

Name: _____

US History

The American Colonies

Remediation

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The American Colonies Emerge**Section 2**

An English Settlement at Jamestown

Terms and Names

John Smith Leader of Jamestown

joint-stock companies Companies in which investors pooled their wealth with the hope of yielding a profit

Jamestown First permanent English settlement in North America

Powhatan Native Americans who lived in the area that became Jamestown

headright system The Virginia Company's system in which settlers and the family members who came with them each received 50 acres of land

indentured servants Workers who exchanged their labour for help getting started in America

royal colony A colony under the direct control of a monarch

Nathaniel Bacon Planter who led a rebellion in 1676 against the governor of the Virginia Colony

Before You Read

In the last section, you learned how the Spanish claimed an empire in the Americas. In this section, you will learn how the English came to North America and founded their own colonies.

As You Read

Use a time line to take notes on the colonization of Virginia.

ENGLISH SETTLERS STRUGGLE IN NORTH AMERICA (Pages 42–46)**What happened at Jamestown?**

John Smith was a soldier and adventurer. In 1606, he joined the Virginia Company. It was a **joint-stock company** which allowed investors to pool their wealth to fund a colony. In 1607, the Virginia Company sent 150 colonists aboard three ships to North America. The colonists built a settlement along the coast of modern-day Virginia. They called the colony **Jamestown** in honor of King James I. It was the first permanent English colony in the Americas.

Many English colonists wanted to get rich quick by finding gold. They did not take time to grow food. As a result, many colonists at Jamestown died. By the winter of 1607, only 39 colonists remained alive. Then John Smith took control of the settlement. He forced the colonists to farm. He received help from the **Powhatan** inhabitants of the area, who offered the colonists food. Under Smith's leadership, the colony slowly recovered.

An injury forced Smith to return to England. After he left, the settlement grew disorganized. Again, many colonists

Section 2, *continued*

starved to death. The colony was saved when more colonists and supplies arrived from England.

The new settlers restored order to Jamestown. They also began to grow tobacco. The colonists discovered that they could sell this crop in Europe for a great profit. The colony needed more settlers to grow more tobacco. To lure more settlers to Jamestown, the Virginia Company started the **headright system** in 1618. Under this system, each new person who came to the colony received 50 acres of land and another 50 acres for each family member who came.

Most of the people who arrived, however, did not come under the headright system. Most came as **indentured servants**. In exchange for passage to North America, as well as food and shelter, an indentured servant agreed to work on a farm for several years. After that time, the indentured servant would be free. Most indentured servants were poor English citizens in search of a new life.

In 1619, the first Africans arrived in North America. They were treated as indentured servants. After several years of labor, they gained their freedom. In the decades to come, more and more Africans would arrive in North America—not as indentured servants, but as slaves.

1. How did tobacco help save the settlement at Jamestown?

THE SETTLERS CLASH WITH NATIVE AMERICANS (Pages 46–47)
How did English colonists treat the Native Americans?

Unlike the Spanish, English settlers had no desire to live among or intermarry with

Native Americans. Instead, they struggled to drive the Native Americans away.

As Jamestown grew, the colony needed more land for farming. As a result, the English settlers seized Powhatan land. In 1622, the Native Americans fought back. They attacked numerous colonial villages. More than 340 colonists were killed. The Native American attack forced the Virginia Company to send in more troops and supplies. This left the company nearly bankrupt. The turmoil in Virginia angered the English government. As a result, the king took over the colony from the Virginia Company. Virginia became a **royal colony**—a colony under the control of the king.

England sent in more settlers to strengthen the colony. The government also sent in more troops to conquer the Native Americans. By 1644, nearly 10,000 English settlers lived in Virginia. The native population continued to decrease.

2. How did becoming a royal colony help Virginia?

ECONOMIC DIFFERENCES SPLIT VIRGINIA (Pages 47–48)

Who held the power in Virginia?

In addition to fighting Native Americans, the English settlers fought among themselves. Wealthy landowners controlled life in the colony. Freed indentured servants had little money to buy land. Because they did not own land, they could not vote and had almost no rights. They were forced to live on the western edge of Virginia. Out there, they constantly fought with the Native Americans for land.

Section 2, *continued*

Virginia's government refused to help these poor settlers in their battles with Native Americans. **Nathaniel Bacon**, a wealthy planter, came to the settlers' rescue. He raised an army to fight the Native Americans. The governor of Virginia declared that army illegal. When Bacon heard this, he led a group of marchers into Jamestown. They protested the government's treatment of poor settlers. The march turned violent. The government eventually put down the rebellion.

3. Why did Nathaniel Bacon lead a rebellion against the governor of Virginia?

Section 2, *continued*

As you read this section, fill out the chart below by answering questions about Jamestown.

<p>1. Who? Who were the settlers? Who were their leaders? Who were their neighbors?</p>	
<p>2. What? What type of colony was Jamestown at first? What did it later become?</p>	
<p>3. When? When was Jamestown settled? When was the "starving time"?</p>	
<p>4. Why? Why did the settlers go to Jamestown? Why did others support them? Why didn't the settlers get along with their neighbors? Why did Jamestown nearly fail?</p>	
<p>5. Where? Where was Jamestown?</p>	
<p>6. How? How was Jamestown saved from failure?</p>	

The American Colonies Emerge**Section 3****Puritan New England****Terms and Names**

Puritans Members of a religious group known for its strict beliefs

John Winthrop Leader of the first settlers at Massachusetts Bay Colony

Separatists Members of a Puritan group who established their own congregations

Plymouth Colony Second permanent English colony in North America founded by the Pilgrims

Massachusetts Bay Colony Colony founded by Puritans in 1630

Roger Williams Puritan dissenter who set up a new colony in Rhode Island

Anne Hutchinson Puritan dissenter banished from the Massachusetts Bay Colony who fled to Rhode Island in 1638

Pequot War A 1637 conflict in which the Pequots battled Connecticut colonists

Metacom Native American chief who fought against English colonists in the King Philip's War

King Philip's War Conflict between settlers and Native Americans

Before You Read

In the last section, you learned about England's first permanent settlement in the Americas. In this section, you will learn why the Puritans settled in North America.

As You Read

Use a chart to take notes on the cause-and-effect relationships discussed in this section.

PURITANS CREATE A "NEW ENGLAND" (Pages 49–52)**Why did the Puritans come to America?**

A different group of English people settled north of Jamestown. They were members of a religious group that wanted to purify the Church of England by removing some of its Catholic practices. Because of this, they were known as **Puritans**.

Puritans believed in the idea of a "priesthood of all believers." This meant that every worshipper should experience God directly through faith, prayer, and

study of the Bible—instead of through services conducted by church priests.

Some Puritans believed in trying to change the Church of England. Other Puritans chose to leave the church and form their own congregations. They were known as **Separatists**.

The English king punished anyone who broke away from the Church of England. One Separatist group, known today as Pilgrims, decided to leave England. In 1620, they arrived in North America and founded **Plymouth Colony**.

Section 3, *continued*

In 1630, another group of Puritans sailed to North America. Like the Pilgrims, they came to practice their religion without fear of punishment. They started a settlement called the **Massachusetts Bay Colony**. By 1640, more than 20,000 English settlers lived there. The region would become known as New England.

Unlike the settlers in Jamestown, the Puritans were well prepared to live in this new land. They were organized and had many supplies. **John Winthrop** was the settlement's first governor.

The Puritans wanted to create a society that all people would look up to. All adult male members of the Puritan Church could vote. The Puritans also placed great importance on families and church authority.

They also stressed hard work. No matter what one's duties were, Puritans believed that God required men and women to work long and hard at them. This "Puritan work ethic" helped lead to the rapid growth and success of the New England colonies.

1. Why did the colonists at Massachusetts Bay fare better at the beginning than the colonists in Virginia?

DISSENT IN THE PURITAN COMMUNITY (Page 52)

Why did some Puritans leave the Massachusetts Bay Colony?

The Puritans came to America to practice their religion in freedom. However, they did not like dissent, or the expression of other points of view.

A minister named **Roger Williams** preached that the settlers should buy—not

take—land from Native Americans. He also said that government officials should not punish those with different religious views. Williams's views angered Puritan leaders. They soon ordered his arrest. In 1636, Williams fled Massachusetts Bay. He settled a new colony in what is now Rhode Island.

Anne Hutchinson also angered Church leaders with her beliefs. She argued that worshipers should interpret the Bible on their own—without the help of the church or its ministers. Puritan leaders banished Hutchinson from the colony in 1638. She and her family went to Rhode Island.

2. Why did Puritan leaders force Roger Williams and Anne Hutchinson to leave the colony?

NATIVE AMERICANS RESIST COLONIAL EXPANSION

(Pages 53–54)

How did Puritans treat Native Americans?

At first, Puritans and the local Native Americans helped each other. As New England grew, however, settlers began to seize Native American lands. In addition, the settlers tried to force the Native Americans to accept Puritan laws and religion.

Many Native Americans saw the Puritans as a threat to their way of life. The tense relationship between the two groups soon led to war. In 1637, the Pequot tribe, who lived in what is now Connecticut, went to war with the colonists. The **Pequot War** ended in total defeat for the Native Americans. Most of the Pequot civilization was wiped out.

Section 3, *continued*

War between Native Americans and colonists broke out again in 1675. Chief **Metacom**, whom the English called King Philip, led an alliance of Native Americans against the settlers. **King Philip's War** lasted over a year. In the end, the English won.

3. Why did Native Americans fight the Puritans?

Section 3, *continued*

As you read this section, fill out the chart below by writing notes that summarize the causes and results of the conflicts.

	CAUSES OF THE CONFLICT	RESULTS OF THE CONFLICT
1. Puritans vs. the Church of England		
2. Puritan leaders vs. Roger Williams		
3. Puritan leaders vs. Anne Hutchinson		
4. The Pequot War		
5. King Philip's War		

The Colonies Come of Age**Section 1****England and Its Colonies****Terms and Names**

mercantilism Theory that countries should acquire gold and focus on exporting goods and owning colonies

Parliament The lawmaking body of England

Navigation Acts Laws passed by the British to control colonial trade

Dominion of New England A huge colony formed by the King of England, which included land from southern Maine to New Jersey

Sir Edmund Andros Governor appointed by the King of England to govern over the Dominion of England

Glorious Revolution Overthrow of James II

salutary neglect An English policy of not strictly enforcing laws in its colonies

Before You Read

In the last section, you learned how the English established colonies in North America. In this section, you will learn how the relationship between England and its colonies grew tense.

As You Read

Use a chart to take notes on problems and solutions with the colonies.

ENGLAND AND ITS COLONIES**PROSPER (Pages 66–68)****What is mercantilism?**

England's North American colonies existed mainly for the benefit of the home country—England. This idea was based on the theory of **mercantilism**. Under mercantilism, a nation could become rich and powerful in two ways: (1) by obtaining gold and silver, and (2) by establishing a favorable balance of trade in which it sold more goods than it bought. A nation's ultimate goal under mercantilism was to become self-sufficient so that it did not have to depend on other countries for goods.

The key to achieving a favorable balance of trade was establishing colonies. Colonies provided raw materials, such as lumber,

furs, grain, and tobacco to the home country. This meant that the home country did not have to buy these goods from other nations. With colonies, nations had a built-in market in which to sell the goods it produced.

Throughout the 1600s, the American colonies behaved as they were supposed to under the mercantilist system. They exported much of their raw materials to England. However, the colonies also sold raw materials to other countries. England saw this as a threat to their economic strength. Under mercantilism, a nation's colonies should not supply goods to other countries.

In 1651, England's **Parliament**, or lawmaking body, passed the **Navigation Acts**. The acts greatly restricted colonial trade. They declared that the colonies could export certain products only to England.

Section 1, continued

They also required that goods traded between the colonies and other nations first had to be unloaded in England. This allowed England to tax the goods—and thus make money off the trade.

1. What did the Navigation Acts do?

Parliament restored the original colonies that made up the Dominion of New England. In addition, Parliament gave Massachusetts its charter back. The new charter, however, called for the king to appoint the governor of Massachusetts. The charter also required Massachusetts be more tolerant of different religions.

2. How did the Glorious Revolution affect the colonies?

TENSIONS EMERGE (Pages 68–69)

What was the Dominion of New England?

Despite the Navigation Acts, some colonial merchants continued to trade goods with other countries illegally. In 1684, the English King, Charles II, responded by punishing Massachusetts, where much of the illegal trading occurred. The king took away the colony’s charter and made it a royal colony.

In 1685, James II replaced Charles as king. He cracked down further on the American colonies. James placed the colonies from southern Maine to New Jersey under one large colony called the **Dominion of New England**. The king made **Sir Edmund Andros** the new royal governor of the Dominion. Andros angered the colonists by outlawing local government and by forcing new taxes on the colonists.

At about this time, England was experiencing great turmoil. The country’s Parliament, which often fought with James, wanted to get rid of him. In 1688, Parliament helped overthrow James. This event became known as the **Glorious Revolution**. In the aftermath of the revolution, Parliament passed laws that gave it greater power over the English king.

ENGLAND LOOSENS THE REINS

(Pages 70–71)

What is salutary neglect?

After 1688, England turned its attention away from the colonies. It was more concerned with France which was competing with England for control of Europe.

In this period, the new English government followed a policy of **salutary neglect**. This meant that it rarely enforced the laws. Parliament did not think it was necessary to supervise the colonies closely.

Under this new policy, governors appointed by the king ruled each colony. However, colonial assemblies—lawmaking bodies comprised of elected colonists—held a good deal of power. The governor could veto the laws the assemblies passed. However, the assemblies had the power to raise taxes. This meant that they controlled the governor’s salary. In this way, the colonies were able to practice an early form self-government.

3. In what way did the colonists hold some political power in the colonies?

Section 1, *continued*

As you read this section, answer the questions below to help you understand causes and effects. There can be one or several answers to each question.

The Navigation Acts

CAUSE
1. Why did Parliament pass the Navigation Acts?
EFFECTS
2. How did these acts benefit England?
3. How did the acts benefit the colonies?
4. How did the acts hurt the colonies?

The Glorious Revolution

CAUSE
5. Why did the Glorious Revolution occur?
EFFECTS
6. How did this revolution affect England?
7. How did it affect the colonies?

The Colonies Come of Age**Section 2****The Agricultural South****Terms and Names**

cash crop A crop grown for sale rather than for the farmer's use

slave Person who is considered the property of another

triangular trade The pattern of shipping trade across the Atlantic

middle passage The voyage that brought slaves to America

Stono Rebellion A 1739 slave rebellion in Charleston, South Carolina

Before You Read

In the last section, you learned about the ways in which England tried to control its colonies. In this section, you will learn about the characteristics of the Southern colonies.

As You Read

Use a step diagram to take notes on social classes in the Southern colonies.

A PLANTATION ECONOMY ARISES

(Pages 72–73)

What kind of economy developed in the South?

Throughout the 1600s and 1700s, the American colonies grew and prospered. They also grew into two distinct regions: North and South. Colonists in the South created a society based on farming. A typical large southern farm, or plantation, grew a single **cash crop**—a crop grown for sale rather than for the farmer's use. Cash crops included tobacco, rice, and indigo.

Few major cities developed in the South. One reason was that plantations usually were located along the rivers. This meant that farmers could transport their goods to the northern colonies and Europe without a need for city docks. Another reason for the absence of large towns in the South was that farmers could store their goods on their plantations. Thus, they

did not need city warehouses.

Furthermore, plantation owners produced much of what they needed, so there was no reason for shops or bakeries. There were a few major cities in the South, such as Charles Town (later called Charleston), in South Carolina. However, southern society was mostly rural.

1. Why were there so few cities in the South?

LIFE IN SOUTHERN SOCIETY

(Pages 73–75)

What was Southern life like?

Most Southerners worked small farms. The few wealthy plantation owners, or planters, controlled the economy. They also controlled much of the South's social and political life.

Section 2, *continued*

Southern women could not vote, attend school, or own property. They worked long hours on farms and in the house.

The South's many indentured servants also had few rights. Indentured servants were mainly white European males who exchanged a trip to North America for several years of farm labor. Many indentured servants hoped to start a new life once their servitude was over. However, once they completed their terms of labor, most indentured servants had a difficult time trying to survive.

2. Which group controlled most aspects of life in the South?

SLAVERY BECOMES**ENTRENCHED (Pages 75–77)****What was the triangular trade?**

Throughout the late 1600s, the number of indentured servants in the South decreased. As a result, planters faced a labor shortage on their plantations. They soon turned to the use of African slaves.

Enslaved Africans had been working for years in the English colonies of the West Indies. During the 1600s, Africans had become part of a trade network called the **triangular trade**. This network had three main parts: (1) merchants carried rum and other goods from New England to Africa; (2) the merchants brought slaves from Africa to the West Indies, where they sold them for sugar and molasses; (3) the merchants then sold these goods in New England to be distilled into rum. The network also included many minor routes that crisscrossed the Northern and Southern colonies, the West Indies, Europe, and Africa.

The part of the triangular trade that brought Africans to the West Indies and

later to North America was called the **middle passage**. Africans made this trip on crowded, dirty ships. Nearly 20 percent of the Africans aboard each ship died from either cruel treatment or disease.

Those who survived the trip entered a hard life of labor in North America. About 90 percent of enslaved Africans worked in the fields. The rest worked in planters' houses. Some learned skills such as carpentry. Children began working at age 12.

Slaves were treated harshly. Slave owners whipped and beat slaves they considered disobedient or disrespectful.

3. What was life like for enslaved Africans in North America?

AFRICANS COPE IN THEIR NEW WORLD (Pages 77–78)**How did slaves cope in the American colonies?**

Once in America, slaves tried to hold onto their African culture. They wove baskets and created pottery as they had done in their homeland. Slaves also played African music and told traditional stories.

Many slaves resisted their position of subservience. Some slaves faked illness to get out of working. Others broke tools or worked slow on purpose. Some slaves pushed their resistance into open revolt. In the **Stono Rebellion** of 1739, a group of slaves killed several plantation owners. These slaves eventually were captured and executed. Many other slaves ran away. Some found a new home in Native American tribes.

4. How did enslaved Africans resist slavery?

Section 2, *continued*

As you read this section, fill out the chart below by noting what a typical member of each group would likely do in his or her daily life.

1. Plantation Owners

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2. Lower-Class White Women

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3. Indentured Servants

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4. African Slaves

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The Colonies Come of Age**Section 3****The Commercial North****Terms and Names****Enlightenment** Intellectual movement that started in Europe**Benjamin Franklin** Philadelphia inventor, writer, and political leader**Jonathan Edwards** Forceful preacher in the Great Awakening**Great Awakening** Religious revival movement in the colonies**Before You Read**

In the last section, you learned about the growth of the Southern colonies. In this section, you will learn about the development of the Northern colonies.

As You Read

Use a diagram to take notes on the diversity of the Northern colonies.

COMMERCE GROWS IN THE NORTH (Pages 79–80)**How did people earn a living in the North?**

The economies of the New England and the Middle colonies were more diverse than that of the Southern colonies. While farmers in the South produced mainly one cash crop, Northern farmers normally grew several. Like the South, however, farming was important in the North, especially in Pennsylvania and New York.

However, the North's economy existed of more than just agriculture. Other industries, such as grinding wheat, fishing, and lumbering, were also important in the North. Shipbuilding became a major industry. By the 1770s, the Northern colonies built one third of all British ships. They also made more iron than England did.

Bustling port cities grew in the North. Boston and New York became important urban centers. Philadelphia became the largest port in the British Empire. The growing cities resulted in some problems.

Cities became overcrowded, and clean water was difficult to get. Fire and diseases spread rapidly. Also, many people living in cities faced poverty.

1. Name three types of industry in the North.

NORTHERN SOCIETY IS DIVERSE**(Pages 81–82)****What groups of people lived in the Northern colonies?**

The Northern colonies were made up of diverse groups of people. Many immigrants from Europe settled in New England and the Middle colonies. Germans came to Pennsylvania in search of jobs and religious freedom. Another large immigrant group was the Scots-Irish. Other immigrant groups included the Dutch, Scandinavians, and Jews.

Section 3, *continued*

Africans, both enslaved and free, lived in the North. Unlike the South, the Northern economy did not depend on slave labor. However, slavery did exist in the Northern colonies. Most slaves in the North had greater legal standing than slaves elsewhere in the colonies. They could sue and be sued. They had the right to appeal to the highest colonial courts. They could also testify against white persons in cases not involving Africans.

Enslaved Africans in the North, however, were treated harshly, just as in the South. Furthermore, free Africans faced much racial prejudice in the North.

As in the South, women in the Northern colonies enjoyed few rights. They could not vote or buy or sell property. Women in the North handled many jobs in the home and in the fields.

The limited rights of women in the Northern colonies contributed to an outbreak of witch-hunting in the late 1600s. During the 1690s, in Salem, Massachusetts, many women were falsely accused of being witches—those who possess evil powers. Many of the accused women were considered too independent and rebellious. Several women were tried and executed. The courts finally put an end to the witch hunts.

2. What five groups of people immigrated from Europe to the Northern colonies?

NEW IDEAS INFLUENCE THE COLONISTS (Pages 82–84)

What new ideas and beliefs spread in the colonies?

Americans participated in several new intellectual movements during the 1700s that helped change the way of thinking throughout the colonies.

One such movement was known as the **Enlightenment**. This was a philosophical movement that called for using reason and science to find truth. The Enlightenment began in Europe and spread to the colonies through books and pamphlets. **Benjamin Franklin**, a prominent colonist, was one of the movement's leaders. He conducted scientific experiments and made several practical inventions.

The Enlightenment also affected political thought. Colonial leaders used reason to conclude that individuals have natural rights which governments must respect.

The Enlightenment had two important effects: (1) the idea that people have natural rights that governments must respect challenged the authority of the British rulers; (2) the movement's emphasis on science as a source of truth weakened the authority of the church.

By the 1700s, the Puritan church had lost its grip on society. **Jonathan Edwards** was a Massachusetts preacher who sought to revive the intensity and commitment of the Puritan vision. Edwards preached that people must acknowledge their sinfulness and feel God's love for them. He started a religious revival that became known as the **Great Awakening**.

Section 3, *continued*

The Great Awakening brought many colonists, Native Americans, and African Americans into organized Christian churches for the first time. The movement challenged the authority of established churches. Some colonists abandoned their old Puritan or Anglican churches. At the same time, independent denominations such as Baptist and Methodist gained new members.

The Great Awakening and the Enlightenment emphasized some opposing ideas. The Great Awakening stressed

emotion. The Enlightenment stressed reason. However, both also stressed the importance of the individual. In addition, both caused people to question authority.

3. How did the Enlightenment and the Great Awakening help change people's beliefs?

Section 3, *continued*

As you read this section, fill out the chart below with some different characteristics of the Northern and Southern colonies.

Northern Colonies	Southern Colonies

Fill out this chart by comparing the Enlightenment and the Great Awakening.

	The Enlightenment	The Great Awakening
1. What kind of movement was it (intellectual, social, political, religious)		
2. Who were its key figures in the colonies?		
3. What ideas did it stress?		
4. What did it encourage people to do?		