

UNIT 2

Colonial Settlement

1587–1770

Why It Matters

As you study Unit 2, you will learn that in the 1600s and 1700s the English established colonies in the Americas—some for profit and others by religious groups seeking freedom. In time, a distinctly new American society emerged.

Primary Sources Library

See pages 594–595 for primary source readings to accompany Unit 2.

 Use the **American History**

Primary Source Document Library

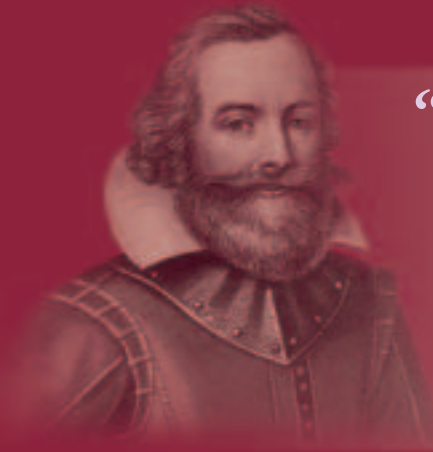
CD-ROM to find additional primary sources about the European colonies.



Pewter pitcher,
Plymouth plantation



*Signing the
Mayflower Compact* by
Edward Percy Moran



“The Indians brought us great store both of Corne and bread ready made. . . .”

— John Smith, 1608



CHAPTER 3

Colonial America

1587–1770

Why It Matters

The early North American colonies were a meeting place of cultures. The Europeans who settled these colonies included Protestants, Catholics, and Jews.

The Impact Today

The colonies influenced values and beliefs many Americans cherish today. For example:

- Many people still come to the Americas in search of economic opportunity and religious freedom.
- Representative government remains an important part of the American political system.



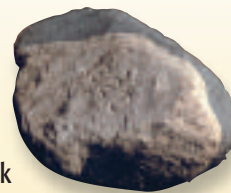
The American Republic to 1877 Video The chapter 3 video, “The Lost Colony,” examines the colony of Roanoke and how conditions were much harsher than settlers were led to believe.

1607

- English establish first permanent settlement at Jamestown

1620

- Pilgrims land at Plymouth Rock



1630

- Puritans begin settling Massachusetts Bay



The
Americas

1550

1588

- England defeats Spanish Armada

1600

c. 1605

- Shakespeare writes *King Lear*



1650

1660

- King Charles II is restored to the English throne



World

FOLDABLES™

Study Organizer

Comparison Study Foldable When you group facts into categories, it is easier to make comparisons. Make this foldable to compare and contrast the 13 colonies and their regions.

Step 1 Collect 7 sheets of paper and place them about $\frac{1}{2}$ inch apart.



Keep the edges straight.

Step 2 Fold up the bottom edges of the paper to form 14 tabs.



This makes all tabs the same size.

Step 3 When all the tabs are the same size, crease the paper to hold the tabs in place and staple the sheets together. Label each tab with the name of a colony and color-code each region.

The Thirteen Colonies	
Massachusetts	Northern
New Hampshire	
Rhode Island	Middle
Connecticut	
New York	Middle
Delaware	
New Jersey	Middle
Pennsylvania	
Virginia	Southern
Maryland	
North Carolina	Southern
South Carolina	
Georgia	Southern

Staple together along the fold.

Reading and Writing As you read, write what you learn about each of the 13 colonies under each tab and compare the colonies.



Pilgrims Going to Church by George Boughton George Boughton painted many scenes about American colonial life.



1675
• King Philip's War begins

1718
• French establish port of New Orleans

1769
• Mission of San Diego founded

1763
• British tighten enforcement of Navigation Acts



HISTORY
Online

Chapter Overview
Visit tarvo1.glencoe.com and click on **Chapter 3—Chapter Overviews** to preview chapter information.

CLICK HERE

1700

1750

1670
• Alafin Ajagbo founds Oyo Empire in Nigeria

1702
• England and France go to war

SECTION 1 Early English Settlements

Guide to Reading

Main Idea

Jamestown became the first successfully established English colony in North America.

Key Terms

charter, joint-stock company, burgesses

Reading Strategy

Organizing Information As you read Section 1, re-create the diagram below and describe the economy and government of Jamestown.

Jamestown	Description
Economy	
Government	

Read to Learn

- what crop saved the people of Jamestown.
- how the colonists received political rights.

Section Theme

Economic Factors Many settlers journeyed to America with the hope of making a fortune.

Preview of Events



English soldier's helmet, Jamestown

A European Story

In the summer of 1588, Spanish warships sailed toward the coast of England. King Philip II of Spain had sent the armada, or war fleet, of 132 ships to invade England. With 30,000 troops and 2,400 guns, the Spanish Armada was the mightiest naval force the world had ever seen. Yet the smaller, swifter English ships won the battle. The Spanish Armada fled north to Scotland, where violent storms destroyed and scattered the fleet. Only about one-half of the Spanish ships straggled home.

England in America

England and Spain had been heading toward war for years. Trading rivalry and religious differences divided the two countries. King Philip II, who ruled Spain from 1556 to 1598, was a powerful monarch and a strong defender of the Catholic faith. He wanted to put a Catholic ruler on the throne of England and bring the country back to the Catholic Church. King Philip did not consider Queen Elizabeth, a Protestant, the rightful ruler of England.

Attacks on Spanish ships and ports by such English adventurers as **Sir Francis Drake** angered Philip. He thought that Queen Elizabeth should punish Drake for his raids. Instead, she honored Drake with a knighthood. Philip sent the Spanish Armada to conquer England—but it failed completely.

Although war between England and Spain continued until 1604, the defeat of the armada marked the end of Spanish control of the seas. Now the way was clear for England and other nations to start colonies in North America.

The Lost Colony of Roanoke

The English had made several attempts to establish a base on the other side of the Atlantic before their victory over Spain. In 1583 **Sir Humphrey Gilbert** claimed Newfoundland for Queen Elizabeth. Then he sailed south along the coast looking for a place to establish a colony. Before finding a site, he died at sea.

The following year, Queen Elizabeth gave **Sir Walter Raleigh** the right to claim land in North America. Raleigh sent an expedition to look for a good place to settle. His scouts returned with an enthusiastic report of **Roanoke Island**, off the coast of present-day North Carolina.

In 1585 Raleigh sent about 100 men to settle on Roanoke Island. After a difficult winter on the island, the unhappy colonists decided to return to England. In 1587 Raleigh tried again, sending 91 men, 17 women, and 9 children to Roanoke. **John White**, a mapmaker and artist, led the group. Shortly after arriving on the island, White's daughter gave birth. This baby, named Virginia Dare, was the first English child born in North America. White explored the area and drew pictures of what he saw. He and other explorers described the towns of the Native Americans who lived in the area:

“Their towns are small and few . . . a village may contain but ten or twelve houses—some perhaps as many as twenty. . . .”

The new settlers began building a colony. They needed many supplies, however, and White sailed to England for the supplies and to

recruit more settlers. Although he had hoped to be back within a few months, the war with Spain delayed his return for nearly three years.

When White finally returned to Roanoke, he found it deserted. The only clue to the fate of the settlers was the word *Croatoan* carved on a gatepost. White thought the colonists must have gone to Croatoan Island, about 50 miles to the south. Bad weather kept White from investigating. The Roanoke colonists were never seen again.

 **Reading Check** **Describing** Why did Raleigh choose Roanoke as the site for the colony?

Jamestown Settlement

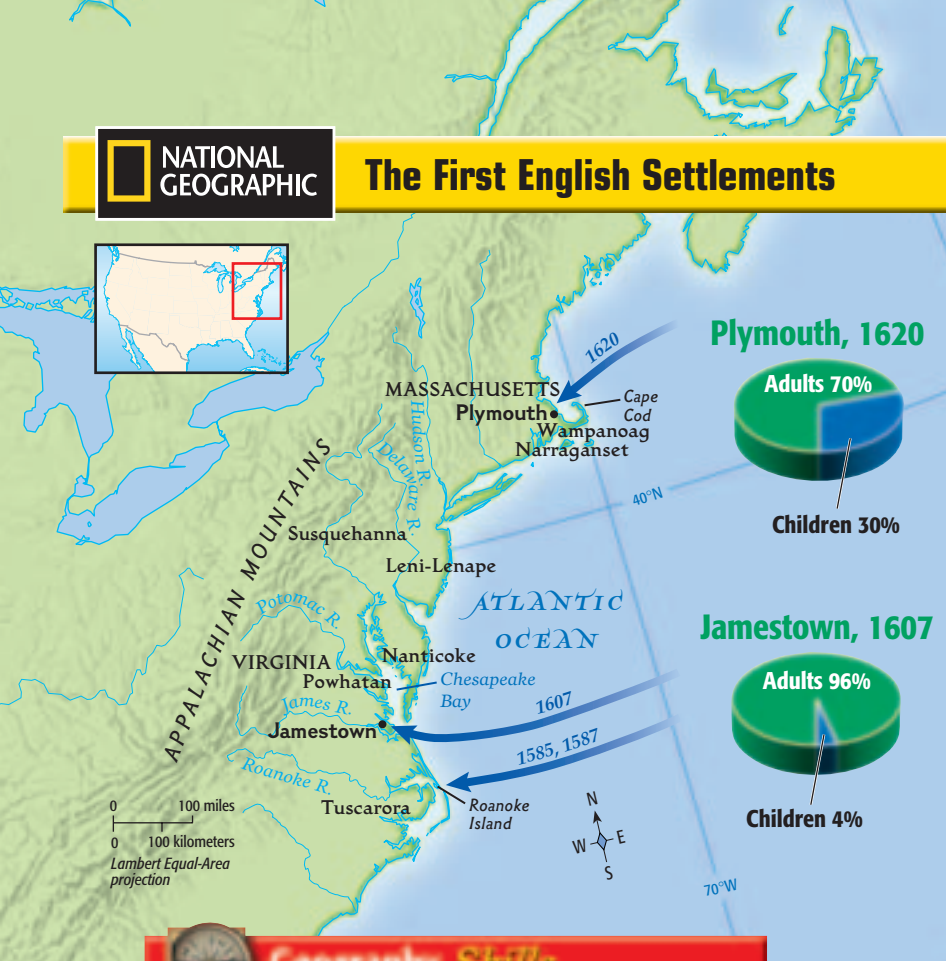
Roanoke was Sir Walter Raleigh's last attempt to establish a colony. For a time his failure discouraged others from planning English colonies in North America. However, the idea emerged again in 1606. Several groups of merchants sought **charters**, the right to organize settlements in an area, from King James I.

The Virginia Company

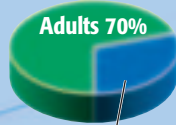
One group of merchants, the Virginia Company of London, received a charter to “make habitation . . . into that part of America, commonly called Virginia.” The Virginia Company was a **joint-stock company**. Investors bought stock, or part ownership, in the company in return for a share of its future profits.

The company acted quickly. In December 1606, it sent 144 settlers in 3 ships to build a new colony in North America. The settlers were supposed to look for gold and attempt to establish trade in fish and furs. Forty of them died during the voyage.

In April 1607, the ships entered **Chesapeake Bay** and then sailed up a river flowing into the bay. The colonists named the river the James and their new settlement **Jamestown** to honor their king. The settlers built Jamestown on a peninsula so they could defend it from attack. The site had major drawbacks, however. The swampy land swarmed with mosquitoes that carried disease. Jamestown also lacked good farmland.



Plymouth, 1620



Children 30%

Jamestown, 1607



Children 4%

explored the area, and managed to get corn from the local Native Americans led by Chief Powhatan. In August 1609, 400 new settlers arrived. Two months later, John Smith returned to England. Without strong leadership, the colony could not feed so many people. The winter of 1609–1610 became known as “the starving time.” Fighting broke out with the Native Americans. When more settlers arrived in the spring they found only 60 survivors.

Economics

Farming the Land

Although the Virginia colonists did not find any gold or silver, they did discover another way to make money for the investors. One colonist, **John Rolfe**, learned to grow a type of tobacco using seeds from the West Indies. The first crop was sold in England in 1614. Soon planters all along the James River were raising tobacco, and the colony of Virginia began to prosper and grow. Relations with the Native Americans also improved after Rolfe married **Pocahontas**, the daughter of Chief Powhatan.

In 1614 some of the colonists were allowed to rent plots of land. Most of what they grew on their plots was their own. This move toward private ownership encouraged the colonists to grow food crops to sell—and work harder. One of the colonists explained that the colonists often avoided work when

“our people were fed out of the common store, and labored jointly together.”

Now that the colonists could farm their own land and operate for profit in a competitive system, they made greater efforts to succeed.



Pocahontas

Geography Skills

Many Native American groups lived near the first English settlements in the late 1500s and early 1600s.

- 1. Location** Which colony was located farthest north?
- 2. Location** Which Native American groups lived nearest to the Jamestown colonists?

The colonists faced more hardships over the next several months. Many of them were not accustomed to hard labor. Because the London investors expected a quick profit from their colony, the settlers searched for gold and silver when they should have been growing food. In addition, disease and hunger took a huge toll on the colonists. By spring 1608, when ships arrived with supplies and more settlers, only 38 of the Jamestown colonists remained alive.

Captain John Smith

Governing Jamestown was perhaps the biggest obstacle the colonists faced. The colony survived its first two years because of 27-year-old **Captain John Smith**, an experienced soldier and explorer. Smith forced the settlers to work,

Private land ownership was expanded in 1618. All the colonists who had paid their own way to America were granted 100 acres of land. In order to attract more colonists, the company gave a land grant called a **headright** of 50 acres to those who paid their own way. A settler also received 50 acres for each family member over 15 years of age and for each servant brought to Virginia. This system convinced thousands of people to move to Virginia.

Citizenship

Representative Government

At first nearly all of Jamestown's settlers were men. They worked for the Virginia Company and lived under strict rules. As the colony grew, the settlers complained about taking orders from the Virginia Company in London. In 1619 the company agreed to let the colonists have some say in their government. Ten towns in the colony each sent two representatives called **burgesses** to an assembly. The assembly had the right to make local laws for the colony. On July 30, 1619, the **House of Burgesses** met for the first time in a church in Jamestown.

New Arrivals in Jamestown

In 1619 the Virginia Company sent 90 women to Jamestown. As a company report noted: "The plantation can never flourish till families be

planted, and the respect of wives and children fix the people on the soil." Colonists who wanted to marry one of the women had to pay a fee of 120 pounds of tobacco. Men still outnumbered women in the colony, but marriage and children became a part of life in Virginia.

A Dutch ship brought another group of newcomers to Jamestown in 1619—twenty Africans who were sold to Virginia planters to labor in the tobacco fields. These first Africans may have come as servants—engaged to work for a set period of time—rather than as slaves.

Until about 1640 some African laborers in Jamestown were free and even owned property. William Tucker, the first African American born in the American colonies, was a free man. In the years to follow, however, many more shiploads of Africans would arrive in North America, and those unwilling passengers would be sold as slaves. Slavery was first recognized in Virginia law in the 1660s.

In the early 1620s, the Virginia Company faced financial troubles. The company had poured all its money into Jamestown, but little profit was returned. The colony also suffered an attack by the Native Americans. In 1624 King James canceled the company's charter and made Jamestown the first royal colony for England in America.

 **Reading Check Analyzing** Why was the House of Burgesses important?

SECTION 1 ASSESSMENT

Checking for Understanding

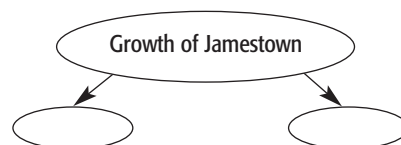
- 1. Key Terms** Write a short paragraph in which you use the following key terms: **charter**, **burgesses**, **joint-stock company**.
- 2. Reviewing Facts** Why did the Virginia Company establish settlements in North America?

Reviewing Themes

- 3. Economic Factors** What economic activity helped save the Jamestown settlement?

Critical Thinking

- 4. Making Inferences** Why do you think the king of England was willing to let a group of merchants try to establish a colony in North America?
- 5. Determining Cause and Effect** Re-create the diagram below and list two effects of Jamestown's growth.



Analyzing Visuals

- 6. Geography Skills** Study the map and graphs on page 72. What percentage of settlers in Plymouth were children?

Interdisciplinary Activity

Geography Create a poster that might have attracted early colonists to the area where you live. Focus on the location as well as natural features in your area such as good farmland, forests, waterways, and mineral resources.

FOOTHOLD IN THE NEW WORLD

JAMESTOWN: THE FIRST PERMANENT ENGLISH COLONY In the spring of 1607, three ships carrying more than a hundred English settlers sailed into the Chesapeake Bay to establish a colony and find gold. The settlers built a fort on a marshy island in the James River and named it in honor of King James I.

THE EXPEDITIONS

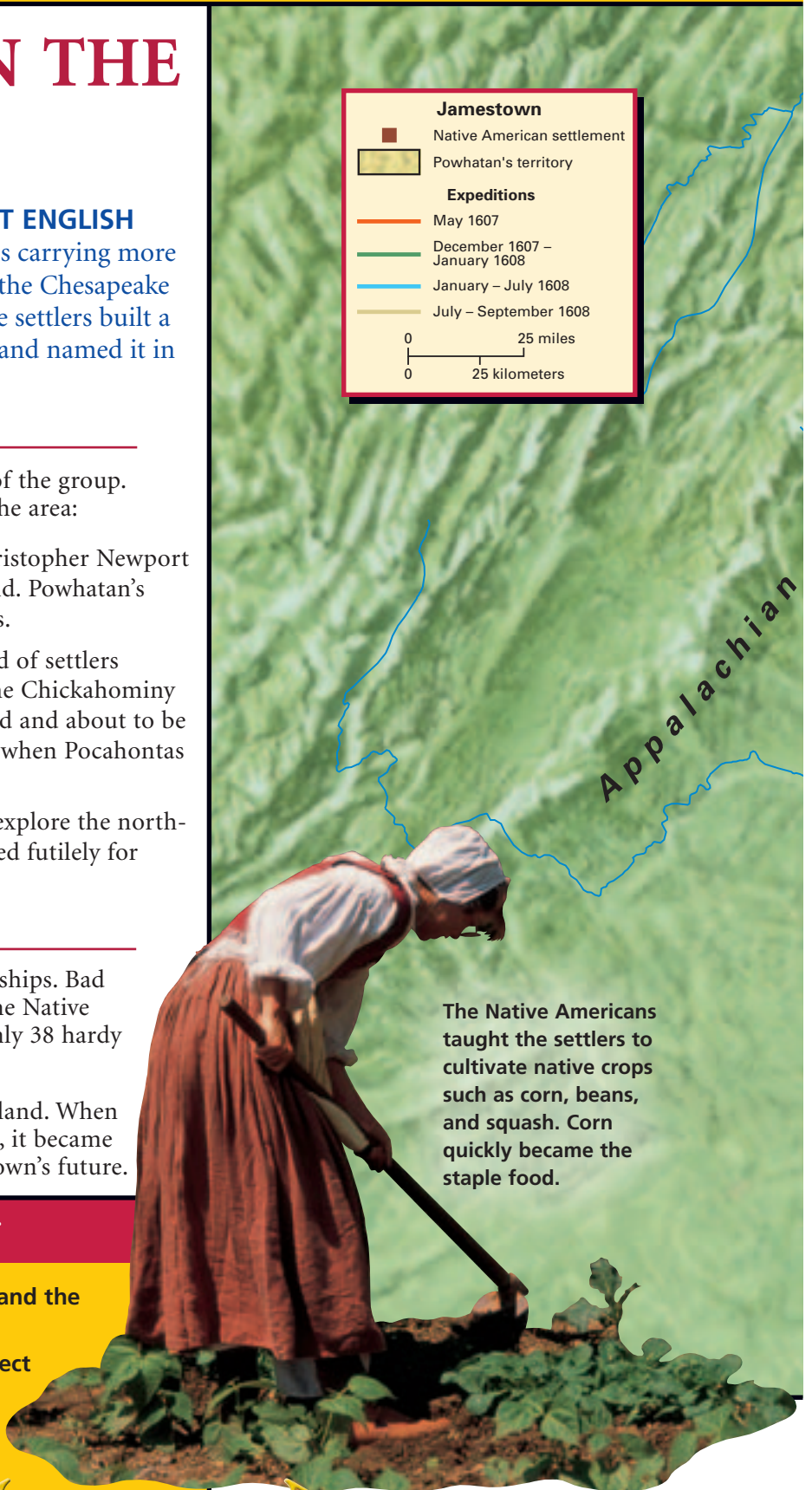
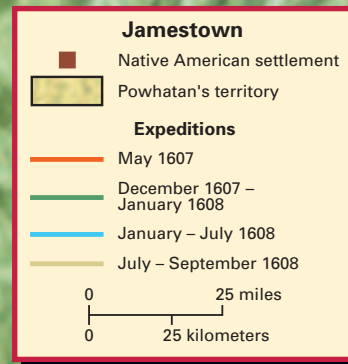
Captain John Smith emerged as a leader of the group. An avid explorer, he led four expeditions in the area:

- Shortly after arriving, he and Captain Christopher Newport sailed up the James River to search for gold. Powhatan's followers made them turn back at the falls.
- In December 1607 Smith and a small band of settlers set out looking for gold and food along the Chickahominy River. According to Smith, he was captured and about to be clubbed to death by Powhatan's followers when Pocahontas (the chief's daughter) saved him.
- In 1608 Smith headed up two voyages to explore the northern reaches of Chesapeake Bay. He searched futilely for gold and an outlet to the Pacific Ocean.

THE SETTLEMENT

The colonists endured many terrible hardships. Bad water, disease, starvation, and conflict with the Native Americans took a heavy toll. By early 1608 only 38 hardy souls remained alive.

Settlers learned to grow crops in the new land. When tobacco from the West Indies was introduced, it became a commercial success and guaranteed Jamestown's future.



The Native Americans taught the settlers to cultivate native crops such as corn, beans, and squash. Corn quickly became the staple food.

LEARNING from GEOGRAPHY

1. Compare the dwellings of the colonists and the Native Americans.
2. How did the introduction of tobacco affect the development of the colony?



The Native Americans lived in houses made of bent branches covered with woven reed mats.



The first English settlers constructed simple timber-frame houses with mud walls and thatched roofs.



SECTION 2 New England Colonies

Guide to Reading

Main Idea

Settlers begin to form the New England Colonies.

Key Terms

dissent, persecute, Puritan, Separatist, Pilgrim, Mayflower Compact, toleration

Reading Strategy

Classifying Information As you read Section 2, re-create the diagram below and explain why different colonies in New England were settled.

Colony	Reasons the colony was settled
Massachusetts	
Connecticut	
Rhode Island	

Read to Learn

- why the Pilgrims and the Puritans came to America.
- how the Connecticut, Rhode Island, and New Hampshire colonies began.

Section Theme

Civic Rights and Responsibilities

Puritan and Pilgrim colonists settled in America in search of religious freedom.

Preview of Events

1620

1620

Pilgrims land at Plymouth

1630

1630

Puritans settle the Massachusetts Bay Colony

1636

Thomas Hooker founds Hartford

1640

1638

Anne Hutchinson founds Portsmouth



Shoes, Plymouth Colony

AN American Story

The young man looked around at the other passengers aboard the *Mayflower*. He and the other passengers sailed to the new world not knowing what they would find. They had muskets but knew little about shooting. They planned to fish but knew nothing about fishing. They had hoped to settle in Virginia but instead landed in New England without enough supplies to last the winter. The only thing these people had plenty of was courage. They would need it.

Religious Freedom

Unlike the Jamestown settlers, the next wave of colonists would arrive in search of religious freedom. England had been a Protestant country since 1534, when King Henry VIII broke away from the Roman Catholic Church and formed the Anglican Church. Not everyone in England was happy with the new church, however. Many people **dissented**—they disagreed with the beliefs or practices of the Anglicans. English Catholics, for example, still considered the pope the head of the church, and they were often **persecuted**, or treated harshly, for that reason.

At the same time, some Protestants wanted to change—or reform—the Anglican Church, while others wanted to break away from it altogether. The Protestants who wanted to reform the Anglican Church were called **Puritans**. Those who wanted to leave and set up their own churches were known as **Separatists**.

The Separatists were persecuted in England, and some fled to the Netherlands. Though they found religious freedom there, the Separatists had difficulty finding work. They also worried that their children were losing their religious values and their English way of life.

The Pilgrims' Journey

Some Separatists in the Netherlands made an arrangement with the Virginia Company. The Separatists could settle in Virginia and practice their religion freely. In return they would give the company a share of any profits they made.

The Separatists considered themselves **Pilgrims** because their journey had a religious purpose. Only 35 of the 102 passengers who boarded the *Mayflower* in September 1620 were Pilgrims. The others were called “strangers.” They were common people—servants, craftspeople, and poor farmers—who hoped to find a better life in America. Because Pilgrim beliefs shaped life in the Plymouth colony, however, all the early settlers are usually called Pilgrims.

The Mayflower Compact

The *Mayflower's* passengers planned to settle in the Virginia colony. The first land they sighted was **Cape Cod**, well north of their target. Because it was November and winter was fast approaching, the colonists decided to drop anchor in Cape Cod Bay. They went ashore on a cold, bleak day in December at a place called Plymouth. **William Bradford**, their leader and historian, reported that “all things stared upon them with a weather-beaten face.”

Plymouth was outside the territory of the Virginia Company and its laws. Before going ashore, the Pilgrims drew up a formal document called the **Mayflower Compact**. The compact pledged their loyalty to England and declared their intention of forming “a civil body politic, for our better



Geography Skills

The Atlantic waters and thick forests proved valuable for fishing and shipbuilding in New England.

- 1. Region** What were the four New England Colonies?
- 2. Analyzing Information** What did Connecticut produce?

ordering and preservation.” The signers also promised to obey the laws passed “for the general good of the colony.” The Mayflower Compact was a necessary step in the development of representative government in America.

(See page 612 of the Appendix for the entire text of the *Mayflower Compact*.)

Help From the Native Americans

Their first winter in America, almost half the Pilgrims died of malnutrition, disease, and



MORE ABOUT...

The First Thanksgiving

In the autumn of 1621 the Pilgrims invited the Native Americans to celebrate the peace between them. After the struggle through the first winter, the Pilgrims also felt relieved to be raising food. During the feast the Pilgrims thanked God for the harvest and for their survival.



First Thanksgiving by Jennie A. Brownscombe

Who took part? About 50 men, women, and children colonists and 90 Wampanoag Native Americans took part in the three-day feast.

What did they do? Dancing, singing, and playing games were part of the celebration. The Wampanoag demonstrated their skills with the bow and arrow.

When was it held? Exactly when the festival took place is uncertain, but it is believed the celebration occurred sometime between September 21 and November 9.

What did they eat? They most likely ate wild fowl, duck, and turkey shot by the colonists and deer provided by the Wampanoag.

cold. In the spring a few Native Americans approached the settlement. Two of them, **Squanto** and **Samoset**, befriended the colonists. Squanto was a Pawtuxet who had been kidnapped to Europe and had learned English.

Squanto and Samoset showed the Pilgrims how to grow corn, beans, and pumpkins and where to hunt and fish. Without their help the Pilgrims might not have survived. Squanto and Samoset also helped the Pilgrims make a treaty with the Wampanoag people who lived in the area. **Massasoit**, a Wampanoag leader, signed a treaty with the Pilgrims in March 1621, and the two groups lived in harmony.

Reading Check Summarizing Why was the Mayflower Compact an important step toward representative government?

New Settlements

In 1625 the English throne passed to Charles I. Charles objected to the Puritans' calls for reform in the Anglican Church, and persecution of Puritans increased again. Some Puritans looked for a way to leave England.

In 1629 a group of Puritans formed the Massachusetts Bay Company and received a royal charter to establish a colony north of Plymouth. This was the Puritans' chance to create a new society in America—a society based on the Bible.

The company chose a well-educated Puritan named **John Winthrop** to be the colony's governor. In 1630 Winthrop led about 900 men, women, and children to **Massachusetts Bay**. Most of them settled in a place they called Boston.

Citizenship

Growth and Government

During the 1630s, more than 15,000 Puritans journeyed to Massachusetts to escape religious persecution and economic hard times in England. This movement of people became known as the **Great Migration**.

At first, John Winthrop and his assistants made the colony's laws. They were chosen by the General Court, which was made up of the colony's stockholders. In 1634, settlers demanded a larger role in the government. The General Court became an elected assembly. Adult male church members were allowed to vote for the governor and for their town's representatives to the General Court. In later years, they also had to own property to vote.

The Puritans came to America to put their religious beliefs into practice. The Puritans had little **toleration**—they criticized or persecuted people who held other religious views. This lack of toleration led to the creation of new colonies.

Connecticut and Rhode Island

The fertile Connecticut River valley, south of Massachusetts, was much better for farming

than was the stony soil around Boston. In the 1630s colonists began to settle in this area.

A minister named Thomas Hooker became dissatisfied with Massachusetts. He did not like the way that Winthrop and the other Puritan leaders ran the colony. In 1636 Hooker led his congregation through the wilderness to Connecticut, where he founded the town of **Hartford**. Three years later Hartford and two other towns, Windsor and Wethersfield, agreed to form a colony. They adopted a plan of government called the **Fundamental Orders of Connecticut**. This was the first written constitution in America, and it described the organization of representative government in detail.

Good land drew colonists to Connecticut, but Rhode Island was settled by colonists who were forced out of Massachusetts. The first of these was **Roger Williams**, a minister. Williams felt that people should not be persecuted for their religious practices. In his view the government should not force people to worship in a certain way. Williams also believed it was wrong for settlers to take land away from the Native Americans.

The ideas of Roger Williams caused Massachusetts leaders to banish him in 1635. He took refuge with the Narraganset people, who later

People In History

Anne Hutchinson 1591–1643



Anne Hutchinson came to Massachusetts with her husband in 1634. She began questioning the religious authority of the colony's ministers.

As Hutchinson gained followers, she was seen as a danger to the

colony's stability. In 1637 the Massachusetts leaders put her on trial for speaking false ideas.

Hutchinson defended herself well, but she claimed God spoke to her directly. This disagreed with Puritan beliefs that

God spoke only through the Bible. Her accusers found her guilty and ordered her to leave the colony. With her family and some followers, Hutchinson moved to Rhode Island.

sold Williams land where he founded the town of Providence. Williams received a charter in 1644 for a colony east of Connecticut called **Rhode Island and Providence Plantations**. With its policy of religious toleration, Rhode Island became a safe place for dissenters. It was the first place in America where people of all faiths—including Jews—could worship freely.

Others followed Williams’s example, forming colonies where they could worship as they pleased. In 1638 **John Wheelwright** led a group of dissidents from Massachusetts to the north. They founded the town of Exeter in **New Hampshire**. The same year, a group of Puritans settled Hampton. The colony of New Hampshire became fully independent of Massachusetts in 1679.

Conflict With Native Americans

Native Americans traded with the settlers, exchanging furs for goods such as iron pots, blankets, and guns. In Virginia the colonists had frequent encounters with the many tribes of the Powhatan confederacy. In New England the settlers met the Wampanoags, Narragansets, and other groups.

Conflicts arose, however. Usually settlers moved onto Native American lands without permission or payment. Throughout the colonial period, English settlers and Native Americans competed fiercely for control of the land.

In 1636 war broke out between the settlers and the Pequot people. After two traders were killed in Pequot territory, Massachusetts sent troops to punish the Pequot. The Pequot then attacked a town in Connecticut killing nine people. In May 1637, troops from Connecticut attacked the main Pequot fort with the help of the Narraganset people. They burned the fort, killing hundreds.

In 1675 New England went to war against the Wampanoag people and their allies. Metacomet, the Wampanoag chief, was known to settlers as King Philip. He wanted to stop the settlers from moving onto Native American lands. The war began after settlers executed three Wampanoags for murder. Metacomet’s forces attacked towns across the region, killing hundreds of people.

The settlers and their Native American allies fought back. King Philip’s War, as the conflict was called, ended in defeat for the Wampanoag and their allies. The war destroyed the power of the Native Americans in New England, leaving the colonists free to expand their settlements.

HISTORY Online
Student Web Activity
 Visit tarvol1.glencoe.com and click on **Chapter 3—Student Web Activities** for an activity on King Philip’s War.

Reading Check Evaluating Describe the significance of the Fundamental Orders of Connecticut.

SECTION 2 ASSESSMENT

Checking for Understanding

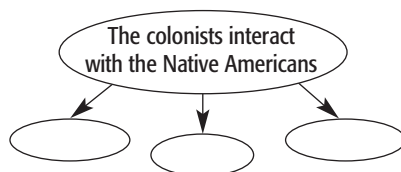
- Key Terms** Write a short paragraph in which you use the following terms: **dissent, persecute, Puritan, Separatist, Pilgrim, Mayflower Compact, toleration.**
- Reviewing Facts** Identify the reasons why the Separatists left Europe for the Americas.

Reviewing Themes

- Civic Rights and Responsibilities** What freedom did Rhode Island offer that other colonies did not?

Critical Thinking

- Comparing** What did the Mayflower Compact and the Fundamental Orders of Connecticut have in common?
- Determining Cause and Effect** Re-create the diagram below and describe the effects as colonists interacted with Native Americans.



Analyzing Maps

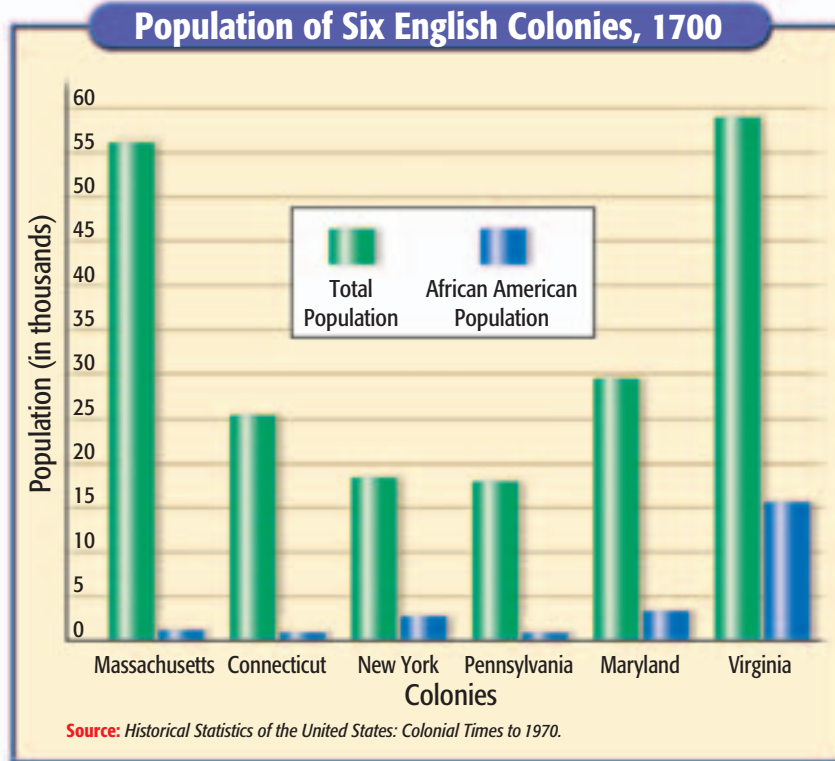
- Geography Skills** Study the map on page 77. What products came from New Hampshire?

Interdisciplinary Activity

Government Research and write a one-page paper about the life of Roger Williams. Explain why he left Massachusetts to found a new colony. Describe how his religious ideals contributed to the growth of the representative government in Rhode Island.

Social Studies SKILLBUILDER

Reading a Bar Graph



Why Learn This Skill?

A bar graph presents numerical information in a visual way. Bars of various lengths stand for different quantities. A bar graph lets you see a lot of information in an organized way. Bars may be drawn vertically—up and down—or horizontally—left to right. Labels along the left axis and the bottom axis explain what the bars represent.

Learning the Skill

To read a bar graph:

- Read the title to learn the subject of the graph.
- Look at the horizontal and vertical axes to find out what information the graph presents.
- Compare the lengths of the bars on the graph.

Practicing the Skill

Study the bar graph on this page and answer the following questions.

- 1 Which colony had the largest total population in 1700? The smallest?
- 2 Did Virginia or Maryland have a larger African American population?

Applying the Skill

Reading a Bar Graph Create a bar graph to represent the number of students in each American history class in your school.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 1**, provides instruction and practice in key social studies skills.

Guide to Reading

Main Idea

People from many different countries settled in the Middle Colonies for a variety of reasons, including religious freedom.

Key Terms

patroon, proprietary colony, pacifist

Reading Strategy

Classifying Information As you read the section, re-create the diagram below and describe how the Middle Colonies were founded.

Colony	Founder	Why settlers came
New York		
New Jersey		
Pennsylvania		

Read to Learn

- why the Middle Colonies had the most diverse populations in colonial America.
- who was America's first town planner.

Section Theme

Individual Action Leaders such as Peter Stuyvesant and William Penn helped the Middle Colonies grow.

Preview of Events

◆ 1600

◆ 1650

◆ 1700

1626

Manhattan Island purchased from the Manhatas people

1664

New Amsterdam becomes New York

1681

William Penn founds Pennsylvania

1702

New Jersey becomes a royal colony



English royal plate

A European Story

In 1649, 17-year-old Philip Henry stood near the back of the crowd gathered around a public platform near Whitehall Palace in London. There he watched Charles I, the king of England, prepare to die. The king made a short speech, prayed silently, and then knelt with his head on the block.

With just one blow, the executioner severed the king's head from his body. At that moment, the crowd uttered "such a groan as I never heard before, and desire I may never hear again," Henry wrote in his diary.

England and the Colonies

In England the Puritans who controlled Parliament were engaged in a struggle for power against King Charles I. In 1642 a civil war began. Led by Oliver Cromwell, a Puritan, the Parliamentary forces defeated the king. Charles I was beheaded in 1649 after a parliamentary court declared him guilty of treason.

A new government was established with Cromwell as Protector. During these years of unrest, many Puritans left New England and returned to England to fight with Parliament's forces. After the war ended, English men and women loyal to the king went to royal colonies like Virginia.

After Cromwell died in 1658, Parliament brought back the monarchy, but placed new limits on the ruler's powers. Charles II, son of Charles I, became king in 1660. His reign is called the *Restoration* because the monarchy had been restored.

In 1660 England had two clusters of colonies in what is now the United States—Massachusetts, New Hampshire, Connecticut, and Rhode Island in the north and Maryland and Virginia in the south. Between the two groups of English colonies were lands that the Dutch controlled.

In 1621 a group of Dutch merchants had formed the Dutch West India Company to trade in the Americas. Their posts along the Hudson River grew into the colony of New Netherland. The main settlement of the colony was **New Amsterdam**, located on **Manhattan Island**. In 1626 the company bought Manhattan from the Manhates people for small quantities of beads and other goods. Blessed with a good seaport, the city of New Amsterdam soon became a center of shipping to and from the Americas.

To increase the number of permanent settlers in its colony, the Dutch West India Company sent over families from the Netherlands, Germany, Sweden, and Finland. The company gave a large estate to anyone who brought at least 50 settlers to work the land. The wealthy landowners who acquired these riverfront estates were called **patroons**. The patroons ruled like kings. They had their own courts and laws. Settlers owed the patroon labor and a share of their crops.

England Takes Over

New Netherland boasted an excellent harbor and thriving river trade. The English wanted to acquire the valuable Dutch colony that lay between England's New England and Southern Colonies. In 1664 the English sent a fleet to attack New Amsterdam.

At the time **Peter Stuyvesant** was governor of the colony. His strict rule and heavy taxes turned many of the people in New Netherland against him. When the English ships sailed into New Amsterdam's harbor, the governor was unprepared for a battle and surrendered the colony to the English forces.



King Charles II gave the colony to his brother, the **Duke of York**, who renamed it **New York**. New York was a **proprietary colony**, a colony in which the owner, or proprietor, owned all the land and controlled the government. It differed from the New England Colonies, where voters elected the governor and an assembly.

Most of New York's settlers lived in the Hudson River valley. The Duke of York promised the diverse colonists freedom of religion. In 1654, 23 Brazilian Jews had settled in New Amsterdam.



History Through Art

Penn's Treaty with the Indians In 1682 William Penn made his first treaty with the Delaware people. **Why did Penn see Pennsylvania as a "holy experiment"?**

They were the first Jews to settle in North America. In 1664 New York had about 8,000 inhabitants. Most were Dutch, but Germans, Swedes, Native Americans, and Puritans from New England lived there as well. The population also included at least 300 enslaved Africans. New Amsterdam, which was later called New York City, was one of the fastest-growing locations in the colony.

By 1683 the colony's population had swelled to about 12,000 people. A governor and council appointed by the Duke of York directed the colony's affairs. The colonists demanded a representative government like the governments of the other English colonies. The duke resisted the idea, but the people of New York would not give up. Finally, in 1691, the English government allowed New York to elect a legislature.

New Jersey

The Duke of York gave the southern part of his colony, between the Hudson and Delaware Rivers, to **Lord John Berkeley** and **Sir George Carteret**. The proprietors named their colony New Jersey after the island of Jersey in the English Channel, where Carteret was born.

To attract settlers, the proprietors offered large tracts of land and generous terms. They also promised freedom of religion, trial by jury, and a representative assembly. The assembly would make local laws and set tax rates.

Like New York, New Jersey was a place of ethnic and religious diversity. Because New Jersey had no natural harbors, however, it did not develop a major port or city like New York.

The proprietors of New Jersey did not make the profits they had expected. Berkeley sold his share, West Jersey, in 1674. Carteret's share, East Jersey, was sold in 1682.

By 1702 New Jersey had passed back into the hands of the king, becoming a royal colony. The colonists still continued to make local laws.

Reading Check Explaining Why did no major port develop in New Jersey?

Pennsylvania

In 1680 **William Penn**, a wealthy English gentleman, presented a plan to King Charles. Penn's father had once lent the king a great deal of money. Penn had inherited the king's promise to

repay the loan. Instead of money, however, Penn asked for land in America. Pleased to get rid of his debt so easily, the king gave Penn a tract of land stretching inland from the Delaware River. The new colony, named Pennsylvania, was nearly as large as England.

William Penn belonged to a Protestant group of dissenters called the Society of Friends, or **Quakers**. The Quakers believed that every individual had an “inner light” that could guide him or her to salvation. Each person could experience religious truth directly, which meant that church services and officials were unnecessary. Everyone was equal in God’s sight. Though firm in their beliefs, the Quakers were tolerant of the views of others.

Many people in England found the Quakers’ ideas a threat to established traditions. Quakers would not bow or take off their hats to lords and ladies because of their belief that everyone was equal. In addition they were **pacifists**, people who refuse to use force or to fight in wars. Quakers were fined, jailed, and even executed for their beliefs.

William Penn saw Pennsylvania as a “holy experiment,” a chance to put the Quaker ideals of toleration and equality into practice. In 1682 he sailed to America to supervise the building of **Philadelphia**, the “city of brotherly love.” Penn believed that

“any government is free to the people under it . . . where the laws rule, and the people are a party to those laws.”

Penn had designed the city himself, making him America’s first town planner. Penn also wrote Pennsylvania’s first constitution.

Penn believed that the land belonged to the Native Americans and that settlers should pay for it. In 1682 he negotiated the first of several treaties with local Native Americans.

To encourage European settlers to come to Pennsylvania, Penn advertised the colony throughout Europe with pamphlets in several languages. By 1683 more than 3,000 English, Welsh, Irish, Dutch, and German settlers had arrived. In 1701, in the Charter of Liberties, Penn granted the colonists the right to elect representatives to the legislative assembly.

The southernmost part of Pennsylvania was called the Three Lower Counties. Settled by Swedes in 1638, the area had been taken over by the Dutch and the English before becoming part of Pennsylvania. The Charter of Privileges allowed the lower counties to form their own legislature, which they did in 1704. Thereafter the counties functioned as a separate colony known as Delaware, supervised by Pennsylvania’s governor.

 **Reading Check Summarizing** How did William Penn encourage self-government?

SECTION 3 ASSESSMENT

Checking for Understanding

- Key Terms** Write a short paragraph in which you use the following key terms: **patroon, proprietary colony, pacifist**
- Reviewing Facts** What did the Charter of Liberties grant to Pennsylvania colonists?

Reviewing Themes

- Individual Action** How did William Penn earn the respect of Native Americans?

Critical Thinking

- Compare and Contrast** How was the Quaker religion different from that of the Puritans?
- Organizing Information** Re-create the diagram below and describe how each of the Middle Colonies was governed.

Colony	Type of government
New York	
New Jersey	
Pennsylvania	

Analyzing Visuals

- Geography Skills** Review the map on page 83. What is the title of the map? What items are shown in the key? What products were important to Pennsylvania?

Interdisciplinary Activity

Art Design a flag for one of the Middle Colonies. Decide what symbols and colors would be appropriate to represent that colony. Display your flags in class.

SECTION 4 Southern Colonies

Guide to Reading

Main Idea

The Southern Colonies relied on cash crops to survive, while the French and Spanish tried to establish their own settlements.

Key Terms

indentured servant, constitution, debtor, tenant farmer, mission

Reading Strategy

Classifying Information As you read the section, re-create the diagram below and identify the main crops of three of the Southern Colonies.

Colony	Main crop
Maryland	
North Carolina	
South Carolina	

Read to Learn

- how the Southern Colonies were established.
- how French and Spanish colonies differed from the English colonies.

Section Theme

Groups and Institutions Spanish and French settlements developed in different ways from English settlements.

Preview of Events



Slave drum, Virginia

AN American Story

How did it feel to be enslaved on the plantations of the South? In the 1930s, interviewers put this question to African Americans once under slavery. Many of them were approaching 100 years old, and some still carried deep scars on their backs from whippings. To be a slave meant to have no human rights. Elderly Roberta Mason remembered, "Once they whipped my father 'cause he looked at a slave they killed, and cried."

Coming to America

By 1660, while tobacco prices fell, large plantations continued to prosper because they were better able to maintain high profits than were small farms. Along with the growth of plantations, there was an increasing need for workers in the newly settled Southern Colonies.

Establishing colonies in North America involved a great deal of work. The settlers had to clear the land, construct homes and churches, plant crops, and tend the fields. As the colonies expanded, the demand for capable workers grew.

Not all people came to work in the colonies of their own free will. English criminals and Scottish and Irish prisoners of war were also shipped to the colonies. They could earn their release by working for a period of time—often seven years. Some colonists complained that their settlements were dumping grounds for “His Majesty’s seven-year passengers.” African rulers took prisoners during wars and raids. They enslaved the captives and sold them to European slave traders who took them to the colonies. Many people came to the colonies as **indentured servants**. To pay for their passage to America, they agreed to work without pay for a certain period of time.

Establishing Maryland

Maryland arose from the dream of **Sir George Calvert**, **Lord Baltimore**, a Catholic. Calvert wanted to establish a safe place for his fellow Catholics, who were being persecuted in England. He also hoped that a colony would bring him a fortune.

Calvert’s dream came true in 1632 when King Charles I gave him a proprietary colony north of Virginia. Calvert died before receiving the grant. His son Cecilius Calvert inherited the colony. It was named Maryland either after the English queen, Henrietta Maria, or after the Virgin Mary.

The younger Calvert—the new Lord Baltimore—never lived in Maryland. Instead, he sent two of his brothers to run the colony. They reached America in 1634 with two ships and more than 200 settlers. Entering the Chesapeake Bay, they sailed up the **Potomac River** through fertile countryside. A priest in the party described the Potomac as “the sweetest and greatest river I have ever seen.” The colonists chose a site for their settlement, which they called St. Marys.

Knowing that tobacco had saved the Virginia colony, the Maryland colonists turned first to tobacco farming. To keep the colony from becoming too dependent on one crop, however, a Maryland law declared that “every person planting tobacco shall plant and tend two acres of corn.” In addition to corn, most Maryland tobacco farmers produced wheat, fruit, vegetables, and livestock to feed their families and

their workers. **Baltimore**, founded in 1729, was Maryland’s port. Before long Baltimore became the colony’s largest settlement.

Aristocrats and Farmers

Lord Baltimore gave large estates to his relatives and other English aristocrats. By doing so he created a wealthy and powerful class of landowners in Maryland.

The colony needed people to work in the plantation fields. To bring settlers to the colony, Lord Baltimore promised land—100 acres to each

NATIONAL GEOGRAPHIC

The Southern Colonies

Geography Skills

The climate in the Southern Colonies allowed colonists to grow rice and tobacco.

- 1. Region** What were the five Southern Colonies?
- 2. Analyzing Information** What rivers acted as colonial borders in the Southern Colonies?

People In History

Margaret Brent c. 1601–1671



Born in England, Margaret Brent moved to Maryland in 1638. She quickly accumulated several thousand acres of land and became one of the largest landowners. According to colonial records, she was also the first woman to own land in her own name.

Brave and forceful, Brent helped to put down

a rebellion from neighboring Virginia, and she took charge of paying Maryland's troops. Refusing to follow the restricted life of most colonial women, she later served as attorney for Lord Baltimore, Maryland's proprietor.

In January 1648 Brent came into conflict with the colonial government when she appeared before

the assembly. She demanded two votes, one for herself as a landowner and one as Lord Baltimore's legal representative. After the government denied her claim, she moved to a large plantation in Virginia. There, America's first woman lawyer lived the rest of her life.

male settler, another 100 for his wife, 100 for each servant, and 50 for each of his children. As the number of plantations increased and additional workers were needed, the colony imported indentured servants and enslaved Africans.

The Mason-Dixon Line

For years the Calvert family and the Penn family argued over the boundary between Maryland and Pennsylvania. In the 1760s they hired two British astronomers, Charles Mason and Jeremiah Dixon, to map the line dividing the colonies. It took the two scientists many years to lay out the boundary stones. Each stone had the crest of the Penn family on one side and the crest of the Calverts on the other.

Another conflict was even harder to resolve. The Calverts had welcomed Protestants as well as Catholics in Maryland. Protestant settlers outnumbered Catholics from the start.

Act of Toleration

To protect the Catholics from any attempt to make Maryland a Protestant colony, Baltimore passed a law called the **Act of Toleration** in 1649. The act granted Protestants and Catholics the right to worship freely but tensions contin-

ued between Protestants and Catholics. In 1692, with the support of the English government, the Protestant-controlled assembly made the Anglican Church the official church in Maryland, and imposed the same restrictions on Catholics that existed in England.

 **Reading Check Explaining** Why did George Calvert establish the colony of Maryland?

Virginia Expands

While other colonies were being founded, Virginia continued to grow. Wealthy tobacco planters held the best land near the coast, so new settlers pushed inland. As the settlers moved west, they found the lands inhabited by Native Americans. In the 1640s, to avoid conflicts, Virginia's governor William Berkeley worked out an arrangement with the Native Americans. In exchange for a large piece of land, he agreed to keep settlers from pushing farther into their lands.

Bacon's Rebellion

Nathaniel Bacon, a wealthy young planter, was a leader in the western part of Virginia. He and other westerners opposed the colonial

government because it was dominated by easterners. Many of the westerners resented Governor Berkeley's pledge to stay out of Native American territory. Some of them settled in the forbidden lands and then blamed the government in Jamestown for not protecting them from Native American raids.

In 1676 Bacon led the angry westerners in attacks on Native American villages. Governor Berkeley declared Bacon "the greatest rebel that ever was in Virginia." Bacon's army marched to Jamestown, set fire to the capital, and drove Berkeley into exile. Only Bacon's sudden illness and death kept him from taking charge of Virginia. England then recalled Berkeley and sent troops to restore order.

Bacon's Rebellion had shown that the settlers were not willing to be restricted to the coast. The colonial government created a militia force to control the Native Americans and opened up more land to settlement.

✓ Reading Check Analyzing Why did Bacon oppose the colonial government?

Settling the Carolinas

In 1663 King Charles II created a large proprietary colony south of Virginia. The colony was called Carolina, which means "Charles's land" in Latin. The king gave the colony to a group of eight prominent members of his court who had helped him regain his throne.

The Carolina proprietors carved out large estates for themselves and hoped to make money by selling and renting land. The proprietors provided money to bring colonists over from England. Settlers began arriving in Carolina in 1670. By 1680 they had founded a city, which they called Charles Town after the



Nathaniel Bacon

king. The name later became **Charleston**.

John Locke, an English political philosopher, wrote a constitution for the Carolina colony. This **constitution**, or plan of government, covered such subjects as land distribution and social ranking. Locke was concerned with principles and rights. He argued that

“Every man has a property in his own person. This nobody has any right to but himself. The labour of his body, and the work of his hands, we may say, are properly his. . . .”

Carolina, however, did not develop according to plan. The people of northern and southern Carolina soon went their separate ways, creating two colonies.

EEconomics

Northern and Southern Carolina

The northern part of Carolina was settled mostly by farmers from Virginia's backcountry. They grew tobacco and sold forest products such as timber and tar. Because the northern Carolina coast did not have a good harbor, the farmers relied on Virginia's ports and merchants to conduct their trade.

The southern part of the Carolinas was more prosperous, thanks to fertile farmland and a good harbor at Charles Town. Settlements spread, and the trade in deerskin, lumber, and beef flourished. In the 1680s planters discovered that rice grew well in the wet coastal lowlands. Rice soon became the colony's leading crop.

In the 1740s a young Englishwoman named **Eliza Lucas** developed another important Carolina crop—indigo. Indigo, a blue flowering plant, was used to dye textiles. After experimenting with seeds from the West Indies, Lucas succeeded in growing and processing indigo, the "blue gold" of Carolina.

Slave Labor in the Carolinas

Most of the settlers in southern Carolina came from another English colony—the island of Barbados in the West Indies. In Barbados the colonists used enslaved Africans to produce sugar. The colonists brought these workers with them.

Many enslaved Africans who arrived in the Carolinas worked in the rice fields. Some of them knew a great deal about rice cultivation because they had come from the rice-growing areas of West Africa. Growing rice required much labor, so the demand for slaves increased. By 1708 more than half the people living in southern Carolina were enslaved Africans.

By the early 1700s, Carolina’s settlers were angry at the proprietors. They wanted a greater role in the colony’s government. In 1719 the settlers in southern Carolina seized control from its proprietors. In 1729 Carolina became two royal colonies—North and South Carolina.

 **Reading Check** **Explaining** Who was John Locke? What did he do for Carolina?

Picturing History

A rice plantation included the owner’s large house surrounded by the small dwellings of enslaved Africans.

Why did rice cultivation increase the demand for enslaved labor?

Georgia

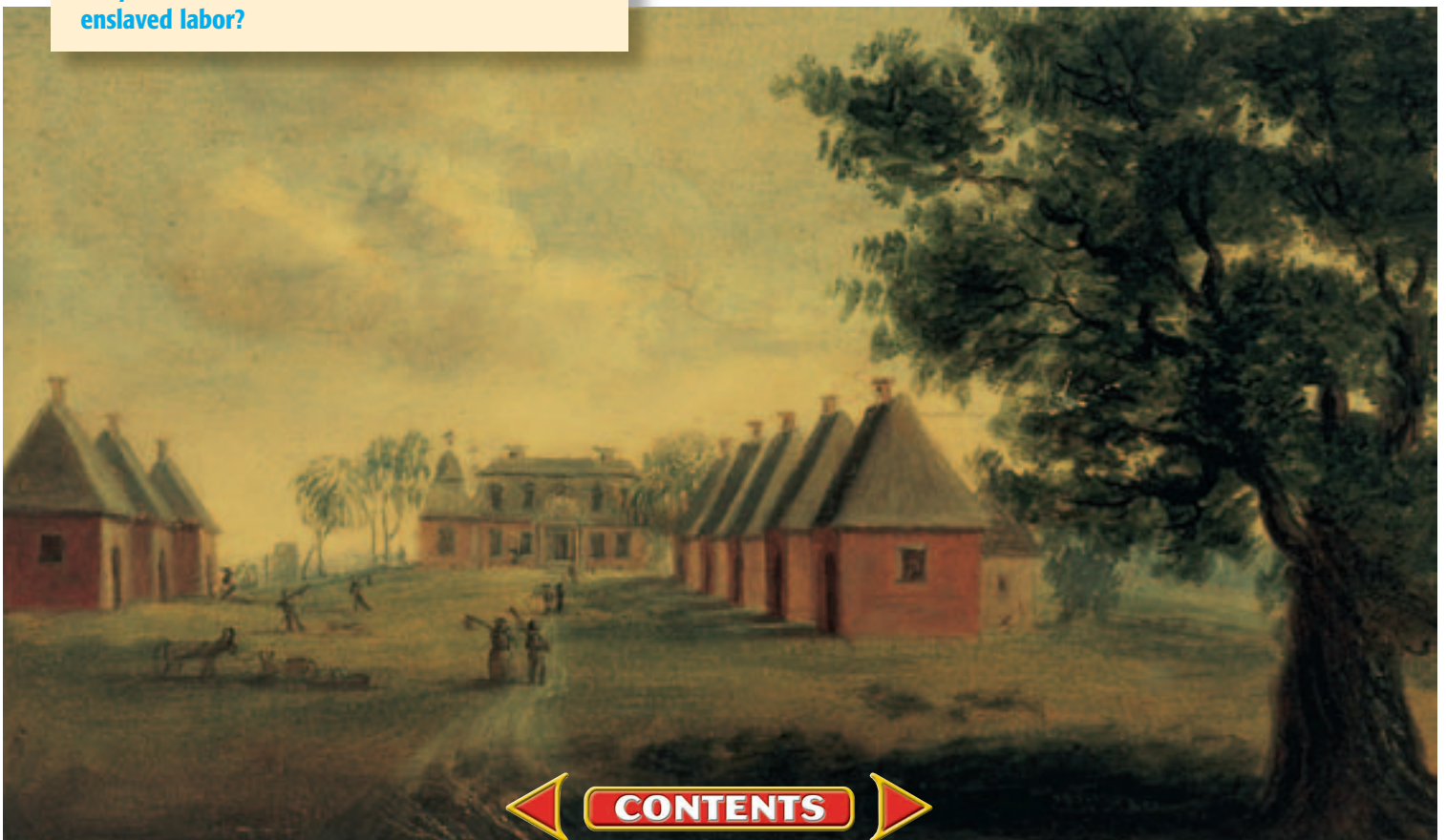
Georgia, the last of the British colonies in America to be established, was founded in 1733. A group led by General **James Oglethorpe** received a charter to create a colony where English debtors and poor people could make a fresh start. In Great Britain, **debtors**—those who are unable to repay their debts—were generally thrown into prison.

The British government had another reason for creating Georgia. This colony could protect the other British colonies from Spanish attack. Great Britain and Spain had been at war in the early 1700s, and new conflicts over territory in North America were always breaking out. Located between Spanish Florida and South Carolina, Georgia could serve as a military barrier.

Oglethorpe’s Town

Oglethorpe led the first group of “sober, industrial, and moral persons” to Georgia in 1733. They built a town called **Savannah**, as well as forts to defend themselves from the Spanish.

Oglethorpe wanted the people of Georgia to be hardworking, independent, and Protestant. He kept the size of farms small and banned slavery, Catholics, and rum.



Founding the Thirteen Colonies

Colony	1st Permanent Settlement	Reasons Founded	Founders or Leaders
New England Colonies			
Massachusetts Plymouth Mass. Bay Colony	1620 1630	Religious freedom Religious freedom	John Carver, William Bradford, John Winthrop
New Hampshire	c. 1620	Profit from trade and fishing	Ferdinando Gorges, John Mason
Rhode Island	1636	Religious freedom	Roger Williams
Connecticut	1635	Profit from fur trade, farming; religious and political freedom	Thomas Hooker
Middle Colonies			
New York	1624	Expand trade	Dutch settlers
Delaware	1638	Expand trade	Swedish settlers
New Jersey	1638	Profit from selling land	John Berkeley, George Carteret
Pennsylvania	1682	Profit from selling land; religious freedom	William Penn
Southern Colonies			
Virginia	1607	Expand trade	John Smith
Maryland	1634	To sell land; religious freedom	Cecil Calvert
North Carolina	c. 1660s	Profit from trade and selling land	Group of eight aristocrats
South Carolina	1670	Profit from trade and selling land	Group of eight aristocrats
Georgia	1733	Religious freedom; protection against Spanish Florida; safe home for debtors	James Oglethorpe

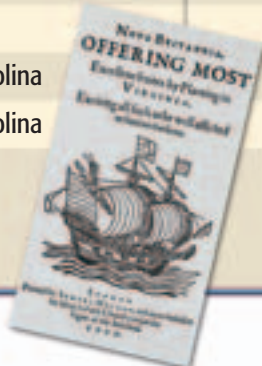


Chart Skills

The thirteen colonies were founded over a span of 125 years.

Sequencing What colony was the first to be settled? Which was the last?

Although Georgia had been planned as a debtors' colony, it actually received few debtors. Hundreds of poor people came from Great Britain. Religious refugees from Germany and Switzerland and a small group of Jews also settled there. Georgia soon had a higher percentage of non-British settlers than any other British colony in the Americas.

The Colony Changes

Many settlers complained about the limits on the size of landholdings and the law banning slave labor. They also objected to the many rules Oglethorpe made regulating their lives. The colonists referred to Oglethorpe as "our perpetual dictator."

Oglethorpe grew frustrated by the colonists' demands and the colony's slow growth. He agreed to let people have larger landholdings and lifted the bans against slavery and rum. In 1751 he gave up altogether and turned the colony back over to the king.

By that time British settlers had been in what is now the eastern United States for almost a century and a half. They had lined the Atlantic coast with colonies.

Reading Check Explaining How did Georgia serve as protection for the English colonies?

New France

The British were not the only Europeans who were colonizing North America, however. Elsewhere on the continent, the Spanish and the French had built settlements of their own.

The French had founded **Quebec** in 1608. At first they had little interest in large-scale settlement in North America. They were mainly concerned with fishing and trapping animals for their fur. French trappers and missionaries went far into the interior of North America. French fur companies built forts and trading posts to protect their profitable trade.

In 1663 **New France** became a royal colony. King Louis XIV limited the privileges of the fur companies. He appointed a royal governor who strongly supported new explorations.

Down the Mississippi River

In the 1670s two Frenchmen—a fur trader, **Louis Joliet**, and a priest, **Jacques Marquette**—explored the Mississippi River by canoe. Joliet and Marquette hoped to find gold, silver, or other precious metals. They were also looking for a water passage to the Pacific Ocean. The two explorers reached as far south as the junction of the Arkansas and Mississippi Rivers. When they realized that the Mississippi flowed south into the Gulf of Mexico rather than west into the Pacific, they turned around and headed back upriver.

A few years later, **René-Robert Cavelier, Sieur de La Salle**, followed the Mississippi River all the way to the Gulf of Mexico. La Salle claimed the region around the river for France. He called this territory Louisiana in honor of King Louis XIV. In 1718 the French governor founded the port of **New Orleans** near the mouth of the Mississippi River. Later French explorers, traders, and missionaries traveled west to the Rocky Mountains and southwest to the Rio Grande.

Growth of New France

French settlement in North America advanced very slowly. Settlement in New France consisted of a system of estates along the St. Lawrence River. The estate holders received land in exchange for bringing settlers

to the colony. Known as **tenant farmers**, the settlers paid their lord an annual rent and worked for him for a fixed number of days each year.

The French had better relations with the Native Americans than did other Europeans. French trappers and missionaries traveled deep into Indian lands. They lived among the Native American peoples, learned their languages, and respected their ways.

Although the missionaries had come to convert Native Americans to Catholicism, they did not try to change the Indians' customs. Most important, the French colony grew so slowly that Native Americans were not pushed off their lands.

 **Reading Check** **Describing** What region did La Salle explore?

New Spain

In the early 1600s, England, France, and the Netherlands began their colonization of North America. The Spanish, however, still controlled most of Mexico, the Caribbean, and Central and South America. They also expanded into the western and southern parts of what would one day be the United States.

Spain was determined to keep the other European powers from threatening its empire in America. To protect their claims, the Spanish sent soldiers, missionaries, and settlers north into present-day New Mexico.

In late 1609 or early 1610, Spanish missionaries, soldiers, and settlers founded **Santa Fe**. Another group of missionaries and settlers went to what is now Arizona in the late 1600s. When France began exploring and laying claim to lands around the Mississippi River, the Spanish moved into what is now Texas. Spain wanted to control the area between the French territory and their own colony in Mexico. In the early 1700s, Spain established San Antonio and seven other military posts in Texas.

Missions in California

Spanish priests built a string of missions along the Pacific coast. **Missions** are religious settlements established to convert people to a

particular faith. The missions enabled the Spanish to lay claim to California.

The Spanish did more than convert Native Americans to Christianity. Spanish missionaries and soldiers also brought them to the missions—often by force—to serve as laborers in fields and workshops.

In 1769 **Junípero Serra**, a Franciscan monk, founded a mission at **San Diego**. Over the next 15 years, Father Serra set up eight more missions in California along a route called *El Camino Real* (The Royal Highway)—missions that would grow into such cities as Los Angeles and Monterey.

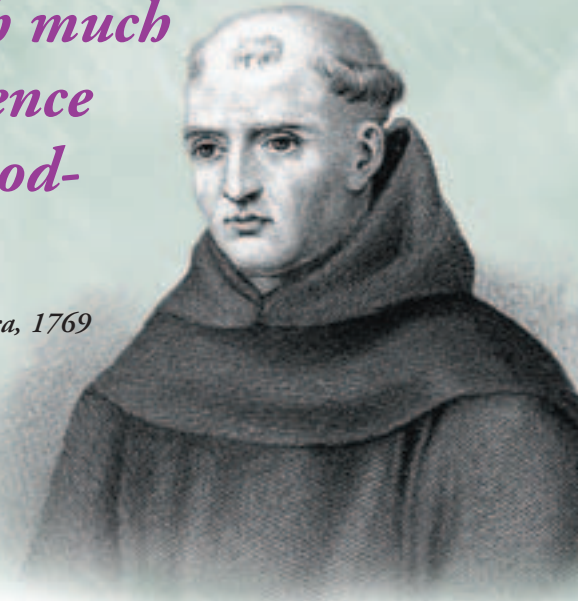
The distance from one mission to the next was usually a day’s walk, and Serra traveled on foot to visit each one and advise the missionaries. Serra also championed the rights of the Native Americans. He worked to prevent Spanish army commanders in the region from mistreating them.

European Conflicts in North America

The rivalries between European nations carried over into the Americas. Britain and France fought several wars in the 1700s. When the two countries were at war in Europe, fighting often broke out between British colonists in America and French colonists in New France.

“[The natives] treated us with much confidence and goodwill.”

—Junípero Serra, 1769



France and Great Britain were the principal rivals of the colonial period. Both nations were expanding their settlements in North America. In the late 1700s and early 1800s, wars in Europe between the British and the French would shape events across the Atlantic even more decisively.

✓ Reading Check Explaining Why did Spain establish missions in California?

SECTION 4 ASSESSMENT

Checking for Understanding

- 1. Key Terms** Write a short paragraph in which you use all of the following terms: **indentured servant, constitution, debtor, tenant farmer, mission.**
- 2. Reviewing Facts** Explain why French settlement in North America was slower than in the English colonies.

Reviewing Themes

- 3. Groups and Institutions** What role did Margaret Brent play in the government and economy of Maryland?

Critical Thinking

- 4. Analyzing Information** Do you think uprisings such as Bacon’s Rebellion were a sign of more unrest to come? Explain your answer.
- 5. Organizing Information** Re-create the diagram below and describe the regions that these countries controlled in North America.

Country	Region
Spain	
France	

Analyzing Visuals

- 6. Geography Skills** Review the map on page 87. Which of the Southern Colonies included the city of Norfolk? What were the main products in Georgia? What was the major city in South Carolina?

Interdisciplinary Activity

Art Work with a group to create a bulletin board display titled “The Southern Colonies.” Include slogans and pictures to show the colonies’ origins, climate, natural resources, and products.

Chapter Summary

Colonial America

1587–1650



- English settle Roanoke Island, 1587
- First permanent English colony at Jamestown, 1607
- Champlain founds Quebec, 1608
- Spanish settlers found Santa Fe, c. 1610
- House of Burgesses meets, 1619
- First Africans arrive at Jamestown, 1619

- Mayflower Compact signed, 1620
- Puritans settle Massachusetts Bay Colony, 1630
- Thomas Hooker founds Hartford, 1636
- Anne Hutchinson founds Portsmouth, 1638
- Maryland passes religious Toleration Act, 1649



1650–1700

- Marquette and Joliet explore Mississippi River, 1673
- King Philip's War, 1675
- Bacon's Rebellion, 1676
- William Penn receives charter for Pennsylvania, 1681



1700–1769

- French found city of New Orleans, 1718
- Carolina is divided into separate colonies, 1729
- Georgia settled, last of 13 English colonies, 1733
- Father Serra establishes mission at San Diego, 1769



Reviewing Key Terms

Examine the pairs of words below. Then write a sentence explaining what each of the pairs have in common.

1. charter, joint-stock company
2. dissent, persecute
3. patroon, proprietary colony
4. indentured servant, debtor
5. Pilgrim, Mayflower Compact

Reviewing Key Facts

6. Why did settlers choose a peninsula on which to build Jamestown?
7. Why did the Virginia Company create the House of Burgesses?
8. How did the Puritans' and the Pilgrims' view of the Anglican Church differ?
9. How did the Native Americans help the Pilgrims?
10. What is important about the year 1607?
11. Name two things that colonial leaders offered to attract settlers.
12. What were Sir George Calvert's two main reasons for establishing Maryland?
13. Why was there a high demand for slave labor in the Carolinas?
14. Describe the relationship between the French and the Native Americans.
15. Why did Spain send missionaries to the Pacific coast and the Southwest?

Critical Thinking

16. **Comparing** How did the economic activities of the French differ from those of the English in North America?
17. **Analyzing Themes: Civic Rights and Responsibilities** What role did religious freedom play in the founding of Rhode Island and Pennsylvania?
18. **Synthesizing Information** Re-create the diagram below. List three religious groups that left England and describe their beliefs.



CLICK HERE



Self-Check Quiz

Visit tarvol1.glencoe.com and click on **Chapter 3—Self-Check Quizzes** to prepare for the chapter test.



Geography and History Activity

Study the map below and answer the questions that follow.



19. **Location** Which colonies had the largest areas of settlement before 1660?

20. **Place** During what time period was Boston settled?

Practicing Skills

Reading a Bar Graph Study the bar graph on page 81; then answer these questions:

- 21. Which colonies had passed 35,000 in population by 1700?
- 22. Which colony had the largest African American population?



Technology Activity

23. **Using the Internet** Search the Internet for information about the Canadian cities of Quebec and Montreal. Find historical sites that show the French presence in these cities. Then, create a travel brochure.

Citizenship Cooperative Activity

24. When you become 18 years old, you can begin to exercise one of your most important rights—the right to vote. First, however, you must register. Work with a partner to find out where you can obtain a voter registration card. Make a list of the information you will need for the card. Share your information with the class.

Economics Activity

25. Most societies use a medium of exchange—something accepted in return for goods and services. Money is one medium of exchange. In the colonies, however, the people never had a form of money that had the same value everywhere and was accepted by everyone. Since using money presented problems, colonists often traded goods without the use of money. This is called barter. Research to find out more about barter. Then answer: What are the advantages of barter?



Alternative Assessment

26. **Portfolio Writing Activity** Examine the painting on page 84. What ideas is the artist presenting? Write a paragraph that answers the question.

Standardized Test Practice

Directions: Choose the *best* answer to the following question.

Which colony was founded to put Quaker ideas into practice?

- A Plymouth
- B Virginia
- C Georgia
- D Pennsylvania

Test-Taking Tip:

As you read the stem of each multiple-choice question, try to anticipate the answer before you look at the choices. If your answer is one of the choices, it is probably correct.

THINKING CRITICALLY

You Decide

Navigate or Get Lost!

Sailing techniques were mastered long before sailors knew the earth was round. Chinese sailors probably first developed and used the compass—an instrument that shows north, south, east, and west—in the early 1000s or 1100s to guide their ships. The Arabs then used this technology and passed it on to the Europeans. The Europeans improved the magnetic compass, and during the Age of Exploration, European sailors used it to navigate their way across the unknown seas.

Analyzing the Issue

Imagine standing on board your ship. You are the captain and are in charge of the lives of about 150 crewmembers. Now your ship is in the middle of the ocean, and you have to navigate. All you can see is water—water everywhere. How in the world will you know where to find land? You are facing the same navigation problem that Christopher Columbus, Vasco da Gama, and other explorers faced. What is the solution? One way to navigate would be to use a compass to find direction. Are there other ways?

Believe It or Not!

In the late 1800s, some shipbuilders built ships with iron and steel. However, these metals interfered with the magnetic compasses sailors used. Eventually navigators learned to make the necessary adjustments to the compass so it would work properly.

Landing of Columbus

Compasses



What To Do

After you have organized into groups of six, follow the directions to explore different methods of navigation. You will need one compass per group. Each team will write three methods of getting across the classroom and then challenge classmates to follow and evaluate those methods.

- 1 Each group of students should pick 3 destinations across the classroom.
- 2 Within the group, one pair of students will write directions to one of the destinations using *compass* directions. These directions must include direction and distance, such as “go north four steps, then west three steps,” and so on until the destination is reached.
- 3 Another pair of students will write directions to a second destination using *landmarks* for direction. Use large objects in your classroom as landmarks, such as “go to the brown bookshelf and turn left,” and so on.
- 4 Another pair of students will write directions using *direction words* such as “left,” “right,” and “straight” and *number of steps*. An example might be “go straight for 3 steps and turn left,” and so on.
- 5 Next, exchange directions with another group and navigate the room using them.

Presentation

- 6 Once all of the teams have finished, each group should discuss the advantages and disadvantages of each navigation method. Then have one person per group give a report to the class of what they decided was the best method and why. Keep track on the board which of the three methods got the best results.



World map, 1507

Go a Step Further

Navigational tools as they developed made sailing a ship easier, but they were not foolproof. Even the explorer Christopher Columbus made some questionable navigational conclusions. His flawed measurements put China roughly where the city of San Diego, California, is now. Research information about different navigational tools that have been used. Create a chart describing the various tools, including the astrolabe, sextant, and gyrocompass. Add illustrations and present your chart to the class.