



CHAPTER
4

The Colonies Develop 1700-1753

Section 1 New England: Commerce and Religion

Section 2 The Middle Colonies: Farms and Cities

Section 3 The Southern Colonies: Plantations and Slavery

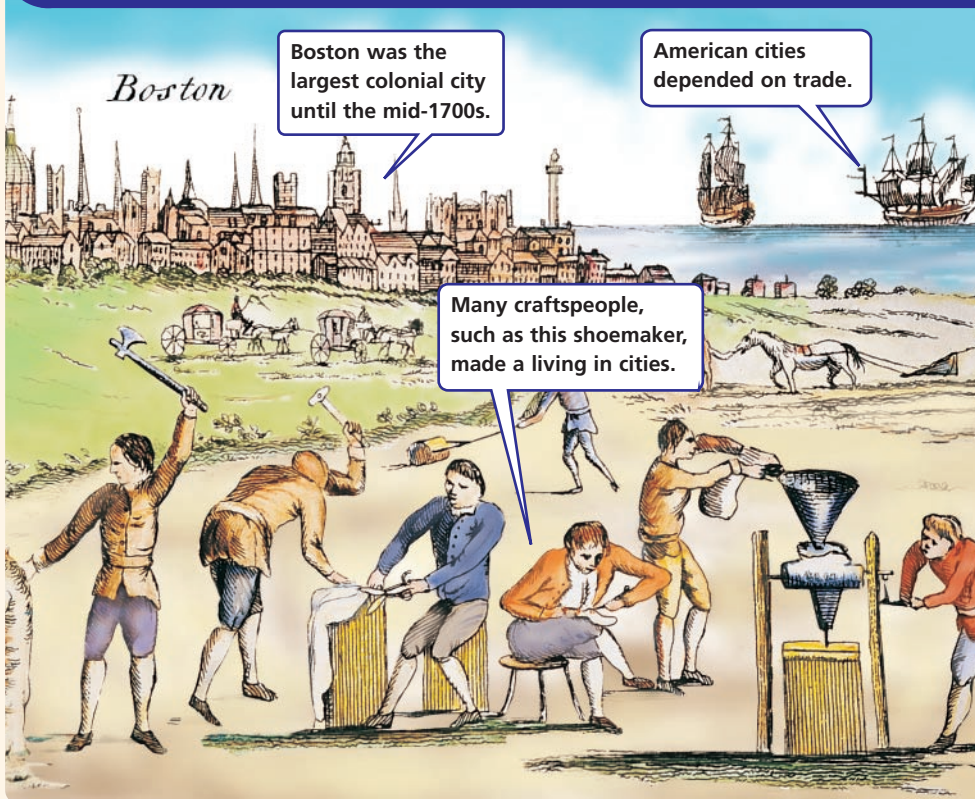
Section 4 The Backcountry



In 1702, a vast countryside surrounded Philadelphia. Most colonists earned their living in the country. Fewer than one in ten lived in cities.



Interact *with* History

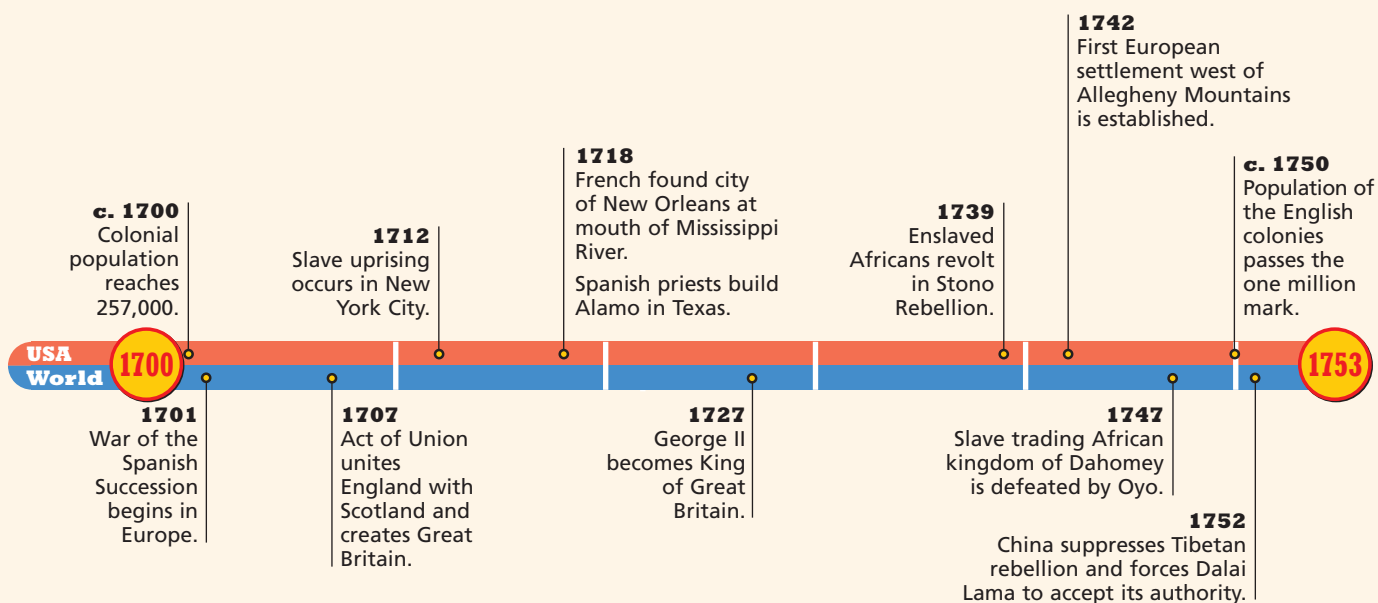


It is the early 1700s when you arrive in one of America's larger port cities. After nearly a month of ocean travel, you are thrilled to see land. As you leave the ship, you wonder where you will live and how you will earn a living.

What Do You Think?

- Will you choose to live where other people from your homeland live? Or will you try somewhere new?
- How did you make a living in your old country? Will this influence your choice?

Would you settle on a farm or in a town?





Chapter 4 SETTING THE STAGE

BEFORE YOU READ



Previewing the Theme

Economics in History When immigrants came to the Americas, they settled in places with different climates and resources. These conditions affected the economic choices made by colonists. As Chapter 4 explains, those choices contributed to the formation of four different colonial regions.

What Do You Know?

What ideas and pictures come to mind when you hear people talk about “the South” or “the North”? Why do you think these distinct regions developed?

THINK ABOUT

- what you have learned about these regions from books or movies
- the way geography affects people’s choices

What Do You Want to Know?




What questions do you have about how the four colonial regions developed? Record these questions in your notebook before you read the chapter.

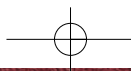
READ AND TAKE NOTES

Reading Strategy: Analyzing Causes and Recognizing Effects As you read about history, it is important to understand not only what happened in the past, but also the reasons why it happened. Clue words that indicate cause—such as *because*

and *since*—can help you look for causes of historical events. Use the chart below to list causes that contributed to the different economic developments in each of the colonial regions.

 See Skillbuilder Handbook, page R11.

	NEW ENGLAND COLONIES	MIDDLE COLONIES	SOUTHERN COLONIES	BACKCOUNTRY
CAUSES	Climate			
	Resources			
	People			
EFFECT	Economic Development			



1 New England: Commerce and Religion

TERMS & NAMES
 Backcountry
 subsistence farming
 triangular trade
 Navigation Acts
 smuggling

MAIN IDEA

Fishing and trade contributed to the growth and prosperity of the New England Colonies.

WHY IT MATTERS NOW

Coastal cities in New England continue to engage in trade.

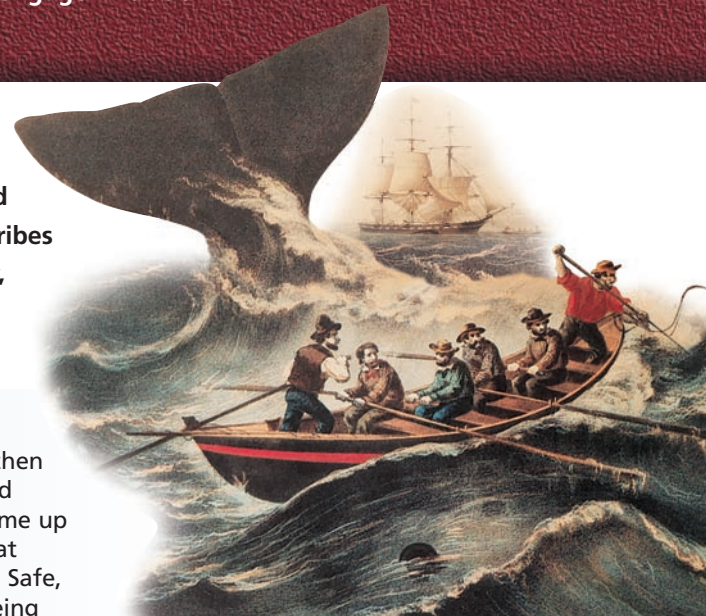
ONE AMERICAN'S STORY

Peleg Folger, a New England sailor, was only 18 years old when he began whaling. Folger kept a journal that describes what whaling was like in the 1750s. In one journal entry, Folger explained what happened after whales were sighted and small boats were launched to pursue them.

A VOICE FROM THE PAST

So we row'd about a mile and a Half from the [ship], and then a whale come up under us, & [smashed in] our boat . . . and threw us every man overboard [except] one. And we all came up and Got Hold of the Boat & Held to her until the other boat (which was a mile and half off) came up and took us in, all Safe, and not one man Hurt, which was remarkable, the boat being thrashed to pieces very much.

Peleg Folger, quoted in *The Sea-Hunters*



Whales hunted by New Englanders, such as Peleg Folger, might weigh as much as 50 tons and be over 60 feet in length.

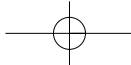
When Folger and his mates did manage to kill a whale, they cut a hole in its head. Then “a man got in up to his armpits and Dipt out [barrels] of clear oil.” When the ship returned to port, this oil was sold to colonists, who used it as fuel in their lamps.

Many settlers in the New England Colonies—Massachusetts, New Hampshire, Connecticut, and Rhode Island—turned to the Atlantic Ocean to make a living. The majority of New Englanders, however, were farmers.

Distinct Colonial Regions Develop

Between 1700 and 1750, the population of England’s colonies in North America doubled and then doubled again. At the start of the century, the colonial population stood at about 257,000. By 1750, more than 1,170,000 settlers called the English colonies home.

By the 1700s, the colonies formed three distinct regions: the New England Colonies, the Middle Colonies, and the Southern Colonies. Another area was the **Backcountry**. It ran along the Appalachian Mountains through the far western part of the other regions.



Several factors made each colonial region distinct. Some of the most important were each region's climate, resources, and people.

1. New England had long winters and rocky soil. English settlers made up the largest group in the region's population.
2. The Middle Colonies had shorter winters and fertile soil. The region attracted immigrants from all over Europe.
3. The Southern Colonies had a warm climate and good soil. There, some settlers used enslaved Africans to work their plantations.
4. The Backcountry's climate and resources varied, depending on the latitude. Many Scots-Irish immigrants settled there.

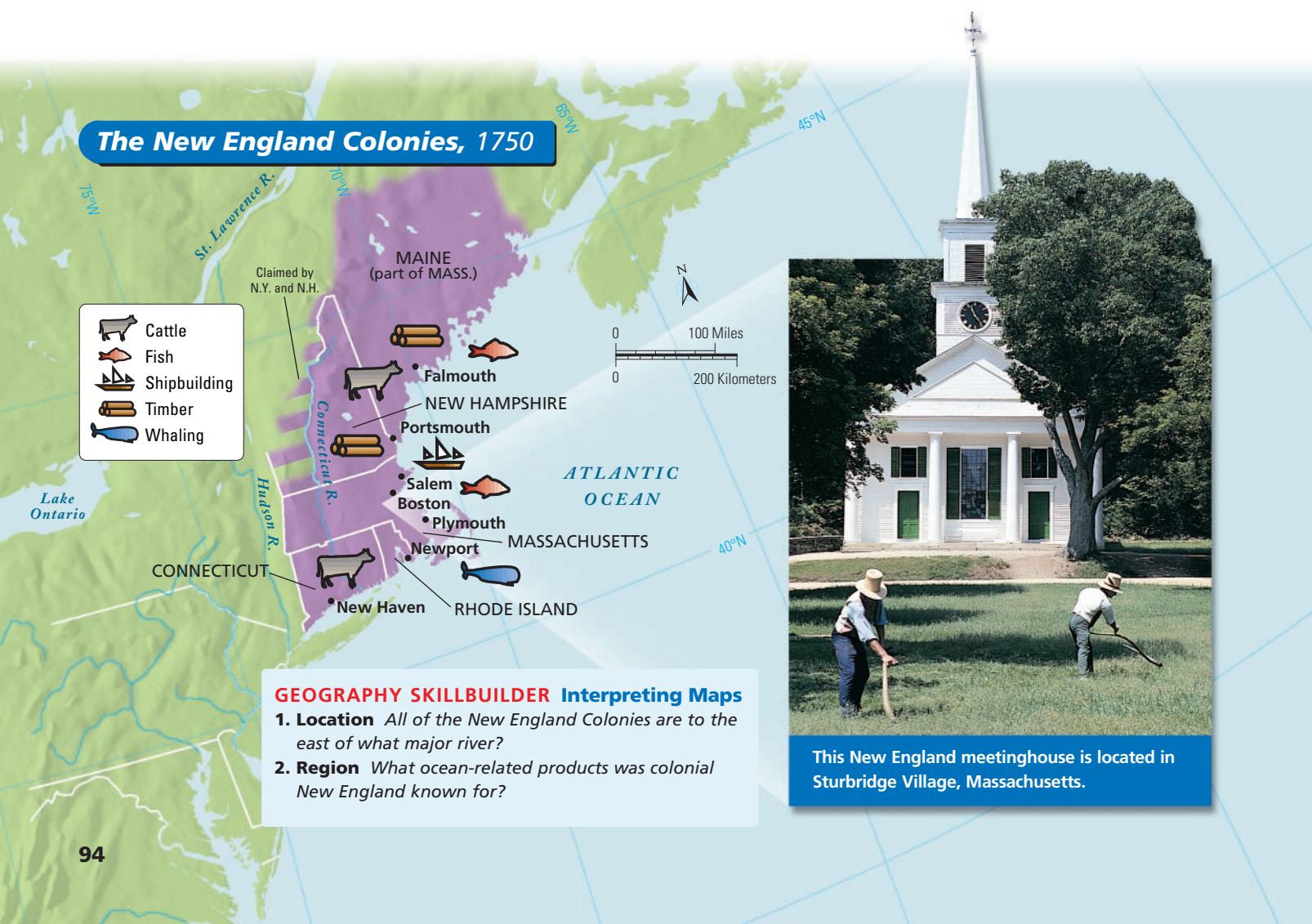
Vocabulary
latitude: the distance north or south of the equator, measured in degrees

During the colonial era, the majority of people made their living by farming. However, the type of agriculture they practiced depended on the climate and resources in the region where they settled.

The Farms and Towns of New England

Life in New England was not easy. The growing season was short, and the soil was rocky. Most farmers practiced **subsistence farming**. That is, they produced just enough food for themselves and sometimes a little extra to trade in town.

Most New England farmers lived near a town. This was because colonial officials usually did not sell scattered plots of land to individual



The New England Colonies, 1750

- Cattle
- Fish
- Shipbuilding
- Timber
- Whaling

Claimed by N.Y. and N.H.

MAINE (part of MASS.)
 Falmouth
 NEW HAMPSHIRE
 Portsmouth
 Salem
 Boston
 Plymouth
 Newport
 MASSACHUSETTS
 Connecticut R.
 Hudson R.
 CONNECTICUT
 New Haven
 RHODE ISLAND

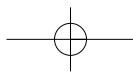


GEOGRAPHY SKILLBUILDER Interpreting Maps

1. **Location** All of the New England Colonies are to the east of what major river?
2. **Region** What ocean-related products was colonial New England known for?



This New England meetinghouse is located in Sturbridge Village, Massachusetts.



farmers. Instead, they sold larger plots of land to groups of people—often to the congregation of a Puritan church. A congregation then settled the town and divided the land among the members of its church.

Reading History

A. Recognizing Effects How did the way land was sold in New England affect the way people lived?

This pattern of settlement led New England towns to develop in a unique way. Usually, a cluster of farmhouses surrounded a green—a central square where a meetinghouse was located and where public activities took place. Because people lived together in small towns, shopkeepers had enough customers to make a living. Also, if the townspeople needed a blacksmith or a carpenter, they could pool their money and hire one.

Harvesting the Sea

New England's rocky soil made farming difficult. In contrast, the Atlantic Ocean offered many economic opportunities. In one story, a group of settlers was standing on a hill overlooking the Atlantic. One of them pointed out to sea and exclaimed, "There is a great pasture where our children's grandchildren will go for bread!"

The settler's prediction came true. Not far off New England's coast were some of the world's best fishing grounds. The Atlantic was filled with mackerel, halibut, cod, and many other types of fish.

New England's forests provided everything needed to harvest these great "pastures" of fish. The wood cut from iron-hard oak trees made excellent ship hulls. Hundred-foot-tall white pines were ideal for masts. Shipbuilders used about 2,500 trees to produce just one ship!

New England's fish and timber were among its most valuable articles of trade. Coastal cities like Boston, Salem, New Haven, and Newport grew rich as a result of shipbuilding, fishing, and trade.

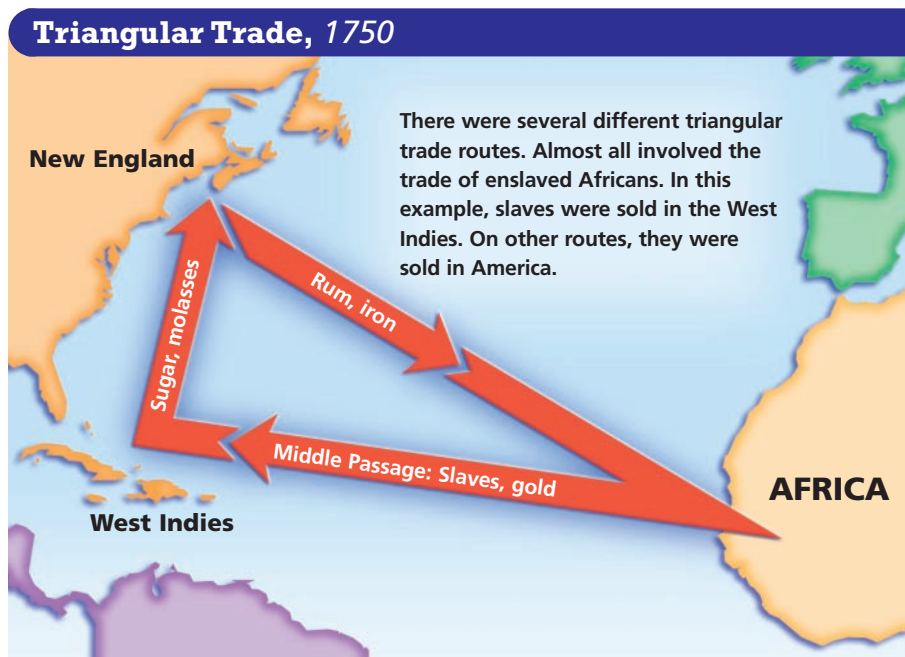
Background

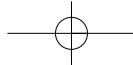
In 1742, over 16,000 people lived in Boston.

Atlantic Trade

New England settlers engaged in three types of trade. First was the trade with other colonies. Second was the direct exchange of goods with Europe. The third type was the triangular trade.

Triangular trade was the name given to a trading route with three stops. For example, a ship might leave New England with a cargo of rum





and iron. In Africa, the captain would trade his cargo for slaves. Slaves then endured the horrible Middle Passage to the West Indies, where they were exchanged for sugar and molasses. Traders then took the sugar and molasses back to New England. There, colonists used the molasses to make rum, and the pattern started over.

Background

See Olaudah Equiano's descriptions of the Middle Passage on page 62.

STRANGE but True

BLACKBEARD THE PIRATE

Of all the pirates who attacked colonial ships, Blackbeard (shown below) was the most famous. He was a fearsome man known to stick matches in his hair to light up his face during battle.

Blackbeard's pirate career finally came to an end in 1718, when Virginia's governor sent an expedition against him. Nearly half the expedition's men died in the key battle.

Blackbeard himself did not fall until he had suffered nearly 25 wounds. Before sailing back to port, sailors cut off his head and put it on the front of their ship.



New England won enormous profits from trade. England wanted to make sure that it received part of those profits. So the English government began to pass the **Navigation Acts** in 1651. The Navigation Acts had four major provisions designed to ensure that England made money from its colonies' trade.

1. All shipping had to be done in English ships or ships made in the English colonies.
2. Products such as tobacco, wood, and sugar could be sold only to England or its colonies.
3. European imports to the colonies had to pass through English ports.
4. English officials were to tax any colonial goods not shipped to England.

But even after the passage of the Navigation Acts, England had trouble controlling colonial shipping. Merchants ignored the acts whenever possible. **Smuggling**—importing or exporting goods illegally—was common. England also had great difficulty preventing pirates—like the legendary Blackbeard—from interfering with colonial shipping.

African Americans in New England

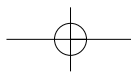
There were few slaves in New England. Slavery simply was not economical in this region of small farms. Also, because the growing season was short, there was little work for slaves during the long winter months. Farmers could not afford to feed and house slaves who were not working.

Even so, some New Englanders in larger towns and cities did own slaves. They worked as house servants, cooks, gardeners, and stable-hands. In the 1700s, slave owners seldom had enough room to house more than one or two slaves. Instead, more and more slave owners hired out their slaves to work on the docks or in shops or warehouses. Slave owners sometimes allowed their slaves to keep a portion of their wages.

Occasionally, some enslaved persons were able to save enough to buy their freedom. In fact, New

ReadingHistory

B. Analyzing Causes Why were there relatively few enslaved workers in New England?



England was home to more free blacks than any other region. A free black man might become a merchant, sailor, printer, carpenter, or landowner. Still, white colonists did not treat free blacks as equals.

Changes in Puritan Society

The early 1700s saw many changes in New England society. One of the most important was the gradual decline of the Puritan religion. There were a number of reasons for this decline.

ReadingHistory

C. Making

Inferences Why might an interest in material things compete with the Puritan religion?

One reason was that the drive for economic success competed with Puritan ideas. Many colonists, especially those who lived along the coast, seemed to care as much about business and material things as they did about religion. One observer had this complaint.

“[Boston] is so conveniently Situated for Trade.”

An observer in 1713

A VOICE FROM THE PAST

[Boston] is so conveniently Situated for Trade and the Genius of the people are so inclined to merchandise, that they seek no other Education for their children than writing and Arithmetick.

An observer in 1713, quoted in *A History of American Life*

Another reason for the decline of the Puritan religion was the increasing competition from other religious groups. Baptists and Anglicans established churches in Massachusetts and Connecticut, where Puritans had once been the most powerful group.

Political changes also weakened the Puritan community. In 1691, a new royal charter for Massachusetts guaranteed religious freedom for all Protestants, not just Puritans. The new charter also granted the vote based on property ownership instead of church membership. This change put an end to the Puritan churches' ability to control elections.

To the south of New England were the Middle Colonies, which developed in quite different ways—as the next section shows.

Section 1 Assessment

1. Terms & Names

Explain the significance of:

- Backcountry
- subsistence farming
- triangular trade
- Navigation Acts
- smuggling

2. Taking Notes

Use a chart like the one shown to record how New Englanders prospered from the Atlantic Ocean.

Economic Activity	Benefits to Colonists

How did some profit illegally from the ocean?

3. Main Ideas

- How did most people in New England earn a living?
- Why did England pass the Navigation Acts?
- What factors led to the decline of the Puritan religion in New England?

4. Critical Thinking

Making Inferences What advantages might there be in living near other people in small towns, such as those in New England?

THINK ABOUT

- the transportation options available to colonists
- why shopkeepers chose to open businesses in towns

ACTIVITY OPTIONS

ART TECHNOLOGY

Read more about whaling. Make a **mobile** that shows different kinds of whales or plan a **multimedia presentation** on whaling today.



2 The Middle Colonies: Farms and Cities

TERMS & NAMES

cash crop
gristmill
diversity
artisan
Conestoga wagon

MAIN IDEA

The people who settled in the Middle Colonies made a society of great diversity.

WHY IT MATTERS NOW

States in this region still boast some of the most diverse communities in the world.

ONE AMERICAN'S STORY

Elizabeth Ashbridge was only 19 years old when she arrived in America from England in the 1730s. Even though she was young, she had already been married and widowed. And although she was an indentured servant, she hoped to earn her freedom and find a way to express her strong religious feelings.

After several years, Elizabeth did gain freedom. She started to search for a religion that she could devote her life to. Finally, in the colony of Pennsylvania, she found what she was looking for—the Society of Friends, or Quakers. The new Quaker longed to share her beliefs openly.

A VOICE FROM THE PAST

I was permitted to see that all I had gone through was to prepare me for this day; and that the time was near, when it would be required of me, to go and declare to others what the God of mercy had done for my soul.

Elizabeth Ashbridge, *Some Account . . . of the Life of Elizabeth Ashbridge*

The Quakers believed that people of different beliefs could live together in harmony. They helped to create a climate of tolerance and acceptance in the Middle Colonies of New York, New Jersey, Pennsylvania, and Delaware. These colonies began to attract a wide variety of immigrants, as you will read in this section.

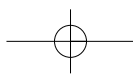
A Wealth of Resources

The Middle Colonies had much to offer in addition to a climate of tolerance. A Frenchman named Michel Guillaume Jean de Crèvecoeur (krehv•KUR) praised the region's "fair cities, substantial villages, extensive fields . . . decent houses, good roads, orchards, meadows, and bridges, where an hundred years ago all was wild, woody, and uncultivated."

The prosperity that Crèvecoeur described was typical of the Middle Colonies. Immigrants from all over Europe came to take advantage of this region's productive land. Their settlements soon crowded out Native Americans, who had lived in the region for thousands of years.



A woman speaks out at a Quaker meeting. The Society of Friends allowed women a more active role than other religions.



Among the immigrants who came to the Middle Colonies were Dutch and German farmers. They brought the advanced agricultural methods of their countries with them. Their skills, knowledge, and hard work would soon result in an abundance of foods.

The Middle Colonies boasted a longer growing season than New England and a soil rich enough to grow **cash crops**. These were crops raised to be sold for money. Common cash crops included fruits, vegetables, and, above all, grain. The Middle Colonies produced so much grain that people began calling them the “breadbasket” colonies.

The Importance of Mills

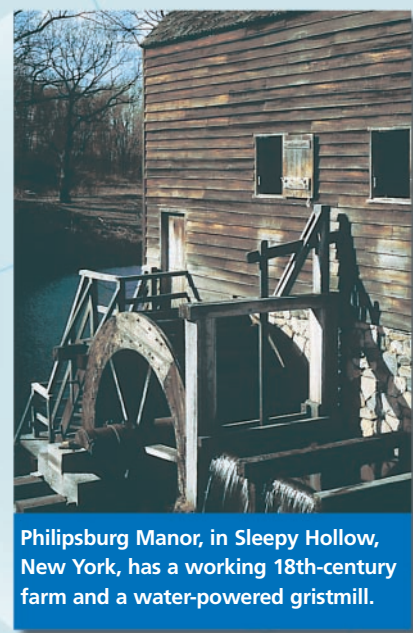
After harvesting their crops of corn, wheat, rye, or other grains, farmers took them to a **gristmill**. There, millers crushed the grain between heavy stones to produce flour or meal. Human or animal power fueled some of these mills. But water wheels built along the region’s plentiful rivers powered most of the mills.

The bread that colonists baked with these products was crucial to their diet. Colonists ate about a pound of grain in some form each day—nearly three times more than Americans eat today. Even though colonists ate a great deal of grain, they had plenty left over to send to the region’s coastal markets for sale.

Vocabulary

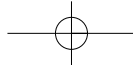
grist: another name for grain, the one-seeded fruit of cereal grasses like wheat and rye

The Middle Colonies, 1750



GEOGRAPHY SKILLBUILDER Interpreting Maps

- Place** What are the three major rivers in the Middle Colonies?
- Movement** Why might the Middle Colonies’ rivers that empty into the ocean be important for farmers?



The Cities Prosper

The excellent harbors along the coasts of the Middle Colonies were ideal sites for cities. New York City grew up at the mouth of the Hudson River, and Philadelphia was founded on the Delaware River. The merchants who lived in these growing port cities exported cash crops, especially grain, and imported manufactured goods.

Because of its enormous trade, Philadelphia was the fastest growing city in the colonies. The city owed its expansion to a thriving trade in wheat and other cash crops. By 1720, it was home to a dozen large shipyards—places where ships are built or repaired.

The city's wealth also brought many public improvements. Large and graceful buildings, such as Philadelphia's statehouse—which was later renamed Independence Hall—graced the city's streets. Streetlights showed the way along paved roads. In 1748, a Swedish visitor named Peter Kalm exclaimed that Philadelphia had grown up overnight.

ReadingHistory

A. Reading a Map Locate New York and Philadelphia on the map on page 99. Note the rivers next to which they were built.

daily life

NAMES AND OCCUPATIONS

Many English colonists had names like Miller and Smith—names that reflected how their families had made a living in England. For example, a colonist named Miller probably had an ancestor who had operated a mill. Similarly, Smith probably had an ancestor who had been a blacksmith.

Sometimes colonists continued in the same occupations as their ancestors. But as time went on, colonists turned to other occupations, and their names no longer reflected how they earned a living. Yet names like Smith and Miller remain common in the United States, reflecting the country's past as English colonies.

A VOICE FROM THE PAST

And yet its natural advantages, trade, riches and power, are by no means inferior to any, even of the most ancient towns in Europe.

Peter Kalm, quoted in *America at 1750*

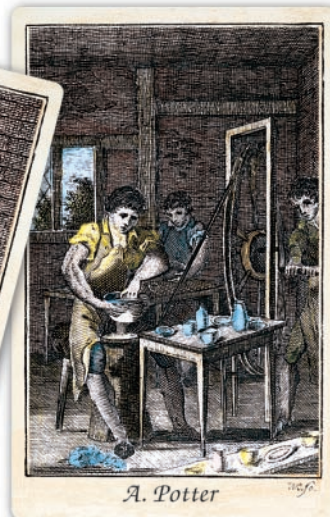
New York could also thank trade for its rapid growth. This bustling port handled flour, bread, furs, and whale oil. At midcentury, an English naval officer admired the city's elegant brick houses, paved streets, and roomy warehouses. "Such is this city," he said, "that very few in England can rival it in its show."

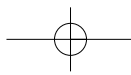
Background

In 1742, New York City's population was about 11,000, and nearly 13,000 people lived in Philadelphia.

A Diverse Region

Many different immigrant groups arrived in the port cities of the Middle Colonies. Soon, the region's population showed a remarkable





diversity, or variety, in its people. One of the largest immigrant groups in the region, after the English, was the Germans.

Many of the Germans arrived between 1710 and 1740. Most came as indentured servants fleeing religious intolerance. Known for their skillful farming, these immigrants soon made a mark on the Middle Colonies. “German communities,” wrote one historian, “could be identified by the huge barns, the sleek cattle, and the stout workhorses.”

Germans also brought a strong tradition of craftsmanship to the Middle Colonies. For example, German gunsmiths first developed the long rifle. Other German **artisans**, or craftspeople, became ironworkers and makers of glass, furniture, and kitchenware.

Germans built **Conestoga wagons** to carry their produce to town. These wagons used wide wheels suitable for dirt roads, and the wagons’ curved beds prevented spilling when climbing up and down hills. The wagons’ canvas covers offered protection from rain. Conestoga wagons would later be important in settling the West.

The Middle Colonies became home to many people besides the Germans. There were also the English, Dutch, Scots-Irish, African, Irish, Scottish, Welsh, Swedish, and French. Because of the diversity in the Middle Colonies, different groups had to learn to accept, or at least tolerate, one another.

A Climate of Tolerance

While the English Puritans shaped life in the New England Colonies, many different groups contributed to the culture of the Middle Colonies. Because of the greater number of different groups, it was difficult for any single group to dominate the others. Thus, the region’s diversity helped to create a climate of tolerance. Some of the region’s religious groups also helped to promote tolerance.

The Middle Colonies’ earliest settlers, the Dutch in New York and the Quakers in Pennsylvania, both practiced religious tolerance. That is, they honored the right of religious groups to follow their own beliefs without interference. Quakers also insisted on the equality of men and women. As a result, Quaker women served as preachers, and female missionaries traveled the world spreading the Quaker message.

Background

By the second half of the 1700s, more than one in three colonists in Pennsylvania claimed German ancestry.

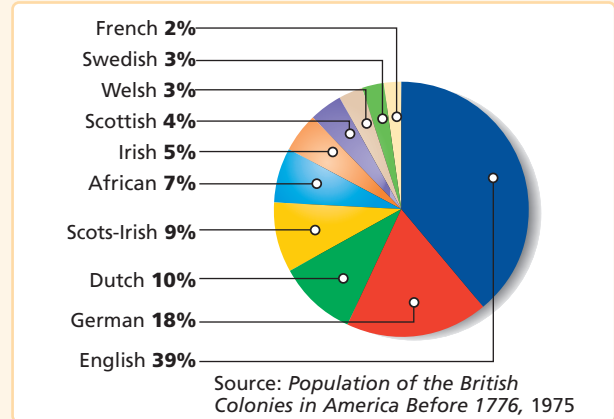
ReadingHistory

B. Summarizing

How would you describe the population of the Middle Colonies?

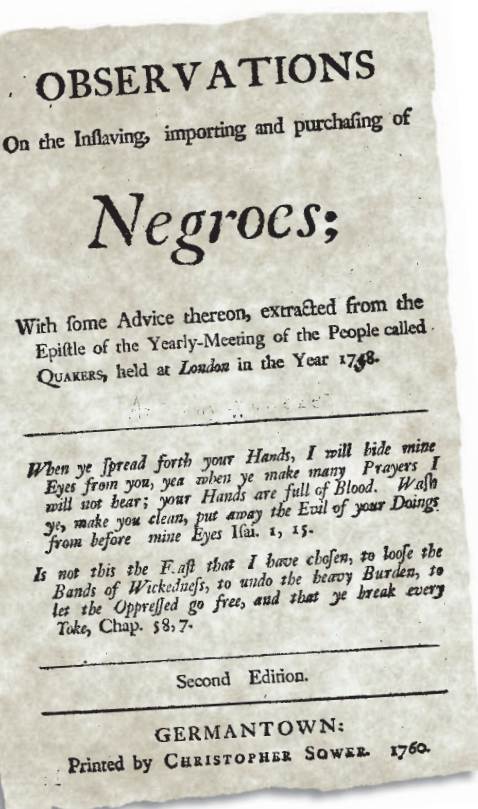
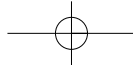
The Middle Colonies, 1750

Population Diversity



SKILLBUILDER Interpreting Graphs

1. What group made up nearly one-fifth of the population in the Middle Colonies?
2. What were the two main languages spoken in the Middle Colonies?



Most Quakers were opposed to slavery. Shown here is a Quaker antislavery pamphlet printed in the Middle Colonies.

Quakers were also the first to raise their voices against slavery. Quaker ideals influenced immigrants in the Middle Colonies—and eventually the whole nation.

African Americans in the Middle Colonies

The tolerant attitude of many settlers in the Middle Colonies did not prevent slavery in the region. In 1750, about 7 percent of the Middle Colonies' population was enslaved. As in New England, many people of African descent lived and worked in cities.

New York City had a larger number of people of African descent than any other city in the Northern colonies. In New York City, enslaved persons worked as manual laborers, servants, drivers, and as assistants to artisans and craftspeople. Free African-American men and women also made their way to the city, where they worked as laborers, servants, or sailors.

Tensions existed between the races in New York City, sometimes leading to violence. In 1712, for example, about 24 rebellious slaves set fire to a building. They then killed nine whites and wounded several others who came to put out the fire. Armed colonists caught the suspects, who were punished horribly. Such punishments showed that whites would resort to force and violence to control slaves. Even so, the use of violence did little to prevent the outbreak of other slave rebellions.

Force would also be used in the South, which had far more enslaved Africans than the North. In the next section, you will learn how the South's plantation economy came to depend on the labor of enslaved Africans.

Reading History

C. Forming Opinions Why do you think that force was needed to keep Africans enslaved?

Section 2 Assessment

1. Terms & Names

Explain the significance of:

- cash crop
- gristmill
- diversity
- artisan
- Conestoga wagon

2. Taking Notes

Use a cluster diagram like the one shown to indicate where different immigrants in the Middle Colonies came from.



What was the third largest group in the region?

3. Main Ideas

- What attracted settlers to the Middle Colonies?
- What service was performed at gristmills?
- Why might enslaved Africans be able to join in rebellion more easily in the city than the country?

4. Critical Thinking

Analyzing Causes What factors allowed large coastal cities to develop in the Middle Colonies?

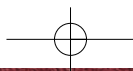
THINK ABOUT

- geography
- people
- trade

ACTIVITY OPTIONS

MATH GEOGRAPHY

Read more about Philadelphia. Create a **database** of the city's population growth in the 1700s or draw a **map** that shows its physical growth.



3 The Southern Colonies: Plantations and Slavery

TERMS & NAMES

indigo

Eliza Lucas

William Byrd II

overseer

Stono Rebellion

MAIN IDEA

The economy of the Southern Colonies relied heavily on slave labor.

WHY IT MATTERS NOW

The existence of slavery deeply affected the South and the nation.

ONE AMERICAN'S STORY

George Mason was born to a wealthy Virginia family in 1725. Mason—who later described the slave trade as “disgraceful to mankind”—wrote about the contributions of enslaved persons on his family’s plantation.

A VOICE FROM THE PAST

My father had among his slaves carpenters, coopers [barrel makers], sawyers, blacksmiths, tanners, curriers, shoemakers, spinners, weavers and knitters, and even a distiller. . . . His woods furnished timber and plank for the carpenters and coopers, and charcoal for the blacksmith; his cattle killed for his own consumption and for sale supplied skins for the tanners, curriers, and shoemakers, and his sheep gave wool and his fields produced cotton and flax for the weavers and spinners, and his orchards fruit for the distiller.

George Mason, quoted in *Common Landscape of America*

Because the Masons and other wealthy landowners produced all that they needed on their own plantations, they appeared to be independent. But their independence usually depended on the labor of enslaved Africans. Although planters were only a small part of the Southern population, the plantation economy and slavery shaped life in the Southern Colonies: Maryland, Virginia, the Carolinas, and Georgia.

The Plantation Economy

The South’s soil and almost year-round growing season were ideal for plantation crops like rice and tobacco. These valuable plants required much labor to produce, but with enough workers they could be grown as cash crops. Planters had no trouble transporting their crops because the region’s many waterways made it easy for oceangoing ships to tie up at plantation docks.

Like George Mason’s boyhood home, most plantations were largely self-sufficient. That is, nearly everything that planters, their families, and their workers needed was produced on the plantation. Because plantations were so self-sufficient, large cities like those in the North were rare



George Mason was active in local affairs in Virginia. He would later play a role in the drafting of the United States Constitution.



The Southern Colonies, 1750



The Orton plantation, south of Wilmington, North Carolina, was founded around 1725. Such plantations were representative of the economic and political power held by Southern planters.

GEOGRAPHY SKILLBUILDER Interpreting Maps

- Location** The Southern Colonies were south of what latitude?
- Place** Which Southern Colonies grew crops of both rice and indigo?

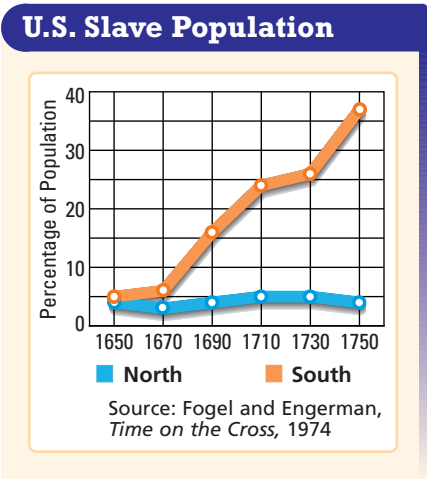
in the Southern Colonies. The port city of Charles Town (later called Charleston) in South Carolina was an early exception.

As the plantation economy continued to grow, planters began to have difficulty finding enough laborers to work their plantations. Toward the end of the 1600s, the planters began to turn to enslaved Africans for labor.

Background
In 1742, Charles Town's population was 6,800.

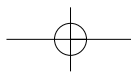
The Turn to Slavery

For the first half of the 1600s, there were few Africans in Virginia, whether enslaved or free. In 1665, fewer than 500 Africans had been brought into the colony. At that time, African and European indentured servants worked in the fields together.



Starting in the 1660s, the labor system began to change as indentured white servants started to leave the plantations. One reason they left was the large amount of land available in the Americas. It was fairly easy for white men to save enough money to buy land and start their own farms. White servants could not be kept on the plantations permanently. As Bacon's Rebellion showed, it was also politically dangerous for planters to try to keep them there (see page 73). As a result, the landowners had to find another source of labor.

ReadingHistory
A. Drawing Conclusions Why did white workers choose not to remain on the plantations as laborers?



ReadingHistory

B. Analyzing

Causes What factors led to the importation of enslaved Africans into the South?

Planters tried to force Native Americans to work for them. But European diseases caused many Native Americans to die. Those who survived usually knew the country well enough to run away.

To meet their labor needs, the planters turned to enslaved Africans. As a result, the population of people of African descent began to grow rapidly. By 1750, there were over 235,000 enslaved Africans in America. About 85 percent lived in the Southern Colonies. Enslaved Africans made up about 40 percent of the South's population.

Plantations Expand

The growth of slavery allowed plantation farming to expand in South Carolina and Georgia. Without slave labor, there probably would have been no rice plantations in the region's swampy lowlands.

Enslaved workers drained swamps, raked fields, burned stubble, and broke ground before planting. They also had to flood, drain, dry, hoe, and weed the same fields several times before the harvest.

The cultivation of rice required not only back-breaking labor but also considerable skill. Because West Africans had these skills, planters sought out slaves who came from Africa's rice-growing regions.

On higher ground, planters grew **indigo**, a plant that yields a deep blue dye. A young woman named **Eliza Lucas** had introduced indigo as a successful plantation crop after her father sent her to supervise his South Carolina plantations when she was 17.

The Planter Class

Slave labor allowed planters, such as the Byrd family of Virginia, to become even wealthier. These families formed an elite planter class. They had money or credit to buy the most slaves. And because they had more slaves, they could grow more tobacco, rice, or indigo to sell.

Small landowners with just one or two slaves simply could not compete. Many gave up their land and moved westward. As a result, the powerful planter class gained control of the rich land along the coast. The planter class was relatively small compared to the rest of the population. However, this upper class soon took control of political and economic power in the South. A foreign traveler in the South commented that the planters "think and act precisely as do the nobility in other countries."

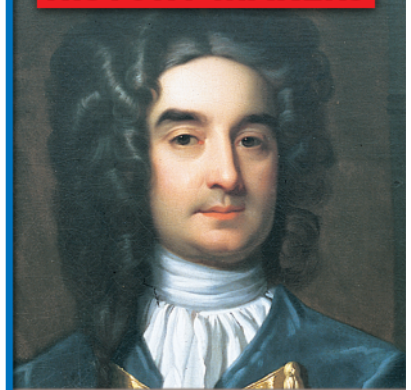
Some planters, following the traditions of nobility, did feel responsible for the welfare of their enslaved

ReadingHistory

C. Recognizing

Effects How did the growth of slavery affect political power in the South?

AMERICA'S HISTORY MAKERS

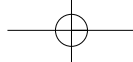


WILLIAM BYRD II
1674–1744

William Byrd II was one of the best known of the Southern planters. His family owned a large estate in Virginia. After his father died, Byrd took on his father's responsibilities, including membership in the House of Burgesses.

But Byrd is best remembered for his writing. His most famous work is *History of the Dividing Line betwixt Virginia and North Carolina*. In it, Byrd celebrates the land and climate of the South. At times, however, he is critical of its people. Even today, the book creates a vivid picture of life in the Southern Colonies.

How did William Byrd II demonstrate his leadership abilities?



HISTORY through ART

Benjamin Henry Latrobe's watercolor sketch, *An Overseer Doing His Duty*, shows enslaved African women on a Virginia plantation. An overseer looks on as the two women work to remove tree stumps.

What opinion do you think Latrobe had of the conditions on plantations?



workers. Power, they believed, brought with it the responsibility to do good. Many planters, though, were tyrants. They held complete authority over everyone in their households. Planters frequently used violence against slaves to enforce their will.

Vocabulary

tyrant: harsh ruler

Life Under Slavery

On large Southern plantations, slaves toiled in groups of about 20 to 25 under the supervision of **overseers**. Overseers were men hired by planters to watch over and direct the work of slaves. Enslaved persons performed strenuous and exhausting work, often for 15 hours a day at the peak of the harvest season. If slaves did not appear to be doing their full share of work, they were often whipped by the overseer.

Enslaved people usually lived in small, one-room cabins that were furnished only with sleeping cots. For a week's food, a slave might receive only around a quarter bushel of corn and a pound of pork. Some planters allowed their slaves to add to this meager ration by letting them raise their own potatoes, greens, fruit, or chicken.

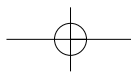
In spite of the brutal living conditions, Africans preserved many customs and beliefs from their homelands. These included music, dances, stories, and, for a time, African religions—including Islam. African kinship customs became the basis of African-American family culture. A network of kin was a source of strength even when families were separated.

Reading History

D. Finding Main Ideas What customs and beliefs from their homelands provided strength for enslaved Africans?

Resistance to Slavery

At the same time that enslaved Africans struggled to maintain their own culture, they fought against their enslavement. They sometimes worked



slowly, damaged goods, or purposely carried out orders the wrong way. A British traveler in 1746 noted that many slaves pretended not to understand tasks they often had performed as farmers in West Africa.

A VOICE FROM THE PAST

You would really be surpriz'd at their Perseverance; let an hundred Men shew him how to hoe, or drive a wheelbarrow, he'll still take the one by the Bottom, and the other by the Wheel; and they often die before they can be conquer'd.

Edward Kimber, quoted in *White over Black*

At times, slaves became so angry and frustrated by their loss of freedom that they rose up in rebellion. One of the most famous incidents was the **Stono Rebellion**. In September 1739, about 20 slaves gathered at the Stono River just south of Charles Town. Wielding guns and other weapons, they killed several planter families and marched south, beating drums and loudly inviting other slaves to join them in their plan to seek freedom in Spanish-held Florida. By late that afternoon, however, a white militia had surrounded the group of escaping slaves. The two sides clashed, and many slaves died in the fighting. Those captured were executed.

Background

Slave codes were laws designed to control slaves and keep them in bondage.

Stono and similar revolts led planters to make slave codes even stricter. Slaves were now forbidden from leaving plantations without permission. The laws also made it illegal for slaves to meet with free blacks. Such laws made the conditions of slavery even more inhumane.

The Southern Colonies' plantation economy and widespread use of slaves set the region on a very different path from that of the New England and Middle Colonies. In the next section, you will learn how settlers used the unique resources of the Backcountry to create settlements there.

Section **3** Assessment

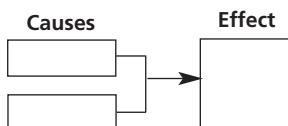
1. Terms & Names

Explain the significance of:

- indigo
- Eliza Lucas
- William Byrd II
- overseer
- Stono Rebellion

2. Taking Notes

Use a diagram like the one shown to review the factors that led to the use of slaves in the South.



Why didn't planters use Native American workers?

3. Main Ideas

- a.** What percentage of the South's population was enslaved in 1750?
- b.** What crops did plantations in Georgia and South Carolina grow?
- c.** How did enslaved persons resist their slavery?

4. Critical Thinking

Contrasting How did geographic differences between the Southern Colonies and the New England Colonies affect their labor systems?

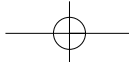
THINK ABOUT

- the climate of the regions
- the nature of the soil

ACTIVITY OPTIONS

ART
SCIENCE

Do more research on rice plantations. Draw a **diagram** of a typical plantation or write a **report** on how rice is cultivated today.



GEOGRAPHY *in* HISTORY

REGION AND HUMAN-ENVIRONMENT INTERACTION

Differences Among the Colonies

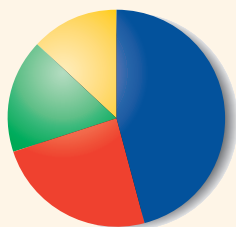
Many factors shape a region's economy and the way its settlers make a living. One of the most important is its physical geography—the climate, soil, and natural resources of the region. The geography of the American colonies varied from one colony to another. For example, in some areas, farmers could dig into rich, fertile soil. In others, they could not stick their shovels in the ground without hitting rocks.



Major Regional Exports (by export value*)

NEW ENGLAND COLONIES

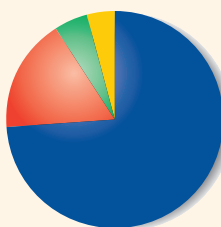
New England had a short growing season and rocky soil. Colonists took advantage of other opportunities in the region, especially fishing and whaling.



■ Dried Fish and Whale Oil	44%
■ Livestock	17%
■ Wood Products	13%
■ Other	26%

MIDDLE COLONIES

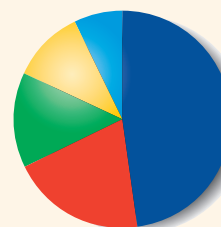
The longer growing season of the Middle Colonies—the “breadbasket colonies”—allowed farmers to grow cash crops of grain.



■ Grain	73%
■ Iron	5%
■ Wood Products	5%
■ Other	17%

SOUTHERN COLONIES

The South had a nearly year-round growing season. The use of enslaved Africans allowed Southern planters to produce cash crops of tobacco and rice.



■ Tobacco	48%
■ Rice	20%
■ Bread, Flour, Grain (not rice)	13%
■ Indigo	7%
■ Other	12%

*Export Value in Pounds Sterling (Five-Year Average, 1768–1772)

Source: James F. Shepherd and Gary M. Walton, *Shipping, Maritime Trade, and the Economic Development of Colonial North America* (Cambridge: Cambridge University Press, 1972.)

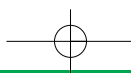
ARTIFACT FILE

Farmer's Plow Middle colonists relied on the heavy blades of plows to cut seed rows into the region's fertile soil.

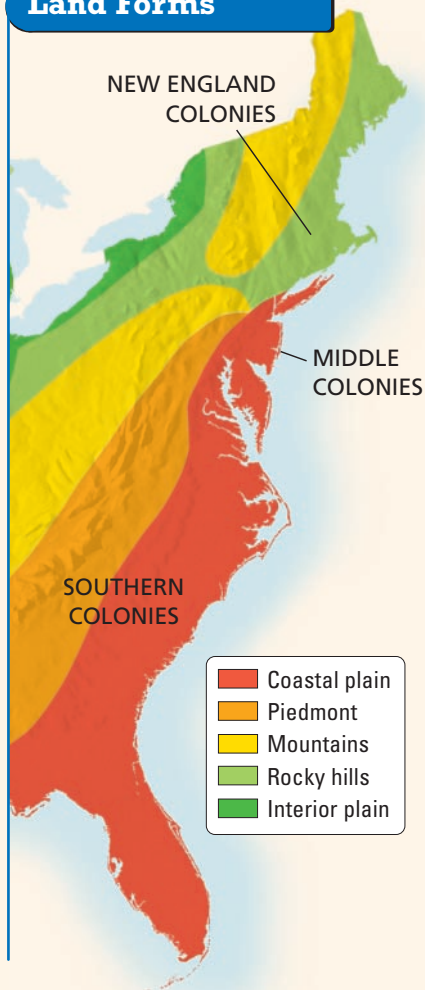


Indigo On some plantations in the South, planters grew crops of indigo plants—like the one pictured here—to produce the rich blue dyes used to color this yarn.

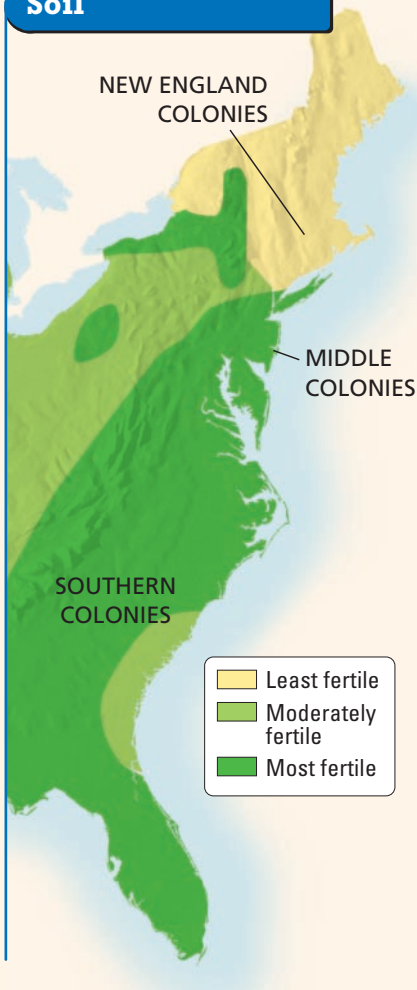




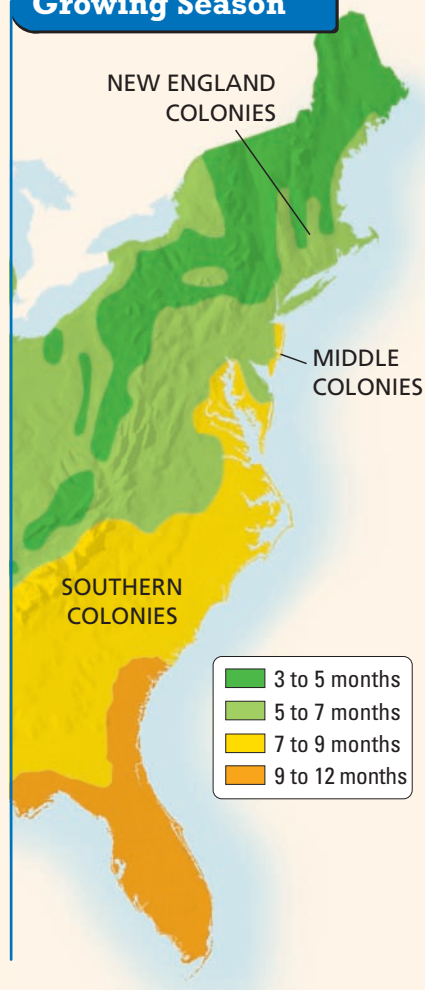
Land Forms



Soil



Growing Season



Physical Geography The maps above show the different types of land forms, soil, and growing seasons that were found in the different colonial regions. These factors helped to shape the economies of each of the regions, which were quite different, as the pie graphs show on the previous page.

CONNECT TO GEOGRAPHY

- Region** How long was the growing season in most of the Southern Colonies?
 - Human-Environment Interaction** How might the soil quality in the Middle Colonies have influenced the region's population?
- G** See Geography Handbook, pages 10–13.

CONNECT TO HISTORY

- Analyzing Causes** Why did the land forms and soil of New England cause many to turn to the Atlantic Ocean for a living?

On-Line Field Trip

The New Bedford Whaling Museum in Massachusetts has many objects related to whaling, including bone or ivory objects called scrimshaws. A sailor carved this whale's tooth with a jackknife or sail needle and colored the design with ink.

For more about whaling . . .





4 The Backcountry

TERMS & NAMES

Appalachian
Mountains
fall line
piedmont
clan

MAIN IDEA

Settlers moved to the Backcountry because land was cheap and plentiful.

WHY IT MATTERS NOW

Backcountry settlers established a rural way of life that still exists in certain parts of the country.

ONE AMERICAN'S STORY

Alexander Spotswood governed Virginia from 1710 to 1722. He believed that the future of English colonists lay to the west. To prove his point, he led a month-long expedition over the crest of the Blue Ridge Mountains in August 1716.

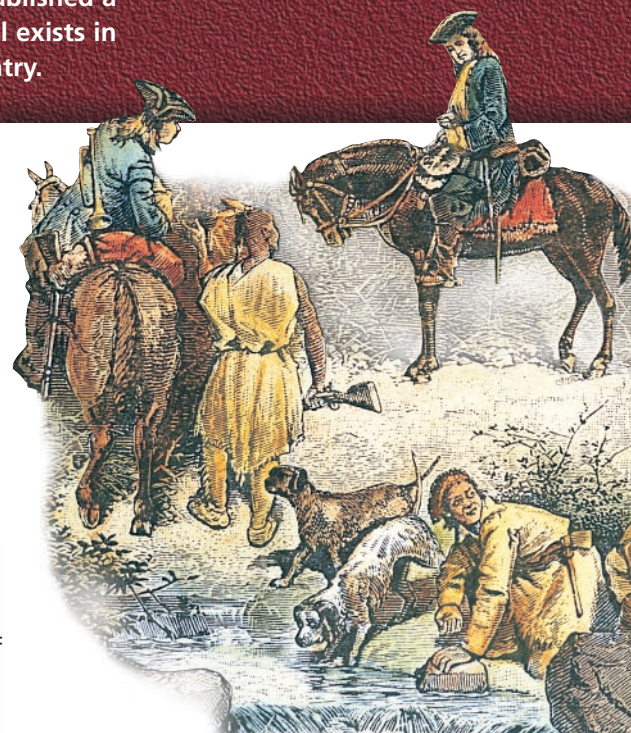
During the 400-mile journey, adventurers braved dense thickets, muddy streams, and rattlesnakes. At night, they feasted on the deer, wild turkeys, and bear they had shot. John Fontaine, who accompanied Spotswood, kept a diary of the trip.

A VOICE FROM THE PAST

We had a rugged way; we passed over a great many small runs of water, some of which were very deep, and others very miry. Several of our company were dismounted, some were down with their horses, others under their horses, and some thrown off.

John Fontaine, quoted in *Colonial Virginia*

After the expedition, Spotswood gave each of his companions a golden horseshoe. His journey with the “Knights of the Golden Horseshoe” is considered a symbol of Virginia’s westward expansion.



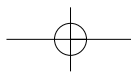
Alexander Spotswood meets Native Americans in the Blue Ridge Mountains—a segment of the Appalachians Mountains.

Geography of the Backcountry

Just as Spotswood predicted, settlers soon began to move into the Backcountry. This was a region of dense forests and rushing streams in or near the **Appalachian Mountains**. The Appalachians stretch from eastern Canada south to Alabama.

In the South, the Backcountry began at the **fall line**. The fall line is where waterfalls prevent large boats from moving farther upriver. Beyond the fall line is the **piedmont**. Piedmont means “foot of the mountains.” It is the broad plateau that leads to the Blue Ridge Mountains of the Appalachian range.

The Backcountry’s resources made it relatively easy for a family to start a small farm. The region’s many springs and streams provided water, and forests furnished wood that settlers could use for log cabins and fences.



Backcountry Settlers

The first Europeans in the Backcountry made a living by trading with the Native Americans. Backcountry settlers paid for goods with deerskins. A unit of value was one buckskin or, for short, a “buck.”

Vocabulary

buck: an adult male deer; the adult female is called a doe

Farmers soon followed the traders into the region, but they had to be cautious. As the number of settlements grew, the farmers often clashed with the Native Americans whose land they were taking.

Farmers sheltered their families in log cabins. They filled holes between the logs with mud, moss, and clay. Then they sawed out doors and windows. Lacking glass, settlers used paper smeared with animal fat to cover their windows.

ReadingHistory

A. Analyzing

Points of View
What was William Byrd's attitude toward Backcountry settlers?

William Byrd—on his expedition to establish the southern border of Virginia—described a long night that he spent in one such cabin. He complained that he and at least ten other people were “forct to pig together in a Room . . . troubled with the Squalling of peevis, dirty children into the Bargain.”

Backcountry life may have been harsh, but by the late 1600s many families had chosen to move there. Some of them went to escape the plantation system, which had crowded out many small farmers closer to the seacoast. Then, in the 1700s, a new group of emigrants—the Scots-Irish—began to move into the Backcountry.

The Scots-Irish

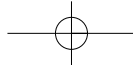
The Scots-Irish came from the borderland between Scotland and England. Most of them had lived for a time in northern Ireland. In 1707, England and Scotland merged and formed Great Britain. The merger caused many hardships for the Scots-Irish. Poverty and crop failures made this bad situation even worse.

As a result, Scots-Irish headed to America by the thousands. After they arrived, they quickly moved into the Backcountry. The Scots-Irish brought their clan system with them to the Backcountry. **Clans** are large groups of families—sometimes in the thousands—that claim a common ancestor. Clan members were suspicious of outsiders and banded together when danger threatened. These clans helped families to deal with the dangers and problems of the Backcountry.

Vocabulary

clan: comes from an Old Irish word that means off-spring, or descendants





Now and then

BACKCOUNTRY SPORTS TODAY

Three centuries ago, crowds in the Backcountry were thrilled by some of the same games that are now part of track and field competitions.

One of these games is the hammer throw. In this event, an athlete swings around a 16-pound metal ball on a wire-roped handle. After whirling around several times, the athlete lets go of the hammer, hoping it will travel the farthest distance.

The Scots-Irish brought other games to America, including the shotput, high jump, and long jump.



Backcountry Life

Life in the Backcountry was very different from life along the seaboard. Settlers along the coast carried on a lively trade with England. But in the Backcountry, rough roads and rivers made it almost impossible to move goods.

As a result, Backcountry farmers learned quickly to depend on themselves. They built log cabins and furnished them with cornhusk mattresses and homemade benches and tables. They fed their families with the hogs and cattle they raised and with the fish and game they killed. They grew yellow corn to feed their livestock and white corn to eat. Popcorn was probably their only snack food. To protect their precious corn from pests, daytime patrols of women, children, and the elderly served as human scarecrows.

Women in the Backcountry worked in the cabin and fields, but they also learned to use guns and axes. An explorer who traveled in the region described one of these hardy Backcountry women.

A VOICE FROM THE PAST

She is a very civil woman and shows nothing of ruggedness or Immodesty in her carriage, yett she will carry a gunn in the woods and kill deer, turkeys, etc., shoot down wild cattle, catch and tye hoggs, knock down [cattle] with an ax and perform the most manfull Exercises.

A visitor to the Backcountry, quoted in *A History of American Life*

Settlers in the Backcountry often acted as if there were no other people in the region, but this was not so. In the woods and meadows that surrounded their cabins, settlers often encountered Native Americans and other groups that had made America their home.

Other Peoples in North America

The Backcountry settlers started a westward movement that would play a critical role in American history. Most settlers' motivation to move west was simple—the desire for land.

Yet the push to the west brought settlers into contact with other peoples of North America. Native Americans had made their homes there for thousands of years. In addition, France and Spain claimed considerable territory in North America.

Sometimes this contact led to changes in people's cultures. For instance, North America had no horses until the Spanish colonists brought them into Mexico in the 1500s. Horses migrated north, and Native Americans caught them and made them an important part of their culture.

ReadingHistory

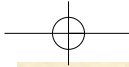
B. Making

Inferences How would you describe the way people in the Backcountry lived?

ReadingHistory

C. Summarizing

As England's colonies expanded westward, what groups did they encounter?



Contact also led to conflict. As English settlers pushed into the Backcountry, they put pressure on Native American tribes. Some tribes reacted by raiding isolated homesteads and small settlements. White settlers struck back, leading to more bloodshed.



This painting shows Native Americans catching wild horses. Many would later use the horses to hunt buffalo on the Great Plains.

The English colonists also came into conflict with the French. The French had colonized eastern Canada and had moved into the territories, rich with fur, along the Mississippi River. French fur traders wanted to prevent English settlers from moving west and taking away part of the trade. One Native American told an Englishman, “You and the French are like two edges of a pair of shears, and we are the cloth that is cut to pieces between them.”

Vocabulary

shears: scissors

Spain also controlled large areas of North America—including territories that today form part or all of the states of Arizona, California, Colorado, Florida, Nevada, New Mexico, Texas, Utah, and Wyoming. Spanish settlers were farmers, ranchers, and priests. Priests, who established missions to convert Native Americans, built forts near the missions for protection. In 1718, Spaniards built Fort San Antonio de Bexar to guard the mission of San Antonio de Valero, later renamed the Alamo.

These different groups continued to compete—and sometimes fight—with one another. Frequently, England’s colonies had to unite against these other groups. As a result, a common American identity began to take shape, as you will read in Chapter 5.

Section **4** Assessment

1. Terms & Names

Explain the significance of:

- Appalachian Mountains
- fall line
- piedmont
- clan

2. Taking Notes

Use a chart like the one shown to list some of the geographic characteristics of the Backcountry.

Backcountry Geography
1.
2.
3.
4.

3. Main Ideas

- a. Which settlers migrated to the Backcountry?
- b. How did clans help the Scots-Irish survive?
- c. What economic activities did women carry out in the region?

4. Critical Thinking

Identifying Problems As England’s colonies expanded farther west, what problems would they face?

THINK ABOUT

- other inhabitants of the Americas
- the resources desired by the colonists

ACTIVITY OPTIONS

LANGUAGE ARTS

ART

Read an account of the Backcountry written in the 1700s. Write a newspaper article or draw a series of cartoons that describe what you have read.



**VISUAL
SUMMARY**

The Colonies Develop



New England: Commerce and Religion

New England was distinguished by its small farming towns and profitable fishing and trade.

The Middle Colonies: Farms and Cities

The Middle Colonies' farms produced large cash crops that fueled trade in its coastal cities.

The Southern Colonies: Plantations and Slavery

The South's plantation economy and large number of enslaved Africans made it different from the other regions.

The Backcountry

The Backcountry was distant from the denser coastal populations, so settlers there developed an independent and rugged way of life.

Chapter 4 ASSESSMENT

TERMS & NAMES

Briefly explain the significance of the following.

1. Backcountry
2. subsistence farming
3. triangular trade
4. Navigation Acts
5. cash crop
6. gristmill
7. Conestoga wagon
8. overseer
9. Stono Rebellion
10. Appalachian Mountains

REVIEW QUESTIONS

New England: Commerce and Religion (pages 93–97)

1. How would you describe the life of a New England farmer?
2. In what ways did settlers in the region take advantage of the Atlantic Ocean?
3. How were New England towns settled?

The Middle Colonies: Farms and Cities (pages 98–102)

4. How were farms in the Middle Colonies different from those in New England?
5. What characterized the population of the Middle Colonies?

The Southern Colonies: Plantations and Slavery (pages 103–109)

6. Why did Southern planters infrequently travel to towns to sell their crops or to buy food and supplies?
7. Why did planters turn to enslaved Africans for labor?
8. In what ways did slaves resist?

The Backcountry (pages 110–113)

9. Where was the Backcountry located in the 1700s?
10. How was life in the Backcountry different from that along the coast?

CRITICAL THINKING

1. USING YOUR NOTES

Using your completed chart, answer the questions below.

	NEW ENGLAND COLONIES	MIDDLE COLONIES	SOUTHERN COLONIES	BACKCOUNTRY
Climate				
Resources				
People				
Economic Development				

- a. How was the Middle Colonies' climate different from the Backcountry's?
- b. How did the South's labor system differ from the North's?
- c. How did the resources of New England affect its economy?

2. ANALYZING LEADERSHIP

How did the South's plantation economy influence who became leaders in the region?

3. THEME: ECONOMICS IN HISTORY

What factors influenced the economic development of each of the four colonial regions?

4. APPLYING CITIZENSHIP SKILLS

How did the Quaker influence in the Middle Colonies contribute to the behavior of citizens of the region?

5. SEQUENCING EVENTS

What changes took place in the population and treatment of African Americans between 1650 and 1750?

Interact with History

How would the choice that you made at the beginning of the chapter have varied according to the region in which you lived? Would you still make the same choice?

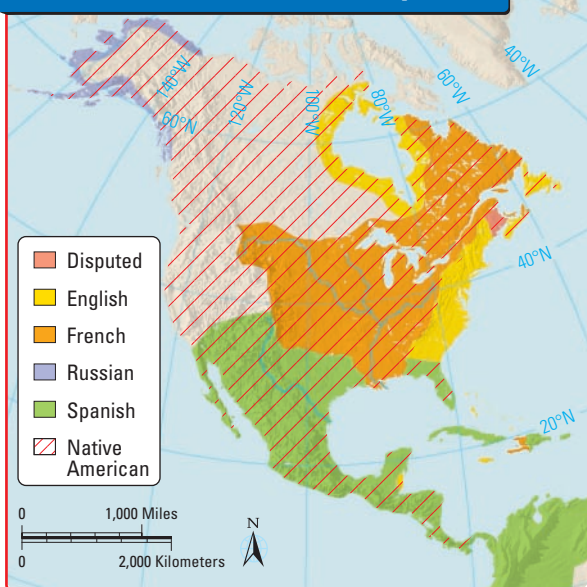


HISTORY SKILLS

1. INTERPRETING MAPS: Human-Environment Interaction

Study the map. Answer the questions.

Claims in North America, 1750



Basic Map Elements

- What is the subject of the map?

Interpreting the Map

- Which of the groups shown inhabited the largest area of North America?
- Which groups claimed the northernmost territory?

2. INTERPRETING PRIMARY SOURCES

In the backwoods of North Carolina, William Byrd met a family he suspected of being escaped slaves. Read the selection below and answer the questions.

[They] called themselves free, though by the shyness of the master of the house, who took care to keep least in sight, their freedom seemed a little doubtful. . . . Many slaves [hide] in this obscure part of the world, nor will any of their righteous neighbors discover them. On the contrary, [their neighbors profit by] settling such fugitives on some out-of-the-way corner of their land to raise stocks for a mean and inconsiderable share, well knowing their condition makes it necessary for them to [accept any pay they are offered].

William Byrd, from *Secret History of the Dividing Line*

- Why does Byrd suspect the family members are escaped slaves?
- Why don't their neighbors turn them in?

ALTERNATIVE ASSESSMENT

1. INTERDISCIPLINARY ACTIVITY: Geography

Making a Map Using the library or the Internet, read more about the history of the slave trade in the 1700s. Create a map of Africa that shows countries that were major sources of enslaved persons.

For more about the history of Africa . . .



INTERNET ACTIVITY
CLASSZONE.COM

2. COOPERATIVE LEARNING ACTIVITY

Building a Log Cabin Do some more research on the Backcountry and the history of log cabins. Work with others to record details about the location where you will build your cabin. Then design and construct a model of a log cabin that could be compared to the cabins in which Backcountry settlers lived.

3. TECHNOLOGY ACTIVITY

Making a Class Presentation Life on a farm in colonial New England was a real challenge. Using the library or the Internet, find accounts of how New England farm families lived. Then design a multimedia presentation about a typical New England farmer and his family. Be sure to include the social and economic contributions of women in your presentation.

For more about daily life during colonial times . . .



INTERNET ACTIVITY
CLASSZONE.COM

- Create a map of the town in which the farmer and his family lived.
- Dress up like a farmer to discuss the challenges of New England agriculture.
- Create a chart that lists the differences between your family's lifestyle and the colonial family's.

4. HISTORY PORTFOLIO

Option 1 Review your section and chapter assessment activities. Select one that you think is your best work. Then use comments made by your teacher or classmates to improve your work and add it to your portfolio.

Option 2 Review the questions that you wrote for What Do You Want to Know? on page 92. Then write a short report in which you explain the answers to your questions. Add your report to your portfolio.

Additional Test Practice,
pp. 51–533



TEST PRACTICE
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