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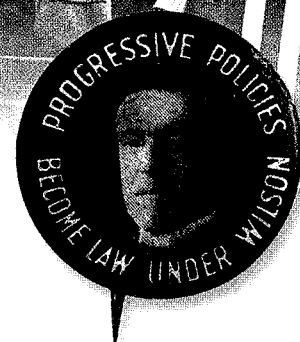
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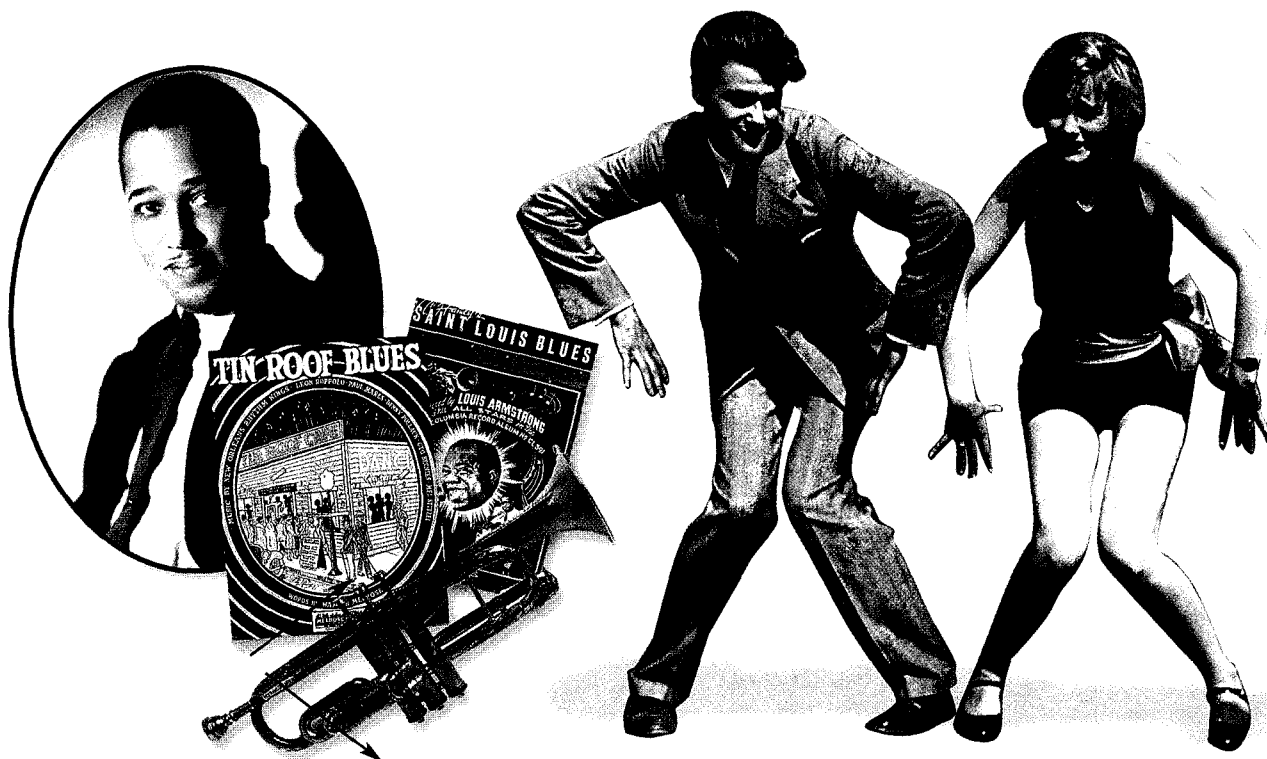
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SPECIAL FEATURES AND MULTIMEDIA



WITNESS HISTORY  AUDIO

Witness History: The Latest Fad

As baby boomers went to school, new fads came and went with amazing speed. One such fad revolved around a popular television show about the American folk hero Davy Crockett. Steven Spielberg, who would become one of Hollywood's most successful movie directors, recalled the craze:

“I was in third grade at the time. Suddenly, the next day, everybody in my class but me was Davy Crockett. And because I didn't have my coonskin cap and my powder horn, or Old Betsy, my rifle, and my chaps, I was deemed the Mexican leader, Santa Anna. And they chased me home from school until I got my parents to buy me a coonskin cap.”

—Steven Spielberg, recalling the Davy Crockett craze of 1955

Primary source audio accounts throughout the text bring the voices and sounds of history to life.

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Comparing Viewpoints

Should the Union be saved?

The settling of the West made it impossible to maintain equal numbers of free and slave states. Western territories wanted to be free states. The argument over California statehood showed how the North and South were moving toward a civil war.

JOHN CALHOUN

Calhoun was from South Carolina and a passionate supporter of slavery. As a senator, he argued that any state had the right to secede, or leave the Union, if it disagreed with national laws.

Primary Source

"... there is not a single Territory in progress in the Southern section, and no certainty that any additional State will be added to it. [This destruction of the equilibrium] was caused by the legislation of this government, which was appointed as the common agent of all.

If you admit [California] under all the difficulties that oppose her admission, you compel us to infer that you intend to exclude [the South] from the whole of the acquired Territories, with the intention of destroying... the equilibrium between the two sections."

— Senator John Calhoun, March 4, 1850

DANIEL WEBSTER

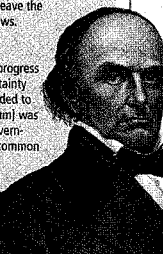
Webster was a Massachusetts politician and strong nationalist. As a senator, he supported sectional compromise as a way to preserve the Union.

Primary Source

"I wish to speak to-day, not as a Massachusetts man, nor as a Northern man, but as an American, and a member of the Senate of the United States. I speak to-day for the preservation of the Union. 'Hear me for my cause.' I speak to-day, out of a solicitous and anxious heart, for the restoration to the country of that quiet and that harmony which make the blessings of this Union so rich, and so dear to us all.

... the strength of America will be in the Valley of the Mississippi. [What can we] say about the possibility of cutting that river in two? I would rather hear of war, pestilence, and famine, than to hear talk of secession... [I] do dismember this glorious country!... No, Sir!"

— Senator Daniel Webster, March 7, 1850



Compare

1. What does Webster mean when he says "the strength of America will be in the Valley of the Mississippi"? What would cut the Mississippi River in two?
2. What does Calhoun accuse the U.S. government of doing?

Decision Point

Consider how you would have decided key questions in American history.

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HISTORY MAKERS

Helen Hunt Jackson (1830–1885)

Helen Hunt Jackson grew up in Massachusetts. In the late 1870s, she heard some Native Americans speak about their peoples' plight. Deeply moved, she was determined to publicize their cause. In *A Century of Dishonor*, she sharply criticized the U.S. government's history of shattered treaties. She elaborated on the situation in a report on Indian policy written for the government and in the highly popular novel *Ramona*. Jackson's work helped build sympathy for the plight of Native Americans.

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Quick Study Timeline

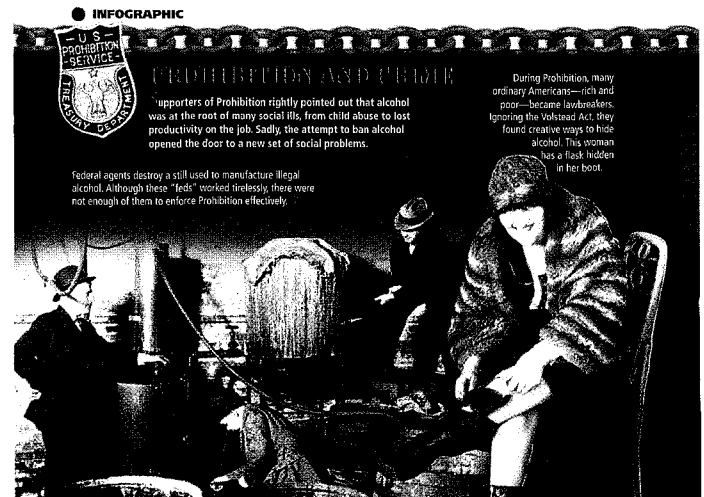
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Focus On Geography

The Great Migration

During World War I and after, several push factors caused thousands of African Americans to decide to move away from their homes in the South. A handful of pull factors drew them to new homes in the North.

Pushed from the South by...

- Jim Crow segregation laws
- Lynchings and other racial violence
- Low-paying jobs as sharecroppers or servants
- Ruined cotton crops due to boll weevil infestation

Pulled to the North by...

- Economic prosperity in northern cities
- Job openings due to reduced immigration
- Aid from African Americans in the North

Geography and History How did World War I contribute to the prosperity and labor shortage that caused migration?

The Great Migration

Charts and Graphs

Diagrams and data help you understand history through visuals.

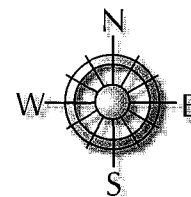
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Examine how artists have expressed their points of view about events of their day.

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Discover

the enduring issues of our nation's history

The **American Issues Connector** explores the enduring questions that frame our American past, present, and future.

Here's how it works:

- 1 Highlight issues as you learn**
Review issues in every chapter using the American Issues Connector Cumulative Review.
- 2 Study issues in depth**
The American Issues Connector feature focuses on a modern debate about an enduring issue.
- 3 Track issues over time**
Take notes in the Study Guide to prepare for thematic essays on enduring issues.

Here's an example:

What is the proper balance between national security and civil liberties?

Patrick Henry
addressing
Congress

American Issues Connector

By connecting prior knowledge with what you have learned in this chapter, you can gradually build your understanding of enduring questions that still affect America today. Answer the questions below. Then, use your American Issues Connector study guide (or go online: www.PHSchool.com Web Code: neh-1211).

Issues You Learned About

- **Civil Liberties and National Security** From the beginning of the American republic, Americans have debated to what extent individual freedom should be limited when the safety of the nation is at stake.
 1. How does the Bill of Rights guarantee the rights of people accused of crimes?
 2. During the Civil War, what action did President Lincoln take that limited these guaranteed rights? Why?
 3. During the Cold War, what effect did the actions of HUAC and Senator McCarthy have on individual rights?

- **America Goes to War** Americans have debated whether U.S. entry into World War I was justified.
 7. What were arguments against North Korea?
 8. What were arguments for North Korea?

Connect to You

America and the World
When dealing with three

American Issues Connector

TRACK THE ISSUE

What is the proper balance between national security and civil liberties?

The Constitution guarantees rights and freedoms to all American citizens. But during war and other crises, government leaders have limited such civil liberties in order to protect citizens' lives. Should they? Use the timeline below to explore this enduring issue.

1790s Undeclared War With France
Alien Act allows President to imprison or deport resident aliens. Sedition Act limits freedoms of speech and press.

1860s Civil War
Lincoln suspends the right of habeas corpus.

1940s World War II
Government sends more than

Civil Liberties and National Security



DEBATE THE ISSUE

Terrorism and the Patriot Act After the devastating terrorist attacks of September 11, 2001, the United States declared a "War on Terrorism." Congress passed the Patriot Act to help law enforcement agencies prevent

Name _____ Class _____ Date _____

American Issues Study Guide

Civil Liberties and National Security

Enduring Question: What is the proper balance between national security and civil liberties?

Record information about the events listed below, as you study them in your text!

- Describe the situation that brought the issue into discussion.
- Identify the arguments at the time on both sides of the issue.
- Tell how the issue was resolved at the time.

1790s Undeclared War With France
Alien and Sedition acts
French Revolution led to distrust of immigrants: Federalists pass laws giving writing or speech against government
could restore order; would protect United States from dangers
on French Revolution
limits on free speech and press
Virginia and Kentucky resolutions: Jefferson released people
Sedition Act
on of habeas corpus during the Civil War

A traveler has his baggage searched at an airport security checkpoint.

Part II: Thematic Essay Question

Part II of the exam contains one **thematic essay question**. Thematic essay questions focus on broad themes, such as political systems, civil rights, cooperation or conflict.

Tips for Thematic Essay Questions

- Carefully read the theme and task directions.
- Write down any ideas you have. Consider the suggestions provided.
- Decide on a clear thesis statement and make a brief outline.
- Analyze and evaluate the ideas in your outline.
- Support your ideas with specific examples that address each task.
- Create a strong introduction and conclusion.

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep these general definitions in mind:

(a) *discuss* means "to make observations about something using facts, reasoning, and argument; to present in some detail"

(b) *explain* means "to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of"

PART II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Individuals, Groups, and Institutions — Controversial Issues

Many controversial domestic issues have divided the American people. The United States government has taken actions to address these issues.

Task:

Identify one controversial domestic issue that has divided the American people and:

- Discuss the historical background of the controversy.
- Explain the point of view of those who supported this issue.
- Explain the point of view of those who opposed this issue.
- Discuss one United States government action that was taken to address this issue.

You may use any controversial domestic issue that has divided the American people. Some suggestions you might wish to consider include placing Native American Indians on reservations, slavery, women's suffrage, Prohibition, the use of child labor, and the policy of unlimited immigration.

You are not limited to these suggestions.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task.
- Support the theme with relevant facts, examples, and details.
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme.

U.S. Hist. & Gov't—Jan. '06 [10]

Part II: Thematic Essay Question

Part III: Document-Based Question

Part III of the exam is designed to test your ability to work with historical documents. There are two parts to this section:

Part A contains the documents. Analyze each document and answer the questions that follow.

Part B contains one essay question based on the documents. You should use your answers to the Part A questions to help you develop your response. You will write your answer to this question in a separate essay booklet.

Part III: Document-Based Question

NAME _____ SCHOOL _____

In developing your answer to Part III, be sure to keep this general definition in mind:

discuss means "to make observations about something using facts, reasoning, and arguments to present in some detail"

PART III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purpose of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

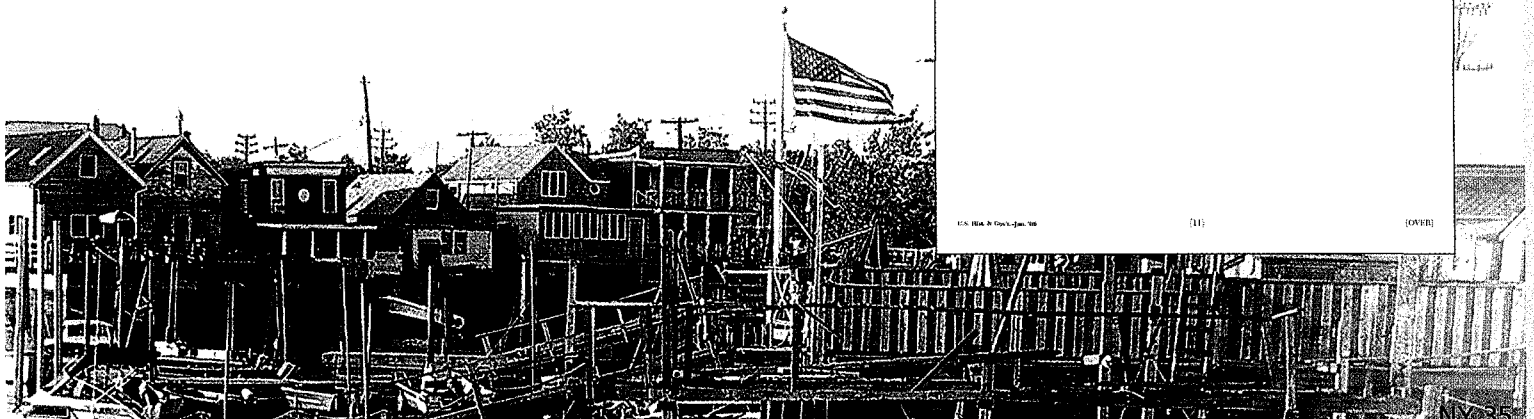
Historical Context:

During the 19th and 20th centuries, geography influenced many of the actions taken by the United States to expand its territory or to protect its national interests.

Task: Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to

- Discuss the influence of geography on actions that supported the territorial expansion *and/or* the protection of United States national interests during the 19th and 20th centuries.

U.S. Hist. & Gov't—Jan. '06 [11] [COVER]





How to Approach Document-Based Questions

Step 1: Read the essay question several times to make sure you fully understand it.

Part A: Document-Based Questions

Part A
Short-Answer Questions

Directions: Analyze the documents and answer the questions that follow each document in the space provided.

Document 1a

The object of your mission is to explore the Missouri river, & such principal streams of it, as by its course & communication with the waters of the Pacific ocean, may offer the most direct & practicable water communication across this continent, for the purpose of commerce. . . .

— President Thomas Jefferson, Instructions to Meriwether Lewis, June 20, 1803; Library of Congress Exhibition on Thomas Jefferson

Document 1b

The Louisiana Purchase and Western Exploration

Source: Joyce Appleby et al., *The American Journey*, Glencoe/McGraw-Hill, 2003 (adapted)

1. Based on these documents, what was one goal of President Thomas Jefferson when he instructed Meriwether Lewis to explore the Missouri River? [1]

Score:

U.S. Hist. & Gov't—Jan. '08 [10]

Step 2: Read or study each document. First, make sure that you understand what the document says or shows. Then, decide whether the document is a **primary** or a **secondary** source. See the box below.

Step 3: Highlight, circle, or number the area of the document or image that helps you answer the question.

Step 4: Answer all parts of the questions that follow the document.

Step 5: After you have read the documents, read the essay question again. Outline your essay. Think about how to use each document to support your idea.

Part B: Document-Based Questions

Part B
Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least five* documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

During the 19th and 20th centuries, geography influenced many of the actions taken by the United States to expand its territory or to protect its national interests.

Task: Using information from the documents and your knowledge of United States history, write an essay in which you

• Discuss the influence of geography on actions that supported the territorial expansion *and/or* the protection of United States national interests during the 19th and 20th centuries.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task.
- Incorporate information from *at least five* documents.
- Incorporate relevant outside information.
- Support the theme with relevant facts, examples, and details.
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme.

U.S. Hist. & Gov't—Jan. '08 [21] [OVER]

Step 6: Write your essay. It should have an introduction that states your answer to the question, a body that develops your answer, and a conclusion that restates your answer.

Step 7: Edit your essay. Make your sentences clear and effective. Correct errors in spelling and punctuation.

Primary sources are original works or documents that provide first-hand information about something. Photographs, drawings, letters, posters, songs, or speeches are all primary sources.

Secondary sources provide the background necessary to understand the primary sources. Some types of secondary sources are textbooks, journal articles, histories, criticisms, commentaries, and encyclopedia articles.

The rubric below will be used to score your DBQ essay.

Document-Based Essay Question Rubric

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information)
- Incorporates relevant information from most or all of the documents
- Incorporates substantial relevant outside information
- Richly supports the theme with many relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops all aspects of the task but may do so somewhat unevenly
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)
- Incorporates relevant information from many of the documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops all aspects of the task with little depth or develops most aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

- Minimally develops all aspects of the task or develops some aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents or consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

- Fails to develop the task or may only refer to theme in a general way; OR includes no relevant facts, examples, or details; OR includes only the historical context and/or task as copied from the test booklet; OR includes only entire documents copied from the test booklet; OR is illegible; OR is a blank paper

*This rubric (without reference to documents) will also be used to score your thematic essay response.



Sample DBQ Essay

Here is an abbreviated example of a DBQ, followed by a sample student response. The essay shows how the student completed the task. Note her teacher's comments and how her essay was scored, based on the rubric on page NY 37.

Before you begin the exercise below, review Chapter 10, **The Union in Crisis**.

Part III: Document-Based Question

Historical Context

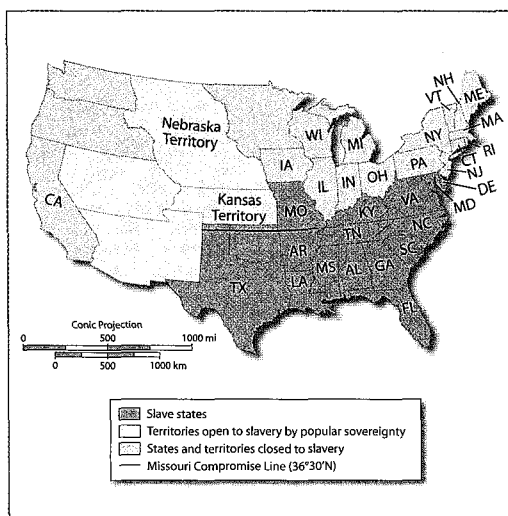
The question whether to expand slavery deeply divided Americans for decades before the Civil War began. Over the years, Congress adopted a series of compromises aimed at diffusing escalating sectional tensions over the issue. One-by-one, however, these measures failed and in 1861 the American Civil War began.

Task

Using information from the documents and your knowledge of United States history answer the questions that follow each document. Your answers will help you write an essay in which you will be asked to:

- Describe at least **two** of the compromises adopted by Congress between 1820 and 1850 **and** evaluate why they failed
- Explain how President Abraham Lincoln's stance on the slavery issue precipitated the American Civil War

Document 1



1 According to the map, what was the effect of the Kansas-Nebraska Act?

Document 2

"A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided. It will become all one thing, or all the other."

Abraham Lincoln
June 16, 1858

2 According to this excerpt, how does Lincoln predict the national crisis will end?

The compromises enacted by Congress before the Civil War failed to resolve the issue of slavery's expansion and actually deepened the sectional crisis. When President Lincoln took office in 1861, he ruled out any compromise with the South over the expansion of slavery, yet also declared his intention to preserve the Union at any cost. The crisis had reached a turning point.

The Missouri Compromise of 1820 maintained a balance between slave and free states by making slavery illegal above the 36th parallel, except in Missouri. But the nation's continued expansion westward, and acquisition of new territories from Mexico, threatened to tip that balance. To ward off conflict, Congress passed the Compromise of 1850. California would be allowed to enter the Union as a free state, but popular sovereignty would decide the question of slavery in the Mexico territory, and a new, stronger Fugitive Slave Act would be strictly enforced.

Then, in 1854 Congress passed the Kansas-Nebraska Act. This measure also relied on popular sovereignty to settle the slavery question. Yet, by allowing the possibility of slavery in the Nebraska and Kansas territories, areas that were free before, the Act effectively reversed the Missouri Compromise, angering antislavery supporters. In 1856, the Kansas territory erupted into violence as antislavery and proslavery factions battled one another over how to admit Kansas into the Union.

Into this national crisis stepped Abraham Lincoln. Lincoln condemned slavery as morally wrong and staunchly opposed its expansion. Yet, Lincoln believed the crisis could not be resolved through compromise. The United States would be either all free or all slave, but it would remain a Union.

By rejecting compromise as the solution to solving the nation's sectional differences, Lincoln precipitated the Civil War, but in so doing, he also paved the way for a final resolution to the slavery issue and preserved the Union.

Teacher's Comment:

Your introduction is strong and carefully articulated, going beyond a restatement of the theme to demonstrate a clear understanding of the context and reasons for the war. Nicely done.

Teacher's Comment:

What were the effects of the Compromise of 1850? You neglect to explain why it failed to alleviate growing sectional differences. More detail and examples, please.

Teacher's Comment:

You need to describe in more detail the provisions of the Kansas-Nebraska Act, its effects, and why it too failed to resolve the slavery issue.

Teacher's Comment:

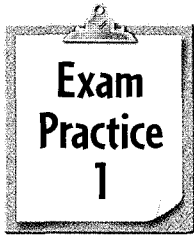
You conclude nicely with an accurate and thorough explanation of Lincoln's beliefs and how he became a catalyst for the war. Good job.

Rubric Score: 3 Develops all aspects of the task with some depth; is more descriptive than analytical; incorporates some relevant information from some of the documents; incorporates limited relevant outside information; includes some relevant facts, examples, and details; may contain some minor inaccuracies; demonstrates a satisfactory plan of organization; includes an introduction and conclusion that might be a restatement of the theme



Regents Exam Practice

Before you begin the exercises below, review chapters 4–6 in your textbook.



Part I: Multiple-Choice Questions

Read the question and choose the best answer.

- | | |
|---|---|
| <p>1 In 1803 the Supreme Court decision in <i>Marbury v. Madison</i></p> <ul style="list-style-type: none">(1) declared the Alien and Sedition acts unconstitutional.(2) established the power of judicial review.(3) led to the end of the National Bank.(4) created the supremacy of states' rights. | <p>2 What effect did the Louisiana Purchase have on the United States?</p> <ul style="list-style-type: none">(1) It doubled the size of the nation.(2) It brought Texas into the Union.(3) It created an alliance between the United States and France.(4) It improved relations with the British. |
|---|---|

Part II: Thematic Essay Question

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Civil Unrest

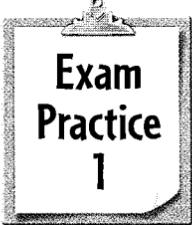
From the earliest days, civil unrest has played an important part in shaping the course of United States history. During the colonial period, early settlers used a variety of methods to resist the Acts of Parliament passed by British authorities. Their acts of resistance eventually led to the American Revolution and the formation of the nation.

Task

Identify **two** tactics American colonists used to resist the Acts passed by British Parliament and for **each**:

- Discuss the circumstances surrounding the use of the tactic
- Describe the extent to which the tactic achieved the colonists' original goal
- Discuss the short-term and long-term effects of the tactic on United States history

You may use any examples from your study of United States history. Some suggestions you might wish to consider include the Stamp Act Congress, the Sons of Liberty, the Boston Massacre, and the Boston Tea Party.



Exam
Practice
1

Part III: Document-Based Question

Historical Context

The leaders of the American Revolution were greatly influenced by the 18th century historical intellectual movement known as The Enlightenment. The democratic principles espoused by Enlightenment philosophers are embodied in the historical documents of the United States and form the basis for the American republican representative government we know today.

Task

Using information from **Documents 1** and **2** and your knowledge of United States history, answer the questions that follow each document. Your answers will help you write an essay in which you will be asked to:

- Describe the principles expressed in these documents
- Discuss the influence of these principles on United States history and the structure and function of the United States federal government

Document 1

"The reason why men enter into society, is the preservation of their property; and the end while they chuse [choose] and authorize a legislative, is, that there may be laws made, and rules set, as guards and fences to the properties of all the members society . . ."

Excerpt from John Locke:
Two Treatises on Government

1 According to this document, what is Locke's view of the main purpose and function of society?

Document 2

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

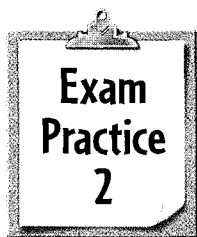
Excerpt from
First Amendment to the United States Constitution, 1791

- 2a** Based on this document, state **two** rights that are protected by the First Amendment.
- 2b** Based on this document, how does the First Amendment limit the power of Congress?



Regents Exam Practice

Before you begin the exercises below, review chapters 13–16 in your textbook.



Part I: Multiple-Choice Questions

Read the question and choose the best answer.

- | | |
|--|--|
| <p>1 Which of the following led to the American industrial growth of the late 1800s?</p> <ul style="list-style-type: none">(1) the household economy(2) technological advances(3) government regulations(4) the development of labor unions | <p>2 Which famous black leader of the late 19th century argued that African Americans should accommodate segregation?</p> <ul style="list-style-type: none">(1) W.E.B. Du Bois(2) Ida B. Wells(3) Booker T. Washington(4) Frederick Douglass |
|--|--|

Part II: Thematic Essay Question

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Immigration

Throughout United States history, people from different countries and cultures have migrated to America seeking economic opportunity and religious freedom. In the late 1800s, a sharp rise in immigration to the United States doubled the nation's foreign-born population, and transformed American society and culture.

Task

- Explain the different factors that led immigrants to the United States in the late nineteenth century
- Discuss the immediate and long-term effects of this massive wave of immigration

You may use any examples from your study of United States history. Some suggestions you might wish to consider include the Homestead Act, and the wars and political revolutions in China and Eastern Europe.

Exam Practice 2

Part III: Document-Based Question

Historical Context

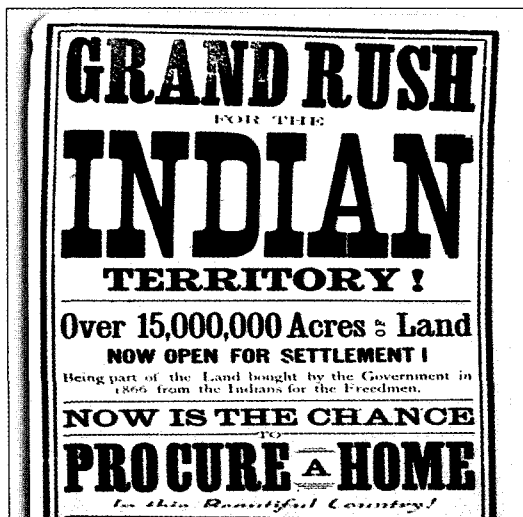
Many Americans in the nineteenth century believed in Manifest Destiny, the idea that the United States was a divinely favored nation destined to expand its greatness westward across North America. Yet, the nation's expansion into western territories had disastrous consequences for Native Indians already inhabiting this region.

Task

Using information from **Documents 1** and **2** and your knowledge of United States history, answer the questions that follow each document. Your answers will help you write an essay in which you will be asked to:

- Discuss the reasons why white settlers migrated west
- Explain how the U.S. federal government's Indian policies affected Native Americans

Document 1



- 1a According to the poster, what might entice settlers to move west?
- 1b Based on the poster, how did proponents of westward expansion view Native Americans' rights?

Document 2

"In order to become sole masters of our land they relegated us to small reservations as big as my hand and make us long promises, as long as my arm; but the next year the promises were shorter and got shorter every year until now they are the length of my finger, and they keep only half of that."

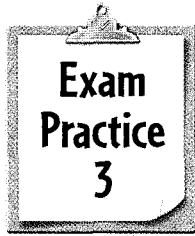
— Chief Piapot, 1895

- 2a According to the passage, how does Chief Piapot view the federal government's treatment of Native Americans?
- 2b Based on the passage, what is Piapot referring to when he says promises are getting "shorter?"



Regents Exam Practice

Before you begin the exercises below, review chapters 20–22 in your textbook.



Part I: Multiple-Choice Questions

Read the question and choose the best answer.

- | | |
|--|--|
| <p>1 A major factor in the success of Henry Ford's Model T was</p> <ul style="list-style-type: none">(1) scientific advancements in rubber(2) the low wages earned by Ford factory workers(3) the car's ability to go faster than any other automobile(4) improved mass-production techniques | <p>2 The 1919 Volstead Act officially</p> <ul style="list-style-type: none">(1) enforced the Eighteenth Amendment(2) repealed Prohibition laws(3) established a quota system for immigration(4) superseded the nineteenth amendment |
|--|--|

Part II: Thematic Essay Question

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Economics and Depression

The booming economy Americans enjoyed during the Roaring Twenties collapsed in October 1929 with the crash of Wall Street. The worldwide Great Depression that followed lasted through most of the 1930s and is remembered today as the nation's worst economic crisis. There were several factors that contributed to the Depression.

Task

Identify **two** events or problems that preceded or followed the stock market crash of 1929 and for **each**:

- Explain how the event or problem led to the collapse of the American economy
- Describe **one** factor that contributed to the event or problem

You may use any examples from your study of United States history. Some suggestions you might wish to consider include investor overspeculation and the Dust Bowl.

Exam Practice 3

Part III: Document-Based Question

Historical Context

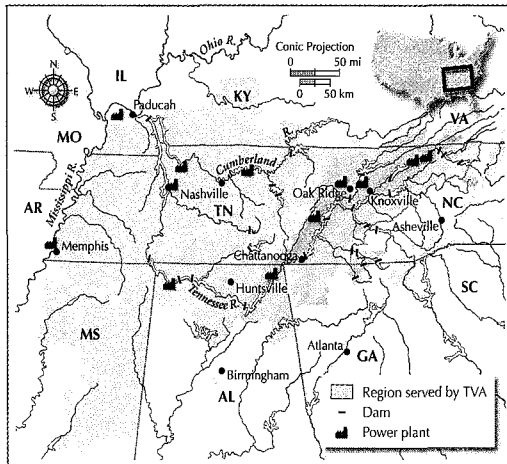
In his first inaugural address to Americans at the depth of the Depression in March 1933, President Franklin Delano Roosevelt boldly asserted the nation's ability to confront and overcome its worst economic crisis. Roosevelt pledged a "New Deal," creating a series of government programs to end the Depression. These programs marked the beginning of the federal government's role in reforming the nation's economy.

Task

Using information from **Documents 1** and **2** and your knowledge of United States history, answer the questions that follow each document. Your answers will help you write an essay in which you will be asked to:

- Discuss the ways New Deal projects benefited Americans and the economy
- Analyze the chief complaint against the New Deal

Document 1



1 Based on this map, how did the Tennessee Valley Authority benefit the region it served?

Document 2

"Something has taken place in this country—there is a certain kind of foreign "ism" crawling over [it]....There can be only one Capitol, Washington or Moscow! There can be only one atmosphere of government, [the] clear, pure, fresh air of free America, or the foul breath of Communistic Russia."

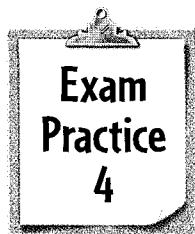
— Alfred E. Smith

2 According to the excerpt, why does Alfred E. Smith oppose the New Deal?



Regents Exam Practice

Before you begin the exercises below, review chapters 27–31 in your textbook.



Part I: Multiple-Choice Questions

Read the question and choose the best answer.

- | | |
|---|--|
| <p>1 Kennedy's "flexible response" defense policy</p> <ul style="list-style-type: none">(1) emphasized construction of nuclear weapons(2) increased funding for the Army and Navy(3) promoted peace through the Peace Corps(4) cultivated good relations with Fidel Castro | <p>2 Which of the following was a major part of Johnson's Great Society?</p> <ul style="list-style-type: none">(1) a tax increase(2) aid to foreign countries(3) healthcare legislation(4) reductions in antipoverty programs |
|---|--|

Part II: Thematic Essay Question

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Foreign Policy and War

Beginning in the 1950s, the country of Vietnam became the focal point of the United States' Cold War efforts to prevent the spread of communism. America's involvement in the Vietnam War lasted for decades, cost hundreds of thousands of American lives and casualties, sparked massive protests at home, and ended in the withdrawal of U.S. troops without success.

Task

- Analyze how the United States began its involvement in Vietnam
- Assess the nature of the war in Vietnam and the difficulties faced by both sides

You may use any examples from your study of United States history. Some suggestions you might wish to consider include Ho Chi Minh, the Geneva Accords, Dien Bien Phu, and the Gulf of Tonkin Resolution.

Exam Practice 4

Part III: Document-Based Question

Historical Context

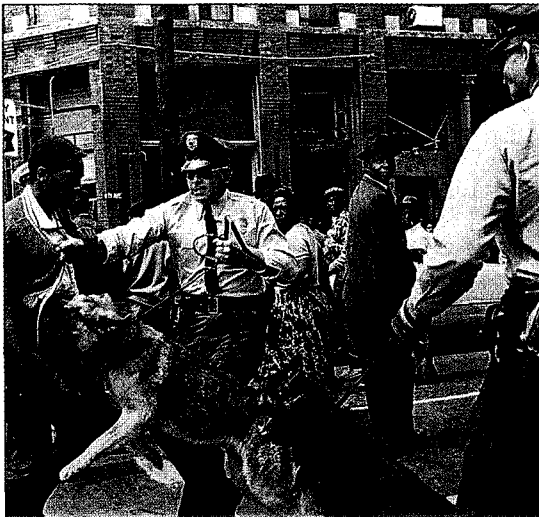
The Civil Rights Movement compelled the nation to live up to the ideals of equality espoused in its own founding documents. Broad and diverse, the movement demonstrated that ordinary men and women could perform extraordinary acts of courage and sacrifice to attain racial equality, a lesson that continues to inspire people around the world.

Task

Using information from **Documents 1, 2 (below), 3 and 4 (page NY 48)**, and your knowledge of United States history, answer the questions that follow each document. Your answers will help you write an essay in which you will be asked to:

- Discuss the role **and** effects of nonviolent protests during the Civil Rights Movement
- Explain the importance of *Brown v. Board of Education*

Document 1



1 Based on this photograph, what measures did police use to break up civil rights marches?

Document 2



2 Based on this photograph, what kind of demonstration is taking place and what effect is it having?

Document 3

"In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms . . . To separate them [children in grade and high schools] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely to ever be undone."

—Excerpt from Earl Warren decision in *Brown v. Board of Education*

3a Based on the passage, what is Chief Justice Warren's opinion of education?

3b According to the passage, how are children affected by segregation?

Document 4



4 Based on this photograph, state **one** effect of the *Brown* decision.

SKILLS HANDBOOK

Contents

A series of handbooks provides skills instruction to help you read, learn, and demonstrate your knowledge of American history.

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Reading Informational Texts

Reading a newspaper, a magazine, an Internet page, or a textbook differs from reading a novel. You read nonfiction texts to acquire new information. Researchers have shown that the reading strategies presented below will help you maximize your understanding of such informational texts.

Strategies to Use Before You Read

Before you read informational text, it's important to take the time to do some prereading. These strategies will help.

Set a Purpose for Reading

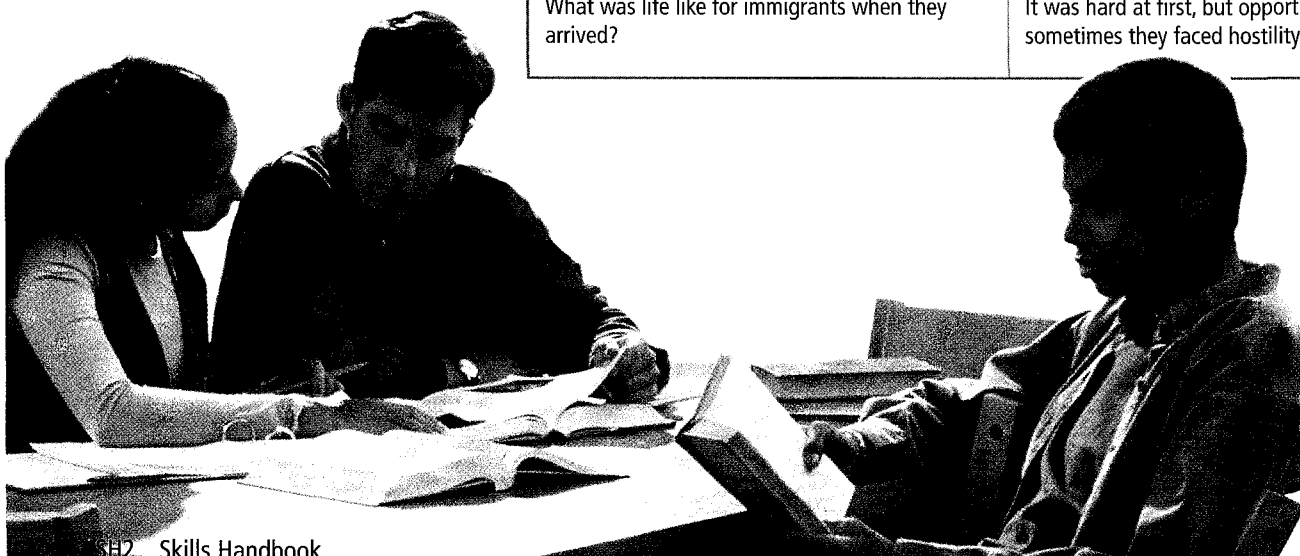
Try to focus on a goal when you're reading the text. Preview a section by reading the objectives and looking at the illustrations. Then, write a purpose for your reading, such as:

- "I'll learn about the development of the North and South and find ways to compare these regions."
- "I'll find out about the growth of railroads."

Ask Questions

Before you read a section, consider what you'd like to know about a topic. Then, ask questions that will yield relevant information. Scan the section headings and illustrations and write a few questions in a chart like the one below. As you read, try to answer each of your questions. Use phrases and words to fill in the chart.

Question	Answer
Why did immigrants come to the United States in the late 1800s?	To find religious freedom, to escape poverty, to flee persecution
What was life like for immigrants when they arrived?	It was hard at first, but opportunities opened up; sometimes they faced hostility and prejudice



Predict

Engage in the reading process by making predictions about what you are preparing to learn. Scan the section headings and the visuals. Then, write a prediction, such as:

- “I will find out what caused the United States to fight Spain in 1898.”

Keep your predictions in mind as you read—do they turn out to be accurate or do you need to revise them?

Use Prior Knowledge

Research shows that if you connect the new information in your reading to your prior knowledge, you’ll be more likely to remember the new information. You’ll also see the value of studying history if you see how it connects to the present. After previewing a section, create a chart like this one. Complete the chart as you read the section.

What I Know	What I Want to Know	What I Learned
Older Americans are worried about Social Security and whether it will provide for them when they retire.	When did Social Security start?	Social Security was a program that started during the Great Depression of the 1930s to help provide for older Americans when they retire.

Strategies to Use As You Read

It’s important to be an active reader. Use these strategies as you read informational text.

Reread or Read Ahead

If you do not understand a certain passage, reread it to look for connections among the words and sentences. For example, look for cause-and-effect words that link ideas or sequence words that show when events took place. Or, try reading ahead to see if the ideas are clarified later on. Once you find new clarifying information, return to the confusing text and read it again with the new information in mind.

Paraphrase/Summarize

To paraphrase is to restate information in your own words. Summarizing—a version of paraphrasing—can also help you confirm your understanding of the text. Summarizing focuses on restating the main ideas of a passage, as you can see in the example below. Include a few important details, such as the time period, to orient yourself or other readers to the text.

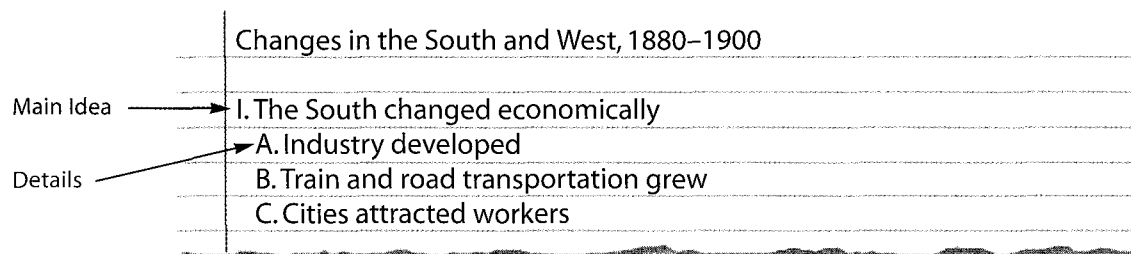
Original Paragraph	Summary
During the 1920s, the National Women’s Party took a more militant position, demanding complete economic, social, and political equality with men. Their primary goal was the passage of the Equal Rights Amendment. Most women, however, believed that a new constitutional amendment was premature.	In the 1920s, the National Women’s Party demanded complete equality with men, working for passage of the Equal Rights Amendment. Most women thought it was too soon for such an amendment.

Reading Informational Texts

Identify Main Ideas and Details

A main idea is the most important point in a paragraph or section of text. Some main ideas are stated directly, but others are implied. You must determine these yourself by reading carefully. Pause occasionally to make sure you can identify the main idea.

Main ideas are supported by details. Record main ideas and details in an outline format like the one shown here.



Analyze the Text's Structure

Just as you might organize a story about your weekend to highlight the most important parts, authors will organize their writing to stress their key ideas. Analyzing text structure can help you tap into this organization. In a social studies textbook, the author frequently uses one of the structures listed in the chart at right to organize information. Learn to identify structures in texts and you'll remember text information more effectively.

Structures for Organizing Information

Compare and Contrast Here, an author highlights similarities and differences between two or more ideas, cultures, processes, people, etc. Look for clue words such as *on the other hand* or *similarly*.

Sequence Here, an author recounts the order in which events occurred or steps were taken. History is often told in chronological sequence but can also involve flashbacks from later times to earlier times. Look for sequence words such as *initially*, *later*, and *ultimately*.

Cause and Effect Here, an author highlights the impact of one event on another or the effects of key events. Cause and effect is critical to understanding history because events in one time often strongly influence those in later times. Look for clue words such as *because*, *so*, or *as a result*.

Analyze the Author's Purpose

Different reading materials are written with different goals, or purposes. For example, this textbook is written to teach you about American history. The technical manual that accompanies a cellphone is written to explain how to use the product.

An author's purpose influences not only how the material is presented but also how you read it. Thus you must identify the purpose, whether it is stated directly or merely suggested. If it is not directly stated, use clues in the text—such as opinion words in an editorial—to identify the author's purpose.

Vocabulary

Here are several strategies to help you understand the meaning of a word you do not recognize.

Use Context Clues You can often define an unfamiliar word with clues from the surrounding text. For example, in the sentence “One campaign of the Progressives had the goal of improving sanitation in cities,” the words *campaign* and *improve* are clues that Progressives were reformers. Context clues can be in the same sentence as the unfamiliar word or in nearby sentences or paragraphs.

Analyze Word Parts Use your knowledge of word parts to help you define unfamiliar words. Break the word into its parts—root, prefix, suffix. What do you know about these parts? For example, the prefix *inter* means “between” and the suffix *ism* means “belief in.” The word *international* means “between nations” and *internationalism* means “belief in relations between nations.”

Recognize Word Origins Another way to figure out the meaning of an unfamiliar word is to understand the word’s origins. Use your experience with Greek or Latin roots, for example, to build meaning. The word *bilingual* contains the Latin root *lingua*, which means “tongue.” *Bilingual* means “two tongues” or “two languages.”

Distinguish Between Facts and Opinions/Recognize Bias

It’s important to read actively, especially when reading informational texts. Decide whether information is factual—which means it can be proven—or if it includes opinions or bias—that is, people’s views or evaluations.

Anytime you read material that conveys opinions, such as an editorial, keep an eye out for author bias. This bias might be revealed in the use of emotionally charged words or faulty logic. For example, the newspaper editorial below includes factual statements (in blue) and opinion statements (in red). The emotionally charged words (underlined>) will get a rise out of people. Faulty logic may include circular reasoning that returns to its beginning and either/or arguments that ignore other possibilities.

Editorial

Some day, Dwight Eisenhower will be remembered as the best President of the 20th century. He kept government small; he left the states alone to tend to their affairs; and the economy hummed. Any American with any sense will agree that these things contributed to the overall well-being of the nation.

Identify Evidence

Read critically. Do not accept an author’s conclusion automatically. Identify and evaluate the author’s evidence. Does it justify the conclusion in quantity and content? An author may present facts to support a claim, but there may be more to the story than facts. For example, what evidence does the writer of the editorial above present to support the claim that Eisenhower was a great President? Perhaps Americans who didn’t prosper in the 1950s would disagree with the assertion.

Evaluate Credibility

After you evaluate evidence, check an author's credentials. Consider his or her level of experience and expertise about the topic. Is he or she likely to be knowledgeable *and* objective about the topic? Evaluating credibility is especially important with Web sites you may visit on the Internet. Ask the following questions to determine if a Web site and its author are reliable.

- Who sponsors the Web site? Is it a respected organization, a discussion group of individuals, or a single person?
- What is the source of the Web site's information? Does the site list sources for facts and statements?
- Does the Web site creator include his or her name and credentials?
- Is the information on the Web site balanced and objective or biased to reflect only one point of view?
- Can you verify the Web site's information using two other sources, such as an encyclopedia or news agency?
- Is the information current? Is there a date on the Web site to show when it was created or last updated?

Strategies to Use After You Read

Evaluate Understanding

Evaluate how well you understand what you've read.

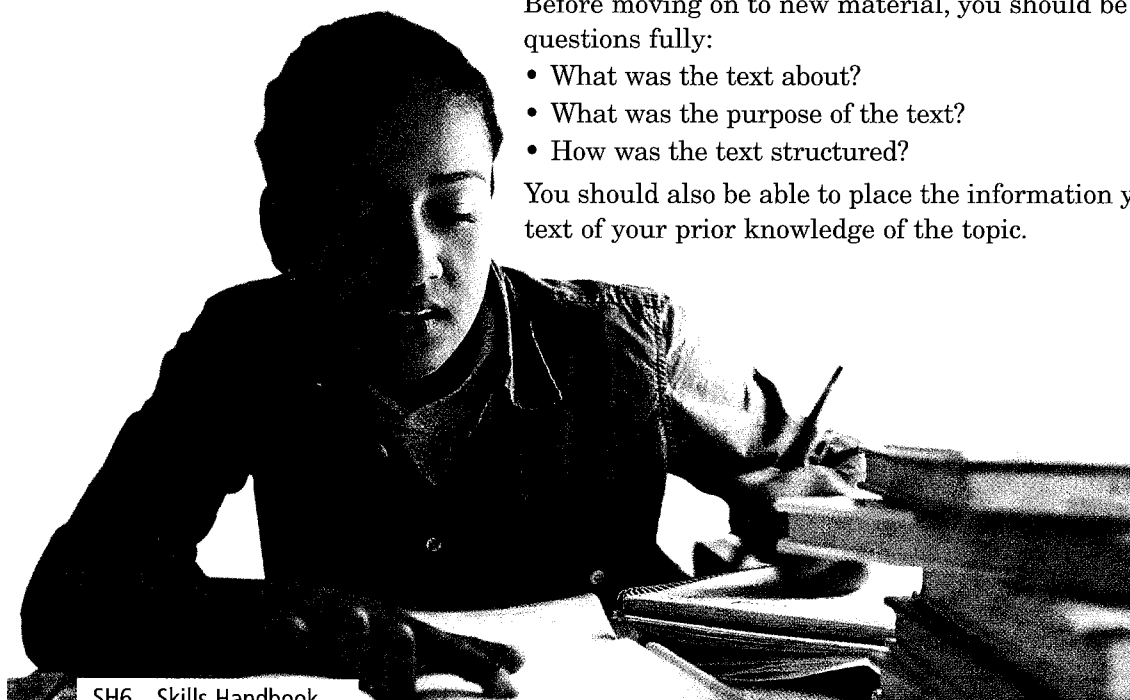
- Go back to the questions you asked yourself before reading. Try to answer each of them.
- Check the predictions you made and revise them if appropriate.
- Draw a conclusion about the author's evidence and credibility.
- Check meanings of unfamiliar words in the dictionary to confirm your definitions.

Recall Information

Before moving on to new material, you should be able to answer the following questions fully:

- What was the text about?
- What was the purpose of the text?
- How was the text structured?

You should also be able to place the information you have just read in the context of your prior knowledge of the topic.



Writing Handbook

Writing is one of the most powerful communication tools you will use for the rest of your life. Research shows that writing about what you read actually helps you learn new information and ideas. A systematic approach to writing—including prewriting, drafting, revising, and proofreading—can always help you write better.

Narrative Essay

Narrative writing tells a story about a personal experience or a historical event. This story might also recount a person's life or tell about an important accomplishment.

1 Prewriting

Choose a topic. The focus of your essay will often be about a historical event from a particular point of view. Use these ideas as a guide.

- **Review the details of the event** you will be writing about.
- **Choose a person**, actual or fictional, who would have experienced the event.
- **List words** describing why the person caused the event or how he or she might have reacted to it.
- **Brainstorm** about the story you will write. Jot down ideas like the ones below.

Teenager in the 1920s responds to hearing jazz music for the first time.
• Circumstances: standing in the street outside an apartment building, overhearing a musician practicing
• Reactions: startled at first because the music is different; intrigued; spell-bound; wants to dance to the music; goes home and tries to play jazz

Consider audience and purpose.

- Keep your **audience's** knowledge and experience level in mind. Make sure you provide any necessary background information.
- Choose a **purpose** as well. If you want to entertain, include humorous details. You might also include more serious insights.

Gather details.

- Collect the facts and details you need to tell your story.
- Research any background about the historical event that readers might need to know about.

Writing Handbook: Narrative Essay

2 Drafting

Identify the climax, or most interesting part of your story. Then, logically organize your story into a beginning, middle, and end. Narratives are often told in chronological order.

Open strongly with an engaging sentence, such as the one below, that will catch your reader's attention.

Use sensory details, such as sights, sounds, or smells, to make the story vivid for readers. Describe people's actions and gestures. Pinpoint and use detail to describe locations.

Write a conclusion that sums up the significance of the event or situation you are writing about.

Strong opening engages the reader.

Sensory details help the reader envision the experience.

Insight or significance tells the reader what this event means to the person in the narrative or to history.

I never could have imagined how a simple stroll down the street would change my life. I was walking down the street yesterday, whistling to myself, when the most strange and enticing harmonies drifted toward me from an open third-floor window. Now, I'm pretty cool, but I've never heard such music before. It set me tingling; it set me to swaying. It made me want to dance right there on the spot. I emerged from the trance as the saxophonist let the last full note drift into the air. Then, I rushed home to see if I could replicate the smooth new sound on my clarinet. I know this chance encounter has changed my life forever.

3 Revising

Add dialogue or description. Dialogue, or conveying a person's thoughts or feelings in his or her own words, can make a narrative more effective. Look for places where the emotions are especially intense. In the model, this might be when the writer began to "feel" the music.

First Draft	Revised Original
The music made me feel very involved. It made me want to dance.	It set me tingling; it set me to swaying. It made me want to dance right there on the spot.

Revise word choice. Replace general words with more specific, colorful ones. Choose vivid action verbs, precise adjectives, and specific nouns to convey your meaning. Look at the example above. Notice how much more effective the revised version is at conveying the experience.

Read your draft aloud. Listen for grammatical errors and statements that are unclear. Revise your sentences as necessary.

4 Publishing and Presenting

Share by reading aloud. Highlight text you want to emphasize and then read your essay aloud to the class. Invite and respond to questions.

Expository Writing

Expository writing explains ideas or information in detail. The strategies on these pages examine each of several types of expository writing.

Writing Handbook: Expository Writing

1 Prewriting

Choose a topic. In social studies, the focus of your writing might be comparing and contrasting economic trends, explaining causes and effects of current events, or exploring problems the nation has faced and the solutions it has sought. These ideas are a guide.

- **Create a compare/contrast grab bag.** With a small group, write on separate slips of paper examples from each category: ideas, events, or time periods. Mix the slips in a bag and choose two. Compare and contrast the two ideas, events, or time periods.
- **Interview** someone who made a major change in lifestyle, such as moving from one part of the country to another. Find out how and why the person did this. Understanding why is the basis of any cause-and-effect essay.
- **Take a mental walk.** Study a map and envision taking a tour of the region. Think about problems each area you visit might face, such as economic challenges or natural disasters. Choose a problem and suggest solutions for it.

Consider audience and purpose. Consider how much your readers know about the problem, comparison, or event you will address. Suit your writing to your audience's knowledge or plan to give explanations of unfamiliar terms and concepts.

Gather details. Collect the facts and details you need to write your essay.

Research the topic. Use books, the Internet, or interviews of local experts. List facts, details, and other evidence related to your topic. Also consider your personal experience. For example, you might know about a problem from your own experience or have witnessed the effects of a historic legal decision.

Create a graphic organizer. For cause-and-effect or problem-solution essays, use a two-column chart. Process writing can be listed as a bulleted list of steps. A Venn diagram can help you compare and contrast.

World War I

- New weapons used: machine guns, poison gas, submarines
- 8.5 million military deaths

World War II

- Fought by two powerful alliances
- Began in Europe, then spread
- New weapon used: atomic bomb
- 20 million military deaths

Identify causes and effects. List possible explanations for events. Remember that many events result from multiple causes. Identify effects both large and small. Note that some events may have effects that in turn cause other events. Look for causes and effects in all your expository essays. But be aware that sometimes there are limitations on determining cause and effect.

Writing Handbook: Expository Writing

2 Drafting

Match structure to purpose. Typically, cause-and-effect essays are written in sequence order. Problem-solution essays benefit from block organization, which presents the entire problem and proposes a solution. For compare/contrast essays, you can organize by subject or by point.

By subject: Discuss the events and outcomes of World War I, and then compare and contrast these with those of World War II.

By point: Introduce a category, such as use of new weapons. Relate both wars to this category, comparing or contrasting them along the way.

Give background. To discuss events from history, first orient the reader to time and place. Choose the important facts but don't overwhelm the reader with detail. If you need to, return to prewriting to narrow your topic further.

Elaborate for interest and emphasis. Give details about each point in your essay. For example, add facts that make the link between events so that a cause-and-effect relationship is clear. Also, readers will support proposed solutions more if your details clearly show how these solutions will solve the stated problem. Use facts and human experiences to make your essay vivid.

Connect to today. Even when you write about historical events, you may find links to today. Explore these links in your essay.

Identify the topic to orient readers.

Chronological order walks readers through the cause-and-effect sequence.

Elaboration supports the relationship you are highlighting.

Connection to today tells readers why this matters to them.

The United States population underwent tremendous change in the first half of the twentieth century. In the early part of the century, Americans moved from rural to urban areas. Later, people moved out of cities into suburbs in increasing numbers. These changes resulted from many causes.

Lured by jobs in the cities' factories, rural Americans and growing numbers of immigrants settled in cities during the late nineteenth and early twentieth centuries. By 1920, urban population had surpassed rural population.

Thirty years later, Americans were again on the move. Cities had become overcrowded, and Americans longed to own homes and live in more space. The explosion of highways also made it easier to commute from the suburbs to the cities for work.

Americans continue to be on the move today. Now they are moving to the Sunbelt or "exurbs" in a continuing effort to improve their lives.

3 Revising

Add transition words. Make cause-and-effect relationships clear with words such as *because*, *as a result*, and so on. To compare or contrast ideas, use linking words, such as *similarly*, *both*, and *equally* or *in contrast*, *instead*, and *yet*. Use words such as *first*, *second*, *next*, and *finally* to help readers follow steps in a sequence or chain of causes. Look at the following examples. In the revised version, a reader knows the correct order in which to perform the steps.

First Draft	Revised
Historians form an educated guess called a hypothesis. They test that hypothesis with further research.	<u>Next</u> , historians form an educated guess called a hypothesis. <u>Then</u> , they test that hypothesis with further research.

Remember purpose. Shape your draft so that it answers the question or thesis you began with. For a problem-solution essay—in which your purpose is to sell your solution—that means anticipating opposing arguments and responding to them. For a cause-and-effect essay, you want to stress the way one event leads to the next. Always tell readers why they should care about your topic.

Review organization. Confirm that your ideas flow in a logical order. Write main points on index cards. Reorganize these until you are satisfied that the order best strengthens your essay.

Add details. Make sure you have not left out any steps in your essay, and do not assume readers will make the connections. For example, you might forget to state explicitly that your narrative represents a particular point of view. Add more background if necessary for clarity.

Revise sentences and words. Look at your sentence length. Vary it to include both short and long sentences. Then, scan for vague words, such as *good*. Replace them with specific and vibrant words, such as *effective*. Use technical terms only when necessary, and then define them.

Peer review. Ask a peer to read your draft. Is it clear? Can he or she follow your ideas? Revise areas of confusion.

4 Publishing and Presenting

Contribute to a class manual. Include your comparison essay in a class History Journal.

Submit to a library. Find a specialized library, such as a presidential library. Mail your essay to the library's publications or public relations department.

Seek publication. If your historical events or issues are local, seek publication in a local historical magazine or contact a historical society. You might speak to their members.

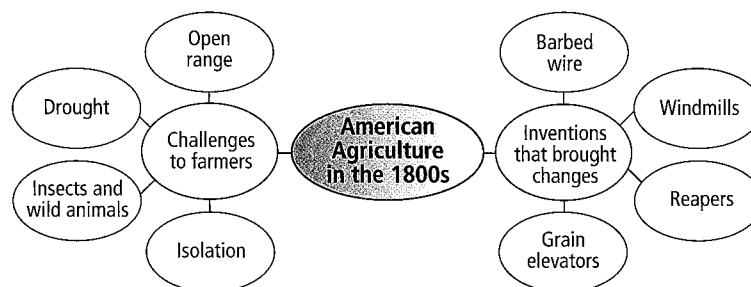
Mail to an advocacy group. Find a local, national, or international organization that is concerned with your topic. Send them your essay and ask for comments on its ideas. Make sure to include a self-addressed stamped envelope and a note explaining your essay and offering thanks for its review.

Research Writing

1 Prewriting

Choose a topic. Often, a teacher will assign your research topic. You may have flexibility in choosing your focus or you may have the opportunity to completely define your topic. These ideas are a guide.

- **Catalog scan.** Using a card or electronic catalog in a library, or Internet search engine, search for topics that interest you. When a title looks promising, find the book on the shelves. Or follow up on your Internet search results by reviewing the linked Web sites. You can use what you find to decide on your final topic.
- **Notes review.** Review your social studies notes from the last month or so. Jot down topics that you found interesting. Then, repeat the process with your other classes. For example, you might find a starting point for research into an environmental issue from a biology experiment.
- **Social studies categories game.** With a group, brainstorm categories in social studies. For example, you might list key American leaders or important wars. Within each category, take turns adding subtopics. The chart below shows different topics related to agriculture.



You can use sources such as newspapers to get ideas.



Analyze the audience. Your research and your paper should be strongly influenced by the audience. How much will readers know about this topic and how much will you have to teach them?

Gather details. Collect the facts and details you need to write your paper. Use resources beyond the typical history books. Look at nonfiction books such as memoirs or collections of letters. Also look at magazine and newspaper articles. Consider news magazines, as well as those focused on topics such as history or travel. Search the Internet, starting with online encyclopedias, news organizations, and history Web sites. Remember to check Web sites for reliability.

Organize evidence and ideas. Use note cards to record information and to help you organize your thoughts. Start with a general thesis statement in mind. Then, begin reading and taking notes. Write a heading at the top of each note card to group it under a subtopic. Note a number or title to identify the information source. In the examples below, the number 3 is used. Use the same number for an additional source card containing the bibliographic information you will need.

Information source I.D. number	3	Background about barbed wire
	p. 16	
	Invented in 1874	
Bibliographic information for source 3	3	
	Razac, Oliver. <i>Barbed Wire: A Political History</i> . Cahners Business Information, Inc., 2002	
	Valley Regional High School Library	

2 Drafting

Fine-tune your thesis. Review your notes to find relationships between ideas. Shape a thesis that is supported by the majority of your information, then check that it is narrow enough to address thoroughly in the allotted time and space. Remember, you can fine-tune your thesis further as you draft or even when you revise.

Organize to fit your purpose. Do you want to persuade readers of a particular position about your topic, compare and contrast aspects of the topic, or show a cause-and-effect relationship? Organize appropriately.

Make an outline. Create an outline in which you identify each topic and subtopic in a single phrase. You can then turn these phrases into sentences and later into the topic sentences of your draft paragraphs. Study the example at the top of the next page to see how to do this well.

Write by paragraph. Write an introduction, at least three body paragraphs, and a conclusion. Address a subtopic of your main topic in each body paragraph. Support all your statements with the facts and details you gathered.

Writing Handbook: Research Writing

An outline helps you structure your information.

Each body paragraph looks at a part of the whole topic.

The introduction puts the topic in a context of time and place. The entire paragraph conveys the thesis: dividing up the Plains with barbed wire had lasting effects for the region.

The conclusion recaps key points and leaves readers with a final statement to remember.

The Importance of Barbed Wire Outline

- I. Introduction
- II. Why barbed wire was invented
- III. How barbed wire was used
- IV. Effects of the use of barbed wire
 - A. End of open grazing lands for cattle
 - B. End of cowboys' way of life
 - C. Increased importance of farming on the Plains
- V. Conclusion

Introduction

No invention was more important to the development of the American Plains than barbed wire. Until its widespread use in the late 1800s, cattle herds roamed the Plains region and farmers worried about their crops getting trampled. With the advent of barbed wire, all of this changed.

Conclusion

By the end of the nineteenth century, the Plains had been sectioned off through the use of barbed wire. The earlier life on the Plains had been changed forever.

3 Revising

Add detail. Mark points where more details would strengthen your statements. Look at the following examples. Notice the added details in the revised version. When adding facts, make certain that they are accurate.

Make the connection for readers. Help readers find their way through your ideas. First, check that your body paragraphs and the information within them flow in a logical sequence. If they do not, revise to correct this. Then, add transition words to link ideas and paragraphs.

Give credit. Check that you have used your own words or given proper credit for borrowed words. You can give credit easily with parenthetical notes. These include the author's last name and the relevant page number from the source. For example, you could cite the note card on the previous page as "(Razac, 16)."

First Draft	Revised
Cowboys would ride the range with huge herds of cattle. Their goal was to bring the herd to Kansas for shipping to markets in Chicago and the East.	Cowboys worked long hours on the dusty Plains, keeping constant vigilance on their herd of hundreds of cattle. They always kept the goal in sight: reaching Kansas, a key shipping center, then taking a well-deserved rest.

4 Publishing and Presenting

Plan a conference. Gather a group of classmates and present your research projects. You may each wish to create visual materials to accompany your presentations. After you share your papers, hold a question-and-answer session.

Persuasive Essay

Persuasive writing supports an opinion or position. In social studies, persuasive essays often argue for or against positions on historical or current issues.

Writing Handbook: Persuasive Essay

1 Prewriting

Choose a topic. Choose a topic that provokes an argument and has at least two sides. Use these ideas as a guide.

- **Round-table discussion.** Talk with classmates about issues you have studied recently. Outline pro-and-con positions about these issues.
- **Textbook flip.** Scan the table of contents or flip through the pages of your textbook. Focus on historical issues that engage your feelings.
- **Make connections.** Relate current events to history. Develop a position for or against a situation of importance today using historical evidence.

Narrow your topic.

- **Cover part of the topic** if you find too many pros and cons for a clear argument of the whole topic.
- **Use looping.** Write for five minutes on the general topic. Circle the most important idea. Then write for five minutes on that idea. Continue looping until the topic is manageable.

Consider your audience. Choose arguments that will appeal to the audience for your writing and that are likely to persuade them to agree with your views.

Gather evidence. Collect the evidence to support your position convincingly.

- **Identify pros and cons.** Use a graphic organizer like the one below to list points on both sides of the issue.

The United States should increase its efforts to send astronauts to Mars.	
Pro	Con
<ul style="list-style-type: none">• Space travel increases human knowledge about Earth and inspires young people to learn about science.• Space travel leads to technologies that can be used to improve life on Earth.• The United States has a history of exploration beyond its borders; this would be just one more step.	<ul style="list-style-type: none">• Space travel is too expensive.• Space travel is a luxury; the nation should concentrate on needs at home.• There is no need to send humans to Mars when we can learn as much from robots traveling there.

- **Interview** adults who remember the first moon landing. What do they think about sending astronauts to Mars? Ask them for reasons to support their views.
- **Research** to get your facts straight. Read articles or books about the space program.

2 Drafting

State your thesis. Clearly state your position, as in this example:

The United States should strongly promote the space program by sending people to Mars. We have so much to learn from the challenge of space travel that can help us at home.

Writing Handbook: Persuasive Essay

Use your introduction to provide a context for the issue. Tell your readers when and why the issue arose, and identify the important people involved.

Sequence your arguments. Open or close with your strongest argument. If you close with the strongest argument, open with the second-best argument.

Acknowledge opposition. State, and then refute, opposing arguments.

Use facts and details. Include quotations, statistics, or comparisons to build your case. Include personal experiences or reactions to the topic, such as those a family member might have shared when interviewed.

Write a conclusion that restates your thesis and closes with a strong, compelling argument.

Background orients readers.

Thesis identifies your main argument.

Supporting argument clarifies your thesis.

Opposing argument, noted and refuted, adds to your position.

For a long time, the United States led the world in space exploration. But recently, the space program has become more limited. This situation should change. The United States should strongly promote the space program by sending people to Mars. We have so much to learn from meeting the challenge of space travel that can help us here at home.

Sending people into space has already yielded great rewards in the development of technology and other advances. Improved computers, medicines, and GPS systems are all positive by-products of space exploration. Some people might argue that space exploration is too expensive and that we have problems to tackle right here at home. However, the benefits of space exploration will help us at home today and in the future. The benefits outweigh the costs....

3 Revising

Add information. Extra details can generate interest in your topic. For example, in the essay on space travel add a quotation from a news article that assesses the importance of space exploration to solving problems on Earth.

Review arguments. Make sure your arguments are logically sound and clearly developed. Avoid faulty logic such as circular reasoning (arguing a point by merely restating it differently). Evidence is the best way to support your points. Look at the following examples. Notice how much more effectively the revised version supports the argument.

First Draft	Revised
Space exploration will help our nation in many ways.	Space exploration will provide jobs, new technologies, and inspiration to young scientists.

Use transition words to guide readers through your ideas.

- **To show contrast:** *however, although, despite*
- **To point out a reason:** *since, because, if*
- **To signal conclusion:** *therefore, consequently, so, then*

4 Publishing and Presenting

Persuasive Speech. Many persuasive essays are delivered orally. Prepare your essay as a speech, highlighting words for emphasis and adding changes in tone, volume, or speed.

Writing for Assessment

Assessment writing differs from all other writing that you do. You have many fewer choices as a writer, and you almost always face a time limit. In social studies, you'll need to write both short answers and extended responses for tests. While these contrast in some ways, they share many requirements.

1 Prewriting

Choose a topic. Short-answer questions seldom offer a topic choice. For extended-response questions, however, you may have a choice of more than one question. Use the following strategies to help you navigate that choice.

- **Examine the question.** To choose a question you can answer effectively, analyze what each question is asking. Use key words such as those listed below to help you choose topics and respond to short-answer questions in which the topic is given.

Key Words	What You Need in an Answer
Explain	Give a clear, complete account of how something works or why something happened.
Compare/Contrast	Show how two or more things are alike and different.
Define	Give examples to explain meaning.
Argue, Convince, Support, Persuade	Take a position on an issue and present strong reasons to support your side of the issue.
Summarize	Provide the most important elements of a subject.
Evaluate/Judge	Assign a value or explain an opinion.
Interpret	Support a thesis with examples from the text.

Notice in the examples below that the key words are underlined:

Short answer: Describe one way that Chief Joseph showed his military expertise.

Extended response: According to the author of this article, Chief Joseph was both a peace chief and a military genius. Use information from the article to support this conclusion.

- **Plot your answer.** After choosing a question, quickly plot the answer in your mind. Do you have the information to answer this question? If the answer is no, try another question.

Measure your time. Your goal is to show the instructor that you've mastered the material. To stay focused on this goal, divide your time: one-quarter on prewriting; half on drafting; one-quarter on revising. For short-answer questions, determine how much of the overall test time you can spend on each question. Don't spend more than that.

Gather details. Organize the facts and details you need to write your answer. For short-answer questions, this usually involves identifying exactly what information is required.

Writing Handbook: Writing for Assessment

Use a graphic organizer. For extended-response questions, divide your topic into subtopics that fit the type of question. Jot down facts and details for each. For the question on Chief Joseph, the following organizer would be effective:

Chief Joseph of the Nez Percés
Peace Chief
• traded peacefully with white settlers (1)
• reluctantly went to war (2)
• famous speech, "I will fight no more forever." (3)
Military Genius
• won battles with fewer warriors than opposing troops had (a)
• avoided capture for many months (b)
• led his people more than 1,000 miles (c)
• knew when to surrender for the good of his people (d)

2 Drafting

Choose an organization that fits the question. With a short-answer question, write one to three complete sentences. With extended responses, you'll need more elaborate organization. For the question on Chief Joseph, organize your points by importance within each subtopic. For a summary or explanation, use chronological order. For compare/contrast, present similarities first, then differences.

Open and close strongly. Start your answer by restating the question or using its language to state your position. This helps you focus and shows the instructor that you understand the question. Finish with a strong conclusion that restates your position. For short answers, include some language from the question in your response.

One way that Chief Joseph showed his military expertise was by defeating U.S. Army troops despite having fewer warriors than they had.
--

Support your ideas. Each paragraph should directly or indirectly support your main idea. Choose facts that build a cohesive argument. The numbered sentences in the draft below show how this writer organized support.

The opening restates the question and presents the writer's main idea.

The writer uses information from the graphic organizer, in order of importance.

The writer supports the second subtopic in a separate paragraph.

The conclusion recaps the main idea and again references the question's language.

Chief Joseph was both a peace chief and a military genius.
He was a peace chief because he traded peacefully with white settlers for many years. (1) He went to war reluctantly after the government ordered his people to move to a reservation. (2) When he finally surrendered, he said in a famous speech, "I will fight no more forever." (3)
Chief Joseph was also a military genius. He fought off U.S. Army forces with fewer warriors than they had, (a) and he avoided capture for many months. (b) He led his people more than 1,000 miles (c) before he made the decision to surrender. (d) Chief Joseph will long be remembered for his dual roles as peace chief and military genius.

3 Revising

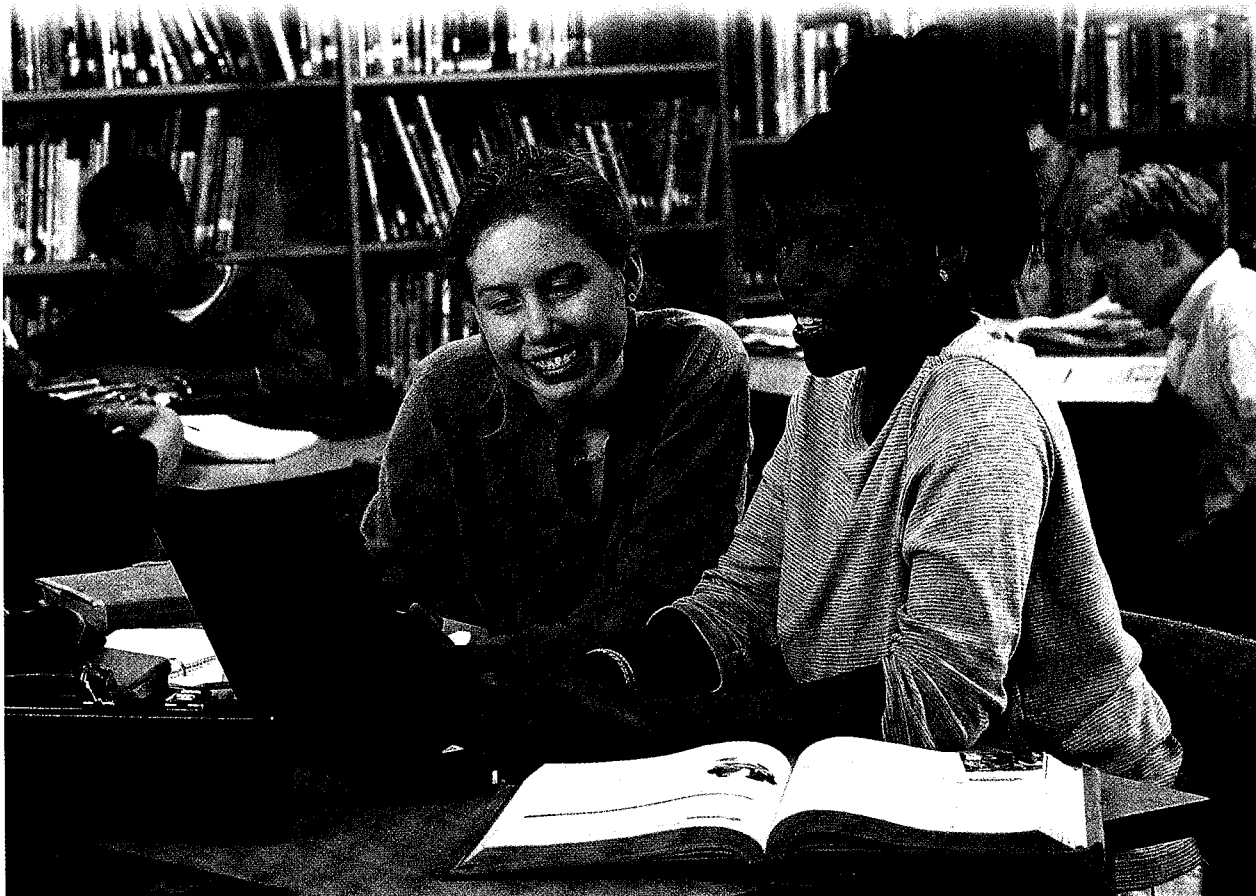
Examine word choice. Replace general words with specific words. Add transitions where these improve clarity. Read the following examples. The revised version shows the relative importance of the writer's supporting evidence.

First Draft	Revised
Chief Joseph was both a peace chief and a military genius. He was a peace chief because he traded peacefully with whites for many years. He went to war reluctantly....	Chief Joseph was both a peace chief and a military genius. He was a peace chief for several reasons. First, he traded peacefully with whites for many years. Second, he went to war reluctantly....

Check organization. Make sure your introduction includes a main idea and defines subtopics. Review each paragraph for a single main idea. Check that your conclusion summarizes the information you've presented.

4 Publishing and Presenting

Edit and proof. Check spelling, grammar, and mechanics. Make sure that tenses match, that subjects agree with verbs, and that sentences are not too long. Finally, confirm that you have responded to all the questions you were asked to answer.



Use these charts, or rubrics,
to evaluate your writing.

SAT	
<p>SCORE OF 6 An essay in this category is outstanding, demonstrating clear and consistent mastery, although it may have a few minor errors. A typical essay</p> <ul style="list-style-type: none"> effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position. is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas. exhibits skillful use of language, using a varied, accurate, and apt vocabulary. demonstrates meaningful variety in sentence structure. is free of most errors in grammar, usage, and mechanics. 	<p>SCORE OF 3 An essay in this category is inadequate, but demonstrates developing mastery, and is marked by one or more of the following weaknesses:</p> <ul style="list-style-type: none"> develops a point of view on the issue, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position is limited in its organization or focus, but may demonstrate some lapses in coherence or progression of ideas displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice lacks variety or demonstrates problems in sentence structure contains an accumulation of errors in grammar, usage, and mechanics
<p>SCORE OF 5 An essay in this category is effective, demonstrating reasonably consistent mastery, although it will have occasional errors or lapses in quality. A typical essay</p> <ul style="list-style-type: none"> effectively develops a point of view on the issue and demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position. is well organized and focused, demonstrating coherence and progression of ideas. exhibits facility in the use of language, using appropriate vocabulary. demonstrates variety in sentence structure. is generally free of most errors in grammar, usage, and mechanics. 	<p>SCORE OF 2 An essay in this category is seriously limited, demonstrating little mastery, and is flawed by one or more of the following weaknesses:</p> <ul style="list-style-type: none"> develops a point of view on the issue that is vague or seriously limited, demonstrating weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas displays very little facility in the use of language, using very limited vocabulary or incorrect word choice demonstrates frequent problems in sentence structure contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured
<p>SCORE OF 4 An essay in this category is competent, demonstrating adequate mastery, although it will have lapses in quality. A typical essay</p> <ul style="list-style-type: none"> develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position. is generally organized and focused, demonstrating some coherence and progression of ideas. exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary. demonstrates some variety in sentence structure. has some errors in grammar, usage, and mechanics. 	<p>SCORE OF 1 An essay in this category is fundamentally lacking, demonstrating very little or no mastery, and is severely flawed by one or more of the following weaknesses:</p> <ul style="list-style-type: none"> develops no viable point of view on the issue, or provides little or no evidence to support its position is disorganized or unfocused, resulting in a disjointed or incoherent essay displays fundamental errors in vocabulary demonstrates severe flaws in sentence structure contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning
	<p>SCORE OF 0 Essays not written on the essay assignment will receive a score of zero.</p>

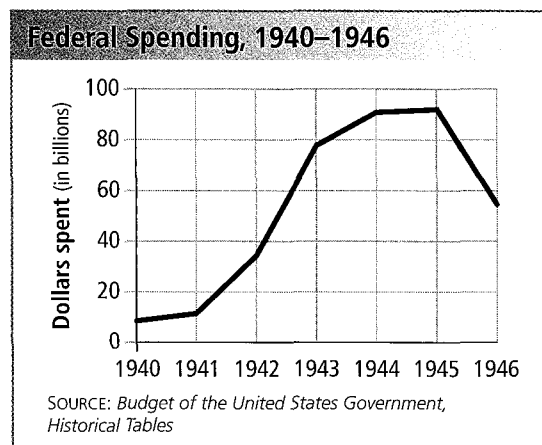
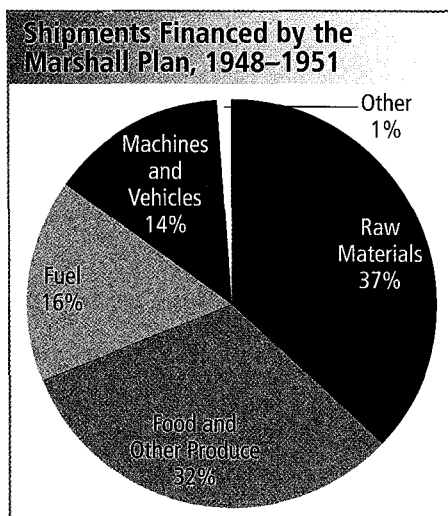
ACT	Scores of 4–6	Scores of 1–3
Purpose	shows a clear understanding of the essay's purpose by articulating a perspective and developing ideas	does not clearly articulate a perspective
Support	most generalizations developed with specific examples to support the perspective	demonstrates some development of ideas but may be overly general or repetitious
Focus	clear focus maintained throughout	focus maintained on general prompt topic but is not sufficiently specific
Language	shows competent use of language	language is mostly understandable, organization is clear but simple
Mechanics	minimal errors that only occasionally distract and do not interfere with meaning	errors frequently distract and interfere with meaning

Critical Thinking About Visuals and Text Sources

Analyze Graphic Data

The study of history requires that you think critically about the text you're reading as well as any visuals or media sources. This section will allow you to practice and apply some important skills for critical thinking.

Graphs show numerical facts in picture form. Bar graphs and line graphs compare things at different times or places, such as changes in school enrollment. Circle graphs show how a whole is divided into parts. To interpret a graph, look closely at its features. Use the graphs below and the steps that follow to practice analyzing graphic data.



Read the title to learn the main topic of the graph.

Use labels and the key to read the data given in the graph. The line graph is labeled in years, with single-year intervals. The different colors on the circle graph represent the different shipments.

Interpret the graph. Look for interesting patterns in the data. Look at changes over time or compare information for different categories.

Practice and Apply the Skill

Use the graphs above to answer the following questions:

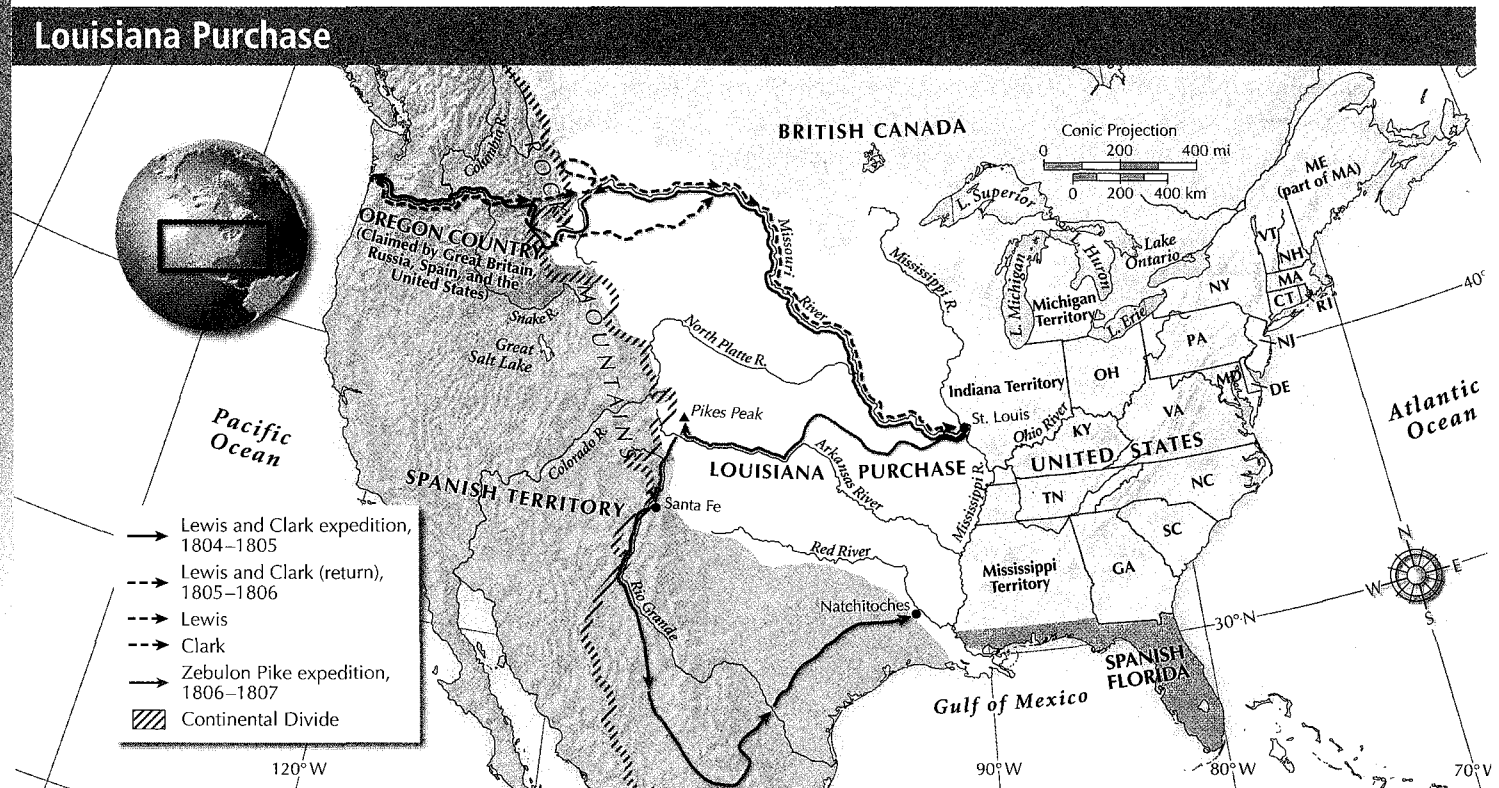
1. What is the title of the line graph? What is its topic?
2. In which year did federal spending increase at the fastest rate? State two generalizations that are supported by the graph.
3. The Marshall Plan was a program under which the United States helped European countries devastated by World War II. According to the circle graph, what proportion of shipments contained fuel? What proportion of shipments contained items that could help factories run?
4. Could the information in the circle graph be shown as a line graph? Explain.

Critical Thinking: Analyze Maps

Analyze Maps

Maps can show many different types of information. A physical map represents what a region looks like by showing its major physical features, such as mountains and plains. A political map focuses on elements related to government, such as nations, borders, and cities.

A special-purpose map provides information on a specific subject—for example, land use, population distribution, natural resources, or trade routes. Road maps are special-purpose maps, as are weather maps. These maps often use a variety of colors and symbols to show different pieces of information, so the key is very important. Use the map below and the steps that follow to practice analyzing a special-purpose map.



Study the title, locator globe, scale bar, and compass rose. Together, these features tell you the map's context—what part of the world it shows and why.

Read the key. Use the key to learn the specific details shown on the map.

Apply the key and labels to the map. Locate the symbols, lines, or colors from the key on the map. Also read any labels on the map. Then, use the information given in the key and labels to understand what the map shows.

Practice and Apply the Skill

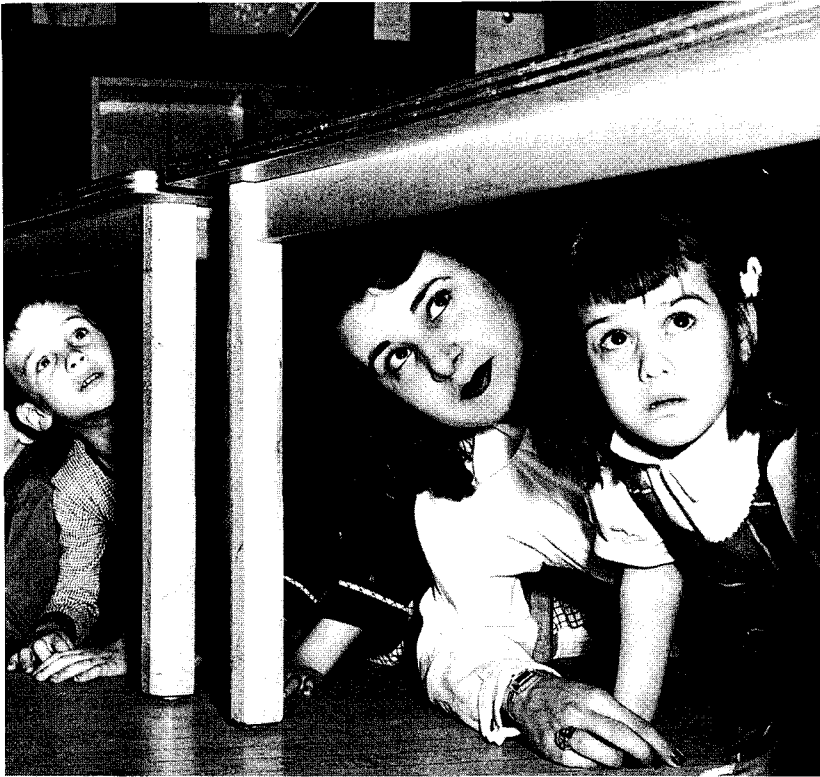
Use the map above to answer the following questions:

1. What is the purpose of this map? What part of the world does it show?
2. What does the red dotted line on the map represent?
3. Where did Zebulon Pike's expedition end?
4. Through which region did Lewis and Clark travel on their way to Oregon Country?
5. Does the map provide information about the effects of the Louisiana Purchase? Explain.

Analyze Images

Television, film, the Internet, and print media all carry images that seek to convey information or influence attitudes. To respond, you must develop the ability to understand and interpret visuals. Use the photograph below and the steps that follow to practice analyzing images.

Critical Thinking: Analyze Images



In the 1950s, people everywhere worried about nuclear attacks. This 1952 image shows schoolchildren and their teacher ducking under desks during a nuclear air raid drill.

Identify the content. Look at all parts of the image and determine which are most important.

Note emotions. Study facial expressions and body positions. Consider the emotions they may suggest.

Read captions/credits. Gather information about the image, such as when it was produced.

Study purpose. Consider who might have created this image. Decide if the purpose was to entertain, inform, or persuade.

Consider context. Determine the context in which the image was created—in this case, the Cold War between the United States and the Soviet Union.

Respond. Decide if a visual's impact achieves its purpose—to inform, to entertain, or to persuade.

Practice and Apply the Skill

Use the photograph above to answer the following questions:

1. What is the focus of this photograph?
2. What feelings are conveyed by the children's facial expressions?
3. What do you think the photograph's purpose is?
4. When was this image produced? How did historical context influence its production?

Critical Thinking: Analyze Primary Sources

Analyze Primary Sources

Primary sources include official documents and firsthand accounts of events or visual evidence such as photographs, paintings, and political cartoons. Such sources provide valuable information about the past. Use the excerpt below and the steps that follow to learn to analyze primary sources.

In 1914, a great war broke out in Europe. Americans debated whether the United States should take sides in the war. In this excerpt, President Wilson expresses his views:

Primary Source “The people of the United States are drawn from many nations, and chiefly from the nations now at war. It is natural and inevitable that there should be the utmost variety of sympathy and desire among them. . . . Some will wish one nation, others another, to succeed in the momentous struggle. . . . The people of the United States, whose love of their country and whose loyalty to its government should unite them as Americans all, . . . may be divided in camps of hostile opinion. . . .

Such divisions amongst us would be fatal to our peace of mind and might seriously stand in the way of the proper performance of our duty as the one great nation at peace.”

—speech by Woodrow Wilson, August 19, 1914

Read the headnote, caption, or attribution line. Determine the source’s historical context—who wrote it, when, and why.

Read the primary source. Identify and define unfamiliar words. Then, look for the writer’s main point.

Identify facts and opinions. Facts can be proven. Opinions reflect a person’s views or feelings. Use clues to help identify opinion words: exaggeration, phrases such as *I think*, or descriptive words such as *gorgeous*.

Identify bias and evaluate credibility. Consider whether the author’s opinions suggest bias. Evaluate other factors that might lead to author bias, such as his or her previous experiences. Decide if the author knows enough to be credible and was objective enough to be reliable. Determine whether the source might be propaganda, that is, material published to promote a policy, an idea, or a cause.

Practice and Apply the Skill

Political cartoons reflect an artist’s observations about events of the time. They often use symbols to represent things or exaggeration to make a point. Use the cartoon at left to answer the following questions.

1. What was happening in Europe when this cartoon was published?
2. What does the kneeling woman represent?
3. What is exaggerated in this cartoon?
4. What opinion is the cartoonist expressing?

The Only Way We Can Save Her



Compare Viewpoints

A person's viewpoint is shaped by subjective influences such as feelings, prejudices, and past experiences. For example, two politicians may recommend two different policies to address the same problem. Likewise, historians often have different interpretations of past events, based on their research and review of other historians' work. Comparing such viewpoints will help you understand issues and develop your own interpretations. The excerpts below offer two different views on why the founders wrote a new U.S. Constitution in 1787. Use the excerpts and the steps that follow to learn about comparing viewpoints.

Critical Thinking: Compare Viewpoints

Comparing Viewpoints

“[People who favored the Constitution] believed the slogans of 1776 were outmoded; . . . that certain political processes such as war, foreign affairs, and commerce, were national by nature; that the right to tax was essential to any government; and that powers wrested from king and parliament should not be divided among thirteen states, if the American government was to have any influence in the world.”

—Samuel E. Morison and Henry S. Commager,
The Growth of the American Republic. New York:
Oxford University Press, 1962.

“The 55 delegates [to the Constitutional Convention] had much in common. All were white, male, and well educated, and many already knew one another. . . . Not surprisingly, all seemed to agree that the contagion of liberty had spread too far. . . . Most delegates hoped to replace the existing Confederation structure with a national government capable of controlling finances and creating [lender]-friendly [economic] policies. . . .”

—Jacqueline Jones, Peter W. Wood, Elaine Tyler May,
Thomas Borstelmann, and Vicki L. Ruiz, *Created Equal:
A Social and Political History of the United States*.
Boston: Pearson Education, 2003.

Identify the authors. Determine when the historians studied or wrote.

Examine the viewpoints. Identify each author's main idea and evaluate his or her supporting arguments. Determine whether the arguments are logical and the evidence is sufficient to support the main idea. Confirm that the evidence is valid by doing research if necessary.

Determine the author's frame of reference. Consider how the author's background and historical specialty might affect his or her viewpoint.

Recognize facts and opinions. Identify which statements are opinions and which are facts. Opinions represent the author's viewpoint.

Evaluate each viewpoint's validity. Decide whether the viewpoints are based on facts and/or reasonable arguments. Consider whether or not you agree with the viewpoints.

Practice and Apply the Skill

Use the excerpts above to answer the following questions.

1. Who are the authors of these two excerpts? When was each excerpt written?
2. What is each historian's main argument about the U.S. Constitution? What evidence or supporting arguments does each provide?
3. How might each historian's frame of reference affect the viewpoint?
4. Are these two viewpoints based on reasonable arguments? Explain.

Critical Thinking: Synthesize Information

Synthesize Information

Just as you might ask several friends about a movie before deciding to see it, you can combine information from different sources to develop a fuller understanding of any topic. This process, called synthesizing, will help you become better informed. Study the documents below about developments during the Great Depression in the 1930s. Then, use the steps that follow to learn to synthesize information.

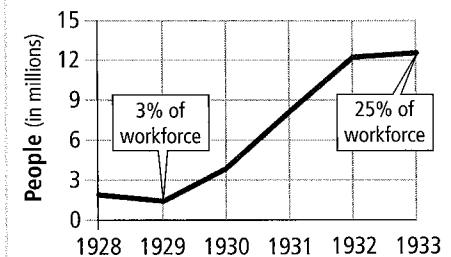
Document A



Rural poverty during the Great Depression of the 1930s.

Document B

Unemployment, 1928–1933



SOURCE: *Historical Statistics of the United States*

Document C

Primary Source

“This great nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance.”

—President Franklin Roosevelt, First Inaugural Address, 1933

Identify thesis statements. Before you can synthesize, you must understand the thesis, or main idea, of each source. Analyze how the information and ideas in the sources are the same or different. When several sources agree, the information is more reliable and thus more significant.

Draw conclusions and generalize. Look at all the information. Use it to draw conclusions that form a single picture of the topic. Make a generalization, or statement that applies to all the sources.

Construct and test hypotheses. As you learn new information about history, you can begin to form hypotheses, or educated guesses, about events and trends. You might form a hypothesis about why something happened or about the connection between two events. Then, as you learn more, you should test your hypothesis against new information. You should continue to refine your hypothesis based on the new information.

Practice and Apply the Skill

Use the documents above to answer the following questions.

1. What is the main idea of each source?
2. Which sources support the idea that the depression affected people throughout the United States?
3. Form a hypothesis about the Great Depression, based on the information presented.

Analyze Cause and Effect

One of a historian's main tasks is to understand the causes and effects of the event he or she is studying. Study the facts below, which are listed in random order. Then, use the steps that follow to learn how to analyze cause and effect.

The United States, with other nations, fought a war in North and South Korea in the 1950s. This list shows key trends and events related to that war.

- South Korea and its allies fight a 3-year war against North Korea and its allies.
- At the end of World War II, Korea was divided into North Korea, a communist nation, and South Korea, a noncommunist nation, divided at the 38th parallel.
- President Truman worried about the spread of communism in Europe and Asia.
- Communists gained control of mainland China.
- By the end of the Korean War, the border between North Korea and South Korea stood at about the 38th parallel, where it still is today.
- North Korea invaded South Korea.
- As a result of the north's invasion, the south and its allies pushed back.
- The United States continues to station troops along the border dividing North Korea from South Korea.
- Thousands of Americans were killed in the Korean War.
- The United States stations thousands of troops in West Germany.

Identify the central event. Determine to what event or issue all the facts listed relate.

Locate clue words. Use words such as *because*, *so*, and *due to* to spot causes and effects.

Identify causes and effects. Causes precede the central event and contribute to its occurrence. Effects come after the central event. They occur or emerge as a result of it.

Consider timeframe. Decide if causes have existed for a long period of time or if they emerged just prior to the central event. Short-term causes are usually single or narrowly defined events. Long-term causes usually arise from conditions that are ongoing.

Notice relationships that are not causal. Sometimes events are related, but the earlier event did not cause the later event. For example, although there are parallels, the Russian Revolution was not caused by the American Revolution.

Practice and Apply the Skill

Use the list above to answer the following questions:

1. Which item on the list describes the central event whose causes and effects can be determined?
2. Name two facts that are long-term effects.
3. Name two facts that are probably causes of the central event.
4. Name one fact that is not a cause or effect of the central event, though it is related.

Critical Thinking: Problem Solving and Decision Making

Problem Solving and Decision Making

When you have a problem to solve or decision to make, you can find solutions if you think in a logical way. Study the situation outlined below. Then, use the steps that follow to learn the skills of problem solving and decision making.

Ending the Woes of the Great Depression

In 1929, the United States entered a period of extreme economic difficulties, known as the Great Depression. Thousands of businesses closed, millions of people lost their jobs, and many people had to leave their homes because they couldn't afford the rent or other costs. When the Depression began, Herbert Hoover was President. Later, Franklin Roosevelt was elected to replace Hoover. Both Presidents tried strategies to solve the problems brought on by the Depression.

Options for Presidents Hoover and Roosevelt

Option	Advantages	Disadvantages
1. Allow the economy to correct itself.	<ul style="list-style-type: none">• The economy works better when left alone.• The government does not have the right to intervene in local economic affairs.	<ul style="list-style-type: none">• This could take a long time, while people continue to suffer.•
2. Let the federal government do whatever is necessary to relieve the effects of the Depression.	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••
3. Take certain federal actions, but rely mainly on the states and on private economic activities.	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••

The Decisions

- President Hoover decided to follow Option 3.
- President Roosevelt decided to follow Option 2.

Effects of the Decisions

- Hoover's actions did not relieve the problems of the Depression quickly enough and he lost his bid for reelection in 1932.
- Roosevelt's actions put some people back to work and relieved some hunger, but did not end the Depression.

Identify the problem. You cannot solve a problem until you examine it and understand it.

Gather information and identify options. Most problems have many solutions. Identify as many solution options as possible.

Consider advantages and disadvantages. Analyze each option by predicting benefits and drawbacks.

Decide on and implement the solution. Pick the option with the most desirable benefits and least important drawbacks.

Evaluate the decision. After awhile, reexamine your solution. If necessary, make a new decision.

Practice and Apply the Skill

Use information from the box above to answer the following questions:

1. What problems did Presidents Hoover and Roosevelt face?
2. Identify at least one advantage and one disadvantage of Options 2 and 3.
3. Why do you think that neither President was able to end the Depression?

Draw Inferences and Conclusions

Text and artwork may not contain all the facts and ideas you need to understand a topic. You may need to draw inferences, that is, to add information from your own experience or knowledge, or use information that is implied but not directly stated in the text or artwork. Study the biography below. Then, use the steps that follow to learn how to draw inferences and conclusions.

Critical Thinking: Draw Inferences and Conclusions

HISTORY MAKERS

Ida B. Wells (1862–1931)

Wells had gained fame for her campaign against the lynching of African Americans. But she was also a tireless worker for women's suffrage and joined in the famous 1913 march for universal suffrage that took place in Washington, D.C. Not able to tolerate injustice of any kind, Ida B. Wells, along with Jane Addams, successfully blocked the establishment of segregated schools in Chicago. In 1930, she ran for the Illinois State legislature, which made her one of the first black women to run for public office in the United States.



Study the facts. Determine what facts and information the text states.

Summarize information. Confirm your understanding of the text by briefly summarizing it.

Ask questions. Use who, what, when, where, why, and how questions to analyze the text and learn more. For example, you might compare and contrast, or look for causes or effects.

Add your own knowledge. Consider what you know about the topic. Use this knowledge to evaluate the information.

Draw inferences and conclusions. Use what you learned from the text and your own knowledge to draw inferences and conclusions about the topic.

Practice and Apply the Skill

Use the biography above to answer these questions.

1. Who is discussed in the biography? When did she live?
2. Briefly summarize the text.
3. How might Wells's activities have been unusual for her time?
4. What inferences can you draw about Wells's character from the information in the biography?

Speaking and Listening

Speaking and listening are forms of communication you use every day. In certain situations, however, specific skills and strategies can increase the effectiveness of your communication. The strategies offered in this section will help you improve both your speaking and listening skills.

Participate in Group Discussions

A group discussion is an informal meeting of people that is used to openly discuss ideas and topics. You can express your views and hear those of others.

Identify Issues

Before you speak, identify the issues and main points you want to address. Incorporate what you already know about these issues into your views. Then, find the best words to convey your ideas effectively.

Interact With the Group

As with persuasive writing, in a discussion it helps to accept the validity of opposing views, then argue your position. Always acknowledge the views of others respectfully, but ask questions that challenge the accuracy, logic, or relevance of those views.

Debating

A debate is a formal argument about a specific issue. Explicit rules govern the procedure of a debate, with each debater or team given an allotted time to make arguments and respond to opposing positions. You may also find yourself arguing a position you do not personally hold.

Prepare Your Arguments

If you support a position, use your existing knowledge of it to direct your research. If you personally oppose an assigned position, use that knowledge to identify likely opposing arguments. Generate an outline and then number note cards to highlight key information for each of your main points.

Avoid Common Pitfalls

Stay focused on your arguments. Be aware of words that may reveal bias, such as *unpatriotic*. Speak assertively, but avoid getting overly emotional. Vary the pitch and tone of your voice to keep listeners engaged. Try to speak actively, rather than just reading aloud, and use eye contact and gestures to emphasize your message.



Give an Oral or Multimedia Presentation

An oral or multimedia presentation provides an audience with information through a variety of media.

Choose Media

If you are limited to speaking only, focus your time on developing a presentation that engages listeners. If you can include other media, consider what kind of information each form of media conveys most effectively.

Maps	Graphs/Charts	Pictures	Diagrams	Audio/Video
Clarify historical or geographical information	Show complicated information in an accessible format	Illustrate objects, scenes, or other details	Show links between parts and a whole or a process	Bring the subject to life and engage audiences

Prepare Your Presentation

Gather information using library and online sources. Develop your most important ideas in the body of your presentation. Back up assertions with solid facts and use multimedia examples to illustrate key points.

Present With Authority

Practice your presentation to gain comfort with the ideas and the presentation sequence. Experiment with the timing of how to include multimedia elements. Make sure you have the necessary equipment and know how to use it.

Active Listening

Active listening is a key component of the communication process. Like all communication, it requires your engaged participation.

Focus Your Attention on Ideas

Look at and listen to the speaker. Think about what you hear and see. Which ideas are emphasized or repeated? What gestures or expressions suggest strong feelings? Can you connect the speaker's ideas to your own experiences?

Listen to Fit the Situation

Active listening involves matching your listening to the situation. Listen critically to a speech given by a candidate for office. Listen empathetically to the feelings of a friend. Listen appreciatively to a musical performance.

Ask Questions

Try to think of questions while you're listening. Look at these examples:

Open-ended	Closed	Fact
Why do you think it is so important for young people to vote?	Do you support the current voting age of 18?	How many people between the ages of 18 and 25 voted in the most recent election?



Connect to New York

Early Immigrants: The Walloons

Although it is widely known that Dutch immigrants settled in New York, 30 Belgian families (of Walloon background) also traveled on the *Nieu Nederlandt*, the ship chartered by the merchant-owned Dutch West India Company in March 1624. The Walloons were not emigrating for religious freedom, like the English Pilgrims, but simply to gain employment.

The Walloons were French Protestants who had avoided persecution in France by settling in the southern Netherlands. Under the direction of Jesse de Forest, they originally sought permission in 1621 to settle in the Virginia Colony controlled by England and were denied. However, the Walloons had better luck with the Dutch West India Company. Like the Virginia Company you will read about, the Dutch West India Company offered incentives such as free land, free travel, and inexpensive livestock for people to settle in the Americas. The Walloons were attracted by the company's encouragement to find "mines of gold, silver, copper or any other metals, as well as of precious stone, such as diamonds, rubies and the like, together with pearl fisheries."

After arriving in the Manhattan area, some of the families went toward the Delaware River in present-day New Jersey, while others traveled close to the Connecticut River. Yet the majority of Walloon families made their homes in the Dutch colony of New Netherland near the Hudson River, a popular fur trade route. Many of the Walloons worked as fur trappers or traders to pay off their passage to the continent.

Today, visitors can see the Walloon Settlers Monument in Battery Park in lower Manhattan. The approximately 10-foot-tall granite sculpture that commemorates the seventeenth-century immigrants was dedicated on May 20, 1924—the 300th anniversary of the settlers' arrival. In addition, Liberty Island, the location of the Statue of Liberty, was previously called Bedloe's Island after an early Walloon settler named Isaac Bedloe, who owned the island property.

As you will read in the following chapters, the hopes and dreams that drew and continue to draw immigrants to the country helped to transform the United States from sparsely settled territories into a thriving, highly industrialized nation.



ORIGINS OF A NEW NATION

CONTENTS

CHAPTER 1

Many Cultures Meet
(Prehistory–1550)

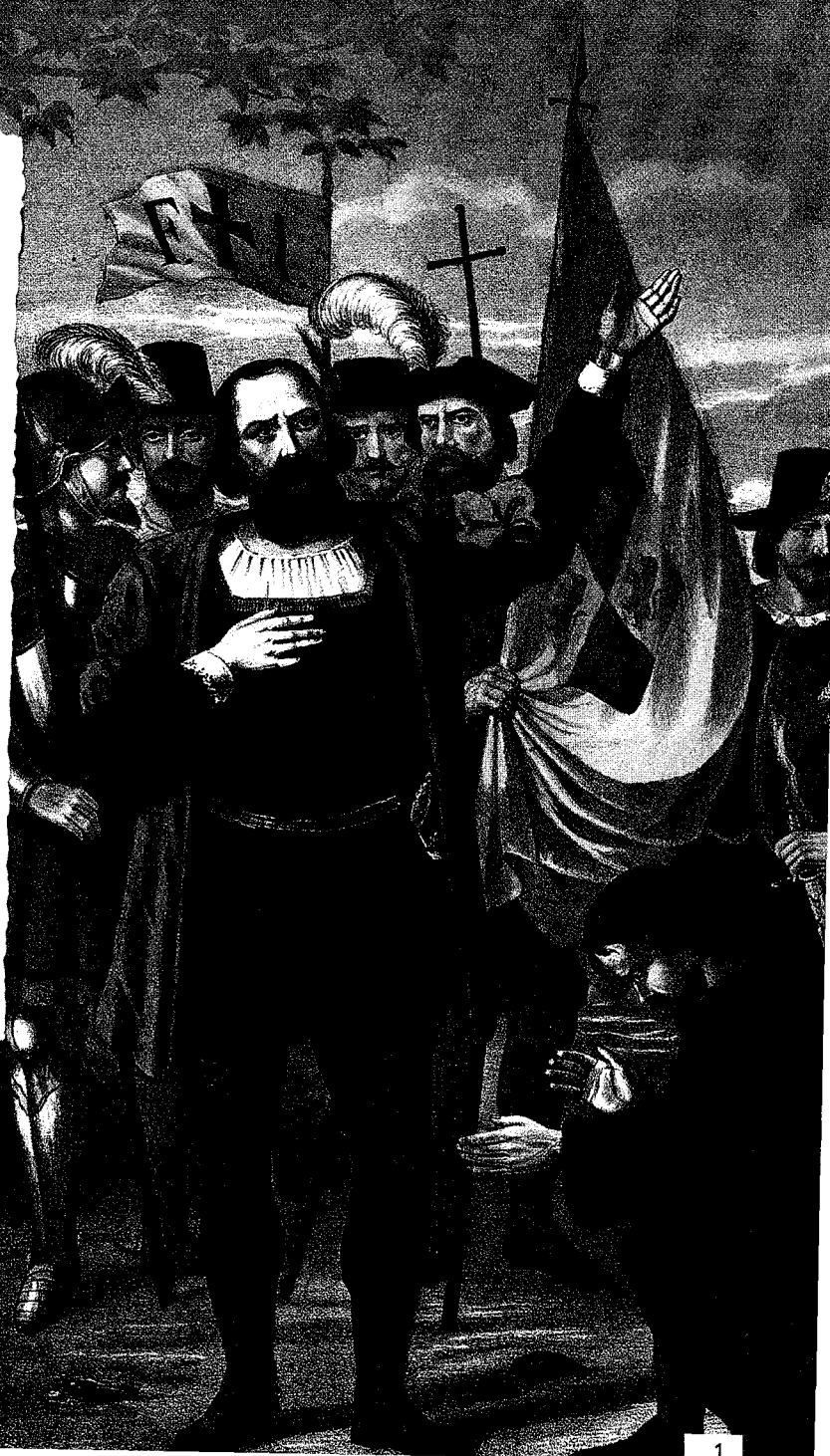
CHAPTER 2

Europeans Establish Colonies
(1492–1752)

CHAPTER 3

The American Colonies Take Shape
(1607–1765)

Christopher Columbus
lands in the Caribbean. ►



Many Cultures Meet

Prehistory–1550



WITNESS HISTORY AUDIO

The Discovery

Since departing from Spain, Christopher Columbus and his crew of 90 men had traveled westward across the Atlantic Ocean for more than 3,000 miles. After more than a month at sea, they finally sighted land on October 12, 1492.

The Europeans had hoped to find Asian lands. They had no idea that the islands upon which they landed were not near Asia but near two other continents about which they knew nothing. Columbus's accidental discovery began a chain of events that would bring death and devastation to some and wealth and success to others. In 1776, economist Adam Smith described the effects of European exploration:

“The discovery of America, and . . . a passage to the East Indies by the Cape of Good Hope, are the . . . most important events recorded in the history of mankind. By uniting, in some measure, the most distant parts of the world, by enabling them to relieve one another's wants, to increase one another's enjoyments, and to encourage one another's industry, their general tendency would seem to be beneficial.”

—Adam Smith, *The Wealth of Nations*, 1776

◀ Columbus approaches an island near North America in 1492



Core Curriculum Preview

Chapter Focus Question: How did the interaction of many cultures after 1492 impact the Americas?

Section 1

The American Indians 1.I.A.2d, 1.I.A.3g, 1.I.A.4, 1.I.B.1

Section 2


The Europeans 1.I.A.3d, 1.I.A.3e, 1.I.A.4, 1.I.D.1c, 1.I.D.1d

Section 3

The West Africans 1.I.D.1, 1.I.D.1c, 1.I.D.1d, 1.I.D.4b, 1.I.D.4c, 2.I.A.2b

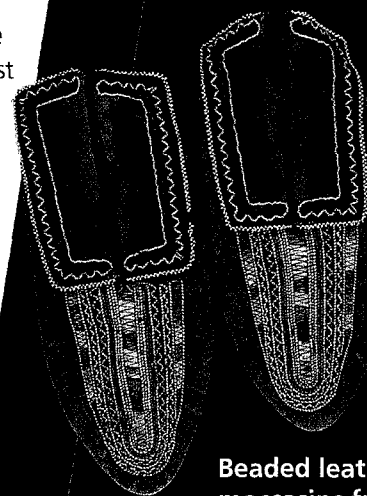
Section 4

First Encounters 1.I.B.1, 2.II.B.2c, 2.II.C.3, 2.II.C.6

Use the  **Quick Study Timeline** at the end of this chapter to preview chapter events.



An ivory saltcellar from West Africa



Beaded leather moccasins from the Iroquois



Hohokam plates made from buffalo skin and decorated with red designs

Note Taking Study Guide Online

For: Note Taking and American Issues Connector
Web Code: nce-0101



▲ Portrait of a Blackfoot woman by artist George Catlin

WITNESS HISTORY AUDIO

The First People

Scholars have studied where the first people of the Americas came from. Many American Indian groups have their own stories about how they came into being. This story comes from the Blackfoot people:

“One day Old Man decided that he would make a woman and a child. So he formed them both of clay. . . . After he had made the clay into human shapes, he said to it, “You must be people.” And then he covered it up and went away. The next morning he went to the place and took off all the covering, but the clay had changed little. The fourth morning, he went to the place . . . and said “Get up and walk. They did so. . . . And that is how we came to be people. It was he who made us.”

—Story of the origin of the Blackfoot people

The American Indians



Core Curriculum Objectives

- **1.1.A.2d** Natural resources
- **1.1.A.3g** Abundance of natural resources
- **1.1.A.4** Barriers to expansion/development
- **1.1.B.1** Influences on early Native American Indians

Terms and People

Ice Age
migrate
Mayans

Aztecs
adobe
Iroquois League

Why It Matters The people who first inhabited North and South America found a land rich in resources and varied in geographic features. As they spread out across the land, they developed distinctive ways of living and surviving. Their cultures represent a central part of our heritage and history. **Section Focus Question:** How did the spread of civilization begin in the Americas?

The First People of the Americas

Scholars refer to the first humans to live in the Americas as Paleo-Indians. They think these people came from Siberia, a region in Asia that lies just across the narrow Bering Strait from Alaska. Scholars disagree, however, about when and how the Paleo-Indians arrived.

People Migrate to the Americas Until recently, most scholars insisted that the first Americans were hunters who arrived about 15,000 years ago. At that time, the world was experiencing an **ice age**, a time lasting thousands of years during which the Earth was covered by ice and glaciers. Much of the planet’s seawater was frozen in polar ice caps. Therefore, the sea level fell as much as 360 feet below today’s level. The lower sea levels exposed a land bridge between Siberia and Alaska. Scholars believe Paleo-Indian hunters crossed this land bridge in pursuit of their favored prey—immense mammals such as mammoths, mastodons, and giant bison.

NoteTaking

Reading Skill: Identify Main Ideas As you read this section, complete an outline like the one below with the main ideas.

- | |
|---|
| <p>I. The First People of the Americas</p> <p>A. Paleo-Indians</p> <ol style="list-style-type: none"> 1. 2. |
|---|

However, some scholars today theorize that the first Americans **migrated**, or traveled, from Asia as many as 40,000 years ago. These were coastal peoples who gathered wild plants and hunted seals and small whales. According to this view, the first people to arrive in the Americas arrived in small boats, eventually working their way down the west coasts of North and South America.

Paleo-Indians Adapt to Climate Change Scholars do agree that about 12,000 to 10,000 years ago, the climate warmed. As temperatures rose, the polar ice melted and the oceans rose close to present-day levels. Together, the warming climate and the spread of skilled Paleo-Indian hunters killed off the mammoths and other large mammals. Meanwhile, the environment became more diverse. The northern grasslands shrank while forests expanded northward.

Paleo-Indians adapted by relying less on hunting large mammals and more on fishing and on gathering nuts, berries, and roots. They also developed tracking techniques needed for hunting small, mobile animals such as deer, antelope, moose, elk, and caribou. The broader array of new food sources led to population growth. As the population grew, it expanded throughout the North and South American continents.

Diverse Cultures Emerge The Indians became culturally diverse as they adapted to their varying local climates and environments. Overtime, their languages, rituals, mythic stories, and kinship systems became more complex and varied. By 1492, the American Indians spoke at least 375 distinct languages, including Athapaskan, Algonquian, Caddoan, Siouan, Shoshonean, and Iroquoian. Each language group divided into many ethnic groups later called tribes or nations. In turn, these subdivided into many smaller groups that identified with a particular village or hunting territory. Each group was headed by a chief, who was usually advised by a council of elders.

The Beginnings of Agriculture Some of these peoples learned how to domesticate wild plants, so that they could be planted and grown for food. About 3,500 years ago in central Mexico, American Indians developed three important crops: maize (corn), squashes, and beans. The expanded food supply promoted population growth, which led to larger, permanent villages. In Mexico, some villages grew into great cities ruled by powerful chiefs. Residents built large pyramids topped with temples. By carefully studying the sun, moon, and stars, the Mexican peoples developed precise calendars of the seasons and the days. Along the Gulf of Mexico and the Caribbean coast, the leading peoples were the Olmecs and later the **Mayas**. In the highlands of central Mexico, the **Aztecs** became the most powerful people.

From Mexico, the methods of learning how to plant, cultivate, and harvest crops slowly spread northward. By about A.D. 1200, crop cultivation was common in the American Southwest, Midwest, Southeast, and parts of the Northeast.

In some places, people clung to a traditional mix of hunting, gathering, and fishing. Some lived in regions that were too cold or dry for farming, such as

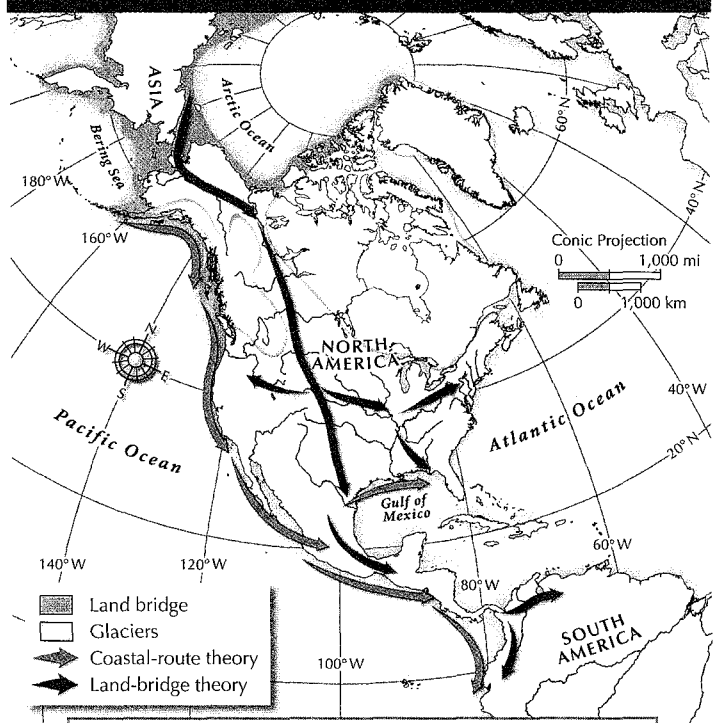
Vocabulary Builder

diverse—(duh VERS) *adj.* varied

Geography Interactive

For: Interactive map
Web Code: ncp-0102

Migration to the Americas



Map Skills The first people to come to the Americas spread slowly across the continents.

1. Regions What part of North America was filled with glaciers?

2. Analyze Information What geographical features may have caused people to keep moving south?

the frigid subarctic regions of Alaska, the Sierra Nevada, the Rocky Mountains, and the arid western Great Plains and Great Basin. In addition, coastal peoples of present-day California and the Pacific Northwest did not need to farm because their fishing—usually for salmon—and their gathering of nuts, seeds, and berries was so productive.

✓ **Checkpoint** How did the ice age lead to the migration of people to the Americas?

Early American Indian Cultures

As you just read, early people grew in numbers and developed permanent villages in areas where farming was practiced. A little more than 2,000 years ago, such villages began to appear in what would later become the United States.

The Southwest The first farming villages north of present-day Mexico emerged in the arid Southwest. There, the cultivation of crops required building ponds, dams, and ditches in order to irrigate, or bring water to, the fields. Building such complex systems required leadership by a group of priests and chiefs.

The Hohokams lived in the Gila and Salt river valleys of present-day southern Arizona. Over the course of their history, they built more than 500 miles of irrigation canals. The Hohokam irrigation canals were so elaborate that later peoples referred to the Hohokams as Canal Builders. In their largest village, about 1,000 people inhabited row houses built of **adobe**, a type of sun-dried brick. Some of the houses were three stories tall.

The Anasazis occupied the upland canyons in the Four Corners region at the intersection of Arizona, New Mexico, Utah, and Colorado. At Chaco Canyon, the Anasazis built an especially complex village that required 30,000 tons of sandstone blocks. This site became the center of the Anasazi world. Some of the multi-story dwellings, known as pueblos, rose five stories and had about 600 rooms.

Between A.D. 1100 and 1300, both the Hohokams and the Anasazis experienced a severe crisis as a prolonged drought reduced crops. The resulting famine led to violence between rival villages that were competing for scarce resources.

The crisis broke up both the Hohokam and Anasazi villages. Most of the Anasazis moved south and east in search of water. They resettled along the Rio Grande and Pecos River, in present-day New Mexico. Today, they are known as the Pueblo peoples.

The Mississippi River Valley Unlike the arid Southwest, the Mississippi River valley enjoys a humid and temperate climate. The Mississippi River collects the waters of wide-ranging tributaries, including the Ohio, Missouri, Arkansas, and Red rivers.

The people from this area, known as the Mississippians, were influenced by the great cultures of Mexico. They built large towns around central plazas, featuring pyramids made of earth. At the top of the pyramids, they built wooden temples that also served as the residences of chiefs.

The largest and wealthiest city of the Mississippian culture was at Cahokia, in present-day southwestern Illinois. Cahokia benefited from being located near the junctures of the Missouri, Tennessee, Ohio, and Mississippi rivers. That site provided fertile soil and excellent trade connections with distant groups. At its peak in the year 1100, Cahokia had a population of at least 10,000 people and perhaps as many as 40,000.

During the twelfth century, Cahokia's residents abandoned the city. As in the Southwest, evidence suggests that an environmental crisis led to social conflict. The growing population had depleted the soil and deer. Hunger led to disease

ANCIENT CLIFF DWELLERS

The word *Anasazi* has come to mean "ancient people." However, the term is not a Pueblo word but a Navajo word meaning "enemy ancestors." Today, Pueblo Indians refer to their ancestors as Ancestral Pueblos.

Before the ancient Pueblo people moved into cliff dwellings, they lived on the flat tops of mountains. As the population increased, residences built from hand-cut stone blocks rose along the sides of canyon walls. Shown here is Cliff Palace, built nearly 900 years ago. It is located in Mesa Verde National Park in Colorado. Embedded in the mountainside, the building gained heat from the sun in winter, while overhanging rock protected the structure from rain and snow.



▲ Ancestral Puebloan rock art



A black-on-white ceramic jar ▲ shows a typical design used by the Ancestral Pueblos.

The people living here inhabited nearly 220 rooms. The circular chambers are entryways into kivas, which were large underground rooms used for religious ceremonies and political meetings. Kiva walls were painted with geometric designs and scenes from daily life. As illustrated here, the men and women had specific daily chores to accomplish. ▼

Thinking Critically

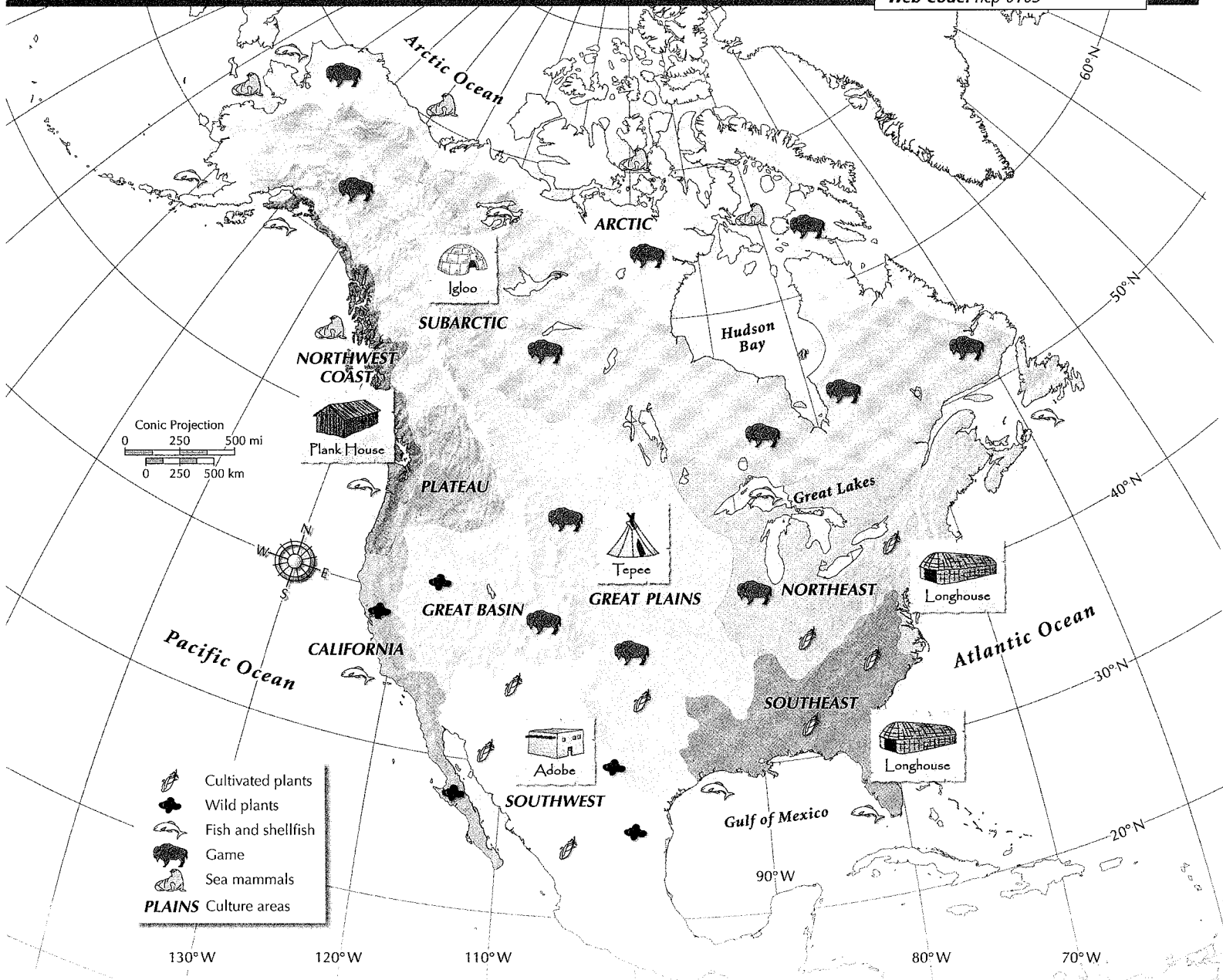
1. **Draw Conclusions** How did the cliff dwellings protect inhabitants from enemy attack?
2. **Analyze Information** Why do you think water-control features such as canals were important?

Native American Cultures, ca. 1500

Geography Interactive

For: Interactive map

Web Code: ncp-0103



Locations of Native American Culture Groups

Culture Region	Culture Groups
Arctic	Aleuts, Inuits, Kutchins
Subarctic	Beavers, Crees, Tlingits
Northwest Coast	Bella Coolas, Chinooks, Coos, Nootkas, Tlingits, Yakimas
California/Great Basin/Plateau	Pomos, Shoshones, Nez Percés
Southwest	Apaches, Hohokams, Navajos, Pimas, Pueblos, Hopis, Zunis
Great Plains	Arapahos, Blackfeet, Cheyennes, Comanches, Crees, Crows, Kiowas, Omahas, Pawnees, Sioux, Wichitas
Southeast	Chickasaws, Choctaws, Creeks, Delawares, Cherokees, Tuscaroras, Mississippians, Natchez, Seminoles
Northeast	Algonquins, Hopewells, Iroquois, Leni-Lenapes, Winnebagos

Map Skills Many Native American cultures emerged in the Americas centuries before the arrival of Columbus.

1. Locate: In which region did Native Americans live mainly by hunting?

2. Draw Inferences What factors may have contributed to the rapid population growth in the Northeast?

and to fighting among villages. Although Cahokia disappeared, Mississippian culture still thrived to the south at Moundville in Alabama, Etowah in Georgia, and Spiro in Oklahoma.

The Great Plains Between the Rocky Mountains and the Mississippi River, the Great Plains is an immense, windy, and arid grassland in the heart of North America. The Great Plains receive only between 12 and 20 inches of rain a year. Only a few major rivers flow year-round. Instead of trees, drought-resistant grasses cover the land. Thus, the Great Plains favor grazing animals, especially the bison, or buffalo. When Europeans first arrived, the Great Plains probably supported more than 20 million bison.

During the ninth century, some Mississippians moved westward up the major river valleys onto the Great Plains. They built villages and planted crops beside the rivers. In the hotter southern valleys, people lived in well-ventilated beehive-shaped houses made from wooden frames covered with grass thatch. In colder northern valleys, villagers built log lodges well insulated with earth. In the summer, villagers ventured on foot onto the plains to hunt bison. While on the hunt, they lived in mobile camps. Their shelters were called tepees—cone-shaped tents of tanned bison hides stretched over a frame of cottonwood poles.

Great Plains villagers sometimes clashed with nomads who came from the Rocky Mountains to the west. Devoted to hunting, the nomads did not cultivate crops. By the fifteenth century, most of these nomads were Athapaskan speakers. Their enemies called them Apaches.

Some nomad bands established economic ties with the villagers of the valleys. The nomads traded buffalo meat and hides for maize, beans, squash, turquoise, pottery, and cotton blankets. The villagers would forgo this trade, however, when they lacked surplus food. Angered, the nomads raided the villages.

Eastern Woodlands The eastern region featured a vast forest atop rolling hills and a low range of mountains, the Appalachians. Many streams, rivers, and lakes drained this wooded land.

Stretching from eastern Texas to the Atlantic Ocean, the Southeast has mild winters and warm summers with plenty of rainfall. The Cherokees were the largest group in the Southeast. They lived in present-day western North Carolina and eastern Tennessee. Other people in the Southeast included Choctaws, Chickasaws, Natchez, and Creeks. Because of the long growing season, the Choctaws, the Creeks, and other southeastern groups were primarily farmers, but they also depended on hunting and fishing. They knew what plants to use to make rope, medicine, and clothing. Their main crops were corn, beans, squashes, and pumpkins.

Northeastern people developed into two major language groups: the Algonquians and the Iroquoians. The Algonquins occupied the Atlantic seaboard from present-day Virginia north to the mouth of the St. Lawrence River. The Iroquois lived around Lake Ontario and Lake Erie and along the upper St. Lawrence River.

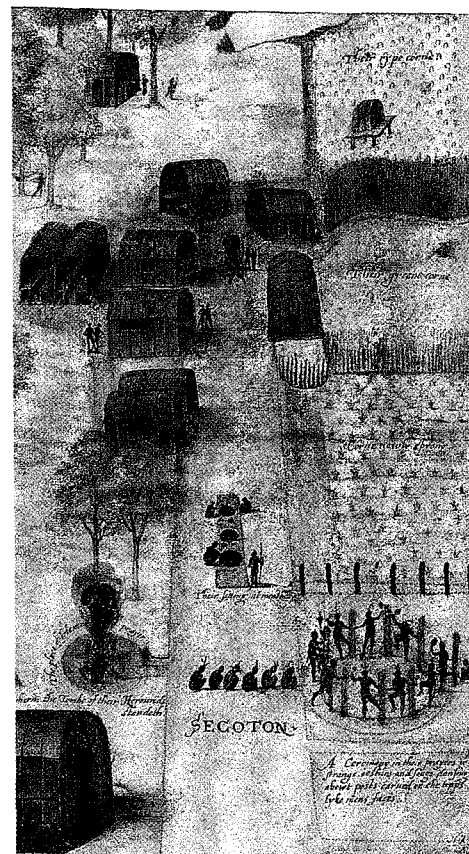
A chief difference between the two cultures lay in their housing. Algonquins lived in wigwams: oval frames between 10 and 16 feet in diameter that are made of saplings covered with bark sheets or woven mats. Using similar materials, the Iroquois built larger multifamily longhouses, some more than 200 feet in length.

Five Iroquois peoples—the Mohawks, Oneidas, Onondagas, Cayugas, and Senecas—united to form a loose confederation, known as the **Iroquois League**. The Iroquois League was not a European-style nation. Lacking central authority, it was mainly a ritual forum for promoting peaceful cooperation among the member nations.

Vocabulary Builder

forgo—(for GOH) *v.* to decide not to do something

▼ Painting of an Algonquin village



The Iroquois League's guiding law was a constitution, which was passed down orally. One version of this constitution includes the following:

Primary Source

“The Lords of the Confederacy of the Five nations shall be mentors of the people for all time. . . . Their hearts shall be full of peace and good will and their minds filled with a yearning for the welfare of the people of the Confederacy.”

—The Iroquois Constitution

- ✓ **Checkpoint** What building style did the Mississippian culture take from Mexican culture?

Common Cultural Features

Despite their cultural diversity, most Native American groups shared several cultural features. For example, most American Indians did not have centralized nations like those in Europe. Instead, political power was spread among many local chiefs with limited authority.

American Indians believed that spirits could be found in every plant, animal, rock, cloud, and body of water. If properly flattered, the spirits could help people catch or grow what they needed. If offended, spirits might hide the animals or fish or destroy the corn crop. The spiritual leaders of the tribe, known as shamans, mediated between their people and the spirit beings. They conducted rituals to promote the hunt, secure the crops, and protect warriors.

American Indians owned little private property. Some families owned garden plots and hunting territories, but they could not sell them. Most local land was considered a common ground for every resident to use.

There was a respectful equality among the various groups of Indians. Usually, socioeconomic division ran along gender lines. Men assumed more dangerous tasks, such as hunting and warfare. Women, meanwhile, cared for the young children, wove baskets and made pottery, prepared meals, and gathered food. If their people cultivated crops, that work also usually fell to women.

- ✓ **Checkpoint** What were three common cultural characteristics shared by most Native Americans?

SECTION

1 Assessment

Progress Monitoring *Online*

For: Self-test with vocabulary practice
Web Code: nca-0104

Comprehension

- 1. Terms and People** Explain how each of the following terms is significant in understanding American Indian culture in North America.
- ice age
 - migrate
 - Mayas
 - Aztecs
 - adobe
 - Iroquois League

2. NoteTaking Reading Skill:

Identify Main Ideas Use your outline to answer the Section Focus Question: How did the spread of civilization begin in the Americas?

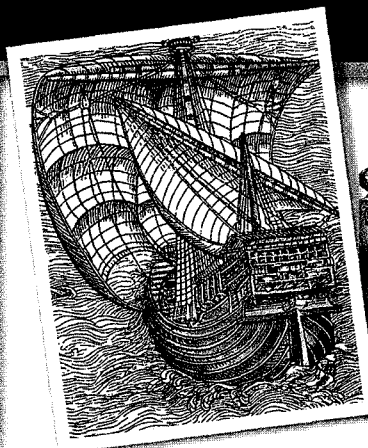
Writing About History

3. Quick Write: Gather Details

Narrative essays tell a story and challenge you to use your imagination. List the details you will use to write a narrative essay about how life changed when your group shifted from nomad ways to farming.

Critical Thinking

- 4. Identify Points of View** What two leading theories explain how the first humans came to the Americas?
- 5. Summarize** What sequence of events led to the expansion of people throughout the continents of North America and South America?
- 6. Analyze Information** Why do you think more advanced cultures would develop among farming societies rather than among hunting-and-gathering societies?



◀ Prince Henry

WITNESS HISTORY AUDIO**Prince Henry the Navigator**

For some time, Europeans dreamed of finding a shorter and easier route to Asia. Portugal led the way. Prince Henry the Navigator established a school where his sailors learned about navigation, mapmaking, and ship design. His sailors breached the unknown, taking voyages to islands off the coast of Africa. Duarte Pacheco Pereira, a Portuguese sea captain and explorer, explained the significance of the explorations in his navigation manual:

“The benefits conferred on Portugal by the virtuous Prince Henry are such that its kings and people are greatly indebted to him, for a great part of the Portuguese people now earn their livelihood in the lands which he discovered, and the kings of Portugal derive great profit from this commerce.”

—from *Esmeraldo de situ orbis*, by Duarte Pacheco Pereira, 1505–1508

▲ Portuguese sailors traveled in caravels, a new kind of sailing ship.

The Europeans

**Core Curriculum Objectives**

- **1.1.A.3d** Atlantic/Pacific oceans
- **1.1.A.3e** Coastlines
- **1.1.A.4** Barriers to expansion/development
- **1.1.D.1c** Ethnicity
- **1.1.D.1d** Religion

Terms and People

Middle Ages
Renaissance
Reconquista

Prince Henry the
Navigator

Why It Matters Europe in the 1400s experienced enormous cultural, economic, and technological changes. As new ideas swept the continent, some Europeans began to look beyond their shores to satisfy their growing ambitions. They were about to enter an age of discovery and exploration that would change not only Europe but much of the world as well. **Section Focus Question:** How did Europeans begin to explore more of the world?

Life in Europe in the 1400s

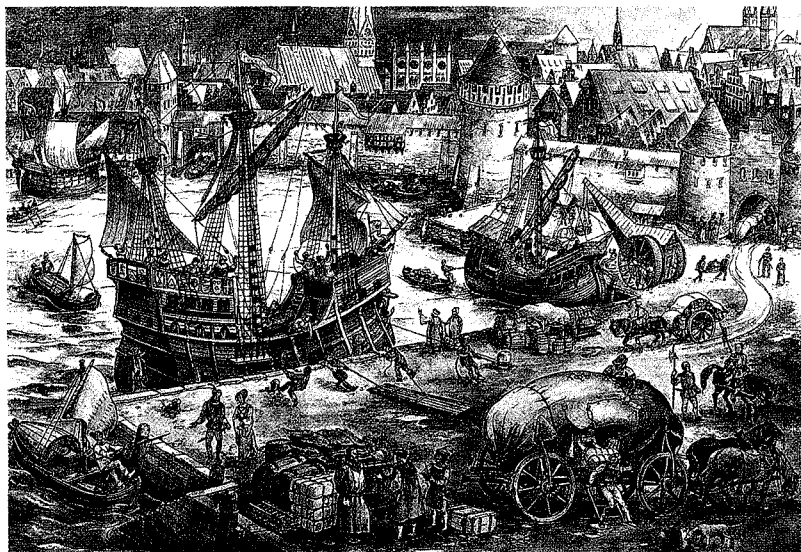
As the 1400s dawned, Europe concentrated on developing its political and cultural institutions. The earlier years of the **Middle Ages**, which began with the collapse of the Roman Empire, were marked by the absence of an effective central government and the constant threat of famine, disease, and foreign invasion. However, as new institutions and ideas slowly took hold, a new civilization emerged in Europe.

An Economy Based on Agriculture Hand tools and draft animals sustained an economy that was overwhelmingly agricultural. The population was recovering from the drastic effects of bubonic plague, known as the Black Death. During the 1340s, that epidemic had killed about a third of the Europeans. The great majority of the people lived in the countryside. Cities, however, were growing, especially in northern Italy and in the Netherlands. There, the small-scale manufacturing of cloth, tools, weapons, and ceramics came

NoteTaking

Reading Skill: Summarize As you read this section, fill in a chart like the one below to describe Europe before and after the 1400s.

Europe in the 1400s		
Economy	Society	Politics
• Agriculture	•	•
•	•	•



Trade Towns

As trade increased during the Middle Ages, towns located near rivers prospered. Large trade fairs were set up in some cities, where the townspeople and merchants bought and sold goods. *How might location near a river or ocean lead to the economic growth of a town?*

Vocabulary Builder

adhere—(ad HEER) *v.* to stay firm in supporting or approving

from many workshops of artisans rather than from mechanized factories. The cities also served as bases for the merchants.

A Society of Unequal Classes Extremes of wealth and poverty characterized European society. A ruling elite of less than 5 percent of the population controlled almost all of the land. The most prestigious men were aristocrats—people who had inherited social rank and title and, generally, landed estates worked by peasants. Less honored, but often wealthier, were the great merchants who shipped cargoes between cities for profit. The elite also included leaders of the Roman Catholic Church. A monarch—usually a king but sometimes a queen—sat on top of the social pyramid in each kingdom.

Under the domination of this small elite class were the commoners. About three fifths of western Europeans were working poor. In good years, they subsisted by farming on land rented from an aristocrat or by selling their labor. In hard times, many fell into the ranks of the beggars. The most prosperous commoners were middle-class families. They owned enough property to employ themselves as farmers, artisans, and shopkeepers. Such people, however, accounted for only a fifth of the population.

Warring Kingdoms Western Europe was divided into a number of warring kingdoms. The most important were Castile, Portugal, France, and England. Each was ruled by a monarch who, in turn, depended on the elite class to do much of the governing. By waging war to conquer new territories, monarchs hoped to build their own power and to distract their often unruly aristocrats.

✓ **Checkpoint** What was the structure of European society during the 1400s?

Europe Looks Beyond Its Borders

During the Middle Ages, the Church strictly controlled intellectual life. Church leaders sought to ensure that all thought adhered to their understanding of the world. Church leaders felt that everything worth knowing had been discovered by the Greeks and Romans and recorded in the Bible. Those who pursued scientific discoveries that went against Church teachings risked prosecution for heresy by Church courts.

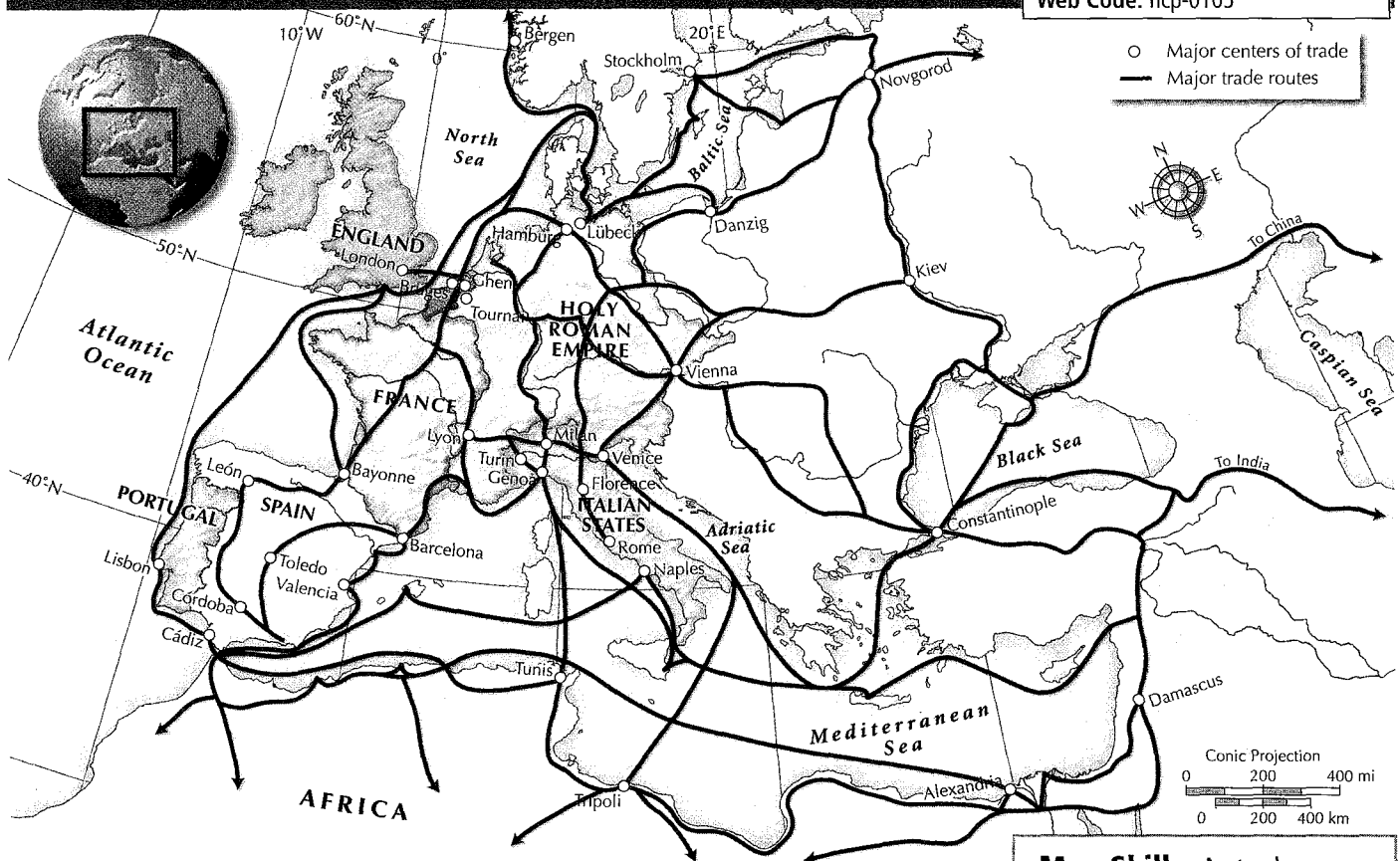
Europe in the 1400s was in an era of rapid change. Though old ways of thinking persisted, many factors, especially rapidly widening trade, were broadening people's views of the world.

The Crusades and the Expansion of Trade In the latter half of the Middle Ages, European Christians and Southwest Asian Muslims fought one another in a series of religious wars known as the Crusades. The goal was to capture and hold Jerusalem and all of the Holy Land where Jesus had lived and died. In the end, the Muslims defeated the Christian Crusaders.

However there were other lasting effects of the Crusades that benefited the people of Europe. Europeans became aware of distant lands and different ways of life. Trade was encouraged. Crusaders returned home with goods and raw materials from the East, including silks, gems, and spices. Increasing demand for these products caused European traders to expand their businesses to Asia.

Trade Routes in Europe, 1000–1300

Geography Interactive
For: Interactive map
Web Code: ncp-0105



The Renaissance and New Ideas By the mid-1400s, a new era had begun in Europe. Known as the **Renaissance**, it featured renewed interest in learning and the advancement of the arts and sciences. During the Renaissance, trade with and awareness of the world beyond Europe expanded. This, in turn, produced wealth for the increasingly powerful nations of Europe. This wealth and power would fuel more explorations. The effect for the people of Europe—and for the rest of the world—would be profound.

Popular literature reinforced the European longing for access to the fabled riches of India and China. During the fifteenth century, the development of the printing press lowered the cost and increased the volume of publishing. Books became available to more than the wealthy and leisured elite. The spread of literature helped promote the daring new Renaissance ideas of individualism and experimentation.

Readers especially delighted in vivid reports of the wealth and power of India and China. The most famous travel account came from Marco Polo, a thirteenth-century Italian merchant who had traveled across Asia to visit the emperor of China. Inspired by such accounts, Europeans longed to enlist Asian peoples and Asian wealth for a renewed crusade against Islam.

Europeans Seek New Trade Routes The Europeans, who were Christian, felt hemmed in by the superior wealth, power, and technology of their rivals and neighbors, the Muslims. Muslims subscribed to the religion of Islam. Dominated by the Ottoman Turks, the vast Muslim realm stretched across North Africa and around the southern and eastern Mediterranean Sea to embrace parts of Eastern Europe and Southwest Asia. It also continued east through Central

Map Skills As trade increased after the Middle Ages in Europe, major trade routes were established across the Mediterranean.

1. Region What major trade cities were located in Africa and Asia?

2. Synthesize Information: How do you think the lives of people living in the trade cities were affected?

Renaissance Changes Europe

Quick Study

- Increased trade and exploration bring knowledge of other lands.
- Printing press spreads literature and new ideas throughout Europe.
- Prince Henry the Navigator improves navigation and shipbuilding techniques.
- Competing monarchs sponsor voyages to gain wealth and territory.
- Portuguese shipbuilders develop the caravel, designed to travel long distances.
- New navigation tools such as the compass, the astrolabe, and more accurate maps allow longer voyages.



The Astrolabe

Navigators could determine a ship's latitude, as well as local time, with an astrolabe.

and Southeast Asia. The long and usually secure trade routes of the Muslim world extended from Morocco to the East Indies and from Mongolia to West Africa. The Ottoman Turks even invaded southeastern Europe, capturing the strategic city of Constantinople in 1453.

✓ **Checkpoint** How did the Crusades help to expand Europe's horizons?

The Portuguese Begin to Explore

European expansionists found hope on the Iberian Peninsula of southwestern Europe. There, the kingdoms of Aragon, Castile, and Portugal were waging the *reconquista* (reconquest) to drive out the Muslim Moors who had ruled Iberia for centuries. In 1469, the marriage of Prince Ferdinand and Queen Isabella united Aragon and Castile to create "Spain." In 1492, Ferdinand and Isabella completed the *reconquista* by seizing Granada, the last Muslim stronghold in Iberia. Long and violent, the *reconquista* promoted a zealous crusading spirit for spreading the Christian faith.

Facing the Atlantic Ocean and close to Africa, Spain and Portugal were well situated to seek new trade routes and to expand European influence. The Portuguese took the early lead in venturing out into the Atlantic. They relied on several new devices: the compass, the astrolabe, and the quadrant. These innovations helped sailors determine their location and direction when beyond sight of land. Shipbuilders were producing sturdier ships capable of sailing hundreds of miles. The caravel had a stern rudder, three masts, and a combination of square and triangular *lateen* sails.

Starting in 1419, **Prince Henry the Navigator** directed Portuguese efforts to sail into the Atlantic, spread Christianity, and outflank Muslim domination of trade. Henry founded a school of navigation and sponsored several expeditions down the coast of West Africa. By sailing southward, the Portuguese hoped to reach the sources of the gold, ivory, and slaves that Muslim merchants transported across the great Sahara.

✓ **Checkpoint** Why were the Portuguese venturing into the Atlantic Ocean?

SECTION

2 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice
Web Code: nca-0106

Comprehension

- 1. Terms and People** Explain how each of the following terms describes Europe in the fifteenth century.
- Middle Ages
 - Renaissance
 - *reconquista*

2. NoteTaking Reading Skill:

Summarizing Use your chart to answer the Section Focus Question: How did Europeans begin to explore more of the world?

Writing About History

- 3. Quick Write: Use Sensory Details** You are a traveler entering a trade city. Use the image of the trade town to describe the sights and sounds that you encounter.

Critical Thinking

- 4. Draw Inferences** Why do you think European technology became more advanced after the 1500s?
- 5. Analyze Information** How did the Renaissance affect Europeans in the fifteenth century?
- 6. Synthesize Information** Why do you think the *reconquista* sparked Spain's interest in exploration?

Timbuktu

The city of Timbuktu first flourished as a trade center in the kingdom of Mali before becoming the intellectual center of West Africa. In the early 1500s, Leo Africanus, a Muslim of Spanish birth who had traveled widely in Africa, published his description of the great West African city of Timbuktu. It tells of the learned populace—and of a practice that would have a deep impact on West Africa's future.

“The people of Timbuktu are of a peaceful nature. They have a custom of almost continuously walking about the city in the evening (except for those that sell gold), between 10 P.M. and 1 A.M., playing musical instruments and dancing. The citizens have at their service many slaves, both men and women.”

—Leo Africanus, *The Description of Africa*, 1526

▲ Mansa Musa, ruler of Mali

The West Africans



Core Curriculum Objectives

- 1.I.D.1 Characteristics
- 1.I.D.1c Ethnicity
- 1.I.D.1d Religion
- 1.I.D.4b Distribution
- 1.I.D.4c Density
- 2.I.A.2b Slave trade

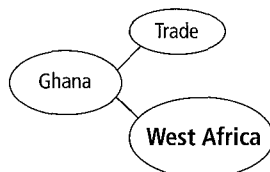
Terms and People

Ghana
Mali

Mansa Musa
Songhai

NoteTaking

Reading Skill: Identify Details As you read, complete a concept web like the one below with details about major West African kingdoms.



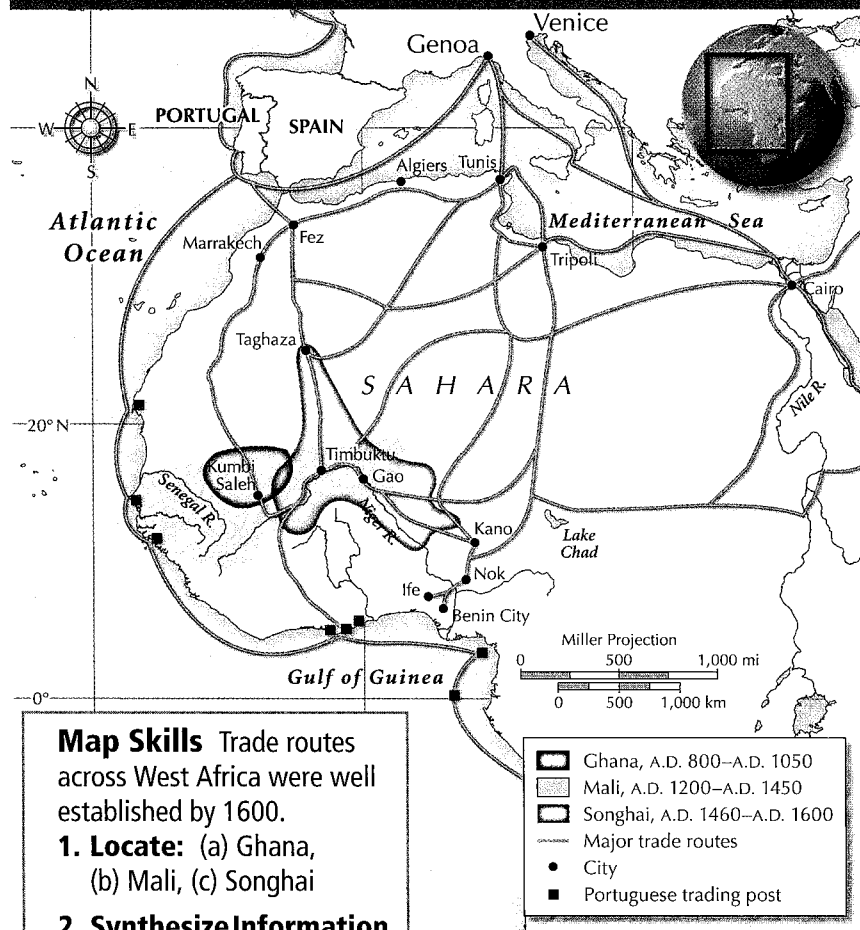
Why It Matters While American Indian cultures developed in the Americas and Europeans experienced the Renaissance, rich and varied cultures emerged in West Africa. The interaction between European and West African cultures in the 1400s helped set the stage for the transatlantic system of slavery. **Section Focus Question:** What was life like in West Africa before the age of European exploration?

West African Kingdoms

Throughout the 1400s, Portuguese sailors explored farther and farther south along the West African coast. By 1470, they had passed the equator to reach the Gulf of Guinea. Initially, the mariners acted as pirates, seizing gold, pepper, and slaves. But African resistance soon forced the Portuguese to shift to trade. The West Africans possessed civilizations that compelled grudging respect from the European mariners.

Geography Encourages Trade Western Africa is a varied land. An enormous desert—the Sahara—dominates the northern part. To the south of the Sahara lies a broad grassland, or savanna. South of this savanna is a lush region that is well watered by several major rivers, including the Niger and the Senegal. The West African landscape abounds with valuable natural resources—in particular, salt, found in the Sahara, and gold, located in the valleys along the Atlantic coast.

West African Trade Routes, A.D. 800–A.D. 1600



Map Skills Trade routes across West Africa were well established by 1600.

- 1. Locate:** (a) Ghana, (b) Mali, (c) Songhai
- 2. Synthesize Information** Besides keeping European rivals away, why do you think African rulers allowed only Portuguese trading posts along the coast?

Geography Interactive

For: Interactive map
Web Code: ncp-0107

Vocabulary Builder

domain—(doh MAYN) *n.* an area of land owned or controlled by one person, group, or government

Hundreds of years ago, these resources provided for a thriving trade network among the people of West Africa. This trade revolved around certain trading towns, which grew into great and powerful empires. The trading empires of West Africa commanded trading routes that linked the region with North Africa, the Mediterranean, and Asia. Trade promoted rich and thriving cultures.

Ghana Between A.D. 300 and 1500, three kingdoms rose and fell in West Africa. The earliest kingdom, **Ghana**, would expand from the Sahara to the Gulf of Guinea and from the Atlantic Ocean to the Niger River. Ghana rose to prominence around A.D. 800.

A thriving caravan trade with African peoples across the Sahara to Morocco resulted in extensive Muslim influence in North Africa. By the eleventh century, Ghana supplied much of the gold for the Mediterranean region.

The ancient kingdom had large towns, beautifully designed buildings, a system of commerce, and a complex political structure. A Spanish Muslim writer from the eleventh century recorded this account of the lavish lifestyle of Ghana's king:

Primary Source

“The King adorns himself . . . wearing necklaces around his neck and bracelets on his forearms, and he puts on a high cap decorated with gold and wrapped in a turban of fine cotton. He sits in audience to hear grievances against officials in a domed pavilion around which stand ten horses covered with gold-embroidered materials.”

—Al-Bakri, *The Book of Routes and Realms*

Mali Attacks from outsiders eventually weakened Ghana's control of West African trade. The kingdom's power faded until, finally, Ghana was supplanted around A.D. 1200 by a new kingdom known as **Mali**. The most famous ruler of Mali was a king named **Mansa Musa**. During his reign in the early 1300s, he expanded Mali's **domain** westward to the Atlantic coast and increased the role of Islam, a religious faith that spread slowly through North Africa in the early 700s, when the region was under Muslim conquest. His promotion of Islamic scholarship helped lead to the founding of the famous university at Timbuktu. This great center of learning and culture was known throughout the Islamic world. The kingdom of Mali weakened after the death of Mansa Musa in 1332.

Songhai By the 1400s, another empire emerged: **Songhai**. Under the rule of Askia Muhammad, Songhai sustained an Islamic system of education based at the capital of Timbuktu. Like Ghana and Mali, Songhai grew rich from trade. In 1468, Songhai's armies conquered Mali and its capital. As a result, Songhai became the most powerful and largest kingdom in West Africa.

Other Kingdoms In addition to the great empires of Ghana, Mali, and Songhai, West Africa also hosted smaller kingdoms. For example, to the south of

● INFOGRAPHIC

TRADE FLOURISHES IN ANCIENT GHANA

Gold and salt dominated the trans-Saharan trade in ancient Africa. Caravans carried salt from mines in the Sahara to trading areas along the Niger River in present-day Mali. Traders from these caravans hoped to exchange salt for gold that was mined in forests near the source of the Niger River. This trade established the wealth of ancient Ghana because salt traders, after crossing the Sahara, passed through the capital of Ghana, where they paid a tax on goods brought into Ghana.

Ghana markets ▲ offered a variety of food products, including dates.

Standard weights, such as the one shown, were used to weigh gold. ►

Thinking Critically

- 1. Draw Inferences** Why do you think the ruler of Ghana guarded the location of the gold mines?
- 2. Analyze Information** The king of Ghana built a special city to receive Muslim merchants, traders, and foreigners. Why do you think the king felt this was needed?

History Interactive *

For: To discover more about Ancient Ghana
Web Code: ncp-0113

The route taken by most traders to Ghana would have started in North Africa and ended in Kumbi Saleh, the capital of ancient Ghana. Built on the edge of the Sahara, the city became an important trade center. After traveling many months through the desert in large camel caravans (sometimes taking as long as three months), prosperous Muslim merchants, as illustrated below, arrived to trade and sell goods.

The salt trade still exists in some parts of Africa. Here, a worker in Mali prepares slabs for market. ▼



Songhai, the kingdom of Benin occupied the tropical forest along the Gulf of Guinea. Known as “obas,” the kings of Benin promoted art, especially sculptures in bronze or ivory. The Hausa people built seven cities in present-day Nigeria and Niger. Both became well known for producing beautiful cloth and for establishing extensive trade.

✓ **Checkpoint** Why did West Africa become an important trade center?

West African Life

The peoples of West Africa, like the peoples of the Americas, were a diverse group with highly developed civilizations. Religious beliefs and family bonds were among the ways of life that reinforced a sense of community.

Religious Beliefs West African spiritual beliefs varied. Caravans brought Islam across the Sahara to the people of the savanna. In many places, such as along the coast of the Gulf of Guinea, Africans held traditional beliefs. These involved a supreme creator supplemented by many spirit beings who inhabited every object and creature of the natural world. The people of West Africa believed, just as the American Indians did, that spirits lived in rain, trees, rocks, and animal life. Furthermore, these spirit beings could also intervene in human affairs. Therefore, the spirits were specially honored. Ancestors, too, became spirits of enduring influence in the extended families that formed the major support system of African society.

Economy and Society Land did not belong to individuals as private property. Instead, land belonged to extended kinship networks derived from an ancient ancestor. Powerful kings could assign particular territories to favored officials to collect tribute from the peasants. But these favorites could not sell the land to others or pass it on to their heirs. Furthermore, the kings could readily replace these officials, reassigning that particular land to a new favorite. The peasants who worked the land could not be removed from it, nor could they sell it or rent it to others. Often the people of a village worked the land in common and divided the harvest according to the number of people in each household. Owning slaves (or wives), rather than property, determined one’s wealth.

✓ **Checkpoint** What role did landownership hold in West African culture?

Slavery in Africa

Slavery was common in West Africa. In fact, human beings were frequently used as items of trade, along with gold, salt, ivory, and other valuable resources found in the region.

African Rulers and Arab Traders West African rulers sold about 1,000 slaves annually to Arab traders, who carried them in caravans across the Sahara to the Mediterranean. Thus, the slave trade was an important part of West Africa’s economy.

Slavery was a common fate for people who were conquered or captured during warfare. People who committed crimes or were otherwise found undesirable to the community might also be enslaved.

African slavery was certainly brutal in many ways. Individual slaves were often mistreated, and some even died. In general, however, African slavery differed from the system that would eventually develop in the Americas. In Africa, slaves were usually adopted by the families into which they were sold. They could also marry and, as a rule, their children did not inherit the status of

slaves. They could even become important officials and soldiers. Powerful kings relied on slave armies and slave officials to control local nobles. Although dependent upon the king, successful slave commanders and officials could become wealthy from the rewards of their positions. Most importantly, slavery was not based on the notion of racial superiority or inferiority.

The Portuguese Exploit the Slave Trade When the Portuguese first sailed along the coast of Africa, they were largely interested in gold. As they began to extend their influence, Portuguese explorers established a profitable trade with the people of West Africa. They exported a variety of goods, including peppers, ivory, copper, and African slaves. In this way, Europeans in the mid-1400s first became involved in the long-standing slave trade of Africa.

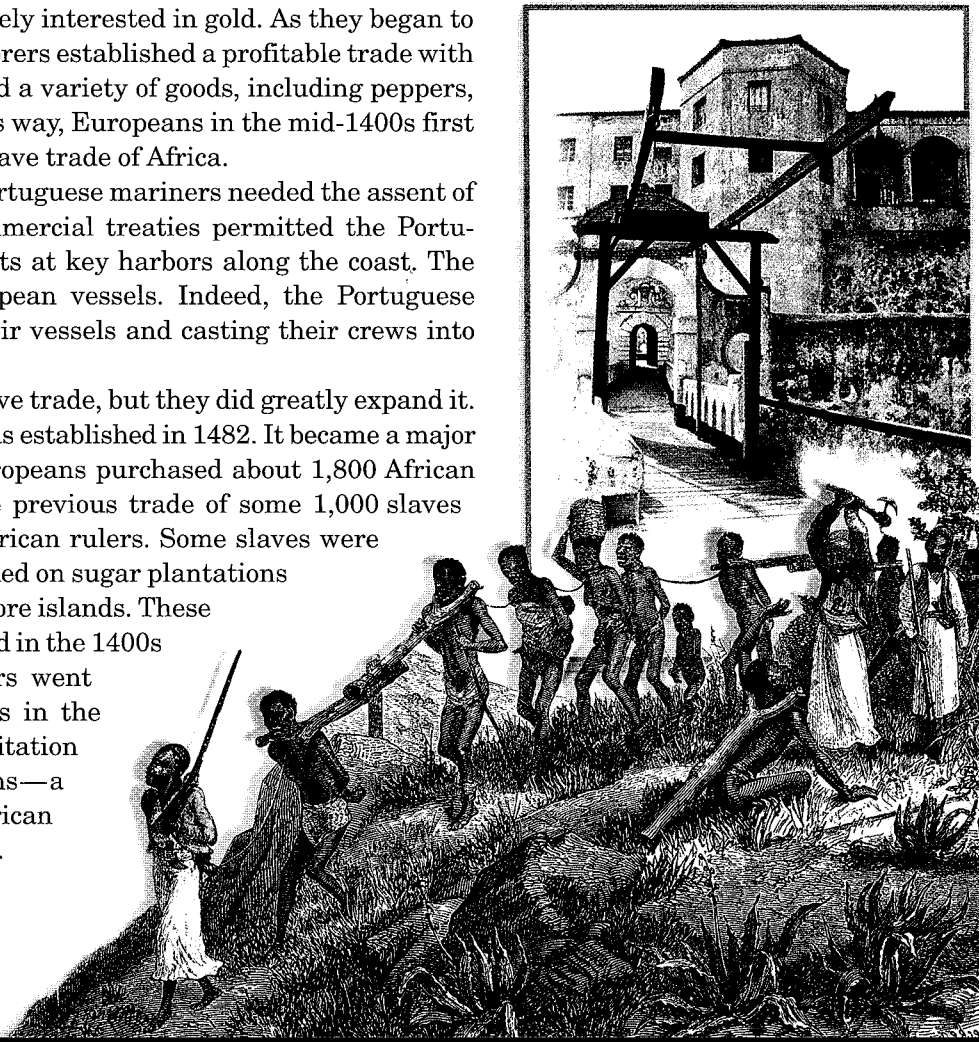
To conduct their African trade, the Portuguese mariners needed the assent of the powerful West African kings. Commercial treaties permitted the Portuguese to construct fortified trading posts at key harbors along the coast. The forts served to keep away rival European vessels. Indeed, the Portuguese treated rivals brutally, confiscating their vessels and casting their crews into the ocean to drown.

The Portuguese did not invent the slave trade, but they did greatly expand it. The first major European trading fort was established in 1482. It became a major trading center for slaves. By 1500, Europeans purchased about 1,800 African slaves a year. This nearly doubled the previous trade of some 1,000 slaves between Arab traders and the West African rulers. Some slaves were shipped to Europe. Most, however, worked on sugar plantations located on the Madeira, Canary, and Azore islands. These were islands in the East Atlantic claimed in the 1400s by Iberian explorers. Growing numbers went across the Atlantic to new plantations in the Americas. Thus began the brutal exploitation of West Africans enslaved by Europeans—a fate that would befall millions more African men and women in the centuries ahead.

- ✓ **Checkpoint** How did the Portuguese come into contact with West Africans?

Slave Trade

Local African rulers allowed Europeans to build slaveholding compounds. Captured Africans were marched to these compounds.



SECTION 3 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice
Web Code: nca-0108

Comprehension

- 1. Terms and People** Explain how each term or person below describes West African culture between 1400 and 1600.
 - Ghana
 - Mali
 - Mansa Musa
 - Songhai

2. NoteTaking Reading Skill:

Identify Details Use your concept web to answer the Section Focus Question: What was life like in West Africa before the age of European exploration?

Writing About History

3. Quick Write: Research Details

Mansa Musa has invited several well-known scholars to teach at a university in Timbuktu. Research a description of the city. Then, write an account of the scholars' visit to the city.

Critical Thinking

- 4. Understanding Cause and Effect** How did the presence of resources such as gold and salt help lead to the development of great kingdoms in West Africa?
- 5. Compare and Contrast** How did slavery as practiced in West Africa differ from that later practiced in the Americas?
- 6. Summarize** How did the Portuguese benefit from the slave trade?



▲ In this painting, Native Americans and newly arriving Europeans greet one another.

WITNESS HISTORY AUDIO

The First Meeting

The arrival of Europeans in the Americas dramatically affected the native peoples who had lived there for centuries. The consequences included the rapid spread of devastating diseases among the Indian population. These not only claimed lives but also demoralized the survivors. One eyewitness described an epidemic of smallpox in Mexico:

“[The victims] could no longer walk about, but lay in their dwellings and sleeping places. . . . The pustules [fluid-filled sores] that covered people cause great desolation; very many people died of them, and many just starved to death; starvation reigned, and no one took care of the others any longer.”

—Bernardino de Sahagún, *General History of the Things of New Spain*, c. 1575–1580

First Encounters



Core Curriculum Objectives

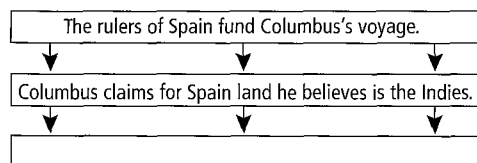
- **1.I.B.1** Influences on early Native American Indians
- **2.II.B.2c** Native Americans
- **2.II.C.3** The Spanish, Mexican, and Native American West
- **2.II.C.6** Impact of western expansion upon Mexicans and Native Americans

Terms and People

Bartolomeu Dias	Ferdinand Magellan
Vasco da Gama	Hernán Cortés
Christopher Columbus	Moctezuma
John Cabot	conquistador
Pedro Alvarez Cabral	Columbian exchange
Amerigo Vespucci	

NoteTaking

Reading Skill: Understand Effects As you read, complete the chart below with the effects of the arrival of the Europeans in the Americas.



Why It Matters With financial backing from Spain's monarchs, Isabella and Ferdinand, Christopher Columbus found the Americas. He then returned to conquer the land, exploit its wealth, and convert its people to Christianity. That process changed the Americas, Europe, and Africa. **Section Focus Question:** How did European exploration affect the Americas?

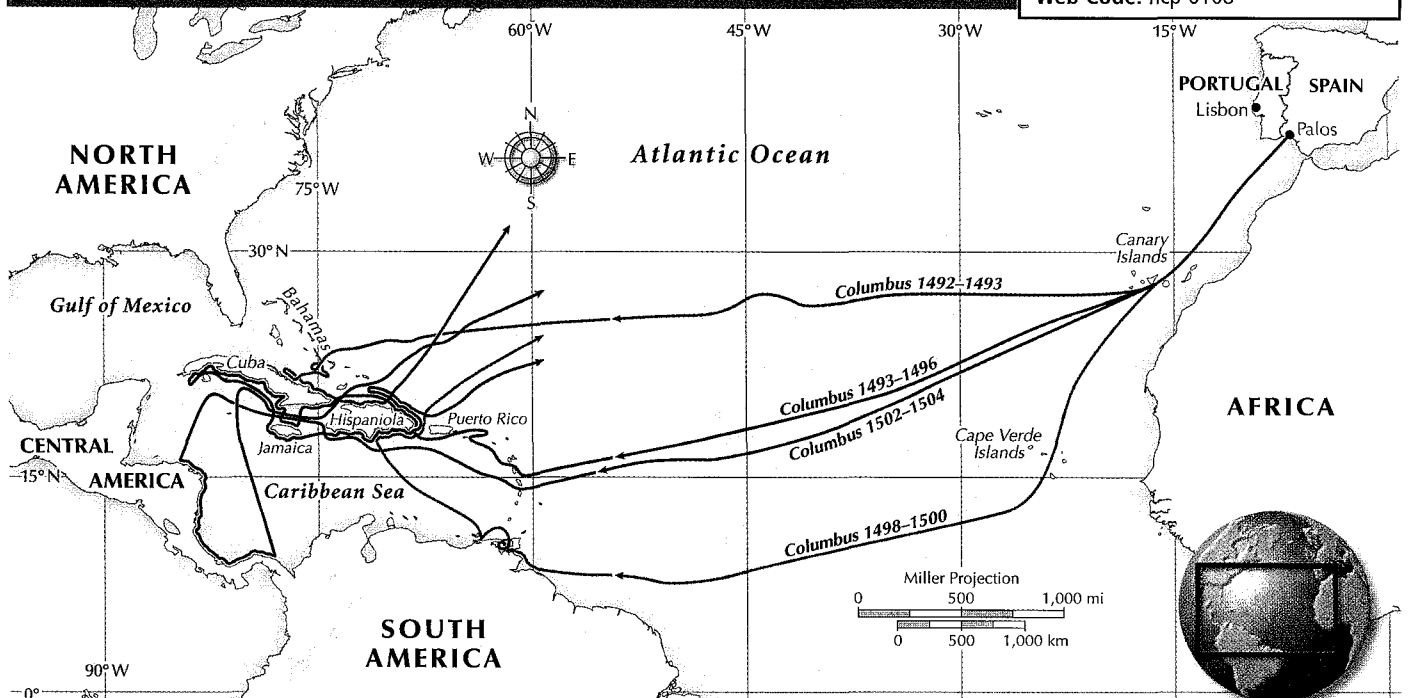
Spain Looks to the West

Throughout the 1400s, the Portuguese continued to sail farther and farther from home. They sought a route around Africa's southern tip into the Indian Ocean. Then, their ships could continue east in search of India, the East Indies, and eventually China. In 1487, the Portuguese mariner **Bartolomeu Dias** learned how to use the counterclockwise winds of the South Atlantic to get around southern Africa. In 1498, **Vasco da Gama** exploited that discovery to reach India, opening an immensely profitable trade. The Portuguese dominated the trade routes south and east around Africa.

By default, in the late 1400s the Spanish looked westward into the open Atlantic. They took inspiration from the profitable discovery and exploitation earlier in the century of islands in the Atlantic—the Azores, Madeiras, and Canaries. Perhaps, they thought, similar islands could be found farther to the west. Furthermore, by leaping from one set of islands to another, perhaps mariners could one day reach the coveted coast of China.

Columbus's Voyages, 1492–1504

Geography Interactive
For: Interactive map
Web Code: ncp-0108



Map Skills After his first voyage to the Americas in 1492, Columbus crossed the Atlantic three more times.

- 1. Locate:** (a) Spain, (b) Hispaniola, (c) Caribbean Sea, (d) Canary Islands, (e) Portugal

2. Analyze Information Around which island did Columbus navigate in 1498?

- 3. Identify Point of View** Based on the map of Columbus's

voyages and what you have read, do you think the Portuguese explorers were better navigators than Columbus? Explain.

Contrary to popular belief, fifteenth-century Europeans did not think that the world was flat. They did, however, worry that China lay too far away and that ships could not complete a voyage west over what they believed was a vast, open ocean.

✓ **Checkpoint** Why was Spain eager to find a new route across the Atlantic?

The Voyages of Christopher Columbus

To pursue the western dream, Spain relied on an Italian mariner from the city of Genoa named **Christopher Columbus**. He sought a route to China as a means of reviving the Christian struggle against Islam. By converting the Chinese to Christianity, he hoped to recruit their people and use their wealth to assist Europeans in a new crusade.

Columbus dared the westward trip because he underestimated the size of Earth. He believed the planet was 18,000 miles around—almost 7,000 miles smaller than it actually is.

Columbus Investigates Viking Stories An experienced Atlantic mariner, as a young man, Columbus had investigated stories about mysterious lands to the west. He may have sailed to Iceland. If so, he probably heard about the western discoveries by the Vikings from Scandinavia. During the ninth and tenth centuries, Viking mariners had probed the North Atlantic to discover and colonize Iceland and then Greenland. From Greenland, some mariners reached the northeastern coast of North America. About the year 1000, they founded a little

HISTORY MAKERS

Christopher Columbus (1451–1506)

Born in the seaport city of Genoa, Columbus began his seafaring life at 14. Eventually, he went to Portugal for navigator's training.

At first, Columbus approached Alphonso V, the King of Portugal, with his plan to sail to the Indies. But Alphonso, in an unprincipled move, gave the command to another seaman who was instructed to follow Columbus's planned route. The expedition failed, and the crew returned to Portugal. Disgusted by Alphonso's deceit, Columbus set out for Spain, hopeful of achieving success for his petition.



settlement on the northern tip of Newfoundland. But they soon abandoned it because of the isolation and because of resistance by American Indians.

Columbus Sets Sail In 1492, Queen Isabella and King Ferdinand of Spain provided 3 ships, 90 men, and most of the funding for Columbus's voyage west in search of China. After 33 days at sea, he reached what we now call the Bahamas. Turning south, Columbus found another set of islands. He supposed that these belonged to the East Indies, which lay near the mainland of Asia. Based on his mistaken notion, he referred to the people living on the islands as Indians, a name that has endured to this day.

The presence of native people did not stop Columbus from claiming the land for Spain. As the representative of a Christian nation, Columbus believed that he had the right and duty to dominate the people he found. In his journal, he recorded:

Primary Source

“They should be good servants and intelligent, for I observed that they quickly took in what was said to them, and I believe that they would easily be made Christians, as it appeared to me that they had no religion. I, our Lord being pleased, will take hence, at the time of my departure six natives. . . .”

—Journal of Christopher Columbus, October 1492

Reaction to Columbus's Voyage Columbus continued to explore the islands of the Caribbean. He established a settlement on the island he called Hispaniola. Then, in early 1493, leaving a number of his crew behind, he returned to Spain.

Later that year, Columbus returned to the Caribbean to colonize Hispaniola. The new colony was supposed to produce profits by shipping gold, sugar, and Indian slaves to Spain. The Spanish planned to dominate the natives and forge an empire based in Europe.

Upon his return to Hispaniola, Columbus discovered that the natives had killed the colonists he had left behind. Columbus turned to force. Employing the military advantages of horses, gunpowder, and steel, Columbus killed and captured hundreds of Indians on Hispaniola and the adjacent islands.

Unfortunately for Columbus, his bullying angered the European colonists, who persuaded the king and queen to recall him in 1500. Columbus returned to Spain and died in 1506. The Spanish colonization of the Americas, however, continued.

Columbus had not reached Asia, but he had found a source of riches that enabled European Christendom to grow more powerful and wealthy than the Muslim world. During the next three centuries, the mineral and plantation wealth of the Americas—produced by the labor of African slaves—helped finance the expansion of European commerce. In turn, that commerce promoted the development of new technologies and the growth of military power.

Spain and Portugal Divide the Americas With the assistance of the pope, the Spanish and the Portuguese negotiated the 1494 Treaty of Tordesillas. They agreed to split the world of new discoveries by drawing a north-south boundary line through the mid-Atlantic west of the Azores. The Portuguese secured a monopoly to exploit the coast of Africa and the Indian Ocean. In return, the Spanish claimed Columbus's western lands. Further exploration later determined that South America bulged eastward beyond the treaty line, placing Brazil in the Portuguese sphere.

Vocabulary Builder

adjacent—(uh JAY suhnt) *adj.*
near or close

In dividing the world, no one bothered to consult the Native Americans. The Iberians and the pope considered them pagan savages without any rights. The other European kings refused to honor the treaty, for they claimed an equal right to explore and exploit the new lands. But no European leaders thought that the Native Americans could, or should, be left alone in their former isolation and native beliefs.

✓ **Checkpoint** What was Columbus's purpose in sailing west across the Atlantic?

The Spanish Expand Their American Empire

Until his last breath, Columbus insisted that his discoveries lay close to the coast of China. Other explorers, however, demonstrated that he had reached the margins of two previously unknown continents. In 1497, **John Cabot**, a Genoese mariner employed by the English, sailed to Newfoundland. In tropical waters far to the south, a Portuguese fleet commanded by **Pedro Alvarez Cabral** discovered the coast of Brazil in 1500. A year later, **Amerigo Vespucci**, another Genoese mariner, explored enough of South America's coast to deem it a new continent. European mapmakers began to call the new continents by a variant of Vespucci's first name—America. Between 1519 and 1522, a voyage begun by **Ferdinand Magellan** succeeded in encircling the entire globe, filling in even more of the increasingly detailed picture of Earth.

Cortés Conquers the Aztecs At the start of the 1500s, the Spanish learned of a spectacular Indian empire in central Mexico. Those soldiers who explored central Mexico and defeated the Indian civilizations there were called **conquistadors**. In 1519, the brilliant and ruthless **Hernán Cortés** led a group of about 600 volunteers from Cuba to the coast of Mexico. Born in 1485, Cortés had university training as a lawyer. An ambitious man, he left Spain in 1504 to try his luck in Cuba, where he became rich by acquiring plantations and gold mines. But he hungered for more.

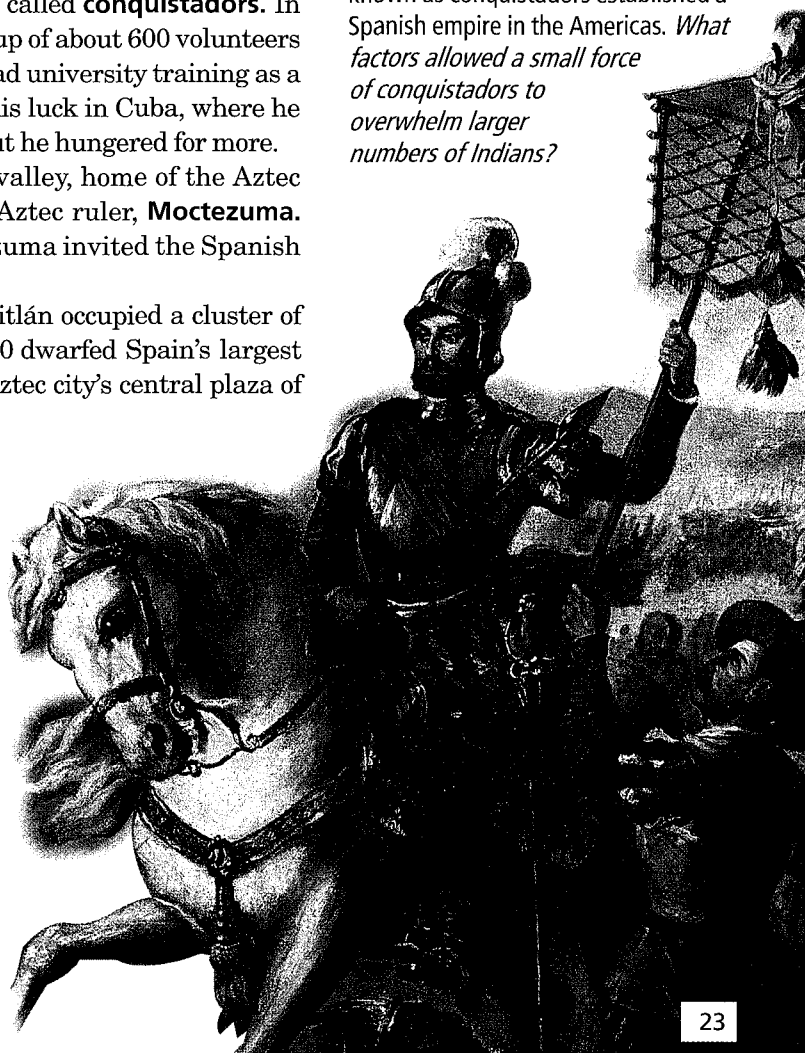
Marching inland, Cortés reached the great central valley, home of the Aztec Empire. The approach of Cortés's army alarmed the Aztec ruler, **Moctezuma**. Hoping to intimidate them with his own power, Moctezuma invited the Spanish into his great city.

The largest and richest city in the Americas, Tenochtitlán occupied a cluster of islands in a large lake. The population of about 200,000 dwarfed Spain's largest city, Seville, which had about 70,000 inhabitants. The Aztec city's central plaza of tall stone pyramid-temples dazzled with a combination of red, blue, and ochre stucco. Bernal Diaz, a soldier, recalled, "These great towns and pyramids and buildings arising from the water, all made of stone seemed like an enchanted vision. . . . Indeed, some of our soldiers asked whether it was not all a dream."

The city's gold and silver inflamed the Spanish desire to conquer and plunder. By seizing and killing Moctezuma, the Spanish provoked violent street fighting that initially drove them from the city. Returning with reinforcements, including many revenge-seeking local Indians who had themselves been brutalized by the Aztecs, Cortés captured Tenochtitlán. The cost, however, was high. Four months of fighting had reduced the city to a bloody rubble.

The Conquistadors

Eager for wealth and fame, the men known as conquistadors established a Spanish empire in the Americas. *What factors allowed a small force of conquistadors to overwhelm larger numbers of Indians?*



WITNESS HISTORY DVD

Watch *Conquest: Spain and the Aztecs* on the United States Witness History DVD to explore the conflict between the Spanish and the Aztecs in the Americas.



The victors put thousands of captive Indians to work raising a Spanish capital, Mexico City, on the ruins of Tenochtitlán. The slaves reworked stones from the great pyramids into a Christian cathedral. They transformed the shell of Moctezuma's palace into a residence for Cortés. Grateful for the stunning conquest and a share in the immense plunder, the Spanish king appointed Cortés to govern Mexico.

The Conquistadors March On The Spanish extended their empire deep into North and South America. During the 1530s, Francisco Pizarro conquered the powerful Incas of Peru with just 180 soldiers.

Aside from wealth, conquistadors were motivated by their religious faith and by loyalty to their monarch. They reasoned that riches were wasted on the non-Christian Indians. Those riches should belong to Christians who served the Spanish Crown—and who were willing to help convert the native people. These notions had been deeply ingrained in Spanish culture as a result of the centuries-long *reconquista*.

The conquistadors benefited from their superior weapons. These included steel-edged swords, pikes, and crossbows. Such weapons were far more durable and deadly than the stone-edged swords, axes, and arrows of the Indians. Because sixteenth-century guns were so heavy, inaccurate, and slow to reload, only a few conquistadors carried them. Yet their few guns gave the Spanish a psychological advantage. Belching fire and smoke, they produced a thunderous roar that was terrifying.

Although most conquistadors fought on foot, the few with horses proved especially dreadful. The Indians had never experienced the shocking power and speed of mounted men. “The most essential thing in new lands is horses,” observed a conquistador. “They instill the greatest fear in the enemy and make the Indians respect the leaders of the army.” But the greatest advantage came from something the conquistadors did not even know they carried—disease.

The Devastation of Disease Brutal exploitation and disease combined to destroy the natives of Hispaniola. From about 300,000 in 1492, the island's population declined to a mere 500 by 1548. The Spanish forced the natives, known as the Tainos, to labor in mines and on ranches and plantations. Those who resisted suffered deadly raids on their villages by colonial soldiers. Overworked and underfed, the native population was especially vulnerable to disease.

The ravages of these diseases were not confined to Hispaniola. In the century after the arrival of the Europeans in the Americas, experts believe that successive epidemics reduced the native population to about one fifth of its pre-1492 numbers.

The great European killers included smallpox, typhus, diphtheria, bubonic plague, and cholera. These were diseases that had existed in Europe for centuries. As a result, the European population over the generations had developed some natural defenses against them. That is, among the population there was a percentage of people whose bodies were able to fight off the diseases before they became fatal. The native populations of the Americas had not built up such natural defenses. The European diseases hit with devastating effect. In some cases, entire villages simply disappeared.

For the Spanish, the reduction of the Indian population complicated their colonization plans. They had depended on Indians to provide the labor for their new enterprises. Left with large tracts of fertile but depopulated lands, the colonists needed a new source of workers. They turned to importing Africans as slaves to work the new sugar plantations on the tropical coasts.

✓ **Checkpoint** What role did disease play in the defeat of the native populations of the Americas?

The Columbian Exchange

In 1972, Alfred W. Crosby, a social historian, used the term Columbian Exchange to describe the exchange of plants, animals, and diseases between Europe and the Americas. The term held. The exchange also included the continents of Africa and Asia. As people, products, animals, and ideas flowed, their impact was greater than anyone could have imagined. The images below represent some results of the global exchange.

▼ Aztecs fell victim to European diseases, such as smallpox.

From the Americas to Europe, Africa, and Asia

- beans
- maize
- potatoes
- sweet potatoes
- pumpkins
- squash
- tomatoes
- peppers
- peanuts
- avocados
- cocoa
- tobacco
- turkeys

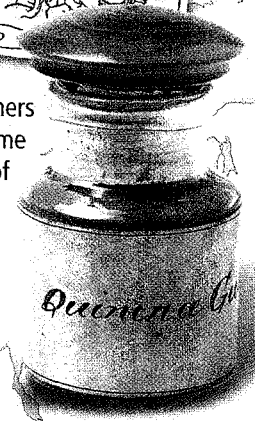
From Europe, Africa, and Asia to the Americas

- wheat
- bananas
- rice
- coffee
- grapes
- sugar
- barley
- chickens
- cattle
- pigs
- horses
- typhus, smallpox, measles

◀ The Spanish brought horses to the Americas by ship.

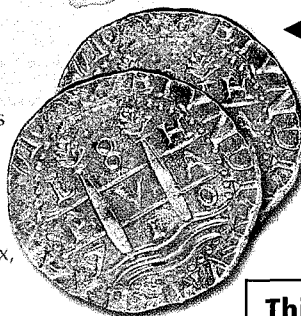


▲ Potatoes from Peru, cultivated by the farmers in this drawing, became an important staple of the European diet.



▲ Quinine, native to South America, provided a cure for people in Africa suffering from malaria.

◀ Silver and gold for coins like these came from the Americas.



Thinking Critically

1. **Draw Inferences** How do you think the Columbian Exchange affected the environment in the Americas?
2. **Analyze Information** Is there still a global exchange among the continents? Explain.

Vocabulary Builder

disperse—(dih SPERS) *v.* to spread about; distribute widely

The Transatlantic Exchange

The Europeans who began arriving in the Americas in the late 1400s brought more than weapons, diseases, and a thirst for wealth and power. The colonizers also brought plants and animals that were new to the Americas. Indeed, the European arrival brought about an ecological revolution. Never before in human history had so many of the world's plants, animals, and microorganisms been so thoroughly and so abruptly mixed and dispersed. We call this phenomenon the **Columbian Exchange**.

Exchange of Plants and Animals Determined to farm the American land in a European manner, the colonists introduced their domesticated livestock: pigs, horses, mules, sheep, and cattle. They also brought seeds for their domesticated plants. These included wheat, barley, rye, oats, grasses, and grapes.

In a land where large mammals such as cattle and horses did not live, the new plants and animals brought drastic changes to the environment. Ranging cattle and pigs consumed the wild plants and the shellfish that the Indians needed for their own diet. The livestock also invaded the Indians' fields to consume their maize, beans, and squashes.

The Indians proved remarkably resilient as they adapted to the new plants and animals. In time, the Indians learned to raise and consume European cattle. On the Great Plains, the Indians acquired runaway horses. Once mounted, the Indians could more easily hunt bison and could more forcefully resist efforts to colonize their land.

While exporting domesticated plants and livestock to the Americas, the Europeans imported productive plants cultivated by the Indians. Maize and potatoes from the Americas produced more food per acre than traditional European crops such as wheat. European farmers enjoyed larger harvests by adding, or switching to, the American plants. Europeans also adopted tomatoes, beans, peppers, and peanuts.

Population Shifts The Columbian Exchange helped trigger enormous population shifts around the world. Larger harvests aided by new American crops fueled European population growth. From about 80 million in 1492, Europe's population grew to 180 million by 1800. That growth nearly doubled Europe's share of the world's population from about 11 percent in 1492 to 20 percent in 1800. Meanwhile, the Native American proportion of the global population collapsed from about 7 percent in 1492 to less than 1 percent in 1800.

The European surplus population flowed westward across the Atlantic to replace the Indians in the Americas. Those colonizers brought along millions of Africans as slaves. Never before had so many people moved so far with such a powerful impact. As a result, maritime trade and migration integrated four great continents: Europe, Africa, South America, and North America.

✓ **Checkpoint** What was the Columbian Exchange?

SECTION

4 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice
Web Code: nea-0109

Comprehension

1. Terms and People Explain the role of the people listed below in the European exploration of the Americas.

- Christopher Columbus
- John Cabot
- Pedro Alvarez Cabral
- Amerigo Vespucci
- Ferdinand Magellan
- Hernán Cortés

2. NoteTaking Reading Skill:

Understand Effects Use your chart to answer the Section Focus Question: How did European exploration affect the Americas?

Writing About History

3. Quick Write: Write a Monologue

Stories about the Aztec ruler Moctezuma claim that he feared newcomers. Write a monologue—a long speech by one person—by Moctezuma upon his learning about the arrival of the Spaniards in his empire.

Critical Thinking

4. Understanding Cause and Effect

How did the success of Portugal's exploration of Africa affect Spain?

5. Analyze Information How did the conquistadors justify their conquest of the Aztec and Inca empires?

6. Make Generalizations How did the Columbian Exchange affect population size and movement?

TRACK THE ISSUE

Is global interdependence good for the American economy?

Like many nations, the United States depends on trade and commerce with other countries to support its economy. Employment is a part of the global economy, as a growing number of U.S. companies outsource jobs overseas. Use the timeline below to explore this enduring issue.

1500s Columbian Exchange

Products and ideas are exchanged between the hemispheres.

1812 War of 1812

United States goes to war in part to protect its trade rights.

1944 World Bank

The World Bank and International Monetary Fund are established at Bretton Woods Conference.

1990s World Trade Increases

NAFTA joins the United States, Mexico, and Canada in a free-trade pact, and the World Trade Organization is founded.

2000s Globalization Debated

Critics and advocates debate benefits of globalization.



Europeans trade goods with Native Americans.



1.I.D.1e



A woman in India responds to an American customer's question.

DEBATE THE ISSUE

Outsourcing Jobs Many American companies send work overseas where wages are lower. This is called outsourcing. In the past, most of the jobs lost through outsourcing were factory jobs. Now, office work and computer jobs are being sent abroad, too. How does outsourcing affect America?

“Sending jobs overseas is part of corporate America’s quest for short-term profits at the expense of the well-being of our workers. In effect, forcing the middle class to compete with the cheapest foreign labor can only result in a decline in our nation’s standard of living and a diminished quality of life.”

—Lou Dobbs, News Anchor, CNN

“Will [the outsourcing of services] lead to jobs going overseas? You bet, but that is not a disaster. For a start, America runs a large and growing surplus in services with the rest of the world. The jobs lost will be low-paying ones. . . . By contrast, jobs will be created that demand skills to handle the deeper incorporation of information technology, and the pay for these jobs will be high.”

—*The Economist* magazine

Connect to Your World

- 1. Compare** What does Lou Dobbs predict will happen as a result of outsourcing? What does the writer in *The Economist* predict?
- 2. Analyze** Do you think either Lou Dobbs or the writer in *The Economist* would have considered the Columbian exchange a danger to European or Native American economies? Explain.
- 3. Debate** Learn more about the outsourcing controversy.

Web Code: nch-0103

Quick Study Guide


 1.1.B.1,
2.1.A.2b

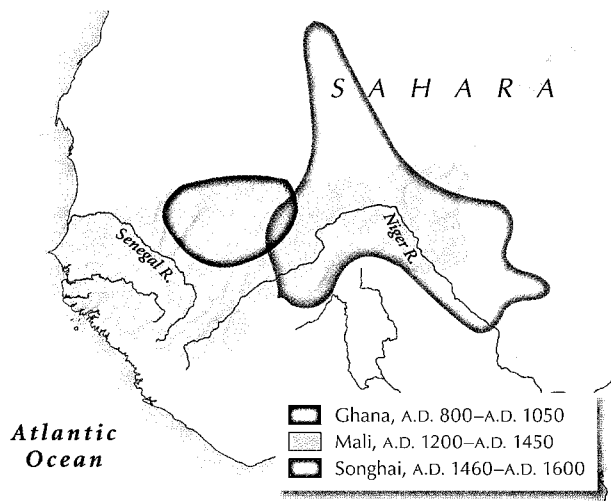
Progress Monitoring *Online*

 For: Self-test with vocabulary practice
Web Code: nea-0110

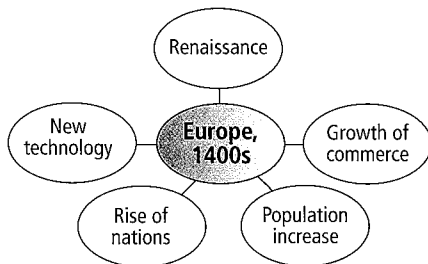
Native American Cultures

Native American Cultures				
Northwest	Southwest	Great Plains	Eastern Woodlands	Southeast
<ul style="list-style-type: none"> Nomads Hunters, fishers 	<ul style="list-style-type: none"> Village dwellers Farmers, hunter-gatherers 	<ul style="list-style-type: none"> Nomads, village dwellers Farmers, hunters 	<ul style="list-style-type: none"> Village dwellers, some nomads Hunters, fishers, farmers 	<ul style="list-style-type: none"> River-valley dwellers Farmers, hunter-gatherers

West African Kingdoms, A.D. 800–A.D. 1600



Europe, 1400s

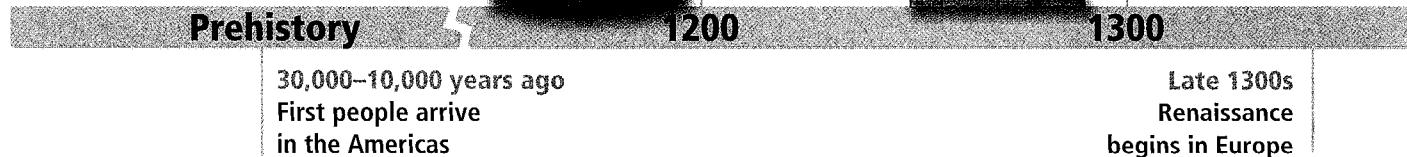


European Exploration

Causes	Events	Effects
<ul style="list-style-type: none"> Europeans search for route to Asia and Africa. Countries desire to accumulate wealth through trade. Navigation technology is improved. 	<ul style="list-style-type: none"> Portuguese make voyages to Africa and India. Columbus reaches the West Indies. Columbus makes other voyages to the Americas. After Columbus, other European explorers set sail for the Americas. 	<ul style="list-style-type: none"> Portugal establishes gold and slave trade in Africa. Spain establishes colonies in the Americas. Europeans enter the West African slave trade. European diseases devastate Native Americans. The Columbian Exchange begins.

Quick Study Timeline

Around the World


 1200s
Anasazi culture
declines

 1300s
Mansa Musa
rules the
kingdom of Mali

American Issues Connector



By connecting prior knowledge with what you have learned in this chapter, you can gradually build your understanding of enduring questions that still affect America today. Answer the questions below. Then, use your American Issues Connector study guide (or go online: www.PHSchool.com Web Code: nch-0111).

Issues You Learned About

● **Global Interdependence** As Europeans explored the Americas, these regions became linked by culture and economics.

1. Write a short essay explaining why Europeans began to set sail for new lands and what effects their journeys had on the people of the Americas and on the Europeans. Consider:
 - the religious wars in Europe
 - the importance of trade
 - settlements in the Americas
 - American Indian empires
 - the Columbian Exchange

● **Technology and Society** Throughout history, people have developed new technologies that changed culture, economics, and international relations.

2. How did technology help some Native Americans develop agricultural societies?
3. How did technology benefit the Spanish conquistadors?

● **Interaction With the Environment** American Indians adapted to their environment and modified their environment.

4. How did Paleo-Indians adapt to the changes brought by the end of the ice age?
5. In some areas of North America, people did not turn to farming. Why not?
6. Give at least one example of the way that some American Indian groups modified their environment.

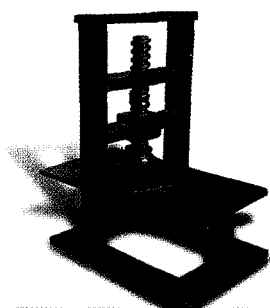
Connect to Your World

New York

Migration and Urbanization In addition to Columbus and Cabot, Giovanni da Verrazano was another early Italian explorer of America. Verrazano was hired by the French to conduct a voyage to discover a western route to Asia, and in 1524 he arrived along the eastern coast of North America. During the voyage, Verrazano made several discoveries, including the present-day site of New York Harbor. Verrazano anchored his boat near Staten Island, and was greeted by members of the Lenape Native American group traveling in small boats. Conduct research to list the Native American groups living in New York State at the time of Verrazano's voyage. Create a map that uses shading to illustrate the location of each group.

History Interactive

For: Interactive timeline
Web Code: nep-0112



Mid-1400s
Europe's first
books are printed
on a printing press

1591
Songhai Empire
falls to invaders
from Morocco

1400

1500

1600

1492
Columbus reaches
America



Chapter Assessment

Terms and People

1. Define **adobe**. Which American Indian group used adobe, and what did they use it for?
2. What was the **Iroquois League**? What were its key characteristics?
3. What were the **Middle Ages** and the **Renaissance**? In what way were these two eras different?
4. Who was **Mansa Musa**? How did Mansa Musa increase the influence of Islam?
5. Who was **Hernán Cortés**? What role did he play in Spanish Mexico?

Focus Questions

The focus question for this chapter is **How did the interaction of many cultures after 1492 affect the Americas?** Build an answer to this big question by answering the focus questions for Sections 1 through 4 and the Critical Thinking questions that follow.

Section 1

6. How did the spread of civilization begin in the Americas?

Section 2

7. How did Europeans begin to explore more of the world?

Section 3

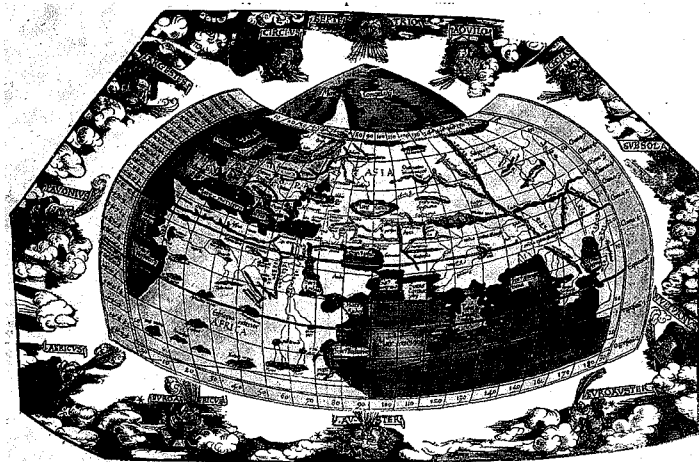
8. What was life like in West Africa before the age of European exploration?

Section 4

9. How did European exploration affect the Americas?

Critical Thinking

10. **Analyze Information** How did the environment influence the American Indian's way of life?
11. **Draw Inferences** What effect do you think the printing press had on European exploration?
12. **Make Generalizations** How would you describe the social class and ruling system in western Europe in the fifteenth century?
13. **Compare Points of View** How were the views of American Indians and West Africans about land similar? How were these views different?
14. **Synthesize Information** How did the Columbian Exchange impact the food traditions of Europe and the Americas?
15. **Analyze Visuals** The map below, drawn in the 1400s, shows only an accurate location for Europe. How and why would the rendering of this map change by the 1500s?



Writing About History

Write a Narrative Essay Research the life of Dekanawidah, who, according to Iroquois tradition, helped found the Iroquois League. Write an account of how he worked to persuade Native American nations to unite. Use dialogue and details to make the narrative more vivid.

Prewriting

- Research any background information you need to tell your story.
- List details.
- Consider your audience.

Drafting

- Open strongly with an engaging sentence.
- Use sensory details to make the story more interesting for the readers.
- Add dialogue or descriptions.

Revising

- Use the guidelines on page SH14 of the Writing Handbook to revise your report.



Regents DBQ Practice



2.1.A.3b

Government in Pre-Columbian America

By the time of European contact, the Americas were home to millions of people. Hundreds of different cultures had developed and adapted to the various environments of their particular regions. Were the governments as varied as the cultures? Use your knowledge of the history of American Indian cultures and Documents 1, 2, and 3 to answer questions 1 through 4.

Document 1

"For most Native North Americans . . . there existed no institutionalized forms of social or political power—no state, no bureaucracy, and no army. Native American societies, as a rule, were egalitarian, without the kind of centralized authority and social hierarchy typical of modern societies. Custom and tradition rather than law and coercion regulated social life. While there were leaders, their influence was generally based on personal status and not any formal or permanent status. As an early French missionary, Father LeJeune, observed in 1634 of the Montagnais-Naskapis of Labrador, Indians would not "endure in the least those who seem desirous of assuming superiority over others." Authority within a group derived from the ability to make useful suggestions and knowledge of tribal tradition and lore. Among the Eskimos, for example, a person of importance was called *Isumatag*, "he who thinks."

—Carl Waldham, *Atlas of the North American Indian*

Document 2

"All the business of the Five Nations Confederate Council shall be conducted by the two combined bodies of Confederate Lords. First the question shall be passed upon by the Mohawk and Seneca Lords, then it shall be discussed and passed by the Oneida and Cayuga Lords. Their decisions shall then be referred to the Onondaga Lords (Fire Keepers), for final judgment. . . .

"In all cases the procedure must be as follows: when the Mohawk and Seneca Lords have unanimously agreed upon a question, they shall report their decision to the Cayuga and Oneida Lords who shall deliberate upon the question and report a unanimous decision to the Mohawk Lords. The Mohawk Lords will then report the standing of the case to the Fire Keepers, who shall render a decision as they see fit in case of a disagreement by the two bodies, or confirm the decisions of the two bodies if they are identical. The Fire keepers shall then report their decision to the Mohawk Lords who shall announce it to the open council."

—*the Iroquois Constitution*

Document 3

"Inca society and government were hierarchal and pyramidal in form. The Sapa Inca, or emperor, was believed to be a descendant of the sun god and stood at the apex of the pyramid as the absolute ruler of Inca lands. His senior councilors and provincial governors, each of whom was responsible for 10,000 people, were chosen from the aristocracy which consisted principally of his relatives. Beneath them came lesser bureaucrats and military officers, some drawn from the leaders of assimilated conquered peoples, who in turn controlled smaller numbers of imperial citizens. The system continued downward to the smallest unit, the nuclear family, with each official responsible to the Sapa Inca through the administrator who was ranked directly above him."

—Margaret Oliphant, *The Atlas of the Ancient World*

1. Which term best describes the majority of government systems in pre-Columbian America?
 - (1) hierarchical
 - (2) bureaucratic
 - (3) constitutional
 - (4) egalitarian
2. What can you conclude from Document 2?
 - (1) that the Iroquois valued consensus
 - (2) that the Iroquois created a dictatorship
 - (3) that the Iroquois rejected hierarchy
 - (4) that the Iroquois encouraged conflict
3. In comparing Document 1 and Document 3, a reader should conclude that Inca government was
 - (1) a typical pre-Columbian American government.
 - (2) an early stage of pre-Columbian American government.
 - (3) the most advanced pre-Columbian American government.
 - (4) an unusual form of pre-Columbian American government.
4. **Writing Task** What categories, or types of government existed in pre-Columbian America? What are some examples of Native American people who developed each type of government? Use your knowledge of American history and evidence from the sources above to explain your answer.

Europeans Establish Colonies

1492–1752



WITNESS HISTORY AUDIO

The Mayflower Compact

On September 16, 1620, the *Mayflower* set sail from England to North America. Some of the passengers were religious dissenters called Puritans, who hoped to establish a colony of their own.

After a journey of about two months, the colonists sighted land. Before landing, the men aboard signed an agreement establishing a government—one that derived from the consent of the governed:

“... [we] hereof to enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions and Offices, from time to time, as shall be thought most meet and convenient for the General good of the Colony; unto which we promise all due Submission and Obedience.”

—The Mayflower Compact, November 11, 1620

◀ Colonists aboard the *Mayflower* sign an agreement.



Core Curriculum Preview

Chapter Focus Question: In what ways were the colonial societies established by the Spanish, French, and English similar? In what ways were they different?

Section 1

Spain's Empire in the Americas 2.I.A.2a, 2.I.A.2b, 2.I.A.2c

Section 2

The French Empire 1.I.B.1, 2.I.A.2a

Section 3


England's Southern Colonies 2.I.A.2a, 2.I.A.3a, 2.I.A.3c

Section 4

The New England Colonies 2.I.A.2a, 2.I.A.2c, 2.I.A.3a

Section 5

The Middle Colonies 1.I.D.1d, 2.I.A.2, 2.I.A.3

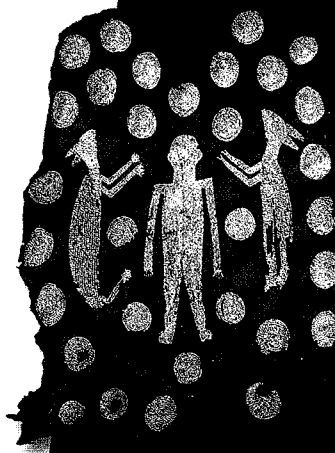
Use the  **Quick Study Timeline** at the end of this chapter to preview chapter events.



Spanish coin,
called a doubloon



Beaver hat



Powhatan's
deerskin cloak

Note Taking Study Guide Online

For: Note Taking and American Issues Connector
Web Code: nce-0201

◀ Francisco Vázquez de Coronado

WITNESS HISTORY  AUDIO

Cities of Gold

In 1540, the Spanish explorer Francisco Vázquez de Coronado, along with 300 soldiers, set out to find Cibola, one of the fabled Seven Cities of Gold. Hoping to discover riches that equaled those found in Mexico, the expedition journeyed into the lands north of Mexico (the present-day U.S. Southwest). Instead of Cibola, the group found:

“... a little, crowded village, looking as if it had been crumpled all up together. There are ranch houses in New Spain which make a better appearance at a distance. It is a village of about 200 warriors. . . .”

—Pedro de Casteneda,
The Journey of Coronado, 1596

Disappointment turned to rage as Coronado's men searched the village for gold. When they found none, they attacked the village, defeating it in about an hour.

Spain's Empire in the Americas



Core Curriculum Objectives

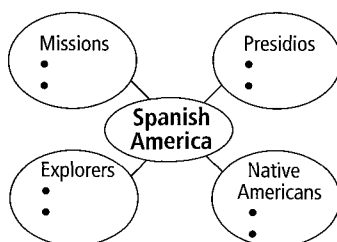
- **2.I.A.2a** The peoples of the American colonies: Native American Indians
- **2.I.A.2b** The peoples of the American colonies: Slave trade
- **2.I.A.2c** The peoples of the American colonies: Immigrant motivation, ethnicities, and experiences

Terms and People

missionary	mestizo
presidio	mission
viceroys	

NoteTaking

Reading Skill: Summarize Complete a concept web to summarize how each item strengthened the Spanish American Empire.



Why It Matters During the sixteenth century, the Spanish created a great empire by conquering and colonizing the lands in the Caribbean as well as large portions of North and South America. This American empire was more than ten times larger than Spain and rich in gold and silver. The potential for great wealth motivated other European nations to join the quest for colonies in the Americas. Soon rivalries emerged in the Americas as European empires vied for territory. **Section Focus Question:** How did Spain strengthen its colonies in the Americas?

Religious Divisions Cause Conflict

Enriched by conquests in the Americas, Spain financed an aggressive military policy in Europe. This aggression alarmed the Dutch, French, and English, who sought their own share of the riches in the Americas. These nations probed the coast of North America, seeking places where they might establish their own colonies. They also encouraged pirates to rob Spanish treasure ships.

Religious divisions added to the conflict among nations in Europe. In 1517, a movement called the Protestant Reformation began in Germany when a monk named Martin Luther challenged the authority of the Catholic Church. Luther and other dissenters became known as Protestants because they protested against the power of the pope and against the Church, which they viewed as corrupt and materialistic.

Protestants favored the individual's right to seek God by reading the Bible and by heeding ministers who delivered evangelical sermons. Without the unifying power of the pope, Protestants soon divided into many different denominations, including Lutherans, Calvinists, Baptists, Anglicans, and Quakers.

The Protestant movement spread throughout northern Europe, including the Netherlands and England. The French divided into hostile Protestant and Catholic camps, but the Spanish remained Catholic. Indeed, Spanish monarchs led the Catholic effort to suppress Protestantism. Rival nations carried the conflict across the Atlantic to their new colonies in the Americas.

✓ **Checkpoint** What issues divided the nations of Europe during the 1500s?

Spain Organizes Its American Empire

Although the conquistadors were successful at conquering territory and establishing colonies for Spain, they were not effective at running the colonies. Under Spanish rule, Indians were enslaved and forced to labor on *encomiendas*, large Spanish-owned plantations. They were also forced to mine for silver and gold. They suffered harsh treatment and were often beaten or worked to death.

The Spanish king worried that the conquistadors killed too many Indians, who might otherwise have become tax-paying subjects. Eager to stabilize the new conquests, the king heeded priests such as Bartolomé de Las Casas, who urged the royal government to adopt laws protecting Indians. Catholic friars served as **missionaries**—people who work to convert others to their religion. The friars aimed to convert Indians to Christianity and to persuade them to adopt Spanish culture.

Although less brutal than the conquistadors, the friars demanded that the Indians surrender their traditions in favor of Christian beliefs and Spanish ways. The friars destroyed Indian temples and sacred images. Then, missionaries ordered the Indians to build new churches and adopt the rituals of the Catholic faith. The missionaries also forced Indians to work for them. The friars relied on Spanish soldiers who set up **presidios**, or forts, near the missions.

New Spain and Peru Established During the 1530s and 1540s, the Spanish Crown divided the American empire into two immense regions, known as viceroyalties, each ruled by a **viceroy** appointed by the king. The viceroyalty of New Spain consisted of Mexico, Central America, and the Caribbean islands. The viceroyalty of Peru included all of South America except Portuguese Brazil. To control the viceroys, the Spanish Crown forced them to share power with a Crown-appointed council and an archbishop. The Spanish did not permit elected assemblies in their colonies.

Society in Spain's American Colonies During the sixteenth century, about 250,000 Spanish people, mostly men, immigrated across the Atlantic to the American empire. The male colonists generally took Indian wives. Children of mixed Spanish and Indian ancestry became known as **mestizos**. As the Native American population declined from diseases, the mestizos became the largest segment of Spain's colonial population by the eighteenth century. Next in proportion were enslaved Africans, especially in the Caribbean region.

To maintain their authority, colonial officials developed a complex system of racial hierarchy known as the *castas*. At the bottom lay the pure Africans and Indians, while

Missionaries and Indians

Soon after the Spanish conquest of a region, missionaries arrived to convert Indians to Christianity and to persuade them to adopt Spanish culture. In this painting, friars and conquistadors watch in approval as an Indian is baptized.



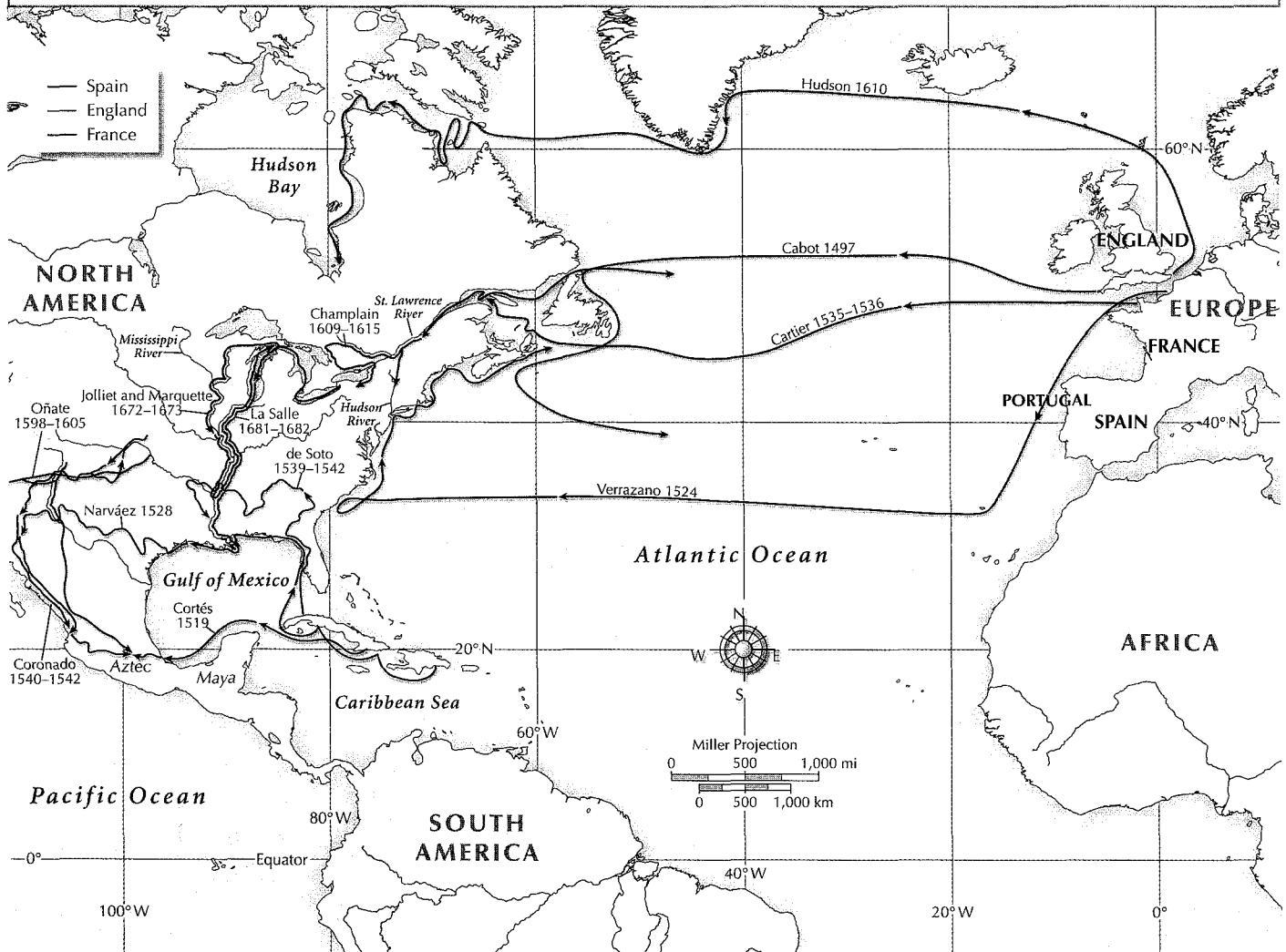
Europeans Explore the Americas, 1497–1682

Map Skills After Columbus's voyages, other European explorers sailed on behalf of any power that would sponsor them. For example, Verrazano was Italian but sailed for France.

1. Locate: (a) Mississippi River, (b) St. Lawrence River, (c) Gulf of Mexico

2. Movement Describe the journey of Jolliet and Marquette.

3. Predict Consequences Based on this map, what regions do you think France will control in North America?



Vocabulary Builder

urban—(UHR buhn) *adj.* relating or belonging to a city

Spaniards were at the pinnacle. The higher *castas* enjoyed superior status and greater legal privileges at the expense of those of lower status.

In both New Spain and Peru, the Spanish developed an urban and cosmopolitan culture. Carefully planned towns possessed a spacious grid of streets, with the town hall and a church arranged around a central plaza. The wealthiest families dwelled near the central plaza. The common people lived in the outer districts of the towns.

✓ **Checkpoint** How did Spain maintain control over its American colonies?

Spanish Explorers Push North

Cortés's success in conquering and plundering Mexico inspired later conquistadors. Seeking their own golden empires, Hernando de Soto and Francisco Vázquez de Coronado led expeditions into the lands north of Mexico.

De Soto Explores Florida In 1539, de Soto's conquistadors crossed present-day Florida, Georgia, South Carolina, North Carolina, Tennessee, Alabama, Mississippi, and Arkansas. Frustrated in their search for riches, the conquistadors massacred Indian villages, ravaged fields, emptied storehouses, and burned towns. After de Soto died of disease in 1542, his men gave up and fled to Mexico in boats. They left behind deadly new diseases, which continued to spread among the Indians of the Southeast.

Coronado Searches for Golden Cities Coronado marched north from Mexico into the Rio Grande valley in 1540. Unable to defeat the Spanish, the Pueblo Indians in the region tried to get rid of them by appealing to their greed. The Pueblos told alluring stories of a golden kingdom named Quivira to the northeast, on the far side of a great, grassy plain. In pursuit of Quivira, Coronado and his men crossed the Great Plains to what is now Kansas. They found only villages of grass-thatched lodges inhabited by Wichita Indians, who possessed neither gold nor silver. Returning to the Rio Grande in a rage, the Spanish took a bloody revenge on the Pueblos before retreating to Mexico in 1542.

Spain Colonizes Florida After the expensive failures of de Soto and Coronado, the Spanish Crown lost interest in the northern lands. Lacking tangible wealth, the northern frontier did not seem worth the effort to conquer and colonize. But attacks by French, Dutch, and English pirates began to change Spanish minds during the 1560s. By occupying Florida and the Rio Grande valley, the Spanish hoped to create a defensive zone, to keep hostile European rivals far from the precious mines and towns of Mexico. This plan became urgent when the Spanish learned that the French had built a small base on the Atlantic coast of Florida. Worse still, these French colonists were Protestants, whom the Spanish hated as heretics.

In 1565, Pedro Menendez de Avilés attacked and destroyed the French base, slaughtering the captured Protestants. He then founded the fortified town of St. Augustine, which became the first enduring colonial town within what would later become the United States. However, Florida failed to attract a large number of Spanish colonists, who numbered a mere 1,000 by the end of the century. Friars tried to convert Indians to Christianity by building **missions** in the native villages. By 1675, the friars had gathered 20,000 native converts in 36 mission churches spread across northern Florida. (See the infographic on the next page.)

Spain Colonizes New Mexico During the 1590s, a Spanish expedition led by Juan de Oñate returned to the lands explored by Coronado in the Rio Grande valley. There, Spain established the colony of New Mexico, with Santa Fe as the capital (after 1607). The colony's isolation from Mexico, however, reduced the colonists' income and drove up the cost of their imported goods. Because few Spanish settlers wished to join such an isolated and poor colony, New Mexico's colonial population stagnated. In 1638, the 2,000 colonists were greatly outnumbered by the 40,000 Pueblo Indians. A soldier described New Mexico as "at the ends of the earth . . . remote beyond compare."

As in Florida, only the friars thrived in New Mexico. By 1628, they had founded 50 missions. The progress was remarkable because the friars demanded so much from their converts. Christian churches replaced the circular *kivas*, the sacred structures for religious dances and ceremonies. The priests smashed or burned the *katsina* figures held sacred by the Indians. (*Katsinas* are wooden figures that represent ancestral spirits.) The friars also expected the Indians to dress, cook, eat, and speak like Spaniards.

For a couple of generations, the Pueblos did their best to adapt to the friars. In part, the Indians acted from fear of the Spanish soldiers, who backed up the

Vocabulary Builder

tangible—(TAN juh buhl) *adj.*
solid; capable of being touched
or understood

Pueblo Indians create *katsinas*, images that represent ancestral spirits.

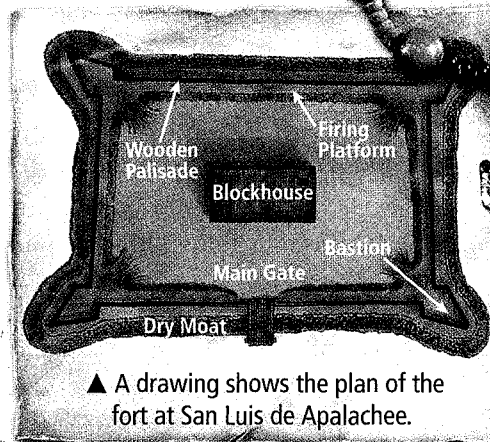


● INFOGRAPHIC

MISSIONS AND FORTS

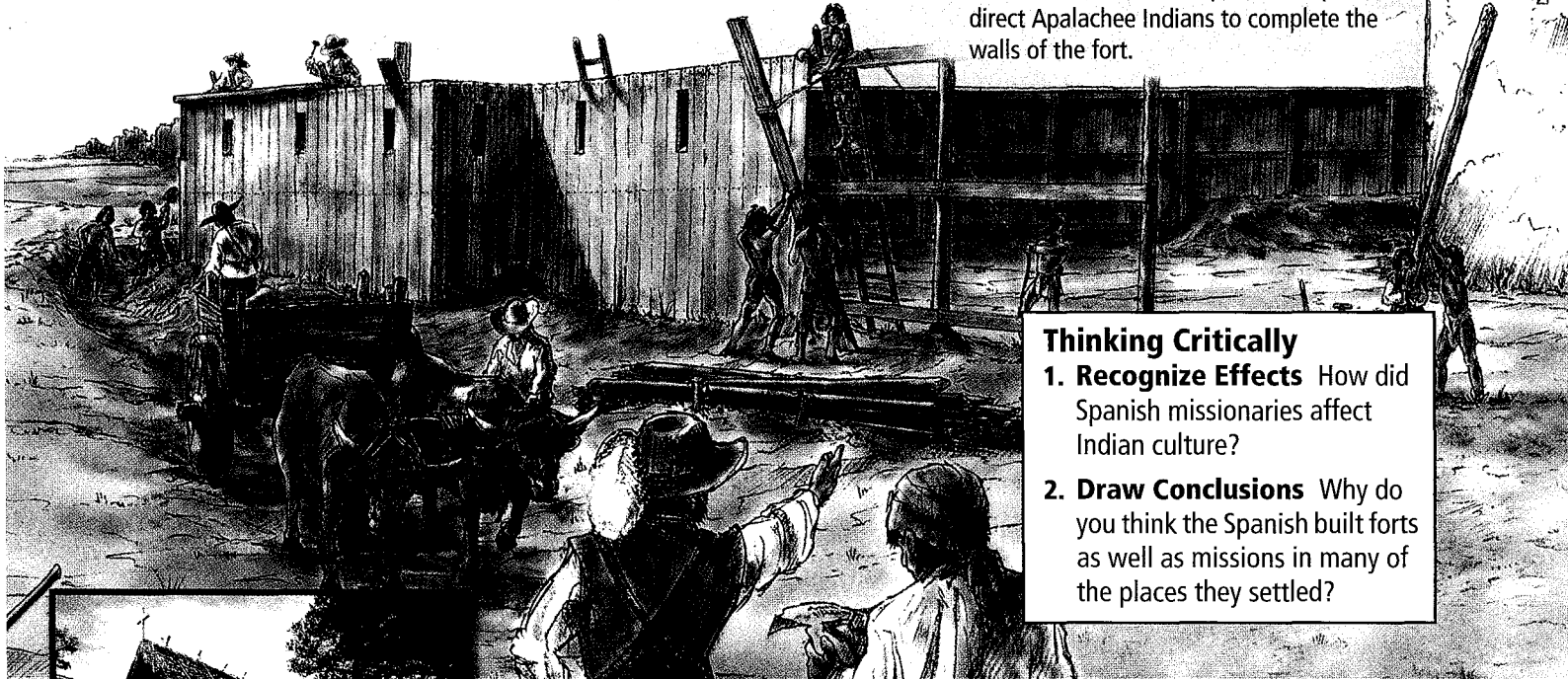
As Spanish conquistadors explored and conquered territory in the Americas, Spanish missionaries worked to convert American Indians to Christianity. During the 1500s and 1600s, Spanish soldiers and missionaries established a number of settlements in New Mexico and Florida. Missions, or religious settlements run by friars or priests, included a church, a friary, houses, and often a fort to protect settlements from attacks by European rivals or Indian adversaries. The illustrations and pictures here depict the Spanish settlement at San Luis de Apalachee in Florida, established in 1656. San Luis was the western capital of Spanish Florida, while St. Augustine was its eastern capital. Today, archaeologists and historians are re-creating the site.

▼ Silver crucifix and rosary beads belonging to Christian Indians



▲ A drawing shows the plan of the fort at San Luis de Apalachee.

▼ This illustration shows the construction of the fort at San Luis de Apalachee. Spaniards direct Apalachee Indians to complete the walls of the fort.



Thinking Critically

- 1. Recognize Effects** How did Spanish missionaries affect Indian culture?
- 2. Draw Conclusions** Why do you think the Spanish built forts as well as missions in many of the places they settled?



▲ A reconstruction of the church at San Luis

friars with firearms and horses. The Pueblos were also interested in the domesticated animals and metal tools provided by the missions.

But the Pueblos would not give up all of their traditional beliefs. Instead, they considered Christianity a supplement to their own sacred practices. To please the priests, the Indians became public Christians, but they privately mixed Christianity with traditional ways, keeping in secret their *kivas* and *katsinas*. When the missionaries discovered these secrets, they felt the fury of betrayal. The harsh punishments inflicted by the friars angered the Pueblos.

✓ **Checkpoint** Why did the Spanish explore and colonize New Mexico and Florida in the 1600s?

The Pueblos Revolt Against the Spanish

Conditions worsened during the 1660s and 1670s. A prolonged drought undercut the harvests, reducing many Pueblos to starvation. Disease, famine, and violence cut their population from 40,000 in 1638 to 17,000 by 1680. The losses made it harder for the Pueblos to pay tribute in labor and produce to the missionaries and colonists.

Fed up, in 1680 the Pueblos revolted under the leadership of a shaman named Popé. Encouraging resistance to Spanish ways, Popé urged a return to the traditional Pueblo culture and religion. The rebels also drew support from the Apaches, who had their own scores to settle with the Hispanic slave raiders. The Indians destroyed and plundered missions, farms, and ranches. Abandoning Santa Fe, the colonial survivors and Christian Indians fled to El Paso, which at the time was on the southern margin of New Mexico. The Pueblo Revolt was the greatest setback that the Indians ever inflicted on colonial expansion.

After victory deprived them of a common enemy, the Pueblos resumed feuding with one another and with the Apaches. The renewed violence discredited Popé, who had promised that the rebellion would bring peace and prosperity. Losing influence, he died sometime before 1690. During the following three years, the Spanish reclaimed New Mexico.

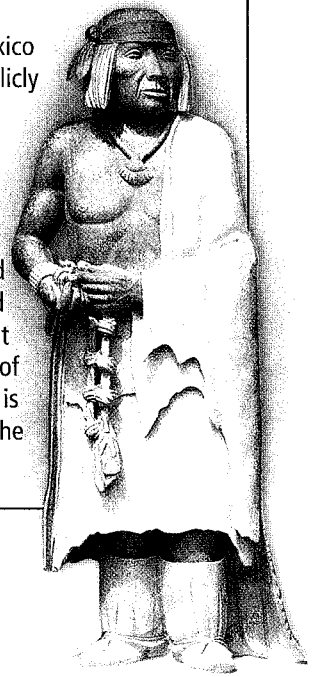
The bloody revolt taught the Pueblos and the Spanish to compromise. The Pueblos accepted Spanish authority, while the Spanish colonists practiced greater restraint. The Pueblos once again became public Catholics while quietly maintaining traditional ceremonies in their *kivas*. The Spanish and the Pueblos increasingly needed one another for mutual protection against the Apaches of the surrounding plains and mountains.

✓ **Checkpoint** How did Popé manage to defeat the Spanish settlers?

HISTORY MAKERS

Popé (1630?–1690?)

In 1675, the Spanish governor of New Mexico ordered more than 40 Pueblo shamans publicly whipped for following traditional religious practices. One of those punished that day was Popé. That mistreatment spurred him to plan the Pueblo Revolt of 1680. He even convinced the Apaches, traditionally the Pueblos' enemies, to join the fight to rid the region of the Spanish. The Spanish fled and did not return for 12 years. During that time, Popé worked to restore Pueblo ways of life and religion. When and where he died is not certain, but it likely happened before the Spanish return in 1692.



SECTION

1

Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice
Web Code: nca-0203

Comprehension

1. Terms and People For each item below, write a sentence explaining its relationship to Spain's American colonies.

- missionary
- presidio
- viceroy
- mestizo
- mission

2. NoteTaking Reading Skill:

Summarize Use your concept web to answer the Section Focus Question: How did Spain strengthen its colonies in the Americas?

Writing About History

3. Quick Write: Identify Effects

Write a paragraph describing the effects of the Spanish in the Americas from a Native American point of view. Your paragraph should state a main idea and contain supporting details.

Critical Thinking

4. Recognize Ideologies How did Spanish friars view Native American religions? Explain.

5. Analyze Information What was the *casta* system, and why was it created?

6. Recognize Cause and Effect What were the causes and effects of the Pueblo Revolt?



▲ French fur trader

A beaver ►

**WITNESS HISTORY**  AUDIO**A Profitable Fur Trade**

While the Spanish grew rich mining silver and gold in South America, the French profited from the fur trade in Canada. But the trade relied on good relations with the Indians, who hunted and traded valuable beaver pelts with the French. At times, conflicts with the Iroquois halted the trade. As one missionary reported, New France faced ruin:

“At no time in the past were the beavers more plentiful in our lakes and rivers and more scarce in the country’s stores. . . . The war against the Iroquois has exhausted all the sources. . . . The Montréal store has not purchased a single beaver from the Natives in the past year. At Trois-Rivières, the few Natives that came were employed to defend the place where the enemy is expected. The store in Québec is the image of poverty.”

—François Joseph Le Mercier,
Relations des Jésuites, 1653

The French Empire

**Core Curriculum Objectives**

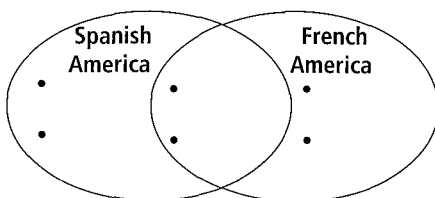
- **1.I.B.1** Influences on early Native American Indians
- **2.I.A.2a** Relations between colonists and Native American Indians

Terms and People

Northwest Passage *coureurs de bois*
Quebec *metis*
Samuel de Champlain

NoteTaking

Reading Skill: Compare and Contrast Fill in a Venn diagram like the one below comparing Spanish America and French America.



Why It Matters Spain’s success with its American colonies encouraged other European nations to establish colonies. French explorers led expeditions along the North American Atlantic seaboard during the 1500s. These explorers established a number of French settlements along the St. Lawrence River and began trading fish and animal furs with Native Americans in the region. In time, these small settlements grew and became the nucleus of present-day Canada. **Section Focus Question:** How did France’s American colonies differ from Spain’s American colonies?

The French Establish a Fur Trade

During the early 1500s, explorers who sailed for France, including Giovanni da Verrazano and Jacques Cartier, were less interested in establishing colonies and more interested in finding a **Northwest Passage**—a water route to Asia through the cold waters of present-day Canada. They probed the eastern coastline of North America, from present-day North Carolina to Newfoundland. During the 1530s and 1540s, Cartier investigated the St. Lawrence River.

France Establishes New France The French king claimed the region that Cartier explored as New France. At the mouth of the St. Lawrence River, French mariners fished for cod and hunted for

whales and seals. The mariners met Indian hunters, who offered furs in trade. Rendered scarce in Europe by excessive hunting, furs, especially beaver fur, commanded high prices.

Indians eagerly traded fur for metal arrowheads, hoes, axes, knives, and hatchets, all useful both as tools and weapons, and for iron or brass kettles, which made it easier to boil their meals. A Montagnais Indian explained, "The Beaver does everything perfectly well, it makes kettles, hatchets, swords, knives, bread; in short, it makes everything." Increasingly, the Indians hunted for a foreign market rather than just for their own subsistence.

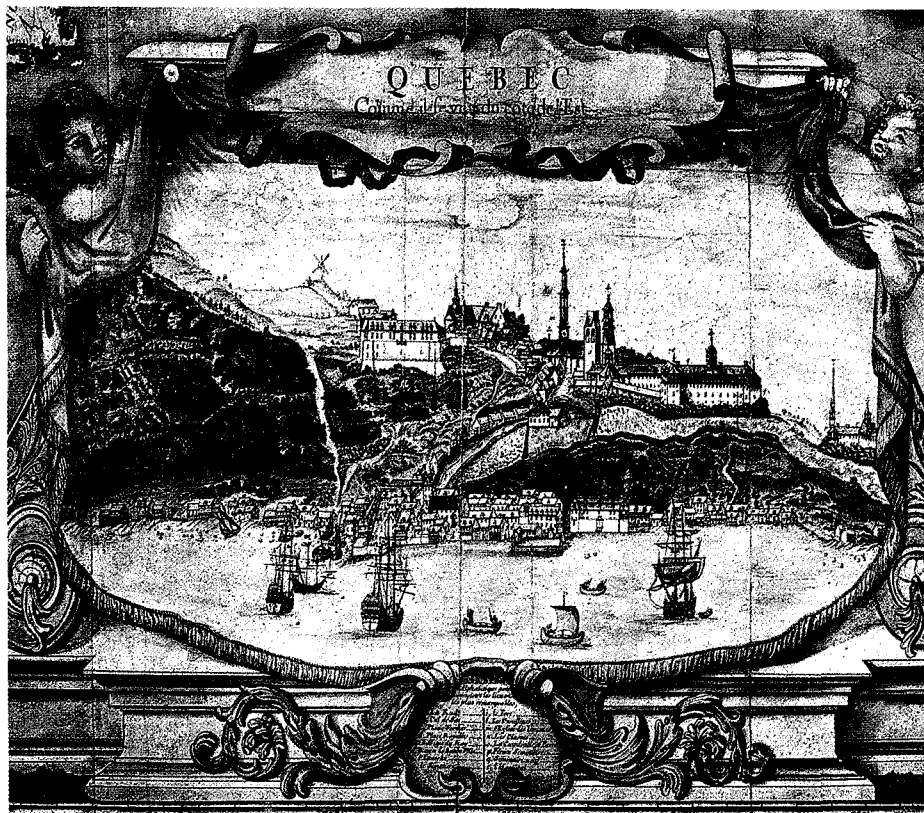
Killing the beaver faster than the animals could reproduce, the coastal Indians sought new stocks by invading the hunting territories of their neighbors. This provoked wars between Indian groups. Those without metal weapons lost these wars, which also gave them a powerful incentive to trade with the French. Every American Indian nation tried to attract European traders and keep them away from their Indian enemies.

Just as the Indians fought one another over trade, the traders plundered and killed one another in their competition for furs. To repel rivals, a French company built a fortified trading post at Quebec on the St. Lawrence River in 1608. **Quebec** was the first permanent European settlement in Canada.

French-Indian Relations Unlike the Spanish in Mexico, the Canadian French could not afford to intimidate, dispossess, or enslave the Indians. The French needed them as hunters and suppliers of furs—roles that the Indians eagerly performed. Few in number, the French took little land, coming into little conflict with Canada's Native Americans.

Samuel de Champlain, Quebec's founder, traded with the Montagnais, Algonquin, and Huron Indians. In return, they expected Champlain to help them against their foes: the Iroquois, who lived to the south in what is now New York. In 1609, Champlain and nine French soldiers helped their allies attack an Iroquois camp beside the lake later named after Champlain. Expecting a traditional Indian battle, rich in display and light in casualties, the Iroquois formed up in a mass. They counted on their wooden shields, helmets, and body armor for protection from arrows. They were shocked when Champlain and his soldiers fired their guns, instantly killing Iroquois chiefs and warriors. Bewildered, the Iroquois warriors ran away.

Champlain won the battle at a high long-term cost. He made enemies of the powerful Iroquois, who for decades thereafter raided the French settlements. The battle also revolutionized Indian warfare. The Iroquois abandoned wooden armor, and they avoided massed formations. Instead, they relied on trees for cover and shifted their tactics to hit-and-run raids. They also demanded their own guns as the price of trade. Obtaining guns from Dutch traders on the Hudson River, the Iroquois became better armed than their Algonquin, Montagnais, and Huron enemies.



Quebec

Founded in 1608, Quebec was the first permanent European settlement in Canada. *How did Quebec's location contribute to its defense and economic prosperity?*



Exploring the Mississippi

French explorers Louis Joliet and Father Jacques Marquette traveled together from the Great Lakes to the Mississippi River in 1673.

Vocabulary Builder

dominate—(DAHM uh nayt) *v.* to have control, power, or authority over somebody or something

Jesuit Missionaries Like the Spanish, the French dispatched Catholic priests as missionaries to convert the Indians. Belonging to the Jesuit order, the French missionaries enjoyed their greatest success among the Hurons, who lived beside Lake Huron, one of the Great Lakes. But that success attracted Iroquois warriors, who destroyed the Huron villages between 1648 and 1649. Killing hundreds, including most of the priests, the raiders carried away thousands of Huron captives for forced adoption by the Iroquois. The Jesuit missions survived only in the St. Lawrence Valley, between the major towns of Montreal and Quebec.



Checkpoint How did the battle at Lake Champlain change the methods used by the Iroquois to fight the French?

Life in New France

New France's government resembled that of New Spain. Both were strictly controlled by the powerful monarchs of the homeland. The French king appointed a military governor-general, a civil administrator known as the *intendant*, and a Catholic bishop. Like the Spanish, the French king did not permit an elected assembly in Canada.

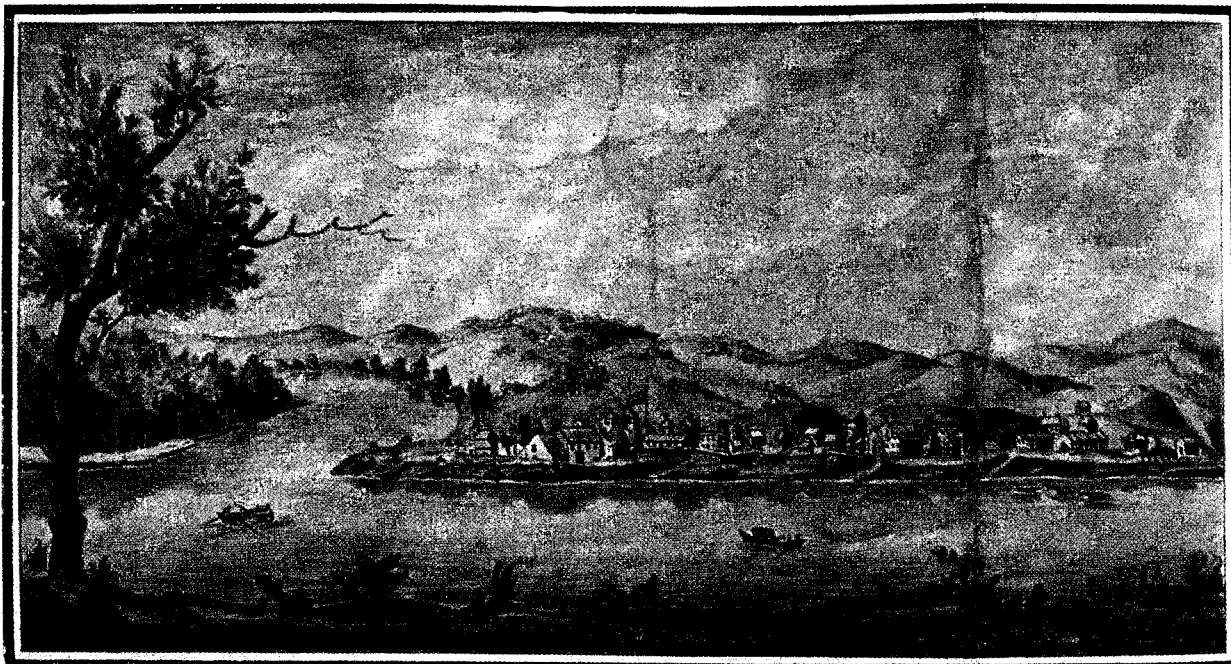
New France Grows Slowly Attracting few immigrants, New France grew slowly. By 1700, the colony still had only 15,000 colonists. Potential colonists balked at the hard work of clearing dense forests to plant new farms. The long Canadian winter shocked newcomers from temperate France. Worst of all, immigrants dreaded the Iroquois raids.

Most French colonists were farmers who settled in the St. Lawrence Valley. To the west, Indians dominated the vast hinterland of forests and lakes, where the colonists were few and scattered. In the Great Lakes and Illinois countries, the French established a handful of small settlements, including Detroit. They lived by a mix of farming and trade.

Alliances With Indians Bring Benefits To survive and prosper in an Indian world, the French had to adopt some of the Indians' ways. Known as ***coureurs de bois*** (koo rer duh BWAH), many fur traders married Indian women. The children of these marriages became known as the ***metis***.

With the help of the *coureurs de bois* and the *metis*, the French allied with the Great Lakes Indians, who primarily spoke an Algonquian language. The allies defeated the Iroquois during the 1680s and 1690s, compelling them to make peace in 1701. At last, the fur traders of the Great Lakes and the grain farmers of the St. Lawrence Valley could work in safety from Iroquois raids.

Louisiana and New Orleans In 1682, the French explorer Robert de LaSalle was hoping to find a Northwest Passage. Guided by Native Americans, he made his way south on the Mississippi River toward what he hoped was an opening to the Pacific Ocean. Instead, he found the Gulf of Mexico. La Salle claimed the territory around the Mississippi River basin for France, naming it Louisiana, in honor of King Louis XIV. In 1718, near the river's mouth, the French founded New Orleans, which became the colony's largest town and leading seaport.



Like Canada, Louisiana struggled to attract colonists. The economy provided few opportunities beyond trading with the Indians for deerskins or raising tobacco of poor quality. The hot climate and swampy landscape also promoted deadly diseases, especially dysentery and malaria. Only a third of the immigrants remained alive in Louisiana in 1731, when the colony had just 2,000 whites and 4,000 enslaved Africans.

The French primarily valued Louisiana as a military base to keep the English from grabbing the immense Mississippi watershed. As in the Great Lakes country, the French sought Indian allies to help them confine the English colonies that were growing to the east along the Atlantic coast.

✓ **Checkpoint** Why did New France attract few colonists?

New Orleans

Despite a hot, humid climate and the danger of coastal storms, the French built a settlement at New Orleans.

Why was control of New Orleans important to the French?

SECTION

2 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice
Web Code: nca-0204

Comprehension

1. Terms and People For each item below, write a sentence that tells how it contributed to the development of New France.

- Northwest Passage
- Quebec
- Samuel de Champlain
- *coureurs de bois*
- *metis*

2. NoteTaking Reading Skill:

Compare and Contrast Use your Venn diagram to answer the Section Focus Question: How did France's American colonies differ from Spain's American colonies?

Writing About History

3. Quick Write: Identify Effects

Make a list of one or two effects of each of the following events: the search for the Northwest Passage, the fur trade, and Champlain's attack on the Iroquois in 1609.

Critical Thinking

4. Analyze Information Why did the economy of the French colonies in the Americas depend on a good relationship with Native Americans?

5. Recognize Cause and Effect How did trade and warfare with France affect the Iroquois and other Native American nations?

6. Support Generalizations What evidence supports the following generalization: Conflicts among the nations of Europe emerged as they competed for territory in the Americas.



▲ Pocahontas in European clothing

WITNESS HISTORY AUDIO

Pocahontas

The earliest English settlers at Jamestown would have perished without assistance from Native Americans. A young Indian girl named Pocahontas was especially helpful. A daughter of Chief Powhatan, Pocahontas visited the Jamestown settlement and carried messages between the settlers and her father.

Despite Pocahontas's help, conflict arose between the Native Americans and the Jamestown colonists. During a period of warfare, Pocahontas was held captive in Jamestown. During this captivity, she and settler John Rolfe became engaged and later married. Both the Indians and the English settlers viewed the marriage between Rolfe and Pocahontas as a chance to end the war.

England's Southern Colonies



Core Curriculum Objectives

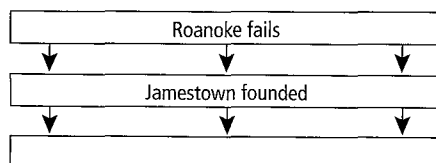
- **2.I.A.2a** Relations between colonists and Native American Indians
- **2.I.A.3a** Colonial charters and self-government: House of Burgesses
- **2.I.A.3c** Colonial slavery

Terms and People

charter	royal colony
joint-stock company	proprietary colony
Powhatan	Bacon's Rebellion
John Smith	Lord Baltimore
House of Burgesses	James Oglethorpe

NoteTaking

Reading Skill: Sequence As you read this section, use a flowchart to list the important events in the founding of the Southern Colonies. Add boxes as you need them.



Why It Matters Neglected by the Spanish and French, the Atlantic coast remained open to English colonization during the 1580s. England's first attempts to establish a colony in North America failed, but in 1607 they succeeded in founding Jamestown, which became part of the colony of Virginia. By 1732, four more Southern Colonies had been established: Maryland, North Carolina, South Carolina, and Georgia. **Section Focus Question:** What were the characteristics of the government and the economy in the Southern Colonies?

England's First American Colonies

The first promoters of English colonies were wealthy gentlemen from southwestern England. They included Sir Walter Raleigh, a special favorite of Queen Elizabeth I. English patriots and devout Protestants, these men wanted to advance their fortunes and increase the power of England.

They promised that an American colony would solve England's problems: a growing population and increased poverty due to a stagnant economy. The promoters proposed shipping poor people across the Atlantic to work in a new colony. By mining for gold and silver and by raising plantation crops, these workers would generate new wealth for England.

Roanoke Colony Fails After obtaining a **charter**, or certificate of permission, from the king, the group formed a **joint-stock company**. This was a business venture founded and run by a group of investors

who were to share in the company's profits and losses. During the 1580s, Raleigh twice tried to colonize Roanoke, a small island on the North Carolina coast (then considered part of Virginia). But English ships struggled to land supplies, and the sandy, infertile soil produced scanty crops. Raleigh's first colonists returned home in despair. The second set mysteriously vanished.

The Virginia Company Sends More Colonists The English tried again under the new leadership of the Virginia Company, a corporation of great merchants based in London. In 1607, the colonists proceeded to Chesapeake Bay, a superior location north of Roanoke. The Chesapeake offered many good harbors and navigable rivers—as well as more fertile land. But the colonists also had to deal with especially powerful Indians.

Although divided into 30 tribes, the region's 24,000 Indians shared an Algonquian language. They were also united by the rule of an unusually powerful chief named **Powhatan**. In his sixties, Powhatan impressed the English colonists with his dignity, keen mind, and powerful build.

Rather than confront the colonists at the risk of heavy casualties, Powhatan hoped to contain them and to use them against his own enemies, the Indians of the interior. He especially wanted to trade with the colonists for their metal weapons.

The colonists, however, wanted Indian lands. They refused to recognize that the Indians occupied, used, and had ancestral ties to these lands. Despite the many native villages and their large fields of maize, Captain **John Smith**, a colonist who emerged as a strong leader, described Virginia as “overgrowne with trees and weedes, being a plaine wilderness as God first made it.” The English insisted on improving that “wilderness” into profitable farmland.

✓ **Checkpoint** How did Powhatan deal with the English colonists?

Jamestown Overcomes Hardships

The colonists founded a new settlement and named it Jamestown to honor King James I. The surrounding swamps defended the town from attack, but those swamps also bred mosquitoes that carried deadly diseases, especially malaria. The colonists also suffered from hunger, for they were often too weakened by disease to tend their crops. Between 1607 and 1622, the Virginia Company would transport some 10,000 people to the colony, but only 20 percent of them would still be alive in 1622.

Conflict With Native Americans In 1609, war broke out between the Indians and the starving colonists. In 1613, the English captured Powhatan's favorite daughter, Pocahontas. As an English captive, Pocahontas converted to Christianity and married a colonist named John Rolfe. Weary with war, Powhatan reluctantly made peace. When Powhatan died in 1618, power passed to his brother Opechancanough (oh PEHCH uhn kah noh), who hated the invaders from England.

The Tobacco Crop Saves the Colony By 1616, the Virginia Company had spent more than 50,000 English pounds—an immense sum for that time. Yet all it had to show for it was an unprofitable settlement of 350 diseased, hungry, and unhappy colonists. The company saved the colony by allowing the colonists to own and work land as their private property. As farmer-owners, rather than company employees, the colonists worked harder to grow the corn, squash, and beans that ensured their survival. But to make a profit, they still needed a commercial crop to market in England.

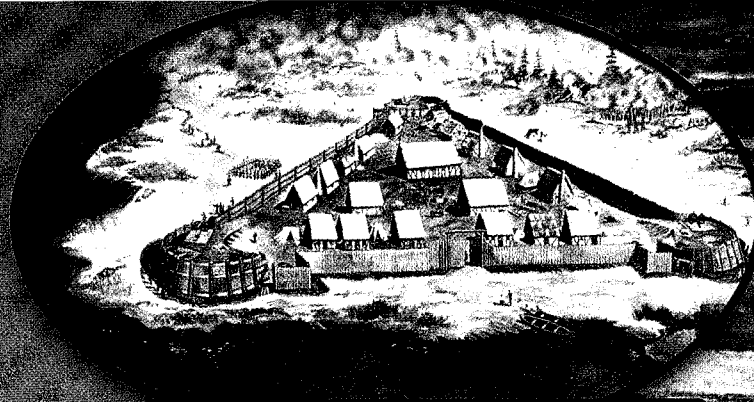
Chief Powhatan ▼



JAMESTOWN

A COLONY SURVIVES

The first group of English settlers arrived in Jamestown on May 13, 1607. They established what would become the first permanent English settlement in America. But settling the region proved troublesome, as the settlers searched in vain for gold and refused to farm. Indians attacked the settlers for attempting to take Indian lands and food. Suffering from disease, malnutrition, and Indian attacks, two thirds of the Jamestown settlers died within the first seven months. The future looked bleak for the surviving settlers.

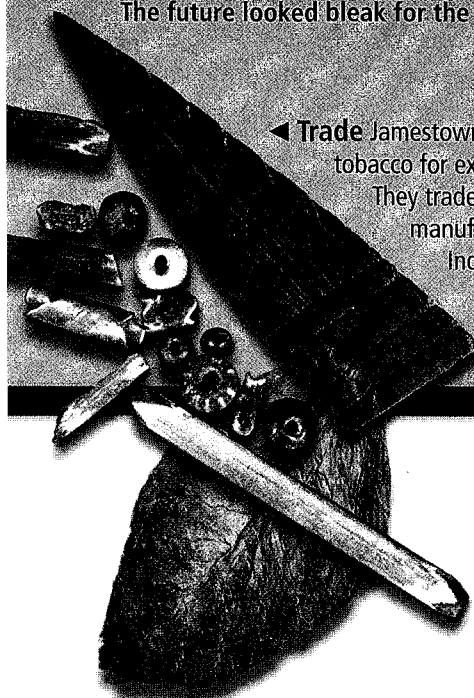


Fort James ▲
Colonists built the fort soon after they arrived



Starving Time During the ► winter of 1609–1610, only 60 of about 200 settlers survived. In June, as the remaining colonists prepared to leave Virginia, a supply ship arrived.

◀ **Trade** Jamestown colonists grew tobacco for export to England. They traded beads and other manufactured goods with Indians for food.

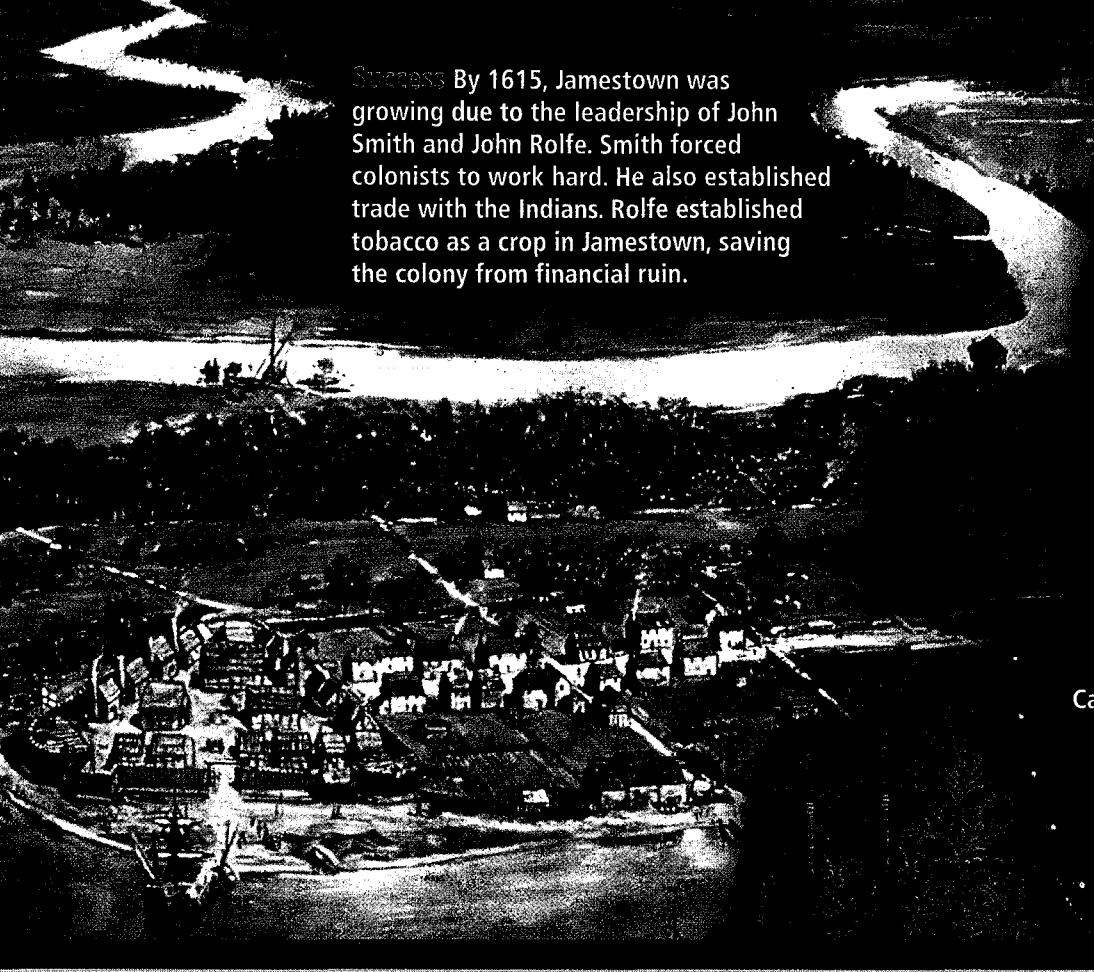


Led by John Rolfe, the colonists learned how to cultivate tobacco in 1616. West Indian tobacco had become extraordinarily popular for smoking in Europe. King James fought a losing battle when he denounced smoking as “a custom loathsome to the eye, hateful to the nose, harmful to the brain, [and] dangerous to the lungs.” Eventually, though, he learned to love the revenue that the Crown reaped by taxing tobacco imports.

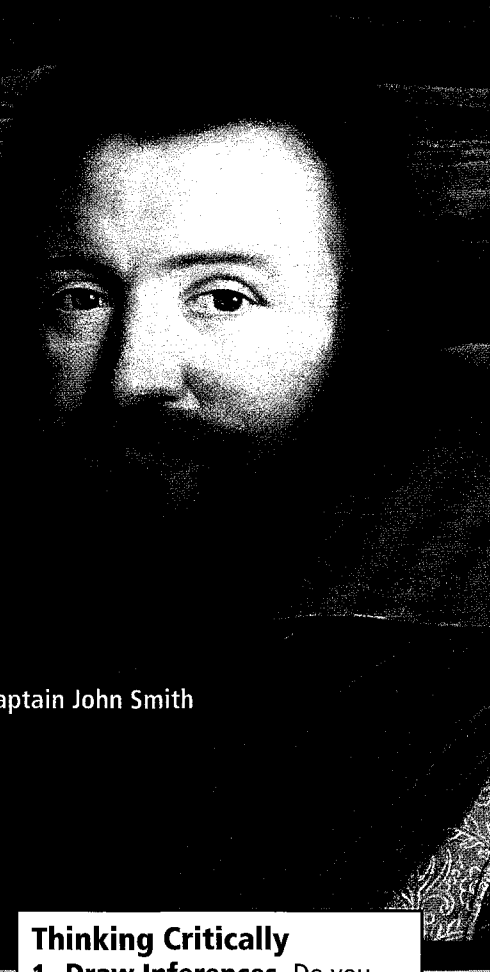
Because tobacco plants need a long, hot, and humid growing season, the crop thrived in Virginia but not in England. That difference gave the colonial farmers an advantage. Their tobacco production surged from 200,000 pounds in 1624 to more than 1.5 million pounds in 1640. The Chesapeake region became the principal supplier of tobacco to Europe. The profits attracted more immigrants to Virginia.

Free Land Attracts Colonists to Virginia Beginning in 1619, the Virginia Company offered free land. Under the headright system, anyone who paid for passage to Virginia or who paid for another person’s passage received 50 acres of land. This enabled the wealthiest colonists to acquire large plantations. To work those plantations, landowners imported workers from England. The population of Virginia began to grow.

The House of Burgesses The Virginia Company also granted political reforms. In 1619, it allowed the planters to create the **House of Burgesses**, the first representative body in colonial America. Male landowners over 17 years of age voted for two Burgesses to represent their settlement. The House of Burgesses had the power to make laws and raise taxes. It began a strong tradition of representative government in the English colonies.



Success By 1615, Jamestown was growing due to the leadership of John Smith and John Rolfe. Smith forced colonists to work hard. He also established trade with the Indians. Rolfe established tobacco as a crop in Jamestown, saving the colony from financial ruin.



Captain John Smith

In 1624, the Crown took over Virginia, making it the first royal colony in the English empire. During the seventeenth century, the English developed two types of colonial governments: royal and proprietary. The **royal colonies** belonged to the Crown, while the **proprietary colonies** belonged to powerful individuals or companies.

✓ **Checkpoint** What challenges did the Jamestown settlers overcome to survive?

The Effects of Expansion in Virginia

As the colonists expanded their tobacco plantations, they took more land from the Indians, who became enraged. In 1622, Opechancanough led a surprise attack that burned plantations and killed nearly a third of the colonists.

Wars With Algonquin Indians But counterattacks by the colonial survivors destroyed the Indian villages and their crops, reducing the natives to starvation. Defeated, Opechancanough made peace in 1632. The victors took more land and spread their settlements northward to the Potomac River.

With English settlements expanding, yet another war broke out between the colonists and Indians. In 1644, intense fighting killed hundreds of colonists and thousands of Indians, including Opechancanough. Disease and war reduced the Virginia Algonquins from 24,000 in 1607 to only 2,000 by 1670. The survivors became confined to small areas surrounded by colonial settlements. The number of settlers continued to surge, reaching 41,000 in 1670. The English had come to stay, to the alarm of Indians in the interior.

Thinking Critically

- 1. Draw Inferences** Do you think Jamestown would have survived without John Smith's leadership? Why or why not?
- 2. Draw Conclusions** What evidence is there that the Jamestown colonists were prepared to trade with the Indians?

History Interactive ★

For: More about Jamestown
Web Code: ncp-0205

Vocabulary Builder

intense—(ihn TEHNS) *adj.* great, strong, or extreme in a way that can be felt

Bacon's Rebellion As the population of Virginia increased, settlers moved onto less fertile lands in the interior, where it cost more to transport their crops to market. They also faced greater danger from Indians angered by their intrusion.

The royal governor of Virginia, William Berkeley, worsened the growing crisis. Berkeley levied heavy taxes on the planters and used the proceeds to reward a few favorites from the wealthiest class, which dominated the House of Burgesses. He also expressed contempt for a free press and public education for common people. In 1671, he declared:

Primary Source

“I thank God, there are no free schools nor printing [in Virginia], and I hope we shall not have these [for a] hundred years; for learning has brought disobedience and heresy . . . into the world, and printing has divulged [spread] them, and libels [untruths] against the best government. God keep us from both!”

—William Berkeley, 1671

In 1675, war erupted between the Indians and the settlers in the Potomac Valley. The settlers wanted to exterminate all of the colony's Indians. When Berkeley balked, the settlers rebelled under the leadership of the ambitious and reckless Nathaniel Bacon.

To popular acclaim, Bacon's men slaughtered Indians, peaceful as well as hostile. When Berkeley protested, Bacon marched his armed followers to Jamestown in a revolt called **Bacon's Rebellion**. In September 1676, they drove out the governor and burned the town. A month later, however, Bacon died suddenly of disease, and his rebellion collapsed. Berkeley regained power, but the rebellion had undermined his credibility. In 1677, the king appointed a new governor, and Berkeley returned to England.

Bacon's Rebellion showed that poorer farmers would not tolerate a government that catered only to the wealthiest colonists. The colony's leaders reduced the taxes paid by the farmers and improved their access to frontier land. But that frontier policy provoked further wars with the Indians of the interior.

A Busy Port

Charles Town, South Carolina, was a center of trade and commerce by 1739. *How did Charles Town's location make it susceptible to attack?*

✓ **Checkpoint** What were the causes of Bacon's Rebellion?

Other Southern Colonies

Virginia was the first of the Southern Colonies to be settled. During the seventeenth and eighteenth centuries, England established the Southern Colonies of Maryland, North Carolina, South Carolina, and Georgia.

Maryland In 1632, at the northern head of Chesapeake Bay, the English king established a second Southern Colony, named Maryland. The name honored Mary, the queen of the new monarch, Charles I (son of James). Charles gave Maryland to a favorite aristocrat, **Lord Baltimore**, who owned and governed it as a proprietary colony. Lord Baltimore founded Maryland as a colonial refuge for his fellow Catholics, who were discriminated against in England by the Protestant majority. Contrary to Lord Baltimore's hopes, however, more Protestants than Catholics immigrated to Maryland. Relations between the two groups deteriorated into armed conflict later in the century.



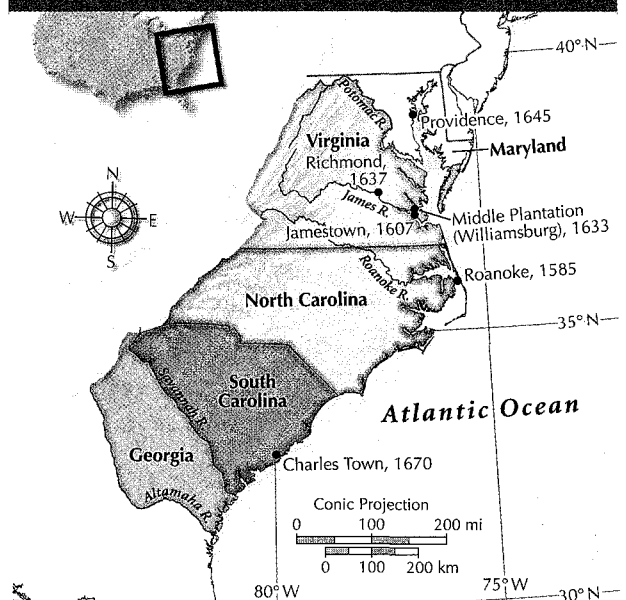
The Carolinas In 1670, the English established a new colony on the coast, north of Florida but south of Virginia. Called Carolina to honor King Charles II, the new colony included present-day North Carolina and South Carolina. The first settlement and capital was Charles Town, also named to honor the king. Carolina officially belonged to a group of English aristocrats—the Lords Proprietor—who remained in England, entrusting the colony’s leadership to ambitious men from the West Indies. In 1691, the Lords Proprietor set aside the northern half of their territory as the distinct colony of North Carolina. In 1729, the North and South Carolinians rejected the control by the Lords Proprietor. The Carolinians demanded and received a Crown takeover. Thereafter, the king appointed their governors, who had to cooperate with elected assemblies in each colony.

Georgia In 1732, Georgia began as a proprietary colony intended to protect South Carolina against Spanish Florida. Led by **James Oglethorpe**, the Georgia trustees designed their colony as a haven for English debtors, who had been jailed because they could not pay their debts. Yet, most of Georgia’s first colonists were poor English traders and artisans, or religious refugees from Switzerland and Germany.

Oglethorpe set strict rules for colonists. They could not drink alcohol and could not own slaves. Georgia’s colonists had to work their own land and could therefore not own large plantations. These restrictions angered the colonists, who protested until the trustees surrendered to the Crown. Georgia became a royal colony in 1752.

✓ **Checkpoint** Why did Lord Baltimore establish Maryland?

The Southern Colonies



Map Skills By 1732, there were five Southern Colonies.

- 1. Locate:** (a) Jamestown, (b) Charles Town, (c) Altamaha River
- 2. Place** Which rivers formed Georgia’s borders?
- 3. Draw Conclusions** Why do you think early settlements in the Americas were founded on or near bodies of water?

SECTION

3 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice
Web Code: nca-0207

Comprehension

- 1. Terms and People** What do the terms and people below have in common? Explain.
 - charter
 - joint-stock company
 - Powhatan
 - John Smith
 - House of Burgesses
 - royal colony
 - proprietary colony
 - Bacon’s Rebellion
 - Lord Baltimore
 - James Oglethorpe

2. NoteTaking Reading Skill:

Sequence Use your flowchart to answer the Section Focus Question: What were the characteristics of the government and the economy in the Southern Colonies?

Writing About History

3. Quick Write: Create a Flowchart

As you prepare to write a cause-and-effect essay, you need to decide how to organize it. To do this, create a flowchart that shows the causes and effects of Bacon’s Rebellion. Decide whether you want to write about the events in chronological order or in order of importance.

Critical Thinking

- 4. Draw Conclusions** What combination of geographic and economic circumstances allowed Jamestown to survive?
- 5. Identify Central Issues** How did the House of Burgesses distinguish the English colony of Virginia from Spanish and French colonies in the Americas?
- 6. Recognize Bias** How did colonists’ attitudes toward Native Americans lead to Bacon’s Rebellion?



▲ Settlers land at Plymouth Rock

WITNESS HISTORY AUDIO

The Pilgrims Leave for America

John Robinson, a Puritan pastor, addressed the Puritans who were about to sail to America on the *Mayflower*. Robinson spoke to them about how they should choose those who would govern them. He told the Puritans:

“... whereas you are become a body politic, using amongst yourselves civil government, and are not furnished with any persons of special eminency above the rest, to be chosen by you into office of government; let your wisdom and godliness appear, not only in choosing such persons as do entirely love and will promote the common good, but also in yielding unto them all due honor and obedience in their lawful administrations. . . .”

—John Robinson, August 5, 1620

The New England Colonies



Core Curriculum Objectives

- **2.I.A.2a** Relations between colonists and Native American Indians
- **2.I.A.2c** The peoples of the American colonies: Varieties of immigrant motivation, ethnicities, and experiences
- **2.I.A.3a** Colonial charters and self-government: Mayflower Compact

Terms and People

Puritan	Roger Williams
Separatist	Anne Hutchinson
Pilgrim	King Philip's War
Mayflower Compact	Metacom
John Winthrop	

NoteTaking

Reading Skill: Recognize Multiple Causes

Create a chart to identify the reasons the Pilgrims left Europe.

Causes for Puritans' Emigration From England		
• Disagreements with Anglican Church	•	•

Why It Matters Far to the north of the Southern Colonies, the English founded another set of colonies during the 1600s. New England was a land of dense forests, rolling hills, and a short growing season. New England demanded hard labor to farm and offered little prospect of getting rich. Before long, however, trade and commerce would bring prosperity to New England. **Section Focus Question:** What were the goals of the Plymouth and Massachusetts Bay colonies?

Puritans and the Church of England

Most of the New England colonists were religious dissidents who disagreed with the established church. Known as **Puritans**, they wanted to purify the Church of England, or Anglican Church, the only official and legal church in that kingdom. The Puritans believed that the Anglican Church, although Protestant, retained too many ceremonies from the Catholic Church. And a Catholic-style hierarchy of bishops controlled the local congregations. While some Puritans sought to reform the Anglican Church, others known as **Separatists** began their own churches.

Puritan Beliefs and Values The Puritans followed the teachings of the theologian John Calvin. They believed that they could prepare for God's saving grace by leading moral lives, praying devoutly, reading the Bible, and heeding their ministers' sermons. But not even the most devout could claim salvation as a right and a certainty, for they believed God alone determined who was saved. Salvation depended on the will of God rather than good behavior or adherence to church rules.

Puritans came from all ranks of English society, including aristocrats. Most belonged to “the middling sort”—a term used to describe small-property holders, farmers, shopkeepers, and skilled artisans. Their modest properties put them economically ahead of much of the English population.

Puritanism reinforced the values of thrift, diligence, and morality. Puritans insisted that men honored God by working hard in their occupations. One Puritan explained, “God sent you unto this world as unto a Workhouse, not a Playhouse.”

Puritans Challenge the Anglican Church By challenging England’s official church, the Puritans troubled the English monarchs, who led the Anglican Church. During the 1620s, King Charles I began to persecute the Puritans. His bishops dismissed Puritan ministers from their parishes and censored or destroyed Puritan books. Some Puritans sought a colonial refuge in North America, where they could escape the supervision of Anglican bishops. In their own colony, the Puritans could worship in their own churches and make their own laws, which they derived from the Bible. By living morally and prospering economically, they hoped to inspire their countrymen in England to adopt Puritan reforms.

✓ **Checkpoint** Why did Puritans challenge the Anglican Church?

Puritans Arrive in Massachusetts

In 1620, the first Puritan emigrants, who were later called **Pilgrims**, crossed the Atlantic in the ship the *Mayflower* to found the Plymouth Colony on the south shore of Massachusetts Bay. Before they disembarked, the group of about 100 made an agreement called the **Mayflower Compact**. The settlers agreed to form a government and obey its laws. This idea of self-government would later become one of the founding principles of the United States.

Massachusetts Bay Colony In 1630, John Winthrop led a much larger group of Puritans to America. Winthrop exhorted his fellow Puritans to make their new colony “A City upon a Hill,” an inspirational example for the people of England. Winthrop explained:

Primary Source

“For we must consider that we shall be as a City upon a hill. The eyes of all people are upon us. [So] that if we shall deal falsely with our God in this work we have undertaken, and so cause him to withdraw his present help from us, we shall be made a story and a byword throughout the world.”

—John Winthrop, 1630

Beginning with the town of Boston, these Puritans established the Massachusetts Bay Colony on the north shore of that broad bay. In Massachusetts, settlers established a republic, where the Puritan men elected their governor, deputy governor, and assembly. This was the most radical government in the colonies because it was the only one that elected its governor.

From the towns of Plymouth and Boston, colonists spread rapidly along the coast and into the interior. To the northeast, New

Plymouth Colony

Puritans established Plymouth Colony in 1620. They built English-style houses and survived due to help from Native Americans. *Why did the colonists build a stockade around their settlement?*



Hampshire and Maine emerged, where Puritans settled uneasily with fishing folk who were Anglicans. To the southeast, Rhode Island became a haven for especially radical Puritans. More conservative Puritans founded Connecticut along the Connecticut River and New Haven beside Long Island Sound. By the end of the seventeenth century, Massachusetts Bay Colony included Maine and Plymouth, while Connecticut absorbed New Haven.

Vocabulary Builder

toleration—(tahl uhr AY shuhn)
n. government acceptance of religious beliefs and ideas that are different from established ones

Religious Dissenters Form New Colonies Most of the Puritans immigrated to New England to realize their own ideal society—and certainly not to champion religious toleration. A leading New Englander denounced “the lawlessness of liberty of conscience” as an invitation to heresy and anarchy. No Catholics, Baptists, or Quakers need come to New England—except to Rhode Island. Dissenters were given, in the words of one Puritan, “free Liberty to keep away from us.” To make that point, the Massachusetts government executed four Quakers and burned their books. The Puritans feared that God would punish any people who tolerated individual choice in religion.

The Puritans also purged their own people for expressing radical religious opinions. During the 1630s, **Roger Williams** and **Anne Hutchinson** angered the authorities by arguing that Massachusetts had not done enough to break with Anglican ways. Williams argued that settlers had no right to take land from the Indians. He said they needed to purchase the land from the Indians.

As a woman, Hutchinson seemed doubly dangerous to Puritan leaders who insisted that only men should exercise public influence. Though she ably defended herself in a trial, John Winthrop banished Hutchinson from Massachusetts.

Prosecuted by the authorities, Williams fled to Rhode Island, where he founded Providence in 1636. Rhode Island was a rare haven for religious toleration in the colonial world. Hutchinson and her family moved to the colony after she was exiled from Massachusetts. Rhode Island attracted Baptists, Quakers, and Jews. Lacking a majority for any one faith, the Rhode Islanders agreed to separate church and state. They believed that mingling church and state corrupted religion.

HISTORY MAKERS

Roger Williams (1603–1683)

Roger Williams, a Puritan minister, came to Massachusetts in 1631. He held that the king had no right to give to English colonists land that belonged to Native Americans. After a Massachusetts court banished him and his followers, Williams founded Providence, Rhode Island—on land purchased from Native Americans. He established religious freedom and separation of church and state. Williams also allowed all males who headed families the right to vote. In Massachusetts, only church members could vote.

Anne Hutchinson (1591–1643)

Hutchinson arrived in Massachusetts in 1634, where she held meetings in her home to boldly promote her idea that God’s grace alone was the key to salvation. But the colony’s leaders opposed preaching by a woman. In 1637, they declared her ideas heresy and banished her. She moved first to Rhode Island and later to New Netherland, where she was killed in a Native American attack.

Salem Witch Trials In addition to punishing religious dissenters, the New England Colonies prosecuted suspected witches. Whenever cattle and children sickened and died, the New Englanders suspected evil magic. For the safety of the community, witches had to be identified, prosecuted, and neutralized. The supposed victims of magic blamed neighbors who seemed to bear them ill will.

The most spectacular accusations occurred in and around Salem, Massachusetts, in 1692. The authorities there tried, convicted, and executed 19 suspected witches. But when the accusations reached members of prominent families, including the governor’s wife, the judges dropped

any further trials. Reassessed as a fiasco, the Salem mania ended the prosecution of witches in New England.

✓ **Checkpoint** Why did Rhode Island become a haven for people of various religious faiths?

Conflict With the Native Americans

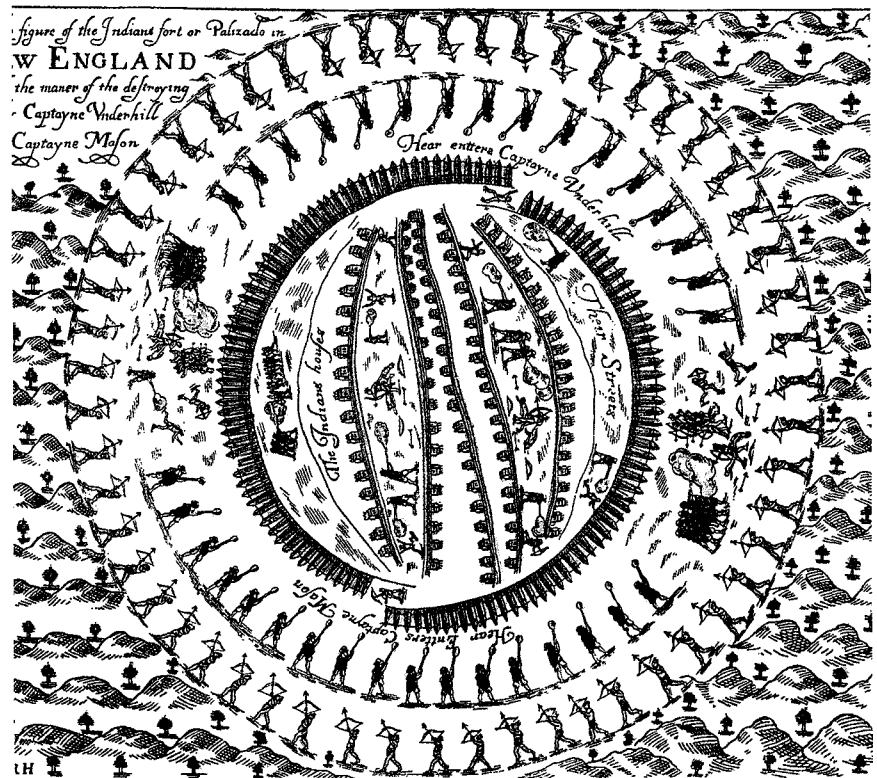
The Puritans saw the Indians as lazy savages who accepted life in the wild, instead of laboring to conquer nature. The colonists remade the land to resemble England by clearing and fencing fields for cultivation in the English fashion. They built English-style houses, barns, mills, and churches. They introduced domesticated cattle, sheep, horses, and pigs. Colonists also killed wild animals that preyed on livestock.

The Pequot War By the 1630s, the Puritans of New England were engaged in a brisk fur trade with the Pequots and several other Indian nations. However, it was an uneasy relationship. Rivalry over control of the trade, coupled with Indian opposition to English territorial expansion, led to the outbreak of the **Pequot War**.

In 1636, Puritans accused the Pequots of murdering an English trader. But the Pequots denied the accusation. Allied with Narragansett and Mohegan Indians—enemies of the Pequots—the Puritans attacked several Pequot villages. In turn, the Pequots raided a Puritan village. Outraged, the Puritans burned a Pequot village filled with mostly women and children and killed most of its 600 to 700 inhabitants. The carnage was so complete that even the Puritans' Indian allies were shocked by the “manner of the Englishmen's fight . . . because it is too furious, and slays too many men.” In 1638, by the Treaty of Hartford, the victorious English, Narragansetts, and Mohegans virtually eliminated the Pequot nation. The Pequots lost all their lands and surviving Pequots went to live among other Indian peoples.

Praying Towns After the Pequot War, the Puritans worked to convert and transform the Indians into replicas of English Christians. They pressured the Indians to move into special “praying towns,” where they could be closely supervised by missionaries. By 1674, Massachusetts had 14 praying towns with 1,600 Indian inhabitants. After restricting the Indians to a few special towns, the Puritans claimed most of their lands for colonial settlement. The missionaries forced the praying-town Indians to abandon their traditional ways and to don English clothing. The missionaries insisted upon the English division of gender roles. They urged the Indian men to forsake hunting and fishing in favor of farming. The Indian women were supposed to withdraw from the cornfields to tend the home and to spin and weave cloth—just as English women did.

However, only a minority agreed to enter the praying towns. As the colonists continued to expand their settlements at the Indians' expense, most Native Americans despaired of keeping their lands without a war.



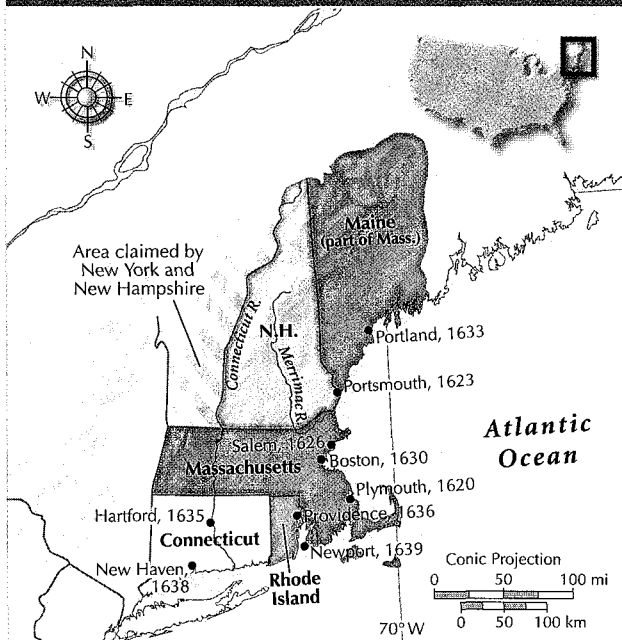
The Pequot War

In 1637, Puritans led an assault against the Pequot, destroying their villages. This woodcut shows Puritans and their Indian allies attacking a Pequot fort.

Vocabulary Builder

gender—(JEHN duhr) *n.* condition of being male or female, especially regarding how the condition affects social status

The New England Colonies



Map Skills The New England colonists found a cool climate and a rocky terrain.

- 1. Place** Which settlement was established three years after Plymouth?
- 2. Draw Conclusions** How did New England's geography affect its economy?

King Philip's War In 1675, a massive Indian rebellion erupted. The colonists called it **King Philip's War**, after a chief named **Metacom** who was known to the colonists as "King Philip." They imagined that he plotted and led the rebellion. In fact, every Indian village fought under its own leader. Far from any masterful plot by Metacom, the uprising consisted of many angry groups of Indians acting separately but similarly.

With guns acquired from traders, the Indians at first devastated the New England settlements, destroying 12 towns. But the tide of war turned in 1676, when the rebels began to starve because their crops were destroyed by colonial counterattacks. The Indians also ran out of ammunition after losing their access to colonial traders. In August, Metacom died in battle, shot down by a praying-town Indian who served with the colonists. The war killed at least 1,000 English colonists and about 3,000 Indians.

The defeated Indians lost most of their remaining lands in southern New England. They survived only as a small minority on limited lands within a region dominated by the newcomers. In 1700, the 92,000 colonists outnumbered New England's 9,000 Indians.

Some of the defeated Indians fled northward to the French colony of Canada, where they found refuge. Whenever the French waged war on the English, the refugee Indians sought revenge by raiding the New England frontier. Those wars became frequent and bloody after 1689, as the English and the French escalated their struggle to dominate North America.

✓ **Checkpoint** How did Puritan praying towns compare with Spanish missions?

SECTION

4 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice

Web Code: nca-0209

Comprehension

- 1. Terms and People** Write a sentence for each item below that explains how it is related to the founding of the New England Colonies.
 - Puritan
 - Separatist
 - Pilgrim
 - Mayflower Compact
 - John Winthrop
 - Roger Williams
 - Anne Hutchinson
 - Pequot War
 - King Philip's War
 - Metacom

2. NoteTaking Reading Skill:

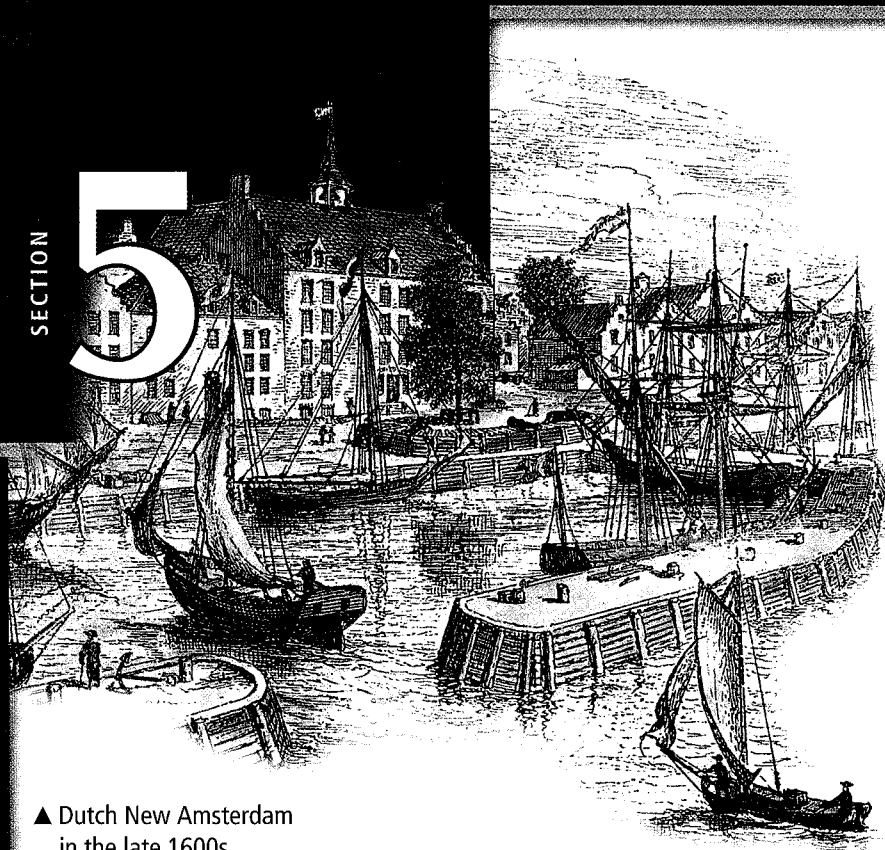
Recognizing Multiple Causes Use your chart to answer the Section Focus Question: What were the goals of the Plymouth and Massachusetts Bay colonies?

Writing About History

- 3. Quick Write: List Effects** List the effects of one of the following events: the Mayflower Compact, the founding of Rhode Island, or the Salem witch trials. Then, rank the effects in order of importance.

Critical Thinking

- 4. Identify Point of View** Read the following quotation and explain how it reflects Puritan values: "God sent you unto this world as unto a Workhouse, not a Playhouse."
- 5. Make Comparisons** Compare the governments of the Virginia and Massachusetts colonies. How were the governments similar? How were they different?
- 6. Recognize Bias** Consider the relationship between Indians and the following groups: Puritans, Virginians, Spanish colonists, and French colonists. How did each group's relationship with Native Americans reflect that group's bias toward Indians?



▲ Dutch New Amsterdam
in the late 1600s

WITNESS HISTORY AUDIO

The Dutch in New Amsterdam

At about the same time English colonists were establishing the Jamestown and Plymouth colonies, the Dutch founded New Netherland. New Amsterdam, the site of present-day Manhattan, was the Dutch capital. In the letter below, Peter Schaghen, an official of the Dutch West India Company, tells the directors of the purchase of Manhattan:

“High and Mighty Lords,
Yesterday the ship the *Arms of Amsterdam* arrived here. It sailed from New Netherland . . . on the 23d of September. They report that our people are in good spirit and live in peace. The women also have borne some children there. They have purchased the Island Manhattes [Manhattan] from the Indians for the value of 60 guilders.”

—Peter Schaghen, 1626

The Middle Colonies



Core Curriculum Objectives

- **1.I.D.1d** Demographics: Religion
- **2.I.A.2** The peoples of the American colonies
- **2.I.A.3** Colonial experience: political rights and mercantile relationships

Key Terms and People

William Penn

Quaker

Why It Matters During the early seventeenth century, the English developed two distinct clusters of settlements along the Atlantic coast: the Chesapeake to the south and New England to the north. Along the mid-Atlantic coast, the Dutch and Swedes established their own small colonies. Growing English power threatened the Dutch and the Swedes. Soon, England would control most of the Atlantic seaboard. **Section Focus Question:** What were the characteristics of the Middle Colonies?

The Dutch Establish New Netherland

Beginning in 1609, Dutch merchants sent ships across the Atlantic and up the Hudson River to trade for furs with the Indians. In 1614, they founded a permanent settlement at Fort Nassau (later called Fort Orange) on the upper river. To guard the mouth of the river, the Dutch built New Amsterdam at the tip of Manhattan Island in 1625. With the finest harbor on the Atlantic coast, New Amsterdam served as the colony's largest town, major seaport, and government headquarters. Coming to trade or to farm, the Dutch—in contrast to the French, Spanish, and Puritan English—made virtually no missionary effort to convert the Indians.

Government in New Netherland The Dutch West India Company appointed the governor and an advisory council of leading colonists, but they did not permit an elected assembly. Although run

NoteTaking

Reading Skill: Identifying Main Ideas and Details As you read this section, prepare an outline like the one below.

- | |
|--|
| <p>I. The Dutch Establish New Netherland</p> <p>A. Government in New Netherland</p> <ol style="list-style-type: none"> 1. No elected assembly 2. Religious tolerance 3. <p>B. Push-Pull Factors</p> |
|--|

by authoritarian governors, New Netherland tolerated various religious groups, including Jews. That toleration drew an especially diverse group of colonists, not only from the Netherlands, but also from France, Germany, and Norway. As in New England, most of the colonists were of the middle class and poor. They came as families—unlike the unmarried, young men who prevailed in the early Chesapeake.

Push-and-Pull Factors Despite an appealing location and religious toleration, the Dutch colony attracted few immigrants. In 1660, New Netherland had only 5,000 colonists—better than the 3,000 in New France, but far behind the 25,000 in the Chesapeake and the 33,000 in New England. Why did the colonization of New Netherland falter?

In mobilizing migration to the colonies, push factors were stronger than pull factors. **Push factors** motivate people to leave their home countries. For example, religious persecution pushed the Puritans out of England. **Pull factors** attract people to a new location. For example, the promise of a better life and fertile soil may pull people to a new land. During the seventeenth century, push was stronger in England than in the Netherlands. With the Netherlands' booming economy and a high standard of living, the Dutch had less cause to leave home than did the English, who suffered from a stagnant economy. The Dutch did not have the masses of roaming poor who became servants in the Southern Colonies. And the tolerant Dutch lacked a disaffected religious minority, such as the Puritans who founded New England. The English succeeded as colonizers largely because their troubled society failed to satisfy their people at home.

✓ **Checkpoint** Why did New Netherland have a diverse population?

New Sweden Is Founded

In 1638, traders founded New Sweden on the lower Delaware River, within the present state of Delaware. Settlers built Fort Christina at the site of present-day Wilmington. Like the Dutch colony, New Sweden had a dual economy: the fur trade with Indians and grain farming by colonists. Some of the colonists were Swedes, but most came from Finland, then under Swedish rule. Skilled at pioneer farming in heavily forested Scandinavia, these colonists adapted quickly to America. They introduced many frontier techniques that eventually became adopted in America, including the construction of log cabins.

Eventually, New Sweden extended to both sides of the Delaware River, into present-day New Jersey, Pennsylvania, and Maryland. Although highly skilled, the approximately 500 New Sweden colonists were too few to hold the land after a violent confrontation with their Dutch neighbors. In September 1655, the Dutch governor, Peter Stuyvesant, appeared with seven warships, compelling the Swedish commander to surrender.

✓ **Checkpoint** How did the Dutch take over New Sweden?

The English Conquest

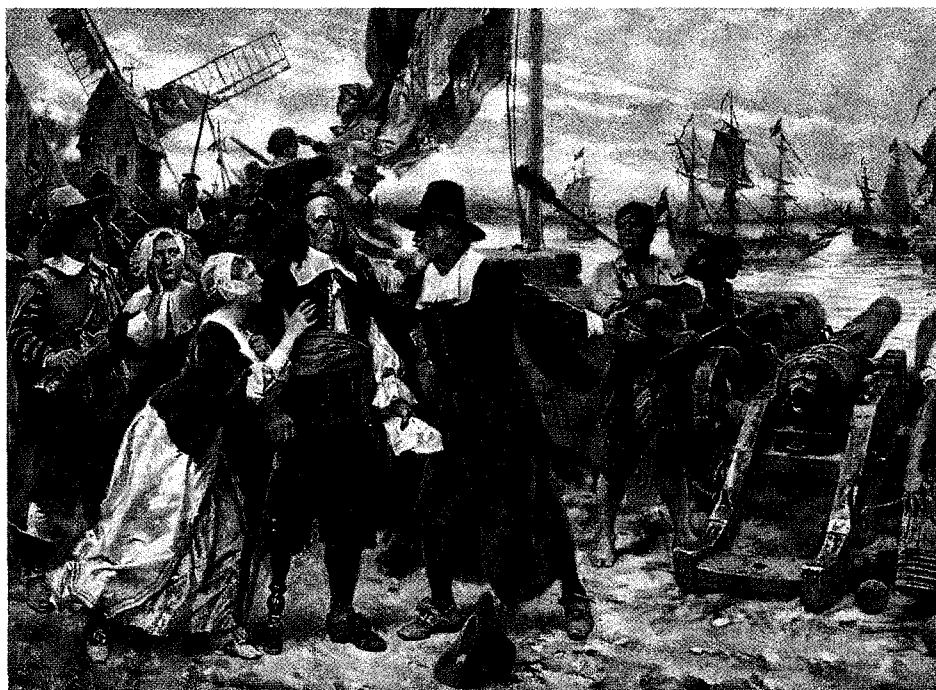
Thinly populated, New Netherland suffered when the Dutch and English empires came to blows. The Dutch and English became violent rivals in global commerce during the 1650s and 1660s. The English leaders resented that the more efficient Dutch shippers captured most of the trade exporting Chesapeake tobacco and West Indian sugar.

New York Becomes an English Colony In 1664, an English expedition forced Governor Stuyvesant to surrender his colony. The English renamed it New

York, after the Duke of York, who received it as a proprietary colony. New Amsterdam became the city of New York, while Fort Orange became known as Albany. Victory secured the mid-Atlantic coast for the English, closing the gap between the Chesapeake Colonies to the south and the New England Colonies to the north. Under English rule, the conquered region became known as the Middle Colonies.

New Jersey Is Established In 1664, the Duke of York granted the lands between the Hudson and the Delaware rivers as a distinct new colony called New Jersey. Puritans and Scots settled the eastern half, while the western half attracted English Quakers. Relatively small and poor, New Jersey was dominated by its larger and wealthier neighbors: New York to the north and Pennsylvania to the west.

✓ **Checkpoint** What colonies were established after the English took lands from the Dutch?



The Dutch Surrender New Amsterdam

As English warships approach, Peter Stuyvesant (center) readies for surrender.

William Penn Founds Pennsylvania

Pennsylvania began as a debt paid to **William Penn** by King Charles II of England. Although the son of an admiral, Penn had embraced the Quaker faith, a radical form of Protestantism. As a wealthy gentleman, Penn was an unusual Quaker. Most Quakers were tradespeople, shopkeepers, and small farmers who distrusted rich and powerful men. In turn, the gentry of England generally despised the Quakers.

Quaker Beliefs In contrast to the Puritan emphasis on sacred scripture and sermons by ministers, the **Quakers** sought an “Inner Light” to understand the Bible. The Quakers did not have clergy, and considering women spiritually equal to men, Quakers established both men’s and women’s leadership for their meetings. Pacifists, the Quakers refused to bear arms. They also tolerated other faiths. Unlike Puritan Massachusetts, Pennsylvania would have no privileged church with tax support.

Pennsylvania Prospers In 1680, the king granted to Penn the land west of the Delaware River as the colony of Pennsylvania, which means “Penn’s Woods.” In 1682, Penn arrived with 23 ships bearing 2,000 colonists. For his capital, Penn established a city named Philadelphia, which means “City of Brotherly Love.”

Thanks to a temperate climate, fertile soil, and a navigable river, the colonists prospered and multiplied, reaching 18,000 inhabitants by 1700. As with the New England Puritans—but unlike the Chesapeake colonists—most early Pennsylvanians came in freedom as families of middle-class means. Most were Quakers, but the colony also attracted Anglicans as well as German Baptists and Lutherans.

Cultivating peace with the local Indians, the Pennsylvanians avoided the sort of native rebellions that devastated Virginia, New England, and New Mexico. Called Delawares by the English, the local Indians were Algonquian speakers.

Vocabulary Builder

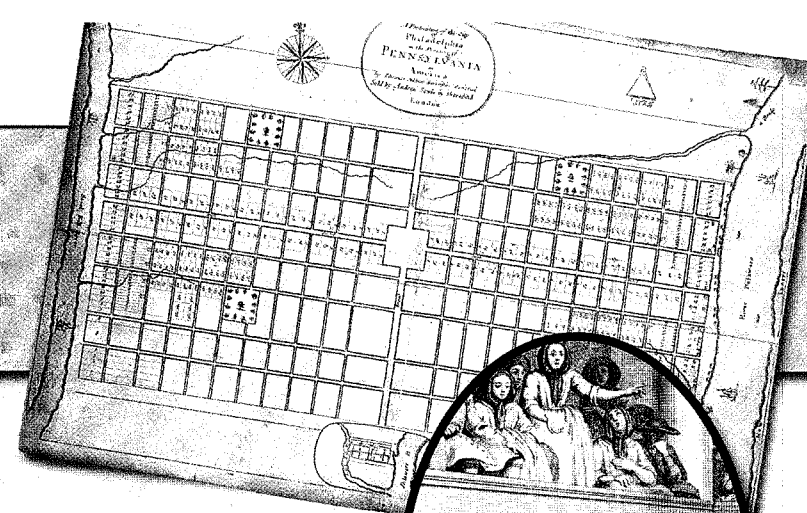
radical—(RAD ih kuhl) *adj.*
favoring or making extreme changes in political, social, religious, or economic thought or practice

WILLIAM PENN'S Holy Experiment

William Penn, a member of the aristocracy, became a Quaker as a young man. Persecuted in England for their religious beliefs, many Quakers were jailed—including Penn. In 1681, Penn founded Pennsylvania as a safe haven for Quakers. He called Pennsylvania a “holy experiment” because it was a place that guaranteed religious and political freedom for its inhabitants. This policy of toleration attracted Europeans with a variety of religious beliefs to immigrate to Pennsylvania, including Jews, Mennonites, Huguenots, and Lutherans.

Penn wrote a constitution for Pennsylvania that was unlike any other at the time. It guaranteed many fundamental liberties, limited the power of government, and contained provisions for amending the constitution. Many years later, these same ideas would appear in the U.S. Constitution.

▼ **Dealing Fairly With the Indians** Although Penn had been granted the land by the king of England, he purchased Pennsylvania from the Indians in the region and maintained good relations with them.



A Planned Community ▲
Penn planned Philadelphia to include wide streets, parks, and hospitals.

Rights for Women ►
Quakers encouraged women to speak during religious services and supported education for women.



▲ A New Kind of Colony When he received the charter for Pennsylvania from King Charles, Penn envisioned his colony as one that would offer religious freedom. Penn also guaranteed many other freedoms.

Thinking Critically

- 1. Analyze Information** Why did King Charles II give William Penn land in North America?
- 2. Draw Conclusions** Why was Penn considered an unusual Quaker?

Unlike most other colonial leaders, Penn treated Native Americans with respect and paid fair prices for their land.

- ✓ **Checkpoint** How did William Penn's treatment of the Native Americans differ from the Puritans' treatment?

Diversity in the Middle Colonies

The Middle Colonies developed an ethnic and religious diversity greater than either the Chesapeake area or New England, where almost all of the white colonists came from England. The Middle Colonies included Dutch, Swedes, Finns, French Protestants, Germans, Norwegians, and Scots—as well as English. By faith, they were Quakers, Baptists, Anglicans, Presbyterians, Lutherans, Dutch Reformed, German Reformed, and Jews. No single ethnic group or specific religious denomination possessed a majority in any Middle Colony. In 1644, a Jesuit priest described New Amsterdam:

Primary Source

“No religion is publicly exercised but the Calvinist, and orders are to admit none but Calvinists, but this is not observed, for there are, besides Calvinists, in the Colony Catholics, English Puritans, Lutherans, Anabaptists, [etc.]”

—Reverend Isaac Jogues, 1644

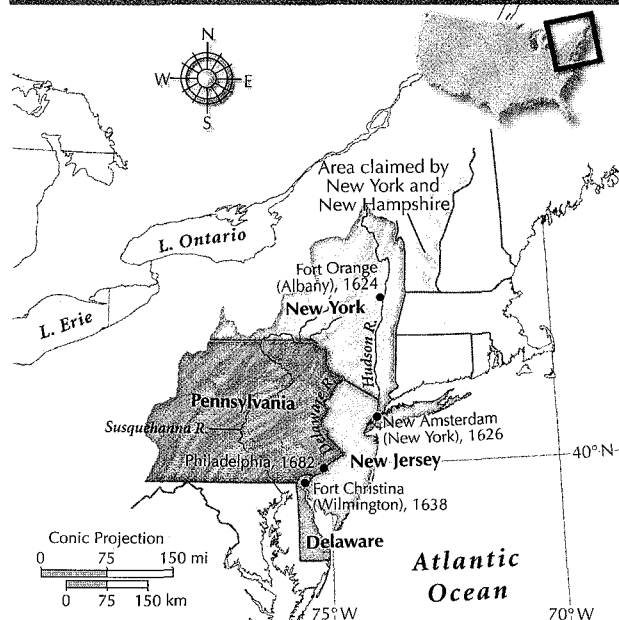
The diversity of the Middle Colonies violated the traditional belief that political order depended on ethnic and religious uniformity. Thrown together in unexpected combinations, the various colonists had to learn how to tolerate their differences. In their ethnic and religious pluralism, the Middle Colonies anticipated the American future.

- ✓ **Checkpoint** Why were the Middle Colonies more diverse than either the Southern or New England colonies?

Geography Interactive

For: Interactive map
Web Code: ncp-0210

The Middle Colonies



Map Skills The Middle Colonies offered settlers fertile lands and a mild climate.

- 1. Locate:** (a) Fort Orange, (b) New Amsterdam, (c) Philadelphia
- 2. Interaction** Which rivers were important to settlers in the Middle Colonies? Explain.
- 3. Compare and Contrast** How were the Middle Colonies similar to and different from the New England and Southern colonies?

SECTION

5 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice
Web Code: nca-0211

Comprehension

- 1. Terms and People** Write a sentence for each person or term below that tells how it contributed to the growth of the Middle Colonies.
 - push factor
 - William Penn
 - pull factor
 - Quaker
- 2. NoteTaking Reading Skill: Identifying Main Ideas and Supporting Details** Use your completed outline to answer the Section Focus Question: What are the characteristics of the Middle Colonies?

Writing About History

- 3. Quick Write: Provide Elaboration** Add interest to your cause-and-effect essay by finding supporting details, facts, and examples. Choose one of the events below and list as many specific details as possible. Then, write a paragraph using the details you listed to explain what caused the event.
 - The English defeat the Dutch and take over New Amsterdam.
 - William Penn gains a charter for Pennsylvania from King Charles II.

Critical Thinking

- 4. Analyze Information** Why did fewer Dutch than English immigrate to the American colonies? Describe both the push factors and the pull factors that contributed to the difference.
- 5. Draw Conclusions** How did geography help the colonies of New York and Pennsylvania prosper?
- 6. Make Comparisons** How did religious toleration in the Middle Colonies differ from that in the New England Colonies?

Quick Study Guide


 1.I.B.2,
1.I.D

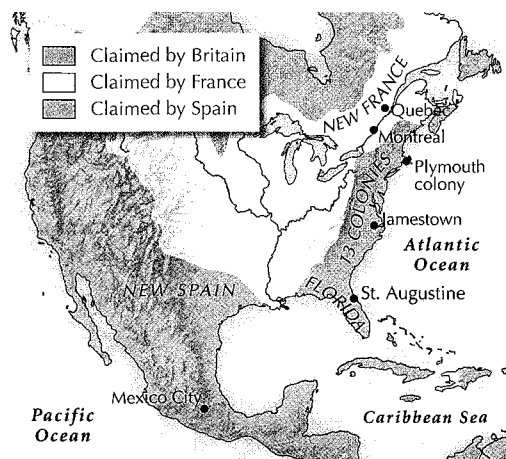
Progress Monitoring *Online*

 For: Self-test with vocabulary practice
Web Code: nca-0212

■ Europeans in America, 1600s–1700s

European Nation	Major Economic Activities	Government
Spain	<ul style="list-style-type: none"> • gold and silver mining • trading • farming 	<ul style="list-style-type: none"> • Crown-appointed viceroys or governors • no elected officials
France	<ul style="list-style-type: none"> • fur trading • some farming 	<ul style="list-style-type: none"> • Crown-appointed governors • no elected officials
England	<ul style="list-style-type: none"> • farming • fishing • trading 	<ul style="list-style-type: none"> • Crown-appointed governors • elected assemblies

■ North America, 1753



■ The 13 British Colonies

Colony	European Settlement
Southern Colonies	
Virginia	1607
Maryland	1632
Carolina	
North Carolina	1655
South Carolina*	1670
Georgia	1732
New England Colonies	
Massachusetts	1620
New Hampshire	1623
Connecticut	1634
Rhode Island	1636
Middle Colonies	
New York	1624
New Jersey	1630
Delaware	1638
Pennsylvania	1644

*North and South Carolina formed a single colony, Carolina, until they were separated in 1712.

■ Quick Study Timeline



In America

1607 English found Jamestown	1608 French found Quebec	1619 House of Burgesses established	1620 Pilgrims found Plymouth Colony
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1500	1517 The Protestant Reformation begins	1519–1522 Magellan circumnavigates the world	1600	1620	1630s Japan bars western merchants
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American Issues Connector



By connecting prior knowledge with what you have learned in this chapter, you can gradually build your understanding of enduring questions that still affect America today. Answer the questions below. Then, use your American Issues Connector study guide (or go online: www.PHSchool.com **Web Code:** nch-0214).

Issues You Learned About

● **Global Interdependence** Events, ideas, and items that come from one region often reach and influence people in other regions.

1. Explain how religious conflicts that took place in Germany in the early 1500s impacted people throughout Europe.
2. Describe the economic relationship between French settlers and the Native Americans who lived around the St. Lawrence River.
3. How did global commerce affect events in New Netherland?

● **Church and State** In colonial days, religious beliefs had a strong influence on the development of society.

4. Why did the Puritans first come to North America? What religious groups were not welcome in Massachusetts?
5. Why did leaders of Massachusetts banish Roger Williams and Anne Hutchinson?
6. What vision did Lord Baltimore have for his Maryland colony? Did he achieve this vision?
7. How did the beliefs of the Quakers lead to separation between church and state in Pennsylvania?

● **American Indian Policy** From the moment that Europeans began settling in North America, they developed policies for dealing with the Native Americans who already lived on the land.

8. How did Spanish policy toward the Pueblos change after the Pueblo revolt?
9. What benefits did the Puritans gain from pressuring Indians to move into special "praying towns"?
10. Think about the different groups of European settlers who came to North America. Which group do you think changed the lives of American Indians the least? Explain your answer.

Connect to Your World

New York

Interaction with the Environment When the first Europeans arrived in the region that later became New York's capital, it was home to Mohican Indians who used the Hudson River as a major travel route. Because of its location on the west bank of the Hudson River near the Mohawk River, the area drew Dutch merchants who wanted a central location for their growing fur trade industry. They named the settlement Fort Orange. In 1664, the British took over the fort and renamed it Albany. Research the Port of Albany's activities today and create a chart detailing the exports and imports of the area.



1664
New York and
New Jersey
become English
colonies

1671
Bacon's
Rebellion

1680
Pueblo
Revolt



1752
Georgia
becomes a
royal colony

History Interactive
For: Interactive timeline
Web Code: ncp-0213

1640

1642
English Civil
War begins

1660

1652
Dutch build Cape
Town in South Africa

1680

1682
Peter the Great
becomes czar
of Russia

1750

Chapter Assessment

Terms and People

1. Define **viceroy**. Where did the viceroys have power?
2. Who was **Samuel de Champlain**? What relationship did he have with the Native Americans?
3. How did **royal colonies** differ from **proprietary colonies**? Give an example of each type.
4. What was the **Mayflower Compact**? What was its most important principle?
5. Who were the **Quakers**? What ideas did Quakers support?

Focus Questions

The focus question for this chapter is **How and why did**

European nations establish colonies in the Americas?

Build an answer to this big question by answering the focus questions for Sections 1 through 5 and the Critical Thinking questions that follow.

Section 1

6. How did Spain strengthen its colonies in the Americas?

Section 2

7. How did France's American colonies differ from Spain's American colonies?

Section 3

8. What were the characteristics of the government and the economy in the Southern Colonies?

Section 4

9. What were the goals of the Plymouth and Massachusetts Bay colonies?

Section 5

10. What were the characteristics of the Middle Colonies?

Critical Thinking

11. **Make Generalizations** What was life like for Native Americans who lived on or near Spanish missions?
12. **Categorize** How did colonists in Spanish America categorize members of society? Explain your answer.
13. **Explain Effects** What effect did the fur trade with Europe have on relations between Native American groups?
14. **Analyze Information** Why did the Spanish colonists begin importing enslaved Africans?
15. **Explain Causes and Effects** What were the causes and effects of Samuel Champlain's battle with the Iroquois in 1609?
16. **Identify Assumptions** What ideas did the English in Virginia and Massachusetts hold about the way that the Native Americans interacted with the land of North America? How does their treatment of Indians reflect their attitude?
17. **Draw Inferences** How did James Oglethorpe make Georgia different from other Southern Colonies?
18. **Recognize Cause and Effect** What led to the outbreak of King Philip's War? What results did it have?
19. **Make Comparisons** Was Rhode Island more similar to other colonies in New England or to those in the Middle Colonies? Give several reasons to support your answer.
20. **Compare and Contrast** How did colonial governments in New Spain, New France, and in the 13 British colonies differ? What similarities were there?

Writing About History

Expository Essay: Cause and Effect Choose one colony in North America and write an essay that explains the causes and effects of its founding.

Prewriting

- Consider what you know about the founding of each colony, and choose one that you think best shows cause and effect.
- Take time to research facts, descriptions, and examples to clearly illustrate the causes and effects in your essay.

Drafting

- Choose one of the following to organize the causes and effects in your essay: Show the chronological order of events, or order the events from the least important to the most important.
- As you draft your essay, illustrate each cause and effect with supporting facts and details.

Revising

- Review your entire draft to ensure that you show a clear relationship between the causes and effects.
- Analyze each paragraph to check that you have provided a thorough set of facts and details.
- Use the guidelines on page SH11 of the Writing Handbook to revise your report.



Regents DBQ Practice



European Motivations for Colonization

Why did European countries want colonies in North America? What motivated people to leave their homes to live on the edge of a distant continent they knew little about? Use your knowledge of colonial America and Documents A, B, and C to answer questions 1 through 4.

Document 1

"It will be a service to the Church of great consequence to carry the Gospel into those parts of the world. . . . The whole earth is the Lord's garden. . . . Why . . . suffer a whole continent as fruitful and convenient for the use of man to lie waste without any improvement? . . . What can be a better work, and more honorable and worthy of a Christian than to help rise and support a particular church while it is in its infancy, and to join his forces with such a company of faithful people, as by a timely assistance may grow strong and prosper. . . ."

—John Winthrop, *Reasons for the Plantation*
in New England, c. 1628

Document 2

"Whereas . . . several lands, Islands, Places, Colonies, and Plantations have been obtained and settled in that Part of the Continent of America called New England, and thereby the Trade and Commerce there, hath been of late Years much increased: And whereas We have been informed by the hirable Petition of our Trusty and Well beloved John Winthrop [and others], being Persons principally interested in Our Colony or Plantation of Connecticut, in New England, that the same Colony . . . was Purchased and obtained for great and valuable Considerations, and some other Part thereof gained by Conquest . . . and at the only Endeavors . . . of theirs and their Associates . . . Subdued, and Improved, and thereby become a considerable Enlargement and Addition of Our Dominions and

Interest there. Now Know YE, That in consideration thereof . . . We have ordained . . . the said John Winthrop [and others] . . . One Body Corporate and politique, in Fact and Name, by the Name of, Governor and Company of the English colony of Connecticut in New-England, in America. . . ."

—from the Charter of Connecticut, 1662

Document 3

"Carolina is a fair and spacious Province on the Continent of America. . . . This Province lying so neer Virginia, and yet more Southward, enjoys the fertility and advantages thereof; and yet is so far distant, as to be freed from the inconstancy of the Weather, which is a great cause of the unhealthfulness thereof. . . ."

The Land is of divers sorts as in all Countryes of the world, that which lyes neer the Sea, is sandy and barren, but beareth many tall Trees, which make good timber for several uses; . . . up the River about 20 or 30 mile, where they have made a Town, called Charles-Town, there is plenty of as rich ground as any in the world. . . . The Woods are stored with Deer and Wild Turkeys, of a great magnitude, weighing many times above 50lbs a piece, and of a more pleasant tast than in England; . . . other sorts of Beasts in the Woods that are good for food; and also Fowls. . . . Here are as brave Rivers as any in the World, stored with great abundance of Sturgeon, Salmon, Bass, Plaice, Trout, and Spanish Mackrill, with many other most pleasant sorts of Fish, both flat and round, for which the English Tongue hath no name. . . . Last of all, the Air comes to be considered . . . and this is it which makes this Place so desireable, being seated in the most temperate Clime, where the neighbour-hood of the glorious Light of Heaven brings many advantages. . . . The Summer is not too hot, and the Winter is very short and moderate, best agreeing with English Constitutions. . . ."

—Robert Horne, *A Brief Description of the Province of Carolina*, 1666

- Document 3 suggests that England valued its New England Colonies for
 - commercial reasons.
 - religious reasons.
 - strategic reasons.
 - political reasons.
- Which documents are most likely advertisements?
 - Document 1 only
 - Document 2 only
 - Document 3 only
 - Documents 1 and 2
- Which documents suggest a religious motive for establishing colonies?
 - Document 1 only
 - Documents 2 and 3
 - Documents 1 and 3
 - Documents 1 and 2
- Writing Task** What role do you think economics played in the establishment of European colonies in North America? Use your knowledge of the colonial period and evidence from the sources above to explain your answer.

3 The American Colonies Take Shape

1607–1765



WITNESS HISTORY AUDIO

The Colonies Prosper

As the American colonies grew and prospered, England encouraged colonists to import English goods. Colonists eagerly purchased imported cloth, tea, furniture, books, and other items. And as manufacturing grew in England, colonists could buy a greater variety of goods at lower prices than ever before. One visitor to America noted:

“... [colonists] import from London stuffs and every other article of English growth or manufacture, together with all sorts of foreign goods. England, and especially London, profits immensely by its trade with the American colonies; for not only New York but likewise all the other English towns on the continent, import so many articles from England that all their [currency] must go to Old England. ...”

—Peter Kalm, *Travels into North America*, 1748

- ◀ Colonial artist Charles Willson Peale painted an image of his family that shows that they valued art and culture.



An eighteenth-century colonial hornbook



Colonists treasured pottery from England.



Core Curriculum Preview

Chapter Focus Question: What factors shaped life in colonial America in the seventeenth and eighteenth centuries?

Section 1

Immigration and Slavery 1.I.D.2, 2.I.A.2, 2.I.A.2b, 2.I.A.2c

Section 2

The American Colonies and England 1.I.B.3, 1.I.D.1d, 2.I.A.1, 2.I.A.1b

Section 3


Comparing Regional Cultures 1.I.A.2c, 2.I.A.3, 2.II.B.1a

Section 4

Wars of Empire 1.I.B.3, 1.I.B.4, 2.I.A.2a



A political cartoon urges the 13 colonies to work together.

Use the  **Quick Study Timeline** at the end of this chapter to preview chapter events.

Note Taking Study Guide Online

For: Note Taking and American Issues Connector
Web Code: nce-0301

New Arrivals

In the 1700s, thousands of European immigrants crossed the Atlantic Ocean, hoping to acquire land, earn a good living, and enjoy the freedoms that existed in colonial America. In 1739, a German immigrant noted that "Liberty of conscience [thought]" was the "chief virtue of this land. . . . But for this freedom, I think this country would not improve so rapidly."

Yet, there were others who crossed the Atlantic under drastically different circumstances. These were Africans, who were forced from their homeland and crammed onto slave ships. Thrust into a hostile world, they were expected to work from sunup to sundown under terrible conditions. Their experiences in North America were different in every way from that of European immigrants.

▲ James Oglethorpe, founder of Georgia, greets Scottish immigrants.

Immigration and Slavery



Core Curriculum Objectives

- **1.I.D.2** Immigration
- **2.I.A.2** The peoples of the American colonies
- **2.I.A.2b** Slave trade
- **2.I.A.2c** Varieties of immigrant motivation, ethnicities, and experiences

Terms and People

indentured servant
triangular trade

Middle Passage
Phyllis Wheatley

Why It Matters As the colonies developed, Europeans began to arrive in greater numbers. At first, most immigrants were English, but during the 1700s larger numbers of Germans and Scotch-Irish arrived. Enslaved Africans were taken unwillingly from their homelands and forced to work in a distant land. These newcomers would reshape American colonial society. **Section Focus Question:** Which major groups of immigrants came to Britain's American colonies in the 1700s?

Europeans Migrate to the Colonies

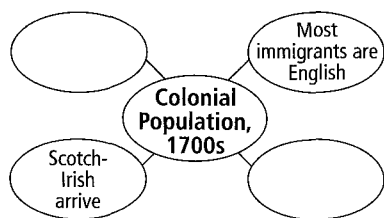
After a difficult start, England's American colonies grew steadily. By 1700, approximately 250,000 people of European background lived in the colonies. That number would rise tenfold during the next 75 years. Much of this growth came as a result of emigration from Europe.

Migration From England During the 1600s, about 90 percent of the migrants to the English colonies came from England. About half of these immigrants were **indentured servants**—poor immigrants who paid for passage to the colonies by agreeing to work for four to seven years. Instead of receiving a wage, indentured servants received basic food, clothing, and shelter—generally just enough to keep them alive. At the end of their term, they were supposed to receive clothes, tools, food, and sometimes land.

Developments in England caused the percentage of immigrants to drop dramatically. Prior to 1660, many English left their homeland

NoteTaking

Reading Skill: Identify Main Ideas As you read the section, use a concept web to list main ideas about population in the colonies.



because of religious and political turmoil. High unemployment and low wages in England added to the troubles. After 1660, however, the English economy improved and political and religious conflicts diminished. Increasingly, English people chose to stay in England.

The Scots and Scotch-Irish While English emigration shrank, Scottish emigration soared. Generally poorer than the English, the Scots had more reasons to seek their fortunes elsewhere. They also gained easier legal access to the colonies after 1707. In that year, Great Britain was formed by the union of England, Wales, and Scotland.

After the formation of Great Britain, many Scots became colonial officials. Some became royal governors. Scottish merchants also captured a growing share of the colonial commerce, especially the tobacco trade from the Chesapeake Bay.

The Scots immigrated to the 13 colonies in three streams. The first stream came from the Scottish lowlands. The second came from the Scottish highlands, and the third came from the province of Ulster in Northern Ireland. In the colonies, the Ulster Scots became known as the Scotch-Irish.

Nearly 250,000 Scotch-Irish people came to the colonies in the 1700s. They were descendants of Protestant Scots who had settled in Northern Ireland. The Scotch-Irish arrived in the American colonies in search of land. Many moved west to the mountainous “back country” that stretched from Pennsylvania to the Carolinas. There, they built farms on the frontier lands recently taken from the Indians.

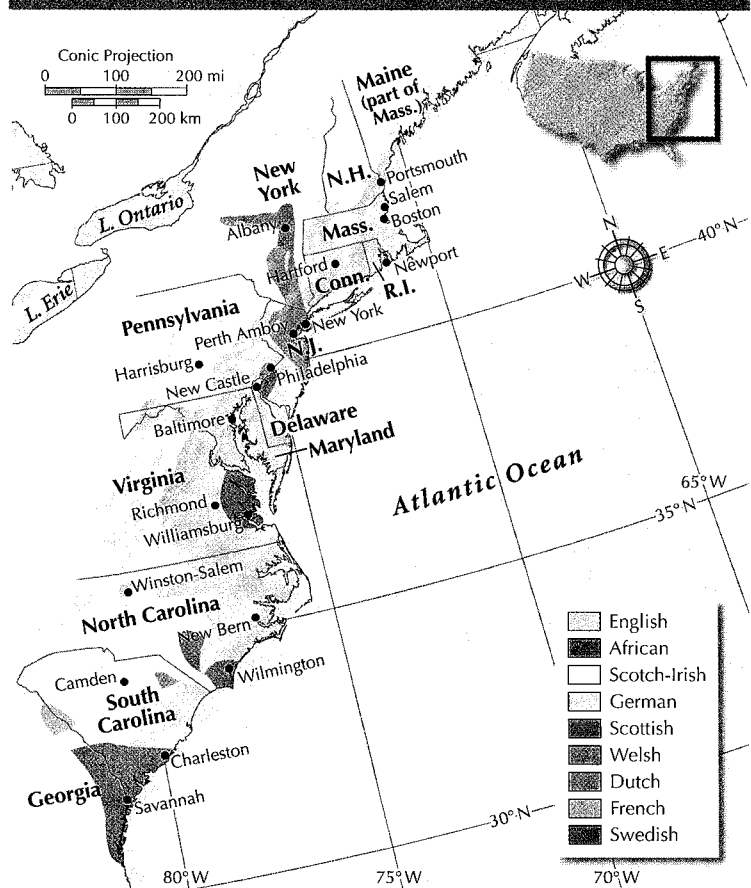
The Germans Germans were second only to the Scotch-Irish as eighteenth-century emigrants from Europe to British America. Most of the 100,000 who immigrated to the colonies were Protestant. Almost all came from the Rhine Valley in southwestern Germany and northern Switzerland.

What factors explain the flood of German immigrants? They felt pushed by war, taxes, and religious persecution. During the 1700s, Germany was divided into many small principalities, frequently involved in wars. To build palaces and to wage war, German princes heavily taxed their people and forced young men to join the army. Most princes also demanded religious conformity. Germany also lacked enough farmland for its growing population.

In 1682, William Penn recruited a few Germans to settle in Pennsylvania, where they prospered. In letters to relatives and friends, immigrants reported that wages were high while land and food were cheap. In Pennsylvania, an immigrant could obtain a farm six times larger than a typical peasant holding in Germany. Pennsylvania demanded almost no taxes and did not force its young men to become soldiers.

Geography Interactive
For: Interactive map
Web Code: ncp-0302

Diversity in the 13 Colonies



Map Skills Seeking land and liberty, Europeans from a number of nations immigrated to the 13 colonies during the 1700s. Hundreds of thousands of Africans were forced to migrate to the colonies.

- 1. Locate:** (a) Pennsylvania, (b) Massachusetts, (c) South Carolina
- 2. Region** Which colonies have the largest concentrations of people of African descent?
- 3. Compare and Contrast** How does the diversity of the populations of New England and the Middle Colonies compare?

Immigration Brings Diversity Immigration brought changes to the colonies. In Pennsylvania, for instance, new waves of Scottish and German immigrants made the Quakers a minority in that colony. Although the different groups often distrusted one another at first, no group was large enough to impose its beliefs or to drive the others out of the colony. Instead, they all gradually accepted that a diverse society was an economic boon and the best guarantee for their own faith.

✓ **Checkpoint** Why did Scots and Germans emigrate from their homelands?

WITNESS HISTORY DVD

Watch *The Atlantic Slave Trade* on the United States Witness History DVD to explore the transatlantic slave trade.

Discovery
EDUCATION

Africans Are Transported to America

During the 1600s, landowning colonists in the Chesapeake region needed workers to raise crops. Indentured servants filled this need, and most early indentured servants were English. Yet, as English immigration began to decline in the late 1600s, the demand for labor in the colonies grew. As a result, many colonists began to turn to another source of labor: enslaved Africans.

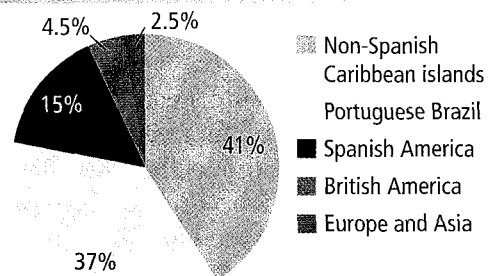
Slavery in the Colonies Begins Early in the 1600s, colonists often treated African workers just as they treated indentured servants, giving them their freedom after several years of service. Freed blacks could own land, vote, and even buy enslaved Africans of their own.

By the mid-1600s, however, most colonies began to pass laws that supported the permanent enslavement of Africans. In 1705, Virginia's General Assembly

INFOGRAPHIC The Middle Passage

From the 1400s to the 1800s, more than 10 million enslaved Africans made a forced journey across the Atlantic Ocean to the Americas. Called the Middle Passage, Africans endured horrific conditions as they were crammed onto ships "like herring in a barrel" and sent to unfamiliar lands. The drawing below shows enslaved Africans shackled together and jammed into spaces just 3 feet and 3 inches high.

Destinations of Enslaved Africans, 1500–1870



SOURCE: *World Civilizations*, Albert M. Craig

▲ The pie graph shows where slave traders sent captured Africans.

3 feet 3 in. high



declared that “All servants imported . . . who were not Christians in their native Country . . . shall be accounted and be slaves.” Other laws stated that the children of enslaved African Americans were also enslaved. This change in legal status promoted the racist idea that people of African origin were inferior to whites.

The Transatlantic Slave Trade Once established, slavery expanded rapidly. During the 1700s, the British colonies imported approximately 1,500,000 enslaved Africans. The great majority went to the West Indies, but at least 250,000 came to the 13 colonies to labor on plantations and in homes.

Traders purchased slaves from African merchants and chiefs in the coastal kingdoms of West Africa. Most of those enslaved were kidnapped by armed men or taken in wars between kingdoms. Although they did not directly seize slaves, Europeans promoted the trade by offering high prices for captives.

Enslaved Africans came to the Americas as part of a three-part voyage called the **triangular trade**. Slave traders sailed from Europe to Africa, where they traded manufactured goods for enslaved Africans. Then, in the **Middle Passage**, shippers carried the enslaved Africans across the Atlantic to the American colonies. After selling the slaves for colonial produce, the traders returned to the mother country.

The brutality of the Middle Passage was extreme. On a voyage that lasted two months or more, enslaved Africans suffered the psychological trauma of separation from their families and villages—as they sailed toward a strange land and an unknown future. Slave traders branded their cargo with hot irons, placed them in shackles, and jammed them into dark holds so crowded that the slaves

Vocabulary Builder

status—(STAT uhs) *n.* legal position or condition of a person, group, country, etc.



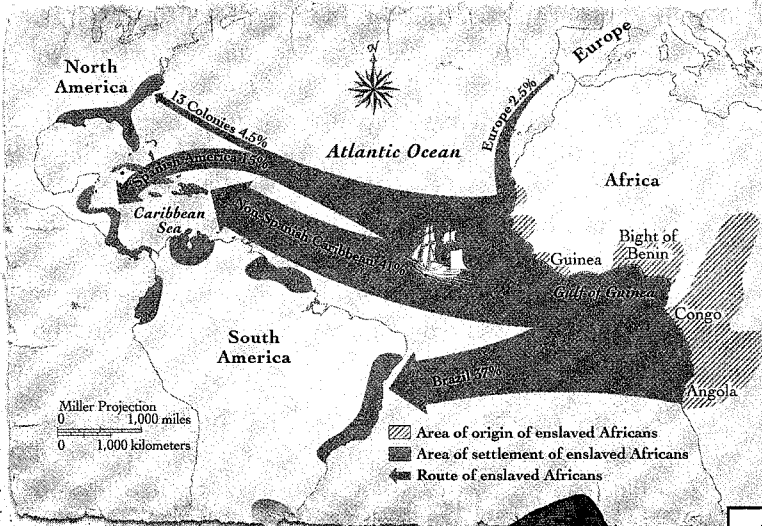
A Forced Migration

Born in West Africa, Olaudah Equiano (1745–1797) was captured when he was 11 years old. In his memoir, he vividly described the ship that would take him across the Atlantic.

“I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life: so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste anything. I now wished for the last friend, death, to relieve me...”

—The Interesting Narrative of the Life of Olaudah Equiano, by Olaudah Equiano

▼ **Crossing the Atlantic** The voyage from West Africa to the Americas could take from three weeks to three months depending on the winds and the weather. The map shows where the enslaved came from and where they were going.



▼ Chains

▲ Shackles

Thinking Critically

- 1. Compare Points of View** How might Equiano’s memoir compare with the journal of the captain of a slave ship?
- 2. Synthesize Information** Based on the map and the pie graph, from what region of Africa did most enslaved Africans come? To what region did most go?

could hardly move. The foul air promoted disease, and the ill might be thrown overboard to prevent the spread of disease. Some Africans, hoping for death, refused to eat. One ship's surgeon witnessed the following shocking scene:

Primary Source

“Upon the Negroes refusing to take sustenance [food], I have seen coals of fire, glowing hot, put on a shovel and placed so near their lips as to scorch and burn them. And this has been accompanied with threats of forcing them to swallow the coals if they any longer persisted in refusing to eat.”

—Alexander Falconbridge, 1788

Slave traders had an interest in delivering a large and healthy cargo. However, due to the conditions, at least 10 percent of those making the Middle Passage in the 1700s did not survive.

✓ **Checkpoint** How did the laws concerning enslaved Africans sent to the 13 colonies change in the 1700s?

Africans in the Americas

Following the ordeal of the Middle Passage, enslaved Africans faced a bleak future in America. At slave auctions, colonial buyers often broke up families to make it more difficult to plot escape or rebellion. The newly enslaved were ordered about in an unfamiliar language and put to work beside strangers who shared only their skin color. Arriving with distinct languages and identities as Ashantis, Fulanis, Ibos, and many others, the enslaved forged a new culture as African Americans.

Slavery in the North and the South Slavery varied considerably by region. In 1750, enslaved African Americans were small minorities in New England and the Middle Colonies. In those two regions, most enslaved African Americans labored as farmhands, dockworkers, sailors, and house servants.

Many more enslaved African Americans lived in the Southern Colonies, where they raised labor-intensive crops of tobacco, rice, indigo, or sugar. In the Chesapeake, they comprised 40 percent of the population. In coastal South Carolina,

enslaved African Americans outnumbered the white population. To maximize their profits, masters demanded as much work as possible while minimizing the cost of feeding, clothing, and housing slaves. Most of the enslaved lived in crude huts with dirt floors, no windows, and few furnishings. Their work was long and hard: at least 12 hours a day, 6 days a week under the close supervision of a white overseer, who whipped those who resisted.

Developing a New Culture In the colonies, African Americans developed a rich culture based on African traditions and their circumstances in America. These traditions represented a blend of African cultures, as plantations, farms, and cities contained Africans from many different ethnic groups. Most African Americans adopted the Christianity of their masters, blending it with some African religious traditions. They modified African instruments, crafting banjos, rattles, and drums to create a music that emphasized rhythm and percussion.

This watercolor, painted on a South Carolina plantation in the late 1700s, shows a dance form and musical instruments that have their roots in Africa.



Rebels and Runaways Slaveholders could never break enslaved African Americans' longing to be free. In the South and especially in the West Indies, some enslaved African Americans rebelled. On the mainland, the largest uprising erupted in 1739 at Stono in South Carolina, where about 100 slaves killed 20 whites before suffering defeat and execution.

Running away was more common. In the West Indies and the Carolinas, enslaved African Americans became *maroons*, a name for those who hid in forests or swamps. Other runaways fled to remote Native American villages or to Florida, where the Spanish welcomed them with food, land, and freedom. The Spanish sought to weaken the British colonies and to strengthen their own frontier militia with freed African Americans. In the Chesapeake and northern colonies, runaways tried to fit into the small free black communities.

Many more of the enslaved, however, opted for a more subtle form of rebellion. They stayed on the plantations, but they resisted by working slowly, feigning illness, pretending ignorance, or breaking tools.

Free African Americans Although most African Americans remained slaves for life, a few did obtain their freedom. For example, an enslaved African American might manage to earn money and purchase his or her freedom or might be set free by a slave owner.

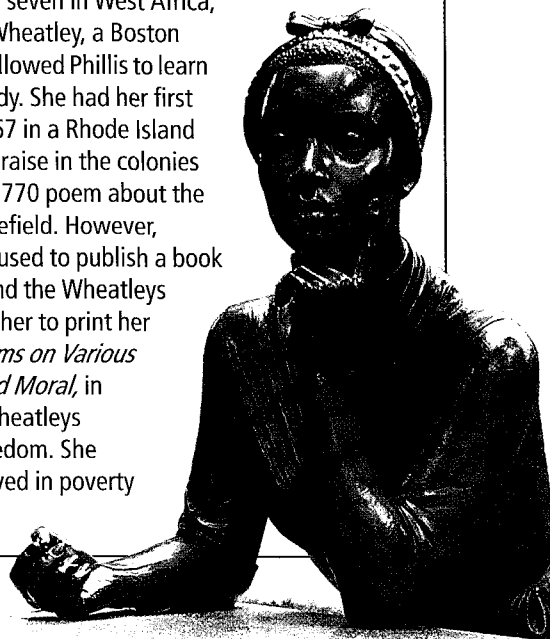
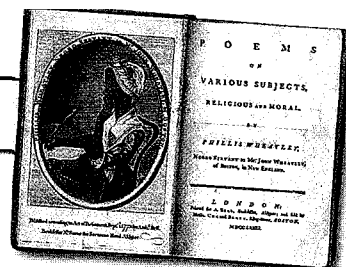
Free African Americans tended to live in cities, where they faced discrimination. A rare few managed to overcome enormous obstacles to distinguish themselves. One example was **Phillis Wheatley** of Boston (see the History Maker on this page).

✓ **Checkpoint** How did slavery differ in the North and the South?

HISTORY MAKERS

Phillis Wheatley (1753?–1784)

Phillis Wheatley was the first African American to publish a book of poems. Captured at about age seven in West Africa, she was sold to John Wheatley, a Boston tailor. The Wheatleys allowed Phillis to learn to read, write, and study. She had her first poem published in 1767 in a Rhode Island newspaper. She won praise in the colonies and in Britain for her 1770 poem about the preacher George Whitefield. However, colonial publishers refused to publish a book of her poetry. Phillis and the Wheatleys found a London publisher to print her volume of poetry, *Poems on Various Subjects, Religious and Moral*, in 1773. That year the Wheatleys granted Phillis her freedom. She married in 1778 but lived in poverty until her death.



SECTION 1 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice
Web Code: nca-0303

Comprehension

1. Terms and People What is the relationship between each of the following terms and people and the population of the 13 colonies?

- indentured servant
- triangular trade
- Middle Passage
- Phillis Wheatley

2. NoteTaking Reading Skill: Main Ideas Use your concept web to answer the Section Focus Question: Which major groups of immigrants came to Britain's American colonies in the 1700s?

Writing About History

3. Quick Write: Define a Problem

Choose one topic from this section that you could use to write a problem-and-solution essay. For example, you could write about the experiences of European immigrants, indentured servants, or enslaved Africans. Make a list of details, facts, and examples that define the problems one of these groups faced.

Critical Thinking

4. Understand Cause and Effect

Based on the description of European immigration to the American colonies, what were the main causes of immigration to the Americas?

5. Analyze Why did slavery become a permanent condition in the colonies?

6. Draw Conclusions Why do you think enslaved African Americans living in the South were able to preserve parts of African culture as well as build a new African American culture?

American colonists imported English pottery. ►



WITNESS HISTORY AUDIO

An Illegal Trade

According to English law, the colonies could import manufactured goods only through English ports, where an additional tax was collected. Yet, the letter below holds that colonial importers evaded the law.

“... There has lately been carried on here a large illicit [illegal] trade. . . .

A considerable number of ships have . . . lately come into this country directly from Holland, laden . . . with reels of yarn or spun hemp, paper, gunpowder, iron, and goods of various sorts used for men and women’s clothing.”

—William Bollan, advocate general of Massachusetts, 1743

▲ At busy colonial ports, merchants shipped raw materials to England and received manufactured goods from England.

The American Colonies and England



Core Curriculum Objectives

- **1.I.B.3** Territorial expansion
- **1.I.D.1d** Religion
- **2.I.A.1** 17th- and 18th-century Enlightenment thought
- **2.I.A.1b** Key events (Magna Carta, habeas corpus, English Bill of Rights, Glorious Revolution)

Terms and People

Magna Carta

Parliament

English Bill of Rights

habeas corpus

salutary neglect

Navigation Acts

mercantilism

Enlightenment

Great Awakening

NoteTaking

Reading Skill: Identify Supporting

Details Use the format below to outline the section’s main ideas and supporting details.

- | |
|---|
| <p>I. Government in the Colonies</p> <p>A. Traditions of English government</p> <ol style="list-style-type: none"> 1. Magna Carta 2. <p>B.</p> <p>C.</p> <p>II.</p> |
|---|

Why It Matters During the eighteenth century, the colonists looked to England as their model for literature, government, and their economy. Important English documents, such as the Magna Carta and the English Bill of Rights, were the basis of colonial government and law. In addition, the colonial economy was dependent on trade with England. Although the relationship between England and the 13 colonies was a close one, during the 1700s, the distant American colonies began to form their own ideas about government and the economy. **Section Focus Question:** How did English ideas about government and the economy influence life in the 13 colonies?

Government in the Colonies

England developed an empire of many disunited colonies during the 1600s. Lacking money, the English Crown granted charters to private companies or lords proprietors, individuals who supported the monarchy. Compared to the Spanish or French, the English monarch exercised little direct control over the colonists.

Traditions of English Government Also unlike the kings of France and Spain, the English monarchs were bound to uphold the provisions of the **Magna Carta**, a document English nobles forced King John to accept in 1215. The Magna Carta protected English nobles by limiting the king’s ability to tax them and by guaranteeing due process, or the right to a trial. Before levying a tax, the king needed the consent of the nobles.

After the Magna Carta, a council of nobles continued to advise English monarchs. The nobles also maintained the right to approve taxes—one of their most important powers. During the 1300s, the council of nobles gained more power and evolved into the lawmaking body known as Parliament. The English **Parliament** became a bicameral, or two-house, legislature. Members of the House of Lords were nobles, who inherited their positions, and church leaders. Commoners elected members of the House of Commons. However, only men with property could vote. Although this limited the number of eligible voters, England allowed more people to vote than any other European nation at the time.

A Measure of Self-Rule in America Although they were thousands of miles away from their homeland, most settlers in the North American English colonies asserted that they were entitled to the same rights as any other English subject. Nevertheless, the type of government in the American colonies varied from region to region.

In New England, the Puritans established republics with elected governors. Elsewhere, the distant Crown or lords proprietors appointed the governor of a colony. But that governor had to share power with the propertied colonists. Those colonists refused to pay taxes unless authorized by their own elected representatives in a colonial assembly. Colonists also claimed they were protected by English common law, which emphasized individual liberties.

King James II Asserts Royal Power In 1685, James II became king of England and tried to rule without Parliament. An open Catholic, he alarmed the Protestant majority of England. The new king also tightened control over the New England Colonies by revoking their government charters. Then, he combined them with New York and New Jersey into a larger colony known as the Dominion of New England. The Dominion replaced the colonies' elected assemblies with a Crown-appointed governor-general and council. The Dominion angered the colonists, who insisted upon their right to refuse to pay taxes unless approved by their own elected representatives.

The Glorious Revolution Results in a Bill of Rights

In 1689, the colonists learned that James II had been overthrown in England in a coup called the Glorious Revolution. The plotters replaced him with two Protestant monarchs, King William and Queen Mary. The new monarchs promised to cooperate with Parliament and to support the Anglican church. William and Mary also agreed to sign an **English Bill of Rights**, a document guaranteeing a number of freedoms and restating many of the rights granted in the Magna Carta. These rights included **habeas corpus**, the idea that no one could be held in prison without being charged with a specific crime. The English Bill of Rights also stated that a monarch could not keep a standing army in times of peace without Parliament's approval. (See the primary source at right.)

Vocabulary Builder

assert—(uh SURT) *v.* to state positively; declare



The English Bill of Rights

The Glorious Revolution ousted James II. King William and Queen Mary took the throne and signed the English Bill of Rights. A few of the provisions of the Bill of Rights appear below.

Primary Source “That levying money for or to the use of the Crown by pretence of prerogative, without grant of Parliament . . . is illegal;

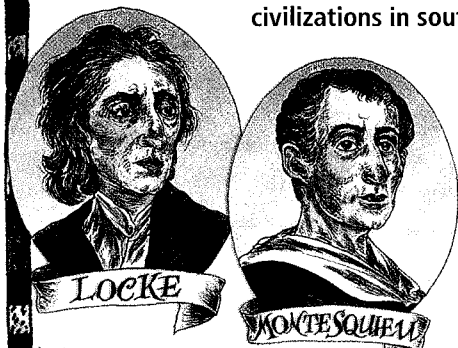
That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of Parliament, is against law;
That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted;”

—English Bill of Rights, 1689

● INFOGRAPHIC

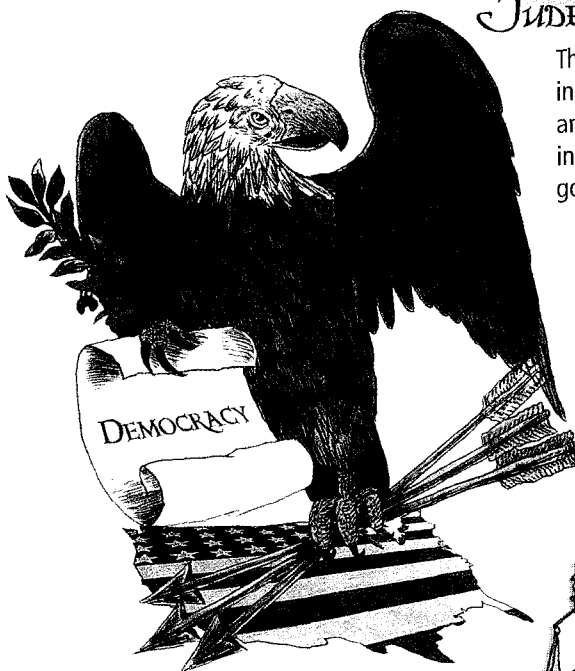
ROOTS of DEMOCRACY

Although the United States is more than 200 years old, the ideas of democracy and representative government are far older. The roots of democracy reach back to civilizations in southwest Asia and Europe.



THE ENLIGHTENMENT ▲

Two Enlightenment philosophers who influenced American ideas about government were John Locke and Baron de Montesquieu. Locke stated that all people have natural rights and that if a monarch violates those rights, then the people have the right to overthrow the monarch. Montesquieu declared that the powers of government should be clearly defined and limited.



JUDEO-CHRISTIAN ROOTS ▲

The values found in the Bible, including the Ten Commandments and the teachings of Jesus, inspired American ideas about government and morality.



ENGLISH PARLIAMENTARY TRADITIONS ▼

Two key English documents inspired Americans. The Magna Carta (1215) and the English Bill of Rights (1689) guaranteed certain rights to citizens, including the right to trial by jury. The ideas of a two-house lawmaking body and voting rights also influenced Americans.

GRECO-ROMAN ROOTS ▶

Ancient Greek democracy and Roman republicanism have influenced American government.



Thinking Critically

- 1. Draw Conclusions** How did the Magna Carta and the English Bill of Rights limit English monarchs?
- 2. Make Inferences** What Enlightenment values appear in the Declaration of Independence?

History Interactive ★

For: More about the roots of democracy
Web Code: nep-0114

News of the English upheaval inspired rebellions among colonists in Massachusetts, New York, and Maryland. In Boston, colonial militia arrested the king's appointed governor-general, the hated Sir Edmond Andros.

All the rebels claimed loyalty to the new monarchs. And Protestant rebels in Maryland were delighted when William and Mary converted their colony into a royal colony. The new monarchs merged the Massachusetts and Plymouth colonies into a single royal colony, called Massachusetts. The new charter provided a royal governor assisted by an appointed council and an elected assembly. The assembly was permitted to choose council members, subject to the governor's approval. The king let Rhode Island and Connecticut keep their old charters, which allowed them to elect their governors as well as their assemblies.

Compromise was harder in New York. There, the leader of the rebellion, Jacob Liesler, had seized the position of governor. Liesler, however, made many political enemies. When England appointed a new governor, Liesler was made to surrender. He was quickly tried, convicted, and executed in 1691. That hasty trial and execution left a bitter legacy. For the next generation, Liesler's supporters and enemies feuded, souring politics in New York.

The Glorious Revolution encouraged England to adopt a colonial policy that historians would later call **salutary neglect**. England allowed its colonies local self-rule. In return, the Crown expected colonial cooperation with its economic policies and assistance in the empire's wars against France and Spain.

Freedom of the Press About 50 years after the Glorious Revolution, conflict broke out between the English-appointed governor and colonists in New York City. In 1734, articles criticizing the governor appeared in the *New York Weekly Journal*, a newspaper printed by John Peter Zenger. Although Zenger did not write the articles, the governor had Zenger imprisoned for libel—printing falsehoods that are intended to damage a person's reputation. He sat in jail for eight long months awaiting trial. When Zenger came to trial, his lawyer argued that the articles were not libelous but truthful. The jury agreed and found Zenger not guilty. Today, Zenger's case is considered an early victory for freedom of the press.

✓ **Checkpoint** How did the Glorious Revolution affect the 13 colonies?

Chart Skills The Navigation Acts were a series of laws that regulated trade between Britain and the colonies. *What benefits did the act passed in 1663 provide to Britain? How did it affect the colonies?*

England's Economic Relationship With the Colonies

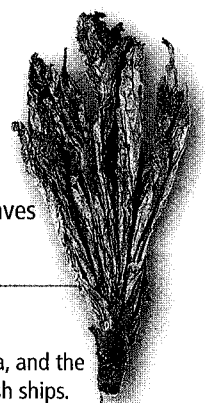
England's colonization of the Americas was driven in large part by financial concerns. The purpose of the English colonies was to increase the wealth and power of England—the mother country. The economic policy of mercantilism supported those ideas.

Mercantilism Drives the British Economy The policy of **mercantilism** holds that a nation or an empire could build wealth and power by developing its industries and exporting manufactured goods in exchange for gold and silver. This policy encouraged monarchs to minimize imports from rival empires and to drive those rivals out of colonial markets. By selling more than it purchased, the empire could build wealth in the form of gold or silver.

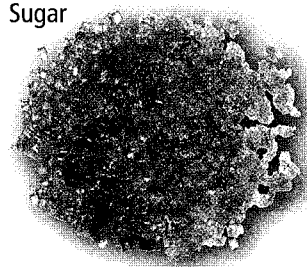
In general, the colonies fit nicely into the mercantile system because they offered different economic strengths to the empire. In England, land was scarce whereas people

The Navigation Acts	
1651	Goods imported to England from Asia, Africa, and the Americas could be transported only in English ships.
1660	The American colonies could export sugar, tobacco, cotton, and indigo only to England.
1663	All foreign goods shipped to the colonies had to pass through English ports where a duty was collected.
1733	Duties were increased on sugar traded between the French Indies and the American colonies.

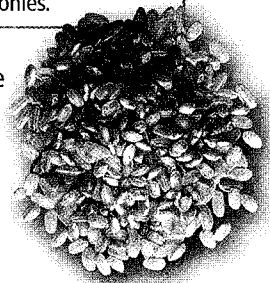
Dried tobacco leaves



Sugar



Brown rice



were numerous, which meant that labor was cheap. Money for investment was abundant. This combination favored the development of industry. In the colonies, however, there was more land but fewer people and less money for investment. That combination favored agriculture. As a result, more than 90 percent of the colonists lived and worked on farms or plantations. They exported their produce in ships to buy tropical goods from Africa or the Caribbean or manufactured goods from England.

The Navigation Acts Regulate Trade The English regarded colonial commerce as the key to imperial power. By controlling colonial trade, they could collect more customs duties—taxes on imported goods. They used this money to build a stronger navy, which enabled them to defeat the Dutch and later the French. To obtain more sailors, ships, and trade, Parliament in the mid-1600s enacted a series of trade laws called the **Navigation Acts**.

The Navigation Acts stated that only English ships with English sailors could trade with English colonies. The acts also specified that especially valuable colonial goods, including tobacco and sugar, be shipped only to the mother country. Colonial ships were free to take their other products elsewhere. For example, New Englanders could export fish to Portugal and Spain.

Finally, the colonies had to import all their European goods via an English port, where they paid customs duties. For example, if a Virginian wanted a bottle of French wine, the wine had to come to America by way of an English port, rather than directly from France. Violators risked the confiscation of their ships and cargoes.

The Navigation Acts promoted the dramatic growth of English colonial commerce and the nation's prosperity. During the 1600s, English merchant shipping doubled. The value of imports and exports increased at least sixfold. In 1600, England had been a relatively poor nation, trading primarily with nearby northern Europe. By 1700, England's commerce was global, and London had become Europe's leading seaport.

At first, the Navigation Acts hurt the colonists economically because they had depended upon Dutch ships and Dutch manufactured goods. That changed by 1700. Protected by the Navigation Acts, British manufacturing and shipping improved in quality and quantity, outstripping the Dutch. The colonists could obtain better goods from British suppliers at lower costs. Thereafter, colonists often protested some particular feature of the Navigation Acts, but not the whole system.

The Consumer Revolution Most colonists lived on farms or plantations. There, they produced most of their own food, fuel, and home-spun cloth. But no farm or plantation could produce everything that a family needed. The colonists wanted to purchase expensive imported goods, such as sugar from the West Indies, tea from India, and manufactured goods from Britain. To obtain those goods, every colonial farm and plantation needed to produce a surplus of produce that they could export.

The expanding transatlantic commerce produced a “consumer revolution” that brought more and cheaper goods to the colonies. Between 1720 and 1770, colonial imports per person increased by 50 percent. An immigrant from Germany marveled that “it is really possible to obtain all the things one can get in Europe in Pennsylvania, since so many merchant ships arrive there every year.”

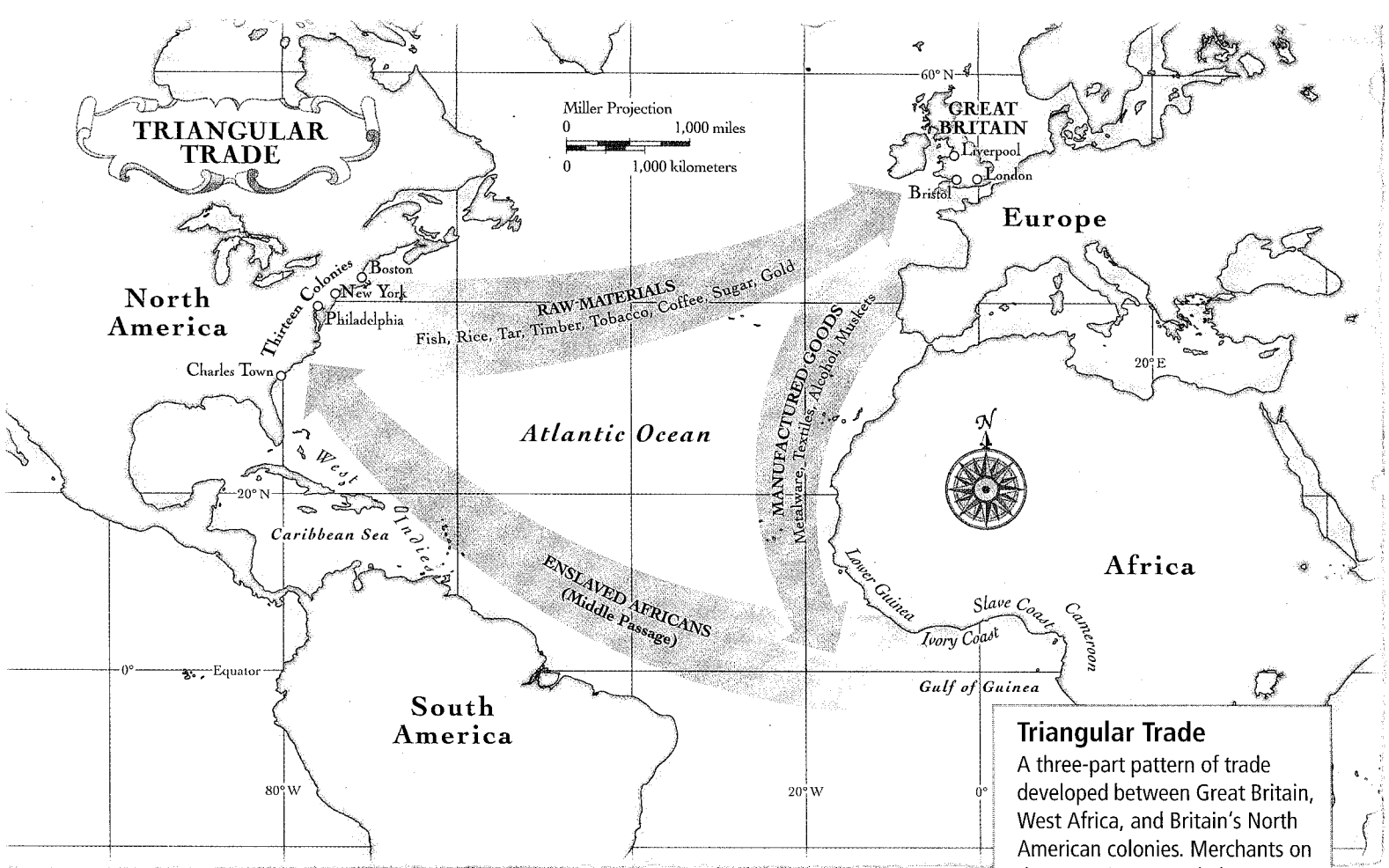
British manufacturers increasingly needed the growing American market. In 1700, the American colonies consumed about 10 percent of British exports. The rate of consumption rose to 37 percent by 1772.

Global Trade

This young colonial girl enjoys tea from India, sugar from the West Indies, and wears a dress of cloth made in England. *What products do people in the United States import in the twenty-first century?*

A sugar bowl





Triangular Trade

A three-part pattern of trade developed between Great Britain, West Africa, and Britain's North American colonies. Merchants on three continents traded raw materials, manufactured goods, and enslaved Africans. *What goods did England provide to West Africa? What did the colonies send to England?*

Grateful for the prosperity and consumer goods, the British as well as the colonists felt greater pride in their shared empire.

Both the middle class and the poorer class, however, bought more than they could afford. Americans suffered from a chronic trade imbalance, as they imported more than they exported. Most colonists bore mounting debts. The shortage of cash and the increasing debts fed a nagging unease at odds with the overall prosperity and general contentment with the empire.

Triangular Trade Route During the 1700s, a pattern of trade emerged that connected England, its colonies, and West Africa. Trade among the three continents had three main parts and formed a triangular shape (see the map on this page). On the first leg of the journey, British ships loaded with manufactured goods sailed to Africa's west coast. There, they swapped British manufactures—such as guns and cloth—for enslaved Africans. On the second, or middle, leg, the traders then carried the enslaved Africans to the American colonies. After selling the slaves for colonial raw material—such as sugar, timber, and tobacco—the traders returned to Europe.

✓ **Checkpoint** What was the purpose of the Navigation Acts?

New Ideas Affect the American Colonies

During the 1600s and 1700s, Europe experienced an intellectual movement known as the **Enlightenment**—a movement headed by thinkers who believed that all problems could be solved using human reason. The Enlightenment challenged old ways of thinking about science, religion, and government in Europe. Enlightenment thinkers changed the way many American colonists viewed the world as well.

Enlightenment Thinkers Offer New Worldviews Enlightenment philosophers formulated new ideas and suggested radically new ways of thinking about the world. However, these thinkers were influenced by the work of scientists who were part of a movement now called the Scientific Revolution. During the 1500s, scientists began to use observation and experimentation to learn about the physical world. Scientists, such as Sir Isaac Newton, used reason and observation to formulate new ideas about mathematics and physics. Those ideas challenged the traditional power of religious leaders to explain the physical world.

Enlightenment thinkers, like Rousseau and Voltaire of France and John Locke of Great Britain, looked for natural laws that could be applied to government, society, and economics. Many Enlightenment philosophers focused on government. Some, like Locke, challenged the unlimited power of monarchs. Locke believed that people had natural rights that came from God, and not from monarchs. Locke's ideas would have an enormous influence on American political leaders in the late 1700s. (See the infographic *Roots of Democracy* in this section.)

Impact on the Colonies A number of colonists were inspired by Enlightenment ideas. One such person was **Benjamin Franklin**. A successful printer, Franklin's hunger for knowledge embodied Enlightenment ideals. He conducted scientific experiments and invented a number of devices, including the lightning rod and bifocal eyeglasses. Franklin authored almanacs and books. Not many other colonists had the financial means to build their lives around the pursuit of knowledge. The majority knew little about Enlightenment philosophers.

Religion in the Colonies Many colonists came to America to freely practice their religions. However, most colonists were intolerant of religions other than their own. This was especially true in New England, where the church establishment was strongest. Because of its ethnic and religious diversity, many different churches were tolerated in the Middle Colonies.

Churches filled a key role in social life, especially in rural areas. Families who lived on widespread farms and plantations looked to the church as a place to gather with members of their community. Churches also served as a public space for reading government proclamations, for posting new laws, and for holding elections.

The Great Awakening During the mid-eighteenth century, a religious movement swept through the colonies. Known as the **Great Awakening**, it was a time when powerful evangelical preachers traveled from town to town giving emotion-packed sermons that deeply touched listeners. Hundreds, sometimes thousands, of people would come from miles around to be inspired by a preacher's words.

Preachers stressed that personal religious experience was important in seeking God's salvation. They rejected the Enlightenment view that everything in the world could be explained by natural law and logic. Jonathan Edwards of Massachusetts was a leading preacher during the period of the Great Awakening. Edwards used the vivid images of an angry God dangling unbelievers like a spider over a roaring fire to inspire listeners to repent of their sins. In his well-known sermon "Sinners in the Hands of an Angry God," Edwards urged people to ask forgiveness for their sins:

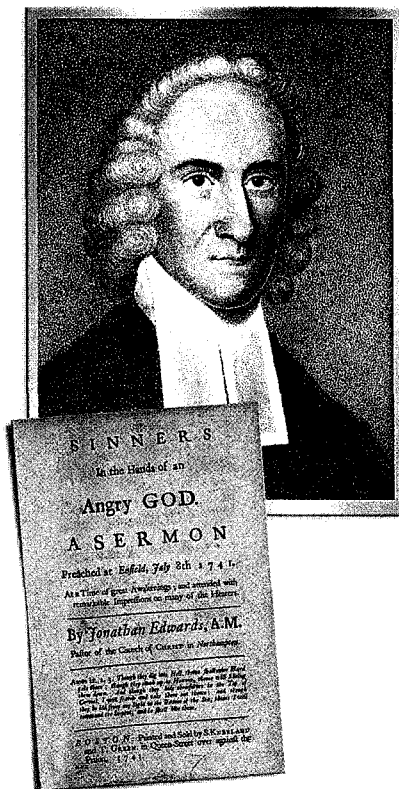
Primary Source

"O sinner! Consider the fearful danger you are in: it is a great furnace of wrath, a wide and bottomless pit, full of the fire of wrath, that you are held over in the hands that God, whose wrath is provoked and incensed as much against you, as against many of the damned in hell. You hang by a slender thread."

—Jonathan Edwards, 1741

A Fiery Preacher

Jonathan Edwards's sermon "Sinners in the Hands of an Angry God" was reprinted many times. It warned readers to ask God's forgiveness.



In 1739, George Whitefield, England's most celebrated preacher, came to tour the colonies. For two years, he attracted large and enthusiastic crowds. Like Edwards, he promoted an emotional style of worship. Indeed, Whitefield urged common people to forsake ministers who favored a more subdued and rational style. Many other preachers copied Whitefield to spread the revivals. Indeed, the Great Awakening did much to inspire the American people with a sense of their own power as individuals.

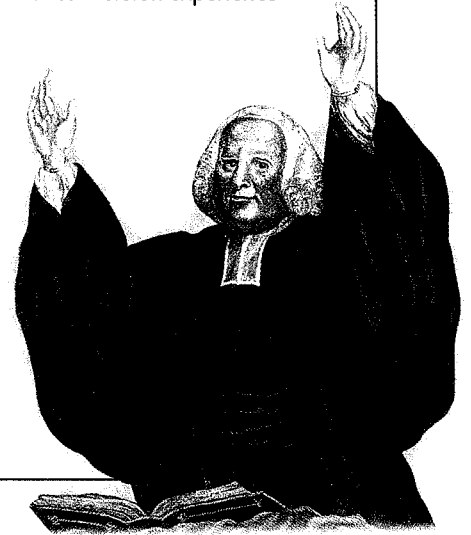
Effects of the Great Awakening The Great Awakening had a profound impact on the colonies. Preaching that individuals could find their own salvation, the movement led to the formation of new churches in the colonies. Many Presbyterian, Dutch Reformed, and Congregationalist congregations were split between those who followed the preachers of the Great Awakening and those who did not. Eventually, the acceptance of the new churches contributed to an increase in tolerance. The movement also led to a rise in democratic belief in the colonies. Many preachers stressed that formal church rites were not as important as feeling God's spirit. Many colonists began to believe that if they could choose their method of worship, they could decide on their form of government.

✓ **Checkpoint** What was the significance of the Great Awakening on the colonies?

HISTORY MAKERS

George Whitefield (1714–1770)

A celebrated preacher, George Whitefield moved audiences with his message—and his powerful voice—in both Great Britain and the American colonies. In school, Whitefield developed skill at speaking and a passion for the Bible. In college at Oxford, he met John and Charles Wesley, who founded the Methodist Church. Whitefield had a powerful conversion experience and devoted the rest of his life to preaching. He gave more than 18,000 sermons, sometimes speaking to crowds so large that the meetings had to be held outside. Along with travels across Britain, he journeyed to the colonies to preach, where the emotional power of his words and the message of salvation help launch the Great Awakening.



SECTION

2 Assessment

Progress Monitoring *Online*

For: Self-test with vocabulary practice
Web Code: nce-0304

Comprehension

- 1. Terms and People** For each term or name below, write a sentence explaining its impact on the political or economic life of the English colonies in North America.
 - Magna Carta
 - Parliament
 - English Bill of Rights
 - habeas corpus
 - salutary neglect
 - mercantilism
 - Navigation Acts
 - Enlightenment
 - Benjamin Franklin
 - Great Awakening

2. NoteTaking Reading Skill:

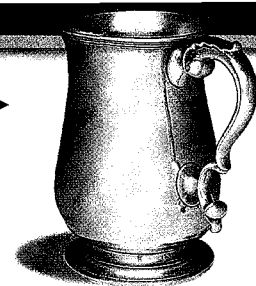
Identify Supporting Details Use your completed outline to answer the Focus Question: How did English ideas about government and the economy influence life in the 13 colonies?

Writing About History

- 3. Quick Write: Brainstorm for Possible Solutions** Choose one topic from this section, such as the Glorious Revolution, about which you could write a problem-solution essay. Use the text and your own knowledge to create a list of possible solutions to the problem that you have chosen to write about. Next, organize your list to rank the solutions from most effective to least effective.

Critical Thinking

- 4. Make Inferences** How do you think England's policy of salutary neglect toward the 13 colonies would affect the colonies' future political and economic development?
- 5. Summarize** How did England's economic policies serve the interests of the British as well as the American colonists?
- 6. Recognize Cause and Effect** How did the ideas of the Enlightenment lead to the Great Awakening? How did the Great Awakening lead to the growth of democratic ideas in the 13 colonies?


WITNESS HISTORY  AUDIO

Paul Revere: A Silversmith

Paul Revere is best remembered as a Patriot during the American Revolution. But even before the Revolution, Revere made outstanding contributions to the growing colonial economy. Like most boys, Revere learned a trade. His father taught him to be a silversmith, and when Revere achieved master craftsman status, he produced fine works of silver. Silver working was just one of his talents. Revere also learned to engrave copper plates for printing, make surgical instruments, clean teeth and replace missing teeth, and make and sell eyeglasses. After the American Revolution, Revere opened a hardware store, foundry, and a copper-rolling mill.

Clever and ambitious business owners like Revere contributed to a growing colonial economy. His contributions were acknowledged in his obituary, which read in part, "seldom has the tomb closed upon a life so honorable and useful."

▲ In a portrait by John Singleton Copley, Paul Revere holds a silver teapot.

Comparing Regional Cultures


Core Curriculum Objectives

- **1.I.A.2c** Agricultural areas
- **2.I.A.3** Colonial experience: political rights and mercantile relationships
- **2.II.B.1a** The growth of urban and industrial patterns of life in the North

Terms and People

cash crop
dame school

NoteTaking
Reading Skill: Compare and Contrast

Complete a chart like this one comparing the three regions of the 13 colonies.

	New England	Middle Colonies	Southern Colonies
Economy	• Fishing •	• •	• •
Society	• •	• Religious diversity •	• •

Why It Matters By the early 1700s, the economic and social foundations of Britain's 13 colonies were in place. As the colonies developed, three distinct regions emerged, each with its own economic and social structure: New England, the Middle Colonies, and the South. Despite their differences, the regions were part of Britain's North American empire. Later in the eighteenth century, events would cause the colonies to unite against a common cause: British rule. **Section Focus Question:** How did life differ in each of the three main regions of the British colonies?

Regional Economic Patterns

The vast majority of people in the 13 colonies made their living as farmers. Other than shipbuilding and some ironworks, the colonies lacked industries. The few small cities were all seaports that focused on trade with England.

In spite of these broad similarities, the colonies had by the mid-1700s developed important regional distinctions. Variations in geography and climate helped explain the differences between life in New England, the Middle Colonies, and the South.

New England New England is an area with cold winters, a short growing season, and a rugged landscape. For these reasons, New Englanders could not raise the crops most in demand by Europeans: tobacco, sugar, rice, and indigo. Instead, most New Englanders worked

small farms where they raised livestock and grew wheat, rye, corn, and potatoes for their own use. None of these **commodities** could profitably be shipped to England, where a similar climate permitted production of the same crops.

New Englanders did ship some products from their shores. They exported lumber from their forests and fish—especially cod—from the sea. They salted and then shipped the fish to Europe or to the West Indies to feed enslaved Africans working on sugar plantations. New Englanders also used wood harvested from regional forests to build ships.

The principal seaport in the region was Boston, which had about 16,000 people in 1750. There, merchants did a lively business carrying out the busy trade between the colonies and Great Britain.

The Middle Colonies As in New England, family farms prevailed in the Middle Colonies. But those farms were more prosperous than those in New England. With a more temperate climate, farmers in the Middle Colonies were able to produce more and better wheat than did the New Englanders.

Thanks to a growing export trade in wheat, the Middle Colonies boomed during the eighteenth century—while New England's economy stagnated. Philadelphia and New York became the two great seaports of the prospering Middle Colonies. Still, neither of these cities was large by today's standards. In 1760, Philadelphia had a population of only 25,000.

The South Because of an even warmer climate and longer growing season, the Southern Colonies could raise the most valuable and profitable colonial crops. In the Chesapeake colonies of Virginia and Maryland, planters raised staple crops of tobacco, though some in the 1700s were switching to wheat. **Staple crops** are crops that are in steady demand. These crops were also **cash crops**, crops grown for sale. North Carolina produced cattle and lumber, while South Carolina and Georgia harvested rice and indigo. (Cotton would not become an important crop until the 1790s.) Charleston, South Carolina, was the region's largest port. Near the coast, most of the population consisted of enslaved Africans working on plantations. In the hillier areas inland from the coast, white settlers and family farms prevailed.

✓ **Checkpoint** In what ways did agriculture differ in the three colonial regions?

Regional Social Patterns

The three colonial regions also varied in the shape and form of the social life that developed there. Factors such as availability of education and patterns of settlement helped create distinct differences between the regions.

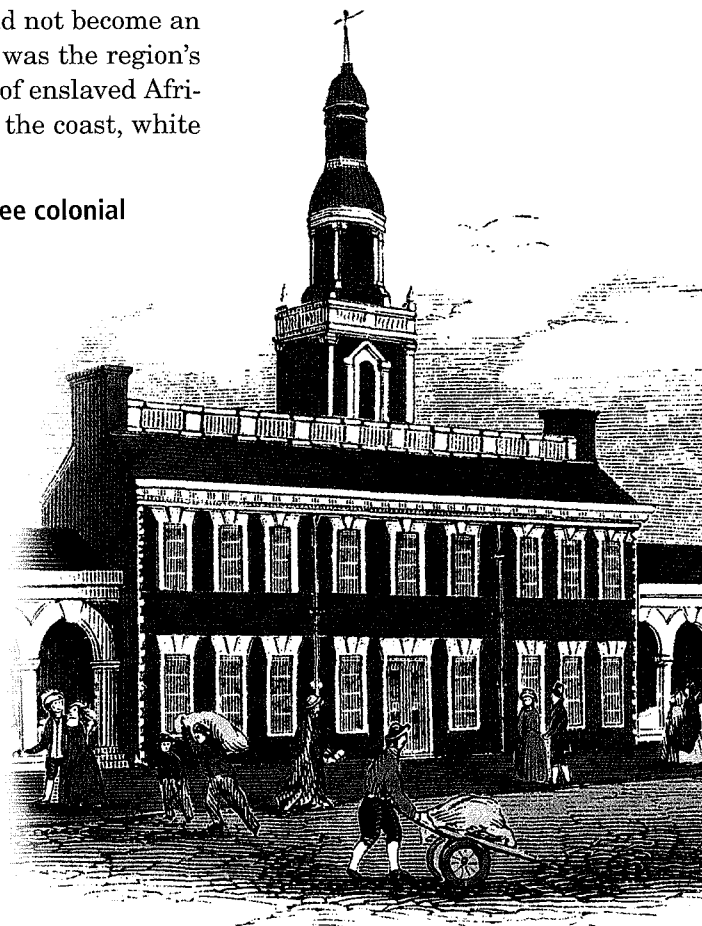
Differences in Population In New England and the Middle Colonies, there were relatively few African Americans. In parts of the South, they formed the majority of the population.

The three regions also attracted different types of free settlers. During the seventeenth century, most immigrants to the South were poor, young, single men. Seeking work for the short term and a farm for the long term, they worked as indentured servants. In contrast, most of the immigrants to seventeenth-century New England were of the middle class and could pay their own way. They immigrated to the colony

Vocabulary Builder

commodity—(kuh MAHD uh tee) *n.* anything bought or sold; any item that is traded

Philadelphia was a large city by colonial standards.



Focus On Geography

Geography and Regional Economies

The geography of a region determines what type of housing people build, what type of clothing they wear, and how they make a living. Each region of the 13 colonies developed an economy based on its geography.

New England's geography lent itself to fishing, lumber, and small-scale farming. Trade and commerce took hold in the New England city of Boston and in other towns along the coast. For their thriving wheat, rye, and barley crops, the Middle Colonies became known as the "breadbasket" of colonial America. Flour and other products were shipped to England and the West Indies from busy ports in New York and Philadelphia. Large plantations in the South grew tobacco, rice, indigo, and eventually cotton. Enslaved Africans tended these labor-intensive crops. Backcountry farmers in the Middle and Southern colonies scratched out a living on small farms.



▲ New England Colonies

Fishing for cod off the coast of New England



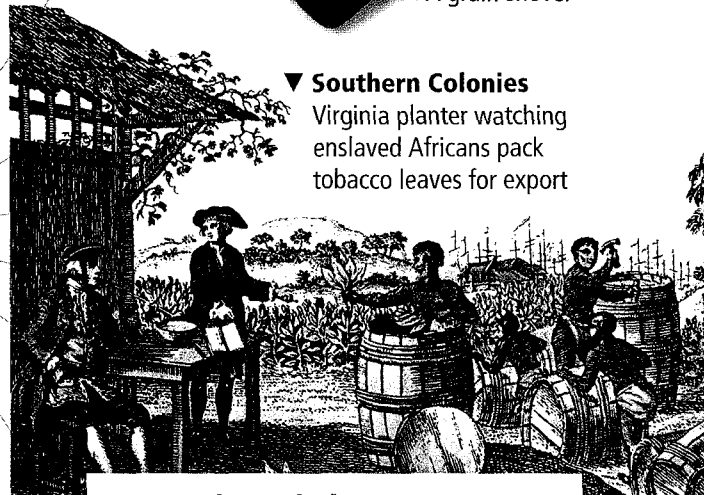
▲ Middle Colonies

Family harvesting its crop

◀ A grain shovel

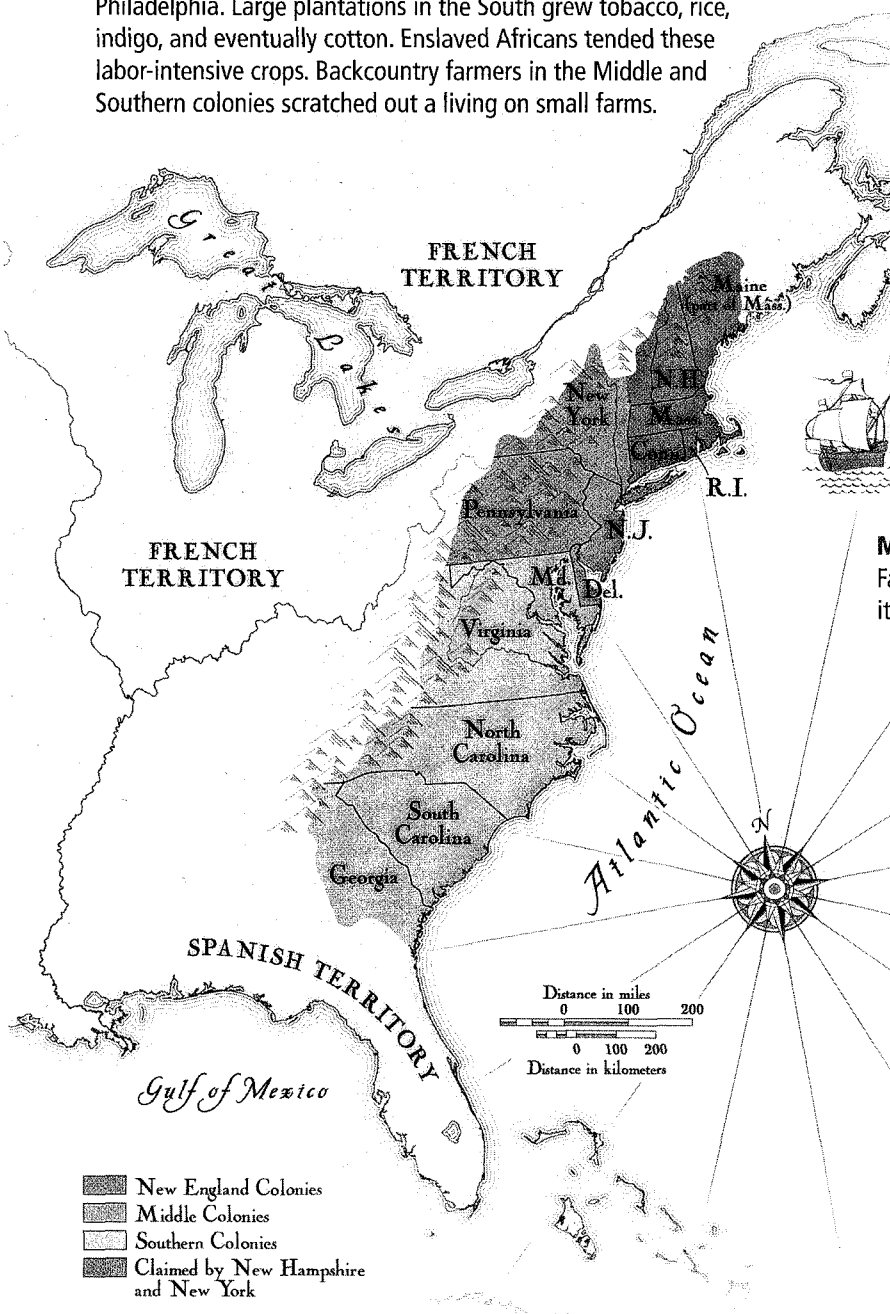
▼ Southern Colonies

Virginia planter watching enslaved Africans pack tobacco leaves for export



Geography and History

- How did geography affect the economy in each of the three regions?
- How do you think geography affects your town or city?



- New England Colonies
- Middle Colonies
- Southern Colonies
- Claimed by New Hampshire and New York

as families, which meant a better balance between males and females. For example, in 1650, New England had six males for every four females, compared with four men for every woman in the Chesapeake area.

European immigrants seemed to prefer the Middle Colonies most of all. These colonies became the most ethnically and culturally diverse region in the entire British Empire. In addition to religious tolerance, the Middle Colonies offered immigrants greater economic opportunities.

Though a less desirable destination for immigrants than the other regions, New England provided a healthier environment. A hilly land with fast-flowing rivers and streams, New England was free of the malaria and dysentery that killed so many colonists elsewhere. In New England, people who survived childhood could expect to live to about 70 years, compared to 45 years in the Chesapeake region.

With a healthier environment and better balance between men and women, New England enjoyed rapid population growth. During the seventeenth century, New England received only 21,000 immigrants—a fraction of the 120,000 transported to the Chesapeake area. Yet in 1700, New England had 91,000 colonists, more than any other region.

Women in the Colonies By law and custom, there were few opportunities for women outside the home. Most women were legal dependents of men, and men held all the power in colonial households. Married women could not own property, could not vote, could not hold political office, and could not serve on a jury. Although women who were widowed could inherit a portion of their husband's property, they did not have any political rights.

Both men and women depended on one another to run farms, businesses, and households. Men generally did the work of planting, raising, and harvesting crops. Women usually managed the household duties, such as cooking, gardening, sewing, and child care.

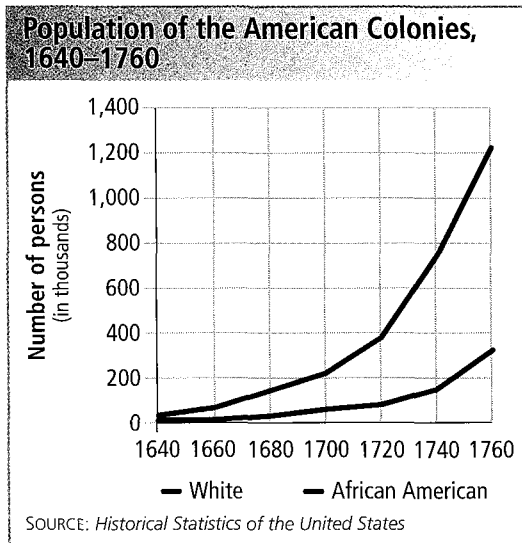
Community Life The New England Colonies granted land to men who banded together to establish a town. New England leaders favored compact settlement in towns to support public schools and to sustain a local church. As a result, more adults were literate in New England than in the other colonial regions. In addition, while New England had fewer wealthy families than in the other regions, there was a greater degree of economic equality. Most men in New England owned their own farm, shop, or fishing boat.

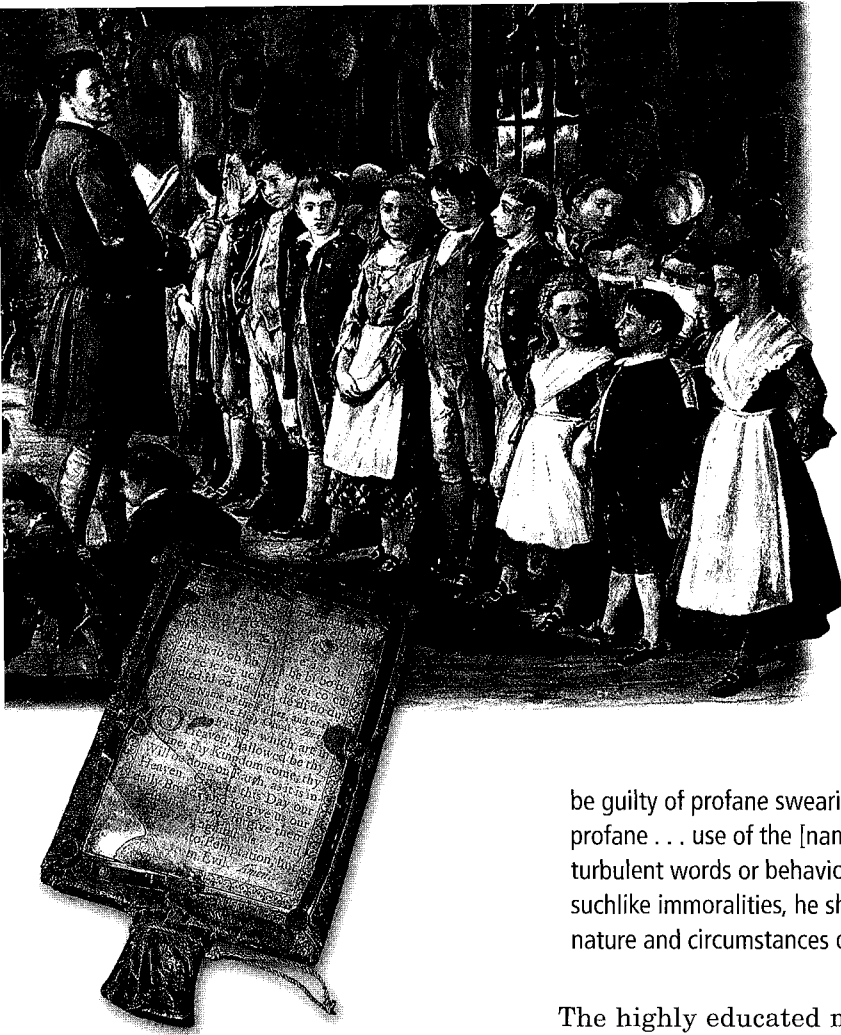
In the Southern Colonies, the plantation economy based on slavery produced great profits. However, each large plantation was far from the next, and back-country farmers were excluded from plantation society. With a population that was spread far and wide, the southerners found it harder to sustain churches and schools. Illiteracy was more common in the South. Slavery also promoted greater economic inequality. A few white people became rich planters, but most remained common farmers.

Education As you have read, schooling was more available in New England than elsewhere in the colonies. By the mid-1600s, Massachusetts law required towns to provide schools where students could learn the basics of reading and writing. The goal was to enable students to read the Bible.

Larger New England towns offered a more advanced “grammar school” education—generally to boys only. Some girls did receive a grammar school education in **dame schools**—private schools operated out of a woman's home.

Graph Skills As the graph illustrates, population in the American colonies grew steadily from the mid-1600s to the mid-1700s. *What was the white population in 1720? What were some of the reasons for the increase in both the white and African American populations?*





One-room schoolhouses were common in colonial New England. Hornbooks helped students learn to read.

Outside of New England, education was less widely available. Many colonists taught reading and mathematics to their own children. Wealthier families might hire a tutor to teach their children or send them to England to get an education.

Colleges were few, small, and very expensive. Most colonies had none, and only New Jersey had more than one—the College of New Jersey (Princeton) and Queens (Rutgers). Even the oldest and largest colleges—Harvard in Massachusetts, William and Mary in Virginia, and Yale in Connecticut—had fewer than 150 students. Only young men from prosperous families could attend. Most graduates became ministers.

During the colonial era, rules and regulations at colleges were quite strict. Students were expected to live moral and righteous lives, risking punishment or expulsion if they broke a rule. One rule stated:

Primary Source “If any scholar shall

be guilty of profane swearing, cursing, vowing, any petty or implicit oath, profane . . . use of the [name of God], . . . fighting, striking, quarreling, challenging, turbulent words or behavior, . . . idleness, lying, defamation, talebearing, or any other suchlike immoralities, he shall be punished by fine, confession, . . . or expulsion, as the nature and circumstances of the case may require.”

—Regulations at Yale College, 1745

The highly educated minority were expected to lead the common people. Although most colonists attended only grammar schools, most were better educated than their counterparts in Europe, many of whom were illiterate.

✓ **Checkpoint** How did education differ from one region to the other?

SECTION

3 Assessment

Progress Monitoring *Online*

For: Self-test with vocabulary practice
Web Code: nca-0306

Comprehension

1. Terms and People How does each term below relate to life in the colonies? Answer the question in one or two sentences that use each term.

- staple crop
- cash crop
- dame school

2. NoteTaking Reading Skill:

Compare and Contrast Use your completed chart to answer the Section Focus Question: How did life differ in each of the three main regions of the British colonies?

Writing About History

3. Quick Write: Write a Thesis Statement Immigrants to the colonies decided in which region they would live. Based on what you have read in this section, write a thesis statement for a problem-solution essay on deciding where to live from the point of view of a new immigrant.

Critical Thinking

4. Compare and Contrast In what ways were each of the major regions of the British colonies similar to one another, and in what ways were they different?

5. Draw Conclusions Why do you think more immigrants moved to the Middle Colonies and the Southern Colonies?

6. Analyze How do the goals and opportunities for education differ between colonial times and today?

Rogers' Rangers

The struggle for territory between England and France in North America broke into open conflict during the French and Indian War. From 1754 to 1763, the region between the Ohio Valley and Canada became a battlefield. To help win the war, England authorized units of Rangers—groups of colonial militiamen who served as scouts and soldiers—to aid English Crown soldiers. Rogers' Rangers, led by Robert Rogers of New Hampshire, became famous for including Indians and freed slaves in its ranks and for its unusual but highly effective tactics. As Rogers explained, his goals were:

“... from time to time, to use my best endeavours to distress the French and their allies, by sacking, burning, and destroying their houses, barns, barracks, canoes, . . . and by killing their cattle . . . and at all times to endeavor to way-lay, attack and destroy their convoys of provisions by land and water, in any part of the country where I could find them.”

—Robert Rogers, 1756



▲ Robert Rogers

▲ Rogers' Rangers

Wars of Empire



Core Curriculum Objectives

- **1.I.B.3** Territorial expansion
- **1.I.B.4** Impact during wartime
- **2.I.A.2a** Native American Indians (warfare)

Terms and People

George Washington	Proclamation of 1763
French and Indian War	Benjamin Franklin
Pontiac's Rebellion	Albany Plan of Union

Why It Matters Conflict between the great European empires spread to the American colonies throughout the late seventeenth and early eighteenth centuries. The British and the colonists fought a series of wars against the French and their American Indian allies. In the process, however, the relationship between the British and their colonies became strained. **Section Focus Question:** How did Great Britain's wars with France affect the American colonies?

European Competition and the Colonies

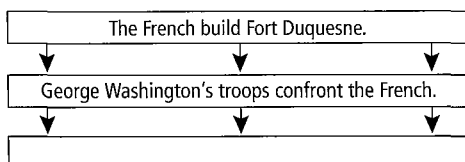
By the mid-eighteenth century, England, France, Spain, and the Netherlands were locked in a worldwide struggle for empire. In North America, Britain's greatest rival was France. While Britain controlled the 13 colonies on the Atlantic seaboard, France controlled a vast territory that extended from the St. Lawrence River to the Gulf of Mexico.

Between 1689 and 1748, the British and the French fought a series of wars. Most of the fighting took place in Europe, but some spilled over into North America. Before long, British colonists were drawn into the war.

American Indians Affect the Balance of Power Each war between England and France was followed by a treaty that resolved nothing. Great Britain longed to drive the French from North America, and to accomplish this, the British needed to neutralize the great

NoteTaking

Reading Skill: Recognize Sequence As you read, keep track of the sequence of events that led to the French and Indian War.



French advantage: French support from most of the American Indians in the region. Native Americans dominated the forest passages between the frontiers of the rival empires.

The Indians benefited from their middle position between the competing empires. The British and French both gave generous gifts, especially of arms and ammunition, to woo the Indians. If one empire won a total victory, the Indians would lose their leverage and receive harsher treatment from the victors. They also were aware that the land they lived on was at stake. In the words of one Iroquois leader:

Primary Source

“We know our Lands are now become more valuable. The white People think we do not know their value; but we are sensible [aware] that the Land is everlasting, and the few Goods we receive for it are soon worn out that gone. . . . Besides, we are not well used [treated] with respect to the lands still unsold by us. Your people daily settle on these lands, and spoil our hunting. . . . Your horses and cows have eaten the grass our deer used to feed on.”

—Canasatego, Iroquois leader, July 7, 1742

Thus, the Indians recognized the importance of preserving the balance of power between the French and the British.

The Balance Shifts That balance began to tip as the British colonial population grew. In 1754, the 1,500,000 British colonists greatly outnumbered the 70,000 French. The increasingly powerful British often treated the Indians harshly and did little to stop settlers from taking Indian lands.

Compared to the British, the French were more restrained. Needing Indian allies, the French treated most Native Americans with respect and generosity. The outnumbered French worked with their Indian allies to resist British colonial expansion. The French built a string of small forts and trading posts along the Great Lakes and down the Ohio and Mississippi rivers. Lightly built and thinly manned, the posts depended upon the Indians for protection. Most Indians accepted these posts because, as one chief explained, “we can drive away the French when we please.” That was not true of the British. Yet, while most Native Americans supported the French, some fought for the British.

✓ **Checkpoint** Why did the French and British fight frequently during the 1600s and 1700s?

The French and Indian War

One point of conflict between France and Great Britain was the fertile Ohio River valley, which was claimed by both countries but was largely unsettled. To discourage British colonists from moving into this area, the French built Fort Duquesne in what is now western Pennsylvania.

The new fort angered the British governor of Virginia, Robert Dinwiddie. In 1754, he sent colonial troops to evict the French. Dinwiddie entrusted the command to a young, ambitious Virginian named **George Washington**. His troops attacked and defeated a small French force. But Washington had to surrender when the French counterattacked. His defeat touched off a world war that eventually spread from America to Europe, Asia, Africa, and the West Indies. In Europe, the war was called the Seven Years’ War. The British colonists called the conflict the **French and Indian War**, after the French and their Indian allies.

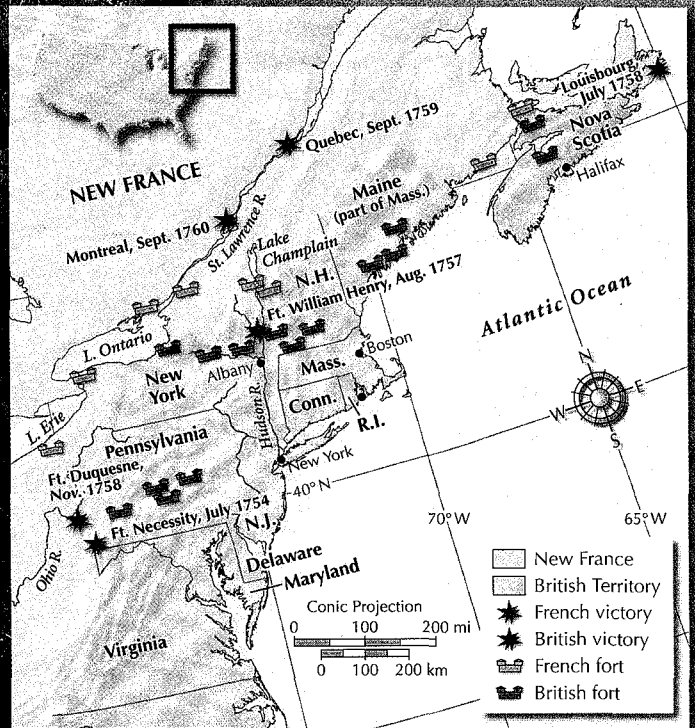
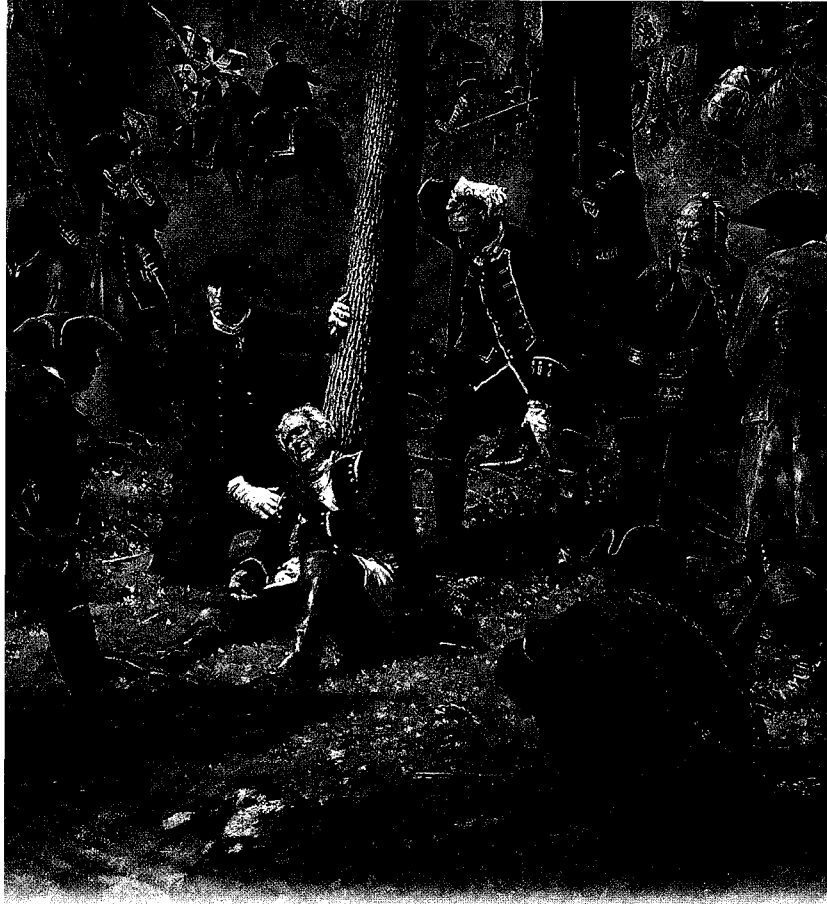
Early Battles At first, the British fared poorly in North America. In 1755, a combined British and colonial force did overwhelm two French forts near Nova Scotia. Those troops evicted the French settlers, known as Acadians, and gave

Vocabulary Builder

restrain—(rih STRAYN) *v.* to hold back from action

A young George Washington led British troops against the French in 1754.





their farms to New Englanders. But the British army suffered a disastrous defeat when General Edward Braddock marched into a French and Indian ambush near Fort Duquesne. Braddock died, but Washington led a skillful retreat that saved half of that army. Later, Washington recalled the battle in a letter to his mother:

Primary Source

“... [We] were attacked by a body of French and Indians, whose number (I am certain) did not exceed 300 men. Ours consisted of about 1,300 well-armed troops, chiefly of the English soldiers, who were struck with such a panic that they behaved with more cowardice than it is possible to conceive. The officers behaved gallantly in order to encourage their men, for which they suffered greatly, there being near 60 killed and wounded—a large proportion out of the number we had!”

—George Washington, 1755

In 1756 and 1757, French General Louis-Joseph de Montcalm destroyed British forts on Lake Ontario and Lake George. Meanwhile, Indians raided British frontier settlements in Pennsylvania and Virginia.

The tide of war shifted in 1758 and 1759. The British managed to cut off French shipping to the Americas. As a result, many Indians deserted the French in favor of the better-supplied British. This allowed the British to capture Fort Duquesne. The British also seized the key French fortress of Louisbourg, which guarded the entrance to the St. Lawrence River. That victory cleared the way for General James Wolfe to attack the stronghold of Quebec in 1759. In a daring gamble, Wolfe's men used the cover of night to scale a cliff and occupy the Plains of Abraham, just outside the city walls. Marching out to attack, Montcalm suffered defeat and death.

In 1760, the British captured Montreal and forced the French governor general to surrender the rest of Canada, including the forts around the Great Lakes. The British had succeeded in their major North American goal.

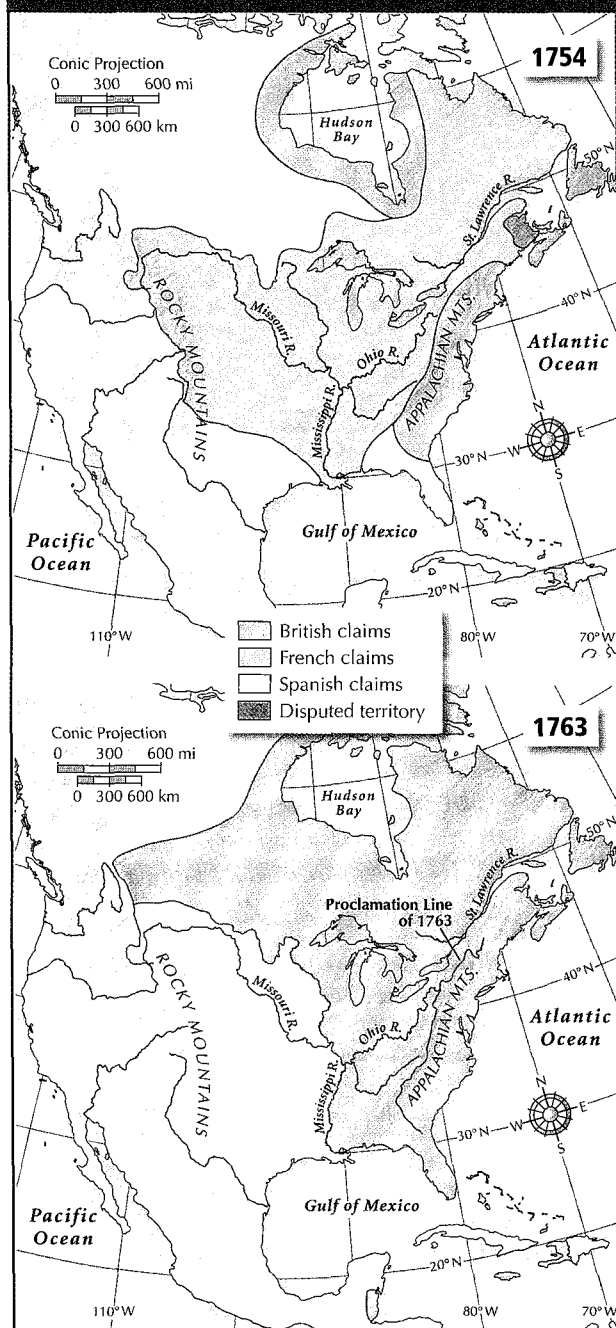
British and French Wage War

The painting illustrates General Braddock's death after the battle at Fort Duquesne. The map shows the theater of war during the French and Indian War. *When did the British win Quebec and Montreal?*

Geography Interactive

For: Interactive map
Web Code: ncp-0307

North America, 1754–1763



Map Skills The French and Indian War changed the colonial boundaries of North America.

- 1. Locate:** (a) Mississippi River, (b) Ohio River, (c) Appalachian Mountains
- 2. Regions** How did British claims in North America change from 1754 to 1763?
- 3. Analyze Information** Which nation was Britain's main rival in 1754? How might this have changed in 1763?

Treaty of Paris (1763) Fighting continued in other parts of the world. The British also won major victories in India, the Philippines, West Africa, and the West Indies. In 1763, the Treaty of Paris ended the war triumphantly for the British, who kept Canada, the Great Lakes country, the Ohio River valley, and Florida. They had driven the French from North America. Thereafter, the Mississippi River became the boundary between the British and the Spanish claims in North America.

✓ **Checkpoint** What was the outcome of the French and Indian War?

Pontiac's Rebellion

The conquest of Canada was dreadful news to Indians of the interior. No longer could they play the French and the British off against each other. Indeed, the British military commander Lord Jeffrey Amherst quickly cut off delivery of goods to Indians. British settlers flooded onto Indian lands in western Pennsylvania and Virginia.

The Indians affected included Mississauga, Ottawa, Potawatomi, Ojibwa, Wyandot, Miami, Kickapoo, Mascouten, Delaware, Shawnee, and Seneca. During the spring of 1763, members of these groups surprised and captured most of the British forts in the Ohio River valley and along the Great Lakes. Through the summer and fall, they also raided settlements of western Pennsylvania, Maryland, and Virginia. The British called this uprising **Pontiac's Rebellion**, after an Ottawa chief prominent in the attack on Detroit.

The Indians' goal was to weaken the British and lure the French back into North America. But they failed to capture the three largest and strongest British posts: Detroit, Niagara, and Fort Pitt (formerly Fort Duquesne).

During 1764, the Indian attackers ran short of gunpowder, shot, and guns. Without a European supplier, their rebellion fizzled. At the same time, the British government sought a quick end to the expensive war. The Crown blamed Amherst for the crisis, recalling him in disgrace. Thomas Gage, the new commander, recognized that respect for the Indians would cost less than military expeditions against them.

The various Indian nations made peace in return for British promises to restrain the settlers. The British rebuilt their forts, but they also tried to enforce the **Proclamation of 1763**. This document ordered colonial settlers to remain east of the Appalachian Mountains:

Primary Source

“And whereas it is just and reasonable, and essential to our Interest, and to the Security of our Colonies, . . . the several Nations or Tribes of Indians with whom We are connected, and who live under our Protection, should not be molested or disturbed in the Possession of such Parts of our Dominions and Territories as . . . are reserved to them, or any of them, as their Hunting Grounds.”

—Proclamation of 1763

The British troops, however, were too few to restrain the thousands of colonists who pushed westward. Troops burned a few log cabins, but the settlers simply rebuilt them. It was clear that the boundary set by the proclamation could not protect the Indians. At the same time, it irritated the colonists, who resented efforts to limit their expansion.

- ✓ **Checkpoint** What did the Indians involved with Pontiac's Rebellion hope to accomplish?

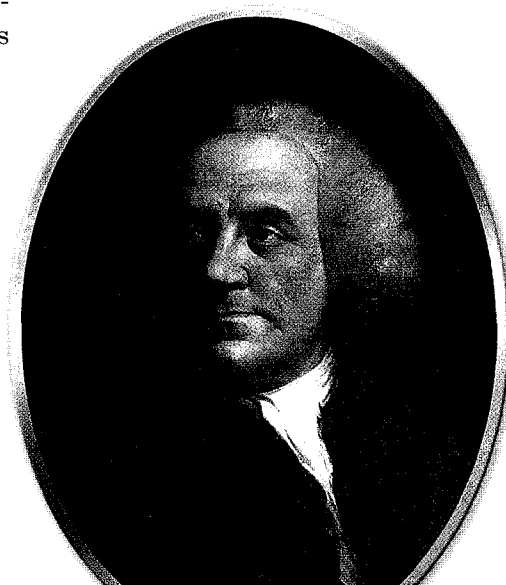
Aftermath of the War

The French and Indian War, as well as Pontiac's Rebellion, revealed the tensions between the British and their colonists. After investing so much blood and money to conquer North America, the British wanted greater control over their colonies. They also had a large war debt, plus the expensive job of guarding the vast territories taken from the French. The British thought that colonists should help pay these costs.

Bickering between the 13 colonies had also complicated the war effort and had angered the British. With British encouragement, colonial delegates had met in 1754 to review the **Albany Plan of Union**. Drafted by Benjamin Franklin, the plan called on the colonies to unite under British rule and to cooperate with one another in war. It created an American continental assembly that would include delegates from each colony. But, none of the colonies would accept the plan for fear of losing some of their own autonomy. The British also dropped the plan, fearing that 13 united colonies might be too difficult to manage.

During the 1760s, the British acted on their own to impose new taxes and new regulations on colonial trade. Those changes angered colonists who wanted to preserve the sort of loose empire that had, for so long, produced so many benefits at so little cost to them.

- ✓ **Checkpoint** What was the effect of the French and Indian War and Pontiac's Rebellion on the relationship between the colonies and Great Britain?



Benjamin Franklin supported the idea of colonial unity and created the "Join, or Die" political cartoon. *How is the idea of unity expressed in the political cartoon?*

SECTION

4 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice
Web Code: nee-0308

Comprehension

- 1. Terms and People** How does each term below help explain how the relationship between Great Britain and its North American colonies began to change in the 1760s? For each term, write a sentence that explains your answer.
- French and Indian War
 - Pontiac's Rebellion
 - Proclamation of 1763
 - Albany Plan of Union

2. NoteTaking Reading Skill:

Recognize Sequence Use your completed flowchart to answer the Section Focus Question: How did Great Britain's wars with France affect the American colonies?

Writing About History

- 3. Quick Write: Support a Solution** Based on what you have read, list supporting information for the following solution: What facts might Britain have used to support the decision to issue the Proclamation of 1763?

Critical Thinking

- 4. Draw Conclusions** Why do you think French and British colonists in the Americas fought in the wars of their home countries?
- 5. Compare and Contrast** How did the French and British differ in their efforts to gain control in North America?
- 6. Make Inferences** What can you infer from the fact that the British were unable to enforce the Proclamation of 1763?

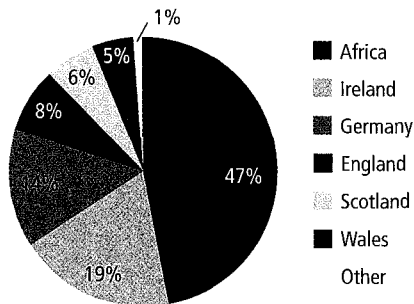
Quick Study Guide


 2.I.A.2,
2.I.A.1

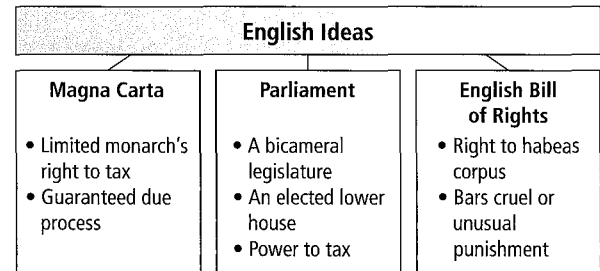
Progress Monitoring *Online*

 For: Self-test with vocabulary practice
Web Code: nca-0309

■ Diversity in the Colonies


 SOURCE: *Colonial America to 1763*, Thomas L. Purvis

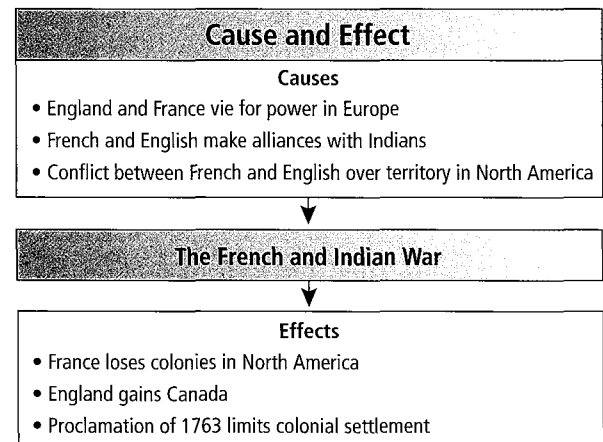
■ English Ideas Influence the Colonies



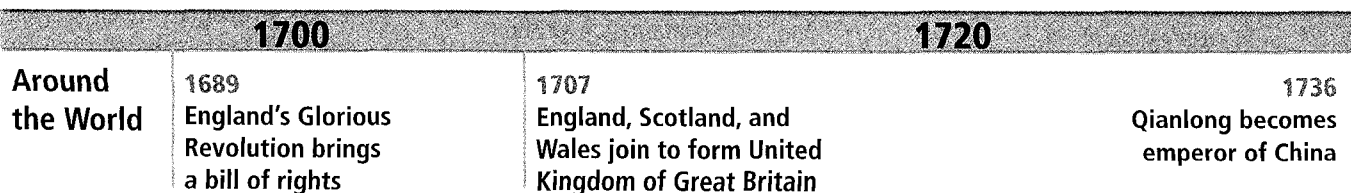
■ The Three Regions of the 13 Colonies

Region	Climate	Economy	Population
New England Colonies	Cold winters; short growing season	Fishing; shipbuilding; trade; lumber; small subsistence farms	Few slaves or immigrants; more families; fast-growing population
Middle Colonies	Temperate; moderate growing season	Wheat, barley, and rye crops grown on moderate-sized farms; trade	Attractive to immigrants; tolerant of religious and ethnic differences
Southern Colonies	Warm climate; long growing season	Cash crops of tobacco, rice, and indigo grown on large plantations using slave labor	More men than women; indentured servants; enslaved African Americans a majority in some areas

■ The French and Indian War



✓ Quick Study Timeline



American Issues Connector



By connecting prior knowledge with what you have learned in this chapter, you can gradually build your understanding of enduring questions that still affect America today. Answer the questions below. Then, use your American Issues Connector study guide (or go online. www.PHSchool.com Web Code: nch-0310).

Issues You Learned About

● **America Goes to War** Since colonial days, people in North America have taken part in local as well as global skirmishes.

1. **The French and Indian War** Colonial troops participated in the French and Indian War, which was fought in North America in the mid-1700s. Write a summary of the war, including its key events, its outcome, and its aftermath. Consider:
 - the conflict over the Ohio River valley
 - the progress of the war
 - the Treaty of Paris
 - the settlement of the western lands
 - the reaction of American Indians
 - the Native American alliances and motives

● **Interaction With the Environment** The colonists relied on farming to provide for the needs of their families as well as to raise cash crops for export.

2. Farmers in the Middle Colonies and the South sold crops to England. Why were New Englanders unsuccessful in the export of farm products?
3. Why did the Middle Colonies economically boom during the eighteenth century?
4. Is the following statement true: All farmers grew crops only for subsistence. Explain your answer.

● **Church and State** Religion played a strong role in colonial government as well as in the daily lives of the colonists.

5. In which of the three colonial regions did organized religion and religious leaders have the most influence? Why?
6. Provide at least two examples of the ties between established churches in colonial America and the colonial governments.
7. How did Rhode Island and Pennsylvania differ from the other colonies in terms of religion?

Connect to Your World

New York

Migration and Urbanization When the Dutch settled New Netherland, many early settlers chose to use Africans as slaves to help develop the colony. Slaves were typically put to work clearing forests, building ports, clearing roads, and serving as household workers. Over time, some slaves eventually negotiated a type of "half-freedom" with the Dutch West India Company. "Half-free" slaves were left to work on their own farms in exchange for yearly tribute payments. The half-free slaves also agreed to provide labor to the Dutch West India Company when necessary. Find out more about the role African slaves played in New York's colonial history. Write a short report to summarize the results of your research.



1740
Great
Awakening
begins

1754
Benjamin Franklin
draws up the Albany
Plan of Union

1754–1763
French and
Indian War

1763–1764
Pontiac's
Rebellion

1740

1760

History Interactive

For: Interactive timeline
Web Code: ncp-0311

1748
Montesquieu's
The Spirit of the Laws

1760
George III becomes
king of England

1763
Treaty of Paris ends
war between French
and British

Chapter Assessment

Terms and People

1. Define **indentured servant**. What future could an indentured servant expect?
2. What was the **Magna Carta**? What impact did it have on English political traditions?
3. What was the **Great Awakening**? What ideas did it stress?
4. What was the **French and Indian War**? How did it change North America?
5. What was **Pontiac's Rebellion**? How did this rebellion affect the colonies?

Focus Questions

The focus question for this chapter is **What factors shaped life in colonial America in the seventeenth and eighteenth centuries?** Build an answer to this big question by answering the focus questions for Sections 1 through 4 and the Critical Thinking questions that follow.

Section 1

6. Which major groups of immigrants came to Britain's American colonies in the 1700s?

Section 2

7. How did English ideas about government and the economy influence life in the 13 colonies?

Section 3

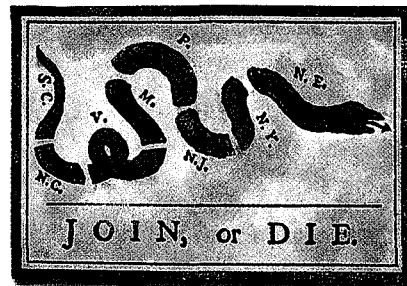
8. How did life differ in each of the three main regions of the British colonies?

Section 4

9. How did Great Britain's wars with France affect the American colonies?

Critical Thinking

10. **Draw Inferences** How did Britain's policy of mercantilism affect the colonies?
11. **Summarize** Identify the three cultural groups that dominated immigration to the colonies in the 1600s and 1700s, and briefly explain their reasons for coming to America.
12. **Evaluate Credibility of Sources** Do you think *The Interesting Narrative of Olaudah Equiano, or Gustavus Vassa the African* is a reliable source of information about the African American experience in colonial America? Why or why not?
13. **Categorize** Name the three colonial regions and their primary resources and economic activities.
14. **Make Comparisons** Compare and contrast the opportunities available to immigrants in the three colonial regions.
15. **Explain Causes** What caused the French and Indian War to erupt in 1754?
16. **Analyze Visuals** Study the political cartoon below, created by Benjamin Franklin, and then answer the questions.



What do the different parts of the snake represent? What does the cartoon's title mean? What do you think inspired Franklin to create this drawing?

17. **Synthesize Information** Do you think the Proclamation of 1763 ended the British policy of following salutary neglect when it came to governing the colonies? Explain your answer.

Writing About History

Writing a Problem-Solution Essay Immigrants in colonial America had to adapt to a diverse society, and they also had to deal with Native Americans who were defending their homelands.

Write a problem-solution essay about one of these topics, or choose your own topic relating to the content of this chapter.

Prewriting

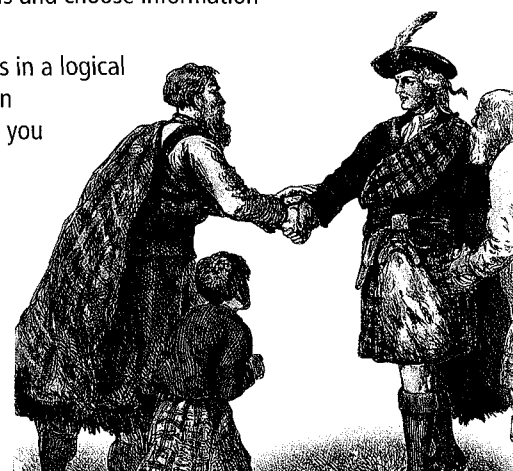
- Choose the topic that interests you most. If you have a personal interest in a problem and its solution, your essay will be easier to develop.
- Narrow your topic.
- Make a list of details, facts, and examples that proves there is a problem. Then, identify the specific parts of your solution.

Drafting

- Develop a working thesis and choose information to support it.
- Organize the paragraphs in a logical order so that readers can understand the solution you propose.

Revising

- Use the guidelines on page SH11 of the Writing Handbook to revise your essay.



Regents DBQ Practice



2.1.A.2,
1.1.B.2

Colonial Labor

The English colonists in North America faced many daunting tasks. They needed to fell timber, establish farms, and build settlements. The amount of work required was overwhelming. Who did that work? Use your knowledge of Colonial America and Documents 1, 2, and 3 to answer questions 1–4.

Document 1

"This Indenture, Made the Fourth Day of August in the Twentieth Year of the Reign of our Sovereign Lord George the Second King of Great Britain, &, And in the Year of our Lord, One Thousand Seven Hundred and fifty five Between William Buckland of Baford Carpenter & Joiner of the one Part, and Thomson Mason of London, Esq. of the other Part,

Witnesseth, That the said William Buckland . . . shall and will, as a faithful Covenant Servant, well and truly serve the said Thomas Mason his Executors and assigns in the Plantation of Virginia beyond the Seas, for the Space of Four Years, next ensuing his Arrival in the said Plantation in the Employment of a Carpenter and Joiner. . . .

And the said Thomas Mason . . . shall and will at his . . . proper Costs and Charges, with what convenient Speed [he] may, carry and convey, or cause to be carried and conveyed over unto the said Plantation, the said Wm Buckland and from henceforth, and during the said Voyage, and also during the said Term, shall and will at the like Costs and Charges, provide for and allow the said Wm Buckland all necessary Meat, Drink, Washing, Lodging, fit and convenient for Wm as Covenant Servants in such Cases are usually provided for and allowed and pay and allow William Buckland Wages on Salary at the Rate of Twenty Pounds Sterling per Annum Payable Quarterly."

—*Indenture Contract of William Buckland, 1755*

Document 2

"Ran away from the Subscriber, living near James-Town, last Sunday was Fort-night, a Negroe Man, named Harry, who formerly belonged to Col. Grymes, of Richmond County: He is about 5 Feet 7 Inches high, thin visag'd, has small Eyes, and a very large Beard; is about 35 Years old; and plays upon the Fiddle. He had a dark-colour'd cloth Coat, double breasted, 2 cotton Jackets, dy'd of a dark Colour, a Pair of Buckskin Breeches, flourish'd at the Knees, and a blue Great Coat. It is suppos'd he is gone to Richmond County, where he has a Wife. Whoever apprehends him, so that he be brought to me near James-Town, shall have a Pistole [gold coin] Reward, besides what the Law allows. William Newgent. N.B. As he ran away without any Cause, I desire he may be punish'd by Whipping, as the Law directs."

—*advertisement in the Virginia Gazette, March 20 to March 27, 1746*

Document 3

"And as for the general sort that shall go to be planters, be they [very] poor, so they be honest, . . . the place will make them rich: all kinds of [workers] we must first employ, are carpenters, shipwrights, masons, sawyers, brick makers, bricklayers, plowmen, sowers, planters, fishermen, coopers, smiths, . . . tailors, turners, and such like, to make and fit all necessaries, for comfort and use of the Colony, and for such as are of no trades (if they be industrious) they shall have their employment enough, for there is a world of means to set many thousands to work, partly in such things as I mentioned before, and many other profitable works, for no man must lie idle there. . . ."

—*Virginia Company pamphlet recruiting Jamestown settlers, 1609*

- Where was Document 1 probably written?
 - in England
 - aboard ship
 - in Virginia
 - in Jamestown
- In Document 2, the advertiser states that Harry ran away "without any Cause." Yet the advertisement hints at a likely cause. What is it?
 - to escape whipping
 - to practice his trade
 - to enjoy stolen goods
 - to join his wife
- What reasonable conclusion about Jamestown in 1611 might you draw from Document 3?
 - Jamestown needed new leadership.
 - Jamestown had no enslaved people.
 - Jamestown needed many types of workers.
 - Jamestown was moving from farming to industry.
- Writing Task** Based on Documents 1, 2, and 3, and on what you have learned in Chapter 3, write a letter from the point of view of an indentured servant in Jamestown. Use information from the documents and the chapter to give your family or friends an impression of what life as an indentured servant in Jamestown might have been like.



Connect to New York

George Clinton

Born: July 26, 1739, Little Britain, New York

In 1765, American colonists protested when Britain introduced new taxes. This anger swelled into a full-blown war—the American Revolution. By the war's end, America was established as a nation in its own right, independent of Britain. During these trying times, some of the country's most powerful minds went to work crafting a plan of government for their new country. One of these men was George Clinton, a New Yorker who played a significant role in the birth of the United States.

Clinton represented the state of New York at the Second Continental Congress, a meeting of the colonies' delegates in May 1775, just after the war started. Clinton and the other representatives debated how the country should be run, making important decisions on financial, diplomatic, and military issues.

In 1777, Clinton (often called “Father of New York State”) was elected as the first governor of his home state of New York. Leaders of the new nation were struggling over an important question—how much power should the federal government have over each state? As a state politician and strong Antifederalist, George Clinton believed that the power of the national government should be limited. Clinton and another famous New Yorker, Alexander Hamilton, debated the issue of states' rights in a series of letters published in newspapers in the late 1780s.

“The evils pointed out in the system are now within our power to remedy—but if we suffer ourselves to be influenced by specious [false] reasoning unsupported by example to an unconditional adoption of an imperfect government, the opportunity will be forever lost, for history does not furnish a single instance of a government once established, voluntarily yielding up its powers to secure the rights and liberties of the people.”

—George Clinton, 1788

Clinton served as New York's governor for more than two decades (from 1777 to 1795 and from 1801 to 1804). He also served as Vice President under Thomas Jefferson. Clinton's long political career, like that of many other statesmen, helped to shape the history of both his home state and the United States in their very first days.

