

CHAPTER 6



Life in the 13 Colonies 1620–1763

SETTING THE SCENE

Focus

Colonists brought traditions from their home countries and developed new ways of life in America. While lifestyles varied from region to region, in time the colonists found that they shared many concerns.

Concepts to Understand

- ★ How **diverse populations and cultures** led to different ways of life in the thirteen colonies
- ★ How **American democracy** took root and grew in the colonies

Read to Discover . . .

- ★ the reasons that particular ways of life developed in different regions of the colonies.
- ★ how events in England helped to strengthen democracy in the colonies.



Chapter Overview

Visit the *American History: The Early Years to 1877* Web site at ey.glencoe.com and click on **Chapter 6—Chapter Overviews** to preview chapter information.

CLICK HERE 

Journal Notes

Imagine that you are a filmmaker making a documentary about workers in the New England, Middle, and Southern Colonies. As you read the chapter, keep track of different occupations in each region.

Americas

- 1607** Jamestown founded
- 1647** Massachusetts establishes public schools

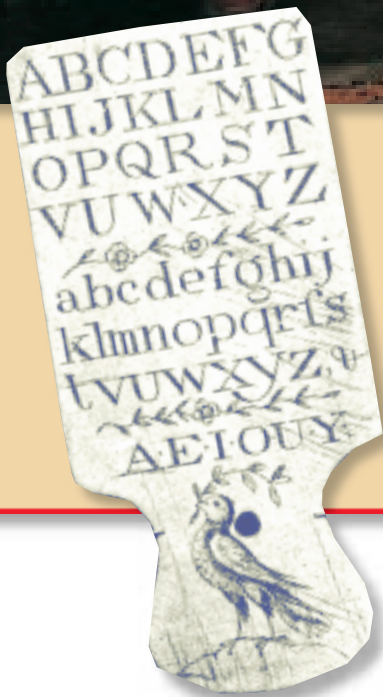
- 1654** First Jewish settlers arrive in New Amsterdam from Brazil

1600–1649

1650–1699

- 1660** England passes Navigation Acts

World



History
AND
ART

Dame's School

by Thomas Webster

Nineteenth-century artist Thomas Webster painted this scene of a dame school in New England. Dame schools were a popular means of education in the 1700s.

◀ HORNBOOK FROM COLONIAL SCHOOL

1700s Thousands of Africans are brought to America and enslaved

1700–1749

1725 English Quakers speak out against slavery

1748 France and England compete for trade with India

1750 New England merchants lead colonial trade

1763 British begin to enforce Navigation Acts

1750–1799

★★

The New England Colonies

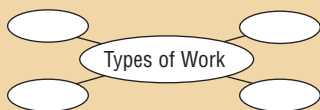
GUIDE TO READING

Main Idea

New England was made up mostly of small communities, where life centered around hard work, education, and religion.

Reading Strategy

Organizing Information As you read about life in the New England Colonies, use a diagram like the one shown here to list the main ways in which New Englanders made a living.



Read to Learn . . .

- ★ what ways New England colonists made a living.
- ★ how much New Englanders valued education.
- ★ how community life was organized in New England.

Terms to Know

- ★ subsistence farming
- ★ export
- ★ import
- ★ artisan
- ★ triangular trade routes



▶ CHILDREN'S DOLLS

The newcomers' wagon rolled along the dusty New England road and stopped at the grassy common in the center of town. After weeks of rocking in a ship across the Atlantic, the travelers were happy to be on land. This place did not look much different than their home in England. Would life in America be as they imagined?

In the late 1600s the New England Colonies welcomed many settlers. What they found was a way of life based on the Puritan ethic of work and strict rules. Many qualities that people think of as typically American began with these thrifty, hardworking New Englanders.

★ Making a Living

With a harsh climate and poorer land than other parts of the colonies, New England developed an economy based on more than farming. The region did have valuable natural resources and drew more and more settlers, mainly from England. These people made their living from the environment around them—the land and the sea.

Farming

Farming in New England was not an easy life. Much of the land was hilly or too rocky and hard to plow. Before they could plant, farmers had to spend days picking

rocks out of the soil. They piled up stones to make fences between the fields or to build house foundations and fireplaces. Many of these stone fences are still standing in New England today.

The growing season in these northern colonies was short. Farmers could plant and harvest only one crop—such as corn—before the ground froze and winter set in. Most farms were small and all family members worked together. They produced just enough for the family’s own needs. This type of farming is called **subsistence farming**. Sometimes farm families produced extra food—apples from the orchard, honey from their beehives—that they could sell.

Harvesting the Sea

The cold waters of the Atlantic were a richer source of food than the thin New England soil. New England harbors were within easy sailing distance of the great fishing grounds in the Atlantic Ocean. Fishing fleets sailed regularly from the ports of Gloucester and Portsmouth.

Fishing was a backbreaking, dangerous way to make a living. The most important catch was codfish, which New Englanders dried or salted to store, cooked in chowders, and pressed to make cod-liver oil. Fishing boats also brought back halibut, herring, and mackerel.

Fishing became an important part of the New England economy. Fishers caught enough fish to **export** it, or sell it elsewhere. They sent some to other colonies. They packed large quantities of salted or dried fish in barrels to ship to markets in Europe and the islands of the **West Indies**. With the profits from exports, New Englanders could **import**, or buy goods brought in from Europe.

The more adventurous sailors took up whaling, which held the promise of better pay. They hunted whales for their valuable oil, which was used in oil lamps. Other parts of the whale such as the bones

and spermaceti—a waxy substance used in candle making—were also valued.

The islands of **Nantucket** and **Martha’s Vineyard**, along with New Bedford on the mainland, were important whaling centers. Many whalers’ crews included Native Americans. This is how St. John de Crevecoeur, a French writer who settled in America, described the crew of a whaling ship and the dangers they faced:

“ . . . [T]hey always man them with thirteen hands [sailors] in order that they may row two whale-boats, the crews of which must necessarily consist of six, four at the oars, one standing on the bows with the harpoon, and the other at the helm. It is also necessary that there should be two of these boats, that if one should be destroyed in attacking the whale, the other . . . may be ready to save the hands. ”

Living From the Forest

When Europeans arrived, thick forests covered most of eastern North America. Colonists cut down trees to clear land, supply firewood, and build houses and furniture. Like the Native Americans, settlers hunted in the forests for deer, squirrel, or wild turkeys to feed their families.

Timber from the forests also proved valuable for shipbuilding. Cedar, oak, and white pine all made excellent ship timber. Starting with fishing boats, New England shipbuilders went on to make ocean-going ships for the transatlantic and Caribbean trade. While there were shipyards in most American port cities, more than half the ships built in the colonies came from Massachusetts, New Hampshire, and Rhode Island. England encouraged colonial shipbuilding because its own forests had been cut years earlier.

Business and Trade

Shipbuilders provided jobs for many **artisans**, or craft workers, and other laborers. Carpenters and coopers—barrel makers—found steady work in shipyards. Other artisans made sails, rope, and nails. Small factories produced naval stores from the white pines of New Hampshire. Naval stores were products such as turpentine or rosin used to maintain wooden ships. Some colonists found jobs on ships while others worked on the docks, loading and unloading goods.

Women in the Economy

Women played an important role in the development of the economy of New England. On family farms, most wives worked side by side with their husbands. Many New Englanders became merchants. Women whose husbands were away at sea often opened shops. Others produced goods for sale such as cloth, garments, candles, soap, or furniture.

Triangular Trade Routes

Trading ships were constantly sailing in and out of the harbors of **Boston** and **Newport**. They brought in luxuries such as tea, English-made cloth, and furniture, as well as books and news from Europe. By 1740 New England's trading center was Boston, the largest city in the colonies with 17,000 people.

Colonial merchant ships followed regular trading routes. Some ships went directly from the colonies to England and back. Others followed what came to be called the **triangular trade routes** because the routes formed a triangle. On one leg of such a route, ships took fish, grain, meat, and lumber to the West Indies. There the ship's captain traded for sugar, molasses—a syrup made from sugarcane—and fruit, which he then took back to New England. Colonists used the molasses and sugar to make rum.

The rum, along with manufactured goods, was then shipped on the next leg of the route—to West Africa. It was traded for Africans who had been captured by slave traders. On the final leg of the route, the ships carried the Africans back to the West Indies, where planters were always in need of workers. With the profits, the captain bought more molasses and sugar to sell in the colonies. A later route brought enslaved West Africans directly to the American colonies.

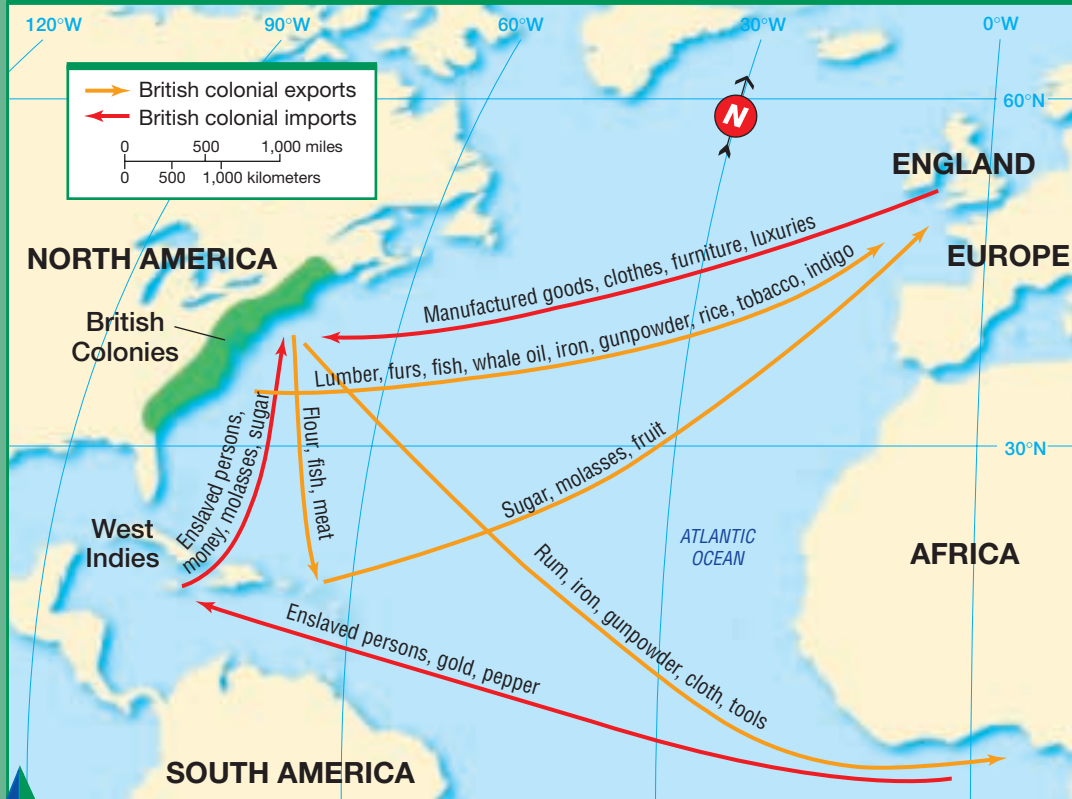
★ A Belief in Education

In the 1600s, many people could not read. The Puritans believed that people needed enough education to read the Bible and understand laws. Those parents who could read taught their children at home, along with instructing them about religious beliefs and practical skills. A common scene in New England was a group of

Footnotes to History

Female Attorney in Maryland The first female barrister, or lawyer, in America was Margaret Brent. She was the colonial attorney for the Lord Proprietor of Maryland. Brent was also the first American woman to be denied the right to vote. Brent attempted to vote in the Maryland General Assembly in 1648. At that time, Maryland's law limited the vote to landowners. Despite the fact that Brent was a wealthy landowner, she was denied the right to vote based on her gender. Women were denied the right to vote until 1920, when the Nineteenth Amendment was passed.

British Colonial Trade Routes, 1730



Movement Triangular trade routes developed among the British Colonies, Great Britain, Africa, and the West Indies. **What did the colonies export to Africa? What did they import from Africa?**

children sitting around a fireplace reading aloud from a shared book. This took place at private **dame schools**. Here women taught the alphabet, reading, verses from the Bible, and perhaps simple arithmetic. For colonial girls, this was probably their only chance at formal schooling.

Books were scarce in the colonies. Instead of textbooks, dame schools usually had a hornbook, a flat wooden board shaped like a paddle. It held a sheet of paper printed with the alphabet and the Lord's Prayer, covered by a thin sheet of transparent horn.

By about 1690, Boston printers began to publish the *New England Primer*. Soon this

book of illustrated alphabet verses and simple religious texts appeared in most New England homes and schools.

The First Public Schools

Because of the Puritans' concern for education, Massachusetts laws required all towns to teach their children to read. In 1647, the colony set up the first public school system under the **Massachusetts School Law**. The law provided that every township with more than 50 households must hire someone to teach its children to read and write. This law marked a step toward universal education.

The first college in the colonies was Harvard, founded in Cambridge, Massachusetts, in 1636. The first colonial colleges mainly trained ministers. By the 1700s, some young men were studying to be lawyers. Most who wanted to be lawyers or doctors, however, got their training by working alongside professionals.

★ Community Life

From the beginning, towns were the center of New England life. Colonists believed that issues of religion and government should be settled within their own communities.

The Town

In a typical New England town, settlers built two rows of houses facing an open field called the green or the common. The church, or **meetinghouse** as it was often called, stood on one side of the

green. As the town grew, more rows of houses and streets were built around the green. Most houses had a small garden and orchard.

At first, cattle and sheep grazed on the green. Later on, pastures were fenced behind the village. The common became the social center of the town. Many New England towns today still have a town green.

One typical New England house style had two stories in front and one in back, with a long sloping roof. Because it resembled the shape of boxes in which salt was stored in colonial kitchens, this style of house was often called a saltbox. Most houses were built around a large central chimney, with fireplaces for both heating and cooking.

▶ WILLIAM BRADFORD'S BIBLE



▲ *PILGRIMS GOING TO CHURCH* by George H. Boughton, 1867 Religion was an important part of Pilgrim life. **What evidence shown in this picture suggests that the settlers did not yet feel safe?**

Family Life

The family was important in New England. Puritan children, like their parents, had to work hard and follow the strict ideas of discipline. Still, many families were close and devoted to each other.

Even with chores and religious duties, children had time to play, and parents found time to tell stories and make toys. Puritan children played jacks, marbles, hide-and-seek, and other familiar games.

Observing the Sabbath

In a community centered on religion, Sunday, or the Sabbath, was a high point of the week. Farm and household chores were set aside because Puritan laws forbade most kinds of work on Sunday. People put on their best clothes—which might be of rich fabric even if plainly cut—to go to the meetinghouse.

Inside, men sat on one side of the center aisle, women on the other. Servants or African slaves stayed in the back or in the balcony. In winter churchgoers shivered through long services in unheated buildings. A Sunday morning service included several hours of intense preaching by the minister. There was another service in the afternoon. To make sure that people stayed awake, a “tithingman” walked up

and down the aisle carrying a long pole with a feather at one end and a knob on the other. Drowsy churchgoers were either tickled gently or rapped on the head.

Town Meetings

The meetinghouse was also where New Englanders met to deal with community problems and other issues. At the yearly **town meeting**, all the free men of the town discussed and voted on important community questions. Town meetings were limited at first to landowning church members but later included all white male property owners. This democratic tradition is still carried out today throughout New England and across America. Now women also attend.

Town meetings were never dull and often noisy. Should a citizen be allowed to build a fence? Could a new road cut through the field of another citizen? People brought up every detail of community life for discussion and elected the town leaders, called selectmen.

Although not every community member could vote, town meetings were an important step toward democracy. Thomas Jefferson called them “the wisest invention ever devised by the wit of man for the perfect exercise of self-government and for its preservation.”

★ SECTION 1 ASSESSMENT ★



Checking for Understanding

1. **Define** subsistence farming, export, import, artisan, triangular trade routes.
2. **Why** was the Massachusetts School Law of 1647 important?

Critical Thinking

3. **Analyzing Information** Why were the town meetings not completely democratic?
4. **Summarizing** Create a chart like the one shown here, and use it to summarize New

Englanders' views on education, family, and religion.

Education	Family	Religion

INTERDISCIPLINARY ACTIVITY

5. **The Arts** Make an illustrated poster showing products obtained from whales and the parts of the whale that are used.



QUILTING

Quilts are pieces of history. Their very names suggest long-ago times and traditions—Rising Sun, Wild Goose Chase, Star of Bethlehem. For colonial women, quilts were something more. They were a chance to create works of art. The tiny scraps of fabric that were sewn into quilt patterns told a family's story, using pieces of a favorite shirt or baby's dress. In practical terms, warm quilts were useful and necessary in cold colonial houses.

Geometric Shapes Form Patterns

By the middle of the 1700s, inexpensive cotton fabrics in many colors and patterns were available from India, another British colony. To show off the beautiful colors and designs, quilters sewed square blocks from smaller patches cut into geometric shapes such as triangles or diamonds. Every small scrap of material could be used, including leftovers from larger projects such as shirts or dresses.

A quilter worked hard to create lively and imaginative block patterns or put her special touch on a traditional design such as "Double Wedding Ring." New patterns were named for familiar objects, events, and occasions. Some included designs of a family home, a special flower, even people. Sometimes quilts were patterned after patriotic or religious themes. A quilter sometimes signed and dated the finished quilt.

Finished quilt blocks were sewn together, creating a design of repeated patterns over the quilt top. The top was sewed to a layer of padding and then to the quilt bottom. Few colonial homes had paintings or much decoration; their quilts provided both color and beauty.



▲ COLONIAL QUILT

Making the Arts Connection

1. Where did quilters get the fabrics to make quilts?
2. What kinds of shapes were used in the quilt blocks?
3. How did quilts let the maker express individual artistic talent?

ACTIVITY

4. Create a geometric pattern for a quilt block using cut scraps of fabric or colored paper. Use squares, triangles, and diamonds in your pattern. Glue your scraps to a piece of paper to make a quilt block.

SECTION 2



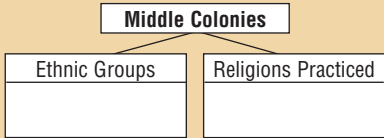
The Middle Colonies

GUIDE TO READING

Main Idea
 The Middle Colonies were home to rural communities and bustling cities, as well as a diverse population.

Reading Strategy

Organizing Information As you read about the Middle Colonies, use a diagram like the one shown here to list the ethnic groups that settled there, as well as their religions.



Read to Learn . . .

- ★ why the Middle Colonies were known as breadbasket colonies
- ★ which groups of people settled in the Middle Colonies.
- ★ what life was like on the frontier.

Terms to Know

- ★ cash crop
- ★ Conestoga wagon
- ★ patroon
- ★ apprentice
- ★ frontier



► PINE TREE SHILLING, 1652

Sailing into New York Harbor in the early 1700s made most sea captains smile. They could see a bustling harbor, a growing community, and profits to be made. Growth and prosperity were evident throughout the Middle Colonies of New York, Pennsylvania, New Jersey, and Delaware. Here the land was gentler, and the people were more varied in background than in New England.

★ **The Breadbasket Colonies**

For farmers, the Middle Colonies had many advantages—rich soil, a generally mild climate, and a long growing season.

The region also included several long, deep rivers that made it easy to transport produce from inland farms to the sea.

Crops for Sale

Because of the good climate and soil, farmers in the Middle Colonies could produce more food—especially meat and grains—than they needed to feed themselves. People in other colonies, in the West Indies, and in Europe were eager to buy the wheat and other grains they grew. These became **cash crops**, food crops grown to be sold. Beef and pork were also exported.

The Middle Colonies produced so much grain that they became known as the “breadbasket colonies.” Millers ground the grain into flour and the corn into meal.

From this, colonists baked wheat or rye bread or made cornmeal puddings. European settlers introduced new foods—Dutch cooks baked waffles, while the Germans made pretzels and noodles.

Taking Farm Goods to Market

Most farmers in the Middle Colonies shipped their grain through two port cities—**Philadelphia** and **New York City**. They loaded barrels of grain and flour and shipped them by boat along the

Delaware River to Philadelphia and along the Hudson River to New York City. Farmers in central Pennsylvania shipped their products along the Susquehanna River to the Chesapeake Bay. All three rivers flowed through the rich farmlands of the Middle Colonies.

Many Pennsylvania Dutch farmers had settled farther west, away from these rivers. To get their crops to market by road, they developed a new vehicle named the **Conestoga wagon** after a nearby valley. The Conestoga wagon



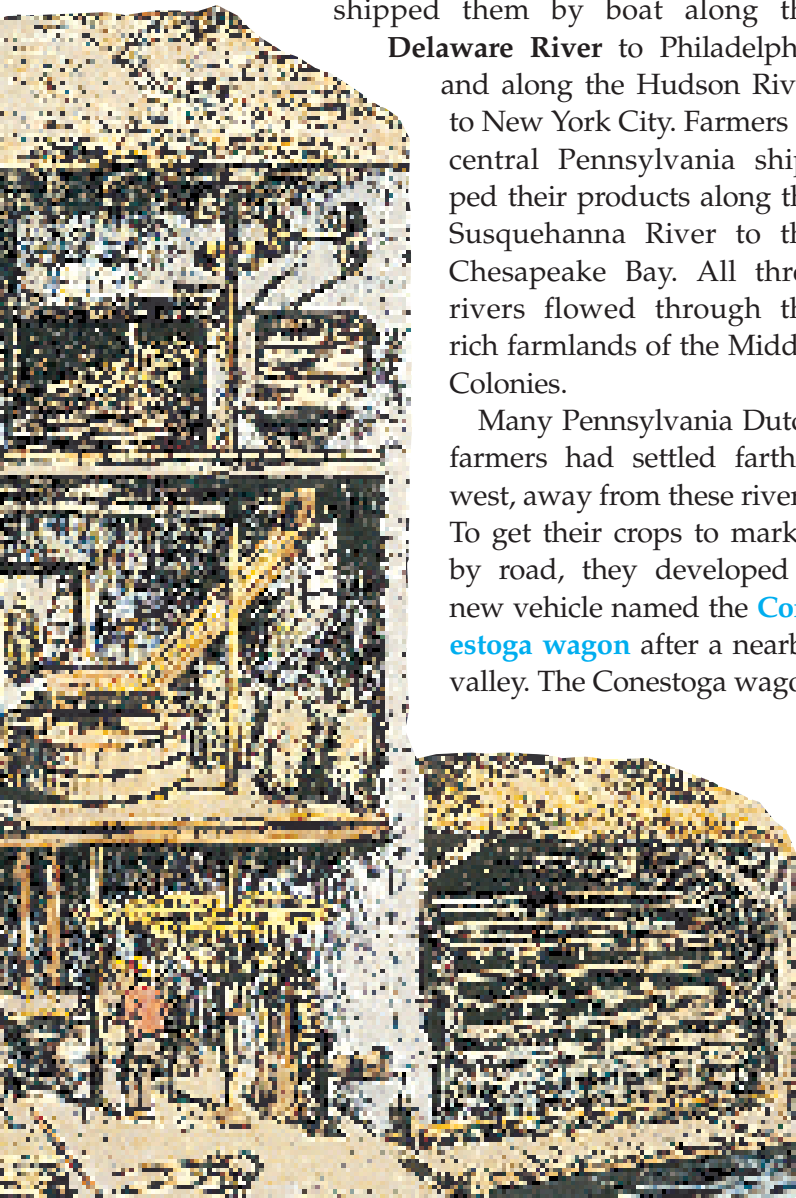
▼ CONESTOGA WAGON

was large and very sturdy, more than 20 feet (6 m) long with a curved, boat-shaped body. Above the wagon bed, a homespun cloth cover was stretched over an arched framework. Because its wheels did not easily sink into mud, it was well suited to the poor roads.

A team of four to six horses pulled a single Conestoga wagon, which could hold a ton or more of farm produce. A traveler through Pennsylvania noted, “In the months of September and October, it is no uncommon thing, on the Lancaster and Reading roads, to meet in one day from fifty to one hundred of these wagons. . . .” In later years, pioneers would use a wagon similar to the Conestoga wagon to travel west.

New York Farms

Owning their own land was important to colonists. In parts of New York State, however, the old Dutch patroon system of land ownership continued. Five wealthy families ran their huge estates like small kingdoms. The Van Rensselaer family manor—owned into the 1700s—covered nearly 2 million acres (810,000 ha). Its thousands of farmer tenants had to pay rent to the **patroon**, or owner family. Unhappy tenants rebelled several times but failed to change the system.



Picturing History

▲ **FLOUR MILL** Farmers from the surrounding area brought their wheat to be ground at this water-powered mill. **What other farm crop was usually ground into meal?**

★ Business, Trade, and Cities

Besides the farmers themselves, other people in the Middle Colonies prospered from agriculture. Millers ground grain, and many people worked on ships or built ships that transported farm goods. An upper class of wealthy merchant families grew up in New York and Philadelphia.

Other businesses and small crafts industries developed too. Many families in the 1700s spun thread, wove linen, or knit wool at home. Artisans, such as iron-makers, tailors, glassblowers, and silver-smiths, had workshops attached to their homes.

In cities, small shops sold goods such as hats, books, and tea brought by ship from England. In smaller towns, a general store sold everything that people did not make for themselves. At sawmills workers cut wooden boards and lumber. Using local clay, brickmakers baked bricks for building houses or paving streets.

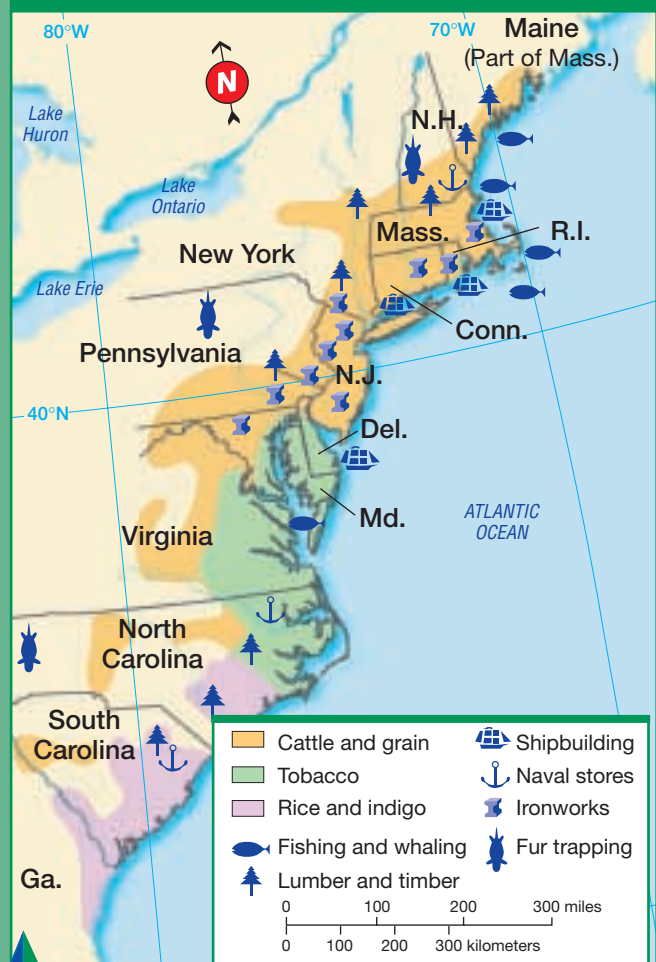
Cities Grow Quickly

By the mid-1700s Philadelphia and New York had passed Boston as the largest cities in the colonies. Philadelphia, with more than 23,000 people in 1760, was bigger than most cities in Great Britain. It was a major center for shipping exports. The city of **Baltimore** also grew quickly.

Busy port cities were a contrast to the quiet countryside. City streets were paved with bricks or cobblestones and lined with shops and inns. There was the noise and clatter of horses' hooves and cartwheels. Crowds of people spoke many languages.

Many settlers in the Middle Colonies built houses like those they had known in Europe. Dutch influence, for instance, was strong in New York. Neat Dutch houses were built of red brick, usually 1½ stories high, with steep roofs. Each had a

Making a Living in the British Colonies, 1730



Map Study

Human/Environment Interaction British colonists produced goods to sell in the colonies and to export to Britain. **Which colonies grew rice and indigo?**

Dutch door divided into upper and lower sections. The upper part could be opened to see visitors, while the lower was closed to keep out animals.

★ A Different Kind of Community

The people of the Middle Colonies were different than their northern New England neighbors who were mostly English. The

The Fear of Smallpox

Throughout history, people have feared certain deadly diseases. Today, at least one of those diseases—smallpox—has been wiped out worldwide.

Then

A Dreaded Disease

Europeans brought smallpox to the Americas. This disease killed or scarred millions of people. Smallpox was as contagious, or easy to catch, as the common cold. If a victim

coughed the virus into the air, anyone nearby might catch it. Native Americans had no resistance to the virus and easily became infected. Whole populations died.

Now

A Dead Disease

In 1796 English doctor Edward Jenner introduced a



▲ A MODERN VACCINATION

vaccine that prevented smallpox. By the 1940s, smallpox had been wiped out in Europe and North America. By 1980 smallpox was officially declared dead throughout the world.



▶ COLONIAL DOCTOR

Middle Colonies were settled by people from many countries, with different beliefs, customs, and languages.

Descendants of the original Dutch and Swedish settlers lived in New York, New Jersey, and Delaware. Other large groups who came from Europe by the 1700s were the Germans and the French. Many also came from England and other parts of the British Isles. Some were Scotch-Irish, Welsh, or Scottish.

Many Religions

Unlike the New England Colonies, the Middle Colonies did not have a single religion that was more powerful than any other. People who came from one country usually shared the same religious beliefs. Most belonged to one of several Protestant denominations, or groups, that had faced persecution in Europe. A minority of the people were Roman Catholics or Jews.

Many Germans followed the Lutheran religion, as did the Swedes. Others belonged to smaller groups with distinctive beliefs, such as the Amish and the Mennonites. One Mennonite leader who came to Pennsylvania in 1683 described his trip as traveling on a “Noah’s Ark” of religious faiths. He arrived with Roman Catholics, Lutherans, Quakers, and Calvinists as well as his own group of German Mennonites.

Quakers came to the Middle Colonies from England, while the Scots and Scotch-Irish were mostly Presbyterian. Most French settlers were *Huguenots*, a term for French Protestants. The Dutch were mainly Dutch Reformed, another Protestant group. The Jews in New York, Rhode Island, and Pennsylvania came from Spain and Portugal.

Country Customs and Fun

As soon as Pennsylvania was founded in 1681, groups of immigrants poured into

its Delaware River valley. Newcomers worked together to clear land and establish communities. One German custom that soon spread throughout the region was barn raising. Neighbors gathered to help raise the frame of the barn, then relaxed with a huge outdoor feast with music and dancing. Sheepshearing, cornhusking, and butchering were other chores that settlers often shared. Any community gathering might end with footraces and jumping contests. Women also gathered in one another's farmhouses to spin or make quilts together.

★ Education and Training

While many colonists respected education, the Middle Colonies did not set up public schools. Children were taught by private tutors or in church or private schools. Merchants in some cities funded charity schools for those who could not afford private school fees.

Not all young people continued their schooling. Any ambitious 12- or 13-year-old could learn a craft by becoming an **apprentice**, or trainee, to a master craft worker. The apprentice would work without wages for several years while learning the craft. Everything from shoeing horses to making wigs was taught in this way.

The master was required to provide the apprentice with food, board, and clothing. Sometimes the master also gave instruction in religion and basic reading and writing. At the end of training, an apprentice might become a paid assistant in the same shop or go to work for another artisan.

★ The Frontier

Early colonists settled in a band along the Atlantic coast and the banks of a few large rivers. As more and more people



arrived, some moved farther inland to the **frontier**, a thinly settled area on the outer limits of the colonies. In the 1600s, the frontier of the Middle Colonies was the eastern foothills of the **Appalachian Mountains**. By the 1700s the frontier extended west into the Ohio Valley.

The frontier drew an assortment of people. Many—including young married couples, recent immigrants, and former indentured servants—wanted cheap land and a new start in life. Some young single men wanted adventure and freedom from



Picturing History

▲ **COLONISTS GATHER TO WORK** Settlers used wooden paddles to separate fibers from the flax plant. The fibers were then spun into cloth. **What area was called the frontier in the 1600s?**

the laws and restrictions in the settled colonies.

In addition to the everyday chores of farming and housekeeping, men and women on the frontier had to do many other jobs. They cut trees to build their homes—usually one-room cabins. They made their own furniture, wagons, candles, soap, and shoes. There were few schools, so children received little formal education.

Because frontier families all faced the same dangers and hardships, they developed a spirit of independence and equality. Women worked alongside men and carried equal responsibility for the well-being of the frontier family. People of different culture groups shared and mixed their traditions and beliefs. Few of the social class distinctions were common in these settled regions far from cities.

★ **SECTION 2 ASSESSMENT** ★

★★★★★★★★★★★★★ **Checking for Understanding**

1. **Define** cash crop, Conestoga wagon, patroon, apprentice, frontier.
2. **Why** were the Middle Colonies called the breadbasket colonies?

Critical Thinking

3. **Predicting Consequences** How do you think the Native Americans who lived on the frontier would have reacted to the movement of settlers into the area?

4. **Organizing Information** Re-create a chart like the one shown here, and list the groups that lived on the frontier and the reasons they settled there.

Groups	Reasons for Settlement

INTERDISCIPLINARY ACTIVITY

5. **The Arts** Illustrate a colonial street scene in New York or Philadelphia. Label shops and buildings.



The Southern Colonies

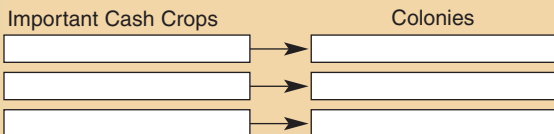
GUIDE TO READING

Main Idea

The Southern Colonies were a mostly rural area that relied heavily on slave labor to produce cash crops.

Reading Strategy

Organizing Information As you read about the Southern Colonies, use a diagram similar to the one shown here to list the region's three most important cash crops and the main colonies in which they were grown.

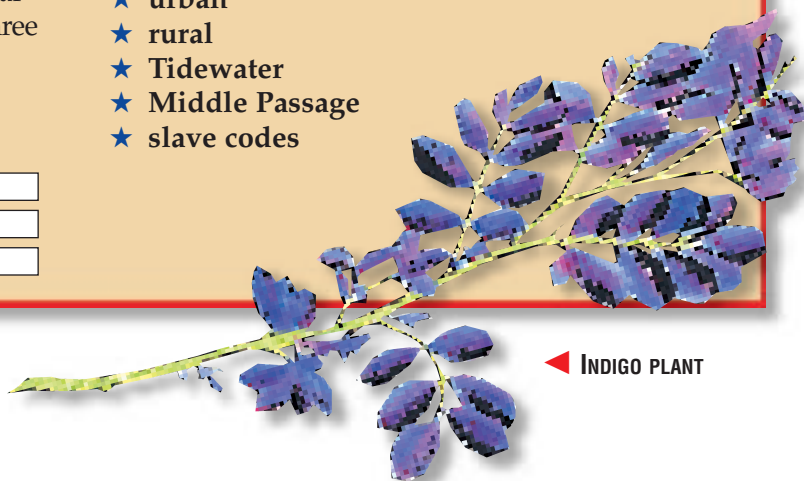


Read to Learn . . .

- ★ what the economy of the Southern Colonies was based on.
- ★ how Southern planters came to depend on enslaved labor.
- ★ what life was like on a plantation.

Terms to Know

- ★ urban
- ★ rural
- ★ Tidewater
- ★ Middle Passage
- ★ slave codes



◀ INDIGO PLANT

Life in the Southern Colonies of Virginia, Maryland, North and South Carolina, and Georgia differed in several ways from that in the other regions. City, or **urban**, life was important in the Middle Colonies. In contrast, the South was mainly **rural**—mostly farms, with few towns and only one large city, Charles Town.

As in New England, the first settlers in the Southern Colonies were English. Many, however, were wealthy aristocrats and friends of the king. They belonged to the Anglican Church. Later settlers came from other parts of Britain—Scotland and Ireland—and from France.

★ An Agricultural Economy

Most settlers in the Southern Colonies made their livings from the land, but they belonged to two very different groups. A few wealthy planters owned thousands of acres. They made up a rich, upper class. The rest were farmers—the lower class—who owned small farms or worked for a large planter. Their lives were more like those of small farmers in the other colonies.

The land along the region's southern coast had long, hot, humid summers, mild winters, and heavy rainfall. Besides





Picturing History

▲ **SHIPPING TOBACCO** Planters shipped barrels of tobacco to Europe and the West Indies. **Along what tidal rivers was most tobacco shipped?**

raising corn and cattle for their tables, farmers grew three cash crops—tobacco, rice, and indigo. All three required the hard work of many people. As a result, planters came to depend on the labor of enslaved Africans who were an important part of the colonial population.

Tobacco Growing

Tobacco was the first crop grown in Virginia to bring farmers a profit. Later the crop spread to North Carolina and Maryland. A few Southern planters who owned thousands of acres grew half of all the tobacco shipped to England each year. Families with smaller farms of 100 or 200 acres (41 or 81 ha) grew the rest.

Large plantations covered acres of land along **Chesapeake Bay**. They hugged the banks of slow-flowing tidal rivers, including the **Potomac**, the **James**, and the **York**. This part of Virginia came to be called the **Tidewater**, because ocean tides affected the rivers for miles upstream. Most plantations had their own docks on the rivers. Planters could ship barrels of tobacco downstream to the coast and then directly to England. For this reason, the Southern Colonies had fewer major port cities than the New England or Middle Colonies.

Rice and Indigo

Around 1680 a ship captain brought some rice seed to South Carolina from the African island of Madagascar. Planters in South Carolina and Georgia found that the swampy coastal lands near the **Savannah River** were perfect for growing rice. By the 1720s, some rice planters introduced an irrigation system that increased the size of their crops.

Another important crop in South Carolina was indigo, a plant used to produce a rich blue dye. Indigo was harvested while the rice was still growing, which made it a profitable second crop for Carolina planters. It was a valuable export to England, where textile manufacturers used indigo to dye cloth.

To make a profit from the kind of crops grown in the Southern Colonies, planters needed many laborers. At first planters used indentured servants, both African and European, to work in the fields. Soon, however, most of the workers were Africans brought from the West Indies. Many already had experience growing rice in Africa. About this time planters began to treat Africans as slaves for life—as property that could be owned—rather than as servants who would be free after several years.

★ The African Population

By 1760 there were about a quarter of a million Africans in the colonies. Enslaved Africans were shipped directly from **West Africa** to the American colonies. Most enslaved Africans—more than 200,000—worked in the fields and houses of the Southern Colonies. Smaller numbers of Africans and people of African descent lived in New England and the Middle Colonies. Some were enslaved, working as household servants or on farms. Others were free people who worked as artisans or sailors.

The Slave Trade

As soon as European settlers built plantations in the Americas and the Caribbean islands, they began to depend on workers brought by force from Africa. Most came from West Africa. By the 1700s slave traders, often armed with European guns, reached deeper into the African continent. They raided villages and kidnapped men, women, and children to satisfy the demand for workers.

The Africans were brought to America or the West Indies in small, overcrowded ships. Africans later told their story of the horrors and brutality of the **Middle Passage**, the route between Africa and America. Slave traders viewed the people as cargo, not human beings, packing in as many as possible to increase the profits from the trip. People were chained and packed together in dark, filthy, cramped

compartments. Sometimes there was not room enough to stand or even sit up. Many died from ill treatment and lack of fresh food and water.

Many colonists did not think that slavery was wrong. The need for laborers was more important than the welfare of the Africans. Some believed that they were doing Africans a favor by teaching them Christianity and forcing them to forget African culture.

Around the early 1700s, some colonies made these attitudes law. They passed **slave codes**, laws that denied enslaved



Student Web Activity

Visit the *American History: The Early Years to 1877* Web site at ey.glencoe.com and click on **Chapter 6—Student Web Activities** for an activity about the Middle Passage.

CLICK HERE

Africans most of their rights. Under the codes enslaved people were looked on as both persons and property. Under some slave codes, enslaved people could not carry weapons or hold meetings. In most places, it was against the law for them to learn to read and write.

Reactions to Slavery

Some enslaved Africans tried to run away from slaveholders, and a few found refuge with local Native Americans. Most runaways, however, were later caught and returned to their slaveholders. Those who were not caught had little chance of making a life for themselves. European colonists were suspicious of any African they did not know. Rebellions and resistance by the enslaved occurred both on slave ships and on plantations.

Free Africans

Some enslaved Africans became skilled workers, such as carpenters or seamstresses. Generous slaveholders might allow them to work for other families and keep part of the money. Sometimes a worker earned enough money to buy his or her freedom and perhaps that of a spouse or child. Some slaveholders gave

trusted servants their freedom. Eventually, small communities of free Africans grew up in towns and cities throughout the colonies.

★ The Southern Plantation

Every American colony had a wealthy upper class. The rich planters of the South developed their own way of life on their plantations.

A plantation centered on the “big house,” or the family mansion. Often it stood on a hill, overlooking a river. A typical plantation house had two stories and was built of brick. Through its tall windows could be seen a graceful staircase in the entrance hall. To avoid the danger of fire, the kitchen was in a separate building. Other small buildings clustered around the mansion, including barns, laundries, and stables. At some distance away were the small cabins of the slave quarters.

Most of the plantation workers were enslaved men and women. Many were field-workers who planted and tended crops. Others were artisans such as blacksmiths and shoemakers, while still others worked as servants in the mansion. These workers made the plantation self-sufficient, supplying almost all its needs.

★ SECTION 3 ASSESSMENT ★

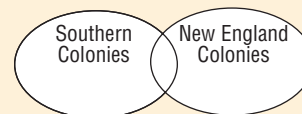
Checking for Understanding

1. **Define** urban, rural, Tidewater, Middle Passage, slave codes.
2. **Why** were enslaved Africans important to farmers?
3. **Describe** how enslaved Africans could gain their freedom.

Critical Thinking

4. **Comparing and Contrasting** Re-create the diagram shown here, and list the similarities

and differences between the Southern and New England colonies.



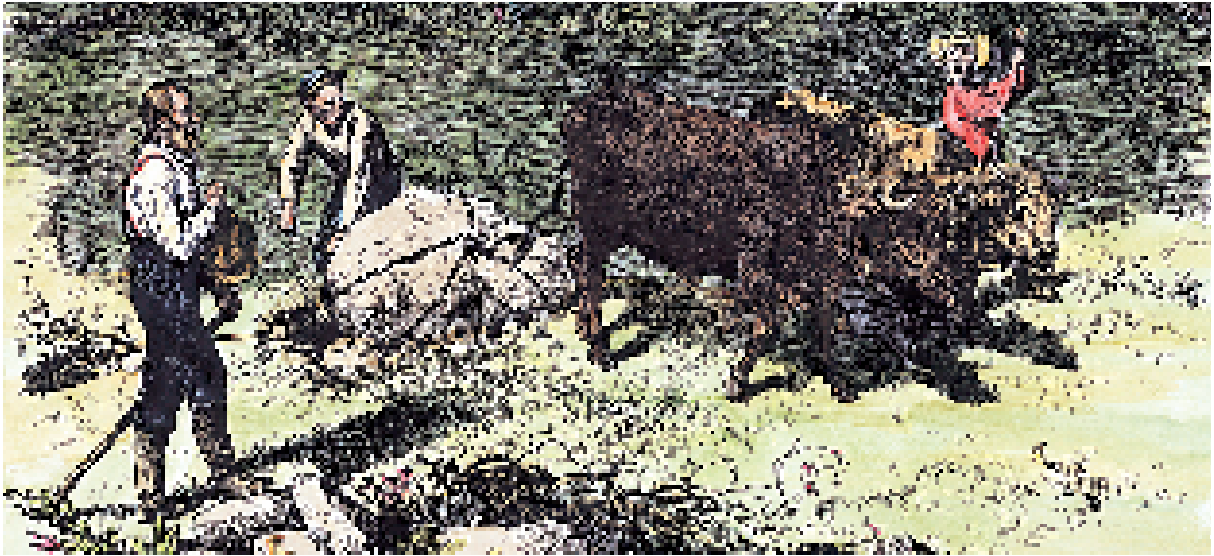
INTERDISCIPLINARY ACTIVITY

5. **The Arts** Imagine that you are someone from New England visiting your cousins on a farm in the Carolinas. Write a letter to a friend at home describing your visit.

BUILDING SKILLS

Study and Writing Skills

Writing a Topic Sentence



▲ NEW ENGLAND FARM

Learning the Skill

In an essay or explanation, a paragraph is a group of sentences centered on a single idea or topic. The **topic sentence** summarizes the main idea of the whole paragraph. The other sentences further explain the main idea. The topic sentence often appears at the beginning of the paragraph. It can also be in the middle or at the end.

In the paragraph below, the topic sentence is in darker type.

Geography affected the economies of the different regions of American colonies. In New England, a cool climate and rocky soil made farming difficult. The many harbors and rich fishing grounds nearby, however, encouraged trade and fishing. In the Southern Colonies, a warm climate and flat, moist land encouraged the growth of plantations.

Practicing the Skill

Write a topic sentence for each paragraph below.

1. Although the Puritans left England to follow their religious beliefs, Puritan colonies did not grant that freedom to others. Rhode Island and Pennsylvania, on the other hand, allowed people of all faiths to worship as they pleased.
2. Most indentured servants were people who wanted to come to America but could not afford to pay the passage. In exchange for their fare, they promised to work for a certain number of years for someone else.



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

APPLYING THE SKILL

3. Look at a recent edition of your daily newspaper. Choose one story on the front page and underline the topic sentence in each paragraph.

Democracy Takes Root

GUIDE TO READING

Main Idea

As the American colonies grew, the ideals of democracy—including freedom of the press and participation in government—began to take root.

Reading Strategy

Classifying Information As you read about democratic ideals in the colonies, use a chart like the one shown here to identify the cause of the Glorious Revolution and its effect on the colonies.

Glorious Revolution	
Cause	Effect on Colonies

Read to Learn . . .

- ★ how the Glorious Revolution in England affected the colonies.
- ★ why England passed the Navigation Acts.
- ★ how the colonists tried to establish their rights as citizens.

Terms to Know

- ★ bill of rights
- ★ libel
- ★ mercantilism
- ★ Navigation Acts
- ★ legislature



▶ SEAL OF WILLIAM AND MARY

During much of the time that the American colonies were being settled, civil war and political changes were causing turmoil in England. As a result, the faraway colonies were generally left alone to handle their own affairs. When the English monarchy was restored in 1660, it again turned its attention to America.

★ Changes in Colonial Governments

Charles II, the new king, wanted more control over the colonies and their profitable trade. Founded by different groups and proprietors, the American colonies

were spread out along the Atlantic coast. Charles chartered new royal colonies in which he chose the governor and council. Later he changed the charters of Massachusetts and New Hampshire, making them royal colonies.

The Dominion of New England

When Charles died in 1685, his brother, the Duke of York, became king as **James II**. He immediately tried to unite New England, New York, and New Jersey as “the Dominion of New England.” James appointed a single governor and council for the dominion and abolished the colonial assemblies elected by the colonists.

The dominion's royal governor, **Sir Edmund Andros**, set up new rules. He placed restrictions on New England town meetings, schools, and the press. Because the rights of the colonists did not seem important to Andros, he was widely hated. Andros was especially unpopular in Massachusetts, where he tried to replace the Puritans' Congregational Church with the Anglican Church.

The Glorious Revolution

Neither James II nor the Dominion of New England lasted very long. The English people feared the king would try to make their country Roman Catholic. So, in 1688, the English Parliament unseated James and gave the throne to James's daughter Mary, a Protestant, and her husband, William of Orange.

People were so pleased by this peaceful change that it became known as the **Glorious Revolution**. The next year the new king and queen agreed to a **bill of rights** that put limits on their power. At the same time it listed "true, ancient . . . rights and liberties of the people."

When people in Boston heard about the changes in England, they moved quickly against Governor Andros. He tried to escape but was caught, imprisoned, and sent back to England. That ended the Dominion of New England.

William and Mary restored elected assemblies in the individual colonies. The assemblies did not have a great deal of power, however. Royal governors still had the final authority over colonial assemblies and courts.

★ Bacon's Rebellion

The revolt against Andros was not the first protest against colonial governors. In 1676 **Nathaniel Bacon**, a planter on the Virginia frontier, charged that Governor William Berkeley was not doing his job.

Bacon claimed the Virginia governor was not protecting the frontier from raids by Native Americans and was more interested in the profitable fur trade. Bacon soon took action in what was called **Bacon's Rebellion**. He led 300 small farmers and servants in a raid against the Native Americans.

Then civil war broke out between Bacon's volunteers and the governor's troops. The farmers marched on Jamestown, demanded other reforms, and later burned the town. The governor fled. Bacon's Rebellion was gaining popular support when Bacon suddenly became ill and died. Without him, the rebellion collapsed.

Bacon's Rebellion was by no means a failure. Charles II ordered Governor Berkeley back to England to explain how he had allowed such disorders to arise in Virginia. Berkeley died before he had a



Picturing History

▲ **BACON'S REBELLION** The raid against Native Americans by Bacon's mob showed Governor Berkeley to be a weak governor. **How did King Charles II react to the rebellion in Berkeley's colony?**

chance to report to the king, but governors who came after him ruled in a much different manner. They relaxed their personal control over the colony and allowed Virginians more voice in their own government.

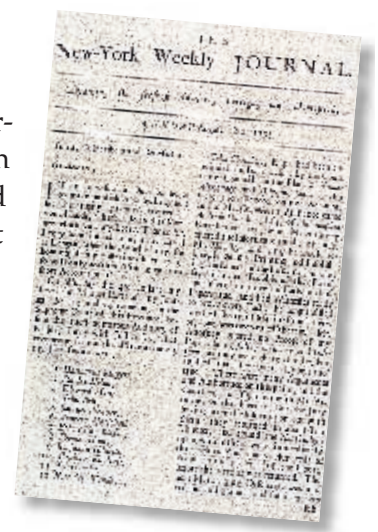
Biography ★★★

Zenger Fights for Freedom of the Press

Armed revolts were not the only way to protest against colonial governors. One man who protested with the printed word was **John Peter Zenger**. Born in Germany in 1697, he came to America at age 13 and became an apprentice printer. In 1726 he started his own print shop. In 1733, Zenger began to publish the *New York Weekly Journal*, a newspaper that openly opposed Governor William Cosby.

The paper criticized the governor for a year, until Zenger finally was arrested and copies of the newspaper were burned in public. Zenger was tried for **libel**, the act of publishing harmful statements. Zenger’s lawyer, Andrew Hamilton, defended Zenger saying the printer should be found not guilty because his

criticisms of the governor were true. Hamilton asked the jurors to stand up for freedom against the governor claiming, “It is the best cause. It is the cause of liberty.” Spectators cheered as the jury agreed and found Zenger not guilty. Zenger’s case was the first one in America to protect freedom of the press.



▲ ZENGER’S NEWSPAPER

★★★

★ Controls on Colonial Trade

England wanted its colonies to be profitable. The American colonies were valuable for their natural resources and their trade of goods. As early as 1650 Parliament passed laws to regulate trade. These laws had both helpful and harmful effects.

Most European countries with colonies followed a policy called **mercantilism**. This policy meant that to gain wealth, a country had to sell more goods than it bought. The English colonies were

Restrictions on Colonial Trade, 1650–1750

Acts	Restrictions
Navigation Acts 1650, 1651, 1660–1661, 1696	Only English or English-built ships could carry on colonial trade. Tobacco, cotton, indigo, and other colonial products could only be sent to England. Colonial trade laws had to agree with the Navigation Acts.
Woolen Act 1699	Prohibited the colonial exports of wool or wool products.
Hat Act 1732	Prohibited the exporting of hats from one colony to another.
Molasses Act 1733	Levied a large duty on foreign sugar, molasses, and rum.
Iron Act 1750	Prohibited building of new colonial iron plants. Prohibited colonial import duties on iron bought from Britain.



Chart Study

British trade acts affected many American products. **Which trade act dealt with food products?**

important because of this policy. First, they provided raw materials to the home country. Second, the colonists were a ready-made market for products from the home country.

To make mercantilism work, England passed laws to control colonial trade. These laws were known as the **Navigation Acts**. The first of these laws, passed in 1660, said that the colonists must use English-built ships for all their trade. In addition, certain colonial products, including tobacco, cotton, and indigo, could be sold only in England or in an English possession. Later laws said that colonists could buy only English-made goods. Any crops or products bought or sold elsewhere had to be shipped through England and be taxed. As a last measure, England imposed duties on the coastal trade among the English colonies.



★ Moving Toward Self-Government

Restoration of colonial assemblies had been an important result of the Glorious Revolution. It supported the colonists' belief that the English Parliament, even though far away, ought to listen to them. Americans actually had a lot of freedom to run local affairs through their assemblies.

Rights of the Colonists

The colonists were proud of the rights they had as English citizens. These rights included the right to a fair trial by a jury of equals, and the right to be taxed by law-makers elected by the people.

Local governments in each colony were shaped by the founders, by royal officials, and by the settlers themselves. Not surprisingly, colonial governments were organized somewhat like the government of England. Most colonies had an appointed governor and a **legislature**, or law-making body, with two houses—the council and the assembly. This was the same organization followed in the English Parliament.

Members of the assembly, or lower house, were elected by the voters of the colony. Slowly, the assembly gained the power to pass tax bills and to decide how tax money would be spent. The assembly also ran the colony's military affairs.

Compared with people in Europe, the American colonists had an unusual chance to take part in their government. Generally, however, voters were white men over the age of 21 who owned property. Women generally could not vote even if they owned property. Other adults who could not vote included indentured servants, slaves, and Native Americans.

★ SECTION 4 ASSESSMENT ★

Checking for Understanding

1. **Define** bill of rights, libel, mercantilism, Navigation Acts, legislature.
2. **Why** were colonies important to England's policy of mercantilism?
3. **How** were most colonial governments organized?

Critical Thinking

4. **Analyzing Issues** Create a diagram like the one shown here, and use it to list the ways

in which the colonists tried to establish their rights as citizens.



INTERDISCIPLINARY ACTIVITY

5. **Economics** Imagine that you are a merchant in one of the thirteen colonies. Write and illustrate a newspaper ad that shows your opinion of the Navigation Acts.

HISTORY Online



Self-Check Quiz

Visit the *American History: The Early Years to 1877* Web site at [ey.glencoe.com](http://www.ey.glencoe.com) and click on **Chapter 6—Self-Check Quizzes** to prepare for the chapter test.

Using Key Vocabulary

Match each word in Column A with the correct definition in Column B.

Column A

1. subsistence farming
2. cash crop
3. slave codes
4. legislature

Column B

- a. laws that denied rights to enslaved Africans
- b. farming that produces little more than the farm family needs
- c. official body that makes laws
- d. farm product grown to be sold

Reviewing Facts

1. **Explain** how people in New England used natural resources to make a living.
2. **List** at least one important product exported by each region of the colonies: New England, Middle, Southern.
3. **Describe** how enslaved Africans were a part of the colonies' "triangular trade routes."
4. **Explain** how most colonial governments were organized and how officials were chosen.

Understanding Concepts

American Democracy

1. How were town meetings in New England a vital step toward democracy in America?
2. What effect did the Glorious Revolution in England have on colonists' attitudes toward their rights as citizens?

Diverse Populations and Cultures

3. Which group of colonies had the most varied populations? Why was this so?
4. Re-create the chart shown here, and use it to make generalizations about the three colonial regions regarding the listed topics.

Colonies	Population	Physical Setting	Economic
New England			
Middle			
Southern			

History and Geography

Eastern North America in 1700

Study the map and answer the questions.

1. **Place** Which town is located furthest inland from the Atlantic Ocean?
2. **Region** What part of the region was forested?
3. **Human/Environment Interaction** Near what physical features did most colonists settle?



CHAPTER 6 ★ ASSESSMENT

Critical Thinking

1. **Determining Cause and Effect** How did the agriculture that developed in the Southern Colonies affect the lives of workers there?
2. **Understanding Point of View** Why did the English monarch and Parliament treat the colonists differently from English citizens in England? How did the colonists react?
3. **Analyzing Illustrations** What can you tell from the illustration below about treatment of Africans in the colonies?



Cooperative Learning

Interdisciplinary Activity: Speech

Work in a small group to prepare an interview show with the following list of colonists as guests: New England town resident, Philadelphia merchant, enslaved person, Southern plantation family member, and someone from the frontier. Work together to develop a list of questions to ask the guests to find out about their lives. One group member acts as host; others are the colonists.

Practicing Skills

Writing a Topic Sentence

1. Read the paragraph below and identify its topic sentence.

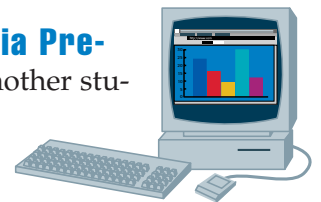
Nowhere in the colonies could you find more diversity than in the Middle Colonies. The first settlers in New York and New Jersey had been the Swedes and the Dutch. Then came English Quakers in Pennsylvania, followed by German and Scotch-Irish settlers.

2. The following paragraph lacks a topic sentence. Read the paragraph and write a topic sentence that expresses the main idea.

On the passage to America, enslaved Africans were given little food or water. Crammed into hot, stuffy holds below the decks, they often had no room to lie down.

Technology Activity

Developing a Multimedia Presentation Work with another student to create a multimedia presentation on one of the original colonies.



Writing ABOUT History

Using Your Journal

Of the colonists' occupations that you read about, choose one you found interesting. As a filmmaker, write a script for a short film that would show this way of making a living.

Cultural Kaleidoscope

Colonial Styles and Fashions

Fashion trends in Britain's thirteen colonies started in Europe. Wealthy colonists might buy imported clothing made in England. Colonial tailors and seamstresses often followed patterns or pictures from Europe.



▲ Bonnets

For everyday, women and girls wore ruffled caps both indoors and outdoors. More formal outings might call for a bonnet—plain or fancy.

▼ Men's Hat Styles

Colonial men's headgear might call for an embroidered cap or a tricornered hat—one worn with a point in front and one on each side.



▼ Colonial Hairstyles

Men and women alike often wore wigs for festive or formal occasions. Women's styles called for hair swept high on top. Men's styles were more flowing, often with hair tied in back. Powdering the wigs made them white.





Fashion Accessories

To complete her wardrobe, the colonial woman might carry a lovely fan to accent her gown. The wealthy gentleman might carry a finely crafted walking stick.



Dresses for Women and Girls

Colonial women wore dresses with long skirts and fitted waists. A shawl over the shoulders might add a touch of warmth or decoration.



On the Streets in Towns

A typical day in a colonial town found people going about their business.