

Lesson 1

VOCABULARY

- covenant p. 102
- common p. 102
- tolerate p. 103
- fundamental p. 103
- slavery p. 104

READING SKILL

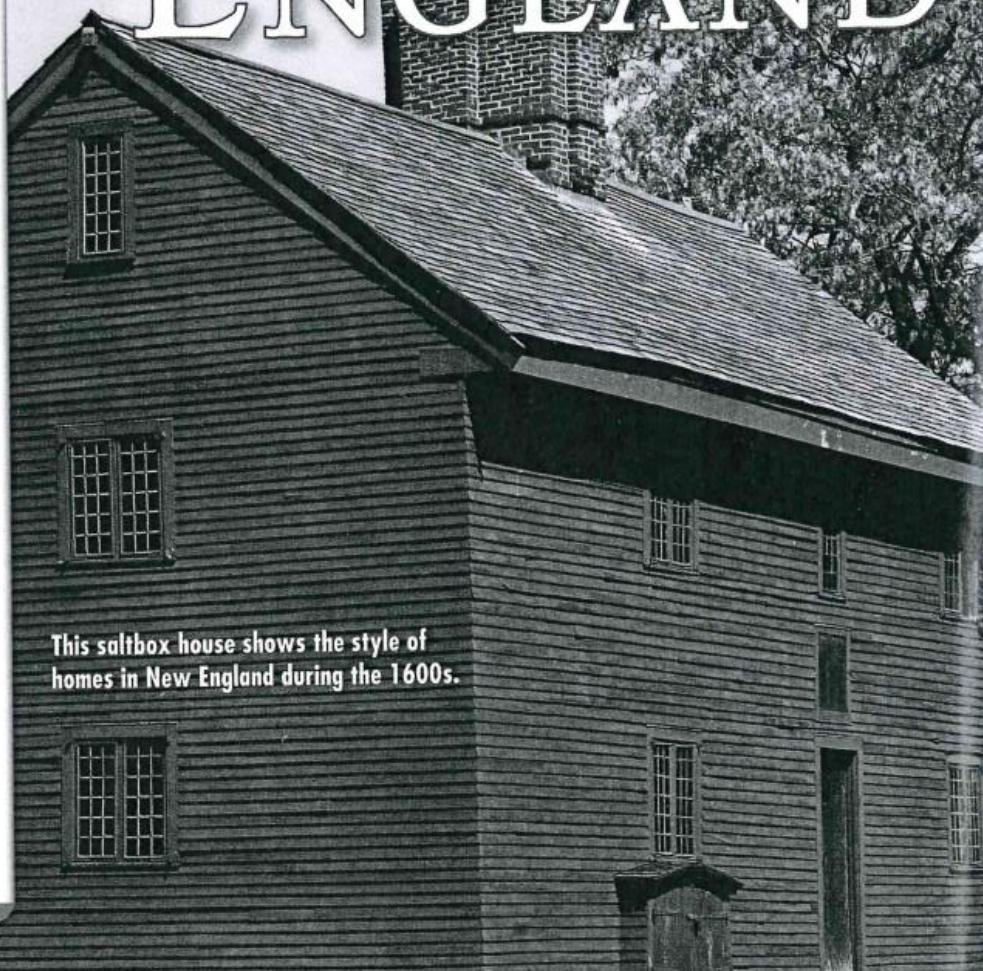
Make Generalizations
Copy the chart below. As you read, fill it in to make a generalization about Puritans.

Text Clues	What You Know	Generalization

INDIANA ACADEMIC STANDARDS

5.1.5, 5.1.6, 5.1.7, 5.1.8, 5.1.19,
5.1.20, 5.1.21, 5.2.2, 5.2.3, 5.3.4,
5.3.8, 5.3.9, 5.3.10, 5.4.1, 5.4.5

NEW ENGLAND



This saltbox house shows the style of homes in New England during the 1600s.

Visual Preview



A Puritans went to New England for religious freedom and governed themselves.



B Settlers who disagreed with Puritan life established new colonies.



C Wars between settlers and Native Americans broke out in New England.

How did differences shape New England?

A MASSACHUSETTS BAY COMPANY

In June 1630, 300 hungry and exhausted passengers aboard the ship *Arabella* arrived in Massachusetts Bay. *Arabella* led a fleet of 11 ships with about 1,000 passengers.

Most of the people aboard the ships entering Massachusetts Bay were Puritans. Unlike the Pilgrims, Puritans didn't want to separate from the Church of England—they wanted to change the church. King James of England and many church leaders were furious and jailed some of the Puritans. When the Puritans were freed, many decided to leave England.

In 1629 a group of wealthy Puritans obtained a charter for the Massachusetts Bay Company. This company owned land in New England.

Puritans Arrive

To avoid the hardships of the Pilgrims, the Puritans brought more supplies, including horses and a herd of cows. They also arrived during warm weather instead of the beginning of winter.

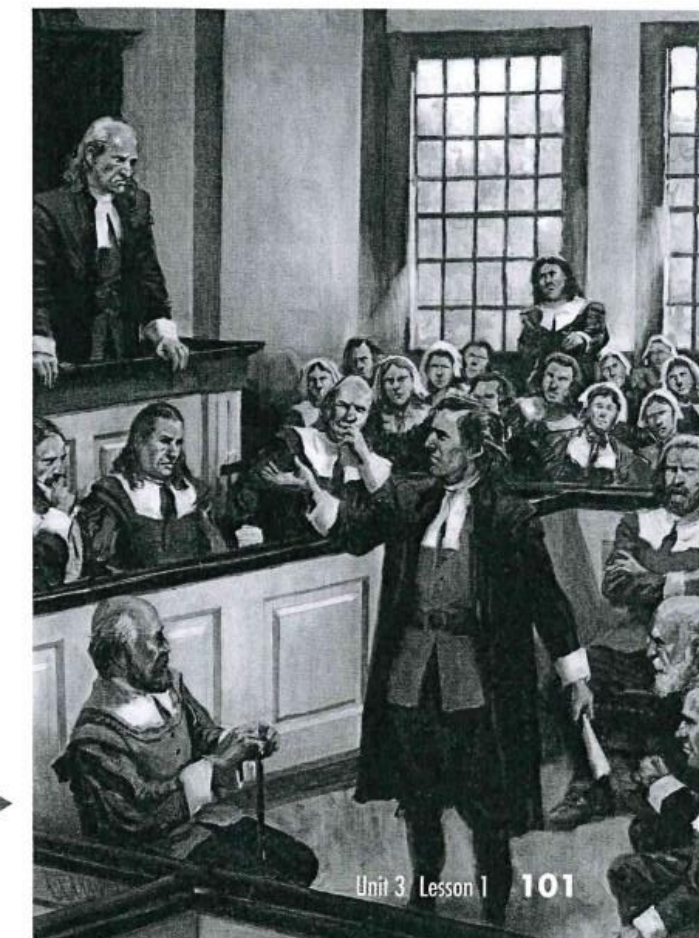
The Puritans' charter allowed them to govern themselves. They held elections at town hall meetings, but only white men who owned property could vote. John Winthrop was elected the first governor.

Winthrop wrote about building "a city upon a hill" that would show how

God wanted people to live. The Puritans named their first settlement Boston. By 1640 about 20,000 colonists lived near the shores of the Charles and Mystic rivers, which help form the peninsula of Boston.

QUICK CHECK

Make Generalizations Why did Puritans come to New England?



A New England town hall meeting ▶

B LIFE IN NEW ENGLAND

Religion was so important to the Puritans that every member of the community had to enter a **covenant**, or contract, with the church. In this agreement the family promised to follow the rules of the Puritan church. Those who didn't follow the rules usually were **forced** to leave the colony.

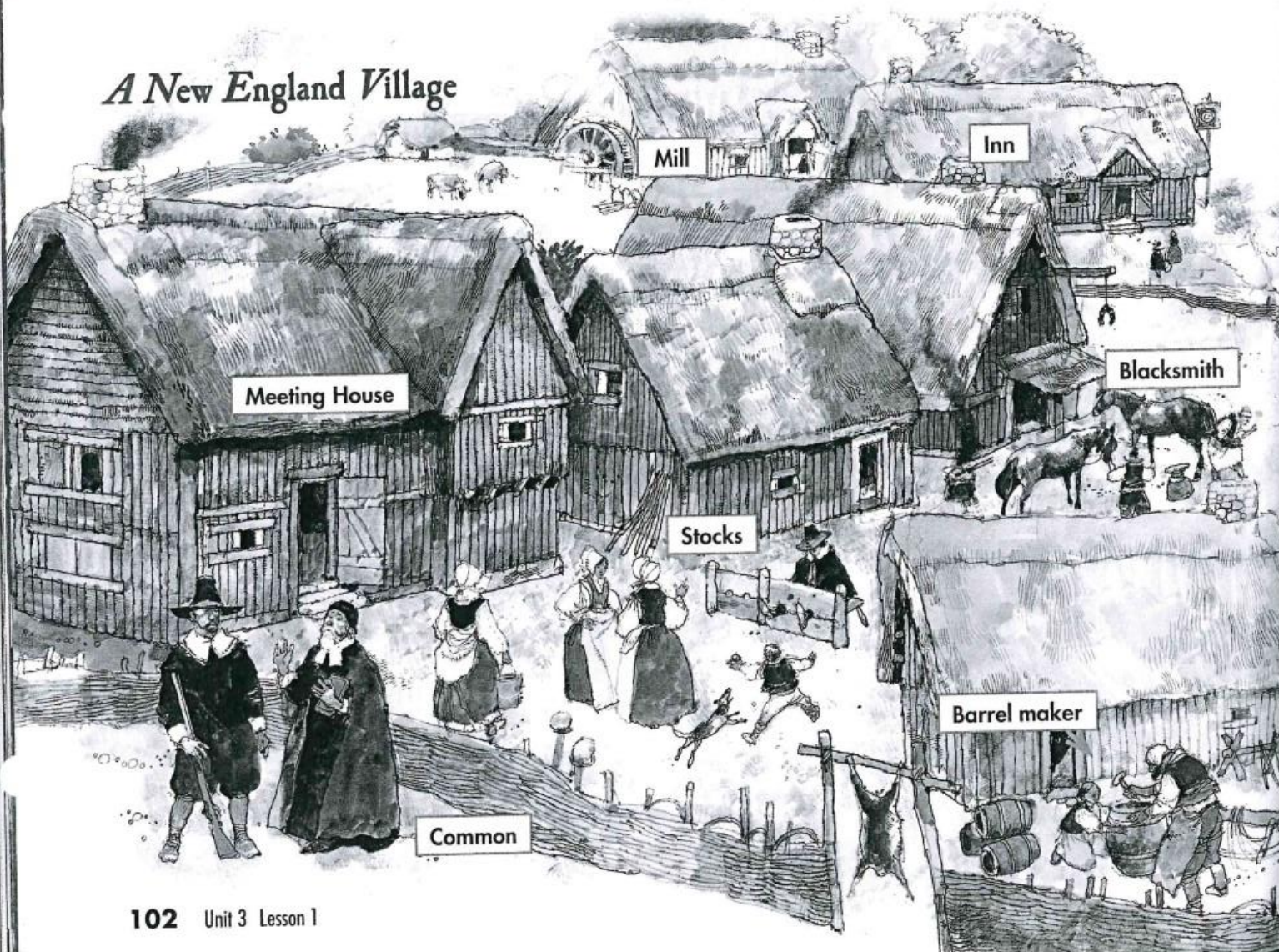
Village Life

In the center of each Puritan village was a grassy area called the village **common**. The nearby meeting house also served as a church. At town meetings, issues were discussed and decisions were made by a **majority** vote.

Puritan adults treated young people like grown-ups. Children were expected to work hard to help their families and the community. Girls spun wool, made soap, cooked, and did household jobs. Boys cut wood, cared for animals, and worked on farms.

The Puritans wanted children to read the Bible, so every village had a **school**. The town chose one person, usually a religious leader, to teach the children. Schooling was so important to Puritans that they established **Harvard** College in 1636, six years after they arrived.

A New England Village



Rebels Start New Colonies

Even though each person entered a covenant, some people still disagreed with Puritan leaders. These disagreements led to the establishment of other colonies.

One person who disagreed with Puritan leaders was **Roger Williams**. He believed that government should **tolerate** people with different religious views. To tolerate means to allow people to have beliefs or behaviors that are different from others. Puritans accused Williams of spreading "new and dangerous opinions" and tried to silence him. After he was forced to leave the colony, Williams moved south where he lived with the Narragansett. In 1636 he bought land from the Narragansett and founded the settlement of Providence in what later became Rhode Island. It was the first colony to allow freedom of religion.

Anne Hutchinson was another person who disagreed with Puritan leaders. She told Puritans who met in her home that people should understand the Bible in their own way. They should not let ministers tell them what to think. She said:

He who has God's grace in his heart cannot go astray.

—ANNE HUTCHINSON



Puritan leaders put her on trial and forced Hutchinson out of the Massachusetts Bay Colony in 1638. She and her followers founded the settlement of Portsmouth in Rhode Island.

Diagram Skill

What kind of work did villagers in early New England do?

Primary Sources

It is Ordered . . . that there shall be yearly two General Assemblies . . . the first shall be called the Court of Election, wherein shall be yearly chosen from time to time . . . one to be chosen as Governor . . . shall have the power to administer justice according to the Laws here established . . .

A section from *The Fundamental Orders of Connecticut*

by Thomas Hooker, 1639



Write About It It is 1639 and you have founded a new colony. Write a set of rules your settlers can use to govern themselves.

Thomas Hooker also disagreed with Puritan beliefs. He thought that churches should be independent from one another and should choose their own leaders. In 1636 he led a group of settlers to the fertile Connecticut River valley. The rich soil was perfect for farming. There, he helped the settlers draw up a set of **fundamental**, or basic, rules to govern themselves. Read a section of *The Fundamental Orders of Connecticut* above.

QUICK CHECK

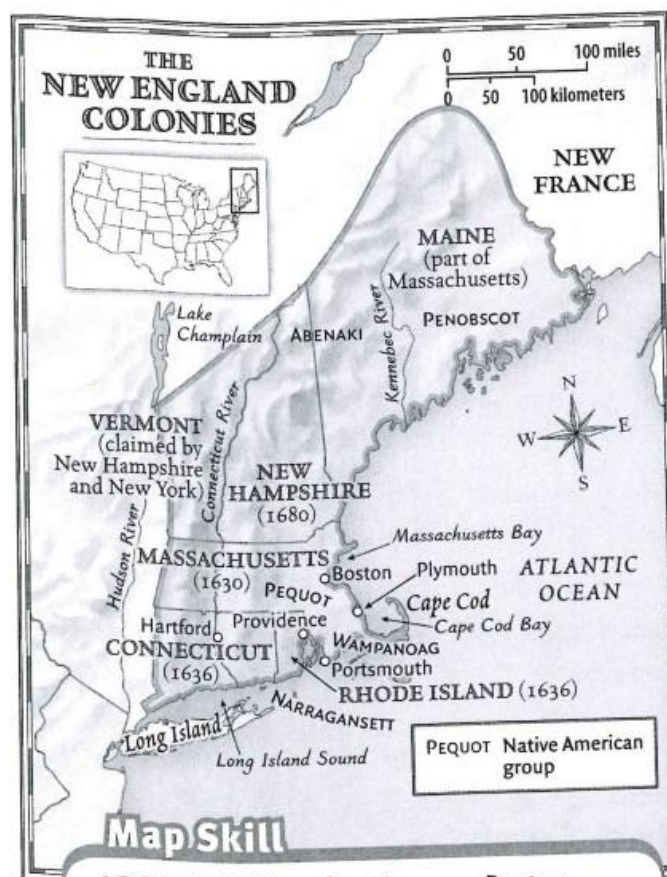
Make Generalizations What generalization can you make about Williams, Hooker, and Hutchinson?

C NATIVE AMERICAN CONFLICTS

The Wampanoag and Pequot were two of the Native American groups living in the New England area. At first the Wampanoag helped English colonists, and the two groups were peaceful neighbors. However, later colonists ignored the rights of Native Americans. As colonists settled across New England, groups such as the powerful Pequot did not want colonists to take their land.

The Pequot War

In 1637 war finally broke out. In a surprise attack, settlers surrounded a Pequot village in Mystic, Connecticut, and set fire to it. Hundreds of Pequot men, women, and



Map Skill

LOCATION What direction was Boston from Metacomet's land?

children were killed as they ran from their homes. Many more were captured. Those who were captured were sold into slavery. Slavery is the practice of treating people as property and forcing them to work.

By 1638 the once powerful Pequot had lost hundreds of their people. The defeated Pequot gave away the rights to their land and went to live with other nearby Native American groups. After that, English settlers moved into areas of present-day New Hampshire, Vermont, and Maine.

King Philip's War

Massasoit, the Wampanoag leader who helped the Pilgrims, died in 1661. For 40 years he had kept peace with the colonists. This would soon change. English colonists continued to arrive during the 1600s. The new colonists seized land that had belonged to the Wampanoag for centuries.

▼ Settlers destroy a Pequot fort in Connecticut.



The new leader of the Wampanoag was Massasoit's son, Metacomet. Called "Philip" by the English colonial governor, Metacomet became known as King Philip" to the colonists.

Metacomet wanted to stop the English from taking more land. He sent messengers to his enemies, the Narragansett, asking for their help against the settlers. They refused, but other Native American groups across New England joined Metacomet.

King Philip's War began in 1675 and lasted for more than a year. It was one of the bloodiest wars ever fought in North America. Metacomet's fighters attacked 52 towns and killed more than 600 colonists. Entire towns were burned. Crops were destroyed.

The colonists fought in the style of the Native Americans. They hid in the forests and launched surprise attacks. They burned the villages of the Native Americans.

Finally, in August 1676, Native American scouts helped colonists trap Metacomet in a swamp in Rhode Island. The Wampanoag leader was killed by a Native American helping the English colonists.

With King Philip's death, the war ended. About 4,000 Native Americans had been killed and many more, including Metacomet's wife and son, had been sold into slavery. Native American power in New England never recovered.

QUICK CHECK

MAKE Generalizations Why did colonists fight in a style like Native Americans?

Native Americans used war clubs in battles against the settlers. ▼



The English used a sword like this one during battles. ▲

Check Understanding



1. **VOCABULARY** Write a paragraph about Puritans using the word that means "agreement."

covenant tolerate
common fundamental

2. **READING SKILL** Make Generalizations Use your chart from page 100 to help you write about Puritans.

Text Clues	What You Know	Generalization



3. **Write About It** Write about why Native Americans wanted to stop colonists from settling new areas.

Lesson 2

VOCABULARY

patroon p. 107

proprietor p. 108

READING SKILL

Make Generalizations

Copy the chart below. As you read, fill it in to make a generalization about why the Middle Colonies had a diverse population.

Text Clues	What You Know	Generalization

INDIANA ACADEMIC STANDARDS

5.1.6, 5.1.7, 5.1.8, 5.3.4, 5.3.8, 5.3.9, 5.3.10, 5.4.8

The Middle Colonies

New Amsterdam traders and merchants

Visual Preview

What factors influenced the development of the Middle Colonies?



A New Netherland was a center for trade filled with people from all over the world.



B Settlers from many different cultures came to New York and New Jersey.



C William Penn showed the world that a diverse population could live in peace.

A NEW NETHERLAND

In 1609 Henry Hudson claimed the land that is now New York for the Dutch. Then in 1621 the Dutch West India Company decided to set up a colony there. They called it New Netherland.

New Amsterdam, present-day Manhattan, was one of the most important settlements in New Netherland. The Dutch had bought the land from the Manahates. New Amsterdam had a great natural harbor, which made it perfect for trade. The colony's many natural resources included timber, fish, and fur-bearing animals. It soon was filled with sailors and traders from all over the world. The Dutch were tolerant of different religions and ethnic groups.

To attract new settlers, the Dutch West India Company offered land grants to patroons in 1629. Patroons were wealthy Dutch men who agreed to bring 50 people to the colony. However, because settlers had to clear the land themselves and share their crops with the patroons, the system did not attract many colonists.

The English Take New Netherland

In 1664 King Charles II of England gave his brother James, the Duke of York, a gift. This gift included all the land between the Connecticut and the Delaware Rivers, including New Netherland. The Duke of York arrived

in the harbor of New Amsterdam with four warships. Peter Stuyvesant, the fiery governor of New Netherland, wanted to fight them. The Dutch colonists had no interest in fighting the English. New Netherland fell without firing a shot. The English renamed the colony New York, and New Amsterdam became New York City. The Duke of York gave part of New York to two friends who named it New Jersey in honor of the English island of Jersey. New York and New Jersey would become important English colonies.

QUICK CHECK

Make Generalizations What generalization can be made about the patroon system?

EVENT

Around 1637 Swedish colonists founded New Sweden along Delaware Bay. Peter Stuyvesant believed the land they settled belonged to the Dutch. In 1655 Stuyvesant captured New Sweden. Today it is part of New Jersey, Pennsylvania, and Delaware.



Peter Stuyvesant

B NEW YORK AND NEW JERSEY

Through **trade**, New York and New Jersey soon developed strong economies. Like New York's Hudson River, New Jersey's Delaware River became a major river for trade. The colony also had flat farmland and a mild climate. With rich soil and mild weather, agriculture kept New Jersey's economy strong.

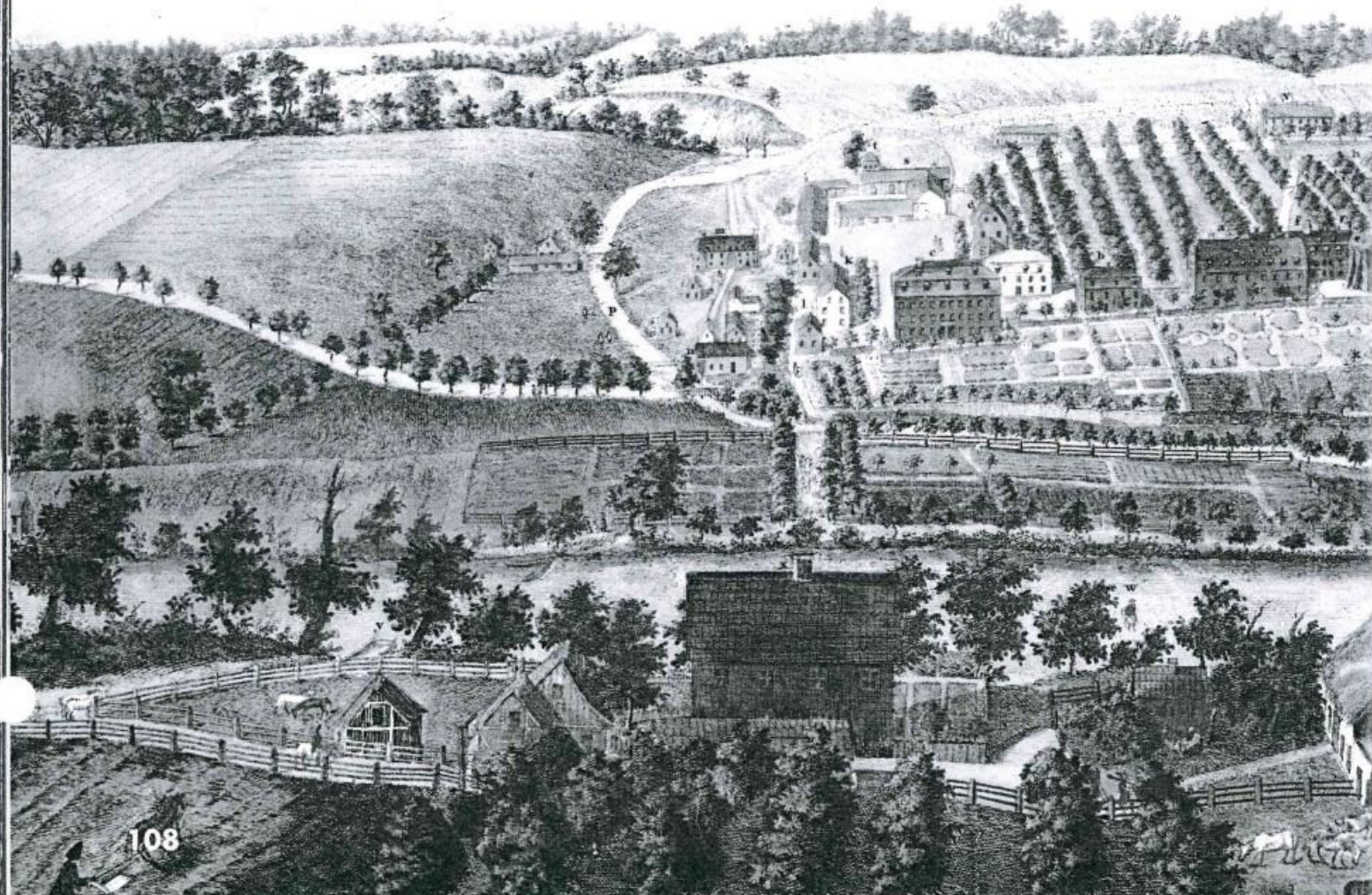
Groups from Many Lands

Instead of being owned by the king or a company, both New York and New Jersey were owned by a **man** or a small group of

men. They were called **proprietors**. These owners appointed the governors and ran the colonies as businesses.

To attract new settlers, proprietors offered newcomers **free** land. They also promised religious freedom and gave settlers a voice in their government. What was the downside? Settlers had to pay a tax. Still, a diverse population of German, Dutch, Irish, English Quaker, and Swedish settlers came to the colonies from Europe.

▼ Because farms grew so much corn, wheat, and oats, the Middle Colonies were known as the "Breadbasket of the Colonies."



Family Life

Have you ever heard the phrase "sharing is caring"? Well, sharing is not only caring, it is also very smart. The settlers of New York and New Jersey learned new skills by sharing their **knowledge**. Swedes, for example, taught people how to build cabins out of logs. Scots shared farming ideas with Germans. Native Americans taught the colonists how to hunt for furs along the shores of Long Island.

The new settlers had to work hard to earn their living. Some grew corn, wheat, barley, or oats. Others worked as merchants, loggers, carpenters, builders, or ironworkers.

Walking in colonial New York City, people would hear different languages and taste foods from many different countries in restaurants

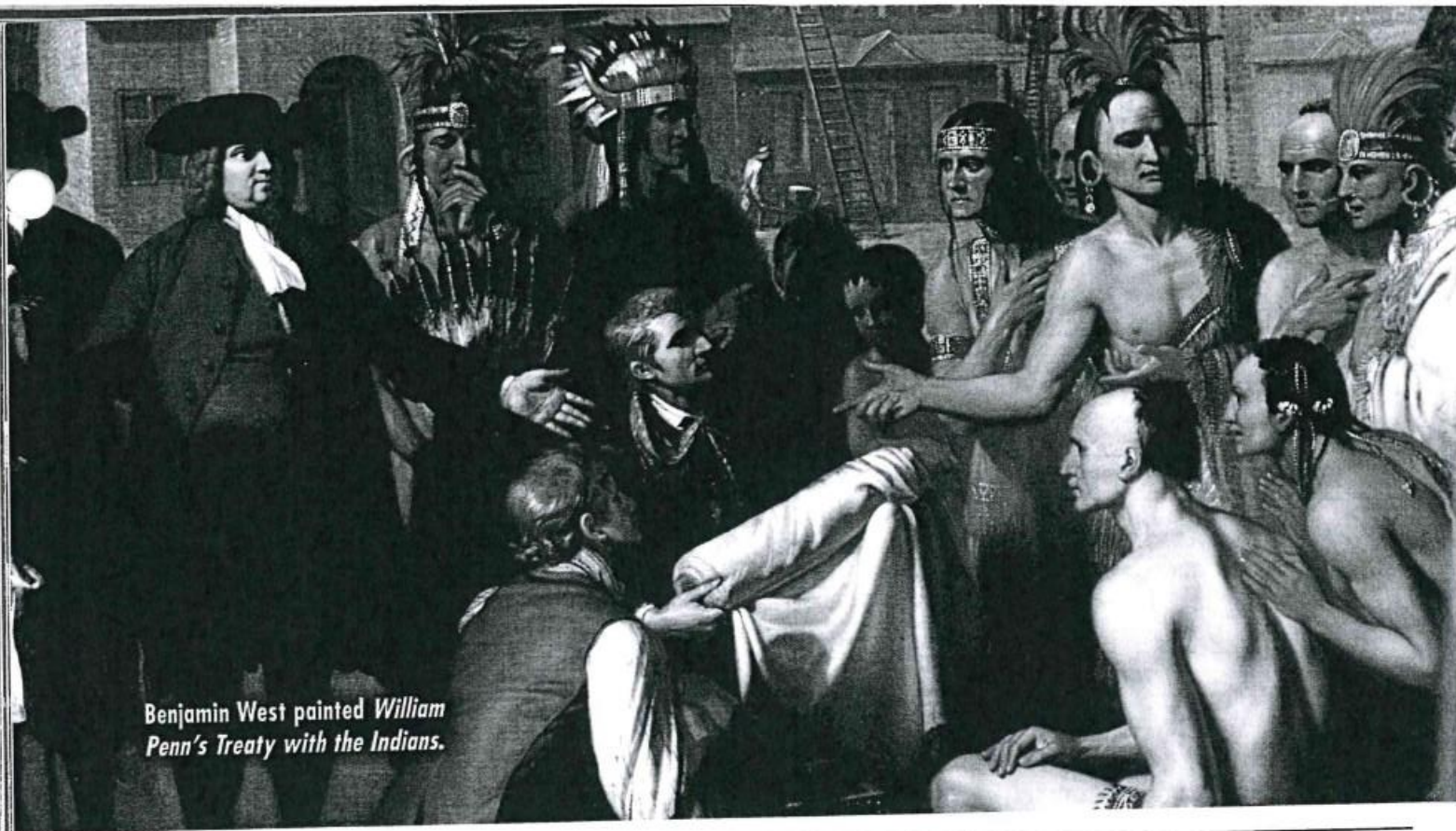
and homes. People also practiced **many** different religions. In both New York and New Jersey, Catholics, and Protestants worshipped freely. For these groups, life was better in the Middle Colonies than it had been in Europe or New England.

▼ A New York City street in the 1700s



QUICK CHECK

Make Generalizations What generalization is made about religion in New York and New Jersey?



Benjamin West painted *William Penn's Treaty with the Indians*.

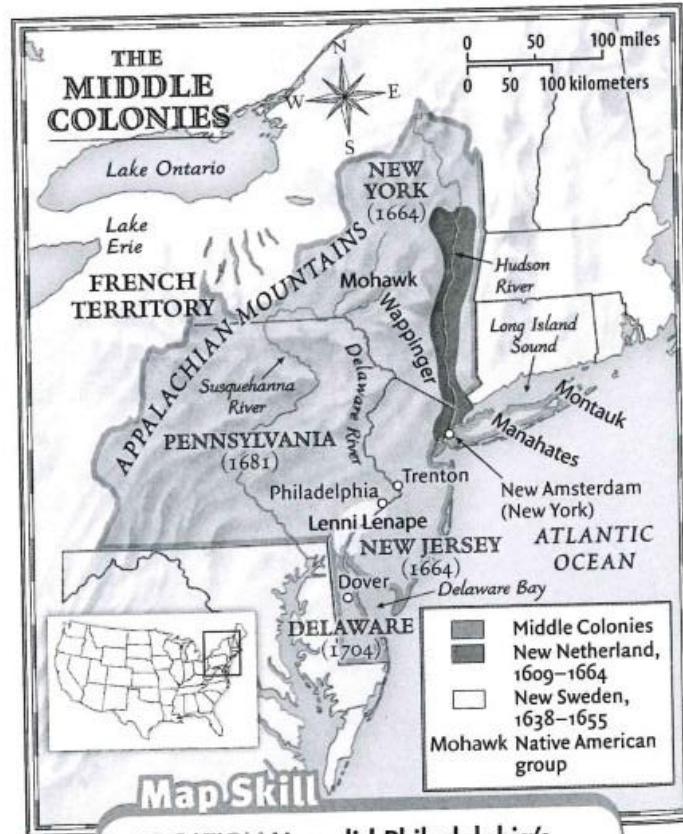
C PENNSYLVANIA AND DELAWARE

William Penn came from a rich family that belonged to the Church of England. He left England to establish an American colony and became a member of a religious group called the Society of Friends, or Quakers.

Penn's Colony

Fortunately for Penn, King Charles II owed money to his father. After the death of Penn's father, the king paid his debt by giving William Penn a large piece of land in the Middle Colonies. Penn named the colony Pennsylvania, or "Penn's Woods," in honor of his father. He called his first settlement Philadelphia. In Greek the word means "city of brotherly love." Philadelphia soon became a center for trade along the Delaware River.

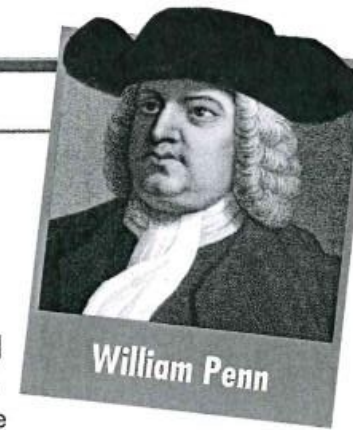
Like the Puritans, the Quakers in England had been jailed for their beliefs. Penn wanted a place where they could worship without fear.



Map Skill
LOCATION How did Philadelphia's location benefit its economy?

PEOPLE

When most everyone else in the colonies took land from Native Americans, William Penn paid them for their land. He believed that Native Americans and colonists could live in peace.



William Penn

When Penn wrote his *Frame of Government of Pennsylvania* in 1682, he included in it the right to free worship and the right to a trial by jury.

Settlers from Different Lands

Pennsylvania attracted people from a variety of religions and backgrounds. Many Germans, for example, came to Pennsylvania to escape wars in their homeland. Other German immigrants belonged to a religious group called the Mennonites. They were called "plain people" because they lived and dressed simply. German settlers in Pennsylvania are often called "Pennsylvania Dutch." The reason for this could be that the word for "German" in the German language is *Deutsch*. One German settler wrote about his voyage in 1683:

"My company consisted of many sorts of people. . . . They were not only different in respect to their occupations, but were also of such different religions and behaviors that I might . . . compare the ship . . . with Noah's Ark."

In addition to settlers from Germany and England, Pennsylvania attracted many Scots-Irish people. The Scots-Irish were people from Scotland who settled in Ireland in the early

1600s. They left Ireland in search of jobs and land to farm—in short, a better life.

Delaware

The southeastern part of Pennsylvania was called the Three Lower Counties. Before the English settled there, the region had been a part of New Sweden. The colonists of the Three Lower Counties wanted to make their own laws. In 1704 Penn allowed this area to elect its own assembly under the control of Pennsylvania's governor. Today this area is the state of Delaware.

QUICK CHECK

Make Generalizations What generalization is made about the Mennonites?

Check Understanding



1. VOCABULARY Write a sentence that explains the difference between the two words below.

patroon proprietor

2. READING SKILL Make Generalizations Use your chart from page 106 to write about why the Middle Colonies had a diverse population.

Text Clues	What You Know	Generalization



3. Write About It Write about why many Scots-Irish people settled in the Middle Colonies.

Lesson 3

VOCABULARY

plantation p. 114

indigo p. 114

debtor p. 115

READING SKILL

Make Generalizations

Copy the chart below. As you read, fill it in to make a generalization about the economy of the Southern Colonies.

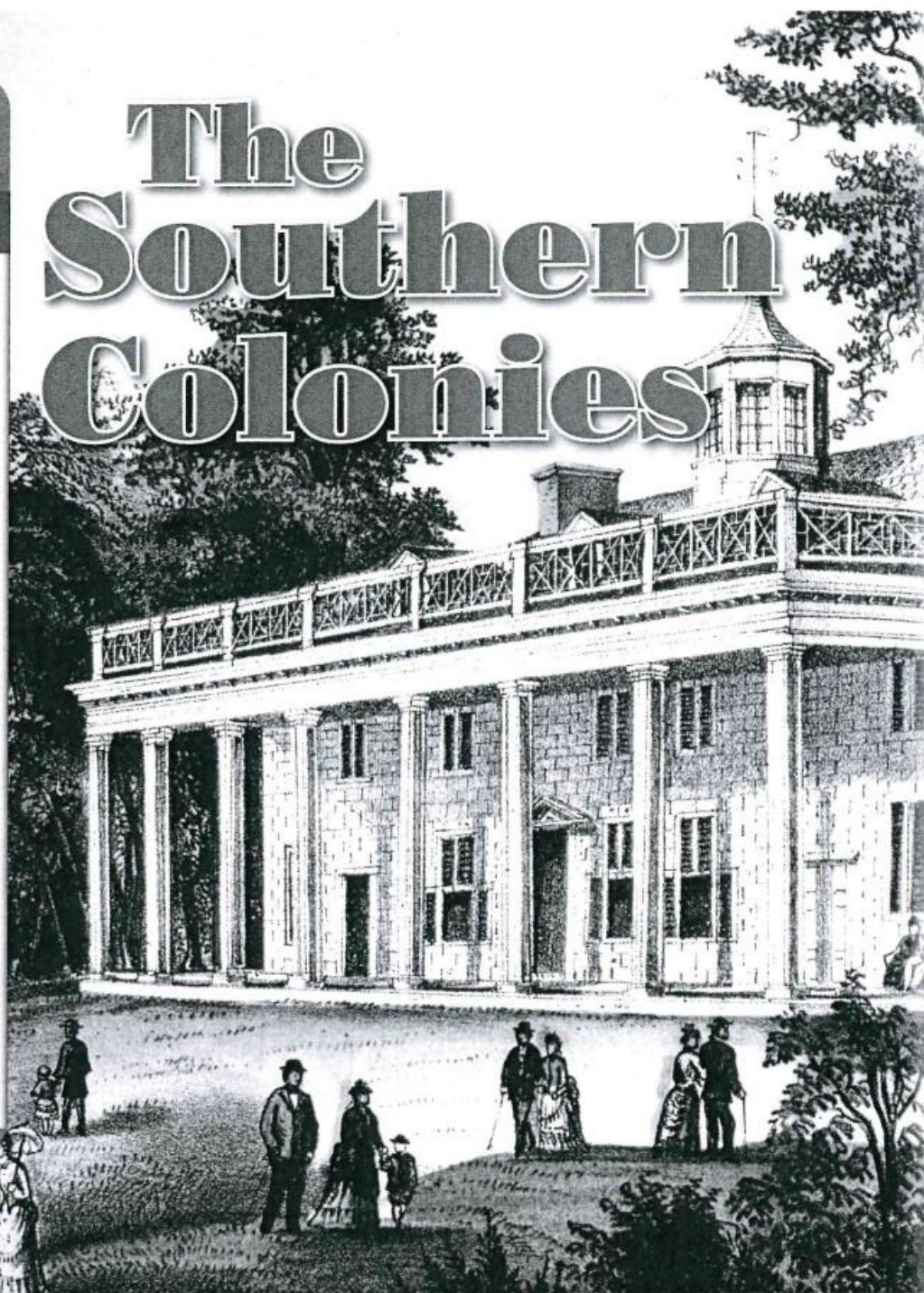
Text Clues	What You Know	Generalization

INDIANA ACADEMIC STANDARDS

5.1.6, 5.1.7, 5.1.8, 5.3.4, 5.3.8, 5.3.9, 5.3.10, 5.4.8

Currier & Ives painted this Virginia plantation.

The Southern Colonies



Visual Preview

How did the Southern Colonies differ from other settlements?



A Catholics and Protestants found religious freedom in Maryland.



B Carolina split into north and south, while Georgia started as a debtor colony.



C In Georgia, colonists made friends with the Creek and grew rice.

A MARYLAND

If you started a colony, how would you attract settlers? Virginia advertised the benefits of settling there. These stories drew many settlers and encouraged the English to establish more colonies in the South.

George Calvert was a wealthy lord who was well-liked. But he became a Catholic in England at a time when that was illegal. Luckily, King Charles I liked Calvert, also known as Lord Baltimore, and granted him the land north of Virginia along the Chesapeake Bay. Calvert dreamed of starting a colony for Catholics, but he died before he could carry out his dream.



▲ George Calvert

A Colony for Catholics

Calvert's son, Cecilius, actually founded the colony, but he stayed in England to make sure the king supported the colony. Cecilius believed Catholics and Protestants could live together in peace. Leonard Calvert, his brother, became the first governor of Maryland. Cecilius and Leonard ran Maryland like a business. Under their rule, the colony grew wealthy, with large tobacco farms dotting the shores of the bay. The city of Baltimore became a busy port.

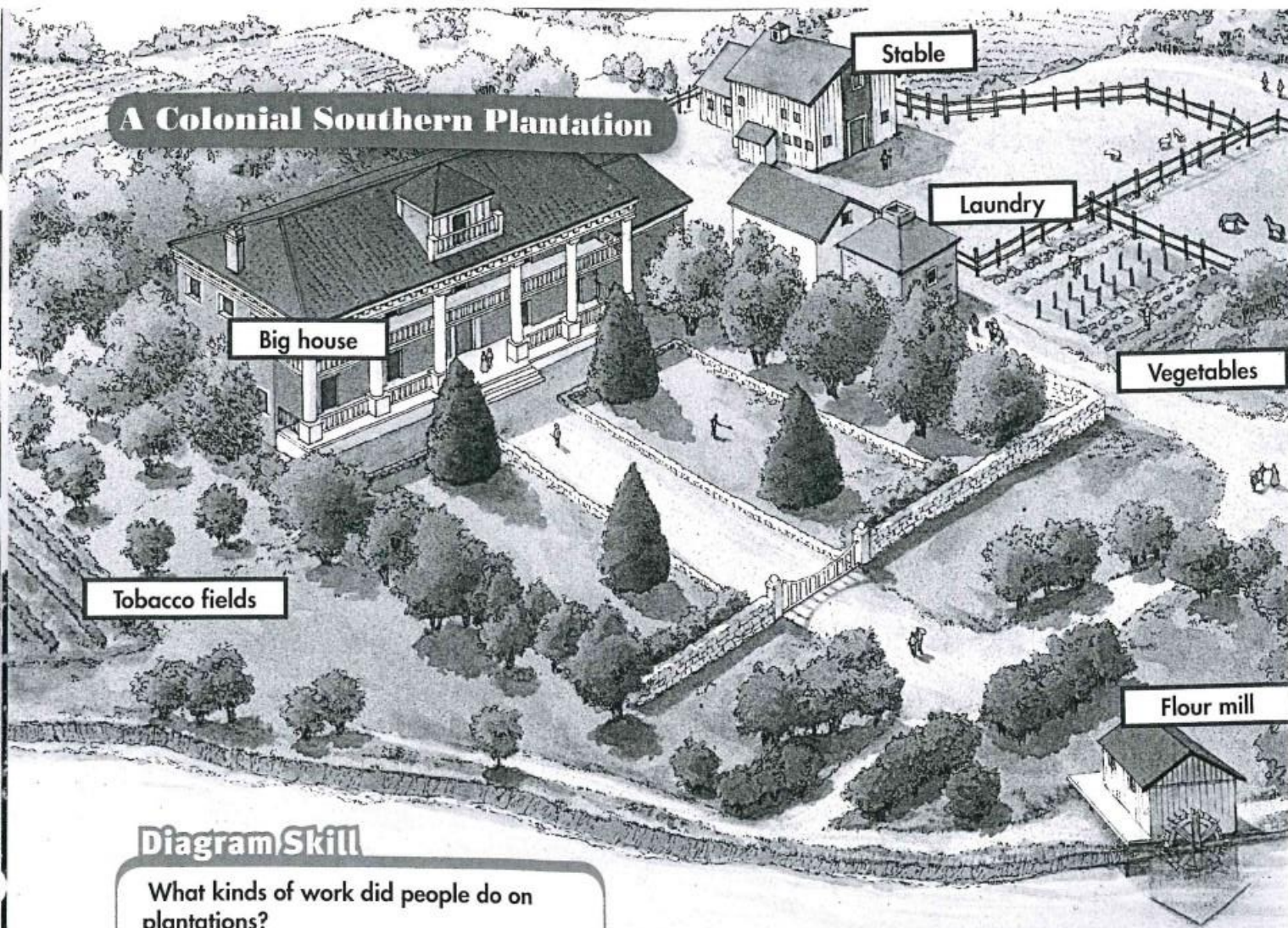
Religion and Democracy

Conflicts between Catholics and Protestants soon arose. Lord Baltimore feared Maryland would become a

Protestant colony. He proposed that Protestants and Catholics should have the right to worship freely. In 1649 the assembly passed the Toleration Act, allowing religious freedom for Christians. It declared that Catholics and Protestants could not threaten one another.

QUICK CHECK

Make Generalizations What generalization can you make about the Calverts?



A Colonial Southern Plantation

Big house

Stable

Laundry

Vegetables

Tobacco fields

Flour mill

Diagram Skill

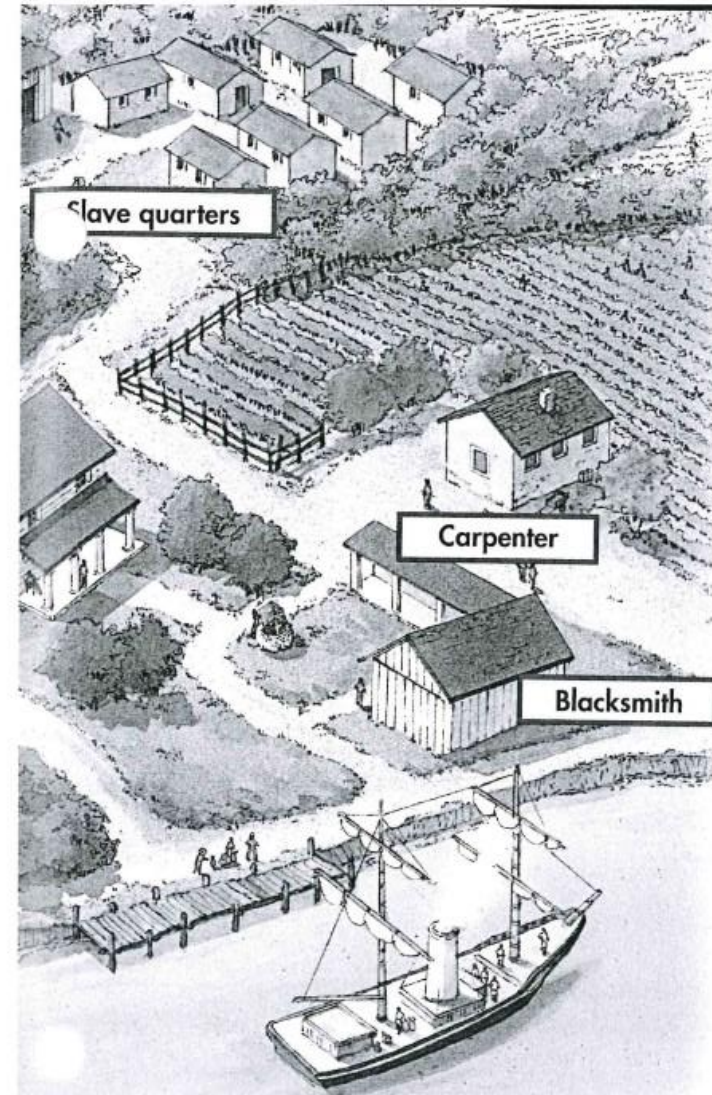
What kinds of work did people do on plantations?

B CAROLINA AND GEORGIA

King Charles II gave eight proprietors a charter to found Carolina in 1663. Seven years later, the first big city in the Southern Colonies, Charles Town, was founded in Carolina. Charles Town's natural harbor, warm climate, and natural resources made it a center for agriculture and trade. Wealthy colonists built plantations outside the city. Plantations are large farms that grow one main crop as a cash crop. Plantations in Carolina grew tobacco and rice. They also grew indigo, a plant used to make blue dye. Plantations were like small villages. Look at the diagram of a plantation above.

North and South Separate

Colonists who settled the land of northern Carolina grew tobacco and sold forest products such as timber and tar. The economy in northern Carolina grew slowly due to the lack of a good harbor. In southern Carolina the harbor in Charles Town allowed for easy trade. It was discovered that rice grew well in the coastal lowlands of the southern part of the colony. Rice soon became the leading cash crop. In 1729 these differences in colonial life in Carolina resulted in the colony splitting into North Carolina and South Carolina.



Slave quarters

Carpenter

Blacksmith

PLACES

By 1770 Charles Town was the fourth-largest city in the colonies. Today the city is called Charleston and has the fourth-largest container seaport in the United States. Its beautiful historic homes and tree-lined streets make the city a favorite among tourists.



Charleston,
South Carolina

“The Colony of Georgia . . . shall [supply] . . . England . . . with raw Silk, Wine, Oil, Dyes, Drugs, and many other materials for manufactures. . . .”

Oglethorpe was a decorated general and became a member of the English Parliament in 1722. Because of his military experience, Oglethorpe received a charter to start a colony south of the Carolinas. King George II wanted a military man to run the colony because England, France, and Spain had all claimed this land south of the Carolinas. Oglethorpe would protect the Southern Colonies from the Spanish to the south and the French who had settlements to the west.

In 1732, 116 men, women, and children left London and set sail for the newest English colony in America. It was named Georgia, after King George II.

QUICK CHECK

Make Generalizations Make a generalization about why Carolina split into two colonies.

Settling Georgia

British General James Oglethorpe had a great idea. What if debtors could be sent to the colonies? Debtors are people who owe money but cannot repay it. At that time debtors were put in prison. Oglethorpe thought that instead of wasting away in prison, debtors could be free to live and work in Georgia. He thought slavery would not be necessary with all the debtors to do the work. Oglethorpe also thought that Georgia had the right conditions for making products such as silk that were in demand in England. He said:

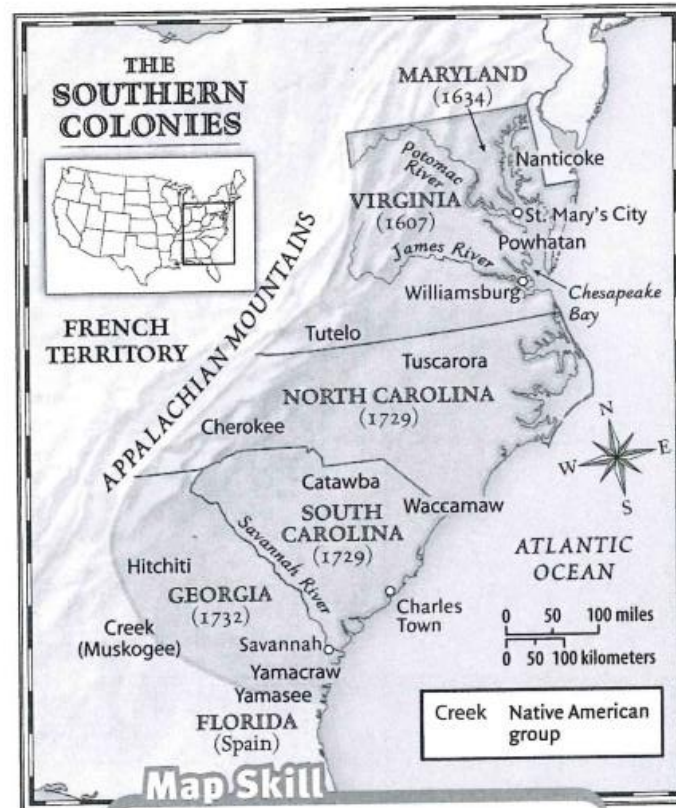
C THE CREEK HELP OGLETHORPE

Oglethorpe understood that for his new colony to succeed, he needed to have peace with the Native Americans in the area. A Creek group, the **Yamacraw**, lived near Yamacraw Bluff, where Oglethorpe planned to **build** his first settlement, Savannah. Oglethorpe obtained Yamacraw Bluff from Chief **Tomochichi**, the leader of the Yamacraw. Tomochichi also helped the colonists establish peaceful relations with other Creek groups.

Tomochichi remained a lifelong friend of the English colonists. In **1734** Oglethorpe invited Tomochichi to go to England and meet King George II. Tomochichi gave the king some **eagle feathers** as a token of peace. Before Tomochichi died in **1739**, he told his people to remember the **kindness** of the king of England and said he hoped they would always be friendly to the colonists.

Mary Musgrove also helped the Creek and the colonists become friends. Her mother came from a **powerful** Creek family. Her father was English. Musgrove had learned the Creek language and customs from her mother. When Oglethorpe arrived in **Savannah**, she became the **translator** for the settlers and the Creek.

James Oglethorpe's first meeting with Chief Tomochichi at the first Georgia settlement, Savannah ▶



Map Skill
LOCATION Which Native American groups lived in South Carolina?



▲ James Oglethorpe

Early Failures

Georgia got off to a difficult start. Oglethorpe had planned to raise silkworms, but the silk industry failed. Oglethorpe's plan for England's debtors also **failed**, because few debtors came.

Georgia Expands

While few debtors settled in Georgia, many other people did. The colony promised freedom of religion to all Protestant Christians. Colonists were also given free land to use for 10 years. This attracted settlers who were seeking a better life.

Hundreds of poor people came from Great Britain. Religious refugees from Germany and Switzerland also settled in Georgia. The colony soon had the **highest** percentage of non-British settlers compared to any other British colony in the Americas.

The Colony Changes

In the beginning, the colonists of Georgia grew tobacco. Later rice became the **most** profitable cash crop. Until 1750 **Georgia** was only English colony that did not allow slavery. Oglethorpe had planned for the

settlers to do all the work. However, there were not enough workers so some colonists smuggled enslaved workers into **Georgia** from South Carolina.

Enslaved Africans worked on the rice plantations of South Carolina. After slavery became legal in Georgia in 1750, many planters from South Carolina moved into Georgia, bringing enslaved workers with them. In the 1760s Georgians brought captives directly from Africa. By **1775** Georgia had **18,000** enslaved Africans.

QUICK CHECK

Make Generalizations What generalization can you make about the growth of slavery in Georgia?

Check Understanding



1. **VOCABULARY** Write a paragraph about the Southern Colonies using two of the words below.

plantation indigo debtor

2. **READING SKILL** Make Generalizations

Use your chart from page 112 to write about the economy of the Southern Colonies.

Text Clues	What You Know	Generalization



3. **Write About It** Write about the reasons settlers came to the Southern Colonies.

Lesson 4

VOCABULARY

- slave trade p. 119
- apprentice p. 120
- growth rate p. 121
- Great Awakening p. 121
- backcountry p. 122

READING SKILL

Make Generalizations

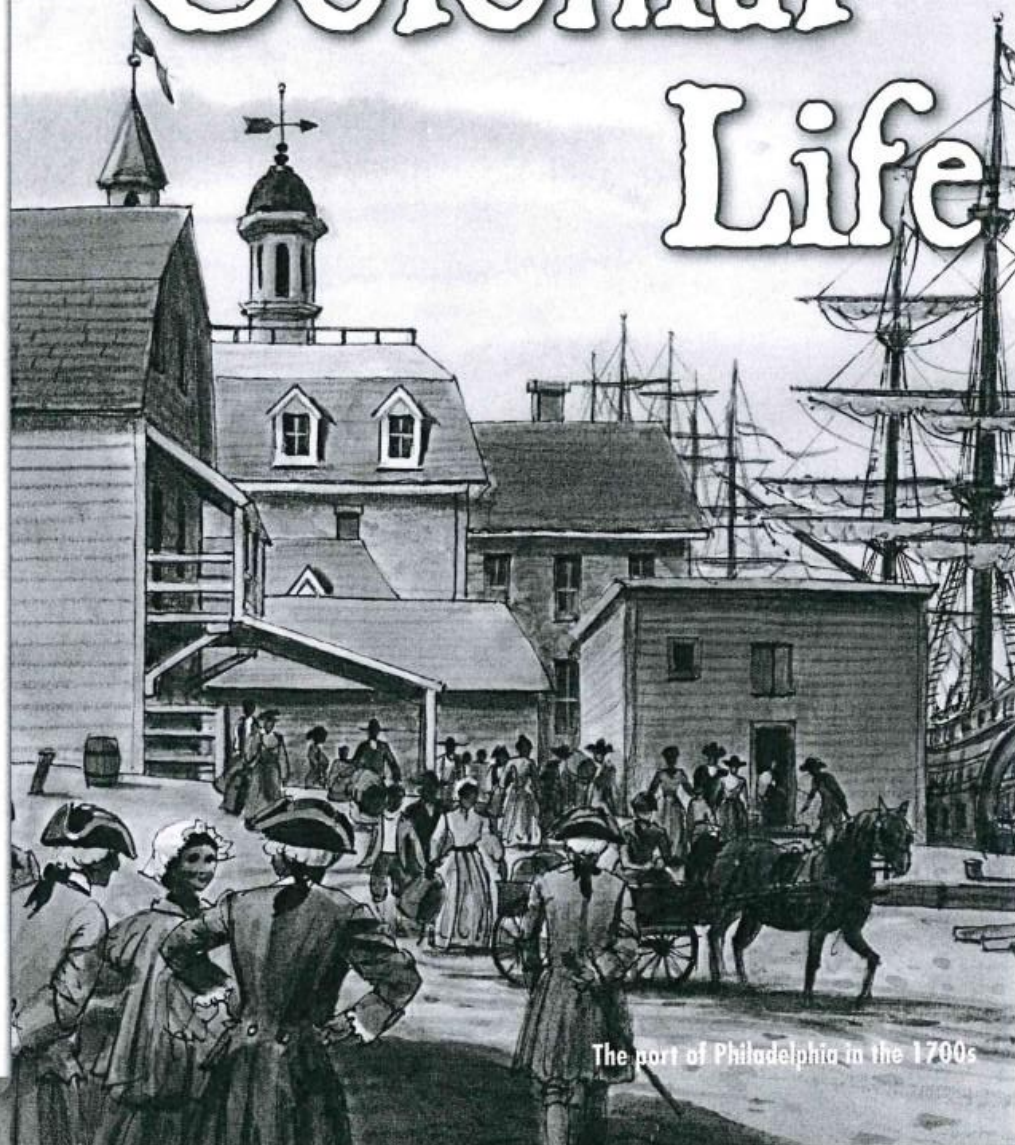
Use the chart to make a generalization about the quality of life in colonial towns compared to life on the frontier.

Text Clues	What You Know	Generalization

INDIANA ACADEMIC STANDARDS

5.1.5, 5.1.6, 5.1.7, 5.1.10, 5.3.4, 5.3.8, 5.3.9, 5.3.10, 5.4.5, 5.4.8

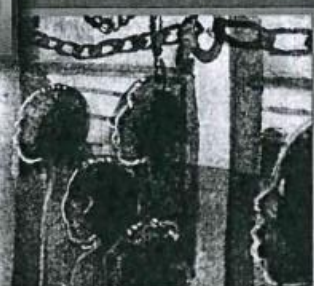
Colonial Life



The port of Philadelphia in the 1700s

Visual Preview

How did economic needs affect life in the colonies?



A Many came to the colonies for a better life, while others came against their will.



B Colonists learned crafts, while the colonies grew rapidly and changed.



C As colonists settled the West, they came into conflict with Native American groups.

A WHY THEY CAME

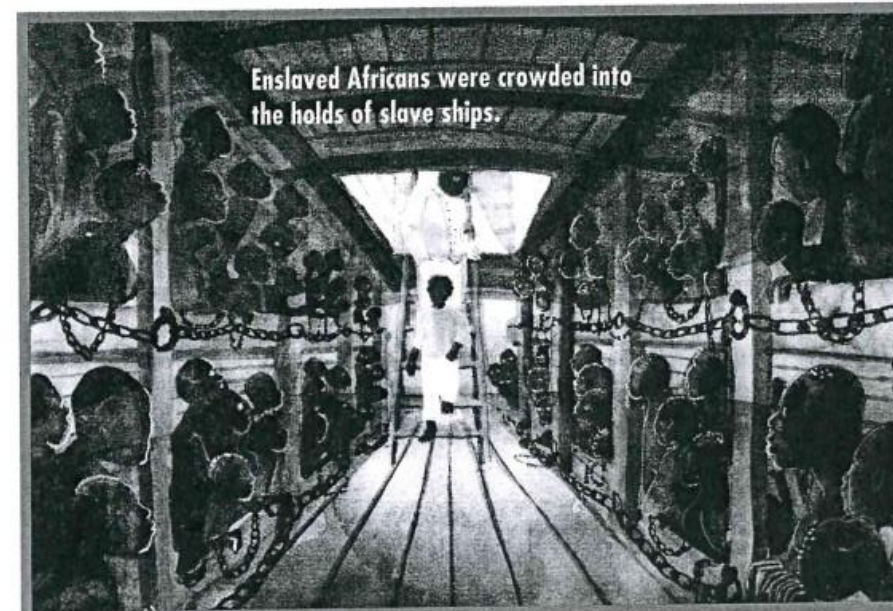
Living conditions in Europe during the 1700s were miserable for many people. Some fled wars or food shortages in their homelands to settle in the English colonies. They were drawn by the promise of cheap land, economic opportunity, and religious freedom.

The dangerous journey across the Atlantic Ocean took between two and three months. It was a terrible time for those aboard a ship. The ships were crowded, damp, and filthy. Storms sank many vessels. Ships often ran out of food and water. Diseases spread quickly and killed many of the people on ships sailing to the colonies from Europe.

Captives and Servants

Conditions for African captives were even more dreadful. Every part of the slave trade, or the business of buying and selling people, was designed to bring profits to the traders. On ships, captives were chained together and crammed into spaces where they could barely sit up. One out of seven captives died from disease, starvation, or poor treatment during the journey.

Indentured servants were people who chose to come to the colonies but could not pay their way. They contracted, or agreed, to work for a colonist usually for five to seven years to repay the price of the



Enslaved Africans were crowded into the holds of slave ships.

voyage. Indentured servants also received food, clothing, and shelter in return for their work. However, their living conditions were often harsh and their work, especially in the fields, was difficult. When their contracts ended, indentured servants often received farmland, animals, and supplies of lumber and tools.

QUICK CHECK

Make Generalizations What generalization can you make about the voyage across the Atlantic Ocean?

B DAILY LIFE

Most colonial families worked on farms. Men planted crops and hunted. Women did household work such as cooking, gardening, sewing, cleaning, spinning, and weaving. Children did chores such as feeding chickens, milking cows, gathering eggs, and cleaning. When they were not helping at home or studying, children played with marbles, kites, and jump ropes.

Learning a Trade

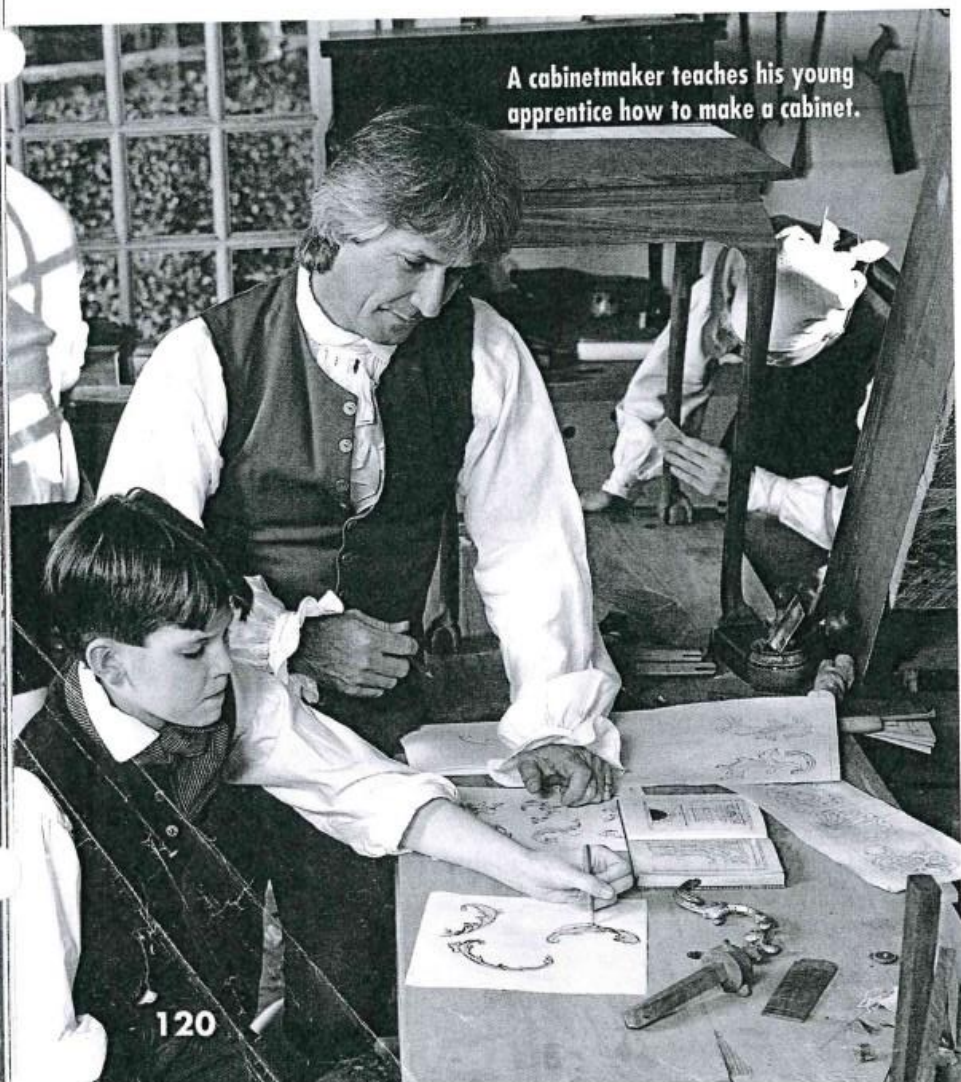
To learn a skill, a young person could become an **apprentice**. An apprentice is someone who works for a skilled person and in exchange, learns a trade or craft. After studying and practicing, an apprentice might become

a silversmith, printer, or barrel maker, for example. Apprentices were **not** paid, but they received meals and housing while they learned their trade. At first only boys were allowed to be apprentices. After 1647 girls became apprentices in such trades as printing.

Early Communities

Colonists often combined work with play. An entire community, for example, would gather to build a house for a newly married couple. Examples of other community activities were cornhusking competitions and

A cabinetmaker teaches his young apprentice how to make a cabinet.



▲ A chest of drawers from the 1700s

quilting bees. At quilting bees neighbors sewed together pieces of cloth to make a bedspread.

The Colonies Grow and Change

Trade along the Atlantic coast led to population growth in the colonies. The population **growth rate** from 1700 to 1750 was about 450 percent. The growth rate is a year-to-year change expressed as a percentage. Philadelphia was the largest city in the colonies. By 1750 it had grown to almost 20,000 people. **Benjamin Franklin** did much to help the city grow. He established the first fire department and public library. Franklin also improved the city's police department and postal system.

Religion Changes

Religion also changed in the colonies during the 1700s. Growing interest in religion led to a period known as the **Great Awakening**. Preachers such as Jonathan Edwards and George Whitefield spread their message with a dramatic and emotional style. The more dramatic the sermon, the more people attended. During the **Great Awakening**, less formal church services taught that all people should have religious experiences.

During this time, many people changed from **Puritanism** to other forms of worship. For example, some Puritans became Baptists or Methodists. Some New England Baptist groups welcomed enslaved Africans at their church meetings.

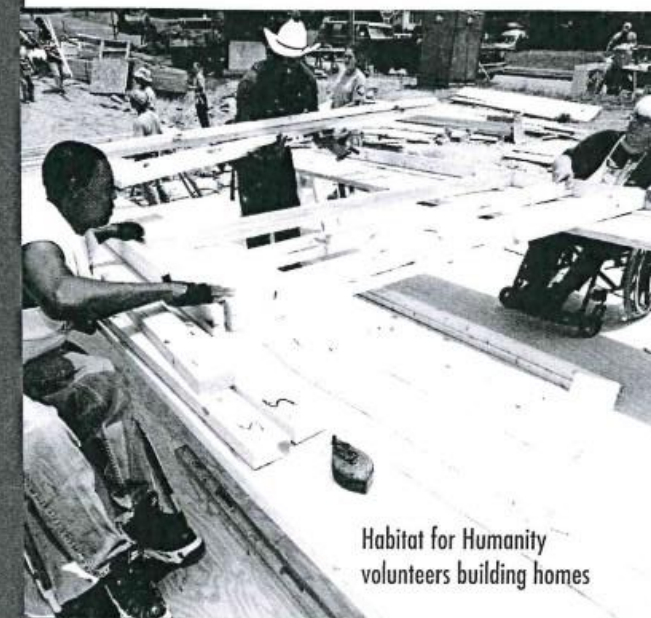
QUICK CHECK

Make Generalization What generalization can you make about working in the colonies?

Citizenship

Working for the Common Good

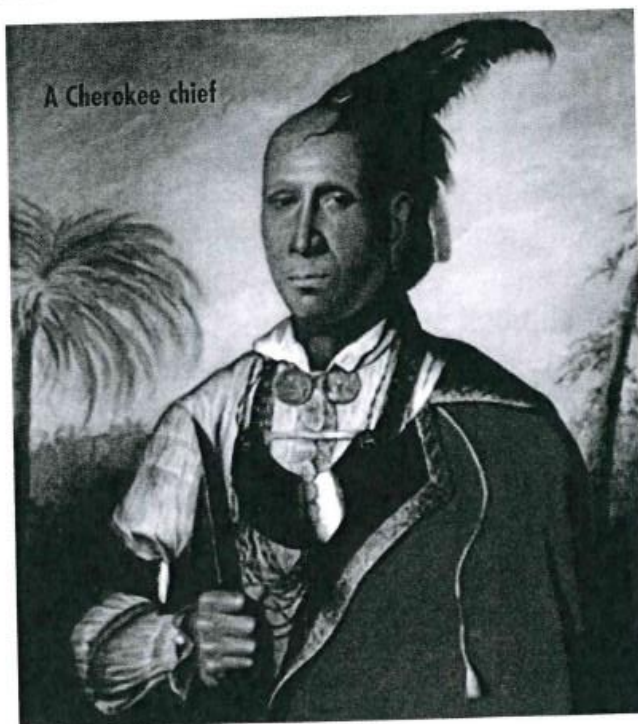
What are some ways citizens can work for the common good, or for something that benefits everyone? Benjamin Franklin believed good deeds were best accomplished by working together. In 1727 Franklin and his friends formed a club that created many organizations to benefit Philadelphia, including the first volunteer fire department. You can work for the common good by becoming involved in solving a community problem or volunteering for an organization that helps others.



Habitat for Humanity volunteers building homes

Write About It Write a list of five projects you and your classmates can do to make your school a better place for everyone.

C LIFE ON THE FRONTIER



A Cherokee chief

In 1715 the Yamasee, with their allies the Muscogee and Choctaw, attacked the colonists, causing many settlers to flee to other colonies. The Cherokee, however, agreed to help the colonists in exchange for weapons and other goods. The Yamasee lost the war and fled to Florida. The Cherokee then became the most powerful Native American group in the Carolinas.

QUICK CHECK

Make Generalizations Why did fighting break out between the colonists and Native Americans in the backcountry?

During the 1740s, groups of settlers began to move into the area between the Appalachian Mountains and the Atlantic Coastal Plain. This area was known as the backcountry. Land in the backcountry cost much less money than land on the Atlantic Coastal Plain. Most of these settlers came from Ireland, Scotland, and Germany. Families in the backcountry built log cabins and cleared areas in the forests to grow corn and wheat. Life was hard, but people still managed to have fun. Like other colonists, they held dances, quilting contests, and other competitions.

The Yamasee War

Many Native Americans also lived in the backcountry. The Yamasee were originally friends of the Carolina colonists. The Yamasee complained when colonists began taking too much land and breaking their promises.

Check Understanding



1. VOCABULARY Write a paragraph about the colonial way of life using the words below.
 apprentice backcountry

2. READING SKILL Make Generalizations Use your chart from page 118 to write about why people changed to new forms of worship during the Great Awakening.

Text Clues	What You Know	Generalization



3. Write About It Write about why German, Scottish, and Irish immigrants who came to the colonies in the 1700s settled in the backcountry.

Lesson 6

VOCABULARY

- triangular trade p. 132
- Middle Passage p. 133
- industry p. 134

READING SKILL

Make Generalizations

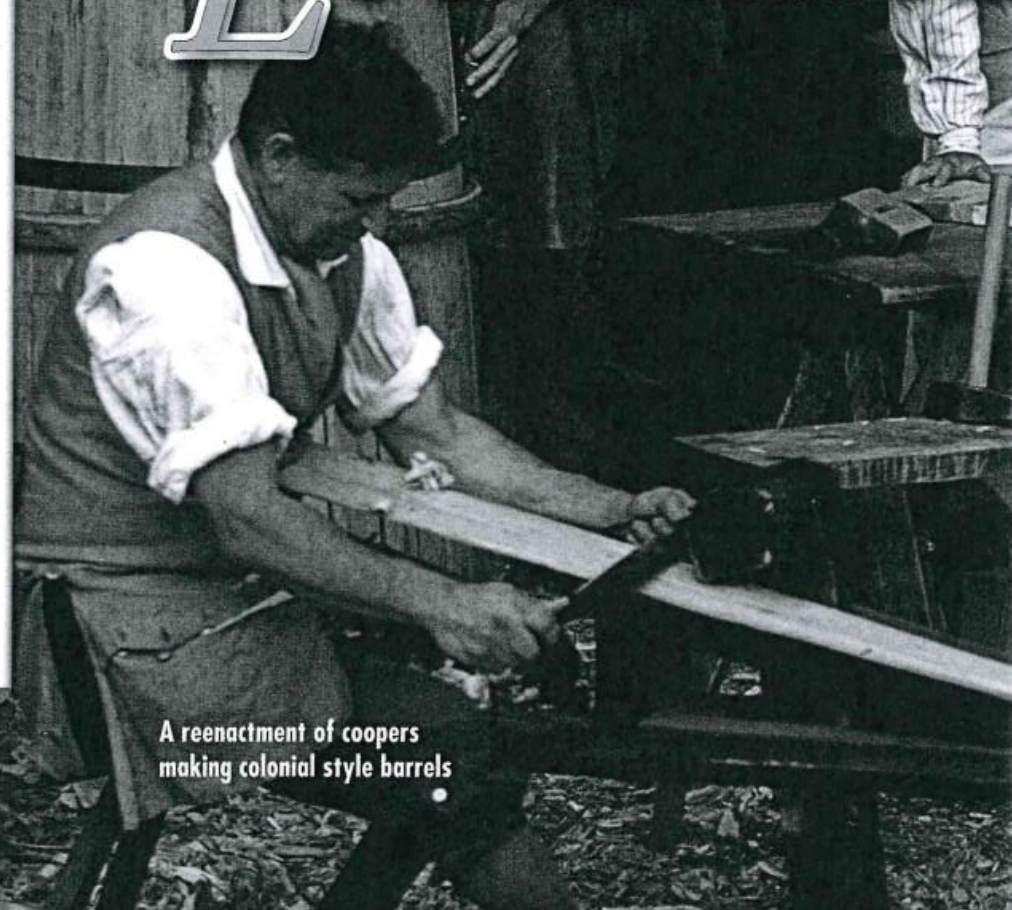
Copy the chart below. As you read, use it to make a generalization about English trade laws.

Text Clues	What You Know	Generalization

INDIANA ACADEMIC STANDARDS

5.1.7, 5.3.8, 5.3.9, 5.3.12, 5.4.2, 5.4.5

Colonial Economies



A reenactment of coopers making colonial style barrels

Visual Preview

What influenced the development of colonial economies?



A Colonists ignored laws that England passed to regulate Colonial trade.



B Ships on the triangular trade routes moved cargo and enslaved Africans.



C Each colony developed an economy based on the resources of its region.

A COLONIAL TRADE

Between 1651 and 1764, England passed trade laws to control what and how the colonists could trade. The laws also controlled what colonists could make. To earn a profit, many colonists ignored the laws and turned to smuggling.

England wanted the colonists to buy their manufactured goods. For this reason, England made it illegal for the colonies to manufacture goods that competed with English goods. For example, it was illegal for the colonists to make hats, nails, and horseshoes. English trade laws, called the Navigation Acts, listed goods that the colonies could sell only to England or its colonies. These included farm products such as sugar, tobacco, lumber, cotton, wool, and indigo.

English Trade Laws

The English charged the colonists high shipping costs. England used the raw materials from the colonies to make manufactured goods and exported them to other countries for huge profits.

In 1663 a new trade law said everything the colonies imported had to first be shipped to England and taxed. This made money for England, but raised the price of imports in the colonies. Colonists claimed England was destroying their economy. Some colonists began to smuggle, or secretly import, goods. They also traded in foreign ports and allowed ships from other countries into their ports. Luckily for colonists, England was far away, so it was difficult for the English government to make sure laws were being followed.

QUICK CHECK

Make Generalizations What happened after England imposed taxes on trade goods?

▼ The busy port of Boston in the 1600s



B WORLD TRADE

In 1675 King Charles II formed a committee to oversee colonial trade. This committee was formed to make sure the colonists were following trade laws. Its members soon learned that Boston Harbor was crowded with Dutch ships and ships from other countries. The colonists were unlawfully trading with Europe, the Caribbean, and Africa. Many colonists in Massachusetts were upset by English trade laws. They did not want to follow laws they thought were harmful to the colony. New England's shipbuilding industry and economy grew as a result of this illegal trade with other countries. As one historian said:

“... selfishness of the English [trade laws] was digging a [wedge] between the mother country and the colonists.”

Triangular Trade

Ships on the triangular trade routes sold products and picked up cargo at each stop. This came to be known as the triangular trade because the routes formed triangles on the map. The triangular trade made many merchants rich, especially in the New England Colonies. Using their wealth, merchants in Northern cities began trading with the Southern Colonies, exchanging Northern fish, rum, and grain for Southern rice, tobacco, and indigo. The illustration on this page shows how the colonial trade routes formed triangles.

QUICK CHECK

Make Generalizations Why did shipowners keep their ships filled with cargo on every leg of the voyage?

1. On the first leg of the route, traders sailed from New England to Africa with goods such as iron, rum, and gunpowder. These goods were traded for African captives.



Charles Town

Boston
New York

Sugar, Molasses

African Captives

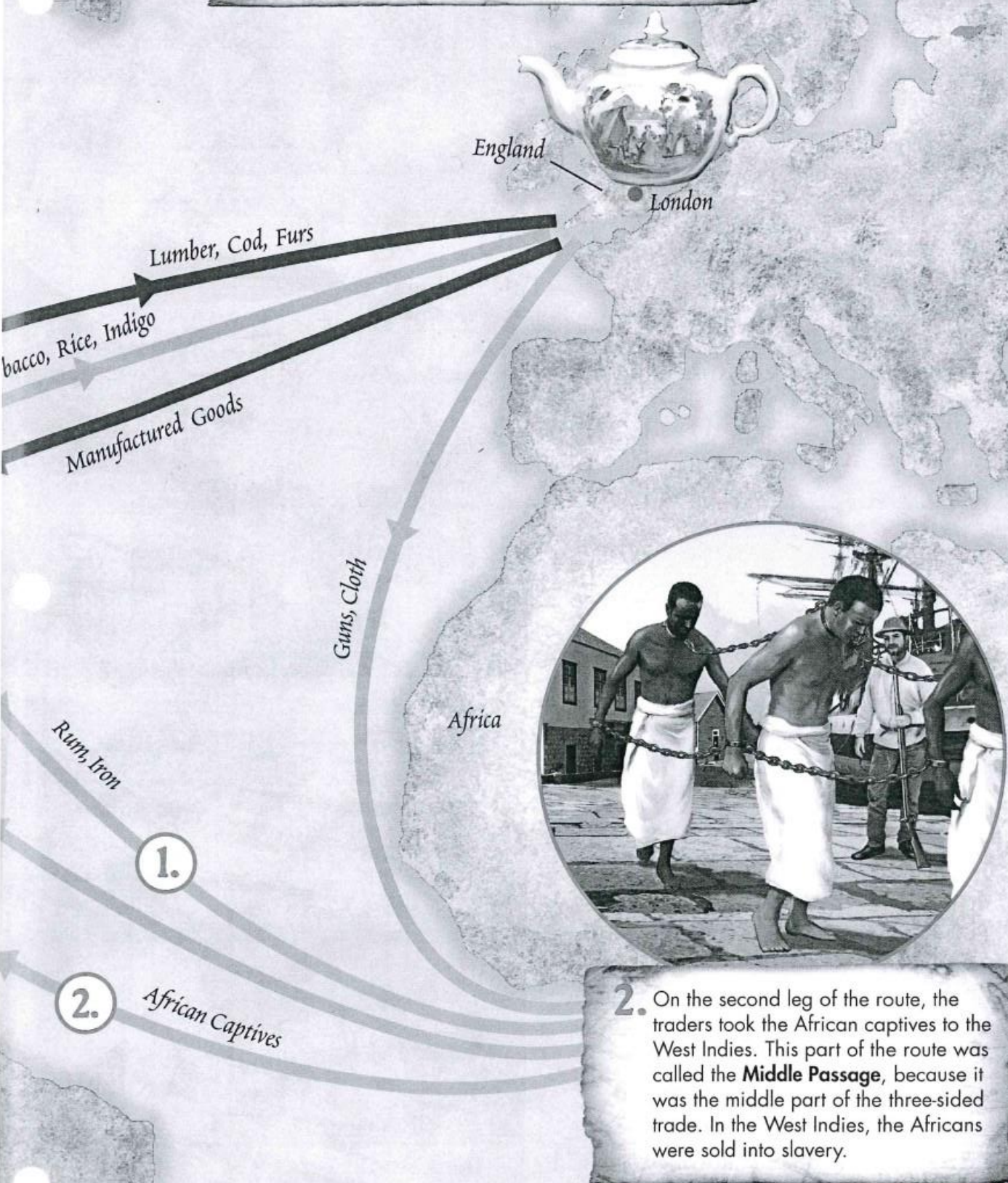
3.

West Indies

3. On the third leg, the ship captains bought sugar and molasses, a thick syrup made from sugarcane grown in the West Indies. It was shipped to ports in the Middle and New England colonies. The molasses was sold and made into rum.



The Triangular Trade



REGIONAL ECONOMIES

Now that you have read about the triangular trade, let's find out what each region produced and exported. Each region's **economy** was based on its resources, **industries**, and the hard work of its people.

New England

Most of New England's soil was too rocky for farming. Many farmers there grew fruits and vegetables for themselves, but not enough to export. **New Englanders** needed other ways to earn a living. The forests provided lumber for the shipbuilding **industry**. An industry is all the businesses that make one kind of product or provide one kind of service. Wood was cheap in New England, where there was a good supply of trees. Logs were cut and tossed into rivers where they floated to towns and shipyards.

Soon Boston's shipbuilding industry competed with English shipbuilders. New Englanders also made excellent fishing boats, and fishing became a profitable industry. Cod was New England's "cash crop."

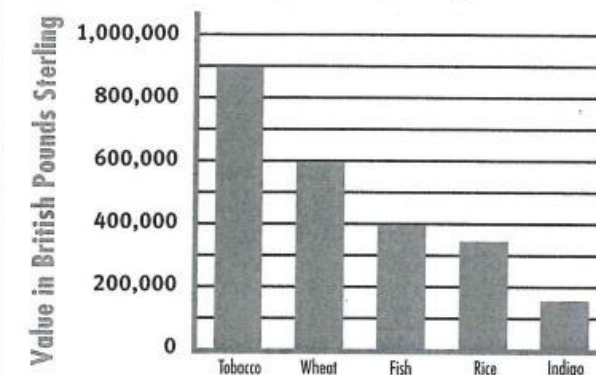
The Middle Colonies

Farmers in the Middle Colonies could supply just about everything needed for a picnic. They grew **wheat** for bread and raised dairy cattle for **cheese**. Farmers shipped these products to New York City and Philadelphia. From there they were exported to other countries. These port cities also became centers of business. Printers, shoemakers, cabinetmakers, and other craftworkers opened shops there.

DataGraphic Major Colonial Exports

Most colonists made their living by farming. Each region grew different crops. Study the map and graph. Then answer the questions.

Major Exports, 1770



Leading Colonial Exports, 1770



Think About Exports

1. What was New England's major export?
2. Which region's exports had the most value?



▲ Colonial general stores sold many of the manufactured goods people needed.


The Southern Colonies

The hot, humid climate and good soil of the Southern Colonies were well suited to growing crops. **Tobacco** and **rice** made many plantation owners wealthy in the Southern Colonies. At first these products were shipped only to England. Later they were shipped all over the world. Another crop grown in the Southern Colonies was **indigo**, a plant used to make blue dye. English merchants needed the blue dye from indigo for their huge cloth-making businesses. The tobacco, rice, and indigo trades brought great wealth to the Southern Colonies.

QUICK CHECK

Make Generalizations Why did each region have a different economy?

Check Understanding



- VOCABULARY** Draw a poster of triangular trade using the vocabulary terms below.
triangular trade **industry**
Middle Passage
- READING SKILL Make Generalizations** Use your chart from page 130 to help you write a paragraph about colonial trade with England.

Text Clues	What You Know	Generalization
- EXPLORE The Big Idea** **Write About It** Write about why some colonists in New England settled in areas with heavy forests.

Lesson 7

VOCABULARY

- assembly p. 137
- legislation p. 137

READING SKILL

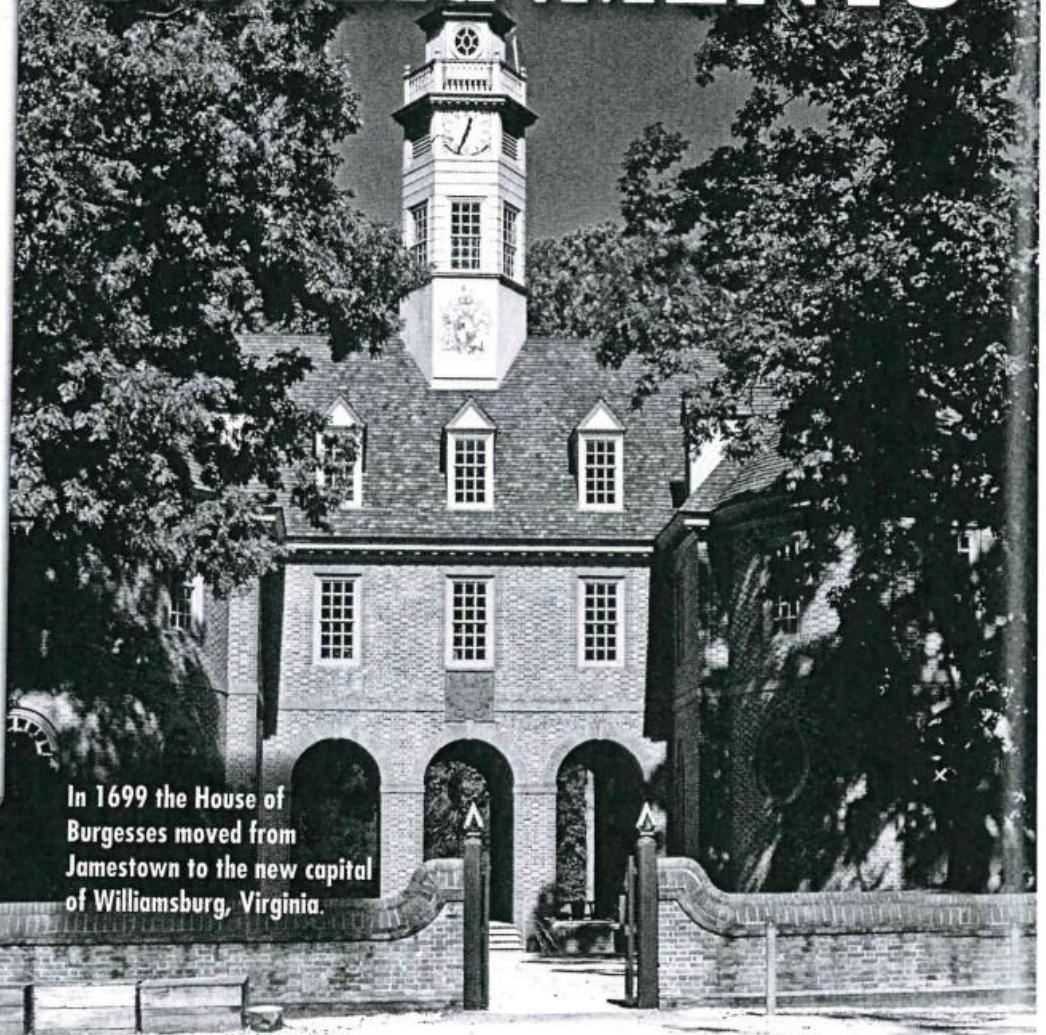
Make Generalizations
 Copy the chart below. As you read, fill it in to make a generalization about the power of colonial assemblies.

Text Clues	What You Know	Generalization

INDIANA ACADEMIC STANDARDS

- 5.1.7, 5.1.19, 5.1.20, 5.1.21, 5.2.2, 5.2.3, 5.2.8, 5.2.9, 5.3.8

COLONIAL GOVERNMENTS



In 1699 the House of Burgesses moved from Jamestown to the new capital of Williamsburg, Virginia.

Visual Preview

How did values shape colonial governments?



A Charters allowed colonies to make their own laws and assemblies.



B Governors battled strong assemblies, which represented the people.



C The Zenger trial and Phyllis Wheatley's poems were calls for freedom.

A SELF-GOVERNMENT

The colonists made many laws that were new ideas at the time. Colonists demanded rights that the English thought were almost rebellious! With laws protecting freedom of speech, colonists were building a system of government that represented the people.

An **assembly**, or lawmaking body, was guaranteed in the charters of most colonies. English kings allowed the **colonies** to make their own laws, but these laws had to be approved by England's government.

Colonial Assemblies

Sometimes assemblies made laws that protected and expanded people's rights and freedoms. Remember the **Toleration Act** in Maryland? Later, **England** would try to take some of these rights away.

The colonists felt independent from England, which was thousands of miles away. Colonial assemblies gathered to make laws for their colonies. This **legislation**, or making of laws, was a first step on the road to self-government.

Colonial **governments** weren't perfect. In fact, they were unfair to many groups. **Women, indentured servants, enslaved Africans, and Native Americans** could not vote or hold office. At first only white men who owned land could vote. Later a small number of men who did not own land were elected to assemblies. In some colonies, these voters also had to belong to a certain church.

QUICK CHECK

Make Generalizations Why were colonists on the road to self-government?

▼ A reenactment of the House of Burgesses during a recess



B GOVERNORS AND GOVERNMENT

England allowed assemblies to control a colony's **taxes and spending**. This gave assemblies a great deal of power—the kind of power they held onto with a tight grip.

Powerful Assemblies

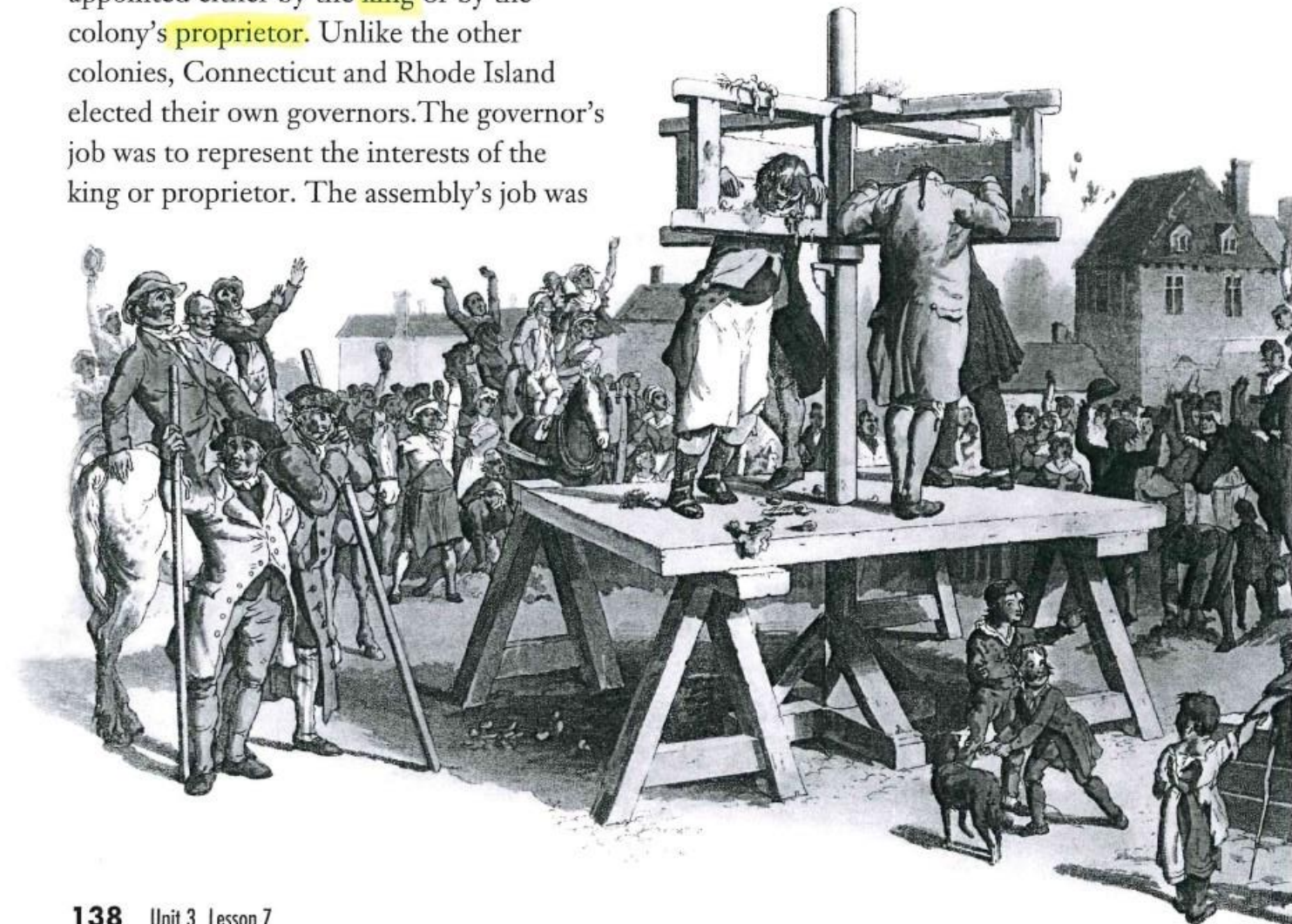
Colonists expected **assemblies** to represent their views **rather** than the views of the English rulers. Colonists saw themselves as English citizens who had the right to make their own decisions. The **Virginia Charter** stated that its colonists would have the same freedoms as people born in **England**.

Colonial governors constantly fought with their assemblies. **Governors** were usually appointed either by the **king** or by the colony's **proprietor**. Unlike the other colonies, Connecticut and Rhode Island elected their own governors. The governor's job was to represent the interests of the king or proprietor. The assembly's job was

to represent the people of the colony. The **governor** could **reject** any law passed by a colonial assembly. The assemblies could stop paying the governor's expenses until their laws were approved. Withholding money wasn't the best way to solve a problem, but it helped assemblies protect their power.

Local Government

How did colonial towns solve their problems? In New England and some Middle Colonies, male colonists held town meetings. At these meetings, colonists sometimes had heated debates about local issues, elected local officials, and made laws. Most Southern



Colonies had county governments. Usually the governor appointed county officials. This gave more power to governors in the South.

Local courts settled disputes between individuals or answered questions about the law. Judges supervised colonial courts. The governor and the assembly selected colonists to serve as judges.

Natural Rights

John Locke believed that people were naturally good. He was an English thinker who believed that all people have “natural rights.” Among these rights were life, freedom, and the right to own property. Locke wrote that the main duty of government was to protect these rights. When a government failed to protect these rights, Locke thought people could overthrow, or change, that government. Most colonists understood what Locke meant by life and property rights. But people disagreed about the meaning of the word *freedom*.

QUICK CHECK

Make Generalizations Generalize Locke’s belief about what people should do if a government fails to protect their natural rights.

◀ A lawbreaker might have to spend days in the public pillory. This form of public embarrassment was a punishment for minor crimes, such as swearing. More serious crimes, such as robbery, could be punished by whipping or even hanging.

Citizenship

Express Your Opinion

How can expressing your opinion bring change? Many colonists had heated debates about local issues. By expressing their opinions they had a voice in the decisions that affected their lives. Voting is one way to express your opinion. Another way is by writing to your mayor, governor, or member of Congress about issues you care about. You can also write an editorial for your local newspaper or Web site. Expressing an opinion is a right all American citizens enjoy.



Write About It John Locke believed people were naturally good. Write an essay about why you agree or disagree with Locke. Use examples to support your opinion.



A CALL FOR FREEDOM

Does freedom include printing something bad about someone, even if it is true? John Peter Zenger came from Germany and started a newspaper in New York City called *The New York Weekly Journal*. In the newspaper, Zenger published articles about the governor of New York, William Cosby. Cosby took Zenger to

court, saying that Zenger’s articles had insulted him. Zenger’s lawyer, Andrew Hamilton, told the jury that Zenger had the right to print the truth. Read a section from Hamilton’s address on this page.

Hamilton’s words meant that people had the freedom to write or speak the truth. The jury agreed and found Zenger not guilty. The Zenger trial helped establish the idea that newspaper publishers could not be punished for printing the truth. Later, freedom of the press became part of the U.S. Constitution.

Primary Sources

“The question before the court and you . . . is the best cause. It is the cause of liberty. . . . [E]very man who prefers freedom to a life of slavery will bless and honor you. . . . [We] have laid a noble foundation for securing to ourselves, our **posterity**, and our neighbors . . . the liberty both of exposing and opposing **arbitrary** power (in these parts of the world, at least) by speaking and writing the truth. . . .”

A section from *Address to the Jury* by Andrew Hamilton August 14, 1735

posterity future generations
arbitrary not limited



Write About It Write about how freedom of speech can expose dishonesty in elected officials.

▼ Andrew Hamilton defending John Peter Zenger during his trial.



Phillis Wheatley

Some enslaved Africans also wrote about freedom. Phillis Wheatley published her first poem at age 13. Wheatley believed enslaved Africans had natural rights. In one of her poems, Phillis Wheatley urged colonists to fight for freedom:

“No longer shalt [you fear] the iron chain . . . meant t’enslave the land.”



George Washington praised Wheatley’s writing. While growing up, her life had been difficult. At age seven Wheatley was kidnapped from Africa and enslaved. Then she was purchased in Boston by John Wheatley, but her life was different from most enslaved Africans. John’s wife, Susannah Wheatley, taught Phillis to read and write English and other languages. By the time she was 13 years old, she was writing poetry. In 1773, at age 20, Phillis Wheatley published a book of poems and was freed from slavery.

QUICK CHECK

Make Generalizations How was Phillis Wheatley’s life different from most enslaved Africans?



Check Understanding



1. VOCABULARY Write one sentence using both of these vocabulary words.
assembly legislation

2. READING SKILL Make **Generalizations** Use your chart from page 136 to help you write about colonial assemblies.

Text Clues	What You Know	Generalization



3. Write About It How did the Virginia Charter encourage settlement?