The settlers who came to the English colonies were English, Scottish, Irish, Ibo, Mandingo, Yoruba, Portuguese, German, Dutch, French, Swedish, and Finnish. They eventually learned English and adapted to the English traditions of the colonies. At the same time, these peoples made their own contributions. Words from a number of languages, foods from many lands, a variety of religious beliefs and holidays—all became part of the emerging culture of colonial America.
During the 1700s the population of the English colonies grew dramatically. The number of Europeans living in the colonies rose from about 250,000 in 1700 to 2.5 million in 1775—a tenfold increase. The population of African Americans increased at an even faster rate—from 28,000 to more than 500,000.

Colonial Growth

Immigration was a major factor in this growth. Between 1607 and 1790, almost a million people—600,000 Europeans and 300,000 Africans—came to live in the colonies.

Another reason for the increase was that colonial women tended to marry early and have large families. It was not unusual for a woman to have seven or more children. In addition America, especially New England, turned out to be an unusually healthy place to live. Many babies survived the diseases of childhood to become adults, and many adults lived to an old age.

The New England Colonies

Most people in New England lived in well-organized towns. In the center of the town stood the meetinghouse, a building used for both church services and town meetings. The meetinghouse faced a piece of land called the green, where cows grazed and the citizen army trained. Farmers lived in the town and worked in fields on its outskirts.
Farming was the main economic activity in all the colonies, but New England farms were smaller than those farther south. Long winters and thin, rocky soil made large-scale farming difficult. Farmers in New England practiced subsistence farming, which means that they generally produced just enough to meet the needs of their families, with little left over to sell or exchange. Most Northern farmers relied on their children for labor, and everyone in the family worked—spinning yarn, preserving fruit, milking cows, fencing in fields, and sowing and harvesting grain.

**Economics**

**Commerce in New England**

New England also had many small businesses. Some people used the waterpower from the streams on their land to run mills for grinding grain or sawing lumber. Women who made cloth, garments, candles, or soap for their families sometimes produced enough of these products to sell or trade. Large towns attracted skilled craftsmen—people who set themselves up as blacksmiths, shoemakers, furniture makers, gunsmiths, metal-smiths, and printers.

Shipbuilding was an important local industry. The lumber for building ships came from the forests of New England and was transported down rivers to the shipyards in coastal towns.

Fishing was another major economic activity. New Englanders fished for cod, halibut, crabs, oysters, and lobsters. Some ventured far out to sea to hunt whales for oil and whalebone.

**Colonial Trade**

As the hub of the shipping trade in America, New England linked the Northern and Southern Colonies and tied America to other parts of the world. New England ships sailed south along the Atlantic coast, trading with the colonies and with islands in the West Indies. They crossed the Atlantic carrying fish, furs, and fruit to exchange for manufactured goods in England and Europe.

**Triangular Trade**

These colonial merchant ships followed many different trading routes. Some ships went directly...
from the colonies to England and other European ports and back. Others followed routes that came to be called the triangular trade because the routes formed a triangle. On one leg of such a route, ships took fish, grain, meat, and lumber to the West Indies. There the ship’s captain traded for sugar, molasses—a syrup made from sugarcane—and fruit, which he then took back to New England. Colonists used the molasses to make rum.

The rum, along with manufactured goods, was then shipped to West Africa. There these goods were traded for Africans who had been captured and enslaved by slave traders. On another leg of the route, the ships carried the enslaved Africans back to the West Indies, where planters were in need of workers. With the profits made from selling slaves to the planters, the captain bought more molasses and sugar to ship back and sell in the colonies. A later route brought enslaved Africans directly to the American colonies.

The Middle Passage

The most inhumane aspect of the triangular trade, shipping enslaved Africans to the West Indies, was known as the Middle Passage. Olaudah Equiano, a young African forced onto a ship to America, later described the horror of the voyage across the Atlantic:

“...I was soon put down under the decks, and there I received such...[an odor] in my nostrils as I had never experienced in my life. ...The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. ... The shrieks of the women, and the groans of the dying, rendered [made] the whole a scene of horror.”
was lacking in much of the region, New England’s population expanded and towns and cities developed.

The Middle Colonies

The Middle Colonies enjoyed fertile soil and a slightly milder climate than that found in New England. Farmers in this region cultivated larger tracts of land and produced bigger harvests than did New Englanders. In New York and Pennsylvania, farmers grew large quantities of wheat and other cash crops, crops that could be sold easily in markets in the colonies and overseas.

Farmers sent cargoes of wheat and livestock to New York City and Philadelphia for shipment, and these cities became busy ports. By the 1770s New York, with 25,000 people, and Philadelphia, with 28,000 people, were the largest cities in the American colonies.

Industries of the Middle Colonies

The Middle Colonies—especially New Jersey and Pennsylvania—also had industries. Some were home-based crafts such as carpentry and flour making. Others included commercial ventures such as lumbering, mining, and small-scale manufacturing.
One iron mill in northern New Jersey employed several hundred workers, many of them from Germany. Other smaller ironworks operated in New Jersey and Pennsylvania.

**German Immigrants**

Most of the 100,000 Germans who came to America during the colonial era settled in Pennsylvania. Using agricultural methods developed in Europe, these immigrants became successful farmers.

The Germans belonged to a number of Protestant sects. Together with the Dutch, Swedish, and other non-English immigrants, they gave the Middle Colonies a cultural *diversity*, or variety, not found in New England. With the diversity came tolerance.

**The Southern Colonies**

With their rich soil and warm climate, the Southern Colonies were well suited to certain kinds of farming. Southern farmers could cultivate large areas of land and produce harvests of cash crops. Because of their profitable lifestyle based on agriculture, the Southern Colonies had little need to develop commerce or industry. For the most part, London merchants rather than local merchants managed Southern trade.

**Tobacco and Rice**

Tobacco was the principal cash crop of Maryland and Virginia. Most tobacco was sold in Europe, where the demand for it was strong. Growing tobacco and preparing it for sale required a good deal of labor. At first planters used indentured servants to work in the fields. When indentured servants became scarce and expensive, Southern planters used enslaved Africans instead.

Slaveholders with large properties became rich on tobacco. Sometimes, however, a surplus of tobacco on the market caused prices to fall—and so did the growers’ profits. After 1745 some tobacco planters switched to growing corn and wheat.

The main cash crop in South Carolina and Georgia was rice. In low-lying coastal areas, planters built dams to create rice fields called paddies. These fields were flooded when the rice was young and drained when the rice was ready to harvest. Work in the rice paddies involved standing knee-deep in the mud all day with no protection from the blazing sun or the biting insects.

Because rice harvesting required so much strenuous work, rice growers relied on slave labor. Rice proved to be even more profitable than tobacco. As it became popular in southern Europe, the price of rice rose steadily. By the 1750s South Carolina and Georgia had the fastest-growing economies in the colonies.

**Tidewater and Backcountry**

Most of the large Southern plantations were located in the Tidewater, a region of flat, low-lying plains along the seacoast. Plantations, or large farms, were often situated on rivers so crops could be shipped to market by boat.

Each plantation was a self-contained community with fields stretching out around a cluster of buildings. The planter’s wife supervised the main

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$\text{Economics}$

$\text{Tobacco and Rice}$

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house and the household servants. A plantation also included slave cabins, barns and stables, and such outbuildings as carpenter and blacksmith shops and storerooms. Even kitchens, which frequently caught fire, were in separate buildings. A large plantation might also have its own chapel and school.

West of the Tidewater lay a region of hills and forests climbing up toward the Appalachian Mountains. This region, known as the backcountry, was settled in part by hardy newcomers to the colonies. The backcountry settlers grew corn and tobacco on small farms. They usually worked alone or with their families, although some had one or two enslaved Africans to help.

In the Southern Colonies, the independent small farmers of the backcountry outnumbered the large plantation owners. The plantation owners, however, had greater wealth and more influence. They controlled the economic and political life of the region.

### Slavery

Most enslaved Africans in North America lived on plantations. Some of the Africans did housework, but most worked in the fields and often suffered great cruelty. The large plantation owners hired overseers, or bosses, to keep the slaves working hard.

All the Southern Colonies had slave codes, strict rules governing the behavior and punishment of enslaved Africans. Slaves could not leave the plantation without written permission from the master. Enslaved people could not be taught to read or write. They were whipped for minor offenses and hanged or burned to death for serious crimes. Those who ran away were often caught and punished severely.

All white colonists were encouraged to enforce these laws against enslaved Africans. As a result, a person’s race determined his or her place in society.
African Traditions

Although the Africans brought to America or born in America had strong family ties, their families were often torn apart. Slaveholders could split up families by selling a spouse, a parent, or a child to another slaveholder. Slaves who worked on plantations found a source of strength in their connection to their African roots. They developed a culture that drew on the languages, customs, and religions of their West African homelands, even as they learned the English ways of the slaveholders.

Some enslaved Africans learned trades such as carpentry, blacksmithing, or weaving. Skilled workers could sometimes set up shops, sharing their profits with the slaveholders. Those lucky enough to be able to buy their freedom joined the small population of free African Americans.

Criticism of Slavery

Slavery was part of colonial life and one of the main reasons for the economic success of the Southern Colonies. That success, however, was built on a profound injustice: the idea that one human being could own another. Some European colonists did not believe in slavery. Many Puritans refused to hold enslaved people. In Pennsylvania, Quakers and Mennonites—a German religious group—condemned slavery. Eventually the debate over slavery would erupt in a bloody civil war, pitting Northerners against Southerners.

Checking for Understanding

1. **Identify** West Indies, West Africa, Middle Passage, Appalachian Mountains.
2. **Define** subsistence farming, triangular trade, cash crop, diversity, Tidewater, back-country, overseer.
3. **Compare** farming in New England with farming in the Southern Colonies.

Reviewing Themes

4. **Economic Factors** How did New England’s natural resources help its commerce?

Critical Thinking

5. **Making Inferences** How do you think plantation owners in the Southern Colonies justified their use of enslaved Africans?

Activity

**Writing a Letter** Imagine you are from New England and are visiting your cousins on a farm in the Carolinas. Write a letter to a friend at home describing your visit to their farm.
Trouble was brewing in England—and in the colonies—during the mid-1600s. England’s monarchy had been restored under Charles II, but many people were not satisfied with his rule. James II, Charles’s successor, attempted to seize from Parliament powers that it had won during the English Civil War. He also tried to tighten royal control over the colonies.

In 1688 Parliament took action. It ousted James and placed his daughter Mary and her Dutch husband, William of Orange, on the throne. This change, which showed the power of the elected representatives over the monarch, came to be known as the Glorious Revolution.

William and Mary signed an English Bill of Rights in 1689 guaranteeing certain basic rights to all citizens. This document became part of the heritage of English law that the American colonists shared. It later inspired the people who created America’s own Bill of Rights.

### English Colonial Rule

England viewed its North American colonies as an economic resource. The colonies provided England with raw materials. English manufacturers used these materials to produce finished goods, which they sold to the colonists. This process followed an economic theory called mercantilism, which held that a nation’s power depended on expanding its trade...
and increasing its gold reserves. To make money from its trade, England had to export, or sell abroad, more goods than it imported, or bought from foreign markets.

To make certain that only England benefited from trade with the colonies, Parliament passed a series of laws in the 1650s called the Navigation Acts. These laws directed the flow of goods between England and the colonies. Colonial merchants who had goods to send to England could not use foreign ships—even if those ships offered lower shipping rates. The Navigation Acts also prohibited the colonists from sending certain products, such as sugar or tobacco, outside England’s empire.

Some colonists ignored these laws and began smuggling, trading illegally with other nations, in Europe or in the West Indies. Restrictions on trade would later cause more conflict between the colonies and England.

Colonial Government

As the colonies grew, they relied more and more on their own governments to make local laws. By the 1760s there were three types of colonies in America—charter colonies, proprietary colonies, and royal colonies.

Charter Colonies

Connecticut and Rhode Island, the charter colonies, were established by groups of settlers who had been given a charter, or a grant of rights and privileges. These colonists elected their own governors and the members of both houses of the legislature. Although Great Britain had the right to approve the governor’s appointment, the colonial governor could not veto the acts of the legislature.

Citizenship

A Colonial Home

What Was It Like? The kitchen was the heart of the early American home. What items do you see here that are forerunners of items you might find in a modern kitchen?
Proprietary Colonies

The proprietary colonies—Delaware, Maryland, and Pennsylvania—were ruled by proprietors, individuals or groups to whom Britain had granted land. Proprietors were generally free to rule as they wished. They appointed the governor and members of the upper house of the legislature, while the people elected the lower house.

Royal Colonies

By the 1760s Georgia, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, and Virginia were royal colonies. Britain directly ruled all royal colonies. In each, Parliament appointed a governor and council, known as the upper house. The colonists elected an assembly, called the lower house. The governor and members of the council usually did what the British leaders told them to do. Often, however, this led to conflict with the colonists in the assembly, especially when officials tried to enforce tax laws and trade restrictions.

Voting Rights

Colonial legislatures gave some people a voice in government. Only white men who owned property had the right to vote. Neither women, nor indentured servants, nor landless and poor people, nor enslaved Africans could vote.

TECHNOLOGY AND HISTORY

Colonial Printing Press

Life in the colonies often revolved around local printers who produced pamphlets, small flyers, books, and newspapers. The first printing press in the American colonies was established by Stephen Daye in 1639. Which of the processes shown here do you think was most time-consuming?

1. A typesetter places metal letters and words into a frame. This type frame is then placed onto the press.

2. Using leather-covered wool dipped in ink, the printer presses ink onto the type in the type frame.

3. A sheet of paper is fitted into the paper holder, which is then folded on top of the type frame.

4. The combined type frame and paper holder slide under the platen, which presses the paper onto the inked type.

5. The printed sheet is gently removed from the paper holder and hung up to dry.
Religion in the Colonies

The Puritans of New England came to America to establish their own kind of Christian religion. Because worship was so central to their lives, they built their towns around the church. The Puritans believed that each congregation should be self-governing. All church members could participate in church decisions such as choosing a minister. Everyone was required to attend church services, and people who played or laughed on Sunday could be punished. Later the Puritans were called Congregationalists.

The Great Awakening

In the 1730s and 1740s, a religious revival called the Great Awakening swept through the colonies. In New England and the Middle Colonies, ministers called for “a new birth,” a return to the strong faith of earlier days. One of the outstanding preachers of the Great Awakening was Jonathan Edwards of Massachusetts. People found his sermons powerful and convincing.

The English preacher George Whitefield, who arrived in the colonies in 1739, helped spread the religious revival. During a two-year tour, Whitefield electrified worshipers in churches and open fields from New England to Georgia. The Great Awakening led to the formation of many new churches, especially in the Southern backcountry.

Family Roles

A colonial farm was both home and workplace. Women cooked, made butter and cheese, and preserved food. They spun yarn, made clothes, and tended chickens and cows. Men worked in the fields and built barns, houses, and fences. Mothers and fathers cared for their children and taught them to do farming tasks. In the backcountry, women worked in the fields next to their husbands. Women also shared fieldwork in the German areas of Pennsylvania.

Men were the formal heads of the households. They managed the farms and represented the family in community affairs. In church matters, however, women also participated in making decisions. Families often arranged for their adolescent boys to work as indentured servants for farmers or to serve as apprentices, or learning assistants, to craft workers who taught them a trade. Married women were considered subject to their husbands’ authority and had few rights.

Women in cities and towns sometimes held jobs outside the home. Young unmarried women without income might work for wealthy families as maids, cooks, and nurses. Widows might work as teachers, nurses, and seamstresses. They also opened shops and inns. Widows and women who had never married could run businesses and own property, although they could not vote.

Education

Most colonists placed a high value on education. Children were often taught to read and write at home by their parents, but the daily chores of colonial life left adults little time for giving lessons. In 1647 the Massachusetts Puritans

Footnotes to History

Indentured Servants were termed indentured because their contract was indented, or folded, along an irregular line and torn in two. Master and servant each kept half.
passed a public education law. Each community had to have a teacher whose wages would be paid through taxes. Although some communities did not comply, most established schools.

During this period New England had a very high level of literacy, the ability to read and write. Perhaps 70 percent of the men and about half of the women could read. *The New England Primer*, first published in 1683, combined lessons in good conduct with reading and writing.

Many colonial schools were “dame schools,” run by widows or unmarried women who taught classes in their homes. In the Middle Colonies, some schools were run by Quakers and other religious groups. In the towns and cities, craftpeople set up night schools for their apprentices.

The colonies’ early colleges were founded to train ministers. The first was Harvard College, established in 1636 by the Puritans in Cambridge, Massachusetts. Anglicans founded William and Mary College in Virginia in 1693.

**The Enlightenment**

By the middle of the 1700s, many educated colonists were influenced by the Enlightenment. This movement, which began in Europe, spread the idea that knowledge, reason, and science could improve society. Because some religious leaders feared independent thinking, they opposed the reforms proposed under the influence of the Enlightenment. Nevertheless, in colonial cities Enlightenment ideas spread rapidly through newspapers, lectures, and organizations.

**Biography**

**Benjamin Franklin’s Contributions**

The American who best exemplified the Enlightenment way of thinking was **Benjamin Franklin**. Franklin learned the printer’s trade as a young man. By the time he was 23, he owned his own newspaper in Philadelphia. Soon afterward he began publishing *Poor Richard’s Almanack*, a calendar filled with advice and wise sayings, such as “Early to bed, early to rise, makes a man healthy, wealthy, and wise.”

Franklin was deeply interested in science. His major scientific contribution came from his discoveries about electricity. He invented the lightning rod, bifocal eyeglasses, and the efficient Franklin stove for heating. Energetic and open-minded, Franklin served in the Pennsylvania Assembly for many years. He founded a hospital, a fire department, America’s first lending library, and an academy of higher learning that later became the University of Pennsylvania.

Franklin’s greatest services to his fellow Americans would come during the 1770s. As a statesman and patriot, Franklin would help guide the colonies toward independence.
Growing an Herb Garden  Herbs and other plants were necessary to colonists as flavorings, preservatives, and medicines. Plant several kinds of herbs in flowerpots and monitor their growth. Many, such as basil and parsley, will sprout from seeds in a few days. Investigate each herb’s uses and sample each taste and smell. Then present samples to the class.

Using Natural Dyes  Experiment with plant-based dyes like those used in the 1700s. A yellow-orange dye was made from onion skins or turmeric. Blueberries developed a pink to purple dye. Walnut shells made brown, and apple bark a soft yellow.

Wash wool yarn or pieces of cotton cloth. Simmer the plant material or crushed berries in a gallon of water for a half hour. Strain the liquid; cool it, then put in the clean, wet fibers. Simmer the liquid again, stirring gently. Remove the fibers, rinse, and hang to dry. Make a display of the dyes and dyed fibers.

Organizing a Settlement  You and other settlers decide to leave Massachusetts Bay Colony and form a new town some miles inland. Make a "business plan" for the settlement: the number of workers and artisans needed (farmers, carpenters, and so on); a list of tools, food, and supplies to take along; and things to look for in a site. Sketch a map of the town plan.

Learning a Colonial Dance  Country dances from England took on an American flavor in the colonies. To learn the Virginia reel, choose a traditional dance tune, such as "Turkey in the Straw." Form a double line with partners facing each other. The lead couple alternately swing each other and the other dancers, moving to the other end of the line. There they form an arch with their arms for other couples to pass through. The next couple repeats the pattern.

Gourd fiddle played by enslaved Africans

Living in the English Colonies

Settlers in America brought customs and crafts from home, but they also had to learn new skills. They had to make or grow almost everything they used. How would you get along as a settler in the wilderness? As you complete these activities, imagine how each might have been a part of a colonist’s everyday life.
The population of the British colonies grew, some land companies wanted to explore opportunities in the Ohio River valley. However, the French, who traded throughout the Ohio country, regarded it as their own territory. They had no intention of letting British colonists share in their profitable fur trade with the Native Americans.

In the 1740s British fur traders from Pennsylvania went into the Ohio country. They built a fort deep in the territory of the Miami people at a place called Pickawillany. Acting quickly, the French attacked Pickawillany and drove the British traders back to Pennsylvania. The governor of New France then built a string of forts along the rivers of the upper Ohio Valley, closer to the British colonies than ever before. Two mighty powers—Great Britain and France—were headed for a showdown in North America.

British-French Rivalry

Britain and France had been competing for wealth for centuries. By 1700 they were the major powers in North America. Their long rivalry aroused hostile feelings between British and French colonists in North America.

Britain had gained control of Nova Scotia, Newfoundland, and the Hudson Bay region in a

In North America the French and British fought over resources and land. They clashed over the fur trade and over rights to the rich fishing grounds of the North Atlantic. The French defended the Ohio Valley. The British feared that their colonies would be encircled by French settlements along the lower Mississippi Valley and in Canada.

Native Americans Take Sides

The French traders and the British colonists knew that Native Americans could be a decisive factor in their struggle for North America. The side that received the best trade terms from Native Americans and the most help in war would probably win the contest for control of North America.

The French and the Native Americans

The French had many Native American allies. Unlike the British, the French were interested mainly in trading for furs—not in taking over Native American land. The French were also more tolerant than the British of Native American ways. French trappers and fur traders often married Native American women and followed their customs. French missionaries converted many Native Americans to Catholicism but let them maintain their own cultures.

During the wars between Great Britain and France, Native Americans often helped the French by raiding British settlements. In 1713, for example, the Abenaki people joined the French in an attack on the British frontier outpost at Deerfield, Massachusetts.

The Iroquois Confederacy

The most powerful group of Native Americans in the East was the Iroquois Confederacy, based in New York. When the confederacy was first crafted in about 1570, it included five nations—the Mohawk, Seneca, Cayuga, Onondaga, and Oneida. Other groups later joined or were conquered by the Iroquois.

The Iroquois managed to remain independent by trading with both the British and the French. By skillfully playing the British and French against each other, the Iroquois dominated the area around the Great Lakes.

By the mid-1700s, however, the Iroquois came under increased pressure as the British moved into the Ohio Valley. Eventually the leaders of the
Confederacy gave certain trading rights to the British and became their reluctant allies. By taking this step, the Iroquois upset the balance of power between the French and British that they had worked so hard to establish.

**American Colonists Take Action**

A group of Virginians had plans for settling the Ohio Valley. In the fall of 1753 Governor Robert Dinwiddie of Virginia sent a 21-year-old planter and surveyor named George Washington into the Ohio country. Washington’s mission was to tell the French that they were trespassing on territory claimed by Great Britain and demand that they leave.

Washington delivered the message, but it did no good. “The French told me,” Washington said later, “that it was their absolute design to take possession of the Ohio, and by God they would do it.”

**Washington’s First Command**

In the spring of 1754, Dinwiddie made Washington a lieutenant colonel and sent him back to the Ohio country with a militia—a group of civilians trained to fight in emergencies—of 150 men. The militia had instructions to build a fort where the Allegheny and Monongahela Rivers meet to form the Ohio River—the site of present-day Pittsburgh.

**Footnotes to History**

_A Close Call_ In a skirmish with the French on the way to Fort Duquesne, Washington was nearly killed by his own soldiers. Many years later, Washington said of this incident, “[My life] was in as much jeopardy as it has ever been before or since.”
Pittsburgh. When Washington and his troops arrived, they found the French already building Fort Duquesne on that spot.

Washington established a small post called Fort Necessity nearby. Although greatly outnumbered, the forces of the inexperienced Washington attacked a French scouting party. The French surrounded Washington’s soldiers and forced them to surrender, but the colonists were later released and returned to Virginia. Washington’s account of his experience in the Ohio country was published, and his fame spread throughout the colonies and Europe. In spite of his defeat, the colonists regarded Washington as a hero who struck the first blow against the French.

The Albany Plan of Union

While Washington struggled with the French, representatives from New England, New York, Pennsylvania, and Maryland met to discuss the threat of war. In June 1754, the representatives assembled in Albany, New York. They wanted to find a way for the colonies to work together to defend themselves from the French. They also hoped to persuade the Iroquois to take their side against the French.

The representatives adopted a plan suggested by Benjamin Franklin. Known as the Albany Plan of Union, Franklin’s plan called for “one general government” for all the American colonies. A single elected legislature would govern all the colonies and would have the power to collect taxes, raise troops, and regulate trade.

Not a single colonial assembly approved the plan. None of the colonies was willing to give up any of its power. “Everyone cries, a union is necessary,” wrote the disappointed Franklin, “but when they come to the manner and form of the union, their weak noodles [brains] are perfectly distracted.”

The Albany meeting failed to unite the colonists to fight the French. Washington’s defeat at Fort Necessity marked the beginning of a series of clashes and full-scale war. The colonists called it the French and Indian War because they were fighting two enemies—the French and their Native American allies.

### Section 3 Assessment

**Checking for Understanding**

1. **Identify** George Washington, Fort Necessity, Albany Plan of Union.
2. **Define** Iroquois Confederacy, militia.
3. **List** two reasons the French felt threatened by British interest in the Ohio River valley.

**Reviewing Themes**

4. **Groups and Institutions** Why did colonists consider George Washington a hero, even after he was defeated?

**Critical Thinking**

5. **Analyzing Primary Sources** Based on Benjamin Franklin’s quote above, what was his reaction to the colonies’ refusal to accept the Albany Plan of Union?

**Activity**

**Preparing an Interview** Make a list of three to five questions that a reporter might have wanted to ask Iroquois leaders after they reluctantly sided with the British.
In 1754 the governor of Massachusetts fed the fears of that colony’s assembly when he announced that the French were on the way to “making themselves masters of this Continent.” The British colonists knew that the French were building well-armed forts throughout the Great Lakes region and the Ohio River valley. Their network of alliances with Native Americans allowed the French to control vast interior lands, stretching from the St. Lawrence River all the way south to New Orleans. The French and their Native American allies seemed to be winning control of the American frontier. The final showdown was at hand.

**The British Government Takes Action**

During the early stages of the French and Indian War, the British colonists fought the French and the Native Americans with little help from Britain. In 1754, however, the government in London decided to intervene in the conflict. It was alarmed by the new forts the French were building and by George Washington’s defeat at Fort Necessity. In the fall of 1754, Great Britain appointed General Edward Braddock commander in chief of the British forces in America and sent him to drive the French out of the Ohio Valley.
Braddock Marches to Duquesne

In June 1755, Braddock set out from Virginia with 1,400 red-coated British soldiers and a smaller number of blue-coated colonial militia. George Washington served as one of his guides. It took Braddock’s army 32 days to trek through the dense forest to Fort Duquesne. Washington reported that Braddock “halted to level every mole-hill and to erect bridges over every brook, by which means we were four days in getting twelve miles.”

Washington tried to tell Braddock that his army’s formal style of marching was not well suited to fighting in frontier country. Lined up in columns and rows, the troops made easy targets for French and Native American sharpshooters. Braddock ignored the advice.

On July 9 the combined force of Native American warriors and French troops ambushed the British. The Indians fired from behind trees, aiming at the bright uniforms. The British, confused and frightened, could not even see their attackers.

One of the survivors of Braddock’s army, Captain Orne, later described the “great confusion” that overcame Braddock’s troops when they were attacked. Braddock called for an orderly retreat, “but the panic was so great he could not succeed.” Braddock was killed, and the battle ended in a bitter defeat for the British, who lost nearly 1,000 soldiers. Washington led the survivors back to Virginia.

Britain Declares War on France

When news of Braddock’s defeat reached London, Britain declared war on France, beginning the
Chapter 4  The Colonies Grow

Seven Years’ War. During the war, French, British, and Spanish forces clashed in Cuba, the West Indies, India, and the Philippines as well as in North America and Europe.

The first years of the war were disastrous for the British and their American colonies. Native Americans used the roads that Braddock’s troops cut and the bridges they built to raid frontier farms from Virginia to Pennsylvania. They killed settlers, burned farmhouses and crops, and drove many families back toward the coast. French forces from Canada captured British forts at Lake Ontario and at Lake George.

Pitt Takes Charge

Great Britain’s fortunes improved after William Pitt came to power as secretary of state and then prime minister. An outstanding military planner, Pitt knew how to pick skilled commanders. He oversaw the war effort from London.

To avoid having to deal with constant arguments from the colonies about the cost of the war, Pitt decided that Great Britain would pay for supplies needed in the war—no matter the cost. In doing so Pitt ran up an enormous debt. After the French and Indian War, the British raised the colonists’ taxes to help pay this debt. Pitt had only delayed the moment when the colonists had to pay their share of the bill.

Pitt wanted more than just a clear path to the Western territories. He also intended to conquer French Canada. He sent British troops to North America under the command of such energetic officers as Jeffrey Amherst and James Wolfe.

In 1758 Amherst and Wolfe led a British assault that recaptured the fortress at Louisbourg. That same year a group of New Englanders, led by
British officers, captured Fort Frontenac at Lake Ontario. Still another British force marched across Pennsylvania and captured Fort Duquesne.

The Fall of New France

The year 1759 brought so many British victories that people said the church bells of London wore thin with joyous ringing. The British captured Guadeloupe in the West Indies, the city of Havana in Cuba, defeated the French in India, and destroyed a French fleet that had been sent to reinforce Canada. The greatest victory of the year, though, took place in the heart of New France.

The Battle of Quebec

Perched high atop a cliff overlooking the St. Lawrence River, Quebec, the capital of New France, was thought to be impossible to attack. In September 1759, British general James Wolfe found a way.

One of Wolfe’s scouts spotted a poorly guarded path up the back of the cliff. Wolfe’s soldiers overwhelmed the guards posted on the path and then scrambled up the path during the night. The British troops assembled outside the fortress of Quebec on a field called the Plains of Abraham. There they surprised and defeated the French army. James Wolfe died in the battle. The French commander, the Marquis de Montcalm, was mortally wounded and died the next day.

The Treaty of Paris

The fall of Quebec and General Amherst’s capture of Montreal the following year brought the fighting in North America between France and Britain to an end. In the Treaty of Paris of 1763, France was permitted to keep its sugar-producing islands in the West Indies, but it was forced to give up Canada and its lands east of the Mississippi River to Great Britain. From Spain, France’s ally, Great Britain gained Florida. In return, Spain received French lands west of the Mississippi River—the Louisiana Territory—as well as the port of New Orleans.

The Treaty of Paris marked the end of France as a power in North America. The continent was now divided between Great Britain and Spain with the Mississippi River marking the boundary. While the French and British were working out a plan for the future of North America, many Native Americans still lived on the lands covered by the European agreement.

Trouble on the Frontier

The British victory over the French dealt a blow to the Native Americans of the Ohio River valley. They had lost their French allies and trading partners. Although they continued to trade with the British, the Indians regarded them as enemies. The British raised the prices of their goods and, unlike the French, refused to pay rent for their forts. Worst of all, British settlers began moving into the Monongahela and Susquehanna River valleys in western Pennsylvania.

Pontiac’s War

Pontiac, chief of an Ottawa village near Detroit, recognized that the British settlers threatened the Native American way of life. Just as Benjamin Franklin had tried to bring the colonies together with the Albany Plan, Pontiac wanted to join Indian groups to fight the British.

In the spring of 1763, Pontiac put together an alliance of Native American peoples. He laid

Acadians

The French colonists in Nova Scotia were called Acadians. In 1755 the British forced thousands of Acadians to leave Nova Scotia. Some of them made their way to Louisiana. They were the ancestors of today’s French-speaking Louisiana Cajuns. The name Cajun is derived from the word Acadian.
The Colonies Grow

The Native Americans, however, failed to capture the important strongholds of Niagara, Fort Pitt, and Detroit. The war ended in late October, when Pontiac learned that the French had signed the Treaty of Paris. He broke off the siege of Detroit. Pennsylvania settlers took their revenge by attacking peaceful Indian villages.

The Proclamation of 1763

To prevent more fighting, the British government called a halt to the settlers’ westward expansion. In the Proclamation of 1763, King George III of Great Britain declared that the Appalachian Mountains were the temporary western boundary for all the colonies. Governors were forbidden to grant land west of the Appalachians to settlers without the king’s permission.

The proclamation angered many people, especially those who owned shares in land companies, such as the Ohio Company of Virginia. These wealthy speculators, or investors, from the East had already bought property west of the mountains. They were furious with Britain for ignoring their land claims.

Although the end of the French and Indian War brought peace for the first time in many years, the Proclamation of 1763 created friction between Britain and the colonies. More conflicts would soon arise between the government in Britain and the colonists in North America.

Checking for Understanding

1. Identify General Edward Braddock, Fort Duquesne, Seven Years’ War, William Pitt, Quebec, Treaty of Paris, Pontiac’s War, Proclamation of 1763.
2. Define speculator.
3. Name the three nations involved in the Seven Years’ War and the areas in which the fighting took place.

Reviewing Themes

4. Individual Action How did Pontiac plan to protect the people in his village and other Native Americans from British settlers?

Critical Thinking

5. Identifying Alternatives What do you think General Braddock could have done to increase his soldiers’ chances of defeating the French?

Making a Map Sketch a map showing the land claims of Great Britain, France, and Spain in North America after the Treaty of Paris.
You know that if you watch television instead of completing your homework, you will receive poor grades. This is an example of a cause-and-effect relationship. The cause—watching television instead of doing homework—leads to an effect—poor grades.

When you look for why or how an event or a chain of events took place, you are developing the skill of understanding causes and effects.

Learning the Skill

A cause is any person, event, or condition that makes something happen. What happens as a result is known as an effect. These guidelines will help you identify cause and effect:

- Look for “clue words” that alert you to cause and effect, such as because, led to, brought about, produced, and therefore.
- Look for logical relationships between events, such as “She did this, and then that happened.”

In a chain of historical events, one effect often becomes the cause of other effects. The chart above shows such a chain of events.
Reviewing Key Terms
On a sheet of paper, define the following terms:
- subsistence farming
- smuggling
- triangular trade
- charter colony
- cash crop
- proprietary colony
- diversity
- apprentice
- Tidewater
- literacy
- backcountry
- Iroquois Confederacy
- overseer
- militia
- mercantilism
- speculator
- export
- import

Reviewing Key Facts
1. Why did the population of the English colonies grow rapidly during the 1700s?
2. What differences existed between the Tidewater planters and the backcountry farmers of the Southern Colonies?
3. What was England’s reason for passing the Navigation Acts?
4. What was the Enlightenment?
5. What North American land claims were the French forced to give up in the Treaty of Paris?
6. Why did the Proclamation of 1763 cause friction between Great Britain and the colonies?

Critical Thinking
Identifying Alternatives
The Albany Plan of Union was an effort to unite the colonies in their war against France.
1. Do you think the plan could have been changed to make it more acceptable to the colonies? Explain.
2. What incentives could have been used to interest the colonies in the Albany Plan?

Time Line Activity
Create a time line on which you place the following events in chronological order.
- Puritans found Harvard College
- French and Indian War ends
- France passes Navigation Acts
- French and Indian War begins
- Great Awakening begins

Reviewing Themes
1. Economic Factors How did the economies of the Northern Colonies and Southern Colonies differ?
2. Continuity and Change In what ways did Benjamin Franklin exemplify the Enlightenment way of thinking?
3. Groups and Institutions How did the French relationship with Native Americans help the French in their conflicts with the British?
4. Individual Action What was George Washington’s role in the French and Indian War?

Skill Practice Activity
Understanding Cause and Effect
Each sentence below illustrates a cause-and-effect relationship. On a separate sheet of paper, identify the cause(s) and the effect(s) in each sentence.
1. During the 1700s the population of the English colonies grew dramatically as a result of high immigration and a high birthrate.
2. To make certain that only England benefited from trade with the colonies, Parliament passed the Navigation Acts.
3. Because worship was so central to the Puritans, they built their towns around the church.
Geography Activity

People in the American colonies came from many different national and cultural backgrounds. Study the map below, which shows the national origins of colonists. Then answer the questions that follow.

1. Place What area is shown on the map?
2. Movement What group settled mostly along the Appalachian Mountains?
3. Region In what colony did most of the Dutch settle?
4. Region Which ethnic group was the most common throughout the colonies in 1760?

Cooperative Activity

History and Geography Working with a partner, create a map showing a trade route that colonial merchants might use. To get started, examine maps and information from your text and from encyclopedias and historical atlases. Label the approximate points of departure and arrival. Include the physical features that the colonial merchants had to face, including rivers, mountains, lakes, and so on.

Technology Activity

Using an Electronic Card Catalog
Search the electronic card catalog of your local or school library for books about Benjamin Franklin. Skim the books to find a little-known fact about Franklin that you think is interesting or unusual. With your class, create a “Believe It or Not” booklet that contains the results of each student’s fact-finding mission.