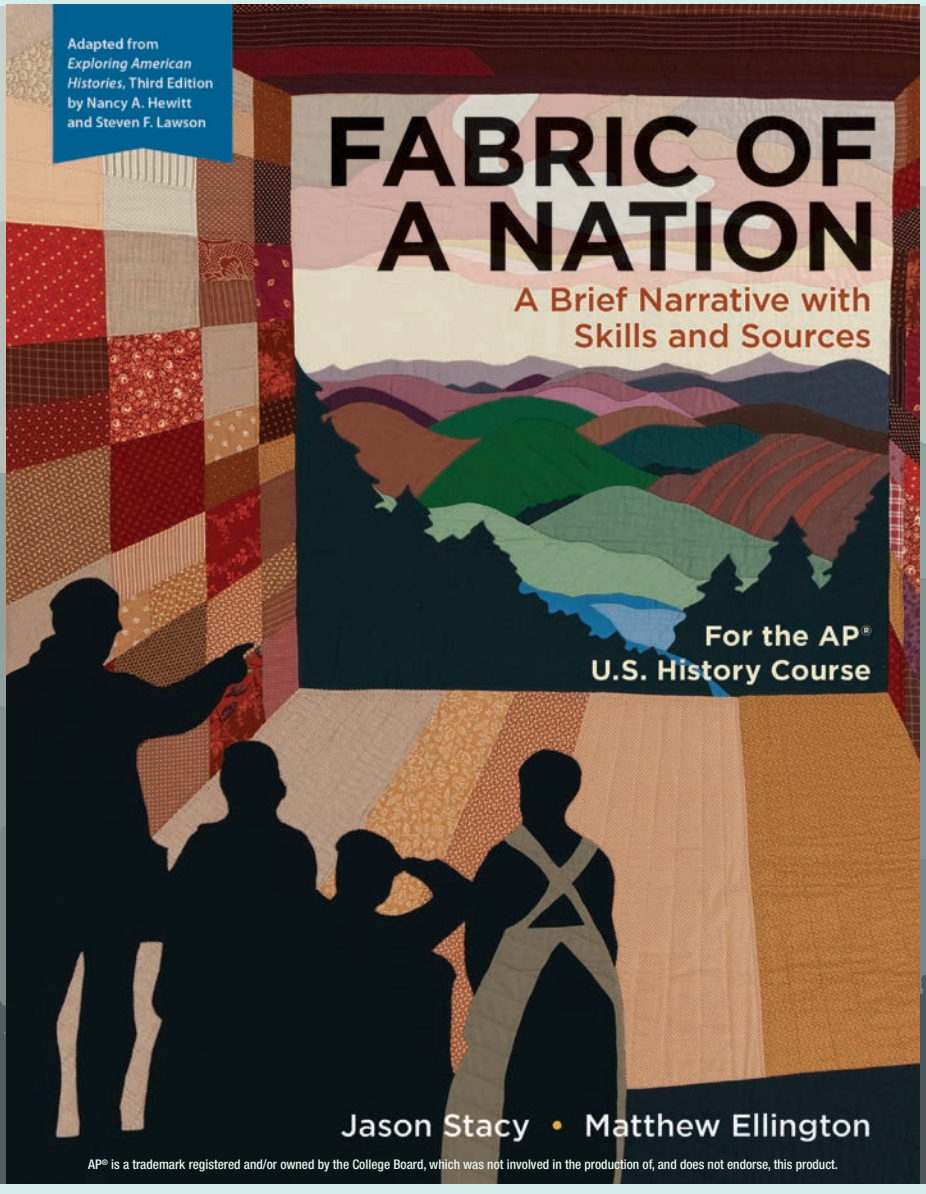
A REVOLUTION IN AP® U.S. HISTORY



Special Preview: Period 2 | 1607–1754
Colonial America amid Global Change

TO OUR **FELLOW** TEACHERS:

We created *Fabric of a Nation* to meet the needs of AP® U.S. History students in our classrooms and yours. As veteran AP® U.S. History teachers, exam readers, and workshop consultants, we have experienced firsthand the challenges in teaching this course, especially as the curriculum framework and preparation levels of our students have changed over the years.

Fabric of a Nation unites historical knowledge, thinking and reasoning skills, and scaffolded pedagogy to maximize student success in the class and on the AP® U.S. History exam. Unlike college textbooks that have been repackaged with some AP® add-ons, we wrote *Fabric of a Nation* specifically for AP® students. The narrative is shorter, the pedagogy focuses on essential content and skills, and appropriate for all high school AP® students.

Fabric of a Nation provides an **accessible and brief narrative** that brings the College Board's curriculum framework to life. It's tightly focused on the content of the course, grounded in modern scholarship, and written to meet the diverse backgrounds of today's AP® U.S. History students.

We've incorporated **primary sources,** representing a diverse range of voices and types of documents, seamlessly into the narrative, with analysis and comparison questions to broaden students' historical understanding and critical thinking skills.

Fabric of a Nation's nine periods are **aligned with the College Board's nine units,** with each divided into simple lesson modules that can be taught in one-to-two days, similar to the pacing found in the College Board®'s unit guides.

We've **scaffolded the pedagogical instruction** to provide students with step-by-step directions and practice for how to think historically, analyze documents, and write short-answer, document-based, and long-essay questions. Using sample responses, graphic organizers, and a graduated approach, each module builds and reinforces the knowledge and skills students need to understand history and be successful on the AP® Exam.

Finally, *Fabric of a Nation* also includes **AP®-style practice questions** at the end of every chapter, stimulus-based multiple-choice, short-answer, document-based, and long-essay questions, all created by experienced item writers to closely mimic the questions students will encounter on the exam.

Fabric of a Nation is the only textbook on the market made specifically for today's AP® U.S. History classroom by AP® U.S. History teachers. We're confident your students will benefit from it.

Jason Stacy
JASON STACY

Matthew Ellington
MATTHEW ELLINGTON

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FABRIC OF A NATION

A BRIEF NARRATIVE WITH SKILLS AND SOURCES FOR THE AP® COURSE

JASON STACY, Southern Illinois University, Edwardsville
MATTHEW ELLINGTON, Ruben S. Ayala High School (CA)

JANUARY 2020, 978-1-319-17817-8

Built from the ground up for the AP® course, this new book from long-time AP® leaders Jason Stacy and Matthew Ellington offers a revolutionary new approach to AP® U.S. History. *Fabric of a Nation* seamlessly integrates AP® skills practice and primary source documents with a brief historical narrative that is exactly aligned with the AP® course. Designed to help you balance content and skills, and help your students develop the analysis and writing skills they need to succeed on the AP® Exam.

JASON STACY is Professor of U.S. History and Social Science Pedagogy at Southern Illinois University, Edwardsville. Before joining the history department at SIU-Edwardsville, Stacy taught AP® U.S. History for eight years at Adlai E. Stevenson High School in Lincolnshire, Illinois. Stacy has served as an AP® U.S. History Reader, Table Leader, Exam Leader, Consultant, Senior Auditor, and question author for the AP® U.S. History exam. Author of multiple books on Walt Whitman, his research has appeared in *Social Education*, the *Walt Whitman Quarterly Review*, and *American Educational History*. Stacy is also a contributing editor for the *Walt Whitman Archive*, where he edits Whitman's journalism. In 2014, Stacy served as president of the Illinois Council for the Social Studies.

MATTHEW ELLINGTON teaches AP® U.S. History at Ruben S. Ayala High School in Chino Hills, CA, where he is the Social Science Department Chairperson and an Instructional Coach. Matthew has taught APUSH® since 1994 and participated in the AP® Reading since 2000. He is an active, endorsed College Board workshop consultant for AP® U.S. History who has trained more than a thousand teachers since 2001. Matthew has been a College Board AP® Mentor and served on the College Board's Consultant Advisory Panel. He is a contributor to *America's History for the AP® Course*, Ninth Edition, co-author of *The Survival Guide for AP® U.S. History*, and featured in *Teaching Ideas for AP® History: A Video Resource*.

For your review copy, contact your BFW High School representative, email us at **highschool@bfwpub.com**, or visit **highschool.bfwpub.com/Stacy1E**

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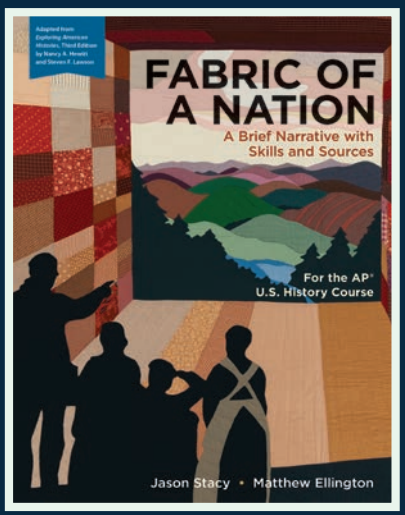

"The structure of this book will be so much easier for new teachers of APUSH® to work with. I teach an introductory APSI® to our new APUSH® teachers. Repeatedly, I hear how overwhelming the course is. It is difficult for them to integrate all the content with the skills necessary for the course. Often the skills get pushed to the end and they try to teach them as they review for the AP® Exam. This is an excellent resource that will enable them to learn to teach the course effectively."

—Rhonda Rush, Homewood HS, AL

"There are several selling points to this book. First, the content is not too in depth. But it provides core examples for the students to use in their analysis, writing and thinking. Also, the scaling of the skills allows for students to access the higher levels of the class without being overwhelmed from the start."

—James Zucker, Loyola HS, CA

A United Approach to AP® U.S. History

Weaving together content, skills, sources, and exam practice

"Sometimes kids and their teachers think they need to march through their textbook to do well. This book will make students think critically about the material and prioritize what they need to know."

—Jose Gregory, Marist School, GA

"The modular structure is an idea well overdue.... [T]he traditional narrative American history book is overwhelming to most high school students. Teachers new to teaching AP® also are intimidated by the content and skills they are expected to teach. This modular approach will help students and teachers alike by helping prioritize historical content while focusing on building skills."

—Becky Berry, Morgantown HS, WV

In 2014, the College Board rolled out the new AP® U.S. History course, which centered less on memorizing content and more on developing skills. Since then, very little has changed in the world of AP® U.S. History textbooks—content is still king. Until now. *Fabric of a Nation* is the first book to truly embrace this dramatic shift in the AP® course and in how history is taught.

A Brief Narrative

You only have so much time in a school year. In order to focus on skills development, you need more *focused* content. *Fabric of a Nation* delivers a **brief, approachable historical narrative** that covers all of the essential content of the AP® course, with plenty of interesting anecdotes and a crisp writing style to keep students engaged.

Straightforward Modular Organization

Fabric of a Nation has an easy-to-use modular organization that pulls together content, sources, skills and AP® Exam practice into **brief 1- to 2-day lessons.** Modules help solve the problem of when to introduce which skills, how to blend sources with content, and how to pace the course throughout the year. Everything you and your students need is there.

Scaffolded Instructional Design

Inspired by the authors' classroom experience and sound pedagogical principles, the instruction in *Fabric of a Nation* scaffolds learning throughout the course of the book.

- **Periods 1-3: Focused Instruction.** The first three Periods of the textbook provide step-by-step support as your students learn to think critically about historical developments and processes and put that thinking to work in their writing.
- **Periods 4-6: Guided Practice.** In the second portion of the book, the instruction moves to guided writing practice as students deepen their understanding and apply new writing skills.
- **Period 7-9: Independent Practice.** Finally, the book shifts to independent practice in the run-up to the exam. In this portion of the book, the features assess students' command of their newly developed skills, preparedness for the exam, and ability to produce college-level writing.

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Module Introductions Guide Learning

Learning Targets

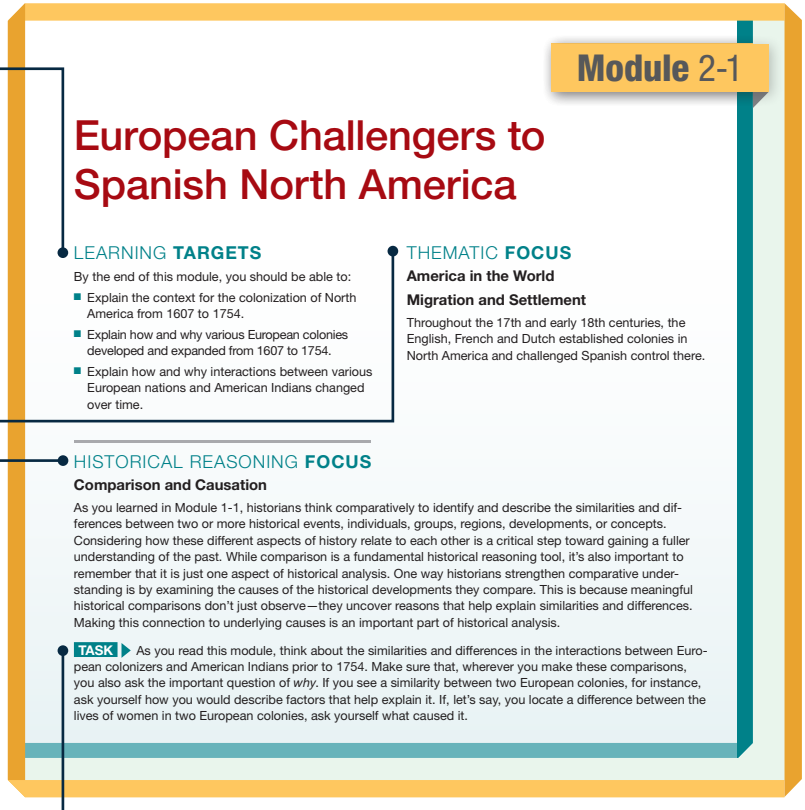
Reflecting the essential content of the AP® U.S. History curriculum framework, Learning Targets offer a preview of the historical developments covered in the module and set expectations for student skill development.

Thematic Focus

Each module has a special focus on at least one of the eight AP® U.S. History course themes, so you can be sure that your students develop an understanding of how the module content fits into the big picture of history.

Historical Reasoning Focus

Drawn from the historical reasoning processes and thinking skills outlined in the AP® U.S. History framework, these brief module introductions help students approach the module's narrative the way a historian would.



Module 2-1

European Challengers to Spanish North America

LEARNING **TARGETS**

By the end of this module, you should be able to:

- Explain the context for the colonization of North America from 1607 to 1754.
- Explain how and why various European colonies developed and expanded from 1607 to 1754.
- Explain how and why interactions between various European nations and American Indians changed over time.

THEMATIC **FOCUS**

America in the World

Migration and Settlement

Throughout the 17th and early 18th centuries, the English, French and Dutch established colonies in North America and challenged Spanish control there.

HISTORICAL REASONING **FOCUS**

Comparison and Causation

As you learned in Module 1-1, historians think comparatively to identify and describe the similarities and differences between two or more historical events, individuals, groups, regions, developments, or concepts. Considering how these different aspects of history relate to each other is a critical step toward gaining a fuller understanding of the past. While comparison is a fundamental historical reasoning tool, it's also important to remember that it is just one aspect of historical analysis. One way historians strengthen comparative understanding is by examining the causes of the historical developments they compare. This is because meaningful historical comparisons don't just observe—they uncover reasons that help explain similarities and differences. Making this connection to underlying causes is an important part of historical analysis.

TASK As you read this module, think about the similarities and differences in the interactions between European colonizers and American Indians prior to 1754. Make sure that, wherever you make these comparisons, you also ask the important question of *why*. If you see a similarity between two European colonies, for instance, ask yourself how you would describe factors that help explain it. If, let's say, you locate a difference between the lives of women in two European colonies, ask yourself what caused it.

Module Task

Designed to promote active reading and prompt critical thinking about key AP® U.S. History developments, each module-opening task frames how to apply the historical reasoning processes and thinking skills to the content.

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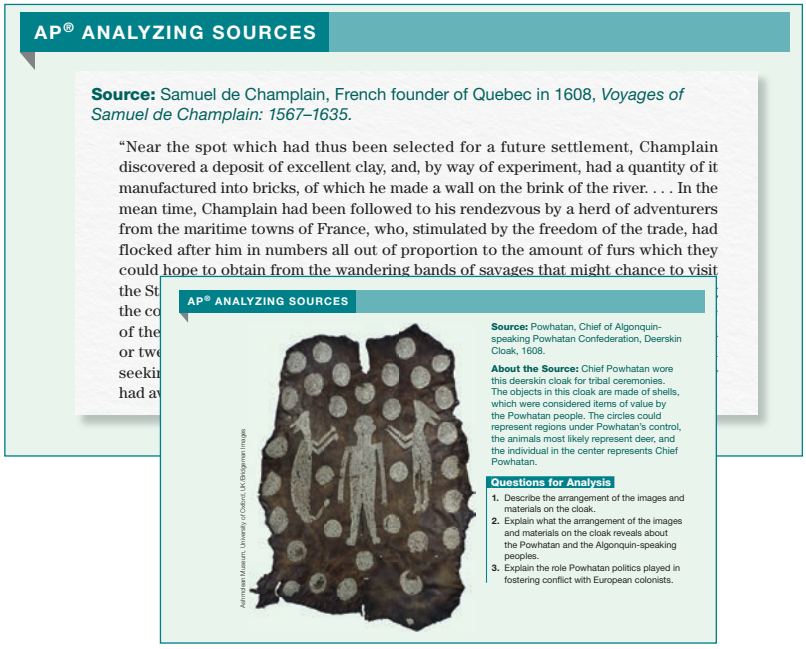
Instructional Features Woven Throughout

Skill-building is best done in-context. That's why *Fabric of a Nation* weaves features throughout the text that help students engage with the narrative and encounter relevant primary and secondary sources.

AP® Analyzing Sources

These boxes, placed at relevant points in the narrative, provide students with opportunities to analyze the sourcing, situation, and arguments of both written and visual primary sources.



AP® ANALYZING SOURCES

Source: Samuel de Champlain, French founder of Quebec in 1608, *Voyages of Samuel de Champlain: 1567–1635.*

"Near the spot which had thus been selected for a future settlement, Champlain discovered a deposit of excellent clay, and, by way of experiment, had a quantity of it manufactured into bricks, of which he made a wall on the brink of the river. . . . In the mean time, Champlain had been followed to his rendezvous by a herd of adventurers from the maritime towns of France, who, stimulated by the freedom of the trade, had flocked after him in numbers all out of proportion to the amount of furs which they could hope to obtain from the wandering bands of savages that might chance to visit

AP® ANALYZING SOURCES

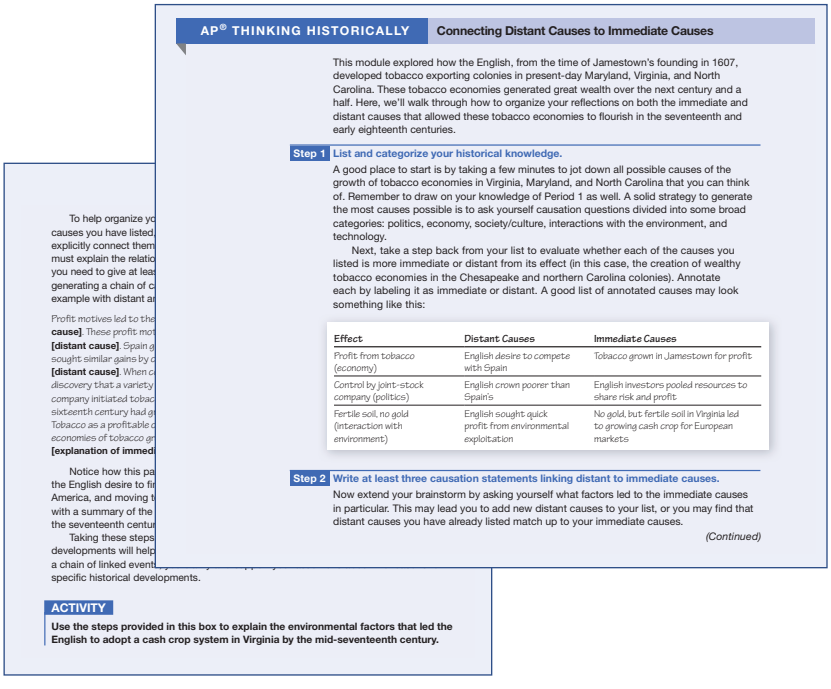
Ashmolean Museum, University of Oxford, UK/Bridgeman Images

Source: Powhatan, Chief of Algonquin-speaking Powhatan Confederation, Deerskin Cloak, 1608.

About the Source: Chief Powhatan wore this deerskin cloak for tribal ceremonies. The objects in this cloak are made of shells, which were considered items of value by the Powhatan people. The circles could represent regions under Powhatan's control, the animals most likely represent deer, and the individual in the center represents Chief Powhatan.

Questions for Analysis

1. Describe the arrangement of the images and materials on the cloak.
2. Explain what the arrangement of the images and materials on the cloak reveals about the Powhatan and the Algonquin-speaking peoples.
3. Explain the role Powhatan politics played in fostering conflict with European colonists.



AP® THINKING HISTORICALLY Connecting Distant Causes to Immediate Causes

This module explored how the English, from the time of Jamestown's founding in 1607, developed tobacco exporting colonies in present-day Maryland, Virginia, and North Carolina. These tobacco economies generated great wealth over the next century and a half. Here, we'll walk through how to organize your reflections on both the immediate and distant causes that allowed these tobacco economies to flourish in the seventeenth and early eighteenth centuries.

Step 1 **List and categorize your historical knowledge.**

A good place to start is by taking a few minutes to jot down all possible causes of the growth of tobacco economies in Virginia, Maryland, and North Carolina that you can think of. Remember to draw on your knowledge of Period 1 as well. A solid strategy to generate the most causes possible is to ask yourself causation questions divided into some broad categories: politics, economy, society/culture, interactions with the environment, and technology.

Next, take a step back from your list to evaluate whether each of the causes you listed is more immediate or distant from its effect (in this case, the creation of wealthy tobacco economies in the Chesapeake and northern Carolina colonies). Annotate each by labeling it as immediate or distant. A good list of annotated causes may look something like this:

Effect	Distant Causes	Immediate Causes
Profit from tobacco (economy)	English desire to compete with Spain	Tobacco grown in Jamestown for profit
Control by joint-stock company (politics)	English crown poorer than Spain's	English investors pooled resources to share risk and profit
Fertile soil, no gold (interaction with environment)	English sought quick profit from environmental exploitation	No gold, but fertile soil in Virginia led to growing cash crop for European markets

Step 2 **Write at least three causation statements linking distant to immediate causes.**

Now extend your brainstorm by asking yourself what factors led to the immediate causes in particular. This may lead you to add new distant causes to your list, or you may find that distant causes you have already listed match up to your immediate causes.

(Continued)

ACTIVITY

Use the steps provided in this box to explain the environmental factors that led the English to adopt a cash crop system in Virginia by the mid-seventeenth century.

AP® Thinking Historically

These features appear at useful points in the narrative to help students develop the historical thinking skills and reasoning processes that are key to success in the AP® U.S. History course. They cover topics such as distinguishing between distant and immediate causes, using comparison and causation in arguments, and more. These mini-workshops build essential thinking skills that are the foundation of college-level historical writing.

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AP® Writing Historically

Appearing at the end of each module, these essential sections provide scaffolded, step-by-step instruction that walks students through how to approach each of the writing tasks on the AP® Exam: Short-Answer Questions, Long-Essay Questions, and Document-Based Questions.

AP® WRITING HISTORICALLY — **Crafting a Thesis Statement Based on Comparison and Causation**

Throughout the AP® U.S. History course, and on the AP® Exam, you will need to write full-length essays in response to specific prompts. On the exam, you will write two essays: one in response to a Long-Essay Question and one in response to a Document-Based Question (more on that in Modules 2-7 through 2-9).

Being able to combine your historical knowledge and your command of different historical reasoning skills in your writing is an important skill set to develop as you progress through this course. Let's take a look at an essay prompt that asks you to compare the

Step 3 **Write a thesis statement.**

Now that you have taken a few moments to plan a response that fully addresses all aspects of the Long-Essay prompt, it's time to use these claims to craft a thesis statement that will introduce your argument and begin your essay. In this case, your thesis should clearly convey two things: an overview of your interpretation of the similarities *and* differences in Spanish and French interactions with American Indians in North America prior to 1754, and what you assert are the causes of those similarities and differences.

A weak thesis will look something like this:

While both the Spanish and the French colonized North America and the Amer… there, the Spanish were cruel to the American Indians, whereas the French we… more accepting of their cultural practices.

While it's true that this thesis contains an assertion about similarities and diffe… between the French and the Spanish in their interactions with American India… depends upon vague claims about the "cruel" Spanish and the "accepting" F… will be difficult to defend in an essay. Also note that this thesis doesn't take in… the *causation* portion of the question; it does not attempt to explain the reasc… similarities and differences it names.

A stronger thesis will look something like this:

Spanish and French colonies showed similarity in their interactions with som… Indians in that both formed mutually beneficial alliances with some local tribes… early periods of conquest; however, the extent to which the relationship be… nists from each European nation and American Indians were characterized by e… differed, as the French, who depended primarily on trade with native peoples… forced labor far less than the Spanish, who sought precious metals and agricultural products in the regions they colonized, and therefore forced native peoples to produce these goods for Spanish benefit.

Here, the thesis provides a detailed argument that completely answers the prompt by noting that both the Spanish and the French formed early alliances with Native Americans, but also establishes that the differences between the Spanish and the French relations with native peoples were based on their different laboring needs. While the French depended primarily on trade, the Spanish established colonies based on the extraction of precious metals and agricultural production, which required a controlled labor force.

ACTIVITY

Carefully read the following prompt, then create a graphic organizer that shows a link between comparison and causation. Finally, use the information from your graphic organizer to write a thesis statement.

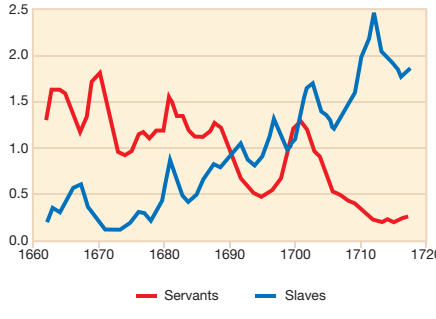
Compare French and the Dutch colonial relations with American Indians, explaining the reasons for similarities and differences in interactions during the period between 1608 and 1754.

An Emphasis on Visual Analysis

From stimulus-based multiple-choice questions to SAQs and DBQs, visual primary and secondary sources have become a major part of the AP® U.S. History Exam, and a major challenge for students. To support students and build visual analysis skills, *Fabric of a Nation* provides an analytical question with every image in the book, asking students to draw on their historical knowledge to analyze and respond.

Mrs. Elizabeth Freake and Baby Mary, c. 1671–74 (oil on canvas) (see 1834Q5 for pair) / American School (17th century)/WORCESTER ART MUSEUM/Worcester Art Museum, Massachusetts, USA/Bridgeman Images

Mrs. Elizabeth Freake and Baby Mary (1674) **This portrait shows Elizabeth Freake, the wife of merchant John Freake, and their eighth child, Mary. Here Elizabeth and her daughter capture Puritan simplicity in their white head coverings and aprons, but also display their family's wealth and John Freake's commercial ties through their silk gowns and embroidered cloth. What does this painting reveal about Puritan values and society?**



Based on Gloria L. Main, *Tobacco Colony: Life in Early Maryland, 1650–1720* (Princeton: Princeton University Press, 1982), 26.

Indentured Servants and Enslaved People in Six Maryland Counties (1662–1717) **This chart illustrates a dramatic shift in the Chesapeake labor force between 1662 and 1717. Although based on a study of estate inventories from six Maryland counties, what does the trend shown here suggest about the nature andconditions of labor on Chesapeake farms?**

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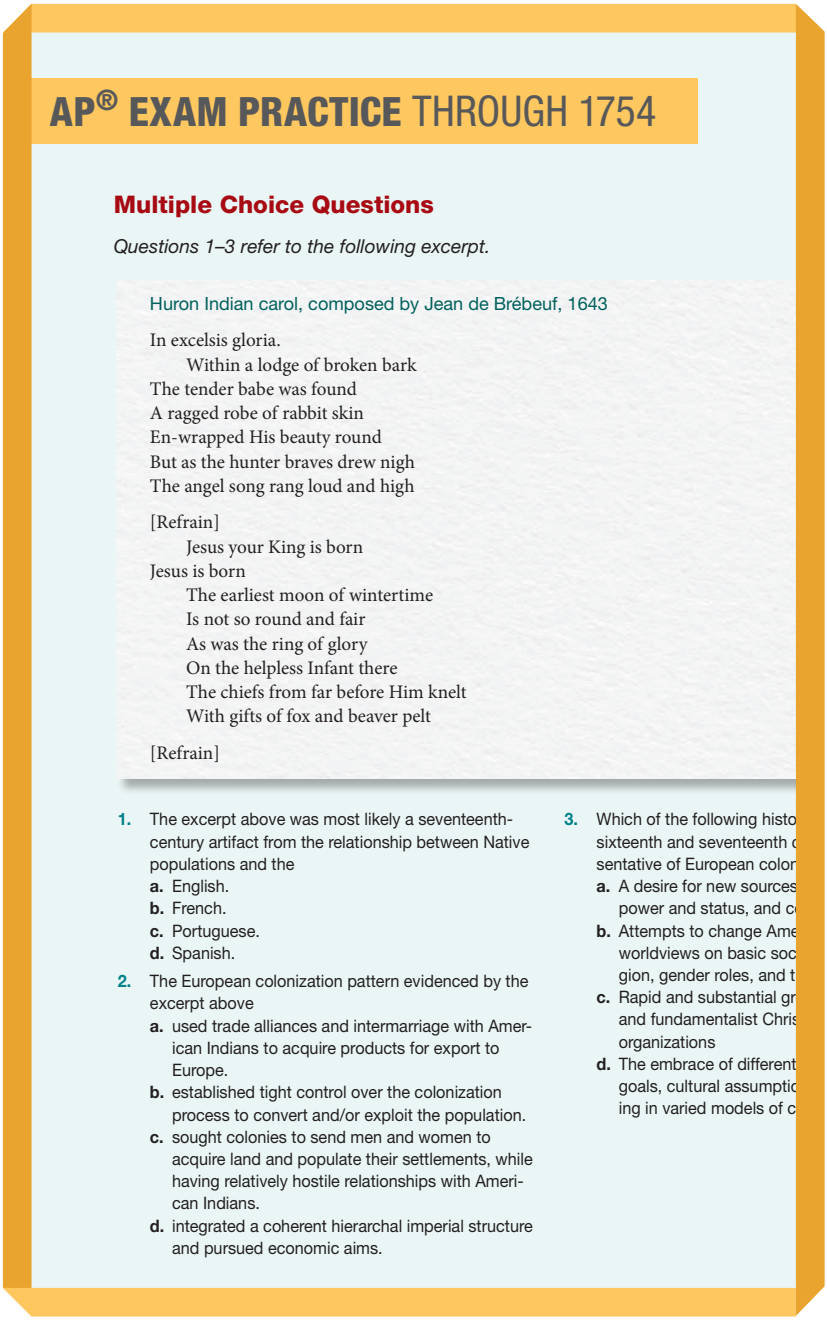
Integrated AP® Exam Practice

Fabric of a Nation gives students ample opportunity to practice their new AP® skills via AP® Exam Practice sections that appear at the end of every Period and a full-length practice AP® Exam at the back of the book. The AP® Writing Historically boxes notwithstanding, you will find more than 190 Multiple-Choice Questions, 40 Short-Answer Questions, 9 Document-Based Questions, and 27 Long-Essay Questions in the AP® Exam Practice sections.

"The book's greatest strength is the way that it provides scaffolding for students. The introduction of historical thinking skills and repetition [of writing tasks] with increasing difficulty will help students master the historical thinking skills in a way that encourages growth."

—Carlene Baurichter, Bangor High School, WI



AP® EXAM PRACTICE THROUGH 1754

Multiple Choice Questions

Questions 1–3 refer to the following excerpt.

Huron Indian carol, composed by Jean de Brébeuf, 1643

In excelsis gloria.
Within a lodge of broken bark
The tender babe was found
A ragged robe of rabbit skin
En-wrapped His beauty round
But as the hunter braves drew nigh
The angel song rang loud and high

[Refrain]
Jesus your King is born
Jesus is born
The earliest moon of wintertime
Is not so round and fair
As was the ring of glory
On the helpless Infant there
The chiefs from far before Him knelt
With gifts of fox and beaver pelt

[Refrain]

1. The excerpt above was most likely a seventeenth-century artifact from the relationship between Native populations and the
   a. English.
   b. French.
   c. Portuguese.
   d. Spanish.
2. The European colonization pattern evidenced by the excerpt above
   a. used trade alliances and intermarriage with American Indians to acquire products for export to Europe.
   b. established tight control over the colonization process to convert and/or exploit the population.
   c. sought colonies to send men and women to acquire land and populate their settlements, while having relatively hostile relationships with American Indians.
   d. integrated a coherent hierarchal imperial structure and pursued economic aims.
3. Which of the following histo
   sixteenth and seventeenth c
   sentative of European color
   a. A desire for new sources
   power and status, and c
   b. Attempts to change Ame
   worldviews on basic soc
   gion, gender roles, and t
   c. Rapid and substantial gr
   and fundamentalist Chris
   organizations
   d. The embrace of different
   goals, cultural assumptio
   ing in varied models of c

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PERIOD 1 • 1491 — 1607
EUROPEANS MAKE CLAIMS IN THE AMERICAS

Module 1-1: Diverse American Indian Societies
Module 1-2: Portugal and Spain Expand Their Reach
Module 1-3: The Columbian Exchange
Module 1-4: Spanish Colonial Society

Period 1 Review: till 1607
AP® Exam Practice: 1491—1607

PERIOD 2 • 1607 — 1754
COLONIAL AMERICA AMID GLOBAL CHANGE

Module 2-1: European Challengers to Spanish North America

Thematic Focus: Migration and Settlement • America in the World
Historical Reasoning Focus: Comparison • Causation

The French Expand into North America
AP® Analyzing Sources: Samuel de Champlain, *Voyages of Samuel de Champlain: 1567–1635*

The Dutch Expand into North America
AP® Thinking Historically: Learning to Craft Historical Arguments with Comparison and Causation

Spain's Fragile North American Empire
AP® Analyzing Sources: King Philip IV of Spain *Letter to Don Luis Valdés, 1647*
AP® Writing Historically: Crafting a Thesis Statement Based on Comparison and Causation

Module 2-2: Early British Colonies in Maryland, Virginia, and North Carolina

Thematic Focus: Geography and the Environment • Migration and Settlement • America in the World
Historical Reasoning Focus: Causation

Economic Causes of English Colonization
AP® Analyzing Sources: Thomas More, *Utopia; or, the Best State of a Commonwealth*, 1516

The English Establish Jamestown
AP® Analyzing Sources: Powhatan, *Deerskin Cloak* (photograph), 1608

Tobacco Fuels Growth in Virginia
AP® Analyzing Sources: John Rolfe, "Letter on Jamestown Settlement," 1618
AP® Analyzing Sources: Matthaeus Merian, *Native Attack on Jamestown* (engraving), 1622
AP® Analyzing Sources: John Martin, "Proposal for Subjugating Native Americans," 1622

Maryland: The Second Chesapeake Colony

Tobacco Economies, Class Rebellion, and the Emergence of Slavery
AP® Analyzing Sources: Virginia House of Burgesses, *Selected Statues Passed 1662–1669*
AP® Analyzing Sources: Nathaniel Bacon, "Declaration against Governor William Berkeley," 1676
AP® Thinking Historically: Connecting Distant Causes to Immediate Causes

Daily Life in the Colonies
AP® Writing Historically: Writing Topic Sentences for an Essay

Module 2-3: Religious Dissent and Colonial Conflicts in New England

Thematic Focus: Geography and the Environment • Migration and Settlement • American and Regional Culture • Social Structures
Historical Reasoning Focus: Causation • Continuity and Change

The Protestant Reformation

Pilgrims Arrive in Massachusetts
AP® Analyzing Sources: *The Mayflower Compact*, 1620

Puritans Form Communities in New England
AP® Analyzing Sources: John Winthrop, "A Model of Christian Charity," 1630

Challenges Arise in New England Colonies

Conflicts in England Echo in the Colonies
AP® Analyzing Sources: John Locke, "Second Treatise on Civil Government," 1690

Puritan Religious Anxieties Lead to Colonial Conflict
AP® Writing Historically: Crafting a Thesis Statement Based on Continuity and Change and Causation

Module 2-4: The British West Indies and South Atlantic Colonies

Thematic Focus: Work Exchange, and Technology • Geography and the Environment • Migration and Settlement
Historical Reasoning Focus: Causation

The English Compete for the West Indies
AP® Analyzing Sources: Richard Ligon, *Map of Barbados* (illustration), 1657

The British West Indies Influence South Carolina
AP® Analyzing Sources: South Carolina Colonial Legislature, *Slave Code*, 1640

Daily Life in Eighteenth-Century South Carolina
AP® Writing Historically: Writing a Long Essay

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Module 2-5: The Middle Colonies

Thematic Focus: Geography and the Environment • Migration and Settlement • America in the World • American and Regional Culture

Historical Reasoning Focus: Contextualization

Colonies Develop in New York and New Jersey

AP® Analyzing Sources: Anonymous, *Letter from a Gentleman of the City of New York on Leisler's Rebellion*, 1689

Sir William Penn's Goal of a Peaceable Kingdom

AP® Analyzing Sources: William Penn, Preface to "Frame of Government," 1682

Expansion and Conflict in Pennsylvania

AP® Writing Historically: Presenting Context in a Historical Argument

Module 2-6: The Eighteenth-Century Atlantic Economy

Thematic Focus: Work, Exchange, and Technology

Historical Reasoning Focus: Causation

Colonial Traders Join Global Networks

European Imperial Policies Focus on Profits

AP® Analyzing Sources: English Parliament, *Navigation Act*, 1660

Mercantilism Changes Colonial Societies

AP® Writing Historically: Responding to a Short-Answer Question with Secondary Sources

Source: Richard Bushman, The Refinement of America: Persons, Houses, Cities, 1993

Source: T. H. Breen, The Marketplace of the Revolution: How Consumer Politics Shaped American Independence, 2005

Source: E. A. J. Johnson, "Some Evidence of Mercantilism in Massachusetts Bay," The New England Quarterly, 1928

Source: Ellen Newell, "Putting the 'Political' Back in Political Economy (This is Not Your Parents' Mercantilism)," The William and Mary Quarterly, 2012

Module 2-7: Slavery Takes Hold in the South

Thematic Focus: Work, Exchange, and Technology • American and Regional Culture • Social Structures

Historical Reasoning Focus: Causation

The Human Cost of the Atlantic Slave Trade

AP® Analyzing Sources: King Charles II, *Royal African Company Charter*, 1672

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AP® Analyzing Sources: George Cato, "Account of the Stono Rebellion," 1739

AP® Writing Historically: Responding to a Document-Based Question with Three Primary Sources

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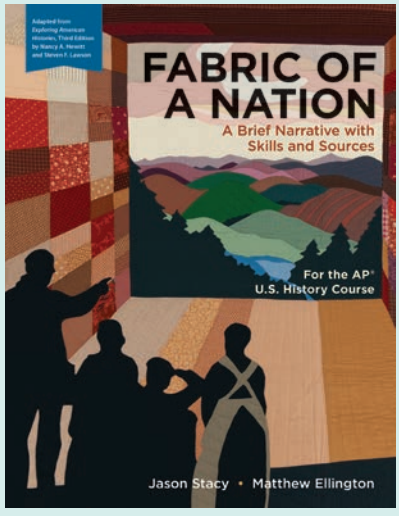

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PERIOD 2: 1607-1754

Colonial America amid Global Change

The Louisbourg/Britannia Flag, 1745 (cotton)/American School (18th century)/NEW YORK HISTORICAL SOCIETY/Collection of the New-York Historical Society, USA/Bridgeman Images

▲ **British Colonial Banner, 1745** This cotton banner was carried by the British at the siege of the French at Louisbourg (1745), Nova Scotia, during King George's War, also known as the War of Austrian Succession (1744–1748). King George's War was one of many colonial wars fought between the British and the French for control over North America during the eighteenth century. While the British soldiers and New England colonists who carried out the siege captured Louisbourg, the fort was later returned to the French as part of the Treaty of Aix-la-Chapelle, which ended the war in 1748.

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England and France began to challenge Spanish dominance of the Western Hemisphere in the early seventeenth century. As these three kingdoms struggled with one another militarily, economically, and socially, each also consolidated power on the North American continent.

These nations engaged in shifting patterns of cooperation and competition with native populations in ways that reflected their cultural, social, religious, and economic interests. The French steadily established trade networks with native peoples in Canada, while the Spanish in the Southwest sought to convert American Indians to Catholicism while at the same time exploiting their labor. The English colony at Jamestown tried to replicate the success of the Spanish, hoping to find easy profits in gold and silver mines, but the climate and geography of Virginia were radically different from the Central American regions that the Spanish had begun to exploit nearly a hundred years before. Thus, the early Jamestown settlers built a colony that differed from the ordered and authoritarian encomienda system of the Spanish, where native peoples worked under close Spanish supervision. Instead, a labor system in which English-born indentured servants agreed to a set time of labor in return for passage to the English colony provided much of the labor in the colony during the early seventeenth century. However, this arrangement gave way to a racial caste system in which enslaved Africans made up the bulk of the labor force on large cash-crop plantations by the turn of the eighteenth century. In the western backcountry regions of Virginia, the majority of the population was made up of independent farmers, many of whom were former servants themselves. These backcountry settlers negotiated — and often violated — a shifting borderland of conflict and trade with American Indians.

As the seventeenth century progressed, growing European settlements in the New World led to the development of a transatlantic world in which Europeans, American Indians, and Africans traded, competed, interacted, and exploited each other along networks that stretched from the foothills of the Appalachian Mountains to the cities of London, Paris, and Madrid to the villages of West Africa and back to the islands of the Caribbean.

Great Britain's colonies in North America formed an integral part of this transatlantic world. Beginning in the early 1650s, Britain pursued economic policies designed to monopolize trade with its colonies and protect British economic interests, and the strategy proved successful. Starting in the late seventeenth century, the British fought a series of colonial wars with other European powers, most often the French, to establish English cultural, ideological, and economic dominance in the North Atlantic and the North American interior. While these wars were costly on many levels, repeated victories cemented Great Britain's dominance of the North American Atlantic seaboard from the late 1600s and well into the 1700s. Despite the consolidation of British power in North America, colonists used European models to shape a distinctly British North American culture. For example, the Enlightenment, a European intellectual movement that embraced science and reason as the hallmarks of human progress, gained popularity among elites. Likewise, the Great Awakening, a wave of renewed religious enthusiasm, swept North America during the 1740s with a spiritual intensity that touched all classes and challenged England's tradition of strict class differentiation.

Colonial society also underwent immense shifts as these religious and political awakenings transformed colonists' sense of their relation to both spiritual and secular authorities. Over time, the colonial elite had developed a strong belief in the rights of the colonies to control their own destinies. As this belief grew more popular, local communities began to take steps to defend those rights, and many colonial assemblies grew accustomed to control over local government.

Yet even as aspects of a distinctly American identity began to emerge, the diversity and divisions among colonists increased as class, racial, religious, and regional differences multiplied across the colonies. Immigrants from Germany, Ireland, and Scotland created their own communities; economic inequality deepened in cities; conflicts between American Indians and settlers intensified along the frontier; and growing reliance on the labor of enslaved Africans reshaped economic and social relations in British North America, particularly in the southern colonies.

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PERIOD 2 PREVIEW

Module	AP® Thematic Focus
2-1: European Challengers to Spanish North America	**Migration and Settlement ■ America in the World** Throughout the seventeenth and early eighteenth centuries, the English, French, and Dutch established colonies in North America and challenged Spanish control there.
2-2: Early British Colonies in Maryland, Virginia, and North Carolina	**Geography and the Environment ■ America in the World ■ Migration and Settlement** The earliest English colonies sought profit through agriculture and the cash crop tobacco, which proved a valuable commodity in the Atlantic world.
2-3: Religious Dissent and Colonial Conflicts in New England	**Geography and the Environment ■ Migration and Settlement ■ American and Regional Culture** The New England colonies, initially settled by Puritans, developed family farms, small towns, and a mixed economy of agriculture and commerce. Distance from Great Britain led to self-governing towns that contained elements of democratic practice. These democratic elements included participatory town meetings, and elected colonial legislatures.
2-4: The British West Indies and South Atlantic Colonies	**Work, Exchange, and Technology ■ Geography and the Environment ■ Migration and Settlement** Throughout the late seventeenth and early eighteenth centuries, the colonies of the southern Atlantic coast and the British West Indies developed plantation societies based on exporting staple crops and depended on the labor of enslaved Africans.
2-5: The Middle Colonies	**Geography and the Environment ■ Migration and Settlement ■ America in the World ■ American and Regional Culture** Starting in the 1660s, the English began to colonize the mid-Atlantic region in North America and build economies based on trade and societies built generally on religious and ethnic tolerance.
2-6: The Eighteenth-Century Atlantic Economy	**Work, Exchange, and Technology** During the eighteenth century, the Atlantic economy became increasingly complex, leading to increasing attempts by European powers to systematize trade policies advantageous to home countries. These trade policies shaped the lives of colonial subjects in North America.
2-7: Slavery Takes Hold in the South	**Work, Exchange, and Technology ■ American and Regional Culture ■ Social Structures** Slavery shaped the economy and society of British North America. While slavery was more prevalent in the southern colonies, its existence in the middle and northern colonies proved significant as well. Enslaved Africans found overt and covert ways to rebel against slavery and maintain their families and distinct culture.
2-8: Imperial Contests in Trade and War	**America in the World** Starting in the seventeenth century, British North American colonists were pulled into a series of conflicts with other European colonists and their Native American allies as European nations increasingly sought control over the Western Hemisphere.
2-9: Religious and Political Awakenings	**American and Regional Culture ■ Social Structures** Inspired by religious movements and new political ideologies, British North Americans developed a sense of distinctness from England while, at the same time, experienced fragmentation within the colonies themselves.

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Module 2-1

European Challengers to Spanish North America

LEARNING **TARGETS**

By the end of this module, you should be able to:

- Explain the context for European colonization of North America from 1607 to 1754.
- Explain how and why various European colonies developed and expanded from 1607 to 1754.
- Explain how and why interactions between various European nations and American Indians changed over time.

THEMATIC **FOCUS**

Migration and Settlement

America in the World

Throughout the seventeenth and early eighteenth centuries, the English, French, and Dutch established colonies in North America that challenged Spanish control there.

HISTORICAL REASONING **FOCUS**

Comparison

Causation

As you learned in Module 1-1, historians think comparatively to identify and describe the similarities and differences between two or more historical events, individuals, groups, regions, developments, or concepts. Considering how these different aspects of history relate to each other is a critical step toward gaining a fuller understanding of the past. While comparison is a fundamental historical reasoning tool, it's also important to remember that it is just one aspect of historical analysis. One way historians strengthen comparative understanding is by examining the causes of the historical developments they compare. This is because meaningful historical comparisons don't just observe — they uncover reasons that help explain similarities and differences. Making this connection to underlying causes is an important part of historical analysis.

TASK ▶ As you read this module, think about the similarities and differences in the interactions between European colonizers and American Indians prior to 1754. Make sure that, wherever you make these comparisons, you also ask the important question of *why*. If you see a similarity between two European colonies, for instance, ask yourself what factors help explain it. If, let's say, you locate a difference between the lives of women in two European colonies, ask yourself what caused it.

AP® TIP

As you read this module, pay close attention to the role Europeans played in the conflicts between American Indian groups.

In the late sixteenth century, French, Dutch, and English investors became increasingly interested in establishing colonies in North America. But until Catholic Spain's grip on the Atlantic world was broken, other nations could not hope to compete for an American empire.

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The **French Expand** into **North America**

Although French rulers shared Spain's Catholic faith, the two nations were rivals, and the defeat of its Armada by English naval forces in 1588 weakened Spain enough to provide the rest of Europe with greater access to North America. Once in North America, the French adopted attitudes and policies that differed significantly from those of Spain. This was due in part to their greater interest in trade than in conquest. The French had fished the North Atlantic since the mid-sixteenth century, and in the 1580s they built stations along the Newfoundland coast for drying codfish. French traders then established relations with local American Indians, exchanging iron kettles and other European goods for valuable beaver skins.

By the early seventeenth century, France's King Henry IV (r. 1589–1610) sought to profit more directly from the resources in North America, focusing on developing the increasingly lucrative trade in American fish and furs. In 1608, Samuel de Champlain founded Quebec, the first permanent French settlement in North America. Accompanied by several dozen men armed with guns, Champlain joined a Huron raid on the Iroquois, who resided south of the Great Lakes. By ensuring a Huron victory, the French made the Huron people a powerful ally — but the battle also fueled lasting bitterness among the Iroquois.

Trade relations flourished between the French and their American Indian allies during the seventeenth century. Fur traders, who journeyed throughout the St. Lawrence River Valley in eastern Canada with the aid of the Huron, were critical to sustaining the French presence and warding off intrusion by the English — especially because relatively few French men and even fewer French women settled in North America during this period. French government policies discouraged mass migration, and peasants were also concerned by reports of short growing seasons and severe winters in Canada. Also, while French policy urged Catholic priests and nuns to migrate to the new world, Protestants, known as **Huguenots**, were barred from doing the same. Thus, into the 1630s, what few permanent French settlements existed in North America were mostly populated by fishermen, fur traders, and Catholic missionaries.

AP® ANALYZING SOURCES

Source: Samuel de Champlain, French founder of Quebec in 1608, *Voyages of Samuel de Champlain: 1567–1635.*

> "Near the spot which had thus been selected for a future settlement, Champlain discovered a deposit of excellent clay, and, by way of experiment, had a quantity of it manufactured into bricks, of which he made a wall on the brink of the river. . . . In the mean time, Champlain had been followed to his rendezvous by a herd of adventurers from the maritime towns of France, who, stimulated by the freedom of the trade, had flocked after him in numbers all out of proportion to the amount of furs which they could hope to obtain from the wandering bands of savages that might chance to visit the St. Lawrence [River]. The river was lined with . . . [Frenchmen] anxiously watching the coming of the savages, all impatient and eager to secure as large a share as possible of the uncertain and meager booty for which they had crossed the Atlantic. Fifteen or twenty barques [sailing vessels with three masts] were moored along the shore, all seeking the best opportunity for the display of the worthless trinkets for which they had avariciously [greedily] hoped to obtain a valuable cargo of furs."

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Questions for Analysis

1. Describe the motives of the Frenchmen who joined Champlain on his journey.
2. Identify a similarity in the motives of Champlain and his fellow Frenchmen.
3. Explain a cause of a similarity in the motives of Champlain and his fellow Frenchmen.

Questions for Comparison Christopher Columbus, *Letter from His Fourth Voyage,* 1503 (p. 00)

1. Explain a reason for a difference between the observations of Champlain and those of Columbus.
2. Explain a difference in the effects of Columbus's interactions with American Indians in the Caribbean and Champlain's interactions with American Indians in Quebec.

In their ongoing search for new sources of furs, the French established a fortified trading post at Montreal in 1643, and over the next three decades they continued to push farther west into the Great Lakes. But in doing so, the French carried European diseases into new areas, ignited warfare among more native groups, and stretched their always small population of settlers ever thinner. Some Frenchmen took American Indian wives, who provided them with both domestic labor and kinship ties to powerful trading partners. Despite Catholic criticism of these marriages, they enhanced French traders' success and fostered alliances among the Ojibwe and Dakota nations to the west. These alliances, in turn, created a middle ground in which economic and cultural exchanges led to a remarkable degree of mutual adaptation. French traders benefited from American Indian women's skills in preparing beaver skins for market as well as from American Indian canoes, while natives adopted iron cooking pots and European cloth.

colonization Settling and controlling an already inhabited area for the economic benefit of the settlers, or colonizers.

In 1682, French adventurers and their American Indian allies, led by René-Robert Cavelier, journeyed from the Great Lakes down the Mississippi River in search of a southern outlet for furs. The party traveled to the Gulf of Mexico and claimed all the land drained by the river's tributaries for France, naming it Louisiana in honor of King Louis XIV (r. 1643–1715). The new territory of Louisiana promised great wealth, but its development stalled when initial attempts to establish a colony failed.

After repeated attempts at **colonization** in the early eighteenth century, French settlers solidified their grasp along Louisiana's Gulf coast by establishing forts at Biloxi and Mobile bays, where they traded with local Choctaw Indians. Recruiting settlers from Canada and France,

MPI/Getty Images

Ambush of the Villasur Expedition, (c. 1720)
An unknown artist painted this battle scene on buffalo hide. In 1720, Spanish soldiers and Pueblo warriors tried to expel the French from the lower Mississippi Valley. Instead, French soldiers and their American Indian allies ambushed the expedition and killed forty-five men. **What conclusions can you draw about the future of conflict in North America from this image?**

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MAP 2.1 European Empires in North America (1715–1750) European nations competed with one another and with numerous American Indian nations for control of vast areas of North America. Although wars continually reshaped areas under European and American Indian control, this map shows the general outlines of the empires claimed by each European nation, the key forts established to maintain those claims, and the major American Indian nations in each area. **Based on this map, what regions are most likely to experience the greatest conflict? What leads you to this conclusion?**

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the small outposts survived despite conflicts among settlers, pressure from the English and the Spanish, a wave of epidemics, and a lack of supplies from France. Still, Louisiana counted only three hundred French settlers by 1715.

Continuing to promote commercial relations with diverse Indian nations, the French also built a string of missions and forts along the upper Mississippi and Illinois Rivers during the early eighteenth century. French outposts in the Mississippi River valley became multicultural communities of diverse American Indian groups, French fur traders, and Catholic Jesuit missionaries. These small settlements in the continent's interior allowed France to challenge both English and Spanish claims to North America. In addition, extensive trade with a range of American Indian nations ensured that French power was far greater than the small number of French settlers suggests.

REVIEW

How did the economic relationship between the French and the American Indians compare to that of the Spanish as described in Period 1?

The **Dutch Expand** into **North America**

Like the French, the Dutch sought North American colonies. As Spain's shipbuilding center, the Netherlands benefited from the wealth pouring in from Spain's American Empire, and an affluent merchant class emerged. But the Dutch also embraced **Calvinism**, a form of Protestantism, and sought to separate themselves from Catholic Spain. In 1581 the Netherlands declared its independence from King Philip II (r. 1556–1598), and their ships aided England in defeating the Armada in 1588. Although Spain refused to recognize their independence for several decades, by 1600 the Netherlands was both a Protestant haven and the trading hub of Europe, controlling trade routes to much of Asia and parts of Africa.

Calvinism Developed in Switzerland by John Calvin, a version of Protestantism in which civil judges and reformed ministers ruled over a Christian society and followers believed in an all-knowing God whose true Word was presented in the Bible.

AP® TIP

As you think about how Dutch colonial policies compared to and contrasted with other European nations, you should also note ways in which Dutch policies maintained continuity with or illustrated changes from earlier imperial systems established in the New World.

In 1609 the Dutch established a fur-trading center on the Hudson River in present-day New York. From the beginning, their goals were primarily economic, and the Protestant Dutch made no pretense of bringing religion to American Indians in the region. The small number of Dutch traders who settled there developed especially friendly relations with the powerful Mohawk nation, and in 1614 their trading post was relocated to Fort Orange, near present-day Albany.

In 1624, to fend off French and English raids on ships sent downriver from Fort Orange, the Dutch established New Amsterdam on Manhattan Island, which they purchased from the Lenape tribe. New Amsterdam was the centerpiece of the larger New Netherland colony and attracted a diverse community of traders, fishermen, and farmers. As the colony grew, it developed a representative government and became known for its religious toleration.

The European settlers of New Netherland may have tolerated one another, but the same could not be said for settlers and local American Indians. Wealthy Dutch settlers secured land in New Netherland in exchange for the import of approximately fifty families who were expected to work for the landowner. Tensions increased as Dutch colonists carved out farms north of New Amsterdam where large communities of Algonquian-speaking American Indians lived. In 1639 conflict escalated when the Dutch demanded an annual tribute

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Iroquois Confederacy
Collection of linguistically related North American Indian nations in the seventeenth and eighteenth centuries who banded together. The nations involved were the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and later included the Tuscarora. The Confederacy was largely dissolved by the final decade of the eighteenth century.

in wampum beads or grain. Local Algonquians resisted, raiding farms on the frontier and killing at least two colonists. In 1643 the Dutch launched a surprise attack on an Indian encampment on Manhattan Island, murdering eighty people, mostly women and children. Outraged Algonquians burned and looted homes north of the city, killed livestock, and murdered settlers in response. For two decades, sporadic warfare continued, but eventually the Algonquians were defeated.

At the same time, the Dutch eagerly traded for furs with Mohawk Indians along the upper Hudson River. The Mohawks, rivals to Algonquians, were a powerful tribe that had the backing of the even more powerful **Iroquois Confederacy**. Their ties to Indian nations farther west allowed them to provide beaver skins to Dutch traders long after beavers had been over-hunted in the Hudson valley. From this trade the Mohawk and Iroquois allies sought guns. They hoped to secure captives from other American Indian tribes to restore their population, which was decimated by disease. Moreover, they hoped to fend off economic competition from rival tribes. Still, the Mohawk people did not deceive themselves. As one treaty proposition declared in 1659, "The Dutch say we are brothers and that we are joined together with chains, but that lasts only so long as we have beavers."

Meanwhile reports of atrocities in the conflicts between the Dutch and Algonquians circulated in the Netherlands, damaging New Amsterdam's reputation and slowing migration dramatically. A series of wars between 1652 and 1674 with their former ally England further weakened Dutch power in America. In 1664, England sent a naval convoy to take New Amsterdam. More focused on the profitable Asian trade and colonial projects in Southeast Asia, the Dutch surrendered it to the English.

AP® TIP

Be sure to make note of ways that the relations between American Indians and Europeans of all nations in the New World illustrate continuity over time.

REVIEW

- How did the economic relationship between the Dutch and the American Indians compare to that of the French?

AP® THINKING HISTORICALLY — Learning to Craft Historical Arguments with Comparison and Causation

In this U.S. History course, and on the AP® Exam, you will sometimes be asked to make historical arguments about events or ideas that cross multiple time periods or compare different societies or peoples. A strong comparison argument should involve an explanation of the causes of differences and similarities. Therefore, causation often plays a crucial role in supporting a comparison.

Step 1 List and categorize your relevant historical knowledge.

A good place to start a historical comparison is by simply considering what you learned about the early era of Spanish colonization in Period 1 alongside your knowledge of the characteristics of seventeenth-century French, Dutch, and Spanish colonies discussed in this module. In this way, you are already comparing both two different eras (the sixteenth and seventeenth centuries) and multiple peoples (the French, Dutch, and Spanish). If you are unsure how to approach this kind of comparative thinking, it may help to ask yourself questions about the features of each of these nation's colonies. To guide your thinking, it's also helpful to break these features into different major categories for analysis:

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- politics
- economy
- society/culture
- interactions with the environment
- technology

As you think about each of these categories, make note of anywhere two or more of the colonies show similarities and/or differences. Keep in mind that categories often overlap and that this is just a strategy to begin your prewriting. One way to approach this process is by creating a table like the one below. In it, we have taken one category — economy — and modeled how you might jot down a description of a similarity and a difference between two or more colonies and connect them to causes.

Economic Similarities and Differences

Colony	Characteristics	Causes of Characteristics
French	Traded with American Indians (similar to Dutch)	Colonies sparsely populated by Europeans and aimed primarily at establishing trade relations with American Indians
Spanish	Established the encomienda system to control American Indian labor	Spanish monarchs used forced American Indian labor for mining and agriculture
Dutch	Sought fur trade with American Indians (similar to French)	Colonies sparsely populated by Europeans and aimed primarily at establishing trade relations with American Indians

Remember, this process is just one way to use causation to establish reasons for each historical development you note. Any system that allows you to quickly categorize similarities and differences along with their causes in writing is one you should continue to develop as you approach writing in this course.

Step 2 **Summarize your thoughts in a short paragraph.**

Gather your thoughts by writing one sentence comparing and/or contrasting at least two, if not all three, colonies for each of the categories we explored in Step 1 (politics, economy, society/culture, interactions with the environment, and technology).

Be sure to include all three nations, and remember that comparison should always take differences into account. Then, support your comparisons by adding one to three sentences that explain the causes of the similarity or the causes of the difference. The purpose of writing these sentences down isn't to craft and support an argument; for now, you should merely focus on clearly expressing your knowledge of how historical events relate to each other and explaining the causes for those similarities and differences. For example, a summary comparing the economies of each nation's colonies might look like this:

By the time the French and Dutch began colonialization in North America, the Spanish had established the encomienda system of forced labor for Native American communities in Central and South America. The encomienda system grew out of the Spanish desire to transform native societies and economies into a system beneficial to the Spanish need for native labor and depended upon a relatively large population of occupying Spanish forces, as well as colonists and religious authorities who sought to convert natives to Catholicism. The encomienda required that native peoples undertake labor on behalf of the Spanish, which included agriculture and, in some regions, mining for precious metals. The French and the Dutch, on the other hand, established sparsely populated colonies in the early seventeenth century, at least a generation after the Spanish, and concentrated primarily on establishing trade networks with Native Americans, for example, in furs.

(Continued)

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Although this short paragraph is very general and straightforward, it is a strong example of how to connect comparison to causation in that it brings together the Spanish desire to transform native societies for Spanish benefit, and the relatively large Spanish colonial population required to oversee the *encomienda* system. Likewise, this paragraph connects the Dutch and French relatively late arrival in North America with their sparse colonial population to explain the cause of the trade networks established by these Europeans, rather than the forced labor system of the Spanish.

ACTIVITY

Write a short, one- to three-sentence summary that compares *and* explains the causes of similarities and differences between the French, Dutch, and Spanish colonies in North America for at least two of the following categories:

- **politics**
- **society/culture**
- **interactions with the environment**
- **technology**

Spain's Fragile North American Empire

In the early decades of the sixteenth century, Spain continued to push north from Mexico in an attempt to expand its empire. As the French, Dutch, and English challenged Spain for North American colonies throughout the seventeenth century, the Spanish were spread dangerously thin on the northern reaches of their American holdings. Even as they tried to maintain a firm hold on Florida and the West Indies, staving off growing resistance from the Pueblo people forced more Spanish attention to *Nuevo México*. Thus, as other European powers expanded their reach into North America, the Spaniards were left with few resources to protect their northern and eastern frontiers.

Spain's use of the mission system, directed by Franciscan priests, to extend its control into *Nuevo México* provoked resistance from Pueblos (see Module 1.4). Following Pueblo resistance, which led to both the Acoma massacre and the flight of Spanish settlers, the Spanish crown developed a new plan for the region. In 1610 the Spanish returned with a larger military force, founded Santa Fe, and established a new network of missions and estates owned by *encomenderos*.

As the Spanish renewed their efforts to colonize *Nuevo México*, the Pueblo people largely accepted the situation. In part, they feared military reprisals if they challenged Spanish authorities. Moreover, they had been weakened by disease and untimely drought and were struggling to fend off raids by hostile Apache and Navajo tribes. In accepting Spanish rule, the Pueblos hoped to gain protection by Spanish soldiers and priests.

However, the Pueblo people did not see their living conditions improve, and tensions between the Spanish and the Pueblo nation continued to simmer. Throughout the mid-seventeenth century, Spanish forces failed to protect the Pueblo Indians against new and devastating raids by Apache and Navajo warriors, and Catholic prayers proved unable to stop Pueblo deaths in a 1671 epidemic. Finally, relations worsened when another drought in the 1670s led to famine among many Pueblo Indians.

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AP® ANALYZING SOURCES

Source: King Philip IV of Spain (r. 1621–1665), *Letter to Don Luis Valdés*, 1647.

> "To my governor and captain-general of the province of Nueva Vizcaya: It has been learned in my royal Council of the Indies that that province adjoins the barbarous nations . . . who are now at war, though they are usually at peace; that while they were so at peace, there went among them to trade certain *alcaldes mayores* [magistrates] and religious instructors who carried off and sold their children to serve in the mines and elsewhere, disposing of them as slaves or giving them as presents, which amounts to the same thing. As a result they became disquieted, and the governor, Don Luis de Valdés, began to punish them immoderately and without regard for the public faith, for, after calling them to attend religious instruction, he seized and shot some of them. Thereupon they revolted, took up their arms and arrows, and made some raids; they broke into my treasury, and it has cost me over 50,000 pesos to pacify them, although they are not entirely quieted yet. It is very fitting to my service and to their peace to command strictly that the barbarous Indians shall not be made slaves nor sent as presents to anyone, nor made to serve anywhere against their will when they are at peace and are not taken in open war."

Questions for Analysis

1. Identify a cause of the developments that led Philip to send this letter.
2. Describe Philip's purpose in sending this letter.

Questions for Comparison

Mvemba A Nzinga (also known as Alfonso I), King of the Kongo, *Letter to John III, King of Portugal*, 1526 (p. 00)

1. Describe a similarity in the letters of Alfonso and Philip.
2. Explain a reason for a difference in the letters of Alfonso and Philip.

When some Pueblo Indians openly returned to their traditional priests, Spanish officials hanged three Pueblo leaders for idolatry as well as whipped and incarcerated forty-three others. Among those punished was Popé, who planned a broad-based revolt upon his release. On August 10, 1680, seventeen thousand Pueblo Indians initiated a coordinated assault on numerous Spanish missions and forts in what

© age fotostock/SuperStock

San Esteban del Rey Mission Opened in 1644, this Spanish mission in present-day New Mexico taught Christianity and Hispanic customs for the Acoma (Pueblo) people. Spanish missionaries prohibited traditional Pueblo practices such as performing dances and wearing masks. The mission was one of the few to survive Pueblo revolts in the late seventeenth century. **In what ways is the San Esteban del Rey Mission representative of the Spanish relationship with the Pueblo people?**

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Pueblo revolt 1680 uprising of Pueblo Indians against Spanish forces in New Mexico, sparked by mistreatment and the suppression of Pueblo culture and religion, that led to the Spaniards' temporary retreat from the area.

came to be known as the **Pueblo revolt**. They destroyed buildings and farms, burned crops and houses, and demolished Catholic churches. In response, the Spanish retreated to Mexico without launching any significant immediate counterattack. However, they returned in the 1690s and reconquered parts of *Nuevo México*, aided by growing internal conflict among the Pueblos and raids by the Apache. In 1696, the Pueblo resistance was finally crushed, and new lands were opened for Spanish settlement. At the same time, Franciscan missionaries improved relations with the Pueblos by allowing them to retain more indigenous practices.

Despite the Spanish reconquest, the Pueblo revolt limited Spanish expansion in the long run by strengthening other indigenous peoples in the region. In the aftermath of the revolt, some Pueblo refugees moved north and taught the Navajo how to grow corn, raise sheep, and ride horses. Through trading with the Navajo and raiding Spanish settlements during the early eighteenth century, the Ute, Shoshone, and Comanche peoples also gained access to horses. By the 1730s, the Comanche launched mounted bison hunts, and raids on other American Indian nations. They traded with the Spanish for more horses and guns, bringing American Indian captives for Spanish enslavement. Thus the Pueblos provided other indigenous nations with the means to support larger populations, wider commercial networks, and more warriors, allowing them to continue to contest Spanish rule.

AP® TIP

Compare the Pueblo revolt to the conflicts between the Dutch and Algonquians and the French and Huron. What conclusions can you draw about the degree of continuity in imperial relations with American Indians during the seventeenth century?

In response to early eighteenth-century French settlements in the lower Mississippi valley, Spain also sought to reinforce its claims to Texas, named for the Tejas Indians, along the northeastern frontier of its North American empire. Here, Spain established missions and forts along the route from San Juan Batista to the border of present-day Louisiana. Although small and scattered, these outposts were meant to ensure Spain's claim to Texas. But the presence of large and powerful Indian nations, including the Caddo and the Apache, forced the small number of Spanish residents to accept many native customs in order to maintain their presence in the region.

REVIEW

How did the French and Dutch colonies in North America differ from the Spanish colonies to the south?

AP® WRITING HISTORICALLY

Crafting a Thesis Statement Based on Comparison and Causation

Throughout the AP® U.S. History course, and on the AP® Exam, you will need to write full-length essays in response to specific prompts. On the exam, you will write two essays: one in response to a Long-Essay Question and one in response to a Document-Based Question (more on that in Modules 2-7 through 2-9).

Being able to combine your historical knowledge and your command of different historical reasoning skills in your writing is an important skill set to develop as you progress through this course. Let's take a look at an essay prompt that asks you to compare the causes of historical developments that you read about in this module:

> Compare French and Spanish colonial relations with American Indians, explaining the reasons for similarities and differences in interactions during the period between 1492 and 1754.

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Step 1 **Break down the prompt.**

This prompt — like all Long-Essay prompts — is asking you to respond by making an argument. This prompt is asking you to use two historical reasoning skills in particular: comparison and causation. How do we know this? The prompt contains a couple of key words and phrases. First, it asks you to "compare" French and Spanish colonial relations with Native Americans. Second, the prompt asks you to "explain the reasons for similarities and differences" — in other words, your explanation requires you to consider the *causes* of the similarities and differences. This second requirement clues you in to the causation element of the prompt.

Step 2 **List and categorize your relevant historical knowledge.**

Now, let's take a look at how you might use both of these historical reasoning skills to craft a thesis that responds to this prompt. You can pre-write by simply writing down the features of each colonial power. One way to do this is to make a chart that characterizes Spanish and French interactions with American Indians. For each characterization, note a piece of evidence that supports your assertion. Don't worry about noting any similarities or differences yet; for right now you should only concentrate on organizing your observations about each colonial power. We suggest you identify at least three features and a matching piece of evidence for each, but locate and characterize as many interactions as you can support in the time you are given. As you brainstorm, try to include as many "proper nouns" (people, events, court cases, laws, wars, inventions, etc.) as you can.

Your chart may look something like this:

Colonial Power	Interactions with American Indians	Citations of Evidence
Spanish	1. Early cooperation 2. Later forced labor 3. Forced conversion	1. Malintzin's aid to Cortes 2. *Encomienda* system 3. Mission system
French	1. Early cooperation 2. Native enslavement rare 3. Less drive to convert	1. French alliance with Hurons 2. Thinly populated French settlements 3. Thinly populated French settlements

Once you have characterized each nation's interactions with American Indians, you can compare them. We suggest creating a new chart, like the one below, that notes the similarities and the differences in the interactions with American Indians of the French and Spanish colonies.

Historical Reasoning Skill	Similarities	Differences
Comparison	The Spanish and French both relied on cooperation from American Indian allies to expand their empires, as shown by Malintzin's aid to Cortes, and by the French alliance with Hurons against the Iroquois in the early seventeenth century.	The Spanish enslaved large numbers of American Indians, as seen in the *encomienda* and the mission system, while the French established direct rule over few Great Lakes region American Indians, enslaving far fewer in thinly populated French settlements.

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Causation	The reason both relied on their allies was that the French, like the Spanish before them, came in numbers too few to conquer the populations of the lands they colonized.	The reasons for differences in the treatment of and relationship to American Indians was due to the large amounts of gold and silver found in Spanish colonies, which motivated them to make earlier and more extensive efforts to enslave American Indians to provide manpower for the mines; by contrast, there was a relative lack of such resources in French-occupied lands during this era.

As the table above demonstrates, you should make sure to write statements that not only draw direct comparisons to assert a similarity but also incorporate evidence. When you make a claim about a difference between French and Spanish colonies, you should present an idea about one colony supported by evidence, insert a transition noting the contrasting relationship, and then present the idea and evidence about the other colony. Transition words such as "but," "although," "whereas," or "however" are all good ways to signal and emphasize a contrasting relationship.

After noting each similarity and difference, add explanations of their underlying causes. These explanations only need to be a phrase or a sentence. The important thing is to make sure that you've given some thought to how you will apply causation to support your response to the Long-Essay prompt.

Step 3 Write a thesis statement.

Now that you have taken a few moments to plan a response that fully addresses all aspects of the Long-Essay prompt, it's time to use these claims to craft a thesis statement that will introduce your argument and begin your essay. In this case, your thesis should clearly convey two things: an overview of your interpretation of the similarities *and* differences in Spanish and French interactions with American Indians in North America prior to 1754, and what you assert are the causes of those similarities and differences.

A weak thesis will look something like this:

> While both the Spanish and the French colonized North America and the American Indians there, the Spanish were cruel to the American Indians, whereas the French were generally more accepting of their cultural practices.

While it's true that this thesis contains an assertion about similarities and differences between the French and the Spanish in their interactions with American Indians, it depends upon vague claims about the "cruel" Spanish and the "accepting" French that will be difficult to defend in an essay. Also note that this thesis doesn't take into account the *causation* portion of the question; it does not attempt to explain the reasons for the similarities and differences it names.

A stronger thesis will look something like this:

> Spanish and French colonies showed similarity in their interactions with some American Indians in that both formed mutually beneficial alliances with some local tribes during the early periods of conquest; however, the extent to which the relationship between colonists from each European nation and American Indians were characterized by enslavement differed, as the French, who depended primarily on trade with native peoples, employed

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forced labor far less than the Spanish, who sought precious metals and agricultural products in the regions they colonized, and therefore forced native peoples to produce these goods for Spanish benefit.

Here, the thesis provides a detailed argument that completely answers the prompt by noting that both the Spanish and the French formed early alliances with Native Americans, but also establishes that the differences between the Spanish and the French relations with native peoples were based on their different laboring needs. While the French depended primarily on trade, the Spanish established colonies based on the extraction of precious metals and agricultural production, which required a controlled labor force.

ACTIVITY

Carefully read the following prompt, then create a graphic organizer that shows a link between comparison and causation. Finally, use the information from your graphic organizer to write a thesis statement.

Compare French and the Dutch colonial relations with American Indians, explaining the reasons for similarities and differences in interactions during the period between 1608 and 1754.

MODULE 2-1 REVIEW

KEY CONCEPTS AND EVENTS

Huron, *000*
Huguenots, *000*
Colonization, *000*
Choctaw, *000*
Calvinism, *000*
Mohawk, *000*
Lenape, *000*
Algonquians, *000*
Iroquois Confederacy, *000*
Apache, *000*
Navajo, *000*
Pueblo revolt, *000*

KEY PEOPLE

King Henry IV, *000*
Samuel de Champlain, *000*
René-Robert Cavelier, *000*
Popé, *000*

CHRONOLOGY

1580s French establish fur trade with American Indians
1608 Samuel de Champlain founds first permanent French settlement in North America
1609 Dutch establish fur trading outpost on the Hudson River
1680 Pueblo revolt
1682 French claim all land drained by Mississippi River tributaries and name the colony Louisiana

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Module 2-2

Early British Colonies in Maryland, Virginia, and North Carolina

LEARNING **TARGETS**

By the end of this module, you should be able to:

- Explain how and why environmental and other factors shaped the development and expansion of various British colonies in the Chesapeake and North Carolina from 1607 to 1754.
- Explain the similarities and differences between colonial society in the Chesapeake and North Carolina.

THEMATIC **FOCUS**

Geography and Environment

America in the World

Migration and Settlement

The earliest English colonies sought profit through agriculture and the cash crop tobacco, which proved a valuable commodity in the Atlantic world.

HISTORICAL REASONING **FOCUS**

Causation

Module 1-2 introduced ways historians use causation to establish why an event occurs, as well as how a strong analysis takes multiple causes into account. Another way historians look at causation is by looking past immediate causes to uncover distant causes that still play important roles in a given historical development. By discussing causes — and the causes of those causes — historians enrich their analyses. For example, the profitability of the fur trade was an immediate cause of the economic relationship between the French and the American Indians during the seventeenth century. But what brought the French to North America in the first place? One clear reason was King Henry IV's desire for profit — and this is therefore a distant cause of that economic relationship.

TASK ▶ As you will read in this module, the rapid expansion of tobacco plantations and English settlement fostered conflicts with American Indian nations and also fueled tensions among settlers themselves. While reading, note the immediate causes of these conflicts — battles over land as the English expanded their tobacco plantations — and their connection to more distant causes, especially the motive behind the founding of the tobacco colonies: profit.

The English, like the French and the Dutch, entered the race for an American empire well after the Spanish. England did not have a permanent settlement in the Americas until the founding of **Jamestown** at the mouth of Chesapeake Bay in 1607. Founded and developed by profit seekers, English colonists succeeded in building a tobacco economy in that area.

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Economic Causes of English Colonization

Changes in the English economy, which occurred throughout western Europe as a result of the Columbian exchange, shaped British efforts to compete with Spain for North America during the early seventeenth century. As the sixteenth century came to a close, **inflation** posed a major challenge for the ruling class and to the economic stability of England. Costly wars with France, the conquest of Ireland, and, most significantly, the influx of Spanish silver all contributed to the crippling increase in prices that in turn diminished nobles' traditional sources of wealth. Much of the nobility responded to these challenges by seeking new sources of wealth in the Atlantic economy.

enclosure movements
The privatized use of common land by noblemen, who evicted commoners who used the land for subsistence for personal financial gain, which in turn led to increased social conflict, famine, inflation, and immigration to North America.

To develop an export economy, sixteenth-century English elites began to defy the traditional feudal order by enclosing lands. **Enclosure movements** essentially claimed that only noble title-holders had the right to use land, and evicted English commoners, who had until that point lived and farmed there. These changes, in turn, led to social conflict. Evictions of commoners, combined with increasingly high rents as land to live on became more scarce, created a homeless population that struggled to feed themselves. Already lacking access to land, English peasants also faced higher food prices due to the economic pressure from Spanish silver. Making matters worse, enclosure decreased the production of grain crops, creating food shortages and famine. Commoners resisted these trends through a series of revolts in the sixteenth century in which they fought to regain access to common lands by destroying enclosures. The English nobility, however, had the upper hand. They successfully suppressed each revolt, and the trend of enclosure only intensified during the seventeenth and eighteenth centuries.

AP® TIP

Understanding the driving factors behind early settlement of British North America is key to understanding the development of British colonial social structures and politics during the seventeenth century.

AP® ANALYZING SOURCES

Source: Thomas More, English philosopher and politician, *Utopia; or, the Best State of a Commonwealth*, 1516.

> ". . . [Y]our sheep, which are naturally mild, and easily kept in order, may be said now to devour men . . . ; for wherever it is found that the sheep of any soil yield a softer and richer wool than ordinary, there the nobility and gentry, and even those holy men, the abbots! not contented with old rents which their farms yielded, do no good to the public, [but] resolve to do it hurt instead of good. They stop the course of agriculture, . . . and inclose the grounds that they may lodge their sheep in them. . . . [T]he owners as well as tenants . . . are turned out of their possessions by trick or by main force, or, being wearied out by ill usage, they are forced to sell them: by which means those miserable people, both men and women, . . . with their poor, but numerous families . . . are all forced to change their seats, not knowing whither to go. . . . [W]hat is left for them to do, but to steal, and so be hanged, . . . or to go about and beg?"

Questions for Analysis

1. Identify the injustices More cites in this excerpt.
2. Describe the historical trends or events that shaped the developments described by More.
3. Explain how the developments described by More shaped early English colonization of North America.

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AP® TIP

Be sure you can explain the ways in which changes in England led to changes in the demographics of English colonies during the seventeenth century.

indentured servitude
Servants contracted to work for a set period of time without pay. Many early migrants to the English colonies indentured themselves in exchange for the price of passage to North America.

Understanding the causes and effects of the enclosure movement provides two important insights into English colonization during the seventeenth century. First, it reflected the monarchy's and the nobility's efforts to seek new sources of wealth. English colonial outposts, starting with Jamestown in 1607, were fundamentally profit-seeking from the very beginning. Second, the enclosure movement created a large landless population available for colonial settlement. English elites took advantage of this situation by arresting many landless, unemployed people and convicting them as criminal vagrants and vagabonds. Convicts were then sold into **indentured servitude,** a form of bound labor. Contracts of indenture allowed the purchase of a laborer for a set number of years, typically seven. Fearing arrest, many commoners chose to avoid imprisonment by indenturing themselves. In the first half of the seventeenth century, the vast majority of British colonial workers in North America were indentured servants.

REVIEW

What were some of the causes of English colonization of North America?

The English Establish Jamestown

joint-stock companies
Companies in which large numbers of investors own stock that were thus able to quickly raise large amounts of capital as well as share risk and reward equally among investors.

England's success in colonizing North America depended in part on a new economic model in which investors purchased shares in **joint-stock companies** that could raise large amounts of money quickly. If the venture succeeded, investors shared the profits. If they failed, no investor suffered the whole loss. In 1606 a group of London merchants formed the Virginia Company, and King James I (r. 1603–1625) granted them the right to settle a vast area of North America that stretched from present-day New York to North Carolina. Among the leaders of the group of 104 colonists who set out for the New World under the banner of the Virginia Company was a man named John Smith. Born in 1580, Smith left England as a young man "to learne the life of a Souldier." After fighting and traveling throughout Europe, the Mediterranean, and North Africa for several years, Captain Smith returned to England around 1605, joining the Virginia Company when it was formed a year later.

Arriving on the coast of North America in the Chesapeake Bay in April 1607, 104 colonists established Jamestown, named in honor of the king. Although the Virginia Company claimed the land for themselves and their country, the area was already controlled by a powerful American Indian leader, Chief Powhatan (proper name Wahunsonacock). He presided over the confederation of some 14,000 Algonquian-speaking peoples from twenty-five to thirty tribes, which surrounded the small Jamestown settlement. Indeed, the English chose the site of this settlement mainly for its easy defense, made possible by the **Powhatan Confederacy**, which was far more powerful than the English settlers. For the first two years the settlers depended on them to survive.

Powhatan Confederacy
A confederation of approximately 14,000 Algonquian-speaking American Indians from twenty-five to thirty tribes surrounding the Jamestown settlement during the seventeenth century.

Although bothered by the swampy, mosquito-infested environment of Jamestown and struggling for survival, the colonists were still able to divide their energies between searching

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AP® TIP

As you read this section, be sure that you compare the settlement of Jamestown to the early settlements established by the Dutch and French in North America.

for gold and silver and building a military encampment. Despite the Englishmen's aggressive stance in building this military fort, Powhatan assisted the new settlers in hopes they could provide him with English cloth, iron hatchets, and even guns. His capture and eventual release of John Smith in 1607 suggests his interest in developing trade relations with the newcomers even as he sought to subordinate them.

AP® ANALYZING SOURCES

Ashmolean Museum, University of Oxford, UK/Bridgeman Images

Source: Powhatan, Chief of Algonquin-speaking Powhatan Confederation, Deerskin Cloak, 1608.

About the Source: Chief Powhatan wore this deerskin cloak for tribal ceremonies. The objects in this cloak are made of shells, which were considered items of value by the Powhatan people. The circles could represent regions under Powhatan's control, the animals most likely represent deer, and the individual in the center represents Chief Powhatan.

Questions for Analysis

1. Describe the arrangement of the images and materials on the cloak.
2. Explain what the arrangement of the images and materials on the cloak reveals about the Powhatan and the Algonquin-speaking peoples.
3. Explain the role Powhatan politics played in fostering conflict with European colonists.

AP® TIP

Be sure to note how British conflicts with the Powhatan were related to land, resources, and political boundaries.

When Powhatan Indians captured Smith and two other Virginia Company men in 1607, all but Smith were executed. Chief Powhatan then performed what was likely an adoption ceremony to bring Smith into his family and under his rule. The ceremony would have involved him sending out one of his daughters — in this case, Pocahontas, who was about twelve years old — to indicate that the captive was spared. In Chief Powhatan's culture, the capture, ceremony, and release of an English leader established his dominance over Smith and the English. But Virginia Company leaders like Captain Smith considered Powhatan and his warriors a threat rather than an asset. When unable to feed themselves that first year,

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Fort James at Jamestown, Virginia, 1607. By John Hull/Art Resource, NY

Fort James at Jamestown, Virginia, 1607 This image, created by Jamestown colonist John Hull, portrays the earliest iteration of the settlement. **What does this image reveal about how the English perceived their colony in relation to the land, sea, and people they encountered?**

Jamestown residents raided Powhatan villages for corn and other food, making Powhatan increasingly distrustful of the colonists.

On top of these rising tensions, a severe drought between 1606 and 1612 limited the Powhatan Indians' surpluses of food, and they became less willing to trade it to the English as a result. For their part, the English settlers' fear of their Powhatan neighbors led them to resist an exchange the Powhatan likely would have accepted: guns for food. The food shortage in Jamestown was worsened by a number of other things as well: some colonists refused to do manual labor; an injury forced John Smith to return to England in late 1609, thus severing the strongest link between the colony and Powhatan; nearby water was tainted by salt from the ocean; and diseases that festered in the low-lying area of Jamestown had killed more than half of the original settlers.

> **"This is to let you understand that I . . . am in a most heavy case by reason of the country, [which] is such that it causes much sickness, [such] as the scurvy and the bloody flux and diverse other diseases, which makes the body very poor and weak. . . . Goodman Jackson pitied me . . . [a]nd . . . much marvelled that you would send me a servant to the Company; he said I had been better knocked on the head."**
>
> Richard Frethorne, indentured servant at Jamestown, 1623

Meanwhile, the Virginia Company devised a new plan to stave off the collapse of its colony. It started selling seven-year joint-stock options to raise funds and recruited new settlers to produce staple crops, glassware, or other items for export. Interested individuals who could not afford to invest cash could sign an indenture for service in Virginia. After seven years, these indentured servants would gain their freedom and receive a hundred acres of land. In June 1609, a new contingent of colonists attracted by this plan — five hundred men and a hundred women — sailed for Jamestown.

The new arrivals, however, had not brought enough supplies to sustain the colony through the winter. Chief Powhatan did offer some aid, but American Indians, too, suffered from shortages in the winter of 1609–1610. A "starving time" settled on Jamestown. Some settlers resorted to cannibalism. By the spring of 1610, seven of every eight settlers who had arrived in Jamestown since 1607 were dead.

That June, the sixty survivors decided to abandon the settlement and sail for home, but they changed their minds when they met three English ships in the harbor that were loaded with supplies and three hundred more settlers. Emboldened by fresh supplies and an enlarged population, Jamestown's new leaders adopted a more aggressive military strategy, attacking native villages, burning crops, killing many American Indians, and taking others

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AP® TIP

Evaluating the impact of cash crops such as tobacco on the economies, societies, demographics, and politics of British North America is key to understanding the development of seventeenth-century colonial society.

captive. They believed that such brutality would convince neighboring tribes to obey English demands for food and labor.

REVIEW

- What factors shaped early English encounters with American Indians in Virginia?

Tobacco Fuels Growth in Virginia

cash crop A crop produced for commercial gain rather than for subsistence.

It was not military aggression, however, but the discovery of a viable cash crop that saved the colony. Orinoco tobacco, grown in the West Indies and South America, had sold well in England and in other European markets addicted since the sixteenth century Columbian exchange. Virginia colonist John Rolfe began to experiment with its growth in 1612, just as the drought lifted. Production of the leaf soared as eager investors poured seeds, supplies, and labor into Jamestown. Exports multiplied rapidly, from 2,000 pounds in 1615 to 40,000 pounds five years later and an incredible 1.5 million pounds by 1629.

AP® ANALYZING SOURCES

Source: John Rolfe, "Letter on Jamestown Settlement" from 1618, as recorded in Captain John Smith's *The Generall Historie of Virginia*.

> ". . . [A]n industrious man not other ways employed, may well tend four acres of corn, and 1,000 plants of tobacco, and where they say an acre will yield but three or four barrels, we have ordinarily four or five, but of new ground six, seven, and eight, and a barrel of peas and beans, which we esteem as good as two of corn, . . . so that one man may provide corn for five [people], and apparel for two [people] by the profit of his tobacco . . . had we but carpenters to build and make carts and ploughs, and skillful men that know how to use them, and train up our cattle to draw them, . . . yet our want of experience brings but little to perfection but planting tobacco, and yet of that many are so covetous to have much, they make little good. . . ."

Questions for Analysis

1. Describe the allure of planting tobacco, according to Smith.
2. Describe the challenges faced by colonists in Virginia, according to Smith.

Questions for Comparison: Samuel de Champlain, French founder of Quebec in 1608, *Voyages of Samuel de Champlain: 1567–1635* (p. 6)

1. Explain the similarity in causes of French and English colonization revealed by de Champlain and Rolfe.
2. Explain the differences in the economic activities of French colonists in Quebec and British colonists in Virginia.

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headright system Created in Virginia in 1618, a system that rewarded those who imported indentured laborers and settlers with 50 acres of land.

Tobacco cultivation only made tensions between the English and the American Indians rise. As production increased and prices declined, farmers could increase their profits only by obtaining more land and more laborers. That is why the Virginia Company was willing to offer land to indentured laborers who spent seven years clearing new fields and creating more plantations. In 1618 the Virginia Company developed a **headright system** (later used in many colonies) that rewarded those who imported laborers — at first indentured servants, and later enslaved Africans — with land. Wealthy Englishmen normally earned fifty acres of land for each laborer they imported to Virginia. Yet in most cases, the land the Virginia Company offered these would-be colonists was already settled by members of the Powhatan Confederacy. Thus, the rapid increase in tobacco cultivation intensified competition and hostility between English colonists and American Indians.

AP® TIP

As you study the period of 1607–1754 in American history, be sure to focus your attention on how living conditions in the British colonies promoted self-sufficiency and independence among the colonists.

In 1614, Chief Powhatan tried one last time to create an alliance between his confederacy and the English settlers. Perhaps, encouraged by the return of rain in 1612, he believed that increased productivity would ensure better trade relations with the English. In 1614 he agreed to allow his daughter Pocahontas to marry John Rolfe. Pocahontas converted to Christianity and traveled to England with Rolfe and their infant son in 1617. While there, she fell ill and died, and Rolfe returned to Virginia just as relations with the Powhatan Confederacy began to change.

Powhatan died in 1618, and his younger brother Opechancanough became chief. During this time, the Virginia Company, even using its new headright system, struggled to import enough indentured servants to do the work required in Virginia to keep its cash-crop economy, based on tobacco cultivation, afloat. Too few English workers were willing to brave the risks to meet the company's demands for labor. Even landless and poor English commoners feared the prospects of death from starvation, disease, or the Powhatan to volunteer.

Library of Congress, LC-USZ62-8104

POCAHONTAS (1616) Simon van de Passe created this portrait of Pocahontas during her visit to England in 1616. The engraving was commissioned by the Virginia Company to promote settlement in Jamestown. While van de Passe clothes her in English aristocratic style, he retains her dark complexion and direct gaze. **What does van de Passe's portrayal of Pocahontas reveal about how the English viewed American Indians? What does it reveal about the nature of English colonization in North America?**

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Beinecke Rare Book and Manuscript Library, Yale University

Map of Virginia (1612) John Smith published a remarkably accurate map of Virginia in 1612. It included major geographical features and the names of some 200 American Indian towns. Smith placed a sketch of a Susquehannock warrior in the upper right-hand corner; at his feet, Smith noted that the Susquehannock were "a Gyant-like people." **How does this map express the hopes and fears of early English colonists in Virginia?**

Faced with unmet demand for more laborers, one Virginia Company solution was the purchase and transport of convicts from English prisons to Virginia as indentured servants. Another was to petition the crown for the right to establish a local governing body. The hope was that this would aid recruiting efforts by fostering the idea that the Company honored the traditional rights of Englishmen in the colony. In 1619, King James granted Virginia the **House of Burgesses**. Its members could make laws and levy taxes, although the English governor or the company council in London held **veto** power. Lastly, the company set out to recruit more female settlers in order to increase the colony's population. These strategies worked: Later that year, more young women and men arrived as indentured servants. Also in 1619, an English ship brought twenty Africans, first taken from present-day Angola by the Portuguese, to Jamestown. These Africans were the first to be enslaved in colonial Virginia.

House of Burgesses Local governing body in Virginia established by the English crown in 1619.

Although the English colony still hugged the Atlantic coast, its expansion increased conflict with native inhabitants. In March 1622, after repeated English incursions on land cleared and farmed by American Indians, Chief Opechancanough and his allies launched a surprise attack that killed nearly a third of the colonists. In retaliation, Englishmen renewed their assaults on native villages, killing inhabitants, burning cornfields, and selling captive American Indians into slavery.

The English proclaimed victory over the American Indians in 1623, but hostilities continued. In 1624, in the midst of the crisis, King James annulled the Virginia Company charter and took control of the colony, seeking a greater share both of control and of the growing profits of the Chesapeake. For Virginia, he appointed the governor and a small advisory council, required that legislation passed by the House of Burgesses in Jamestown be ratified by the **Privy Council** in London, and demanded that property owners pay taxes to support the **Church of England**. These regulations became the model for royal colonies throughout North America.

Privy Council A powerful group of advisors appointed to provide guidance to the British monarch.

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AP® ANALYZING SOURCES

MPI/Getty Images

Source: Matthaeus Merian, a Swiss engraver, Native Attack on Jamestown, 1622.

About the source: This image portrays Opechancanough's attack on a Virginian settlement, and a simultaneous attack on Jamestown is pictured in the background. After Opechancanough's raids, the Virginia colony was placed under a governor appointed by the king.

Questions for Analysis

1. Consider the upper left quadrant, the upper right quadrant, the lower left quadrant, and the lower right quadrant in this picture. Write a sentence that describes each. What is happening in the background and foreground of this picture?
2. When historians make an inference, they make an educated guess based on available evidence. Based on this image, what can you infer the artist intended us to think happened before the attack?
3. This image was created by a Swiss engraver who did not witness the events he portrayed. In what ways did European conceptions of American Indians and North American colonization shape this image?

AP® ANALYZING SOURCES

Source: John Martin, Jamestown councilman, "Proposal for Subjugating Native Americans," 1622.

"The manner how to bring in the Indians into subjugation [under control of the English] without making an utter extirpation [extinction] of them together with the reasons.

First, by disabling the main body of the enemy from having . . . [all necessities]. As namely corn and all manner of victuals [food] of any worth.

This is to be acted two manner of ways.—First by keeping them from setting corn at home and fishing. Secondly by keeping them from their accustomed trading for corn.

For the first it is performed by having some 200 soldiers on foot, continually harrowing [harassing] and burning all their Towns in winter, and spoiling their wares. . . .

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> For the second there must [be] provided some 10 ships, that in May, June, July and August may scour the bay and keep the rivers yet are belonging to Opichankanoe [Opechancanough].
>
> By this arises two happy ends.—First the assured taking of great purchases in skins and prisoners. Secondly in keeping them from trading for corn on the Eastern shore and from the southward from whence they have five times more than they set themselves.
>
> This course being taken they have no means, but must yield to obedience, or fly to bordering neighbors who neither will receive them nor indeed are able, for they have but ground cleared for their own use."

Questions for Analysis

1. Identify the specific strategies Martin proposes to subjugate American Indians around Jamestown.
2. Describe the benefits to British colonists Martin anticipates will result from implementing his plan.
3. Explain the attitude toward American Indians by British colonists such as Martin.

Still, royal proclamations could not halt American Indian opposition. In 1644 Opechancanough launched a second uprising against the English, killing hundreds of colonists. After two years of bitter warfare, however, he was finally captured and then killed. With the English population now too large to eradicate, the native peoples in the Chesapeake finally submitted to English authority in 1646.

REVIEW

- How did the Virginia colony change between 1607 and the mid-seventeenth century?
- What caused these changes?

Maryland: The Second Chesapeake Colony

By the 1630s, despite ongoing conflicts with American Indians, Virginia was well on its way to bringing England commercial success. In 1632, King Charles I (r. 1625–1649) established the colony of Maryland. Taken together, Maryland and Virginia formed the Chesapeake region of the English empire during the seventeenth century. In the expanding tobacco economies that developed in the region, the most successful planters used indentured servants for labor, including some Africans as well as thousands of English and Irish immigrants. Between 1640 and 1670, some 40,000 to 50,000 of these migrants settled in Virginia and neighboring Maryland.

In founding Maryland, King Charles I granted most of the territory north of Chesapeake Bay to English nobleman Cecilius Calvert and appointed him Lord Baltimore, giving him

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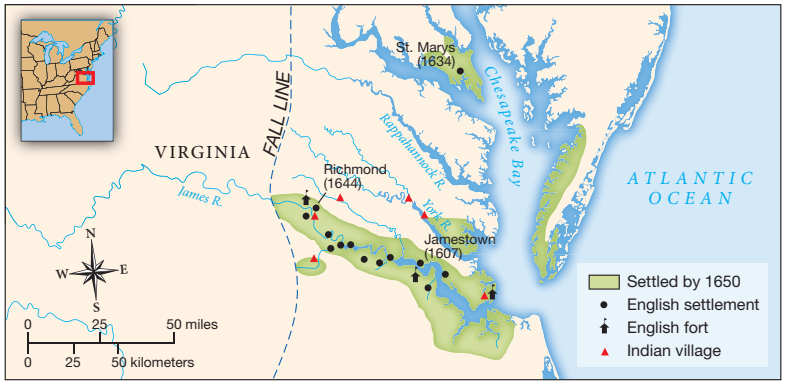

MAP 2.2 The Growth of English Settlement in the Chesapeake (c. 1650) With the success of tobacco, English plantations and forts spread along the James River and north to St. Mary's. By 1650 most Chesapeake tribes had been vanquished or forced to move north and west. The fall line, which marked the limit of navigable waterways, kept English settlements close to the Atlantic coast but also ensured easy shipment of goods. **What geographic factors determined the location of the English settlements on this map?**

and his descendants the power to govern the new colony. Calvert's family, unlike most English people, remained Catholic after the Church of England was founded in 1534. Because of the persecution he and fellow Catholics had endured in the century since, he planned to create Maryland as a refuge of (relative) religious toleration, where Catholics and Protestants could worship in peace. Appointing his brother as governor, he carefully prepared for the first settlement by recruiting artisans and farmers (mainly Protestant) as well as wealthy merchants and aristocrats (mostly Catholic) to settle the colony. Although conflict continued to fester between members of the small set of Catholic elite and the Protestant majority, Governor Calvert convinced the Maryland assembly to pass the **Act of Religious Toleration** in 1649, granting religious freedom to all Christians.

Act of Religious Toleration
Act passed by the Maryland Assembly in 1649 granting religious freedom to all Christians.

The history of religious toleration in Maryland and its status as a haven for Catholics roughly mirrored the political and religious landscape back in England during the mid-seventeenth century. In 1642, disagreement over whether a king could rule without consent of his Parliament erupted in violence, and the **English Civil War** began. King Charles I was executed in 1649, and a parliamentary leader named Oliver Cromwell came to power as the war drew to its close in 1651, when Charles I's son, Charles II, was exiled from England. Cromwell, who cemented his position of power as Lord Protector of the Commonwealth of England in 1653, was less accepting of Catholics than the king had been. Thus, the Act of Toleration was repealed in 1654, only five years after its initial passage. With aid from Maryland's Protestant colonists, new colonial governors appointed by Cromwell's Parliament then passed a new law prohibiting the open practice of Catholicism. However, the tide began to turn against Cromwell's rule as the decade wore on, and Calvert negotiated a return to his position as governor of Maryland. In 1657 the Act of Toleration was again passed by the colonial assembly.

Over the course of the next sixty years, however, the Act would be contested multiple times, and Catholics were eventually barred from voting in 1718. Despite the many challenges to its legitimacy, it set an important standard of religious freedom on the North American continent.

AP® TIP
Make sure you can explain not only the reasons for religious toleration in Maryland, but also describe the long-term effects of the idea of religious toleration on the development of other British colonies.

REVIEW

How did religious conflict in Europe shape Maryland's shifting policies regarding religious tolerance?

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Tobacco Economies, Class Rebellion, and the Emergence of Slavery

When the English monarchy was restored to Charles II (r. 1660–1685) in 1660, he established eight English noblemen as the leaders of a Carolina colony. The economy of the northern region, in present-day North Carolina, came to rely on plantations focused primarily upon producing tobacco. Thus, the new colony functioned in much the same way as the Chesapeake colonies. Although the political leaders of Carolina hoped to recreate a system of feudal manors in North America, they faced a labor shortage, however, as few migrants wished to brave the risks merely to remain peasants working the lands of different lords. The farmers and laborers that *did* emigrate to northern Carolina would eventually rise up and force the ruling class to offer land at reasonable prices and a semblance of self-government.

Before 1650, neither the Chesapeake colonies nor northern Carolina had yet developed a legal code of slavery, but from that point on, this began to change. Improved economic conditions in England meant fewer people were willing to gamble on a better life in North America, and as fewer people were arrested for crimes and vagrancy, the population of convicts that could be bought from English prisons dwindled. To compensate for the shortage of white indentured servants, landowners in the Chesapeake and northern Carolina colonies increasingly came to rely on the labor of enslaved Africans in order to continue to produce the tobacco that generated wealth and fueled colonial growth. Thus, even though the number of enslaved African laborers remained small until late in the century, colonial leaders already began to take steps to increase their control over the African population. In 1660, the House of Burgesses passed an act that allowed black laborers to be enslaved, and, in 1662, defined slavery as an inherited status passed from mothers to children. In 1664, Maryland followed suit. In 1695, the Carolina colony, not yet divided into North and South Carolina, adopted a formal **slave code** that was based on Virginia's laws.

AP® TIP

Be sure you can explain the causes that led colonies in the Chesapeake and Carolinas to justify slavery and implement increasingly harsh slave codes during the 1600s.

slave code Laws restricting enslaved peoples' rights, largely due to slaveholders' fears of rebellion.

AP® ANALYZING SOURCES

Source: Virginia House of Burgesses, selected statues passed 1662–1669.

1662

"Whereas some doubts have arisen whether children got by any Englishman upon a Negro woman should be slave or free, be it therefore enacted and declared by this present Grand Assembly, that all children born in this country shall be held bond or free only according to the condition of the mother . . ."

1667

"Whereas some doubts have risen whether children that are slaves by birth, and by the charity and piety of their owners made partakers of the blessed sacrament of baptism, should by virtue of their baptism be made free, it is enacted and declared by this Grand Assembly, and the authority thereof, that the conferring of baptism does not alter the condition of the person as to his bondage or freedom . . . "

(Continued)

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September, 1668
"Whereas it has been questioned whether servants running away may be punished with corporal punishment by their master or magistrate, since the act already made gives the master satisfaction by prolonging their time by service, it is declared and enacted by this Assembly that moderate corporal punishment inflicted by master or magistrate upon a runaway servant shall not deprivate [deprive] the master of the satisfaction allowed by the law, the one being as necessary to reclaim them from persisting in that idle course as the other is just to repair the damages sustained by the master.

October, 1669
"Whereas the only law in force for the punishment of refractory [disobedient] servants resisting their master, mistress, or overseer cannot be inflicted upon Negroes, nor the obstinacy of many of them be suppressed by other than violent means, be it enacted and declared by this Grand Assembly if any slave resists his master (or other by his master's order correcting him) and by the extremity of the correction should chance to die, that his death shall not be accounted a felony, but the master (or that other person appointed by the master to punish him) be acquitted from molestation, since it cannot be presumed that premeditated malice (which alone makes murder a felony) should induce any man to destroy his own estate."

Questions for Analysis

1. Summarize the main point of each law.
2. Contrast how the laws treat violence by slaveholders toward enslaved Africans differently from efforts of enslaved Africans to resist slaveholders.
3. Explain the factors that led the Virginia House of Burgesses to pass slave codes in the 1660s.

While enslaved Africans became, in time, a crucial component of the tobacco labor force, indentured servants still continued to make up the majority of bound workers in Virginia, Maryland, and northern Carolina for most of the seventeenth century. Enslaved Africans labored under harsh conditions, and punishment for even minor infractions could be severe. Plantation owners beat, whipped, and branded enslaved people for a variety of behaviors. During this time, some white indentured servants made common cause with black laborers, both indentured servants and enslaved, who worked side by side with them on tobacco plantations. They ran away together, stole goods from their masters, and planned uprisings and rebellions. Contracted white laborers, however, had a far greater chance of gaining their freedom even before slavery was fully entrenched in colonial law.

By the 1660s and 1670s, the population of former servants who had become free formed a growing and increasingly unhappy class. Most were struggling economically, working as common laborers or tenants on large estates. Those who managed to move west and claim land on the frontier were confronted by hostile American Indians such as the **Susquehannock** nation. Virginia governor Sir William Berkeley, who levied taxes to support nine forts on the frontier, had little patience with the complaints of these colonists. The labor demands of wealthy tobacco planters needed to be met, and frontier settlers' call for an aggressive American Indian policy would hurt the profitable deerskin trade with the Algonquian.

AP® TIP

As you continue reading this module, trace the causes for the increasing racial divide between enslaved Africans and poor white settlers.

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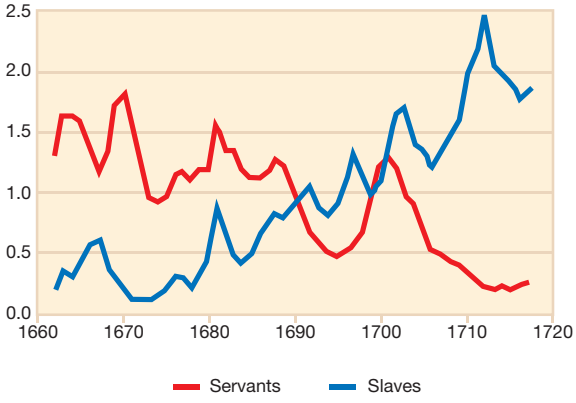

Based on Gloria L. Main, *Tobacco Colony: Life in Early Maryland, 1650–1720* (Princeton: Princeton University Press, 1982), 26.

Indentured Servants and Enslaved People in Six Maryland Counties (1662–1717) This chart illustrates a dramatic shift in the Chesapeake labor force between 1662 and 1717. **Although based on a study of estate inventories from six Maryland counties, what does the trend shown here suggest about the nature and conditions of labor on Chesapeake farms?**

In late 1675, conflict erupted when frontier settlers, many former indentured servants, attacked American Indians in the region. Rather than attacking only the Susquehannock nation, the settlers also assaulted communities allied with the English. When a large force of local Virginia militiamen surrounded a Susquehannock village, they ignored pleas for peace and murdered five chiefs. Susquehannock warriors retaliated with raids on frontier farms. Despite the outbreak of open warfare, Governor Berkeley still refused to send troops, so disgruntled farmers turned to Nathaniel Bacon. Bacon came from a wealthy family and was related to Berkeley by marriage, but that did not stop him from defying the governor's authority and calling up an army to attack American Indians across the colony. **Bacon's Rebellion** had begun.

Bacon's Rebellion
1676 uprising in Virginia led by Nathaniel Bacon. Bacon and his followers, many of whom were former servants, were upset by the Virginia governor's unwillingness to send troops to intervene in conflicts between settlers and Indians and by the lack of representation of western settlers in the House of Burgesses.

Frontier farmers formed an important part of Bacon's coalition, but affluent planters who had been left out of Berkeley's inner circle also joined Bacon in hopes of gaining access to power and profits, as did bound laborers, black and white, who assumed that anyone who opposed the governor was on their side. Bacon's gathering forces included free, indentured, and enslaved black people rebelling for greater freedoms and opportunities.

In the summer of 1676, Governor Berkeley declared Bacon guilty of treason. Rather than waiting to be captured, Bacon led his army toward Jamestown. Berkeley then arranged a hastily called election to undercut the rebellion. Even though Berkeley had rescinded the right of men without property to vote, Bacon's supporters won control of the House of Burgesses, and Bacon won new adherents. These included "news wives," lower-class women who spread information (and rumors) about oppressive conditions to aid the rebels. As Bacon and his followers marched across Virginia, his men plundered the plantations of Berkeley and his supporters. In September they reached Jamestown after the governor and his administration fled across Chesapeake Bay. The rebels burned the capital to the ground, victory seemingly theirs.

AP® ANALYZING SOURCES

Source: Nathaniel Bacon, "Declaration against Governor William Berkeley," 1676.

> "FIRST. For having upon specious pretences of public works raised great unjust taxes upon the Commonalty for the advancement of private favorites and other sinister ends, but no visible effects in any measure adequate. For not having during this long time of his government, in any measure advanced this hopeful Colony, either by fortifications, towns or trade.

(Continued)

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2. For having abused and rendered contemptible the Magistrates of Justice, by advancing to places of judicature scandalous and ignorant favorites.

3. For having wronged his Majesty's prerogative and interest by assuming monopoly of the beaver trade, and for having in that unjust gain betrayed and sold his Majesty's Country and the lives of his loyal subjects to the barbarous heathen.

4. For having protected, favored, and emboldened the Indians against his Majesty's loyal subjects; never contriving, requiring, or appointing any due or proper means of satisfaction for their many invasions, robberies, and murders committed upon us.

5. For having, when the army of English was just upon the track of those Indians, who now in all places burn, spoil, murder, and when we might with ease have destroyed them who then were in open hostility, for then having expressly countermanded and sent back our army, by passing his word for the peaceable demeanor of the said Indians, who immediately prosecuted their evil intentions, committing horrid murders and robberies in all places, being protected by the said engagement and word past of him the said Sir William Berkeley; having ruined and laid desolate a great part of his Majesty's Country, and have now drawn themselves into such obscure and remote places, and are by their success so emboldened and confirmed, by their confederacy so strengthened, that the cries of blood are in all places, and the terror and consternation of the people so great, are now become, not only a difficult, but a very formidable enemy, who might at first with ease have been destroyed."

Questions for Analysis

1. Identify who Bacon and his followers believed caused the complaints.
2. Describe the causes of conflict Bacon attributed to local American Indians.
3. Explain why Bacon appealed to both the king and his fellow countrymen in his charges against the governor.
4. Explain why expanding the Virginia settlement changed relations between American Indians and the English.

Only a month later, however, Bacon died of dysentery, and the movement he formed unraveled. Governor Berkeley, using reinforcements brought by the English navy, quickly reclaimed power. He hanged twenty-three rebel leaders and incited his followers to plunder the estates of planters who had supported Bacon. But he could not undo the damage to American Indian relations on the Virginia frontier. Bacon's army had killed or enslaved hundreds of once-friendly American Indians and left behind a tragic, bitter legacy.

AP® TIP

Analyze the long-term effects of slavery on the development of social classes and political power in the colonies.

An even more important consequence of the rebellion was that wealthy planters and investors realized the depth of frustration among poor whites who were willing to make common cause with their black counterparts. Having regained power, the planter elite worked to crush any such interracial alliance. Virginia legislators began to improve the conditions and rights of poor white settlers while imposing new restrictions on black people. At nearly the same time, in an effort to meet the growing demand for labor in the West Indies and the Chesapeake, King Charles II chartered the Royal African Company in 1672 to carry

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enslaved Africans to North America. Thus, the march toward full-blown racial slavery in the English colonies was well underway.

REVIEW

How would you characterize the causes of various conflicts in the Chesapeake during the mid-to-late seventeenth century?

AP® THINKING HISTORICALLY Connecting Distant Causes to Immediate Causes

This module explored how the English, from the time of Jamestown's founding in 1607, developed tobacco exporting colonies in present-day Maryland, Virginia, and North Carolina. These tobacco economies generated great wealth over the next century and a half. Here, we'll walk through how to organize your reflections on both the immediate and distant causes that allowed these tobacco economies to flourish in the seventeenth and early eighteenth centuries.

Step 1 List and categorize your historical knowledge.

A good place to start is by taking a few minutes to jot down all possible causes of the growth of tobacco economies in Virginia, Maryland, and North Carolina that you can think of. Remember to draw on your knowledge of Period 1 as well. A solid strategy to generate the most causes possible is to ask yourself causation questions divided into some broad categories: politics, economy, society/culture, interactions with the environment, and technology.

Next, take a step back from your list to evaluate whether each of the causes you listed is more immediate or distant from its effect (in this case, the creation of wealthy tobacco economies in the Chesapeake and northern Carolina colonies). Annotate each by labeling it as immediate or distant. A good list of annotated causes may look something like this:

Effect	Distant Causes	Immediate Causes
Profit from tobacco (economy)	English desire to compete with Spain	Tobacco grown in Jamestown for profit
Control by joint-stock company (politics)	English crown poorer than Spain's	English investors pooled resources to share risk and profit
Fertile soil, no gold (interaction with environment)	English sought quick profit from environmental exploitation	No gold, but fertile soil in Virginia led to growing cash crop for European markets

Step 2 Write at least three causation statements linking distant to immediate causes.

Now extend your brainstorm by asking yourself what factors led to the immediate causes in particular. This may lead you to add new distant causes to your list, or you may find that distant causes you have already listed match up to your immediate causes.

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To help organize your thoughts about the links between the distant and immediate causes you have listed, it's a good idea to write at least three causation statements that explicitly connect them. It is important that you do not merely state what each cause is — you must explain the relationship between the distant and immediate causes. In other words, you need to give at least one reason why a given distant cause led to an immediate cause, generating a chain of causation that shows why tobacco economies emerged. Below is an example with distant and immediate causes labeled.

Profit motives led to the tobacco economies in Virginia, Maryland, and North Carolina **[distant cause]**. *These profit motives originated from the English monarchy's competition with Spain* **[distant cause]**. *Spain grew rich and powerful from American colonies, and the English crown sought similar gains by chartering the Virginia Company as a profit-seeking joint-stock corporation* **[distant cause]**. *When company expeditions found no gold or silver they seized upon John Rolfe's discovery that a variety of Caribbean tobacco grew well in the Chesapeake* **[immediate cause]**. *The company initiated tobacco planting because it sold for high prices, because European nobles in the sixteenth century had grown addicted to Spanish imports of the stimulant* **[immediate cause]**. *Tobacco as a profitable crop resulted most immediately from Rolfe's discovery, but the expanded economies of tobacco grew out of more distant crown and company investors' demands for profits* **[explanation of immediate and distant causes]**.

Notice how this paragraph moves from distant to immediate causes, starting with the English desire to find profit in North America as the Spanish had in Central and South America, and moving to the specific source of English profit (tobacco). The paragraph ends with a summary of the immediate and distant causes of the English tobacco economy in the seventeenth century.

Taking these steps to think about the forces behind immediate causes shaping developments will help you deepen your historical analysis. By showing causation as a chain of linked events, you clarify and support your assertions about the reasons for specific historical developments.

ACTIVITY

Use the steps provided in this box to explain the environmental factors that led the English to adopt a cash crop system in Virginia by the mid-seventeenth century.

Daily Life in the Colonies

In the first decades of settlement in the Chesapeake, the scarcity of women and workers ensured that many white women improved their economic and legal status. Maintaining a farm required the work of both women and men, which made marriage an economic as well as a social and religious institution. Where women were in especially short supply and mortality was high, young women who arrived as indentured servants and completed their term might marry older men of property. If their husbands died first, widows often took control of the estate and passed on the property to their children. By the late seventeenth century, however, as the sex ratio in the Chesapeake evened out, women lost the opportunity to marry "above their class" and widows lost control of family estates. Even though women still performed vital labor, the spread of indentured

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AP® TIP

The roles women have played throughout U.S. history is an important topic on the AP® exam. As you read this section, make sure to identify patterns of continuity and of change in colonial women's roles during the first half of the eighteenth century.

servitude and slavery lessened the recognition of their contributions. As a result, most white women in the colonies were assigned primarily domestic roles during this time period. They also found their legal and economic rights restricted in ways that mirrored those of their female counterparts in Great Britain.

The divisions between rich and poor, created and sustained by the Chesapeake and northern Carolina colonies' economic reliance on the cash crop of tobacco, became much more pronounced in the early decades of the eighteenth century. Tobacco was the most valuable product in the region, and the largest tobacco plantation owners lived in relative luxury. They developed trading contacts in seaport cities on the Atlantic coast and in the Caribbean and imported luxury goods from Europe. They also began training some of their slaves as domestic workers to relieve white women of the strain of household labor.

AP® TIP

Make sure you can explain how land ownership affected social class, economic power, and political participation in the British North American colonies.

Small farmers could also purchase and maintain land based on the profits from tobacco. In 1750, two-thirds of white families farmed their own land in Virginia, a larger percentage than in northern colonies. An even higher percentage did so in North Carolina. Yet small farmers in the tobacco colonies became increasingly dependent on large landowners, who controlled markets, politics, and the courts. Many artisans in North Carolina, Virginia, and Maryland, too, depended on wealthy planters for their livelihood. Artisans worked directly for planters, or for the shipping companies and merchants that relied on plantation orders. And the growing number of tenant farmers in this region relied completely on large landowners for their sustenance.

However, some people in these colonies fared far worse during the mid-eighteenth century. One-fifth of all white people owned little more than the clothes on their backs. At the same time, free black people found their opportunities for landownership and economic independence increasingly curtailed, while those who were enslaved had little hope of gaining their freedom and held almost no property of their own.

Private Collection/Peter Newark American Pictures/Bridgeman Images

Enslaved People Working on a Tobacco Plantation (c. 1750) This wood engraving, created by nineteenth-century English author and engraver Frederick W. Fairholt, was based on a mid-eighteenth-century drawing. Fairholt depicts enslaved people packing tobacco leaves in hogsheads and rolling them to waiting ships while whites oversee their work. **How do the items Fairholt included in this image compare with John Smith's map from over a century before (p. 25)? What might explain the differences you see?**

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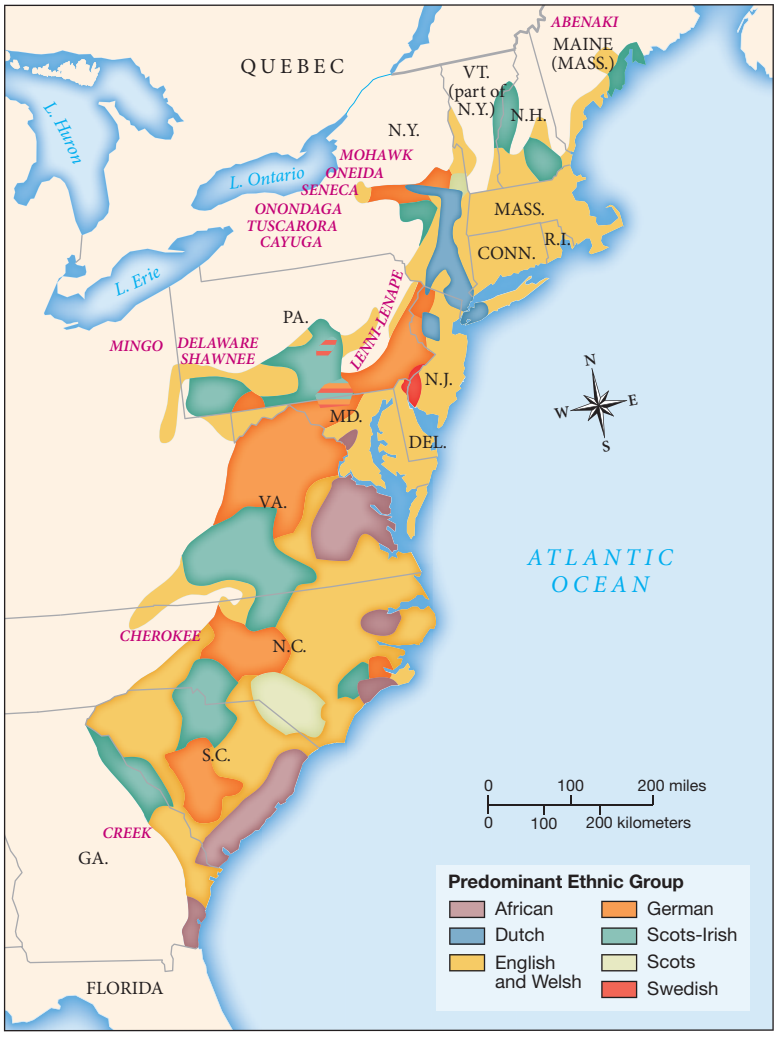

MAP 2.3 Ethnic and Racial Diversity in British North America, 1750 In 1700 the English dominated most regions, while the Dutch controlled towns and estates in the Hudson River valley. By 1750, however, growing numbers of African Americans, Germans, Scots-Irish immigrants, and smaller communities of other ethnic groups predominated in various regions. **What accounts for the presence of these diverse populations in British North America?**

In the first half of the eighteenth century, the colonial population of Virginia, Maryland, and North Carolina also surged. Some of the growth occurred from natural increase, but immigration of Germans and Scots-Irish to lands in the western parts of these colonies accounted for a significant portion. By the 1740s, German families created pockets of self-contained communities above the fall line in the back-country of North Carolina and the Chesapeake colonies. They worshipped in German churches, read German newspapers, and preserved German traditions. Likewise, Scots-Irish immigrants established their own churches and communities in the areas where they settled.

REVIEW

How did environmental factors shape the labor systems that developed in the Chesapeake and northern Carolina colonies in the seventeenth century?

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AP® WRITING HISTORICALLY — Writing Topic Sentences for an Essay

In Module 2-1, we discussed how to create a thesis statement that responds to all aspects of a Long-Essay Question prompt. Here, we will take you one step further and walk through how to write topic sentences of body paragraphs that fully support your thesis. By linking the topic sentences of each of your body paragraphs to the thesis of your essay, you show your reader that you have given thought to how the claims you make, and the evidence you provide to support them, can show that your thesis is valid.

While the prompt in Module 2-1 asked you to complete a comparative analysis that takes causation into account, the prompt we are going to discuss here focuses solely on causation. Being able to distinguish and explain the links between immediate and distant causes is a useful skill for prompts like this one:

> Explain the causes of the development of tobacco economies in the Chesapeake between 1607 and 1754.

Step 1 Break down the prompt, then list and categorize your relevant historical knowledge.

When you make an argument in response to a causation prompt, we recommend taking a few minutes to pre-write about the immediate and distant causes of the effect outlined in the prompt. Following the steps outlined in the Thinking Historically box on p. 33 is one way to organize your thoughts in preparation for writing your thesis statement.

Step 2 Craft a thesis statement that fully responds to the prompt.

Below is an example of a strong thesis that would follow from using those pre-writing strategies to think about the causes of tobacco economies in the Chesapeake:

> *Tobacco economies developed in the Chesapeake due to the influences of profit motives, the environmental factors of soil and climate, and as a result of a robust Atlantic world economy in which goods and labor were traded across three continents.*

You may have already noticed that this thesis contains three major claims about three distinct topics for analysis:

- Claim 1 topic: The influence of profit motives
- Claim 2 topic: The environmental factors
- Claim 3 topic: The Atlantic economy

You can think of three as the magic number for writing long essays: a three-part thesis not only creates a robust response to the prompt, it also helps you outline your essay by providing your reader with a clear preview of the historical argument you plan to make.

The topics in our example thesis are particularly strong because they directly relate to the causes of the development of tobacco economies in the Chesapeake between 1607 and 1754. Moreover, the claims about these topics offer a wealth of historical information to help convince your reader that your thesis is true. For example, you already know that John Smith, on behalf of the Virginia Company, sought settlement in Virginia to bring profit to the company's investors. Also, you know that, while gold proved elusive in Virginia, tobacco grew readily and established a growing market in Europe. Each of these topics will be one of your body paragraphs, and your topic sentence of each of these paragraphs will introduce one of these topics.

(Continued)

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Step 3 **Use your thesis claims to write topic sentences for each body paragraph of your essay.**

From here, the next step is to create topic sentences for the body of your essay. Each of these body paragraphs should start with a clear topic sentence that presents a part of your thesis. Remember to write a sentence that reflects your thesis by asserting a claim. It may help to think of topic sentences as a way to inform your reader which part of your thesis — and therefore which part of your answer to the prompt — that particular paragraph will argue. A good rule of thumb is that a strong topic sentence can stand alone as one way to answer the prompt. Below is an example of topic sentences proving each of the three claims in our example thesis.

1. *Profit motives led to the tobacco economies in Virginia, Maryland, and North Carolina.*
2. *Environmental factors such as soil and climate helped cause the development of tobacco economies in Virginia, Maryland, and North Carolina.*
3. *The Atlantic world trading economy, with extensive trading of goods and labor, fostered the creation of tobacco economies in the Chesapeake and North Carolina.*

All of these topic sentences present an answer to the prompt in the form of a claim that you can argue. From there, you can structure the rest of your body paragraph around providing evidence that supports your topic sentence claim.

ACTIVITY

Carefully read the following Long-Essay Question, and then follow these three steps.

1. **Pre-write in response to this prompt by listing immediate and distant causes and writing at least three statements that link the two.**
2. **Write a three-part thesis that fully responds to this prompt.**
3. **Write three topic sentences in support of your thesis. Be sure that each topic sentence directly addresses one of the three causes outlined in your thesis.**

Explain the causes of the development of slavery in Virginia, Maryland, and North Carolina between 1607 and 1754.

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MODULE 2-2 REVIEW

KEY **CONCEPTS** AND **EVENTS**

Jamestown, *000*
inflation, *000*
enclosure movements, *000*
indentured servitude, *000*
joint-stock companies, *000*
Powhatan Confederacy, *000*
cash crop, *000*
headright system, *000*
House of Burgesses, *000*
veto, *000*
Privy Council, *000*
Church of England, *000*
Act of Religious Toleration, *000*
English Civil War, *000*
slave code, *000*
Bacon's Rebellion, *000*

KEY **PEOPLE**

King James I, *000*
John Smith, *000*
Powhatan, *000*
Pocahontas, *000*
John Rolfe, *000*
Opechancanough, *000*
King Charles I, *000*
Cecilius Calvert, *000*
Oliver Cromwell, *000*
King Charles II, *000*
Sir William Berkeley, *000*
Nathaniel Bacon, *000*

CHRONOLOGY

1607	The English establish Jamestown
1612	Tobacco becomes main cash crop in Virginia
1619	House of Burgesses is created in Virginia
1619	First enslaved Africans brought to the Virginia colony
c. 1630	Virginia colony becomes commercially successful
1660s–70s	Economic inequality in the colonies rises, frustrating a growing common class
1672	Royal African Company brings enslaved Africans to North America
1675	Bacon's Rebellion

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Module 2-3

Religious Dissent and Colonial Conflicts in New England

LEARNING **TARGETS**

By the end of this module, you should be able to:

- Explain how and why environmental and other factors shaped the development and expansion of the New England colonies from 1607 to 1754.

THEMATIC **FOCUS**

Geography and the Environment

Migration and Settlement

American and Regional Culture

Social Structures

The New England colonies, initially settled by Puritans, developed family farms, small towns, and a mixed economy of agriculture and commerce. Distance from Great Britain led to self-governing towns that contained elements of democratic practice. These democratic elements included participatory town meetings and elected colonial legislatures, but religious debates also led to conflicts with dissenters in the colony.

HISTORICAL REASONING **FOCUS**

Causation

Continuity and Change

In Module 1-4, you began to learn about how historians examine extended periods of time by identifying and describing patterns of continuity and change over time. Just as historians deepen their comparative analyses when they consider how causation factors into historical developments (see Module 2-1, p. 5), they also deepen understanding of continuity and change over time by incorporating explanations of causation. This is because uncovering the cause of a particular change or continuity fosters a fuller understanding of why these changes and continuities occur. Going beyond merely describing continuities and changes is also one way to examine why some aspects of a topic changed even as factors caused other aspects to persist unchanged across a timespan.

In this module, you will learn about how the arrival of the Pilgrims, who came seeking to separate from the Anglican Church, brought changes to North America. We will discuss the immediate cause of their journey (they sought religious refuge) as well as the reasons for the changes they brought.

TASK ▶ As you read this module, think about continuities and changes over time in New England colonial society from 1620 to 1754. Be sure to go beyond merely noting continuities and changes in order to consider why those developments unfolded as they did.

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Protestant Reformation Large theological and ideological break from the Roman Catholic Church due to its perceived abuses and overextension of power throughout the sixteenth century. The resulting division of the church spurred the creation of many Protestant religions and served as a source of conflict, both social and military, throughout Europe and North America during the seventeenth century.

Pilgrims Group of English religious dissenters who established a settlement at Plymouth, Massachusetts, in 1620. Unlike more mainstream Protestants, the Pilgrims aimed to sever all connections with the Church of England. Also known as Separatists.

The **Protestant Reformation**, from its beginning in 1517, transformed the religious and political landscape of Europe throughout the sixteenth century. The formation of new, Protestant denominations such as the Church of England during this time shattered the dominance of the Catholic Church and profoundly altered personal beliefs and royal alliances throughout Europe. The resulting conflicts had long-lasting effects that shaped the following century as well. In Great Britain, for instance, critics of the Church of England formed a number of congregations in the early seventeenth century, and some sought refuge in Virginia. In the 1610s, to raise capital, the Virginia Company began offering legal charters to groups of private investors, who were promised their own tract of land in the Virginia colony with minimal company oversight. One such charter was purchased by a group of English **Pilgrims** (also known as Separatists) who wanted to form a separate church and community in a land untainted by other faiths. Setting sail on the *Mayflower* from England in September 1620, they never made it to Virginia. Blown off course by a storm, they landed far up the coast, north of the Dutch in New Amsterdam. Because a religious community wholly separate from the Anglican Church was more important to the Pilgrims than its specific location, they decided to remain on the Massachusetts coast, establishing a permanent settlement at Plymouth.

The **Protestant Reformation**

AP® TIP

As you read this module, take note of the differences in the factors that motivated the settlers of Plymouth versus settlers of Jamestown.

The Catholic Church, in partnership with monarchs and the nobility, had long served as the dominant religion of Western Europe, but by the early sixteenth century, critiques of its practices began to multiply. Many saw the Catholic Church as corrupt and driven by **papal** involvement in conflicts among European monarchs. These views appeared in popular songs and printed images as well as in writings by **theologians** such as Martin Luther, giving rise to what would become known as the Protestant Reformation. Luther, a professor of theology in Germany, believed that faith alone led to salvation, which could be granted only by God. He challenged the Catholic Church's widespread practice of selling **indulgences**, which were documents that absolved the buyer of sin. The church profited enormously from these sales, but they suggested that God's grace could be purchased. In 1517 Luther wrote an extended argument against indulgences and sent it to the local bishop. Although intended for clerics and academics, his writings soon gained a wider audience.

Luther's followers, who protested Catholic practices, became known as Protestants. His teachings circulated widely through sermons and printed texts, and his claim that ordinary people should read and reflect on the Scriptures appealed to the emerging literate middle class. Luther's attacks on indulgences and corruption attracted those who resented the church's wealth and priests' lack of attention to their flocks.

The Protestant Reformation quickly spread through central and northern Europe. Protestants challenged Catholic policies and practices but did not form a single church of their own. Instead, a number of theologians started distinct denominations in various regions of Europe. In Switzerland, John Calvin developed a version of Protestantism in which civil magistrates and reformed ministers ruled over a Christian society. Calvin argued that God had decided at the beginning of time who was saved and who was damned. Calvin's idea, known as **predestination**, energized Protestants who understood salvation as a gift from an all-knowing God in which the "works" of sinful humans played no part. Protestant challenges

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AP® TIP

Be sure you can explain the ways in which the Protestant Reformation created a justification for challenging traditional authorities.

and Catholic attempts to maintain authority led to intense conflicts. National competition for wealth and colonies in North America among the Spanish, French, Dutch, and English was complicated in the context of the Protestant Reformation. Spanish and French Catholicism shaped their colonial efforts, as did Protestantism in the Netherlands and England.

Protestantism grew in England under sponsorship of the monarchy in the 1530s. When the pope refused to annul the marriage of King Henry VIII (r. 1509–1547) and Catherine of Aragon, Henry denounced papal authority and established the Church of England, also known as the Anglican church, with himself at its head as "defender of the faith." Despite the king's conversion to Protestantism, the Church of England retained many Catholic practices, which is why groups such as the Pilgrims and, later, the Puritans — who would go on to colonize New England during the seventeenth century — also attracted followers.

The Protestant Reformation ultimately helped shape the alliances that shattered Spain's American monopoly. As head of the Church of England, Queen Elizabeth I (r. 1558–1603) — daughter of Henry VIII — sought closer political and commercial ties with fellow Protestant nations like the Netherlands, sending military aid in support of its efforts to free itself from Spanish rule. She also agreed to raids on Spanish ships. English thefts of Spanish silver funneled wealth to England and the crown. King Philip II of Spain (r. 1556–1598) retaliated by sending a massive Armada to spearhead an invasion of England in 1588. However, the English, aided by Dutch ships, defeated the Spanish — an event that helped ensure other nations could compete for riches and colonies in North America.

REVIEW

- Which religious beliefs and practices continued in Europe after the Protestant Reformation?
- How did religious beliefs and practices change in Europe as a result of the Protestant Reformation?

Pilgrims Arrive in Massachusetts

Mayflower Compact
Written agreement created by the Pilgrims upon their arrival in Plymouth; the first written constitution adopted in North America.

The Pilgrim Separatists who booked passage on the *Mayflower* in 1620 migrated as organized households, each headed by an elder male church member and accompanied by their families and servants. Landing off course at Cape Cod in present-day Massachusetts, the male heads of households, led by William Bradford, signed a pact to form a "civill body politick" that followed the Separatist model of a self-governing religious congregation. They considered their agreement necessary because they settled in a region where they had no legal authority. They wrote and signed the first written constitution adopted in North America, the **Mayflower Compact,** before leaving the ship.

AP® ANALYZING SOURCES

Source: The Mayflower Compact, written and signed by male passengers of the *Mayflower* including William Bradford, 1620.

> "We whose names are underwritten, the loyal subjects of our dread sovereign lord, King James, by the grace of God, of Great Britain, France, and Ireland King, Defender of the Faith, etc., having undertaken, for the glory of God, and advancement of the

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Christian faith, and honor of our king and country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents solemnly and mutually, in the presence of God and one of another, *covenant and combine ourselves together into a civil body politic*, for our better ordering and preservation, and furtherance of the ends aforesaid; and by virtue 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*. In witness whereof we have hereunder subscribed our names, at Cape Cod, the 11th day of November, in the year of the reign of our sovereign lord, King James, of England, France, and Ireland the eighteenth, and of Scotland the fifty-fourth, Anno Domini, 1620."

Questions for Analysis

1. Identify the justification provided by Bradford for the formation of this government.
2. Describe the ways the signers of the Mayflower Compact established a degree of independence from the Crown.
3. Describe the ways the signers of the Mayflower Compact declared allegiance to the Crown.

AP® TIP

As you read about the relations between American Indians and Plymouth settlers, think about how they compare with those between American Indians and the settlers of Jamestown.

After several forays along the coast, the Pilgrims eventually located an uninhabited village surrounded by cornfields, where they established Plymouth. Uncertain of native intentions, the Pilgrims were unsettled by sightings of American Indians. They did not realize that a smallpox epidemic in the area only two years earlier had killed nearly 90 percent of the local Wampanoag population. Indeed, fevers and other diseases proved far more deadly to the Pilgrim settlers than did the Wampanoag. By the spring of 1621, only half of the 102 English colonists from the *Mayflower* remained alive.

Desperate to find food, the survivors were stunned when two English-speaking American Indians — Samoset and Squanto — appeared at Plymouth that March. Both had been captured as young boys by English explorers, and they now negotiated a fragile peace between the Pilgrims and Chief Massasoit of the Wampanoag tribe. Although concerned by the power of English guns, Massasoit hoped to create an alliance that would assist him against his traditional native enemies, including the Massachusetts tribe. With Wampanoag assistance, the surviving Pilgrims soon regained their health.

In the summer of 1621, reinforcements arrived from England, and the next year the Pilgrims received a royal charter granting Separatists rights to Plymouth and a degree of self-government. Although some Pilgrims hoped to convert the American Indians, other leaders favored a more aggressive, military stance. In their eyes, the Massachusetts Indians posed an especially serious threat. In 1623, Captain Myles Standish kidnapped and killed the Massachusetts chief and his younger brother. Pilgrims led by Standish and allied Wampanoags then attacked a Massachusetts village. Standish's strategy, though controversial, ensured that Chief Massasoit of the Wampanoags achieved dominance in the region. Successful in war and diplomacy, the Pilgrims gradually expanded their colony during the 1620s.

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REVIEW

- How did the Pilgrims maintain specific aspects of English society in Plymouth?
- How did the society the Pilgrims developed in Plymouth differ from specific aspects of English society?

Puritans Form Communities in New England

The Puritans, a new group of English dissenters who hoped to purify the Church of England rather than separate from it, arrived in North America a decade later, in 1630, with plans to develop their own colony. Puritans believed that their country's church and government had grown corrupt and the English people were therefore being punished by an all-powerful God. Events during the early seventeenth century often seemed to support this theory. The English population had boomed but harvests failed, leading to famine, crime, unemployment, and inflation. At the same time the growing enclosure movement, in which landlords fenced in fields and hired a few laborers and tenants to replace a large number of peasant farmers, had increased the number of landless vagrants. Then, the English cloth industry nearly collapsed under the weight of competition from abroad. In the Puritans' view, all of these problems were divine punishments for the nation's sins.

The Puritans envisioned New England as a safe haven from God's wrath. Under Puritan lawyer John Winthrop's leadership, a group of affluent Puritans obtained a royal charter for the Massachusetts Bay Company in 1623. New England was, however, more than just a place of safety to the Puritans. Unlike the Pilgrims, they believed that England and the Anglican Church could be redeemed. By prospering spiritually and materially in America, they hoped to establish a model "City upon a Hill" that would then inspire reform among residents of the mother country.

AP® TIP

Be sure you understand how the differences between the original Pilgrims and the Puritans affected the development of social structures and political systems as well as shaped the economic goals of the New England colonies.

AP® ANALYZING SOURCES

Source: John Winthrop, first governor of New England, sermon aboard the ship *Arbella* "A Model of Christian Charity," 1630.

> "Now the only way to . . . provide for our posterity . . . is to follow the counsel of Micah, to do justly, to love mercy, to walk humbly with our God. For this end, we must be knit together, in this work, as one man. . . . We must be willing to abridge ourselves of our superfluities, for the supply of others' necessities. We must uphold a familiar commerce together in all meekness, gentleness, patience and liberality. We must delight in each other; make others' conditions our own; rejoice together, mourn together, labor and suffer together, always having before our eyes our commission and community in the work, as members of the same body. . . . We shall find that the God of Israel is among us, when ten of us shall be able to resist a thousand of our enemies; when he shall make us a praise and glory that men shall say of succeeding plantations, 'The Lord make it like that of New England.' For we must consider that we shall be as a

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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 by-word through the world. We shall open the mouths of enemies to speak evil of the ways of God, and all professors for God's sake. We shall shame the faces of many of God's worthy servants, and cause their prayers to be turned into curses upon us till we be consumed out of the good land whither we are agoing. . . ."

Questions for Analysis

1. Describe the kind of society Winthrop envisions.
2. Explain the reasons for continuity in the society created by Pilgrims and joined by Puritans in seventeenth-century New England.
3. Explain the reasons for change in the society created by Pilgrims and joined by Puritans in seventeenth-century New England.

About one-third of all English Puritans chose to leave their homeland for North America, and a large proportion of those chose to sail with their entire families. They were better supplied, more prosperous, and more numerous than either their Pilgrim or Jamestown predecessors. The settlers, arriving on seventeen ships, included the households of ministers, merchants, craftsmen, farmers, and — significantly — their servants, many of whom served on contracts of indenture. Moreover, they settled in a cold climate that reduced the spread of disease. These demographic and geographic factors also helped ensure the rapid growth of the colony.

The first Puritan settlers arrived on the coast north of Plymouth in 1630 and named their community Boston, after the port city in England from which they had departed. Established in the midst of growing conflicts leading to the English Civil War and growing fears of royally sanctioned persecution of Puritans, the Massachusetts Bay Company relocated its capital and records to New England. Through this process, the Puritans converted their commercial charter into the founding document of a self-governing colony. They also instituted a new political practice, in which adult male church members participated in the election of a governor, deputy governor, and legislature. Although the Puritans suffered a difficult first winter in New England, they quickly recovered and soon cultivated sufficient crops to feed themselves and a steady stream of new migrants. During the 1630s, the time of the **Great Puritan Migration**, at least eighteen thousand people made their way to North America. Even without a cash crop like tobacco or sugar, the Puritan colony flourished.

Great Puritan Migration
The mass migration of Puritans from Europe to New England during the 1620s and 1630s.

Two factors aided Puritans in quickly forming and developing new communities throughout New England. Cleared agricultural lands, farmed very recently by American Indians, had been made more available by the effects of Columbian Exchange diseases, which severely reduced the native farming populations. Also, Puritan ideology idealized small, close-knit village communities as a means to achieve a religiously moral society. These small communities of faithful neighbors, led by male church members, could watch

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AP® TIP

Be sure to make note of the role Puritan religious beliefs played in the development of a distinct American culture.

over each other's salvation. Male church members acted as patriarchs of their households, responsible to each other, and the dependents of the community — both family and servant.

Opposed to the lavish rituals and hierarchy of the Church of England and believing that few Anglicans truly felt the grace of God, Puritans set out to establish a simpler form of worship in New England that focused on their inner lives and on the purity of their church and community. They followed the teachings of John Calvin, believing in an all-knowing God whose true word was presented in the Bible. The biblically sanctioned church was a congregation formed by a group of believers who made a covenant with God. Only a small minority of people, known as Saints, were granted God's grace.

Whether one was a Saint and thereby saved was predetermined by and known only to God. Still, some Puritans believed that the chosen were likely to lead a saintly life. Visible signs included individuals' passionate response to the preaching of God's Word, their sense of doubt and despair over their own soul, that wonderful sense of reassurance that came with God's "saving grace," and blessed fortune manifested in land ownership and higher economic statuses of "visible saints." Puritans believed God's hand in the world appeared in nature as well. Comets and eclipses were considered "remarkable providences." They also celebrated as a sign of God's favor a smallpox epidemic that killed several thousand Massachusetts Indians in 1633–1634, and military victories over American Indians such as the massacre at a fort near Mystic River in 1637.

These shared religious beliefs helped forge a unified community where faith guided civil as well as spiritual decisions. Soon after the colony was established Puritan ministers were discouraged from holding political office, although political leaders were devout Puritans who were expected to promote a godly society. These leaders determined who got land, how much, and where; they also served as judge and jury for those accused of crimes or sins. Their leadership was largely considered successful — even if colonists differed over who should get the most fertile strip of land, they agreed on basic principles.

Puritans assigned wives and daughters solely domestic roles with rare exceptions. By the eighteenth century Puritan women, and indeed almost all women throughout the colonies, found their legal and economic rights restricted to those accorded their female counterparts in Great Britain. In a process of **Anglicization**, in which English social and legal traditions came to dominate colonial cultural and political institutions, colonial courts adopted English **common law**. According to English common law, a wife's status was defined as *femme covert*, which meant that she was legally covered over by (or hidden behind) her husband. The husband controlled his wife's labor, the house in which she lived, the property she brought into the marriage, and any wages she earned. He was also the legal guardian of their children, and through the instrument of a will he could continue to control the household after his death. The **patriarchal family** — a model in which fathers held absolute authority over wives, children, and servants — came to be seen in Puritan colonies and throughout British North America as a crucial bulwark against disorder. Families with wealth were especially eager to control the behavior of their sons and daughters as the parents sought to build social, commercial, and political alliances.

Anglicization Adoption of or becoming English in character and tradition. In colonial America, this took the form of English legal and social traditions dominating colonial institutions by the eighteenth century.

patriarchal family A model in which fathers were the legal guardian of and held absolute authority over wives, children, and servants.

By the 1640s, the settlers had turned their colony into a thriving commercial center. During the English Civil War (1642–1651), New England settlements spread as a result of both natural increase and migration. English communities stretched from Connecticut through Massachusetts and Rhode Island and into Maine and what became New Hampshire. They shipped codfish, lumber, grain, pork, and cheese to England in exchange

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AP® TIP

Compare the effects of government policies, economic systems, and culture on the development of patriarchy in the Chesapeake and in New England during the seventeenth and early eighteenth centuries.

for manufactured goods and to the West Indies for rum and molasses. This trade, along with the healthy climate, relatively egalitarian distribution of property amongst male church members, and more equal ratio of women to men, ensured a stable and prosperous colony. Meanwhile, the English king and Parliament, embroiled in war, paid little attention to events in North America, allowing these New England colonies to develop with little oversight.

REVIEW

- How did the Puritans maintain specific aspects of Pilgrim society in Massachusetts Bay?
- In what ways did the Puritans change society in Massachusetts Bay?

Challenges Arise in the New England Colonies

English men and women settled New England in the 1620s and 1630s seeking religious sanctuary, and to support communities unified by common faith. Yet they, too, like the colony at Jamestown, suffered divisions in their ranks. Almost from the beginning, certain Puritans challenged some of the community's fundamental beliefs and, in the process, the community itself. Dissenters such as Roger Williams and Anne Hutchinson even led groups of disaffected Puritans to establish new communities.

In the early 1630s, Roger Williams, a Salem minister, criticized Puritan leaders for not being sufficiently pure in their rejection of the Church of England and the English monarchy. He preached that not all the Puritan leaders were Saints and that some were bound for damnation. By 1635 Williams was forced out of Salem and moved south with his followers to found Providence in the area that became Rhode Island. Believing that there were very few Saints in the world, Williams and his followers accepted that one must live among those who were not saved. Thus, unlike Massachusetts Bay, Providence welcomed Quakers, Baptists, and Jews to the community, and Williams's followers insisted on a strict separation of church and state. Williams also forged alliances with the Narragansetts, the most powerful American Indian nation in the region.

Remarkably, Anne Hutchinson, a wife and mother, led another such dissenting group. Born in Lincolnshire in 1591, Anne was well educated when she married William Hutchinson, a merchant, in 1612. The Hutchinsons and their children began attending Puritan sermons and by 1630 embraced the new faith. Four years later, they followed the Reverend John Cotton to Massachusetts Bay.

The Reverend Cotton soon urged Anne Hutchinson to use her exceptional knowledge of the Bible to hold prayer meetings in her home on Sundays for pregnant and nursing women who could not attend regular services. Hutchinson, like Cotton, preached that individuals must rely solely on God's grace rather than a saintly life or good works to ensure salvation.

Hutchinson began challenging Puritan ministers who opposed this position, charging that they posed a threat to their congregations. She soon attracted a loyal and growing following that included men as well as women. A year after Williams's departure in 1637, Puritan leaders denounced Hutchinson's views and condemned her meetings. After she refused to recant, she was accused of sedition, or trying to overthrow the government by challenging colonial leaders, and put on trial. Hutchinson mounted a vigorous defense. An eloquent speaker, Hutchinson ultimately claimed that her authority to challenge the Puritan leadership came

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from "an immediate revelation" from God, "the voice of his own spirit to my soul." Unmoved, the Puritan judges convicted her of heresy and banished her from Massachusetts Bay.

Hutchinson was seen as a threat not only because of her religious beliefs but also because she was a woman. The Reverend Hugh Peter, for example, reprimanded her at trial: "You have stept out of your place, you have rather bine a Husband than a Wife and a preacher than a Hearer; and a Magistrate than a Subject." Many considered her challenge to Puritan authority especially serious because she also challenged traditional gender hierarchies. After being banished from Massachusetts Bay, Hutchinson, her family, and dozens of her followers joined Williams's Rhode Island colony. The likelihood of later radical women experiencing the success of Hutchinson diminished as the colonies developed larger populations and more elaborate formal institutions of politics, law, and culture.

As Anne Hutchinson and Roger Williams confronted religious leaders, Puritans and Pilgrims faced serious threats from their American Indian neighbors as well. The Pequot nation, which was among the most powerful tribes in New England, had been allies of the English for several years. Yet some Puritans feared that the Pequots, who opposed the colonists' continued expansion, "would cause all the Indians in the country to join to root out all the English." Also, unlike the Spanish, who believed native peoples could be converted to Christianity, many Puritans believed that Native Americans were irredeemable in the eyes of God and destined to damnation. Using the death of two Englishmen in 1636 to justify a military expedition against the Pequots, the colonists went on the attack. The Narragansetts, whom Roger Williams had befriended, allied with the English in the **Pequot War** (1636–1638). After months of bloody conflict, the English and their American Indian allies launched a brutal attack on a Pequot fort in May 1637 that left some four hundred men, women, and children dead. This massacre by the Puritans all but decimated the Pequots, and the American Indian population in the area never recovered. In New England, at most 16,000 native people remained by 1670, a loss of about 80 percent over fifty years. Meanwhile the English population had reached more than 50,000, with settlers claiming ever more land.

Pequot War First long-term conflict between English colonists and American Indians over resources and trade between 1636 and 1638 in New England. Colonists from Massachusetts and Plymouth formed an alliance and attacked the Pequot tribe to prevent economic competition.

Relations between the New England colonists and American Indians grew even worse in 1671, when the English demanded that the Wampanoag Indians, who had been their allies since the 1620s, surrender their guns and be ruled by English law. Instead, many Wampanoags hid their weapons and, over the next several years, raided frontier farms and killed several settlers. English authorities responded by hanging three Wampanoag men. By 1675 the Wampanoag chief Metacom, called King Philip by the English, came to believe that Europeans had to be forced out of New England if American Indians were going to survive. As conflict escalated between the English and the Wampanoags, Metacom gained the support of other tribes, and together formed a coalition that attacked white settlements in what was known as **Metacom's War**. In these attacks, they burned fields, killed male settlers, and took women and children captive. The war came to an end when Mohawk allies of the English ambushed and killed Metacom in 1676. The remaining tribes allied with Metacom, short on weapons, moved north and gradually intermarried with tribes allied with the French.

Metacom's War (1675–1676) Conflict between New England settlers and the region's American Indians. The settlers were the eventual victors, but fighting was fierce and casualties on both sides were high.

REVIEW

How did conflicts in the Puritan colonies, both internally and with American Indians, reflect the society of Puritans in particular, and the English colonists generally?

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Conflicts in England Echo in the Colonies

As Puritans formed new lives in North America, those who remained in England became embroiled in armed conflict against their fellow countrymen. Differences over issues of religion, taxation, and royal authority had strained relations between Parliament and the crown for decades, as James I (r. 1603–1625) and his son Charles I (r. 1625–1649) sought to consolidate their own power at Parliament's expense, demanding conformity to the Anglican Church of England. By 1642 the relationship between Parliament and King Charles I broke down completely, and the country descended into a civil war that lasted until 1651. During this time, the Puritan migration to New England virtually halted.

AP® TIP

Make sure you take note of how changes in seventeenth-century England affected the political development of the New England colonies.

Oliver Cromwell, a Puritan, emerged as the leader of the Protestant parliamentary forces against the crown, and, after several years of fighting, claimed victory. Charles I was executed in 1649, Parliament established a Republican commonwealth, and bishops and elaborate rituals were banished from the Church of England. Cromwell ruled England as a military dictator until his death in 1658 — when rival groups of nobles, Anglicans, English commercial elites, and English people overthrew Puritan rule and invited Charles I's son, Charles II (r. 1660–1685), to return from exile on the continent, and restored the monarchy and the Church of England.

Shortly after he was restored to the English throne, Charles II came to terms with expanded Puritan settlements in New England. He formalized his rule in this region by granting the requests of Connecticut and Rhode Island for royal charters, accepting their authority to rule in local matters. Because the charters could be changed only with the agreement of both parties, Connecticut and Rhode Island maintained this local autonomy throughout the colonial period. Before the end of his reign, the English could claim dominance — in population, trade, and politics — over the other European powers vying for empires along the northern Atlantic coast.

Dominion of New England The consolidation of Northeastern colonies by King James II in 1686 to establish greater control over them, resulting in the banning of town meetings, new taxes, and other unpopular policies. The Dominion was dissolved during the Glorious Revolution.

Glorious Revolution 1688 rebellion that forced James II from the English throne and replaced him with William and Mary. The Glorious Revolution led to greater political and commercial autonomy for the British colonies.

However, Charles's death in 1685 marked an abrupt shift in crown-colony relations. Charles's successor, King James II (r. 1685–1688), instituted a more authoritarian regime both at home and abroad. In 1686 he consolidated the colonies in the Northeast into the **Dominion of New England** and established tighter controls. Within the Dominion of New England, James II's officials banned town meetings, challenged land titles granted under the original colonial charters, and imposed new taxes. Fortunately for the colonists, the Catholic James II alienated his subjects in England as well as in the colonies, inspiring a bloodless coup in 1688, the so-called **Glorious Revolution**. His Protestant daughter, Mary II (r. 1689–1694) and her husband, William of Orange (r. 1689–1702), then ascended the throne, introducing more democratic systems of governance in England and the colonies. Soon after, John Locke, a physician and philosopher, published the widely circulated *Two Treatises of Government* supporting the initiatives of William and Mary by insisting that government depended on the consent of the governed.

AP® ANALYZING SOURCES

Source: John Locke, English political philosopher, "Second Treatise on Civil Government," *Two Treatises on Civil Government*, 1690.

> "If man in the state of nature be so free, as has been said; if he be absolute lord of his own person and possessions, equal to the greatest, and subject to no body, why will he part with his freedom? Why will he give up this empire, and subject himself to the

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dominion and control of any other power? To which 'tis obvious to answer, that though in the state of nature he hath such a right, yet the enjoyment of it is very uncertain, and constantly exposed to the invasion of others; for all being kings as much as he, every man his equal, and the greater part no strict observers of equity and justice; the enjoyment of the property he has in this state is very unsafe, very unsecure. This makes him willing to quit this condition, which however free, is full of fears and continual dangers: And 'tis not without reason, that he seeks out, and is willing to join in society with others who are already united, or have a mind to unite for the mutual preservation of their lives, liberties and estates, which I call by the general name, property.

The great and chief end, therefore, of men's uniting into commonwealths, and putting themselves under government, is the preservation of their property. . . ."

Questions for Analysis

1. Identify the reasons Locke provides for the existence of a government.
2. Explain the historical developments that led Locke to create his treatise.
3. Explain how Locke's ideas could be used to undermine royal authority.

AP® TIP

As you continue reading, think about the degree to which the reign of William and Mary both supported as well as restricted ideas about colonial autonomy.

Eager to restore political order and create a commercially profitable empire, William and Mary established the new colony of Massachusetts with a charter in 1692 (which included Plymouth, Massachusetts Bay, and Maine) and restored town meetings and an elected assembly. The 1692 charter granted the English crown the right to appoint a royal governor and officials to enforce customs regulations. It ensured religious freedom to members of the Church of England and allowed all male property owners (not just Puritans) to be elected to the assembly. In Maryland, too, the crown imposed a royal governor and replaced the Catholic Church with the Church of England as the established religion. And in New York, wealthy English merchants won the backing of the newly appointed royal governor, who instituted a representative assembly for the colony, and supported a merchant-dominated ruling assembly for New York City. Thus, taken as a whole, William and Mary's policies instituted a partnership between England and colonial elites by allowing colonists to retain long-standing local governmental institutions but also asserting royal authority to appoint governors and ensure the influence of the Church of England.

In the early eighteenth century, England's North American colonies took the form that they would retain until the revolution in 1776. In 1702, East and West Jersey united into the colony of New Jersey. Delaware separated from Pennsylvania in 1704. By 1710 North Carolina became fully independent of South Carolina. Finally, in 1732, the colony of Georgia was chartered as a buffer between Spanish Florida and the plantations of South Carolina.

REVIEW

How did conflict in England shape the English colonies in North America during the late seventeenth and early eighteenth century?

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Puritan Religious Anxieties Lead to Colonial Conflict

In the late seventeenth century, Puritan ministers were divided over the issue of increasing mercantile wealth and powers of Boston commercial elites. Some ministers denounced the materialism and accompanying irreligious behaviors. Other Puritan ministers created new theology that tried to meld the old and new. The Glorious Revolution in England (1688) offered Puritan ministers hope of regaining their customary authority. The outbreak of **King William's War** in 1689, however, quickly ended any notion of an easy return to peace and prosperity. Instead, continued conflicts, burdensome local taxes to pay for colonial defense against the French and their American Indian allies, and additional fears of American Indian attacks on rural settlements heightened the sense that Satan was at work in the region. Soon, accusations of witchcraft joined outcries against other forms of ungodly behavior. Even though the war ended with neither the French nor the English gaining substantial territory, the conflict left New Englanders with some lingering anxiety about their relations with the French, American Indians, and even the English government.

King William's War
(1689–1697) The first sustained war between France and England in North America; it resulted in no substantial territorial gains for either nation.

Belief in witchcraft had been widespread in Europe and England for centuries. It was part of a general belief in supernatural causes for events that could not otherwise be explained — severe storms, a suspicious fire, a rash of deaths among livestock. When a community began to suspect witchcraft, they often pointed to individuals who challenged cultural norms.

Women who were difficult to get along with, eccentric, poor, or simply too independent, most especially those widows inheriting and controlling land, were easy to imagine as cavorting with evil spirits and invisible demons. Some 160 individuals, mostly women, were accused of witchcraft in Massachusetts and Connecticut between 1647 and 1692. Puritans had executed fifteen witches, who had been prosecuted and convicted according to the laws of the time, prior to 1692 and the Salem accusations. At Salem they again targeted potentially powerful females as shown by the accusations, 80 percent of which Puritans aimed at women. Convictions of witches at Salem led to more executions. Puritans pressed one witch to death under the weight of stones, and offered the spectacle of public hanging for the other nineteen convicted witches. Many of the accused were poor, childless, or disgruntled women, but widows who inherited property also came under suspicion, especially if they fought for control against distant male relatives and neighbors. Considering Puritan theology of predestination and potentially visible sainthood, female inheritance posed a powerful force, which might have undermined Puritan patriarchal authority of religion and society.

AP® TIP
Evaluate the relationship between the Salem witch trials and the development of a patriarchal system in the New England colonies.

Shortages of land in established Puritan communities intensified social conflicts. In New England, the land available for farming shrank as the population soared. By 1700, a New England wife who married at age twenty and survived to forty-five bore an average of eight children, most of whom lived to adulthood. In the original Puritan colonies, the population rose from 100,000 in 1700 to 400,000 in 1750, and many parents were unable to provide their children with sufficient land for profitable farms. A shortage of land led many New England men to seek their fortune farther west, leaving young women with few eligible bachelors to choose from. Marriage prospects were affected as well by battles over inheritance. Still, for most Puritan women daily rounds of labor shaped their lives more powerfully than legal statutes or inheritance rights. The result was increased migration to the frontier, where families were more dependent on their own labor and a small circle of neighbors. And even this option was not accessible to all. Before 1700, servants who survived their indenture had a good chance of securing land, but by the mid-eighteenth century only two of every ten were likely to become landowners.

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Husbands and wives depended on each other to support their family. An ideology of marriage as a partnership took practical form in communities across the colonies, including New England. By the early eighteenth century, many colonial writers promoted the idea of marriage as a partnership, even if the wife remained the junior partner through common law and the concept of *femme covert*.

In Puritan towns, and also commercial cities such as Boston and Salem, the wives of artisans often learned aspects of their husband's craft and assisted their husbands in a variety of ways. Given the overlap between living spaces and workplaces in the eighteenth century, extended households of artisan women often cared for apprentices, journeymen, and laborers as well as their own children. Husbands meanwhile labored alongside their subordinates and represented their families' interests to the larger community. Both spouses were expected to provide models of godliness and to encourage prayer and regular church attendance among household members.

The way of life of rural Puritans shared vast similarities to the ways most land-owning, but not plantation-owning, farming families lived in all the colonies. On farms, where the majority of Puritans lived, women and men played crucial if distinct roles. In general, wives and daughters labored inside the home as well as in the surrounding yard with its kitchen garden, milk house, chicken coop, dairy, or washhouse. Husbands and sons worked the fields, kept the livestock, and managed the orchards. Some families in all the colonies supplemented their own family labor with that of indentured servants, hired field hands, or, even in New England, a small number of enslaved Africans or African Americans. Most families exchanged surplus crops and manufactured goods such as cloth or sausage with neighbors. Some sold at market, creating an economic network of small producers.

Indeed, in the late seventeenth and early eighteenth centuries, many farm families in long-settled areas participated in a **household mode of production**. Men lent each other tools and draft animals and shared grazing land, while women gathered to spin, sew, and quilt. Individuals with special skills like midwifery or blacksmithing assisted neighbors, adding farm produce or credit to the family ledger. One woman's cheese might be bartered for another woman's jam. A family that owned the necessary equipment might brew barley and malt into beer, while a neighbor with a loom would turn yarn into cloth. The system of exchange, managed largely through barter, allowed individual households to function even as they became more specialized in what they produced. Whatever cash was obtained could be used to buy sugar, tea, and other imported goods.

Mrs. Elizabeth Freake and Baby Mary, c. 1671–74 (oil on canvas) (see 183405 for pair)/ American School (17th century)/WORCESTER ART MUSEUM/Worcester Art Museum, Massachusetts, USA/Bridgeman Images

Mrs. Elizabeth Freake and Baby Mary (1674)

This portrait shows Elizabeth Freake, the wife of merchant John Freake, and their eighth child, Mary. Here Elizabeth and her daughter capture Puritan simplicity in their white head coverings and aprons, but also display their family's wealth and John Freake's commercial ties through their silk gowns and embroidered cloth. **What does this painting reveal about Puritan values and society?**

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AP® TIP

Pay attention to how the social classes that developed in New England during the late seventeenth and early eighteenth centuries compared to the classes that developed in the Chesapeake and Carolina.

New England colonial mothers, like rural mothers in other non-exporting farming communities, combined childbearing and child rearing with a great deal of other work. While some affluent families could afford wet nurses and nannies, most women fended for themselves or hired temporary help for particular tasks. Puritan mothers in New England with babies on the hip and children under foot hauled water, fed chickens, collected eggs, picked vegetables, prepared meals, spun thread, and manufactured soap and candles. In this way they shared common experiences with the rural women of every other British North American colony.

REVIEW

- How did Puritan society change between 1630 and 1700?
- What aspects of Puritan society remained the same between 1630 and 1700?

AP® WRITING HISTORICALLY

Crafting a Thesis Statement Based on Continuity and Change and Causation

In Module 2-1, we discussed how to write an effective thesis statement in response to a Long-Essay Question that asks you to employ both comparison and causation. Here, we will show one way to approach answering a Long-Essay Question that focuses on continuity and change over time as well as causation.

Remember, historians draw conclusions about extended periods of time by examining the ways that some things stayed the same across a timespan even as other things changed. Continuity and change over time highlights shifts and developments over a period of time. Noting both changes and significant continuities across time helps historians better illuminate a time period. When you consider continuities and changes over time it's important to remember to think comparatively: within a given time range or pair of time ranges, to what extent did things like politics, economy, or society change, and to what extent did they stay the same?

When you write an essay in response to a continuity and change over time prompt, you will need to write a thesis statement that conveys a clear argument, followed by body paragraphs that interpret historical facts to prove the claims your thesis makes. Continuity and change over time arguments always focus on the *extent* to which things changed or remained the same over the course of an era, or between two eras. In other words, how much change occurred? How much remained stable?

Take a moment to read the following prompt carefully before we walk through a step-by-step process for writing a strong thesis that fully responds to the question.

> Explain the reasons for continuities and changes in New England colonial society during the period from 1620 to 1754.

Step 1 **Break down the prompt.**

First, notice that this prompt asks you for the *reasons* for continuities and changes. This means that to answer the prompt you must not only make an argument about the extent to which things changed and remained the same between 1620 and 1754, but also apply the lens of causation in your essay. In other words, you will have to explain the reasons for the continuities and changes you claim took place.

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Step 2 **List and categorize your relevant historical knowledge.**

Now, let's take a few moments to gather ideas for continuities and changes that you can use in your answer. We suggest creating a chart like the one below, which breaks the topic of the prompt down into at least three sub-topics to focus your historical argument. Remember to choose at least one piece of evidence from early in the given time period and one piece of evidence from later in the time period to support your claim (whether it's continuity or change) for each sub-topic. Below, we've chosen sub-topics a little more specific than the ones we've used already (economics, politics, etc). Keep in mind that your sub-topics can (and should!) be a direct product of the specific time, place, and context the prompt asks you to write about. So, since what you have recently read about New England settlers' conflicts with American Indians, population growth, and social conflict during the seventeenth and early eighteenth centuries are all relevant to the essay prompt, we have chosen these for our sub-topics.

Once you have laid out your pieces of evidence, you should be able to clearly see whether they lend themselves more to a claim of continuity or change. It's helpful to make a note for yourself, as we've done in our example chart. Make sure that your chart contains both continuities *and* changes before moving on.

To complete the chart, add a column to your chart that addresses the cause of the continuity or change — remember, you're being asked to *explain the reasons for* these developments and patterns.

Essay Topic: New England colonial society from 1620 to 1754

Sub-Topic	Evidence from Early New England Society	Evidence from Later New England Society	Claim: Change or Continuity	Cause of Change or Continuity
Conflict with American Indians	Standish & Pilgrims against Massachusetts Indians in 1623; Pequot War, circa 1636–1638	Metacom's War, 1676	Continuity	Success of New England society led to expansion in both periods causing conflicts with American Indians throughout the years 1620 to 1754.
Population Growth	Early growth primarily from migration, for example, Pilgrims in 1620s; Great Puritan Migration of 1630s	Later growth more from natural increase, e.g., large farm families, and spread of settlement to Connecticut and part of Maine that became New Hampshire	Change	Events in English history caused early influxes of migrants pushed out by religious persecution, but later developments in England, e.g., the Glorious Revolution, led to fewer reasons for dissenters to leave.

You now have a basic outline for an essay that contains the blueprint for a thesis statement. Remember, a thesis that fully addresses a continuity and change over time prompt will need to have two claims: one for a continuity and one for a change. The sub-topics you explore in your pre-writing will come in handy for explaining the reasons for continuity and change.

Take a moment to summarize your thoughts on paper by writing out one claim that asserts a continuity in one of your sub-topics. This statement should be directly comparative — that is, make sure to combine a reference to earlier and later aspects of the time period given in the prompt. A statement claiming continuity built from the chart above might look something like this:

> Between 1620 and 1754, the New England colonies continued to experience conflict with Native Americans, starting with the initial conflicts between Myles Standish and the Massachusetts Indians in the 1620s, the Pequot War in the 1630s, and Metacom's War in the 1670s **[continuity statement]**.

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Before moving on to address changes, follow up your comparative claim with an explanation of the reasons why there was continuity in this sub-topic of New England society:

> This continuing conflict with Native Americans was caused by the expansion of English settlements as their population continued to grow and depend upon independent farms and new settlements **[reason for continuity]**.

Repeat this process with a claim about change in one of your sub-topics. Again, the statement you write should be directly comparative. To mark a change that contrasts the earlier part of the time period against the later part, you may find it helpful to use a transition word such as *but*, *although*, *whereas*, or *however*. As you did with your continuity claim, follow up with an explanation of the causes of the change in this sub-topic of New England society. Here's one example of a change statement that addresses causation:

> Between 1620 and 1754, the reasons for population growth in the New England colonies changed from migration from England to natural reproduction **[claim statement]**. Internal conflict in England during the 1640s slowed Puritan migration to New England, however, the success of the New England colonies and their high birth rate contributed to the natural increase of the population of these colonies, despite the slowing of immigration **[reason statement]**.

Step 3 Write a thesis statement.

Now you're ready to write a thesis statement that incorporates all of these claims. Again, it's important to make sure that your thesis presents historical claims about both changes and continuities as well as provides one or more reasons for both change and continuity. Let's take a look at a thesis that effectively responds to our example prompt:

> New England colonial society in the period from 1630 to 1754 showed continuity in its ongoing conflicts with American Indians, which were caused by growth of the colonial population, but also experienced changes in the reasons for population growth — initially caused by those who dissented from Puritanism and left England and later caused by growth of the population through natural increase.

Notice that this thesis incorporates both the reasons for continuities in New England between 1630 and 1754 and changes during the same period. It also includes a statement that alerts the reader to your "turn," where the thesis moves from continuities to changes: "but also experienced changes in the reasons for population growth…."

ACTIVITY

Create two more claims, one for continuity and one for change, regarding New England between 1620 and 1754. Be sure to consider the reasons for the continuity and the change. Feel free to reproduce the chart above in your notebook to organize your thoughts. Here are some potential topics, but you can also generate your own:

- **Religious ideas**
- **Relation to environment**
- **Economics and trade**
- **Government structure**

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MODULE 2-3 REVIEW

KEY **CONCEPTS** AND **EVENTS**

Protestant Reformation, *000*
Pilgrims, *000*
papal, *000*
theologians, *000*
indulgences, *000*
predestination, *000*
Mayflower Compact, *000*
Wampanoag, *000*
Massachusetts, *000*
Great Puritan Migration, *000*
Anglicization, *000*
common law, *000*
patriarchal family, *000*
Narragansetts, *000*
Pequot, *000*
Pequot War, *000*
Metacom's War, *000*
Dominion of New England, *000*
Glorious Revolution, *000*
King William's War, *000*
household mode of production, *000*

KEY **PEOPLE**

Martin Luther, *000*
John Calvin, *000*
King Henry VIII, *000*
Queen Elizabeth I, *000*
King Phillip II, *000*
Chief Massasoit, *000*
John Winthrop, *000*
Roger Williams, *000*
Anne Hutchinson, *000*
Oliver Cromwell, *000*
King James II, *000*
Mary II, *000*
William of Orange, *000*
John Locke, *000*

CHRONOLOGY

1620 Mayflower Compact establishes Plymouth Colony
1623 Establishment of Massachusetts Bay Company
1630s Puritan colonies spread quickly appropriating American Indian lands
1635 Dissenters establish Providence, Rhode Island
1642–51 English Civil War leads to colonial population surge
1647–92 Salem witch paranoia
c. 1750 Land shortage for inheritance

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Module 2-4

The British West Indies and South Atlantic Colonies

LEARNING **TARGETS**

By the end of this module, you should be able to:

- Explain how the colonies of the southern Atlantic coast and the British West Indies developed plantation economies based on exporting staple crops.
- Explain why colonies in both locations depended on the labor of enslaved Africans.

THEMATIC **FOCUS**

Work, Exchange, and Technology

Geography and the Environment

Migration and Settlement

Throughout the late seventeenth and early eighteenth centuries, the colonies of the southern Atlantic coast and the British West Indies developed plantation societies based on exporting staple crops and depended on the labor of enslaved Africans.

HISTORICAL REASONING **FOCUS**

Causation

Module 1-3 (p. 00) discussed the ways historians understand events by studying and interpreting their effects. When historians examine events and developments through the lens of causation, they study the interplay of both causes and effects in order to come to a better understanding of their significance. This analysis can be deepened by explaining not only how one event led to other events, but also discussing reasons why later events were affected. This approach to studying history treats it as a chain reaction — we can understand the relationships between historical developments as links in that chain.

For an example of how you might examine the ripple effects caused by historical developments, pay close attention to the beginning of this module, which notes how the financial success of early English plantation economies led to the founding of new colonies in North America. In 1609, the English established a small settlement on the Caribbean island of Bermuda. Later, rice and sugar plantations in Barbados encouraged the English to set up new plantation economies in North Carolina and South Carolina — because they hoped to generate even more wealth in a similar fashion. The combined effects of the wealth generated by North American plantation colonies and the intensification of English and Spanish imperial contests for the Americas then led to further expansion, including the founding of a Georgia colony.

TASK ▶ As you read this module, keep a close eye on the causes of historical developments and think about the reasons for their effects. Consider the larger significance of these effects — what do they mean in the grand scheme of history? How can they help explain why history unfolded as it did? Asking yourself these questions will help you sharpen your understanding of this period in American history.

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In the seventeenth century, English investors, in partnership with the crown, sought opportunities for profitable exports by establishing plantation economies in the Caribbean, then known as the West Indies, and on lands south of Virginia. Because of the financial success of these efforts on islands in the West Indies, in 1660 the crown founded the Carolina colony. Much later, as a result of imperial rivalry with Spain for North American lands, the crown founded the Georgia colony in 1732 to secure the vast wealth generated in southern cash-crop colonies (Maryland, Virginia, North Carolina, and South Carolina).

The **English Compete** for the **West Indies**

Hoping to mimic Spanish successes with tobacco in the Caribbean, English investors turned their sights to the islands in the early seventeenth century. In the 1620s, the English developed more permanent settlements on Caribbean islands of St. Christopher, Barbados, and Nevis, which came to be known as the British West Indies during that era.

Barbados, with its highly profitable tobacco plantations, quickly emerged as the most attractive of the West Indies colonies. English migrants settled there in growing numbers, bringing in white indentured servants, many of whom were Irish and Scottish, to raise livestock in the early years, although cultivating tobacco and cotton soon took priority. English tobacco plantations throughout the West Indies quickly became the economic engine of English colonization and expansive **imperialism**. This economic expansion in turn led to demands for new forms of labor to ensure profitable returns on investment. Investors sent large numbers of the indentured servants across the Atlantic, and growing numbers of Africans were forced onto ships for sale in the Americas.

imperialism A policy of increasing the global power and expanding the borders of a nation, typically via military force.

In the 1630s, falling tobacco prices resulted in economic stagnation on Barbados. By that time, however, a few forward-looking planters were already considering another avenue to wealth: sugarcane. English and European consumers absorbed as much sugar as the market could provide, but producing sugar was difficult, expensive, and labor-intensive. In addition, the sugar

Sarin Images/Granger

Sugar Manufacturing in the West Indies This seventeenth-century engraving depicts the use of enslaved labor in the production of sugar in the West Indies. The Dutch, English, and French used enslaved labor to plant sugarcane and then cut, press, and boil it to produce molasses. The molasses was turned into rum and refined sugar, both highly profitable exports. **What similarities did the sugar economy of the Caribbean and the tobacco economy of the Chesapeake share? How did the two economies differ?**

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AP® TIP

As you read this module, trace the causes of British expansion in the Americas and its effects on England, North America, and Africa.

that was sent from America needed further refinement in Europe before being sold to consumers. The Dutch had built the best refineries in Europe, but their small West Indies colonies could not supply sufficient raw sugar. By 1640 they formed a partnership with English planters, offering them the knowledge and financing to cultivate sugar on British-controlled Barbados, which was then refined in the Netherlands. That decision reshaped the economic and political landscape of North America and intensified competition for both land and labor. Thus, as the English developed an economy based on sugar in the West Indies, they also developed a harsh slave system.

AP® ANALYZING SOURCES

Source: Richard Ligon, Map of Barbados, 1657.

About the source: Most of the writing on the map (particularly the small labels along the coastline) delineates individual plantation holdings by British sugar planters. Near the center of the island are these words: "The ten thousand acres of land which belong to the merchants of London."

Antiqua Print Gallery/Alamy

Questions for Analysis

1. Describe at least three types of details that the mapmaker illustrated on the map.
2. Explain how the goals of the founders of Barbados influenced the details included in the map.
3. Explain how English goals for Barbados shaped the society that developed in the colony.

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By 1660 Barbados had become the first English colony with a black majority population. Twenty years later, there were seventeen enslaved people for every white indentured servant on Barbados. The growth of slavery on the island depended almost wholly on imports from Africa, since the enslaved in Barbados died faster than they could reproduce themselves. As an effect of high death rates, brutal working conditions, and massive imports, Barbados systematized its slave code, defining enslaved Africans as **chattel** — that is, as mere property more akin to livestock than to human beings. The booming sugar industry spurred the development of plantation slavery, and in turn gave rise to the slave codes that legally enforced slavery in the British West Indies.

REVIEW

- How did the seventeenth-century Atlantic economy influence that of the West Indies?

The British West Indies Influence South Carolina

AP® TIP

As you read this section, think about how the motivations for settlement in the Carolinas compare with the motivations for settlement in the Chesapeake and New England colonies.

In return for help in securing his rule after returning from exile and taking back the throne in 1660, and in hopes of creating financially rewarding colonies, Charles II granted the extensive lands that became the states of North and South Carolina to eight English nobles. In what is now South Carolina, English planters with West Indies connections quickly came to shape and dominate seventeenth-century society. They created a mainland version of Barbados by introducing enslaved Africans as laborers and carving out plantations. Early South Carolina plantations produced the labor-intensive cash-crop of rice, which was then exported to the British West Indies, where it was used to feed enslaved Africans working in the tobacco, and later sugar, plantations.

AP® ANALYZING SOURCES

Source: South Carolina Colonial Legislature, Slave Code, 1640.

> "And be it enacted, . . . That all negroes and Indians, (free Indians in amity with this government, and negroes, mulattoes and mestizos, who are now free, excepted), mulattoes or mestizos who now are, or shall hereafter be, in this Province, and all their issue and offspring, born or to be born, shall be, and they are hereby declared to be, and remain forever hereafter, absolute slaves, and shall follow the condition of the mother, and shall be deemed, held, taken, reputed and adjudged in law, to be chattels personal, in the hands of their owners and possessors, and their executors, administrators and assigns, to all intents, constructions and purposes whatsoever. . . .

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. . . Be it further enacted by the authority aforesaid, That no person whatsoever shall permit or suffer any slave under his or their care or management, and who lives or is employed in Charlestown, or any other town in this Province, to go out of the limits of the said town, or any such slave who lives in the country, to go out of the plantation to which such slave belongs . . . without a letter . . . which . . . shall be signed by the master or other person having the care or charge of such slave. . . .

[E]very slave who shall be found out of Charlestown, or any other town . . . or out of the plantation to which such slave belongs . . . if such slave lives in this country, without such letter . . . , or without a white person in his company, shall be punished with whipping on the bare back, not exceeding twenty lashes. . . .

. . . And be it further enacted by the authority aforesaid, That if any slave who shall be out of the house or plantation where such slave shall live, or shall be usually employed, or without some white person in company with such slave, shall refuse to submit to or undergo the examination of any white person, it shall be lawful for any such white person to pursue, apprehend, and moderately correct such slave; and if any such slave shall assault and strike such white person, such slave may be lawfully killed."

Questions for Analysis

1. Describe the developments that led the South Carolina Legislature to pass the Slave Code.
2. Describe the negative effects of the Slave Code on the society of South Carolina.
3. Explain the reasons for the negative effects of the Slave Code on South Carolina society.

AP® TIP

Make sure you understand the similarities and differences between land-owning classes in South Carolina, the Chesapeake, and the New England colonies.

The city of Charleston was one of the main ports receiving enslaved Africans in the early 1700s. The same trade in human cargo that brought misery to millions of Africans generated huge profits for traders, investors, and plantation owners and helped turn America's seaport cities, like Charleston, into centers of culture and consumption. The enslaved labor needed to produce sugar and rice in South Carolina was controlled by a small, but enormously wealthy class of landholders who oversaw the politics and economy of the colony. The necessity for a large labor force also created a population of enslaved Africans that by the early eighteenth century outnumbered white settlers in the colony.

REVIEW

- How did the economy of the West Indies affect the economy that formed in South Carolina during the late seventeenth century?
- In what ways was the economy of South Carolina distinct from that of the Chesapeake colonies during this time period?

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MAP 2.4 West Indies and Carolina in the Seventeenth Century Beginning in the 1630s, sugar cultivation transformed West Indies colonies. The British consumed sugar in large quantities, ensuring the economic success of Barbados and its neighbors and a vast increase in the enslaved population. In the 1660s, Barbados planters obtained a charter for Carolina and sent many early settlers — white planters and merchants as well as enslaved laborers — to this mainland colony. **Given where Barbados is located, what potential commercial rivalries could it cause between European powers during the seventeenth century?**

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Daily Life in Eighteenth-Century South Carolina

In South Carolina, immigrants could acquire land more easily than in older colonies such as New England, but their chances for economic autonomy were increasingly influenced by the spread of slavery. As hundreds and then thousands of Africans were imported into South Carolina in the 1720s and 1730s, economic and political power became more entrenched in the hands of planters and merchants. Increasingly, they controlled the markets, wrote the laws, and set the terms by which white as well as black families lived. Farms along inland waterways and on the frontier were crucial in providing food and other items for urban residents and for planters with large labor forces. But farm families depended on commercial and planter elites to market their goods and help defend their communities against hostile American Indians or Spaniards.

AP® TIP

Make sure to think about the degree to which individuals had opportunity for land ownership in South Carolina, the Chesapeake, and New England during the early eighteenth century.

During this time, more than two-thirds of white families in South Carolina owned no enslaved labor and farmed their own lands. Yet small farmers became increasingly dependent on large landowners, who controlled markets, political authority, and the courts. As in the Chesapeake and North Carolina colonies, artisans in South Carolina depended on wealthy planters for their livelihood. Artisans worked either for plantation owners directly, or for the shipping companies and merchants that relied on plantation orders.

In 1745, some forty thousand Scots who had supported the Catholic monarchs in England prior to the Glorious Revolution were shipped to the Carolinas after a failed rebellion. They were mostly Presbyterian Protestants, although there was also a significant minority of Catholics who had fought for independence from Great Britain. They swelled the existing ranks of **subsistence farmers** in the South Carolina backcountry. These farmers purchased few goods manufactured by artisans, relying instead on home production. To complicate matters, these tenant farmers relied almost entirely on large landowners for access to land to earn their sustenance, whether by farming or hunting.

subsistence farmers
Farmers who grow crops for their own needs rather than for economic gain.

Like other poor people in the colonies, some in South Carolina fared far worse than the few plantation owners who controlled its economy and politics. One-fifth of all white southerners owned little more than the clothes on their backs in the mid-eighteenth century. The few free black people found almost no opportunities for land ownership and

TO BE SOLD on board the Ship *Bance-Island*, on tuesday the 6th of *May* next, at *Ashley-Ferry*; a choice cargo of about 250 fine healthy

NEGROES,

just arrived from the Windward & Rice Coast. —The utmost care has already been taken, and shall be continued, to keep them free from the least danger of being infected with the SMALL-POX, no boat having been on board, and all other communication with people from *Charles-Town* prevented.

Austin, Laurens, & Appleby.

N. B. Full one Half of the above Negroes have had the SMALL-POX in their own Country.

Library of Congress, LC-USZ62-10293

Sale of Slaves in Charleston, South Carolina This ad focuses on the health of the 250 Africans offered for sale, half of whom have developed immunity to smallpox. Being from the Rice Coast, they were also likely skilled in cultivating rice. **How does the language of this advertisement both reveal the conditions endured by enslaved Africans and reflect the social and economic changes occurring in the South Atlantic colonies during the eighteenth century?**

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AP® TIP

Be sure you can explain the effects of land ownership and slavery on the development of the social structures in South Carolina during the first half of the eighteenth century.

economic independence, and the majority who were enslaved faced fully developed slave codes, based on those in Barbados, at the very outset of colonization. Thus, like their counterparts in North Carolina and the Chesapeake, they had little hope of gaining their freedom.

Economic changes driving expansion of existing and the development of new plantation systems in the British American colonies did produce positive effects for some colonists. Large landholders able to secure bound labor generated massive wealth that could be passed down to their families. The mechanization of cloth production in England during the eighteenth century also demanded vast amounts of labor and raw materials from both the English countryside and the colonies. It ensured, for example, the enormous profitability of indigo that was cultivated on southern plantations and used to dye English textiles in the mid-to-late eighteenth century. Thus, cash-crop indigo, tobacco, rice, and sugar plantations, each with profits built through the bound labor of hundreds of enslaved black people, benefited white plantation families, who passed their profits and land to their children, creating a class of inherited wealth.

REVIEW

- What factors contributed to the rise of slavery in South Carolina?
- How did the economy of inherited wealth contribute to the expansion of slavery?

AP® WRITING HISTORICALLY Writing a Long Essay

In Modules 2-1 through 2-3, you were introduced to Long-Essay Questions and practiced how to think about, write a thesis for, and write topic sentences in support of a historical argument in response to an essay prompt. Now it's time to put all of that practice together into a full essay.

Previously you have seen Long-Essay Questions that have asked you to consider continuity and changes over time, explain causes, and draw comparisons; here we will focus on a prompt that deals primarily with effects. Although this may seem like a totally new historical thinking skill, it isn't. You may find it helpful to think of causation as a coin with two sides: on the one side, causes, and on the other, effects. Let's take a look at a prompt that focuses on a period in history you have just finished reading about:

> Explain the effects of economics in shaping the development of the societies of South Carolina and the English Caribbean in the period from 1660 to 1754.

Step 1 Break down the prompt and pre-write your response.

As with any other prompt, you should start by thinking broadly about what you know about the topic of societies in South Carolina and the British West Indies during the time period specified in the prompt. Don't forget that you are also being asked to make an argument that analyzes a specific aspect of those societies: the economics that shaped their development. You can apply any of the pre-writing strategies from previous modules to organize your thoughts.

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Step 2 **Write a thesis statement.**

Generate a working thesis that fully answers the prompt. As you do so, you can use your pre-writing to guide your argument. Your essay should be a representation of both your content knowledge and historical reasoning skills. To make sure you are showcasing both, choose claims — in this case, about economic effects — that you can plan to defend with evidence. A strong thesis in response to this prompt might look something like:

> The profitability of sugar as a cash crop for the English Caribbean colonies and the Carolinas shaped these societies by creating a large, enslaved population, a small upper class of wealthy landholders, and a class of poor whites who were forced to the margins of colonial society.

Step 3 **Use your thesis claims to write topic sentences for each body paragraph of your essay.**

Now that you have a thesis, it's time to plan your essay. Just as you practiced in Module 2-2, one way to do this is to plan the topic sentences for your body paragraphs. Once you have written your topic sentences, it's time to marshal your evidence. Historians use historical facts, analyzed in light of their arguments, to prove the topic sentences of their body paragraphs, which in turn, form their theses.

Let's say one of your topic sentences is:

> After the fall of tobacco prices in the 1630s, planters in Barbados turned to the production of sugar cane, which European consumers consumed in vast quantities.

This topic sentence helps you answer the prompt "*Explain the effects of economics in shaping the development of the societies....*" since it establishes an economic cause ("the profitability of sugar") and an effect ("large, enslaved labor force"). Now you're ready to prove this with historical evidence.

> After the fall of tobacco prices in the 1630s, planters in Barbados turned to the production of sugar cane, which European consumers consumed in vast quantities. **[claim with evidence of cause]**. However, producing sugar was difficult, expensive, and required a large labor force. By the 1660s, enslaved Africans, who had already been a part of the transatlantic economy for over a generation, provided a convenient labor force for sugar production in Barbados **[evidence of effect]**. Charleston, in the Carolinas, served as a port of entry for many of these enslaved Africans, and the colony itself began to produce sugar and, later, rice as an easily consumable good for enslaved populations in the English colonies **[evidence of effect]**. By the late seventeenth century, English societies in the Caribbean and the Carolinas were shaped by slavery, where enslaved Africans outnumbered white colonists, and in each case a legal system was formed to make slavery permanent as a way to sustain the profitability of the colony **[explanation of effect]**.

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ACTIVITY

Using your knowledge of history from Modules 2-1 through 2-4, answer the following Long-Essay Question. Explain how physical environments shaped the development of English North American colonies in New England, the Chesapeake, and the Carolinas in the period from 1607 to 1754. You may wish to use the following outline to guide your response:

- **I. Thesis statement presenting three claims**
- **II. Claim 1 body paragraph**
  - **A. Topic sentence presenting claim 1**
  - **B. Cite evidence of claim 1**
- **III. Claim 2 body paragraph**
  - **A. Topic sentence presenting claim 2**
  - **B. Cite evidence of claim 2**
- **IV. Claim 3 body paragraph**
  - **A. Topic sentence presenting claim 3**
  - **B. Cite evidence of claim 3**
- **V. Conclusion**

MODULE 2-4 REVIEW

KEY **CONCEPTS** AND **EVENTS**

imperialism, *000*

subsistence farmers, *000*

CHRONOLOGY

1620s	Establishment of British West Indies
1660	Barbados reaches majority black population
c. 1700	Charleston becomes leading importer of enslaved Africans
1720s–30s	Planters and merchants make economic and political gains

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Module 2-5

The Middle Colonies

LEARNING **TARGETS**

By the end of this module, you should be able to:

- Explain how and why environmental and other factors shaped the development and expansion of the Middle Colonies.
- Explain why various settlers came to the Middle Colonies.
- Explain the factors that led Europeans to migrate to the Middle Colonies.

THEMATIC **FOCUS**

Geography and the Environment

Migration and Settlement

America in the World

American and Regional Culture

Starting in the 1660s, the English began to colonize the mid-Atlantic region in North America. The economies they developed were based on trade, and the societies they formed were built on relative religious and ethnic tolerance.

HISTORICAL REASONING **FOCUS**

Contextualization

You've probably heard the saying, "Context is everything" at least once before. Context is what helps you fully understand the world around you and the people in it. Let's think about a simple example of why context matters and how it shapes our perceptions. Let's say it's freezing outside and snowing — you put on a heavy jacket and gloves before heading out the door, and everyone you see outside is dressed similarly. Given the context of the weather, your outfit makes sense — but deciding to wear that same outfit in Hawaii in August would no doubt raise a few eyebrows. Or, take a more immediately relevant example: You are reading this book about U.S. history, and how much attention you pay to it probably makes sense within the context of how well you want to do on the AP® U.S. History Exam. The context that you want to get a high score therefore leads you to read more carefully.

This concept of contextualization also helps guide historians in examining and interpreting the past. Context shapes and influences events; you can think of it as providing reasons for what happens. The bigger and more important those reasons, the more relevant to the event that context is. For instance, the context of the Atlantic economy shaped the decisions made by British colonists in New England, the Chesapeake, and the Carolinas. All three regions, though very different in their own ways, created economies that "fit" within the context of the Atlantic trade system.

TASK ▶ As you read this module, pay special attention to the contexts that shaped the development of the Middle Colonies — and challenge yourself to think about how those contexts differed from those that influenced the societies that arose in New England, the Chesapeake region, and the South Atlantic colonies.

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AP® TIP

Before you read the rest of this module, take note of where the Middle Colonies (New York, New Jersey, Delaware, Pennsylvania) were located in relation to other British North American colonies. As you move through this module, be sure to think about how the New England and Chesapeake colonies influenced the development of this region.

The most important developments of the Middle Colonies occurred in the context of the restoration of the English monarchy in 1660, when English kings began granting North American land to men loyal to the crown. These land grants served both as rewards for the nobles who had secured the monarchy for Charles II, and also as part of a larger quest to build a North American empire that would produce vast wealth for the monarchy and English nation-state. During his reign, Charles II appointed English gentlemen as the proprietors of a string of colonies stretching from Carolina to New York.

The Middle Colonies grew in the coastal lands the British seized from the Netherlands in the 1660s, sandwiched between Maryland and the Puritan New England colonies. The English monarchy, first under the rule of Charles II and later under his brother King James II (r. 1685–1688), aggressively conquered, chartered, populated, and developed the Middle Colonies in less than twenty years, setting in place patterns that persisted long after the Glorious Revolution halted James's reign in 1688.

Colonies Develop in New York and New Jersey

Leisler's Rebellion Class revolt by urban artisans and landless renters led by Merchant Jacob Leisler in 1689 New York over new taxes and centralized rule.

AP® TIP

Pay special attention to the comparisons and contrasts you can draw between Leisler's Rebellion and Bacon's Rebellion (Module 2-2). How were the causes, events, and outcomes similar, and how did they differ? What are the reasons for these similarities and differences?

After the English wrested control of New Amsterdam from the Dutch in 1664, they renamed it New York, appointing King Charles's brother James, whose title at the time was the Duke of York, to rule it. Later in 1664, the Duke of York divided the territory and granted a colony to Sir George Carteret, which eventually became the Middle Colony of New Jersey. English rule for the next twenty-four years imposed little change on the less than ten-thousand Dutch colonists in the Hudson River valley.

The Glorious Revolution, which deposed James II in 1688, also resulted in a class revolt in New York called **Leisler's Rebellion**. When news arrived of the Glorious Revolution in 1689, a German-born merchant named Jacob Leisler led a faction that rallied against the centralized rule and taxes that had been levied under James II, overthrowing the royal authorities appointed to run New York by the deposed king. Once in power, Leisler favored middling and lower-class colonists with government positions, and often sided with tenants in disputes against their landlords. Leisler's time in power was, however, short-lived. As royally appointed representatives of King William and Mary arrived to govern New York in 1691, they sided with the elites who had opposed Leisler. He was put on trial and executed later that year for leading a revolt against royal authority. The legacy of his rebellion, however, would live on. Class issues surrounding access to land would remain a critical issue in the Middle Colonies, and social unrest would persist into the 1740s, when protests echoing issues central to Leisler's Rebellion erupted on estates in New Jersey and along the Hudson River in New York.

In the 1690s, Dutch landholding families and wealthy English merchants in New York gained the backing of the newly appointed royal governor, who instituted representative assemblies through elections dominated by elite landlords. New York City already had a relatively diverse population, including small numbers of Jewish merchant families who had migrated when it was known as New Netherlands, and it evolved as a center of commerce in the Atlantic economy. The colony would exert extensive economic, cultural, and social influence throughout the eighteenth century.

The emergence of an elite class of merchants in New York revealed growing colonial inequality. Wealthy urban merchants and professionals lived alongside a middle class of artisans and shopkeepers, as well as a growing underclass comprised of unskilled laborers, widows, orphans,

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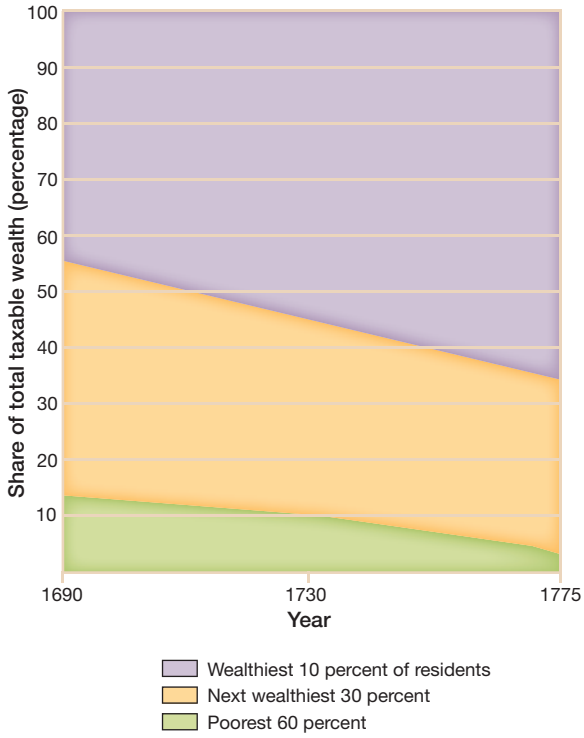

Data from Gary B. Nash, *The Urban Crucible: Social Change, Political Consciousness, and the Origins of the American Revolution* (Cambridge, MA: Harvard University Press, 1979).

Wealth Inequality in Northern Cities, 1690–1775
During the eighteenth century, the wealth of merchants rose much faster than that of artisans and laborers. **Over this period, how did the wealth of the top 10 percent of this population change in relation to the next wealthiest 30 percent and the poorest 60 percent?**

the elderly, the disabled, and the unemployed. The colony of New York was also a society with an enslaved population. Black people accounted for about 14 percent of its inhabitants by the late 1770s. By the 1710s, New York City hosted the second largest slave market in the mainland colonies. While some enslaved people who passed through this market worked on agricultural estates in the Hudson River valley and New Jersey, even more labored as dockworkers, seamen, blacksmiths, and household servants in New York City. These enslaved laborers sometimes lived in their owners' homes, but more often they resided together in separate, impoverished communities. Symbolizing their lack of acceptance by the white population, black people, both free and enslaved, were regularly taken outside the city limits for burial.

AP® ANALYZING SOURCES

Source: Anonymous author, Letter from a Gentleman of the City of New York on Leisler's Rebellion, 1689.

". . . [A]gainst Expectation it soon happened, that on the last day of said Month of May, Capt. Leisler having a Vessel with some Wines in the Road, for which he refused to pay the Duty, did in a Seditious manner stir up the meanest sort of the Inhabitants (affirming, That King James being fled the Kingdom, all manner of Government was fallen in this Province) to rise in Arms, and forcibly possess themselves of the Fort and Stores . . . where a party of Armed Men came from the Fort, and forced the Lieut. Governor to deliver them the Keys; and seized also in his Chamber a Chest with Seven Hundred Seventy Three Pounds, Twelve Shillings, in Money of the Government. . . .

About a week after, Reports came from Boston, That their Royal Highnesses, the Prince and Princess of Orange were proclaimed King and Queen of England. . . . Capt. Leisler . . . did proclaim the same, though very disorderly, after which he went with his Accomplices to the Fort . . . and drank the Health and Prosperity of King William and Queen Mary with great Expressions of Joy.

(Continued)

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> Two days after, a printed Proclamation was procured by some of the Council, . . . appointed to collect the Revenue until Orders should arrive from England. . . . But as soon as those Gentlemen entered upon the Office, Capt. Leisler with a party of his Men in Arms, and Drink, fell upon them at the Custom-House, and with Naked Swords beat them thence, endeavoring to Massacre some of them, which were Rescued by Providence. Whereupon said Leisler beat an Alarm, crying about the City, 'Treason, Treason.' . . .
>
> The said Capt. Leisler, finding almost every man of Sense, Reputation, or Estate in the place to oppose and discourage his Irregularities, caused frequent false Alarms to be made, and sent several parties of his armed Men out of the Fort, drag'd into nasty . . . [Jails]. . . Gentlemen, and others, . . . without any Process, or allowing them to Bail. . . .
>
> In this manner he the said Leisler, with his Accomplices, did force, pillage, rob and steal from their Majesties good Subjects within this Province, almost to their utter Ruin, vast Sums of Money, and other Effects. . . ."

Questions for Analysis

1. Identify the actions Leisler took after receiving word of the overthrow of James II.
2. Describe the author's attitude toward Leisler's Rebellion.
3. Explain the reasons for Leisler's Rebellion.

REVIEW

How did international conflicts shape the colony of New York during the seventeenth and eighteenth centuries?

Sir William Penn's Goal of a Peaceable Kingdom

In 1681, King Charles II granted the lands that would become the colonies of Delaware and Pennsylvania to William Penn, a convert to a pacifist Protestant sect known as the Society of Friends, or Quakers. Quakers were considered radical and were severely persecuted in England, and so Penn founded Pennsylvania as a Quaker religious haven in North America. As governor of the colony, Penn moved to Philadelphia in 1682, and, unlike other English colonial proprietors, personally governed it.

William Penn provided a more inclusive model of colonial rule. He established friendly relations with the local Lenni-Lenape Indians and drew up a Frame of Government in 1682 that recognized religious freedom for all Christians and allowed all property-owning men to vote and hold office. Under Penn's leadership, Philadelphia grew into a bustling port city, while the rest of Pennsylvania attracted thousands of middle-class farm families, most of them Quakers, as well as artisans and merchants. During this time, Africans and African Americans formed only a small percentage of Pennsylvania's population, despite the notable concentration of enslaved black dockworkers, porters, and seaman in Philadelphia in the late seventeenth century.

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AP® ANALYZING SOURCES

Source: William Penn, Proprietor of Pennsylvania, Preface to his "Frame of Government," 1682.

". . . I know what is said by the several admirers of monarchy, aristocracy and democracy, which are the rule of one, a few, and many, and are the three common ideas of government, when men discourse on that subject. But I choose to solve the controversy with this small distinction, and it belongs to all three: any government is free to the people under it (whatever be the frame) where the laws rule, and the people are a party to those laws, and more than this [anything else] is tyranny, oligarchy, or confusion.

. . . [W]hen all is said, there is hardly one frame of government in the world so ill designed by its first founders, that, in good hands, would not do well enough; and story tells us, the best, in ill ones, can do nothing that is great or good; witness the Jewish and Roman states. Governments, like clocks, go from the motion men give them; and as governments are made and moved by men, so by them they are ruined too. Wherefore governments rather depend upon men, than men upon governments. Let men be good, and the government cannot be bad; if it be ill, they will cure it. But if men be bad, let the government be never so good, they will endeavor to warp and spoil it to their turn."

Questions for Analysis

1. Identify the attributes of a good government according to Penn.
2. Identify the kinds of government Penn draws on to make his case.
3. Describe the requirements that men who would create a good government must meet.
4. Explain the context influencing Penn's claim that, "Let men be good, and the government cannot be bad; if it be ill, they will cure it."

In its first four decades, the population of Pennsylvania boomed as immigrants were drawn by Penn's tolerant policies. These colonists demanded more land and pushed westward to find unclaimed territory, or lands for sale. At the beginning of the eighteenth century, German and Scots-Irish immigrants joined Anglo-American settlers in rural areas of New Jersey, Pennsylvania, and Delaware. Many immigrants to Pennsylvania settled in areas that were dotted with Iroquois, Algonquian, and Siouan towns. Perhaps inheriting Penn's peaceable vision, or maybe due to a lack of coordinated colonial military effort to dislodge American Indians, Pennsylvanian colonists mostly negotiated with them to purchase farmland.

At the same time, groups of Delaware and Shawnee Indians, who had been pushed out of New Jersey and the Ohio Valley by pressure from settlers, also moved into Pennsylvania. They negotiated with colonists, the colonial government, and other American Indian tribes to establish new farming communities for themselves. All along the Pennsylvania frontier, the lines between American Indian and European immigrant settlements blurred. Many communities prospered in the region, with white settlers exchanging European and colonial goods for access to American Indian-controlled orchards, waterways, and lands.

"Let men be good, and the government cannot be bad; if it be ill, they will cure it."

Sir William Penn, 1682

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MAP 2.5 Frontier Settlements and American Indian Towns in Pennsylvania, 1700–1740 German and Scots-Irish immigrants to Pennsylvania mingled with American Indian settlements in the early eighteenth century as Delaware and Shawnee groups were pushed west from New Jersey. In the 1720s and 1730s, however, European migration escalated dramatically in the fertile river valleys. In response, once-independent American Indian tribes joined the Delaware and Shawnee nations to strengthen their position against the influx of colonists. **What environmental factors contributed to the location of the European settlements on this map?**

Of the migrants attracted to Penn's colony in the early eighteenth century, Benjamin Franklin was the most notable. Franklin was apprenticed to his brother, a printer, an occupation that matched his interest in books, reading, and politics. At age sixteen, Benjamin published (anonymously) his first essays in his brother's paper, the *New England Courant*. Two years later, a family dispute led Benjamin to try his luck in New York and then Philadelphia. His fortunes were fragile, but he combined hard work with a quick wit, good luck, and political connections, which together led to success. In 1729 Franklin purchased the *Pennsylvania Gazette* and became the colony's official printer.

REVIEW

How did colonists' motivations for settlement in New York, New Jersey, and Pennsylvania during the late seventeenth century differ?

Expansion and Conflict in Pennsylvania

After William Penn died in 1718, his sons and closest advisers struggled to gain control over the colony. A surge of new laborers came to the British North American colonies in the 1720s, and many settled in the Middle Colonies. The population of the Middle Colonies swelled from 50,000 in 1700 to 250,000 in 1750. The increase was due in part to wheat prices. Hoping to take advantage of this boon, Anglo-Americans, Germans, Scots-Irish, and other non-English groups settled western Pennsylvania and New York's Mohawk River valley, hoping to labor on or purchase grain farms in the Middle Colonies. Shipping agents offered many people seeking passage to America loans for their passage that were repaid when the immigrants found a colonial employer who would redeem (that is, repay) the agents. In turn, these **redemptioners**, who often traveled with families, labored for that employer for a set number of years, much like indentured servants. The redemption system was popular in the Middle Colonies, especially among German immigrants who hoped to establish farms on the Pennsylvania frontier. While many succeeded, their circumstances could be extremely difficult.

redemptioners Immigrants who received loans for their passage from shipping agents. Their loans were then paid off by their employer, redeeming their debt. Redemptioners then worked as indentured servants for a set number of years. This arrangement of travel, debt, and indenture is called the redemption system.

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AP® TIP

Be sure you can explain the causes of and reactions to increased immigration to the Pennsylvania colony during the first half of the eighteenth century.

In prosperous parts of the Middle Colonies, many landless laborers abandoned rural life and searched for urban opportunities during the first half of the eighteenth century. They moved to Philadelphia or other towns and cities in the region, seeking jobs as dockworkers, street vendors, or servants, or as apprentices in one of the skilled trades. But the surplus of redemptioners, and other immigrant laborers too poor to purchase land, meant there were far fewer jobs than job-seekers.

Aside from German emigrants, in the 1720s and 1730s Scots-Irish settlers also flooded into Pennsylvania, fleeing bad harvests and high rents back home. During this time, conflicts erupted regularly between the earlier British Quaker colonists and newer immigrant settlers, as well as between the various recent immigrant groups. Scots-Irish and German colonists took each other to court, sued land surveyors, and even burned down cabins built by their immigrant foes. Some English Quakers viewed the actions of these newcomers as threats to their society. The new immigrants also overwhelmed native communities that had welcomed earlier settlers. American Indians were increasingly pushed to the margins as growing numbers of European settlers encroached on frontier territories. In 1728 James Logan, William Penn's longtime secretary, complained that the "Palatines [Germans] crowd in upon us and the Irish yet faster." For Logan, these difficulties were exacerbated by what he considered the "idle," "worthless," and "indigent" habits of Scots-Irish and other recent arrivals.

Anglo-Americans hardly set high standards themselves, especially when negotiating with American Indians. Even in Pennsylvania, where William Penn had previously established a reputation for (relatively) fair dealing, the desire for American Indian land led to dishonesty and trickery. Conflicts among American Indian nations also aided colonial leaders in prying territory from them. Hoping to assert their authority over the independent-minded Delaware Indians, Iroquois chiefs insisted that they held rights to much of the Pennsylvania territory and therefore must be the ones to negotiate with colonial officials. Those colonial authorities, however, produced a questionable treaty supposedly drafted by Penn in 1686 that allowed them to claim large portions of the contested territory. James Logan "discovered" a copy of this treaty, which allowed the English to control an area that could be walked off in a day and a half. Seeking to maintain control of at least some territory, the Iroquois finally agreed to this **Walking Purchase**. The Delaware tribe, far smaller, was then pressured into letting Pennsylvania officials walk off the boundaries. Through this and other deceptions colonists dispossessed the Iroquois and Delaware of vast lands in Pennsylvania during the first half of the eighteenth century.

Walking Purchase 1737 treaty that allowed Pennsylvania to expand its boundaries at the expense of the Delaware Indians. The treaty, quite possibly a forgery, allowed the British to add territory that could be walked off in a day and a half.

AP® TIP

As you read this section of the module, be sure to compare the relations between colonists and American Indians in Pennsylvania to those between colonists and American Indians in both the Chesapeake and in Massachusetts Bay.

However, some religiously minded immigrants worked to improve relations with American Indians in Pennsylvania, at least temporarily. The tone had been set by William Penn's Quakers, who generally accepted American Indian land claims and tried to pursue honest and fair negotiations. German Moravians, who settled in eastern Pennsylvania in the 1740s, developed good relations with area tribes. On Pennsylvania's western frontier, Scots-Irish Presbyterians established alliances with Delaware and Shawnee groups. These alliances, however, were rooted less in religious principles than in the hope of profiting from the fur trade as these tribes sought new commercial partners when their French allies became too demanding.

REVIEW

What were the results of William Penn's interactions with American Indians?

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AP® WRITING HISTORICALLY — Presenting Context in a Historical Argument

In this section you will practice contextualizing a topic. This skill is key to writing effective essays on the AP® Exam, which requires you to write two full-length essays in a timed environment — the Long-Essay Question, which you have been practicing throughout Period 2 thus far, and the Document-Based Question (DBQ), which asks you to use evidence from a group of primary source documents provided in the prompt in order to craft and support a historical argument. On the exam, rubrics award one point for a contextualizing statement and one point to a thesis, and both can be accomplished in your opening paragraph.

Regardless of the details of a given prompt, or what type of essay prompt you encounter, you should always start your essay by presenting context in direct response to the prompt. Remember, context is an influence that shapes a given situation. Starting off with a meaningful context helps to set up the parameters of your response by signaling to your reader what meaningful background influence helped shape the topic at hand. Below is an essay prompt that asks you to draw on what you have learned in this module:

> Explain the effects of two English policies on the New York colony in the period from 1650 to 1700.

You are probably wondering how presenting a contextualizing statement will help you craft an effective historical argument about effects. First, the context orients the reader to the topic of your essay and helps set the scene for the argument you're about to make. Let's take a look at how you can incorporate a contextualizing statement into an essay to strengthen your argument.

Step 1 Break down the prompt and pre-write your response.

The first thing you should do is what you've been doing so far in response to Long-Essay prompts: complete the pre-writing processes that allow you to break down the prompt and organize your thoughts on its topic — in this case, the effects of two English policies on the New York colony between 1650 and 1754, along with the causes that underpin them. One policy during this period could be the restoration of the monarchy in 1660, which led King Charles II to pursue the conquest of New Amsterdam. Another could be the overthrow of James II in the Glorious Revolution, which was a factor that spurred Leisler's Rebellion.

Step 2 Set the context.

From there, quickly scan your pre-writing for events and developments that form an *immediate context* that helps explain the surrounding background of the topic at hand. For instance, policies in England also affected colonies other than New York during this same time period. Recall James II's Dominion of New England and how unhappy New Englanders were about it until it was overthrown after the Glorious Revolution in 1688. You should keep in mind that sometimes your pre-writing observations will not easily lend themselves to picking out details of context from within the prompt's time range (in this case, 1650–1700). When this happens, you should look for a *preceding context* — that is, an event or development from a time period immediately before the one named in the prompt.

Next, you should think about how to prove that the context you've chosen exists — and how you'll explain why its influence on the topic of the prompt is important. One way to quickly do this is to create a table. Below you'll find one for the immediate context, and one for the preceding context.

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Immediate Context	
Immediate Context:	English policies between 1650 and 1700 affected many British colonies in North America.
Evidence for Immediate Context:	James II, for example, created the Dominion of New England in 1686 to better control the New England colonies, but his overthrow in the Glorious Revolution in 1688 led to the end of the Dominion in the old Puritan colonies in 1689.
Influence of Immediate Context on the Topic:	English policies during this period sought to determine who would control England and the empire, and in turn, conflicts over these policies determined who had power in the various colonies.

Preceding Context	
Preceding Context:	Well before the founding of New York, domestic English policies affected British colonies in North America.
Evidence for Preceding Context:	For example, persecution of Catholics in England during the 1630s led to the founding of Maryland and the English Civil War of the 1640s led to a slowing of immigration to New England.
Influence of Preceding Context on the Topic:	In this way, English policies affected the British North American colonies well before 1650.

Step 3 **Connect the context to your thesis.**

Now it's time to write your contextualization statement. A full contextualization statement should be at least three sentences long. Remember, you're not just stating the context — you are also proving its existence by citing historical evidence *and* offering an explanation of its influence on the topic of the prompt. In other words, you're not only asserting its relevance but describing *how* relevant it is. Here is an example of an immediate context statement for this prompt:

> English policies between 1650 and 1700 affected many British colonies in North America. James II, for example, created the Dominion of New England in 1686 to better control the New England colonies, but it came to an end in 1689, after his overthrow in the Glorious Revolution. English policies during this period sought to determine who would control England and the empire, and in turn, conflicts over these policies determined who had power in the various colonies.

Here is an example of a preceding context statement for this prompt:

> Well before the founding of New York in 1664, domestic English policies affected British colonies in North America. For example, persecution of Catholics in England during the 1630s led to the founding of Maryland, and the English Civil War of the 1640s caused English immigration to New England to slow. In this way, English policies affected the British North American colonies well before 1650.

You may be wondering where either of these context statements fit into your essay as a whole. Since context helps set the stage for the topic, the best strategy is usually to present it early on in your response. You may find it helpful to think of it as a setup for your thesis

(Continued)

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statement — it's a bridge between the larger topic of the prompt and the argument you are about to make in response to it. The context paragraphs we just wrote, for instance, could lead into a thesis statement that answers the prompt like this:

> *Throughout the mid-to-late seventeenth century two internal English policies — the restoration of the monarchy in 1660 and the Glorious Revolution in 1688 — determined who controlled the colony of New York.*

Notice how the contextualization statements set up the claim that two domestic English policies determined who controlled New York colony: first the restoration of Charles II, and then the overthrow of Charles II's brother, James II, during the Glorious Revolution. In your essay, evidence from your pre-writing, such as the establishment of the colony in 1664 and Leisler's Rebellion after the Glorious Revolution, will help prove these claims.

ACTIVITY

Carefully read and respond to the following Long-Essay Question. As you begin to think about your essay, consider what you learned up through this module to break down the prompt and pre-write. In writing your introductory paragraph, be sure to begin with an immediate or preceding context that leads into a thesis statement that presents multiple claims. From there, write body paragraph topic sentences that will guide your response, keeping in mind that each topic sentence should present a claim that is part of your thesis. Finally, complete your essay, proving each of your claims by explaining how the historical evidence you've chosen to include proves your argument. Here is a brief outline to help you plan your essay:

- **I. Introductory paragraph**
  - **A. Immediate/preceding context statement**
    - **1. Cite evidence of immediate/preceding context**
    - **2. Explain influence of immediate/preceding context**
  - **B. Thesis statement presenting three claims**
- **II. Claim 1 body paragraph**
  - **A. Topic sentence presenting claim 1**
  - **B. Cite evidence of claim 1**
  - **C. Cite additional evidence of claim 1**
  - **D. Explain how evidence supports claim 1**
- **III. Claim 2 body paragraph**
  - **A. Topic sentence presenting claim 2**
  - **B. Cite evidence of claim 2**
  - **C. Cite additional evidence of claim 2**
  - **D. Explain how evidence supports claim 2**
- **IV. Claim 3 body paragraph**
  - **A. Topic sentence presenting claim 3**
  - **B. Cite evidence of claim 3**
  - **C. Cite additional evidence of claim 3**
  - **D. Explain how evidence supports claim 3**
- **V. Conclusion**

Explain the effects of religion on the Pennsylvania colony in the period 1682 to 1754.

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MODULE 2-5 REVIEW

KEY CONCEPTS AND EVENTS

Leisler's Rebellion, *000*
Lenni-Lenape, *000*
redemptioners, *000*
Walking Purchase, *000*

KEY PEOPLE

King James II, *000*
William Penn, *000*
Benjamin Franklin, *000*

CHRONOLOGY

1682 William Penn establishes Quaker haven in Philadelphia
1686 American Indian land seized with fraudulent treaties by Penn
1688 Leisler's Rebellion
c. 1700–50 Colonial population rise leads to conflict with American Indians

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Module 2-6

The Eighteenth-Century Atlantic Economy

LEARNING **TARGETS**

By the end of this module, you should be able to:

- Explain the causes and effects of transatlantic trade over time.

THEMATIC **FOCUS**

Work, Exchange, and Technology

During the eighteenth century, the Atlantic economy became increasingly complex, leading to deepening attempts by European powers to systematize trade policies advantageous to home countries. These trade policies shaped the lives of colonial subjects in North America.

HISTORICAL REASONING **FOCUS**

Causation

TASK ▶ As you read this module, think about the effects of the economic and political developments you encounter, and be sure to consider the reasons why they occurred. In other words, why did a particular development lead to the results that followed? Think about the ways important effects led, in turn, to subsequent effects.

AP® TIP

As you read this module, trace the growing divide between the goals and interests of the British government and the goals and interests of the British colonists.

During the eighteenth century, the combined forces of global trade and international warfare altered the political and economic calculations of imperial powers. This was especially true for British North America, where colonists settled as families and created towns that provided key markets for Britain's commercial expansion. Over the course of the century, British colonists became increasingly avid consumers of products from around the world. Meanwhile the king and Parliament sought greater control over these far-flung commercial networks.

Colonial Traders Join Global Networks

In the late seventeenth and early eighteenth centuries, trade became truly global. Not only did goods from China, India, the Middle East, Africa, and North America gain currency in England and the rest of Europe, but the tastes of European consumers also helped shape goods produced in other parts of the world. For instance, by the early eighteenth century the Chinese manufactured porcelain teapots and bowls specifically for the English market. Similarly, European tastes shaped the trade in cloth, tea, tobacco,

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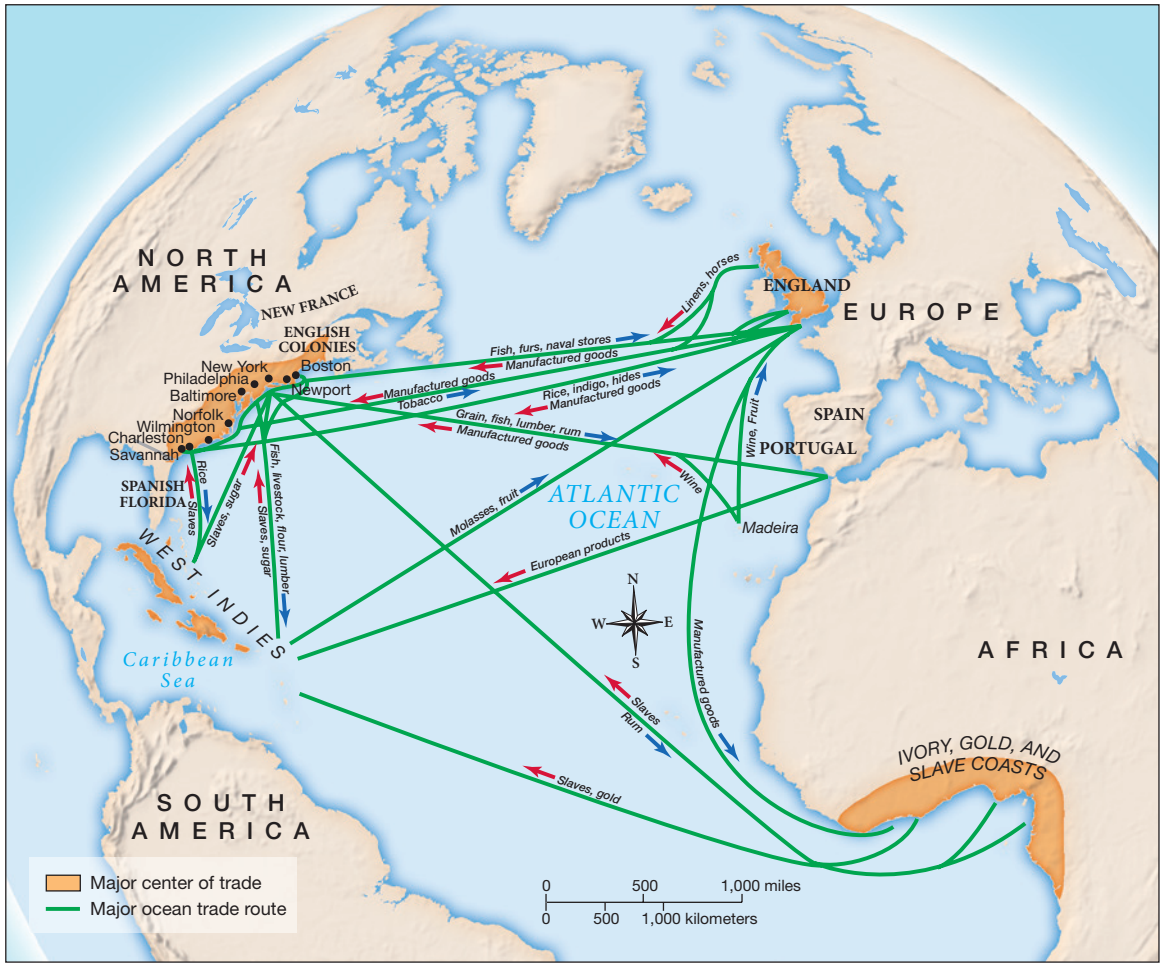

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MAP 2.6 North Atlantic Trade in the Eighteenth Century North Atlantic trade provided various parts of the British empire with raw materials, manufactured goods, and labor. Ultimately, people and goods were exchanged among four key points: the West Indies, mainland North America, West Africa, and Great Britain. **Describe the effects of the North Atlantic trade on two of the regions shown on this map.**

and sugar. The exploitation of enslaved African laborers also contributed significantly to this global commerce. They were considered a crucial item of trade in their own right, and their labor in the Americas ensured steady supplies of sugar, rice, tobacco, and indigo for the world market.

By the early eighteenth century, both the volume and the diversity of goods multiplied. Silk, calico, porcelain, olive oil, wine, and other items were carried from the East to Europe and the American colonies. The colonies filled returning ships with cod, mackerel, shingles, pine boards, barrel staves, rum, sugar, rice, and tobacco. A healthy trade also grew up within North America as New England fishermen, New York and Charleston merchants, and

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Caribbean planters met one another's needs. Salted cod and mackerel flowed to the Caribbean, and rum, molasses, and enslaved people flowed back to the mainland. This commerce required ships, barrels, docks, warehouses, and wharves, all of which ensured a lively trade in naval stores such as lumber, tar, pitch, rope, and rosin.

A flow of information was critical to the flow of goods and credit. During this time, coffeehouses flourished in port cities around the Atlantic, providing access to the latest news. Merchants, ship captains, and traders met in person to discuss new ventures and to learn of recent developments. British and American periodicals reported on parliamentary legislation, commodity prices in India and Great Britain, the state of trading houses in China, the outbreak of disease in foreign ports, and stock ventures in London. Still, these markets were volatile. Speculative bubbles expanded all too often and burst, bankrupting thousands of over-extended investors.

REVIEW

How did the transatlantic trade network create a common British Atlantic culture?

European Imperial Policies Focus on Profits

mercantilism Economic system centered on the maintenance of a favorable balance of trade for the home country, with more gold and silver flowing into that country than flowed out. Seventeenth- and eighteenth-century British colonial policy was heavily shaped by mercantilism.

European rulers worked to ensure that this international trade and their colonial possessions benefited their own treasuries. Spain's restrictions on trade and royal monopolies were attempts to protect its domestic manufacturing and traditional arrangements of aristocratic power. Using this model, Spain extracted vast quantities of gold and silver from the Americas initially, but when those natural resources were exhausted, these strategies were not able to maintain the Spanish empire's prosperity and stability. By the mid-seventeenth century, it was clear that a different approach to generating colonial wealth was necessary. Eventually, both the French king Louis XIV and his English rivals embraced a system known as **mercantilism**, which centered on the maintenance of a favorable balance of trade, with more gold and silver flowing into the home country than flowed out. France honed the system. Beginning in the 1660s, Louis XIV taxed foreign imports while removing all barriers to trade within French territories. Colonies provided valuable raw materials that could be used to produce manufactured items for sale to foreign nations and to colonists.

AP® ANALYZING SOURCES

Source: English Parliament, Navigation Act, 1660.

> "Be it enacted, etc., that no commodity of the growth, production, or manufacture of Europe, shall be imported into any land, island, plantation, colony, territory, or place, to his Majesty belonging, or which shall hereafter belong unto or be in possession of his Majesty, his heirs and successors, in Asia, Africa, or America . . . , but which shall be bona fide [made in good faith], and without fraud, laden and shipped in England,

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> Wales, or the town of Berwick-upon-Tweed, and in English-built shipping . . . ; and whereof the master and three fourths of the mariners, at least, are English, and which shall be carried directly thence to the said lands, islands, plantations, colonies, territories, or places, and from no other place or places whatsoever; any law, statute, or usage to the contrary notwithstanding; under the penalty of the loss of all such commodities of the growth, production, or manufacture of Europe, as shall be imported into any of them, from any other place whatsoever, by land or water; and if by water, of the ship or vessel, also, in which they were imported, with all her guns, tackle, furniture, ammunition, and apparel; one third part to his Majesty, his heirs and successors; one third part to the governor of such land, island, plantation, colony, territory, or place into which such goods were imported, if the said ship, vessel, or goods, be there seized, or informed against and sued for; or, otherwise, that third part, also, to his Majesty, his heirs and successors; and the other third part to him or them who shall seize, inform, or sue for the same in any of his Majesty's courts in such of the said lands, islands, colonies, plantations, territories, or places where the offence was committed, or in any court of record in England. . . ."

Questions for Analysis

1. Identify three rules that regulated exports to the colonies.
2. Describe the penalties for merchants who broke these rules.
3. Explain the reasons governing authorities in England could have used to justify the Navigation Acts.

While France's mercantile system was limited by the size of its empire, England benefited more fully from such policies. The English crown had access to a far wider array of natural resources from which to manufacture goods and a larger market for these products. In 1651, under Oliver Cromwell, Parliament passed the first Navigation Act, which King Charles II renewed in 1660 after the restoration. Over the next three decades, Parliament passed a series of **Navigation Acts** that required merchants to conduct trade with English colonies in English-owned ships. In addition, certain items imported from foreign ports had to be carried in English ships or in ships with predominantly English crews. Finally, a list of "enumerated articles" — including tobacco, cotton, sugar, and indigo — had to be shipped from the colonies to England before being re-exported to foreign ports. Thus the crown benefited directly and indirectly from nearly all commerce conducted by its colonies. But colonies, too, often benefited, as when Parliament helped subsidize the development of indigo in South Carolina.

Navigation Acts Acts passed by Parliament in the 1650s and 1660s that prohibited smuggling, established guidelines for legal commerce, and set duties on trade items.

AP® TIP

Be sure you can explain the reasons why North American colonists resented the mercantile policies adopted by the British government during the late seventeenth and early eighteenth centuries.

In 1663 Parliament expanded its imperial reach through additional Navigation Acts, which required that goods sent from Europe to English colonies also pass through British ports. And a decade later, ship captains had to pay a duty or post bond before carrying enumerated articles between colonial ports. These acts ensured not only greater British control over shipping but also additional revenue for the crown as captains paid duties in West Indies, mainland North American, and British ports. Beginning in 1673, England sent customs officials to the colonies to enforce the various parliamentary acts. By 1680, London,

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A View of Charleston, South Carolina (oil on canvas), Mellish, Thomas (18th century)/Ferens Art Gallery, Hull Museums, UK/ Bridgeman Images

A View of Charleston, South Carolina, c. 1760s
This eighteenth-century oil painting by English artist Thomas Mellish offers a view of Charleston harbor c. 1760s. A ship flying an English flag looms in the foreground. The other ships and small boats along with the substantial buildings surrounding the harbor reflect Charleston's stature as one of the main commercial centers of the North American colonies. **Based on this painting, how did the English view colonial cities?**

AP® TIP

Understanding the effect that prohibitions against selling colonial products had on relations between the British government and colonial leaders is key to analyzing colonial-era politics.

Bristol, and Liverpool all thrived as barrels of sugar and tobacco and stacks of deer and beaver skins were unloaded and bolts of dyed cloth and cases of metal tools and guns were put on board for the return voyage. As mechanization and manufacturing expanded in England, Parliament sought to keep the profits at home by quashing nascent industries in the colonies. It thus prohibited the sale of products such as American-made textiles (1699), hats (1732), and iron goods (1750). In addition, Parliament worked to restrict trade among the North American colonies, especially between those on the mainland and in the West Indies.

REVIEW

In what ways was the economic policy of mercantilism both a continuation of and a change in British policies toward its North American colonies?

Mercantilism Affects Colonial Societies

Despite the increasing regulation, American colonists could own British ships and transport goods produced in the colonies. Indeed, by the mid-eighteenth century, North American merchants oversaw 75 percent of the trade in manufactures sent from Bristol and London to the colonies and 95 percent of the trade with the West Indies. Ironically, then, a system established to benefit Great Britain ended up creating a mercantile elite in its North American colonies. Most of those merchants traded in goods, but some traded in human cargo.

The Atlantic slave trade generated enormous wealth for colonial elites like merchants, investors, and plantation owners. These funds helped turn America's seaport cities into thriving urban centers. North American seaports such as Charleston, with their elegant homes, fine shops, and lively social seasons, captured the most dynamic aspects of colonial life. Just as important, communities that were once largely rural — like Salem, Massachusetts and Wilmington, Delaware — grew into thriving commercial centers in the late seventeenth century. Although cities like New York, Boston, Philadelphia, Baltimore, and Charleston contained less than 10 percent of the colonial population, they served as focal points of economic, political, social, and cultural activity during the eighteenth century.

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Industrious Americans in Boston, 1770
This English engraving appeared as a broadsheet in London. It depicts American colonists engaged in agricultural and artisanal labors on the outskirts of Boston. **Compare this image to the painting of the Charleston port on p. 82. What similarities and differences do you notice? What accounts for both?**

consumer revolution Due to industrialization and increased access to exotic goods and markets stemming from global trade, wealthy persons in the seventeenth and eighteenth centuries bought, consumed, and displayed luxury goods to elevate social status.

AP® TIP
Understanding the ways that slavery supported the affluent classes in all of the colonial regions provides an important foundation for the AP® course.

Affluent urban families created a **consumer revolution** in North America. Changing patterns of consumption challenged traditional definitions of status. Less tied to birth and family pedigree, status in the colonies became more closely linked to financial success and a refined lifestyle. Successful British men of humble origins and even those of Dutch, Scottish, French, and Jewish heritage might join the British-dominated colonial gentry.

While some certainly worried about the concentration of wealth in too few hands, most colonial elites in the early eighteenth century happily displayed their profits. Leading merchants in Boston, Salem, New York, and Philadelphia emulated British styles and built fine homes that had separate rooms for sleeping, eating, and entertaining guests. Mercantile elites also redesigned the urban landscape, donating money for brick churches and stately town halls. They constructed new roads, wharves, and warehouses to facilitate trade, and they invested in bowling greens and public gardens.

The spread of international commerce created a lively cultural life and great affluence in colonial cities. The colonial elite replicated British fashions, including elaborate tea rituals. In Boston, the wives of merchants served fine teas imported from East Asia in cups and saucers from China while decorated bowls held sugar from the West Indies. However, the emergence of a colonial aristocracy existed within view of growing inequality. Increasing income gaps and differences in property ownership accelerated in the eighteenth century. The frequent wars of the late seventeenth and early eighteenth centuries contributed to these economic and social divisions by boosting the profits of merchants, shipbuilders, and artisans. They temporarily improved the wages of seamen as well. But in their aftermath, rising prices, falling wages, and a lack of jobs led to the concentration of wealth in fewer hands.

Economic trends and migration to the British North American colonies produced growing numbers of young people seeking land and employment. Thus many free laborers migrated from town to town and from country to city seeking work. They hoped to find farmers who needed extra hands for planting and harvesting, ship captains and contractors who would hire them to load or unload cargo or assist in the construction of homes and churches, or wealthy families who needed cooks, laundresses, or nursemaids.

Seasonal and temporary demands for labor created a mass of transient workers described as "the strolling poor." Many New England towns developed systems to "warn out" those who were not official residents. Modeled after the British system, warning-out was meant to ensure that strangers did not become public dependents. Still, being warned did

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not mean immediate removal. Sometimes transients were simply warned that they were not eligible for poor relief. At other times, constables returned them to an earlier place of residence. In many ways, warning-out served as an early registration system, allowing authorities to encourage the flow of labor, keep residents under surveillance, and protect the town's financial resources. But it rarely aided those in need of work.

Residents who were eligible for public assistance might be given food and clothing or boarded with a local family. Many towns began appointing Overseers of the Poor to deal with the growing problem of poverty. By 1750 every seaport city had constructed an almshouse that sheltered residents without other means of support. In 1723, the Bridewell prison was added to Boston Almshouse, built in 1696. Then, in 1739, a workhouse was opened on the same site to employ the "able-bodied" poor in hopes that profits from it would help fund the almshouse and prison. Still, these efforts at relief fell far short of the need, especially in hard economic times.

Meanwhile, in the rural countryside, where the vast majority of colonial Americans lived, families remained the central unit of economic organization. Yet even farms were affected by the transatlantic circulation of goods and people. In areas along the Atlantic coast, rural families were drawn into commercial networks in a variety of ways. Towns and cities needed large supplies of vegetables, meat, butter, barley, wheat, and yarn. Farm families sold these goods to residents and bought sugar, tea, and other imported items that diversified their diet. Few rural families purchased ornamental or luxury items, but cloth or cheese bought in town saved hours of labor at home.

REVIEW

What were the effects of the cultural changes experienced by British North Americans in the early eighteenth century?

AP® WRITING HISTORICALLY

Responding to a Short-Answer Question with Secondary Sources

On the AP® U.S. History Exam, you will be asked to respond to four Short-Answer Questions in total. There are three different types of Short-Answer Questions on the exam:

- secondary source interpretation questions, which require you to understand the claims that two historians make about a specific time period, and how evidence from specific events or developments during that time period can be used to support one historian's claims;
- primary source interpretation questions, which give you a source — typically an image — and ask you to draw connections between that source and larger historical developments;
- and finally, questions without primary or secondary sources that require you to use your knowledge of a time period, which you encountered in Period 1.

You may be able to guess what a secondary source is from the name alone: it's a second-hand account of a historical event or development created after the fact by someone who was not there. Books and scholarly articles about history, written by historians, are the most common form of secondary source you will be asked to read and write about in this course. In fact, the secondary source interpretation Short-Answer Question will always

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provide you with two short secondary sources that discuss the same topic. Most often, you will be asked to read and understand the sources, compare their arguments in some meaningful way, and cite a piece of evidence to support one or both of their claims.

Let's take a look at a typical Short-Answer Question on a pair of secondary sources:

> Using the sources provided, answer (a), (b), and (c).
>
> "Small tokens of gentility [refinement] can be found scattered through all of American society in the eighteenth century, like pottery shards in an excavated house lot. Estate inventories of many middling people show a teacup, a silver spoon, knives and forks, and a book or two among the household possessions. Over the course of the century, probably a majority of the population adopted some of the amenities associated with genteel living. But it would be an error to conclude that by the Revolution [1776] most Americans were genteel. Gentility flecked lives without coloring them. Gentility was the proper style of the gentry alone in the eighteenth century. . . ."
>
> Richard Bushman, *The Refinement of America: Persons, Houses, Cities* (1993)
>
> "Within a few decades during the middle of the eighteenth century, imported goods transformed monochrome spaces into Technicolor. . . . Imported goods reflected cosmopolitan tastes and manners, so that an American who managed to purchase a porcelain teacup or a modest pewter bowl could fancy that he or she partook of a polite society centered in faraway places such as London or Bath. These wonderful objects arouse suspicion today that however much local ministers may have once railed against the corrupting influence of luxury, they did not really discourage the members of their congregations from buying goods that yielded so much personal satisfaction."
>
> T. H. Breen, *The Marketplace of the Revolution: How Consumer Politics Shaped American Independence* (2005)
>
> **a.** Briefly describe ONE major difference between Bushman's and Breen's historical interpretations.
> **b.** Briefly explain how ONE specific historical event or development from the period 1650 to 1754 that is not explicitly mentioned in the excerpts could be used to support Bushman's argument.
> **c.** Briefly explain how ONE specific historical event or development from the period 1650 to 1754 that is not explicitly mentioned in the excerpts could be used to support Breen's argument.

In this type of Short-Answer Question, the pair of secondary source excerpts from the historians are followed by prompts (a), (b), and (c). Prompt (a) calls for you to think historically using comparison. Prompts (b) and (c) assess your content knowledge, and your skill in using evidence to support an argument.

Step 1 Read the sources and summarize their viewpoints.

Read both secondary sources carefully, and take a moment to clarify the general topic or development that both historians are writing about. In this case, that topic is a "historical event or development from the period 1650 to 1754." It may be helpful to annotate the prompt

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or jot it down so that you can keep it in mind as you think about each source individually. For example, notice that both historians are discussing the existence of consumable goods, even luxuries, in the homes of average colonial Americans. Note also that both historians are talking about relatively small objects like eating utensils, bowls, tea cups, etc.

Now that you have focused on the general topic under discussion by both historians, jot down a quick summary of what each historian has to say about that subject. Remember, although there will be differences in the historians' interpretations, the historians will also have points in common as well. Rarely will two sources express polar opposite views of a given historical development. A summary of each historian's claims in our prompt might look something like this:

> Richard Bushman argues that small luxury goods ("tokens of gentility") were found in the homes of most Americans. T. H. Breen also argues that items of gentility were found in the homes of average British colonists **[points in common]**.

> Bushman claims it would be a mistake to assume that most Americans were "genteel." Breen argues that these items allowed average British colonists to imagine themselves as part of a broader genteel culture, and therefore were a more important part of their identity than Bushman claims **[points of difference]**.

Notice that prompt (a) asks you for the major difference between their interpretations. In this case, Bushman and Breen agree about the existence of a few luxury items in American homes, but there are also subtle differences in their arguments. Whereas Bushman claims that it is a mistake to assume the few luxury items in colonial homes made Americans genteel, Breen implies that these few items allowed colonists to connect with faraway gentility in Europe, thereby making these items an important part of average colonists' identity.

Step 2 Apply the ACE strategy to answer each prompt.

The next step is to apply the ACE (answer, cite, explain) strategy you learned in Period 1 to prompt (a):

> Briefly describe ONE major difference between Bushman's and Breen's historical interpretations.

Start by writing a claim that states a difference between Bushman's and Breen's interpretations. You may find it helpful to use words such as "but," "although," "whereas," "while," "on the other hand," or "however," in order to transition from your claim about one historian's interpretation to the other. These transition words will help highlight the contrasting relationship between the two historians' ideas. Below is an example of a strong claim in response to this part of the Short-Answer Question:

> Bushman argues that these items had little effect on the everyday lives of average British colonists, who understood that "gentility" was reserved for the upper classes **[Bushman's claim]**. Breen, on the other hand, argues that these items allowed average British colonists to imagine themselves as part of a broader genteel culture, and therefore were a more important part of their identity than Bushman claims **[Breen's claim]**.

However, it is not enough to merely state a claim about the difference between the two historians' interpretations. You must prove to your reader that your claim is valid, and to do this, you will need to cite evidence from both passages. Lastly, you should explain how

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the evidence you chose from the two interpretations proves your claim. Great explanations consider causation by offering reasons for the difference, like the one below:

> Bushman argues that these items had little effect on the everyday lives of average British colonists, who understood that "gentility" was reserved for the upper classes. Colonists had only a few luxury items, a teacup, a silver spoon, knives and forks, and a book or two, which "flecked" their lives **[Bushman's claim with evidence]**. Breen, on the other hand, argues that these items allowed average British colonists to imagine themselves as part of a broader genteel culture, and therefore were an important part of their identity. For Bushman, the existence of these goods in average colonial homes points to a widespread acceptance of consumable goods that allowed average Americans to partake of the polite culture of places as far away as London **[Breen's claim with evidence]**.

Now you're ready to move on to the second part of the prompt, part (b):

> Briefly explain how ONE specific historical event or development from the period 1650 to 1754 that is not explicitly mentioned in the excerpts could be used to support Bushman's argument.

Brainstorm evidence from your knowledge of history that you can use to support Bushman's argument. Select the best historical example you think of to showcase that knowledge. One strategy for doing this is to consider the context that shaped the topic that the historians discuss. For example, for this prompt, we can think of a few pieces of evidence that come from this module:

- The majority of colonists were agriculturalists and relatively poor compared to elites in the colonies.
- Most goods that were consumed in average colonial homes, like clothing, were manufactured at home.
- Throughout the eighteenth century, colonial elites increasingly held a larger portion of the colonies' wealth.

As you did with prompt (a), apply ACE to prompt (b). Make a claim that *answers* the prompt — that is, your claim needs to present a historical event or development that supports Bushman's interpretation. Then, using your knowledge of history, *cite* evidence demonstrating your claim. Lastly, *explain* how the evidence you chose to include proves your claim. The following example is a strong answer to prompt (b):

> Bushman's argument can be supported by noting the few luxury goods average colonists owned **[answer]**. While luxury goods increasingly became accessible to some colonists after 1650, for the majority of British Americans the everyday goods they used, like clothing, were overwhelmingly made at home **[citation]**. This shows that for most Americans, a genteel lifestyle was still very far from their everyday lives **[explanation]**.

Notice how this response to prompt (b) supports Bushman's argument that while some items of gentility found their way into the homes of colonial Americans, the bulk of their consumable goods were made at home. This piece of historical evidence best supports Bushman's contention that even though average colonists might have had a few luxury items, the items that they literally lived in (their clothes) were still homespun and far from genteel.

(Continued)

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From here, repeat the steps you took to answer prompt (b) in order to respond to prompt (c):

> Briefly explain how ONE specific historical event or development from the period 1650 to 1754 that is not explicitly mentioned in the excerpts could be used to support Breen's argument.

The following example is a strong answer to prompt (c):

> Breen's argument can be supported by noting the rise of mercantilist policies to require colonists to purchase finished goods through English ports **[answer]**. The Navigation Acts, based on the economic policy of mercantilism, shows that the English were increasingly interested in profiting from the sale of luxury goods to the colonies **[citation]**. This imperial policy proves that the consumption of luxury goods was increasingly widespread in the seventeenth century, and supports Breen's contention that the genteel lifestyle, in varying degrees, increasingly shaped the lives of British colonists **[explanation]**.

Notice that this answer supports Breen's contention by pointing out that one of the goals of mercantilism was to profit from a market for England's manufactured goods in the colonies, thereby showing that the market for finished goods, like teacups and utensils, was growing through the eighteenth century.

You will find opportunities to practice this type of Short-Answer Question in each Period of this textbook. As you practice, remember to systematically ACE each of the three prompts.

ACTIVITY

Carefully read the following pair of secondary sources and answer the accompanying Short-Answer Question.

Using the sources provided, answer (a), (b), and (c).

> "By 1763 the American colonies were reconciled to the English mercantilist policy. . . . Mercantilism as a theory of statecraft...was dominant in Europe during the entire colonial period. . . . Mercantilism had for its primary purpose the creation of a strong state. . . . Governments extended their control over commerce and industry on the theory that the economic activity of the individual should be subordinated to the welfare of the nation. The state must become a self-sufficient unit, independent from other competing nations."
>
> E. A. J. Johnson, "Some Evidence of Mercantilism in Massachusetts Bay," *The New England Quarterly* (1928)

> "The nature of wealth and the role of colonies formed only part of the debates that raged over trade, markets, money, consumption,…morality, and the proper role of government in commerce. Free-trade ideas circulated as early as the late sixteenth century and gained traction in the early seventeenth century. . . . [T]he Navigation Acts, although devastating to some colonial economies in the short term, opened a huge English free-trade zone… which benefited the northern colonies enormously. . . . [T]hey were free to trade directly

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with non-English nations — that is, until the 1760s, when authorities expanded the enumerated list to include many heretofore-unregulated exports and imports."

Ellen Newell, "Putting the 'Political' Back in Political Economy (This is Not Your Parents' Mercantilism), *The William and Mary Quarterly* (2012)

a. Briefly describe ONE major difference between Johnson's and Newell's historical interpretations.
b. Briefly explain how ONE specific historical event or development from the period 1607 to 1754 that is not explicitly mentioned in the excerpts could be used to support Johnson's argument.
c. Briefly explain how ONE specific historical event or development from the period 1607 to 1754 that is not explicitly mentioned in the excerpts could be used to support Newell's argument.

MODULE 2-6 REVIEW

KEY CONCEPTS AND EVENTS

mercantilism, *000*
Navigation Acts, *000*
consumer revolution, *000*

CHRONOLOGY

1651	Parliament passes first Navigation Acts
c. 1680	British economy surges due to mercantile policies
c. 1700s	Coffeehouses spread news and commerce
c. 1700s	Disparity in land ownership leads to wealth inequality
c. 1750	Almshouses established in most seaport cities

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Module 2-7

Slavery Takes Hold in the South

LEARNING **TARGETS**

By the end of this module, you should be able to:

- Explain how British colonies participated in the Atlantic slave trade due to the abundance of land, a growing European demand for colonial goods, and a shortage of indentured servants.
- Describe how slavery became the dominant labor system in many southern colonies and new laws created a strict racial system based on permanent slavery.
- Describe how enslaved Africans developed both overt and covert means to resist the dehumanizing nature of slavery and maintain their family systems, gender roles, cultures, and religions.

THEMATIC **FOCUS**

Work, Exchange, and Technology

American and Regional Culture

Social Structures

Slavery shaped the economy and society of British North America. While it was more prevalent in the southern colonies, its existence in the middle and northern colonies proved significant as well. Enslaved Africans found overt and covert ways to rebel against slavery and maintain their families and distinct cultures.

HISTORICAL REASONING **FOCUS**

Causation

The historical events and developments you will explore in this module lend themselves particularly well to an analysis of causation. For instance, enslaved African resistance to slavery led to repressive slave codes in many British colonies.

TASK ▶ As you read this module, prepare to explain causation by thinking about and writing down your observations about causes and the chain reaction effect of causes. Don't forget to consider the contexts shaping all of these important events since you will use context to introduce your LEQs. One way to help keep all of this at the forefront of your mind as you read is to periodically ask yourself why developments occurred. The overarching question you should keep in mind as you read this module is: Why did some English colonies develop slave economies?

The **Human Cost** of the **Atlantic Slave Trade**

As part of an expansion of England's role in the Atlantic slave trade, Parliament chartered the Royal African Company to bring enslaved Africans to British colonies in 1660. Between 1700 and 1808, some 3 million captive Africans were carried on British and Anglo-American ships, about 40 percent of the total of those sold in the Americas in this period. Half a million Africans died on the voyage across the Atlantic. Huge numbers also died in Africa, while being marched to the coast or held in forts waiting to be forced aboard ships. Yet despite this astounding death rate, the slave trade yielded enormous profits and had far-reaching consequences: The Africans whom British

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traders bought and sold transformed labor systems in the colonies, fueled international trade, and enriched merchants, planters, and their families and communities.

European traders worked closely with African merchants to gain their human cargo, trading muskets, metalware, and linen for men, women, and children. Originally many of those sold into slavery were war captives. African groups securing trade with Europeans rose in wealth and power, building empires and defeating rivals to conquer vast interior lands. Many Africans who traded in enslaved labor feared the consequences if their rivals secured the lucrative trade with Europeans for their guns. Over time, African traders moved farther inland to fill the demand, devastating large areas of Africa, particularly the Congo-Angola region in the southwest, which supplied some 40 percent of all enslaved people who crossed the Atlantic.

AP® ANALYZING SOURCES

Source: King Charles II, Royal African Company Charter, 1672.

About the Source: This charter re-shaped the remnants of the British Company of Royal Adventurers Trading to Africa which had suffered financial difficulty from war after Charles II granted its charter in 1660.

> "The Royal African Compa[ny]'s Limits for Trade granted them by His Ma[jes]ty's Charter. . . .
>
> In the River Gambia, upon James Island, the Compa[ny] have built a Fort, where seventy men, at least, are kept. And there is a Factory from whence Elephants' Teeth, Bees-wax, and Cowhides are exported in very considerable quantities. The River Gambia is very large, and runs up very high (much higher than any discovery hath bin made) and it is supposed the Gold comes most from places, at the head of this River….
>
> The Slaves they purchas[e]d are sent, for a Supply of Servants, to all His Ma[jes]tie's American Plantations which cannot subsist without them.The Gold and Elephants' Teeth, and other Commodities, which are procured in Africa, are all brought into England. The Gold is always coined in His Ma[jes]ty's Mint. And the Elephants Teeth, and all other goods, which the Company receives, either from Africa or the Plantations, in returne for their Negros, are always sold publicly. . . ."

Questions for Analysis

1. Identify the goods the Royal African Company acquired along the coast of West Africa.
2. Describe a cause stated in the Charter for the founding of the Royal African Company.
3. Explain three causes leading to the founding of the Royal African Company.

Middle Passage The brutal voyage of slave ships laden with human cargo from Africa to the Americas. The voyage was the middle segment in a triangular journey that began in Europe, went first to Africa, then to the Americas, and finally back to Europe.

The trip across the Atlantic, known as the **Middle Passage**, was a brutal and often deadly experience for enslaved Africans. Exhausted and undernourished by the time they boarded the large oceangoing vessels, the captives were placed in dark and crowded holds. Most had been poked and prodded by slave traders, and some had been branded to ensure that a trader received the exact individuals he had purchased. Once in the hold, they might wait for weeks before the ship finally set sail. By that time, the foul-smelling and crowded hold became a nightmare of disease and despair. There was never sufficient food or fresh water for the captives, and women especially were subject to sexual abuse by crew members. Many captives could not communicate with each other since they spoke different languages.

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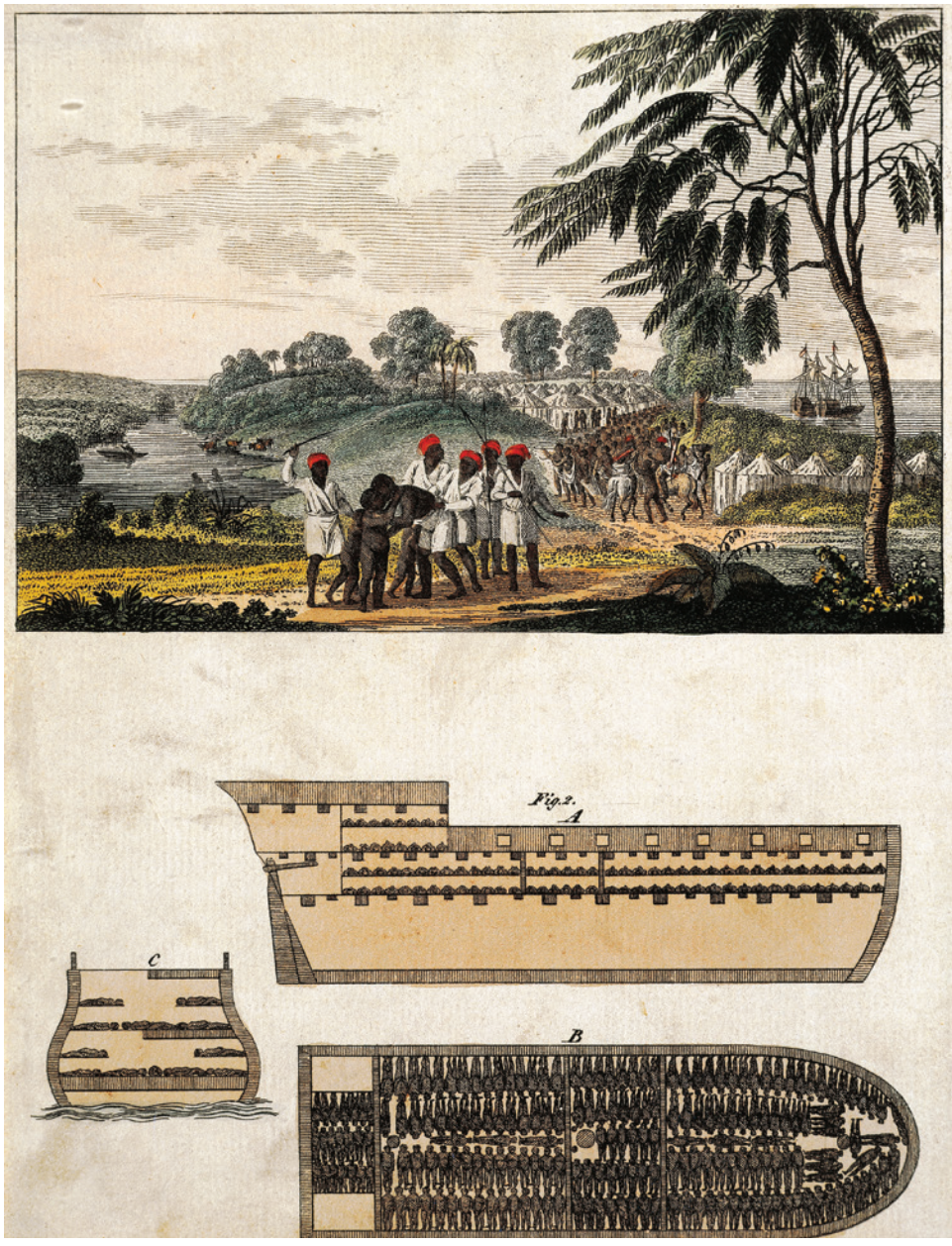

DEA/M. SEEMULLER/Getty Images

Illustration of a Slave Ship This image, which was created during the eighteenth century, portrays people being captured in Africa alongside a slave ship transporting them to the Western Hemisphere. **What is the perspective on slavery portrayed in this image?**

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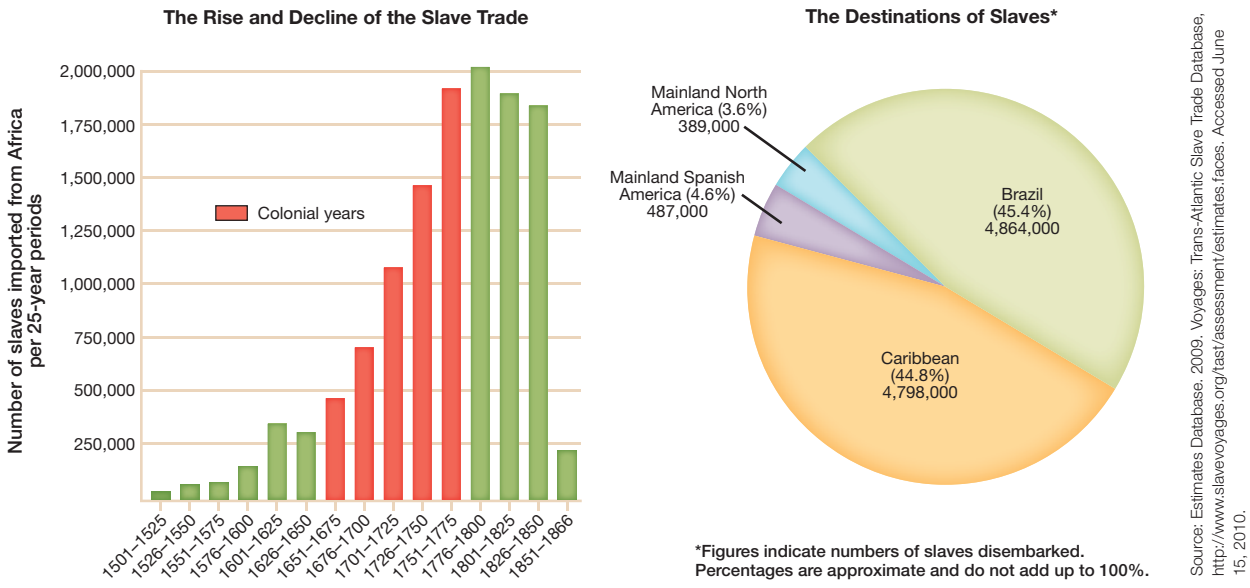

The Slave Trade in Numbers, 1501–1866 Extraordinary numbers of Africans were shipped as slaves to other parts of the world from the sixteenth to the nineteenth century. The slave trade transformed mainland North America, Brazil, and the West Indies. **What broad conclusions about the transatlantic slave trade can you draw from this data?**

Those who survived the voyage were most likely to find themselves in the slave markets of Barbados or Jamaica, where they were put on display for potential buyers. Once purchased, enslaved people went through a period known as seasoning as they regained their strength, became accustomed to their new environment, learned commands in a new language, and became experts at the labor they would be forced to perform. Some did not survive seasoning, falling prey to malnutrition and disease or committing suicide. Others adapted to the new circumstances and adopted enough European or British ways to survive even as they sought means to resist the shocking and oppressive conditions.

REVIEW

- How did the transatlantic slave trade affect the societies of both British North America and West Africa?

The **Rise** of **Slavery Reshapes Southern Colonial Society**

Societies that featured cash-crop plantation economies reliant in part on enslaved labor during the mid-seventeenth century transformed into societies shaped by slavery itself during the late seventeenth and early eighteenth centuries. Southern Carolina was, from the start, heavily influenced by the economies of the British West Indies, and developed from its founding as a slave society. Enslaved labor allowed plantation owners to

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AP® TIP

Analyze the causes and effects of the Southern colonies' transition into slave societies during the late seventeenth and early eighteenth centuries.

expand cultivation of cash crops like tobacco, rice, and indigo, which promised high profits for planters as well as merchants. These developments made southern elites more dependent on the global market, and limited opportunities for poorer white people and all black people, both free and enslaved. They also ensured that American Indians and many white colonists were pushed farther west as planters sought more land for their ventures.

In the 1660s, Virginia legislators followed a model established in Barbados by passing laws legalizing human bondage and encoding a slave society (see Module 2-2). A series of laws passed by the House of Burgesses during this time transformed the colony into a society almost completely reliant on a system of chattel slavery in which enslavement was defined as a distinct status based on racial identity and passed on through future generations. As time went on, these laws became harsher: one granted masters the right to kill resistant slaves defying their authority. In 1680 it was declared illegal for "any negro or other slave to carry or arme himself with any club, staffe, gunn, sword, or any other weapon of defence or offence." Nor could enslaved people leave slaveholders' premises without a certificate of permission.

slave laws A series of laws that defined slavery as a distinct status based on racial identity and which passed that status on through future generations.

The enactment of these **slave laws** was driven largely by the desires for profits through a more massive and controlled labor force, which the population of neither enslaved American Indians nor indentured servants was large enough to fill.

AP® TIP

Make sure you can explain the impact of slave laws on the social structure and regional culture of the Southern colonies.

Increasingly harsh laws in Virginia, Maryland, and North Carolina rose alongside the tobacco economy, and likewise the numbers of imported enslaved Africans. By 1668, one-third of all Africans and African Americans in Virginia and Maryland were still free, but the numbers dwindled year by year. Once the Royal African Company started supplying the Chesapeake with slaves directly from Africa in the 1680s, the pace of change quickened. By 1750, 150,000 black people resided in the Chesapeake, and only about 5 percent remained free.

Enslaved women, like men, performed heavy field work, and few bore more than one or two children. When these conditions, along with brutal work regimens, sparked resistance by the enslaved, fearful whites imposed even stricter regulations, further distinguishing between white indentured servants and enslaved black people.

While slavery in the Carolinas was influenced by developments in the Chesapeake, it was shaped even more directly by practices in the British West Indies. During the late seventeenth century, many wealthy families from Barbados, Antigua, and other sugar islands also established plantations in the Carolinas. At first, they brought enslaved people from the West Indies to oversee cattle and pigs and assist in the slaughter of livestock and curing of meat for shipment back to the West Indies. Some enslaved laborers grew rice, using techniques learned in West Africa, to supplement their diet. Slaveholders soon realized that rice might prove very profitable. Although not widely eaten in Europe, it could provide cheap and nutritious food for sailors, orphans, convicts, and peasants. Thus, relying initially on enslaved Africans' knowledge, planters began cultivating rice for export.

As rice cultivation expanded, slavery in the southern Carolinas turned more brutal, just as slavery in Virginia had. Harsher and harsher slave codes were enacted to ensure control of the growing labor force. No longer could enslaved people carry guns, join militias, meet in groups, or travel without a pass. As planters imported more slaves directly from Africa, sex ratios, already male dominated, became even more heavily skewed. Colonial authorities initiated military patrols by whites to enforce laws and labor practices. Some plantations along the Carolina coast turned into camps where thousands of enslaved people worked under harsh conditions of the "**gang labor**" system.

gang labor A particularly harsh labor system that forced enslaved Africans and African Americans to work at a continuous pace throughout the day.

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AP® TIP

Be sure to consider the extent to which fear shaped the establishment of increasingly harsh slave codes during the eighteenth century.

By 1720 black people outnumbered white people in the Carolinas, and fears of slave rebellions inspired South Carolina officials to, again, impose even harsher laws and more brutal enforcement measures. When indigo was introduced as a cash crop in the 1740s, the demand for slave labor increased further. Although far fewer enslaved people — about 40,000 — resided in South Carolina than in the Chesapeake, they already constituted more than 60 percent of the colony's total population by 1750.

During the mid-eighteenth century, Africans and African Americans formed only a small percentage of the northern population: just 5 percent of the combined populations of the Middle Colonies and New England. Some enslaved black people worked on agricultural estates in the Hudson River valley and New Jersey, even more labored as household servants, dockworkers, seamen, and blacksmiths in New York City alongside British colonists and European immigrants.

Fertility rates among enslaved Africans and African Americans were much lower than those among whites in the early eighteenth century, and fewer infants survived to adulthood. It was not until the 1740s that the majority of enslaved people were born in the colonies rather than imported, as some southern slaveholders began to realize that encouraging reproduction gave them economic benefits. Still, enslaved women, most of whom worked in the fields, gained only minimal relief from their labors during pregnancy.

REVIEW

How did economic trends shape slave codes in the southern colonies?

Africans Resist Enslavement

Enslaved laborers in British North America resisted their subjugation in a variety of ways. They secretly tried to retain customs, belief systems, languages, and naming practices from their homelands. They also secretly broke tools, burned down buildings, ruined stored seeds with moisture, stole livestock and food, faked illness, and some even poisoned masters or a member of their family. They openly resisted, too, challenging masters and overseers by refusing to work, or running away. Some fought back physically in the face of punishment for disrupting whites' authority. A few planned revolts.

The consequences for resisting were severe, from whipping, mutilation, and branding to summary execution. Southern white people, living amid large numbers of black people, were most deeply concerned about resistance and rebellion. As more slaves were imported directly from Africa, both the fear and the reality of rebellion increased.

In New York City in 1712, several dozen enslaved Africans and American Indians set fire to a building. When white people rushed to the scene, the insurgents attacked them with clubs, pistols, axes, and staves, killing eight and injuring many more. The rebels were soon defeated by the militia, however. Authorities executed eighteen insurgents, burning several at the stake as a warning to others, while six of those imprisoned committed suicide. In 1741 a series of suspicious fires in the city led to accusations against a white couple who owned an alehouse where black people gathered to drink. To protect herself from prosecution, an Irish indentured servant testified that she had overheard discussions of an elaborate plot involving black and white conspirators. Frightened of any hint that the poor might band together regardless of race, authorities immediately arrested suspects and eventually

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executed thirty-four people, including four white people. They also banished seventy-two black people from the city.

The most serious slave revolt, however, erupted in South Carolina, where a group of enslaved Africans led the **Stono Rebellion** in 1739. On Sunday, September 9, a group of enslaved men who had recently arrived stole weapons from a country store and killed the owners. They then marched south, along the Stono River, beating drums and recruiting others to join them. Torching plantations and killing whites along the route, they had gathered more than fifty insurgents when armed whites overtook them. In the ensuing battle, dozens of rebels died. The militia, along with American Indians hired to assist them, killed another twenty over the next two days and then captured a group of forty, who were executed without trial.

Stono Rebellion 1739 uprising by enslaved Africans and African Americans in South Carolina. In the aftermath of the uprising, white colonists' fears of slave revolts intensified.

AP® ANALYZING SOURCES

Source: George Cato, great-great-grandson of Stono Rebellion leader Cato, "Account of the Stono Rebellion, 1739," recording made by the Federal Writer's Project of the Works Progress Administration in 1937.

"How it all start? Dat what I ask but nobody ever tell me how 100 slaves between de Combahee and Edisto rivers come to meet in de woods not far from de Stono River on September 9, 1739. And how they elect a leader, my kinsman, Cato, and late dat day march to Stono town, break in a warehouse, kill two white men in charge, and take all de guns and ammunition they wants. But they do it. Wid dis start, they turn south and march on.

They work fast, coverin' 15 miles, passin' many fine plantations, and in every single case, stop, and break in de house and kill men, women, and children. Then they take what they want, 'cludin' arms, clothes, liquor and food.

Governor Bull and some planters . . . ride fast and spread de alarm and it wasn't long 'til de militiamen was on de trail in pursuit of de slave army. When found, many of de slaves was singin' and dancin' and Cap. Cato and some of de other leaders was cussin' at them sumpin awful. From dat day to dis, no Cato has tasted whiskey, 'less he go 'gainst his daddy's warnin'. Dis war last less than two days but it sho' was pow'ful hot while it last.

I reckons it was hot, 'cause in less than two days, 21 white men, women, and chillun, and 44 Negroes, was slain. My granddaddy say dat in de woods and at Stono, where de war start, dere was more than 100 Negroes in line. When de militia come in sight of them at Combahee swamp, de drinkin' dancin' Negroes scatter in de brush and only 44 stand deir ground.

Commander Cato speak for de crowd. He say: "We don't lak slavery. We start to [join] de Spanish in Florida. We surrender but we not whipped yet and we 'is not converted.'" De other 43 say: "Amen." They was taken, unarmed, and hanged by de militia. . . . He die but he die for doin' de right, as he see it."

Questions for Analysis

1. Identify three actions that the Stono rebels undertook as part of their rebellion.
2. Explain the goals of the Stono Rebellion, using the actions of the Stono rebels as evidence.
3. Explain three causes leading to the Stono Rebellion.

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This revolt echoed widely in a colony where black people outnumbered white people nearly two to one, direct importation from Africa was at an all-time high, and Spanish authorities in Florida promised freedom to runaway slaves. In 1738 the Spanish governor formed a black militia company, and he allowed thirty-eight fugitive families to settle north of St. Augustine and build Fort Mose for their protection. When warfare erupted between Spain and Britain over commercial rivalries in 1739, the enslaved people who participated in the Stono Rebellion may have seen their chance to gain freedom as a group. But as with other rebellions, this one failed, and the price of failure was death.

REVIEW

- How did enslaved Africans use the economic interests of slaveholders to rebel against their enslavement?

AP® WRITING HISTORICALLY

Responding to a Document-Based Question with Three Primary Sources

Responding to multiple-choice questions and Short-Answer Questions is not the only work with primary sources that you will be doing throughout this course or on the AP® U.S. History Exam. Likewise, the Long-Essay Question is not the only type of essay you will write. The Document-Based Question is an essay prompt that requires you to use not only your source analysis skills, but also demonstrate your ability to write a historical argument that incorporates several sources as evidence. Document-Based Questions have two major components: an essay prompt and a collection of documents, which you will encounter in that order on the AP® Exam. Here, we will discuss how to approach and annotate three primary sources in order to respond to a prompt that deals with what you have learned in this module. Consider the prompt below in light of your knowledge of the history of the British slave-holding colonies.

> Explain the effects of slavery on the wealthy landowners and enslaved people in the southern British colonies between 1650 and 1750.

This prompt, like all Document-Based Questions, is followed by a set of primary sources. In this case, three documents have been provided, as you will see in step 2.

Step 1 **Break down the prompt and pre-write as you would for a Long-Essay Question.**

Before you review the documents provided, you should treat this prompt like you would approach a Long-Essay Question: consider the topics and task of the prompt. One key element of the Document-Based Question is your ability to use evidence not mentioned in the documents to help prove your argument. If you brainstorm some potential evidence related to the prompt *before* you analyze the documents, you will

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have a set of evidence that you can use in your arguments along with the evidence you find in the documents.

Group	*Cause of Slave Economy*	*Social Effects of Slave Economy*
Wealthy landholders	Acquired large plantations and enslaved workers to grow cash crops (tobacco, rice, and, later, indigo).	Established an upper class (the gentry) that feared both slave uprisings (Stono Rebellion) and free Africans in colony. Slaveholders organized society to ensure their profit.
Enslaved Africans	Forced importation to North America to work large, cash-crop plantations.	Lived under harsh conditions. Rebelled covertly (destruction of property) and overtly (Stono Rebellion).

Step 2 **Read and annotate the documents, keeping your initial ideas for claims in mind.**

Now you're ready to consider how the documents below will help you support your claims above. As you read each document, you should note the key sections or phrases you find that can support your claims. However, you should also be aware that reading the documents might actually lead you to revise and refine your claims or come up with entirely new ones. This awareness will prevent you from "hunting and pecking" solely for information that supports your foregone conclusion. Often a close look at documents requires historians to revise their beliefs about a time period and topic. This is the essence of good historical scholarship.

On the AP® Exam, the Document-Based Question typically provides seven documents, but we'll start here with three. As you read each document, you should annotate sections that will help you support the ideas you jotted down. When you annotate, it is helpful to ask yourself the following questions:

- What is the document about? What historical situation does it describe or reference?
- Who is the author and what is his or her position in society? What biases or perspectives might someone in this position bring to the topic at hand?
- Who was the intended audience for this document?
- What was the author's purpose in writing this document?
- What point of view does the author of this document express?
- How does this document relate back to the prompt? In this case, try to link each document to the effects of slavery on the wealthy landowners and enslaved people in the southern British colonies between 1650 and 1750.
- Does this document remind you of any other historical developments? Jot down any relevant evidence from your own background knowledge that comes to mind.

We have annotated the first two documents to show how you might do this for the claims we worked out in step 1.

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DOCUMENT 1

Source: Virginia House of Burgesses, selected statues passed 1662 and 1667.

Slave codes created a clear separation between white and black people, making intermarriage illegal, and making slavery permanent.

This information reminds us that enslaved African American women were often subject to the sexual exploitation by white masters. Children of this sexual exploitation could, arguably, follow the status of their father, and therefore be free. However, this law makes clear that the children of they remained enslaved.

1662

"Whereas some doubts have arisen whether children got by any Englishman upon a Negro woman should be slave or free, be it therefore enacted and declared by this present Grand Assembly, that all children born in this country shall be held bond or free only according to the condition of the mother; and that if any Christian shall commit fornication with a Negro man or woman, he or she so offending shall pay double the fines imposed by the former act."

1667

"Whereas some doubts have risen whether children that are slaves by birth, and by the charity and piety of their owners made partakers of the blessed sacrament of baptism, should by virtue of their baptism be made free, it is enacted and declared by this Grand Assembly, and the authority thereof, that the conferring of baptism does not alter the condition of the person as to his bondage or freedom; that diverse masters, freed from this doubt may more carefully endeavor the propagation of Christianity by permitting children, through slaves, or those of greater growth if capable, to be admitted to that sacrament."

Conversion to Christianity does not change an enslaved person's status. This is a piece of information that we did not consider above when we generated some evidence based on the prompt. However, it shows the extent to which slavery shaped the society of the southern colonies: its preservation was more important than Christian faith. In this regard, economics trumped religion.

DOCUMENT 2

Source: Joseph Ball Instructs His Nephew on Managing Enslaved Workers (1743)

Used cheap, but strong, fabric to clothe his slaves—thus keeping costs low. This supports one of our initial claims: "slaveholders organized society to ensure their profit."

"I will have what Goods I send to Virginia to the use of my Plantation there, kept in my House at Morattico.

If I should not send Goods enough, you must Supply the rest out of the stores there with my Tobacco.

The Coarse Cotton . . . was assign'd for blankets for my Negroes: there must be four yards a half to each Blanket. They that have [now] two blankets already; that is one tolerable one, and one pretty good one, must have what is wanting to make

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it up, 4½ yards in a blanket. And Everyone of the workers must have a Good Suite of the Welsh Plain [wool] made as it should be. Not to[o] Scanty, nor bobtail'd. And Each of the Children must have a Coat of Worser Cotton . . . and two shirts or shifts of ozenbrig [coarse linen] and the Workers must Each of them have Summer Shirts of the brown Rolls. And All the workers must have Good strong Shoes, & stockings; and they that go after the Creatures [livestock], or Much in the Wet, must have two pair of Shoes . . . and all must be done in Good time; and not for Winter to be half over before they get their summer Clothes; as the Common Virginia fashion is.

Recommends against calling a doctor. Fears that doctors do more "harm" to slaves. Possibly concerned about cost?

If any of the Negroes should be sick, let them l[ie] by a Good fire; and have fresh Meat & brot[h]; and blood, and vomit [purge] them, as you shall think proper. . . . I would have no Doctor unless in very violent Cases: they Generally do more harm than Good. . . .

Let not the overseers abuse my People. Nor let them abuse their overseer.

Let the Breeding Wenches have Baby Clothes, for wh[ic]h you may tear up old sheets, or any other old Linen . . . (I shall Send things proper hereafter) and let them have Good Midwives; and what is necessary. Register all the Negro Children that shall be born and after keep an account of their ages among my Papers."

DOCUMENT 3

Source: Richard Corbin Describes How to Become a Successful Planter (1759)

"As it will be Necessary to . . . Suggest to you my Thoughts upon the business you have undertaken, I shall endeavor to be particular and Circumstanial. . . .

Observe a prudent and a Watchful Conduct over the Overseers that they attend their business with diligence; keep the Negroes in good order and enforce obedience by the Example of their own Industry, wch [which] is a more effectual method in every respect . . . than Hurry and Severity; the ways of Industry are constant and regular, not to be in a hurry at one time and do nothing at another, but to be always Usefully and Steadily employed. . . .

This information supports two of our claims: white slaveholders "established an upper class (the gentry) that feared both slave uprisings (Stono Rebellion)" and "slaveholders organized society to ensure their profit." Corbin appears to direct his reader to make sure that overseers do not overwork enslaved laborers here — and we can draw two conclusions about why. This may be advice designed to prevent rebellion, and it may also be to ensure the longevity of an enslaved African American's work life.

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Here Corbin links enslaved African Americans with livestock, providing us with a useful piece of evidence to support our assertion that enslaved individuals were considered property rather than people.

Here Corbin tries to balance his desire to prevent his slaves from rebelling with his wish to maintain low costs, thereby ensuring profit.

Take an Exact account of all the Negroes & Stocks [animals] at each Plantation and send to me; & tho[ugh] once a year may be sufficient to take this acct, yet it will be advisable to see them once a Month at least, as such an Inspection will fix more closely the overseers attention to these points.

As complaints have been made by the Negroes in respect to their provision of corn, I must desire you to put that matter under such a Regulation, as your own Prudence will dictate. . . . The allowance to be sure is Plentiful and they ought to have their Belly full but care must be taken with this Plenty that no Waiste [waste] is Committed. . . .

Tob[acc]o h[ogs]h[ea]ds [large casks] should always be provided the 1st Week in Sept; every morning of that month is fit for Striking & Stripping; every morning therefore of this month, they should Strike as much Tob[acc]o as they can strip whilst the Dew is upon the Ground and what they Strip in the morning must be Stem'd in the Evening; this method constantly practiced, the Tobacco will be prised before Christmas....

Step 3 Connect evidence from the documents with your claims to generate a thesis statement.

Now that you've annotated the documents, you should consider how each lends support to the claims you wrote down before you began your reading. This is also where you can use your annotations from reading the documents to refine, expand, and introduce new ideas to the table you started in step 1. Make sure to note where and how the documents support your claims — in this case, for the social effects of the slave economy. An effective expanded chart may look like this one:

Affected Group	Cause of Slave Economy	Social Effects of Slave Economy	Document Evidence
Wealthy landholders	Acquired large plantations and enslaved workers to grow cash crops (tobacco, rice, and, later, indigo).	Established an upper class (the gentry) that controlled colonial politics. Feared both slave uprisings (Stono Rebellion) and free Africans in colony. Created slave codes to regulate enslaved population.	Slave codes created a clear separation between white and black people, making intermarriage illegal (Document 1). They also made slavery permanent by forbidding slaveholders from freeing slaves through baptism, and ensuring the enslavement of children of the sexual exploitation of enslaved African Americans (Document 1).
		Fed and clothed enslaved population cheaply, to ensure profits.	Slaveholder Joseph Ball used cheap, but strong, fabric to clothe his slaves (Document 2).
		Kept enslaved people constantly working in harsh conditions to prevent rebellion.	Slaveholder Richard Corbin instructed his overseers to keep slaves working "Usefully and Steadily." (Document 3)

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Enslaved people	Forced importation to North America to work large, cash-crop plantations.	Lived under harsh conditions, encouraged to suppress family ties and culture. Rebelled covertly (destruction of property) and overtly (open rebellion, Stono).	Slave codes imply that as the enslaved population grew, intermarriage between white and black people, as well as baptism, was increasingly used as an excuse to free the enslaved. Children of sexual exploitation remained enslaved (Document 1). Slaveholder Joseph Ball implies that economic concerns were more important than his slaves' health or comfort by recommending against calling a doctor in cases of illness, perhaps because of the cost (Document 2). Slaveholder Richard Corbin advises that overseers "keep the Negroes in good order and enforce obedience" so as to prevent laziness and rebellion (Documents 3).

Now you have a table that reflects your initial reading of the prompt and the evidence you brainstormed ("Causes of Slave Economy" and "Social Effects of Slave Economy") and examples in the documents that will help support the evidence you thought of ("Document Evidence"). In the "Document Evidence" column, the documents have been cited parenthetically at the end of each evidence claim. You can use this method in your response, too, where you explain how a document supports your claim and then refer your reader to the document you cite by adding a paragraph at the end of the sentence with the document number in parentheses.

When you write a full essay in response to a Document-Based Question, you will need to write a thesis and make a plan to organize your essay. For now, however, let's just focus on how to use documents to support a claim in writing. These skills are especially important for writing body paragraphs of essays, but they're also important for using evidence from the documents to support your claims.

Step 4 Use evidence from both the documents and your own knowledge to support your thesis in the body of your essay.

Here, we will take some time to practice writing paragraphs that state and support a claim. In this case, you will need to incorporate a claim regarding social effects of the southern economy, evidence from your own knowledge of history that supports that claim, *and* evidence from the documents that also supports your claim.

This may sound like a lot of work, and while it may seem difficult at first, the more you practice the easier it will become. When you effectively support an argument, weaving the sources in with your historical evidence is seamless. Below are two examples of a paragraph that supports a claim about the wealthy landowners from the chart in step 3. Claims, evidence, and explanations of evidence have all been labeled for you. We have also annotated these paragraphs to help you understand how to effectively support your claims.

Sample Body Paragraph 1:

Slaveholders feared slave rebellions and a growing population of free African Americans, which led slaveholders to create oppressive systems of control **[claim]**. Often, enslaved

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people rebelled against these harsh conditions, as in the Stono Rebellion, where a short, but bloody slave revolt inspired fear of future uprisings in South Carolina and throughout the South **[evidence from historical knowledge]**. For example, slaveholder Richard Corbin advised that overseers "keep the Negroes in good order and enforce obedience" so as to prevent laziness and rebellion (Doc. 3) **[evidence from documents]**. Here, Corbin shows his fear of rebellion on the part of enslaved African Americans and his interest in keeping slaves docile **[explanation of evidence]**. Slaveholders also created harsh slave codes that narrowed enslaved people's avenues to freedom by ensuring that the children that resulted from the sexual exploitation of enslaved women remained enslaved and curtailed the rights of free black people by making intermarriage with white people illegal (Doc. 1) **[evidence from documents]**. This suppressed the growth of the population of free African Americans—not only was slavery a permanent and inheritable status, but the options free black people had for marriage were severely limited **[explanation of evidence]**. These codes also forbade baptism as a justification for freedom (Doc. 1) **[evidence from documents]**, thereby closing yet another avenue to freedom for enslaved African Americans **[explanation of evidence]**.

"For example…" cues the reader to look for evidence in a sentence.

When a sentence tells a reader what something "shows," this is a cue that evidence is being explained as to how it supports a claim.

"Also" here tells the reader that you are about to provide another piece of evidence.

"This" here refers to "slave codes" and the verb "suppressed" alerts the reader to the beginning of an explanation of how the evidence supports a claim.

"Also" tells the reader that this is another piece of evidence to prove the second supporting statement.

"Thereby" tells the reader that the second half of this sentence explains the significance of the evidence regarding the second supporting statement regarding "enslaved African Americans."

Sample Body Paragraph 2:

Southern society was also shaped by the economic need to keep labor costs low to generate maximum profit **[claim]**. Concern for enslaved people's health and comfort was secondary for slaveholders, since they depended upon profit from sugar, indigo, and rice crops, which enslaved African Americans worked against their will **[evidence from historical knowledge]**. For example, slaveholder Joseph Ball's economic concerns were more important that his slaves' health or comfort, as seen by the cheap clothing he used to outfit his workers (Doc. 2) **[evidence from documents]**. Additionally, in Document 2, Ball recommended against calling a doctor for sick or injured slaves **[evidence from documents]**. This could suggest that Ball's interests, like those of many plantation owners, were primarily in the profit generated by enslaved labor rather than the health of those he enslaved **[explanation of evidence]**.

Here is another cue that evidence follows.

And this cues the reader that an explanation follows.

"Additionally" here tells the reader that a second piece of evidence is about to follow.

Notice how these paragraphs don't just drop in quotes from sources, nor do they simply list the documents in order. Instead, each paragraph presents the documents in a way that best serves each paragraph's claims, and each paragraph repeats the ACE strategy throughout: first by stating a claim, and then following this claim with evidence, which you

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found in your original brainstorm of the prompt and in annotating the documents. Also, note how the writer immediately follows each piece of evidence with an explanation of how it supports the claim in the paragraph's topic sentence.

ACTIVITY

Generate a new claim about the social effects of slave economies on enslaved people and write a paragraph that uses at least one of the three documents *and* your own historical knowledge as evidence to support your claim. Make sure that your paragraph includes a claim, supporting statements, evidence, and explanations of why your evidence supports your claim. You may wish to use the table in step 2 and the annotations to the documents above to help you construct your paragraph. You may also wish to add your own annotations to the documents and expand the table to include your own thoughts. An outline to help guide your writing follows.

- **I. Body paragraph**
  - **A. Topic sentence presenting claim**
  - **B. Cite document as evidence of claim**
    - **1. Explain how document evidence supports claim**
  - **C. Cite historical knowledge as evidence of claim**
    - **1. Explain how evidence from historical knowledge supports claim**

MODULE 2-7 REVIEW

KEY CONCEPTS AND EVENTS

Middle Passage, *000*
gang labor, *000*
slave laws, *000*
Stono Rebellion, *000*

CHRONOLOGY

1660s	Slave laws passed by Virginia House of Burgesses
1680	Royal African Company formed
c. 1700–1808	Approximately 3 million enslaved Africans cross Middle Passage
c. 1700–60s	Rice and indigo become cash crops
1739	Stono Rebellion
1740s	Number of enslaved people born in colonies outnumbers imports of enslaved Africans

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Module 2-8

Imperial Contests in Trade and War

LEARNING **TARGETS**

By the end of this module, you should be able to:

- Explain how competition over resources between European rivals and American Indians both encouraged industry and trade and led to conflict in the Americas.
- Explain how interactions between European rivals and American Indian populations fostered both accommodation and conflict as various European colonies allied with American Indian groups, who frequently sought alliances with Europeans against other American Indian groups.

THEMATIC **FOCUS**

America in the World

Starting in the seventeenth century, British North American colonists were pulled into a series of conflicts with other European colonists and their American Indian allies as European nations increasingly sought control over the Western Hemisphere.

HISTORICAL REASONING **FOCUS**

Comparison

TASK ▶ As you read Module 2-8, focus your historical thinking by considering comparison in particular. Note similarities and differences in the ways European colonizers interacted with American Indians prior to 1754. Each time you note similarities or differences, think critically about both the reasons for those parallels between different societies as well as why they diverge.

Throughout the early and mid-seventeenth century, English, Dutch, and French colonists profited from trade relations and military alliances with American Indian nations. Nonetheless, European demands for land fueled repeated conflicts with tribes. Already devastated by European-borne diseases, their very survival was at stake.

English colonists most often followed the example that the Spanish set before them, taking American Indian land by force. Most English colonists rebuffed American Indian efforts at trade in favor of theft and conflict from the very start — examples of this include some colonists in the Virginia Company at Jamestown and the atrocities committed by Myles Standish in New England during the first half of the seventeenth century. Such aggressive policies created a frontier of exclusion in which American Indians were not welcome in

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Anglo-Powhatan Wars
Series of conflicts in the 1620s between the Powhatan Confederacy and English settlers in Virginia and Maryland.

English communities. Continued intrusions on American Indians' lands led to the **Anglo-Powhatan Wars** in 1620s Virginia, and the Pequot War with New England Puritans in the 1630s (see Module 2-3). These wars, combined with the devastation of diseases brought to North America by the English, killed American Indians in every colonial region and opened up lands to be colonized by the English through the 1640s.

By contrast, colonization by the Dutch in New Amsterdam, and the French in the Great Lakes, succeeded primarily through trade with American Indians. These commercial alliances led to fewer violent conflicts in the first half of the seventeenth century. However, both of these nations sent far fewer colonists to North America, and as a result were significantly less motivated to invade American Indian land than the English. A few English colonists followed a similarly more peaceable route. For example, in New England Roger Williams purchased the lands for his Rhode Island colony from local tribes. A small number of Puritans led by missionary John Eliot attempted to establish "praying towns," communities in which Puritan missionaries taught American Indians how to read the Bible, and a few students attended Harvard College. Most "praying Indians," however, continued to embrace traditional rituals and beliefs alongside Christian practices. The efforts produced few total converts, and the lack of acceptance of American Indians within Puritan society at large persisted.

AP® TIP

Be sure you can explain the causes for the differences in colonial relations with American Indians across different European nations.

AP® ANALYZING SOURCES

Source: Experience Mayhew and Thomas Prince, missionaries to the Wampanoag, *Indian Converts: or, Some Account of the Lives and Dying Speeches of a Considerable Number of the Christianized Indians of Martha's Vineyard, in New-England,* 1727.

> "She said she remembered the discourse which I formerly had with her, and said she had been thereby encouraged to seek after God, and she manifested a desire that I would further instruct her.
>
> I then put many questions to her for the trial of her understanding, and found she well understood the principles of the Christian faith; as the doctrine of original sin, the guilt which it brought on all mankind, and the depravation of the humane nature by it, by which man is now naturally inclined to that which is evil only, and that continually. She owned, that from this corrupt fountain all those actual sins do flow, which mankind commit, and said, her own sins had been very many and great.
>
> I found also that she had a distinct understanding of the doctrine of redemption by Jesus Christ. I put several questions to her concerning his person, offices, and the righteousness he fulfilled in his obedience and sufferings for sinners; all which she answered well, and declared her belief of his resurrection from the dead, and ascension into Heaven, &c.
>
> I likewise found she understood the doctrine of regeneration, and the absolute necessity of it, in order to the eternal salvation of sinners. She owned that, without holiness of heart and life, none could have any saving benefit by Jesus Christ, or ever enter into the kingdom of God."

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Questions for Analysis

1. Identify the evidence Mayhew and Prince provide for their claim to have converted this native woman to Christianity.
2. Explain reasons that may have led Mayhew and Prince to present this conversion in this fashion.
3. Explain the reasons for the differences between Spanish and English interactions with American Indians.

American Indians Resist European Intrusion

The European conflicts in North America put incredible pressure on American Indian peoples to choose sides. Although it was increasingly difficult for native peoples in colonized areas to remain autonomous, American Indian nations were not simply pawns of European powers. Some actively sought European allies against their native enemies, and nearly all desired European trade goods like cloth, guns, and horses. Moreover, struggles among English, French, and Spanish forces both reinforced conflicts among American Indian peoples that existed before European settlement and created new ones.

Colonial conflicts with American Indians started almost immediately in New England, and continued with the Pequot War of 1636 to 1638. War broke out again in the 1670s, this time with the Wampanoag Indians, in **Metacom's War** (see Module 2-3). There was no easy victory, however, and the war dragged on, becoming increasingly brutal on both sides. Some 1,000 English settlers were killed and dozens were taken captive during the war. Metacom's forces attacked Plymouth and Providence and marched within twenty miles of Boston. The English, for their part, allied with predominately Iroquois-speaking tribes and attacked Wampanoag villages, killing hundreds of American Indians and selling hundreds more into slavery in the West Indies, including Metacom's wife and son. Food shortages and disease combined with battlefield injuries to kill as many as 4,500 men, women, and children. About a quarter of the remaining American Indian population of New England died between 1675 and 1676.

Metacom's War 1675–1676 conflict between New England settlers and the region's Indians. The settlers were the eventual victors, but fighting was fierce and casualties on both sides were high.

AP® TIP

As you read this section, evaluate how European rivalries affected the relations between American Indian groups and the British in North America during the late seventeenth and early eighteenth centuries.

As the carnage of Metacom's war spilled into New York, Iroquois leaders and colonists met at Albany in 1677 in hopes of salvaging their lucrative fur trade. There they formed an alliance, the **Covenant Chain**, to forestall future conflict. In the following decades, furs and land continued to define the complex relations between American Indians and Europeans across the northern regions of North America.

The trade in guns was especially significant in escalating conflicts among tribes during the late seventeenth century. By that period the English were willing to trade guns for American Indian captives sold as enslaved labor. American Indians had always taken captives in war, but some of those captives had been adopted into the victorious nation. This changed as the English in Carolina began exchanging guns for captives, shipping most to Caribbean plantations. As slave trading spread, more peaceful tribes were forced to acquire guns for self-protection, further escalating raiding by American Indian foes and enslavement. These raids also had the effect of forcing many American Indian nations off traditional lands.

Tuscarora War War launched by Tuscarora Indians from 1711 to 1715 against European settlers in North Carolina and their allies from the Yamasee, Catawba, and Cherokee nations.

These dynamics eventually led to two major early eighteenth century conflicts in the Carolinas: the **Tuscarora War** (1711–1715), in which British, Dutch, and German colonists

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Yamasee War A pan-Indian war from 1715 to 1717 led by the Yamasee who intended, but failed, to oust the British from South Carolina.

banded together against the Tuscarora Indians, and the **Yamasee War** (1715–1717), won by the English against a coalition of several American Indian tribes. Although the English victories had high costs, in terms of both lives and money, they opened up the interior of North America for expanded English settlement, ensuring the growth of the plantation system. In the aftermath of both wars, the Creek emerged as a powerful new confederation, the Cherokee became the major trading partner of the British, and the Yamasee nation was seriously weakened. Moreover, as the British gained a Cherokee alliance their Creek and the Caddo enemies reacted by strengthening their alliance with the French. American Indians, however, still continued raids into the Carolinas into the 1720s and 1730s.

REVIEW

How were English and French interactions with American Indians similar, and in what ways did they differ?

European Rivalry and American Indian Alliances

Developments in North America in the late seventeenth and early eighteenth centuries were driven as much by events in Europe as by those in the colonies. From 1689 until 1713, Europe was in an almost constant state of war, with continental conflicts spilling over into colonial possessions in North America. The result was increased tensions between colonists of different nationalities, American Indians and colonists, and colonists and their home countries.

AP® TIP

As you read this section, pay particular attention to how European wars not only shaped conflicts in the colonies, but also began to shift colonial attitudes toward the British government.

France was at the center of much of the European warfare of the period, as Louis XIV hoped to expand France's borders and gain supremacy in Europe. To this end, he built a powerful professional army under state authority. Between 1689 and 1697, France and England fought their first sustained war in North America, **King William's War** (see Module 2-3). The war began over conflicting French and English interests on the European continent, but it soon spread to the American frontier when English and Iroquois forces attacked French and Huron settlements around Montreal and northern New York.

King William's War (1689–1697) The first sustained war between France and England in North America.

Although neither side had gained significant territory when peace was declared in 1697, the war had important consequences. Many colonists serving in the English army died of battle wounds, smallpox, and inadequate rations. Those who survived resented their treatment and the unnecessary deaths of so many comrades. The Iroquois fared even worse. Their fur trade was devastated, and hundreds of Mohawks and Oneidas were forced to flee from France's American Indian allies along the eastern Great Lakes.

Queen Anne's War (1702–1713; also known as the War of Spanish Succession) War over the Spanish kingdom and its colonies after Charles II of Spain died without an heir in 1700. In North America, England battled an allied France and Spain, with each nation hoping to gain new territory. Both sides recruited American Indians to fight.

A second protracted conflict, known as the War of the Spanish Succession, or **Queen Anne's War** (1702–1713), had even more devastating effects on North America. The conflict erupted in Europe when the Spanish monarch died without an heir, launching a contest for the Spanish kingdom and its colonies. France and Spain squared off against England, the Netherlands, Austria, and Prussia. In North America, however, England alone faced France and Spain, with each nation hoping to gain additional territory. Both sides recruited American Indian allies.

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AP® ANALYZING SOURCES

Source: Thomas Oliver, writing on behalf of the colonial government of Massachusetts, "Letter to Queen Anne," 1708.

> "And they are Animated & Encouraged to such Barbarity's by the french setting the heads of your . . . [Majesty's] Subjects, at a price upon bringing in their Scalps, and they kill many in cold blood. . . . They have the advantage of Retiring for shelter, to the Obscured Recesses of a Vast rude Wilderness, full of Woods, Lakes, Rivers, ponds, Swamps, Rocks and Mountains, whereto they make an Easy and quick Passage, by means of their . . . Canoes of great Swiftness and light of Carriage. . . . [T]heir skill and dexterity for the making and Using of them is very extraordinary, which renders our Tiresome marches after them Ineffectual. These Rebels have no fixt Settlements, but are Ambulatory, & make frequent removes . . . , having no other Houses, but Tents or hutts made of Barque or Kinds of Trees, Matts &c. which they soon provide in all places where they come, So that it is Impracticable to pursue or follow them with any Body of Regular Troops, they are supported and Encouraged by the french, who make them yearly Presents . . . of Clothing, Armes and Ammunition, Besides the Supply they Afford them for the Beaver and Furrs, which they take in hunting, and Constantly keep their Priests & Emissaries among them, to steady them in their Interests, and the bigotries . . . [which] they have Instilled into them. The French also oft times join them in their Marches on our Frontiers. . . . [T]he most probable Method of doing Execution upon them & Reduceing them, is by men of their own Colour, way & manner of living. And if yor Majesty shall be Graciously pleased to Command the Service of the Mohawks, and other Nations of the Western Indians that are in friendship and Covenant with your . . . [Majesty's] Several Governments, against these Eastern Indian Rebels, for which they Express themselves to stand ready, and to whom they are a Terrour. They would with the Blessing of God in Short time Extirpate [destroy] or Reclaim them, and prevent the Incursions made upon us from Canada or the East. . . ."

Questions for Analysis

1. Identify Oliver's proposed solution to American Indian raids in Massachusetts.
2. Explain the reasons that caused American Indians to ally with Europeans.
3. Explain the reasons why mercantilism led to conflicts during the seventeenth and early eighteenth centuries.

Treaty of Utrecht Treaty signed in 1713 at the end of Queen Anne's War that aimed to achieve peace by balancing the interests of European powers and their colonial possessions.

After more than a decade of savage fighting, Queen Anne's War ended in 1713 with the **Treaty of Utrecht**, which aimed to secure a lasting peace by balancing the interests of the great powers in Europe and their colonial possessions. While England benefited the most in North America the treaty was not able to keep conflict from continuing. Indeed, Spain, France, and Britain all strengthened fortifications along their North American borders.

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AP® ANALYZING SOURCES

Source: Treaty of Utrecht, ended Queen Anne's War in 1713.

> "The subjects of France inhabiting Canada, and others, shall hereafter give no hinderance or molestation to the five nations or cantons of Indians, subject to the domination of Great Britain, nor to the other natives of America, who are friends to the same. In like manner, the subjects of Great Britain shall behave themselves peaceably towards the Americans who are subjects or friends to France; and on both sides they shall enjoy full liberty of going and coming on account of trade. As also the natives of those countries shall, with the same liberty, resort, as they please, to the British and French colonies, for promoting trade on one side and the other, without any molestation or hinderance, either on the part of the British subjects or of the French. But it is to be exactly and distinctly settled by commissaries [government officials], who are, and who ought to be accounted the subjects and friends of Britain or of France."

Questions for Analysis

1. Identify at least four North American actors in Queen Anne's War.
2. Describe causes of the conflict addressed in this section of the treaty.
3. Explain the reasons underlying the causes of conflict in Queen Anne's War.

REVIEW

How were King William's War and Queen Anne's War similar, and in what ways did they differ?

Imperial Conflicts on the Southern Frontier

King George's War War between France, Spain, and England fought in North America from 1739 to 1748.

AP® TIP

Analyzing the reasons why colonists questioned British rule in response to the imperial wars of the early and mid-eighteenth century is key to understanding the historical developments of the late eighteenth century.

From 1739 to 1748, England and Spain fought yet another war — **King George's War** — in North America. It started with Spanish anger at the founding of the English colony of Georgia by King George II (r. 1727–1760) in 1732. Tensions between the two nations grew, and in August 1739, finally erupted into violence. The Spanish navy captured an English ship captain who was trading illegally in the Spanish West Indies and punished him by cutting off one of his ears. In response, Great Britain attacked the Spanish colony of St. Augustine (in present-day Florida) and Cartagena (in present-day Colombia). Spain sent troops into Georgia, but the colonial militia pushed back the attack. This American war became part of a more general European conflict (The War of Austrian Succession). Once again France and Spain joined forces. By the time the war ended in 1748, the British had ensured the future of Georgia and reaffirmed their military superiority.

The British victory cost the lives of many colonial settlers and soldiers, however, and some colonists began to wonder whether their interests and those of the crown were truly the same. King William's War (1689–1697), Queen Anne's War (1702–1713), and King George's War (1739–1748) had all failed to settle the contest for supremacy in North America. Europeans and their American Indian allies resumed fighting a mere six years later in a new conflict: the French and Indian War (1754–1763), also known in Europe as the

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Seven Years' War (French and Indian War)
A global conflict between European nations, primarily Britain and France, which began in North America in 1754, erupted in Europe in 1756, and ended in 1763. France ultimately ceded all of its North American territories to England and Spain, but the enormous cost of the war had also damaged the British economy.

Seven Years' War (since it started two years later there). Early in the war, a young British officer from the colony of Virginia named George Washington led troops against the French in the Ohio River valley. Yet another in the series of imperial contests for North America, this war too had high costs in lives and treasure. Moreover, it intensified some colonists' questioning of British colonial rule. Unlike King William's War, Queen Anne's War, and King George's War, the Seven Years' War decisively changed the balance of power in North America, setting the stage for outright conflict between British colonists and the British government.

REVIEW

- What were two of the common causes of Britain's colonial wars between 1689 and 1754?
- What were two common effects of those wars?

AP® WRITING HISTORICALLY — Responding to a Document-Based Question with Five Primary Sources

In Module 2-7, you began to develop your skills in reading and analyzing primary sources in response to a Document-Based Question. While you worked with three sources in that module, here we will walk through how to work with five sources in response to a prompt, as well as bring in evidence not found in the documents themselves. Consider the following prompt:

> Evaluate the extent of similarity in the motives of the English and American Indians for fighting Metacom's War.

Step 1 Break down the prompt and pre-write as you would for a Long-Essay Question.

As you did in the Writing Historically section of Module 2-7, jot down a few ideas drawn from your own knowledge of history, as if you were preparing to answer a Long-Essay Question. Remember, the prompt is asking you to discuss both similarities *and* differences. The following table provides sample ideas, followed by a list of some similarities and differences generated by these ideas.

The English	American Indians
• Metacom's War primarily took place in New England. • By 1670s, New Englanders felt increasingly threatened by American Indians with guns. Sought to take them away. • New Englanders continually expanded into American Indian territories as population grew. • Confiscation of guns and territorial expansion caused Indian raids on New England frontier villages. • Religiously motivated New Englanders considered Native Americans inferior to Christians. • New Englanders believed expansion was God's will and civilized an untamed wilderness.	• Metacom's people called the Wampanoag. • New England generally at peace with Wampanoag since 1630s (Pequot War). • Wampanoag rejected New Englanders' attempt to disarm them. • Wampanoag feared New Englanders' encroachment on their land. • Raids on New England villages led to reprisals, escalating the conflict.

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This initial brainstorming activity allows you to see some similarities and some differences in the motivations between the New Englanders and the Wampanoag regarding their motives to fight Metacom's War. Also, some of this information might serve as the evidence not found in the documents that you will need to bring in to your arguments. The following table illustrates one way you can arrange this information into similarities and differences.

Similarities	Differences
• Both had been at peace with each other since the Pequot War of the 1630s. • Both were competing for the same land. • Both perceived the other as a threat. • Both engaged in retaliatory attacks immediately preceding and during the war, which escalated the conflict.	• New Englanders were expanding because of a growing population. • Wampanoag territory was encroached upon by New Englanders. • New Englanders tried to confiscate Wampanoag guns to ensure safety of settlers. • Wampanoag, after forty years of peace with New Englanders, perceived confiscation of guns to be a threat. • New Englanders considered their colony to be God's "City Upon a Hill," and were therefore righteously motivated to "civilize" what they considered the wilderness. • Wampanoag did not see the war in terms of a religious crusade, but as a defensive measure against the growing power of New England.

Now that you've written down a few ideas, it is time to generate a couple of preliminary claims. Reviewing the information we just brainstormed, you could make the following two:

Claim 1 (similarity): Both the Wampanoag and New Englanders were competing over the same land.

Claim 2 (difference): The New Englanders increasingly sought to protect settlers in land they believed their right to settle. The Wampanoag sought to defend their traditional territories from English encroachment.

Step 2 Read and annotate the documents, keeping your initial ideas for claims in mind.

While you read the documents, keep in mind the information you jotted down after reading the prompt regarding English and American Indian motives during the conflict. Be sure to annotate your documents for evidence useful when considering the motivations of each. When you see an example that matches or adds to your list of similarities or differences, make sure you make note of it. We have provided a few annotations to the documents to help guide your reading, but you can and should add your own.

When you annotate, remember to ask yourself the following questions:

- What is the document about? What historical situation does it describe or reference?
- Who is the author and what is his or her position in society? What biases or perspectives might someone in this position bring to the topic at hand?
- Who was the intended audience for this document?
- What was the author's purpose in writing this document?
- What point of view does the author of this document express?
- How does this document relate back to the prompt?
- Does this document remind you of any other historical developments?

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DOCUMENT 1

Source: William Nahaton, Petition to Free an Indian Slave, 1675.

"To the honored counsel now siting at boston to the humble petition of william [n]ahaton hee humbly sheweth.

I have seing a woman taken by the mohegins and now brought to boston which woman although she did belong to [King] phillip his Company yet shee is a kinn to me and all so to john hunter as severall of the indians of punkapoag do know[.] my humble and right request there fore to the Renowned Counsel is that if it may stand with there pleasure and with out furtur inconvenience her Life may be spared and her Liberty granted under such conditions as the honored Counsel see most fit: shee being a woman whatever her mind hath been it is very probable she hath not dun much mischefe and if the honored counsel shall plese so grant me that favor I shall understand to leve her at punkapoag[.] . . . I shall obtaine so much favor from the honored counsel which will further oblige him who is your honored to command william [n]ahaton."

Here, William Nahaton requests the release of a Wampanoag woman who has been sold into slavery. We know that she is related to him since he claims her as family ("kin"). This establishes that the English enslaved American Indians around the time of Metacom's War. Did the Wampanoag take English captives too? If so, we have another **similarity** for motivation for continued conflict between the two.

DOCUMENT 2

Source: Benjamin Church, "A Visit with Awashonks, Sachem of the Sakonnet," (account published posthumously from Church's notes by his son Thomas in 1716), notes recorded in 1675.

"The next Spring advancing, while Mr. Church was diligently settling his new Farm, stocking, leasing, and disposing of his Affairs . . . ; and hoping that his good success would be inviting unto other good Men to become his Neighbours; Behold! The rumor of a War between the English and the Natives gave check to his projects. People began to be very jealous of the Indians, and indeed they had no small reason to suspect that they had form'd a design of War upon the English. . . .

Here Church (referring to himself in the third person) relates some English grievances in the new settlements, namely that New Englanders "began to be very jealous" of the Wampanoag in the newly settled regions and had "reason to suspect" they meant to make war on the English. In our brainstorming, we assumed that the English were the aggressors and the Wampanoag were on the defensive. However, from this document, we can infer that another **similarity** might be that both the New Englanders and the Wampanoag perceived each other as threats.

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Among the rest he sent Six Men to Awashonks Squaw-Sachem of the Sakonnet Indians . . . : Awashonks so far listened unto them as to call her Subjects together, to make a great Dance, which is the custom of that Nation when they advise about Momentous Affairs. . . . [S]he . . . calls her Nobles round her, orders Mr. Church to be invited into her presence. Complements being past, and each one taking Seats. She told him, King Philip had sent Six Men of his . . . to draw her into a confederacy with him in a War with the English. . . .

Then Mr. Church turn'd to Awashonks, and told her, if Philip were resolv'd to make War, her best way would be to . . . shelter her self under the Protection of the English. . . .

Then he told Awashonks he thought it might be most advisable for her to send to the Governour of Plymouth, and shelter her self, and People under his Protection. She lik'd his advice, and desired him to go on her behalf to the Plymouth Government, which he consented to: And at parting advised her what ever she did, not to desert the English Interest, [and] joyn with her Neighbours in a Rebellion which would certainly prove fatal to her. . . . She thank'd him for his advice, and sent two of her Men to guard him to his House. . . ."

Here is another piece of information we did not include in our brainstorm: the Wampanoag had begun to seek alliances with local tribes, in this case, the Awashonk. This information provides support for Wampanoag fears of English encroachments and gives some reason for the English to seek allies as well. Did the English also seek American Indian allies? If so, this is another ***similarity****.*

Aha! Both sought native allies. This is an important ***similarity*** *we did not note prior to reading. Keep this information in mind for a new "similarity" claim.*

DOCUMENT 3

Source: John Easton, "A Relation of the Indian War," 1675.

"Another Grievance was, when their King sold Land, the English would say, it was more than they agreed to, and a Writing must be prove against all them, and some of their Kings had dun Rong [done wrong] to sell so much. He left his Peopell [people] none, and some being given to Drunknes the English made them drunk and then cheated them in Bargains, but now their Kings were forewarned not for to part with Land, for nothing in Comparison to the Value thereof. Now home [some] the English had owned for King or Queen, they would disinherit, and make another King

Here is more information that we did not consider when we first read the prompt. An English author notes that the Wampanoag claimed the English had broken treaties with them, and attempted to undermine Wampanoag society by encouraging drunkenness. This could be a useful ***difference*** *in the motivations, since the English considered their expansion as improvement of the "wilderness." This document connects to Document 4, where the author describes the English perceptions of their new settlements.*

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that would give or sell them these Lands; that now they had no Hopes left to keep any Land. Another Grievance, the English Catell [cattle] and Horses still increased; that when they removed 30 Miles from where English had any thing to do, they could not keep their Corn from being spoiled, they never being used to fence, and thought when the English bought Land of them they would have kept their Catell upon their owne Land. Another Grievance, the English were so eager to sell the Indians Lickers [liquor], that most of the Indians spent all in Drunknes, and then ravened upon the sober Indians, and they did believe often did hurt the English Cattel, and their King could not prevent it."

Here are more native grievances against the English and another important **difference**. It appears that New Englanders brought livestock to their new settlements, which, without fences, wandered into Wampanoag fields and destroyed their crops.

Here is another **difference** in motivation between the New Englanders and the Wampanoag: according to this document, Wampanoag attacks on English livestock were caused by the alcohol provided by the English! It is important to remember that this is told from the Wampanoag perspective, but it nonetheless could be a motivation.

DOCUMENT 4

Source: Edward Randolph, "Assessment of the Causes of King Philip's War," 1675.

"He was especially anxious about road building, paying attention to utility as well as to that which was beneficial to grace and beauty. For the roads were carried straight through the country without wavering, and were paved with quarried stone, and made solid with masses of tightly packed sand. Hollows were filled up and bridges were built across whatever wintry streams or ravines cut the roads. And both sides were an equal and parallel height with the result that the road for its entire course had a level and beautiful appearance. Besides these things, he measured the whole road mile by mile and set up stone columns as distance indicators. He also placed other stones on either side of the road at lesser intervals so that it would be easier for those who had horses to mount them from the stones without requiring a groom to help."

Here we find English perceptions of new settlements as improvements. This is another important **difference** in the motivations to war between these two groups. While the Wampanoag saw the English as destroying their crops and society, the English saw themselves as, in this case, building roads that were "beneficial." This document connects to Document 3, which includes a description of how the Wampanoag perceived New England settlements.

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DOCUMENT 5

Source: Mary Rowlandson, Narrative of Captivity, 1682.

Here we find an English woman who has been captured and enslaved by the Wampanoag. This gives evidence of a **similarity** in motivations for fighting Metacom's War: both retaliated against the other by taking captives. This document connects to Document 1, which describes a Wampanaog slave held by New Englanders.

Here is a **difference** between how New Englanders perceived Wampanoag lands (as "wilderness" and uncivilized) and how the Wampanoag understood their lands. The Wampanoag saw the land they cultivated as destroyed by New Englanders rather than improved. This document connects to Documents 3 and 4, each of which discusses Wampanoag and New Englanders' perceptions of English settlement.

Here Rowlandson expresses her fear of Wampanoag power, and yet still believes that God will protect her. This offers us a **difference** between the Wampanoag and the New Englanders, in that the Puritans conceived of their expanding settlements as divinely sanctioned.

"The first week of my being among them [the Wampanoag] . . . I was at this time knitting a pair of white cotton stockins for my mistriss and had not yet wrought upon a Sabbath day; when the Sabbath came they bade me go to work; I told them it was the Sabbath-day, and desired them to let me rest, and told them I would do as much more tomorrow; to which they answered me, they would break my face. And here I cannot but take notice of the strange providence of God in preserving the heathen: They were many hundreds, old and young, some sick, and some lame, many had *Papooses* [infants] at their backs, the greatest number at this time with us, were *Squaws*, and they travelled with all they had, bag and baggage, and yet they got over this River aforesaid; and on *Munday* they set their *Wigwams* on fire, and away they went: On that very day came the English Army after them to this River, and saw the smoak of their *Wigwams*, and yet this River put a stop to them. God did not give them courage or activity to go over after us; we were not ready for so great a mercy as victory and deliverance; if we had been, God would have found out a way for the *English* to have passed this River, as well as for the *Indians* with their *Squaws* and *Children*, and all their Luggage. . . .

On Munday (as I said) they set their Wigwams on fire, and went away. It was a cold morning, and before us there was a great Brook with ice on it; some waded through it, up to the knees & higher, but others went till they came to a Beaver dam, and I amongst them, where through the good providence of God, I did not wet my foot. I went along that day mourning and lamenting, leaving farther my own Country, and travelling into the vast and howling *Wilderness*. . . . We came that day to a great Swamp, by the side of which we took up our lodging that night. When I came to the brow of the hill, that looked toward the Swamp, I thought we had been come to a great *Indian* Town (though there were none but our own Company). The *Indians* were as thick as the trees: it seemed as if there had been a thousand Hatchets going at once: if one looked before one, there was nothing but Indians, and behind one, nothing but Indians, and so on either hand, I my self in the midst, *and no Christian soul near me, and yet how hath the Lord preserved me in safety! Oh the experience that I have had of the goodness of God, to me and mine!*"

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Step 3 **Connect evidence from the documents to your claims to set the context and generate a thesis statement.**

We can now incorporate information from our original list of similarities and differences regarding the English and American Indian motivations during Metacom's War with the information we found in the documents. The evidence that corresponds to information, as well as evidence not found in the documents, are labeled for you below.

Similarities	*Differences*
• Both were competing for the same land (outside information). • Both sought allies in other American Indian tribes (Doc. 2). • Both engaged in retaliatory attacks immediately preceding and during the war. The Wampanoag attacked Plymouth and Providence. New Englanders killed Metacom's wife and son and starved the Wampanoag (historical knowledge). • Both took captives during the conflict — William Nahaton's "kin" and Mary Rowlandson (Docs. 1 and 5).	• New Englanders expanded into Wampanoag territory because of a growing population (historical knowledge). • New Englanders tried to confiscate Wampanoag guns to ensure safety of settlers (historical knowledge). • New Englanders considered their colony to be God's "City Upon a Hill," and were therefore righteously motivated to "civilize" what they considered the "wilderness" (outside information and Docs. 4 and 5). • The Wampanoag, after forty years of peace with New Englanders, perceived confiscation of guns to be a threat (historical knowledge). • The Wampanoag considered the English a destructive force on their lands, causing destruction of their fields and spreading drunkenness through their society (Doc. 3). • Wampanoag did not see the war in terms of a religious crusade, but as a defensive measure against the aggressive power of New England (Doc. 3).

Now that you have two preliminary claims and both outside information and documentary information to support your claims, you're ready to write your thesis. Your thesis must include an argument for at least one similarity and one difference, *and* assert at least one reason for a similarity and one reason for a difference. A Document-Based Question thesis that doesn't quite do everything it should might look something like this:

> Both the English and the American Indians wanted the same land, but they fought for it in different ways.

You probably noticed that this thesis does not really discuss different motivations. Instead, it points out a simple similarity in a very simplistic way (they "both wanted the same land"), and then introduces a difference that does not answer the question (they "fought . . . in different ways"). Here's how you might improve the original thesis:

> Though both the Wampanoag and New Englanders fought over the same land and perceived each other as threats during Metacom's War in the 1670s, which often led them to fight the war in similar ways, New Englanders were primarily motivated to protect settlers in newly settled land they believe their right to settle, while the Wampanoag were motivated largely to defend their traditional territories and society from English encroachment.

(Continued)

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This is a stronger thesis because it speaks to motivations for both similarities and differences. It notes that both Wampanoag and New Englanders competed for the same land and perceived each other as threats—both motivations for similarities. This thesis also addresses motivations for differences by asserting that New Englanders perceived themselves as protecting their settlers and saw settlement as their right, while the Wampanoag, on the other hand, tried to defend their traditional territories and society from English encroachment.

Also, notice that the key words "though" and "while" in this thesis direct your reader to the items that you consider "similarities" and "differences." The word "though" gathers the similar motivations of the New Englanders and Wampanoag into the first part of the thesis and sets the reader up for the differences. The word "while" separates the different motivations. These two parts of your thesis will be the basis for your body paragraphs.

Now that you have your thesis and the evidence that you will use to support the claims in your thesis, you are ready to write your introduction. Remember that your introduction should begin with some context to help situate your reader within the time period and topic of your essay. The context section should state either the immediate context of your topic (events or developments that happened at the same time as your topic) or preceding context (events or developments that happened before your topic). Then, your next sentence should explain how the context relates to your topic. After, you add your thesis. Since the New Englanders had engaged in wars with American Indians before Metacom's War, a preceding context statement will work best for this topic:

> *Since the English first arrived in North America, they competed with American Indians for land* **[preceding context statement]**. *During the Pequot War of the 1630s, New Englanders fought a bloody conflict with local tribes as their colony expanded and their population grew* **[support for context statement]**. *Though both the Wampanoag and New Englanders fought over the same land and perceived each other as threats during Metacom's War in the 1670s, which often led them to fight the war in similar ways, New Englanders were primarily motivated to protect settlers in newly settled land they believe their right to settle, while the Wampanoag were motivated largely to defend their traditional territories and society from English encroachment* **[thesis statement]**.

Step 4 Use evidence from both the documents and your own knowledge to support your thesis in the body of your essay.

Now you are ready to write your first body paragraph, which will prove your claim that "both the Wampanoag and New Englanders fought over the same land and perceived each other as threats during Metacom's War in the 1670s, which often led them to fight the war in similar ways." A weak body paragraph might look like this:

> *Both New Englanders and the Wampanoag fought over territory during Metacom's War. Both of them sought alliances with different American Indian tribes as seen in Document 2. They also both attacked each other's communities during the conflict. Moreover, they both took captives during the conflict, as seen in Documents 1 and 5.*

This paragraph is relatively simplistic. It merely states similarities without many details — there are no direct quotations from the documents, for instance — and it includes no explanation as to why this information supports its claim.

A stronger version of this body paragraph will prove a claim by citing specific evidence (both in the documents and through outside evidence not found in the documents) and clearly explain how each piece of evidence provides support. Also, notice that we have added "supporting" statements that provide more precise validation for each claim and set

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up the sentences that include evidence. And, as we did in Module 2-7 (p. 000), we have annotated this paragraph to help you understand how to effectively support your claims.

Words like "One," "Another," "Second," "Likewise," "Finally," cue your reader that you have begun a supporting statement.

Phrases like "For example…" tell your reader that you are about to provide specific historical evidence for your supporting statement.

Phrases like "The attempt...shows..." and words like "prove" let your reader know that you are about to explain how your evidence proves your claim.

Both the Wampanoag and New Englanders fought over the same land and perceived each other as threats immediately before and during Metacom's War, which motivated each to fight the war in some similar ways **[claim]**. One similarity is that both sought American Indian allies in their cause **[first supporting statement]**. For example, each tried to form an alliance with the Awashonk people (Document 2) **[evidence from documents]**. The attempt to find American Indian allies shows a similar motivation to fight the war in similar ways by the English and the Wampanoag **[explanation of evidence]**. Another similarity is that both the Wampanoag and the English took captives as a way to acquire free labor and to terrorize the other side **[second supporting statement]**. For example, William Nahaton, an American Indian, related the tale of a relative captured by English American Indian allies, the Mohegan, who then sold her into slavery in Boston (Document 1) **[evidence from documents]**. Likewise, Mary Rowlandson was captured by the Wampanoag and forced to work for them as slave labor. They also threatened her with violence if she did not work for them (Document 5) **[evidence from documents]**. Both the capture of Nahaton's relative by the English and Mary Rowlandson by the Wampanoag show that each side was motivated to fight the other through the capturing of members of each other's communities **[explanation of evidence]**. Finally, throughout the war, both performed retaliatory attacks on each other as a way to break each other's will to fight **[third supporting statement]**. For example, the Wampanoag attacked the New England towns of Plymouth, Massachusetts and Providence, Rhode Island during the war **[evidence from historical knowledge]**. In retaliation, the English murdered Metacom's wife and child as part of their war against the Wampanoag people. **[evidence from historical knowledge]**. The attacks on New England towns by the Wampanoag and the murder of Metacom's wife and son prove that both sides were propelled to commit retaliatory attacks on each other during the war **[explanation of evidence]**.

ACTIVITY

Generate a new claim about differences between the English and the American Indians' motives for fighting Metacom's War that uses at least two of the documents *and* your own historical knowledge as evidence to support your claim. Make sure that

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your paragraph includes a claim, supporting statements, evidence, and explanations for why your evidence supports your claim.

You can use the table in step 3 and the annotations to the documents above to help you construct your paragraph. You may also wish to add your own annotations to the documents and expand the table to include your own thoughts. An outline to help guide your writing follows.

I. Body paragraph
- **A. Topic sentence presenting claim**
- **B. Cite document as evidence of claim**
  - **1. Explain how document evidence supports claim**
- **C. Cite historical knowledge as evidence of claim**
  - **1. Explain how evidence from historical knowledge supports claim**

Note: You can use more than two pieces of evidence to support your claim. Just be sure that you explain how each piece of evidence connects to that claim.

MODULE 2-8 REVIEW

KEY CONCEPTS AND EVENTS

Anglo-Powhatan Wars, *000*
Metacom's War, *000*
Covenant Chain, *000*
Tuscarora War, *000*
Yamasee War, *000*
King William's War, *000*
Queen Anne's War, *000*
Treaty of Utrecht, *000*
King George's War, *000*
Seven Years' War (French and Indian War), *000*

KEY PEOPLE

John Eliot, *000*
Metacom, *000*

CHRONOLOGY

1620s–30s	Anglo-Powhatan and Pequot Wars lead to further English land encroachment
1637	Massacre of Pequots by Puritan colonists
1675–78	Metacom's War (also known as King Philip's War)
1689–97	King William's War, between France and England, takes place in North America
1689–1713	Europe in constant state of war, conflict spills into colonies
1739–48	War between England and Spain reaches into North America
1754–63	French and Indian War (also known as Seven Years' War)

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Module 2-9

Religious and Political Awakenings

LEARNING **TARGETS**

By the end of this module, you should be able to:

- Explain how the Great Awakening and the spread of European Enlightenment ideals enhanced the religious and ideological diversity of British North America.
- Describe how British North Americans developed political communities based on English models through the influence of intercolonial commercial ties, the emergence of a transatlantic print culture, and the spread of Protestant evangelicalism.
- Explain how resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived political and religious corruption.

THEMATIC **FOCUS**

American and Regional Culture

Social Structures

Inspired by religious movements and new political ideologies, British North Americans developed a sense of distinctness from England while, at the same time, experiencing fragmentation within the colonies themselves.

HISTORICAL REASONING **FOCUS**

Causation

TASK ▶ As you read this module, pay careful attention to historical developments, including simultaneous historical events, that help explain the era discussed in this module. Remember also to consider how context shapes the most important events you read about, and to periodically ask yourself why important developments occurred. The overarching question you should keep in mind as you read this module is: What aspects of the Enlightenment and Great Awakening led to fragmentation in colonial society, and why?

During the early eighteenth century, challenges to the culture of traditional patriarchy and religion in the colonies sparked a religious response. Young people experienced increased independence from their parents, and colonial people in general had greater mobility, moving more frequently in the dynamic economy. Additionally, towns and cities developed clearer hierarchies by class and status, which at times protected wealthier individuals from punishment for misdeeds and undermined social confidence in the patriarchal order. The practices of traditional religion faced challenges as well: generally reduced

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religious enthusiasm during the later seventeenth century led some to believe that new approaches to religion were needed in order to correct society's ills. The combined contexts of a more open, less patriarchal society, and the failure of traditional religion to inspire devout Christian followers unleashed powerful religious forces — later called the Great Awakening — that swept through the colonies in the early eighteenth century.

Colonial Family Life and the Limits of Patriarchal Order

By the early eighteenth century, many colonial writers promoted the idea of marriage as a partnership, even if the wife remained the junior partner. This concept took practical form in communities across the colonies. In towns, the wives of artisans often learned aspects of their husband's craft. Given the overlap between homes and workplaces in the eighteenth century, women often cared for apprentices, journeymen, and laborers as well as their own children. Husbands meanwhile labored alongside their subordinates and represented their families' interests to the larger community. Both spouses were expected to provide models of godliness and to encourage prayer and regular church attendance among household members.

AP® TIP

As you read this module, consider how the struggle between traditional religious beliefs and Enlightenment ideas provides context for how colonial attitudes about American identity and politics developed throughout the eighteenth century.

On farms, where the vast majority of colonists lived, women and men played crucial if distinct roles. In general, wives and daughters labored inside the home as well as in the surrounding yard. Husbands and sons worked the fields, kept the livestock, and managed the orchards. Many families supplemented their own labor with that of servants, slaves, or hired field hands. And surplus crops and manufactured goods such as cloth or sausage were exchanged with neighbors or sold at market, creating an economic network of small producers.

Colonial mothers combined childbearing and child rearing with a great deal of other work. While some affluent families could afford wet nurses and nannies, most women fended for themselves or hired temporary help for particular tasks. Infants were the most vulnerable to disease, and childbirth was also a dangerous ordeal for colonial women. In 1700 roughly one out of thirty births ended in the mother's death. Women who bore six to eight children thus faced death on a regular basis. When a mother died while her children were still young, her husband was likely to remarry soon afterward in order to maintain the family and his livelihood. Even though fathers held legal guardianship over their children, there was little doubt that childcare was women's work.

While most families accepted the idea of female subordination in return for patriarchal protection, there were signs of change in the early eighteenth century. Ads for runaway spouses, servants, and slaves; reports of domestic violence; poems about bossy wives; petitions for divorce; and legal suits charging rape, seduction, or breach of contract make clear that ideals of patriarchal authority did not always match the reality. A variety of evidence points to increasing tensions around issues of control — by husbands over wives, fathers over children, and men over women.

AP® TIP

Make sure to note the pattern of continuity in how patriarchy affected the lives of women in colonial society as the eighteenth century progressed.

Divorce was as rare in the colonies as it was in England. In New England, colonial law allowed for divorce, but few were granted and almost none to women before 1750. In other colonies, divorce could be obtained only by an act of the colonial assembly and was therefore confined to the wealthy and powerful. A quicker and cheaper means of ending an unsatisfactory marriage was to abandon one's spouse. Colonial divorce petitions citing desertion and newspaper ads for runaway spouses suggest that husbands fled in at least two-thirds of

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such cases. In the rare instances when women did obtain a divorce, they had to bring multiple charges against their husbands. Domestic violence, adultery, or abandonment alone were not enough to secure a divorce. Indeed, ministers and relatives were likely to counsel abused wives to change their behavior or suffer in silence.

REVIEW

What were the effects of social changes in colonial society during the early eighteenth century?

The **Great Awakening Takes Root**

Enlightenment European cultural movement spanning the late seventeenth century to the end of the eighteenth century emphasizing rational and scientific thinking over traditional religion and superstition.

By the eighteenth century, the **Enlightenment**, a European cultural movement that emphasized rational and scientific thinking over traditional religion and superstition, had taken root in the colonies, particularly among elites. The development of a lively transatlantic print culture spread the ideas of Enlightenment thinkers like the English philosopher John Locke, the German intellectual Immanuel Kant, and the French writer Voltaire. These thinkers argued that through reason humans could discover the laws that governed the universe and thereby improve society. Benjamin Franklin, a leading printer in Philadelphia, was one of the foremost advocates of Enlightenment ideas in the colonies. His experiments with electricity reflected his faith in rational thought, and his publication of *Poor Richard's Almanack* spread such ideas throughout the colonies in the 1720s and 1730s.

AP® ANALYZING SOURCES

Source: Benjamin Franklin, publisher and author under the pseudonym "Richard Saunders," *Poor Richard's Almanack,* 1739.

"Kind Reader,
Encouraged by thy former Generosity, I once more present thee with an Almanack, which is the 7th of my Publication. While thou art putting Pence in my Pocket, and furnishing my Cottage with necessaries, Poor Dick is not unmindful to do something for thy Benefit. . . .

Ignorant Men wonder how we Astrologers foretell the Weather so exactly, unless we deal with the old black Devil. Alas! . . . For Instance; The Stargazer peeps at the Heavens thro' a long Glass: . . . He spies perhaps VIRGO (or the Virgin;) she turns her Head round as it were to see if any body observ'd her; then crouching down gently, with her Hands on her Knees, she looks wistfully for a while right forward. He judges rightly what she's about: And having calculated the Distance and allow'd Time for its Falling, finds that next Spring we shall have a fine April shower. . . . O the wonderful Knowledge to be found in the Stars! Even the smallest Things are written there, if you had but Skill to read. . . .

(Continued)

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> Besides the usual Things expected in an Almanack, I hope the profess'd Teachers of Mankind will excuse my scattering here and there some instructive Hints in Matters of Morality and Religion. And be not thou disturbed, O grave and sober Reader, if among the many serious Sentences in my Book, thou findest me trifling now and then, and talking idly. In all the Dishes I have hitherto cook'd for thee, there is solid Meat enough for thy Money. There are Scraps from the Table of Wisdom, that will if well digested, yield strong Nourishment to thy Mind. . . .
>
> When I first begun to publish, the Printer made a fair Agreement with me for my Copies, by Virtue of which he runs away with the greatest Part of the Profit.—However, much good may't do him; I do not grudge it him; he is a Man I have a great Regard for, and I wish his Profit ten times greater than it is. For I am, dear Reader, his, as well as thy
>
> Affectionate Friend,
> R. SAUNDERS.

Questions for Analysis

1. Describe Franklin's tone, citing examples from the text to support your characterization.
2. Explain the causes of the popularity of *Poor Richard's Almanack.*
3. Explain how *Poor Richard's Almanack* undermined a traditional source of social authority.

original sin Christian belief that all humans are born into sin because of the biblical sin of Adam eating the forbidden fruit from the tree of knowledge.

Opposed to the religious concept of **original sin**, Enlightenment thinkers generally believed that human beings were born neither necessarily good nor evil, but instead open to the world around them and were innately capable of understanding the logic behind natural laws and the construction of governments that protected their individual rights as human beings. From this stemmed a general belief that governments were created for the benefit of people, rather than as a means of keeping them under control. John Locke led the way in the late seventeenth century, with his argument that human beings created government to bring people out of a state of nature, where individuals had to protect their own rights, into a civilized state where government represented the people's interest and instituted laws for the general good. The French "philosophe" Baron de Montesquieu refined this idea in the mid-eighteenth century by arguing that good government was divided into executive, legislative, and judicial branches that prevented any one individual or group of individuals from acquiring too much power to the detriment of the people. Likewise, another French philosopher, Voltaire, advocated for free speech based on his belief that truth and justice were born of rational discourse rather than the dictates of all-powerful monarchs or priests wielding divine power.

AP® TIP

As you read this section, analyze the differences between the ideas of the Enlightenment and more traditional views about social structures in the colonies and in Europe. How did these ideas shape political and religious developments in the colonies?

The Enlightenment provided colonists with a worldview with more room for acceptance of religious diversity than had previously existed. Enlightenment ideas also undermined what many likely saw as the religious vitality of the colonies. While many Enlightenment

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New Light clergy Colonial clergy who called for religious revivals and emphasized the emotional aspects of spiritual commitment. The New Lights were leaders in the Great Awakening.

Old Light clergy Colonial clergy from established churches who supported the religious status quo in the early eighteenth century.

thinkers believed in a Christian God, they rejected the revelations and rituals that defined traditional church practices and challenged the claims of many ministers that God was directly engaged in the daily workings of the world.

There were, however, opposing forces. Many Protestant ministers, possibly afraid that material concerns increasingly overshadowed spiritual devotion or that growing religious diversity was undermining the power of the church, lamented the state of faith in eighteenth-century America. Ministers eager to address this crisis of faith — known as **New Light** clergy — worked together to reenergize the faithful and were initially welcomed, or at least tolerated, by more traditional — or **Old Light** — clergy.

Some New Lights took inspiration from German **Pietist** ideas decrying the power of established churches and urged individuals to follow their hearts rather than their heads in spiritual matters. Pietist ideas influenced John Wesley, the founder of **Methodism** and a professor of theology at Oxford University, where he taught some of its central ideas to his students, including George Whitefield. Like the Pietists, Whitefield considered the North American colonies a perfect place to restore intensity and emotion to religious worship.

Ministers in the British North American colonies also questioned the status of religion, challenging the religiosity of urban churches that embodied class distinctions, with wealthier members paying high rents to seat their families in the front pews. Farmers and shopkeepers rented the cheaper pews in the middle of the church, while the poorest sat on free benches at the very back or in the gallery. One such clergyman was Jonathan Edwards, a Congregational minister in New England. A brilliant scholar who studied natural philosophy and science as well as theology, Edwards viewed the natural world as powerful evidence of God's design. He came to view the idea that God elected some individuals for salvation and others for damnation as a source of mystical joy. His sermons of 1733 to 1735 joined Enlightenment ideas with religious fervor, and they initiated a revival that reached hundreds of parishioners.

Great Awakening Series of religious revivals in colonial America that began in 1720 and lasted to about 1750.

AP® TIP

As you consider the Great Awakening, evaluate the ways in which the divisions it generated reflected existing divisions in the social structures of the colonies.

At around the same time, the English clergyman George Whitefield was perfectly situated to extend the series of revivals in North America that scholars later called the **Great Awakening**. Gifted with a powerful voice, he understood that the expanding networks of communication and travel — developed to promote commerce — could also be used to promote religion. Advertising in newspapers and broadsides and traveling by ship, coach, and horseback, Whitefield made seven trips to the North American colonies beginning in 1738 as part of a fifteen-month preaching tour that reached tens of thousands of colonists, from Georgia to New England to the Pennsylvania backcountry, and inspired other ministers in the colonies.

Like Edwards, he asked individuals to invest less in material goods and more in spiritual devotion. If they admitted their depraved and sinful state and truly repented, God would hear their prayers. Whitefield's preaching style was larger than life: he shouted and raged, and gestured dramatically, drawing huge crowds everywhere he went. He attracted 20,000 people to individual events, at a time when the entire city of Boston counted just 17,000 residents. New Light ministers carried on Whitefield's work throughout the 1740s, honing their methods and appeal. Less concerned with what church their followers belonged to than with their core beliefs, New Lights denounced sophisticated and educated clergy, used **extemporaneous speeches** and outdoor venues to attract crowds, and invited colonists from all walks of life to build a common Christian community. Some became **itinerant preachers**,

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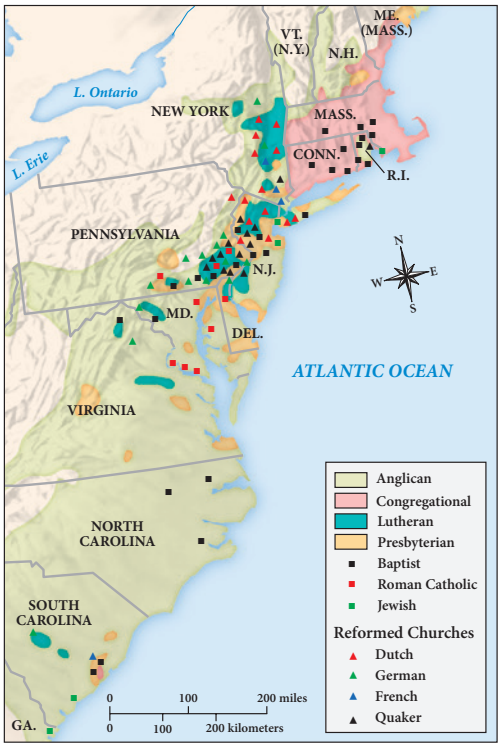

MAP 2.7 Religious Diversity in 1750 The appeal of Whitefield and other New Light ministers led to increased religious diversity by 1750. Baptist churches multiplied in New England, where Congregationalists long held sway while Presbyterian and Lutheran churches spread across the South where Anglicanism was the established church. Non-evangelical houses of worship, such as Quaker meeting houses and Jewish synagogues, also gradually increased in number. **Explain two historical trends before 1750 that caused the religious diversity shown on this map.**

preferring to carry their message throughout the colonies than to be limited to a single church.

New Light clergy brought young people to religion by the thousands. In addition, thousands of colonists who were already church members were "born again," recommitting themselves to their faith. Poor women and men who felt little connection to preaching when they sat on the back benches eagerly joined the crowds at outdoor revivals, where they could stand as close to the pulpit as a rich merchant.

REVIEW

How did the ideologies that shaped both the Great Awakening and the Enlightenment undermine imperial authority in the British North American colonies?

Dissent and Resistance Rise

Initially, the Great Awakening drew support from large numbers of ministers from traditional churches because it increased religious enthusiasm and church attendance. The early embrace by Old Light clergy diminished, however, as revivals spread farther afield, as critiques of educated clergy became more pointed, and as worshippers left established congregations for new churches. As the Great Awakening peaked in the early 1740s, ministers and other colonial leaders increasingly feared that revivalists provided lower-class whites, free black people, women, and even the enslaved with compelling critiques of those in power. A backlash developed among more settled ministers and their congregations.

AP® TIP

Pay particular attention to the role social class played in shaping responses to both the Enlightenment and the Great Awakening.

In the North, too, Old Light ministers and local officials began to question New Light techniques and influences. One New Light preacher, James Davenport, attracted huge crowds when he preached in Boston in the early 1740s — thousands of colonists were drawn to Boston Common day after day to hear him speak. Boston officials finally called a grand jury into session to silence him.

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> **"[The people of Boston] should drink rat poison rather than listen to corrupt, unconverted clergy."**
>
> James Davenport, 1742

Even some New Light ministers considered Davenport extreme. Yet revivals continued throughout the 1740s, though they lessened in intensity over time as churches and parishioners settled back into a more ordered religious life. Moreover, the central ideas of revivalist preaching — criticism of educated clergy, itinerancy, and extemporaneous preaching — worked against the movement's chances of becoming a more permanent institution. The Great Awakening continued to echo across the colonies for at least another generation, but its influence was felt more often in attitudes and practices rather than in institutions.

In various ways, revivalists also highlighted the democratic tendencies in the Bible, particularly in the New Testament. Even as they proclaimed God's wrath against sinners, they also preached that a lack of wealth and power did not diminish a person in God's eyes. And the style of passionate and popular preaching they brought to the colonies would shape American politics as well as religion for centuries to come. New Light clergy allowed colonists to view their resistance to traditional authorities as part of their effort to create a better and more just world. For example, colonists soon mobilized to resist what they saw as tyrannical actions by the wealthy colonial officials and others in authority. Thus, the effects of eighteenth-century religious awakenings rippled out from churches and revivals to influence social and political relations.

AP® TIP

Be sure you can explain how New Light revivalism affected the political developments in the colonies during the mid-eighteenth century.

At the same time, the environment of the colonies contributed to changes in their attitudes toward colonial authorities. The settlements of the seventeenth century could be regulated with a small number of officials. With eighteenth century geographical expansion, population growth, and commercial development, colonial authorities — whether appointed by the crown or selected by local residents — found themselves confronted with a more complex, and more contentious, situation. In New England, most colonies developed participatory town meetings, which elected members to their colonial legislatures. In the South, wealthy planters exercised greater authority locally and colony-wide, but they still embraced ideals of self-governance and political liberty.

Throughout the British American colonies, officials were usually educated men who held property and had family ties to other colonial elites. Although ultimate political authority — or sovereignty — rested with the king and Parliament, many decisions were made by local officials because English officials were often too distant to have a hand in daily colonial life. Not surprisingly, those with wealth and power continued to win office.

Still, evidence from throughout the colonial period indicates that deference to authority was not always enough to maintain order. Roger Williams and Anne Hutchinson, Bacon's Rebellion, the Stono Rebellion, the Salem witchcraft trials, and both New York class rebellions, one led by Jacob Leisler in 1689 and the other a series of tenant revolts in the 1740s, all demonstrate the frequency and range of colonial conflict and protest. These episodes of dissent and protest were widely scattered across time and place. But as the ideas circulated by New Light clergy and Enlightenment thinkers converged with changing political relations, resistance to established authority became more frequent and more collective.

AP® TIP

Take a moment to consider how the actions of colonial political authorities during the mid-eighteenth century illustrated continuity with and change from those of the late seventeenth century.

Protests against colonial elites multiplied after the 1730s. A lack of access to reasonably priced food, especially bread, inspired regular protests in the eighteenth century. During the 1730s, the price of bread — a critical staple in colonial diets — rose despite falling wheat prices and a recession in seaport cities. Bread rioters attacked grain warehouses, bakeries, and shops, demanding more bread at lower prices. In New England, such uprisings were often led by women, who were responsible for putting bread on the table. When grievances involved

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domestic or consumer issues, women felt they had the right to make their voices heard, a right reinforced by New Light clergy's insistence on their moral obligations to society.

Public markets were another site where struggles over food led to collective protests. In 1737, for instance, Boston officials decided to construct a public market and charge fees to farmers who sold their goods there. Adopting a rational approach to voice their concerns, residents petitioned city officials. When their reasoned appeals had no effect, however, protestors demolished the market building and stalls in the middle of the night. Local authorities could find no witnesses to the crime.

impressment The forced enlistment of civilians into the army or navy. The impressment of residents of colonial seaports into the British navy was a major source of complaint in the eighteenth century.

In seaport cities, a frequent source of conflict was the **impressment** of colonial men who were seized and forcibly drafted into service in the Royal Navy. Impressment grew increasingly common as King William's War was followed by Queen Anne's, only to be followed by King George's War. The challenge to impressment, which was viewed as a sign of the corrupt practices of imperial authorities, energized diverse groups of colonists. Sailors, dockworkers, and men drinking at taverns along the shore feared being pressed into military service, while colonial officials worried about labor shortages. Those officials petitioned the British government to stop impressment, but working men who faced the navy's high mortality rates, bad food, rampant disease, and harsh discipline also took action on their own behalf. Asserting their growing sense of political liberty, they fought back against both colonial and British authorities. In 1747 in Boston, a general impressment during King George's War led to three days of rioting. An observer noted that "Negros, servants, and hundreds of seamen seized a naval lieutenant, assaulted a sheriff, and put his deputy in stocks, surrounded the governor's house, and stormed the Town House (city hall)." Such riots did not end the system of impressment, but they showed that many colonists now refused to be deprived of what they considered their natural rights.

AP® TIP

Be sure you can explain the ways in which the goals and interests of colonists diverged from those of the British government during the eighteenth century.

In the mid-eighteenth century, colonists protested with increasing force against many aspects of colonial life that they found unsatisfying. The issues repeatedly raised, the political responses that failed to fully address them, and resultant further protest show a pattern of dissent and discontent with deep roots. Beginning in the 1730s, conflicts among the elite led astute political leaders in cities like New York and Philadelphia to seek support from a wider constituency, channeling the "popular" will for their own ends. In 1731, for instance, a new royal charter confirmed New York City's existence as a "corporation" and stipulated the rights of freemen (residents who could vote in local elections after paying a small fee) and freeholders (individuals, whether residents or not, who held property worth £40 and could vote on that basis). A large number of artisans, shopkeepers, and laborers had the financial means to vote, and shopkeepers and master craftsmen now sat alongside wealthier men on the Common Council. Yet most laboring men did not participate actively in elections until 1733, when local elites led by Lewis Morris aimed to mobilize the mass of voters against royal officials, like New York Governor William Cosby, who had been appointed in London.

Morris, a wealthy man and a judge, joined other colonial elites in accusations that the royal officials recently appointed to govern New York were tied to ministerial corruption in England. When Morris, as chief justice of the provincial court, ruled against Governor Cosby in a lawsuit, Cosby retaliated by suspending Morris from office. In the aftermath, Morris and his supporters — the Morrisites — took his case to the people, who were in the midst of a serious economic depression. Morrisites launched an opposition newspaper, published by a man named John Peter Zenger, to mobilize artisans, shopkeepers, and laborers around an agenda to stimulate the economy and elect men supportive of workers to the city's common council.

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seditious Describes behavior or language aimed at starting a rebellion against a government.

libel A false written statement designed to damage the reputation of its subject.

In his *New-York Weekly Journal*, Zenger leaped into a political fray, accusing Governor Cosby and his cronies of corruption, incompetence, election fraud, and tyranny. Zenger's vicious attacks led to his indictment for **seditious** libel and his imprisonment in November 1734. At the time, **libel** related only to whether published material undermined government authority, not whether it was true or false. But Zenger's lead attorney, Andrew Hamilton of Philadelphia, argued that truth must be recognized as a defense against charges of libel. Appealing to a jury of Zenger's peers, Hamilton proclaimed, "It is not the cause of a poor printer, nor of New York alone, which you are now trying. . . . It is the best cause. It is the cause of liberty." In response, jurors ignored the law as written and acquitted Zenger.

Although the decision in the Zenger case did not lead to a change in British libel laws, it did signal the willingness of colonial juries to side with fellow colonists against the king and Parliament in at least some situations. Zenger's journalistic challenge to ruling power, and the ability of the political movement he championed to inspire ordinary freemen to participate in elections, foreshadowed political developments near the end of the eighteenth century.

AP® TIP

Understanding the causes and effects of the Zenger case is key to analyzing how colonial ideas regarding the rights of citizens and the perceived corruption of British government developed during the eighteenth century.

For the time being, however, even as freemen gained a greater voice in urban politics and newspapers readily attacked corrupt officials whose actions posed threats to the rightful liberties of the British colonists, challenges to the powerful could only succeed when the elite were divided. Moreover, the rewards freemen gained sometimes served merely to reinforce class divisions. Many city workers, for instance, had benefited when Morris used his influence to ensure the building of the city's first permanent almshouse in 1736 — a project that employed large numbers of artisans and laborers during an economic rut. Once built, however, the almshouse became a symbol of the growing gap between rich and poor. Its existence was also used by future politicians to justify eliminating other forms of relief, ultimately leaving the poor in worse shape than before.

REVIEW

- How did politics and religion bring colonists together across economic lines in the first half of the eighteenth century?
- How did religion and politics highlight and reinforce class divisions?

AP® WRITING HISTORICALLY — Responding to a Document-Based Question

In Modules 2-7 and 2-8, you began to develop the historical thinking and writing skills necessary for answering a Document-Based Question. Using three, and then five, sources, you have practiced bringing multiple sources into full paragraphs in order to strengthen the evidence in an example historical argument. Now, we will walk you through some strategies for answering a Document-Based Question prompt with six primary source documents, all of which relate in some way to the topic of the prompt. Document-Based Questions on the AP® Exam will typically provide seven primary sources, so the number we are about to work with is excellent practice. Below is the prompt we will be working with:

> Explain the causes and effects of the Great Awakening in the period between 1630 and 1760.

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Step 1 **Break down the prompt and pre-write as you would for a Long-Essay Question.**

Remember, the first part of the Document-Based Question is the prompt itself. As you have probably already noticed, these prompts often ask you to make a historical claim about a specific time period, or even a relatively narrow span of time. As always, carefully read the prompt and identify the requirements and limits for your response. In this case, the prompt asks for an explanation of causes and effects of the Great Awakening, and everything you use to construct and support your argument should fall between 1630 and 1760.

After the prompt, there are six short primary sources, all of which relate in some way to the topic of the prompt. Before you read these, remember that it can be helpful to take a moment and quickly jot down your knowledge of the history that you would use to answer this prompt if it were a Long-Essay Question. Search your memory for historical terms, including people, events, acts, and developments you would want to use as evidence to prove the relevance of your knowledge to the topic at hand. Doing this will get you into the right mindset to read the sources — you will already be searching for perspectives (that is, evidence) to support your interpretation of history, and the details you have noted before beginning to read will help you remember historical contexts that influenced, but aren't directly referenced in, the documents themselves. For example:

> *Economic inequality increased in the colonies during the late seventeenth and early eighteenth centuries. This economic inequality was exacerbated by religious leaders, who were typically considered members of the upper class. This class division within religious denominations was one of the causes of the religious innovations of the Great Awakening and its appeal among the common people.*

What are some other causes of the Great Awakening between 1630 and 1760? You may wish to take a moment to write them down before moving to step 2.

Step 2 **Read and annotate the documents, keeping your initial ideas for claims in mind.**

Now that you've written down a few ideas that will help focus your reading, you should turn to the documents. Remember, if reading the documents jogs your memory about more relevant historical information or gives you additional ideas for historical claims to make in your essay, add them to your pre-writing notes.

Annotate the documents as you read them. Because the prompt asks us about causes of the Great Awakening, you should be on the lookout for statements that can help you prove your claims about those causes. We have provided a few annotations to the first two documents to help guide your reading for the first two sources, but you can and should add your own in addition to annotating the remaining four.

When you annotate, remember to ask yourself the following questions:

- What is the document about? What historical situation does it describe or reference?
- Who is the author and what is his or her position in society? What biases or perspectives might someone in this position bring to the topic at hand?
- Who was the intended audience for this document?
- What was the author's purpose in writing this document?
- What point of view does the author of this document express?
- How does this document relate back to the prompt?
- Does this document remind you of any other historical developments?

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DOCUMENT 1

Source: George Whitefield, "Marks of a True Conversion," 1739.

"Are ye converted, and become like little children? . . . Doth the devil trouble you? Doth the world trouble you? Go tell your Father of it, go directly and complain to God. Perhaps you may say, I cannot utter fine words: but do any of you expect fine words from your children? If they come crying, and can speak but half words, do not your hearts yearn over them? And has not God unspeakably more pity to you? If ye can only make signs to him; 'As a father pitieth his children, so will the Lord pity them that fear him.' I pray you therefore be bold with your Father, saying, 'Abba, Father! Satan troubles me, the world troubles me . . . heavenly Father, plead my cause!' The Lord will then speak for you some way or other."

Whitefield notes that the "world" is troublesome. Appealing to the poor. Remember also that Whitefield is from England, and therefore brings an outsider's perspective to colonial society.

Unlike the wealthy and educated, Whitefield's listeners could be insecure about their ability to use "fine" words. This gives us the hint that Whitefield speaks to those who consider ministers to be members of the educated, upper class.

Whitefield encourages his listeners to see God, rather than secular colonial authorities or "Old Light" ministers, as their authority. It appears here that Whitefield is appealing directly to common listeners and aiming his critique at more educated ministers and elites.

ACTIVE READING TIP

This document shows Whitefield made appeals that were relevant to middle and lower class listeners. It will come in handy when you need evidence that growing economic divisions within the colony helped cause the Great Awakening.

DOCUMENT 2

Source: Nathan Cole, On George *Whitefield Coming to Connecticut*, 1740.

". . . I heard no man speak a word all the way three mile but every one pressing forward in great haste and when we got down to the old meeting house there was a great multitude; it was said to be 3 or 4000 of people assembled together. We got off from our horses and shook off the dust and the ministers were then coming to the meeting house. I turned and looked toward the great river and saw the ferry boats running swift forward and backward bringing over loads of people; the oars rowed nimble and quick. Every thing men horses and boats all seemed to be struggling for life; the land and the banks over the river looked black with people and horses all along the 12 miles. I see no man at work in his field but all seemed to be gone—when I saw Mr. Whitefield come upon the Scaffold [platform] he looked almost angelical, a young slim slender youth before some thousands of people and with a bold undaunted countenance, and my hearing how God was with him every where as he came along

Many colonists were hungry for messages like Whitefield's. His appeal was evidently broad and reached the common people. Does Cole seem open to this message? Is he sympathetic to Whitefield's appeal to the common people?

More evidence of interest in Whitefield's message among average people. Cole is clearly astounded by the reaction to Whitefield.

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it solemnized my mind and put me in a trembling fear before he began to preach; for he looked as if he was clothed with authority from the great God, and a sweet solemn solemnity sat upon his brow. And my hearing him preach gave me a heart wound; by God's blessing my old foundation was broken up and I saw that my righteousness would not save me; then I was convinced of the doctrine of Election and went right to quarreling with God about it because all that I could do would not save me; and he had decreed from Eternity who should be saved and who not."

Whitefield's message is "clothed with authority," as opposed to colonial authorities and religious elites. This is a hint that Cole is very sympathetic to Whitefield's message.

Whitefield encouraged a direct relationship with God, as opposed to seeing religious authorities as intermediary between people and God, and Cole is convinced by Whitefield's appeal.

ACTIVE READING TIP

This document shows that Whitefield threatened the traditional religious authority. This will be useful for proving that religious elites in the colonies no longer had a strong hold on the religious sensibilities of average colonists, and that this weak hold opened average colonists to Whitefield's new message.

DOCUMENT 3

Source: Benjamin Franklin, *On George Whitefield, the Great Revivalist*, 1739.

"In 1739 arriv'd among us from England the Rev. Mr. Whitefield, who had made himself remarkable there as an itinerant Preacher. . . . The Multitudes of all Sects and Denominations that attended his Sermons were enormous and it was [a] matter of Speculation to me who was one of the Number, to observe the extraordinary Influence of his Oratory on his Hearers, and how much they admir'd and respected him, notwithstanding his common Abuse of them, by assuring them they were naturally half Beasts and half Devils. It was wonderful to see the Change soon made in the Manners of our Inhabitants; from being thoughtless or indifferent about Religion, it seem'd as if all the World were growing Religious. . . .

He us'd indeed sometimes to pray for my Conversion, but never had the Satisfaction of believing that his Prayers were heard. . . .

He had a loud and clear Voice, and articulated his Words and Sentences so perfectly that he might be heard and understood at a great Distance, especially as his Auditors [audience], however numerous, observ'd the most exact Silence. He preach'd one Evening from the Top of the Court House Steps, which are in the middle of Market Street, and on the West Side of Second Street which crosses it at right angles. Both Streets were fill'd with his Hearers to a considerable distance. Being among the hindmost in Market Street, I had the Curiosity to learn how far he could be heard, by retiring backwards down the Street towards the River; and I found his Voice distinct till I came near Front Street. . . . Imagining then a Semicircle, of which my Distance should be the Radius, and that it were fill'd with Auditors, . . . I computed that he might well be heard by more than Thirty Thousand. . . .

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His delivery . . . was so improv'd by frequent Repetitions that every Accent, every Emphasis, every Modulation of Voice, was so perfectly well turn'd and well plac'd, that without being interested in the Subject, one could not help being pleas'd with the Discourse, a Pleasure of much the same kind with that receiv'd from an excellent Piece of Music. This is an Advantage itinerant Preachers have over those who are stationary: as the latter cannot well improve their Delivery of a Sermon by so many Rehearsals."

ACTIVE READING TIP

Benjamin Franklin was a wealthy man by the time he heard Whitefield preach. Though he is sympathetic to Whitefield's sermon, he sets himself outside of the scene, as an observer watching the reaction of the common people.

DOCUMENT 4

Source: Jonathan Edwards: "Sinners in the Hands of an Angry God," 1741.

"So that thus it is that natural men are held in the hand of God over the pit of hell; they have deserved the fiery pit, and are already sentenced to it; and God is dreadfully provoked, his anger is as great towards them as to those that are actually suffering the executions of the fierceness of his wrath in hell, and they have done nothing in the least to appease or abate that anger, neither is God in the least bound by any promise to hold them up one moment: the devil is waiting for them, hell is gaping for them, the flames gather and flash about them, and would fain lay hold on them, and swallow them up; the fire pent up in their own hearts is struggling to break out; and they have no interest in any Mediator, there are no means within reach that can be any security to them…. That world of misery, that lake of burning brimstone, is extended abroad under you…..

The God that holds you over the pit of hell, much as one holds a spider, or some loathsome insect, over the fire, abhors you, and is dreadfully provoked: his wrath towards you burns like fire; he looks upon you as worthy of nothing else, but to be cast into the fire; he is of purer eyes than to bear to have you in his sight; you are ten thousand times more abominable in his eyes, than the most hateful venomous serpent is in ours…. And there is no other reason to be given, why you have not dropped into hell since you arose in the morning, but that God's hand has held you up. There is no other reason to be given why you have not gone to hell, since you have sat here in the house of God, provoking his pure eyes by your sinful wicked manner of attending his solemn worship. Yea, there is nothing else that is to be given as a reason why you do not this very moment drop down into hell."

ACTIVE READING TIP

Jonathan Edwards is a traditional Puritan minister, but he uses emotional preaching and vivid images to inspire his listeners to repent. Notice that he does not use abstract reasoning in his sermon, but instead, appeals to listeners' fears and emotions with images of hell.

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DOCUMENT 5

Source: John Collet, *George Whitefield preaching at a revival*, 1760.

George Whitfield preaching/Collet, John (c. 1725–80)/Private Collection/ Bridgeman Images

ACTIVE READING TIP

Notice the many kinds of listeners in this image, and notice their reactions. Though some pray on their knees, some listen quietly, and one toasts Whitefield with a mug of beer, in each case the listeners show respect for Whitefield. Notice, also, how each is dressed differently. What do these different forms of dress tell us about the social classes of his listeners?

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DOCUMENT 6

Source: Anonymous engraver, *George Whitefield*, London Newspaper, 1763.

Library of Congress, LC-USZ62-108255

ACTIVE READING TIP

While in this image Whitefield is also surrounded by listeners, some of them appear positively devilish. Notice that two of them, one an angel and one a devil, pull at Whitefield's ears. Also notice that the audience is disorganized and distracted while listening to Whitefield. Compare this to Document 5. Also, notice that this image was published in a London newspaper. What are the biases in this image? Who might hold these biases? Why might they hold these biases?

Step 3 Connect evidence from the documents to your claims to set the context and generate a thesis statement.

After reading and annotating the sources, use your annotations to connect the main point of each source to both immediate and distant causes of the topic of the prompt — in this case, the Great Awakening. One good way to organize this pre-writing work is to summarize the useful points of a document next to some of the historical information you jotted down after

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you read the prompt. Here's an example of how you might revise the claim you jotted down before reading the documents to include what you now know about the sources:

> British North Americans had become increasingly wealthy during the late seventeenth and early eighteenth centuries, but the wealth was not shared equally. This made appeals to a return of religiosity among ministers like Edwards and Whitefield particularly appealing to colonists of middling means, who had not experienced the rise in wealth to the same extent as their economic superiors.

Beneath that claim, you should now summarize the documents you plan to use to support it in your own words.

Document 1 Summary:

> Whitefield spoke to listeners who had experienced trouble in the world and didn't have the "fine" words to speak to God in their appeal to Him. Whitefield demanded that his listeners overcome their insecurity and be "bold" in their prayers to their Father.

Document 2 Summary:

> Listeners to Whitefield, like Cole, noted that thousands of regular people attended his sermons. In fact, Nathan Cole claimed that the fields were empty of workers when Whitefield came to speak. For Cole, Whitefield spoke with an authority unlike the traditional religious elite. He promoted a direct relationship with God, thereby encouraging Cole and others like him to circumvent religious authority in their religious life.

Using your own thoughts to describe the documents is the most important part of this step. Notice how this strategy leads you to only selectively quote from the documents. In the first summary, only key words like "fine" and "bold" are quoted, rather than entire sentences. In the second summary, Cole's words are also summarized rather than quoted. In both cases, the summaries are directly related to the claim of the first jottings after reading the prompt and documents.

Repeat this process by using your knowledge of the documents to refine three or four claims you made prior to reading them. Then, connect information in the documents to your claims by summarizing them in your own words. Try to use all six of the documents to support these claims, but be sure to use at least five. This means that, on average, each claim you make should be supported by two different documents.

Now that you have connected information from the documents to your claims, it's time to write a thesis that combines at least three of your claims. Don't forget to introduce the context of your response before you write your thesis statement. This context statement, which alerts the reader to events or trends that shape your thesis, should ideally be supported with an example to make it concrete. Remember, your thesis needs to include at least one immediate cause and one distant cause. If we use the claim above, your context and thesis might look like this:

> During the early eighteenth century, the economics of mercantilism started to create greater wealth inequality in the colonies **[context statement]**. While merchants in cities like New York and Philadelphia and planters in Virginia and South Carolina grew rich, not all colonists enjoyed such profits **[context support]**. The Great Awakening was caused by increasing class divisions in colonial society **[first claim—cause]** and though members

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of all social classes were affected by the sermons of ministers like George Whitefield and Jonathan Edwards, the appeal was especially strong among the common people **[second claim—effect]**, *which meant that the Great Awakening posed a threat to traditional ministers in the colonies and divided many churches into "Old Light" and "New Light" congregations* **[third claim—effect]**.

Notice how this thesis includes all of the claims that you could make in your body paragraphs. The first claim, which would be your first body paragraph, speaks to causes, while the second and third claims, which would correspond to your second and third body paragraphs, speak to effects.

Step 4 **Use evidence from both the documents and your own knowledge to support your thesis in the body of your essay.**

Use your knowledge from all of the Modules in Period 2 and any other developments you have studied in class to find a piece of historical evidence about the colonies or the Great Awakening that supports each of your claims about causes. Below is a table that shows how you might expand on the partial thesis above:

Claim	Supporting Statement	Historical Evidence	Document Evidence
The Great Awakening was caused by rising wealth inequality among British North Americans during the late seventeenth and early eighteenth centuries.	This inequality made appeals to a return of religiosity among ministers like Edwards and Whitefield particularly appealing to colonists of middling means, who had not experienced the rise in wealth to the same extent as their economic superiors.	Affluent urban families created a consumer revolution in North America (Module 2-6). Protests like Leisler's Rebellion against colonial elites multiplied after the 1680s (Module 2-5).	Whitefield spoke to listeners who had experienced trouble in the world and didn't have the "fine" words to speak to God in their appeal to Him. Whitefield demanded that his listeners overcome their insecurity and be "bold" in their prayers to their Father (Doc. 1). Listeners to Whitefield noted that thousands of regular people attended his sermons. In fact, Nathan Cole noted that the fields were empty of workers when Whitefield came to speak. For Cole, Whitefield spoke with an authority unlike the traditional religious elite. He promoted a direct relationship with God, thereby encouraging Cole and others like him to circumvent authorities in their religious life (Doc. 2).
Members of all social classes were affected by the sermons of ministers like George Whitefield and Jonathan Edwards. The appeal was especially strong among the common people.	Whitefield's and Edwards's sermons were appealing to all social classes in the colonies.	Benjamin Franklin, a wealthy member of the colonial elite, was impressed by the effect of Whitefield's sermon on listeners (Module 2-5).	John Collett's contemporary painting shows listeners from both upper and lower classes listening respectfully to Whitefield's sermon. Each attendee reacts in different ways (quiet listening, kneeled praying, toasting), but nonetheless appears respectful of Whitefield's sermon (Doc. 5).

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The Great Awakening posed a threat to traditional ministers in the colonies and divided many churches into "Old Light" and "New Light" congregations.	Ministers of the Great Awakening preached an intimate connection to God, which undermined traditional ministerial elites who were education and trained in theology.	Many churches in the colonies divided into "New Light" and "Old Light" congregations, which split over the ability of lay people to have a direct connection to the divine (Module 2-9).	Many "Old Light" congregations were threatened by the Great Awakening and perceived ministers like Whitefield to be a threat, as seen by an engraving in a London newspaper, which portrayed Whitefield as influenced by the devil (Doc. 6).

Now, for each of your claims, you have the makings of a body paragraph that will prove your thesis. For example:

> The Great Awakening was caused by rising wealth inequality among British North Americans during the late seventeenth and early eighteenth centuries **[claim]**. This inequality made appeals to a return of religiosity by ministers like Edwards and Whitefield particularly appealing to colonists of middling means, who had not experienced the rise in wealth to the same extent as their economic superiors and had rebelled against rising inequality in uprisings like Leisler's Rebellion **[supporting statement from historical knowledge]**. Whitefield spoke to listeners who had experienced trouble in the world and didn't have the "fine" words to speak to God in their appeal to Him (Doc. 1) **[evidence from documents]**. Whitefield demanded that his listeners overcome their insecurity and be "bold" in their prayers to their Father (Doc. 1) **[evidence from documents]**. Listeners to Whitefield noted that thousands of regular people attended his sermons (Doc. 2) **[evidence from documents]**. In fact, Nathan Cole claimed that the fields were empty of workers when Whitefield came to speak (Doc. 2) **[evidence from documents]**. For Cole, Whitefield spoke with an authority unlike the traditional religious elite and promoted a direct relationship with God, thereby encouraging Cole and others like him to circumvent authorities in their religious life **[explanation of evidence]**.

Notice that this body paragraph includes your first claim and a supporting statement that bolsters the claim with more specific information. Also notice that this supporting statement includes a piece of outside information, Leisler's Rebellion, to give evidence of past rebellions against colonial elites. Then, the paragraph uses evidence from the documents to prove its claim, and ends with an explanation of this evidence to show how it supports the paragraph's claim.

ACTIVITY

Complete the outline provided and use it to write a complete essay in response to the Document-Based Question in this box. We have included the example paragraph above as one of the body paragraphs in the outline, but you do not have to use it in your essay. Remember to establish the immediate or preceding context to start your introductory paragraph and lead into the thesis statement provided.

I. Introductory paragraph
- **A. Immediate/preceding contextualization statement**
  1. **Cite evidence of immediate/preceding context**
  2. **Explain influence of immediate/preceding context**

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B. **Thesis statement presenting three claims:** The Great Awakening was caused by increasing class divisions in colonial society and though members of all social classes were affected by the sermons of ministers like George Whitefield and Jonathan Edwards, the appeal was especially strong among the common people, which meant that the Great Awakening posed a threat to traditional ministers in the colonies and divided many churches into "Old Light" and "New Light" congregations.

II. **Claim 1 body paragraph**
   A. **Topic sentence presenting claim 1:** The Great Awakening was caused by rising wealth inequality among British North Americans during the late seventeenth and early eighteenth centuries.
   B. **Supporting statement citing evidence of claim 1 (from historical knowledge):** This inequality made appeals to a return of religiosity by ministers like Edwards and Whitefield particularly appealing to colonists of middling means, who had not experienced the rise in wealth to the same extent as their economic superiors and had rebelled against rising inequality in uprisings like Leisler's Rebellion.
   C. **Cite additional evidence of claim 1 (from a document):** Whitefield spoke to listeners who had experienced trouble in the world and didn't have the "fine" words to speak to God in their appeal to Him (Doc. 1). Whitefield demanded that his listeners overcome their insecurity and be "bold" in their prayers to their Father (Doc. 1).
   D. **Cite additional evidence of claim 1 (from another document):** Listeners to Whitefield noted that thousands of regular people attended his sermons (Document 2). In fact, Nathan Cole claimed that the fields were empty of workers when Whitefield came to speak (Doc. 2).
   E. **Explain how evidence supports claim 1:** For Cole, Whitefield spoke with an authority unlike the traditional religious elite and promoted a direct relationship with God, thereby encouraging Cole and others like him to circumvent authorities in their religious life.

III. **Claim 2 body paragraph**
   A. **Topic sentence presenting claim 2:** Members of all social classes were affected by the sermons of ministers like George Whitefield and Jonathan Edwards, though the appeal was especially strong among the common people.
   B. **Supporting statement citing evidence of claim 2 (from historical knowledge)**
   C. **Cite additional evidence of claim 2 (from a document)**
   D. **Cite additional evidence of claim 2 (from another document)**
   E. **Explain how evidence supports claim 2**

IV. **Claim 3 body paragraph**
   A. **Topic sentence presenting claim 3:** The Great Awakening posed a threat to traditional ministers in the colonies and divided many churches into "Old Light" and "New Light" congregations.
   B. **Supporting statement citing evidence of claim 3 (from historical knowledge)**
   C. **Cite additional evidence of claim 3 (from a document)**
   D. **Cite additional evidence of claim 3 (from another document)**
   E. **Explain how evidence supports claim 3**

V. **Conclusion**

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MODULE 2-9 REVIEW

KEY **CONCEPTS** AND **EVENTS**

Enlightenment, *000*
original sin, *000*
New Light clergy, *000*
Old Light clergy, *000*
Pietist, *000*
Methodism, *000*
Great Awakening, *000*
extemporaneous speech, *000*
itinerant preachers, *000*
impressment, *000*
seditious, *000*
libel, *000*

KEY **PEOPLE**

Immanuel Kant, *000*
Benjamin Franklin, *000*
John Locke, *000*
Baron de Montesquieu, *000*
Voltaire, *000*
John Wesley, *000*
George Whitefield, *000*
Jonathan Edwards, *000*
James Davenport, *000*
Lewis Morris, *000*
William Cosby, *000*
John Peter Zenger, *000*
Andrew Hamilton, *000*

CHRONOLOGY

c. 1700s Popular publications help spread Enlightenment ideas throughout British colonies
1730s Economic recession triggers protests against elites
1738 George Whitefield begins revival tour
1742 Great Awakening peaks
1747 Impressment leads to riots in Boston

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PERIOD 2 REVIEW 1607–1754

KEY **CONCEPTS** AND **EVENTS**

Huron, *000*
Huguenots, *000*
Colonization, *000*
Choctaw, *000*
Calvinism, *000*
Mohawk, *000*
Lenape, *000*
Algonquians, *000*
Iroquois Confederacy, *000*
Apache, *000*
Navajo, *000*
Pueblo revolt, *000*
Jamestown, *000*
inflation, *000*
enclosure movements, *000*
indentured servitude, *000*
joint-stock companies, *000*
Powhatan Confederacy, *000*
cash crop, *000*
headright system, *000*
House of Burgesses, *000*
veto, *000*
Privy Council, *000*
Church of England, *000*
Act of Religious Toleration, *000*
English Civil War, *000*
slave code, *000*
Bacon's Rebellion, *000*
Protestant Reformation, *000*
Pilgrims, *000*
papal, *000*
theologians, *000*
indulgences, *000*
predestination, *000*
Mayflower Compact, *000*
Wampanoag, *000*
Massachusetts, *000*
Great Puritan Migration, *000*
Anglicization, *000*
common law, *000*
patriarchal family, *000*
Narragansetts, *000*
Pequot, *000*
Pequot War, *000*
Metacom's War, *000*
Dominion of New England, *000*
Glorious Revolution, *000*
King William's War, *000*
household mode of production, *000*
imperialism, *000*
subsistence farmers, *000*
Leisler's Rebellion, *000*
Lenni-Lenape, *000*
redemptioners, *000*
Walking Purchase, *000*
mercantilism, *000*
Navigation Acts, *000*
consumer revolution, *000*
Middle Passage, *000*
slave laws, *000*
gang labor, *000*
Stono Rebellion, *000*
Anglo-Powhatan Wars, *000*
Covenant Chain, *000*
Tuscarora War, *000*
Yamasee War, *000*
Queen Anne's War, *000*
Treaty of Utrecht, *000*
King George's War, *000*
Seven Years' War (French and Indian War), *000*
Enlightenment, *000*
original sin, *000*
New Light clergy, *000*
Old Light clergy, *000*
Pietist, *000*
Methodism, *000*
Great Awakening, *000*
extemporaneous speeches, *000*
itinerant preachers, *000*
impressment, *000*
seditious, *000*
libel, *000*

KEY **PEOPLE**

King Henry IV, *000*
Samuel de Champlain, *000*
René-Robert Cavelier, *000*
Popé, *000*
King James I, *000*
John Smith, *000*
Powhatan, *000*
Pocahontas, *000*
John Rolfe, *000*
Opechancanough, *000*
King Charles I, *000*
Cecilius Calvert, *000*
Oliver Cromwell, *000*
King Charles II, *000*
Sir William Berkeley, *000*
Nathaniel Bacon, *000*
Martin Luther, *000*
John Calvin, *000*

(Continued)

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PERIOD 2 REVIEW 1607–1754

King Henry VIII, *000*
Queen Elizabeth I, *000*
King Phillip II, *000*
Chief Massasoit, *000*
John Winthrop, *000*
Roger Williams, *000*
Anne Hutchinson, *000*
King James II, *000*
Mary II, *000*
William of Orange, *000*
John Locke, *000*
William Penn, *000*
Benjamin Franklin, *000*
Immanuel Kant, *000*
John Locke, *000*
Baron de Montesquieu, *000*
Voltaire, *000*
John Wesley, *000*
George Whitefield, *000*
Jonathan Edwards, *000*
James Davenport, *000*
Lewis Morris, *000*
William Cosby, *000*
John Peter Zenger, *000*
Andrew Hamilton, *000*

CHRONOLOGY

1580s French establish fur trade with American Indians
1607 The English establish Jamestown
1608 Samuel de Champlain founds first permanent French settlement in North America
1609 Dutch establish fur trading outpost on the Hudson River
1612 Tobacco becomes main cash crop in Virginia
1619 House of Burgesses is created in Virginia
First enslaved Africans brought to the Virginia colony
1620 Mayflower Compact establishes Plymouth Colony
1620s Establishment of British West Indies
1620s–30s Anglo-Powhatan and Pequot Wars lead to further English land encroachment
1623 Establishment of Massachusetts Bay Company
c. 1630 Virginia colony becomes commercially successful
1630s Puritan colonies spread quickly appropriating American Indian lands
1635 Dissenters establish Providence, Rhode Island
1637 Massacre of Pequots by Puritan colonists
1642–51 English Civil War leads to colonial population surge
1647–92 Salem witch paranoia
1651 Parliament passes first Navigation Acts
1660 Barbados reaches majority black population
1660s Slave laws passed by Virginia House of Burgesses
1660s–70s Economic inequality in the colonies rises, frustrating a growing common class
1672 Royal African Company brings enslaved Africans to North America
1675 Bacon's Rebellion
1675–78 Metacom's War (also known as King Philip's War)
1680 Pueblo Revolt
Royal African Company formed
c. 1680 British economy surges due to mercantile policies
1682 French claim all land drained by Mississippi River tributaries and name the colony Louisiana
William Penn establishes Quaker haven in Philadelphia
1686 American Indian land seized with fraudulent treaties by Penn
1688 Leisler's Rebellion
1689–97 King William's War, between France and England, takes place in North America
1689–1713 Europe in constant state of war, conflict spills into colonies

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PERIOD 2 REVIEW 1607–1754

c. 1700–1808	Approximately 3 million enslaved Africans cross Middle Passage
c. 1700	Charleston becomes leading importer of enslaved Africans
c. 1700s	Coffeehouses spread news and commerce
	Disparity in land ownership leads to wealth inequality
	Popular publications help spread Enlightenment ideas throughout British colonies
c. 1700–50	Colonial population rise leads to conflict with American Indians
c. 1700–60s	Rice and indigo become cash crops
1720s–30s	Planters and merchants make economic and political gains
1730s	Economic recession triggers protests against elites
1738	George Whitefield begins revival tour
1739	Stono Rebellion
1739–48	War between England and Spain reaches into North America
1740s	Number of enslaved people born in colonies outnumbers imports of enslaved Africans
1742	Great Awakening peaks
1747	Impressment leads to riots in Boston
c. 1750	Land shortage for inheritance
	Almshouses established in most seaport cities
1754–63	French and Indian War (also known as Seven Years' War)

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AP® EXAM PRACTICE THROUGH 1754

Multiple-Choice Questions

Choose the correct answer for each question. Questions 1–2 refer to the following excerpt.

Bernal Díaz del Castillo, *The Conquest of New Spain*, 1632

"I must now speak of the skilled workmen whom Montezuma employed in all the crafts they practiced, beginning with the jewelers and workers in silver and gold . . . which excited the admiration of our great silversmiths at home. . . . There were other skilled craftsmen who worked with precious stones . . . and very fine painters and carvers.

But why waste so many words on the goods in their great market? If I describe everything in detail I shall never be done. . . . Having examined and considered all that we had seen, we turned back to the great market and the swarm of buying and selling. The mere murmur of their voices talking was loud enough to be heard more than three miles away. Some of our soldiers who had been in many parts of the world, in Constantinople, in Rome, and all over Italy, said that they had never seen a market so well laid out, so orderly, and so full of people."

1. The scene described in the excerpt is an example of which of the following developments in the 1600s?
   - **a.** A debate among European religious and political leaders about how non-Europeans should be treated
   - **b.** The Columbian Exchange facilitating the European shift from feudalism to capitalism
   - **c.** The mutual misunderstandings between Europeans and Native Americans as each group sought to make sense of the other
   - **d.** The development of a caste system by the Spanish that defined the status of the diverse population in their empire

2. The events described in the passage most directly foreshadowed which of the following developments?
   - **a.** Spanish attempts to convert Native populations to Christianity
   - **b.** Native peoples seeking to maintain their economic prosperity through diplomatic negotiations and military resistance
   - **c.** The Europeans' and American Indians' adoptions of useful aspects of each other's culture
   - **d.** Spanish efforts to extract wealth from the New World

Questions 3–5 refer to the following excerpt.

Nathaniel Bacon, *Declaration*, 1676

"We cannot in our hearts find one single spot of Rebellion of Treason or that we have in any manner aimed at subverting the settled Government. . . . We appeal to the Country itself . . . of what nature their Oppressions have been . . . let us trace the men in Authority and Favor [here] . . . let us observe the sudden rise of their Estates composed with the Quality in which they first entered this country . . . let us [also] consider whether any Public work for our safety and defense or for the Advancement of and propagation of [our] trade . . . is here . . . in [any] way adequate to our vast charge. . . .

Another main article of our guilt is our open and manifest aversion of all . . . Indians, this we are informed is a Rebellion . . . we do declare and can prove that they have been for these Many years

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enemies to the King and Country . . . but yet have by persons in authority [here] been defended and protected even against His Majesties loyal Subjects. . . .

. . . may all the world know that we do unanimously desire to represent our sad and heavy grievances to his most sacred Majesty . . . where we do well know that our Causes will be impartially heard and Equal justice administered to all men."

3. The excerpt is best understood in the context of
   a. the gradual Anglicization of the British colonies over time.
   b. the first Great Awakening and the spread of Enlightenment ideas.
   c. the diverging goals and interests of European leaders and colonists.
   d. the development of plantation economies in the British West Indies.

4. Who of the following was most likely to have supported the perspective expressed in Bacon's *Declaration*?
   a. Male indentured servants
   b. Plantation-owning colonial politicians
   c. Colonial representative assemblies
   d. Fur trading American Indians

5. Which of the following was an important consequence of the historical processes discussed in the excerpt?
   a. A decrease in British conflicts with American Indians over land, resources, and political boundaries
   b. An increasing attempt of the British government to incorporate North American colonies into a coherent imperial structure in pursuit of mercantilist aims
   c. Expanded use of enslaved labor in the plantation systems of the Chesapeake
   d. The development of autonomous political communities influenced by the spread of Protestant evangelism

Questions 6–9 refer to the following excerpt.

William Penn, "Frame of Government of Pennsylvania," 1682

"I know what is said by the several admirers of monarchy, aristocracy, and democracy, which are the rule of one, a few, and many, and are the three common ideas of government, when men discourse on the subject. But I choose to solve the controversy with this small distinction, and it belongs to all three: Any government is free to the people under it (whatever be the frame) where the laws rule, and the people are a party to those laws, and more than this is tyranny, oligarchy, or confusion."

6. The ideas expressed by William Penn in the excerpt most directly reflect the influence of
   a. transatlantic print culture.
   b. the First Great Awakening.
   c. European Enlightenment ideas.
   d. British mercantilist policies.

7. The ideas expressed in the excerpt contributed most to which of the following developments in colonial Pennsylvania?
   a. The abolition of slavery
   b. The influx of large numbers of European immigrants in the early 1700s
   c. British government efforts to exert more direct control over the colony
   d. Widespread violence between Pennsylvania colonists and American Indians

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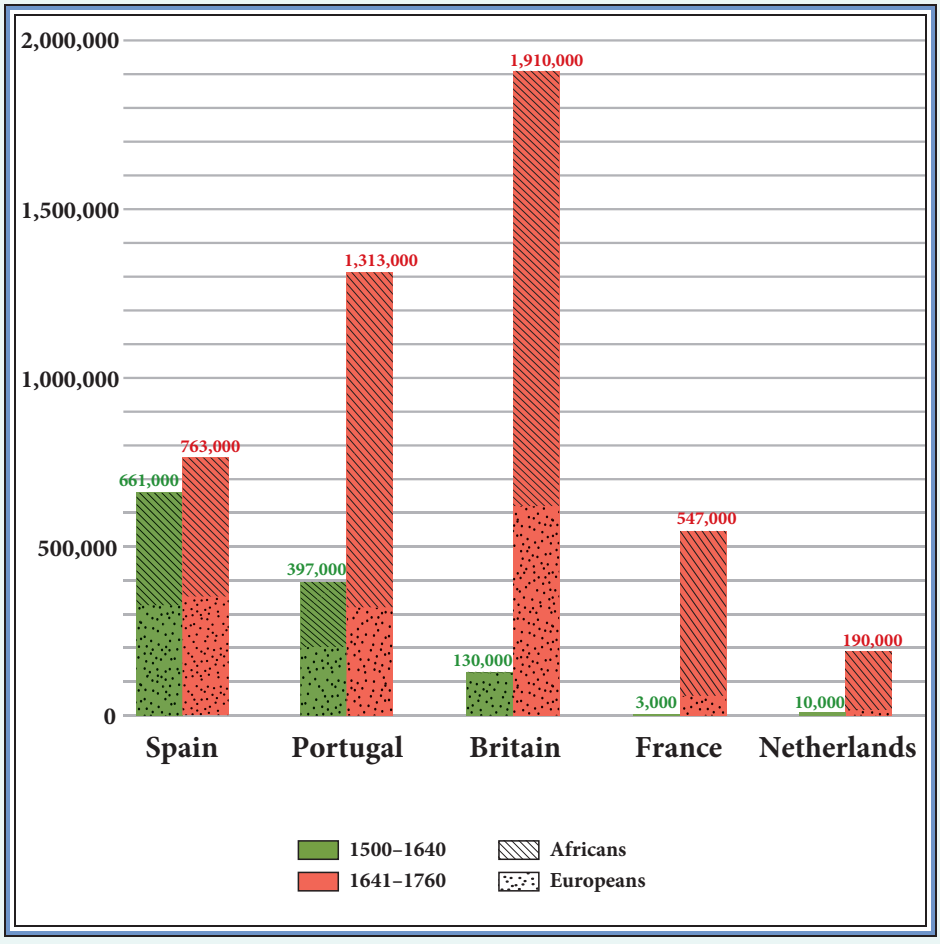
8. A defining characteristic of Pennsylvania and the other Middle Colonies was their
   - **a.** plantation economies based on exporting staple crops such as tobacco and rice.
   - **b.** relatively homogeneous population of self-sufficient family farmers.
   - **c.** high degree of cultural and ethnic diversity.
   - **d.** lack of organized religion and low levels of church attendance.

9. The approach toward governing described in the excerpt was most similar to which of the following?
   - **a.** The local governments created in the Spanish and French colonies
   - **b.** The establishment of colonial legislatures such as the Virginia House of Burgesses
   - **c.** The constitutional monarchy created in England after the Glorious Revolution
   - **d.** The use of town hall meetings in colonial New England

Questions 10–12 refer to the following graph.



Transatlantic Migration

Source of Data: Stanley L. Engerman and Kenneth L. Sokoloff, "Factor Endowments, Institutions, and Differential Paths of Growth Among New World Economies: A View from Economic Historians of the United States," in *How Latin America Fell Behind: Economic Histories of Brazil and Mexico, 1800–1914*, ed. Stephen Haber (Palo Alto, CA: Stanford University Press, 1997), 264.

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10. The population trend reflected on the graph for the colonies of France and the Netherlands most directly resulted from which government policies?
- **a.** Seeking to subjugate and enslave American Indians
- **b.** Allowing intermarriage and fostering trade alliances with American Indians
- **c.** Prompting agriculture and settlement on land taken from American Indians
- **d.** Defining caste systems and regulating the labor and taxes paid to the state

11. After 1640, the migration trends to British colonies depicted on the graph led to which of the following?
- **a.** Increased British colonial conflicts with American Indians over land, resources, and political boundaries
- **b.** Greater colonial resistance to Anglicization and intercolonial commercial ties
- **c.** Diminished colonial rivalry between Britain and France
- **d.** Reduced cultural pluralism and intercolonial intellectual exchange

12. The long-term effects of the migration trends portrayed on the graph are most directly explained by
- **a.** mutual misunderstandings between Europeans and American Indians.
- **b.** participation by all British colonies to varying degrees in the transatlantic slave trade.
- **c.** the decline in the *encomienda* system in the Spanish colonies.
- **d.** French, Dutch, and Spanish colonies' alliance with, and arming of, American Indian groups.

Questions 13–15 refer to the following excerpt.

Benjamin Franklin, "Father Abraham's Speech" from *Poor Richard's Almanack*, 1757

"If you would be wealthy . . . *think of Saving as well as Getting:* the Indies *have not made* Spain *rich, because her* Outgoes are greater than her Incomes. Away then with you expensive Follies, and you will not have so much Cause to complain of hard Times, [and] heavy Taxes. . . . *'Tis easier to suppress the first Desire, than to satisfy all that follow it* . . . think what you do when you run in Debt; *You give another Power over your Liberty*. . .

This Doctrine, my Friends, is *Reason* and *Wisdom*; but after all, do not depend too much upon your own *Industry*, and *Frugality*, and *Prudence*, though excellent Things, for they all may be blasted without the Blessing of Heaven; and therefore ask that Blessing humbly, and be not uncharitable to those that at present seem to want it, but comfort and help them."

13. Which of the following developments led most directly to the publication of *Poor Richard's Almanack*?
- **a.** The rise of Protestant evangelism in the mid-eighteenth century
- **b.** The cultural exchanges generated by transatlantic print culture
- **c.** The experiences and experiments in colonial self-government
- **d.** Romantic beliefs in human perfectibility spreading in reaction to the Enlightenment

14. Which of the following persons or groups would have been least likely to agree with the point of view of the excerpt?
- **a.** A Baptist minister
- **b.** Members of the colonial commercial elite
- **c.** An Enlightenment scholar
- **d.** An indentured servant

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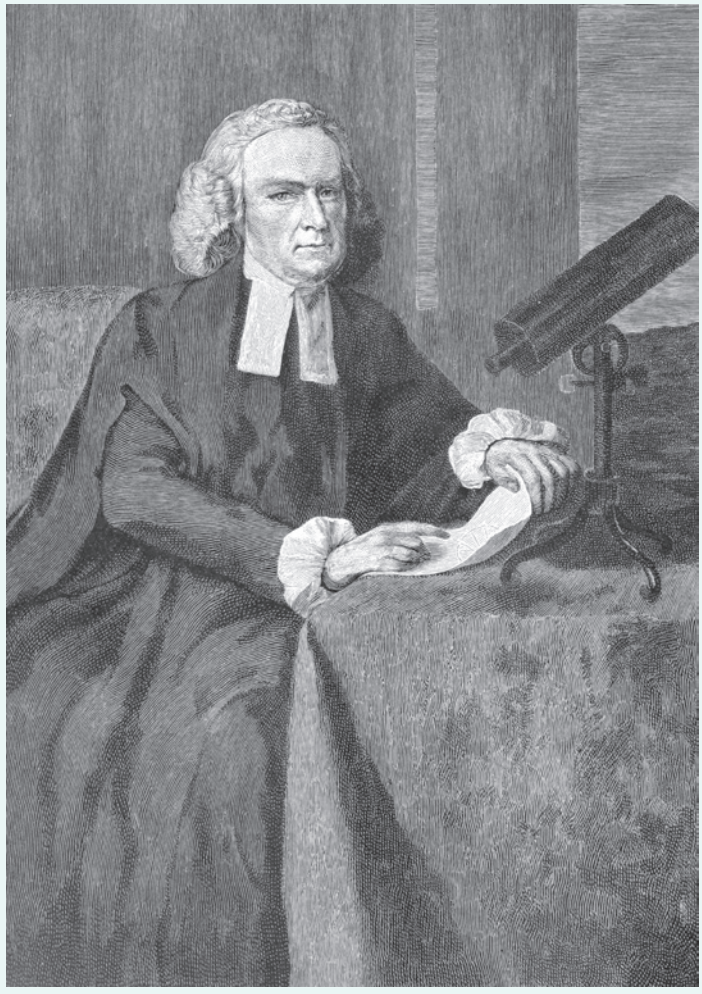
15. Which economic system does Franklin characterize when he says "the Indies *have not made* Spain *rich, because her* Outgoes are greater than her Incomes...."
    a. Encomienda
    b. Mercantilism
    c. Indentured servitude
    d. Enlightenment

16. What can we infer about the colonial economy based on Franklin's warning about debt and freedom?
    a. That many colonists were enslaved because of debt
    b. That colonists were able to go into debt to acquire their freedom
    c. That many colonists saved their money for consumable goods
    d. That many colonists became indebted to purchase consumable goods

Questions 17–18 refer to the following image.



Popular Science Monthly Vol. 39/Wikimedia

▲ **John Winthrop IV, Harvard Professor of Mathematics and Natural Philosophy, (1773)**

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17. What does John Winthrop IV's position at Harvard suggest about changes in eighteenth-century New England society?
    a. Religion continued to be of prime importance to New England elites.
    b. The ideals of the Enlightenment increasingly shaped New England elites.
    c. Most New England colonists could not afford higher education.
    d. Most New England colonists had concerns about the direction of elite society.

18. Which of the following statements best characterizes the portrayal of John Winthrop IV in this image?
    a. As a descendent of a minister
    b. As a model of religious values
    c. As a man of science and ideas
    d. As a common man

Short-Answer Questions

Read each question carefully and write a short response. Use complete sentences.

1. Using the two excerpts that follow, answer (a), (b), and (c).

Source: Sally Schwartz, *A Mixed Multitude: The Struggle for Toleration in Colonial Pennsylvania*, 1987

"The extremely heterogeneous population confronted Pennsylvania with a unique set of problems that could have impeded the creation of a stable society. Nevertheless, despite the inevitable tensions, exacerbated by waves of new immigration, war, and religious conflict, colonial Pennsylvanians managed to develop new ideals of pluralism and tolerance on which they built their province. . . . William Penn set forth a new ideological basis for pluralism and tolerance that transformed the tentative pattern of relative harmony and toleration into one of official policy. . . . [H]e drafted a series of constitutions that guaranteed religious freedom and promoted his colony not only in the British Isles but on the Continent as well."

Source: Peter Silver, *Our Savage Neighbors: How Indian War Transformed Early America*, 2008

"Pennsylvania, New Jersey, Delaware, northern Maryland, and parts of New York — colonies that together made the eighteenth century mid-Atlantic perhaps the most racially, ethnically, and religiously mixed place in the world . . . were unintended byproducts of a force that is now alien: early modern settler colonialism, in which huge numbers of Europeans and Africans were drawn across the ocean, in freedom and in bondage, and replanted in new landscapes. . . . With few exceptions, living together made the different sorts of people living there feel frightened of one another's intentions. Forced proximity brought many groups to a fresh appreciation for their own distinctive ways, ways they thought of as 'traditional' and fought to recover amid the disturbing novelties that came with diversity. Most strove both to make the other peoples around them act more like themselves and keep, if they could, from coming to resemble their neighbors, making for a jittery, culturally competitive society."

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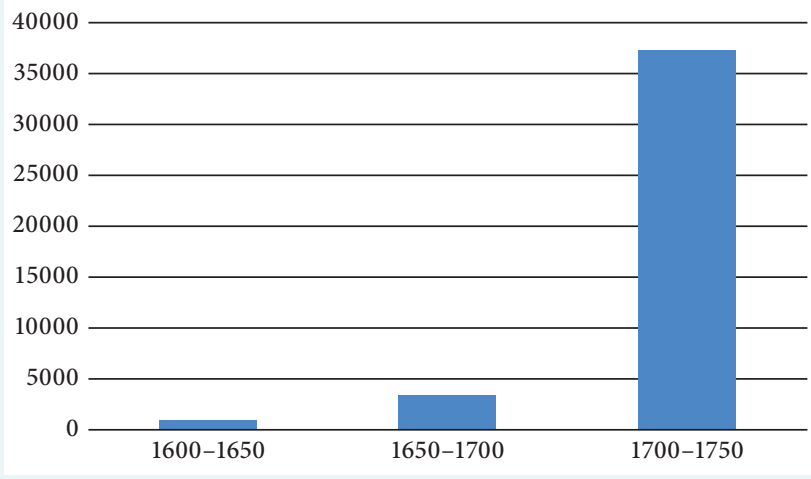
a. Briefly explain ONE major difference between Schwartz's and Silver's historical interpretations about the influence of demography in shaping colonial society between 1650 and 1754.

b. Briefly explain how ONE specific historical event, development, or circumstance from the period 1650 to 1754 that is not explicitly mentioned in the excerpts could be used to support Schwartz's argument.

c. Briefly explain how ONE specific historical event, development, or circumstance from the period 1650 to 1754 that is not explicitly mentioned in the excerpts could be used to support Silver's argument.

2. Using the graph that follows, answer (a), (b), and (c).



▲ **Slaves Imported to the British North American Colonies**

Source of data: http://www.slavevoyages.org/assessment/estimates

a. Briefly explain ONE specific historical factor that accounts for the change illustrated in the graph.

b. Briefly explain ONE specific historical event or development resulting from the change illustrated in the graph.

c. Briefly explain ONE specific historical response of enslaved people to the conditions they experienced in the colonies prior to 1750.

3. Answer (a), (b), and (c).

a. Briefly explain ONE specific historical similarity between New England and the Middle Colonies in the period from 1660 to 1750.

b. Briefly explain ONE specific historical difference between New England and the Middle Colonies in the period from 1660 to 1750.

c. Briefly explain ONE specific historical cause that accounts for the difference you indicated in (b).

4. Answer (a), (b), and (c).

a. Briefly explain why ONE of the following choices was the largest factor influencing American colonists to reject their identity as subjects of the British Empire.

- The ideas of the Enlightenment
- The end of the Seven Years' War
- The first Great Awakening

b. Provide ONE specific historical example to support your argument in (a).

c. Provide specific evidence why ONE of the other options was a less important factor influencing colonists to reject their identity as subjects of the British Empire.

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Document-Based Question

Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. Suggested reading period: 15 minutes. Suggested writing time: 45 minutes.

1. Evaluate the extent of change in the labor systems of the British North American colonies between 1600 and 1750.

DOCUMENT 1

Source: The General Court of Massachusetts, *An Act of Assessment on Spinning*, 1655.

"This Court . . . Does therefore Order . . . That all hands not necessarily employed on other occasions, as Women, Girls and Boys, shall and hereby are enjoined to Spin according to their skill and ability; and that the Select men in every Town do consider the condition and capacity of every family, and accordingly do assess them at one or more Spinners; And because Several Families are necessarily employed the greatest part of their time in other business, yet if opportunities were attended, some time might be spared, at least be some of them for this work. . . ."

DOCUMENT 2

Source: Gabriel Thomas, *An Historical Description [of Pennsylvania]*, 1698.

"I must say, even the present encouragements are very great and inviting for poor people (both men and women) of all kinds, can here get three times the wages for their Labor they can in England or Wales.

I shall instance in a few. . . . The first was a blacksmith (my next neighbor) who himself and one Negro man he had, got fifty shillings in one day, by working up a hundred pound weight of iron. . . . And for carpenters, both house and ship, bricklayers, masons, either of these tradesmen will get between five and six shillings every day constantly. As to journeymen shoemakers, they have two shillings per pair both for men and women's shoes; and journeymen tailors have 12 shillings per week. . . .

The maidservant's wages is commonly between six and ten pounds per annum, with very good accommodation. And for the women who get their livelihood by their own industry, their Labor is very dear. . . .

[T]he chief reason why wages of servants of all sorts is much higher here than there, arises from the great fertility and produce of the place; if these large stipends were refused them, they would quickly set up for themselves. . . .

First, their land costs them little or nothing in comparison [to] the farmers in England. . . . In the second place, they have constantly good price for their corn, by reason of the great and quick vent [trade] into Barbados and other Islands; through which means silver is become more plentiful than here in England. . . . Thirdly they pay no tithes and their Taxes are inconsiderable. . . ."

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DOCUMENT 3

Source: Estimated Number of White and Black Headrights to Virginia.

Years	White Headrights	Black Headrights
1650–1659	18,836	317
1660–1669	18,369	609
1670–1679	13,867	411
1680–1689	10,401	619
1690–1699	9.379	1,847

DOCUMENT 4

Source: Robert Beverley, *The History and Present State of Virginia*, 1705.

"Slaves are the Negroes . . . following the condition of the Mother, . . . They are called Slaves, in respect of the time of their Servitude, because it is for Life.

Servants, are those which serve for only a few years, according to the time of the Indenture, or the Custom of the Country. . . .

The Male-Servants, and Slaves of both Sexes, are employed together in Tilling and Manuring the Ground, in Sowing and Planting Tobacco, Corn, etc. Some Distinction indeed is made between them in the Clothes, and Food; but the Work of both, is no other than what the Overseers, the Freemen, and the Planters themselves do.

Sufficient Distinction is also made between the Female-Servants and Slaves; for a White Woman is rarely or never put to work in the Ground [fields], if she be good for anything else. . . .

The work of their Servants and Slaves, is no other than what every common Freeman does. Neither is any freeman required to do more in a day than his Overseer. And I can assure you with a great deal of Truth, that generally their Slaves are not worked near so hard, nor so many Hours in a day, as the Husbandmen [Farmers], and Day-Laborers in *England*. An Overseer is a Man, that having served his time, has acquired the Skill and Character of an experienced Planter, and is therefore entrusted with the Direction of the Servants and Slaves."

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DOCUMENT 5

Source: *An Indentured Contract of Apprenticeship between William Matthews and Thomas Windover*, 1718.

"I, William Mathews . . . of the city of New York . . . does voluntarily and of his own free will . . . put himself as an apprentice cordwainer [shoemaker] to Thomas Windover. . . .

[William Mathews] will live and . . . serve from August 15, 1718, until the full term of seven years be completed and ended. . . . [He] shall faithfully serve his master, shall faithfully keep his secrets, and gladly obey his lawful commands everywhere. . . . He shall not waste his said master's goods nor lend them unlawfully to any. He shall not . . . contract matrimony within the [seven years].

At cards, dice, or any other unlawful game, he shall not play. . . with his own goods or the goods of others. Without a license from his master he shall neither buy nor sell during the said term. He shall not absent himself day or night from his master's service without his leave, not haunt alehouses, but in all things he shall behave himself as a faithful apprentice toward his master. . . .

The master . . . shall, by the best means or methods, teach or cause the apprentice to be taught the art or mystery of a cordwainer. He shall find and provide unto the said apprentice sufficient meat, drink, apparel, lodging, and washing fit for an apprentice. During the said term, every night in winter he shall give the apprentice one quarter of schooling. At the expiration of the said term he shall provide him with a sufficient new suit of apparel, four shirts, and two necklets."

DOCUMENT 6

Source: South Carolina Assembly, *An Act for the Better Ordering and Governing of Negroes and Other Slaves in This Province*, 1740.

"I. *And be it enacted* . . . That all Negroes and Indians . . . mullatoes or mestizos who now are, or shall hereafter be, in this Province, and all their issue and offspring, born or to be born, shall be, and they are hereby declared to be, and remain forever hereafter, absolute slaves. . . .

II. . . . *Be it further enacted* . . . That no person whatsoever shall permit or suffer any slave under his or their care or management . . . to go out of the plantation . . . without a letter. . . .

XXX. *And be it further enacted* . . . That no slave who shall dwell, reside, inhabit, or be usually employed in Charlestown, shall presume to buy, sell, deal, traffic, barter, exchange or use commerce for any goods, wares, provisions, grain, victuals [foodstuffs], or commodities, of any sort or kind whatsoever. . . .

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XLIII. . . . *Be it therefore enacted* . . . That no men slaves exceeding seven in number, shall herein be permitted to travel together in any high road in this Province, without some white person with them; and it shall and may be lawful for any [white] person or persons . . . to apprehend all and every such slaves, and shall and may whip them, not exceeding twenty lashes on the bare back.

LVI. And whereas, several Negroes did lately rise in rebellion, and did commit many barbarous murders at Stono and in other parts adjacent thereto; and whereas, in suppressing the said rebels, several of them were killed and others taken alive and executed. . . . Be it enacted . . . That all and every act . . . committed, and executed, in and about suppressing and putting all . . . the said . . . Negroes to death, is and are hereby declared lawful, to all intents and purposes whatsoever. . . ."

DOCUMENT 7

Source: Benjamin Franklin, observations on the population of Pennsylvania in his essay "Observations Concerning the Increasing of Mankind, Peopling of Countries, &c," 1751.

"Land being thus plenty in America, and so cheap as that a laboring Man, that understands Husbandry [agriculture], can in a short Time save Money enough to purchase a Piece of new Land sufficient for a Plantation, whereon he may subsist a family; such are not afraid to marry. . . .

Labor will never be cheap here, where no man continues long a laborer for others, but gets a plantation of his own; no man continues long a journeyman to a trade, but goes among those new settlers, and sets up for himself, etc. Hence labor is no cheaper now in Pennsylvania than it was thirty years ago, though so many thousand laboring people have been imported. . . .

The labor of slaves can never be so cheap here as the labor of workingmen is in Britain. . . . Why then will Americans purchase slaves? Because slaves may be kept as long as a man pleases, or has occasion for their labor; while hired men are continually leaving their masters (often in the midst of business) and setting up for themselves."

Long-Essay Questions

Please choose one of the following three questions to answer. Suggested writing time: 40 minutes.

2. Evaluate the extent of difference between the influence of religion in the colonialism of the British and that of the Spanish in North America between 1492 and 1700.
3. Evaluate the extent to which British mercantilist policies affected the economic development of the New England colonies between 1660 and 1754.
4. Evaluate the extent to which the chattel slave system affected the economic development of the Chesapeake colonies between 1660 and 1754.

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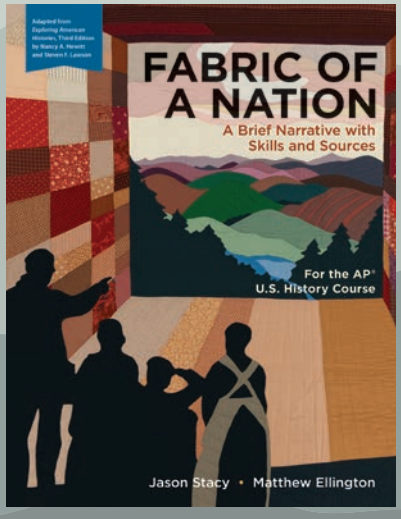

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ISBN-13: 978-1319178178
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