

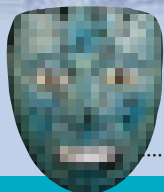


CHAPTER  
**2**

# THE AMERICAN COLONIES EMERGE



17th-century English explorers land in North America.



1521 Hernando Cortés conquers the Aztec Empire.

1540 Coronado explores the American southwest.

1565 Spanish settlers establish Saint Augustine, Florida.

1585 English colonists establish a colony at Roanoke Island.

AMERICAS  
WORLD

1500

1550

1517 Martin Luther begins the Protestant Reformation.



1534 Parliament declares Henry VIII head of the English church.

1588 England defeats the Spanish Armada.



# INTERACT

## WITH HISTORY

It is 1607. You are a colonist about to arrive in the land that England has claimed for itself and named Virginia. Although little is known about this place, you look forward to a life of adventure and prosperity. When you arrive, you are met by Native Americans who ask you why you have come to their land.

### *How can a land be shared by two different peoples?*

#### Examine the Issues

- As a colonist, how does the presence of another people change your expectations?
- What obligations does a colonist have to natives who already inhabit the land?



**RESEARCH LINKS** CLASSZONE.COM

Visit the Chapter 2 links for more information related to The American Colonies Emerge.

**1607** John Smith and other colonists establish Jamestown.

**1620** English "Pilgrims" found Plymouth Colony.

**1630** English Puritans found the Massachusetts Bay Colony.

**1664** England takes New Amsterdam from the Dutch.

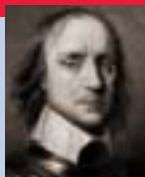
**1681** William Penn receives charter for Pennsylvania.



**1650**

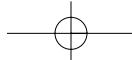
**1700**

**1618** The Thirty Years War between Catholics and Protestants begins in central Europe.



**1649** Oliver Cromwell establishes the Puritan Commonwealth in England.

**1660** The English monarchy is restored with the accession of Charles II.



## SECTION 1

# Spain's Empire in the Americas

### MAIN IDEA

Throughout the 1500s and 1600s, the Spanish conquered Central and portions of North America.

### WHY IT MATTERS NOW

Spanish language, religion, and architecture continues to influence the Americas.

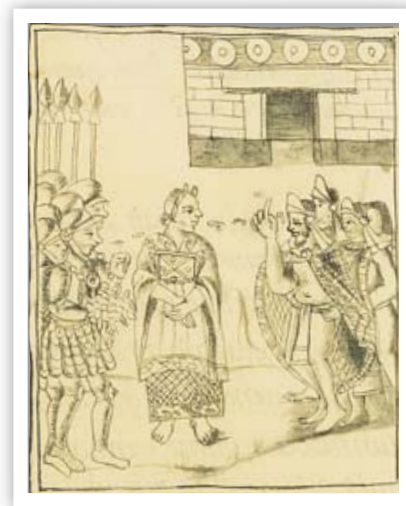
### Terms & Names

- Hernándo Cortés
- conquistador
- New Spain
- mestizo
- encomienda
- Juan Ponce de León
- New Mexico
- Popé

## One American's Story

In 1519, the native world near Tabasco in southeastern Mexico changed forever. That year, **Hernándo Cortés** led an army into the American mainland, eager to claim new lands for Spain. The peoples of the Tabasco, a province of the mighty Aztec empire, resisted the invaders but were no match for the Spaniards' rifles and cannons.

In surrendering, the natives handed over to the Spaniards 20 women, one of whom came to be called Doña Marina, or Malinche. Malinche easily mastered the Spanish language and soon acted as both translator and guide for Cortés as he fought and negotiated his way through Mexico. She also proved to be a brave and daring warrior. Bernal Díaz del Castillo, one of Cortés's foot soldiers, noted Malinche's courage.



▲ Malinche (center) translates for the Spaniards and the Aztec.

### A PERSONAL VOICE BERNAL DÍAZ DEL CASTILLO

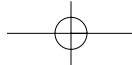
“Doña Marina . . . possessed such manly valor that, although she had heard every day how the Indians were going to kill us and eat our flesh with chili, and had seen us surrounded in the late battles, and knew that all of us were wounded or sick, yet never allowed us to see any sign of fear in her, only . . . courage.”

—quoted in *Notable Latin American Women*

Malinche played a key role in the early stages of the Spanish conquest of the Americas. As the first European settlers in the Americas, the Spanish greatly enriched their empire and left a mark on the cultures of North and South America that still exists today.

## The Spanish Claim a New Empire

In the wake of Columbus's voyages, Spanish explorers took to the seas to claim new colonies for Spain. Lured by the prospect of vast lands filled with gold and silver, these explorers, known as **conquistadors** (conquerors), pushed first into



the Caribbean region—the islands and coast of Central and South America along the Caribbean Sea. Then they swept through Mexico and south to the tip of South America.

**CORTÉS SUBDUES THE AZTEC** Soon after landing in Mexico, Cortés learned of the vast and wealthy Mexica, or Aztec, empire, located deep in the region's interior. The Aztec, members of the diverse Nahua peoples of central Mexico, dominated the region. Cortés set off to conquer the Aztec with a force of 600 soldiers, 17 horses, numerous dogs, and 10 cannons. As he marched inland, Cortés, a gifted diplomat as well as military leader, convinced those Nahua who had long resented the spread of Aztec power to join his ranks.

After marching for weeks through 200 miles of difficult mountain passes, Cortés and his legions finally looked on the magnificent Aztec capital of Tenochtitlán. The Spaniards marveled at Tenochtitlán, with its towering temples and elaborate engineering works—including a system that brought fresh water into the city. “We were amazed,” Bernal Díaz said of his first glimpse of Tenochtitlán. “Some of our soldiers even asked whether the things we saw were not a dream.” While the Aztec city astonished the Spaniards, the capital's glittering gold stock seemed to hypnotize them. “They picked up the gold and fingered it like monkeys,” one Native American witness recalled. “They hungered like pigs for that gold.” **A**

Convinced at first that Cortés was an armor-clad god, the Aztec emperor Montezuma agreed to give the Spanish explorer a share of the empire's existing gold supply. Cortés, who admitted that he and his comrades had “a disease of the heart that only gold can cure,” eventually forced the Aztec to mine more gold and silver. In the spring of 1520, the Aztec rebelled against the Spaniards' intrusion. It is believed that, before driving out Cortés's forces, the Aztec stoned Montezuma to death, having come to regard him as a traitor.

While they successfully repelled the Spanish invaders, the natives found they could do little to stop disease. By the time Cortés launched a counterattack in 1521, the Spanish and their native allies overran an Aztec force that was greatly reduced by smallpox and measles. After several months of fighting, the invaders finally sacked and burned Tenochtitlán, and the Aztec surrendered. **B**

**A Native American depiction** ▶  
of Aztec archers battling  
Cortés's troops

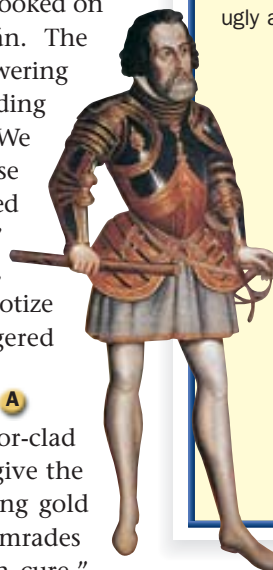
## KEY PLAYER

### HERNÁNDO CORTÉS 1485–1547

Cortés made himself the enemy of thousands of Native Americans, but the daring conquistador had few friends among Spaniards either. Spanish authorities on Cuba, where Cortés owned land, accused the conquistador of murdering his wife, Catalina Juárez. “There were ugly accusations, but none proved,” wrote Juárez's biographer.

In addition, the Cuban governor, Diego Velázquez, who resented Cortés's arrogance, relieved him of the command of a gold-seeking expedition to the mainland. Cortés left Cuba anyway.

As he fought his way through Mexico, Cortés had to battle not only the Native Americans, but also the Spanish forces that Velázquez had sent to arrest him.



### MAIN IDEA

#### Analyzing Motives

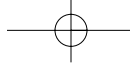
**A** Why was Cortés interested in the Aztec empire?

### MAIN IDEA

#### Summarizing

**B** What factors enabled the Spaniards to conquer the Aztec?





While flames still flickered in the shattered capital, Cortés laid plans for the colony of **New Spain**, whose capital he called Mexico City. Within three years, Spanish churches and homes rose from the foundations of old native temples and palaces in Mexico City. Cathedrals and a university followed.

**SPANISH PATTERN OF CONQUEST** In building their new American empire, the Spaniards drew from techniques used during the reconquest of Spain from the Moors, a Muslim people from North Africa who had occupied Spain for centuries.

When conquering the Moors in the late 1400s, the Spanish lived among them and imposed upon them their Spanish culture.

Spanish settlers in the Americas were mostly men and were known as *peninsulares*. Marriage between peninsulares and native women was common. These marriages created a large **mestizo**—or mixed Spanish and Native American—population. Their descendants live today in Mexico, other Latin American countries, and the United States.

Although the Spanish conquerors lived among and intermarried with the native people, they also oppressed them. In their effort to exploit the land for its precious resources, the Spanish forced the native workers to labor within a system known as **encomienda**, in which the natives farmed, ranched, or mined for Spanish landlords, who had received the rights to their labor from Spanish authorities.

The harsh pattern of labor that emerged under the *encomienda* caused priests such as Antonio de Montesinos to demand its end in a sermon delivered in 1511.

*“You and your people, . . . entering with such speed and fury into my country, . . . as to strike terror into our hearts.”*

**NATIVE AMERICAN CHIEF, TO SPANISH EXPLORER HERNANDO DE SOTO**

#### **A PERSONAL VOICE** FRAY ANTONIO DE MONTESINOS

**“Tell me, by what right or justice do you hold these Indians in such a cruel and horrible servitude? . . . Why do you keep them so oppressed and exhausted, without giving them enough to eat or curing them of the sicknesses they incur from the excessive labor you give them? . . . Are you not bound to love them as you love yourselves? Don’t you understand this? Don’t you feel this?”**

—quoted in *Reflections, Writing for Columbus*

In 1542, the Spanish monarchy, which had tried to encourage fair treatment of native subjects, abolished the *encomienda*. To meet their intense labor needs, the Spaniards instead turned to other labor systems and began to use African slaves. **C**

#### **MAIN IDEA**

#### **Analyzing Causes**

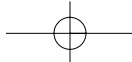
**C** Why did the Spanish begin to use African slaves on their plantations in the New World?

## **The Conquistadors Push North**

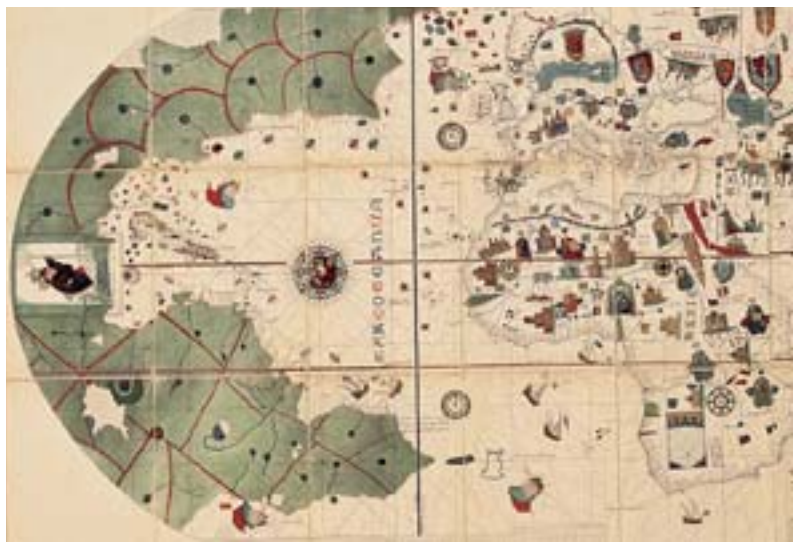
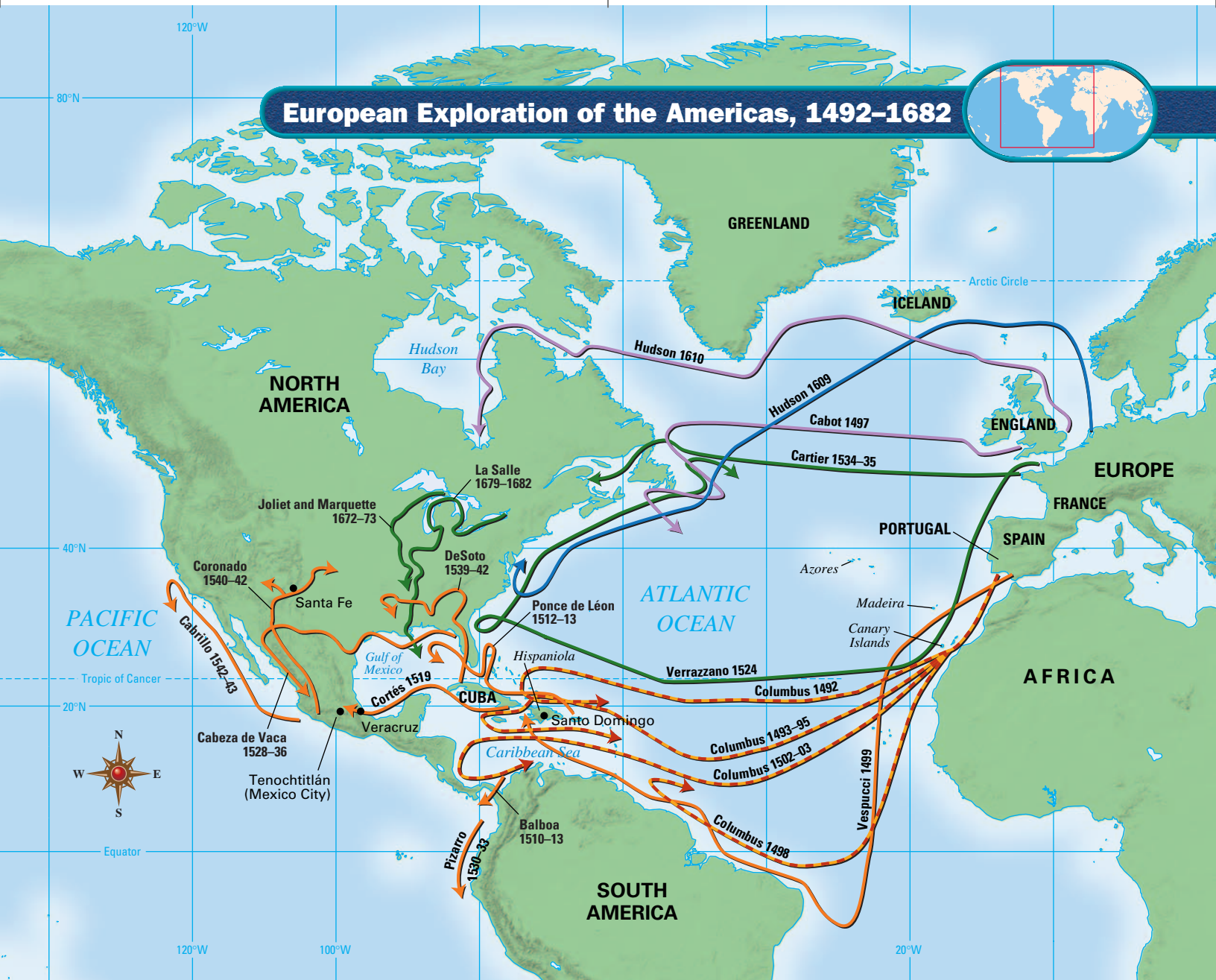
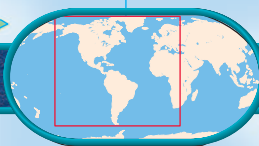
Dreaming of new conquests and more gold, and afraid that European nations might invade their American empire from the north, Spain undertook a series of expeditions into what would become the southeastern and southwestern United States.

**EXPLORING FLORIDA** In 1513, on Easter Sunday—a day the Spaniards called *pascua florida*, or “feast of flowers”—explorer **Juan Ponce de León** spied a tree-covered beach. In honor of the holiday, he named the land *La Florida*. For almost five decades, the Spanish probed La Florida and the surrounding areas for gold, battling the local residents, disease, and starvation. In 1562, discouraged by the lack of economic success, Spain abandoned further exploration of Florida.

Within months of Spain’s departure, a band of French settlers arrived near what is now Jacksonville. Accompanying the settlers were French pirates, or buccaneers, who quickly took interest in Spain’s treasure-filled ships sailing from the Gulf of Mexico. Consequently, Spain reversed its decision to abandon Florida and ordered one of its fiercest warriors, Pedro Menéndez de Avilés, to drive the French out of the area.



# European Exploration of the Americas, 1492-1682



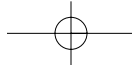
Juan de la Cosa, pilot-navigator on Columbus's ship *Niña*, drew the known world on this oxhide map in 1500.

→ Spanish  
→ Columbus  
→ French  
→ English  
→ Dutch

0 1,000 2,000 miles  
 0 1,000 2,000 kilometers

### GEOGRAPHY SKILLBUILDER

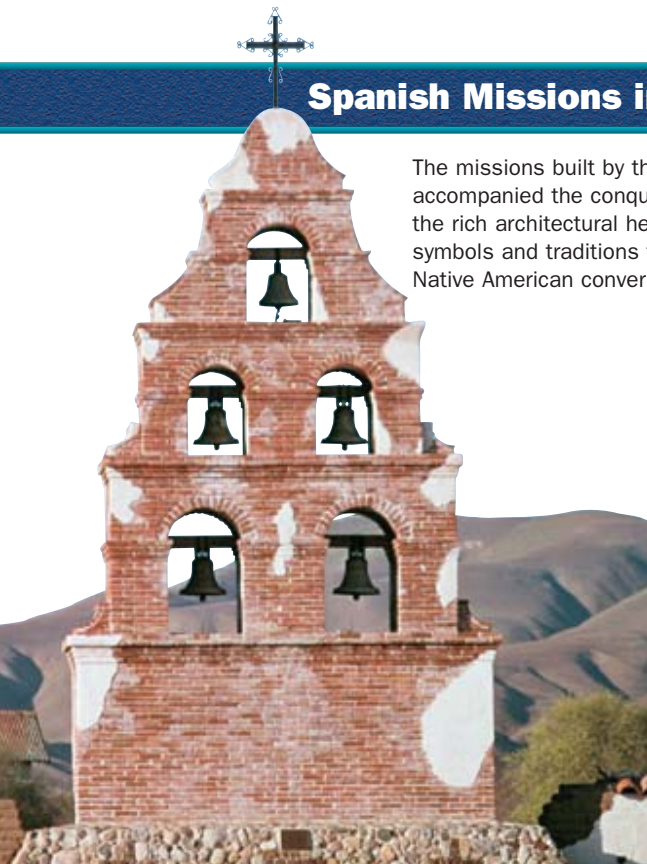
- 1. Movement** How many voyages to the Americas did Columbus make?
- 2. Place** In what years did England and France sail to the Americas and which regions did they explore?



## Spanish Missions in the Southwest

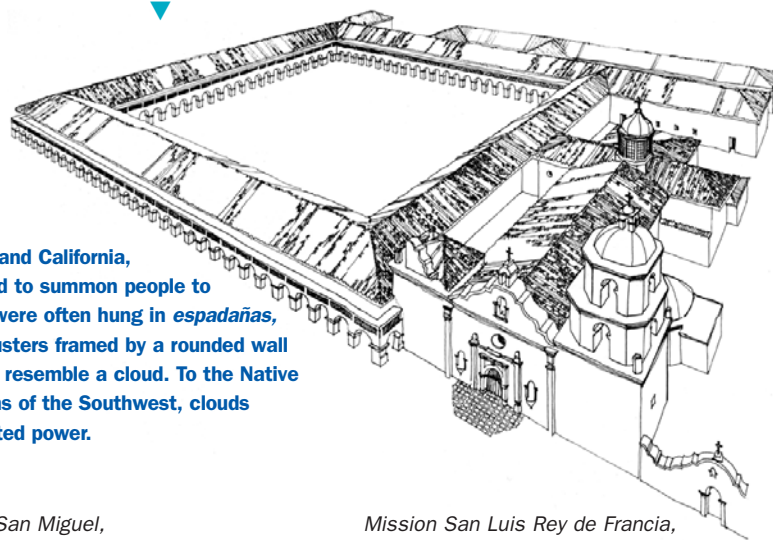
The missions built by the friars who accompanied the conquistadors combined the rich architectural heritage of Spain with symbols and traditions familiar to their Native American converts.

Most missions were a series of buildings grouped around a courtyard, which was used for festivals or services. These courtyards acknowledged the Native American practice of worshipping in the open air.



◀ In Texas and California, bells used to summon people to worship were often hung in *espadañas*, tiered clusters framed by a rounded wall meant to resemble a cloud. To the Native Americans of the Southwest, clouds represented power.

Mission San Miguel,  
California



Mission San Luis Rey de Francia,  
California

Menéndez de Avilés not only drove out the French but in 1565 established a lonely outpost, which he called St. Augustine. It has survived to become the oldest European-founded city in the present-day United States.

**SETTLING THE SOUTHWEST** In 1540, in search of another wealthy empire to conquer, Francisco Vázquez de Coronado led the first Spanish expedition into what is now Arizona, New Mexico, Texas, Oklahoma, and Kansas. After wandering for two years, the only precious metal he carried home was his own battered gold-plated armor.

The Spaniards who followed in Coronado's wake came to the Southwest largely to search for veins of silver ore or to spread the Roman Catholic religion. As the native population dwindled from disease, Spanish priests gathered the surviving natives into large communities, called *congregaciones*. In the winter of 1609–1610, Pedro de Peralta, governor of Spain's northern holdings, called **New Mexico**, led missionary priests and other settlers to a tributary of the upper Rio Grande. Together they built a capital called Santa Fe, or "Holy Faith." In the next two decades, several Christian missions were built among the Pueblos in the area. The hooves of pack mules wore down a 1,500-mile trail known as *el Camino Real*, or "the Royal Road," as they carried goods back and forth between Santa Fe and Mexico City. **D**

### MAIN IDEA

#### Analyzing Motives

**D** Why did the Spanish build a road between Santa Fe and Mexico City?

## Resistance to the Spanish

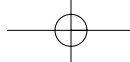
The Catholic missionaries who settled north of Mexico not only tried to Christianize the peoples they encountered but also attempted to impose Spanish culture on them. The native inhabitants of New Mexico resisted and eventually rebelled against the Spaniards' attempts to transform their lives and beliefs.

**CONFLICT IN NEW MEXICO** While Spanish priests converted scores of Native Americans in New Mexico, tension marked the relationship between the priests and their new converts. As they sought to transform the Native Americans' cultures, Spanish priests and soldiers smashed and burned objects held sacred by

#### Vocabulary

##### conversion:

A change in which a person adopts a new belief, opinion, or religion



local communities and suppressed many of their ceremonial dances and rituals.

During the 1670s, priests and soldiers around Santa Fe began forcing Native Americans to help support the missions by paying a tribute, an offering of either goods or services. The tribute was usually a bushel of maize or a deer hide, but the Spanish also forced Native Americans to work for them and sometimes abused them physically. Native Americans who practiced their native religion or refused to pay tribute were beaten.

**POPÉ'S REBELLION** One unfortunate Native American who felt the sting of a Spanish whip was the Pueblo religious leader **Popé**. The priests punished Popé for his worship practices, which they interpreted as witchcraft. The whipping left the Pueblo leader scarred with hatred and ready for rebellion. In 1680, he led a well-organized uprising against the Spanish that involved some 17,000 people from villages all over New Mexico. The triumphant fighters destroyed Spanish churches, executed priests, and drove the Spaniards back into New Spain. "The heathen," one Spanish officer wrote about the uprising, "have concealed a mortal hatred for our holy faith and enmity for the Spanish nation." For the next 14 years—until Spanish armies regained control of the area—the southwest region of the future United States once again belonged to its original inhabitants. **E**

But Spain would never again have complete control of the Americas. In 1588, England had defeated the Spanish Armada, ending Spain's naval dominance in the Atlantic. In time, England began forging colonies along the eastern shore of North America, thus extending its own empire in the New World.

**MAIN IDEA**

**Analyzing Causes**

**E** Why did the Native Americans of New Mexico revolt against the Spanish settlers?

## WORLD STAGE

THE DEFEAT OF THE SPANISH ARMADA

To stop English raids on his treasure ships, King Philip II of Spain assembled an armada, or fleet, of about 130 ships, carrying nearly 19,000 soldiers. In the summer of 1588, the Spanish Armada sailed into the English Channel. However, English warships out-maneuvered the vessels, bombarding them with heavy, long-range cannons. Aiding the English cannons were powerful storms that destroyed much of the Armada. Its defeat dealt a blow to Spain's military power and opened the way for the rest of Europe to venture into the Americas.



**ASSESSMENT**

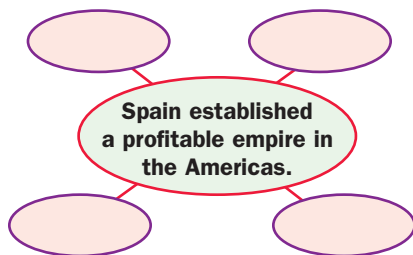
**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- |   |  |   |  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>•Hernándo Cortés</li> <li>•conquistador</li> </ul> | <ul style="list-style-type: none"> <li>•New Spain</li> <li>•mestizo</li> </ul> | <ul style="list-style-type: none"> <li>•<i>encomienda</i></li> <li>•Juan Ponce de León</li> </ul> | <ul style="list-style-type: none"> <li>•New Mexico</li> <li>•Popé</li> </ul> |
|---|--|---|--|

**MAIN IDEA**

**2. TAKING NOTES**

Re-create the web below on your paper and fill in events related to the main idea in the center.



**CRITICAL THINKING**

**3. EVALUATING IMPACT**

Do you agree or disagree with this statement: The Spanish conquest of the Aztecs, which led to the creation of Mexico, was neither a triumph nor a defeat? Support your opinion with references to the text.

**Think About:**

- the actions of the conquistadors
- the effects of disease on the native peoples
- the *encomienda* system
- the mestizo population in Mexico today

**4. FORMING GENERALIZATIONS**

State three main ideas about the Spaniards' exploration and settlement north of Mexico and their interaction with Native Americans there.

**5. MAKING INFERENCES**

What can you infer from the fact that approximately 17,000 Native Americans from all over New Mexico took part in Popé's rebellion?





## SECTION 2

# An English Settlement at Jamestown

### MAIN IDEA

The first permanent English settlement in North America was founded at Jamestown, Virginia, in 1607.

### WHY IT MATTERS NOW

English colonies in Virginia developed into the present states of the southern United States.

### Terms & Names

- John Smith
- joint-stock companies
- Jamestown
- Powhatan
- headright system
- indentured servant
- royal colony
- Nathaniel Bacon

## One American's Story

**John Smith** craved adventure. In 1600, at age 20, Smith trekked across Europe and helped Hungary fight a war against the Turks. For his heroic battle efforts, the Hungarians offered a knighthood to Smith, who inscribed his coat of arms with the phrase *Vincere est vivere*—"to conquer is to live."

In 1606, the daring and often arrogant adventurer approached the members of the Virginia Company, a group of merchants who were interested in founding an English colony in North America. Smith later recalled the opportunities that he saw open to him and other potential colonists.

### A PERSONAL VOICE JOHN SMITH

"What man who is poor or who has only his merit to advance his fortunes can desire more contentment than to walk over and plant the land he has obtained by risking his life? . . . Here nature and liberty . . . [give] us freely that which we lack or have to pay dearly for in England. . . .

What pleasure can be greater than to grow tired from . . . planting vines, fruits, or vegetables?"

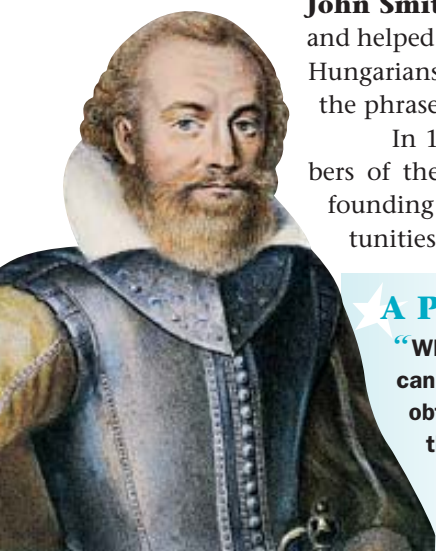
—*The General History of Virginia*

With the help of Smith's leadership and, later, the production of the profitable crop of tobacco, England's small North American settlement survived.

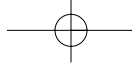
## English Settlers Struggle in North America

England's first attempts to carve out a colony of its own in North America nearly collapsed because of disease and starvation.

**THE BUSINESS OF COLONIZATION** Unlike Spanish colonies, which were funded by Spanish rulers, English colonies were originally funded and maintained by **joint-stock companies**. Stock companies allowed several investors to pool their wealth in support of a colony that would, hopefully, yield a profit. Once they had obtained a charter, or official permit, a stock company accepted responsibility for



▲ **John Smith, shown here in a 19th-century copy of a 1616 portrait, was a self-proclaimed soldier of fortune, a sea captain, and a poet.**



maintaining the colony, in return for which they would be entitled to receive back most of the profit that the colony might yield.

In 1606, King James I of England granted a charter to the Virginia Company. The company hoped to found a colony along the eastern shores of North America in territory explored earlier by Sir Walter Raleigh. Raleigh had named the territory Virginia after Elizabeth I (1533–1603), “the virgin queen.” The Virginia Company had lured financial supporters by asking for a relatively small investment. Stockholders would be entitled to receive four-fifths of all gold and silver found by the colonists. The king would receive the remaining fifth.

The Virginia Company’s three ships—*Susan Constant*, *Discovery*, and *Godspeed*—with nearly 150 passengers and crew members aboard, reached the shores of Virginia in April of 1607. They slipped into a broad coastal river and sailed inland until they reached a small peninsula. There, the colonists claimed the land as theirs. They named the settlement **Jamestown** and the river the James, in honor of their king.

**A DISASTROUS START** John Smith sensed trouble from the beginning. As he wrote later, “There was no talk, no hope, no work, but dig gold, wash gold, refine gold, load gold.” Smith warned of disaster, but few listened to the arrogant captain, who had made few friends on the voyage over.

Disease from contaminated river water struck first. Hunger soon followed. The colonists, many of whom were unaccustomed to a life of labor, had refused to clear fields, plant crops, or even gather shellfish from the river’s edge. One settler later described the terrifying predicament.

### A PERSONAL VOICE

“Thus we lived for the space of five months in this miserable distress . . . our men night and day groaning in every corner of the fort, most pitiful to hear. If there were any conscience in men, it would make their hearts to bleed to hear the pitiful murmurings and outcries of our sick men for relief, every night and day for the space of six weeks: some departing out of the World, many times three or four in a night; in the morning their bodies being trailed out of their cabins like dogs, to be buried.”

—A Jamestown colonist quoted in *A New World*

On a cold winter day in 1607, standing among the 38 colonists who remained alive, John Smith took control of the settlement. “You see that power now rests wholly with me,” he announced. “You must now obey this law, . . . he that will not work shall not eat.” Smith held the colony together by forcing the colonists to farm. He also persuaded the nearby **Powhatan** people to provide food. Unfortunately, later that winter, a stray spark ignited a gunpowder bag Smith was wearing and set him on fire. Badly burned, Smith headed back to England, leaving Jamestown to fend for itself.

In the spring of 1609, about 600 new colonists arrived with hopes of starting a new life in the colony. The Powhatan, by now alarmed at the growing number of settlers, began to kill the colonists’ livestock and destroy their farms. By the following winter, conditions in Jamestown had deteriorated to the point of famine. In what became known as the “starving time,” the colonists ate roots, rats, snakes, and even boiled shoe leather. Of those 600 new colonists, only about 60 survived. **A**

### MAIN IDEA

#### Summarizing

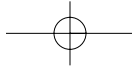
**A** What factors contributed to the near failure of Jamestown?

### HISTORICAL SPOTLIGHT



#### THE MYSTERY OF ROANOKE

England’s first attempt to plant a colony in North America at what is now Roanoke Island remains shrouded in mystery. After one failed attempt in 1585, Sir Walter Raleigh (pictured above) dispatched a second expedition in 1587. Its captain, John White, sailed back to England for supplies. Upon his return to Roanoke in 1590, White found the settlement empty, the colonists vanished. The word “CROATOAN” (a Native American tribe) was carved into a tree. Historians believe that the colonists starved or were either attacked by or joined with local Native American tribes.

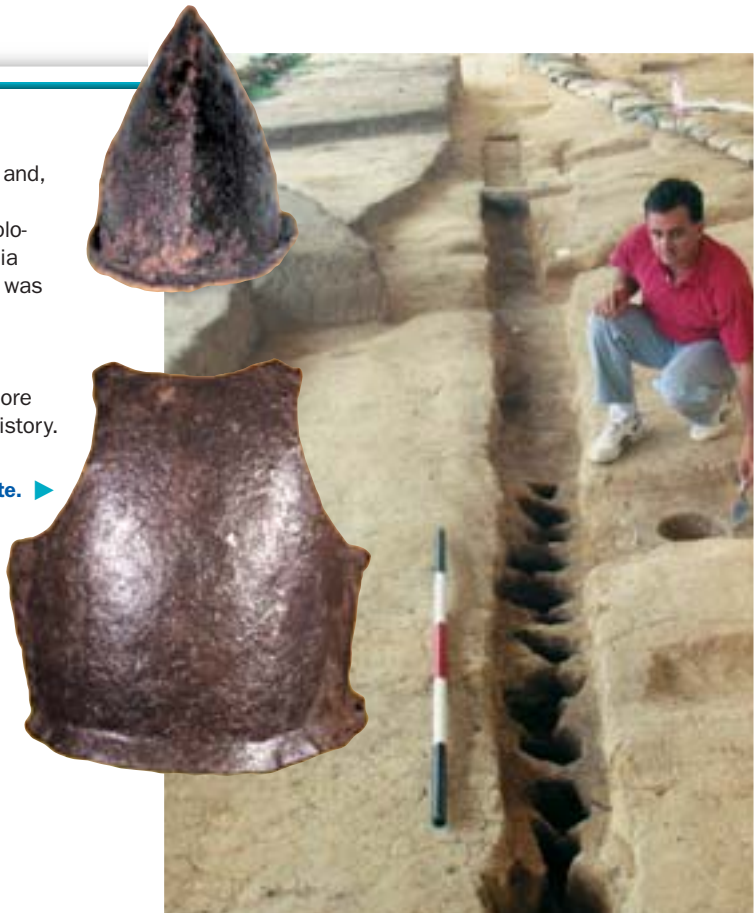


## Rediscovering Fort James

Erosion turned the Jamestown Peninsula into an island and, for many years, the site of the original Fort James was assumed to be under water. However, in 1996, archaeologists from the Association for the Preservation of Virginia Antiquities discovered artifacts on what they concluded was the original site of the fort.

Since then, archaeologists have discovered armor, weapons, even games used by the first colonists. Archaeologists and historians are constantly learning more and more about this long-buried treasure of American history.

16th-century helmet and breastplate. ▶



▲ An archaeologist kneels beside holes left from the original palisade fence of Fort James. Note that the palisades were less than one foot in width.

Rounded bulwarks, or watch towers, mounted with cannon were located at each corner of the fort. The range of each cannon was approximately one mile.

The walls of the triangular-shaped fort measured 420 feet on the river side and 300 feet on the other two sides.

A barracks or "bawn" stood along the wall.

Colonists' houses were built about ten feet from the fort's walls. Houses measured sixteen by forty feet and several colonists lived in each.

The main gate, located on the long side, faced the James River.



▲ This illustration re-creates what historians and archaeologists now believe Fort James looked like early in its history.



**JAMESTOWN BEGINS TO FLOURISH** The surviving colonists decided to abandon the seemingly doomed settlement. However, as they sailed down the James River, they were met by a second English ship whose passengers convinced the fleeing colonists to turn around. Under the watchful eye of new leaders, who did not hesitate to flog or even hang colonists found neglecting their work, Jamestown stabilized and the colony began to expand farther inland along the James River. However, equally important in the colony's growth was the development of a highly profitable crop: tobacco.

**"BROWN GOLD" AND INDENTURED SERVANTS** Europeans had become aware of tobacco soon after Columbus's first return from the West Indies. In 1612, the Jamestown colonist John Rolfe experimented by cross breeding tobacco from Brazil with a harsh strain of the weed that local Native Americans had grown for years. Rolfe's experiment resulted in a high-quality tobacco strain for which the citizens of England soon clamored. By the late 1620s, colonists exported more than 1.5 million pounds of "brown gold" to England each year. **B**

In order to grow tobacco, the Virginia Company needed a key ingredient that was missing from the colony—field laborers. In an effort to lure settlers to Jamestown, the Virginia Company introduced the **headright system** in 1618. Under this system, anyone who paid for their own or another's passage to Virginia received 50 acres of land. Immigration to the colony jumped.

The headright system yielded huge land grants for anyone who was wealthy enough to transport large numbers of people to Virginia. The Company used the term "plantation" for the group of people who settled the land grant, but eventually, the term was used to refer to the land itself. To work their plantations, many owners imported **indentured servants** from England. In exchange for passage to North America, and food and shelter upon arrival, an indentured servant agreed to a limited term of servitude—usually four to seven years. Indentured servants were usually from the lower classes of English society. **C**

### THE FIRST AFRICAN LABORERS

Another group of laborers—Africans—first arrived in Virginia aboard a Dutch merchant ship in 1619. Records suggest that the Jamestown colonists treated the group of about 20 Africans as indentured servants. After a few years, most of the Africans received land and freedom. Meanwhile, other Africans continued to arrive in the colony in small numbers, but it would be several decades before the English colonists in North America began the systematic use of Africans as slave labor.

#### MAIN IDEA

##### Analyzing Events

**B** Why was tobacco so important to the Jamestown colony?

#### MAIN IDEA

##### Contrasting

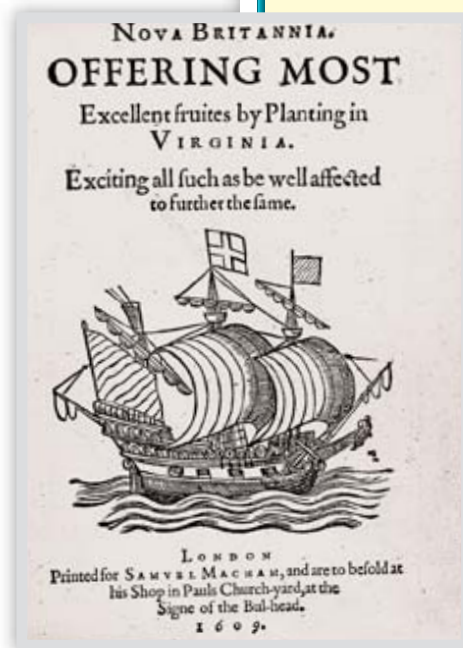
**C** How did the conditions of indentured servitude differ from those of the headright system?

## ANOTHER PERSPECTIVE

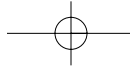
### FANTASIES OF THE "NEW WORLD"

By the early 1600s, many Englishmen, weary of wars and living in overcrowded cities, listened eagerly to early reports about Virginia. Playwrights, poets, and adventurers, most of whom had never seen the "New World," turned those reports into fantasies of a "promised land," a place of fair climate, friendly natives, rich harvests, and bright futures.

A play produced in London in 1605 described Virginia as a place where native children wore rubies and diamonds in their coats and caps. In 1606, the English poet Michael Drayton called Virginia "that delicious land" because of its rich soil and fantastic harvests. By 1607, the Virginia Company officers translated those fantasies into advertisements. During the "starving time," Jamestown colonists must have bitterly recalled the promises made in those advertisements.



◀ This poster, dated 1609, reflects an attempt to attract settlers to the early Virginia colony.



▲ In this 18th-century engraving, a Virginia planter oversees slaves packing tobacco leaves for shipment to England.

One reason for this was economics. In Virginia, where tobacco served as currency in the early 1600s, an indentured servant could be purchased for 1,000 pounds of tobacco, while a slave might cost double or triple that amount. However, by the late 1600s, a decline in the indentured servant population coupled with an increase in the colonies' overall wealth spurred the colonists to begin importing slaves in huge numbers. While the life of indentured servants was difficult, slaves endured far worse conditions. Servants could eventually become full members of society, but slaves were condemned to a life of harsh labor. **D**

#### MAIN IDEA

#### Summarizing

**D** What factors led to the importation of African slaves to Virginia?

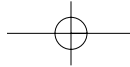
## The Settlers Clash with Native Americans

As the English settlers expanded their settlement, their uneasy relations with the Native Americans worsened. The colonists' desire for more land led to warfare with the original inhabitants of Virginia.

**THE ENGLISH PATTERN OF CONQUEST** Unlike the Spanish, whose colonists intermarried with Native Americans, the English followed the pattern used when they conquered the Irish during the 1500s and 1600s. England's Laws of Conquest declared, in part, "Every Irishman shall be forbidden to wear English apparel or weapons upon pain of death." The same law also banned marriages between the English and the Irish.

The English brought this pattern of colonization with them to North America. Viewing the Native Americans as being "like the wild Irish," the English settlers had no desire to live among or intermarry with the Native Americans they defeated.

**THE SETTLERS BATTLE NATIVE AMERICANS** As the English settlers recovered in the years following the starving time, they never forgot the Powhatan's hostility


**MAIN IDEA**
**Analyzing Causes**

**E** Why were the colonists in conflict with the Powhatan?

during the starving time. In retaliation, the leaders of Jamestown demanded tributes of corn and labor from the local native peoples. Soldiers pressed these demands by setting Powhatan villages on fire and kidnapping hostages, especially children. One of the kidnapped children, Chief Powhatan's daughter, Pocahontas, married John Rolfe in 1614. This laid the groundwork for a half-hearted peace. However, the peace would not last, as colonists continued to move further into Native American territory and seize more land to grow tobacco. **E**

By 1622, English settlers had worn out the patience of Chief Opechancanough, Chief Powhatan's brother and successor. In a well-planned attack, Powhatan raiding parties struck at colonial villages up and down the James River, killing more than 340 colonists. The attack forced the Virginia Company to send in more troops and supplies, leaving it nearly bankrupt. In 1624, James I, disgusted by the turmoil in Virginia, revoked the company's charter and made Virginia a **royal colony**—one under direct control of the king. England sent more troops and settlers to strengthen the colony and to conquer the Powhatan. By 1644, nearly 10,000 English men and women lived in Virginia, while the Powhatan population continued to fall.



▲ Pocahontas as she appeared during her visit to England in 1616–1617

## Economic Differences Split Virginia

By the 1670s, many of the free white men in Virginia were former indentured servants who, although they had completed their servitude, had little money to buy land. Because they did not own land, they could not vote and therefore enjoyed almost no rights in colonial society. These poor colonists lived mainly on the western outskirts of Virginia, where they constantly fought with Native Americans for land.

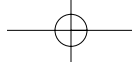
**HOSTILITIES DEVELOP** During the 1660s and 1670s, Virginia's poor settlers felt oppressed and frustrated by the policies of the colony's governor, Sir William Berkeley. More and more, Berkeley levied or imposed high taxes, which were paid mostly by the poorer settlers who lived along Virginia's western frontier. Moreover, the money collected by these taxes was used not for the public good but for the personal profit of the "Grandeers," or "planters," the wealthy plantation farmers who had settled along the eastern shores of Virginia. Many of these planters occupied positions in the government, positions that they used to protect their own interests. As hostilities began to develop between the settlers along Virginia's western frontier and the Native Americans who lived there, the settlers demanded to know why money collected in taxes and fines was not being used to build forts for their protection.

In 1675, a bloody clash between Virginia's frontier settlers and local natives revealed an underlying tension between the colony's poor whites and its wealthy landowners and sparked a pitched battle between the two classes. In June of 1675, a dispute between the Doeg tribe and a Virginia frontier farmer grew into a bloodbath. A group of frontier settlers who were pursuing Doeg warriors murdered fourteen friendly Susquehannock and then executed five chiefs during a peace conference. Fighting soon broke out between Native Americans and frontier colonists. The colonists pleaded to Governor Berkeley for military support, but the governor, acting on behalf of the wealthy planters, refused to finance a war to benefit the colony's poor frontier settlers.

**BACON'S REBELLION** Berkeley's refusal did not sit well with a twenty-nine-year-old planter named **Nathaniel Bacon**. Bacon, a tall, dark-haired, hot-tempered son of a wealthy Englishman, detested Native Americans. He called

**Vocabulary**

**levy:** to impose or collect



## HISTORICAL SPOTLIGHT

### HOUSE OF BURGESSES

The House of Burgesses served as the first representative body in colonial America. The House first met in Jamestown on July 30, 1619, and included two citizens, or burgesses, from each of Virginia's eleven districts.

The House claimed the authority to raise taxes and make laws. However, the English governor had the right to veto any legislation the House passed. While the House represented a limited constituency—since only white male landowners could vote—it contributed to the development of representative government in English America. A century and a half after its founding, the House of Burgesses would supply delegates to the Continental Congress—the revolutionary body that orchestrated the break from Great Britain.

them “wolves” who preyed upon “our harmless and innocent lambs.” In 1676, Bacon broke from his old friend Berkeley and raised an army to fight Native Americans on the Virginia frontier. **F**

Governor Berkeley quickly declared Bacon's army—one-third of which was made up of landless settlers and debtors—illegal. Hearing this news, Bacon marched on Jamestown in September of 1676 to confront colonial leaders about a number of grievances, including the frontier colonists' lack of representation in the House of Burgesses—Virginia's colonial legislature. Virginia's “rabble,” as many planters called the frontier settlers, resented being taxed and governed without their consent. Ironically, 100 years later in 1776, both wealthy and poor colonists would voice this same complaint against Great Britain at the beginning of the American Revolution.

The march turned violent. The rebels set fire to the town as Berkeley and numerous planters fled by ship. However, Bacon had little time to enjoy his victory. He died of illness a month after storming Jamestown. Upon Bacon's death, Berkeley returned to Jamestown and easily subdued the leaderless rebels.

Bacon's Rebellion, as it came to be known, did succeed in drawing King Charles's attention to Berkeley's government, and Charles's commissioners, or investigators, were highly critical of Berkeley's policies. The old governor was recalled to England to explain himself but died before meeting with the king.

Although it spurred the planter class to cling more tightly to power, Bacon's Rebellion exposed the growing power of the colony's former indentured servants. Meanwhile, farther to the north, another group of English colonists, who had journeyed to North America for religious reasons, were steering their own course into the future.

### MAIN IDEA

#### Analyzing Issues

**F** Why was Nathaniel Bacon frustrated with Governor Berkeley?



## ASSESSMENT

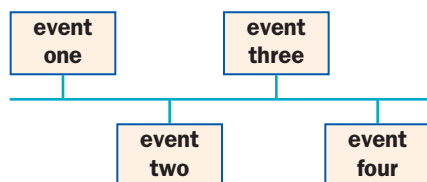
**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- |                         |             |                      |                   |
|-------------------------|-------------|----------------------|-------------------|
| • John Smith            | • Jamestown | • headright system   | • royal colony    |
| • joint-stock companies | • Powhatan  | • indentured servant | • Nathaniel Bacon |

### MAIN IDEA

#### 2. TAKING NOTES

Create a time line of the major developments in the colonization of Virginia, using a form such as the one below.



Which event do you think was the most critical turning point? Why?

### CRITICAL THINKING

#### 3. RECOGNIZING EFFECTS

The success of tobacco farming in Virginia had wide-ranging effects. Describe its impact on each of these groups: the Jamestown colonists, indentured servants, the Powhatan, the planters.

##### Think About:

- the headright system and indentured servitude
- the colonists' need for more land
- the conflict between rich and poor colonists

#### 4. ANALYZING PRIMARY SOURCES

The following lines appear in Michael Drayton's 1606 poem, “To the Virginian Voyage”:

**“When as the luscious smell  
of that delicious land  
Above the sea that flows  
The clear wind throws,  
Your hearts to swell”**

What do these lines tell you about the expectations many colonists had before they arrived in Virginia?



# Puritan New England

## MAIN IDEA

English Puritans came to North America, beginning in 1620.

## WHY IT MATTERS NOW

The United States continues to use an expanded form of representative government begun by the Puritans.

## Terms & Names

- Puritans
- John Winthrop
- Separatist
- Plymouth Colony
- Massachusetts Bay Colony
- Roger Williams
- Anne Hutchinson
- Pequot War
- Metacom
- King Philip's War

## One American's Story

In 1628, at age 16, a young English woman named Anne Dudley married Simon Bradstreet, who, like herself, was one of a group of **Puritans**, church members who wanted to “purify” or reform the Church of England. Simon, Anne, and her parents left England with other Puritans who hoped to create a “holy” community in New England. There Anne became America’s first English-speaking poet, whose poems would provide future generations with a glimpse of Puritan life and values. When her house burned to the ground on a July night in 1666, Anne composed a poem to express her sorrow and her resolve to remain strong.

### A PERSONAL VOICE ANNE BRADSTREET

“Then, coming out, beheld a space  
The flame consume my dwelling place.  
And when I could no longer look,  
I blest His name that gave and took.”

—from “Here Follows Some Verses upon the  
Burning of Our House (July 10th, 1666)”

Anne Dudley Bradstreet’s book of poetry, *The Tenth Muse Lately Sprung Up in America*, is regarded as one of the first important works of American literature.

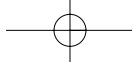
## Puritans Create a “New England”

When Anne Bradstreet and her family boarded the *Arbella*, the flagship of the Puritan expedition to America, the English settlement at Jamestown was still struggling to survive. Unlike the profit-minded colonists at Jamestown, however, the Puritans emigrated in order to create a model new society—what **John Winthrop**, their first governor, called a “City upon a Hill.”



▲ This picture of Anne Bradstreet is from a window in St. Botolph's Church, Lincolnshire, England.





◀ Puritans cherished their Bibles, passing them down as family treasures from one generation to the next. This Bible belonged to Governor William Bradford of the Plymouth Colony.

**PURITANS AND PILGRIMS** Puritanism had its origins in the English Reformation. After King Henry VIII (1491–1547) broke with Roman Catholicism in the 1530s, his daughter, Elizabeth I (1533–1603) formed the Anglican church, or the Church of England. Although the Anglican church was free of Catholic control, some church members felt that it had kept too much of the Catholic ritual and tradition. These people were called Puritans because they wanted to purify the Anglican church by eliminating all traces of Roman Catholicism. Puritans embraced the idea that every worshipper should experience God directly through faith, prayer, and study of the Bible. Puritans held ministers in respect as a source of religious and moral instruction, but they objected to the authority of Anglican bishops.

Some Puritans felt they should remain in the Church of England and reform it from within. Other Puritans did not think that was possible, so they formed independent congregations with their own ministers. These **Separatists**, known today as the Pilgrims, fled from England to escape persecution, first to Holland and eventually to America. In 1620, this small group of families founded the **Plymouth Colony**, the second permanent English colony in North America. **A**

**THE MASSACHUSETTS BAY COMPANY** Meanwhile, other English Puritans in the 1620s who were discouraged about Anglican reform also turned their thoughts toward New England. Like the Separatists, they too felt the burden of increasing religious persecution, political repression, and dismal economic conditions. John Winthrop wrote to his wife in 1629, “[the Lord will] provide a shelter and a hiding place for us.” Winthrop and others believed that this refuge would be in America.

In 1629, Winthrop and some of his well-connected friends obtained a royal charter for a joint-stock enterprise, the Massachusetts Bay Company. Winthrop and the other colonists transferred both the charter and the company’s headquarters to New England. This strategy meant that when the Puritans migrated, they took with them the authority for an independent government. **B**

In September 1630, Winthrop and the other colonists aboard the *Arbella* established the **Massachusetts Bay Colony**. The port town of Boston became their capital. Soon other towns were founded to accommodate the large number of settlers flocking to join the colony. In the first year of the colony’s settlement, 17 ships (including the *Arbella*) arrived with about 1,000 English men, women, and children—Puritan and non-Puritan. The migration was greater in size and more thorough in planning than all pre-

**HISTORICAL SPOTLIGHT**

John Donson	Myles Standish
William Brewster	Isaac Allerton
George Weyland	John Bradford
Thomas Cuyler	Conrad Southworth
Matthew Weston	William Bradford
Mr. Pruce	C. Southworth

**THE MAYFLOWER COMPACT**

Although the Pilgrims aimed for Virginia, their ship, the *Mayflower*, strayed far off course to Cape Cod. The Pilgrims knew that New England lay too far north for their colonial charter to be valid. They were also afraid that non-Pilgrim passengers would challenge their authority. Before departing the ship, the Pilgrim men signed a compact, or agreement, in which they created a civil government and pledged loyalty to the king. Some of their signatures are reproduced above.

The Mayflower Compact stated that the purpose of their government in America would be to frame “just and equal laws . . . for the general good of the colony.” Laws approved by the majority would be binding on Pilgrims and non-Pilgrims alike. The document became a landmark of American democratic government.

**MAIN IDEA**

**Contrasting**

**A** How were the Separatists different from other Puritans?

**MAIN IDEA**

**Analyzing Motives**

**B** Why did the Puritans leave England?



vious expeditions to North America. Eventually, Plymouth Colony was incorporated into the Massachusetts Bay Colony.

**“CITY UPON A HILL”** In a sermon delivered before the *Arbella* landed, Winthrop expressed the sense of mission that bound the Puritans together.

### A PERSONAL VOICE JOHN WINTHROP

**“We must be knit together in this work; . . . we must uphold [each other] . . . in all meekness, gentleness, patience and liberality [generosity]. We must delight in each other, make others’ conditions our own, rejoice together, mourn together, labor and suffer together. . . .**

**So shall we keep the unity of the spirit, in the bond of peace. . . . Ten of us will be able to resist a thousand of our enemies. For we must consider that we [in New England] shall be as a City upon a Hill, the eyes of all people are on us.”**

—“A Model of Christian Charity”

Winthrop’s vision, however, did not stem from a belief in either social equality or political democracy. Explained Winthrop in his shipboard sermon, God had decreed that “some must be rich, some poor, some high and eminent in power and dignity, others mean [common] and in subjugation.”

Although Puritans made no effort to create a democracy, political power was spread more broadly than in England. The Massachusetts Bay Company extended the right to vote to not only stockholders but to all adult males who belonged to the Puritan church, roughly 40 percent of the colony’s men. This was a large electorate by the standards of Europe in the 1630s. These “freemen,” as they were called, voted annually for members of a lawmaking body called the General Court, which in turn chose the governor. **C**

#### MAIN IDEA

#### Analyzing Issues

**C** Who could vote in the Massachusetts Bay Colony?

**CHURCH AND STATE** As this system of self-government evolved, so did the close relationship between the government and the Puritan church. Civic officials were members of the Puritan church who believed that they were God’s “elect,” or chosen, and had a duty to carry out God’s will. Puritan laws criminalized

## History Through Art

### PURITAN HEADSTONES

Puritans forbade images in their churches but they permitted them in their cemeteries. The images on a headstone were meant not just to memorialize the dead but to remind both young and old that life was brief and should be lived according to the Puritan virtues of piety and hard work.

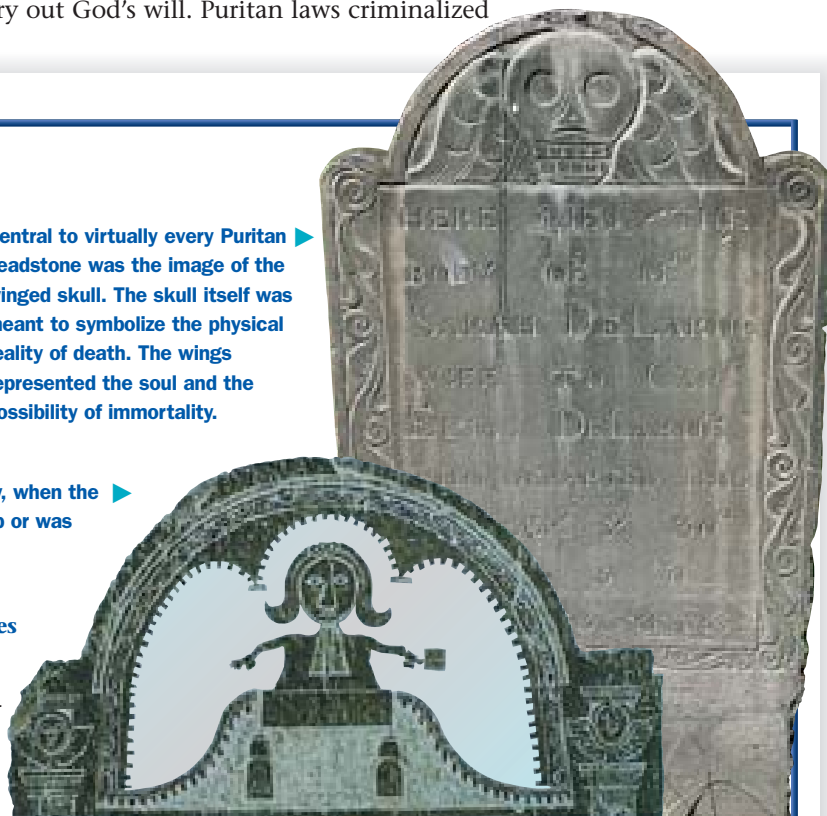
Central to virtually every Puritan headstone was the image of the winged skull. The skull itself was meant to symbolize the physical reality of death. The wings represented the soul and the possibility of immortality.

The winged skull motif persisted into the 18th century, when the winged skull was either modified to resemble a cherub or was replaced with a carved portrait of the deceased.

### SKILLBUILDER Interpreting Visual Sources

1. What kind of emotions does the image of the winged skull elicit?
2. How do Puritan headstones compare with other memorials you have seen?

 SEE SKILLBUILDER HANDBOOK, PAGE R23.





such sins as drunkenness, swearing, theft, and idleness. “No person . . . shall spend his time idly or unprofitably,” decreed the General Court in 1633, “under pain of such punishment as the court shall think meet [appropriate] to inflict.”

**IMPORTANCE OF THE FAMILY** Unlike settlers in Virginia, Puritans generally crossed the Atlantic as families rather than as single men or women. “Without family care,” declared one minister, “the labor of Magistrates and Ministers . . . is likely to be in great measure unsuccessful.” Puritans kept a watchful eye on the actions of husbands, wives, and children, and the community stepped in when necessary. If parents failed to nip disobedience in the bud, they might find their children placed in more “God-fearing” homes. If a husband and wife quarreled too much, a court might intervene as a form of marriage counseling. If they still bickered, one or both might end up in the stocks or the pillory.

## Dissent in the Puritan Community

Division soon threatened Massachusetts Bay. Two dissenters, Roger Williams and Anne Hutchinson, challenged the social order upon which the colony was founded.

**THE FOUNDING OF PROVIDENCE** “Forced religion stinks in the nostrils of God,” declared **Roger Williams** in a sermon to his Salem congregation. Williams, an extreme Separatist, expressed two controversial views. First, he declared that the English settlers had no rightful claim to the land unless they purchased it from Native Americans. He called the royal charter that granted the lands a “National Sinne” and demanded that it be revised to reflect Native American claims. Second, Williams declared that government officials had no business punishing settlers for their religious beliefs. He felt every person should be free to worship according to his or her conscience.

The outraged General Court ordered Williams to be arrested and returned to England. Before this order was carried out, Williams fled Massachusetts. In January 1636, he headed southward to the headwaters of Narragansett Bay. There he negotiated with the local Narragansett tribe for land to set up a new colony, which he called Providence. In Providence, later the capital of Rhode Island, Williams guaranteed separation of church and state and religious freedom. **D**

**ANNE HUTCHINSON BANISHED** Puritan leaders soon banished another dissenter, **Anne Hutchinson**. To strict Puritans, she posed an even greater threat than Williams. In Bible readings at her home, Hutchinson taught that “the Holy Spirit illumines [enlightens] the heart of every true believer.” In other words, worshippers needed neither the church nor its ministers to interpret the Bible for them.

Puritan leaders banished Hutchinson from the colony in 1638. Along with a band of followers, she and her family trudged to Rhode Island. After the death of her husband in 1642, Hutchinson moved with her younger children to the colony of New Netherland (now New York), where the Dutch also practiced religious toleration. The following year, she died in a war fought between the Dutch and Native Americans.



◀ **This statue of Anne Hutchinson stands in Boston, Massachusetts. Ironically, she was banished from Massachusetts for leading religious discussions.**

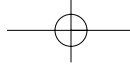
### Vocabulary

**stocks, pillory:** devices in which an offender was shackled and held on public display as a form of punishment

### MAIN IDEA

#### Contrasting

**D** What two principles did Providence guarantee that Massachusetts Bay did not?



## Native Americans Resist Colonial Expansion

While Williams and his followers were settling Rhode Island, thousands of other white settlers fanned out to western Massachusetts and to new colonies in New Hampshire and Connecticut. However, as Native Americans saw their lands claimed and cleared for farming, they recognized that the rapid spread of the settlers meant an end to their way of life.

**DISPUTES OVER LAND** Disputes between the Puritans and Native Americans arose over land use. For every acre a colonial farmer needed to support life, a Native American needed twenty for hunting, fishing, and agriculture. To Native Americans, no one owned the land—it was there for everyone to use. Native Americans saw land treaties with Europeans as agreements in which they received gifts, such as blankets, guns, iron tools, or ornaments, in return for which they agreed to share the land for a limited time. Europeans, however, saw the treaties as a one-time deal in which Native Americans permanently sold their land to new owners. **E**

**MAIN IDEA**

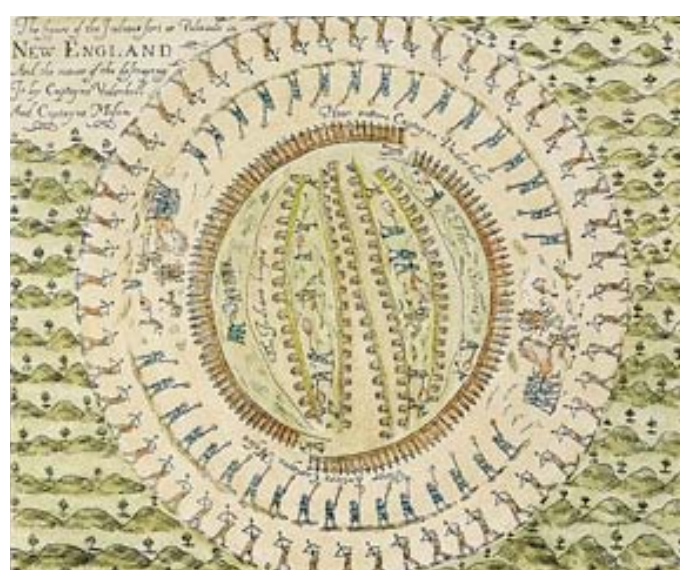
**Analyzing Issues**

**E** How did Native Americans view land treaties?

**THE PEQUOT WAR** The first major conflict arose in Connecticut in 1637, when the Pequot nation decided to take a stand against the colonists. The colonists formed an alliance with the Narragansett, old enemies of the Pequot. The result of the **Pequot War** was the near destruction of the Pequot nation. The end came in May 1637, when about 90 English colonists and hundreds of their Native American allies surrounded a Pequot fort on the Mystic River. After setting the fort on fire, the colonists shot Pequot men, women, and children as they tried to escape or surrender. The massacre was so awful that the Narragansett pleaded,



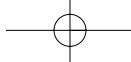
### New England Colonies to 1675



This British engraving shows the Pequot fort near Stonington, Connecticut. The fort was destroyed in 1637.

**GEOGRAPHY SKILLBUILDER**

- 1. Place** What was the earliest major European settlement in the New England colonies?
- 2. Human-Environment Interaction** What characteristics of Boston made it a good place for a settlement?



“This is evil, this is evil, too furious, too many killed.” The colonists ignored them, until all but a few out of about 500–600 people in the fort had died. Later, the Narraganset leader Miantonomo declared in a speech to the Montauk tribe,

**A PERSONAL VOICE** MIANTONOMO

“These English have gotten our land, they with scythes cut down grass, and with axes fell the trees; their cows and horses eat the grass, and their hogs spoil our clam banks, and we shall all be starved. . . .

For so are we all Indians as the English are, and say brother to one another; so must we be one as they are, otherwise we shall be all gone shortly.”

—quoted in *Changes in the Land*

**KING PHILIP’S WAR** Deprived of their land and livelihood, many Native Americans had to toil for the English to earn a living. They also had to obey Puritan laws such as no hunting or fishing on Sunday, the Sabbath day. Wampanoag chief **Metacom**, whom the English called King Philip, bristled under these restrictions. In a last-ditch effort to wipe out the invaders, he organized his tribe and several others into an alliance.

The eruption of **King Philip’s War** in the spring of 1675 startled the Puritans with its intensity. Using hit-and-run tactics, Native Americans attacked and burned outlying settlements throughout New England. For over a year, the two sides waged a war of mutual brutality and destruction. Finally, food shortages, disease, and heavy casualties wore down the Native Americans’ resistance, and they gradually surrendered or fled.

Wampanoag casualties included Metacom, the victim of a bullet fired by a Native American ally of the English. To commemorate their victory, the Puritans exhibited Metacom’s head at Plymouth for 20 years. With his defeat, Native American power in southeastern New England was gone forever.

Still, the English paid a high price for their victory. All told, about one-tenth of the colonial men of military age in New England were killed in King Philip’s War, a higher proportion of the total population than would be killed in either the American Revolution or the Civil War of the 1860s.



**ASSESSMENT**

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

- Puritans
- Plymouth Colony
- Anne Hutchinson
- Metacom
- John Winthrop
- Massachusetts Bay Colony
- Pequot War
- King Philip’s War
- Separatist
- Roger Williams

**MAIN IDEA**

**2. TAKING NOTES**

Identify the effects of each of the causes listed in the chart below.

Cause	Effect
Persecution of Puritans in England	
Puritan belief in hard work	
Roger Williams’s dissenting beliefs	
Rapid colonial expansion in New England	
Defeat of King Philip	

**CRITICAL THINKING**

**3. DRAWING CONCLUSIONS**

Why do you think Puritan leaders viewed Anne Hutchinson as a threat to their society? Use evidence from the text to support your answer.

**Think About:**

- Puritan beliefs
- characteristics of Puritan society
- Hutchinson’s teachings

**4. ANALYZING EFFECTS**

What were the immediate effects of King Philip’s War for Native Americans and for the settlers?

**5. DEVELOPING HISTORICAL PERSPECTIVE**

Imagine you have been called upon to negotiate between the New England colonists and Native Americans. What would you tell each side about the other to help them overcome their misunderstandings?

**Think About:**

- their views on land and religion
- the Pequot War and King Philip’s War

SECTION  
4

# Settlement of the Middle Colonies

## MAIN IDEA

The Dutch settle New Netherland; English Quakers led by William Penn settle Pennsylvania.

## WHY IT MATTERS NOW

The principles of tolerance and equality promoted in the Quaker settlement remain fundamental values in America.

## Terms & Names

- William Penn
- New Netherland
- proprietor
- Quakers

## One American's Story

**William Penn** had frustrated his father, Admiral Sir William Penn. In 1667, at age 22, the younger Penn committed himself to the Society of Friends, or Quakers, a Protestant sect whose religious and social beliefs were radical for the time.

Ironically, his late father would play a key role in helping William Penn realize his dream—establishing a haven for Quakers in America. King Charles II had owed Penn's father money, which the younger Penn asked to be repaid with American land. Charles agreed, and in 1681 he gave Penn a charter for Pennsylvania. Penn had big plans for his colony—a government run on Quaker principles of equality, cooperation, and religious toleration. As he confided to a friend, however, Penn did not reveal the true nature of his plans before receiving the charter.



▲ This chalk drawing shows William Penn around 1695, at about the age of 50.

### A PERSONAL VOICE WILLIAM PENN

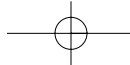
“For matters of liberty and privilege, I propose that which is extraordinary, and [I intend] to leave myself and successors no power for doing mischief, [in order] that the will of one man may not hinder the good of a whole country; but to publish those things now and here, as matters stand, would not be wise. . . .”

—quoted in *A New World*

While Penn only partially realized his “extraordinary” plans, the tolerant Quaker principles on which he established his colony attracted many settlers of different faiths.

## The Dutch Found New Netherland

While English Puritans were establishing colonies in New England, the Dutch were founding one to the south. As early as 1609, Henry Hudson—an Englishman employed by the Dutch—sailed up what is now known as the Hudson River. In 1621, the Dutch government granted the newly formed Dutch West India Company permission to colonize **New Netherland** and expand the thriving fur



trade. New Amsterdam (now New York City), founded in 1625, became the capital of the colony. In 1655, the Dutch extended their claims by taking over New Sweden, a tiny colony of Swedish and Finnish settlers that had established a rival fur trade along the Delaware River.

**A DIVERSE COLONY** Although the Dutch company profited from its fur trade, New Netherland was slow to attract Dutch colonists. To encourage settlers to come and stay, the colony opened its doors to a variety of people. Gradually, more Dutch as well as Germans, French, Scandinavians, and other Europeans settled the area. The colony also included many Africans, free as well as enslaved. By the 1660s, one-fifth of New Netherland's population was of African ancestry.

These settlers generally enjoyed friendlier relations with Native Americans than did the English colonists in New England and Virginia. The Dutch were less interested in conquering the Native Americans than in trading with them for furs. The first Dutch traders had the good sense not to anger the powerful and well-organized Iroquois, who controlled a large territory between Dutch traders to the south and French traders to the north. However, the Dutch did engage in fighting with various Native American groups over land claims and trade rivalries. **A**

**ENGLISH TAKEOVER** To the English, New Netherland had become a “Dutch wedge” separating its northern and southern colonies. In 1664, King Charles II granted his brother James, the duke of York (who later became King James II), permission to drive out the Dutch. When the duke's fleet arrived in New Amsterdam's harbor, Peter Stuyvesant, the autocratic and unpopular Dutch governor, raised a call to arms. The call was largely ignored. Severely outmanned, Stuyvesant surrendered to the English without anyone firing a shot. The duke of York, the new **proprietor**, or owner, of the colony, renamed it New York. The duke later gave a portion of this land to two of his friends, naming the territory New Jersey for the British island of Jersey.

### MAIN IDEA

#### Summarizing

**A** What were the important characteristics of the colony of New Netherland?

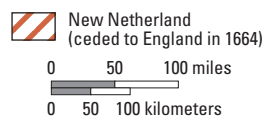


## Middle Colonies to 1700



### GEOGRAPHY SKILLBUILDER

**Region** What major river partially separated New Netherland from the English middle colonies?



## The Quakers Settle Pennsylvania

The acquisition of New Netherland was an important step in England's quest to extend its American empire after the restoration of the monarchy. The colony that took shape was a marked contrast to England's other North American settlements.

### PENN'S “HOLY EXPERIMENT”

William Penn well knew that England in the late 1660s was no place for Quakers. The **Quakers** believed that God's “inner light” burned inside everyone. They held services without formal ministers, allowing any person to speak as the spirit moved him or her. They dressed plainly, refused to defer to persons of rank, and embraced pacifism by opposing war and refusing to serve in the military. For their radical views, they were harassed by Anglicans and Puritans alike. **B**

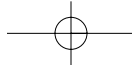
### Background

A Commonwealth headed by Oliver Cromwell ruled England from 1649 until 1658. The monarchy was restored under Charles II in 1660.

### MAIN IDEA

#### Comparing

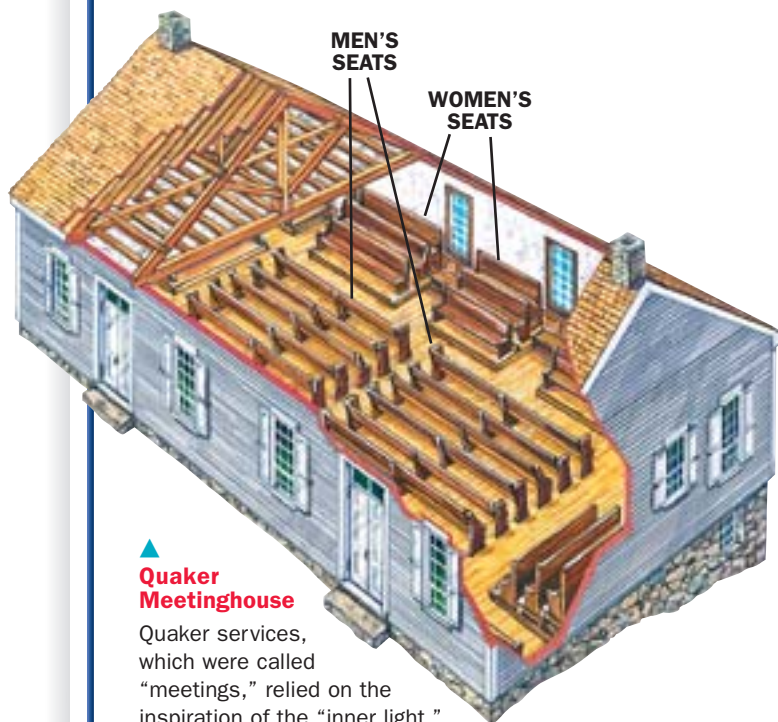
**B** How did Quaker beliefs compare to Puritan beliefs?



## History Through Architecture

### COLONIAL MEETINGHOUSES

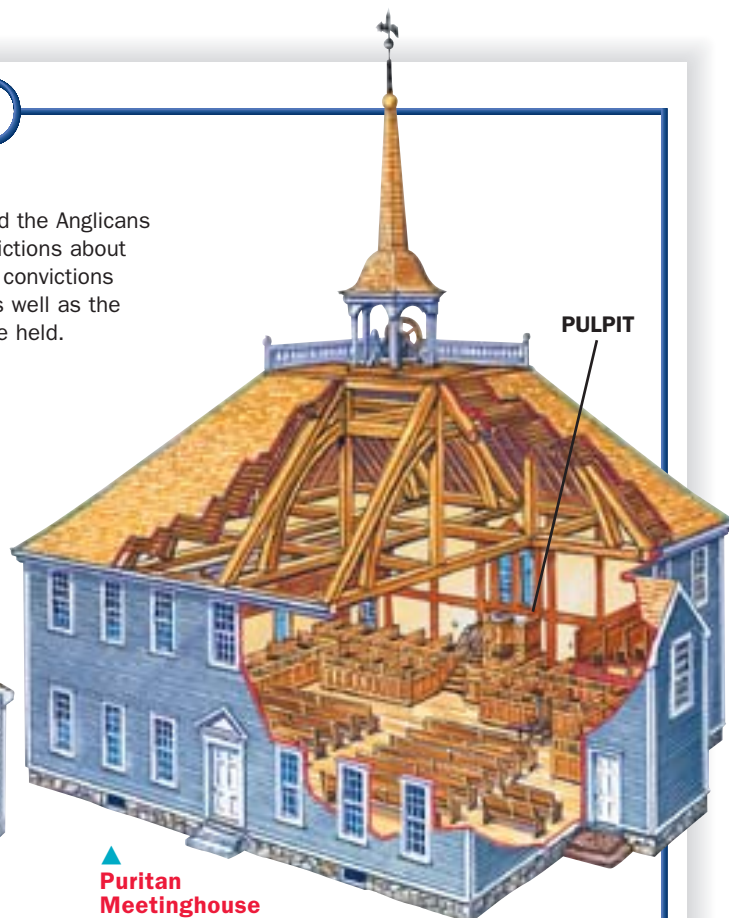
The Puritans of the northeast, the Quakers of Pennsylvania, and the Anglicans of the southern colonies held profound but often different convictions about community, social responsibility, and individual freedom. These convictions were often expressed in the religious services of each group as well as the architecture of the places of worship where these services were held.



#### Quaker Meetinghouse

Quaker services, which were called "meetings," relied on the inspiration of the "inner light." Meetings reflected a respect for conscience and freedom of speech.

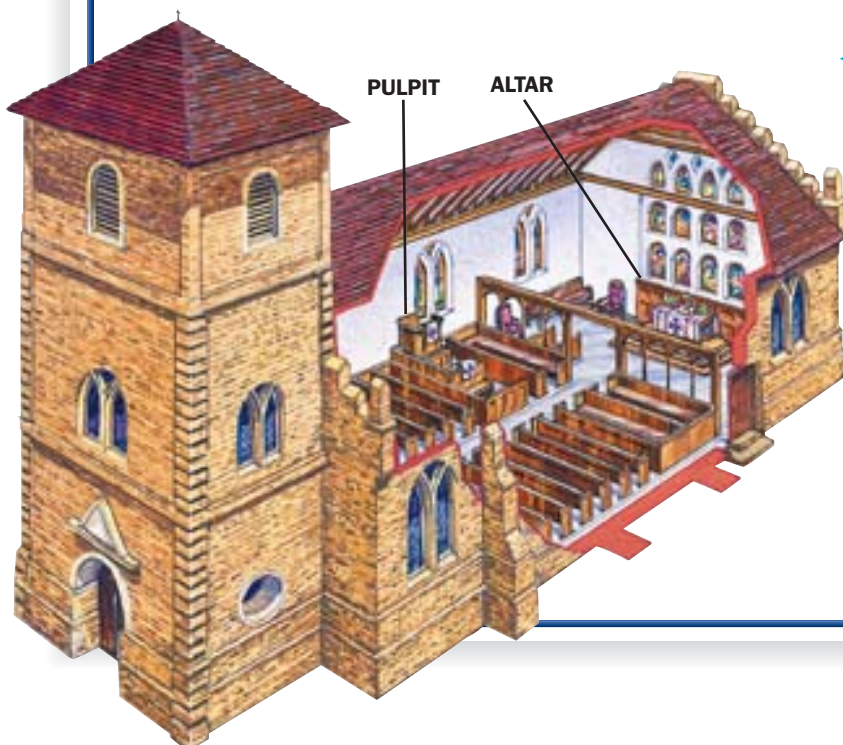
Men and women entered by separate doors and sat on opposite sides, facing each other. In some meetinghouses, women sat in slightly elevated seats. Both men and women could speak during the meeting.



#### Puritan Meetinghouse

Puritan services focused on preaching. Sermons, which sometimes lasted for hours, instructed the individual conscience to be mindful of the common good.

The pulpit was the focal point of the meetinghouse. A plain interior reflected a value for austerity and simplicity. Meetinghouses were also used for town meetings.



#### Anglican Church

The head of the Anglican church was the British monarch. Anglican services valued ritual. Their churches stressed the importance of authority and status.

Anglican churches emphasized the altar through ornamentation and elaborate windows. A screen separated the altar from the congregation. Elaborate pews were reserved for wealthy church members.

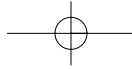
#### SKILLBUILDER Interpreting Visual Sources

1. In what ways do the Puritan and Quaker meetinghouses resemble each other? In what ways are they different?
2. How does the interior of the Anglican church show a respect for hierarchy?



SEE SKILLBUILDER HANDBOOK, PAGE R23.





Penn saw his colony as a “holy experiment” in living, a place without a land-owning aristocracy. He guaranteed every adult male settler 50 acres of land and the right to vote. Penn’s plan for government called for a representative assembly and freedom of religion. As a lasting symbol of his Quaker beliefs, Penn also helped plan a capital he called the “City of Brotherly Love,” or Philadelphia.

Penn’s constitution also provided for a separate assembly for the three southern counties along the Delaware Bay. Delaware thereby gained a somewhat separate existence. However, it continued to have the same governor as Pennsylvania.

**NATIVE AMERICAN RELATIONS** Like most Quakers, Penn believed that people approached in friendship would respond in friendship—sooner or later. So even before setting foot in North America, Penn arranged to have a letter read to the Lenni Lenapi, or Delaware, the tribe that inhabited his settlement area.

Aware that the Delaware had already been ravaged by European diseases and war, Penn wrote,

### **A PERSONAL VOICE** WILLIAM PENN

“Now I would have you well observe, that I am very sensible of the unkindness and injustice that has been too much exercised towards you by the people of these parts of the world, who have sought . . . to make great advantages by you, . . . sometimes to the shedding of blood. . . . But I am not such a man. . . . I have great love and regard toward you, and I desire to win and gain your love and friendship by a kind, just, and peaceable life.”

—quoted in *A New World*

To be sure that his colonists treated the native peoples fairly, Penn regulated trade with them and provided for a court composed of both colonists and Native Americans to settle any differences. The Native Americans respected Penn, and for more than 50 years the Pennsylvania colony had no major conflicts with Native Americans who lived in the colony. **C**

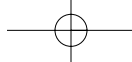
#### **MAIN IDEA**

#### **Contrasting**

**C** How did Penn’s attitudes and actions toward the Native Americans differ from those of the Puritans?

William Penn’s ►  
1682 treaty  
with the Native  
Americans is  
commemorated in  
this Edward Hicks  
painting from the  
1840s.





**A THRIVING COLONY** Penn faced the same challenge as the Dutch West India Company; he needed to attract settlers—farmers, builders, and traders—to create a profitable colony. After initially opening the colony to Quakers, he vigorously recruited immigrants from around western Europe. Glowing advertisements for the colony were printed in German, Dutch, and French. In time, settlers came in numbers, including thousands of Germans who brought with them craft skills and farming techniques that helped the colony to thrive.

Penn himself spent only about four years in Pennsylvania. And, despite the colony's success, he never profited financially as proprietor and died in poverty in 1718. Meanwhile, his idealistic vision had faded but not failed. His own Quakers were a minority in a colony thickly populated by people from all over western Europe. Slavery was introduced and, despite Penn's principles, many prominent Quakers in Pennsylvania owned slaves. However, the principles of equality, cooperation, and religious tolerance on which he founded his vision would eventually become fundamental values of the new American nation.

**THIRTEEN COLONIES** Throughout the 1600s and 1700s, other British colonies in North America were founded as well, each for very different reasons. In 1632, King Charles I granted a charter for land north of Chesapeake Bay to George Calvert, the first Lord Baltimore. Calvert's son Cecil, the second Lord Baltimore, named the colony Maryland, after Queen Henrietta Maria, Charles's queen. Lord Baltimore, who was a Roman Catholic, obtained a religious toleration law from Maryland's colonial assembly, and the colony became famous for its religious freedom. In 1663, King Charles II awarded a group of key supporters the land between Virginia and Spanish Florida, a territory that soon became North and South Carolina.

In 1732, an English philanthropist named James Ogelthorpe, and several associates received a charter for a colony they hoped could be a haven for those imprisoned for debt. Ogelthorpe named the colony Georgia, after King George II. Few debtors actually came to Georgia, and Ogelthorpe's policies, which prohibited both slavery and the drinking of rum, were reversed when the British crown assumed direct control of the colony in 1752. By that time, there were thirteen British colonies in North America, but a growing desire for independence would soon put a strain on their relationship with England.



▲ Quakers offered silver collars like the one above to local Native Americans as a token of peace.



## ASSESSMENT

**1. TERMS & NAMES** For each term or name, write a sentence explaining its significance.

• William Penn

• New Netherland

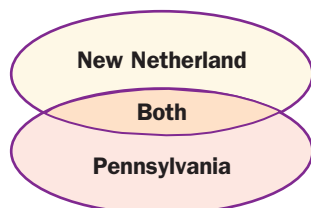
• proprietor

• Quakers

### MAIN IDEA

#### 2. TAKING NOTES

Compare the colonies of New Netherland and Pennsylvania, using a Venn diagram such as the one below.



Write a paragraph comparing and contrasting the two colonies.

### CRITICAL THINKING

#### 3. ANALYZING CAUSES

Why was Ogelthorpe's prohibition of slavery reversed?

#### 4. EVALUATING DECISIONS

Both New Netherland and Pennsylvania encouraged settlers to come from all over western Europe. Do you think this was a good decision for these colonies? Why or why not?

#### 5. DRAWING CONCLUSIONS

How did William Penn succeed in achieving his goals for Pennsylvania, and how did he fail? Explain.

##### Think About:

- Penn's actions toward Native Americans
- Penn's plans for representative government and freedom of religion
- Quakers who owned slaves

# Surviving in a New World

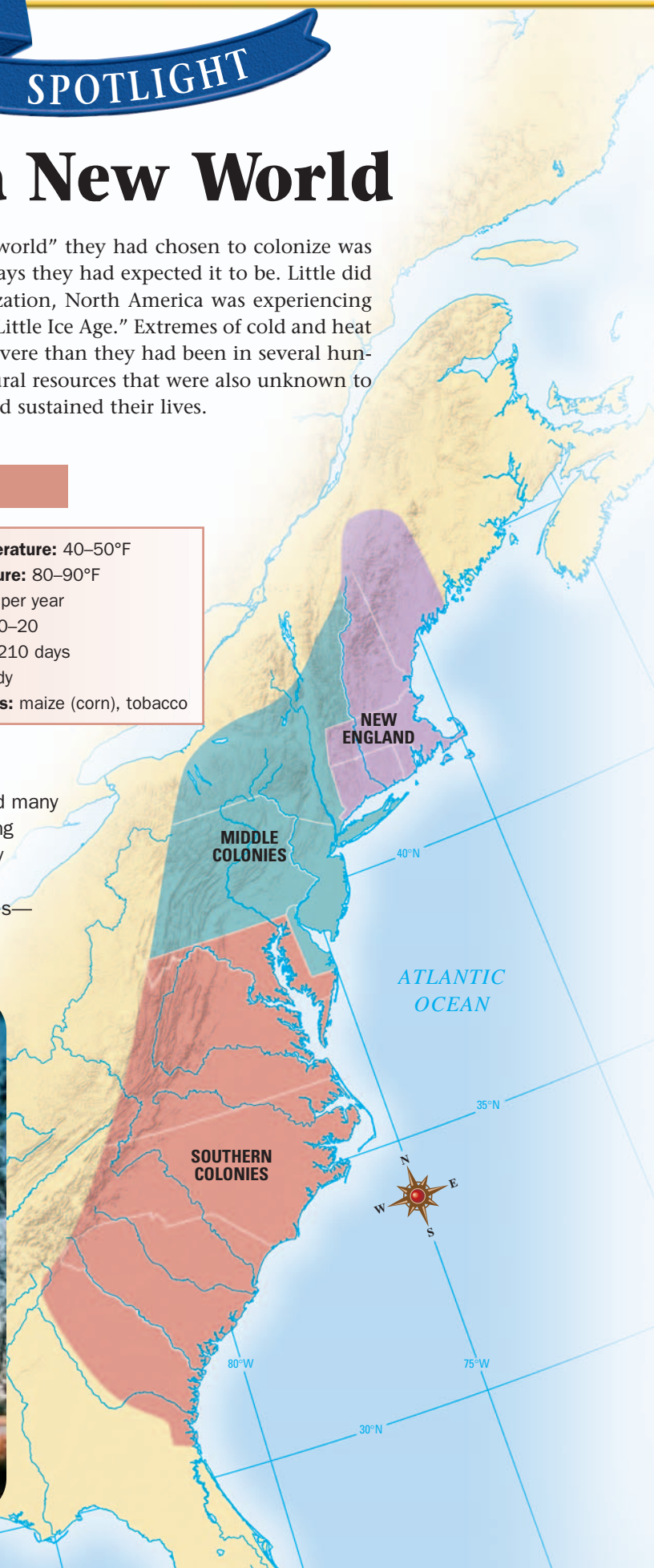
Early settlers quickly discovered that the “new world” they had chosen to colonize was indeed an extraordinary place, but not in the ways they had expected it to be. Little did colonists know that during the years of colonization, North America was experiencing the worst of what scientists now refer to as the “Little Ice Age.” Extremes of cold and heat up and down the eastern seaboard were more severe than they had been in several hundred years. In time, colonists learned about natural resources that were also unknown to them, foods and plants that ultimately saved and sustained their lives.

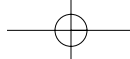
## The Southern Colonies

Jamestown colonists had counted on bartering for food with Native Americans in order to survive, but the Powhatan had little food to spare. The area was being hit with its worst drought in 800 years. The intense heat destroyed crops, and Native Americans were reluctant to trade what little they had.

The heat created other hardships as well. The swampy Jamestown peninsula bred malaria-bearing mosquitoes, and many colonists died from the disease. Soon, the colonists’ drinking water, supplied by the river, became contaminated with salty sea water. Eventually, the colonists’ export of tobacco—a crop that Native Americans had been growing for centuries—provided a source of income that attracted more colonists, whose arrival saved the colony.

**Average January Temperature:** 40–50°F  
**Average July Temperature:** 80–90°F  
**Rainfall:** 20–40 inches per year  
**Days of Snow Cover:** 10–20  
**Growing Season:** 180–210 days  
**Soil:** yellowish and sandy  
**Crops of Native Peoples:** maize (corn), tobacco





**Average January Temperature:** 20–30°F  
**Average July Temperature:** 60–70°F  
**Rainfall:** 20–40 inches per year  
**Days of Snow Cover:** 90–120  
**Growing Season:** 120–150 days  
**Soil:** gray to brown, gravelly, stony  
**Crops of Native Peoples:** maize (corn), beans, squash



## The New England Colonies

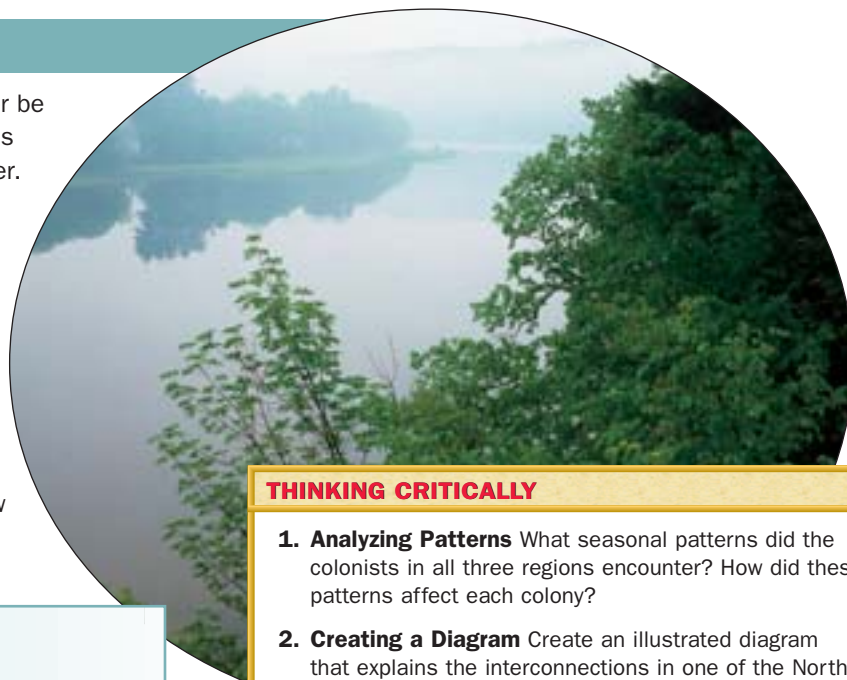
Colonists in New England likewise suffered from extreme weather conditions. The first hurricane recorded in North America occurred in Massachusetts Bay in 1635. Colonists noted in astonishment that it “blew down many hundreds of trees . . . overthrew some houses, drove ships from their anchors.” Seasonal temperatures were also extreme. In the summer of 1637 a number of colonists died of sunstroke. Yet, the following winter, three feet of snow covered the ground.

To cope with illnesses brought on by the climate, colonists heeded Native Americans and looked to local plants and herbs as medicines. For instance, colonists learned from Native Americans that the Boneset plant (*Eupatorium perfoliatum*), pictured at left, could be used to break fevers and chills and could treat diseases ranging from colds and influenza to malaria and typhoid.

## The Middle Colonies

The Delaware River Valley would later be a rich farmland, but in the mid-1600s it too was affected by severe weather. Late frosts and wet springs caused poor harvests because conditions were too cold and wet for grains to ripen. Swedish colonists near what is now Wilmington, Delaware, reported in 1657 that onslaughts of frigid temperatures froze the Delaware River in a single day. In time, colonists learned from Native Americans about the crops that grew in the rich soil surrounding the Delaware River.

**Average January Temperature:** 30–40°F  
**Average July Temperature:** 70–80°F  
**Rainfall:** 20–40 inches per year  
**Days of Snow Cover:** 30–40  
**Growing Season:** 150–180 days  
**Soil:** brownish and silty  
**Crops of Native Peoples:** maize (corn), beans, pumpkin



### THINKING CRITICALLY

- Analyzing Patterns** What seasonal patterns did the colonists in all three regions encounter? How did these patterns affect each colony?
- Creating a Diagram** Create an illustrated diagram that explains the interconnections in one of the North American colonies between colonists, Native Americans, and the land itself. Your diagram should include a reference to a particular crisis relating to the land, what the colonists learned from Native Americans, and how this new knowledge helped the colonists to survive.



SEE SKILLBUILDER HANDBOOK, PAGE R30.



RESEARCH LINKS CLASSZONE.COM



# CHAPTER 2 ASSESSMENT



## VISUAL SUMMARY

### THE AMERICAN COLONIES EMERGE: 1513-1681

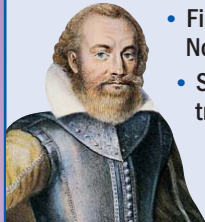
#### SPANISH COLONIES

- Hernándo Cortés conquers Mexico (1519-1521)
- Juan Ponce de León establishes Florida (1513)
- Francisco Vasquez de Coronado explores American southwest (1540)
- Pedro de Peralta founds Santa Fe (1609-1610)
- Native Americans led by Popé rebel in southwest (1680)



#### VIRGINIA

- Virginia Colony is established (1607)
- Colony is saved by export of tobacco (1612)
- First African slaves are brought to North America (1619)
- Settlers clash with Powhatan tribe (1622)
- Settlement burns in Bacon's Rebellion (1676)



#### NEW ENGLAND

- English Pilgrims establish colony at Plymouth (1620)
- English Puritans establish colony at Boston (1630)
- Roger Williams is banished and founds colony at Providence (1635-1636)
- Anne Hutchinson is banished for heresy (1638)
- Puritans clash with Native Americans in Pequot War (1637) and King Philip's War (1675)



#### ENGLISH MIDDLE COLONIES

- Dutch found colony of New Netherland (1621)
- English acquire New Netherland and rename it New York (1664)
- William Penn establishes colony of Pennsylvania (1681)
- By the mid-1700s, there are 13 English colonies in North America



## TERMS & NAMES

For each term below, write a sentence explaining its connection to the emergence of the American colonies. For each person below, explain his or her role in these colonies.

- |                       |                    |
|-----------------------|--------------------|
| 1. conquistador       | 6. John Winthrop   |
| 2. mestizo            | 7. Anne Hutchinson |
| 3. Popé               | 8. Metacom         |
| 4. John Smith         | 9. proprietor      |
| 5. indentured servant | 10. Quaker         |

## MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

### Spain's Empire in the Americas (pages 36-41)

1. How did Mexican culture develop out of both Spanish and Native American elements?
2. How did Native Americans react to Spanish efforts to establish colonies?

### An English Settlement at Jamestown

(pages 42-48)

3. Explain how John Rolfe transformed the Virginia colony.
4. What conditions caused tension and warfare between settlers and Native Americans in Virginia?
5. What caused Bacon's Rebellion?

### Puritan New England (pages 49-54)

6. Describe the role of religion in the lives of Puritans living in the Massachusetts Bay Colony.
7. How were the experiences of Roger Williams and Anne Hutchinson similar and different?
8. What caused conflicts between New England colonists and Native Americans?

### Settlement of the Middle Colonies (pages 55-59)

9. Why did New Netherland develop a reputation for diversity?
10. How did Pennsylvania reflect William Penn's Quaker ideals?

## CRITICAL THINKING

1. **USING YOUR NOTES** Using a chart like the one below, summarize the way European settlers and Native Americans interacted in the four listed regions.

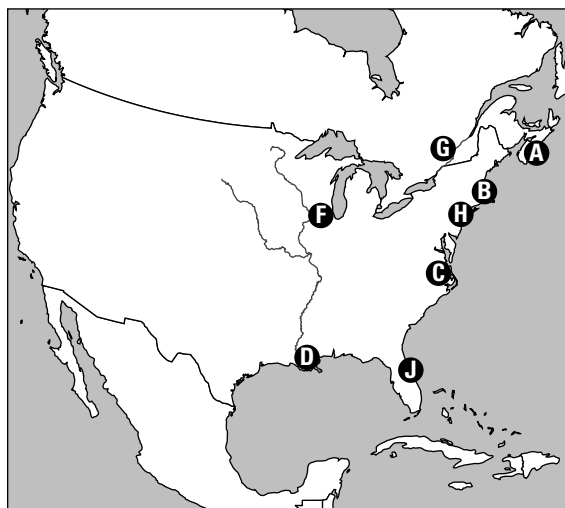
Region	Interaction
New Mexico	
Virginia	
New England	
Pennsylvania	

2. **FORMING OPINIONS** John Winthrop dreamed that New England would be "like a City upon a Hill" in which "the eyes of all people are on us." In your opinion, what most impressed you positively and negatively about the founding of each North American colony?



## Standardized Test Practice

Use the map and your knowledge of U.S. history to answer questions 1 and 2.



- Which letter on the map shows the first permanent British settlement in North America?
  - A
  - B
  - C
  - D
- Which letter shows an area colonized by Spain?
  - F
  - G
  - H
  - J

Use the information in the box and your knowledge of U.S. history to answer question 3.

- William Penn
- Roger Williams
- John Winthrop

- Of these three colonists, who insisted that Native Americans be paid for land?
  - William Penn and Roger Williams only
  - John Winthrop and Roger Williams only
  - John Winthrop and William Penn only
  - John Winthrop, William Penn, and Roger Williams
- Anne Hutchinson was banished from Massachusetts because she taught that —
  - colonists should remain loyal to the English king.
  - individuals could interpret the Bible for themselves.
  - the colonists should not trade with local Native Americans.
  - the Puritans should break away from the English church.

**ADDITIONAL TEST PRACTICE, pages S1–S33.**



**TEST PRACTICE CLASSZONE.COM**

## ALTERNATIVE ASSESSMENT

- INTERACT  
WITH HISTORY

 Recall your discussion of the question on page 35:

### *How can a land be shared by two different peoples?*

Imagine that it is now 1685 and you are a colonist living in one of the English-speaking colonies. Relatives have written to tell you that they are about to emigrate to North America, and they are asking for your thoughts about sharing the land. Write a letter back in which you describe what you think they should know. Include important details from the history of the colonies that you have read about in this chapter.

- CD-ROM

**LEARNING FROM MEDIA** How did lawyers defend their clients against some of the colonists' very strict laws?

Using legal documents from colonial days, find out the legal punishments for infractions of certain laws in specific colonies. Use the CD-ROM *Electronic Library of Primary Sources* and other reference materials to research a specific law and punishment in 17th-century America.

**Cooperative Learning Activity** With a group of students, act out a colonial trial. Each student should know the law and perform his or her part carefully. The rest of the class must decide the verdict and punishment. Then have a class discussion about the value of the law and its punishment.