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# Colonizing America 1519–1733

## Why It Matters

Spanish, French, and English colonists came to North America. The colonies they founded often reflected the values and traditions of their homelands. These values and traditions helped shape core beliefs that most Americans share today.

## The Impact Today

Several developments of the early colonial period are evident in the nation today.

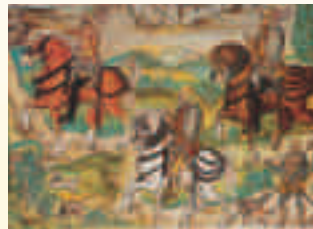
- The language and culture of the southwestern United States reflect the influence of the early Spanish settlers.
- Religious conflicts convinced the colonists of the importance of toleration and freedom of religion, values important to Americans today.
- The democratic traditions and institutions of the modern United States originated during colonial times.



**The American Vision Video** The Chapter 2 video, "Early Explorers," chronicles the voyages of some of the early European explorers.

**1519**

- Cortés arrives on the Mexican coast



**1526**

- Pizarro encounters the Inca in Peru

**1609–1610**

- Santa Fe founded

**1608**

- Champlain founds Quebec

1500

1550

1600

**1517**

- Protestant Reformation begins

**1527**

- Henry VIII breaks with Catholic Church

**1588**

- English defeat Spanish Armada

**1600**

- Tokugawa period of feudal rule begins in Japan

The Americas

World



This 1638 painting by Dutch artist Adam Willaerts is believed to depict the Plymouth colony.

**1619**

- First meeting of Virginia House of Burgesses

**1680**

- Popé leads Native American rebellion in New Mexico

**1630**

- Massachusetts Bay Colony established

**1681**

- William Penn's charter for Pennsylvania granted



**1650**

**1700**

**1642**

- English Civil War begins

**1688**

- Glorious Revolution establishes limited monarchy in England

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**Chapter Overview**

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**CONTENTS**

# The Spanish and French Build Empires

## Guide to Reading

### Main Idea

The Spanish and French colonies in America reflected the values of European society and the geography of the regions in which they settled.

### Key Terms and Names

conquistador, Francisco Pizarro, presidio, Popé, *hidalgo*, *encomienda*, hacienda, vaquero, Northwest Passage, *coureur de bois*

### Reading Strategy

**Taking Notes** As you read about the Spanish and French colonies in America, use the section headings to create an outline similar to the one below.

The Spanish and French Build Empires  
 I. The Conquest of Mexico  
 A.  
 B.  
 II.  
 A.  
 B.  
 C.

### Reading Objectives

- **Explain** the early Spanish settlement of North America.
- **Describe** the colonial society in New France.

### Section Theme

**Global Connections** European colonizers shaped the new cultures of North America.

### Preview of Events

◆ 1500

**1519**  
Cortés lands on Mexican coast

◆ 1550

**1532**  
Pizarro invades Incan empire

◆ 1600

**1565**  
St. Augustine, Florida, established

◆ 1650

**1608**  
City of Quebec founded

**1609–1610**  
Santa Fe, New Mexico, founded



*Aztec depiction of Montezuma viewing ominous omens of invaders*

## ★ An American Story ★

In the spring of 1519, a courier arrived in Tenochtitlán, capital of the Aztec empire. He had news for the emperor, Montezuma II. Bearded white men bearing crosses were encamped on the eastern shores of the emperor's realm.

Montezuma was worried. For several years he had heard reports of strange men with “very light skin” operating in the Caribbean. His subjects had also seen “towers or small mountains floating on the waves of the sea.” Now these strange white men had come to his lands, and Montezuma did not know what to do.

The men on the coast were Spanish soldiers. As they watched the soldiers, the people of eastern Mexico felt both fear and awe. One Aztec later recalled:

“They came in battle array, as conquerors . . . their spears glinted in the sun, and their pennons fluttered like bats. They made a loud clamor as they marched, for their coats of mail and their weapons clashed and rattled. . . . They terrified everyone who saw them.”

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

## The Conquest of Mexico

Leading the Spanish march into the Aztec empire was a 34-year-old Spaniard named **Hernán Cortés**. At age 19, Cortés had boarded a ship bound for the Spanish Indies determined to make his fortune. He had no idea then that 15 years later he would overturn a civilization and change the lives of millions of people.



**The Spanish Encounter the Aztec** In 1511 Spanish troops, led by **Diego Velázquez**, conquered Cuba. Cortés took part in the invasion, and his courage impressed Velázquez. He rewarded Cortés by giving him control of several Native American villages.

Six years later, smallpox swept across Cuba, killing thousands of Native Americans. Without Native American labor, the farms and mines the Spanish had built in Cuba could not function. Velázquez asked Cortés to lead an expedition to the Yucatán Peninsula to find new peoples who could be forced to work for the Spanish. He also wanted to investigate reports of a wealthy civilization there. On February 18, 1519, Cortés set sail for Mexico. He had 11 ships, 550 men, and 16 horses.

**The Invasion Begins** After crossing the Gulf of Mexico, Cortés landed in the Yucatán Peninsula. There he found a shipwrecked sailor—Jerónimo de Aguilar—who spoke the local language and could act as translator. Despite this advantage, Cortés could not prevent an attack by thousands of warriors from a nearby city. The battle showed that the Spanish had a technological advantage over the local people. Spanish swords, crossbows, guns, and cannons quickly killed more than 200 warriors. As a peace offering, the leaders of the city gave Cortés 20 young women. Cortés then continued up the coast.

The people farther up the coast spoke a language Aguilar did not know, but among the 20 women traveling with the Spanish was **Malinche**, a woman who knew the language. She translated for Aguilar and he translated the words into Spanish for Cortés. Malinche impressed Cortés. He had her baptized, giving her the name Marina. He called her Doña Marina, and she became one of his closest advisers.

From his talks with local rulers, Cortés learned that the Aztec had conquered many peoples in the region and were at war with others, including the powerful Tlaxcalan people. He realized that if he acted carefully, he might convince the Tlaxcalan to join him against the Aztec.

As Cortés marched inland to Tlaxcala, his army's physical appearance helped him gain allies. The local people had never seen horses before. Their foaming

muzzles and the glistening armor they wore were astonishing and terrifying, and when they charged it seemed to one Aztec chronicler “as if stones were raining on the earth.” Equally terrifying were the “shooting sparks” of the Spanish cannons. After several encounters that displayed Spanish power, the Tlaxcalan agreed to join with Cortés.

Two hundred miles away, Montezuma had to decide how to respond to the Spanish. He believed in a prophecy that said that the god **Quetzalcoatl**—a fair-skinned, bearded deity—would someday return from the east to conquer the Aztec. Montezuma did not know if Cortés was Quetzalcoatl, but he did not want to attack him until he knew for sure.

When he learned Cortés was negotiating with the Tlaxcalan, Montezuma sent envoys to meet the Spanish leader. The envoys promised Cortés that Montezuma would pay a yearly tribute to the king of Spain if Cortés halted his advance. To further appease the Spanish, the envoys sacrificed several captives and gave their blood to the Spanish to drink. The act horrified the Spanish and alarmed Montezuma, since he knew that Quetzalcoatl also hated human sacrifice.

With a joint Spanish-Tlaxcalan force heading toward him, Montezuma decided to ambush Cortés at the city of Cholula. Warned of the ambush by Doña Marina, the Spanish attacked first, killing over 6,000 Cholulans. Montezuma now believed Cortés could not be stopped. On November 8, 1519, Spanish troops peacefully entered the Aztec capital of Tenochtitlán.

### **TURNING POINT**

**Cortés Defeats the Aztec** Sitting on an island in the center of a lake, the city of Tenochtitlán astonished the Spanish. It was larger than most European cities. The central plaza had a huge double pyramid, and canoes carried people along stone canals around the city.



*Spanish suit of armor, helmet, and pistols*

# Different Viewpoints

## The Spanish in Mexico

Historians are still not sure exactly what took place when Hernán Cortés arrived in Tenochtitlán in 1519. The Aztec version of events was recorded in artists' sketches and passed down verbally for centuries, while Cortés and others, seeking to justify what they had done, wrote the original Spanish reports. To determine what actually took place, historians must compare the stories and other evidence and draw their own conclusions.



### Cortés describes events to Spanish Emperor Charles V:

"I asked [Montezuma] to send some of his own men, to whom I would add an equal number of Spaniards, to the estates and houses of those nobles who had publicly offered themselves as vassals of your Majesty, asking them to do your Majesty some service with what riches they might possess. . . . With my men he sent his own, ordering them to visit the rulers of those cities and to require of each one of them in my name a certain measure of gold. And so it came about that each one of those lords to whom he sent gave very freely when he was asked, whether jewels, small bars and plates of gold and silver, or other valuables which he possessed; of all this treasure gathered together the fifth due to your Majesty amounted to over two thousand four hundred pesos of gold. . . ."

—quoted in *Five Letters of Cortés to the Emperor*

Conquistador's sword

The battle in Tenochtitlán

Some of what the Spanish saw here horrified them as well. The central plaza, for example, contained the *tzompantli*—a huge rack displaying thousands of human skulls—and the Aztec priests wore their long hair matted down with dried human blood.

Surrounded by thousands of Aztec, Cortés decided to take Montezuma hostage. Montezuma, resigned to his fate, did not resist. Under instructions from Cortés, he stopped all human sacrifice and ordered the statues of the gods to be replaced with Christian crosses and images of the Virgin Mary.

Enraged at their loss of power, the Aztec priests organized a rebellion in the spring of 1520. The battle raged for days. Spanish cannons and crossbows killed thousands of Aztec. While trying to stop the fighting, Montezuma was hit by stones and later died. Realizing they would soon be overrun, the Spanish fought their way out of the city. Over 450 Spaniards died in the battle, as did more than 4,000 Aztec, in what became known as *Noche Triste*—the "Sad Night."

Although he had been driven from the city, Cortés refused to give up. He and his men took refuge with the Tlaxcalan and began building boats to attack the Aztec capital by water. At the same time, smallpox erupted in the region. Tens of thousands of Native

Americans died. As one Aztec recorded, the disease devastated the defenders of Tenochtitlán:

“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. . . . If they did move their bodies, they screamed with pain.”

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

Finally, in May 1521, Cortés launched his attack against the greatly weakened Aztec forces. His fleet sank the Aztec canoes and landed troops in the city. By August 1521, Cortés had won.

**✓ Reading Check** **Examining** What was the purpose of Hernán Cortés's expedition to Mexico?

## New Spain Expands

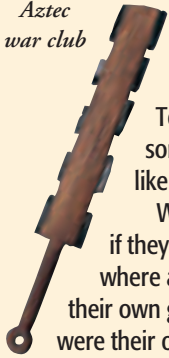
After defeating the Aztec, Cortés ordered a new city to be built on the ruins of Tenochtitlán. The city, named Mexico, became the capital of the new



### The Aztec view of the Spanish actions:

“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 [Palace of the Birds], 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.”

Aztec war club



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

### Learning From History

1. How would you describe the different tones and attitudes in each account?
2. What factors should you consider when evaluating why these passages present different versions of the same events?

Spanish colony of **New Spain**. Cortés then sent several expeditions to conquer the rest of the region. The men who led these expeditions became known as **conquistadors**, or “conquerors.”

**Pizarro Conquers the Inca** While the Spanish were fighting for control of Central America, a Spanish army captain named **Francisco Pizarro** began exploring South America’s west coast. In 1526 he landed in Peru and encountered the Inca empire. After the Spanish king granted him permission to conquer the Inca, Pizarro returned to Peru in 1531 with a small force. When he later marched inland in the spring of 1532, he learned that a powerful emperor named Atahualpa governed the Inca. After reaching the Incan town of Cajamarca, Pizarro sent his brother to find Atahualpa and invite him to Cajamarca.

While waiting for the emperor to arrive, Pizarro hid cavalry and cannons around the town square. If Atahualpa refused to submit to Spain, Pizarro intended to kidnap him. When Atahualpa arrived, he entered the square backed by some 6,000 of his followers. Pizarro sent a priest to meet Atahualpa first. When the priest gave a Bible to Atahualpa, the emperor

threw it to the ground. This rejection of Christianity was enough for Pizarro, who ordered the cannons to fire and the cavalry to charge. He and 20 soldiers then rushed the emperor and took him prisoner.

Pizarro tried to rule Peru by keeping Atahualpa as a hostage. Less than a year later, however, he executed the Incan emperor and installed a series of figurehead emperors who ruled in name only and had to follow his orders. Although many people accepted the new system created by Pizarro, others fled to the mountains and continued to fight the Spanish conquistadors until 1572.

**Searching for Cities of Gold** Pizarro’s success in finding Peru fueled rumors of other wealthy cities. In 1528, Pánfilo de Narváez searched northern Florida for a fabled city of gold. Finding nothing and having lost contact with his ships, Narváez and his men built rafts and tried to sail to Mexico by following the coastline. They made it to what is today Texas, although most of the men, including Narváez, died in the attempt. The survivors, led by **Álvar Núñez Cabeza de Vaca** and an enslaved man named Estéban, wandered across Texas and New Mexico before reaching New Spain in 1536.

Many conquistadors had also heard tales of the Seven Golden Cities of Cibola rumored to exist north of New Spain. Hoping to find Cibola, the Spanish sent a large expedition northward in 1540 under the command of **Francisco Vázquez de Coronado**. For several months Coronado wandered through the southwestern area of what is today the United States. Members of his expedition traveled west to the Colorado River and east into territory that today belongs to Kansas. Finding nothing but wind-swept plains and strange “shaggy cows” (buffalo), Coronado returned to Mexico.

While Coronado explored the southwestern region of North America, **Hernando de Soto** took a large expedition into the region north of Florida. De Soto’s expedition explored parts of what are today North Carolina, Tennessee, Alabama, Arkansas, and Texas. As they crisscrossed the region, the Spanish killed many Native Americans and raided their villages for supplies. After more than four years of wandering, the expedition returned to New Spain, but without De Soto, who had become sick and died. His men buried him in the Mississippi River.

**The Spanish Settle the Southwest** The failure of explorers to find gold or other wealth north of New Spain slowed Spanish settlement of the region. It

was not until 1598 that settlers, led by Juan de Oñate, migrated north of the Rio Grande. Oñate's expedition almost perished while crossing northern Mexico. When they finally reached the Rio Grande, the survivors organized a feast to give thanks. This "Spanish Thanksgiving" is celebrated each April in El Paso, Texas.

The Spanish gave the name **New Mexico** to the territory north of New Spain. Pedro de Peralta, the first governor of New Mexico, founded the capital city of Santa Fe in 1609 or 1610. The Spanish also built forts called **presidios** throughout the region to protect settlers and to serve as trading posts. Despite these efforts, few Spaniards migrated to the harsh region. Instead, the Catholic Church became the primary force for colonizing the Southwest.

Throughout the seventeenth and eighteenth centuries, Spanish priests built missions and spread the Christian faith among the Navaho and Pueblo peoples of New Mexico. Beginning in 1769, Spanish missionaries led by the Franciscan priest **Junipero Serra** took control of California by establishing a chain of missions from San Diego to San Francisco. A road called **El Camino Real**—or the Royal Highway—linked the missions together.

The priests and missionaries in California and those in New Mexico took different approaches to their work. In California, they forced the mostly nomadic Native Americans to live in villages near the missions. In New Mexico, on the other hand, the priests and missionaries adapted their efforts to fit into the lifestyle of the Pueblo people. They built churches near where the Pueblo people lived and farmed, and tried to teach them Catholic ideas and European culture.

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 Native American religious leader named **Popé** organized an uprising against the Spanish 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.

 **Reading Check Identifying** Where did most people who colonized the southwest part of North America come from?

## Spanish American Society

The society that developed in New Spain was a product of the Spanish conquest. The conquistadors were adventurers. Most were low-ranking nobles, called *hidalgos*, or working-class tradespeople. They had come to the colonies in America in search of wealth and prestige. The society they built in America reflected those goals.

**The Encomienda System** After defeating the Aztec, Cortés rewarded his men by giving each of them control over some of the towns in the Aztec empire. This was called the *encomienda* system. Each Spaniard deserving a reward was made an *encomendero*, or commissioner, and was given control over a group of Native American villages. The villagers had to pay their *encomendero* a share of the products they harvested or produced.

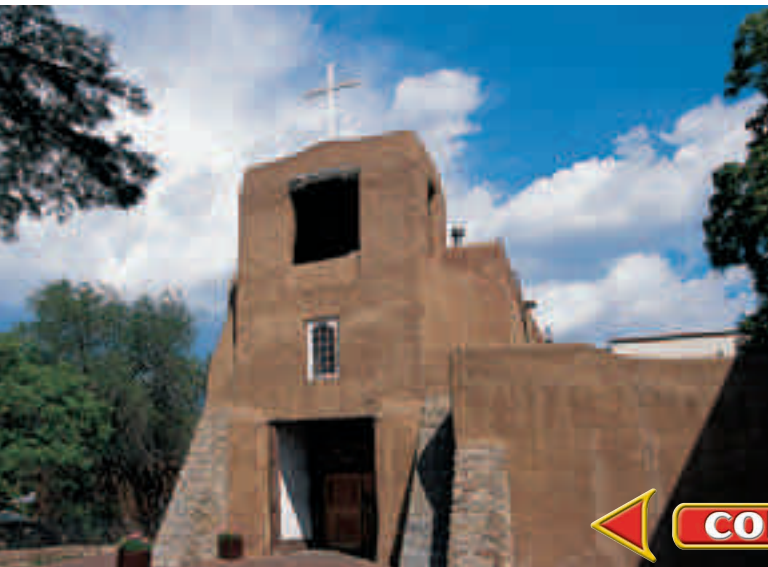
Under this system, the *encomendero* had obligations too. He was supposed to protect the Native Americans and work to convert them to Christianity. Unfortunately, many *encomenderos* abused their power. Native Americans were frequently overworked, and many died.

**A Society Based on Class** The people of Spain's colonies in the Americas formed a highly structured society. Birth, income, and education determined a person's position. At the top were *peninsulares*—people who had been born in Spain and who were appointed to most of the higher government and church positions. Below the *peninsulares* were *criollos* (kree·OH·yohs)—those born in the colonies of Spanish parents. Many *criollos* were wealthy, but high colonial positions were reserved only for *peninsulares*.

*Mestizos* made up the next level of society. They were of mixed Spanish and Native American parentage. Since many Spanish immigrants married Native

### Picturing History

**Mission Life** The oldest surviving mission in Santa Fe, the Chapel of San Miguel, is a reminder of Spanish colonial rule. **What role did missions play in Spanish rule?**



## Profiles IN HISTORY

Americans, there were many *mestizos*, and their social status varied greatly. A few were accepted at the top of society. Others worked as artisans, merchants, and shopkeepers. Most, however, were poor and lived at the lowest level of society. The lowest level also included Native Americans, Africans, and people of mixed Spanish and African or African and Native American ancestry. These people provided most of the labor for New Spain's farms, mines, and ranches.

To govern this vast, diverse empire in America, the Spanish king created the **Council of the Indies**. The Council advised the king and watched over all colonial activities. To manage local affairs, the king created a special court in Mexico known as the *audiencia*. The *audiencia's* members were not only judges but also administrators and lawmakers. To ensure that his interests were represented, the king divided his American empire into regions called viceroalties. He then appointed a viceroy to rule each region as his representative.

### 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. One prominent advocate for the Native Americans was Bartolomé de Las Casas, Bishop of Chiapas. As a young man, Las Casas traveled to Hispaniola in 1502. He soon became horrified by what he saw. The Spanish settlers 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. "The said Indians," declared Pope Paul III, "are by no means to be deprived of their liberty or the possessions of their property . . . nor should they in any way be enslaved."

Las Casas published several books describing the destruction of the Native Americans. His books were read throughout Europe, creating pressure on the Spanish to change their policies.



In response, the Spanish government stopped granting *encomiendas* and banned Native American slavery. Slowly, as *encomenderos* died without heirs, the *encomienda* system came to an end. Las Casas died in 1566, still outraged at the treatment of the Native Americans. "Surely," he wrote in his will, "God will wreak his fury and anger against Spain some day for the unjust wars waged against the American Indians."

**Mining and Ranching** When the Spanish realized that most Native American cities did not have much gold, they set up mines and used Native American labor to extract minerals from the ground. Ultimately, however, it was not gold that enriched Spain, but silver. The Spanish discovered huge deposits of silver ore in the 1540s and set up mining camps all across northern Mexico, transforming the economy. The work in the dark, damp mineshafts was very difficult. Many miners were killed by explosions and cave-ins. Others died from exhaustion.

Many of the silver mines were located in the arid lands of the north. The land could not grow crops, but it could feed vast herds of cattle and sheep. To feed the miners, Spaniards created large cattle ranches in northern Mexico. These huge ranches covering thousands of acres were called **haciendas**. The men who herded the cattle were called **vaqueros**, and cowhands in the United States later adopted their lifestyle. The words *lasso* and *corral* are Spanish words that originated with the vaqueros.

 **Reading Check** **Describing** Why did the Spaniards set up mines and cattle ranches in northern Mexico?

## The French Empire in America

In 1524, three years after Cortés conquered the Aztec, King Francis I of France sent **Giovanni da Verrazano** to map North America's coastline. Francis wanted to find the **Northwest Passage**—the northern route through North America to the Pacific Ocean. Verrazano mapped the coastline from North Carolina to Newfoundland, but he found no sign of a passage through the continent. Ten years later, as he watched Spain's powerful empire grow stronger, Francis sent another explorer named **Jacques Cartier** to North America.

**France Explores America** On his first two trips to North America, Cartier discovered and mapped the St. Lawrence River. He then returned a third time in 1541 intending to found a colony, but the harsh winter convinced him to return to France. In the decades after Cartier's last voyage, fighting between Catholics and Protestants tore apart France. For the next 60 years, the French government made no further attempt to colonize North America. In the early 1600s, however, the French government's interest revived.



**New France Is Founded** In the 1500s, the French began to fish near North America. The fishing crews often went ashore to trade their goods for furs from the Native Americans. By 1600 fur—particularly beaver fur—had become very fashionable in Europe. As the demand for fur increased, French merchants became interested in expanding the fur trade. In 1602 King Henry IV of France authorized a group of French merchants to create colonies in North America.

The merchants hired the royal geographer, **Samuel de Champlain**, to help them colonize North America. In 1605 Champlain helped establish a French colony in Acadia, what is today Nova Scotia. The site was attractive because of the many rivers that flowed to Acadia’s eastern seaboard. In 1608 he founded Quebec, which became the capital of the new colony of **New France**.

**Life in New France** The company that founded New France wanted to make money from the fur trade, and so they did not need settlers to clear the land and build farms. As a result the colony grew slowly, and by 1666 it had just over 3,000 people. Most of the fur traders did not even live in the colony. Known as **coureurs de bois** (ku·RUHR·duh·BWAH), or “runners of the woods,” the fur traders lived among the Native Americans with whom they traded. They learned their languages and customs and often married Native American women.

The fur traders were not the only ones who traveled into the woods to live with the Native Americans. Soon after the founding of Quebec, Jesuit missionaries arrived intending to convert the Native Americans to Christianity. Known as “black robes” to the Native Americans, the Jesuits tried to live among the local people and teach them the Catholic faith.

 **Reading Check** **Explaining** Why did King Francis I of France send Verrazano and Cartier to America?



### Refugee Migration to America

#### **Past: The Huguenots**

French Protestants, known as Huguenots, migrated to America in large numbers during the late 1600s. Violent persecutions under King Louis XIV caused around one million people to leave France. Many settled in South Carolina, while others found sanctuary in Rhode Island, New York, and Virginia.



#### **Present: Jewish Immigration**

Following the tragic events of World War II, thousands of homeless European Jews came to the United States. Many Eastern Jews, particularly from Iran and Syria, soon followed. With the collapse of the Soviet Union in 1991, many Russian Jews migrated to America. Unlike the Russian immigrants of the 1800s, these Jews had little opportunity to maintain Jewish customs or to study Hebrew.



### New France Expands

The slow growth of New France worried the French as they watched the Spanish and English build prosperous colonies farther south. Finally, in 1663, France’s king Louis XIV seized control of New France and made it a royal colony. His government then launched a series of projects to expand the colony’s population.

The French government began by shipping over 4,000 immigrants to New France. It then sent over 900 young women to provide wives for the many single men in the colony. If a woman under 16 or a man under 20 married, they received a royal wedding gift. Parents who had more than 10 children received financial bonuses. Fathers whose children did not get married early were fined. By the 1670s the population was nearly 7,000, and by 1760 it was over 60,000.

**Exploring the Mississippi** In addition to promoting immigration to New France, the French government began exploring North America. In 1673 a fur trader named **Louis Joliet** and a Jesuit priest named **Jacques Marquette** set off in search of a waterway the Algonquian people called the “big river”—the Mississippi. Canoeing along inland lakes and rivers, the two men finally found the Mississippi River and followed it as far south as the Arkansas River. In 1682 **René-Robert Cavelier de La Salle** (known as Lord La Salle) followed the Mississippi all the way to the Gulf of Mexico, becoming the first European to do so.

La Salle then claimed the region for France, and he named the entire territory Louisiana in honor of King Louis XIV.

### **GEOGRAPHY**

**Settling Louisiana** Count Frontenac, the governor of New France, hoped to ship furs to France by way of the Mississippi River and the Gulf of Mexico. Unfortunately, settling the lower Mississippi proved to be very difficult. The coastline had no good harbors, and shifting sandbars made navigation dangerous. The oppressive heat caused food to spoil quickly. The swamps were breeding grounds for mosquitoes that spread yellow fever and malaria.

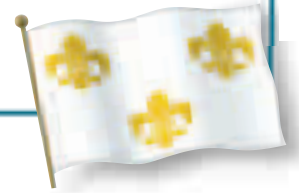
The French did not permanently settle the region until 1698, when Lord d'Iberville founded Biloxi, in what is today Mississippi. Over the next few decades, more French settlements appeared in Louisiana, including Mobile and New Orleans. Farther upriver, the French built several forts, including Fort St. Louis and Fort Detroit, to ensure control of the Mississippi River.

The French settlers in southern Louisiana realized that the crops that could be grown there, such as sugar, rice, tobacco, and indigo, required hard manual labor. Few settlers were willing to do that kind of labor unless they were paid extremely well. Enslaved people, on the other hand, could be compelled to do the work. By 1721 the French in Louisiana had imported over 1,800 enslaved Africans to work on their plantations.

**Rivalry With Spain** The Spanish had always been concerned about the French colonies in North America. Indeed, they had founded the town of St. Augustine, Florida, in 1565 to protect their claim

**Fact**    Fiction    Folklore

**Flag of New France** Settlers in New France often flew this flag of the French Royal Navy. They also flew the French Royal Banner, which was blue instead of white.



to the region after the French had tried to settle what is today 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 spurred the Spanish into action once again. In 1690 they established their first mission in what is today eastern Texas. In 1716 the first Spanish settlers arrived in eastern Texas to secure the Spanish claim and to block French expansion into the region. The French and Spanish empires in North America now bordered each other. Neither empire, however, posed a serious threat to the other's position in North America. The real challenge to French and Spanish domination of North America would come from another quarter. While Spain focused its colonies primarily in the Southwest and France along the Mississippi River, England began settling numerous colonies along a narrow strip of the Atlantic coast.

**Reading Check** **Explaining** Why did the French establish forts and settlements along the Mississippi?

## SECTION 1 ASSESSMENT

### Checking for Understanding

- Define:** conquistador, presidio, hidalgo, encomienda, hacienda, vaquero, Northwest Passage, coureur de bois.
- Identify:** Francisco Pizarro, Popé.
- Explain** how the fur trade contributed to the slow growth of New France.

### Reviewing Themes

- Global Connections** The king of Spain created a scheme to oversee his empire in America. What system did he use to govern the distant colonies?

### Critical Thinking

- Synthesizing** Why did the various groups of Spaniards come to North America?
- Analyzing** Were the French or Spanish colonies more successful? Why?
- Categorizing** Use a graphic organizer similar to the one below to list the social classes that developed in New Spain.

Highest \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Lowest \_\_\_\_\_

### Analyzing Visuals

- Analyzing Photographs** Study the photograph of the Chapel of San Miguel on page 54. How did the Catholic Church contribute to the Spanish settlement of the New Mexico territory?

### Writing About History

- Persuasive Writing** Imagine you are an officeholder for the French king and want to support his policies. Write an advertisement for a French newspaper to encourage people to settle in New France.

# English Colonies in America

## Guide to Reading

### Main Idea

Religious, economic, and political changes in England led the English to establish colonies along the eastern coast of North America.

### Key Terms and Names

John Cabot, Puritan, joint-stock company, privateer, Walter Raleigh, Powhatan Confederacy, burgesses, headright, proprietary colony

### Reading Strategy

**Organizing** As you read about the early troubles of the Jamestown colony, complete a graphic organizer similar to the one below by listing the problems that faced the colonists.



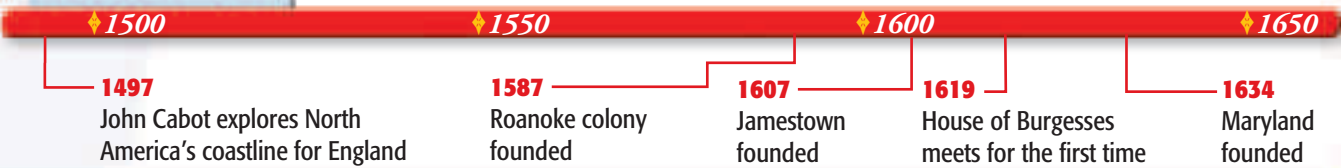
### Reading Objectives

- **Explain** the religious and economic reasons why England became interested in America.
- **Describe** the founding of Jamestown and explain why it succeeded.

### Section Theme

**Geography and History** The headright system provided settlers with new ways to acquire more land.

### Preview of Events



## ★ An American Story ★

On July 30, 1619, the first elected assembly in the English colonies met in Jamestown, Virginia. Two delegates from each of the 10 Virginia settlements, along with the governor and his 6 councilors, met in the choir of the Jamestown church. This governing body became known as the House of Burgesses.

When Governor Sir George Yeardley had arrived in Jamestown in April 1619, he carried instructions to call an assembly so that the settlers could “make and ordain whatsoever laws and orders should by them be thought good and profitable.” The House of Burgesses met for five days, “sweating and stewing, and battling flies and mosquitoes.” It passed strict laws against swearing, gambling, drunkenness, and excess in dress. It also made church attendance compulsory and passed laws against injuring the Native Americans.

The House of Burgesses meeting marked the first time colonists had been given a voice in their colonial government. They believed that right was now irrevocable.

—adapted from *Jamestown, 1544–1699*

## England Takes Interest in America

The Jamestown colony was England's first permanent settlement in North America, but it was established more than 100 years after the first English explorers arrived. In May 1497, **John Cabot** headed west across the Atlantic. King Henry VII of England had sent Cabot to



*Virginia House of Burgesses*



“discover and find, whatsoever isles, countries, regions or provinces . . . which before this time have been unknown to all Christians.” Cabot, an Italian navigator, had long hoped to find a western route to Asia. He wanted, he said, to reach “the lands from which Oriental caravans brought their goods. . . .”

Cabot landed somewhere near Nova Scotia, then sailed southward along the “barren shores” and “wooded coasts” of America. While he did not see any people, he did see “notched trees, snares for game, and needles for making nets.” Back in England, King Henry granted Cabot a pension and bonus for finding what the king called the “new found land.”

The next year, Cabot sailed west on a second expedition to America. He was never seen again.

Although John Cabot arrived in America less than five years after Columbus, the English did not try to colonize America for the next 80 years. The English government had little money, and Cabot had found no gold or other wealth. There was also no compelling reason for anyone in England to migrate to America. Furthermore, the Spanish had already claimed America, and their claim had been upheld by the pope. In 1497 Spain and England were both Catholic countries and allies against France. Any English attempt to settle America would have



angered the Spanish and upset the alliance. During the late 1500s, however, a series of dramatic religious, economic, and political changes occurred that led to the founding of the first English colonies in America.

### **TURNING POINT**

**The Reformation Divides Europe** At the time Cabot sailed to America, virtually all of western Europe was 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 attack marked the beginning of the **Protestant Reformation**. In 1520 Luther was expelled from the Catholic Church, but his ideas continued to spread rapidly across western Europe. Luther himself went on to found the German Protestant Church, now called the Lutheran Church.

As the Reformation spread, an important development occurred in Switzerland when **John Calvin** suggested that neither kings nor bishops should control the Church. Calvin argued that congregations should choose their own elders and ministers to run the Church for them. Calvin's ideas had a profound impact on England, and ultimately America, because many of the first English settlers in America shared Calvin's ideas.

**The Reformation Changes England** In contrast to the theological debate sweeping Europe, the Reformation in England began with a simple disagreement between the king and the pope. In 1527 King Henry VIII asked the pope to annul his marriage to Catherine of Aragon. It was not unusual for the pope to grant a divorce to a king, but in this case the pope hesitated. Catherine was the king of Spain's aunt, and the pope did not want to anger the Spanish king.

The pope's delay infuriated Henry. He broke with the Catholic Church, declared that he was now the head of England's church, and arranged for the divorce himself. The Catholic Church in England became the **Anglican Church**, but because Henry agreed with Catholic doctrine, the Anglican Church kept the organization and most of the rituals of the Catholic Church.

Following Henry's break with the Catholic Church, those who wanted to keep the Catholic organization of the Anglican Church began to struggle with those who wanted to "purify" it of all Catholic elements. People who wanted to purify the Church became known as **Puritans**.

Under the reign of Henry's daughter, **Queen Elizabeth I**, many Puritan ideas such as the supreme authority of the Bible gained acceptance within the Anglican Church. Still, many Catholic rituals

remained unchanged. Although the Puritans objected to the Catholic rituals, the most important issue was who controlled the Church. John Calvin's ideas had influenced many Puritan leaders. They argued that every congregation should elect its own ministers and elders to control the Church instead of having bishops and archbishops appointed by the monarch.

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. Since the king headed the Church and appointed its leaders, the Puritan idea of electing ministers was a direct challenge to royal authority. James's refusal to reform the Church made many Puritans willing to leave England. Ultimately, many would choose America as their refuge.

**Economic Changes in England** At the same time that the Reformation was transforming the English Church, a revolution in trade and agriculture was changing English society. At the beginning of the 1500s, much of England's land was divided into large estates. The nobles who owned these estates rented their land to tenant farmers. In the 1500s, Europeans

### **History Through Art**

**Warring Empires** In 1588 the Spanish Armada, depicted in this painting, set out with a huge fleet to settle scores with England. Spain was defeated, but if it had won, England might have become Catholic again. [Why did England become more strongly Protestant after this event?](#)





began to buy large quantities of English wool. As the demand for wool increased, many English landowners realized they could make more money by raising sheep than by renting their land.

The landowners converted their estates into sheep farms by enclosing their land and evicting the tenants. This became known as the **enclosure movement**. It created thousands of poor, unemployed beggars who wandered from town to town looking for work. For these people, leaving England for a chance at a better life in America was appealing.

By 1550 England was producing more wool than Europeans would buy, and the price fell. England's merchants needed to find new markets to sell their surplus wool, and they began organizing joint-stock companies to find those new markets.

**Joint-stock companies** pooled the money of many investors. This enabled the company to raise large amounts of money for big projects. The development of joint-stock companies meant that English merchants could afford to trade with, and colonize, other parts of the world without government financing.

 **Reading Check** **Explaining** Why did many Puritans become willing to leave England?

## England Returns to America

The need to find new markets for their wool convinced English merchants to begin searching for a northern water route through North America to Asia.



In 1576 an Englishman named Martin Frobisher took three ships to America to search for a northwest passage. He made two more trips by 1578, but he did not find the passage. Although he failed, Frobisher's voyages were important. For the first time in several decades, the English had returned to America.

England's new interest in America contributed to its growing rivalry with Spain. The Reformation had changed Europe's balance of power. England had become the leading Protestant power, while Spain remained a staunch defender of Catholicism. The former allies were now enemies.

After the Reformation, England not only had new enemies, it had new allies as well. By the 1560s, most Dutch people had become Protestant despite being part of the Spanish empire. When the Spanish tried to suppress Protestantism in the Netherlands, the Dutch rebelled. To help the Dutch revolt, Queen Elizabeth allowed English privateers to attack Spanish ships. **Privateers** are privately owned ships licensed by the government to attack ships of other countries.

**Gilbert and Raleigh** English privateers found it difficult to attack Spanish ships in the Caribbean because England had no bases in the region. This led many of Queen Elizabeth's advisers to recommend that England establish outposts in America to support naval operations against Spain.

The first attempts at colonization were not promising. In 1578 Sir Humphrey Gilbert, a well-known English soldier, received a charter from Queen Elizabeth to create a colony in America. Gilbert made two attempts to colonize America. Both failed, and Gilbert himself died at sea.

Gilbert's half-brother, **Walter Raleigh**, persuaded Queen Elizabeth to renew Gilbert's charter in his own name. He then sent two ships to scout the American coastline. The ships passed through the Outer Banks along what is today North Carolina and landed on an island the Native Americans called **Roanoke**. Impressed by the discovery, Queen Elizabeth knighted Raleigh, and he in turn named the land Virginia—in honor of Elizabeth, who was known as "the Virgin Queen."

**The Lost Colony of Roanoke** In 1585 Raleigh sent about 100 men to settle on Roanoke. After a hard winter, the unhappy colonists returned to England.

Raleigh tried again in 1587. He sent 91 men, 17 women, and 9 children to Roanoke. A month later Roanoke's governor, John White, headed back to England for more supplies. War erupted between



England and Spain while White was in England, and he was not able to return until 1590. When he finally returned, the colony was gone. There were no bodies, only empty houses and the letters “CRO” carved on a post, possibly referring to the Croatoan—a Native American group who lived nearby. No one knows what happened, and the fate of the “Lost Colony” of Roanoke remains a mystery today.

**Reading Check** **Summarizing** Why did England want to establish outposts in America?

## Jamestown Is Founded

Shortly after the war with Spain ended in 1604, a group of English investors petitioned the new king of England, James I, for a charter to plant colonies in Virginia. In 1606 James granted the charter. Their new company was named the **Virginia Company**.

On December 20, 1606, the Virginia Company sent three small ships—the *Susan Constant*, the *Godspeed*, and the *Discovery*—and 144 men to Virginia. After a difficult trip, the ships arrived off the coast of North America, and the colonists founded a settlement on the banks of a river. In honor of their king, they named the river the James River and their settlement **Jamestown**. Unfortunately, the colonists’ site turned out to be too close to the sea. The land they selected was swampy and swarming with malaria-carrying mosquitoes. The location was just the beginning of Jamestown’s problems.

**Early Troubles** Most of Jamestown’s colonists were townspeople. They knew little about living in the woods and could not make use of the abundant fish and game around them. Even worse, none of the colonists knew how to raise livestock or cultivate crops. Additional problems occurred when the upperclass “gentlemen” among the colonists refused to do manual labor. Making matters worse, Jamestown’s governing council argued constantly and could not make decisions. The results of all of these problems were nearly catastrophic. Lawlessness, sickness, and food shortages all took their toll. Although about 200 new settlers arrived in 1608, only 53 colonists were still alive by the end of the year. All of the remaining colonists may have died as well, in fact, had it not been for two men— Captain **John Smith** and Chief **Powhatan**.

Captain John Smith, a member of the colony’s governing council, emerged as Jamestown’s only strong leader. Born into a poor family, Smith had left home as a young man to become a soldier of fortune. In late 1607, with winter approaching and the colony short of food, Smith explored the region around Jamestown and began trading with the local Native Americans—a group called the **Powhatan Confederacy**, led by Chief Powhatan. It was this trade that helped the colony get through its first two winters.

Frustrated by events in Jamestown, the Virginia Company appointed a new governor with absolute authority, Thomas West, Lord De La Warr. To entice settlers, the company offered land

## Profiles IN HISTORY

### Pocahontas 1596–1617

In 1623 Captain John Smith told a remarkable tale to a British commission investigating the Virginia Company. In 1607 Native Americans had captured him and prepared, as he said, to “beate out his braines.” Just then, Pocahontas, the 11-year-old daughter of Chief Powhatan, “got his head in her armes, and laid her owne upon his to save him from death.”

Although her father watched the English with concern, Pocahontas continued to interact with the people in the Jamestown settlement. Unfortunately, her friendliness and curiosity were not kindly repaid. While visiting a nearby Native American settlement in 1613, Pocahontas was abducted by Captain Samuel Argall, a Jamestown resident. Pocahontas was supposedly being held as ransom for the lives of English prisoners and for arms, tools, and food. After the Native Americans gave what they could, however, the English still refused to return Pocahontas.

The following year, a battle seemed imminent when the two sides met, but two of Pocahontas’s brothers were so excited to see her that they agreed to work out a truce. Soon thereafter, a member of the Virginia Company



named John Rolfe announced to the colonial administrator that he and Pocahontas had fallen in love, and he asked to marry her.

After hearing the proposal, Chief Powhatan gave his consent, and the couple soon married. Eventually, Pocahontas bore one son, whom they named Thomas. In 1616 Pocahontas traveled with her husband and son to England to search for investors for the Virginia Company. Unfortunately, Pocahontas grew ill in 1617, just before the family was due to return to America, and she died of pneumonia or smallpox.

to anyone who worked for the colony for seven years. The offer produced results. In August 1609, 400 new settlers arrived in Jamestown.

The arrival of so many settlers late in the summer created a crisis. There was not enough food, nor could enough be grown before winter. Governor De La Warr had not arrived yet, and John Smith had suffered a gunpowder burn and returned to England. Without strong leadership, the colony rapidly deteriorated. As winter neared, the settlers began to steal food from the Native Americans. In response, Native American warriors attacked the settlers.

The winter of 1609 and 1610 became known as the “starving time.” The colonists at Jamestown ate “dogs, rats, snakes, toadstools, [and] horsehides,” and a few settlers even engaged in cannibalism, digging up corpses from graves and eating them.

By the spring of 1610, only 60 settlers were still alive. They abandoned Jamestown and headed downriver. On the way, they met three English ships heading for the colony. On board were supplies, 150 more settlers, and the colony’s governor, Lord De La Warr. De La Warr convinced the settlers to stay. Instead of returning to Jamestown, however, many decided to establish other towns along the James River. By 1618 there were several towns in Virginia.

De La Warr’s deputy, Thomas Dale, then drafted a harsh code of laws for Jamestown. Settlers were organized into work gangs and required to work at least six hours per day. Dale’s discipline saved the colony, but Jamestown still did not thrive. In 1614 Dale decided to permit private cultivation. Settlers could acquire three acres of land if they gave the colony one month of work and 2½ barrels of corn. Whatever else they produced, they could keep. According to one colonist, Ralph Hamor, the new system dramatically increased production:

“When our people were fed out of the common store and labored jointly . . . glad was the man that could slip from his labor . . . presuming that howsoever the harvest prospered, the general store must maintain them, by which means we reaped not so much corn for the labors of 30 men, as three men have done for themselves.”

—quoted in *Colonial America*

The new policy ensured Jamestown’s survival, but the colony still had to find a product to sell for profit



### History Through Art

**Critical Leadership** Captain John Smith (left) helped save early Jamestown by trading with the local Native Americans. Sidney King painted Jamestown’s fort as it must have appeared around 1607. **Why do you think the fort was set up with only three sides?**

in England. The solution was a product King James had already condemned as a “vile weed [of] black stinking fumes [that were] baleful to the nose, harmful to the brain, and dangerous to the lungs”—tobacco.

**Tobacco Saves the Colony** Well before the founding of Jamestown, the Spanish began shipping tobacco from their Caribbean colonies to Europe. Smoking tobacco became very popular in Europe in the early 1600s. The Jamestown settlers had tried growing tobacco, but the local variety was too bitter.

One colonist named **John Rolfe** continued to experiment, using seeds imported from Trinidad. He developed a new curing method, and in 1614 he shipped about 2,600 pounds (1,180 kg) to England. Rolfe’s tobacco was not as good as Spanish tobacco, but it sold for a good price, and the settlers soon began planting large quantities of it.

**The First Assembly** In 1618 the new head of the Virginia Company in London, Edwin Sandys, introduced major reforms to attract settlers. The first reform gave the colony the right to elect its own assembly to propose laws. The first general assembly met in the Jamestown church on July 30, 1619. The new Virginia government included a governor, 6 councilors, and 20 representatives, 2 from each of the colony’s 10 towns. The representatives were called **burgesses**, and the assembly was called the House of Burgesses.

**Headrights Lure Settlers** To entice new settlers to Virginia, the company also introduced the system of **headrights**, in which new settlers who bought a share in the company or paid for their passage were granted 50 acres of land. They were given 50 more acres for each family member over 15 years of age and for each servant they transported to Virginia.

Up to that point, Jamestown had been a colony made up mostly of men. In 1619, to help ensure that male colonists stayed, the Virginia Company sent about 90 women to the colony. The first Africans also arrived in 1619 when a slave ship stopped to trade. The settlers purchased 20 Africans as “Christian servants,” not enslaved people. The Africans had been baptized, and at that time English law said that Christians could not be enslaved.

**Virginia Becomes a Royal Colony** The new policies triggered a wave of immigration. By 1622 more than 4,500 settlers had arrived in Virginia. The dramatic increase in settlers alarmed the Native Americans. In March 1622, they attacked Jamestown, burning homes and killing nearly 350 settlers. The settlers eventually put an end to the uprising, but the colony was devastated. The uprising was the final straw for King James. An English court revoked the company’s charter, and Virginia became a royal colony run by a governor appointed by the king.

 **Reading Check** **Describing** How did Captain John Smith and the Powhatan Confederacy save Jamestown?

## Maryland Is Founded

A joint-stock company had founded Virginia, but the colony north of it resulted from the aspirations of one man, George Calvert, **Lord Baltimore**. Lord

Baltimore had been a member of the English Parliament until he converted to Catholicism. This decision ruined his career, but he remained a good friend of King James I and his son, Charles I.

Catholics were opposed in England for much the same reason as Puritans. Catholics did not accept the king as head of the Church, nor did they accept the authority of Anglican bishops and priests. They were viewed as potential traitors who might help Catholic countries overthrow the English king. Consequently, they were forbidden to practice law or teach school.

As he watched the persecution of his fellow Catholics, Lord Baltimore decided to found a colony where Catholics could practice their religion. In 1632 King Charles granted him a large area of land north-east of Virginia. Baltimore named the new colony Maryland, either in honor of the king’s wife, or for the Virgin Mary.

Baltimore owned Maryland, making it England’s first **proprietary colony**. The proprietor, or owner, could govern the colony any way he wished. He could appoint officials, coin money, impose taxes, establish courts, grant lands, and create towns. In most respects, he had a king’s powers.

Lord Baltimore died shortly before settlers arrived in his colony. In 1634, 20 gentlemen, mostly Catholic, and 200 servants and artisans, mostly Protestant, arrived in Maryland. Despite Baltimore’s hope that Maryland would become a Catholic refuge, most of its settlers were Protestant, although the government officials and most large estate owners were Catholic. The friction between the two groups plagued the colony for many years.

 **Reading Check** **Analyzing** Why did Lord Baltimore found Maryland?

## SECTION 2 ASSESSMENT

### Checking for Understanding

- Define:** Puritan, joint-stock company, privateer, burgesses, headright, proprietary colony.
- Identify:** John Cabot, Walter Raleigh, Powhatan Confederacy.
- Explain** how tobacco saved Jamestown.

### Reviewing Themes

- Geography and History** How did the enclosure movement change England’s society?

### Critical Thinking

- Interpreting** What caused friction in the Maryland colony?
- Categorizing** Use a graphic organizer similar to the one below to list three ways the Virginia Company tried to attract settlers to the Jamestown colony.

Ways to Attract Settlers

### Analyzing Visuals

- Analyzing Art** Examine the painting on pages 60 and 61. What factors contributed to the growing rivalry between Spain and England?

### Writing About History

- Persuasive Writing** Take on the role of Captain John Smith of Jamestown. You must convince your fellow colonists that trading with the Powhatan Confederacy is a good survival strategy. Write a town circular explaining why such trade is a good idea.



# Social Studies SKILLBUILDER

## Understanding the Parts of a Map

### Why Learn This Skill?

Maps can direct you down the street or around the world. There are as many different kinds of maps as there are uses for them. Being able to read a map begins with learning about its parts.

### Learning the Skill

Maps usually include a key, a compass rose, and a scale bar. The map key explains the meaning of special colors, symbols, and lines used on the map. On a road map, for example, the key tells what map lines stand for paved roads, dirt roads, and interstate highways.

After reading the map key, look for the compass rose. It is the direction marker that shows the cardinal directions of north, south, east, and west. A measuring line, often called a scale bar, helps you estimate distance on a map. The map's scale tells you what distance on the earth is represented by the measurement on the scale bar. For example, 1 inch (2.54 cm) on the map may represent 100 miles (160.9 km) on the earth. Knowing the scale allows you to visualize the extent of an area and to measure distances.

### Practicing the Skill

The map on this page shows the early English colonization of the eastern coast of North America. Look at the parts of the map, and then answer the questions.

- 1 What information is given in the key?
- 2 What body of water serves as the eastern border for the colonies?
- 3 What color represents the Middle Colonies?
- 4 What is the approximate distance, in miles, between the settlements of Charles Town and Jamestown?
- 5 What is the approximate distance, in kilometers, between the northernmost and southernmost settlements?



### Skills Assessment

Complete the Practicing Skills questions on page 81 and the Chapter 2 Skill Reinforcement Activity to assess your mastery of this skill.

### Applying the Skill

**Understanding the Parts of a Map** Study the map of European Explorations and Settlements on page 59. Use the map to answer the following questions.

1. When did Marquette and Joliet explore the Mississippi River?
2. What English explorer arrived in North America at the end of the 1400s?
3. Which explorer traveled the farthest north?



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 2**, provides instruction and practice in key social studies skills.

# SECTION 3 New England

## Guide to Reading

### Main Idea

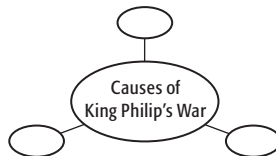
In the 1600s, English Puritans fleeing religious persecution and economic difficulties founded several colonies in New England.

### Key Terms and Names

Separatist, Pilgrim, William Bradford, Squanto, John Winthrop, Massachusetts Bay Company, Great Migration, heretic, Roger Williams, Anne Hutchinson

### Reading Strategy

**Organizing** As you read about the founding of colonies in New England, complete a graphic organizer similar to the one below by listing the causes of King Philip's War.



### Reading Objectives

- **Discuss** why John Winthrop founded Massachusetts and describe the kind of society the Puritans built there.
- **Describe** why Roger Williams and Anne Hutchinson left the Massachusetts colony.

### Section Theme

**Culture and Traditions** Puritan religious beliefs shaped the cultural history of New England.

### Preview of Events



## ★ An American Story ★



*The Mayflower, anchored in Plymouth harbor*

On a bleak November day in 1620, a tiny three-masted English ship named the *Mayflower* dropped anchor off the coast of Cape Cod. The eyes of all those aboard, 101 English men, women, and children, focused on the low strip of land before them. They were not where they were supposed to be. They had a patent for land in Virginia, but the land on the horizon was clearly not Virginia. If they went ashore, they would be on land to which they had no title in a territory where no English government existed.

On November 11, 1620, 41 adult men met in the ship's cabin to sign a document later known as the Mayflower Compact. In it they declared their intention to create a government and obey its laws. They agreed to "solemnly and mutually in the presence of God and one of another, covenant and combine ourselves together in a civil body politic, for our better ordering and preservation," and to "frame such just and equal laws, ordinances, acts, constitutions and officers, from time to time, as shall be thought most meet and convenient for the general good of the Colony, unto which we promise all due submission and obedience."

—adapted from *Basic Documents in American History*

## The Pilgrims Land at Plymouth

The events that led to the arrival of the *Mayflower* off the coast of New England began several years earlier in England. A group of Puritans, called **Separatists**, broke away from the Anglican Church to form their own congregations. King James I viewed this

action as a challenge to his authority, and he imprisoned Separatist leaders. To escape this persecution, one group fled to Holland in 1608. These Separatists, who came to be known as the **Pilgrims**, found it difficult to live in Holland. They also worried that their children were losing their English heritage. In early 1617, the congregation decided to sail to America.

**The *Mayflower* Arrives in America** Before setting sail for America, the Pilgrims first returned to England, where they joined another group of Separatists aboard the *Mayflower*. In September 1620, 102 passengers set off on the journey across the Atlantic. The trip took 65 days. Most of the food ran out, many passengers became ill, and one died. Making matters worse, a severe storm blew the small ship off course. Finally, in early November, the Pilgrims sighted Cape Cod and tried to follow the coastline south. After encountering rough weather, they turned back.

Although they were not where they expected, the Pilgrims were not completely lost. In 1614 the Virginia Company had hired Captain John Smith to explore the region. The Pilgrims had a copy of Smith's "Map of New England," and they decided to move across Massachusetts Bay to the area Smith had labeled "Plymouth" on his map. 📖 (See page 1061 for an excerpt from the *Mayflower Compact*.)

**Plymouth Colony** According to **William Bradford**, one of the colony's leaders, the Pilgrims went to work as soon as they arrived at 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.

Even the surviving Pilgrims might have perished were it not for the help of **Squanto**, a Native American man who taught them about their new environment. Bradford wrote that Squanto "directed them how to set their corn, where to take fish and [how] to procure other commodities." Squanto also helped the Pilgrims negotiate a peace treaty with the Wampanoag people who lived nearby. The following autumn, the Pilgrims joined 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.

✔ **Reading Check** **Summarizing** How did Squanto help the Pilgrims?

## The Puritans Found Massachusetts

Although many Puritans in England shared the frustrations that had driven the Pilgrims to leave the country, most worked for reform within the Anglican Church. After King Charles took the throne in 1625, opposition to the Puritans began to increase, and many Puritans became willing to leave England.

**A City on a Hill** At about this time, a depression struck England's wool industry, which caused high unemployment, particularly in England's southeastern counties where many Puritans lived. As he watched his fellow Puritans suffering religious and economic hardship, **John Winthrop**, a wealthy attorney, wrote despairingly to his wife: "I am verily persuaded God will bring some heavy affliction upon this land, and that speedily."

Winthrop and several other wealthy Puritans were stockholders in the **Massachusetts Bay Company**. The company had already received a royal charter in March 1629 to create a colony in New England. Convinced that there was no future for Puritans in England, Winthrop decided to change what had been merely a business investment into a refuge for Puritans in America. Other Puritans embraced the idea, and in March 1630, eleven ships carrying about 900 settlers set sail. As they headed to America, John Winthrop delivered a sermon entitled "A Model of



### History Through Art

**Solemn Signing** Tompkins Matteson, a nineteenth-century artist, painted his vision of the signing of the *Mayflower Compact*. By signing this document, the Pilgrims wanted to set up a legal basis for their new colony. [How did the artist try to suggest the seriousness of the occasion in this painting?](#)





The Puritan by Augustus Saint-Gaudens



Geography Skills

- 1. Interpreting Maps** How many settlers immigrated to the Chesapeake Colonies as compared to New England?
- 2. Applying Geography Skills** Approximately how many miles was the migration route from England to the New England Colonies?

Christian Charity.” The new colony, Winthrop told his fellow Puritans, would be an example to the world:

“The Lord will make our name a praise and glory, so that men shall say of succeeding plantations: ‘The Lord make it like that of New England.’ For we must consider that we shall be like a City upon a Hill; the eyes of all people are on us.”

By the end of the year, 17 ships had brought another 1,000 settlers, and Massachusetts rapidly expanded. Several towns were founded, including Boston, which became the colony’s capital. As conditions in England grew worse, many people began to leave the country in what was later called the **Great Migration**. By 1643 an estimated 20,000 settlers had arrived in New England.

**Church and State** The charter of the Massachusetts Bay Company defined the colony’s government. People who owned stock in the company were called “freemen.” All of the freemen together were called the **General Court**. The General Court made the laws and elected the governor.

John Winthrop had been chosen to be the first governor. To ensure that the colony became the kind of society he wanted, Winthrop ignored the charter

and told the settlers that only the governor and his assistants could make laws for the colony. No one knew that these rules were not in the charter because Winthrop kept the charter locked in a chest.

Winthrop managed to restrict the freemen’s power for four years, but eventually the settlers grew frustrated with how little voice they had in governing the colony. In 1634 town representatives demanded to see the charter, and Winthrop had no basis to refuse the request. As they read the charter, the representatives realized that the General Court was supposed to make the laws. When the General Court assembled in May 1634, they reorganized the government. The General Court became a representative assembly. They decided that elections would be held each year, and the freemen of each town would elect up to three deputies to send to the General Court.

John Winthrop believed that each congregation should control its own church, but he also believed that the government should help the church. Laws were passed requiring everyone to attend church. The government collected taxes to support the church and also regulated behavior. Gambling,



*“we shall be  
like a City upon  
a Hill”*

—John Winthrop

blasphemy, adultery, and drunkenness were all illegal and punished severely, often by flogging.

The leaders of the Massachusetts Bay Colony tried to prevent religious ideas that differed from Puritan beliefs. If settlers publicly challenged Puritan ideas, they could be charged with heresy and banished from the colony. **Heretics**—people whose religious beliefs differ from those accepted by the majority—were considered a threat to the community.

 **Reading Check** **Analyzing** How did John Winthrop’s religious beliefs affect the way the Massachusetts Bay Colony was governed?

## Rhode Island and Religious Dissent

Puritan efforts to suppress other religious beliefs inevitably led to conflict with those who disagreed with them. Eventually, just as Anglican intolerance of the Puritans led to the founding of Massachusetts, Puritan intolerance led to the founding of other colonies in New England.

**Roger Williams Founds Providence** In 1631 a young minister named **Roger Williams** arrived in Boston. When the Boston congregation offered him a teaching position, Williams refused, saying he

“[would] not officiate to an unseparated people.” Williams was a strict Separatist. He believed Puritans corrupted themselves by remaining as part of the Anglican Church.

Williams became a teacher in Salem, where Separatist ideas were more accepted, but his continuing condemnation of the Puritan churches angered many people. As pressure against him mounted, Williams decided to move to Plymouth Colony. While in Plymouth, he declared that the land belonged to the Native Americans and that the king did not have the right to give it away.

Williams’s ideas greatly alarmed John Winthrop. If the king heard that Puritans in Massachusetts were denying the king’s authority, he might revoke the charter and impose a royal government. Winthrop feared that if that happened, the Puritans would lose control of their churches.

When Williams returned to Massachusetts in 1633, he continued to challenge Puritan authority. In October 1635, the General Court ordered him to leave the colony. Williams then headed south to found his own colony. He purchased land from the Narragansett people and founded the town of Providence. In Providence, the government had no authority in religious matters. Different religious beliefs were tolerated rather than suppressed.

**Anne Hutchinson Is Banished** In the midst of the uproar over Roger Williams, a woman named **Anne Hutchinson** arrived in Boston. Hutchinson was intelligent, charismatic, and widely admired. A devout Puritan, Hutchinson began to hold prayer meetings in her home. Her groups discussed sermons and compared ministers.

As Hutchinson’s following grew, she began to claim to know which ministers had salvation from God and which did not. This created a problem for Puritan leaders. Hutchinson was attacking the authority of ministers. If people believed her, they would stop listening to the ministers she had condemned. In late 1637, the General Court called Hutchinson before them to answer to charges of heresy.

When questioned by the court, Hutchinson did not confess or 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.” By claiming God spoke to her directly, Hutchinson contradicted the Puritan belief that God only spoke through the Bible. The General Court immediately banished her for heresy. Hutchinson and

## The River Towns of Connecticut



### Geography Skills

- 1. Interpreting Maps** How long after the establishment of Plymouth Colony was Boston founded?
- 2. Applying Geography Skills** Which English settlement was not located directly on the coast?

several of her followers headed south. They settled on an island and founded the town of Pocasset, later known as Portsmouth.

**The Colony of Rhode Island** Over the next few years, Massachusetts banished other dissenting Puritans. They too headed south and founded two more towns—Newport in 1639 and Warwick in 1643. In 1644 these two towns joined together with Portsmouth and Providence to become the colony of Rhode Island and Providence Plantations. Religious freedom, with a total separation of church and state, was a key part of the colony’s charter.

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

In 1636 the Reverend **Thomas Hooker** asked the General Court of Massachusetts for permission to move his entire congregation to the Connecticut River valley. His congregation wanted to migrate because they did not have enough land near their town to raise cattle. Hooker also had his own reasons for leaving. Unlike Roger Williams, Hooker was an orthodox Puritan, but like Williams, he was frustrated by the Massachusetts political system. He thought that everyone should be allowed to vote, not just church members. Hooker argued that “the foundation of authority is laid in the consent of the governed,” and that “the choice of the magistrate belongs to the people.”

The General Court allowed Hooker and his congregation to migrate. A few months later, some 100 settlers headed to the Connecticut River and founded the town of Hartford. Hooker’s congregation was not alone in the Connecticut River valley. Trading posts had been established in the region in 1633, and two other congregations had founded the towns of Windsor and Wethersfield in 1634.

In 1637 the towns joined together to create their own General Court. Two years later they adopted a constitution known as the **Fundamental Orders of Connecticut**—the first written constitution of the American colonies. Their government was similar to that of Massachusetts, but it had one major exception: it allowed all adult men, not just church members, to elect the governor and the General Court. (See page 1062 for the text of the *Fundamental Orders of Connecticut*.)

East of the Connecticut River lived the Pequot people, who considered the valley part of their territory. The Pequot chief Sassacus, who ruled both the Pequot and the Mohegan peoples, tolerated the English settlers at first because he needed allies against the Narraganset in Rhode Island. In 1636, however, two Massachusetts traders were killed in Pequot territory. When Massachusetts sent troops to retaliate, the Pequot War erupted. The Pequot began raiding towns along the Connecticut River. In April 1637, they surprised the town of Wethersfield and killed nine people. Furious, the Connecticut settlers assembled an army under the command of Captain John Mason. Seizing the opportunity to free themselves, the Mohegan rebelled against the Pequot and sent warriors to fight alongside Mason’s troops. The Narraganset, bitter rivals of the Pequot, also joined in the attack.

Mason’s troops and their Native American allies set fire to the main Pequot fort near Mystic Harbor.



When the Pequot tried to surrender, the troops opened fire, killing about 400 people, including women and children. The Connecticut General Court then put a bounty on the surviving Pequot. Many were captured and sold into slavery, while others were given to the Narraganset and Mohegan as war prizes. The Pequot were treated so poorly by the other Native Americans that in 1655, the Connecticut government resettled the survivors in two villages near the Mystic River.

 **Reading Check** **Contrasting** How did the Connecticut and Massachusetts constitutions differ?

## New Hampshire and Maine

Not all of the settlers who left Massachusetts headed for Rhode Island or Connecticut. Although Anne Hutchinson had moved south, 36 of her followers headed north and founded the town of Exeter. During the 1640s, several other towns were also established north of Massachusetts. Many of the settlers in these towns were fishers and fur traders.

Much of the territory north of Massachusetts had been granted to two men, Sir Fernando Gorges and Captain John Mason who split the grant in half. 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.


 **Reading Check** **Identifying** What two colonies were established north of Massachusetts?

### TURNING POINT

## King Philip's War

For almost 40 years after the Pequot War, the New England settlers and Native Americans had good relations. The fur trade, in particular, facilitated peace. It enabled Native Americans to acquire tools, guns, metal, and other European products 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. Such demands angered Native Americans, who felt that the English were trying to destroy their way of life.

Tensions peaked in 1675 when Plymouth Colony arrested, tried, and executed three Wampanoag for a murder. Angry and frustrated, Wampanoag warriors attacked the town of Swansea. This marked the beginning of what came to be called **King Philip's War**, after the Wampanoag leader **Metacomet**, whom the settlers called King Philip. Metacomet was killed in 1676, but fighting continued in Maine and New Hampshire. The war, which the settlers won in 1678, was a turning point. Afterward, few Native Americans remained in New England, and those who survived were scattered. New England now belonged to the English settlers.

 **Reading Check** **Analyzing** In what way was King Philip's War a turning point for Native Americans and settlers in New England?

## SECTION 3 ASSESSMENT

### Checking for Understanding

- Define:** Separatist, Pilgrim, heretic.
- Identify:** William Bradford, Squanto, John Winthrop, Massachusetts Bay Company, Great Migration, Roger Williams, Anne Hutchinson.
- Explain** Why was John Winthrop concerned about the ideas of Roger Williams?

### Reviewing Themes

- Culture and Traditions** How did Thomas Hooker's beliefs promote the idea of separation of church and state?

### Critical Thinking

- Comparing** In what ways were the causes and effects of the Pequot War and King Philip's War similar?
- Categorizing** Use a graphic organizer similar to the one below to list the New England Colonies and the reasons for their founding.

Colony	Reasons Founded

### Analyzing Visuals

- Analyzing Art** Study the painting of the signing of the Mayflower Compact on page 67. Why did the Pilgrims feel it was necessary to create their own government?

### Writing About History

- Descriptive Writing** Imagine you are a Pilgrim in Plymouth Colony. Write a letter to your friends in Europe describing your first few weeks in the new land. Explain what you hope your life will be like here.

# The Middle and Southern Colonies

## Guide to Reading

### Main Idea

After the English Civil War, economic, strategic, and religious factors led to the founding of seven new English colonies along the Atlantic seaboard.

### Key Terms and Names

English Civil War, Oliver Cromwell, Maryland Toleration Act, Restoration, Henry Hudson, William Penn, pacifism, James Oglethorpe

### Reading Strategy

**Organizing** As you read about the colonization of the Middle and Southern Colonies, complete a graphic organizer similar to the one below by listing ways that proprietors attracted people to settle in the colonies.



### Reading Objectives

- **Discuss** the ideas of William Penn and the Quakers, and describe the founding of Pennsylvania and Delaware.
- **Summarize** why the English colonies succeeded.

### Section Theme

**Global Connections** After the English Civil War, England resumed colonizing America, eventually establishing seven new colonies.

### Preview of Events

◆ 1650

1642

English Civil War begins

◆ 1675

1660

English monarchy restored

1664

English capture New Amsterdam

◆ 1700

1681

William Penn receives charter for Pennsylvania

◆ 1725

1733

First English settlers arrive in Georgia



Peter Stuyvesant

## ★ An American Story ★

On August 26, 1664, an English fleet arrived near the Dutch town of New Amsterdam. Its commander sent a note to Governor Peter Stuyvesant of New Netherland, demanding that the town surrender. Stuyvesant bellowed that he would rather “be carried out dead in his coffin.” Badly outnumbered, however, leading Dutch citizens petitioned the governor to surrender:

“We, your sorrowful community and subjects, [believe] that we cannot conscientiously foresee that anything else is to be expected . . . than misery, sorrow, conflagration, the dishonor of women . . . and, in a word, the absolute ruin and destruction of about fifteen hundred innocent souls, only two hundred and fifty of whom are capable of bearing arms. . . .”

Two days later, Stuyvesant watched two English warships approach. Beside him stood a gunner, ready to fire. The minister at New Amsterdam talked urgently to the governor, then led him away. On September 8, the Dutch surrendered, and New Amsterdam became New York.

—adapted from *A New World and Colonial New York*

## The English Civil War and the Colonies

The fall of New Amsterdam and the founding of New York in 1664 marked the beginning of a new wave of English colonization. For more than 20 years, no new English colonies had been founded in America because the struggle between the Puritans and the English king had finally led to war.

The **English Civil War** began in 1642, when King Charles I sent troops into the English Parliament to arrest several Puritan leaders. Parliament, which was dominated by Puritans, responded by organizing its own army, and a civil war began. In 1646 Parliament's army defeated the king's troops and captured King Charles. Two and a half years later, a Parliamentary court tried King Charles and condemned him to death. **Oliver Cromwell**, the commander of Parliament's army, then dissolved Parliament and seized power, giving himself the title "Lord Protector of England."

**The Colonies Choose Sides** Once the English Civil War began, England's colonies had to decide whether to support the king or Parliament. In Virginia, the governor and the House of Burgesses supported the king until 1652, when a fleet sent by Parliament forced them to change sides.

Across Chesapeake Bay from Virginia, Maryland experienced its own civil war. Lord Baltimore, Maryland's proprietor, had supported the king against Parliament, as had Maryland's governor. In 1644 Protestants in Maryland rebelled. To calm things down, Lord Baltimore appointed a Protestant as governor and introduced the **Maryland Toleration Act** in 1649. The act granted religious toleration to all Christians in Maryland and was intended to protect the Catholic minority from the Protestants.

In New England, the English Civil War was a time for rejoicing. The Puritan colonies backed Parliament, and their populations fell as settlers headed home to fight in the war.

**Colonization Resumes** After nearly 20 years of turmoil, England's leaders longed for stability. When Cromwell died in 1658, no strong leader stepped forward to replace him. England's leaders decided to restore the monarchy that had been abruptly ended with the execution of King Charles I. In the spring of 1660, Parliament invited Charles's son, Charles II, to take the throne. This became known as the **Restoration**.

With the king back on the throne, a new round of colonization began in America. From this point forward, the English government took the lead in promoting colonization. Colonies were no longer seen as risky business ventures. English leaders now viewed them as vital sources of raw materials and as markets for manufactured goods.

 **Reading Check** **Examining** What started the English Civil War?



### **Picturing History**

**Puritan General** Oliver Cromwell directed Parliament's troops in the English Civil War. **What in his appearance suggests that he was a Puritan?**

## **New Netherland Becomes New York**

As King Charles II and his advisers studied the situation in North America, two regions attracted their interest. The first region was south of Virginia, and the second was located between Maryland and Connecticut. Taking control of the latter area would link Virginia and Maryland to New England. Unfortunately, the Dutch had already claimed much of that land. If the English wanted the region, they would have to take it from the Dutch.

**The History of New Netherland** In 1609 the Dutch East India Company hired an English navigator named **Henry Hudson** to find a route through North America to the Pacific. Hudson found a wide river, today known as the Hudson River. His report convinced many Dutch merchants that the Hudson River valley was rich in fur-bearing animals. They claimed the region, calling it New Netherland, and they established fur-trading posts there in 1614.

The Dutch located their major settlement, New Amsterdam, on Manhattan Island. According to tradition, the Dutch bought Manhattan Island from the local people for 60 florins (about 24 dollars) worth of goods. As in New France, the emphasis on the fur trade kept the Dutch colony from growing quickly. As late as 1646, New Netherland had only 1,500 people, compared to 25,000 in New England.



To increase the colony's size, the Dutch allowed anyone to buy land in the colony. Soon settlers from many countries began to move to New Netherland. By 1664 the colony had over 10,000 people. Settlers came from France, Germany, Poland, Spain, Italy, and other parts of Europe. A group of Portuguese Jews moved to New Amsterdam and founded one of the first synagogues in North America.

The need for labor brought unwilling immigrants to the colony as well, when Dutch merchants entered the slave trade. The first enslaved Africans arrived in New Netherland in the 1620s. By 1664 Africans made up 10 percent of the population.

**New York and New Jersey** By the time King Charles II took the throne in 1660, the Dutch controlled a large portion of the fur trade. They also had begun helping English colonists smuggle tobacco to Europe and illegally import European products. In 1664 King Charles decided that the time had come to seize New Netherland. In March, Charles granted all the land from Delaware Bay to the Connecticut River to his brother James, the Duke of York. James was lord high admiral for the

king, and he quickly dispatched four warships to seize New Netherland from the Dutch.

After seizing New Netherland, now named New York, James granted a large portion of his land to two of the king's closest advisers, Sir George Carteret and Lord John Berkeley. James named the new colony New Jersey, in honor of Sir George Carteret, who was from the island of Jersey. To attract settlers, the proprietors offered generous land grants, religious freedom, and the right to elect a legislative assembly. These terms convinced a large number of settlers, many of them Puritans, to head to New Jersey.

**Reading Check Summarizing** Why did King Charles II want to seize New Netherland from the Dutch?

## Pennsylvania and Delaware

Admiral William Penn was another close friend of King Charles. Penn had loaned ships and money to King Charles but died before the king could pay back the money he owed him.

Admiral Penn's son, who was also named **William Penn**, inherited his father's estate, including the

### History Through Art

**The Beginnings of Pennsylvania** William Penn began his colony by signing a treaty with Native Americans who lived in the region. Penn also granted parts of his land to other settlers, as seen in this formal land deed (right). **In the painting, what are the colonists giving the Native Americans in return for their land?**



money the king owed his father. In 1680 William Penn petitioned the king for a grant of land between New York and Maryland to settle the debt. The request put the king in a dilemma. Although granting a colony was a cheap way to pay off the debt, the young man belonged to a religious group Charles had banned and persecuted. William Penn was a Quaker.

**The Quakers** Quakers believed that everyone had their own “inner light” from God. There was no need for a church or ministers. Even the Bible had less authority than a person’s inner light. Quakers objected to all political and religious authority, including forcing people to pay taxes or serve in the military. They advocated **pacifism**—opposition to war or violence as a means to settle disputes.

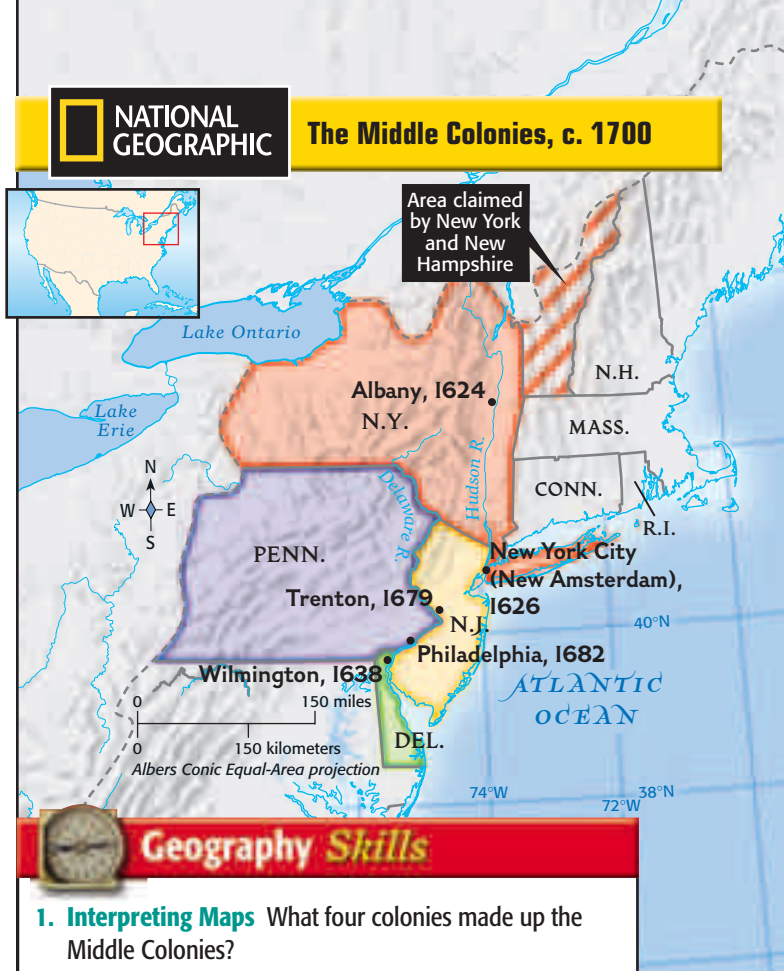
Quaker beliefs put them into conflict with the government as well as other religions. To escape opposition, many Quakers fled to America, but they were persecuted in almost every colony. This convinced the Quakers that they needed their own colony, but they probably would never have been granted one had it not been for William Penn.

**The “Holy Experiment”** William Penn was one of the few wealthy Quakers and a good friend of King Charles. Penn became involved in Quaker attempts to create a colony in the 1670s, when he and other Quakers bought New Jersey from Berkeley and Carteret. Many Quakers moved to New Jersey, but Penn did not think it was the best solution since the Puritan settlers there were hostile to Quakers. In 1680 Penn asked King Charles for his own colony across the Delaware River from New Jersey. Charles agreed but insisted that the new colony be called Pennsylvania (or Penn’s Woods) in honor of William Penn’s father.

Penn regarded Pennsylvania as a “holy experiment” where complete political and religious freedom would be practiced. He also believed that Native Americans had been treated unjustly in other colonies, and he resolved to win the friendship of those who lived in Pennsylvania.

In late 1682, Penn made good on his word when he signed the Treaty of Shackamaxon, in which the Lenni Lenape, a Native American group, ceded land to the colonists. The treaty marked the beginning of over 70 years of peace in Pennsylvania between the European settlers and the Native Americans. On the land ceded by the Lenni Lenape, Penn built the capital of his new colony and named it Philadelphia, or “the city of brotherly love.”

Penn also prepared a constitution, or “frame of government,” for his colony. His initial constitution



**Geography Skills**

- 1. Interpreting Maps** What four colonies made up the Middle Colonies?
- 2. Applying Geography Skills** The area claimed by New York and New Hampshire became which state?

allowed anyone who owned land or paid taxes to vote, but it was confusing in structure. After several confrontations with settlers over the government’s structure, Penn issued a new charter establishing a legislative assembly elected directly by the voters. The proprietor appointed the governor. The charter gave the right to vote to all colonists who owned 50 acres of land and professed a faith in Jesus Christ. Despite this example of discrimination against non-Christians, the charter guaranteed all Pennsylvanians the right to practice their religion without interference.

Penn also made land readily available to settlers, a practice that attracted thousands of colonists. Many were English Quakers, but large numbers of Germans and Scots-Irish migrated to the colony as well. By 1684 Pennsylvania had over 7,000 colonists, and by 1700 Philadelphia rivaled Boston and New York City as a center for trade and commerce.

**CLICK HERE**

**HISTORY Online**

**Student Web Activity** Visit the *American Vision* Web site at [tav.glencoe.com](http://tav.glencoe.com) and click on **Student Web Activities—Chapter 2** for an activity on the founding of Pennsylvania.



In 1682, as Penn began to build his colony, he bought three counties south of Pennsylvania from the Duke of York. These “lower counties” later became the colony of Delaware.

**Reading Check** **Evaluating** Why did William Penn regard Pennsylvania as a “holy experiment”?

## New Southern Colonies

King Charles and his advisers were very interested in the land south of Virginia. The year before he granted New York to his brother James, Charles II awarded a vast territory south of Virginia to eight other friends and political allies. The land was named Carolina, from the Latin version of “Charles.”

**North Carolina** From the beginning, Carolina developed as two separate regions. North Carolina was home to a small and scattered population. Most of the settlers were farmers who began drifting into the region from Virginia in the 1650s.

North Carolina did not have a good harbor, and the coastline, protected by the Outer Banks, was very hard for ships to reach. As a result, the colony grew very slowly, and by 1700 only 3,000 people lived in the region. Eventually North Carolina farmers began growing tobacco. They also began to export naval supplies such as tar, pitch, and turpentine.

**South Carolina** The proprietors who had been granted Carolina were never interested in the northern part of the colony. South Carolina, on the other hand, was believed to be suitable for growing sugarcane. The first settlers arrived in South Carolina in 1670. They named their settlement Charles Town (today called Charleston), after King Charles.

Sugarcane, it turned out, did not grow well in this region. The first product South Carolina exported in large quantity was deerskin, which had become popular for leather in England. The colony also began to capture Native Americans and ship them to the Caribbean, where the demand for enslaved workers was high.

**The Georgia Experiment** In the 1720s, General James Oglethorpe, a wealthy member of Parliament, was appalled to find that many people in England were in prison simply because they could not pay their debts. He asked King George II for a colony south of Carolina where the poor could start over.

The English government saw advantages to a new southern colony. It might help England’s poor, and it would provide a strategic buffer between South Carolina and Spanish Florida. King George granted Oglethorpe and 19 other trustees permission in 1732 to settle a region between the Savannah and Altamaha Rivers. The new colony was named Georgia, in honor of the king. Oglethorpe led the first settlers to the mouth of the Savannah River in 1733.

The Georgia trustees banned slavery, rum, and brandy in the new colony and limited land grants to 500 acres. The colony attracted settlers from all over Europe, including Scots, Welsh, Germans, Swiss, Italians, and a few Portuguese Jews.

Increasingly the settlers objected to the colony’s rules. In the 1740s, the trustees lifted restrictions on brandy, rum, and slavery; in 1750 they granted the settlers an elected assembly. In 1751 Georgia became a royal colony.



### Geography Skills

- Interpreting Maps** What five colonies made up the Southern Colonies?
- Applying Geography Skills** What natural barrier served as the western border of the Southern Colonies?



## Comparing European Colonies in the Americas, c. 1700

Colony	Early Settlement	Population	Areas Where Concentrated	Political and Economic Organization	Economic Focus
<b>Spanish</b>					
	1490s–early 1500s	Between 5–7 million (including conquered Native Americans)	Mexico, Florida, Texas, Central America, the Caribbean, California, New Mexico, north and west coast of South America	Governors with strong links to Spain; large bureaucracy; <i>encomiendas</i> and haciendas	Gold, silver mining; ranching
<b>English</b>					
	1490s–early explorers; early 1600s–permanent settlements	250,000	Eastern seaboard of North America	Governors with weak links to English Crown; elected assemblies; small farms; plantations; private merchants	Trade and farming
<b>French</b>					
	1535–early explorers; 1670s–permanent settlements	15,000	St. Lawrence River; Louisiana territory; outposts on Great Lakes and Mississippi River	Strong governors; large estates	Exporting furs

### Chart Skills

1. **Interpreting Charts** Which set of colonies had the narrowest economic focus? Explain your answer.
2. **Making Inferences** Which set of colonies seemed best equipped to settle the Americas most effectively?

**England's American Colonies** By 1775 England's colonies in North America were home to a growing population of roughly 2.5 million people. Despite the stumbling start in Jamestown, the English had succeeded in building a large and prosperous society on the east coast of North America. England's success, however, proved to be its own undoing. The English government had permitted new patterns of land ownership, new types of worship, and new kinds of government in its colonies. Once established, however, these practices became fixed principles. The colonists

became used to self-government and gradually came to think of it as their right. Inadvertently, the English government had planted the seeds of rebellion and laid the foundation for what would eventually become the United States of America.

**Reading Check Explaining** Why were South Carolina and Georgia settled?

## SECTION 4 ASSESSMENT

### Checking for Understanding

1. **Define:** *pacifism*.
2. **Identify:** English Civil War, Maryland Toleration Act, Restoration, William Penn, James Oglethorpe.

### Reviewing Themes

3. **Global Connections** After the Restoration, why did the English government openly work to promote additional colonization in North America?

### Critical Thinking

4. **Analyzing** How did the English Civil War affect the English colonies in America?
5. **Categorizing** Use a graphic organizer similar to the one below to list the reasons the colonies discussed in this section were founded.

Colony	Reasons Founded
New York	
New Jersey	
Pennsylvania	

### Analyzing Visuals

6. **Analyzing Art** Study the painting of Oliver Cromwell on page 73. What events led to Cromwell's rise to power in England?

### Writing About History

7. **Persuasive Writing** Imagine that you have been hired by the proprietors of New Jersey to persuade settlers to come there. Write an editorial for a newspaper in England to convince people to settle in New Jersey.



BROWN BROTHERS

## Profile

**JOHN WHITE**, leader of the English settlers at Roanoke Island, returned to England for supplies in the colony's first year, leaving his family behind. With the war against Spain being fought at home, it was three years before he found passage back to Virginia. His ship was caught in a Nor'easter trying to reach the shore.

At daybreak, we landed and we . . . proceeded to walk along the shore, rounding the northern part of the island, until we came to the place where we left our colony in the year 1586. . . . As we went inshore up the sandy bank we saw a tree on the brow of a cliff curiously carved with the clear Roman letters *CRO*.

We knew at once that these letters indicated the place to which the planters had gone. Before I left them we had agreed on a secret token. They were to write or carve on trees or doorposts the name of the place where they had settled. . . .

The weather grew fouler and fouler. Our food supply was diminishing, and we had lost our cask of fresh water. We therefore decided to go . . . visit our countrymen in Virginia on the return trip.

## VERBATIM

“First, make thy will.”

**ANONYMOUS**,  
opening of an “official” guide  
to voyagers to the Americas  
in the late sixteenth century

“If I had thought you would  
insult my gods, I would not have  
shown them to you.”

**AZTEC RULER MONTEZUMA  
TO CORTÉS**,  
after the Spanish erected a  
cross in one of his temples

“[We] were entertained with all  
love and kindness, and with as  
much bounty, after their manner,  
as they could possibly devise.  
We found the people most gentle,  
loving and faithful, void of all  
guile and treason, and such as  
lived after the manner of the  
Golden Age.”

**COMMANDER ARTHUR BARLOW**,  
describing the people  
of Roanoke Island

“Once it happened that [the  
Spaniards] used 800 of the  
Indians instead of a team to draw  
their carriages, as if they had  
been mere beasts.”

**BARTOLOMÉ DE LAS CASAS**,  
Spanish landowner and priest who  
argued against slavery and in favor of  
fairness for Native Americans in his  
book, *The Tears of the Indians*

“Forced worship stinks in God’s  
nostrils.”

**ROGER WILLIAMS**,  
founder of Rhode Island, 1638

## IT'S THE LAW

**JAMESTOWN, 1619.** All colonists are required to attend two divine services every Sunday, and they must bring along “their pieces, swords, powder and shot.”

**PLYMOUTH, MASSACHUSETTS, 1639.** The General Court of Massachusetts prohibits the drinking of toasts. “The common custom of drinking to one another is a mere useless ceremony and draweth on the abominable practice of drinking healths.”

**NEW AMSTERDAM, 1658.** Governor Peter Stuyvesant has prohibited tennis during the time of divine services.



## Banned in Boston

Among the crimes for which colonists were punished in 1655 and 1656 were:

- |                    |                        |                             |
|--------------------|------------------------|-----------------------------|
| eavesdropping      | pulling hair           | drinking                    |
| scolding           | profane dancing        | tobacco smoking             |
| neglect of work    | uncharitableness       | playing cards               |
| meddling           | bad grinding at a mill | delivering naughty speeches |
| pushing one's wife |                        |                             |



## Milestones

**FORMED, 1570. THE IROQUOIS LEAGUE**, an alliance among the Cayuga, Oneida, Seneca, Mohawk, and Onandage tribes. The goal is to avoid war by settling differences in tribal councils. *Ohwachiras*, women heads of families, choose male delegates to the League.

**INTRODUCED, 1630. THE FORK**, by John Winthrop, who brought the utensil to America in a leather case with a bodkin (dagger) and knife. Queen Elizabeth made use of the fork popular in England despite the condemnation of the practice by many clergy.

**MISSING, 1687. THE CONNECTICUT CHARTER**, a document establishing greater self-governance for the colony. Its principles are opposed by Sir Edmund Andros, governor of the Dominion of New England, who demanded the charter be surrendered. When the Connecticut assembly reluctantly displayed the document, the candles mysteriously blew out, and the charter vanished. Informed sources hint it may be found in the hollow of an oak tree.



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**SET SAIL, 1715. FIRST WHALING EXPEDITION** from Nantucket, Massachusetts. Spurred on by the capture of the first sperm whale in 1711, the six sloops returned home with cargo yielding 600 barrels of oil and 11,000 pounds of bone.

**CONSECRATED, 1730. FIRST JEWISH SYNAGOGUE**, in New York. A group of Sephardic Jews who had fled the Inquisition in Portuguese Brazil established the congregation in New Amsterdam in 1655.

## NUMBERS

**10 million**  
Subjects of Montezuma II, the Aztec ruler in 1519

**100** Rooms in Montezuma's palace

**100** Baths in Montezuma's palace

**200,000**  
Soldiers in Montezuma's army

**550** Soldiers in the army of Hernán Cortés

**1 year**  
Elapsed time between Cortés's arrival in Mexico and his conquest of the Aztec

**25.2 million**  
Estimated population of Mexico in 1518



Montezuma

NORTH WIND PICTURES



## Reviewing Key Terms

On a sheet of paper, use each of these terms in a sentence.

- |                      |                         |
|----------------------|-------------------------|
| 1. conquistador      | 10. joint-stock company |
| 2. presidio          | 11. privateer           |
| 3. hidalgo           | 12. burgesses           |
| 4. encomienda        | 13. headright           |
| 5. hacienda          | 14. proprietary colony  |
| 6. vaquero           | 15. Separatist          |
| 7. Northwest Passage | 16. Pilgrim             |
| 8. coureurs de bois  | 17. heretic             |
| 9. Puritan           | 18. pacifism            |

## Reviewing Key Facts

- Identify:** Francisco Pizarro, John Cabot, Walter Raleigh, William Bradford, Squanto, John Winthrop, Roger Williams, Anne Hutchinson, Oliver Cromwell, Henry Hudson, William Penn, James Oglethorpe.
- Why were the Spanish able to defeat the Aztec and the Inca?
- What factors determined social class in the Spanish colonies?
- What was the purpose of the Council of the Indies?
- What role did Bartolomé de Las Casas play in reforming Spain's policies toward Native Americans?
- How did the French treat the Native Americans?
- How did joint-stock companies help colonize North America?
- How did tobacco save the Jamestown colony?
- What caused Roger Williams to leave Massachusetts and found the town of Providence?
- Why was Georgia founded?

## Critical Thinking

- Analyzing Themes: Cultures and Traditions** How did the relationships between Native Americans and the Spanish differ from those between Native Americans and the French?
- Evaluating** How were England's royal colonies and proprietary colonies governed?
- Identifying Cause and Effect** How did the English Civil War affect the English colonies in North America?

## Chapter Summary

### French Colonies

- Established to expand fur trade
- Colonization effort grew slowly
- Population of New France increased by promotion of immigration
- Enslaved Africans imported to work plantations in Louisiana

### British Colonies

- Established as places to earn profits and to practice religion freely
- Provided a place for the poor to start a new life
- Offered right to elect legislative assembly
- Used as sources of raw materials and markets for British goods

### Spanish Colonies

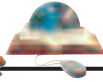
- Established to gain wealth and spread Christianity and European culture
- Structured society based on birth, income, and education
- Economy dominated by mining and ranching

### Dutch Colonies

- Founded to make money in fur trade
- Settlers from many countries populated New Netherland
- Need for laborers led to Dutch involvement in slave trade
- Territory eventually surrendered to Britain

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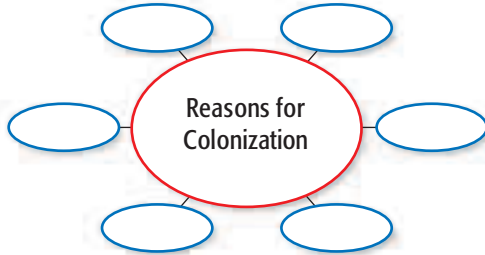
HISTORY  
Online



### Self-Check Quiz

Visit the *American Vision* Web site at [tav.glencoe.com](http://tav.glencoe.com) and click on **Self-Check Quizzes—Chapter 2** to assess your knowledge of chapter content.

32. **Categorizing** Use a graphic organizer like this one to list the reasons for English colonization in North America.



### Practicing Skills

33. **Understanding the Parts of a Map** Study the map of the Great Migration on page 68. Then use the skills described on that page to answer the following questions.
- In what directions did English Puritans travel when they migrated to New England and to the Bahamas?
  - Using the map labels, estimate the total number of Puritan immigrants to the New World between the 1620s and the 1640s.

### Chapter Activity

34. **American History Primary Source Document Library CD-ROM** Read "The German Settlements in Pennsylvania" by Francis D. Pastorius, under *Colonial America*. Work with a small group of your classmates to draw a plan of Germantown based on Pastorius's description.

### Writing Activity

35. **Descriptive Writing** The English colonies were founded for various reasons. New governments in each of these colonies offered incentives to new settlers. Pretend you have decided to move from England to America. Write a letter to your family and friends explaining why you have chosen to settle in a particular colony.

### Geography and History

36. The map on this page shows English colonial settlements. Study the map and answer the questions below.
- Interpreting Maps** Which colonies had the most territory by 1660?
  - Applying Geography Skills** Along which natural features had most of the colonies settled by 1700?



### Standardized Test Practice

**Directions:** Choose the best answer to the following question.

Which of the following is true about the early colonies of Jamestown and Plymouth?

- Both colonies were started by people interested in establishing a new nation.
- Food shortages caused loss of life in both colonies.
- The primary source of income for both colonies was tobacco.
- Both colonies were started by religious separatists.

**Test-Taking Tip:** The important word in this question is *and*. Look for an answer that applies to both colonies. For example, while it is true that the Pilgrims founded Plymouth Colony for religious reasons, the Jamestown founders were primarily looking for gold and adventure.