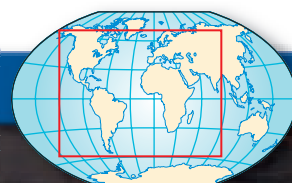
MAIN Idea Both the Pilgrims and the Puritans founded colonies to escape religious persecution.

HISTORY AND YOU Have you ever thought that an authority figure was too strict? Read on to learn what happened to those who challenged Puritan authorities.

In England, a group of Puritans, called Separatists, concluded that the Anglican Church was too corrupt to be reformed. They formed their own congregations, and in 1608, one group fled to the Netherlands to escape persecution. These Separatists, later known as Pilgrims, later sailed to America in 1620.

 NATIONAL GEOGRAPHIC

The Puritan Migration to America, 1620–1640



▲ On November 21, 1620, while still aboard the Mayflower, 41 colonists signed the Mayflower Compact. It was the first self-government plan ever put into effect in the English colonies.

PRIMARY SOURCE

"We, whose names are underwritten . . . having undertaken for the glory of God, and advancement of the Christian faith, and the honour of our king and country, a voyage to plant the first colony in the northern parts of Virginia; do by these presents, solemnly and mutually, in the presence of God and one another, covenant and combine ourselves together into a civil body politic, for our better ordering and preservation, and furtherance of the ends aforesaid: and by virtue hereof do enact, constitute, and frame, such just and equal laws, ordinances, acts, constitutions, and officers, from time to time, as shall be thought most meet and convenient for the general good of the colony; unto which we promise all due submission and obedience."

Source: *The Mayflower Compact*

Analyzing VISUALS

- 1. Interpreting** How many settlers immigrated to the Chesapeake colonies as compared to the New England colonies in this period?
- 2. Explaining** What is the stated goal of the Mayflower Compact?

Plymouth Colony

Before crossing the Atlantic, the Pilgrims returned to England, where they joined other emigrants aboard a ship called the *Mayflower*. On September 16, 1620, 102 passengers set sail for Virginia. During the trip, most of the food ran out, many passengers became ill, and one died. In November they sighted land on Cape Cod. Although they had planned to settle farther south, they were not completely lost. In 1614 the Virginia Company had hired Captain John Smith to explore the region. The Pilgrims had a copy of John Smith's "Map of New England," and they decided to settle in the area labeled "Plymouth."

According to William Bradford, one of the colony's leaders, the Pilgrims went to work building homes as soon as they arrived at Plymouth. After constructing a "common house," the settlers built modest homes of frame construction and thatched roofs. Soon, however, a plague swept through the colony, sparing only 50 settlers.

Even the surviving Pilgrims might have perished were it not for the help of Squanto, a Wampanoag man. Bradford wrote that Squanto "directed them how to set their corn, where to take fish and [how] to procure other commodities." The following autumn, the Pilgrims joined with the Wampanoag in a three-day festival to celebrate the harvest and give thanks to God for their good fortune. This celebration later became the basis for the Thanksgiving holiday.

Massachusetts Bay Colony

In 1625 Charles I took the throne, and persecution of the Puritans increased. At the same time, a depression struck England's wool industry. The depression caused high unemployment, particularly in the southeastern counties where large numbers of Puritans lived.

As he watched his fellow Puritans suffering both religious and economic hardships, **John Winthrop** grew concerned. Winthrop and several other wealthy Puritans were stockholders in the Massachusetts Bay Company. The company had already received a charter from King Charles to create a colony in New England. Winthrop decided to turn his business investment into a refuge for Puritans in America.

Other Puritans embraced the idea, and in 1630, 11 ships carrying about 900 settlers set sail. En route, in a sermon titled "A Model of Christian Charity," John Winthrop preached that the new colony should be an example to the world: "We shall be like a City upon a Hill; the eyes of all people are on us."

By the end of the year, 17 more ships had brought another 1,000 settlers. As conditions in England worsened, large numbers of people began to emigrate in what was later called the Great Migration. By 1643, an estimated 20,000 English settlers had arrived in New England.

The charter of the Massachusetts Bay Company defined the colony's government. People who owned stock in the company were called "freemen." All the freemen together were called the General Court. The General Court was to make the laws and elect the governor. John Winthrop was chosen as the first governor. He ignored the charter, however, and told the settlers that only he and his assistants could make laws for the colony. No one knew that this violated the charter, because Winthrop kept it locked in a chest.

The freemen elected Winthrop in four consecutive, annual elections. In 1634 the freemen demanded to see the charter. Winthrop had no grounds to refuse. As they read the charter, they realized that the General Court was supposed to make the laws. When the General Court assembled, they reorganized the government. The General Court became a representative assembly, with the freemen from each town electing deputies to send to the Court each year.

As for religion, John Winthrop believed that each congregation should control its own church and that the government, which was controlled by religious leaders, should pass laws to support religion. The government also collected taxes to support the church and regulated moral behavior. Gambling, blasphemy, adultery, and drunkenness were all illegal and punished severely.

The government also would not allow the expression of different religious ideas. **Heretics**—people who disagree with established religious beliefs—were considered a threat to the community. Those who voiced ideas that contradicted Puritan beliefs could be charged with heresy and banished.

People IN HISTORY

Roger Williams 1603?–1683

Shortly after his arrival in Boston in 1631, minister Roger Williams declared he was a Separatist and began criticizing Puritan leaders. He served as a minister in Salem, moved briefly to Plymouth Colony in 1632, and then returned to preach at Salem.

When Williams returned to Salem, he continued to criticize Puritan leaders for not making a complete break from the corrupt Anglican Church. He also insisted on greater separation of church and state. Finally, he denounced Massachusetts Bay's charter because it assumed the king had the right to give away land belonging to Native Americans. As Puritan leaders prepared to banish him, Williams fled.

In 1636 he founded Providence—later to be part of Rhode Island—on land he purchased from the Narragansetts. In his new colony, Williams created a haven for Quakers, Separatists, Jews, and others whose religious practices or views were not tolerated elsewhere. Most important, Williams established two crucial precedents: religious toleration and the separation of church and state. Both concepts would later be included in the Constitution.

What significant contribution to civil rights did Roger Williams make?



Anne Hutchinson 1591–1643

Anne Hutchinson, an experienced midwife and the wife of a prosperous merchant, arrived in Boston in 1634. There, she began to hold meetings with other women to discuss sermons, express her own beliefs, and evaluate the ministers.

Hutchinson stirred up controversy with her discussions of how salvation could be obtained. To most Puritans, this was heresy. In 1637 Hutchinson was tried for sedition by the Massachusetts General Court. Hutchinson did not repent. She said that God "hath let me see which was the clear [correct] ministry and which the wrong. . . ." When asked how God let her know, she replied that God spoke to her "by an immediate revelation." The Court ordered her banished.

Hutchinson, her family, and some of her followers founded a settlement in what is today Rhode Island. After the death of her husband, she moved to Long Island. In 1643 she and all but one of her children were killed in an attack by Native Americans. Some Puritans viewed her tragic death as God's judgment against a heretic.

How did Hutchinson challenge Puritan authority in the Massachusetts Bay Colony?



Puritan efforts to suppress other religious beliefs inevitably sparked conflict. Eventually, Puritan intolerance led to the founding of other colonies in New England.

Rhode Island and Dissent

In 1631 a young minister named **Roger Williams** arrived in Massachusetts. Williams was a Separatist who believed Puritans corrupted themselves by staying within the Anglican Church. Williams angered many people by condemning the Puritan churches, as well as declaring that the king had no right to give away land belonging to Native Americans.

In 1635 the Massachusetts General Court ordered him to be deported back to England, but Williams instead escaped south with a few followers. He then purchased land from the Narragansett people and founded the town of Providence in 1636. In Providence, the government had no authority over religious matters. Different religious beliefs were tolerated rather than suppressed.

In the midst of the uproar over Roger Williams, a devout Puritan named **Anne**

Hutchinson began causing a stir in Boston. Hutchinson held religious discussion meetings in her home and questioned the authority of several ministers. In late 1637 the General Court charged her with heresy and banished her. Hutchinson and a few followers headed south and founded the town of Portsmouth.

Over the next few years, Massachusetts banished other dissenting Puritans. They too headed south and founded Newport in 1639 and Warwick in 1643. In 1644 these two towns joined Portsmouth and Providence to become the single colony of Rhode Island and Providence Plantations. Religious freedom was a key part of the new colony's charter.

New England Expands

In 1636 Reverend Thomas Hooker asked the General Court of Massachusetts for permission to move his congregation to the Connecticut River valley. Hooker was frustrated by the Massachusetts political system. He thought that voting should not be limited to male church members. The General Court granted Hooker's request, and he and some 100 settlers headed to the Connecticut River

and founded the town of Hartford. Two years later, Hooker helped write the Fundamental Orders of Connecticut, a constitution that allowed all adult men, not just church members, to vote and serve in government. This marked the beginning of the colony of Connecticut.

Much of the territory north of Massachusetts had been granted to two men, Sir Fernando Gorges and Captain John Mason. Mason took the southern part and named it New Hampshire, while Gorges's territory in the north came to be called Maine. The government of Massachusetts claimed both New Hampshire and Maine and challenged the claims of Mason and Gorges in court. In 1677 an English court ruled against Massachusetts. Two years later, New Hampshire became a royal colony. Massachusetts, however, bought Maine from Gorges's heirs, and Maine remained part of Massachusetts until 1820.

King Philip's War

In 1637 war broke out between the English settlers and the Pequot people of New England. This conflict ended with the near extermination of the Pequot people. In the following decades, however, English settlers and Native Americans lived in relative peace.

The fur trade, in particular, facilitated peace. It enabled Native Americans to acquire tools, guns, and other European goods in exchange for furs. By the 1670s, however, the fur trade was in decline. At the same time, colonial governments began to demand that Native Americans follow English laws and customs. Native Americans reacted angrily, considering such demands arrogant and insulting.

Tensions peaked in 1675 when Plymouth Colony arrested, tried, and executed three Wampanoag men for murder. This touched off what came to be called King Philip's War, named after the Wampanoag leader Metacomet, whom the settlers called King Philip. Colonists killed Metacomet in 1676 and then mounted his head on a pike and paraded it through their settlements. By the time the war ended in 1678, few Native Americans were left in New England.

 **Reading Check** **Explaining** Why were Roger Williams and Anne Hutchinson banished from Massachusetts?

Restoration Colonies

MAIN Idea The English Civil War interrupted colonization. After it ended, new colonies were founded.

HISTORY AND YOU Have you ever spent time in or watched television programs about New York City? Read to learn how it was a multiethnic colonial city.



For an excerpt from the Fundamental Orders of Connecticut, see page R40 in **Documents in American History.**

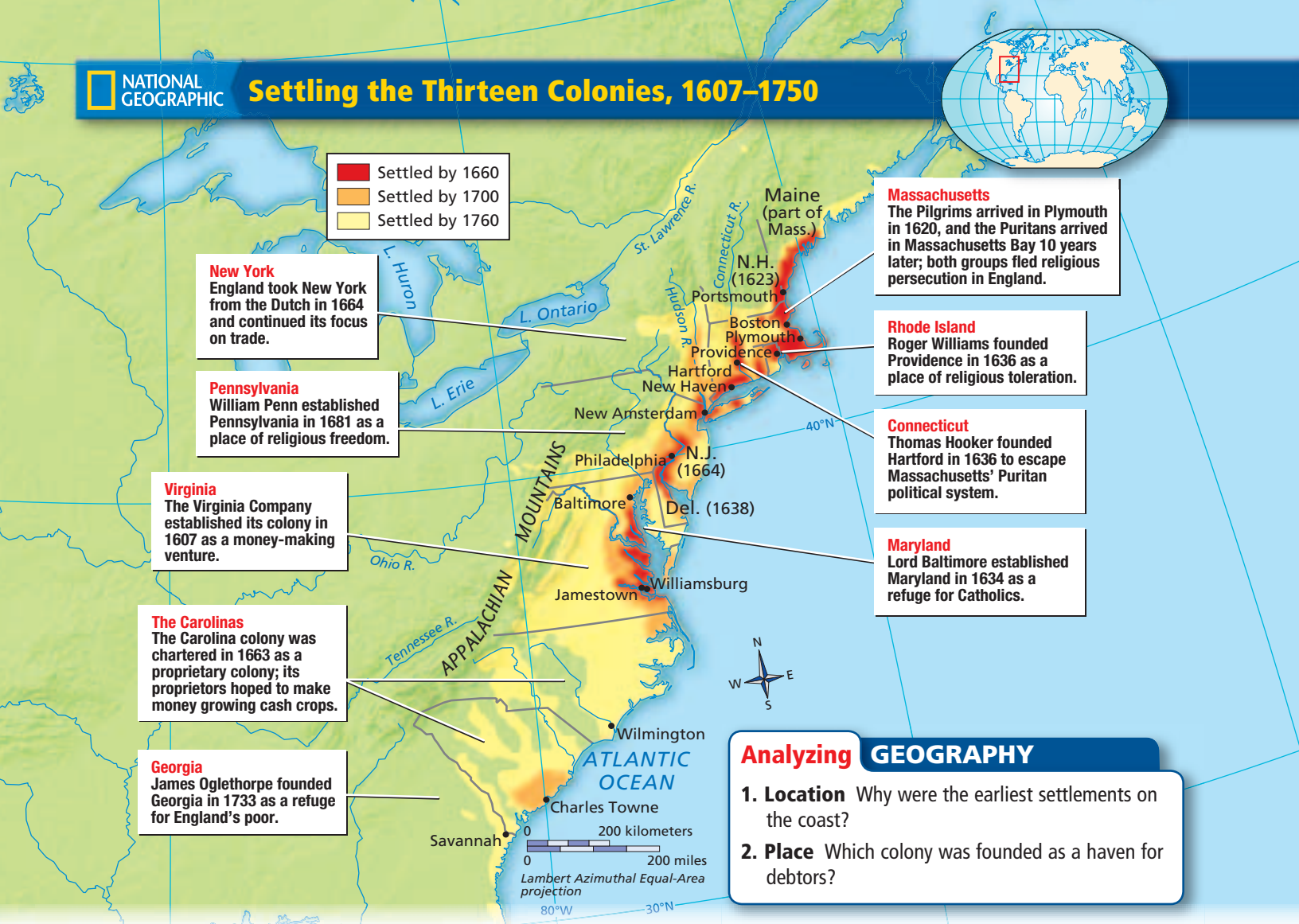
The English Civil War arose from a power struggle between King Charles I and Parliament. In 1642 this struggle erupted into armed conflict after the king sent troops into the Puritan-dominated Parliament to arrest Puritan leaders. In response, Parliament organized an army. After years of battles, Parliament's forces defeated the king's troops and beheaded him in 1649. Oliver Cromwell, the commander of Parliament's army, then seized power, took the title "Lord Protector," and in a few years ruled as a dictator of the new English Commonwealth.

After Cromwell died in 1658 and his son unsuccessfully tried to rule in his place, Parliament invited King Charles's son, Charles II, to take the throne. With the monarchy restored in 1660, the English government began backing a new round of colonization in America. These colonies became known as the Restoration colonies.

New York and New Jersey

Located between England's Chesapeake and New England colonies was a Dutch colony. In 1609 the Dutch East India Company had hired English navigator **Henry Hudson** to search for a river that flowed through North America. Instead, he found the wide river that came to bear his name. The Dutch claimed the region, named it New Netherland, and established a settlement at New Amsterdam on Manhattan Island.

The colony grew slowly, partly because the fur trade was the focus of activity. To increase the population, the Dutch allowed anyone from any country to buy land. The strategy worked. By 1664 the population of the colony exceeded 10,000 people, with immigrants from the Netherlands, Britain, Scandinavia, Germany, and France. The first enslaved Africans arrived in the 1620s.



Analyzing GEOGRAPHY

- 1. Location** Why were the earliest settlements on the coast?
- 2. Place** Which colony was founded as a haven for debtors?

England and the Netherlands were commercial rivals. In 1664 Charles II successfully took New Netherland from the Dutch. The king granted the land to his brother, James, Duke of York, who renamed the colony New York. James also received land between Delaware Bay and the Connecticut River. James later granted some of this land to two of the king's advisers and named it New Jersey. To attract settlers, New Jersey offered generous land grants, religious freedom, and the right to have a legislative assembly.

Pennsylvania and Delaware

The origins of the colony of Pennsylvania lay in a persecuted religious group and a large unpaid debt. The religious group was the Society of Friends, also known as the Quakers (because of founder George Fox's instruction to "tremble at the word of the Lord"). The debt

was owed by King Charles II to the deceased father of William Penn.

William Penn was a member of the Quakers. The Quakers were considered a radical group because they saw no need for ministers and viewed the Bible as less important than each person's "inner light" from God. Quakers believed in religious toleration and pacifism, or opposition to war.

In 1681, to settle the debt owed to Penn's father, Charles II granted William Penn a large tract of land between New York and Maryland. Penn wanted his new colony of Pennsylvania to be a place where complete political and religious freedom would be practiced. He also tried to treat Native Americans fairly, and many years of peaceful relations resulted.

Penn named the capital of the colony Philadelphia, Greek for "city of brotherly love." The colony's government provided for an elected assembly and guaranteed religious

freedom. The right to vote was limited, however, to Christian men who owned 50 acres of land.

Greater religious freedom and available land attracted immigrants of a variety of faiths from England, Scotland, Ireland, Scandinavia, and Germany. By 1684, Pennsylvania had more than 7,000 residents, and by 1750, Philadelphia was the largest city in the colonies. In 1682 Penn bought three counties south of Pennsylvania from the Duke of York. These “lower counties” became the colony of Delaware.

The Carolinas

Charles II also took a keen interest in the unsettled land between Virginia and Spanish Florida. Charles awarded much of this territory to eight friends in 1663. The land was named Carolina—Latin for “Charles.”

Although Carolina was not divided into two distinct colonies until 1729, it developed as two separate regions. North Carolina was home to a small and scattered population of farmers. The lack of good harbors hindered its growth. Eventually, the farmers began growing tobacco as a cash crop. They also used native pine to make and export shipbuilding supplies.


The proprietors of Carolina were far more interested in the southern half of their holdings, where they hoped to cultivate sugarcane. In 1670 three ships brought settlers to South Carolina. They named their first settlement Charles Town. Sugarcane, however, did not grow well there. The colony also began to capture and enslave Native Americans, who were shipped to plantations in the Caribbean.

The Georgia Experiment

Georgia began as a refuge for England’s “worthy poor.” In the 1720s James Oglethorpe, a member of Parliament, investigated English prisons. He was appalled to find that so many of the imprisoned were debtors, not strictly criminals. Oglethorpe asked the king for a colony where the poor could start over. In 1732 King George II granted Oglethorpe the territory between the Savannah and Altamaha rivers. Oglethorpe named the new colony Georgia, in honor of the king. Settlers arrived in 1733.

Oglethorpe and his fellow trustees banned slavery, rum, and brandy in Georgia, and they limited the size of land grants. Still, the colony attracted settlers from all over Europe. Increasingly, the settlers objected to the colony’s strict rules. In the 1740s the trustees lifted the restrictions on brandy, rum, and slavery; in 1750 they granted the settlers their own elected assembly. The next year, the trustees gave control to the king, and Georgia became a royal colony.

By 1775, roughly 2.5 million people lived in England’s thirteen American colonies. Despite the stumbling starts in Roanoke and Jamestown, the English had succeeded in building a large and prosperous society on the east coast of North America.

 **Reading Check** **Summarizing** How did William Penn acquire Pennsylvania?

Section 3 REVIEW

Vocabulary

1. Explain the significance of: joint-stock company, privateer, grant, Jamestown, Powhatan Confederacy, headright, proprietary colony, John Winthrop, heretic, Roger Williams, Anne Hutchinson, Henry Hudson.

Main Ideas

- 2. Summarizing** How did the Protestant Reformation affect England’s colonization efforts?
- 3. Explaining** Why did people leave the Massachusetts Bay Colony to begin new colonies?
- 4. Describing** On what principles did William Penn develop his colony?

Critical Thinking

- 5. Big Ideas** How did the headright system encourage settlement in the English colonies?
- 6. Organizing** Use a graphic organizer similar to the one below to list the colonies and the reasons for their founding.

Colony	Reason for Founding

- 7. Analyzing Visuals** Study the painting of the signing of the Mayflower Compact on page 28. Why did the Pilgrims feel that it was necessary to create their own government?

Writing About History

- 8. Persuasive Writing** Take the role of Captain John Smith. Write a speech explaining to your fellow Jamestown colonists why trading with the Powhatan Confederacy is a good survival strategy.



Study Central To review this section, go to glencoe.com and click on Study Central.

Section 4

Economics, Trade, and Rebellion

Guide to Reading

Big Ideas

Geography and History Geography shaped the development of distinct regions within the English colonies.

Content Vocabulary

- indentured servant (p. 34)
- town meeting (p. 38)
- triangular trade (p. 38)
- mercantilism (p. 40)

Academic Vocabulary

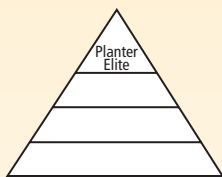
- distinct (p. 35)
- reliable (p. 40)

People and Events to Identify

- Nathaniel Bacon (p. 36)
- English Bill of Rights (p. 41)

Reading Strategy

Organizing Complete a graphic organizer similar to the one below showing the ranking of classes in the colonial South.



Differences in geography and patterns of settlement caused colonies to develop differently. Political changes in England affected the economy and governance of the thirteen colonies because they were part of the English imperial system.

Southern Society

MAIN Idea Society in the Southern Colonies was sharply divided between the wealthy elite and the backcountry farmers.

HISTORY AND YOU What kinds of produce are grown in your state? Read on to learn how the cultivation of cash crops helped the economies of the Southern colonies to grow.

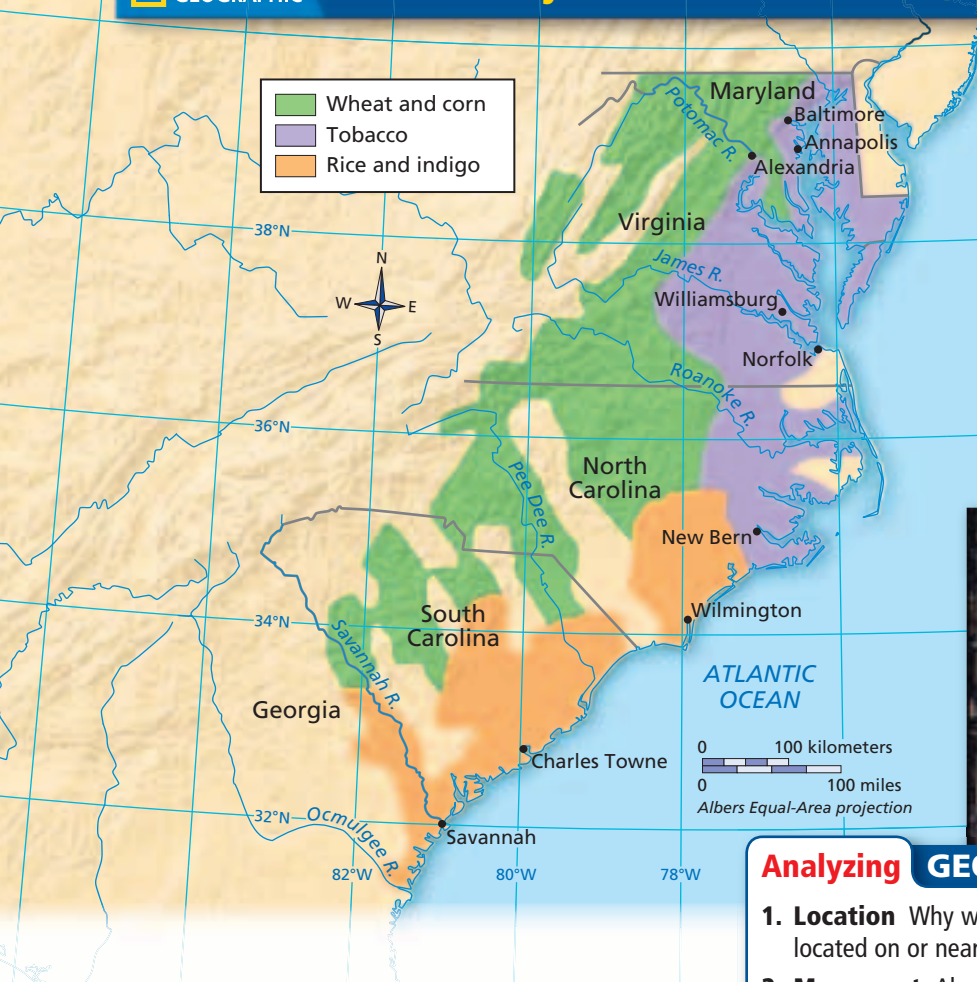
In the South, wealthy planters stood on society's top rung and led very different lives from small farmers in the middle and enslaved Africans at the bottom. What linked all groups, however, was an economy based on growing crops for export. Tobacco was the South's first successful cash crop, or crop grown primarily to be sold at market. It was grown in Virginia and Maryland and, to a lesser extent, in North Carolina. In early colonial days, there was plenty of land, but not enough workers to produce the crop.

England had the opposite problem. The English enclosure movement had forced many farmers off their land. Many of them, hoping to acquire their own land in America, left England, agreeing to become **indentured servants** to cover the cost of their transportation to the colonies. Indentured servants were not enslaved, but neither were they free. The person who bought a servant's contract, or indenture, promised to provide food, clothing, and shelter to the servant until the indenture expired. In return, the servant agreed to work for the owner of their contract for a specific number of years, which varied from four to seven.

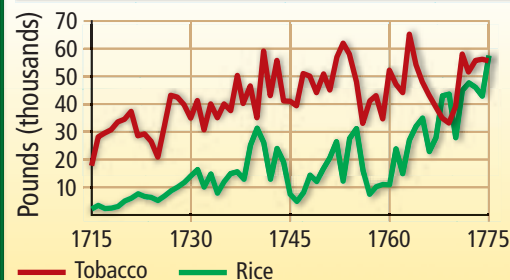
For most of the 1600s, indentured servitude benefited tobacco planters. Indentured servants could produce five times the price of their contracts in tobacco in the first year alone. Under the headright system, every indentured servant transported to America also earned the landowner another 50 acres of land. As indentured servants arrived in Virginia and Maryland, tobacco production rose steadily.

Unfortunately, almost half the indentured servants who came to Virginia and Maryland in the 1600s died before earning their freedom. Of those who survived their term of servitude, less than half ever acquired their own land.

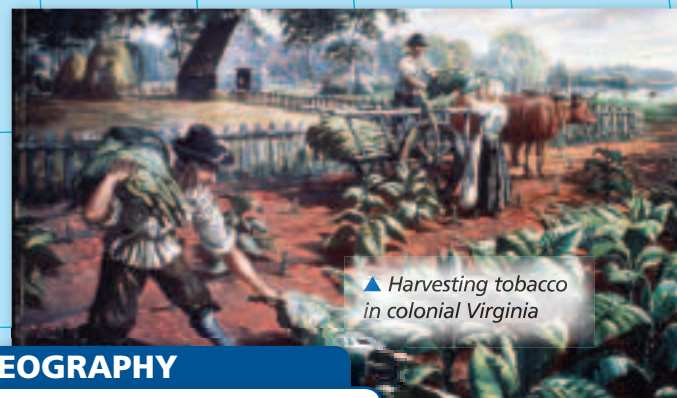
In South Carolina, meanwhile, after trying unsuccessfully to grow sugarcane, settlers turned to rice. This failed at first, but in the 1690s a



Exports to England, 1715–1775



Source: Historical Statistics of the United States.



▲ Harvesting tobacco in colonial Virginia

Analyzing GEOGRAPHY

- 1. Location** Why were tobacco and rice plantations located on or near rivers?
- 2. Movement** About how much tobacco was exported to England from the Southern Colonies in 1745?

new variety was introduced, and planters imported enslaved Africans to cultivate it. West Africans had grown rice for centuries and knew how to raise and harvest it. Rice rapidly became a major cash crop in South Carolina and Georgia.

Planters had also tried another crop, indigo, without much success. Indigo was used to make blue dye for cloth. It was rare and in high demand, and anyone who could grow it could make a large profit. In the early 1740s a 17-year-old named Eliza Lucas discovered that indigo needed high ground and sandy soil, not the wetlands that suited rice. Indigo quickly became another important cash crop.

Disparities in Wealth

Although many immigrants to the Southern Colonies hoped to become wealthy, very few succeeded. The plantation system tended to create a society with **distinct** social classes.

The wealthy plantation owners, sometimes referred to as the Southern gentry or the

planter elite, were few in number, and they enjoyed enormous economic and political influence. They served in the governing councils and assemblies, commanded the local militias, and became county judges. With few towns or roads in the region, their plantations functioned as self-contained communities. The residents lived near each other in a group of buildings, including the planter's great house, stables, barns, and the workers' cabins. Plantations often had a school, a chapel, and workshops for blacksmiths, carpenters, weavers, coopers, and leatherworkers.

The majority of landowners in the colonial South, however, were small farmers living inland. These "backcountry" farmers worked small plots of land and lived in tiny houses. Although they grew some tobacco, they largely practiced subsistence farming, producing only enough to feed their families.

Landless tenant farmers made up another large group in the South. Although land itself was easy to acquire, many settlers and former indentured servants could not afford the costs of the deed, land survey, tools, seed, and livestock. Instead, they worked land that they rented from the planter elite. Tenant farmers led difficult lives but had higher social status than indentured servants.

Bacon's Rebellion

By the 1660s, Virginia's government was dominated by wealthy planters led by the governor, Sir William Berkeley. Berkeley assembled a majority of supporters in the House of Burgesses and arranged to restrict the vote to people who owned property. This cut the number of voters in half. Berkeley also exempted himself and his councilors from taxation. These actions angered backcountry and tenant farmers. Ultimately, however, it was the governor's policies toward Native American lands that led to a rebellion.

Acquiring land was the goal of most colonists. Many indentured servants and tenant farmers wanted to own farms eventually. Backcountry farmers wanted to increase their holdings. By the 1670s, however, most uncultivated land was in areas belonging to Native Americans in the Piedmont, the region of rolling hills between the coastal plains and the Appalachians.

Most wealthy planters lived near the coast in the region known as the Tidewater. They had no interest in the backcountry and did not want to endanger their plantations by risking war with the Native Americans. Therefore, they opposed expanding Virginia's territory into Native American lands.

In 1675 war broke out between backcountry settlers and the Susquehannock people. When Berkeley refused to support further military action, backcountry farmers were outraged. In April 1676, **Nathaniel Bacon**, a well-to-do but sympathetic planter on the governor's council, took up their cause. Bacon organized his own militia and attacked the Susquehannock. He then won a seat in the House of Burgesses. The assembly then authorized another attack on the Native Americans. It also restored the right to vote to all free white men and took away the tax exemptions Berkeley had given his supporters.

These reforms did not satisfy Bacon, however. He marched to Jamestown in July 1676 with several hundred armed men and charged Berkeley with corruption. Berkeley fled to raise his own army, and a civil war erupted. The two sides battled for control of the colony. In September 1676 Bacon's army burned Jamestown to the ground. The following month, the rebellion ended abruptly when Bacon became sick and died. Without his leadership, his army rapidly fell apart, and Berkeley returned to power.

Bacon's Rebellion convinced many wealthy planters that land should be made available to backcountry farmers. From the 1680s onward, Virginia's government generally supported expanding the colony westward, regardless of the impact on Native Americans.

The Rise of Slavery

Bacon's Rebellion also accelerated an existing trend in Virginia. By the 1670s, many planters had begun using enslaved Africans instead of indentured servants to work their plantations. In the 1680s, after the rebellion, the number of Africans brought to the colony rose rapidly.

Planters began to switch to enslaved African labor for several reasons. Enslaved workers did not have to be freed and would never have to be given their own land. In addition, when cheap land became available in the 1680s in other colonies, fewer English settlers were willing to become indentured servants.

At the same time, the English government adopted policies that encouraged slavery. English law limited trade between the English colonies and other countries. Before the 1670s, if settlers wanted to acquire enslaved Africans, they had to buy them from the Dutch or Portuguese, which was difficult to arrange. In 1672, however, King Charles II granted a charter to the Royal African Company to engage in the slave trade. This made it easier to acquire enslaved people. Planters also discovered another advantage to slavery; because enslaved Africans, unlike indentured servants, were considered property, planters could use them as collateral to borrow money and expand their plantations.

 **Identifying** What government policies caused backcountry farmers in Virginia to rebel?

New England Society

MAIN Idea New England's economy was based on fishing, family farms, and lumber mills.

HISTORY AND YOU Have you attended a meeting of your local government? Read on to learn about early New England town meetings.

New England's thin and rocky soil was ill-suited to cash crops and the development of large plantations. Instead, on small farms from Connecticut to Maine, New England colonists practiced subsistence farming. The main crop was corn, but farmers also grew other grains and vegetables, tended apple orchards, and raised dairy cattle, sheep, and pigs.

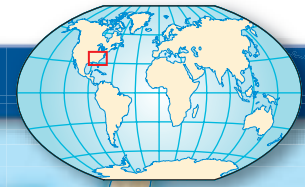
More than any other industry, fishing and whaling brought prosperity to New England. Nearby lay the Grand Banks, a shallow area in the Atlantic Ocean that teemed with cod, mackerel, halibut, and herring. In addition, New England had good harbors and plenty of timber for building fishing boats. Colonists found markets for their fish in the colonies, southern Europe, and the

Caribbean. Whale blubber was used to make candles and lamp oil, and whale bones were used to fashion buttons, combs, and other items.

New England also developed a thriving lumber industry. Maine and New Hampshire had many waterfalls near the coast that could power sawmills. Demand for lumber never waned. It was used for furniture, buildings, and products such as barrels, which were used to ship almost everything in the colonial era.

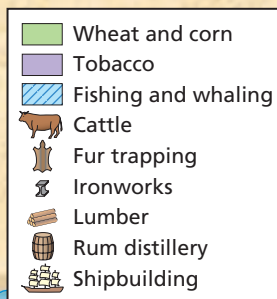
Shipbuilding also became an important business. With forests and sawmills close to the coast, ships could be built quickly and cheaply—for 30 to 50 percent less than in England. By the 1770s, one out of every three English ships had been built in America.

While self-sufficient plantations defined the social unit in the South, New England's social life centered on the towns. Puritans believed that Christians should form groups united by a church covenant—a voluntary agreement to worship together. The commitment to a church covenant encouraged the development of small towns surrounded by farms.

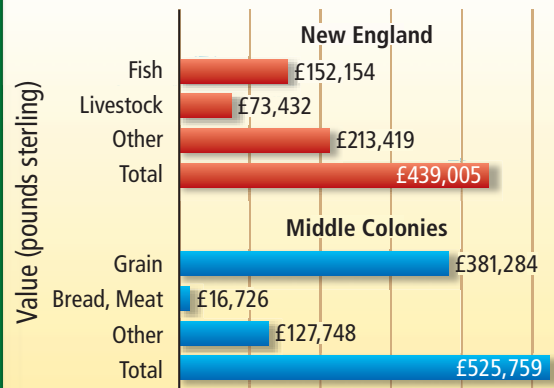


NATIONAL GEOGRAPHIC

New England and the Middle Colonies, c. 1750



Major Colonial Exports, 1768–1772



Source: *Shipping, Maritime Trade and the Economic Development of Colonial America.*

Analyzing GEOGRAPHY

- Place** What products were produced in the Pennsylvania colony?
- Movement** Which product was the most lucrative of all the New England and Middle Colony products?

Life in these small communities revolved around a “town common,” or open public area. The marketplace, school, and “meetinghouse” (or church) bordered the common. Each family had a home lot where they could build a house and storage buildings and plant a garden.

Local Government


In the early days of colonial New England, the General Court appointed town officials and managed the town’s affairs. Over time, however, townspeople began discussing local problems and issues at **town meetings**. These developed into local governments, with landowners holding the right to vote and pass laws. They elected selectmen to oversee town matters and appoint clerks, constables, and other officials. Any resident, however, could attend a town meeting and express an opinion.

Because the settlers in New England, unlike English tenants, were allowed to participate in local government, they developed a strong belief in their right to govern themselves. Town meetings thus helped set the stage for the American Revolution and the emergence of democratic government.

Puritan Society

New England Puritans valued religious devotion, hard work, and obedience to strict rules regulating daily life. Card playing and gambling were banned, and “stage-players” and “mixed dancing” were frowned upon. Watching over one’s neighbors’ behavior, or “holy watching,” was elevated to a religious duty. The Puritans did not lead pleasureless lives, however. They drank rum, enjoyed music, and wore brightly colored clothing.

Puritans also valued education. In 1642 the Massachusetts legislature required parents and ministers to teach all children to read so that they could understand the Bible. Five years later, the legislature ordered towns with at least 50 families to establish an elementary school and those with 100 families or more to set up secondary schools. Soon afterward, other New England colonies adopted similar legislation.

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

Trade and the Rise of Cities

MAIN Idea Cities prospered and grew through trade with England, Africa, and other colonies.

HISTORY AND YOU Does today’s society have distinct social classes? Read on to learn how social classes developed in the colonies.

In the early colonial era, settlers lacked money to invest in local industry. As a result, they had to import most manufactured goods from England. Unfortunately, they produced few goods that England wanted in return.

Triangular Trade

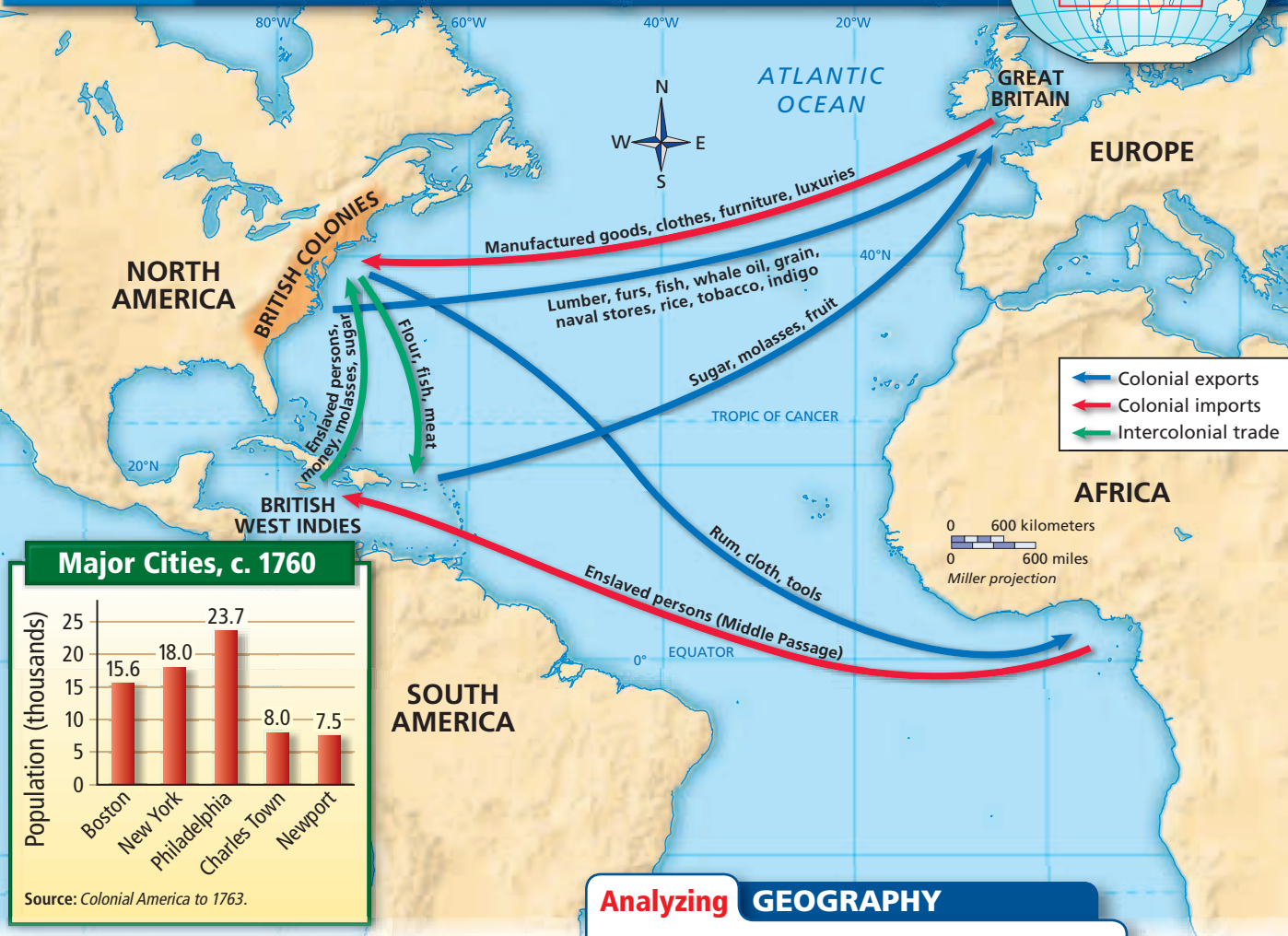
Instead of trading directly with England, colonial merchants developed systems of **triangular trade** involving a three-way exchange of goods. New England merchants, for example, traded fish, lumber, and meat to sugar planters in the Caribbean. In return, they received raw sugar or bills of exchange—credit slips from English merchants. New England merchants would then trade the bills and sugar to English merchants for hardware, linens, and other English goods.

Trade with the Caribbean sugar plantations made many New England merchants rich. With their new wealth, they built factories to refine raw sugar and distilleries to turn molasses into rum. They also traded with the Southern Colonies, exchanging fish, rum, and grain for rice, tobacco, and indigo.

A New Urban Society

The rise of trade caused several Northern ports—including Boston, New York City, and Philadelphia—to grow into cities. In the South, trade made Charles Town, South Carolina, the region’s largest urban center. In all of these cities and others, a new society with distinct social classes developed.

At the top of the social structure were wealthy merchants who controlled the city’s trade. These rich merchants composed a tiny minority. Skilled artisans and their families made up nearly half of the urban population. Artisans were skilled workers such as carpenters, smiths, glassmakers, coopers, bakers, masons, and shoemakers. Alongside the



artisans in social status were innkeepers and retailers who owned their own businesses.

Beneath the artisans in urban society were people without skills or property. Many of these people loaded and serviced ships at the harbor. Others worked as servants. These people made up about 30 percent of urban society. Below them in status were indentured servants and enslaved Africans. Relatively few enslaved people lived in the North. Those who did, however, usually lived in cities, making up between 10 and 20 percent of the population.

Life in the Middle Colonies

The Middle Colonies—Pennsylvania, New York, New Jersey, and Delaware—combined aspects of New England’s economy with that of the South. As in New England, trade led to the rise of large cities along the coast. As in the South, colonists benefited from fertile soil and a long growing season. Farmers produced

Analyzing GEOGRAPHY

- 1. Movement** What commodities were shipped from the colonies to West Africa?
- 2. Human-Environment Interaction** What types of goods did the American colonies export?

abundant crops of rye, oats, barley, potatoes, and especially wheat. And just as the Southern economy was based on exporting cash crops, so too did the Middle Colonies develop an economy with an important cash crop: wheat.

As merchants in the Middle Colonies began selling wheat and flour to colonies in the Caribbean, they benefited from the region’s geography. Three wide rivers—the Hudson, the Delaware, and the Susquehanna—ran deep into the interior, making it easy for farmers to ship their crops to the coast.

In the early and mid-1700s, the demand for wheat soared, thanks to a population explosion in Europe resulting from a decline of disease. Between 1720 and 1770, wheat prices more than doubled, bringing great prosperity.

John Locke

1632–1704

The Glorious Revolution of 1688 set a very important precedent. It suggested that there were times when revolution was justified. In 1690, John Locke, a philosopher allied with those who had overthrown King James II, wrote *Two Treatises of Government* on this topic.

Locke argued that a government's right to rule came from the people. All people, he said, were born with certain natural rights, including the right to life, liberty, and property. To protect their rights, people created government. In effect, they had made a contract—they agreed to obey the government's laws, and the government agreed to protect their rights. If a ruler violated those rights, the people were justified in rebelling.

Locke's ideas greatly influenced the American colonists because they seemed to fit colonial history. The Mayflower Compact, the Fundamental Orders of Connecticut, and other colonial charters were all agreements between the people and their government. When Locke referred to "natural rights" the colonists understood those to be the specific rights of Englishmen set out in such documents as the Magna Carta and the English Bill of Rights. By the 1770s, the American colonies would put these ideas into practice when they launched their own revolution against Britain

According to Locke, what is the source of a government's right to rule?



▼ John Locke wrote *Two Treatises of Government* to justify Parliament's decision to put William and Mary on the throne and require them to accept the English Bill of Rights (shown being presented below).



For an excerpt from the *Second Treatise of Government*, see page R42 in **Documents in American History**.

The wheat boom created a new group of wealthy capitalists who had money to invest in businesses. Industry did not develop on a large scale in the colonial era, but these capitalists did build many large mills near New York and Philadelphia that produced vast quantities of flour for export. Other capitalists in the Middle Colonies established glass and pottery works.

The Imperial System

Mercantilism is an economic theory about the world economy. Mercantilists believed that to become wealthy, a country must acquire gold and silver. A country could do this by selling more goods to other countries than it buys from them. This would cause more gold and silver to flow into the country than flowed out to pay for products from other countries. Mercantilists also argued that a country should be self-sufficient in raw materials. If it had to buy raw materials from another country, gold and silver would flow out to pay for them. Thus to be self-sufficient, a country needed colonies

where raw materials were available. The home country would then buy raw materials from its colonies and sell them manufactured goods in return.

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

The Navigation Acts When Charles II assumed the throne in 1660, he and his advisers were determined to generate wealth for England in America and they established policies based on mercantilist ideas. Beginning in 1660, the king asked Parliament to pass a series

of Navigation Acts that imposed restrictions on colonial trade. These acts required that all goods shipped to and from the colonies be carried on English ships, and listed specific products that could be sold only to England or other English colonies. Many of these goods—including sugar, tobacco, lumber, cotton, wool, and indigo—were the major products that earned money for the American colonies.

Anger at the Navigation Acts encouraged colonists to break the new laws. New England merchants began smuggling goods to Europe, the Caribbean, and Africa in large quantities. In 1686, soon after King James II succeeded his brother Charles, England took decisive action to end the smuggling. Massachusetts, Plymouth, and Rhode Island were merged into a new royal province called the Dominion of New England to be governed by an English governor-general appointed by the king. The following year, Connecticut and New Jersey were added to the Dominion, and by early 1688, New York had been added as well.


King James II appointed Sir Edmund Andros to be the Dominion's first governor-general. Andros became very unpopular because he levied new taxes and rigorously enforced the Navigation Acts. Equally disturbing to Puritans were Andros's efforts to undermine their congregations. For example, he declared that only marriages performed in Anglican churches were legal.

The Glorious Revolution While Andros was angering New England colonists, James II was losing support in England. He offended many by disregarding Parliament, revoking town charters, prosecuting Anglican bishops, and practicing Catholicism.

The birth of James's son in 1688 triggered a crisis. Opponents of James had been content to wait until he died, because they expected his Protestant daughter Mary to succeed him. The son, however, was now first in line for the throne, and would be raised Catholic. To prevent a Catholic dynasty, Parliament invited Mary and her Dutch husband, William of Orange, to claim the throne. James fled in what became known as the Glorious Revolution.

Soon afterward, the colonists ousted Governor-General Andros. William and Mary permitted Rhode Island and Connecticut to resume their previous forms of government, but in 1691 they merged Massachusetts Bay, Plymouth, and Maine into the new royal colony of Massachusetts. The colony was headed by a governor appointed by the king, but the colonists were allowed to elect an assembly.

Before assuming the throne, William and Mary had to swear their acceptance of the **English Bill of Rights**. This document, written in 1689, said monarchs could not suspend Parliament's laws or create their own courts, nor could they impose taxes or raise an army without Parliament's consent. The Bill of Rights also guaranteed freedom of speech within Parliament, banned excessive bail and cruel and unusual punishments, and guaranteed every English subject the right to an impartial jury in legal cases. The ideas in this document would later help shape the American Bill of Rights.

 **Examining** In what ways did the Navigation Acts affect trade in the colonies?

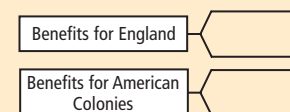
Section 4 REVIEW

Vocabulary

1. Explain the significance of: indentured servant, Nathaniel Bacon, town meeting, triangular trade, mercantilism, English Bill of Rights.

Main Ideas

- 2. Explaining** How did the development of cash crops in the Southern colonies encourage the trade in enslaved people?
- 3. Identifying** How did Puritan ideals lead to the development of town meetings?
- 4. Analyzing** How did life in the Middle Colonies differ from life in the Southern Colonies?
- 5. Categorizing** Complete a graphic organizer similar to the one below by filling in the benefits of mercantilism.



Critical Thinking

- 6. Big Ideas** What role did geography play in developing different economies in the colonies?
- 7. Analyzing Visuals** Study the bar graph showing the populations of major colonial cities on page 39 and the product map and graph on page 37. Why do you think Philadelphia was the largest city at this time?

Writing About History

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

History ONLINE

Study Central To review this section, go to glencoe.com and click on Study Central.

Section 5

A Diverse Society

Guide to Reading

Big Ideas

Trade, War, and Migration

Immigrants from Europe and those brought by force from Africa greatly increased the population of the American colonies in the 1700s.

Content Vocabulary

- slave code (p. 44)
- rationalism (p. 45)
- pietism (p. 47)
- revival (p. 47)

Academic Vocabulary

- contract (p. 43)
- widespread (p. 47)

People and Events to Identify

- Cotton Mather (p. 42)
- Stono Rebellion (p. 45)
- John Locke (p. 46)
- Baron Montesquieu (p. 47)
- Jonathan Edwards (p. 47)
- George Whitefield (p. 47)

Reading Strategy

Categorizing Complete a graphic organizer similar to the one below by identifying why immigrants settled in the colonies.

Group	Where They Settled	Reasons for Immigrating
Germans		
Scots-Irish		
Jews		

The American colonies experienced rapid growth through natural increase and immigration. The importation of enslaved Africans continued even as colonists engaged in philosophical and religious discussions about the rights of individuals.

Colonial America Grows

MAIN Idea The American colonies experienced tremendous growth due to high birth rates, long life spans, and immigration.

HISTORY AND YOU Do you remember getting vaccinated against certain diseases? Read to find out how inoculation was introduced in the colonies.

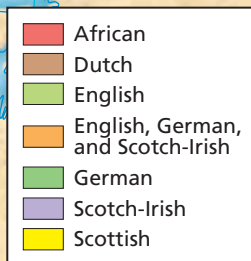
The population of the American colonies grew rapidly in the eighteenth century. A major factor was the era’s high birth rate. Most women married in their early twenties, typically to men about the same age. On average, colonial women gave birth to seven children, although giving birth to twice that number of children was not uncommon. Between 1640 and 1700, the colonial population increased from 25,000 to more than 250,000. In the 1700s the population doubled every 25 years. By the time of the American Revolution, the colonial population had reached roughly 2.5 million.

An important factor in population growth was improved housing and sanitation. Although women often died in childbirth, many adults lived into their early sixties. Contagious diseases, however, such as typhoid fever, tuberculosis, cholera, diphtheria, and scarlet fever, continued to ravage residents in colonial cities.

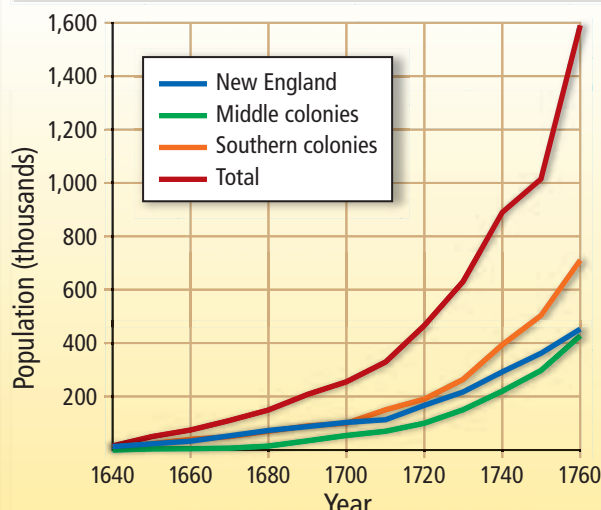
When an epidemic of deadly smallpox swept through Boston in 1721, Reverend **Cotton Mather**, a Puritan leader, promoted “the new Method used by the Africans and Asiaticks, to prevent and abate the Dangers of the Small-Pox.” This method, inoculation, proved highly successful. Of 6,000 people who were not inoculated and caught smallpox, about 900, or 15 percent, died. In contrast, only 6 of the 241 people who received inoculation died of the disease.

Immigration

Immigration also contributed to population growth. Some 300,000 European immigrants arrived between 1700 and 1775. Most settled in the Middle Colonies, especially eastern Pennsylvania. Many others headed to the frontier, where land was free, and settled in the backcountry of Pennsylvania and the colonial South. At the same time, traders brought large numbers of enslaved Africans to America, mostly to the Southern Colonies.



Colony Growth, 1640–1760



Source: Historical Statistics of the United States.

Analyzing GEOGRAPHY

- Place** In which colonies was there a high concentration of Dutch people?
- Movement** Which colonial region saw the greatest increase in population during this period?

In 1683 German Mennonites had come to Pennsylvania to escape religious wars at home, and by the early 1700s, a large wave of German immigration had begun. By 1775, more than 100,000 Germans lived in the colony, making up about one-third of the population. Most were farmers.

The Scots-Irish were descendants of the Scots who had helped England claim control of Northern Ireland. Beginning in 1717, rising taxes, poor harvests, and religious persecution convinced many to flee Ireland. An estimated 150,000 Scots-Irish came to the American colonies between 1717 and 1776. Most headed for the western frontier, settling in the back-country of Pennsylvania and the South.

Jews seeking religious tolerance also began moving to America in colonial times. In 1654 a

small group of Portuguese Jews arrived in New York, which was then called New Amsterdam. There they founded one of the first synagogues in North America. By 1776, approximately 1,500 Jews lived in the colonies.

Women

Women did not have equal rights in colonial America. In the early colonial era, married women could not own property or make **contracts** or wills. Husbands were the sole guardians of the children and were allowed to physically discipline both them and their wives. Single women and widows, however, had more rights. They could own property, file lawsuits, and run businesses.

By the 1700s, the status of married women had improved. In most colonies, for example, a husband could not sell or mortgage his land without his wife's signature on the contract. Despite legal limitations, many women worked outside the home.

Africans in the Colonies

For Africans, the voyage to America usually began with a forced march to the West African coast, where they were traded to Europeans, branded, and crammed onto ships. Chained together in the ships' filthy holds for more than a month, they were given minimal food and drink. Those who died or became sick were thrown overboard.

Historians estimate that between 10 and 12 million Africans were enslaved and sent to the Americas between 1450 and 1870. On the way, roughly 2 million died at sea. Of the 8 to 10 million Africans who reached the Americas, approximately 3.6 million went to Portuguese Brazil and another 1.5 million went to the Spanish colonies. The British, French, and

Dutch colonies in the Caribbean imported nearly 3.7 million others to work on their plantations. Approximately 500,000 Africans were transported to British North America.

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

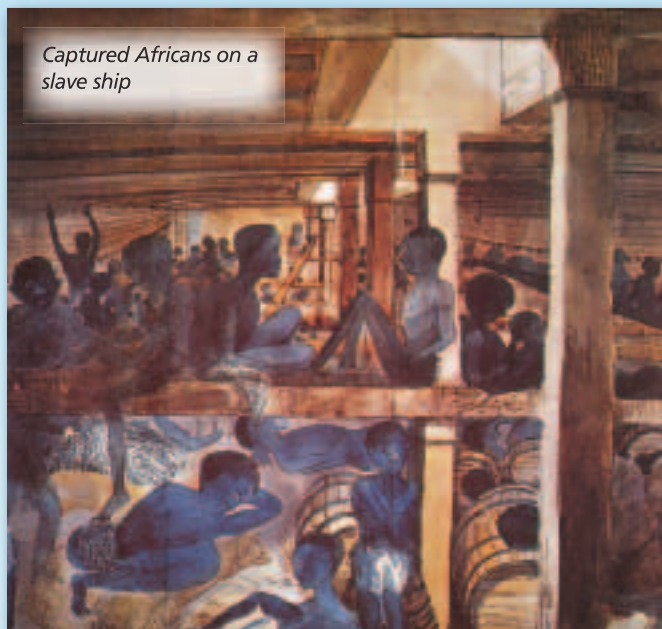
At first, enslaved Africans could obtain their freedom by converting to Christianity. To many English settlers, enslaving Africans was acceptable, not because they were not white, but because they were not Christian. Over time, as the number of Africans increased, their status changed. By the 1660s, new laws changed slavery into a hereditary system based on race.

Finally, in 1705 Virginia created a **slave code**—a set of laws defining the relationship between enslaved people and free people. Other colonies followed suit. Enslaved persons

PRIMARY SOURCE

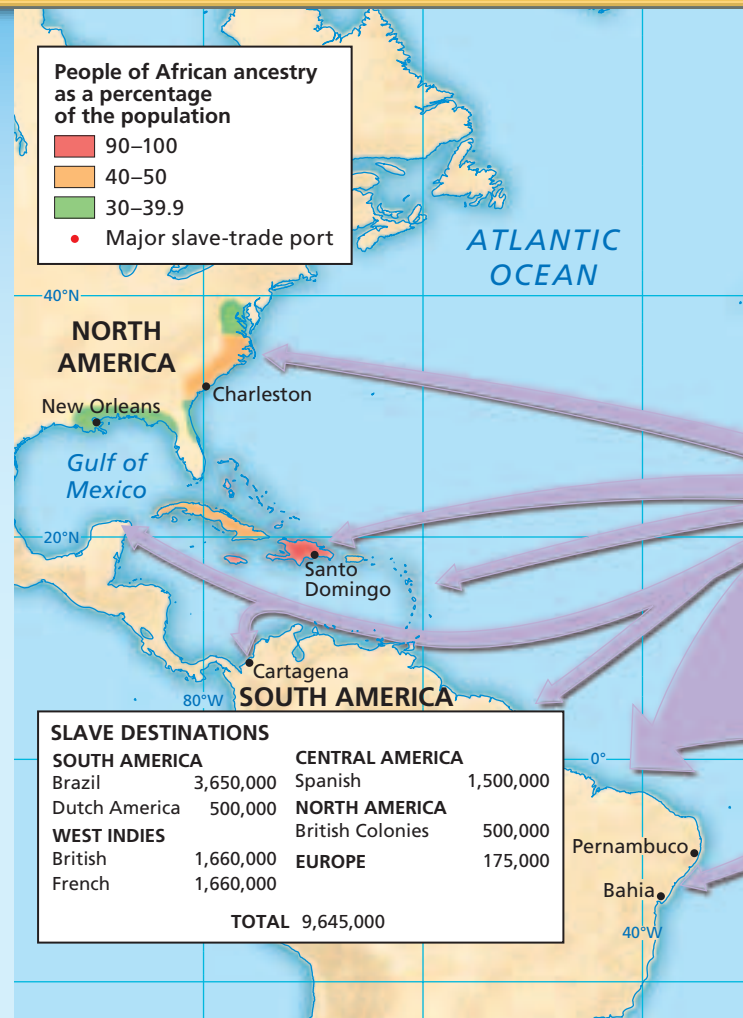
The Atlantic Slave Trade

In 1619 the first Africans arrived in the English colonies, beginning the brutal African slave trade. After a nearly fatal voyage across the Atlantic, known as the Middle Passage, under stifling, dirty, and crowded conditions, those starved and exhausted Africans who managed to survive were sold in markets or at auction.



Captured Africans on a slave ship

The Granger Collection, New York



could not own property, testify against whites in court, move about freely, or assemble in large numbers. By the early 1700s, slavery had become generally accepted in colonial society. By 1775, roughly 20 percent of the colonial population was of African heritage.

No group in the American colonies endured lower status or more hardship than enslaved Africans. Most lived on Southern plantations, where they worked long days and were beaten and branded by planters. Planters also controlled enslaved Africans by threatening to sell them away from their families.

Family and religion helped the enslaved Africans maintain their dignity. Some resisted by escaping to the North; others refused to work hard or broke or lost their tools. In 1739 a group of Africans living near the Stono River in South Carolina rebelled against their white overseers and tried to escape to Spanish Florida. The militia quickly ended the **Stono Rebellion**, which took the lives of 21 whites and 44 Africans.

Reading Check **Summarizing** In what ways did enslaved people resist their enslavement?

New Ideas

MAIN Idea The ideas of the Enlightenment and the Great Awakening made the colonists question their role as subjects of the English monarchy.

HISTORY AND YOU Have you ever read a book that changed the way you thought about a subject? Read how two cultural developments influenced American colonists.

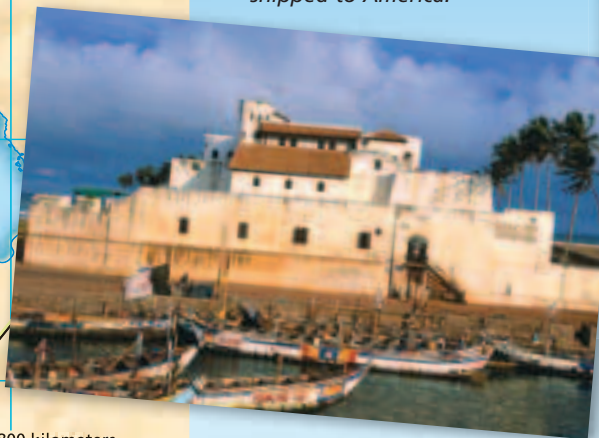
During the 1700s the English colonies came under the influence of the Enlightenment and the Great Awakening. The first championed human reason, while the second stressed a new personal relationship with God.

The Enlightenment

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



▼ In West Africa, the Castle of St. George held captured Africans until they were shipped to America.



▲ Most enslaved Africans spent their lives at hard agricultural labor or as domestic house slaves.

Analyzing VISUALS

- Specifying** About how many captured Africans were taken to the British colonies in North America?
- Explaining** Why do you think so many people died during the Middle Passage?

John Locke One of the earliest and most influential Enlightenment writers was **John Locke**. His contract theory of government and natural rights profoundly influenced the thinking of American political leaders. In his work *Two Treatises of Government*, Locke attempted to use reason to discover natural laws that applied to politics and society:

PRIMARY SOURCE

"123. If man in the state of nature be so free . . . why will he part with his freedom? . . . [T]he enjoyment of the property he has in this state is very unsafe, very unsecure. This makes him willing . . . to join in society with others . . . for the mutual preservation of their lives, liberties and estates. . . .

192. For no government can have a right to obedience from a people who have not freely consented to it; which they can never be supposed to do till . . .

they are put in a full state of liberty to choose their government. . . ."

—from *Two Treatises of Government*

Equally important was Locke's *Essay on Human Understanding*. In this work he argued that, contrary to what Christianity taught, people were not born sinful. Instead, their minds were blank slates that could be shaped by society and education, making people better. These ideas, that all people have rights and that society can be improved, became core beliefs in American society.

Rousseau and Montesquieu French thinker Jean Jacques Rousseau carried Locke's ideas further. In *The Social Contract*, he argued that a government should be formed by the consent of the people, who would then make

PRIMARY SOURCE

The Trial of John Peter Zenger, 1735

In 1733 John Peter Zenger began printing the *New York Weekly Journal*, a newspaper highly critical of New York Governor William Cosby. Unable to identify the anonymous writers and publisher, Cosby ordered Zenger's arrest for printing libel. The jury found Zenger not guilty. In doing so, the jury engaged in "jury mollification." Zenger was clearly guilty—but the jury, in effect, decided the law itself was wrong and refused to convict Zenger.



▲ The Zenger case established a precedent for a free press in the colonies, and later in the United States.

In his summation to the jury, Zenger's attorney Andrew Hamilton compared free speech and free press to freedom of religion and noted that liberty depends upon the ability to publish criticisms of the government:

PRIMARY SOURCE

". . . we well know that it is not two centuries ago that a man would have been burnt as an heretic for owning such opinions in matters of religion as are publicly wrote and printed at this day. . . . I think it is pretty clear that in New York a man may make very free with his God, but he must take special care what he says of his governor.

It is agreed upon by all men that this is a reign of liberty, and while men keep within the bounds of truth I hope they may with safety both speak and write their sentiments of the conduct of men in power. I mean of that part of their conduct only which affects the liberty or property of the people under their administration; were this to be denied, then the next step may make them slaves; For what notions can be entertained of slavery beyond that of suffering the greatest injuries and oppressions without the liberty of complaining, or if they do, to be destroyed, body and estate, for so doing?"

—from *A Brief Narrative of the Case and Trial of John Zenger*

DBQ

Document-Based Questions

- 1. Interpreting** What point is Hamilton making when he says that "a man may make very free with his God," but must be careful about what he says about the governor?
- 2. Identifying Central Issues** What does Hamilton say will happen if people are not allowed to express their opinions about those in the government?

their own laws. Another influential writer was **Baron Montesquieu**. In his work, *The Spirit of Laws*, Montesquieu suggested that there were three types of political power—executive, legislative, and judicial. These powers should be separated into different branches to protect people’s liberty:

PRIMARY SOURCE

“In order to have this liberty, it is necessary the government be so constituted as one man need not be afraid of another.

When the legislative and executive powers are united in the same body of magistrates, there can be no liberty. . . .

Again, there is no liberty, if the judiciary be not separated from the legislative and executive power. Were it joined with the legislative, the life and liberty of the subject would be exposed to arbitrary control, for the judge would be then the legislator. Were it joined to the executive power, the judge might behave with violence.”

—from *The Spirit of the Laws*

Montesquieu’s ideas were widely debated. They had a great influence on the leaders who wrote the United States Constitution.

The Great Awakening

While some Americans turned away from a religious world view, others renewed their Christian faith. Many Americans embraced a European religious movement called **pietism**, which stressed an individual’s piety (devoutness) and an emotional union with God. Throughout the colonies, ministers held **revivals**—large public meetings for preaching and prayer. This **widespread** resurgence of religious fervor became known as the Great Awakening.

In 1734 a Massachusetts preacher named **Jonathan Edwards** helped launch the Great Awakening. In powerful, terrifying sermons, he referred to the “fearful and angry God” and argued that a person had to repent and convert. His emotional, as opposed to rational, style of preaching was typical of the fervor of the Great Awakening. **George Whitfield**, an Anglican minister from England, also attracted and inspired many listeners.

The Great Awakening peaked around 1740. Many churches split into factions called the New Lights and the Old Lights. Those who embraced the new ideas—including Baptists, some Presbyterians and Congregationalists, and a new group called Methodists—won many converts, while traditional churches lost members.

In the South, the Baptists gained a strong following among poor farmers. Baptists also welcomed Africans at their revivals and condemned slavery. Despite violent attempts by planters to break up Baptist meetings, about 20 percent of Virginia’s whites and thousands of enslaved Africans had become Baptists by 1775.

The Enlightenment and the Great Awakening had different origins, but both profoundly affected colonial society. The Enlightenment provided arguments against British rule. The Great Awakening undermined allegiance to traditional authority.

Reading Check **Determining Cause and Effect** Why did the Great Awakening cause division in established churches?

Section 5 REVIEW

Vocabulary

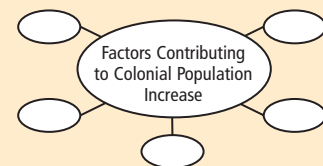
1. **Explain** the significance of: Cotton Mather, slave code, Stono Rebellion, rationalism, John Locke, Baron Montesquieu, pietism, revival, Jonathan Edwards, George Whitefield.

Main Ideas

2. **Describing** What was slavery like in the early colonies?
3. **Identifying** What are two beliefs of John Locke that later became core American values?

Critical Thinking

4. **Big Ideas** What factors and motivations brought people to the American colonies in the 1700s?
5. **Organizing** Use a graphic organizer similar to the one below to explain the reasons for the population increase in the colonies in the 1700s.



6. **Analyzing Visuals** Examine the map on pages 44–45. In which area of the Americas did African Americans become the greatest percentage of the population?

Writing About History

7. **Persuasive Writing** Suppose that you are a German immigrant to the colonies in 1725. Write a letter to relatives in Germany explaining what your life in the colonies has been like and encouraging them to join you.

History ONLINE

Study Central To review this section, go to glencoe.com and click on Study Central.



You can study anywhere, anytime by downloading quizzes and flashcards to your PDA from glencoe.com.

Causes of European Exploration

- The Crusades broaden European horizons and stimulate interest in luxury goods from Asia.
- The rise of towns and the growth of the merchant class enrich monarchs and make them less dependent on the nobility.
- Monarchs want to find trade routes to Asia, by passing Italy and the Muslim states.
- The Renaissance promotes a scientific view of the world.
- New technologies like the compass and astrolabe make sea exploration possible.



▲ The English founded their first permanent colony in North America at Jamestown in 1607.



▲ Trading ships like these vessels of the Dutch East India Company carried goods around the world.

Causes of English Colonization

- The wealth Spain acquired from conquering the Aztec and mining gold encourages others to consider creating colonies.
- The Protestant Reformation in England leads to the rise of Puritans who are persecuted by the English government, as are Catholics and others who disagree with the Anglican Church.
- Puritans, Catholics, and other religious dissenters, such as the Quakers, seek religious freedom by migrating to America.
- The growth of trade and the rising demand for English wool leads to landowners evicting peasants so as to raise sheep. Some of the peasants migrate to America to escape poverty and obtain land.

Effects of European Colonization

- Europeans explore West Africa; they begin enslaving Africans and forcing them to work on sugarcane plantations.
- European explorers land in the Americas, map the eastern coastline, and begin exploring the interior.
- Beginning with Cortés, Spanish conquistadors conquer Mexico, Peru, and the Maya people of Central America.
- An exchange of plants, animals, goods, and ideas begins between Europe and the Americas; European diseases devastate Native American populations; American diseases spread to Europe.
- Spain establishes colonies in the Caribbean; France establishes colonies along the St. Lawrence River; England establishes colonies along the east coast, from Massachusetts to Georgia.
- Cash crops, such as rice, tobacco, and sugarcane allow Southern Colonies to flourish; they also lead to the rise of the slave trade.
- Triangular trade allows northern American colonies to prosper and leads to the rise of cities along the American East Coast.



▲ In the South, a plantation economy developed in which many planters grew rich exporting their cash crops to Britain.

STANDARDIZED TEST PRACTICE

TEST-TAKING TIP

When possible, depending on the form of the test, underline or circle key words in the question stem so that you know what to focus on as you read the answer choices. For example, some questions ask for a specific number of items in an answer.

Reviewing Vocabulary

Directions: Choose the word or words that best complete the sentence.

- The Aztec demanded _____ from the areas they conquered.
 - praise
 - maize
 - silver
 - tribute
- Because Pennsylvania was owned by William Penn, it was considered
 - a charter colony.
 - a joint-stock company.
 - a proprietary colony.
 - part of the headright system.
- Individuals who signed contracts to cover the cost of transportation to the colonies were called
 - serfs.
 - indentured servants.
 - mercantilists.
 - subsistence farmers.
- The Enlightenment encouraged a renewed emphasis on logic called
 - pietism.
 - mercantilism.
 - activism.
 - rationalism.

Reviewing Main Ideas

Directions: Choose the best answer for each of the following questions.

Section 1 (pp. 4–11)

- Which of the following was a feature of the Mississippian culture?
 - ocean-going canoes
 - pyramids
 - pueblos
 - giant basalt sculptures
- The Iroquois Confederacy was formed to
 - stop the constant warfare.
 - unite against the English.
 - better compete with the Algonquian peoples.
 - invade the Great Lakes region.

Section 2 (pp. 14–23)

- The Treaty of Tordesillas established which of the following?
 - European Christians would fight the Crusades to retake holy places from Muslims in the Middle East.
 - Spain, Portugal, England, and France would all have equal rights to colonies in the Americas.
 - The Aztec would surrender their lands and possessions to Hernán Cortés and the rulers of Spain.
 - Spain would control everything west of a line of demarcation; Portugal would control everything to the east.

Need Extra Help?

If You Missed Questions . . .	1	2	3	4	5	6	7
Go to Page . . .	6	32–33	32–33	45–46	8	11	18

GO ON 

Chapter 1

Section 3 (pp. 24–33)

8. The Reformation encouraged the creation of English colonies because
- A the English monarchs wanted to banish all non-Anglicans.
 - B new religious groups sought religious freedom outside of England.
 - C Protestants wanted land for new churches.
 - D Martin Luther told his followers to leave their homes and start new lives.
9. In Roger Williams's colony of Rhode Island,
- A only Puritans could worship publicly.
 - B the government controlled all aspects of daily life.
 - C different religious practices were tolerated.
 - D Native Americans were assimilated into English culture.

Section 4 (pp. 34–41)

10. Bacon's Rebellion began because
- A farmers wanted to take more land from Native Americans.
 - B farmers were tired of paying high taxes.
 - C farmers were not allowed to serve in the House of Burgesses.
 - D farmers wanted to acquire enslaved Africans.

Section 5 (pp. 42–47)

11. Why did slavery slowly develop in the colonies?
- A English law made it illegal to enslave colonists.
 - B King Charles II granted a charter that encouraged the slave trade in the colonies.
 - C Africans were allowed to sue for their freedom.
 - D English law did not allow slavery in the colonies.
12. In the 1700s the English colonies were affected by a resurgence of religious zeal known as
- A the Enlightenment.
 - B the Glorious Revolution.
 - C the Renaissance.
 - D the Great Awakening.

Need Extra Help?

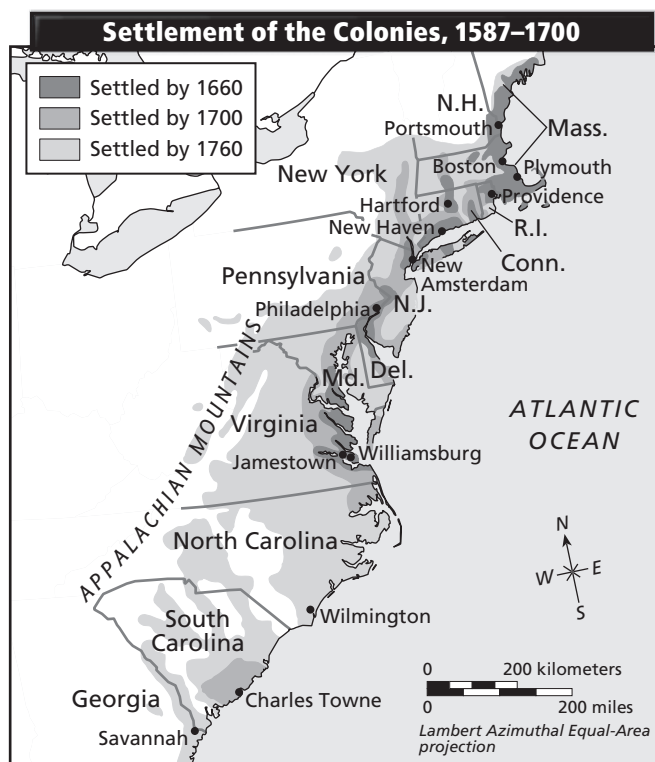
If You Missed Questions . . .	8	9	10	11	12	13	14
Go to Page . . .	24–25	30	36	44–45	47	4–11	32

Critical Thinking

Directions: Choose the best answers to the following questions.

13. The geography of the region in which they lived affected how Native American groups
- A developed language.
 - B gathered their food.
 - C governed themselves.
 - D conducted trade.

Base your answers to question 14 on the map below and on your knowledge of Chapter 1.



14. Which of the following colonies had the largest settled areas by 1660?
- A Massachusetts
 - B North Carolina
 - C New Hampshire
 - D Virginia

GO ON

15. Which of the following is true about the early colonies of Jamestown and Plymouth?
- A They were started by people interested in establishing a new nation.
 - B Disease caused a huge loss of life.
 - C Tobacco was the primary source of income.
 - D They were started by religious separatists.

Analyze the painting and answer the questions that follow. Base your answers on the painting and on your knowledge of Chapter 1.



16. In this painting, William Penn is most likely
- A asking Native Americans for permission to take over Pennsylvania.
 - B telling Native Americans in Pennsylvania about the benefits of being Quakers.
 - C explaining to Native Americans in Pennsylvania that he was their new king.
 - D signing a treaty with Native Americans who lived in Pennsylvania.
17. The overall mood of the subjects in the painting is
- A tense and suspicious.
 - B friendly and open.
 - C jolly and laughing.
 - D angry and ranting.

Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow the document.

In 1519 conquistador Hernán Cortés and his soldiers conquered the Aztec and entered their capital, Tenochtitlán. The following excerpt is from an Aztec account of the event:

"When the Spaniards were installed in the palace, they asked Motecuhzoma [Montezuma] about the city's resources and reserves. . . . They questioned him closely and then demanded gold. Motecuhzoma guided them to it. . . . When they arrived at the treasure house called Teucalco, the riches of gold and feathers were brought out to them. . . . Next they went to Motecuhzoma's storehouse, in the place called Totocalco, where his personal treasures were kept. The Spaniards grinned like little beasts and patted each other with delight. When they entered the hall of treasures, it was as if they had arrived in Paradise. They searched everywhere and coveted everything; they were slaves to their own greed. . . . They seized these treasures as if they were their own, as if this plunder were merely a stroke of good luck."

—quoted in *The Broken Spears: The Aztec Account of the Conquest of Mexico*

18. How does the author of this account characterize the Spanish?
19. What is the overall tone of this account?

Extended Response

20. The Spanish, English, and French who settled in the Americas each related to or treated the native peoples they encountered differently. Write an expository essay comparing and contrasting how each of the three groups generally interacted with Native Americans. In your essay, include an introduction and at least three paragraphs to describe the various relationships with supporting details from Chapter 1.

STOP

History ONLINE

For additional test practice, use Self-Check Quizzes—Chapter 1 at glencoe.com.

Need Extra Help?

If You Missed Questions . . .	15	16	17	18	19	20
Go to Page . . .	24–33	R18	R18	R1	R1	14–23