Chapter 3: Growth of the American Colonies (1689-1754)

Section 1: An Empire and Its Colonies
- How did the English Civil War affect the development of the colonies?
- How did mercantilism influence England’s colonial laws and foreign policy?
- What was Britain’s colonial policy in the early 1700s?
- What farming, trade, and settlement patterns defined the diverse economies of the colonies?

I. Setting the Scene
   A. English Colonies (late 1600s and early 1700s)
      1. Supplied Food and raw materials
      2. Bought large amounts of English goods
   B. Governing the Colonies
      1. Rapid spread of settlements along the shores and rivers of Chesapeake Bay
   C. The colonists were loyal to their parent country
      1. England got what it wanted from its colonies
      2. Raw materials and a place to sell its goods

II. The English Civil War
   A. England’s Parliament was made up of representatives of the people
      1. It had the power to make laws and approve new taxes
      2. King Charles I demanded money from towns and cities without Parliament’s consent.
   B. Parliament saw this as an attempt to limit its power and the rights of English property owners
   C. Parliament’s forces defeated and executed King Charles in 1649
      1. The leader of Parliament, Oliver Cromwell, governed England until his death in 1659.
   D. In 1660, Parliament restored the monarchy by placing Charles II, the son of Charles I, on the throne.

III. Theory of Mercantilism
   A. A country should try to get and keep as much bullion, or gold and silver, as possible
      1. To achieve this they should export more goods than they import
   B. Effects on War and Politics
      1. The Navigation Act required the colonies to sell certain goods only to England
      2. If colonists wanted to sell goods to other parts of the world, they had to pay a duty, or tax, on it
   C. Effects on Trade Laws
      1. European countries fought over territory and trade routes
      2. King James II tried to take direct control over New York and New England by creating the Dominion of New England

IV. Britain’s Colonial Policy in the Early 1700s
   A. Origins of Self-Government
      1. In theory, the royal governors of the colonies had great power
      2. In reality, the colonial legislatures held the most power
         i. They created and passed laws regarding defense and taxation
         ii. They set salaries for royal officials and influenced appointments of local officials
   B. Salutary Neglect
      1. Policy had three causes:
         i. England had a long tradition of strong local government and weak central power
         ii. British government lacked the resources to enforce its wishes
         iii. Britain gave the colonies freedom because the existing economy and politics served the British interests

V. Diverse Colonial Economies
   A. Southern Colonies
      1. This economy was based on staple crops (crops that are in constant demand)
         i. Staple crops included tobacco and rice, both grown on large plantations worked by slaves
   B. Middle Colonies
      1. The economy was a mixture of farming and commerce
      2. Rich, fertile soil produced wheat, barley, and rye
      3. New York and Philadelphia supported the business of merchants, traders, and craftspeople
   C. New England Colonies
      1. The economy relied on “carrying trade”
         i. Merchants carried crops and goods from one place to another
      2. The business of trading goods between the Americas, Europe, and Africa, was called triangular trade
Section 2: Life in Colonial America

- How was colonial society organized?
- Why was wealth in land important?
- What were some common trades and occupations in the colonies?
- What rights and responsibilities did colonial women have?
- What was the nature of work and education in the colonies?

I. Colonial Society
   A. Brought many ideas and customs from Europe
      1. Most colonists believed:
         i. The wealthy were superior to the poor
         ii. Men were superior to women
         iii. Whites were superior to blacks.
   B. The differences between social ranks could be seen in colonial clothes, houses, and manners
      1. Ordinary people wore dresses or plain pants and shirts.
      2. Gentry (“gentle folk”) wore wigs, silk stockings, lace cuffs, and the latest fashions
         i. Gentry were wealthy enough to hire others to work for them

II. Wealth in Land
   A. Land was the foundation for real wealth
      1. Most landowners were white men
      2. The gentry built mansions to display their wealth and filled them with fine furniture, silver, and porcelain
   B. In each colony, a small group of elite, landowning men dominated politics

III. Trades and Occupations
   A. Printers
      1. Considered vital because they gathered and circulated local news and information
      2. Benjamin Franklin, one of America’s most famous printers, published Poor Richard’s Almanac
   B. Farmers
      1. Farms in the colonies varied in size from large cash-crop plantations in the South to small, self-supporting farms in the Middle and New England Colonies
   C. Fishermen
      1. Fish was dried, salted, and shipped out from harbor cities
      2. Fishing became a strong industry and promoted the growth of shipbuilding
   D. Artisans
      1. Young boys became apprentices, individuals placed under a legal contract to work for another person in exchange for learning a trade
      2. Artisans made silver products, cabinets, tinware, pottery, and glassware
   E. Indentured Servants
      1. Many immigrants came to the colonies as indentured servants

IV. Colonial Women
   A. Women and the Law
      1. Under English common law, a husband had complete control over his wife
      2. Women could not:
         i. Own property, vote, hold office, serve on a jury
      3. Husbands were allowed to beat their wives
   B. Women’s Duties
      1. Cooking, gardening, washing, cleaning, weaving cloth, sewing
      2. Assisting other women in childbirth
      3. Training daughters to do all of the above

V. The Nature of Work
   A. The goal of the colonial household was to be self-sufficient (able to make everything needed to maintain itself)
   B. Everyone in the household worked to produce food and goods
      1. Men grew crops, or made goods like shoes, guns, and candles
      2. Women ran the household and assisted with the crops
      3. Children helped both parents

VI. Colonial Education
   A. During colonial times, children received very little formal education
      1. Because Puritans believed everyone should be able to read the Bible, the New England Colonies became early leaders in the development of public education
      2. In 1647, Massachusetts passed a law requiring towns to set up grammar schools for boys. Girls were expected to learn from their mothers at home
B. Generally, only the wealthy attended college, where they trained to be lawyers or ministers
   1. Harvard, Yale, and William and Mary were the only three colleges in the colonies until the 1740s

**Section 3: African Americans in the Colonies**

- What was the Middle Passage?
- How did the experience of slavery differ from colony to colony?
- What restrictions did free blacks face?
- How did laws attempt to control slaves and prevent revolts?

**I. The Middle Passage**

A. Refers to the forced transport of slaves from Africa to the Americas
B. Roughly 10 to 40 percent of Africans on slave trips died in the crossing
C. Slaves were beaten and had to endure chains; heat; and cramped, unsanitary conditions
D. Occasionally enslaved Africans staged a mutiny, or revolt, on the slave ships
   1. Many of these were successful

**II. Slavery in the Colonies**

A. South Carolina and Georgia
   1. High temperatures and disease made slave conditions especially harsh in this region
   2. African Americans made up the majority of the population in South Carolina and more than one third of Georgia’s population
   3. Southern slaves kept their culture alive through their speech, crafts, and music
B. Virginia and Maryland
   1. Slaves in Virginia and Maryland made up a minority of the population
   2. Few of those slaves came directly from Africa
   3. Slaves had other tasks in addition to growing crops.
   4. There was more integration of European American and African American cultures than in S.Carolina and Georgia
   5. To save money, slaveowners encouraged slaves to have families
C. New England and the Middle Colonies
   1. There were far fewer slaves in New England and the Middle Colonies than in the South
   2. Slaves had more freedom to choose their occupations
   3. Slaves in this region typically worked as cooks, housekeepers, and personal servants
      1. They also worked as skilled artisans, dockworkers, merchant sailors, fishermen, whalers, privateers, lumberjacks, and in manufacturing
   4. Estimated African American Population, 1690–1750

<table>
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<th>Year</th>
<th>New England Colonies</th>
<th>Middle Colonies</th>
<th>Southern Colonies</th>
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<td>1690</td>
<td>950</td>
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<td>1700</td>
<td>1,680</td>
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<td>16,452</td>
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<tr>
<td>1750</td>
<td>10,982</td>
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**III. Free Blacks**

A. Slaves that earned money as artisans or laborers had the possibility of saving enough to purchase their freedom
   1. Free African Americans did the same kind of work as enslaved African Americans, but were often worse off economically and socially
B. Free blacks faced poorer living conditions and more discrimination than slaves who were identified with specific white households
C. Free blacks could not vote, testify in court, or marry whites

**IV. Laws and Revolts**

A. Laws
   1. Slaves could not go aboard ships or ferries, or leave the town limits without a written pass
   2. Slaves could be accused of crimes ranging from owning hogs or carrying canes to disturbing the peace or striking a white person
   3. Punishments included whipping, banishment to the West Indies, and death
B. Revolts
   1. In the Stono Rebellion, several dozen slaves in South Carolina killed more than 20 whites
      i. The rebels were captured and killed
   2. New York City had slave rebellions in 1708, 1712, and 1741
      i. After the 1741 revolt, 13 African Americans were burned alive as punishment
   3. African Americans undertook almost 50 documented revolts between 1740 and 1800

Section 4: Emerging Tensions
   • What drove the western expansion of colonial settlement?
   • How did Native Americans and the French react to the expansion of the colonies?
   • Why did the Great Awakening both resolve and contribute to religious tensions?

I. Western Expansion
   A. In the mid-1700s, the colonial population was increasing rapidly, nearly doubling every 25 years
      1. Birth rates were rising
   B. Immigrants from England, Ireland, Germany, and other countries were settling in colonial America
   C. As the population grew, settlers pushed west in search of more land
      1. These settlers were part of a migration, or movement, in search of land on which they could build independent lives and maintain their households

II. Native American and French Reaction
   A. Native American Response
      1. As white settlers migrated into Indian territory, the Indians were forced to relocate into lands already occupied by other Native American groups
      2. The Cherokees, Creeks, Chickasaws, and Choctaws put up a powerful struggle to block westward colonial expansion
   B. French Actions
      1. In 1752, the French built Fort Presque Isle in Pennsylvania and attacked and killed the men defending an English trading post in the Ohio Valley
      2. By the early 1750s, it became clear that Pennsylvania would become the setting for a struggle between the colonists, Native Americans, and the French

III. Religious Tensions
   A. The British colonies were primarily Protestant
      1. Southern planters, northern merchants, and northern professionals tended to belong to the Church of England
      2. Most New Englanders were either Congregationalists or Presbyterians
      3. Quakers, Lutherans, and Mennonites were common in Pennsylvania
      4. The Dutch Reformed Church thrived in the colonies of New York and New Jersey

IV. The Great Awakening
   A. The Great Awakening refers to a revival of religious feeling that began in the early 1700s
      1. These revivals were designed to renew religious enthusiasm and commitment
   B. Jonathan Edwards- a Massachusetts minister, is believed to have started the Great Awakening
      1. His success inspired other ministers to increase their efforts to energize their followers
   C. George Whitefield- a traveling preacher who toured the colonies seven times between 1738 and 1770
   D. These ministers preached that any Christian could have a personal relationship with Jesus Christ
      1. They stated that faith and sincerity, rather than wealth and education, were the major requirements needed to understand the Gospel

V. Churches Reorganize
   A. In the South, both the Baptist and the Methodist churches drew many followers through their powerful, emotional ceremonies and their celebration of ordinary people
Key People, Terms, and Questions:
Define the following terms and answer the questions in complete sentences on a separate sheet of paper. NOT all answers are found in the notes; you will have to use your textbook to answer some of the questions.

Section 1: Growth of the American Colonies
• mercantilism
• balance of trade
• duty
• salutary neglect
• staple crop
• triangular trade

1. Why were colonies important to an economy based on mercantilism?
2. List two reasons why England paid little attention to its colonies from the mid-1600s to the mid-1700s.
3. How did staple crops affect the growth and settlement of the Southern Colonies?
4. Which colonies had the most ethnic diversity?

Section 2: Life in Colonial America
• gentry
• apprentice
• almanac
• indigo
• self-sufficient

5. (A) What made a colonist a member of the gentry?
   (B) What privileges did the gentry enjoy?
6. What role did apprentices play in the colonial economy?
7. How were children educated in the colonies?

Section 3: African Americans in the Colonies
• Middle Passage
• mutiny
• Sto no Rebellion

8. Describe the experiences of African Americans during the Middle Passage.
9. Why was slavery so important to the economies of South Carolina and Georgia in the 1700s?
10. How did colonial governments and planters try to prevent slave revolts like the Stono Rebellion?

Section 4: Emerging Tensions
• immigrant
• migration
• Great Awakening
• itinerant
• dissent

11. What conditions in the colonies encouraged settlers to have large families and prompted immigrants to come to America?
12. How did the Great Awakening affect colonial churches?
13. Why was the Great Awakening an indirect challenge to the social order of the colonies?