

UNIT PACING CHART					
Unit 1		Chapter 1	Chapter 2	Chapter 3	Unit 1
Day 1	Unit Opener	Chapter 1 Opener, Section 1	Chapter 2 Opener, Section 1	Chapter 3 Opener, Section 1	Wrap-Up/Project, Unit Assessment
Day 2		Section 2	Section 2	Sections 2 & 3	
Day 3		Section 3	Section 3	Chapter Assessment	
Day 4		Section 4	Section 4		
Day 5		Section 5	Chapter Assessment		
Day 6		Chapter Assessment			

Teacher to Teacher



Kelly Baker
Cleveland Hill
High School
Cheektowaga,
New York

Role Play and Debate Divide your class into two groups. One group will be representatives of Great Britain. The other group will act as national leaders in the colony. In this activity, the members of each group will work together to draft a letter to the other side. Britain's representatives will explain to the colonists why colonization is necessary. They should outline the benefits of imperialism and

highlight any sacrifices they made for the benefit of the colony. The nationalists' group should focus on the negative impacts of imperialism on the colonists. They should try to convince Britain to free them. Once the letters have been drafted, each group will present their letters and then debate the issues.

Author Note

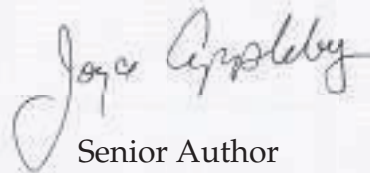
Dear American History Teacher,

As you begin to teach this unit, there are themes that recur that you will want to point out to students.

Developments in politics, social life, religion, and the economy laid the foundation for the United States. The significant nation-building acts like declaring independence, winning a war with Great Britain, securing a fair peace treaty, and writing a new constitution are the most salient events in this period. Yet students need to know how ordinary Americans reacted to their new status as Americans rather than subjects of the King of England. For many, this new freedom prompted them to move west. Others, particularly young people, seized opportunities to leave their family farm and take up occupations like teaching school or tending a store. The huge debt incurred in fighting the war and the closure of many trades based in Great Britain affected everyone.

Most observers did not expect that the thirteen original states that formed the Confederation would be able to strengthen the ties that bound them together. Students should realize just how difficult it was to forge the compromises necessary to form a new nation. The Constitution created citizens of the United States and the Bill of Rights made explicit the liberties the Americans had fought for.

Not everyone benefited from these decades of change and innovation. Native Americans were forced to move farther West as white settlers sought land in the unsettled parts of the country. Although the Revolution was fought in the name of natural rights, enslaved men and women, who composed a fifth of the nation's population, did not receive their freedom. Soon, the cultivation of cotton would make slavery's shackles stronger. Women, by and large, had a slightly wider ambit for their ambitions. This is one of the most exciting periods in American history. Students can feel this if they are taught about the daunting challenges the country faced.



Senior Author



Focus

Why It Matters

Point out to students that the United States has a blended culture made up of many others, although its historic political roots are from Europe, and mainly Britain. Have students explain how they think the blending of cultures continues to have an impact on the lives of Americans. **OL**

Connecting to Past Learning

Ask students to recall what they may have learned about cultures in Europe and Africa and about Native American cultures. In Unit 1 they will study how these cultures came together in North America, the results of those encounters, and the subsequent blending of new political and social ideas.

Unit Launch Activity

Discuss with students what they know about early colonial life in North America. For example, they may know that the first permanent English settlement was at Jamestown, or they may know that the oldest European settlement still in existence is St. Augustine, Florida. Have students suggest some of the challenges explorers and settlers faced when they arrived. **OL**

Creating A Nation

Beginnings to 1789

CHAPTER 1
Colonizing America
Prehistory to 1754

CHAPTER 2
The American Revolution
1754–1783

CHAPTER 3
Creating a Constitution
1781–1789

Why It Matters

The settlement of North America brought together three cultures—European, African, and Native American—and created several new colonial societies. In 1776 anger at British policies caused thirteen British colonies to declare independence and create the United States of America. The American Revolution led to a new form of government. Americans created a democratic republic with a federal constitution and began expanding across the continent.

Team Teaching Activity

Geography Ask: Do you think that the land in 1500 looked different than it looks today? Explain that in the late 1400s when Europeans began their explorations, the eastern part of North America was covered by thick forests. Marshland stretched along much of Europe's Mediterranean coast and covered vast areas of northern Germany and Russia. Have interested students research the environment of each continent in 1500. Have them create a

world vegetation map for that year based on their research. Ask them to discuss their findings with the class. **OL**

Teach

Skill Practice

Visual Literacy Have students study the painting. **Ask:** How does the position of the five men who helped to draft the Declaration show their importance? Why do you think that Thomas Jefferson is shown handing the document to president of Congress John Hancock? (Possible answer: The five men are the focus of the painting, which underscores their involvement in drafting it. Jefferson is shown delivering the document because he was the primary author.) **BL**

Skill Practice

Visual Literacy Have students study the painting. **Ask:** What is the tone of this painting? What does this painting indicate about the event? (Answers will vary, but students should recognize that the painting expresses the formality and solemnity of the occasion, and that it was painted to record what is essentially the founding of the United States.) **OL**



Signing the Declaration of Independence

1

More About the Painting

Visual Literacy Explain to students that this famous painting, titled *Declaration of Independence*, is by John Trumbull and was commissioned in 1817 for display in the U.S. Capitol's rotunda. The image captures the moment before the signing of the Declaration and features the men who helped to draft it: John Adams, Robert Livingston, Roger Sherman, Thomas Jefferson, and Benjamin Franklin. John Hancock, president of the Continental Congress

and famous signer, is shown seated on the right, receiving the document from Thomas Jefferson, its primary author.

**NC
LB**

**NO CHILD
LEFT BEHIND**

Teaching Tip Help students become proficient users of technology in an academic context by:

- Asking students to find relevant materials on the Internet.
- Encouraging students to use computer-presentation software.

Key to Ability Levels

BL Below Level

OL On Level

AL Above Level

ELL English
Language Learners

Key to Teaching Resources



Print Material



CD-ROM or DVD



Transparency

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Section 4	Section 5	Chapter Assess
BL	OL	AL	ELL	FOCUS								
BL	OL	AL	ELL		Daily Focus Skills Transparencies		1-1	1-2	1-3	1-4	1-5	
TEACH												
	OL	AL			Geography and History, URB		p. 3					
	OL	AL			History Simulations and Problem Solving, URB				p. 9			
		AL			American Literature Reading, URB				p. 13			
BL	OL		ELL		Reading Essentials and Note-Taking Guide*		p. 1	p. 4	p. 8	p. 11	p. 14	
	OL				Historical Analysis Skills Activity, URB						p. 22	
BL	OL		ELL		Guided Reading Activities, URB*		p. 48	p. 49	p. 50	p. 51	p. 52	
BL	OL	AL	ELL		Content Vocabulary Activity, URB*		p. 27					
BL	OL	AL	ELL		Academic Vocabulary Activity, URB		p. 29					
	OL	AL			Critical Thinking Skills Activity, URB		p. 32					
BL	OL		ELL		Reading Skills Activity, URB		p. 21					
BL			ELL		English Learner Activity, URB						p. 25	
	OL	AL			Reinforcing Skills Activity, URB			p. 31				
BL	OL	AL	ELL		Differentiated Instruction Activity, URB				p. 23			
BL	OL		ELL		Time Line Activity, URB				p. 33			
	OL				Linking Past and Present Activity, URB		p. 34					
BL	OL	AL	ELL		American Art and Music Activity, URB				p. 39			
BL	OL	AL	ELL		Interpreting Political Cartoons Activity, URB			p. 41				
		AL			Enrichment Activity, URB					p. 45		
BL	OL	AL	ELL		American Biographies		✓	✓	✓	✓		
BL	OL	AL	ELL		Primary Source Reading, URB		p. 35				p. 37	
BL	OL	AL	ELL		The Living Constitution*	✓	✓	✓	✓	✓		✓
	OL	AL			American History Primary Source Documents Library	✓	✓	✓	✓	✓		✓
BL	OL	AL	ELL		Unit Map Overlay Transparencies	✓	✓	✓	✓	✓		✓
BL	OL	AL	ELL		Differentiated Instruction for the American History Classroom	✓	✓	✓	✓	✓		✓

Note: Please refer to the *Unit 1 Resource Book* for this chapter's URB materials.

* Also available in Spanish



- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Section 4	Section 5	Chapter Assess
BL	OL	AL	ELL	TEACH (continued)								
BL	OL	AL	ELL		StudentWorks™ Plus	✓	✓	✓	✓	✓	✓	✓
BL	OL	AL	ELL		American Music Hits Through History CD	✓	✓	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Unit Time Line Transparencies and Activities	✓	✓	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Cause and Effect Transparencies, Strategies, and Activities	✓	✓	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Why It Matters Transparencies, Strategies, and Activities	✓	✓	✓	✓	✓	✓	✓
BL	OL	AL	ELL		American Issues	✓	✓	✓	✓	✓	✓	✓
	OL	AL	ELL		American Art and Architecture Transparencies, Strategies, and Activities	✓	✓	✓	✓	✓	✓	✓
BL	OL	AL			High School American History Literature Library	✓	✓	✓	✓	✓	✓	✓
BL	OL	AL	ELL		The American Vision Video Program	✓	✓	✓	✓	✓	✓	✓
Teacher Resources					Strategies for Success	✓	✓	✓	✓	✓	✓	✓
					Success with English Learner	✓	✓	✓	✓	✓	✓	✓
					Reading Strategies and Activities for the Social Studies Classroom	✓	✓	✓	✓	✓	✓	✓
					Presentation Plus! with MindJogger CheckPoint	✓	✓	✓	✓	✓	✓	✓
ASSESS												
BL	OL	AL	ELL		Section Quizzes and Chapter Tests*		p. 5	p. 6	p. 7	p. 8	p. 9	p. 11
BL	OL	AL	ELL		Authentic Assessment With Rubrics							p. 7
BL	OL	AL	ELL		Standardized Test Practice Workbook							p. 1
BL	OL	AL	ELL		ExamView® Assessment Suite		1-1	1-2	1-3	1-4	1-5	CH. 1
CLOSE												
BL			ELL		Reteaching Activity, URB							p. 43
BL	OL		ELL		Reading and Study Skills Foldables™							p. 46
BL	OL	AL	ELL		American History in Graphic Novel							p. 1

✓ Chapter- or unit-based activities applicable to all sections in this chapter.

Using
QuickPass™

Teach With Technology

What is a QuickPass™ code?

A **QuickPass™** code is a shortcut that takes students and teachers from glencoe.com directly to resources for each chapter in this book. You can enter a **QuickPass™** code at glencoe.com or with the McGraw-Hill Social Studies widget.

How can a QuickPass™ code help my students and me?

A **QuickPass™** code takes you directly to each chapter's resources. **QuickPass™** codes in the Student Edition go directly to student resources, while codes in the Teacher Wraparound Edition go to teacher resources. The *T* at the end of the code indicates a teacher version.

Find a **QuickPass™** code on the Chapter Opener pages of the textbook. Visit glencoe.com and enter a **QuickPass™** code to go directly to resources for each chapter.

History ONLINE

Visit glencoe.com and enter **QuickPass™** code TAV9399c1T for Chapter 1 resources.

You can easily launch a wide range of digital products from your computer's desktop with the McGraw-Hill Social Studies widget.



	Student	Teacher	Parent
Media Library			
• Section Audio	•		•
• Spanish Audio Summaries	•		•
• Section Spotlight Videos	•	•	•
The American Vision Online Learning Center (Web Site)			
• StudentWorks™ Plus Online	•	•	•
• Multilingual Glossary	•	•	•
• Study-to-Go	•	•	•
• Chapter Overviews	•	•	•
• Self-Check Quizzes	•	•	•
• Student Web Activities	•	•	•
• ePuzzles and Games	•	•	•
• Vocabulary eFlashcards	•	•	•
• In Motion Animations	•	•	•
• Study Central™	•	•	•
• Web Activity Lesson Plans		•	
• Vocabulary PuzzleMaker	•	•	•
• Historical Thinking Activities		•	
• Beyond the Textbook	•	•	•

READING SUPPORT FROM JAMESTOWN EDUCATION

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.

www.jamestowneducation.com

NATIONAL GEOGRAPHIC

Index to National Geographic Magazine:

The following articles relate to this chapter:

- "Mystery Mountain of the Inca" by Peter Frost, February 2004.
- "Dawn of Humans: The First Americans," by Kenneth Garrett, December 2000.

National Geographic Society Products To order the following, call National Geographic at 1-800-368-2728:

- *The Age of Exploration* (CD-ROM)

Access National Geographic's new, dynamic MapMachine Web site and other geography resources at:

www.nationalgeographic.com
www.nationalgeographic.com/maps

Biography

A&E
HOME VIDEO

THE HISTORY CHANNEL

The following videotape programs are available from Glencoe as supplements to this chapter:

- Christopher Columbus: Explorer of the New World (ISBN 1-56-501667-X)
- The Aztec Empire (ISBN 0-76-700542-2)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: www.aetv.com

The History Channel: www.historychannel.com

Reading
List Generator
CD-ROM

GLENCOE
BOOKLINK 3

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Leveled reading suggestions for this chapter:

For students at a Grade 8 reading level:

- *Christopher Columbus*, by Peggy Pancella

For students at a Grade 9 reading level:

- *The Landing of the Pilgrims*, by James Daugherty

For students at a Grade 10 reading level:

- *Forgotten Voyager: The Story of Amerigo Vespucci*, by Ann Fitzpatrick Alper

For students at a Grade 11 reading level:

- *Colonial American Home Life*, by John F. Warner

For students at a Grade 12 reading level:

- *Mayflower 1620: A New Look at a Pilgrim Voyage*, by Peter Arenstam

Focus

MAKING CONNECTIONS

Why Do People Migrate to New Lands?

Ask students to suggest reasons why people migrate to new lands. Have students categorize their reasons as either “push” or “pull” factors. Activate students’ prior knowledge about migration by asking them why they think the Pilgrims came to America. Students may recall that the Pilgrims came to be free to practice their religion. Point out to students that while many came to what is now the United States for religious freedom, individuals and groups came for many other reasons, including to gain wealth and to acquire land. The colonies Europeans developed in the Americas took on different social, cultural, and economic characters depending on who founded them and where they were located.

Teach

Big Ideas

As students study the chapter, remind them to consider the section-based Big Ideas included in each section’s Guide to Reading. The **Essential Question** in the activities below tie in to the Big Ideas and help students think about and understand important chapter concepts. In addition, the Hands-on Chapter Projects with their culminating activities relate the content from each section to the Big Ideas. These activities build on each other as students progress through the chapter. Section activities culminate in the wrap-up activity on the Visual Summary page.

Colonizing America

Prehistory to 1754

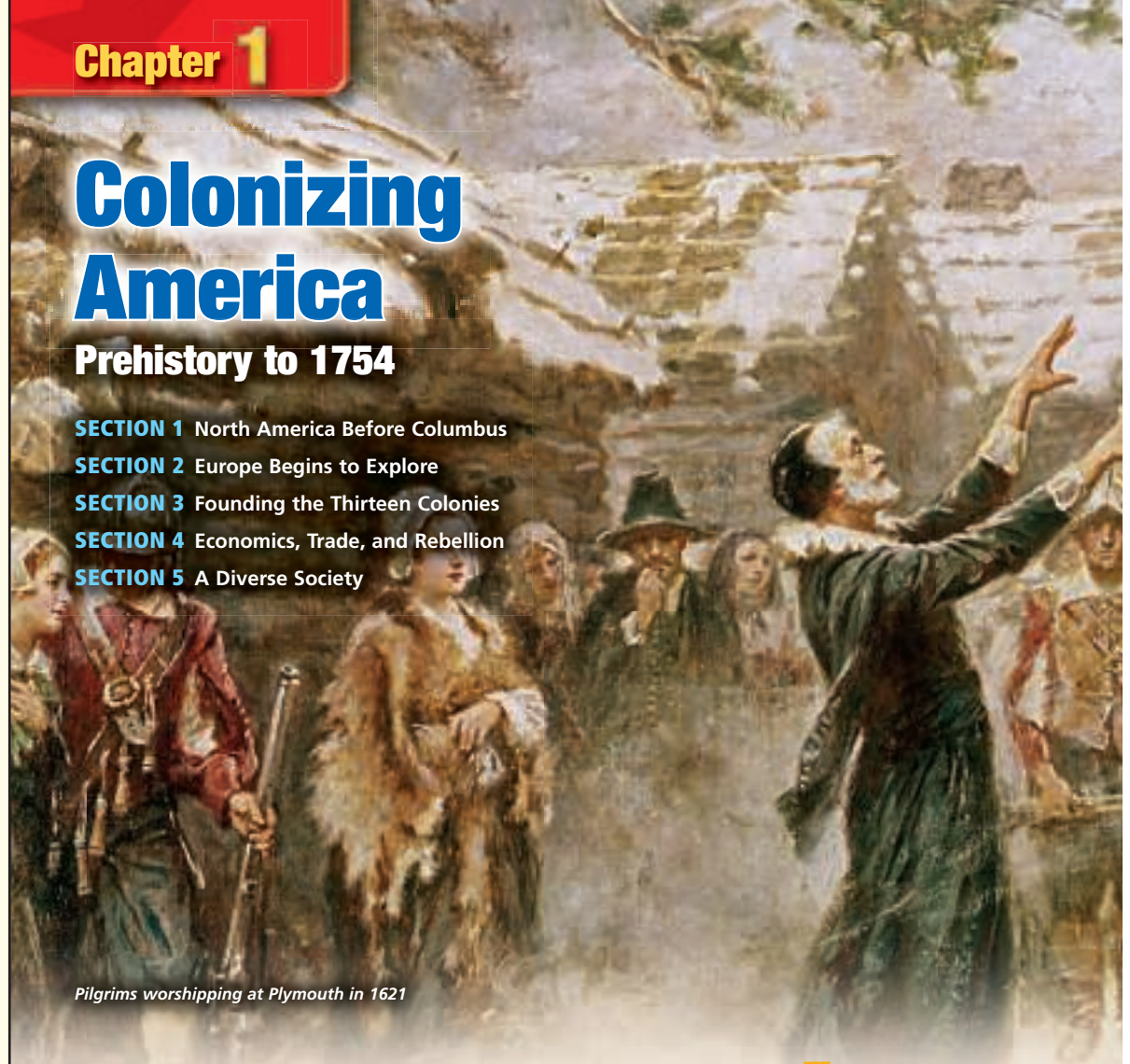
SECTION 1 North America Before Columbus

SECTION 2 Europe Begins to Explore

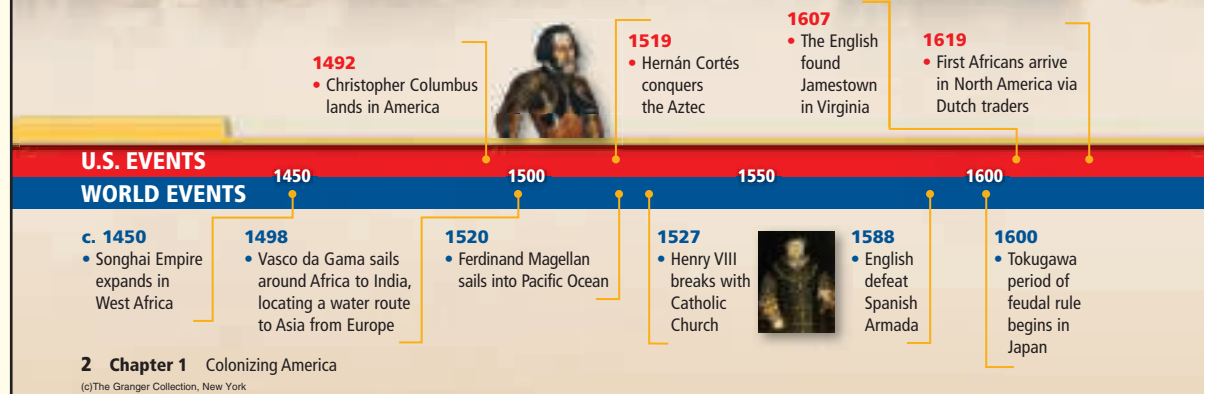
SECTION 3 Founding the Thirteen Colonies

SECTION 4 Economics, Trade, and Rebellion

SECTION 5 A Diverse Society



Pilgrims worshipping at Plymouth in 1621



Section 1

North America Before Columbus

Essential Question: How did regional geography affect the development of Native American cultures? *(Customs and traditions of the various Native American culture groups were affected by the environment in which they lived. Differences in landforms and climate created differences in the types of food people ate, what they wore, and the style of home in which they lived.)* **OL**

Section 2

Europe Begins to Explore

Essential Question: How did advancements during the Renaissance lead to European exploration? *(Revenue from increased trade and the creation of strong states, along with new technologies in navigation and shipping facilitated exploration.)* **OL**

MAKING CONNECTIONS

Why Do People Migrate to New Lands?

Europeans began leaving their continent in the 1500s to settle in the Americas. Their colonies reflected the values and traditions of their homelands, but they were also shaped by the geography of the new land they settled.

- Why do you think Europeans came to America?
- How might the location of a colony affect its development?

More About the Photo

Visual Literacy Explain to students that Plymouth was the second English settlement in North America. This painting depicts the first sermon given at the colony upon landing.

FOLDABLES™ Dinah Zike's Foldables

Dinah Zike's Foldables are three-dimensional, interactive graphic organizers that help students practice basic writing skills, review vocabulary terms, and identify main ideas. Instructions for creating and using Foldables can be found in the Appendix at the end of this book and in the *Dinah Zike's Reading and Study Skills Foldables* booklet.

FOLDABLES

Analyzing Colonial Experiments Create a Two-Tab Book Foldable to help analyze the colonial experiences of the French and Spanish. As you read, identify the successes and failures for each country under its tab.



History ONLINE Visit glencoe.com and enter **QuickPass™** code TAV9846c1 for Chapter 1 resources.

History ONLINE

Visit glencoe.com and enter **QuickPass™** code TAV9399c1T for Chapter 1 resources, including a Chapter Overview, Study Central™, Study-to-Go, Student Web Activity, Self-Check Quiz, and other materials.

Section 3

Founding the Thirteen Colonies

Essential Question: What were the main causes of English settlement in North America? (The English began to colonize North America to compete with their Spanish rivals to gain wealth and territory, to escape religious persecution, and because of the enclosure of lands in England.) **OL**

Section 4

Economics, Trade, and Rebellion

Essential Question: How did development of the English colonies form distinct regions? (The colonies developed based on their geography and economies. The South had a structured society based on cash-crop agriculture. The Middle Colonies had cities, industry, and good soil for farming. People in New England farmed their own land or worked in shipping or related trades.) **OL**

Section 5

A Diverse Society

Essential Question: What contributed to the diversity of the 13 English colonies? (Enormous rates of immigration and the forced emigration of enslaved Africans, different occupations and religions as well as new ideas and movements contributed to the cultural diversity of the 13 English colonies.) **OL**

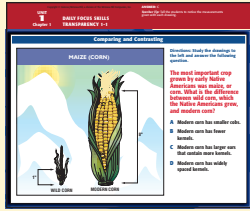


Focus



Bellringer

Daily Focus Transparency 1-1



Guide to Reading

Region	Groups
Mesoamerica	Olmec, Maya, Toltec, Aztec
West	Hohokam, Anasazi, Zuni, Hopi and Pueblo peoples, Apache, Navajo, Tlingit, Haida, Kwakiutl, Nootka, Chinook, and Salish peoples
Midwest	Mississippians, Cherokee, Choctaw, Chickasaw, Natchez, Creek, Pawnee, Kansas, Iowa, Sioux
Northeast	Algonquian peoples and Iroquois Confederacy

Section Spotlight Video

To generate student interest and provide a springboard for class discussion, access the Chapter 1, Section 1 video at glencoe.com or on the video DVD.

Resource Manager

Guide to Reading

Big Ideas

Geography and History Native American groups developed cultures based on the geography of the region in which they lived.

Content Vocabulary

- agricultural revolution (p. 4)
- tribute (p. 6)
- kiva (p. 7)
- pueblo (p. 7)

Academic Vocabulary

- decline (p. 5)
- technology (p. 6)
- eventually (p. 8)

People and Events to Identify

- Beringia (p. 4)
- Mesoamerica (p. 4)
- Maya (p. 5)
- Aztec (p. 6)
- Cahokia (p. 8)
- Iroquois Confederacy (p. 11)

Reading Strategy

Categorizing Complete a chart similar to the one below by filling in the names of the groups who lived in each region.

Region	Groups
Mesoamerica	
West	
Midwest	
Northeast	

North America Before Columbus

Before 1492 the peoples of the Americas had almost no contact with the rest of the world. The societies and languages that developed varied widely. In North America, some Native Americans lived as nomadic hunters, while others lived in large, complex cities.

Mesoamerican Cultures

MAIN Idea An agricultural revolution led to the first civilizations in Mesoamerica, whose people built large, elaborate cities.

HISTORY AND YOU What is the largest city you have visited? Read to learn about the origins of Mexico City, the largest city in North America.

No one knows for certain when the first people arrived in the Americas. Current scientific evidence suggests that the first humans arrived between 15,000 and 30,000 years ago. Based on DNA tests and other evidence, some scientists think the earliest Americans came from northeast Asia. Some may have arrived during the last Ice Age, when much of the earth's water became frozen and created a land bridge between Alaska and Asia along the Bering Strait. Along this stretch of land, known as **Beringia**, nomadic hunters may have crossed to the Americas as they followed large prey, such as the woolly mammoth, antelope, and caribou. These people did not come all at once, and some may have come by boat.

Over time, the descendants of these early settlers spread southward and eastward across the Americas. Between 9,000 and 10,000 years ago, some early Americans learned to plant and raise crops. This **agricultural revolution** began in **Mesoamerica**, the region that today includes central and southern Mexico and Central America. The agricultural revolution made possible the rise of Mesoamerica's first civilizations.

Anthropologists think the first people to develop a civilization in Mesoamerica were the Olmec. Olmec culture emerged between 1500 and 1200 B.C., near where Veracruz, Mexico, is located today. The Olmec developed a sophisticated society with large villages, temple complexes, and pyramids. They also sculpted huge monuments, including 8-foot-high heads weighing up to 20 tons, from a hard rock known as basalt. Olmec culture lasted until about 300 B.C.

Olmec ideas spread throughout Mesoamerica, influencing other peoples. One of these peoples constructed the first large city in the Americas, called Teotihuacán (TAY-oh-TEE-wah-KAHN), about 30 miles northeast of where Mexico City is today. The city was built near a volcano, where there were large deposits of obsidian, or volcanic glass. Obsidian was very valuable. Its sharp, strong edges were perfect for tools and weapons.

R Reading Strategies

Teacher Edition

- Previewing, p. 5
- Monitoring, p. 7
- Comparing, p. 10
- Und. Q/A Relationships, p. 11

Additional Resources

- Guid. Read. Act., URB p. 48
- RENTG, p. 1

C Critical Thinking

Teacher Edition

- Compare/Contrast, p. 6
- Ident. Cent. Issues, p. 7
- Det. Cause/Effect, p. 8

Additional Resources

- Quizzes/Tests, p. 5
- Crit. Think. Act., URB p. 32

D Differentiated Instruction

Teacher Edition

- English Learners, p. 9

Additional Resources

- English Learner Activity, URB p. 25

W Writing Support

Additional Resources

- Cont. Vocab. Act., URB p. 27
- Academic Vocab. Act., URB p. 29
- Pri. Source Read., URB p. 35

S Skill Practice

Teacher Edition

- Using Geo. Skills, pp. 5, 9
- Analyzing Sources, p. 10

Additional Resources

- Geography and History, URB p. 3
- Read. Skills Act., URB p. 21
- Linking Past and Present, URB p. 34



The people of Teotihuacán built up a trade network based on obsidian, which influenced the development of Mesoamerica. The city lasted from about 300 B.C. to about A.D. 650.

R The Maya

Around A.D. 200, as Teotihuacán's influence spread, the Maya civilization emerged in the Yucatán Peninsula and expanded into what is now Central America and southern Mexico. The Maya had a talent for engineering and mathematics. They developed complex and accurate calendars linked to the positions of the stars. They also built great temple pyramids. These pyramids formed the centerpieces of Maya cities, such as Tikal and Chichén Itzá. Marvels of engineering, some pyramids were 200 feet

(61 m) high. At the top of each pyramid was a temple where priests performed ceremonies dedicated to the many Maya gods.

Although trade and a common culture linked the Maya, they were not unified. Each city-state controlled its own territory. Because of the fragmented nature of their society, the different cities frequently went to war.

The Maya continued to thrive until the A.D. 900s, when they abandoned their cities in the Yucatán for unknown reasons. Some anthropologists believe Maya farmers may have exhausted the region's soil. This in turn would have led to famine, riots, and the collapse of the cities. Others believe that invaders from the north devastated the region. Maya cities in what is today Guatemala flourished for several more centuries, although by the 1500s they too were in decline.

Analyzing GEOGRAPHY

- Location** Where was the Maya city of Chichén Itzá located?
- Place** In what way do the photos show how the Mesoamericans modified the environment?

Teach

R Reading Strategy

Previewing Tell students: Preview the text's structure before you begin reading. Text structures include time order, compare-contrast, description, cause-and-effect, and problem-solution. Noticing how ideas are organized will help you to better understand what you read. **BL**

S Skill Practice

Using Geography Skills

Ask: About how far did the Aztec Empire extend from north to south? (about 500 miles or 800 kilometers) **OL**

Analyzing GEOGRAPHY

Answers:

- on the northern Yucatán Peninsula
- Possible answer: They had to clear the land to build large cities and temple complexes.

Hands-On Chapter Project Step 1

Establishing a Colony in North America

Step 1: Researching Conditions in North America **Essential Question:** What do colonists need to know about the land and people in North America to create a successful colony?

Directions Organize students into small groups. Have them assume the role of English people living around 1600. Each group of students will explore what area of

North America is most likely to sustain a colony.

Students should first make a list of criteria for a successful colony. For example, a colony will need a source of freshwater, timber for building, food sources, be in a defensible location, have a good harbor, and so on. Students should also research the locations and cultures of Native Americans living on the Atlantic coast.

Next, students should create a map indicating the locations or availability of the

resources on their list of criteria as well as any major landforms, such as mountains, rivers, or natural harbors. The map should also include the locations of Native American groups. Students should then determine the exact location for their colony.

Summarizing Have representatives for each group share the chosen location with the class and summarize the benefits and challenges of settling in that location. **OL** (Chapter Project continued in Section 2, p. 15)

C Critical Thinking

Comparing and Contrasting

Have students write a paragraph to compare and contrast aspects of the Aztec capital Tenochtitlán with their own community. Have them consider what types of activities people did then that they do today, buildings that your community and Tenochtitlán may have in common, such as a sports field or arena, and so on. **OL**

Analyzing VISUALS

Answers:

1. the Great Temple
2. A hearth provides warmth and enables people to cook food, which is needed to survive. Fire might have symbolized the sun or life to the Aztec.

Reading Check

Answers:

Some anthropologists believe that Maya farmers may have exhausted the region's soil, and this would have led to famine, riots, and the collapse of the cities. Others believe that invaders from the north devastated the region.

Additional Support

The Toltec and the Aztec

North of the Maya civilization, the Toltec people built a large city called Tula. The Toltec were master architects. They built large pyramids and huge palaces with pillared halls. They were among the first American peoples to use gold and copper in art and jewelry.

About A.D. 1200, Tula fell to invaders from the north, known as the Chichimec. One group of Chichimec, called the Mexica, built the city of Tenochtitlán (tay·NAWCH·teet·LAHN) in 1325 on the site of what is today Mexico City. The Mexica took the name **Aztec** for themselves, from the name of their original homeland, Aztlán. Aztlán is thought to have been located in the American Southwest.

The Aztec created a mighty empire by conquering neighboring cities. Using their military power, they controlled trade in the region and demanded **tribute**, or payment, from the cities they conquered. They also brought some of the people they conquered to Tenochtitlán to sacrifice in their religious ceremonies. When the Europeans arrived in the 1500s, an estimated 5 million people were living under Aztec rule.

Reading Check **Examining** What are some of the theories that explain the decline of Maya cities?

Western Cultures

MAIN Idea Depending on their local environment, the Native Americans of western North America pursued agriculture, fishing, and hunting.

HISTORY AND YOU Do you have a particular household chore assigned to you? Read how some Native American families divided household work.

North of Mesoamerica, other peoples developed their own cultures. Many anthropologists think that agricultural **technology** spread from Mesoamerica into the American Southwest and up the Mississippi River. There, it transformed many hunter-gatherer societies into farming societies.

The Hohokam

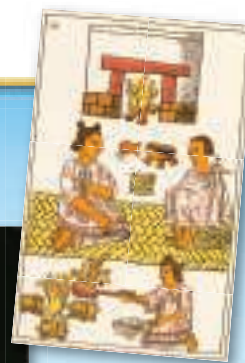
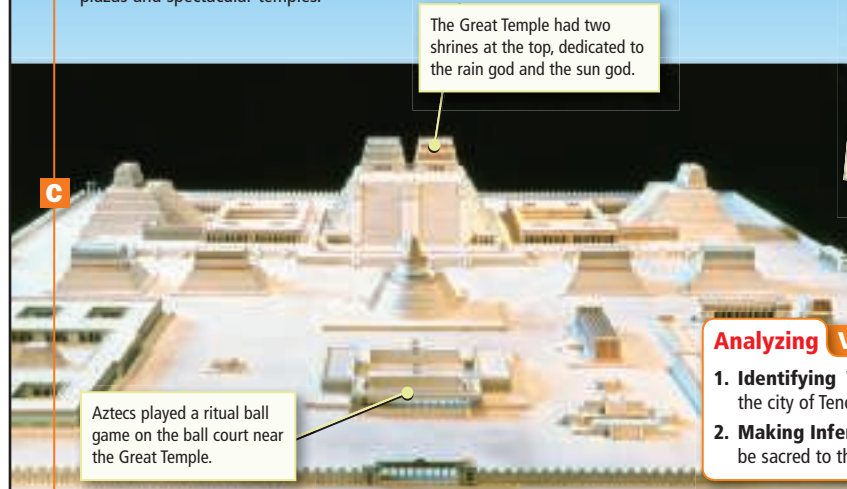
Beginning in A.D. 300, in what is now south-central Arizona, a group called the Hohokam built a system of irrigation canals. The Hohokam used the Gila and Salt Rivers as their water supply. Their canals carried water hundreds of miles to their farms.

The Hohokam grew corn, cotton, beans, and squash. They also made decorative red-on-buff-colored pottery and turquoise pen-

PRIMARY SOURCE

The Aztec Capital, Tenochtitlán

The Aztec were master builders who filled their cities with wide plazas and spectacular temples.



▲ At the top, Aztecs sit in their home in front of the hearth, which was sacred to them, while an Aztec is shown cooking below.

Analyzing VISUALS

1. **Identifying** What was the main feature of the city of Tenochtitlán?
2. **Making Inferences** Why would the hearth be sacred to the Aztecs?

6 Chapter 1 Colonizing America

Activity: Interdisciplinary Connection

Visual Arts **Ask:** What do you know about the styles and subjects of pre-Columbian art? Have students conduct research about pre-Columbian artwork using library, museum, and Internet resources. Ask students to focus their research on one of the cultures addressed in this section. Based on their findings, have students prepare an oral presentation. Tell students to bring printouts or books con-

taining examples of the artwork they will discuss to share with classmates during their presentation. If possible, encourage students to create their presentation using presentation software. **OL**

dants, and used cactus juice to etch shells. Hohokam culture flourished for more than 1,000 years, but in the 1300s they began to abandon their irrigation systems, likely due to floods and increased competition for farmland. By 1500, the Hohokam had left the area.

The Anasazi

Between A.D. 700 and 900, the people living in villages in what is called the Four Corners area—where Utah, Colorado, Arizona, and New Mexico now meet—developed another culture. We know these people by the name the Navajo gave them—Anasazi, or “ancient ones.” Today they are often called “ancestral Puebloan” people. In the harsh desert, the Anasazi accumulated water by building networks of basins and ditches to channel rain into stone-lined depressions.

Between A.D. 850 and 1100, the Anasazi living in Chaco Canyon in what is now northwestern New Mexico began constructing large, multistory buildings of adobe and cut stone, with connecting passageways and circular ceremonial rooms called **kivas**. Early Spanish explorers called these structures **pueblos**, the Spanish word for “villages.” Those who built them are sometimes referred to as Pueblo people.

The Anasazi built these pueblos at junctions where streams of rainwater ran together. A pueblo in Chaco Canyon, called Pueblo Bonito, had 600 rooms and probably housed at least 1,000 people. Later, at Mesa Verde in what is today southwestern Colorado, the Anasazi built impressive cliff dwellings.

Beginning around A.D. 1130, Chaco Canyon experienced a devastating drought that lasted at least 50 years. This probably caused the Anasazi to abandon their pueblos. The Mesa Verde pueblos lasted for another 200 years, but when another drought struck in the 1270s, they too were abandoned.

The Southwest

The descendants of the Anasazi and Hohokam live in the arid Southwest. At the time of European contact, there were over 50 groups. These groups included the Zuni, Hopi, and other Pueblo peoples. Corn was essential to their survival in the arid climate because its long taproot could reach moisture deep

beneath the surface. The farmers also grew squash and beans.

The Pueblo people assigned different tasks to men and women. Men farmed, performed most ceremonies, made moccasins, and wove clothing and blankets. Women made the meals, crafted pottery and baskets, and hauled water. The men and women worked together when harvesting crops and building houses.

Sometime between A.D. 1200 and 1500, two other peoples—the Apache and the Navajo—came to the region from the far northwest of North America. Some anthropologists think that their arrival might have been what drove the Chichimec people into Mexico, where they formed the Aztec Empire. Although many of the Apache remained primarily nomadic hunters, the Navajo learned farming from the Pueblo people and lived in widely dispersed settlements.

The Pacific Coast

Many different groups, including the Tlingit, Haida, Kwakiutl, Nootka, Chinook, and Salish peoples, lived in the lands bordering the Pacific Ocean from what is now southeastern Alaska to Washington State. Although they did not practice agriculture, these groups dwelt in permanent settlements. They looked to the dense coastal forests for lumber, which they used not only to build homes and to fashion ocean-going canoes, but also to create elaborate works of art, ceremonial masks, and totem poles. They were able to stay in one place because the region’s coastal waters and many rivers teemed with fish.

In what is today central California, several groups hunted the abundant wildlife and flourished in the mild climate. The Pomo, for example, gathered acorns, caught fish in nets and traps, and snared small game and birds. Pomo hunters, working together, would drive deer toward a spot where the village’s best archer waited, hidden and disguised in a deer-head mask. Sometimes, the hunters stampeded game into a corral, where the animals could be easily killed. When game was scarce, however, the Pomo relied on the acorn, which they had learned to convert from a hard, bitter nut into edible flour.

Reading Check **Analyzing** How did societies of the Southwest cope with the dry climate?

R Reading Strategy

Monitoring Tell students that they will find that some text selections are more difficult to read than others. Because of this, they must learn to check their understanding and to make adjustments to their reading rate accordingly. Remind students to slow down when they encounter difficult concepts or words, connections to previous ideas, new vocabulary, or text that contains a great deal of information. **OL**

C Critical Thinking

Identifying Central Issues

Ask: What about the local geography made it unnecessary for the peoples of the Pacific Northwest to become nomads? (The ocean and rivers provided a constant and plentiful supply of food.) **OL**

✓ Reading Check

Answer:

They built basins to collect water and grew plants, such as corn, that were adapted to a dry climate.

Extending the Content

Totem poles are carved and painted cedar logs created by Native American peoples who lived along the northwest Pacific coast. These poles were positioned upright and often placed in front of dwellings, graves, and bodies of water. Totem poles have specific traditional significance, such as to memorialize a dead family member or someone special in the community. Some of the stylized animal figures on the poles

are family or clan symbols, or totems, while others are figures from mythology. Some of the most familiar are ravens, bears, beavers, and fish. Totemic figures were also carved into supporting structures in the architecture of this culture group.

C Critical Thinking**Determining Cause and Effect**

Effect Clarify that horses are not native to the Americas, but were brought initially by the Spanish.

Ask: How did the arrival of the horse change the culture of some Native Americans on the Great Plains? (Tribal groups, such as the Sioux, used horses to hunt and in war. The Sioux and others like them became some of the world's greatest mounted hunters and warriors.) **OL**

✓ Reading Check**Answer:**

Many aspects of Mississippian culture survived in the Southeast until the Europeans arrived. Almost all the people in the Southeast lived in towns arranged around a central plaza, with stockades. The houses were built out of poles and covered with grass, mud, or thatch. Women did most of the farming, while the men hunted.

Additional Support**Mississippian Culture and Its Descendants**

MAIN Idea Along the Mississippi River, Native Americans built Cahokia and other large cities, while those on the Great Plains hunted buffalo herds.

HISTORY AND YOU Have you seen photos of pyramids in Egypt or Mexico? Read to learn about the large pyramids built in the Mississippi River valley.

Between A.D. 700 and 900, as agricultural technology and improved strains of maize and beans spread north from Mexico and up the Mississippi River, another new culture—the Mississippian—emerged. It began in the Mississippi River valley, where the rich soil of the floodplains was perfectly suited to the intensive cultivation of maize and beans.

The Mississippians were great builders. Eight miles from what is now St. Louis, Missouri, are the remains of one of their largest cities, which anthropologists named **Cahokia**. At its peak between about A.D. 1050 and 1250, Cahokia covered five square miles (13 sq km), contained more than 100 flat-topped pyramids and mounds, and was home to an estimated 16,000 people. Most of the people lived in pole-and-thatch houses that spread out over 2,000 acres (810 ha). The largest pyramid, named Monks Mound, was 100 feet (30.5 m) high, had four levels, and covered 16 acres (6.5 ha)—more than any pyramid in Egypt or Mexico. A log wall with watchtowers and gates surrounded the central plaza and the larger pyramids.

As it expanded across the American South, Mississippian culture led to the rise of at least three other large cities with flat-topped mounds—at present-day Spiro, Oklahoma; Moundville, Alabama; and Etowah, Georgia. Mississippian culture also spread north and west along the great rivers of the region: the Missouri, Ohio, Red, and Arkansas.

Peoples of the Southeast

The population of Cahokia mysteriously declined around A.D. 1300. The city may have been attacked by other Native Americans or its population may have become too large to support, resulting in famine and emigration. Another possibility is that the city was struck by an epidemic.

Although Cahokia came to an end, many aspects of Mississippian culture survived in the Southeast until the Europeans arrived. Almost all the people in the Southeast lived in towns. The buildings were arranged around a central plaza. Stockades usually surrounded the towns, although moats and earthen walls were also used. The houses were built out of poles and covered with grass, mud, or thatch. Women did most of the farming, while men hunted deer, bear, wildfowl, and even alligator.

The Cherokee were the largest group in the Southeast. They were located in what is today western North Carolina and eastern Tennessee. About 20,000 Cherokee lived in some 60 towns when the Europeans arrived. Other peoples in the Southeast included the Choctaw, Chickasaw, Natchez, and Creek. The Creek were a large group living in some 50 villages spread across Georgia and Alabama.

The Great Plains

When Europeans arrived, the people of the Great Plains were nomads, who had only recently abandoned farming. Until about 1500 the societies of the Great Plains had been shaped by Mississippian culture. The people of the region lived near rivers, where they could plant corn and find wood to build their homes.

Around the year 1500, the peoples of the western Plains abandoned their villages and became nomads, possibly because of war or drought. Those in the east, including the Pawnee, Kansas, and Iowa peoples, continued to farm, as well as hunt. Peoples of the western Plains, including the Sioux, became nomadic. They hunted migrating buffalo herds on foot and lived in cone-shaped tents called tepees.

Life for the Sioux and others on the Great Plains changed dramatically after they began taming horses. The Spanish brought horses to North America in the 1500s. Over the next few centuries, as horses either escaped or were stolen, the animals spread northward, **eventually** reaching the Great Plains. There, the Sioux encountered and mastered them. The Sioux soon became some of the world's greatest mounted hunters and warriors.

✓ Reading Check **Contrasting** How did the Mississippian culture affect the peoples of the Southeast?

Activity: Collaborative Learning

Dramatizing a Myth **Ask:** What is your favorite myth or legend? Have students work in small groups to research a myth or traditional tale from one of the North American culture groups covered in this section. Students should collaborate on writing a script to dramatize this tale, create necessary costumes, and design any special lighting or sound effects. Provide time

for students to act out the tale for the class. **OL**



D Differentiated Instruction

English Learners Have students work in pairs using dictionary or Internet resources to look up the correct pronunciation of the names of each Native American culture discussed in the section. Have students practice saying the names aloud as they write them down. **ELL**

S Skill Practice

Using Geography Skills Have students study the map and identify several tribal groups who lived in or nearest to your community. **OL**

Analyzing GEOGRAPHY

Answers:

1. They became nomadic possibly because of war or drought.
2. Each group used local materials, such as hides from buffalo on the plains or wooden houses and stockades in the eastern woodlands.

Analyzing GEOGRAPHY

1. **Movement** Why did some of the people of the Great Plains become nomadic?
2. **Human-Environment Interaction** How does the housing style of each group reflect its environment?

Differentiated Instruction

Drawing Conclusions: Traveling to Beringia

Objective: Draw a conclusion about how visitors reach the Bering Land Bridge National Preserve.

Focus: Have students locate the Bering Land Bridge National Preserve on Map 3. Identify the nearest cities.

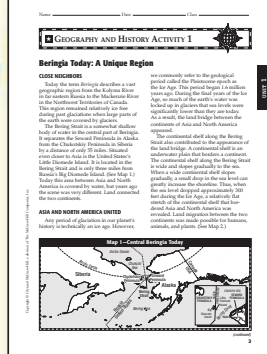
Teach: List the physical features of the Preserve.

Assess: Write a paragraph describing how visitors could reach the Preserve.

Close: Create a brochure describing the Preserve.

Differentiated Instruction Strategies

- BL** List three physical features of the Preserve that would attract visitors.
- AL** Research the native peoples of the Beringia region. Include how they use the natural resources of the area in their lives.
- ELL** Make a list of vocabulary words. Write a definition for each.



Geography and History Activity, URB p. 3–6

Section 1 REVIEW

Other Algonquian peoples included the Delaware, who lived near the Delaware River in what is today eastern Pennsylvania and New Jersey; and the Shawnee, who lived in the Ohio River valley. Words from the Algonquian language used in English today include *succotash*, *hominy*, *moccasin*, and *papoose*.

Many peoples in the Northeast, including the Algonquians and the Iroquoians, practiced slash-and-burn agriculture. By cutting down parts of forests and burning the wood, they were left with nitrogen-rich ashes. They then worked the ashes into the soil, making it more fertile for a few years. After exhausting the soil, the people of the village would move to a new location and burn down another section of forest for farming.

Native Americans of the Northeast built several types of houses. Many villages had large rectangular longhouses with barrel-shaped roofs covered in bark. Other groups built wigwams. These dwellings were either conical or dome-shaped and were formed using bent poles covered with hides or bark.

The Iroquois Confederacy

Stretching west from the Hudson River across what is today New York and southern Ontario and north to Georgian Bay lived the Iroquoian-speaking peoples. They included the Huron, Neutral, Erie, Wenro, Seneca, Cayuga, Onondaga, Oneida, and Mohawk.

All the Iroquoian peoples had similar cultures. They lived in longhouses in large towns, which they protected by building stockades. Women were responsible for the planting and harvesting of crops while men hunted. The people lived in large kinship groups, or extended families, headed by the elder women of each kinship group. Up to 10 related families lived together in each longhouse.

Iroquois women occupied positions of power and importance in their communities. Although all 50 chiefs of the Iroquois ruling council were men, the women who headed the kinship groups selected them. Council members were appointed for life, but the women could remove an appointee if they disagreed with his actions. In this way, Iroquois women enjoyed considerable political influence.

War often erupted among the Iroquoians. In the late 1500s, five of the nations in western New York—the Seneca, Cayuga, Onondaga, Oneida, and Mohawk—formed an alliance to maintain peace and oppose their common enemy—the more powerful Huron people, who lived across the Niagara River in what is now southwestern Ontario. This alliance was later called the **Iroquois Confederacy**. Europeans called these five nations the Iroquois, even though other nations spoke Iroquoian as well.

According to Iroquoian tradition, Dekanawidah, a shaman or tribal elder, and Hiawatha, a chief of the Mohawk, founded the confederacy. They were worried that war was tearing the five nations apart when the more powerful Huron people threatened them all. The five nations agreed to the Great Binding Law, an oral constitution that defined how the confederacy worked.

Reading Check **Analyzing** How did some Eastern Woodlands groups increase their crop yield?

Vocabulary

- 1. Explain** the significance of: Beringia, agricultural revolution, Mesoamerica, Maya, Aztec, tribute, kiva, pueblo, Cahokia, Iroquois Confederacy.

Main Ideas

- 2. Describing** What route did humans take when they first came to North America?
- 3. Identifying** What happened to change life for the peoples of the Great Plains?
- 4. Explaining** Why did the Iroquoians form a confederacy?

Critical Thinking

- 5. Big Ideas** How did geography and climate affect the cultures and traditions of Native American groups?
- 6. Categorizing** Use a graphic organizer to list North American regions and the ways in which groups living in these regions obtained food.

Region	Methods of Getting Food

- 7. Analyzing Visuals** Examine the map on page 10. Which groups are members of the Iroquois Confederacy?

Writing About History

- 8. Expository Writing** Using library or Internet resources, find more information about the groups discussed in this section. Use the information to create a database about these civilizations. Write a one-page report with your findings.

History ONLINE

Study Central™ To review this section, go to glencoe.com and click on Study Central.

11

R Reading Strategy

Comparing Have students make a two-column chart to compare and contrast the Algonquian and Iroquoian peoples. Have students include information about location, languages, food production, and so on. **BL**

Reading Check

Answer:

They practiced slash-and-burn agriculture.

Assess

History ONLINE

Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Ask: **What were the main culture groups in the Americas before the arrival of Europeans?** (*Mesoamerican, Southwest, Pacific Coast, Great Plains, Mississippian, Eastern Woodlands*) **OL**

Section 1 REVIEW

Answers

- All definitions can be found in the section and the Glossary.
- They came over the land bridge known as Beringia from Asia 15,000 to 30,000 years ago.
- They began to tame and use horses for hunting and in war.
- The five nations often fought. They formed the alliance to maintain peace among themselves and to oppose their common enemy, the more powerful Huron people.
- Answers will vary. Students should note how customs and traditions were affected by geography and climate, using examples from the text.
- Southwest: farmed; Pacific Coast: fished, hunted, gathered acorns; Southeast: farmed and hunted; Great Plains: hunted and farmed; Northeast: hunted, fished, farmed
- the Seneca, Cayuga, Onondaga, Oneida, and Mohawk
- Students' reports will vary. Reports should focus on one culture group and provide information beyond what is found in the student text.

Focus

Tell students that the Columbian Exchange had unintended consequences. For example, weeds and germs new to the Americas arrived along with the intended crops and livestock.

Teach

R Reading Skill

Sequencing Have students make charts ordering the events of the Columbian Exchange. *(Possible answer: Europe: brought crops, animals, diseases; took home food, animals. Native Americans: died from diseases. Africa: people enslaved in Americas; food taken to Africa.)* **OL**

C Critical Thinking

Contrasting Have students propose an alternative to enslaved labor. Ask them to consider models that worked at least for a time in other places. *(Possible answers: prisoners in penal colonies, such as Georgia, Australia; indentured servants.)* **OL**

Additional Support

R The Columbian Exchange

The arrival of Europeans in the Americas set in motion a series of complex interactions between peoples and environments. These interactions, called the Columbian Exchange, permanently altered the world's ecosystems and changed nearly every culture around the world.

Native Americans introduced Europeans to new crops. Corn, squash, pumpkins, beans, sweet potatoes, tomatoes, chili peppers, peanuts, chocolate, and potatoes all made their way to Europe, as did tobacco and chewing gum. Perhaps the most significant import for Europeans was the potato. European farmers learned that four times as many people could live off the same amount of land when potatoes were planted instead of grain.

The Europeans introduced Native Americans to wheat, oats, barley, rye, rice, onions, bananas, coffee, and citrus fruits such as lemons and oranges. They also brought over livestock such as cattle, pigs, sheep, and chickens. Perhaps the most important form of livestock was the horse—which dramatically changed life for many Native Americans on the Great Plains.

How Did Geography Shape the Exchange?

The isolation of the Americas from the rest of the world meant that Native Americans had no resistance to diseases that were common in other parts of the world, such as influenza, measles, chicken pox, mumps, typhus, and smallpox. The consequences were devastating. Epidemics killed millions of Native Americans. This catastrophe also reduced the labor supply available to Europeans, who then turned to the slave trade, eventually bringing millions of Africans to the Americas.

Analyzing GEOGRAPHY

1. Movement What new crops were introduced in Europe from the Americas? How did these crops improve the diet of Europeans?
2. Human-Environment Interaction How did geography play a role in the spread of diseases?



Extending the Content

World Population Growth As a result of the increased number of calories in the European diet produced by the Columbian Exchange, the world population boomed in the years following 1700 at a rate faster than at any time in human history. From 1700 to 1750 the world population jumped from 610 million to 720 million. From 1750 to 1800 total population expanded from 720 million to 900 million. Despite the loss of life due to the spread of

diseases, the increased nutrition in diets offset the losses.

Assess/Close

D Differentiated Instruction

Naturalist Invite students to choose one of the elements of the Columbian Exchange and use the library or Internet resources to become a specialist on that one aspect. Have them report their findings to the class. **AL**

Analyzing GEOGRAPHY

Answers:

1. American crops included corn, squash, pumpkins, beans, sweet potatoes, tomatoes, chili peppers, peanuts, chocolate, and potatoes. Europeans could feed more people off the same amount of land by planting potatoes, and tomatoes changed Italy's cuisine.
2. Because the Americas were isolated, the inhabitants had no resistance to common European diseases. Epidemics killed millions of Native Americans.



Interdisciplinary Connection: Science

Contemporary Exchanges Invite students to find out more about the current situation with invasive species in the United States and to report on efforts to control them. You may wish to divide the class into groups, assigning each group one of the following categories: animals, aquatic species, plants, or microbes. Groups can report on the effects of invasive species on habitats and the economy and on the federal government's response. The USDA

Natural Agricultural Library Web site is a good starting point for research.

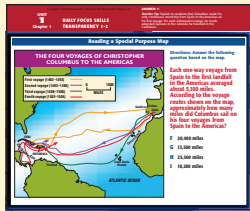


Focus



Bellringer

Daily Focus Transparency 1-2



Guide to Reading

Answers:

Exploration	Outcome
Columbus	began exploration of the Americas
Vespucci	continued exploration and mapping, and Americas are named for him
Balboa	first European to reach the Pacific coast of the Americas
Magellan	named the Pacific Ocean and led the crew that was the first to circumnavigate the globe



To generate student interest and provide a springboard for class discussion, access the Chapter 1, Section 2 video at glencoe.com or on the video DVD.

Resource Manager

Europe Begins to Explore

Guide to Reading

Big Ideas

Science and Technology The Renaissance brought about a scientific revolution that enabled Europeans to explore the world.

Content Vocabulary

- astrolabe (p. 16)
- caravel (p. 16)
- circumnavigate (p. 19)
- conquistador (p. 20)
- encomienda (p. 22)

Academic Vocabulary

- route (p. 15)
- acquire (p. 16)
- labor (p. 17)

People and Events to Identify

- Henry the Navigator (p. 16)
- Amerigo Vespucci (p. 18)
- Hernán Cortés (p. 20)
- Francisco Pizarro (p. 20)
- Samuel de Champlain (p. 23)

Reading Strategy

Organizing Complete a chart similar to the one below by filling in the outcome of each exploration listed in the chart.

Exploration	Outcome
Columbus	
Vespucci	
Balboa	
Magellan	

During the Renaissance, increased trade and new technology led Europeans to embark on overseas exploration. First, Europeans sailed around Africa to reach Asia. Later, Christopher Columbus sailed west and reached the Americas. Spain became the first European colonial power in the Americas.

European Explorations

MAIN Idea Beginning in the 1400s, Europe entered a new era of intellectual and technological advancement known as the Renaissance.

HISTORY AND YOU Have you tried food from a different culture? Read to learn how Europeans developed a taste for spices and produce from Asia.

For centuries, the Roman Empire dominated Europe, imposing a unified and stable social and political order. By A.D. 500, however, the Roman political and economic system collapsed, disconnecting western Europe from the rest of the world. Without a central authority, the region experienced a decline in trade, and the political system became more fragmented. Most people lived on manors or in villages ruled by local lords, who kept the peace only in the lands they controlled. This period, lasting from roughly A.D. 500 to 1500, is known as the Middle Ages.

Expanding Horizons

In 1095 Pope Urban II called for Christians to free their religion's holy places in the Middle East from Muslim control. The resulting Crusades brought western Europeans into contact with the Arab civilization of the Middle East. The Europeans began trading with the Arabs, and in particular, began buying luxury goods that Arab traders obtained from East Asia: spices, sugar, melons, tapestries, silk, and other items. As demand for East Asian goods increased, Italian city-states such as Venice, Pisa, and Genoa grew wealthy moving goods between the Middle East and western Europe. By 1200, Italian and Arab merchants controlled most of the trade in the eastern Mediterranean and charged high prices for the goods that western Europeans wanted.

By the 1300s, Europeans had a strong economic motive to begin exploring the world for a route to Asia that bypassed the Italian city-states and the Arab kingdoms. Yet western Europe did not have the technology or wealth to begin exploring. All that started to change in the 1400s. The rise of towns and the merchant class provided kings

R Reading Strategies

Teacher Edition

- Questioning, p. 15
- Academic Vocab, p. 17
- Act. Prior Know., p. 18
- Summarizing, pp. 20, 22
- Using Word Parts, p. 21
- Reading Charts, p. 22

Additional Resources

- Guid. Read. Act, URB p. 49

C Critical Thinking

Teacher Edition

- Ident. Cent. Issues, p. 16
- Ident. Points of View, p. 18

Additional Resources

- Interpreting Political Cartoons, URB p. 41
- Quizzes/Tests, p. 6

D Differentiated Instruction

Teacher Edition

- Kinesthetic, p. 15
- Visual/Spatial, p. 19

W Writing Support

Teacher Edition

- Expository, p. 20

S Skill Practice

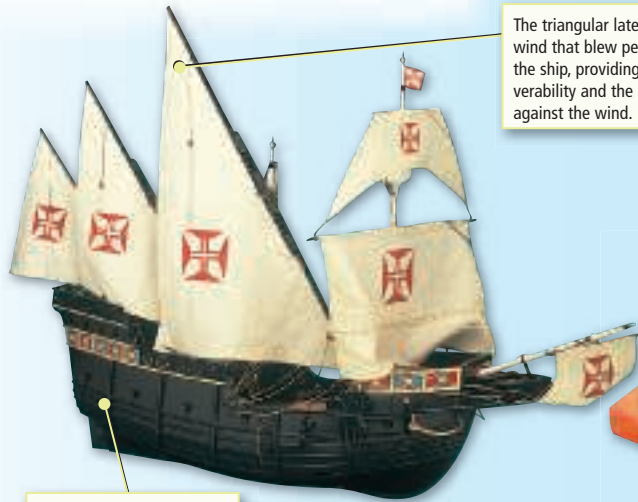
Teacher Edition

- Using Geo. Skills, p. 21

Additional Resources

- Reinforcing Skills Act., URB p. 31
- RENTG, p. 4

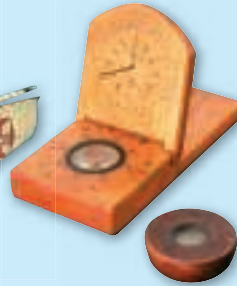
Age of Exploration New or newly discovered technologies helped launch the European age of exploration in the 1400s.



The triangular lateen sail caught wind that blew perpendicular to the ship, providing more maneuverability and the ability to sail against the wind.



▲ The astrolabe helped sailors stay on course by using the position of the sun and stars to determine time, direction, and latitude.



◀ The compass was invented by the Chinese. Made using a lodestone, it would always point to magnetic north.

Relocating the rudder to the back of the ship made it much easier to steer.

▲ The caravel was perfect for exploration. These small ships ranged from 70 to 90 feet (23 to 27 m). They were highly maneuverable and very fast. Their smaller size enabled them to sail along shallow coastlines and explore up rivers much farther than other ships.

Analyzing VISUALS

- Explaining** How did lateen sails improve navigation?
- Making Inferences** How would knowing the time help sailors navigate?

and queens with a new source of wealth they could tax. They used their armies to open up and protect trade **routes** and to enforce uniform trade laws and a common currency within their kingdoms.

The revenue from trade meant rulers in western Europe did not have to rely as much upon the nobility for support. Increasingly, they unified their kingdoms and created strong central governments. By the mid-1400s, four strong states—Portugal, Spain, England, and France—had emerged. Starting with Portugal in the early 1400s, all four began financing exploration in the hope of expanding their trade by finding a new route to Asia.

Scientific Advances

The political and economic changes that encouraged western Europeans to explore the world would not have mattered had they not

had the technology necessary to launch their expeditions. In order to find a water route to Asia, western Europeans needed navigational instruments and ships capable of long-distance travel. Fortunately, at about the same time that the new, unified kingdoms were emerging in western Europe, an intellectual revolution known as the Renaissance began as well. It quickly led to new scientific and technological advances.

Lasting from about 1350 to 1600, the Renaissance marked an artistic flowering and a rebirth of interest in ancient Greece and Rome. European scholars rediscovered the works of ancient poets, philosophers, geographers, and mathematicians. In their quest for learning, they also read the teachings of Arab scholars.

The Renaissance started with a renewed interest in the past, but it quickly led to a renewed commitment to reason, which later helped trigger a scientific revolution.

R

Teach

Reading Strategy

Questioning Explain to students that they can check their own comprehension by formulating questions about what they have read. If they do not understand an important idea, they will need to reread, review, or read on to clarify what is unclear.

BL ELL

Differentiated Instruction

Kinesthetic Have students choose a technological advancement mentioned in the section and create a display showing how the technology worked and how it was used. **OL**

Analyzing VISUALS

Answers:

- They caught winds blowing perpendicular to the ship allowing more maneuverability and sailing against the wind.
- It could help determine how far the ship had traveled and its location.

Hands-On Chapter Project Step 2

Establishing a Colony in North America

Step 2: Planning the Initial Voyage

Directions Returning to their groups, students should use library or Internet resources and their textbook to find out what types of sailing ships were available by 1610 and then select a model. Then, based on the passenger and cargo capacity of their chosen ship model, each group should make a table that includes the following

information: starting date of the voyage—remind students that they probably do not want to arrive too much before or after planting season unless they can devise other sources of food; the duration of the voyage; when they plan to arrive; the total number of colonists making the voyage; and the type and quantity of resources they will need during the voyage and for a time after they have arrived. Remind students that they need to deduct the number of crew from the total number of passengers a

ship can carry and that the total weight of the goods they want to bring cannot exceed the cargo capacity of the ship but must provide for all the colonists.

Putting It Together Have volunteers from each group explain why they included some of the specific materials, foods, weapons, tools, or resources they listed in their table. Have groups adjust their lists of resources based on the discussion with the other groups. **OL**

(Chapter Project continued in Section 3, page 25)

C Critical Thinking

Identifying Central Issues

Point out to students the importance of the caravel at this time. **Ask:** *Why was the development of the caravel so important in the development of European exploration? (It was large enough to carry 130 tons of cargo, enabling Europeans to make lengthy journeys. The ship needed little water to sail which allowed it to sail close to shore, and was small enough so that it could be beached for repairs with relative ease.)* **BL**

✓ Reading Check

Answer:

Kingdoms centralized and developed enough wealth to finance expeditions, and new technologies, such as the astrolabe, compass, and caravel, were found or developed that enabled ships to make long voyages.

Additional Support

By studying Arab texts, western Europeans **acquired** the knowledge of a key navigational instrument, the **astrolabe**—a device invented by the ancient Greeks and refined by Arab navigators. An astrolabe uses the position of the sun to determine direction, latitude, and local time. Europeans also acquired the compass from Arab traders. Invented in China, the compass reliably shows the direction of magnetic north.

Navigational tools were vital to exploration, but the most important requirement was a ship capable of long-distance travel. Late in the 1400s, European shipwrights began to outfit ships with triangular-shaped lateen sails perfected by Arab traders. These sails made it possible for ships to sail against the wind. Shipwrights also began using multiple masts with several smaller sails hoisted one above the other, which made the ships travel much faster. They also moved the rudder from the side to the stern, making ships easier to steer.

In the 1400s a Portuguese ship called the caravel incorporated all of these improvements.

C A **caravel** was a small vessel capable of carrying about 130 tons (118 t) of cargo. A caravel needed little water to sail, so it allowed explorers to venture up shallow inlets and to beach their ships to make repairs.

Portuguese Exploration

Sailing their caravels, Portuguese explorers became the first Europeans to search for a sea route to Asia. In 1419 Prince Henry of Portugal, known as **Henry the Navigator**, set up a center for astronomical and geographical studies at Sagres on Portugal's southwestern tip. He invited mapmakers, astronomers, and shipbuilders from throughout the Mediterranean world to come there to study and plan voyages of exploration.

In 1420 Portuguese explorers began mapping Africa's west coast. In 1488 a Portuguese ship commanded by Bartholomeu Dias reached the southern tip of Africa. A decade later, four ships commanded by Vasco da Gama sailed from Portugal, rounded Africa, and reached the southwest coast of India. The long-sought water route to eastern Asia had been found.

✓ Reading Check **Examining** What developments made it possible for Europeans to begin exploring the world?

African Cultures

MAIN Idea Three great empires arose in West Africa and prospered from the gold trade.

HISTORY AND YOU What are some of the valuable things countries trade today? Read how trade influenced the rise and fall of African states.

Three great empires arose in West Africa between the 400s and 1400s. All three gained wealth and power by controlling the trade in gold and salt. Between the A.D. third and fifth centuries, Arab merchants began using camels to transport salt, gold, ivory, ostrich feathers, and furs from regions south of the Sahara to North Africa. Around the northern and southern boundaries of the Sahara, large trading settlements developed. Ideas, as well as goods, traveled the African trade routes. The Muslim nomads who controlled the caravans spread Islam into West Africa as well.

The Empires of West Africa

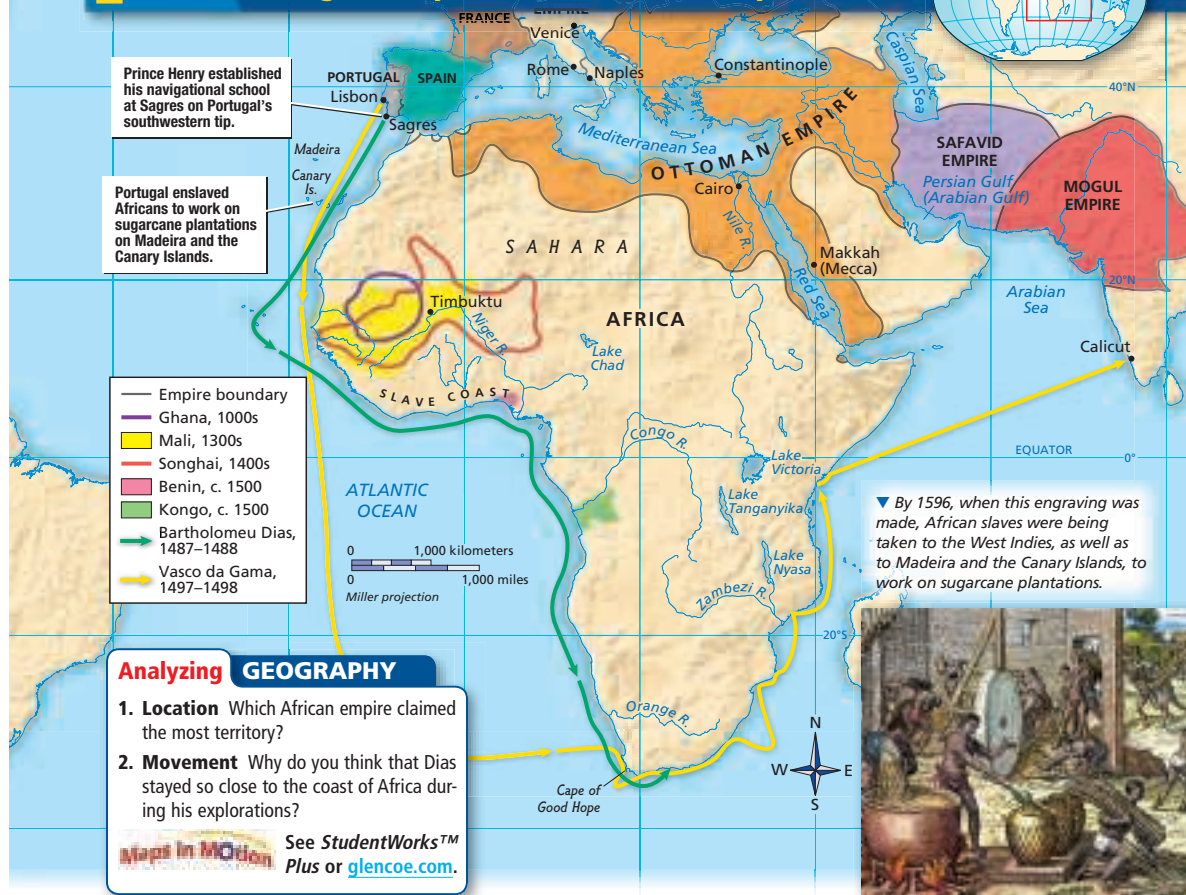
In the A.D. 400s the empire of Ghana emerged. Located between the salt mines of the Sahara and the gold mines to the south, Ghana prospered by taxing trade. Ghana became a Muslim kingdom in the 1100s, but frequent wars with the Muslims of the Sahara took their toll. Equally damaging was a decline in food production. Intensive cultivation had left Ghana's land exhausted and its farmers unable to feed its people. At the same time, new gold mines opened to the east. Trade routes to these mines bypassed Ghana and, by the early 1200s, the empire collapsed.

East of Ghana the empire of Mali arose. Mali also built its wealth and power by controlling the salt and gold trade. By the mid-1300s, Mali had extended eastward along the Niger River past the trading center of Timbuktu and westward to the Atlantic Ocean. Although the rulers and merchants of Mali adopted Islam, many of the people clung to their traditional belief in "spirits of the land," who they thought ensured the growth of their crops.

Mali reached its peak in the 1300s under the leadership of Mansa Musa. By that time, the opening of new gold mines had shifted the trade routes farther east and helped make Timbuktu a great center of trade and Muslim scholarship.

Activity: Interdisciplinary Connection

Performing Arts Have students research the influence of African music and dance on American music and dance. **Ask:** *What influence has African music and dance had on American music and dance?* Encourage students to learn about traditional African musical instruments and styles. Also suggest that students explore African music and dance through live and recorded performances. **OL**

**Analyzing GEOGRAPHY**

- Location** Which African empire claimed the most territory?
- Movement** Why do you think that Dias stayed so close to the coast of Africa during his explorations?

Along the Niger River, the empire of Songhai emerged. When Mali began to decline, the ruler of Songhai, Sonni Ali, seized Timbuktu in 1468. He then pushed north into the Sahara and south along the Niger River. According to legend, Sonni Ali's army never lost a battle. Songhai remained a powerful empire until 1591, when Moroccan troops shattered its army.

Slavery and Sugar

As in other parts of the world, slavery existed in African society. Most of the people enslaved in African societies had been captured in war. Most African societies would either ransom captives back to their people or absorb them

into their own society. West African slavery began to change with the arrival of Arab traders, who exchanged horses, cotton, and other goods for enslaved people.

Sugar growers from Spain and Portugal also sought enslaved Africans. In the 1400s Spain and Portugal established sugarcane plantations on the Canary and Madeira Islands. The climate and soil there were favorable for growing sugarcane, a crop that requires much manual **labor**. Sugarcane must be chopped with heavy knives. Sugar growers brought in enslaved Africans to do the work.

Reading Check **Analyzing** Why did Europeans begin to acquire enslaved Africans?

**R Reading Strategy**

Academic Vocabulary Have students locate and then read the sentence that includes the academic vocabulary term *labor*.

Ask: What is a synonym for the word *labor*? Invite volunteers to use the word *labor* in a sentence of their own. **BL ELL**

Analyzing GEOGRAPHY**Answers:**

- Songhai
- Since no European had been that far down the African coast before and there were no maps, Dias probably did not want to venture too far from land.

Reading Check**Answer:**

They began to grow sugarcane, a crop that required massive numbers of workers to produce.

Additional Support**Activity: Technology Connection**

Using Geography Skills Have students locate Sagres on the map on this page. This is the site where Prince Henry the Navigator established the headquarters for his school of navigation. Scholars came to the school to teach and study. Captains of successful voyages brought back nautical knowledge and taught of the Atlantic currents, wind systems, and cartography. **Ask:** Why do you think Henry established his school at

this point? Then ask: Why do you think that the Portuguese began their explorations down the coast of Africa and not across the Atlantic Ocean? (The coast of Africa was close to Portugal, and it was safer to explore along a coast, close to shore, rather than to set off across an ocean when no one knew how wide it was.)

Have students work in groups to research the voyages of discovery sponsored by

Henry. Students should prepare a brief narrative of a voyage of discovery, and how technology made the voyage possible. **OL**

R Reading Strategy**Activating Prior Knowledge**

Before students begin to acquire new information, prepare them by bringing to mind what they already know about Christopher Columbus. **Ask:** *How did Columbus pay for his explorations? What was the goal of his first exploration? How many voyages did he make? What were some effects of his “discoveries”?* Use these questions to encourage students to think about the topic and share ideas. As they read the section, have them locate the answers to these and other questions. **BL**

C Critical Thinking**Identifying Points of View**

Ask students to express their opinion about who “discovered” America. Have them discuss the appropriateness of the word *discovered* in this context. **Ask:** *Is it always wrong to use that word, or does it depend on a particular point of view?* (Answers will vary; accept all reasoned responses.) **OL**

Additional Support**Exploring America**

MAIN Idea Spain led in the early European exploration and colonization of the Americas.

HISTORY AND YOU Do you know how your community got its name? Read to find out how the names for Florida and the Pacific Ocean came about.

By the 1400s, most educated Europeans knew that the world was round. On European maps of the time, only the Mediterranean, Europe, the Middle East, and Africa’s northern coast were shown in any detail. At that time, Europeans rediscovered the works of Claudius Ptolemy, written in the A.D. 100s. His *Geography* became very influential. His basic system of lines of latitude and longitude is still used today.

European mariners also consulted the work of a twelfth-century Arab geographer named al-Idrisi. In 1154 al-Idrisi published a geographical survey of as much of the world as was then known to Europeans and Arabs. By studying the maps of Ptolemy and al-Idrisi, Western mariners finally obtained a reliable idea of the geography of the eastern African coast and the Indian Ocean.

Spain Claims America

Despite its usefulness, Ptolemy’s *Geography* seriously underestimated the size of the earth. Basing his own calculations on Ptolemy’s, Italian mariner Christopher Columbus predicted with wild optimism that “the end of Spain and the beginning of India are not far apart.”

Columbus needed financial backing to make a voyage across the Atlantic to Asia. For six years he tried to persuade various European rulers to fund his expedition. Finally, in 1492, Spain’s King Ferdinand and Queen Isabella agreed to finance his venture.

Columbus and his three ships—the *Niña*, the *Pinta*, and the *Santa Maria*—left Spain in August 1492. He sailed westward across the uncharted Atlantic until he reached the Bahamas in October. He probably landed on present-day San Salvador Island. There, Columbus encountered the Taino people. He called them “Indians” because he thought he had reached the fabled Indies. He then headed farther into the Caribbean, searching for gold. He found the islands of Cuba and Hispaniola.

In March 1493 Columbus made a triumphant return to Spain with gold, parrots, spices, and Native Americans. Ferdinand and Isabella were pleased with Columbus’s findings and prepared to finance further expeditions. However, they were now involved in a competition with Portugal, which had claimed control over the Atlantic route to Asia. To resolve the rivalry, the two nations appealed to the pope. In 1493 Pope Alexander VI established a line of demarcation, an imaginary line running down the middle of the Atlantic. Spain would control everything west of the line; Portugal would control everything to the east.

In 1494, in the Treaty of Tordesillas, the demarcation line was approved by both countries. The treaty confirmed Portugal’s right to control the route around Africa to India. It also confirmed Spain’s claim to most of the Americas.

In the meantime, Columbus headed back across the Atlantic with 17 ships and over 1,200 Spanish colonists. Later, they accused Columbus of misleading them with false promises of gold, and many of them headed back to Spain to complain.

Hoping to find more gold and save his reputation, Columbus began exploring Hispaniola. He discovered enough loose gold to make mining worthwhile. He then decided to enslave the local Taino people and force them to mine gold and plant crops.

In 1496 Columbus returned to Spain. In the meantime, his brother Bartholomew founded a town named Santo Domingo on the south coast of Hispaniola, closer to the gold mines. Santo Domingo became the first capital of Spain’s empire in America. Columbus made two more trips to America, mapping part of the coastline of South America and Central America. He died without obtaining the riches he had hoped to find.

Naming America In 1499 an Italian named **Amerigo Vespucci**, sailing under the Spanish flag, repeated Columbus’s attempt to sail west to Asia. Exploring the coast of South America, Vespucci, like Columbus, assumed he had reached outermost Asia. In 1501 he made another voyage, this time for Portugal. After sailing along the coast of South America, he realized that this landmass could not be part of Asia. In 1507 a German mapmaker proposed that the new continent be named *America* for “Amerigo, the discoverer.”

Activity: Technology Connection

Longitude Explain to students that although people figured out how to determine latitude almost 1,000 years ago, longitude was a tougher problem to solve and no one really did so until the eighteenth century. **Ask:** *Why was knowing longitude necessary, and how was the problem of determining longitude solved?* Have students research the history of longitude and write a short report on the technology

that was developed to help sailors determine their east-west position. **OL**

Turning Point

▶ Although no images of Christopher Columbus exist from his lifetime, this painting from about 1525 is considered to be the closest likeness.



Columbus Arrives in America

Columbus's first voyage to the Americas was a major turning point in world history. For Europeans, it opened up new areas of exploration and discovery, and provided vast wealth through trade. The event was devastating, however, for native peoples of the Americas whose cultures were changed or destroyed by war, disease, and enslavement.

ANALYZING HISTORY Describe one positive and one negative effect of Columbus's voyage to the Americas.

▲ The Landing of Columbus was painted by American artist Albert Bierstadt in 1892, the year of the 400th anniversary of Columbus's arrival in North America. Note that the artist portrayed the indigenous people as shrouded in darkness and shadow, emerging to kneel worshipfully before the Europeans, who bring with them the "light" of civilization. Unfortunately, the arrival of Europeans did more to destroy the indigenous cultures than to enlighten them.

Later Spanish Expeditions In 1513 the Spanish governor of Puerto Rico, Juan Ponce de León, sailed north. Legend has it that he was searching for a fountain that could magically restore youth. He never found the fabled fountain, but he did discover a land full of blooming wildflowers and fragrant plants. He claimed the area for Spain and named it *Florida*, which means "land of flowers."

Spanish explorers continued to search for a passage to China and India. In 1510 Vasco de Balboa, a planter from Hispaniola, founded a colony on the Isthmus of Panama. After hearing tales of a "south sea" that led to an empire of gold, he hacked his way across steamy, disease-ridden jungles and swamps until he reached the opposite coast. There, in 1513,

Balboa became the first European to reach the Pacific coast of America.

In 1520 Ferdinand Magellan, a Portuguese mariner working for Spain, discovered the strait later named for him at the southern tip of South America. After navigating its stormy narrows, he sailed into the ocean Balboa had seen. Its waters seemed so calm that Magellan named it *Mare Pacificum*, Latin for "peaceful sea"—the Pacific Ocean. Although Magellan was killed in the Philippine Islands, his crew continued west, arriving in Spain in 1522. They became the first known people to **circumnavigate**, or sail around, the globe.

Reading Check Describing What were the results of Columbus's voyages across the Atlantic?

D Differentiated Instruction

Visual/Spatial Have visual learners trace and label the voyages of Juan Ponce de León, Vasco de Balboa, and Ferdinand Magellan on a world map or on a globe using colored push pins. **BL**

Turning Point

Answer:

Student answers should provide examples based on the feature or the section content.

✓ Reading Check

Answer:

Spain claimed most of Central and South America; Native Americans were conquered and enslaved or died of disease; other explorers came, such as Magellan who circumnavigated the globe. The pope established a line of demarcation, splitting the newly discovered territories between Spain and Portugal.

Extending the Content

Adventures and Consequences The consequences of the diseases Europeans unwittingly brought to the Americas were devastating to Native Americans. Some groups suffered a 90 percent population loss in the first century after European contact. This catastrophe reduced the labor supply available to Europeans in the Americas, who then turned to enslaving Africans. Thus, modern slavery in the

Western Hemisphere is traceable in part to the Columbian Exchange.

Another adventurer seeking a route to India, Pedro Álvares Cabral, ended up landing along the coast of South America in present-day Brazil. One of the plants he transported back to Portugal was a hardwood tree known as brazilwood. The core of the tree produced bright red dye used by clothmakers. The color became favored

among the wealthiest Europeans. The French especially valued the dye and French traders were soon competing with the Portuguese to supply the demand. Largely due to the brazilwood trade, the Portuguese government established permanent settlements in present-day Brazil to deter the French from making claims there.

W Writing Support

Expository Writing Have students select a person mentioned in this section and do research to write a biography of him or her. You may want to encourage students to work in groups to plan and write their biographies so that there is no duplication and then have students create a class booklet or a Web site titled *Biographies of Spanish America*.

OL

Additional Support

Teacher Tip

Collaborative Learning This activity requires students to work individually and then with a partner and to complete several distinct steps. To provide extra support to English language learners, pair them with students who are proficient with reading in the English language.

New Spain

MAIN Idea After defeating the Aztec Empire, the Spanish established the colony of New Spain.

HISTORY AND YOU Have you seen unusual animals at the zoo? Read how one Spanish explorer went looking for gold but found only “shaggy cows.”

In 1519 a Spaniard named **Hernán Cortés** sailed from Cuba to explore the Yucatán Peninsula with 11 ships, 550 men, and 16 horses. Soon after arriving, thousands of warriors attacked Cortés’s party. Although outnumbered, the Spanish had superior weapons. Their swords, crossbows, guns, and cannons quickly killed more than 200 warriors. As a peace offering, the Native Americans gave Cortés 20 women, including Malinche, who helped translate for Cortés. He had her baptized and called her Doña Marina.

From local rulers, Cortés learned that the Aztec had conquered many people and were at war with others, including the powerful Tlaxcalan. Cortés wanted the Tlaxcalan to join him against the Aztec. His army helped him gain their support. The local people had never seen horses before. Their foaming muzzles and glistening armor astonished them. Equally amazing were the “shooting sparks” of the Spanish cannons. Impressed, the Tlaxcalan agreed to ally with Cortés against the Aztec.

Meanwhile, the Aztec emperor Montezuma was worried. He believed in a prophecy that Quetzalcóatl—a fair-skinned, bearded deity—would someday return to conquer the Aztec. Montezuma did not know if Cortés was Quetzalcóatl, but he sent envoys promising a yearly payment to the Spanish king if Cortés halted his advance. Cortés refused to stop.

With the Spanish and Tlaxcalan heading toward him, Montezuma tried to ambush them at the city of Cholula. Warned in advance, the Spanish struck first, killing over 6,000 Cholulans. Believing Cortés was unstoppable, Montezuma allowed the Spanish troops to enter Tenochtitlán peacefully.

Defeat of the Aztec

Sitting on an island in the center of a lake, the city of Tenochtitlán impressed the Spanish. Larger than most European cities, Tenochtitlán had more than 200,000 residents

and an elaborate system of canals. In the central plaza, a large double pyramid and a huge rack displayed thousands of human skulls.

Surrounded by thousands of Aztec, Cortés decided to take Montezuma hostage. Montezuma did not resist. Following orders from Cortés, he stopped all human sacrifices and had statues of the Aztec gods replaced with Christian crosses and images of the Virgin Mary. Aztec priests were furious and organized a rebellion in early 1520. The battle raged for days before the Spanish retreated to Tlaxcala. Over 450 Spaniards and more than 4,000 Aztec had died, including Montezuma.

Meanwhile, smallpox erupted in the region, devastating the defenders of Tenochtitlán. As one Aztec recounted:

PRIMARY SOURCE

“While the Spaniards were in Tlaxcala, a great plague broke out here in Tenochtitlán. . . . Sores erupted on our faces, our breasts, our bellies; we were covered with agonizing sores from head to foot. The illness was so dreadful that no one could walk or move.”

—from *The Broken Spears: The Aztec Account of the Conquest of Mexico*

In 1521 Cortés returned with reinforcements and destroyed Tenochtitlán. On its ruins, the Spanish built Mexico City, which became the capital of the colony of New Spain. Cortés then sent several expeditions to conquer the rest of Central America. The men who led these expeditions became known as **conquistadors**, or “conquerors.”

New Explorations In 1526 Spanish explorer **Francisco Pizarro** reached Peru. Six years later he returned with a small band of infantry. With superior weapons, Pizarro’s force plundered the wealthy Inca Empire.

The Spanish had heard tales of the Seven Golden Cities of Cibola, rumored to exist north of New Spain. In 1540, hoping to find Cibola, Francisco Vázquez de Coronado led an expedition northward and explored the region between the Colorado River and the Great Plains. Instead of cities of gold, however, Coronado found only windswept plains and “shaggy cows,” as he described the buffalo.

Activity: Collaborative Learning

Using Think-Write-Pair-Share This strategy engages students in their subject matter through discussions. Have students think silently about what they know concerning the influence of the Spanish and French colonies in the Americas. Ask them to write down three to five influences these colonies had. Then have students pair up and share their ideas with a partner. Then conclude with a class share discussion.

Ask: What impact did the Spanish and French have in the Americas? (Answers will vary, but should be supported by information from the text.) **OL**



Meanwhile, Hernando de Soto led an expedition into the region north of Florida, exploring parts of what are today North Carolina, Tennessee, Alabama, Arkansas, and Texas. As they crisscrossed the region, the Spanish killed many local people and raided their villages for supplies. De Soto became ill and died; soon after, his men abandoned the mission and headed home.

Settling the Southwest Because no gold or other wealth was found north of New Spain, Spanish settlement of the region was slow. It was not until 1598 that settlers, led by Juan de Oñate, pushed north of the Rio Grande. When they finally reached the Rio Grande, the survivors organized a feast to give thanks to God.

This “Spanish Thanksgiving” is still celebrated each April in El Paso, Texas.

The Spanish gave the name New Mexico to the territory north of New Spain. Throughout the region, they built forts called presidios to protect settlers and serve as trading posts. Despite these efforts, few Spaniards settled in the harsh region. Instead, the Catholic Church began colonizing the Southwest.

In the 1600s and 1700s, Spanish priests built missions and spread the Christian faith among the Navajo and Pueblo peoples of the Southwest. Beginning in 1769, missionaries, led by Franciscan priest Junípero Serra, took control of California by establishing a chain of missions from San Diego to just north of San Francisco.

S Skill Practice

Using Geography Skills Have students trace the route of each explorer on the map and then use their own words to describe the places that person visited. **BL**

R Reading Strategy

Using Word Parts Write on the board the words *mission* and *missionaries*. Underline the common word part, *mission*, in both words. **Ask:** What do missionaries have to do with a mission? (Missionaries are religious people who set up a mission to convert others to their beliefs.) **BL ELL**

Analyzing GEOGRAPHY

Answers:

1. Coronado
2. the west coast; Answers may vary. Some students may suggest the location was related to the Spanish territorial rights under the line of demarcation.

Additional Support

Activity: Interdisciplinary Connection

Statistics Have interested students work together to create a fact or fiction survey based on the material in this section or in the chapter. Prepare copies of the survey and have each student obtain at least five completed surveys from friends and family members. Score the surveys and create a graph showing the results. Use the graph as the basis for a classroom discussion about

the level of knowledge most Americans have about the exploration and settlement of the Americas. **AL**

R₁ Reading Strategy

Summarizing Have students summarize the intended purpose of the *encomienda* system and how it led to the abuse of Native Americans. **OL**

R₂ Reading Strategy

Reading Charts Have students study the pyramid chart of society in New Spain. **Ask:** What was the important criterion that determined into which level of colonial society you would be born? (It depended on how recently one or both parents had lived in Spain.) **OL**

People IN HISTORY

Answer:

The *encomienda* system gave the *encomenderos* official power and authority over Native Americans that they might not have had otherwise. Ending that control would help to end the abuses.

Reading Check**Answer:**

They found silver in Mexico and then set up cattle ranches to feed the many mine workers.

Bartolomé de Las Casas
1474–1566

In the years following the Spanish conquest, many people began to protest against the abuses of the *encomienda* system. Among them was Bartolomé de Las Casas, Bishop of Chiapas. In 1502 Las Casas traveled to Hispaniola and was horrified by what he saw. The Spanish tortured, burned, and cut off the hands and noses of Native Americans to force them to obey.

Las Casas maintained that the Church and the king had a duty to protect Native Americans. In this view, he had the support of the pope who declared the Native Americans should not be enslaved. Las Casas wrote several books that were widely read in Europe, describing the treatment of the Native Americans. In response, the Spanish government stopped granting *encomiendas* and banned Native American slavery. Slowly, as *encomiendas* died without heirs, the *encomienda* system came to an end. However, Las Casas died outraged. “Surely,” he wrote in his will, “God will wreak his fury and anger against Spain some day for the unjust wars waged against American Indians.”

Why did the Spanish government think that ending the *encomienda* system was a way to stop the abuses of Native Americans?



Peninsulares, people of Spanish birth, leaders of the government and church, and landowners

Criollos, born in the colonies to Spanish parents, wealthy merchants, government officials, and landowners

Mestizos, people of Spanish and Native American parentage, artisans, farmworkers

Native Americans, Africans, people of mixed ancestry, poor, servants, often enslaved, physical labor on farms and in mines

R₂

The priests and missionaries in California forced the mostly nomadic Native Americans to live in villages near the missions. In New Mexico, the priests and missionaries adapted their efforts to fit into the lifestyle of the Pueblo peoples. They built churches near where the Pueblo people lived and farmed.

The Spanish priests tried to end traditional Pueblo religious practices that conflicted with Catholic beliefs. Some priests beat and whipped Native Americans who defied them. In response, a Pueblo religious leader named Popé organized an uprising in 1680. Some 17,000 warriors destroyed most of the missions in New Mexico. It took the Spanish more than a decade to regain control of the region.

Spanish American Society

R₁ Cortés rewarded his men by giving them control of some towns in the Aztec Empire. This became the *encomienda* system. Each Spaniard deserving a reward was made an *encomendero*, or commissioner, and was given control over a group of villages. Villagers paid their *encomendero* a share of the harvest and also worked part-time for him for free. The *encomendero* was supposed to protect them

and convert them to Christianity. Sadly, many *encomenderos* abused their power and worked the Native Americans to death.

New Spain had a highly structured society based on birth, income, and education. At the top were *peninsulares*, those who were born in Spain. They held the top government and church positions. Next were the *criollos*—those born in the colonies to Spanish parents. Many *criollos* were wealthy, but they held slightly lesser positions. Next came the *mestizos*, people of Spanish and Native American parentage. Their social status could vary, but most were poor and relegated to the lowest class, along with people of other mixed ancestry, Native Americans, and Africans. These people provided most of the labor for New Spain’s farms, mines, and ranches.

In the 1540s the Spanish discovered silver ore in northern Mexico and set up mining camps using Native American labor. Work in the dark, damp mineshafts was very difficult. Explosions and cave-ins killed many miners. Others died from exhaustion. To feed the miners, the Spanish established large cattle ranches called haciendas.

Writing Prompt **Describing** Why did the Spanish set up mines and cattle ranches in Mexico?

Extending the Content

Background Las Casas was following his own conscience in his protests against the *encomienda* system but he also was carrying out the dictates of his superior, the pope. Pope Paul III had declared, “The said Indians are by no means to be deprived of their liberty or the possessions of their property...nor should they in any way be enslaved.” Since the pope had made this declaration, it was the official policy of the

Roman Catholic Church. **Ask:** How did the Catholic Church take moral leadership over the treatment of Native Americans? (Answers will vary, but students will probably recognize that the Church did not approve of how the Spanish treated Native Americans, at least under the *encomienda* system and was powerful enough to be taken seriously.)

New France

MAIN Idea France claimed a vast territory in North America, but its colony had a small French population.

HISTORY AND YOU Did you know that one-third of Canadians speak French? Read to learn about French settlements in North America.

In 1524 King Francis I of France sent Giovanni da Verrazano to find the Northwest Passage—the hoped-for northern route through North America to the Pacific. Verrazano explored the Atlantic coast from North Carolina to Newfoundland, but found no sign of a passage. Ten years later, Jacques Cartier made three trips to North America, exploring and mapping the St. Lawrence River.

In 1602 King Henry IV of France authorized a group of French merchants to establish a colony. The merchants hired **Samuel de Champlain** to help them. In 1608 Champlain founded Quebec, which became the capital of the colony of New France.

The company that founded New France wanted to make money from the fur trade, so they did not need settlers to clear the land and build farms. As a result, the colony grew slowly. Most of the fur traders preferred to make their homes among the Native Americans with whom they traded. Jesuit missionaries, known as “black robes,” likewise lived among the local people. In 1663 King Louis XIV made New France a royal colony and sent 4,000 new settlers. By the 1670s, New France had nearly 7,000 people, and by 1760, more than 60,000.

As their colony grew, the French continued to explore North America. In 1673 a fur trader named Louis Joliet and a Jesuit priest named Jacques Marquette began searching for a waterway the Algonquian people called the “big river.” The two men finally found it—the Mississippi. In 1682 René-Robert Cavelier de La Salle followed the Mississippi all the way to the Gulf of Mexico, becoming the first European to do so. He claimed the region for France and named the territory Louisiana in honor of Louis XIV.

The geography of the lower Mississippi hindered settlement. The oppressive heat caused food to spoil quickly and mosquito-filled swamps made the climate unhealthy. The first permanent French settlement in the region was Biloxi, founded in 1699. Mobile, New Orleans, and several forts followed. The French in Louisiana realized that the crops that could be grown there, such as sugar, rice, and indigo, required abundant labor. As a result, they began importing enslaved Africans to work on their plantations.

The Spanish had always been concerned about the French in North America. Indeed, they founded St. Augustine, Florida, in 1565 to counter French settlement attempts in what became the Carolinas. St. Augustine prospered and became the first permanent town established by Europeans in what is today the United States. The arrival of the French at the mouth of the Mississippi River convinced the Spanish in 1690 to build their first mission in East Texas, San Francisco de los Tejas. Spanish settlers arrived in 1716 to secure Spain’s claim and block French expansion in the area.

Reading Check **Explaining** Why do you think the French established forts and settlements in Louisiana?

Section 2 REVIEW

Vocabulary

1. **Explain** the significance of: astrolabe, caravel, Henry the Navigator, Amerigo Vespucci, circumnavigate, Hernán Cortés, conquistador, Francisco Pizarro, *encomienda*, Samuel de Champlain.

Main Ideas

2. **Examining** What led Europeans to begin exploring in the 1400s?
3. **Identifying** On what did African kingdoms base their wealth and power?
4. **Explaining** How did the Americas receive that name?
5. **Organizing** Use a graphic organizer similar to the one below to list characteristics of Spanish colonies in the Americas.



6. **Explaining** Why was New France so sparsely populated?

Critical Thinking

7. **Big Ideas** How did scientific advancements affect geographic knowledge?
8. **Analyzing Visuals** Study the photograph of the mission on page 21. How did the Catholic Church contribute to the Spanish settlement in North America?

Writing About History

9. **Descriptive Writing** Take on the role of a sailor on Columbus’s first voyage to the Americas. Write a journal entry about the Caribbean islands you explore.

History ONLINE

Study Central™ To review this section, go to glencoe.com and click on Study Central.

23

Reading Check

Answer:

Answers may include to claim and establish control of the Mississippi river; to protect claims from the Spanish

Assess

History ONLINE

Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Ask: **What were the effects of European exploration on Native Americans, Africans, and Europeans?** (*Native Americans died in the millions from disease, war, and enslavement. Africans prospered through trade, but also suffered mass enslavement by Europeans. Europeans suffered from diseases native to the Americas, but also benefited from the conquest of Native American cultures and their wealth.*) **OL**

Section 2 REVIEW

Answers

1. All definitions can be found in the section and the Glossary.
2. European rulers desired their own trade with Asia to bypass the high costs charged by Muslim and Italian traders. Technological advances and the rise of strong and wealthy rulers made exploration possible.
3. the gold and salt trades
4. Vespucci suggested that the newly discovered land was not part of Asia. In 1507, a German mapmaker proposed that the new continent be named *America*, for “Amerigo, the discoverer.”
5. built forts called *presidios*; Catholic Church a primary force that built missions and spread the Christian faith; highly structured society; *encomienda* system used to organize and govern territory
6. The backers of the colony wanted to focus on the fur trade. So most people were there for the furs and spent their time in the forests trapping with Native Americans, not building and living in settlements.
7. made it possible for explorers to map the coastline of Africa, travel to Asia and the Americas, and circumnavigate the globe
8. They established missions to convert Native Americans to Catholicism and teach European culture, and they also enslaved and controlled the local native people.
9. Students’ journal entries will vary but should include a thoughtful discussion of what Columbus and his men might have seen in the Caribbean on the first voyage.



Focus



Bellringer

Daily Focus Transparency 1-3



Guide to Reading

Answers:

food shortages, lawlessness, sickness, the location was low, swampy, colonists did not know how to hunt, fish, or farm, some would not do menial labor, there was a lack of consensus and leadership

Section
Spotlight Video

To generate student interest and provide a springboard for class discussion, access the Chapter 1, Section 3 video at glencoe.com or on the video DVD.

Resource Manager

Section 3
Founding the Thirteen Colonies

Guide to Reading

Big Ideas

Geography and History The headright system provided English settlers with a new way to acquire more land.

Content Vocabulary

- joint-stock company (p. 25)
- privateer (p. 26)
- headright (p. 27)
- proprietary colony (p. 27)
- heretic (p. 29)

Academic Vocabulary

- migration (p. 24)
- grant (p. 26)

People and Events to Identify

- Jamestown (p. 26)
- Powhatan Confederacy (p. 26)
- John Winthrop (p. 29)
- Roger Williams (p. 30)
- Anne Hutchinson (p. 30)
- Henry Hudson (p. 31)

Reading Strategy

Organizing Complete a graphic organizer similar to the one below by listing the problems faced by the Jamestown colonists.

Jamestown's Troubles



England was late to establish colonies in the Americas. Joint-stock companies established the first English colonies with the intention of making profits. Many settlers, however, went to the Americas to escape religious persecution.

England's First Colonies

MAIN Idea While Spain was establishing an overseas empire in the 1500s, England was distracted by problems at home.

HISTORY AND YOU Religion and politics were inseparable in the 1500s and led to many conflicts. Can you think of some religious-based conflicts in the world today? Read on to learn how the Reformation divided Europe.

The first English expedition to arrive in North America was led by Italian navigator John Cabot. In 1497 Cabot sailed to present-day Nova Scotia, hoping to discover a sea route through North America to China. For the next 80 years, the English made no effort to settle in America. Cabot had found no riches that would spur **migration**. In the late 1500s, religious, economic, and political changes encouraged the founding of the first English colonies in North America.

The Protestant Reformation

At the time Cabot sailed to America, most of western Europe was Roman Catholic. This unity began to break apart in 1517, when a German monk named Martin Luther published an attack on the Church, accusing it of corruption. Luther's call for reform launched the Protestant Reformation. The Catholic Church excommunicated, or expelled, Luther, but his ideas continued to spread.

In England the rebellion against Catholicism began in 1527, when Henry VIII asked the pope to annul his marriage to Catherine of Aragon. The pope refused. Infuriated, Henry broke with the Church and declared himself the head of England's church. He then arranged his own divorce. The new church, the Anglican Church, was Protestant, but its organization and rituals retained many Catholic elements.

Some English people supported the new church, but others wanted to go further. Puritans wanted to "purify" the Anglican Church of any remaining Catholic elements. They also disapproved of the monarch having the power to appoint bishops to run the church. In their view, each congregation should elect its own leaders.

The Puritan cause suffered a serious setback in 1603, when James I became king. Although King James was Protestant, he refused to tolerate any changes in the structure of the Anglican Church. James's

R Reading
Strategies

Teacher Edition

- Sequencing, p. 26
- Using Word Parts, p. 27
- Analyzing Text Structure, p. 29
- Predicting, p. 31

Additional Resources

- American Lit. Read., URB p. 13
- Guid. Read Act, URB p. 50

C Critical
Thinking

Teacher Edition

- Making Inferences, p. 30

Additional Resources

- History Simulations and Prob. Solv. Act., URB p. 9
- Quizzes/Tests, p. 7

D Differentiated
Instruction

Teacher Edition

- EL/Special Ed., p. 27
- EL, p. 32

Additional Resources

- American Art and Music Act., URB p. 39
- Diff. Inst. Act., URB p. 23

W Writing
Support

Teacher Edition

- Expository, pp. 25, 29
- Descriptive Writing, p. 31

S Skill
Practice

Teacher Edition

- Using Geo. Skills, pp. 28, 32

Additional Resources

- Time Line Act., URB p. 33
- RENTG, p. 8

The Causes of English Settlement in America

Three major factors led the English to found colonies in the Americas.

RELIGIOUS PERSECUTION



◀ English Puritans and non-Anglicans faced prejudice and legal harassment. Many fled to North America where they could worship as they wished.

ECONOMIC CHANGES



▲ The enclosure movement displaced thousands of tenant farmers. Many English leaders thought that having colonies would help absorb England's unemployed people.

RIVALRY WITH SPAIN



◀ The Protestant English wanted to share the riches of the Americas that Catholic Spain was monopolizing.

Analyzing VISUALS

- Determining Cause and Effect** How did England's rivalry with Spain drive the nation to establish new colonies in North America?
- Explaining** Why did religious groups found colonies?

refusal to reform the Anglican Church eventually caused many Puritans to leave England—some for America.

Economic Changes in England

Economic changes in England also created a motive to found colonies in America. Traditionally, English nobles who owned large estates rented their land to tenant farmers. In the 1500s, however, a large market for wool cloth developed. Landowners discovered they could make more money by evicting their tenants, enclosing the land, and raising sheep. This left thousands of tenant farmers homeless and destitute. At the same time, England's population was rising rapidly in the 1500s. Many English leaders concluded that colonies

were necessary to provide land and work to the kingdom's rising number of unemployed.

The wool market had another impact on American settlement. To market their woolen goods, some merchants began organizing **joint-stock companies**. By joining together and issuing stock, merchants were able to raise large amounts of money to fund major projects. Joint-stock companies could also afford the cost of setting up colonies in other parts of the world.

England Returns to America

Hoping to share in the lucrative trade with Asia, English merchants also began searching for a water route through North America to Asia. England's new interest in the Americas contributed to its growing rivalry with Spain. England was the leading Protestant power, while Spain remained strongly Catholic.

Teach

Writing Support

Expository Writing Ask students to take on the role of an ordinary English person in the early period of North American colonization and, based on the information about economic and religious issues in England, write a letter to a family member explaining their reasons for emigrating to the colonies. **OL**

Analyzing VISUALS

Answers:

- Because England wanted greater riches to compete with Spain and also naval bases from which to attack Spanish shipping, England was driven to establish new colonies in North America.
- They wanted to emigrate so that they could worship as they wished.

Hands-On
Chapter Project
Step 3

Establishing a Colony in North America

Step 3: Governing the Colony in North America

Directions Returning to their groups, students should review their plans, lists, and map. Using their textbook as a reference, have groups agree on the purpose of their colonies—for example, do they want to achieve religious freedom or to make money? They should also determine the

type of colony—will it be a joint-stock venture, a proprietary colony, or a royal colony?

Then using the textbook and reference resources, have students create a governing document for their colony, similar to the *Mayflower Compact*. As they work to draft their document, students should consider the purpose and type of colony, some basic aspects of English law, ideas about land distribution, as well as the circumstances and the needs of an isolated community.

Putting It Together Have volunteers from each group present the group's governing document to the class. Discuss the strengths and weaknesses of each document as a class. Have groups revise their governing documents, as necessary, based on ideas that came up during the class discussion. **OL**
(Chapter Project continued in Section 4, p. 35)

R Reading Strategy**Sequencing Information**

Have students create a diagram or time line of English monarchs, from Henry VIII through George II. Final products should include the start and end dates of each reign and the North American colonies established during each monarch's rule. **BL**

People IN HISTORY

In 1614, John Smith continued his adventures, exploring and mapping for the Plymouth Company the region he named New England.

Answer:

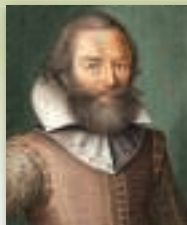
He led the Jamestown settlement successfully and established a foothold for England in North America. He promoted colonization of Virginia when he returned to England.

Additional Support**Captain John Smith**
1580–1631

John Smith had a lifetime of adventures before he set foot in Virginia. Smith began his career as a soldier, fighting for the Dutch in their war against Spain. He later fought with the Austrians against the Turks in eastern Europe. Smith was a prolific writer, and many details about his life come from his own accounts.

After returning to England, Smith joined the expedition that settled Jamestown. He quickly began exploring the region and trading with the local Native Americans. It was on one such expedition that Smith later claimed he was taken prisoner by Chief Powhatan and that Pocahontas saved him from being killed. After Smith became president of Jamestown in 1608, he instituted rigid discipline. He required all members of the colony to work, declaring “he that does not worke shall not eate.” Smith’s rules led to fewer deaths. In 1609 he returned to England, where he continued to promote colonization of Virginia.

How did Smith contribute to English efforts to colonize America?



▲ Captain John Smith helped save early Jamestown by trading with the local Native Americans.

When the Spanish tried to suppress Protestantism in the Netherlands, the Dutch rebelled. To help the Dutch, Queen Elizabeth I allowed English **privateers** to attack Spanish ships. Privateers are privately owned ships licensed by the government to attack ships of other countries.

To attack Spanish ships in the Caribbean, Elizabeth’s advisers recommended that England establish outposts in the Americas. Elizabeth agreed, but the early attempts at colonization were not promising.

In 1578 and 1583 Sir Humphrey Gilbert tried to create a colony but failed. After Gilbert was lost at sea, his half-brother, Walter Raleigh, sent two ships to scout the American coastline. Along the outer banks of what is now North Carolina, the ships found an island the Native Americans called Roanoke. Impressed, Queen Elizabeth knighted Raleigh, who had named the colony Virginia—in honor of Elizabeth, “the Virgin Queen.”

Raleigh sent settlers to Roanoke Island twice, once in 1585 and again in 1587. The first group returned to England after a difficult winter. The fate of the second group is unknown. When English ships arrived in 1590, the colonists had vanished.

The Chesapeake Colonies

In 1606 King James I **granted** a charter to a new company—the Virginia Company—giving its stockholders permission to start colonies in Virginia. The company sent three small ships and 144 men to Virginia in late 1606. After a difficult trip, the ships sailed into Chesapeake Bay in the spring of 1607. The 104 men who survived the trip founded a settlement on the James River, which they named **Jamestown** in honor of their king.

Early Troubles Most of Jamestown’s colonists were townspeople who knew little about living in the woods. They did not know how to fish or hunt for food, nor could they raise livestock or cultivate crops. Furthermore, the “gentlemen” among them refused to do manual labor. Lawlessness, sickness, and food shortages were the result. In late 1607, with winter approaching and the colony short of food, Captain John Smith began bartering goods for food with the **Powhatan Confederacy**. This trade helped the colony survive the next two winters.

To entice settlers, the company offered free land to anyone who worked for the colony for

Extending the Content

Until 1996 the exact location of Jamestown’s fort was not known. From written descriptions, archaeologists knew that the fort lay along the James River, but they did not know its precise location. The only drawing of the fort that existed was a rough sketch made in 1608 by Pedro Zuniga, a Spanish spy. Researchers believed that remains of the fort had been destroyed by erosion along the banks of the James as it altered its

course over time. However, in 1996, archaeologists finally discovered evidence of a fortification that matched historical descriptions of the structure.

Tell students that the colony at Roanoke Island is often referred to as “the Lost Colony.” What happened to the colonists there remains one of the great mysteries of history. Ask students to speculate about what might have happened to colony mem-

bers. Encourage interested students to do additional research to find out about the various theories suggested by historians about the colonists’ fate. **OL**

seven years. The offer produced results, and 400 new settlers arrived in Jamestown in 1609. The arrival of so many settlers created a crisis. There was not enough food, nor could enough be grown before winter. As winter neared, settlers began raiding the food stores of local Native Americans. In response, Powhatan cut off trade with the colonists, and his warriors began attacking settlers.

The winter of 1609–1610 became known as the “starving time.” In their hunger, colonists resorted to extreme measures. George Percy, an early settler, described their desperation:

PRIMARY SOURCE

“Having fed upon horses and other beasts as long as they lasted, we were glad to make shift with vermin, as dogs, cats, rats, and mice. . . . Nothing was spared to maintain life and to do those things which seem incredible, as to dig up corpses out of graves and to eat them.”

—from *The Jamestown Adventure*

By spring, only 60 settlers were still alive. The survivors abandoned Jamestown and headed downriver. On the way, they met three English ships bringing supplies, 150 more settlers, and the new governor, Lord De La Warr, who convinced the settlers to stay. His deputy, Thomas Dale, then drafted a harsh law code. Settlers were organized into work gangs and had to work at least six hours per day. The death penalty was imposed for many crimes, including rape, swearing, desertion, theft, lying, and expressing disrespect for the Bible.

Tobacco Saves the Colony The colony still had to find a way to make a profit. The solution was a cash crop: tobacco. Smoking tobacco had become popular in Europe, although King James had condemned tobacco as a “vile weed [of] black stinking fumes [that are] baleful to the nose, harmful to the brain, and dangerous to the lungs.”

The Jamestown settlers had tried growing tobacco, but the local variety was too bitter. A colonist named John Rolfe then began to experiment with seeds from Trinidad. He also developed a new method for curing tobacco, and in 1614 sent his first shipment to England. Rolfe’s tobacco sold for a good price, and the settlers began planting large quantities of it.

In 1618 the Virginia Company granted the colonists the right to elect a lawmaking body.

Virginia’s first general assembly met in the Jamestown church on July 30, 1619. The new government included a governor, six councilors, and 20 representatives—two from each of the colony’s 10 towns. The representatives were called burgesses, and the assembly was called the House of Burgesses.

The Virginia Company also introduced the system of **headrights**. Settlers who paid their own passage to Virginia received 50 acres of land. Settlers also received 50 acres of land for each family member over 15 years of age and each servant they transported to Virginia.

In 1619 the first Africans were brought to Virginia. A Dutch slave ship stopped to trade for supplies, and the Jamestown settlers purchased 20 African men as “Christian servants,” not slaves. Within a few years, however, enslaved Africans were being brought to the colony.

By 1622, more than 4,500 settlers had arrived in Virginia. This alarmed the Native Americans, and they attacked Jamestown in March 1622. They burned homes, destroyed food supplies, and killed nearly 350 settlers. The settlers eventually put an end to the uprising, but the colony was devastated. After blaming the Virginia Company, an English court revoked its charter. Virginia became a royal colony run by a governor who was appointed by the king.

Maryland Is Founded In England, Catholics were persecuted because they did not accept the monarch as head of the Church. They were viewed as potential traitors who might help Catholic countries overthrow the English monarchy. Catholics were forbidden to practice law or teach school. They were also fined for not attending Anglican services.

The persecution of his fellow Catholics convinced George Calvert, who held the title Lord Baltimore, to found a colony where Catholics could practice their religion freely. In 1632 King Charles granted him a large area of land north-east of Virginia. Baltimore named the new colony Maryland.

Lord Baltimore owned Maryland, making it a **proprietary colony**. The proprietor, or owner, had almost unlimited authority over the colony. He could appoint a government, establish courts, coin money, impose taxes, grant lands, create towns, and raise an army. The only restriction on a proprietor was that he could do nothing that was contrary to established English law.

D Differentiated Instruction

English Learners and Special Education Review with Special education or English language learners the primary source quotation on this page to check their understanding and to clarify any challenging terms or figurative language. For example, you might need to define the word *vermin* and explain the meaning of the idiom “to make shift with.” **ELL BL**

R Reading Strategy

Using Word Parts Remind students that they can use knowledge of word parts to figure out or remember the meanings of new words. Have students locate the vocabulary term *proprietary colony* and the word *proprietor* in the next sentence. Point out the common word part *prop-* in both words. Explain to students that these words share the same root as the more familiar word *property*, or “something that is owned.” **BL ELL**

Additional Support

Activity: Collaborative Learning

Designing a Flag Have students work in small groups to design a flag for one of the colonies mentioned in this section.

Ask: What are the main characteristics of a particular English colony? Have students work together on sketches for a design based on what they have learned about their chosen colony and then reach a consensus on its appearance and prepare a final drawing of their flag. Then have groups

write a brief explanation of the colors and symbols used in their flag. Display flags and explanations around the classroom. **BL**

S Skill Practice

Using Geography Skills Have students study the map on this page. **Ask:** Why do you think that more people immigrated to New England than to the Chesapeake colonies? (Possible answer: There were more and larger English settlements already established in New England than in the Chesapeake colonies. If most of the immigrants were Protestants that would also draw them to settle in Protestant communities in New England.) **OL**

For the complete text of The Mayflower Compact, see page R39 in Documents in American History.

Lord Baltimore died shortly before settlers arrived in his colony. In 1634, 20 gentlemen, mostly Catholic, and 200 servants and artisans, mostly Protestant, arrived from England. Despite Baltimore's hope that Maryland would become a Catholic refuge, most of its settlers were Protestant, although the government officials and most owners of large estates were Catholic. As in England, religious differences led to social conflict. To reduce friction between the two groups, the colonial assembly passed the Toleration Act in 1649. This act mandated religious toleration for all Christians but made denying the divinity of Jesus a crime punishable by death.

Reading Check **Analyzing** Why was Maryland founded?

Pilgrims and Puritans

MAIN Idea Both the Pilgrims and the Puritans founded colonies to escape religious persecution.

HISTORY AND YOU Have you ever thought that an authority figure was too strict? Read on to learn what happened to those who challenged Puritan authorities.

In England, a group of Puritans, called Separatists, concluded that the Anglican Church was too corrupt to be reformed. They formed their own congregations, and in 1608, one group fled to the Netherlands to escape persecution. These Separatists, later known as Pilgrims, later sailed to America in 1620.

Analyzing VISUALS

Answers:

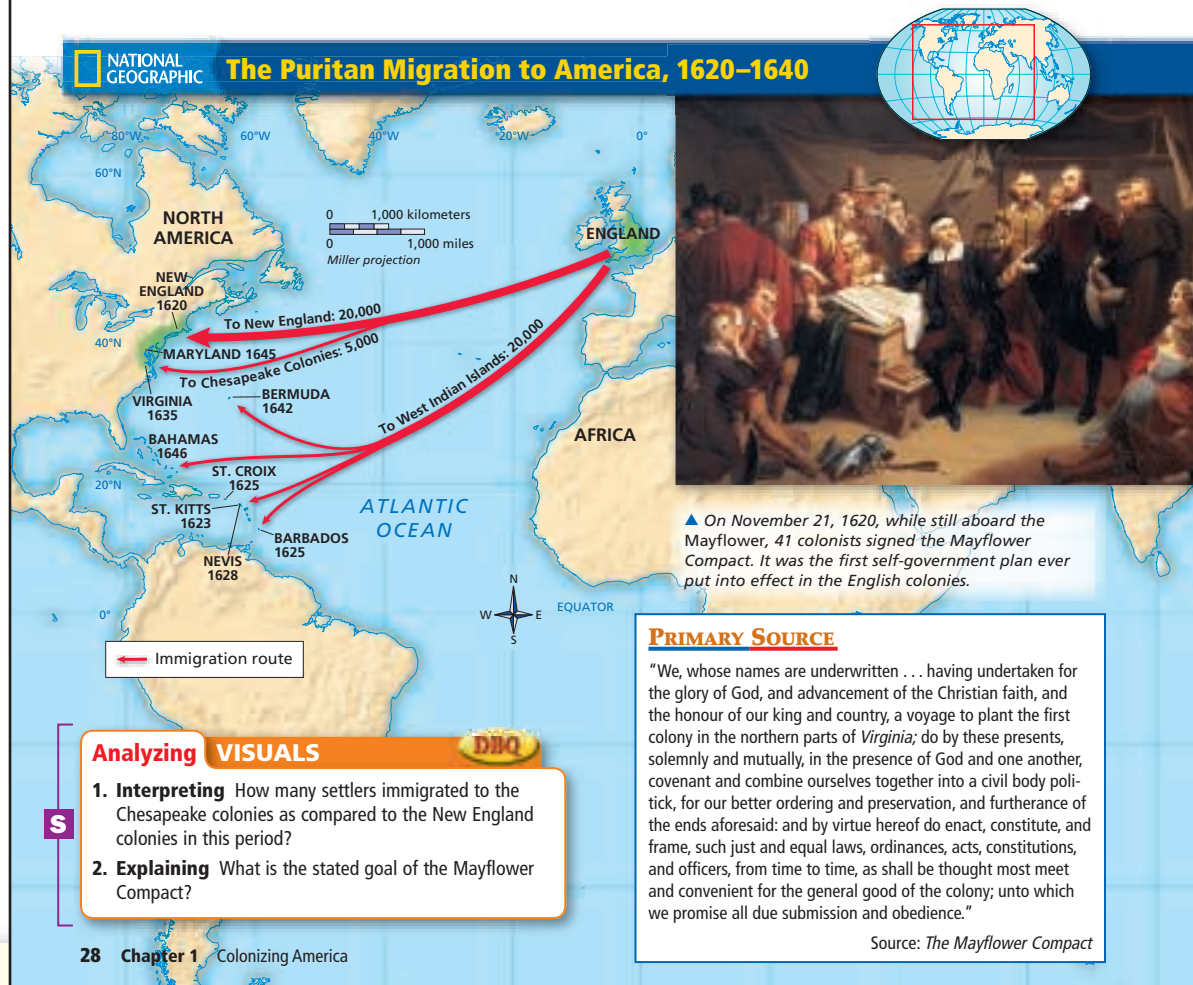
- Chesapeake colonies: 5,000; New England colonies: 20,000
- It was established for the "better ordering and preservation" of the colony.

Reading Check

Answer:

as a refuge for English Catholics

Additional Support



Activity: Collaborative Learning

Identifying Central Issues Discuss with students the relatively radical nature of the Toleration Act passed in Maryland in 1649. **Ask:** What was the significance of the Toleration Act? (Rarely had religious tolerance been legislated before in the colonies or in England.) Explain that at the time of the act, in England there was no such law guaranteeing religious tolerance, and Puritan forces were warring with their

Anglican king, whom they suspected of harboring Catholic sympathies. When Protestants began to outnumber Catholics in Maryland, the colony's leaders decided to ensure the religious toleration of Catholics by passing the act. Along with the charter of Rhode Island that guaranteed religious liberty, the Toleration Act helped to set a precedent for religious freedom later in the United States. **OL**

Plymouth Colony **R**

Before crossing the Atlantic, the Pilgrims returned to England, where they joined other emigrants aboard a ship called the *Mayflower*. On September 16, 1620, 102 passengers set sail for Virginia. In November they settled in the Cape Cod area known as “Plymouth.”

After constructing a “common house,” the settlers built modest homes of frame construction and thatched roofs. Soon, however, a plague swept through the colony, sparing only 50 settlers.

The surviving Pilgrims might have perished were it not for the help of Squanto, a Wampanoag man who helped them grow corn and catch fish. The following autumn, the Pilgrims joined with the Wampanoag in a three-day festival to celebrate the harvest and give thanks to God for their good fortune. This celebration later became the basis for the Thanksgiving holiday.

Massachusetts Bay Colony

In 1625 Charles I took the throne, and persecution of the Puritans increased. At the same time, a depression struck England’s wool industry. The depression caused high unemployment, particularly in the southeastern counties where large numbers of Puritans lived.

As he watched his fellow Puritans suffering both religious and economic hardships, **John Winthrop** grew concerned. Winthrop and several other wealthy Puritans were stockholders in the Massachusetts Bay Company. The company had already received a charter from King Charles to create a colony in New England. Winthrop decided to turn his business investment into a refuge for Puritans in America.

Other Puritans embraced the idea, and in 1630, 11 ships carrying about 900 settlers set sail. En route, in a sermon titled “A Model of Christian Charity,” John Winthrop preached that the new colony should be an example to the world: “We shall be like a City upon a Hill; the eyes of all people are on us.”

As conditions in England worsened, large numbers of people began to leave in what was later called the Great Migration. By 1643, an estimated 20,000 settlers had arrived in New England.

The charter of the Massachusetts Bay

Company defined the colony’s government. People who owned stock in the company were called “freemen.” Upon arrival all male household heads became freemen. All the freemen together were called the General Court. The General Court was to make the laws and elect the governor. John Winthrop was chosen as the first governor. He ignored the charter, however, and told the settlers that only he and his assistants could make laws for the colony. No one knew that this violated the charter, because Winthrop kept it locked in a chest.

The freemen elected Winthrop in four consecutive, annual elections. In 1634 the freemen demanded to see the charter. Winthrop had no grounds to refuse. As they read the charter, they realized that the General Court was supposed to make the laws. When the General Court assembled, they reorganized the government. The General Court became a representative assembly, with the freemen from each town electing deputies to send to the Court each year.

The Puritans believed that each congregation should control its own church. Although only church members could vote and hold office, Puritans kept the governance of church and state separate. The General Court passed laws regulating moral behavior and collected taxes for the support of their churches.

As the Puritan population grew, religion’s power to order society weakened. This social shift was expressed in various ways. The Halfway Covenant simplified new church membership by allowing member children to join without a public statement of conversion. These halfway members were not, however, allowed to vote in church assemblies. The Salem witchcraft trials of 1692, while unusually intense, reflected the tensions behind social change. Historians believe that the string of accusations reflected either farmers’ fear of new merchant lifestyles in the developing commercial industries or were aimed at women who did not conform to the subordinate place demanded of Puritan females.

Puritans did not tolerate the expression of different religious ideas. **Heretics**—people who disagree with established religious beliefs—were considered a threat to the community. Those who voiced ideas that contradicted Puritan beliefs could be charged with heresy and banished.

R Reading Strategy

Analyzing Text Structure

Remind students that textbooks have a head structure that can help them better understand and recall what they read. Tell students that they can preview a section by reading the headings before they actually read the text. Also, they can use the headings as an outline to help them organize their notes. **BL**

W Writing Support

Expository Writing Have students assume the role of one of the Pilgrims. Ask students to write four brief journal entries describing their activities or feelings. The dates for the journal entries are: autumn 1620, winter 1620, summer 1621, winter 1621. **OL**

Did You Know?

The term *pilgrim* refers to someone who travels to a shrine or sacred place. It can also mean “a traveler.” It seems appropriate that William Bradford would describe the group who arrived in Plymouth on the *Mayflower* as “Pilgrims.”

Additional Support

Activity: Technology Connection

Preserving Historical Documents

Invite an archivist or historian from a local historical society, museum, or college to visit your class to talk about the importance of and methods for preserving historical documents, such as the copy of the *Mayflower Compact* made by William Bradford in his manuscript for his book *History of Plymouth Plantation*. Ask the

speaker to give a short history on how documents have been preserved in the past and to explain the technological innovations that are currently used in preservation. Encourage students to ask questions at the end of the presentation. Have students write a paragraph summarizing what they learned. **Ask:** What role does technology play in preserving important historical

documents? (Answer should include new and old techniques introduced during the presentation.) **OL**

C Critical Thinking

Making Inferences Discuss with students the significance of Thomas Hooker's beliefs about the church and the government.

Ask: How did Thomas Hooker's beliefs promote the idea of the separation of church and state? (Hooker thought that all adult men should be allowed to vote and take part in governing a community—not just male church members.) **OL**

People IN HISTORY

Answer:

Roger Williams

In his colony of Rhode Island, Williams established the idea of religious freedom, which later became an important American principle.

Anne Hutchinson

Hutchinson challenged Puritan doctrine on how to achieve salvation and questioned the authority of several ministers. Since Massachusetts was ruled by Puritans, these ideas undermined their authority.

Roger Williams
1603–1683

Shortly after his arrival in Boston in 1631, Roger Williams declared he was a Separatist and began criticizing Puritan leaders. He served as a minister in Salem, moved briefly to Plymouth Colony in 1632, and then returned to preach at Salem.

When Williams returned to Salem, he continued to criticize Puritan leaders for not making a complete break from the corrupt Anglican Church. He also insisted on greater separation of church and state. Finally, he denounced Massachusetts Bay's charter because it assumed the king had the right to give away land belonging to Native Americans. As Puritan leaders prepared to banish him, Williams fled.

In 1636 he founded Providence—later to be part of Rhode Island—on land he purchased from the Narragansetts. In his new colony, Williams created a haven for Quakers, Separatists, Jews, and others whose religious practices or views were not tolerated elsewhere. Most important, Williams championed religious freedom, which later became an important American principle.

What significant contribution to civil rights did Roger Williams make?

**Anne Hutchinson**
1591–1643

Anne Hutchinson, an experienced midwife and the wife of a prosperous merchant, arrived in Boston in 1634. There, she began to hold meetings with other women to discuss sermons, express her own beliefs, and evaluate the ministers.

Hutchinson stirred up controversy with her discussions of how salvation could be obtained. To most Puritans, this was heresy. In 1637 Hutchinson was tried for sedition by the Massachusetts General Court. Hutchinson did not repent. She said that God "hath let me see which was the clear [correct] ministry and which the wrong. . . ." When asked how God let her know, she replied that God spoke to her "by an immediate revelation." The Court ordered her banished.

Hutchinson, her family, and some of her followers founded a settlement in what is today Rhode Island. After the death of her husband, she moved to Long Island. In 1643 she and all but one of her children were killed in an attack by Native Americans. Some Puritans viewed her tragic death as God's judgment against a heretic.

How did Hutchinson challenge Puritan authority in the Massachusetts Bay Colony?



Puritan efforts to suppress other religious beliefs inevitably sparked conflict. Eventually, Puritan intolerance led to the founding of other colonies in New England.

Rhode Island and Dissent

In 1631 a young minister named **Roger Williams** arrived in Massachusetts. Williams was a Separatist who believed Puritans corrupted themselves by staying within the Anglican Church. Williams angered many people by condemning the Puritan churches, as well as declaring that the king had no right to give away land belonging to Native Americans.

In 1635 the Massachusetts General Court ordered him to be deported back to England, but Williams instead escaped south with a few followers. He then purchased land from the Narragansett people and founded the town of Providence in 1636. In Providence, the government had no authority over religious matters. Different religious beliefs were tolerated rather than suppressed.

In the midst of the uproar over Roger Williams, a devout Puritan named **Anne**

Hutchinson began causing a stir in Boston. Hutchinson held religious discussion meetings in her home and questioned the authority of several ministers. In late 1637 the General Court charged her with heresy and banished her. Hutchinson and a few followers headed south and founded the town of Portsmouth.

Over the next few years, Massachusetts banished other dissenting Puritans. They too headed south and founded Newport in 1639 and Warwick in 1643. In 1644 these two towns joined Portsmouth and Providence to become the single colony of Rhode Island and Providence Plantations. Religious freedom became a key part of the new colony's charter.

New England Expands

In 1636 Reverend Thomas Hooker asked the General Court of Massachusetts for permission to move his congregation to the Connecticut River valley. Hooker was frustrated by the Massachusetts political system. He thought that voting should not be limited to male church members. The General Court granted Hooker's request, and he and some 100 settlers headed to the Connecticut River

Extending the Content

Background Although the Puritans came to North America to escape religious persecution, ironically they did not extend any tolerance to those who did not follow their beliefs. Roger Williams and Anne Hutchinson both challenged the beliefs and leadership in the Massachusetts Bay Colony and both were banished. **Ask:** What did Roger Williams and Anne Hutchinson have in common? (They both challenged Puritan

beliefs and authority of the Puritan leaders in Massachusetts and both were banished.)

To help better understand the establishment of the thirteen English colonies, have students create a time line that includes the founder and founding date for each colony. Encourage them to include any other important events in the period, such as the English Civil War, King Philip's War, or the passage of the Toleration Act. **OL**

and founded the town of Hartford. Two years later, Hooker helped write the Fundamental Orders of Connecticut, a constitution that allowed all adult men, not just church members, to vote and serve in government. This marked the beginning of the colony of Connecticut.

Much of the territory north of Massachusetts had been granted to two men, Sir Fernando Gorges and Captain John Mason. Mason took the southern part and named it New Hampshire, while Gorges's territory in the north came to be called Maine. The government of Massachusetts claimed both New Hampshire and Maine and challenged the claims of Mason and Gorges in court. In 1677 an English court ruled against Massachusetts. Two years later, New Hampshire became a royal colony. Massachusetts, however, bought Maine from Gorges's heirs, and Maine remained part of Massachusetts until 1820.

R King Philip's War

In 1637 war broke out between the English settlers and the Pequot people of New England. This conflict ended with the near extermination of the Pequot people. In the following decades, however, English settlers and Native Americans lived in relative peace.

The fur trade, in particular, facilitated peace. It enabled Native Americans to acquire tools, guns, and other European goods in exchange for furs. By the 1670s, however, the fur trade was in decline. At the same time, colonial governments began to demand that Native Americans follow English laws and customs. Native Americans reacted angrily, considering such demands arrogant and insulting.

Tensions peaked in 1675 when Plymouth Colony arrested, tried, and executed three Wampanoag men for murder. This touched off what came to be called King Philip's War, named after the Wampanoag leader Metacomet, whom the settlers called King Philip. Colonists killed Metacomet in 1676 and then mounted his head on a pike and paraded it through their settlements. By the time the war ended in 1678, few Native Americans were left in New England.

Explaining Why were Roger Williams and Anne Hutchinson banished from Massachusetts?

England's Civil War and New Colonies

MAIN Idea The English Civil War interrupted colonization. After it ended, new colonies were founded.

HISTORY AND YOU Have you ever watched television programs about New York City? Read to learn how it became an English colony.

The English Civil War arose from a power struggle between King Charles I and Parliament. In 1642 this struggle erupted into armed conflict after the king sent troops into the Puritan-dominated Parliament to arrest Puritan leaders. In response, Parliament organized an army. After years of battles, Parliament's forces defeated the king's troops and beheaded him in 1649. Oliver Cromwell, the commander of Parliament's army, then seized power, took the title "Lord Protector," and in a few years ruled as a dictator of the new English Commonwealth.

After Cromwell died in 1658 and his son unsuccessfully tried to rule in his place, Parliament invited King Charles's son, Charles II, to take the throne. With the monarchy restored in 1660, the English government began backing a new round of colonization in America.

New York and New Jersey

Located between England's Chesapeake and New England colonies was a Dutch colony. In 1609 the Dutch East India Company hired English navigator **Henry Hudson** to search for a river that flowed through North America. Instead, he found the wide river that came to bear his name. The Dutch claimed the region, named it New Netherland, and established a settlement at New Amsterdam on Manhattan Island.

The colony grew slowly, partly because the fur trade was the focus of activity. To increase the population, the Dutch allowed anyone from any country to buy land. The strategy worked. By 1664 the population of the colony exceeded 10,000 people, with immigrants from the Netherlands, Britain, Scandinavia, Germany, and France. The first enslaved Africans arrived in the 1620s.

For an excerpt from the Fundamental Orders of Connecticut, see page R40 in Documents in American History.

R Reading Strategy

Predicting Refer students to the heading "King Philip's War," and explain that it was a conflict between English colonists in New England and Native Americans. Ask students to write one prediction about the cause of this conflict and one predicted effect. Tell students to then read the information under the heading to check the accuracy of their predictions. **BL**

W Writing Support

Descriptive Writing Have students write a one-page description of what they think life in the English colonies would have been like if the settlers and Native Americans had collaborated more effectively. **OL**

✓ Reading Check

Answer:

They were both considered heretics because they proposed ideas that were not approved by the Puritan leaders.

Additional Support

Activity: Collaborative Learning

Making an Oral Presentation Divide the class into seven groups and assign each group one of the seven colonies founded after the English Civil War. Instruct students to use the textbook and library and Internet resources to gather information about their assigned colony in preparation for an oral presentation. Presentations should include various media, such as charts, graphs, and images, and give the history of the found-

ing of the colony, important events in its colonial history, and include any characteristics from its early existence that are still present in the state today. **AL**

D Differentiated Instruction

English Learners Have students work with a proficient student to check their pronunciation for each of the names of the thirteen colonies. If necessary, have partners create phonetic respellings so that English Learners can practice on their own. **ELL**

S Skill Practice

Using Geography Skills

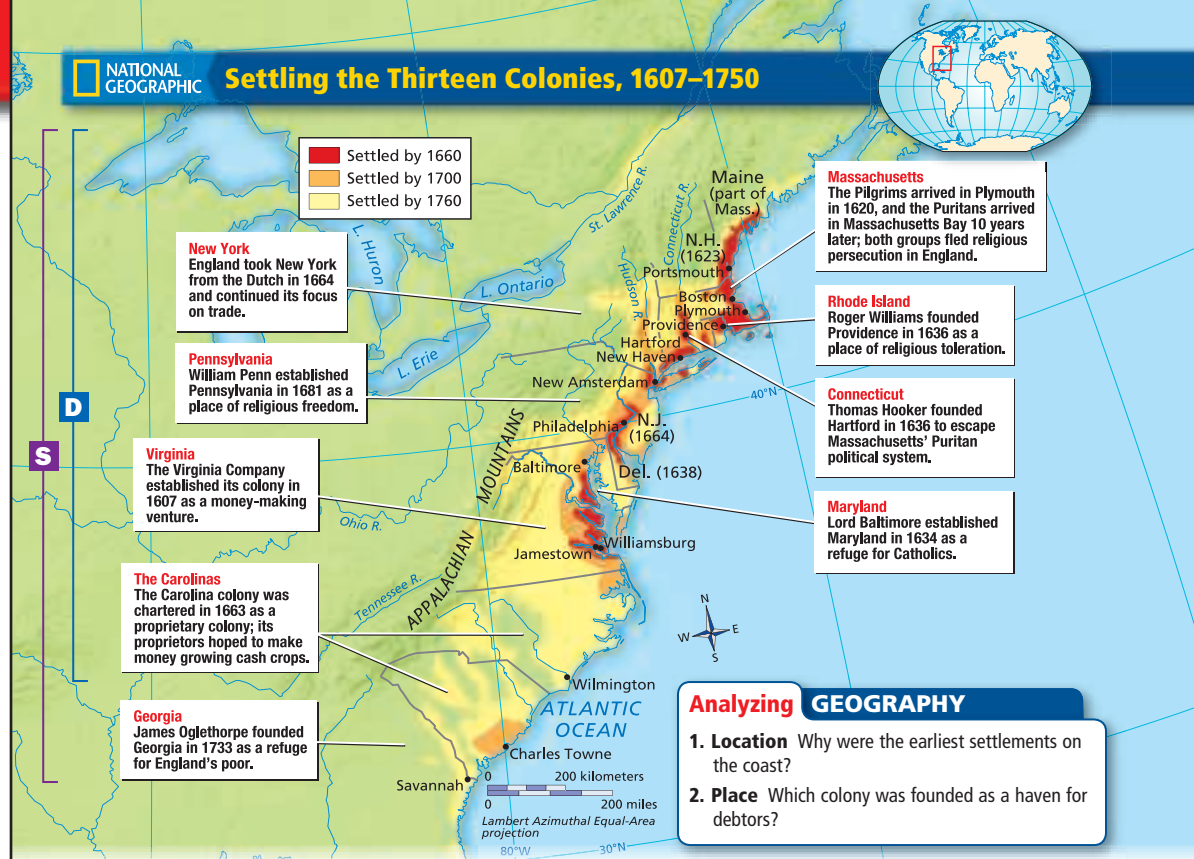
Have students study the map and list each colony and the cities labeled in those colonies. Then have students use a modern map of the United States to determine if any of these colonial cities went on to become state capitals. **OL**

Analyzing GEOGRAPHY

Answers:

1. because it gave quicker access to ships for re-supply and the ocean for food
2. Georgia

Additional Support



Analyzing GEOGRAPHY

1. **Location** Why were the earliest settlements on the coast?
2. **Place** Which colony was founded as a haven for debtors?

England and the Netherlands were commercial rivals. In 1664 Charles II successfully took New Netherland from the Dutch. The king granted the land to his brother, James, Duke of York, who renamed the colony New York. James also received land between Delaware Bay and the Connecticut River. James later granted some of this land to two of the king's advisers and named it New Jersey. To attract settlers, New Jersey offered generous land grants, religious freedom, and the right to have a legislative assembly.

Pennsylvania and Delaware

The origins of the colony of Pennsylvania lay in a persecuted religious group and a large unpaid debt. The religious group was the Society of Friends, also known as the Quakers (because of founder George Fox's instruction to "tremble at the word of the Lord"). The debt

was owed by King Charles II to the deceased father of William Penn.

William Penn was a member of the Quakers. The Quakers were considered a radical group because they saw no need for ministers and viewed the Bible as less important than each person's "inner light" from God. Quakers believed in religious toleration and pacifism, or opposition to war.

In 1681, to settle the debt owed to Penn's father, Charles II granted William Penn a large tract of land between New York and Maryland. Penn wanted his new colony of Pennsylvania to be a place where complete political and religious freedom would be practiced. He also tried to treat Native Americans fairly, and many years of peaceful relations resulted.

Penn named the capital of the colony Philadelphia, Greek for "city of brotherly love." The colony's government provided for an elected assembly and guaranteed religious

Activity: Interdisciplinary Connection

Mathematics Using a ruler and the map scale for the map "Settling the Thirteen Colonies," have students work in pairs to calculate the distances between one city and the other 13 and list the results in a chart. Then have students do research to find out the average distance a person can travel by horse. Then they determine how long it would take a person on horseback to travel between their chosen city and the others

and add that information to their chart. Have students conclude by comparing and discussing results with other partners. **Ask:** What might be the effects on the development of society, culture, or government when it took so long to travel among the colonies? (Students should note that the colonies developed distinct and independent governing bodies, economies, and societies.) **OL**

freedom. The right to vote was limited, however, to Christian men who owned 50 acres of land.

Greater religious freedom and available land attracted immigrants of a variety of faiths from England, Scotland, Ireland, Scandinavia, and Germany. By 1684, Pennsylvania had more than 7,000 residents, and by 1750, Philadelphia was the largest city in the colonies. In 1682 Penn bought three counties south of Pennsylvania from the Duke of York. These “lower counties” became the colony of Delaware.

The Carolinas

Charles II also took a keen interest in the unsettled land between Virginia and Spanish Florida. Charles awarded much of this territory to eight friends in 1663. The land was named Carolina—Latin for “Charles.”

Although Carolina was not divided into two distinct colonies until 1729, it developed as two separate regions. North Carolina was home to a small and scattered population of farmers. The lack of good harbors hindered its growth. Eventually, the farmers began growing tobacco as a cash crop. They also used native pine to make and export shipbuilding supplies.


The proprietors of Carolina were far more interested in the southern half of their holdings, where they hoped to cultivate sugarcane. In 1670 three ships brought settlers to South Carolina. They named their first settlement Charles Town. Sugarcane, however, did not grow well there. Instead, early colonists sold deer-skins obtained from nearby Native Americans and started a slave trade in Native American prisoners of war.

The Georgia Experiment

Georgia began as a refuge for England’s “worthy poor.” In the 1720s James Oglethorpe, a member of Parliament, investigated English prisons. He was appalled to find that so many of the imprisoned were debtors, not strictly criminals. Oglethorpe asked the king for a colony where the poor could start over. In 1732 King George II made Oglethorpe and 19 other philanthropists the trustees for the territory between the Savannah and Altamaha rivers. Oglethorpe named the new colony Georgia, in honor of the king. Settlers arrived in 1733.

Oglethorpe and his fellow trustees banned slavery, rum, and brandy in Georgia, and they limited the size of land grants. Still, the colony attracted settlers from all over Europe. Increasingly, the settlers objected to the colony’s strict rules. In the 1740s the trustees lifted the restrictions on brandy, rum, and slavery; in 1750 they granted the settlers their own elected assembly. The next year, Georgia became a royal colony.

By 1775, roughly 2.5 million people lived in England’s thirteen American colonies. Despite the stumbling starts in Roanoke and Jamestown, the English had succeeded in building a large and prosperous society on the east coast of North America.

 **Summarizing** How did William Penn acquire Pennsylvania?

Section 3 REVIEW

Vocabulary

- 1. Explain** the significance of: joint-stock company, privateer, grant, Jamestown, Powhatan Confederacy, headright, proprietary colony, John Winthrop, heretic, Roger Williams, Anne Hutchinson, Henry Hudson.

Main Ideas

- 2. Summarizing** How did the Protestant Reformation affect England’s colonization efforts?
- 3. Explaining** Why did people leave the Massachusetts Bay Colony to begin new colonies?
- 4. Describing** On what principles did William Penn develop his colony?

Critical Thinking

- 5. Big Ideas** How did the headright system encourage settlement in the English colonies?
- 6. Organizing** Use a graphic organizer similar to the one below to list the colonies and the reasons for their founding.

Colony	Reason for Founding

- 7. Analyzing Visuals** Study the painting of the signing of the Mayflower Compact on page 28. Why did the Pilgrims feel that it was necessary to create their own government?

Writing About History

- 8. Persuasive Writing** Take the role of Captain John Smith. Write a speech explaining to your fellow Jamestown colonists why trading with the Powhatan Confederacy is a good survival strategy.

History ONLINE

Study Central™ To review this section, go to glencoe.com and click on Study Central.

33

Reading Check

Answer:

Charles II gave Penn the colony to pay off a debt he owed to Penn’s father.

Assess

History ONLINE

Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Ask: *What motivated the English government and English people to establish colonies in North America? (The English government was motivated to establish colonies in North America because it wanted to compete for riches with its rival Spain and to set up naval bases to attack Spanish shipping. The English people came to North America to escape religious persecution, to find new economic opportunities, and to own land.)*

OL

Section 3 REVIEW

Answers

1. All definitions can be found in the section and the Glossary.
2. It caused people who did not follow the Anglican Church—radical Protestants as well as Catholics—to think about establishing places in the Americas where they might worship freely.
3. They did not agree with the way in which the Massachusetts Bay Colony was ruled, with church leaders controlling the government.
4. He based his colony on political and

religious freedom, as well as good treatment of Native Americans.

5. People were given 50 acres of land if they paid their own transport to the colony, and 50 acres for each family member over 15 as well as for each servant they brought. This not only encouraged settlement, but encouraged large families to emigrate.
6. Jamestown: as an investment; Maryland: as a refuge for English Catholics; Plymouth: for religious freedom; Massachusetts Bay: for religious freedom; Rhode Island: for reli-

gious freedom; New York: to force the Dutch from the English colonies and remove them as a commercial rival; Pennsylvania: as a refuge for persecuted people; Georgia: as a place for debtors to start new lives

7. to organize the colony and help it to succeed
8. Students’ speeches will vary, but should include valid reasons for trading with the Powhatan Confederacy.

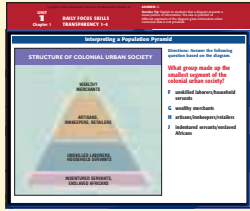


Focus



Bellringer

Daily Focus Transparency 1-4



Guide to Reading

Answers:

From the top to the bottom, the social order in the Southern Colonies included: the planter elite, backcountry farmers, landless tenant farmers, indentured servants, enslaved Africans



Section Spotlight Video

To generate student interest and provide a springboard for class discussion, access the Chapter 1, Section 4 video at glencoe.com or on the video DVD.

Resource Manager

Economics, Trade, and Rebellion

Guide to Reading

Big Ideas

Geography and History Geography shaped the development of distinct regions within the English colonies.

Content Vocabulary

- indentured servant (p. 34)
- town meeting (p. 38)
- triangular trade (p. 38)
- mercantilism (p. 40)

Academic Vocabulary

- distinct (p. 35)
- reliable (p. 40)

People and Events to Identify

- Nathaniel Bacon (p. 36)
- English Bill of Rights (p. 41)

Reading Strategy

Organizing Complete a graphic organizer similar to the one below showing the ranking of classes in the colonial South.



Differences in geography and patterns of settlement caused colonies to develop differently. Political changes in England affected the economy and governance of the thirteen colonies because they were part of the English imperial system.

Southern Society

MAIN Idea Society in the Southern Colonies was sharply divided between the wealthy elite and the backcountry farmers.

HISTORY AND YOU What kinds of produce are grown in your state? Read on to learn how the cultivation of cash crops helped the economies of the Southern colonies to grow.

In the South, wealthy planters stood on society's top rung and led very different lives from small farmers in the middle and enslaved Africans at the bottom. What linked all groups, however, was an economy based on growing crops for export. Tobacco was the South's first successful cash crop, or crop grown primarily to be sold at market. It was grown in Virginia and Maryland and, to a lesser extent, in North Carolina. In early colonial days, there was plenty of land, but not enough workers to produce the crop.

England had the opposite problem. The English enclosure movement had forced many farmers off their land. Many of them, hoping to acquire their own land in America, left England, agreeing to become **indentured servants** to cover the cost of their transportation to the colonies. Indentured servants were not enslaved, but neither were they free. The person who bought a servant's contract, or indenture, promised to provide food, clothing, and shelter to the servant until the indenture expired. In return, the servant agreed to work for the owner of the contract for a specific number of years, which varied from four to seven.

For most of the 1600s, indentured servitude benefited tobacco planters. Indentured servants could produce five times the price of their contracts in tobacco in the first year alone. Under the headright system, every indentured servant transported to America also earned the landowner another 50 acres of land. As indentured servants arrived in Virginia and Maryland, tobacco production rose steadily.

Unfortunately, almost half the indentured servants who came to Virginia and Maryland in the 1600s died before earning their freedom. Of those who survived their term of servitude, less than half ever acquired their own land.

In South Carolina, meanwhile, after trying unsuccessfully to grow sugarcane, settlers turned to rice. This failed at first, but in the 1690s a

R Reading Strategies

Teacher Edition

- Categorizing, p. 37
- Making Connections, p. 40

Additional Resources

- Guid. Read Act, URB p. 51
- RENTG, p. 11

C Critical Thinking

Teacher Edition

- Comparing, p. 36
- Det. Cause/Effect, p. 38

Additional Resources

- Enrichment Act., URB p. 45
- Quizzes/Tests, p. 8

D Differentiated Instruction

Teacher Edition

- Special Ed., p. 35

W Writing Support

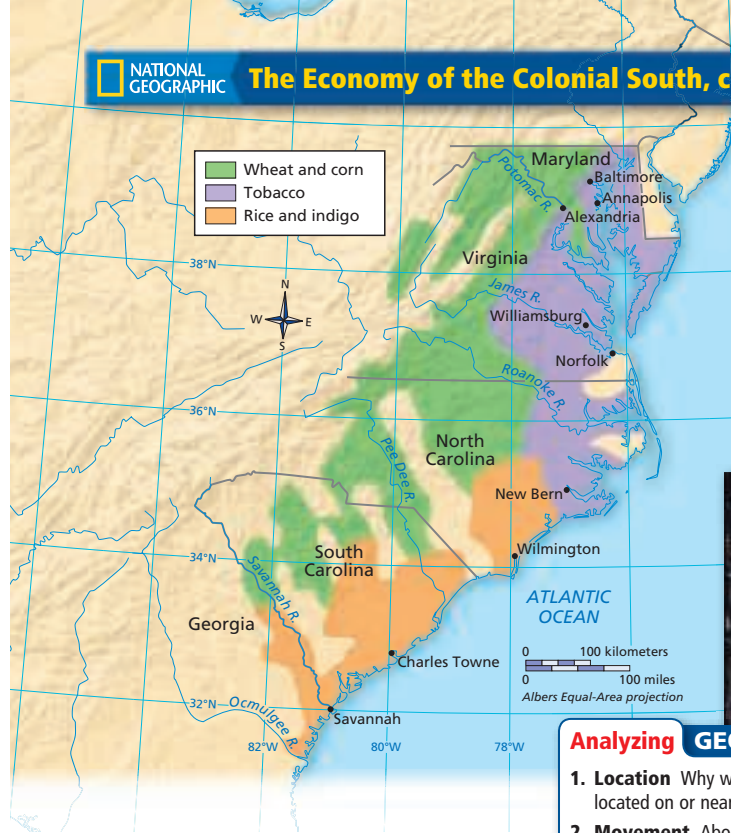
Teacher Edition

- Persuasive Writing, p. 36

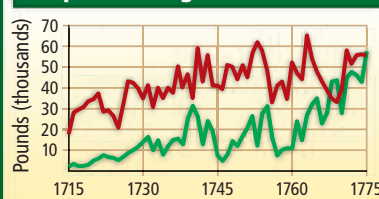
S Skill Practice

Teacher Edition

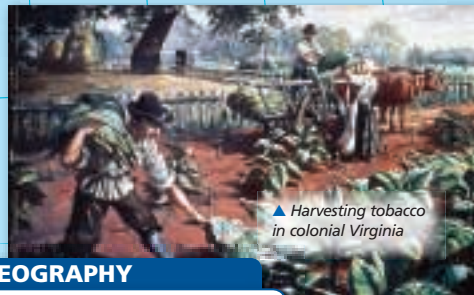
- Reading Graphs, p. 37
- Using Geo. Skills, p. 39
- Making Tables, p. 40



Exports to England, 1715–1775



Source: Historical Statistics of the United States.



▲ Harvesting tobacco in colonial Virginia

Analyzing GEOGRAPHY

- Location** Why were tobacco and rice plantations located on or near rivers?
- Movement** About how much tobacco was exported to England from the Southern Colonies in 1745?

new variety was introduced, and planters imported enslaved Africans to cultivate it. West Africans had grown rice for centuries and knew how to raise and harvest it. Rice rapidly became a major cash crop in South Carolina and Georgia.

Planters had also tried another crop, indigo, without much success. Indigo was used to make blue dye for cloth. It was rare and in high demand, and anyone who could grow it could make a large profit. In the early 1740s a 17-year-old named Eliza Lucas discovered that indigo needed high ground and sandy soil, not the wetlands that suited rice. Indigo quickly became another important cash crop.

Disparities in Wealth

Although many immigrants to the Southern Colonies hoped to become wealthy, very few succeeded. The plantation system tended to create a society with **distinct** social classes.

The wealthy plantation owners, sometimes referred to as the Southern gentry or the

planter elite, were few in number, and they enjoyed enormous economic and political influence. They served in the governing councils and assemblies, commanded the local militias, and became county judges. With few towns or roads in the region, their plantations functioned as self-contained communities. The residents lived near each other in a group of buildings, including the planter's great house, stables, barns, and the workers' cabins. Plantations often had a school, a chapel, and workshops for blacksmiths, carpenters, weavers, coopers, and leatherworkers.

The majority of landowners in the colonial South, however, were small farmers living inland. These "backcountry" farmers worked small plots of land and lived in tiny houses. Although they grew some tobacco, they largely practiced subsistence farming, producing only enough to feed their families.

Teach

D Differentiated Instruction

Special Education Divide this section of the chapter into three parts using the main headings as a guide. Assign text under each section head to at least one student. Have students read their assigned text and become familiar with it. Invite students to write or give an oral summary of their assigned text. **OL**

Did You Know?

Making Contracts The contract of an indentured servant was "indented," or folded and torn along the indenture. Each party to the contract kept half.

Analyzing GEOGRAPHY

Answers:

- Students should speculate that rivers provided water for irrigation and transportation of the crop to market
- about 40,000 pounds

Hands-On Chapter Project Step 4

Establishing a Colony in North America

Step 4: Determining the Economic Nature of the Colony

Directions Have students return to their groups. Each group should assume that they successfully established a colony in their chosen location and determine in which real colony it would be located in the year 1750. Using the maps in this section of the textbook that show the economic activ-

ities of the various English colonies, as well as library or Internet resources, each group makes a map of a major community in their colony, showing various structures, such as churches, businesses, government buildings, or colonists' homes, roads, areas of farmland, docks and a harbor, and so on. Maps may be based on an existing map of a real community, such as Boston or Charles Town, or may be of a fictional community based solely on historical facts and research. Each map should include a key and an

extended caption summarizing the colony's economic activities.

Putting It Together Have a volunteer from each group present their map to the class and explain the major features and economic activities of the colonial community. As a class, discuss the differences among the colonies and the geographic and cultural reasons for these differences. **OL**
(Chapter Project continued in Section 5, p. 43)

W Writing Support

Persuasive Writing Have students write an advertisement to recruit indentured servants. The advertisement should include information about where the servant will work, what the master or mistress is willing to provide, what the servant must agree to do, and the length and any other terms of service. **OL**

C Critical Thinking

Comparing To help students understand the significance of geography and economics in history, have them focus on agriculture in the Southern colonies. Have students create a table to compare and contrast commercial agriculture and subsistence farming. The table should include information about crops, land use, transportation, and labor. **OL**

Reading Check

Answer:

The government opposed expanding into Native American lands and refused to sanction military action against Native Americans.

Additional Support

Landless tenant farmers made up another large group in the South. Although land itself was easy to acquire, many settlers and former indentured servants could not afford the costs of the deed, land survey, tools, seed, and livestock. Instead, they worked land that they rented from the planter elite. Tenant farmers led difficult lives but had higher social status than indentured servants.

Bacon's Rebellion

By the 1660s, Virginia's government was dominated by wealthy planters led by the governor, Sir William Berkeley. Berkeley assembled a majority of supporters in the House of Burgesses and arranged to restrict the vote to people who owned property. This cut the number of voters in half. Berkeley also exempted himself and his councilors from taxation. These actions angered backcountry and tenant farmers. Ultimately, however, it was the governor's policies toward Native American lands that led to a rebellion.

Acquiring land was the goal of most colonists. Many indentured servants and tenant farmers wanted to own farms eventually. Backcountry farmers wanted to increase their holdings. By the 1670s, however, most uncultivated land was in areas belonging to Native Americans in the Piedmont, the region of rolling hills between the coastal plains and the Appalachians.

Most wealthy planters lived near the coast in the region known as the Tidewater. They had no interest in the backcountry and did not want to endanger their plantations by risking war with the Native Americans. Therefore, they opposed expanding Virginia's territory into Native American lands.

In 1675 war broke out between backcountry settlers and the Susquehannock people. When Berkeley refused to support further military action, backcountry farmers were outraged. In April 1676, **Nathaniel Bacon**, a well-to-do but sympathetic planter on the governor's council, took up their cause. Bacon organized his own militia and attacked the Susquehannock. He then won a seat in the House of Burgesses. The assembly then authorized another attack on the Native Americans. It also restored the right to vote to all free white men and took away the tax exemptions Berkeley had given his supporters.

These reforms did not satisfy Bacon, however. He marched to Jamestown in July 1676 with several hundred armed men and charged Berkeley with corruption. Berkeley fled to raise his own army, and a civil war erupted. The two sides battled for control of the colony. In September 1677 Bacon's army burned Jamestown to the ground. The following month, the rebellion ended abruptly when Bacon became sick and died. Without his leadership, his army rapidly fell apart, and Berkeley returned to power.

Bacon's Rebellion convinced many wealthy planters that land should be made available to backcountry farmers. From the 1680s onward, Virginia's government generally supported expanding the colony westward, regardless of the impact on Native Americans.

The Rise of Slavery

Bacon's Rebellion also accelerated an existing trend in Virginia. By the 1670s, many planters had begun using enslaved Africans instead of indentured servants to work their plantations. In the 1680s, after the rebellion, the number of Africans brought to the colony rose rapidly.

Planters began to switch to enslaved African labor for several reasons. Enslaved workers did not have to be freed and would never have to be given their own land. In addition, when cheap land became available in the 1680s in other colonies, fewer English settlers were willing to become indentured servants.

At the same time, the English government adopted policies that encouraged slavery. English law limited trade between the English colonies and other countries. Before the 1670s, if settlers wanted to acquire enslaved Africans, they had to buy them from the Dutch or Portuguese, which was difficult to arrange. In 1672, however, King Charles II granted a charter to the Royal African Company to engage in the slave trade. This made it easier to acquire enslaved people. Planters also discovered another advantage to slavery; because enslaved Africans, unlike indentured servants, were considered property, planters could use them as collateral to borrow money and expand their plantations.

Identifying What government policies caused backcountry farmers in Virginia to rebel?

Extending the Content

Indentured Servants In 1750 Gottlieb Mittelberger traveled to Pennsylvania on the ship the "Osgood" with indentured servants. Mittelberger was not an indentured servant, but came to Pennsylvania to serve as a schoolmaster and organist. He later wrote about his experiences and the experiences of the indentured servants on the ship in an essay titled, "On the Misfortune of Indentured Servants." He noted that if a

child's parents died during the voyage to the colonies, the child had to serve long enough to pay for the parents' passage as well as his or her own. When they finally paid off their expenses and finished their service, indentured servants were to be given a new set of clothes. Depending on the terms of service, some male servants also received a horse, while female servants received a cow.

New England Society

MAIN Idea New England's economy was based on fishing, family farms, and lumber mills.

HISTORY AND YOU Have you attended a meeting of your local government? Read on to learn about early New England town meetings.

New England's thin and rocky soil was ill-suited to cash crops and the development of large plantations. Instead, on small farms from Connecticut to Maine, New England colonists practiced subsistence farming. The main crop was wheat, but farmers also grew other grains and vegetables, tended apple orchards, and raised dairy cattle, sheep, and pigs.

More than any other industry, fishing and whaling brought prosperity to New England. Nearby lay the Grand Banks, a shallow area in the Atlantic Ocean that teemed with cod, mackerel, halibut, and herring. In addition, New England had good harbors and plenty of timber for building fishing boats. Colonists found markets for their fish in the colonies, southern Europe, and the

Caribbean. Whale blubber was used to make candles and lamp oil, and whale bones were used to fashion buttons, combs, and other items.

New England also developed a thriving lumber industry. Maine and New Hampshire had many waterfalls near the coast that could power sawmills. Demand for lumber never waned. It was used for furniture, buildings, and products such as barrels, which were used to ship almost everything in the colonial era.

Shipbuilding also became an important business. With forests and sawmills close to the coast, ships could be built quickly and cheaply—for 30 to 50 percent less than in England. By the 1770s, one out of every three English ships was built in America.

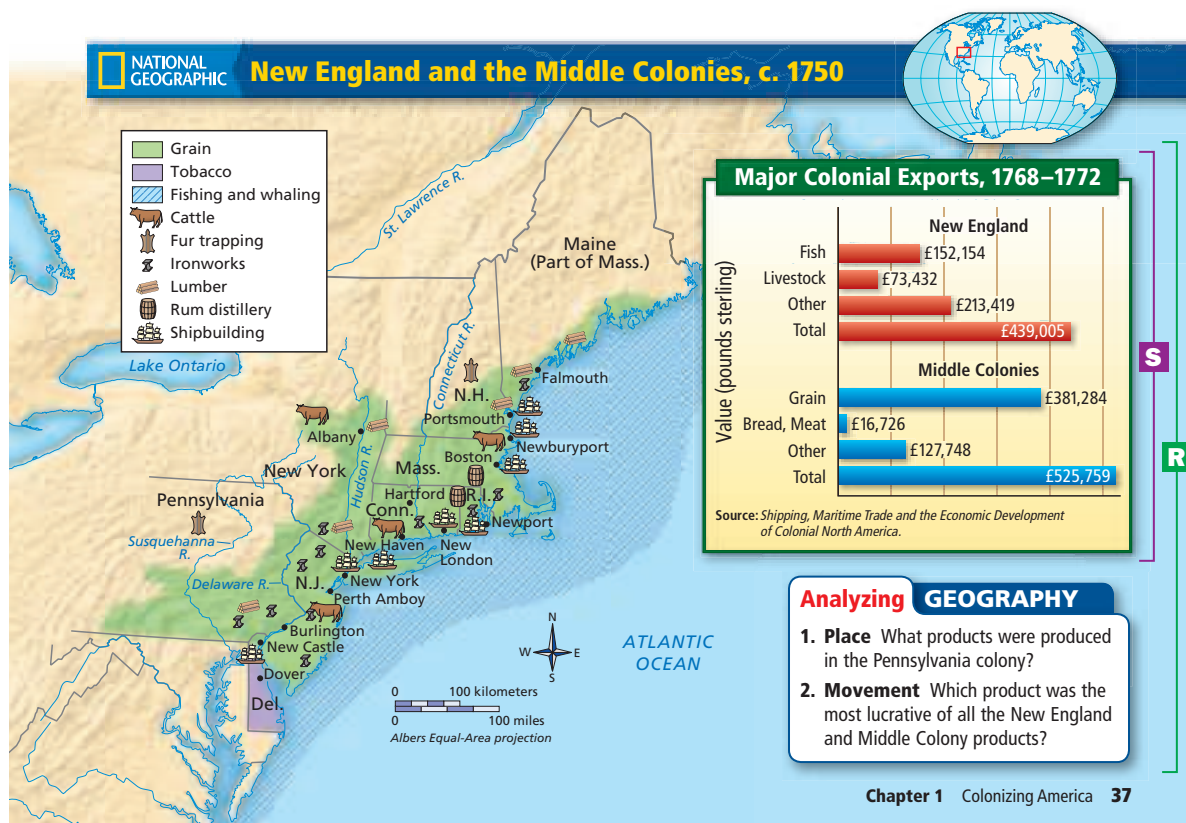
While self-sufficient plantations defined the social unit in the South, New England's social life centered on the towns. Puritans believed that Christians should form groups united by a church covenant—a voluntary agreement to worship together. The commitment to a church covenant encouraged the development of small towns surrounded by farms.

R Reading Strategy

Categorizing As students read about New England and the Middle Colonies, have them complete a two-column chart. The first column should be labeled "Resources" and the second column, "Industries." Have students fill in their charts to illustrate how the availability of resources affected economic development. **BL**

S Skill Practice

Reading Graphs Have students synthesize the information in the map and bar graph in the feature on this page and write a summary describing how the geography of New England and of the Middle Colonies worked to form their basic economies. **OL**



Analyzing GEOGRAPHY

Answers:

- lumber, wheat and corn, fur, iron
- grain

Additional Support

Activity: Technology/Economics Connection

Have students build a working model of a water-powered mill. Ask students to share their models with the class to demonstrate how water was used by such mills to provide power for industry. **Ask:** In what ways has the use of waterpower changed or remained the same since colonial times? (Student answers will vary, but should be

based on facts and knowledge gained during their research of water-powered mills.) **AL**

C Critical Thinking**Determining Cause and Effect**

To help them organize the information under the heading “Local Government,” have students illustrate, in flowchart form, the cause-and-effect chain from what caused the town meeting to develop to the effects of town meetings on later events, such as the American Revolution.

Ask: What caused the development of the town meeting form of government? (Townspople began to meet in town meetings to discuss local affairs. They developed into local governments.) **BL**

✓ Reading Check**Answer:**

Throughout New England, town meetings established a tradition of self-government, which people began to see as a right. Town meetings helped set the stage for the American Revolution and the emergence of democratic government in the United States.

Additional Support

Life in these small communities revolved around a “town common,” or open public area. The marketplace, school, and “meetinghouse” (or church) bordered the common. Each family had a home lot where they could build a house and storage buildings and plant a garden.

Local Government

In the early days of colonial New England, the General Court appointed town officials and managed the town’s affairs. Over time, however, townspeople began discussing local problems and issues at **town meetings**. These developed into local governments, with landowners holding the right to vote and pass laws. They elected selectmen to oversee town matters and appoint clerks, constables, and other officials. Any resident, however, could attend a town meeting and express an opinion.

Because the settlers in New England, unlike English tenants, were allowed to participate in local government, they developed a strong belief in their right to govern themselves. Town meetings thus helped set the stage for the American Revolution and the emergence of democratic government.

Puritan Society

New England Puritans valued religious devotion, hard work, and obedience to strict rules regulating daily life. Card playing and gambling were banned, and “stage-players” and “mixed dancing” were frowned upon. Watching over one’s neighbors’ behavior, or “holy watching,” was elevated to a religious duty. The Puritans did not lead pleasureless lives, however. They drank rum, enjoyed music, and wore brightly colored clothing.

Puritans also valued education. In 1642 the Massachusetts legislature required parents and ministers to teach all children to read so that they could understand the Bible. Five years later, the legislature ordered towns with at least 50 families to establish an elementary school and those with 100 families or more to set up secondary schools. Soon afterward, other New England colonies adopted similar legislation.

✓ Reading Check **Synthesizing** How did town meetings prepare the colonists for the future?

Trade and the Rise of Cities

MAIN Idea Cities prospered and grew through trade with England, Africa, and other colonies.

HISTORY AND YOU Does today’s society have distinct social classes? Read on to learn how social classes developed in the colonies.

In the early colonial era, settlers lacked money to invest in local industry. As a result, they had to import most manufactured goods from England. Unfortunately, they produced few goods that England wanted in return.

Triangular Trade

Instead of trading directly with England, colonial merchants developed systems of **triangular trade** involving a three-way exchange of goods. New England merchants, for example, traded fish, lumber, and meat to sugar planters in the Caribbean. In return, they received raw sugar or bills of exchange—credit slips from English merchants. New England merchants would then trade the bills and sugar to English merchants for hardware, linens, and other English goods.

Trade with the Caribbean sugar plantations made many New England merchants rich. With their new wealth, they built factories to refine raw sugar and distilleries to turn molasses into rum. They also traded with the Southern Colonies, exchanging fish, rum, and grain for rice, tobacco, and indigo.

A New Urban Society

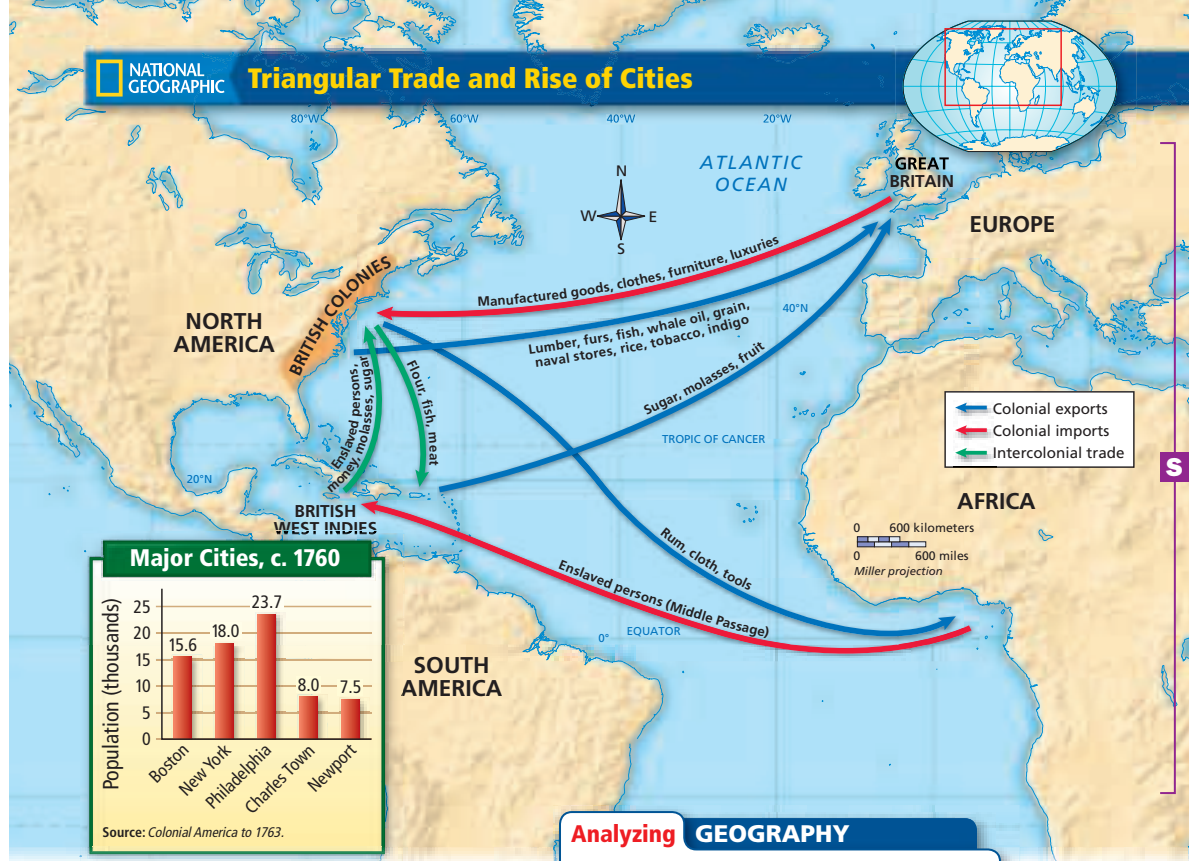
The rise of trade caused several Northern ports—including Boston, New York City, and Philadelphia—to grow into cities. In the South, trade made Charles Town, South Carolina, the region’s largest urban center. In all of these cities and others, a new society with distinct social classes developed.

At the top of the social structure were wealthy merchants who controlled the city’s trade. These rich merchants composed a tiny minority. Skilled artisans and their families made up nearly half of the urban population. Artisans were skilled workers such as carpenters, smiths, glassmakers, coopers, bakers, masons, and shoemakers. Alongside the

Activity: Collaborative Learning

Holding a Town Meeting Organize the class into small groups. Ask them to identify school rules or practices that they would like to see changed. Have each group member think of at least two examples. Then have group members meet to discuss their responses. With one group member acting as a recorder, have the groups put together a descriptive listing of their ideas to present to the class for discussion. After all groups

have made their presentations, have students compile a master list representing all the accepted ideas. Finally, initiate a class “town meeting,” to determine what steps should be taken to make the recommended changes. **OL**



artisans in social status were innkeepers and retailers who owned their own businesses.

Beneath the artisans in urban society were people without skills or property. Many of these people loaded and serviced ships at the harbor. Others worked as servants. These people made up about 30 percent of urban society. Below them in status were indentured servants and enslaved Africans. Relatively few enslaved people lived in the North. Those who did usually lived in cities, making up between 10 and 20 percent of the population.

Life in the Middle Colonies

The Middle Colonies—Pennsylvania, New York, New Jersey, and Delaware—combined aspects of New England’s economy with that of the South. As in New England, trade led to the rise of cities along the coast. As in the South, colonists benefited from fertile soil and a long growing season. Farmers produced

Analyzing GEOGRAPHY

- 1. Movement** What commodities were shipped from the colonies to West Africa?
- 2. Human-Environment Interaction** What types of goods did the American colonies export?

abundant crops of rye, oats, barley, potatoes, and especially wheat. And just as the Southern economy was based on exporting cash crops, so too did the Middle Colonies develop an economy with an important cash crop: wheat.

As merchants in the Middle Colonies began selling wheat and flour to colonies in the Caribbean, they benefited from the region’s geography. Three wide rivers—the Hudson, the Delaware, and the Susquehanna—ran deep into the interior, making it easy for farmers to ship their crops to the coast.

In the early and mid-1700s, the demand for wheat soared, thanks to population growth in Europe resulting from a decline of disease. Between 1720 and 1770, wheat prices more than doubled, bringing great prosperity.

S Skill Practice

Using Geography Skills

Discuss with students aspects of the triangular trade. Ask questions that lead to student understanding of the goods and materials that flowed to and from each point in the system. **Ask:** **What goods were traded from the North American colonies to West Africa and what was traded back to the British West Indies and then to North American colonies in exchange?** (From North America to West Africa: rum, tools, cloth; from West Africa to the West Indies: enslaved people; to the North American colonies: enslaved people, money, molasses, sugar) **OL**

Analyzing GEOGRAPHY

Answers:

- 1.** rum, cloth, tools
- 2.** rum, cloth, tools, lumber, furs, fish, whale oil, naval stores, rice, tobacco, indigo, flour, meat, grain

Additional Support

Activity: Interdisciplinary Connection

Literature Invite a literature teacher or librarian to speak to your class about themes in American literature written between 1640 and 1740. Ask the speaker to also share examples of poetry, tales, and books that might help students gain a better understanding of the colonial period. After the presentation, ask students the following questions: **What topics did colonial writers address on which writers today**

still focus? What are some differences between colonial literature and contemporary literature? (Student answers will vary.) **OL**

R Reading Strategy

Making Connections Point out the vocabulary term *mercantilism* in the text and discuss with students how mercantilism is related to the triangular trade.

Ask: *How did the triangular trade support England's mercantilist goals? (In the triangular trade system, England's colonies supplied it with raw materials, while the colonies provided markets for English finished goods.)* **OL**

S Skill Practice

Making Tables Have students use information in the text as well as additional research to make a table listing each of the Navigation Acts, including the year of each law's passage and its main provisions. **OL**

People IN HISTORY

Answer:

John Locke

Locke believed the government's right to rule comes from the people it governs.

Benjamin Franklin

Franklin began with a humble life. His education and hard work placed him in colonial society's elite.

People IN HISTORY**John Locke**

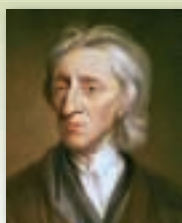
1632–1704

The Glorious Revolution of 1688 importantly suggested that there were times when revolution was justified. In 1690, John Locke, a philosopher allied with those who had overthrown King James II, wrote *Two Treatises of Government* on this topic.

He argued that a government's right to rule came from the people, who were born with certain natural rights, including the right to life, liberty, and property. People created government to protect their rights, making a contract to obey the government's laws while the government protected their rights. If a ruler violated those rights, the people were justified in rebelling.

Locke's ideas greatly influenced the American colonists. The Mayflower Compact and the Fundamental Orders of Connecticut were agreements between the people and their government. The colonists saw Locke's "natural rights" as the specific rights of Englishmen set out in the Magna Carta and the English Bill of Rights. By the 1770s, the American colonies would put these ideas into practice when they launched their own revolution against Britain.

According to Locke, what is the source of a government's right to rule?

**Benjamin Franklin**

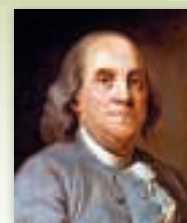
1706–1790

This famous patriot is an example of the social mobility ideal that has driven many Americans, while also demonstrating the Enlightenment ideal that one could unlock the laws of nature through rational exploration.

Franklin grew up humbly, the son of a Boston candle and soap maker. At sixteen, Franklin's passion for books and writing led him to Philadelphia: "I was dirty from my journey . . . and I knew no soul nor where to look for lodging . . . my whole stock of cash consisted of a Dutch dollar and about a shilling in copper." He eventually achieved success as a printer, writer, scientist, and philosopher. By the time he was 42, the man who popularized the proverb "Time is money" could afford to retire and devote himself to public life.

In this retirement, he began his scientific investigations. Most famously, his kite experiments proved that lightning was electrical in nature and gained him an international reputation as an Enlightenment thinker.

How did Franklin's life experiences demonstrate American social mobility?



For an excerpt from the *Second Treatise of Government*, see page R42 in *Documents in American History*.

The wheat boom created a new group of wealthy capitalists who had money to invest in businesses. Industry did not develop on a large scale in the colonial era, but these capitalists did build many large mills near New York and Philadelphia that produced vast quantities of flour for export. Other capitalists in the Middle Colonies established glass and pottery works.

The Imperial System

Mercantilism is an economic theory about the world economy. Mercantilists believed that to become wealthy, a country must acquire gold and silver. A country could do this by selling more goods to other countries than it buys from them. This would cause more gold and silver to flow into the country than flowed out to pay for products from other countries. Mercantilists also argued that a country should be self-sufficient in raw materials. If it had to buy raw materials from another country, gold and silver would flow out to pay for them. Thus to be self-sufficient, a country needed colonies

where raw materials were available. The home country would then buy raw materials from its colonies and sell them manufactured goods in return.

Mercantilism provided some benefits to colonies. It gave them a **reliable** market for some of their raw materials and an eager supplier of manufactured goods. Mercantilism also had drawbacks, however. It prevented colonies from selling goods to other nations, even if they could get a better price. Furthermore, if a colony produced nothing the home country needed, it could not acquire gold or silver to buy manufactured goods. This was a serious problem in New England, and it partly explains why merchants there turned to the triangular trade and smuggling.

The Navigation Acts When Charles II assumed the throne in 1660, he and his advisers were determined to generate wealth for England in America and they established policies based on mercantilist ideas. Beginning in 1660, the king asked Parliament to pass a series

Extending the Content

Background Although John Locke is best known for his political writings, he had other talents. Although he never completed a medical degree, he was known as "Dr. Locke" in some circles. In 1666 he successfully performed an operation on the Earl of Shaftesbury to clean out an abscess in his chest. In return, the earl allowed Locke to live at his home, which enabled Locke to devote his time to writing. **Ask:** *How do you think*

the ideas of John Locke would later contribute to the revolutionary ideas in the American colonies? (Locke's ideas about a contract between the government and the people, justifiable rebellion, and natural rights would later inspire the American colonists to rebel against Britain.)

Section 4 REVIEW

of Navigation Acts that imposed restrictions on colonial trade. These acts required that all goods shipped to and from the colonies be carried on English ships, and listed specific products that could be sold only to England or other English colonies. Many of these goods—including sugar, tobacco, lumber, cotton, wool, and indigo—were the major products that earned money for the American colonies.

Anger at the Navigation Acts encouraged colonists to break the new laws. New England merchants began smuggling goods to Europe, the Caribbean, and Africa in large quantities. In 1686, soon after King James II succeeded his brother Charles, England took decisive action to end the smuggling. Massachusetts, Plymouth, and Rhode Island were merged into a new royal province called the Dominion of New England to be governed by an English governor-general appointed by the king. The following year, Connecticut and New Jersey were added to the Dominion, and by early 1688, New York was added as well.


King James II appointed Sir Edmund Andros to be the Dominion's first governor-general. Andros became very unpopular because he levied new taxes and rigorously enforced the Navigation Acts. Equally disturbing to Puritans were Andros's efforts to undermine their congregations. For example, he declared that only marriages performed in Anglican churches were legal.

The Glorious Revolution While Andros was angering New England colonists, James II was losing support in England. He offended many by disregarding Parliament, revoking town charters, prosecuting Anglican bishops, and practicing Catholicism.

The birth of James's son in 1688 triggered a crisis. Opponents of James had been content to wait until he died, because they expected his Protestant daughter Mary to succeed him. The son, however, was now first in line for the throne, and would be raised Catholic. To prevent a Catholic dynasty, Parliament invited Mary and her Dutch husband, William of Orange, to claim the throne. James fled in what became known as the Glorious Revolution.

Soon afterward, the colonists ousted Governor-General Andros. William and Mary permitted Rhode Island and Connecticut to resume their previous forms of government, but in 1691 they merged Massachusetts Bay, Plymouth, and Maine into the new royal colony of Massachusetts. The colony was headed by a governor appointed by the king, but the colonists were allowed to elect an assembly.

Before assuming the throne, William and Mary had to swear their acceptance of the **English Bill of Rights**. This document, written in 1689, said monarchs could not suspend Parliament's laws or create their own courts, nor could they impose taxes or raise an army without Parliament's consent. The Bill of Rights also guaranteed freedom of speech within Parliament, banned excessive bail and cruel and unusual punishments, and guaranteed every English subject the right to an impartial jury in legal cases. The ideas in this document would later help shape the American Bill of Rights.

 **Examining** In what ways did the Navigation Acts affect trade in the colonies?

Vocabulary

- 1. Explain** the significance of: indentured servant, Nathaniel Bacon, town meeting, triangular trade, mercantilism, English Bill of Rights.

Main Ideas

- 2. Explaining** How did the development of cash crops in the Southern colonies encourage the trade in enslaved people?
- 3. Identifying** How did Puritan ideals lead to the development of town meetings?
- 4. Analyzing** How did life in the Middle Colonies differ from life in the Southern Colonies?
- 5. Categorizing** Complete a graphic organizer similar to the one below by filling in the benefits of mercantilism.



Critical Thinking

- 6. Big Ideas** What role did geography play in developing different economies in the colonies?
- 7. Analyzing Visuals** Study the bar graph showing the populations of major colonial cities on page 39 and the product map and graph on page 37. Why do you think Philadelphia was the largest city at this time?

Writing About History

- 8. Expository Writing** Take on the role of a colonial merchant. Write a letter to a relative in England explaining how the Navigation Acts have affected your business.

History ONLINE

Study Central™ To review this section, go to glencoe.com and click on Study Central.

41

Reading Check

Answer:

They encouraged colonists to break the new laws by smuggling goods to places where they were forbidden to sell them.

Assess

History ONLINE

Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Ask: *What were the main characteristics of the three regions of English colonies? (Southern Colonies: well-defined class structure; economy based on agriculture, mainly cash crops. Middle Colonies: most cities and industry; good land for agriculture; exported large amounts of wheat; class structure less rigid. New England: shipping and industry were important to the economy; subsistence farming; people lived in small communities; few class differences.)* **OL**

Section 4 REVIEW

Answers

- All definitions can be found in the section and the Glossary.
- Cash crops required more labor, so plantation owners turned to enslaved people as a labor force.
- Puritans worshipped together in small groups. This led to a settlement pattern of a small town centered on the church, and church meetings probably evolved into political discussions of town issues, which became town meetings.
- South: planter elite was the top of the social class and had power in local government, militias and courts; Middle Colonies: capitalists invested in mills, glass, and pottery works.
- For England: increased flow of gold and silver, provided markets for finished goods, provided sources of raw materials; For Colonies: provided markets for some raw materials, provided supplies of finished goods.
- South: huge tracts of fertile land led to cash crops; New England: rugged landscape and infertile soil led to subsistence farming; Middle: fertile soil led to wheat cash crop and large cities led to industry and trade.
- Philadelphia was the main port in the Middle Colonies. They were very prosperous, due to trade with Britain.
- Letters should include references to shipping costs, raw materials, and the high cost of imports.

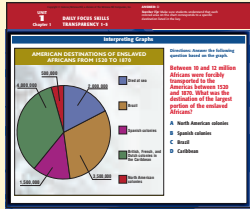


Focus



Bellringer

Daily Focus Transparency 1-5



Guide to Reading

Answers:

Germans: settled in Pennsylvania; came to escape religious wars

Scots-Irish: settled on the frontier, backcountry of Pennsylvania, or the Southern Colonies; came to escape rising taxes, bad harvests, and religious persecution

Jews: settled in the large cities; came to escape religious persecution



Section Spotlight Video

To generate student interest and provide a springboard for class discussion, access the Chapter 1, Section 5 video at glencoe.com or on the video DVD.

Resource Manager

A Diverse Society

Guide to Reading

Big Ideas

Trade, War, and Migration

Immigrants from Europe and those brought by force from Africa greatly increased the population of the American colonies in the 1700s.

Content Vocabulary

- slave code (p. 44)
- rationalism (p. 45)
- pietism (p. 47)
- revival (p. 47)

Academic Vocabulary

- contract (p. 43)
- widespread (p. 47)

People and Events to Identify

- Cotton Mather (p. 42)
- Stono Rebellion (p. 45)
- John Locke (p. 46)
- Baron Montesquieu (p. 47)
- Jonathan Edwards (p. 47)
- George Whitefield (p. 47)

Reading Strategy

Categorizing Complete a graphic organizer similar to the one below by identifying why immigrants settled in the colonies.

Group	Where They Settled	Reasons for Immigrating
Germans		
Scots-Irish		
Jews		

The American colonies experienced rapid growth through natural increase and immigration. The importation of enslaved Africans continued even as colonists engaged in philosophical and religious discussions about the rights of individuals.

Colonial America Grows

MAIN Idea The American colonies experienced tremendous growth due to high birthrates, long life spans, and immigration.

HISTORY AND YOU Do you remember getting vaccinated against certain diseases? Read to find out how inoculation was introduced in the colonies.

The population of the American colonies grew rapidly in the eighteenth century. A major factor was the era's high birthrate. Most women married in their early twenties, typically to men about the same age. On average, colonial women gave birth to seven children, although giving birth to twice that number of children was not uncommon. Between 1640 and 1700, the colonial population increased from 25,000 to more than 250,000. In the 1700s the population doubled every 25 years. By the time of the American Revolution, the colonial population had reached roughly 2.5 million.

An important factor in population growth was improved housing and sanitation. Although women often died in childbirth, many adults lived into their early sixties. Contagious diseases, however, such as typhoid fever, tuberculosis, cholera, diphtheria, and scarlet fever, continued to ravage residents in colonial cities.

When an epidemic of deadly smallpox swept through Boston in 1721, Reverend **Cotton Mather**, a Puritan leader, promoted "the new Method used by the Africans and Asiaticks, to prevent and abate the Dangers of the Small-Pox." This method, inoculation, proved highly successful. Of 6,000 people who were not inoculated and caught smallpox, about 900, or 15 percent, died. In contrast, only 6 of the 241 people who received inoculation died of the disease.

Immigration

Immigration also contributed to population growth. Some 300,000 European immigrants arrived between 1700 and 1775. Most settled in the Middle Colonies, especially eastern Pennsylvania. Many others headed to the frontier, where land was free, and settled in the backcountry of Pennsylvania and the colonial South. At the same time, traders brought large numbers of enslaved Africans to America, mostly to the Southern Colonies.

R Reading Strategies

Teacher Edition

- Analyzing, p. 43
- Det. Importance, p. 46

Additional Resources

- Guid. Read. Act., URB p. 52
- RENTG, p. 14

C Critical Thinking

Teacher Edition

- Det. Cause/Effect, p. 44

Additional Resources

- Pri. Source Read., URB p. 37
- Quizzes/Tests, p. 9

D Differentiated Instruction

Additional Resources

- Eng. Learner Act., URB p. 25
- Reteaching Act., URB p. 43
- Graphic Novel, p. 1

W Writing Support

Teacher Edition

- Expository Writing, p. 45

Additional Resources

- Foldables, p. 46

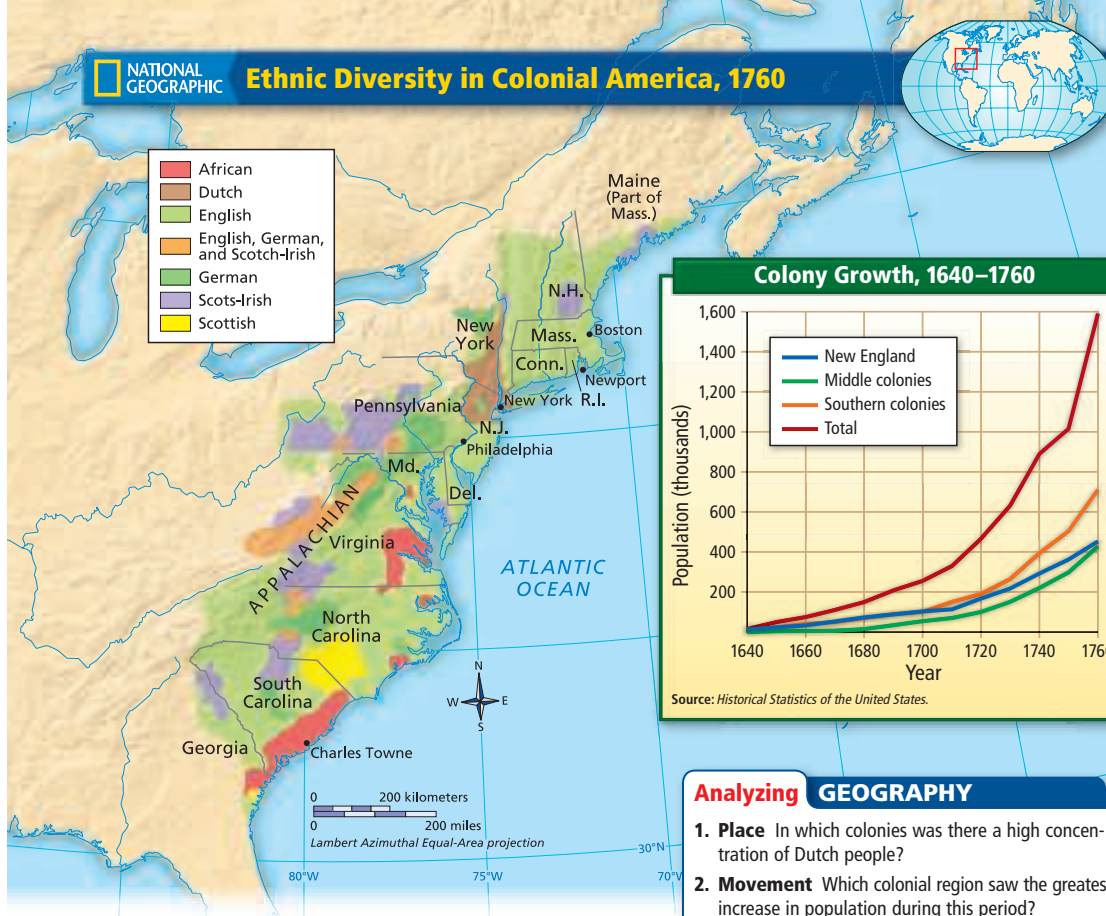
S Skill Practice

Teacher Edition

- Using Geo. Skills, p. 43
- Making Graphs, p. 44

Additional Resources

- Hist. Analysis Act., URB p. 22
- Reteaching Act., URB p. 43
- Authentic Assess., p. 7



Teach

R Reading Strategy

Analyzing Organize students into groups of four or five. Assign each group one of the immigrant groups listed in this section. After students have read the section, have the groups review the information on their assigned immigrant group to determine why these people immigrated to the colonies, and where they settled. Have groups present their findings in an oral presentation to the class. **BL ELL**

S Skill Practice

Using Geography Skills Have students study the map and write a summary of the information, describing the ethnic makeup of the population of each of the three colonial regions in 1760. **OL**

Analyzing GEOGRAPHY

Answers:

1. New York and New Jersey
2. the Southern Colonies

Hands-On Chapter Project Step 5

Establishing a Colony in North America

Step 5: Encouraging Immigration

Directions Have students return to their groups. Each group should assume that their colony is relatively prosperous, but that it requires additional immigrants.

Using the textbook as well as library or Internet resources, each group researches the “pull” factors for immigrants in the region in which their colony is located

small group of Portuguese Jews arrived in New York, which was then called New Amsterdam. There they founded one of the first synagogues in North America. By 1776, approximately 1,500 Jews lived in the colonies.

Women

Women did not have equal rights in colonial America. In the early colonial era, married women could not own property or make **contracts** or wills. Husbands were the sole guardians of the children and were allowed to physically discipline both them and their wives. Single women and widows, however, had more rights. They could own property, file lawsuits, and run businesses.

around the year 1750, as well as the “push” factors at the time in Europe that might have encouraged immigration. Then have students create an informational pamphlet on the benefits of immigrating to their colony. Students should include a description of the geography, the economic activities and opportunities, examples of individuals who prospered in the colony, and any possible indenture contracts or other deals that they might want to offer to entice immigrants to move there. Encourage students

to use page layout or word-processing software to plan and create their pamphlets.

Putting It Together Have a volunteer from each group present the pamphlet to the class. Discuss the various attractions, benefits, and challenges for immigrants in each colony. Then, as a class, vote on the colony which students feel would be likely to attract the most new immigrants. **OL**
(Chapter Project continued on the Visual Summary, p. 48)

C Critical Thinking

Determining Cause and Effect

Discuss with students what slavery was like before and after the institution of the slave codes. **Ask:** *How did the fact that English law did not recognize chattel slavery affect the development of slavery in the colonies?* (Slavery was slow to develop initially, and Africans were treated more like indentured servants than slaves.) **Why were the slave codes passed, and what was their effect?** (The number of Africans increased in the colonies and there was a desire to make hereditary, chattel slavery legal. After the slave codes were instituted, enslaved people no longer had any rights at all, but were property.) **OL**

S Skill Practice

Making Graphs Have students make a circle graph using the data in the text about the numbers and fates of enslaved Africans between 1450 and 1870. Discuss with students the effects of the Atlantic slave trade on the enslaved people as well as the societies and economies of the slave holding people. **OL**

Additional Support

By the 1700s, the status of married women had improved. In most colonies, for example, a husband could not sell or mortgage his land without his wife's signature on the contract. Despite legal limitations, many women worked outside the home.

Africans in the Colonies

For Africans, the voyage to America usually began with a forced march to the West African coast, where they were traded to Europeans, branded, and crammed onto ships. Chained together in the ships' filthy holds for more than a month, they were given minimal food and drink. Those who died or became sick were thrown overboard.

Historians estimate that between 10 and 12 million Africans were enslaved and sent to the Americas between 1450 and 1870. On the way, roughly 2 million died at sea. Of the 8 to 10 million Africans who reached the Americas, approximately 3.6 million went to Portuguese Brazil and another 1.5 million went to the Spanish colonies. The British, French, and

Dutch colonies in the Caribbean imported nearly 3.7 million others to work on their plantations. Approximately 500,000 Africans were transported to British North America.

When the first Africans arrived in Virginia in 1619, English law did not recognize chattel slavery—the actual ownership of one human being by another. As a result, slavery developed slowly in the Chesapeake colonies. The first Africans brought to Virginia and Maryland were treated in a manner similar to indentured servants, and children born to Africans were not always considered enslaved.

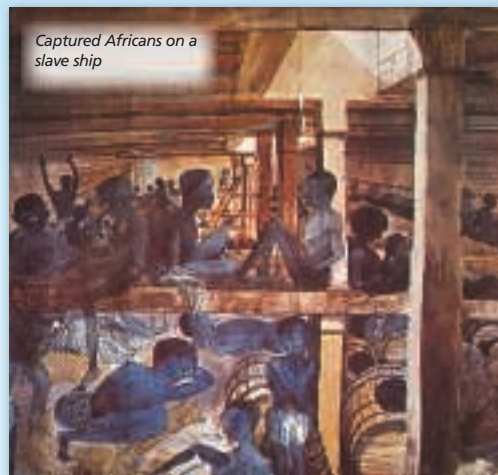
At first, enslaved Africans could obtain their freedom by converting to Christianity. To many English settlers, enslaving Africans was acceptable, not because they were not white, but because they were not Christian. Over time, as the number of Africans increased, their status changed. By the 1660s, new laws changed slavery into a hereditary system based on race.

Finally, in 1705 Virginia created a **slave code**—a set of laws defining the relationship between enslaved people and free people. Other colonies followed suit. Enslaved persons

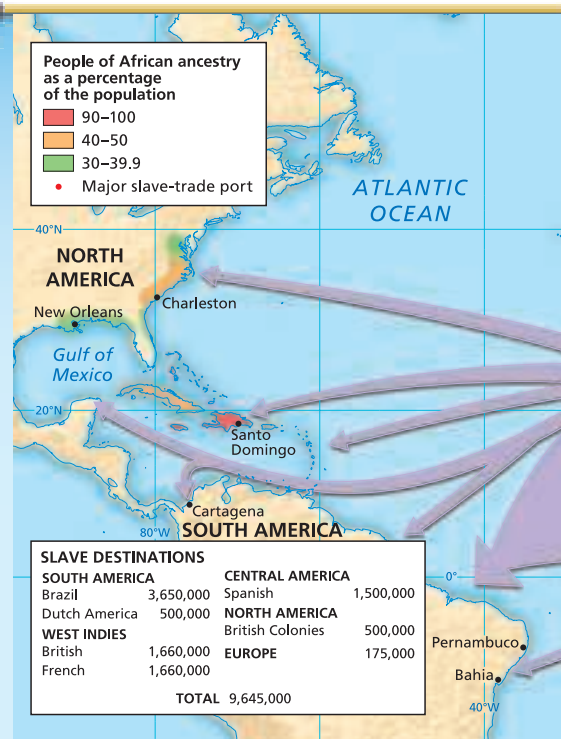
PRIMARY SOURCE

The Atlantic Slave Trade c. 1500–1800

In 1619 the first Africans arrived in the English colonies, beginning the brutal African slave trade. After a nearly fatal voyage across the Atlantic, known as the Middle Passage, under stifling, dirty, and crowded conditions, those starved and exhausted Africans who managed to survive were sold in markets or at auction.



The Granger Collection, New York



Activity: Interdisciplinary Connection

Literature and Folklore Have students use library and Internet resources to learn about traditional storytelling in Africa. **Ask:** *How are traditional African folktales the same as or different from American folktales? What are some American folktales with African roots?* Encourage students to find English-language translations of African folktales and legends and to compare stories and themes with familiar

American folktales and legends. Have students write a short report about their findings. **OL**

could not own property, testify against whites in court, move about freely, or assemble in large numbers. By the early 1700s, slavery had become generally accepted in colonial society. By 1775, roughly 20 percent of the colonial population was of African heritage.

No group in the American colonies endured lower status or more hardship than enslaved Africans. Most lived on Southern plantations, where they worked long days and were beaten and branded by planters. Planters also controlled enslaved Africans by threatening to sell them away from their families.

Family and religion helped the enslaved Africans maintain their dignity. Some resisted by escaping to the North; others refused to work hard or broke or lost their tools. In 1739 a group of Africans living near the Stono River in South Carolina rebelled against their white overseers and tried to escape to Spanish Florida. The militia quickly ended the **Stono Rebellion**, which took the lives of 21 whites and 44 Africans.

Reading Check **Summarizing** In what ways did enslaved people resist their enslavement?

New Ideas

MAIN Idea The ideas of the Enlightenment and the Great Awakening made the colonists question their role as subjects of the English monarchy.

HISTORY AND YOU Have you ever read a book that changed the way you thought about a subject? Read how two cultural developments influenced American colonists.

During the 1700s the English colonies came under the influence of the Enlightenment and the Great Awakening. The first championed human reason, while the second stressed a new personal relationship with God.

The Enlightenment

Enlightenment thinkers came to believe that natural laws applied to social, political, and economic relationships, and that people could figure out these natural laws if they employed reason. This emphasis on logic and reasoning was known as **rationalism**.



Analyzing VISUALS

- Specifying** About how many captured Africans were taken to the British colonies in North America?
- Explaining** Why do you think so many people died during the Middle Passage?

Writing Support

Expository Writing Have students write a newspaper report about the Stono Rebellion. Reports should focus on facts, not opinions, and should be written in a formal style. Suggest to students that they use the questions: *Who? What? When? Where? Why? and How?* as a guide to what to include in their reports. **OL**

Analyzing VISUALS

Answers:

- 500,000
- Conditions were crowded and dark in the hold of the ship; people did not get enough fresh air, exercise, food and water. Also, they were probably very anxious and frightened about what was going to happen.

Reading Check

Answer:

They refused to work hard, broke or lost tools on purpose, or escaped. One group rebelled.

Additional Support

Activity: Technology Connection

The Middle Passage Refer students to the chart in the feature on this page. Ask them a series of questions to help them analyze the data. **Ask:** *To which destination were most enslaved people taken? (Brazil) Where were the fewest enslaved people taken? (Europe) Why do you think so many enslaved people were taken to Brazil and so few were taken to Europe? (Brazil probably had a plantation economy*

and needed large amounts of labor, while Europe did not need to import labor.)

Then have students find out more about the Middle Passage, the route between Africa and America aboard the slave trader ships. Tell students of one of the most famous slave revolts that occurred along the Middle Passage on the *Amistad*. In this incident, a group of captives revolted during the voyage across the Atlantic, killing

the captain and members of the crew. The *Amistad* captives landed in the United States, were charged with murder, but were acquitted and eventually returned to Africa.

Have students work individually or in groups to present their research on the Middle Passage in multimedia or slide show presentations. **OL**

R Reading Strategy**Determining Importance**

Discuss with students the fact that the Zenger case is considered by most political scientists and historians to be a landmark event in the development of democracy, especially in the United States.

Ask: Why do you think that the Zenger case is considered so important? (Answers will vary, but students should indicate an understanding that the case established a precedent for a free press, which is crucial in a democracy.) **OL**

DBQ Document-Based Questions**Answers:**

1. He is pointing out that people are free to express their opinions about religion—which they were not free to do 200 years earlier—but are seemingly not free to express their opinions about the government.
2. They will become enslaved.

Additional Support

John Locke One of the earliest and most influential Enlightenment writers was **John Locke**. His contract theory of government and natural rights profoundly influenced the thinking of American political leaders. In his work *Two Treatises of Government*, Locke attempted to use reason to discover natural laws that applied to politics and society:

PRIMARY SOURCE

"123. If man in the state of nature be so free . . . why will he part with his freedom? . . . [T]he enjoyment of the property he has in this state is very unsafe, very insecure. This makes him willing . . . to join in society with others . . . for the mutual preservation of their lives, liberties and estates. . . .

192. For no government can have a right to obedience from a people who have not freely consented to it; which they can never be supposed to do till . . .

they are put in a full state of liberty to choose their government. . . ."

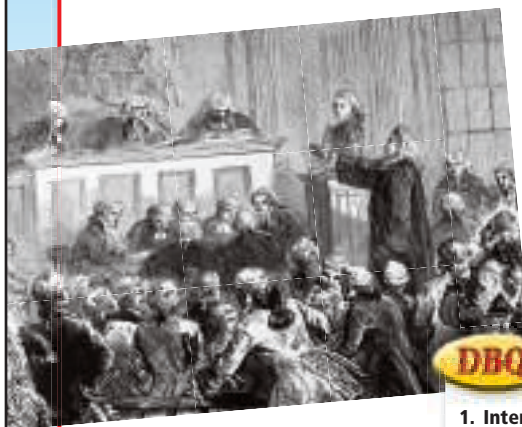
—from *Two Treatises of Government*

Equally important was Locke's *Essay on Human Understanding*. In this work he argued that, contrary to what most Christians believed, people were not born sinful. Instead, their minds were blank slates that could be shaped by society and education, making people better. These ideas, that all people have rights and that society can be improved, became core beliefs in American society.

Rousseau and Montesquieu French thinker Jean Jacques Rousseau carried Locke's ideas further. In *The Social Contract*, he argued that a government should be formed by the consent of the people, who would then make

PRIMARY SOURCE**The Trial of John Peter Zenger, 1735**

In 1733 John Peter Zenger began printing the *New York Weekly Journal*, a newspaper highly critical of New York Governor William Cosby. Unable to identify the anonymous writers and publisher, Cosby ordered Zenger's arrest for printing libel. The jury found Zenger not guilty. In doing so, the jury engaged in "jury nullification." Zenger was clearly guilty—but the jury, in effect, decided the law itself was wrong and refused to convict Zenger.



▲ The Zenger case established a precedent for a free press in the colonies, and later in the United States.

In his summation to the jury, Zenger's attorney Andrew Hamilton compared free speech and free press to freedom of religion and noted that liberty depends upon the ability to publish criticisms of the government:

PRIMARY SOURCE

"... we well know that it is not two centuries ago that a man would have been burnt as an heretic for owning such opinions in matters of religion as are publicly wrote and printed at this day. . . . I think it is pretty clear that in New York a man may make very free with his God, but he must take special care what he says of his governor. It is agreed upon by all men that this is a reign of liberty, and while men keep within the bounds of truth I hope they may with safety both speak and write their sentiments of the conduct of men in power. I mean of that part of their conduct only which affects the liberty or property of the people under their administration; were this to be denied, then the next step may make them slaves; For what notions can be entertained of slavery beyond that of suffering the greatest injuries and oppressions without the liberty of complaining, or if they do, to be destroyed, body and estate, for so doing?"

—from *A Brief Narrative of the Case and Trial of John Peter Zenger*

DBQ Document-Based Questions

1. **Interpreting** What point is Hamilton making when he says that "a man may make very free with his God," but must be careful about what he says about the governor?
2. **Identifying Central Issues** What does Hamilton say will happen if people are not allowed to express their opinions about those in the government?

Activity: Collaborative Learning

Comparing and Contrasting Tell students that although most colonists had probably never heard of John Locke, his philosophy would prove to be of great importance to colonial Americans. The idea of natural rights and responsible government became the basis of protest and revolt in the colonies.

Have students work in small groups to do research to find out more about the

ideas of Locke, Rousseau, and Montesquieu. Students should prepare a report that compares and contrasts the ideas of these three important Enlightenment figures. Students' reports should also discuss their influence on the men who wrote the U.S. Constitution and discuss which of their ideas appear in that document. **AL**

their own laws. Another influential writer was **Baron Montesquieu**. In his work, *The Spirit of Laws*, Montesquieu suggested that there were three types of political power—executive, legislative, and judicial. These powers should be separated into different branches to protect people's liberty:

PRIMARY SOURCE

"In order to have this liberty, it is necessary the government be so constituted as one man need not be afraid of another.

When the legislative and executive powers are united in the same body of magistrates, there can be no liberty. . . .

Again, there is no liberty, if the judiciary power be not separated from the legislative and executive. Were it joined with the legislative, the life and liberty of the subject would be exposed to arbitrary [control], for the judge would be then the legislator. Were it joined to the executive power, the judge might behave with violence and oppression."

—from *The Spirit of Laws*

Montesquieu's ideas were widely debated. They had a great influence on the leaders who wrote the United States Constitution.

The Great Awakening

While some Americans turned away from a religious world view, others renewed their Christian faith. Many Americans embraced a European religious movement called **pietism**, which stressed an individual's piety (devoutness) and an emotional union with God. Throughout the colonies, ministers held **revivals**—large public meetings for preaching and prayer. This **widespread** resurgence of religious fervor became known as the Great Awakening.

In 1734 a Massachusetts preacher named **Jonathan Edwards** helped launch the Great Awakening. In powerful, terrifying sermons, he invoked the "fearful and angry" God and argued that a person had to repent and convert. His emotional, as opposed to rational, style of preaching was typical of the fervor of the Great Awakening. **George Whitefield**, an Anglican minister from England, also attracted and inspired many listeners.

The Great Awakening peaked around 1740. Many churches split into factions called the New Lights and the Old Lights. Those who embraced the new ideas—including Baptists, some Presbyterians and Congregationalists, and a new group called Methodists—won many converts, while traditional churches lost members.

In the South, the Baptists gained a strong following among poor farmers. Baptists also welcomed Africans at their revivals and condemned slavery. Despite violent attempts by planters to break up Baptist meetings, about 20 percent of Virginia's whites and thousands of enslaved Africans had become Baptists by 1775.

The Enlightenment and the Great Awakening had different origins, but both profoundly affected colonial society. The Enlightenment provided arguments against British rule. The Great Awakening undermined allegiance to traditional authority.

Reading Check **Determining Cause and Effect** Why did the Great Awakening cause division in established churches?

Section 5 REVIEW

Vocabulary

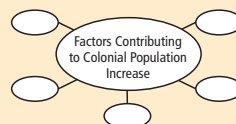
- 1. Explain** the significance of: Cotton Mather, slave code, Stono Rebellion, rationalism, John Locke, Baron Montesquieu, pietism, revival, Jonathan Edwards, George Whitefield.

Main Ideas

- 2. Describing** What was slavery like in the early colonies?
- 3. Identifying** What are two beliefs of John Locke that later became core American values?

Critical Thinking

- 4. Big Ideas** What factors and motivations brought people to the American colonies in the 1700s?
- 5. Organizing** Use a graphic organizer similar to the one below to explain the reasons for the population increase in the colonies in the 1700s.



- 6. Analyzing Visuals** Examine the map on pages 44–45. In which area of the Americas did African Americans become the greatest percentage of the population?

Writing About History

- 7. Persuasive Writing** Suppose that you are a German immigrant to the colonies in 1725. Write a letter to relatives in Germany explaining what your life in the colonies has been like and encouraging them to join you.

History ONLINE

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47

Reading Check

Answer:

Some people wanted to follow the traditional, existing ways of worship, while others were inspired by the new spirit of piety of the Great Awakening to establish a new church with new ways of worshipping.

Assess

History ONLINE

Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Ask: **What contributed to the diversity in colonial society?** (Large numbers of immigrants came to the colonies in this period, as well as enslaved Africans. Also new movements, such as the Enlightenment and the Great Awakening, created an atmosphere in which people explored new ideas about government, society, and religion.) **OL**

Section 5 REVIEW

Answers

- All definitions can be found in the section and the Glossary.
- At first, there was no concept of chattel slavery and not all enslaved people were treated as such, but more like indentured servants. Also, enslaved people who became Christians were sometimes freed, because their enslavement was based not on their skin color, but on the fact that they were not Christians. Lastly, slavery was not assumed to be hereditary. Later, the colonies established slave codes that defined enslavement as hereditary, chattel slavery.
- that all people have natural rights and the rights of government come from the people
- pursuit of religious freedom; escape from religious wars, rising taxes, poor harvests, enslavement
- enslavement of Africans, immigration, improved housing and sanitation, smallpox inoculation, higher birthrate
- Caribbean
- Letters should include descriptive language of daily life and reasons why the relative should emigrate to the colonies.



You can study anywhere, any time by downloading quizzes and flashcards to your PDA from glencoe.com.

Determining Cause and Effect

Discuss with students the information provided in the Visual Summary for this chapter.

Ask: What information does the Visual Summary provide? (the causes and effects of European exploration and colonization in the Americas) Have students identify at least one effect for each cause or one cause for each effect in one category in the Visual Summary. Tell students that they may use information already in the Visual Summary as well as from within the chapter. **OL**

Narrative Writing Have students select one cause, effect, or image in the Visual Summary as a story starter and then write a short story based on that item. Stories should be realistic fiction. Encourage students to do additional research to find historical details that will enrich their work. Once you have read the stories and students have made final revisions, collect them into a single volume for your classroom or the school library. **OL**

Causes of European Exploration

- The Crusades broaden European horizons and stimulate interest in luxury goods from Asia.
- The rise of towns and the growth of the merchant class enrich monarchs and make them less dependent on the nobility.
- Monarchs want to find trade routes to Asia, by passing Italy and the Muslim states.
- The Renaissance promotes a scientific view of the world.
- New technologies such as the compass and astrolabe make sea exploration possible.



▲ The English founded their first permanent colony in North America at Jamestown in 1607.



▲ Trading ships like these vessels of the Dutch East India Company carried goods around the world.

Causes of English Colonization

- The wealth Spain acquired from conquering the Aztec and mining gold encourages others to consider creating colonies.
- The Protestant Reformation in England leads to the rise of Puritans who are persecuted by the English government, as are Catholics and others who disagree with the Anglican Church.
- Puritans, Catholics, and other religious dissenters, such as the Quakers, seek religious freedom by migrating to America.
- The growth of trade and the rising demand for English wool lead to landowners evicting peasants so as to raise sheep. Some of the peasants migrate to America to escape poverty and obtain land.

Effects of European Colonization

- Europeans explore West Africa; they begin enslaving Africans and forcing them to work on sugarcane plantations.
- European explorers land in the Americas, map the eastern coastline, and begin exploring the interior.
- Beginning with Cortés, Spanish conquistadors conquer Mexico, Peru, and the Maya people of Central America.
- An exchange of plants, animals, goods, and ideas begins between Europe and the Americas; European diseases devastate Native American populations; American diseases spread to Europe.
- Spain establishes colonies in the Caribbean; France establishes colonies along the St. Lawrence River; England establishes colonies along the east coast, from Massachusetts to Georgia.
- Cash crops, such as rice, tobacco, and sugarcane, allow Southern Colonies to flourish; they also lead to the rise of the slave trade.
- Triangular trade allows northern American colonies to prosper and leads to the rise of cities along the American East Coast.



▲ In the South, a plantation economy developed in which many planters grew rich by exporting their cash crops to Britain.

Hands-On Chapter Project Step 6: Wrap Up

Establishing a Colony in North America

Step 6: Evaluating the Colonial Experience Students will synthesize what they have learned in Steps 1, 2, 3, 4, and 5.

Directions Have the groups of students review their colonial experience—their plans, the location they selected, their goals, the government they established, the colony's economy and growth, and then sum-

marize the challenges they learned about as they worked on the project.

Putting It Together Then have students discuss and evaluate as a class the challenges and dangers real colonists must have faced in establishing a colony. **OL**

Reviewing Vocabulary

Directions: Choose the word or words that best complete the sentence.

- The Aztec demanded _____ from the areas they conquered.
A praise
B maize
C silver
D tribute
- The Portuguese used a ship known as a _____ to better explore the shallow inlets of the Americas.
A astrolabe
B encomienda
C caravel
D lateen
- Because Pennsylvania was owned by William Penn, it was considered
A a charter colony.
B a joint-stock company.
C a proprietary colony.
D part of the headright system.
- Individuals who signed contracts to cover the cost of transportation to the colonies were called
A serfs.
B indentured servants.
C mercantilists.
D subsistence farmers.
- The Enlightenment encouraged a renewed emphasis on logic called
A pietism.
B mercantilism.
C activism.
D rationalism.

Reviewing Main Ideas

Directions: Choose the best answer for each of the following questions.

Section 1 (pp. 4–11)

- Which of the following was a feature of the Mississippian culture?
A ocean-going canoes
B pyramids
C pueblos
D giant basalt sculptures
- The Iroquois Confederacy was formed to
A stop the constant warfare.
B unite against the English.
C better compete with the Algonquian peoples.
D invade the Great Lakes region.

Section 2 (pp. 14–23)

- The Treaty of Tordesillas established which of the following?
A European Christians would fight the Crusades to retake holy places from Muslims in the Middle East.
B Spain, Portugal, England, and France would all have equal rights to colonies in the Americas.
C The Aztec would surrender their lands and possessions to Hernán Cortés and the rulers of Spain.
D Spain would control everything west of a line of demarcation; Portugal would control everything to the east.

TEST-TAKING TIP

When possible, depending on the form of the test, underline or circle key words in the question stem so that you know what to focus on as you read the answer choices. For example, some questions ask for a specific number of items in an answer.

Need Extra Help?

If You Missed Questions . . .	1	2	3	4	5	6	7	8
Go to Page . . .	6	16	32–33	32–33	45–46	8	11	18

GO ON 

Reviewing Vocabulary

1. D Some students may be confused by choice A, which can be a synonym for tribute. Remind students that tribute in this sense means “payment.”

2. C The caravel was highly maneuverable, fast, and small enough to sail beside shallow coastlines and farther up the mouths of rivers.

3. C Proprietary colonies were owned by a single person, or proprietor. Since Pennsylvania was owned by a single person, students should be able to immediately eliminate B, because a joint-stock company is composed of more than one person. Charter colonies were started with the granting of a charter usually to a group of people. The headright system is not related to ownership of colonies.

4. B Students may have trouble choosing between A and B. Students should understand the difference between serfs, who had no freedom, and indentured servants, who worked to pay off a debt, and would be free once the debt had been paid off.

5. D This is a good question to help students understand the importance of carefully reading the question. In this case, students are looking for the answer choice that encouraged a renewed “emphasis on logic.” Rationalism is the most closely related: “rational” and “logical” are synonymous.

Reviewing Main Ideas

6. B Considering the geography of the United States may help students who are confused eliminate A and C, which are characteristics of southwestern and northwestern cultures, respectively.

7. A The Iroquois Confederacy, with its binding oral constitution, is a good example of a democratic government. Explain to students that, although the two types of governments are not similar, both the Confederacy and the United States had constitutions that spelled out the rules of governing. The Confederacy was formed to stop constant warfare and set out rules that allowed different tribes to work together.

8. D Although students should be able to immediately eliminate A, they may be confused by the remaining choices. C is incorrect, because Cortés and his men defeated the Aztec; they did not sign a treaty. B and D are similar, but the Treaty of Tordesillas was between Spain and Portugal and no other nations. Spain, Portugal, England, and France never signed any agreements to divide up colonies in the Americas.

9. B Students can approach this question as if it were a true/false question. They must look for the answer that is a correct motivation for the creation of English colonies. *A*, *C*, and *D* are all false or untrue. Therefore, they cannot be correct. It is true that new religious groups sought religious freedom outside of Britain.

10. C One of the most interesting facets of Rhode Island is the religious tolerance that was practiced there. In fact, Newport is home to the oldest synagogue in the United States, the Touro Synagogue. In addition, government had no control over religious practices.

11. A The farmers in the back-country wanted to take more land from Native Americans, but they were not supported in this by the wealthy planters, who did not want to be involved in a fight with Native Americans. Therefore, the rebellion began over land. Remind students that most fights with Native Americans took place over land issues or disputes.

12. D Students should always look for answer choices they can immediately eliminate to increase their chances of choosing the correct answer. In this case, *B* should be eliminated immediately, because it contradicts the question. Students should also realize that slavery was never illegal in the colonies because enslavement began very soon after the founding of the colonies and this suggests that both answers (*A*) and (*C*) can be eliminated.

Section 3 (pp. 24–33)

- 9.** The Reformation encouraged the creation of English colonies because
- A** the English monarchs wanted to banish all non-Anglicans.
 - B** new religious groups sought religious freedom outside of England.
 - C** Protestants wanted land for new churches.
 - D** Martin Luther told his followers to leave their homes and start new lives.
- 10.** In Roger Williams's colony of Rhode Island,
- A** only Puritans could worship publicly.
 - B** the government controlled all aspects of daily life.
 - C** different religious practices were tolerated.
 - D** Native Americans were assimilated into English culture.

Section 4 (pp. 34–41)

- 11.** Bacon's Rebellion began because
- A** farmers wanted to take more land from Native Americans.
 - B** farmers were tired of paying high taxes.
 - C** farmers were not allowed in the House of Burgesses.
 - D** farmers wanted to acquire enslaved Africans.

Section 5 (pp. 42–47)

- 12.** Why did slavery slowly develop in the colonies?
- A** English law made it illegal to enslave colonists.
 - B** King Charles II granted a charter that encouraged the slave trade in the colonies.
 - C** Africans were allowed to sue for their freedom.
 - D** England did not allow trade with other nations, some of whom controlled the slave trade.
- 13.** In the 1700s the English colonies were affected by a resurgence of religious zeal known as
- A** the Enlightenment.
 - B** the Glorious Revolution.
 - C** the Renaissance.
 - D** the Great Awakening.

Need Extra Help?

If You Missed Questions . . .	9	10	11	12	13	14	15
Go to Page . . .	24–25	30	36	44–45	47	4–11	32

50 Chapter 1 Colonizing America

13. D Of the movements mentioned in the answer choices, only the Great Awakening was a religious movement. If students are unsure of the correct answer, review briefly the other movements. Point out that the Enlightenment and Renaissance were social movements, and that the Glorious Revolution was political.

Critical Thinking

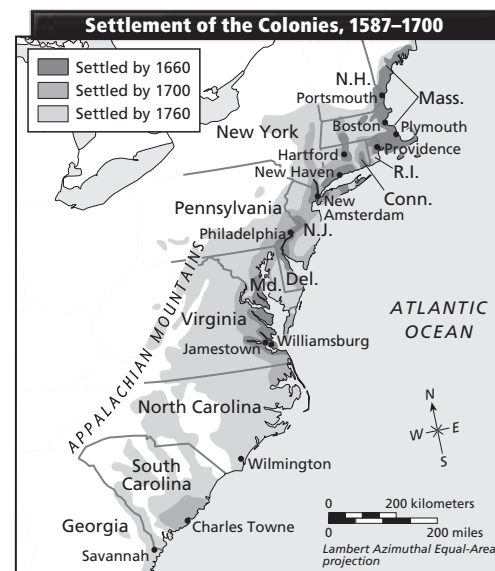
14. B This type of question requires a bit of common sense reasoning. Students should ask themselves which of the answer choices would

Critical Thinking

Directions: Choose the best answers to the following questions.

- 14.** The geography of the region in which they lived affected how Native American groups
- A** developed language.
 - B** gathered their food.
 - C** governed themselves.
 - D** conducted trade.

Base your answers to question 15 on the map below and on your knowledge of Chapter 1.



- 15.** Which of the following colonies had the largest settled areas by 1660?
- A** Massachusetts
 - B** North Carolina
 - C** New Hampshire
 - D** Virginia

most likely be affected by geography. Remind students that for multiple-choice questions, they must always look for the *best* answer to the question among the choices given. Physical geography would most likely affect food gathering or trade. In this case, based on the information in the chapter, *B* is the best answer.

15. A Careful reading of the map makes map questions easy to answer. The question specifically asks for areas settled by 1660, so students should use the map key to identify those areas settled by 1660.

16. Which of the following is true about the early colonies of Jamestown and Plymouth?
- A They were started by people interested in establishing a new nation.
 - B Disease caused a huge loss of life.
 - C Tobacco was the primary source of income.
 - D They were started by religious separatists.

Analyze the painting and answer the questions that follow. Base your answers on the painting and on your knowledge of Chapter 1.



17. In this painting, William Penn is most likely
- A asking Native Americans for permission to take over Pennsylvania.
 - B telling Native Americans in Pennsylvania about the benefits of being Quakers.
 - C explaining to Native Americans in Pennsylvania that he was their new king.
 - D signing a treaty with Native Americans who lived in Pennsylvania.
18. The overall mood of the subjects in the painting is
- A tense and suspicious.
 - B friendly and open.
 - C jolly and laughing.
 - D angry and ranting.

Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow the document.

In 1519 conquistador Hernán Cortés and his soldiers conquered the Aztec and entered their capital, Tenochtitlán. The following excerpt is from an Aztec account of the event:

"When the Spaniards were installed in the palace, they asked Motecuhzoma [Montezuma] about the city's resources and reserves. . . . They questioned him closely and then demanded gold. Motecuhzoma guided them to it. . . . When they arrived at the treasure house called Teucalco, the riches of gold and feathers were brought out to them. . . . Next they went to Motecuhzoma's storehouse, in the place called Totocalco, where his personal treasures were kept. The Spaniards grinned like little beasts and patted each other with delight. When they entered the hall of treasures, it was as if they had arrived in Paradise. They searched everywhere and coveted everything; they were slaves to their own greed. . . . They seized these treasures as if they were their own, as if this plunder were merely a stroke of good luck."

—quoted in *The Broken Spears: The Aztec Account of the Conquest of Mexico*

19. How does the author of this account characterize the Spanish?
20. What is the overall tone of this account?

Extended Response

21. The Spanish, English, and French who settled in the Americas each related to or treated the native peoples they encountered differently. Write an expository essay comparing and contrasting how each of the three groups generally interacted with Native Americans. In your essay, include an introduction and at least three paragraphs to describe the various relationships with supporting details from Chapter 1.

STOP

History ONLINE

For additional test practice, use Self-Check Quizzes—Chapter 1 at glencoe.com.

Need Extra Help?

If You Missed Questions . . .	16	17	18	19	20	21
Go to Page . . .	24–33	R18	R18	51	R19	14–23

through the picture and discuss answer choices with the class if students have trouble interpreting the painting.

Document-Based Questions

19. **The author describes them as greedy beasts.** This question asks for specific information, so students should refer back to the passage specifically looking for the description. The author specifically uses the words *greedy* and *beasts*, so students' answers should contain some form of this description.

20. **The tone is one of anger and disgust.** This question should be easy to answer after students answer question 18. If students have trouble with this one, it may be helpful to read the passage aloud and ask the class what feelings the passage evokes in them as they hear it. Relate these feelings to tone.

Extended Response

21. Students' essays will vary, but should clearly and logically compare and contrast the relations between each of the three European groups and Native Americans, with supporting details and examples from the chapter. Be sure that students followed directions properly and include an introduction and at least three paragraphs.

History ONLINE

Have students visit the Web site at glencoe.com to review Chapter 1 and take the Self-Check Quiz.

Need Extra Help?

Have students refer to the pages listed if they miss any of the questions.

16. **B** This question asks students to find a similarity between the two colonies. Students may have a difficult time with this question, because some of the answer choices are true of one of the two colonies. It is important that students understand that the correct answer will be true of both colonies.

17. **D** Explain to students that when they analyze historical art, they should always keep the historical circumstances in mind. Students should recognize that Penn has a treaty in the

painting. The statements in the other answer choices are all untrue, and therefore, cannot be correct.

18. **B** Students should pay attention to the expressions on the faces of the participants and their body language. There is nothing to suggest that the meeting is tense, suspicious, angry, or ranting; the overall feeling of the painting is positive. However, jolly and laughing do not fit the situation. Friendly and open best captures the mood. You may want to walk