

UNIT

1

# The United States before 1898

## Beginnings–1898

**Chapter 1**  
**Beginnings of America**  
Beginnings–1763

**Chapter 2**  
**Forming a New Nation**  
1763–1815

**Chapter 3**  
**Developing a National Identity**  
1815–1860

**Chapter 4**  
**The Union in Crisis**  
1850–1877

**Chapter 5**  
**An Industrial Nation**  
1860–1920

## Themes

### Immigration and Migration

People first migrated to America many thousands of years ago and lived throughout the continent before Europeans arrived and began to form colonies.

### Government and Democracy

The 13 English colonies declared their independence from Great Britain in 1776, forming the United States of America. Conflicts between the North and the South over the issue of slavery resulted in the outbreak of the Civil War in 1861. The nation reunited during Reconstruction and continued to expand westward and develop into an industrial nation.

The voyage of the *Mayflower* marked a new beginning for not just the settlers on board but for America as well.

THE GRANGER COLLECTION, NEW YORK



# Prepare to Read

## Identifying Main Idea and Details

Find practice for **Identifying Main Idea and Details** in the **Skills Handbook**, p. H5

The main idea is the most important idea of a passage. Details support, illustrate, or develop main idea.

### Before You Read

Look at headings and the Reading Check questions.

### While You Read

Look for the topic sentences in each paragraph. These are often the main ideas.

### After You Read

Ask yourself questions.  
What was the main idea?  
What was the author trying to get across?

### War in the South

In 1778 the British shifted their strategy. They had hoped to crush the rebels with an overwhelming military response. Now, instead of sending more troops and supplies from Britain, British officials decided to rely on the many Loyalists in America for support. They hoped the Loyalists would rise up to support them. Because they believed the Loyalist sympathies were strongest in the South, the British planned to campaign there.

The British soon learned that the Patriots were as strong and determined in the South as they were in New England. Small bands of Patriot militiamen frequently struck unsuspecting British troops and then disappeared into the wood. The most famous band was led by Francis Marion, who was nicknamed “the Swamp Fox” for his daring raids from the Carolina swamps.

#### **READING CHECK** Identifying the Main

**Idea** How did British shift their strategy in 1778?

This section heading tells you the topic—Revolutionary War battles in the South.

**Main Idea** The British chose to shift their battle strategy in 1778.

**Detail** British officials decided to change their plans and campaign in the South, where British sympathies were believed to be strongest.

## Test Prep Tip

Short answer questions on tests often ask you to find details that support a passage’s main idea. To find supporting details, form questions using *who*, *what*, *when*, *where*, *why*, and *how*. You can turn section headings into questions. An example for this passage might be “Why did the Revolutionary War move to the South?”





# Reading like a Historian

## Analyzing Primary Sources

Find practice for **Analyzing Primary Sources** in the **Skills Handbook**, p. H28

Primary sources are documents created by people who were present at historical events either as witnesses or as participants. These sources can range from letters and diary entries to newspaper stories and photographs.

### Strategies historians use:

- Find clues in the text. Look for words that identify a primary source, such as *I*, *we*, and *our*, or note quotation marks indicating that a passage is someone's speech or writing.
- Identify the author. Who is speaking or writing?
- Analyze the source, and weigh its treatment of historical events against your prior knowledge of them.

In January 1776 many colonists were divided about their future relationship with Great Britain. Then Thomas Paine published *Common Sense*, a pamphlet that stated in clear, easy-to-understand terms why the colonies should break free from British rule.

Quotation marks signal you are reading a primary source.

“[A]ny submission to, or dependence on, Great Britain, tends directly to involve this continent in European wars and quarrels, and set us at variance [odds] with nations who would do otherwise seek our friendship, and against whom we have neither anger nor complaint. As Europe is our market for trade, we ought to form no partial connection with any part of it. 'Tis the true interest of America to steer clear of European contentions, which she can never do while by her dependence on Britain she is made the weight in the scale of British politics.”

—*Common Sense* by Thomas Paine, 1776

Arguing that Britain limited American trade appealed to Paine's audience.

Knowing the author and time period helps place the source in historical context.

### Skills FOCUS

### READING LIKE A HISTORIAN

**As You Read** Paraphrase the primary source to make sure you understand any difficult language.

**As You Study** Try to sort facts from opinions. Use your prior knowledge and information you read in the chapter to assess and reassess the point of view expressed in the primary source.



# Beginnings of America

## THE BIG PICTURE

For thousands of years, people of many cultures have made the Americas home. They came looking for animals to hunt, for gold, for a quicker route to Asia's treasures, or for religious freedom. Some of these communities disappeared while others grew into successful colonies, ruled from afar.



## California Standards

### History–Social Science

**8.2** Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

**11.1** Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

**11.3** Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

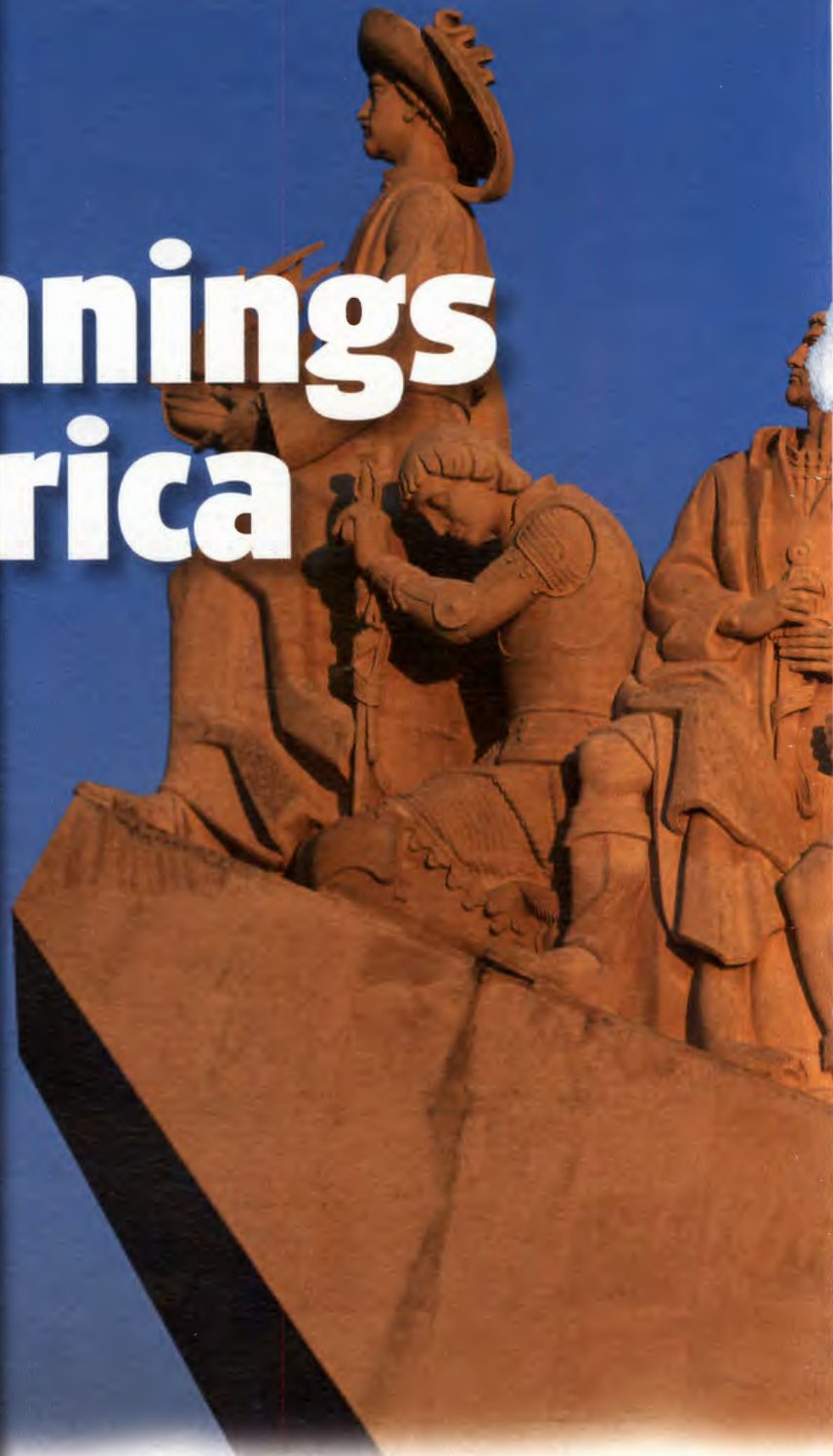


## READING LIKE A HISTORIAN

This detail from Portugal's Monument of Discovery shows Prince Henry the Navigator at the forefront of many famous Portuguese explorers. The monument is shaped like the prow of a ship and was built for the 500th anniversary of Prince Henry's death.

**Drawing Conclusions** Why do you think Portugal built this monument?

See **Skills Handbook**, p. H12



U.S.



**38,000–  
10,000 BC**

The first people migrate to North America.



World

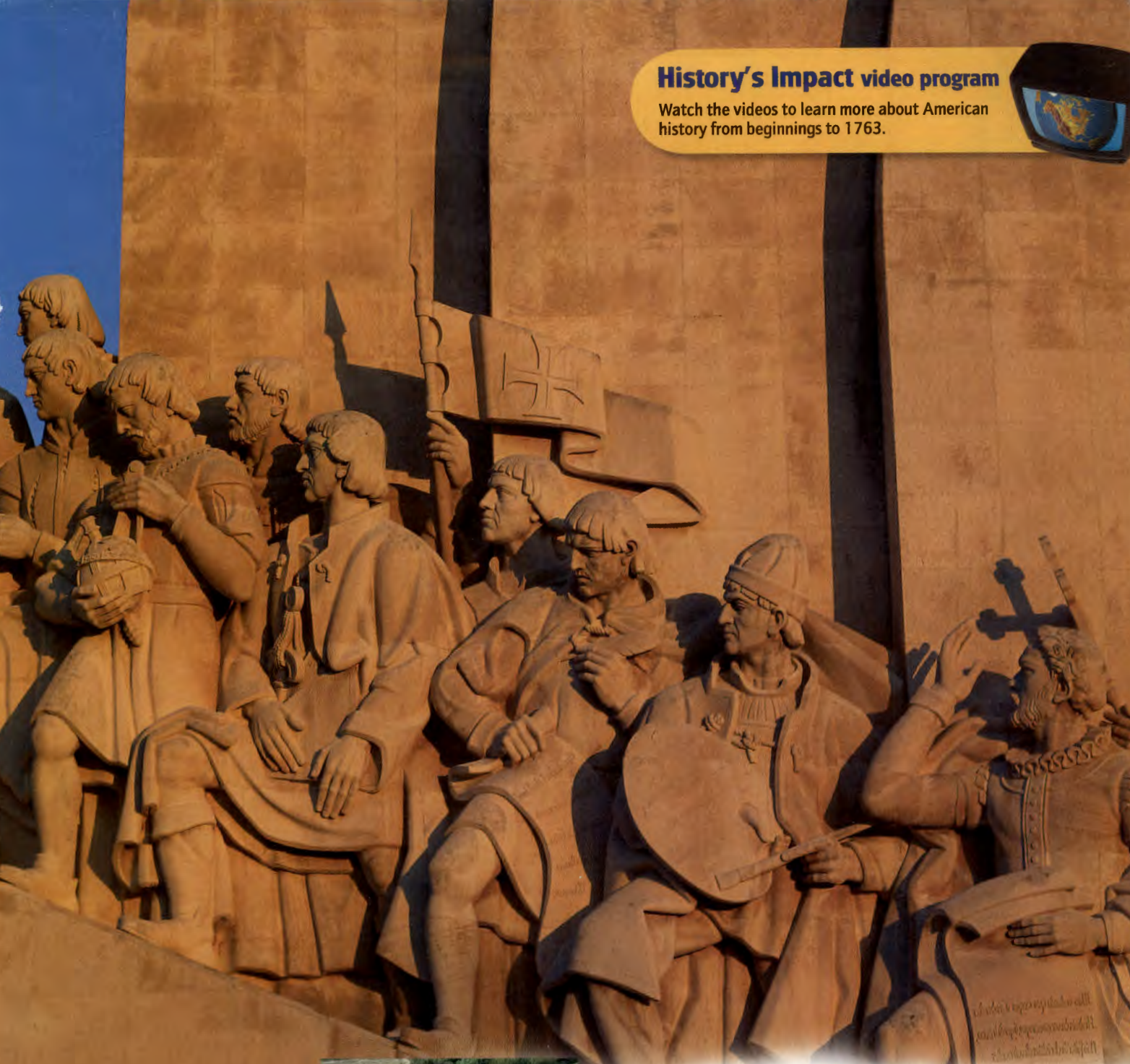
**1500 BC**

**1200 BC**  
Olmec culture arises along coast of Gulf of Mexico.



## History's Impact video program

Watch the videos to learn more about American history from beginnings to 1763.



**700 BC**  
Adena culture begins in Ohio River valley.

**100 BC**  
Hopewell Mound-Builders inherit Adena traditions.



**700 BC**

**400 BC**  
Maya build great stone cities in Central America.

**AD 100**

**300**  
Early West African trading state of Ghana arises.

**900**

**476**  
Roman Empire collapses.



**1700**

**1519-1521**  
Cortés conquers the Aztecs in Mexico.

**1607**  
Jamestown colonists arrive in Virginia.

**1492**  
Christopher Columbus lands in the Americas

**1763**  
Great Britain defeats France in French and Indian War.



# The World before 1600

## BEFORE YOU READ

### MAIN IDEA

Diverse cultures existed in the Americas, Europe, and Africa before 1600.

### READING FOCUS

1. Who were the first people in the early Americas?
2. In what ways were North American cultures before 1500 different, and in what ways were they similar?
3. What characterized African cultures before 1500?
4. How did European exploration begin?

### KEY TERMS AND PEOPLE

Beringia  
 agricultural revolution  
 Maya  
 Aztec  
 Middle Ages  
 Magna Carta  
 Renaissance  
 Reformation  
 Christopher Columbus  
 Columbian Exchange



**HSS 8.2.1** Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.



## The First AMERICANS

◀ Archaeologists discover artifacts, such as this spear straightener, that help reconstruct the past.

### THE INSIDE STORY

#### *How do we learn about prehistoric people in the Americas?*

Prehistory means the time before written records were kept. So with no ancient scrolls or stone tablets to refer to, and certainly no books or newspapers, how do we know about the first people in our part of the world?

Information about early American cultures comes mainly from archaeology. Archaeology is the scientific study of the remains of past human life. Archaeologists carry out digs to unearth ancient towns and campsites. They examine pottery, tools, bones, and other kinds of physical evidence.

One important piece of archaeological evidence is a distinctive stone spear point called the Clovis point. Because these spear points have been found throughout the Americas, scientists have developed theories of early human migration based upon them. ■

### The Early Americas

As recently as 10,000 years ago, during the last Ice Age, thick sheets of ice covered many parts of the world. So much of the earth's water was frozen that sea levels dropped by several hundred feet, exposing land along the coastlines. Today the waters of the Bering Strait divide Alaska from Siberia in northeast Asia. But during the Ice Age a land bridge connected the continents of Asia and North America. Historians call this ancient land area **Beringia**.

Scholars agree that Siberian hunters crossed this land bridge to North America. This migration probably took place between 12,000 and 40,000 years ago, with small groups of hunters crossing the land bridge at different times. These first Americans were nomads, people who moved from place to place with the seasons. They



followed a hunter-gatherer way of life, which meant that they hunted animals and gathered plants for food. They did not raise animals or farm crops. When the animals moved, the hunters followed them, never staying in one place for very long.

Approximately 10,000 years ago many of the large North American animals died off, so these early Americans turned to hunting smaller animals and gathering more plants. Then, about 7,000 years ago, some human groups began to plant seeds deliberately. Farming allowed them to settle into villages rather than moving from place to place. This dramatic change in the way people lived is called the **agricultural revolution**.

**Empires of Mesoamerica** Empires rose up in Mesoamerica, a region that is today Mexico and Central America. Olmec culture first began around 1200 BC. The Olmec people had a tremendous **influence** on later cultures.

The **Maya** began their rise around 400 BC. They built large pyramids, and they also developed a writing system and a number system that used the number zero. In the 1400s the militaristic **Aztec** formed a large empire in present-day Mexico. Tenochtitlán, today's Mexico City, was the Aztec capital.

**Early cultures of North America** Early Native Americans encountered many different environments in North America—forests, deserts, and fertile land. In each region, different kinds of societies developed. In the Southwest, for example, the Hohokam people farmed in the desert using irrigation systems. Another southwestern group, the Anasazi, built distinctive dwellings made of adobe. Later, these were called pueblos. The Anasazi are the ancestors of today's Pueblo Indians.

Other Native American groups, including the Adena and Hopewell, were known as the Mound Builders because they buried their dead in large earth mounds. Later, the Mississippians were the most advanced farmers north of Mexico. They built towns across the Southeast and southern Midwest, including the great city of Cahokia, which was located near present-day Saint Louis.

**READING CHECK** **Identifying the Main Idea and Details** Describe the earliest cultures of North America and Mesoamerica.

## North American Cultures before 1500

In each region of North America, Native Americans adapted to differences in climate, geography, and resources. By the 1400s a wide range of cultures existed in North America.

**Regional diversity** Native American groups varied by region. The map on the next page shows culture areas and locations of specific Native American groups:

- **Southwest** Here the Pueblo peoples lived in many-roomed adobe dwellings called pueblos. Each pueblo was governed by a council of religious elders.
- **Northwest Coast** Groups in the Northwest Coast region had an abundant supply of natural resources. They held feasts called potlatches, where they showed off their wealth by giving rich gifts to their guests.
- **California** In California many animals and plants were available year-round. Many different hunter-gatherer groups developed.
- **Far North** Groups in the Far North lived in the tundra, land that is partially frozen for most of the year. They hunted seals, seabirds, caribou, beaver, and bear.
- **Great Basin and Plateau** In these two dryland regions behind the mountain ranges of the Pacific Coast, groups remained hunter-gatherers. In the Plateau region, they lived along rivers.
- **Great Plains** The Great Plains region lay west of the Mississippi River. The culture of early Plains Indians depended on the hunting of buffalo.
- **Eastern Woodlands** Thick forests of oak, maple, and other trees covered what is today the eastern United States, from the Atlantic Ocean west to the Mississippi River. Animals, fish, and plants were plentiful in these forests. Groups in the Eastern Woodlands region used forest resources to build their homes. The Iroquois, for example, lived in longhouses, which were rectangular buildings made of logs and bark.
- **Southeast** In the Southeast, most Native Americans had lived in settled farming villages for hundreds of years. Some groups in this region carried on the Mississippian culture into the 1500s and even later.

**ACADEMIC VOCABULARY**  
**influence** to change, or have an effect on



# NATIVE AMERICAN CULTURE AREAS

Far North	Great Basin
Northwest Coast	California
Plateau	Southwest
Great Plains	Southeast
Eastern Woodlands	

0 300 600 Miles  
0 300 600 Kilometers  
Albers equal-area projection



## GEOGRAPHY SKILLS INTERPRETING MAPS

Although we refer to them collectively as Native Americans, the peoples who lived in North America in the 1500s belonged to many different groups with different ways of life.

**Region** Name each culture area and identify one group that is a part of that area.

See **Skills Handbook**, p. H20



**Shared customs and traditions** Native peoples in North America developed a great diversity of social systems and traditions. Still, they shared a number of customs and practices. These included ideas of social and political organization, religion, land use, and trade.

Most villages and nations were organized into clans on the basis of kinship, or blood relations. Sometimes kinship ties were based on the mother's family; other times they were based on the father's. Kinship often determined a person's social status and how property would be inherited.

Native Americans also shared some religious ideas. One was a spiritual connection to the natural world. An Indian of the Wabanaki nation in New England said, "The Great Spirit is our father, but the Earth is our mother." Because of this connection, many Native American groups also did not believe that land should be bought and sold. Some viewed land as a gift from the Great Spirit.

What brought the various Native American cultures together was trade. From their earliest days in North America, bands of hunters exchanged gifts and spear points. Later, people began to travel deliberately to exchange goods. The main trade items were food, raw materials, and luxury goods.

Native Americans usually traded by a barter system, an exchange of goods without using money. In a few places, shells were used as money. By the 1400s thousands of miles of trade networks crisscrossed North America.

### READING CHECK Making Generalizations

What role did trade play in Native American societies?

## African Cultures before 1500

The world's largest desert, the Sahara, divides North Africa from the rest of the continent. This desert has always been a fearsome barrier to travelers. Despite the dangers, trading caravans have crossed the Sahara since ancient times, seeking salt, ivory, and gold.

Desert traders brought something else besides trade goods to West Africa. The religion of Islam had begun in Arabia in the 600s. Not long after, Arab traders brought its teachings into West Africa. Some peoples in West Africa accepted Islam. Others continued to practice traditional African religions.

**African trading kingdoms** Several important trading kingdoms had developed in West Africa beginning around AD 300:

- **Ghana and Mali** These were the earliest kingdoms, which grew wealthy by taxing traders. Mali's most famous ruler, Mansa Musa, was a Muslim who traveled to Mecca and brought information about the land and peoples of Africa to the outside world.
- **Songhai** Songhai was larger than either Ghana or Mali. Its most famous ruler was Askia Muhammad. He ruled from 1493 until 1528 and made his capital city a center of Islamic learning.
- **Benin and Kongo** Benin and Kongo were two coastal African kingdoms that became powerful in the 1400s and built wealth from the Atlantic trade with Europeans.

**Trade changes West Africa** Gold and trade were what first attracted European sailors to Africa. Soon, however, the need for workers brought a terrible change. Rather than trading gold or ivory or wood, Europeans began to participate in the slave trade that existed among the African kingdoms.

Sailors from Portugal first explored the west coasts of Africa in the 1400s. They were looking for a sea route to India, but they were also looking for gold. The Portuguese and Spanish built plantations off the African coast. Later, other European nations would build plantations in the Caribbean, Brazil, and North America. Plantation agriculture requires large numbers of workers, and so planters turned to importing Africans as slaves.

The slave trade began in the late 1400s and expanded as planters in the Americas began to demand more workers. It went on for 400 years and devastated societies in West Africa. Although there are no firm figures, historians estimate that almost 20 million enslaved Africans landed in the Americas.

The human cost of the slave trade was tremendous. Parts of Africa suffered great losses in population. In addition, the slave trade weakened Africa and caused divisions among African peoples. The forced labor of millions of Africans enriched other parts of the world—but not Africa itself.

**READING CHECK Identifying Cause and Effect** How did the demand for slave labor begin?

### THE IMPACT TODAY

#### Government

When the modern African nations of Ghana and Mali became independent, they took the names of ancient West African trading kingdoms. The modern nations do not include the same territories as the earlier states.



## European Exploration

By 1500 the **Middle Ages** were ending in Europe. This period, which had begun in about 500 and lasted for a thousand years, had been a difficult time for Europeans. No governments were strong enough to protect people after the old Roman Empire had collapsed. There was widespread lawlessness. Europeans were often under attack by invaders from distant lands. But two important events of the Middle Ages helped bring dramatic changes in Europe.

First, in 1096, a series of wars began between Christians and Muslims. They were fighting for control of the area of Southwest Asia called Palestine. This area contained Christian shrines and holy places. These wars were known as the Crusades and continued until 1291. Although the lands eventually remained in Muslim control, the Crusades opened European eyes to new lands and peoples.

Another important event of the Middle Ages was the creation of nation-states. Early in the Middle Ages, the lands of Europe were divided among hundreds of nobles. Each noble ruled a piece of land and hoped to rule more. Strong rulers were able to unify nearby lands. By the late 1400s, several countries had begun to consolidate under the authority of monarchs, or rulers. These rulers built nation-states with

strong central governments. The most important of these nation-states were England, France, Spain, and Portugal.

In England, however, some barons had acted to curb the king's powers. In 1215 they forced the king to sign the **Magna Carta**. This document showed that limits could be placed on royal power. It established several important principles of government, including no taxation without representation and the right to trial by jury. These became basic principles of English law. After the Revolutionary War, they became part of American law as well.

## The Renaissance and the Reformation

As the Middle Ages came to an end, an era of great change began in Europe. Increased trade with the East opened people's minds to new ideas. This wider outlook brought about a revival of ancient knowledge that had been lost during the early Middle Ages. **Prosperity** brought by trade led to population growth and better education. All these produced a new era of learning and creativity that began in Italy.

This new era, which started in the 1300s, is called the **Renaissance** (REN-uh-sahns), from the French word for "rebirth." Scholars studied the classics of ancient Greece and Rome, and artists created works of lasting beauty. Scientists also made significant advances.

### ACADEMIC VOCABULARY

**prosperity** economic well-being

## The World Before 1600

### QUICK FACTS

#### Early Native American Cultures

- Scientists disagree on when and how the first Americans arrived.
- One theory is that the first Americans crossed a land bridge from Asia to America.
- Early Mesoamerican cultures include Olmec, Maya, and Aztec.
- Early North American cultures include Hohokam, Anasazi, Adena, Hopewell, and Mississippian.

#### North American Cultures in the 1400s

- Native Americans in North America establish diverse cultures based on geography.
- Some North American cultures share characteristics, including social structure, religious beliefs, and technology.
- Trading networks allow North American groups to share goods and ideas.

#### Africa

- Major kingdoms include Ghana, Mali, Songhai, Benin, and Kongo.
- Portuguese traders arrive in Africa in 1400s.
- European slave trade begins in late 1400s.



#### Europe

- Magna Carta establishes basic principles of government in 1215.
- The Renaissance begins around 1300.
- The Age of Exploration begins in the late 1400s.
- Christopher Columbus voyages to the Caribbean in 1492.
- The Reformation begins in 1517.



## COLUMBIAN EXCHANGE



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

The Columbian Exchange affected both sides of the Atlantic.

- 1. Region** What kinds of items were exchanged?
- 2. Movement** How do you think these items came to be exchanged?

See **Skills Handbook**, p. H19

Renaissance thinking encouraged people to question long-accepted ideas. That led to challenges to the authority of the Roman Catholic Church. Discontent with the church reached its peak in northern and central Europe. In 1517 a German monk named Martin Luther criticized some church practices and challenged church officials to a public debate. Luther's actions set off a chain of events. Calls for reform spread in a movement known as the **Reformation**. Luther's followers became known as Protestants, for their protests against the church.

**The age of exploration** The Renaissance changed the way that Europeans saw themselves and the world around them. Advances in science and technology encouraged people to ask questions and think boldly. Rulers of the nation-states of France, England, Spain, and Portugal tried to increase their power by finding new lands and sources of trade.

First, in the 1200s, an Italian explorer named Marco Polo traveled from the trading city of Venice in Italy to China. The accounts of his travels encouraged later explorers.

Two centuries later, Prince Henry of Portugal set up a school and naval observatory to encourage exploration. He sponsored voyages

in the Atlantic Ocean and down the coast of Africa. These voyages took advantage of many technological advances in ship construction and navigation.

One of the main goals of Prince Henry's explorers was to find a sea route to Asia to set up trade as the Venetians in Italy had done earlier. In 1498, after Prince Henry's death, the Portuguese explorer Vasco da Gama succeeded, landing on the coast of India.

**Columbus reaches the Caribbean** The explorer **Christopher Columbus** was born in the Italian trading city of Genoa in 1451. He became a sailor, serving on both merchant ships and warships. While visiting Portugal, Columbus decided that he would attempt to sail west to reach Asia.

It took Columbus many years to convince anyone to back his "Enterprise of the Indies" by providing ships and crews for the voyage. Finally, Columbus won support from Spanish monarchs Ferdinand and Isabella.

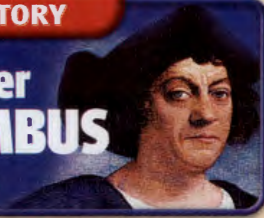
On August 3, 1492, Columbus set sail with about 90 men on the caravels *Niña* and *Pinta* and his flagship *Santa Maria*. After three weeks at sea, the crew was frightened and restless. Some were near mutiny. Then they



## FACES OF HISTORY

# Christopher COLUMBUS

1451–1506



Christopher Columbus's first job was working with his father as a weaver. Wanting to explore the world outside the textile shop,

Columbus found work as a sailor on ships in the Mediterranean.

Eventually, Columbus made his way to Portugal where he found a job making maps. During those years, Columbus met many explorers and navigators and began to hear tales of islands that were rich with spices. By sailing west, Columbus was certain he could find the islands and earn wealth and fame.

**Make Inferences** Why did Columbus sail west?

began to see birds and floating tree branches, which made them believe they were nearing land. At 2:00 in the morning of October 12, a sailor shouted, “Tierra! Tierra!” (Land! Land!) At dawn, they landed on a small island in the Bahamas. Columbus mistakenly believed he was in the Indies in Asia.

**The impact of Columbus** The voyages of Columbus began the process of European colonization of the Americas. From the very first voyage, European contact had a devastating effect on the native peoples, called Indians by

the Spanish. Often, the Indians and Europeans would clash. But the native peoples were no match for the well-armed Europeans.

Columbus's first reaction to meeting the Tainos, a native Caribbean group, was to note “how easy it would be to convert these people [to Christianity] and to make them work for us.” At first, the Spaniards recruited the Indians to help mine for gold. But soon they enslaved them. This set a pattern for later Spanish and other European explorers. Columbus also suggested starting a trade in Indian slaves.

Another effect of Columbus's voyages to the Americas was the exchange of plants and animals among Europeans, Native Americans—and later, Africans. Because this began after Columbus, it is known as the **Columbian Exchange**. Many American food products were taken to Europe and vice versa. Europeans also brought horses to America. Horses became a major part of Plains Indians culture.

The Columbian Exchange also had some tragic consequences. Native Americans had no way to resist European diseases, particularly smallpox and measles. Within a few years of the first early contacts with Europeans, disease had wiped out thousands of Native Americans. No one can be sure how many died.

### READING CHECK

### Making Generalizations

What was Columbus's impact in America?

## SECTION 1 ASSESSMENT

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Online Quiz

Keyword: SE7 HP1

HSS 8.2.1

### Reviewing Ideas, Terms, and People

- a. Recall** From where did the original settlers in the Americas come?

**b. Explain** What changes in the environment led to the agricultural revolution?
- a. Identify** What were the differences between the Northwest Coast and Great Basin cultures?

**b. Explain** Why did Native American groups trade with one another?

**c. Evaluate** Why was trade important to Native American cultures?
- a. Recall** Who were the first European explorers on the Atlantic coast of Africa?

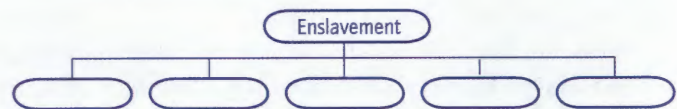
**b. Explain** What factors motivated the beginning of the Atlantic slave trade?
- a. Define** Write a brief definition for each of the following terms: **Renaissance**, **Reformation**

**b. Compare** How did the world view of people in the Renaissance differ from the outlook of the **Middle Ages**?

**c. Rank** What do you think were the most valuable products brought to the Americas in the **Columbian Exchange**?

### Critical Thinking

- Identifying Cause and Effect** Copy the chart below and show the factors that contributed to the enslavement of the native peoples of the Caribbean.



### FOCUS ON SPEAKING

ELA W1.1

- Persuasive** As a member of a Native American group in inland California, write a speech persuading a coastal group to trade shells for your spear points.



# European Colonies in America

## BEFORE YOU READ

### MAIN IDEA

Spain began colonizing America, and later, England built a diverse group of colonies on the Atlantic seaboard.

### READING FOCUS

1. Which European nations explored the Americas, and where?
2. Did the English in Virginia succeed in creating settlements?
3. What were the characteristics of the northern colonies?
4. What were the characteristics of the middle and southern colonies?

### KEY TERMS AND PEOPLE

viceroyalties  
encomienda system  
missionaries  
Fray Junípero Serra  
Roanoke  
Jamestown  
House of Burgesses  
indentured servants  
Puritans  
Mayflower Compact



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

## SPAIN OR PORTUGAL?

▼ Spanish explorers conquered huge Native American empires in the 1500s.



THE GRANGER COLLECTION, NEW YORK

### THE INSIDE STORY

#### *How did two European sea powers carve up the Americas?*

In 1493 Queen Isabella of Spain came to the pope with a problem. Columbus had just returned from his successful first voyage, and the queen wanted to move quickly to secure Spain's claim to the Americas. Spain's chief rivals, the skilled navigators of Portugal, were eager to seize land in the New World, as were other European powers. The queen wanted the Roman Catholic Church's stamp of approval on her claims before others rushed in.

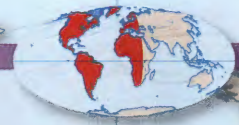
Pope Alexander VI, a Spaniard, was happy to help. He drew an imaginary north-south line of demarcation from the North Pole to the South Pole in the Atlantic Ocean. Spain would control of all the lands west of the line that did not have a Christian ruler. Portugal got the lands to the east.

King John II of Portugal protested. The line was so far east that it gave Portuguese navigators little room even to explore Africa. So in 1494, Spanish and Portuguese diplomats met at Tordesillas, Spain, and moved the line more than 800 miles west.

Spain got the best deal from the Treaty of Tordesillas. The treaty did give Portugal a claim to Brazil, but Spain got the rest of the Americas. Not surprisingly, other European nations—including England, France, and Holland—did not accept Pope Alexander's division of the world. ■



# EUROPEAN EXPLORATION OF THE AMERICAS, 1492–1682



In 1494 the Treaty of Tordesillas divided the world for exploration. All land west of this line belonged to Spain, and all land east of this line belonged to Portugal.

➤ Spanish  
➤ Columbus  
➤ French  
➤ English  
➤ Dutch

0 500 1,000 Miles  
 0 500 1,000 Kilometers  
 Miller projection

**GEOGRAPHY SKILLS** INTERPRETING MAPS

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**Interactive Map**  
 Keyword: SE7 CH1

- 1. Region** Which French explorers investigated the interior?
  - 2. Movement** Why was Hudson searching for a Northwest Passage? Do you think he could have found one?
  - 3. Movement** Which country launched the most expeditions?
- See **Skills Handbook**, p. H19



## European Explorers in the Americas

A wave of exploration followed the Treaty of Tordesillas, with Spain leading the way. The Spanish explorers of the 1500s were known as conquistadors, from the Spanish word for “conquerors.” Their goals were often described as “God, gold, and glory,” which meant they wanted to spread Christianity, find wealth, and become famous for their adventures.

Conquistadors led expeditions into the southern part of present-day United States, from Florida to southern California.

- **Juan Ponce de León** was the first Spanish explorer to reach mainland Florida. He claimed Florida for Spain.
- **Hernán Cortés** and his men conquered the wealthy and powerful Aztec Empire in 1521, including the capital of Tenochtitlán. This conquest inspired later explorers to search for more gold.
- **Hernando de Soto** traveled widely in the Southeast, as far north as the present-day Carolinas and Tennessee. De Soto’s expedition also discovered the Mississippi River.
- **Francisco Vázquez de Coronado** led a European expedition that traveled as far as present-day Kansas. Other men in the expedition went into present-day Arizona, New Mexico, Texas, and Oklahoma. They were the first Europeans to see the Grand Canyon.
- **Juan Rodríguez Cabrillo** sailed north from Mexico, exploring the coast of California. He sailed into what is now San Diego Bay and Monterey Bay.

**Spain builds an empire** While these conquistadors were exploring North America, the government of Spain was beginning to establish colonial governments. A new social hierarchy developed in the Spanish empire. Key political aspects of the Spanish American empire included:

- **Viceroyalties**, or provinces ruled by viceroys, direct representatives of the monarch. The Viceroyalty of New Spain included much of the American Southwest and present-day Mexico, along with Florida, Central America, part of Venezuela, and the Caribbean islands.
- **The encomienda system**, a system under which a landowner had the right to control the people of a certain area.

The new social hierarchy in Spain’s American empire depended mainly on a person’s ancestry. Peninsulares were people who came from Spain. They considered themselves superior to creoles. Creoles were people born in the Americas of pure European descent. Mestizos were people of mixed Spanish and Native American descent. Lower still on the social scale were people of mixed Spanish and African descent, Africans, and Indians.

### Spanish missions in North America

Along with gold, another goal of Spanish exploration in the 1500s was to spread Christianity. To do this, Spain sent **missionaries**. Missionaries are people who convert others to a religion. In North America, their first goal was to teach Christianity to the Native Americans. Many Indians came to live and work at the missions, which were large plantations centered around a church.

Missionary work continued for centuries in the West and Southwest. In 1769 the viceroy of New Spain sent **Fray Junípero Serra** (SE rah), a Franciscan friar, to San Diego, where he founded the first of many California missions. Serra was known for his preaching and for the self-discipline of his strict life. He became head of eight more missions in what is now California. Later, more than 20 missions dotted the California coast.

**Other nations explore** During the late 1400s and 1500s, explorers from England, France, and the Netherlands also began to explore America. Explorers including John Cabot and Francis Drake challenged Spain’s claim to the Americas.

England did not act on these claims, however, until the reign of Queen Elizabeth I (1558–1603). Queen Elizabeth built England into a sea power. Then religious issues caused Spain and England to go to war.

In 1588 the Spanish king sent a fleet of 130 ships, known as the Spanish Armada, to invade England. But England’s superior navy actually defeated the Spanish Armada. The defeat was a major blow to Spain because it meant that England could start building its own colonies in North America.

#### READING CHECK Identifying the Main Idea

What were the main goals of Spanish explorers?



## The English in Virginia

After the defeat of the Spanish Armada, England began to set up colonies in North America. English colonists came for many reasons. For some people, economic problems made them eager for new opportunities. In the lower classes in England, farmworkers and farmers were not making much money. In the upper classes, younger sons who did not inherit land were looking for new adventures.

In 1606 King James I issued a charter that divided North America between two groups of investors, the London Company and the Plymouth Company. Both were joint-stock companies, which meant that investors pooled their money hoping to make a profit. The companies governed and maintained the colonies they established. In return, the investors received most of the profit.

**The Lost Colony of Roanoke** In 1584 Sir Walter Raleigh sent a group of people to find a site for an English colony in America. They claimed land along the Atlantic seaboard, naming it Virginia. The group returned in 1587 and founded the colony of **Roanoke**.

Roanoke's story took a tragic turn, however. The leader of the colony went back to England. When he returned to Roanoke in 1590, the village was empty. Many explanations have been suggested, but the mystery of the colonists' disappearance has never been solved.

**Jamestown** Settled in 1607, **Jamestown** was the first English colony that survived, although it encountered many hardships along the way. Many settlers died from malaria or dysentery from contaminated water. Settlers also spent more time looking for gold than growing food. By 1608 many of them had died of starvation.

How, then, did Jamestown survive? Two men, John Smith and John Rolfe, helped rescue the failing colony. Smith, for his part, tried to impose military discipline on the Jamestown colonists. Then John Rolfe made a discovery that finally made Jamestown and the Virginia colony profitable—tobacco.

Tobacco was a native plant grown in both North America and the islands of the West Indies. It was important in Native American ceremonies. Rolfe was the first English tobacco grower in Virginia. He was taught the correct method for curing tobacco by his wife, a Native

### ACADEMIC VOCABULARY

**maintain** to keep in an existing state

### HISTORY CLOSE-UP

## Plymouth Colony

Formed by a group of Pilgrims seeking religious freedom, Plymouth Colony was the first permanent English settlement in New England. Life in Plymouth was often difficult. The colonists had to grow their own food and build everything they needed by hand.

Plymouth houses had steeply sloped thatched roofs and small windows.

The colonists kept weapons in a central stockade in order to protect the colony.

Pilgrims wore clothing in bright, solid colors.

Plymouth had trade relations, military agreements, and some social interaction with the nearby Wampanoag Indians.



American woman named Pocahontas from the powerful Powhatan Confederacy.

The relationship with the Powhatan Confederacy was not always a peaceful one, however. Often the Powhatans and the English colonists clashed violently over land.

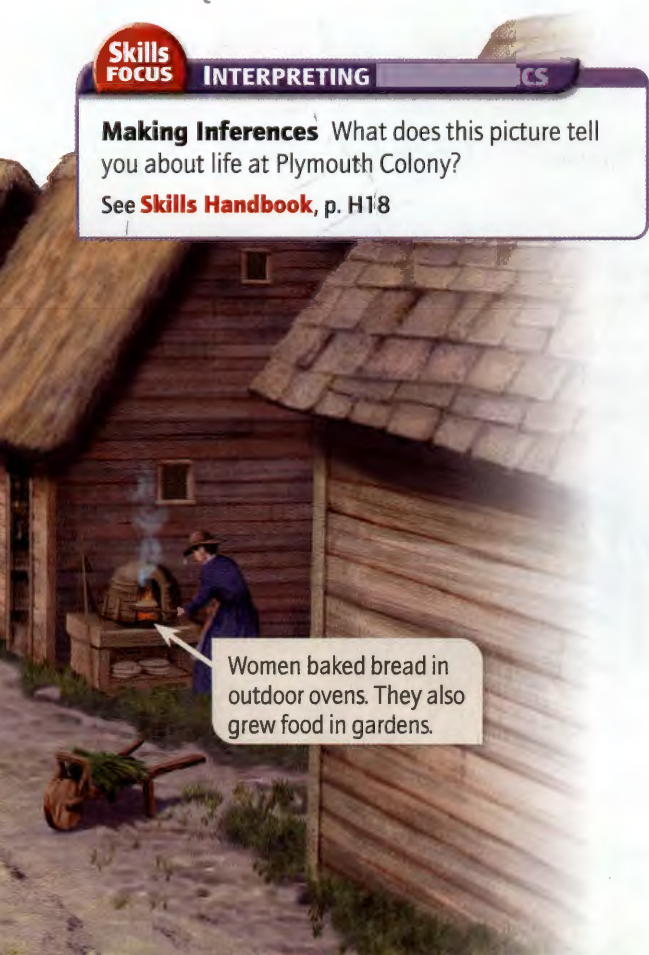
**Virginia grows and changes** During its 15-year existence, the Virginia Company struggled to attract settlers and create a viable economy. It faced hardships but its population grew dramatically. Key events in Virginia's history in the 1600s included:

- **Formation of the House of Burgesses** In 1619 the **House of Burgesses** became America's first legislature, or law-making body.
- **Use of indentured servants** **Indentured servants** agreed to work as servants for a certain number of years, in return for food, shelter, and a paid trip to America.
- **Transition to slave labor by the late 1600s** As it became more difficult to recruit indentured servants, planters turned to a new source of labor, enslaved Africans.

**READING CHECK** **Summarizing** How did the colony of Virginia succeed despite early difficulties?

**Skills FOCUS** INTERPRETING CS

**Making Inferences** What does this picture tell you about life at Plymouth Colony?  
See **Skills Handbook**, p. H18



Women baked bread in outdoor ovens. They also grew food in gardens.

## The Northern Colonies

As you have read, the Protestant Reformation called for changes in the Catholic Church. But some English Protestants thought the Reformation did not go far enough. These people were known as **Puritans**, because they wanted to purify the church by making further changes. They wanted simpler church services, for example, and they objected to the wealth and power of bishops. Some of these Puritans wanted a total separation from the established church. They were known as Separatists.

### The Pilgrims found Plymouth Colony

One group of Separatists set sail for America in September 1620, on a ship called the *Mayflower*. They wanted to form a colony where they could practice their religion freely. These Separatists who left England for America were known as the Pilgrims.

Two months later, the *Mayflower* reached land at present-day Massachusetts. There the Pilgrims signed the **Mayflower Compact**, a legal contract in which they agreed to make laws to protect the general good. It was one of the first attempts at self-government in the English colonies.

The Pilgrims then sailed to a nearby coast and established Plymouth Colony. There they built homes and grew their own food. Life at Plymouth was difficult, however. By spring of 1621, about half the group had died from hunger, cold, and sickness. The rest survived mainly because of the help of friendly local Wampanoag Indians.

**Massachusetts Bay Colony** Soon, thousands of Puritans moved to New England. Some Puritan merchants organized the Massachusetts Bay Company. Their goal was mainly to make a profit. But some of them wanted to create a religious haven. Their leader, John Winthrop, thought the colony should be a model for others, saying in a sermon, "For we must consider that we shall be as a City upon a hill. The eyes of all people are upon us."

Massachusetts Bay Colony grew quickly. The colony's success inspired what is called the Great Migration. From 1620 to 1643 some 16,000 English men, women, and children crossed the Atlantic Ocean in order to settle in New England.



**New colonies** In time, the strict rules of Massachusetts Bay Colony caused dissent. Dissenters left the colony to settle new towns in other parts of New England. These new colonies included:

- **Connecticut** Led by Thomas Hooker, a group of settlers who believed in a more democratic government settled along the Connecticut River. There they settled the colony and wrote a constitution known as the Fundamental Orders of Connecticut.
- **Rhode Island** Roger Williams formed a new colony because he believed that church and state should be separate. Williams was also a friend to the Narragansett Indians and thought settlers should buy land, not take it. He built a settlement at Providence. Joining Williams was Anne Hutchinson, a woman from Massachusetts Bay Colony. Hutchinson had been banished because she had differed with church authorities.
- **New Hampshire** Anne Hutchinson's brother-in-law left Massachusetts Bay Colony in 1638 to form a new colony that became known as New Hampshire.

**READING CHECK** Drawing Conclusions  
What led to the founding of the northern colonies?

## The Middle and Southern Colonies

Later in the 1600s, a new and different phase of colonization began in the middle and southern regions. A new king, Charles II, owed money and favors to many people. So, he established proprietary colonies—grants of American land to loyal friends. In this way, four new colonies began: New York, New Jersey, Carolina, and Pennsylvania. Unlike joint-stock colonies, these new colonies were ruled not by investors or colonial legislatures, but by their owners.

### New Netherland becomes New York

One of Charles's first grants was to his brother James, duke of York. The grant included land that the Dutch had already claimed as New Netherland. In 1664 an English fleet sailed into the harbor and forced its surrender. The Dutch took it back briefly in 1673, but by 1674 New Netherland was firmly in English hands. James renamed the colony New York.

New York was unusual in the diversity of nationalities and religions among its settlers. They included not only the English and Dutch but also Scandinavians, Germans, French,

## European Colonies in the Americas

QUICK  
FACTS

### British colonies

- Major explorers in North America included Cabot, Drake, and Raleigh.
- Thirteen colonies founded along Atlantic coast from 1607 to 1732.

### French colonies

- Major explorers in North America included Cartier, Champlain, and La Salle.
- Colonies founded in Quebec and Louisiana.

### Spanish colonies

- Major explorers in North America included Ponce de León, de Soto, and Coronado.
- Colonies founded in American Southeast and Southwest.

### Dutch colonies

- Major explorer in North America was Hudson.
- Colonies founded in New Netherland and Delaware (both later became English colonies).



◀ Jamestown, 1607



◀ Spanish conquistador

THE GRANGER COLLECTION, NEW YORK



Native Americans, and enslaved Africans brought by the Dutch West India Company.

Later, James gave a large tract of land south of the Hudson River to two proprietors. This land became New Jersey.

**The Carolinas and Georgia** Charles II also gave large land grants to other friends and supporters. In charters issued in 1663 and 1665, eight men became the co-owners of Carolina. The name came from *Carolus*, the Latin form of “Charles.”

The southern and northern parts of Carolina developed very differently. In southern Carolina, rich rice plantations grew up along the rivers. The colony’s economy soon depended heavily on slave labor. By contrast, the settlers in northern Carolina were mainly small farmers. Tensions grew between the two Carolina regions. In 1729 the king divided them into two royal colonies, North and South Carolina.

By this time, English colonies lined most of the Atlantic coast south of the French colony of New France. Colonists were moving westward steadily. But the Spanish Empire held the Southeast and Southwest, from Florida to California. Some people wanted a military buffer zone between the Carolinas and Spanish Florida. That led to the establishment of the last of the original thirteen colonies, Georgia.

**Quakers settle Pennsylvania** Another of King Charles’s old debts led to the founding of the colony of Pennsylvania by a Quaker named William Penn. Quakers believed in personal communication with God, meaning no ministers and no set worship service.

Penn left for America in 1682 with a plan in mind for a “Holy Experiment” that would reflect his Quaker beliefs. He wanted Pennsylvania to be a haven for Quakers. Like Roger Williams in Rhode Island, Penn also recognized the Native Americans’ right to the land. In 1682 he made an agreement with the Delaware Indians. The land from that agreement eventually became a separate colony, Delaware.

**Maryland** After the Church of England became the official English church, many Catholics in England were uncomfortable. They were a small minority but included some influential families. Some wanted to move to America in search of religious toleration. In 1634 George Calvert, the first Lord Baltimore, founded the colony of Maryland as a haven for English Catholics. The colony would also be a source of personal wealth for Lord Baltimore, who was its proprietor.

## THE IMPACT TODAY

### Culture

For many years, the statue of William Penn atop Philadelphia’s City Hall remained the city’s tallest structure, according to an informal “gentleman’s agreement.” In 1986 the 548-foot limit was broken and skyscrapers began to rise around Penn’s statue. But pride in the city’s founder remains strong.

### READING CHECK

**Comparing** What did the middle and southern colonies have in common?

## SECTION 2 ASSESSMENT

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Online Quiz

Keyword: SE7 HP1

HSS 11.1.1

### Reviewing Ideas, Terms, and People

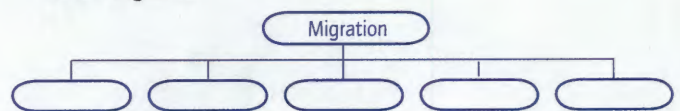
- a. Identify** Name the areas covered by the following explorers: Ponce de León, de Soto, Coronado.  
**b. Generalize** What were two goals shared by Spanish explorers in the 1500s?
- a. Identify** Who were John Smith, John Rolfe, and Pocahontas?  
**b. Summarize** What factors led to hardships for the Jamestown settlers?  
**c. Predict** Why was the establishment of the House of Burgesses important?
- a. Describe** What was the Mayflower Compact?  
**b. Explain** Why did Puritans want to leave England?  
**c. Identify** What was the main cause of dissent in the New England colonies?
- a. Explain** What made New York different from other English colonies in North America?

**b. Compare** How did the economies of North and South Carolina differ?

**c. Evaluate** What was Charles II’s pattern for establishing new colonies?

### Critical Thinking

- Identifying Cause and Effect** Copy the chart below and identify the reasons for the migration of Puritans to New England.



### FOCUS ON WRITING

ELA W1.1

- Narrative** As a new immigrant from England to the American colonies, write a letter home explaining what colony you would like to live in and why.



## BEFORE YOU READ

## MAIN IDEA

The American colonies developed politically, culturally, and economically.

## READING FOCUS

1. How did political and economic events lead to the beginnings of self-government in the colonies?
2. How did the colonial economy differ in the North and South?
3. How did the Enlightenment and the Great Awakening contribute to America's emerging culture?
4. What were the causes and effects of the French and Indian War?

## KEY TERMS AND PEOPLE

mercantilism  
Navigation Acts  
salutary neglect  
plantation  
Middle Passage  
Enlightenment  
Great Awakening  
Jonathan Edwards  
French and Indian War  
Proclamation of 1763



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

**HSS 11.3.2** Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening.

## THE INSIDE STORY

*Why did molasses matter?*

Colonial merchants and ship captains knew that the rugged coast of New England had thousands of bays and coves where small boats could come ashore. That made it easy for smugglers to bring in goods and avoid certain British taxes. Smuggling made life much harder for British customs officials trying to enforce trade laws.

One of those trade laws was the Molasses Act of 1733. Molasses is a dark, sweet syrup made when raw sugar is processed. Colonists used it in cakes and pies and poured it over pancakes. Molasses was also distilled to make rum, the most popular drink in the colonies. The yearly consumption

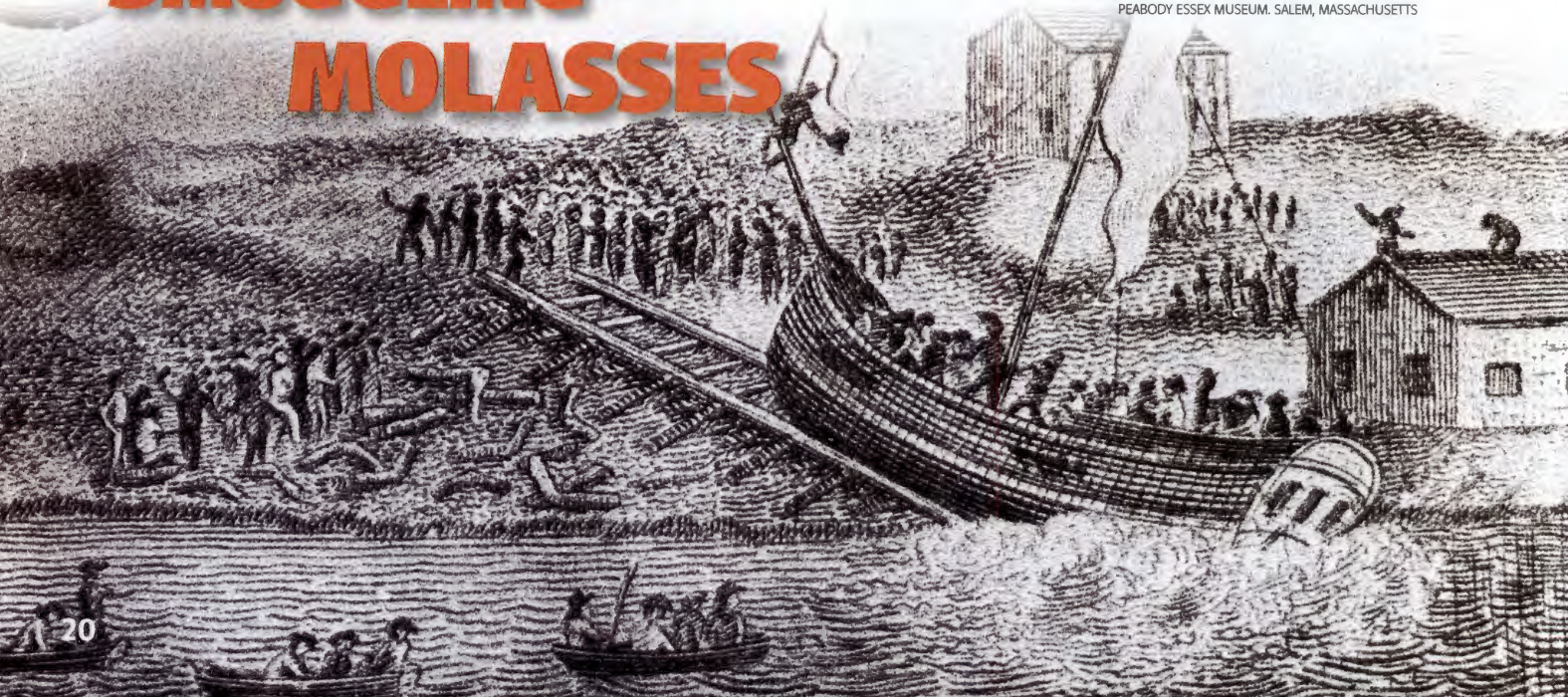
of rum in the colonies averaged more than four gallons per person! Significantly, rum was also one of the northern colonies' most valuable products, with about a million gallons exported every year.

The Molasses Act made the colonists furious. They bought about half their molasses and sugar from planters on the Dutch, French, and Spanish islands in the Caribbean. The new law put a high tax on imports of such foreign sugar. Parliament's goal in enacting the law was to make Americans buy sugar from the British West Indies. Instead, smuggling became so widespread that tax revenues dropped. British officials eventually decided not to enforce the act. ■

▼ A merchant ship loaded with goods in Salem Harbor, Massachusetts

PEABODY ESSEX MUSEUM, SALEM, MASSACHUSETTS

# SMUGGLING MOLASSES





## The Beginning of Self-Government

Colonists began smuggling goods because they felt Great Britain was taxing them unfairly. From the British perspective, however, taxing the colonies was a good way to make money. After all, one of Great Britain's major reasons for establishing colonies in America was to obtain wealth.

**Rising tensions** During this time, Great Britain and its American colonies struggled to balance conflicting interests. They were divided on several issues, including:

- **Mercantilism** Guided by economic principles now called **mercantilism**, governments held that a nation's power was directly related to its wealth. But colonial merchants wanted to make money for themselves, not for Great Britain.
- **The Navigation Acts** To ensure that the colonies remained profitable to their home country, Great Britain passed the **Navigation Acts**, a series of laws to restrict colonial trade. The Navigation Acts angered the American colonists.
- **Role of the royal governors** Seeking greater control of the colonies, the king merged several colonies into one colony that he called the Dominion of New England. It was ruled by a royal governor, Edmund Andros. Andros was soon arrested and sent away by angry colonists.

**Colonial self-government** Local rebellions showed British officials that colonists would resist arbitrary rule like that of Governor Andros. As a result, some colonies regained their elected assemblies. However, many other colonies were now under tighter control as royal colonies.

Since the first settlements, American colonists had claimed their rights as British citizens. Now the colonies took small steps toward self-government. The colonies had even made an early move toward unification. In 1643 several formed the United Colonies of New England, commonly called the New England Confederation. A confederation is a group in which each member keeps control of internal affairs. They also cooperate on other actions, such as defense.

While many British officials were involved in colonial policy, in reality they did not rule the colonies very strictly. The British legislator Edmund Burke later termed this situation **salutary neglect**. That is, the colonies benefited by being left alone.

In the colonists' daily lives, local governments were more influential than faraway British officials. New Englanders were governed by town meetings. In other colonies, the county or parish was the local government. Colonists saw an elected assembly as one of their basic rights.

Each colony also had a governor. In royal colonies, the governor was appointed by the monarch. In proprietary colonies, the proprietor chose a governor. Members of the governor's council were chosen in the same way. They were usually rich and influential men.

Nearly all colonial assemblies were modeled on the British Parliament. They were bicameral, that is, with two houses. The governor's council was the upper house. The council had executive and legislative powers. It was also the supreme court of the colony.

The elected assembly was the lower house, much like Parliament's House of Commons. As the Commons gained more power after the Glorious Revolution, colonial assemblies sought more power as well. Gradually, they won important rights. Members had freedom of speech in debates. They also won the right to pass money bills. That meant the governor depended on the assembly for his salary.

### READING CHECK

**Making Inferences** Why was salutary neglect important in the development of self-government?

## The Colonial Economy

Different economies developed in the northern and southern colonies. The North developed a commerce-based economy, while the South developed an agricultural economy.

**Northern colonial economies** Colonists in the north often found that crops did not grow well in rocky, forested New England. So many northern colonists practiced subsistence farming—or growing just enough food for one family. There was never enough to produce an export crop. This led northern colonists into

### THE IMPACT TODAY

#### Government

Many New England communities still hold town meetings to discuss local matters. A few have even tried electronic town meetings, where citizens register their opinions via the Internet.



other ways of making a living. Farther south, the middle colonies had better land and a milder climate, so farmers had more success in that region.

The most valuable resources in the northern colonies came from its thick forests. The colonies exported timber, and many northern coastal towns became centers for shipbuilding. They also produced rum, textiles, and ironworks, among other goods.

Good harbors, inexpensive ships, and a tradition of seafaring also encouraged the development of commerce in the northern colonies. Commerce was concentrated in the port cities of Boston, New York, and Philadelphia. The northern colonies became a part of the triangular trade, which consisted of the trade routes that linked North America, the West Indies, Africa, and Great Britain.

**Southern colonial economies** The economies of the southern colonies were based on agrarianism, which means that they had many small farms and some large plantations. The southern colonies produced valuable cash crops—agricultural products grown to be sold. Among them were tobacco, rice, naval stores (such as tar), and indigo, a plant used to make a blue dye. Two agricultural systems developed in the South:

- **The plantation system** A **plantation** is a large farm, usually in a warm climate, with an unskilled labor force that grows one cash crop, such as sugar or tobacco. This system created a wealthy and influential class of planters. It was largely dependent upon slavery. A few huge plantations had hundreds of workers, who were either indentured servants or slaves.
- **Small independent farms** Southern economies relied on the plantation system and its valuable crops. Most farmers did not live on plantations, however, but on small farms. These independent yeoman farmers raised livestock and exported beef and pork. They grew corn, wheat, fruit, and vegetables for the home market.

**The impact of slavery** As British and Spanish settlers established their labor-intensive plantations and haciendas in the Americas, they needed more and more workers. Gradually, planters stopped using Native



American workers and indentured servants and came to depend on the labor of enslaved Africans instead.

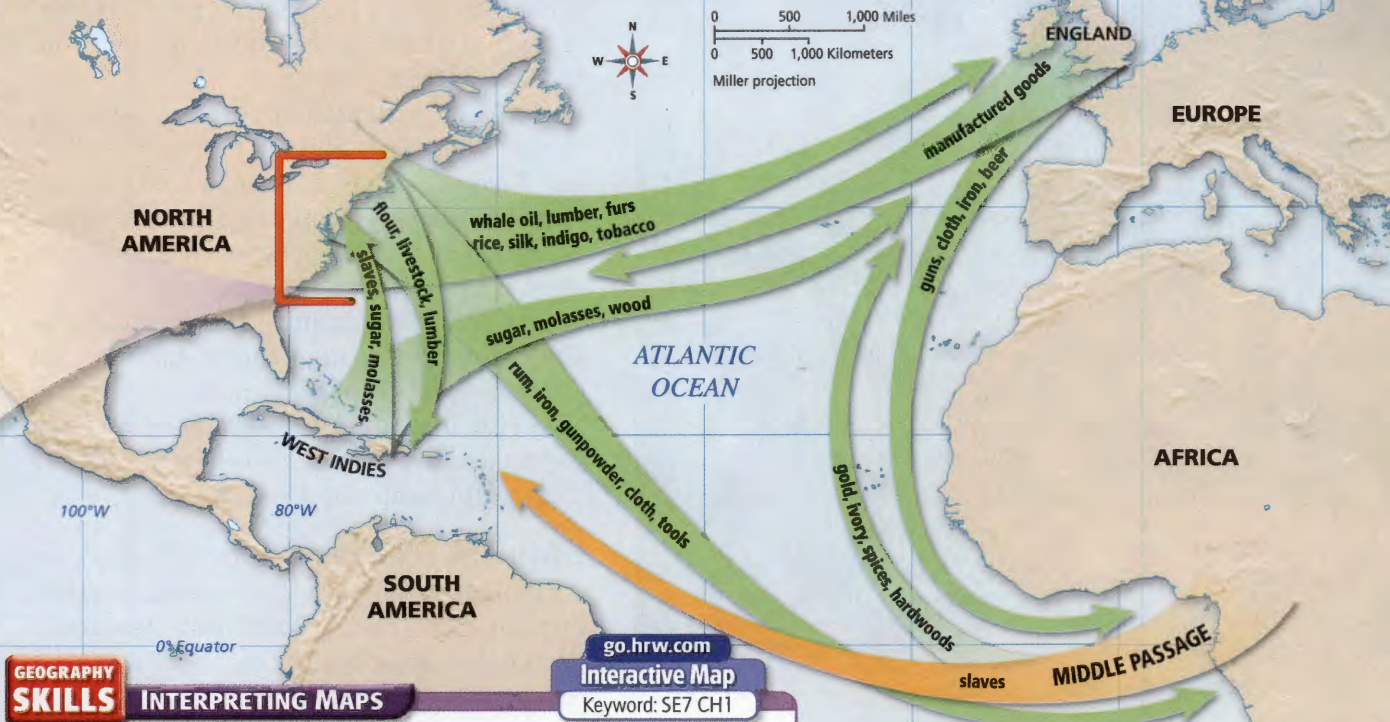
As you have read, the slave trade caused tremendous human suffering. The difficult trip across the Atlantic became known as the **Middle Passage**. Kidnapped Africans were chained together in dark, foul-smelling quarters below the decks of the ship. In these filthy conditions, many died. The number of Africans in the British colonies grew quickly during the 1700s due to both births and the slave trade. As a result, the ratio of blacks to whites in the colonial population changed drastically. By 1760 the African population was about 325,000—more than 10 times what it had been in 1700.

Slavery existed both in the North and in the South, but the agricultural economy determined where most Africans lived. African American populations were largest in the colonies with plantation agriculture.

In spite of the difficulties of their lives, enslaved Africans created their own culture. This was especially true on larger plantations where the slave communities were large. Afri-



# TRIANGULAR TRADE



**GEOGRAPHY SKILLS**

**INTERPRETING MAPS**

go.hrw.com  
Interactive Map  
Keyword: SE7 CH1

- 1. Movement** Describe the trade network known as the triangular trade. Why is it sometimes called a web, rather than a triangle?
- 2. Region** Why were the colonies geographically suited to commerce?  
See **Skills Handbook**, p. H19

can Americans tried to build a strong family structure, and kinship networks were important. These networks became a way to look after those who had lost families.

Religion was another strength of the African American community. Many African Americans were Christians but also kept traditional African beliefs. The enslaved community preserved music and dance customs as well. African music, foods, and traditions gradually became a part of American culture.

**READING CHECK** **Contrasting** How did the economy differ in the North and in the South?

## America's Emerging Culture

In the late 1600s, new ways of thinking changed ideas about government, human rights, science, and religion.

**The Enlightenment** Some thinkers in Europe thought that logic and reason—the

tools of science—could also be used to improve society, law, and government. This period was known as the **Enlightenment**. In England, John Locke wrote *Two Treatises of Government* (1690), in which he said that it was the duty of government to protect the citizens' "natural rights." These natural rights were life, liberty, and property.

Locke also said that in a civil society people had a social contract with their government. Social contract theory held that if a government (or ruler) did not protect citizens and their rights, then they were justified in changing their government.

Not all Enlightenment thinkers were British. To limit the power of the monarchy, the French philosopher Baron de Montesquieu suggested that the powers of government be divided. He thought that would guarantee liberty by keeping any person or group from gaining too much power.

The ideas of the Enlightenment began in the educated upper classes of Europe but soon





Methodist minister George Whitefield holds a religious meeting during the Great Awakening, a religious movement in the colonies.

spread beyond the European continent. Locke in particular was widely read in the American colonies. His ideas influenced Thomas Jefferson and Benjamin Franklin, among others. Later, in the Declaration of Independence, Jefferson would echo Locke's theories—and some of his words. Other Enlightenment ideas found their way into the U.S. Constitution, including limited government and divided powers.

**The Great Awakening** Enlightenment ideas also led some people in the colonies to question long-accepted religious beliefs. Most Enlightenment thinkers saw humankind as essentially good. However, several Christian denominations taught that humans were essentially wicked. These religious leaders worried that material values and concern for making money had displaced spiritual values.

Some clergy looked for new ways to bring people back to the church. That set the stage for one of the great social movements in American history.

The **Great Awakening**, a major religious revival in the colonies, began in the 1730s. One of its outstanding leaders was the Puritan clergy **Jonathan Edwards**. Trying to revive the old Puritan spirit, Edwards appealed to his

listeners' fears and emotions. His most famous sermon pictured the agonies that sinners would suffer if they did not repent. He told his listeners that only God's grace or their own faith and good works could save them.

In 1739 a British Methodist minister, George Whitefield, traveled to America. As he had done in Britain, Whitefield held open-air meetings that were intended to move audiences to feel the religious spirit. Thousands came to hear him.

The Great Awakening made religion accessible to the people, and church membership grew. As with the Enlightenment's emphasis on the individual, this would become very important as the colonies began to redefine their relationship with Great Britain.

**Life in the colonies** Culturally, the colonies came of age in the 1700s. Non-British colonists, including the Scots, Scots-Irish, Germans, French, and Jews, began to arrive. These newcomers, along with British settlers, were creating a new American culture. It was not British or European, but something new.

Colonial cities were lively, exciting places. Some had paved streets and sidewalks lit by oil lamps. Ships from foreign ports anchored in the harbors. People waited eagerly for letters from relatives and for the latest British newspapers and magazines with gossip and drawings of new fashions.

Many colonial cities had libraries, bookshops, and impressive public buildings. City dwellers could go to plays or concerts. They shopped in markets for country produce and luxury goods from Europe. Schools taught music, dancing, drawing, and painting.

Colonial printers were also important. They printed and distributed newspapers, books, advertisements, and political announcements. Influential newspapers were published in Boston, New York, and Philadelphia.

### READING CHECK

### Drawing Conclusions

What impact did the Enlightenment and the Great Awakening have on the colonies?

## The French and Indian War

British colonies were thriving in the 1700s, but Britain was not the only European country with colonies. Spain and France also had

### ACADEMIC VOCABULARY

**displaced** took the place of another thing

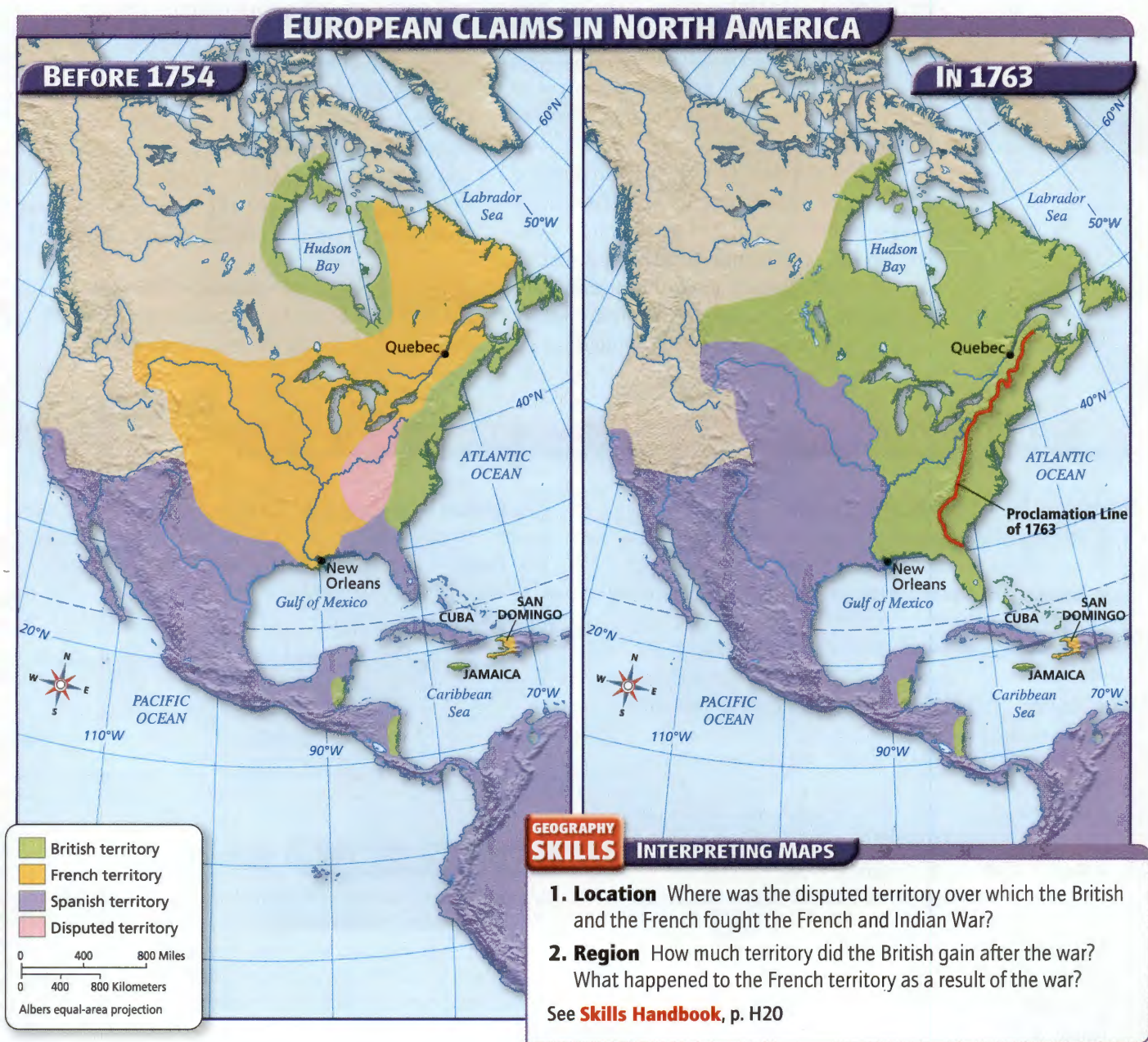


American colonies, and territorial struggles among the three countries eventually led to war. The **French and Indian War** got its name because France joined with some Indian nations to attack England. Spain and its American colonies were also involved.

To protect the fur trade, the French had made alliances with the Algonquins and Hurons. They also had built forts from the Great Lakes to the Mississippi Valley. The British built forts and alliances of their own. The power struggle between the two nations and their allies created constant battles along the frontier. Spain and Great Britain also had clashed over territory in North America.

**The course of the war** The French and Indian War broke out in 1754. The first part of the war went badly for the British army. The American landscape was unfamiliar territory. British soldiers were easy targets for an ambush by the French and their Native American allies. In one battle almost 1,000 British soldiers were wounded or killed.

Things changed when William Pitt took control. British officers in America began to force colonists into the army, seize supplies, and send soldiers to stay in colonists' houses. This allowed the British to recapture some forts from the French, but the Americans





disliked the new policies. Then in a turning point of the war, the British besieged Quebec in New France. The city fell in September 1759. France surrendered the next year. The Treaty of Paris officially ended the war in 1763.

### Impact of the French and Indian War

The French and Indian War is often said to be a precursor to the American Revolution. As the map on the previous page shows, it also dramatically changed territorial boundaries in North America. Effects of the war included:

- **Colonial unity** Thinking that bringing the colonies together would help Britain win the war, Benjamin Franklin proposed the Albany Plan of Union. Each colony would keep its own constitution, while a grand council would deal with military issues, Native American relations, and western settlement. Although the Albany Plan was never adopted, it is significant because it was the first plan for unifying the colonies.
- **New boundaries** Great Britain gained all of France's lands east of the Mississippi River—including much of what is now Canada. Spain, which had entered the war in support of the French, gave Florida to Britain. But Spain got a major prize from its ally France—the huge territory of Louisiana.

- **War debt** The war had cost England a lot of money. A new king, George III, took the throne in the midst of the war. His prime minister, George Grenville, thought the colonists should pay some of the costs of their own protection. Grenville's policies would push the colonists and Britain farther apart.

- **Effects on Native Americans** In 1762 an Ottawa chief named Pontiac put together an alliance of almost all the Native Americans in the Upper Midwest. He wanted to drive the British out. Pontiac's Rebellion lasted several bloody years. In 1766 Pontiac agreed to a peace treaty.

To avoid more conflicts with Native Americans on the frontier, British officials decided to stop colonists from moving further west. With the **Proclamation of 1763**, they drew a line along the Appalachian Mountains, reserving land on the western side for Native Americans. Colonists, however, resented the restriction on moving westward. Since the British government was unable to enforce the ban, the colonists continued to settle on these western lands.

**READING CHECK Making Inferences** How did the French and Indian War affect the relationship between Great Britain and its American colonies?

## SECTION 3 ASSESSMENT

HSS 11.1.1, 11.3.2

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Online Quiz

Keyword: SE7 HP1

### Reviewing Ideas, Terms, and People

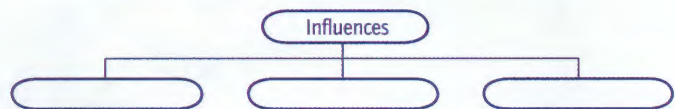
- Identify** What were the principles behind the policy of mercantilism?
  - Analyze** What were the causes and the effects of salutary neglect in the colonies?
  - Predict** Why might self-government in the colonies be important?
- Identify** What were the four major exports of the southern colonies?
  - Explain** Why did southern economies remain rural and agricultural?
  - Evaluate** In what ways was the ocean valuable to economies in the northern colonies?
- Recall** What was the Enlightenment?
  - Compare** How were the Enlightenment and the Great Awakening similar?
  - Elaborate** What were some other important aspects of colonial society?
- Identify** What was the central conflict of the French and Indian War?

- Explain** What effects did the French and Indian War have upon the colonies?

- Evaluate** How might the French and Indian War become a precursor to the American Revolution?

### Critical Thinking

**5. Summarizing** Copy the chart below and list the different influences on colonial culture.



### FOCUS ON WRITING

ELA W1.1

**6. Expository** Write a brief paragraph in which you explain the triangular trade. Using details from this section, describe what goods were traded and which countries and regions were involved. Be sure to explain why the North American colonies were geographically suited to commerce.



## History's Impact video program

Review the videos to answer the closing question: Why was victory in the French and Indian War so important for the British?



## Reviewing Key Terms and People

For each term or name below, write a sentence explaining its significance in the world before 1763.

1. agricultural revolution
2. Magna Carta
3. Reformation
4. Columbian Exchange
5. encomienda system
6. Fray Junípero Serra
7. Spanish Armada
8. Jamestown
9. Enlightenment
10. Great Awakening
11. French and Indian War

## Comprehension and Critical Thinking

## SECTION 1 (pp. 6–12) HSS 8.2.1

- 12. a. Describe** Describe Columbus's career as an explorer and colonizer.
- b. Explain** How did the actions of the Spaniards lead to enslavement of Caribbean Indians?
- c. Evaluate** Who do you think benefited most from the Columbian Exchange, Native Americans or Europeans? Why?

## SECTION 2 (pp. 13–19) HSS 11.1.1

- 13. a. Define** What was the central agreement of the Mayflower Compact, and where were the settlers when they signed it?
- b. Contrast** How did the Puritans' laws and government in the Massachusetts Bay Colony conflict with their reasons for moving to America?
- c. Elaborate** How was Rhode Island different from most of the other colonies?

## SECTION 3 (pp. 20–26) HSS 11.1.1, 11.3.2

- 14. a. Identify** What was the central conflict of the French and Indian War?
- b. Summarize** What impact did the war have on relations between Britain and its colonies?
- c. Predict** How might the terms of the Proclamation of 1763 continue to affect the relationship between Great Britain and the American colonies?

## Using the Internet

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Practice Online

Keyword: SE7 CH1

- 15.** The development of the original thirteen colonies was shaped by geographical factors and by the colonists themselves. Using the keyword above, research one of the colonies. Then from the viewpoint of a colonist, write a diary entry that discusses how the colony is changing over time. Consider factors such as religion, culture, values, family life, and work.

## Critical Reading HSS 11.1.1, 11.3.2; ELA R2.4

Read the passage in Section 3 that begins with the heading "America's Emerging Culture." Then answer the questions that follow.

- 16.** According to the passage, which Enlightenment thinker was widely read in the colonies?
- A John Locke
  - B Edmund Burke
  - C Baron de Montesquieu
  - D William Pitt
- 17.** What was the Great Awakening?
- A A new trend toward education in the colonies
  - B The beginning of self-government in the colonies
  - C A religious revival that began in the 1730s
  - D The beginning of a new American culture

## FOCUS ON WRITING

ELA W1.1

**Persuasive Writing** *Persuasive writing takes a position for or against an issue, using facts and examples as supporting evidence. To practice persuasive writing, complete the assignment below.*

## Writing Topic Tensions between Great Britain and its colonies during the years 1650–1763

- 18. Assignment** Given what you have read in the chapter, were the colonies justified in refusing to obey certain British laws and officials? Write a short essay in which you develop your position on this issue. Support your point of view with reasoning and examples from your reading and studies.