

# Colonies Take Root

1587-1752

*"Being thus arrived in a good harbor and brought safe to land, they fell upon their knees and blessed the God of Heaven who had brought them over the vast and furious ocean...."*

—Journal of William Bradford, 1620

## CHAPTER 3

**Next Generation  
Sunshine State Standards**

### Section 1

**THE FIRST ENGLISH  
SETTLEMENTS**

**FL** SS.8.A.2.2, SS.8.A.2.4, SS.8.C.1.3,  
SS.8.C.1.4

### Section 2

**THE NEW ENGLAND COLONIES**

**FL** SS.8.A.2.2, SS.8.A.2.3, SS.8.G.1.1,  
SS.8.G.2.1, SS.8.G.6.2

### Section 3

**THE MIDDLE COLONIES**

**FL** LA.8.1.6.2, SS.8.A.2.2, SS.8.A.2.3,  
SS.8.G.1.1, SS.8.G.3.1

### Section 4

**THE SOUTHERN COLONIES**

**FL** SS.8.A.2.2, SS.8.A.2.3, SS.8.A.2.4,  
SS.8.G.1.1, SS.8.G.5.1, SS.8.G.5.2

### Section 5

**SPANISH COLONIES ON THE  
BORDERLANDS**

**FL** LA.8.1.6.1, LA.8.1.6.3, SS.8.A.1.1

**FL** LA.8.1.6.2 Analyze familiar and  
conceptually challenging text

### Reading Skill

**Compare and Contrast** In this chapter, you will learn to look for similarities and differences between events, people, and issues.

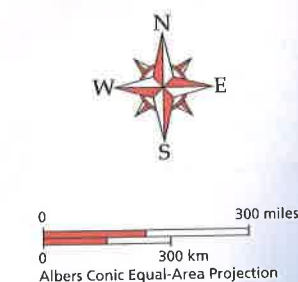
This painting shows thankful Pilgrims arriving in Plymouth, Massachusetts, in 1621.





# How did the English start colonies with distinct qualities in North America?

## Colonies Take Root



Native Americans in the Northwest carved totem poles out of large trees.

**Missions in California**  
Missionary Junipero Serra founds missions that will later become cities of San Diego, Los Angeles, and San Francisco.

**Santa Fe, 1590s**  
Spanish explorers establish Spain's first permanent settlement in New Mexico.

**Missions in Texas**  
Roman Catholic priests set up missions to convert Indians and spread Spanish influence.



**KEY**  
Thirteen English colonies  
French territory  
Spanish territory



U.S.  
Events

1565

Spain builds first permanent European settlement in North America.

English start colony at Jamestown, Virginia.

1607

1620

Pilgrims sign the Mayflower Compact and settle at Plymouth Bay.

1550

1600

1650

1664

The English take over New Amsterdam from the Dutch.

1682

William Penn founds the colony of Pennsylvania.

1732

Georgia is founded by James Oglethorpe.

1750

**FL** Florida  
Events

1587

Franciscans establish missions in northern Florida.

King Carlos II rules that runaway slaves be offered a safe place in Florida.

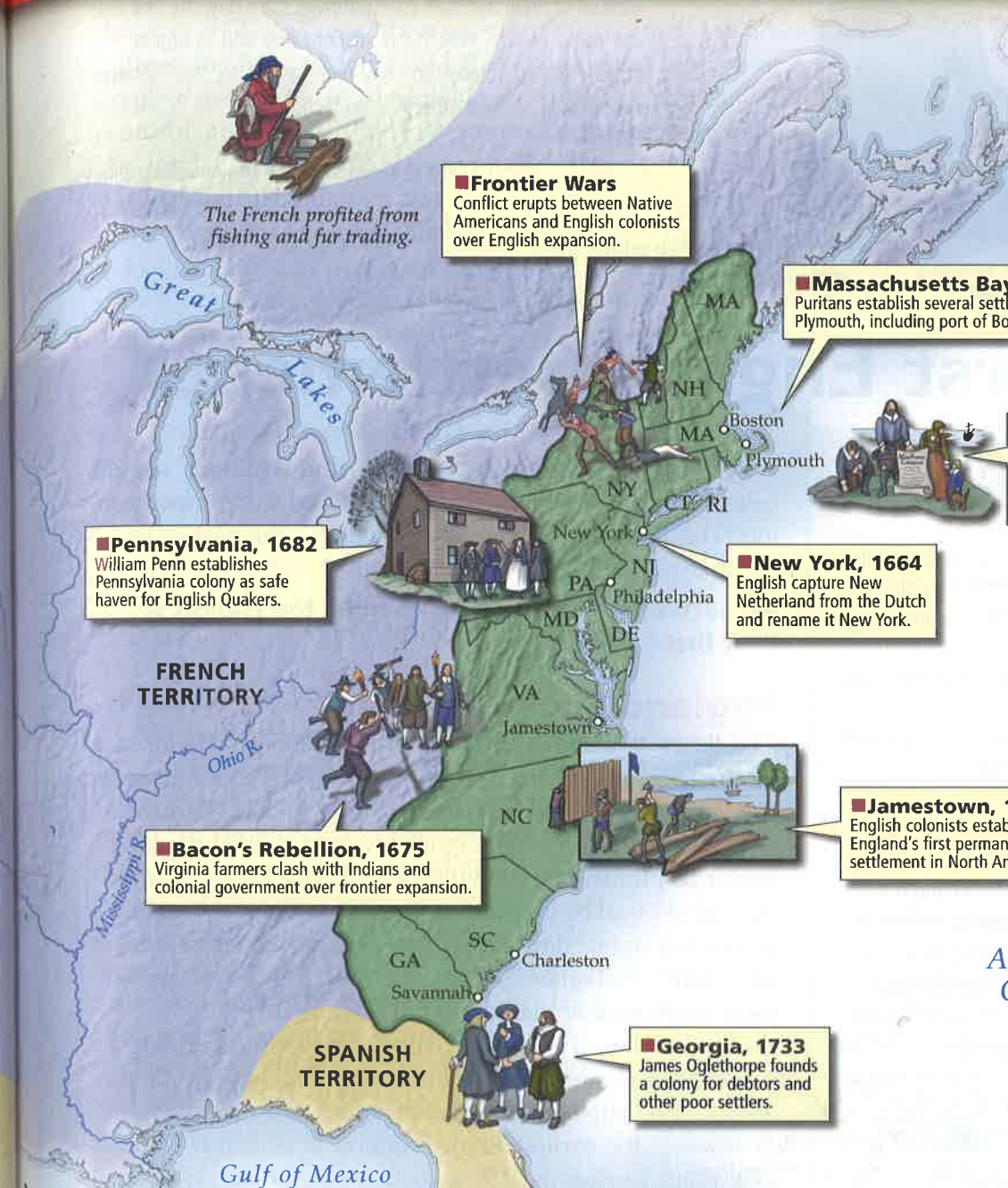
1693

British forces attack Spanish missions on Amelia Island and in St. Augustine.

1702

1740

James Oglethorpe leads unsuccessful invasion against Spain near St. Augustine.



The French profited from fishing and fur trading.

**Frontier Wars**  
Conflict erupts between Native Americans and English colonists over English expansion.

**Massachusetts Bay Colony, 1630**  
Puritans establish several settlements near Plymouth, including port of Boston.

**Plymouth, 1620**  
Pilgrims arrive in North America and form a government under Mayflower Compact.

**New York, 1664**  
English capture New Netherland from the Dutch and rename it New York.

**Pennsylvania, 1682**  
William Penn establishes Pennsylvania colony as safe haven for English Quakers.

**FRENCH TERRITORY**

**Bacon's Rebellion, 1675**  
Virginia farmers clash with Indians and colonial government over frontier expansion.

**Jamestown, 1607**  
English colonists establish England's first permanent settlement in North America.

**Georgia, 1733**  
James Oglethorpe founds a colony for debtors and other poor settlers.

**SPANISH TERRITORY**

Gulf of Mexico

Atlantic Ocean

VISUAL PREVIEW





◀ Re-creation of English settlement at Jamestown, Virginia

### Moldy Rotten Peas

“The allowance in those times for a man was only eight ounces of meal and half a pint of peas for a day, the one and the other moldy, rotten, full of cobwebs and maggots . . . , which forced many to flee for relief to the [Native Americans] . . . and others . . . to filch.”

—General Assembly of Virginia, describing colonists’ hardships, 1624

## The First English Settlements

### FL Next Generation Sunshine State Standards

- SS.8.A.2.2 Compare the characteristics of the New England, Middle, and Southern colonies
- SS.8.A.2.4 Identify impact of key colonialists on colonial economic growth
- SS.8.C.1.3 Recognize role of civic virtue from colonial era to Reconstruction
- SS.8.C.1.4 Identify forms of civic and political engagement, to Reconstruction

### Reading Skill

**Identify Contrasts** As you read about early English settlements in North America, think how each of these settlements was unique. How was each different from the other early settlements? For example, you might look at the purpose of the settlements, the conditions each endured, and the types of settlers who came.

### Key Terms and People

charter  
John Smith  
representative government

pilgrim  
Squanto

**Why It Matters** As Spain, France, and Holland sought colonies in the Americas, England entered the competition, too. The English established colonies on the east coast of North America.

**Section Focus Question: How did the English set up their first colonies?**

### England Seeks Colonies

Like most of Europe in the age of exploration, England was a monarchy. However, in England, the power of the king or queen was limited by law and by a lawmaking body called Parliament.

Ever since the 1200s, English law had limited the king’s power to punish people without trial. The law guaranteed the right to trial by jury. Other provisions limited the king’s power to impose new taxes. The king could set new taxes only with Parliament’s consent. Still, the king’s powers were much greater than those of Parliament.

England began to establish colonies in North America in the late 1500s. Colonies would provide new markets for English products and important raw materials for English industries.

Two of the earliest English efforts to establish colonies took place during the 1580s. Both were set up on a small island off the coast of what today is North Carolina. The first colony at Roanoke Island was established in 1585, but it was abandoned a year later. The second colony is one of the great mysteries of American history. It was set up in 1587. The next year, England found itself at war with Spain. No ship was able to visit the Roanoke colony until 1590. By then, the colony was abandoned. It had disappeared without a trace.

**Checkpoint** What benefits did England hope to get from establishing colonies?

### Founding Jamestown

In 1607, a group of wealthy people pooled their resources and made a new attempt to establish an English colony in North America. Eager to gain a share of the wealth of the Americas, they formed the Virginia Company of London. Some of the founders hoped to discover gold or silver. Others expected the colonists to trade with the Indians for furs, which could then be sold in Europe at a profit. Lumber also could be cut from North America’s vast forests. Farmers could plant vineyards to grow grapes or mulberry trees to produce silk. England needed all of these products.

England’s King James I backed the project. The king granted the merchants a charter to establish a colony called Virginia. A **charter** is a document issued by a government that grants specific rights to a person or company. It gave the Virginia Company authority over a large portion of North America’s Atlantic coastline.

The first colonists arrived in Virginia in the spring of 1607. About 100 men sailed into Chesapeake Bay and built a fort they called Jamestown. It would prove to be England’s first permanent settlement in North America.

Jamestown barely survived its first year. It was located on a swampy peninsula where insects thrived in warm weather. During the first summer, many colonists caught diseases, such as malaria, and died.

The colony had another serious problem. Many of the colonists had no intention of doing the hard farmwork needed to grow crops. Those men who came to the colony were not farmers. They were skilled in other trades. They spent their time looking for gold, expecting to get the food they needed from the Native Americans. The colonists found no gold. The local people, led by a chief named Powhatan, supplied some food to the colony. But it was not enough. By the spring of 1608, only 38 of the original colonists were still alive.

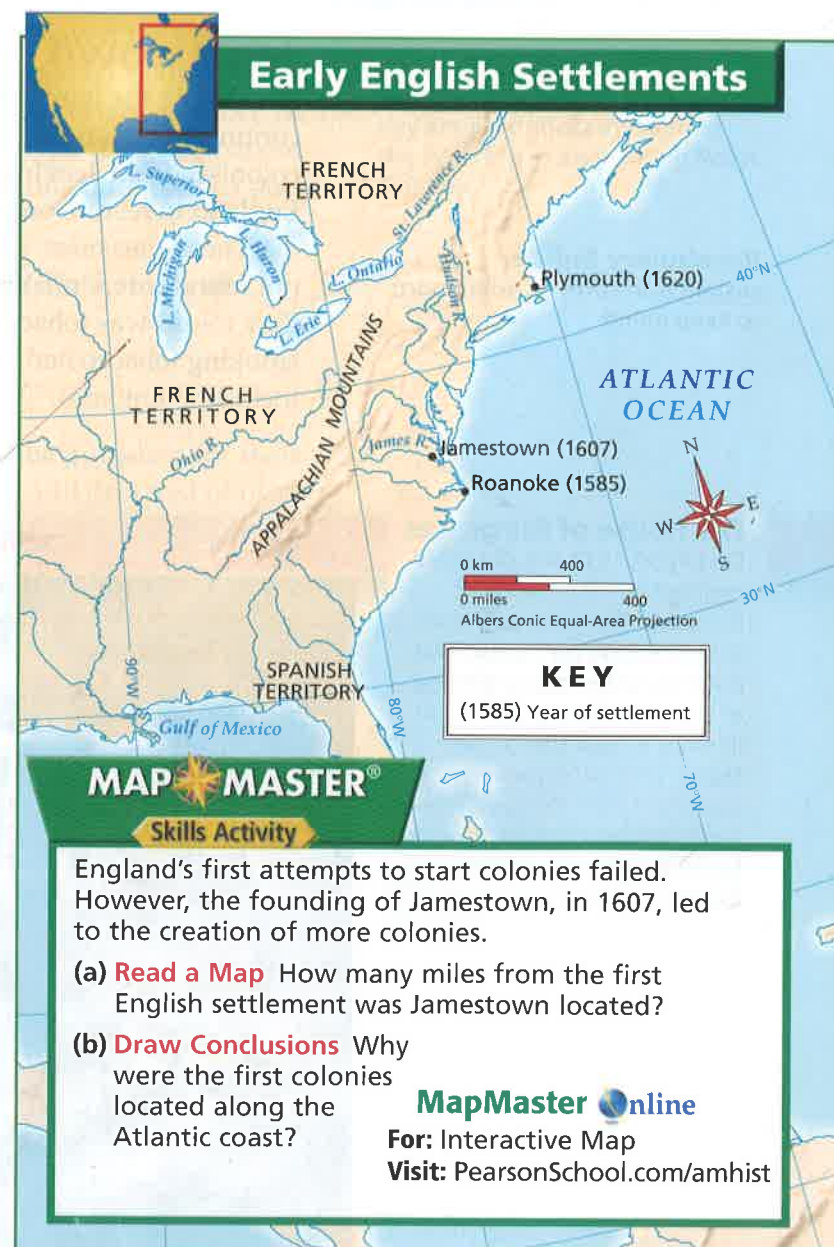
**John Smith Takes Charge** Conditions in Jamestown were extremely bad, in part because the colony was poorly led. Then, in the fall of 1608, **John Smith** was sent out from London to lead the colony. Smith lost no time taking command. He drew up tough, new rules. The most important rule was “He who works not, eats not.”

Under Smith’s firm leadership, the Jamestown colonists cut timber, put up new

### Vocabulary Builder

**establish** (uh STAB lish) **v.** to set up, found

**FL** SS.8.A.2.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies





buildings, and planted crops. Meanwhile, hundreds of new colonists arrived. They included the first English women to settle in Jamestown. To get more food, Smith raided Native American villages. This angered Powhatan, who feared the English intended “to invade my people and possess my country.”

**The “Starving Time”** In the fall of 1609, John Smith returned to England after being injured in an explosion. With Smith gone, conditions in Jamestown quickly worsened. So did relations with the Native Americans. Powhatan decided the time had come to drive the English away. First, he refused to supply them with food. The English settlers quickly ran out of food. The terrible winter of 1609–1610 is called the “starving time.” By the spring of 1610, only 60 colonists were still alive.

**Checkpoint** Why did settlers in Jamestown have difficulties at first?

### Jamestown Prospers

During the hard times, the Virginia Company did not give up. It continued to send new colonists and offered free land to keep old colonists from leaving. Most important, it sent new leaders from England to restore order in the colony.

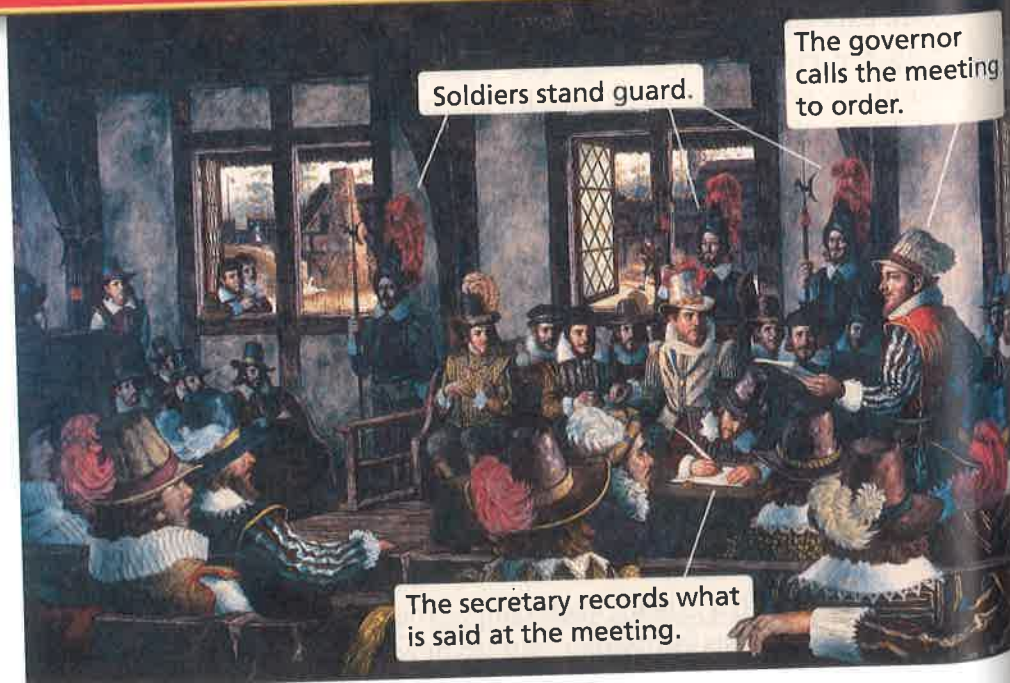
These measures would not have succeeded if the colonists had not found a dependable source of income to sustain the colony. What they found was tobacco, a crop native to the Americas. By the 1580s, smoking tobacco had become popular in several European countries, including England.

#### Vocabulary Builder

**sustain** (suh STAYN) *v.* to support; to keep going

#### The House of Burgesses

On July 30, 1619, the 22 elected members of the House of Burgesses first met together at the Jamestown church. That hot day marked the beginning of representative government in what is now the United States. **Critical Thinking: Link Past and Present** How would a lawmaking body today be similar? What differences would you expect to see?



Soldiers stand guard.

The governor calls the meeting to order.

The secretary records what is said at the meeting.

Farmers in Jamestown and nearby settlements in Virginia began planting tobacco in 1612. By the early 1620s, Virginia farmers were selling all the tobacco they could grow. Their success drew new colonists from England.

**The House of Burgesses** During these years, Virginia developed a tradition of **representative government**—the form of government in which voters elect people to make laws for them. In 1619, Virginia’s lawmaking body, the House of Burgesses, was elected and met for the first time. The House of Burgesses could pass laws and set taxes. However, it shared power with Virginia’s appointed governor, who could veto its acts. The House of Burgesses marked the start of representative government in North America.

**Africans Come to Virginia** In the summer of 1619, a Dutch ship arrived in Virginia from the West Indies. On board were 20 Africans, who had been captured and taken from their homeland. The Africans were sold to the Virginia colonists as slaves. However, that did not necessarily mean they would be enslaved for the rest of their lives. In the early days of the colony, enslaved people had a chance to earn their freedom after working a certain number of years. Some enslaved Africans were able to do this. Permanent slavery for Africans was not established in Virginia until the last part of the 1600s.

**Checkpoint** What were the responsibilities of the House of Burgesses?

### The Plymouth Colony

In England during the 1500s, people could be punished for their religious beliefs. In the 1530s, when King Henry VIII declared himself head of the Church of England, everyone was expected to follow the ways of the Church of England.

About the time Jamestown was founded, a group of people in eastern England left their homes and settled in the Netherlands. They wanted to separate from the Church of England and practice Christianity in their own way. These people, called Separatists, were often persecuted or treated badly because of their religion.

Between 1607 and 1609, several groups of Separatists settled in the Netherlands. Although they were allowed to worship as they pleased, they still were not happy. In 1620, one group of Separatists decided to leave the Netherlands and settle in Virginia. They are the people we know today as the Pilgrims. A **pilgrim** is a person who takes a religious journey.

**The Mayflower Compact** In September 1620, about 100 Pilgrims sailed for Virginia aboard a ship called the *Mayflower*. After a long voyage, they arrived safely in North America. However, storms had blown them off course, and they landed far to the north in what today is Massachusetts. They called their new home Plymouth, after a port city in England.



African American artist Romare Bearden presents the forced journey enslaved Africans made to the Americas in his painting *Roots Odyssey*.

**Identify Contrasts** How were the Pilgrims’ reasons for coming to America different from those of the Jamestown settlers?





Squanto

**FL** SS.8.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America

Because they had landed outside Virginia, the Pilgrims believed they were not bound by the rules of the Virginia Company. But they needed rules of some sort. Before going ashore, 41 adult men signed the Mayflower Compact. It called for a government that would make and follow “just and equal laws.” Officeholders would be elected by the colony’s adult males.

Thus, a year after the creation of Virginia’s House of Burgesses, the Pilgrims had taken a second step toward self-government in the Americas. The Mayflower Compact was the first document in which American colonists claimed a right to govern themselves.

**The First Thanksgiving** The Pilgrims had a very difficult first winter in Plymouth. They had arrived too late to plant crops and did not have enough food. During the winter of 1620–1621, half the colonists died from hunger or disease.

Conditions improved in the spring of 1621. As had happened at Jamestown, help from local Native Americans sustained the Pilgrims. A local chief gave the Pilgrims some food. Another Native American, named **Squanto**, brought the Pilgrims seeds of native plants—corn, beans, and pumpkins—and showed them how to plant them. He also taught the settlers how to catch eels from nearby rivers.

In the fall of 1621, the Pilgrims set aside a day to give thanks for their good fortune. Today’s Thanksgiving holiday celebrates that occasion.

**✓Checkpoint** Why was the Mayflower Compact important?

**★ Looking Back and Ahead** The early settlers faced many challenges before they were able to claim success. In the next section, you will read how English settlers established additional colonies in New England.

**FL** SS.8.A.2.4, SS.8.C.1.3, SS.8.C.1.4

**Progress Monitoring** online

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## Section 1 | Check Your Progress

### Comprehension and Critical Thinking

- (a) Recall** What actions did John Smith take to help Jamestown?  
**(b) Identify Alternatives** What other methods do you think Smith could have used to save the colony?
- (a) Identify** Who were the Pilgrims?  
**(b) Analyze Cause and Effect** How did the Pilgrims’ experiences in England affect the government they established in the Plymouth Colony?

### Reading Skill

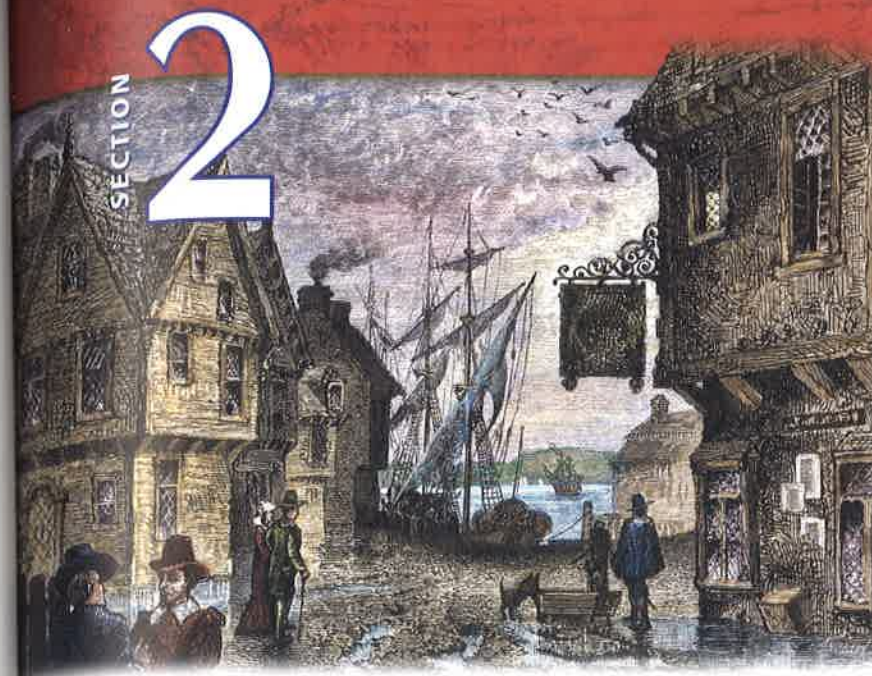
- Identify Contrasts** How did the government of the Jamestown settlers differ from that of the Plymouth settlers?

### Key Terms

- Fill in the blanks with the correct key terms.
- The English king gave the merchants of the Virginia Company a \_\_\_\_\_ to establish a colony called Virginia.
  - English colonies in North America established a form of \_\_\_\_\_ based on elections.

### Writing

- Imagine that you are preparing a news report about the founding of Jamestown Colony. Make notes providing background information about this development. Your notes should include the economic benefits of colonialism and the particular details about how Jamestown Colony was founded.



### God Has Preserved Me

“In [sixteen] sixty-one, my house was burnt, . . . and it was a most violent fire. . . . It pleased God to stir up the hearts of my loving friends to help me to the carrying on of another. . . . Thus God has all along preserved and kept me all my days.”

—John Dane, recalling his life in New England, 1670

◀ Boston, Massachusetts, in the 1660s

## The New England Colonies

### FL Next Generation Sunshine State Standards

- SS.8.A.2.2 Compare the characteristics of the New England, Middle, and Southern colonies
- SS.8.A.2.3 Differentiate colonial economic systems, include indentured servants
- SS.8.G.1.1 Use maps to explain attributes of major U.S. regions
- SS.8.G.2.1 Identify physical and human elements that define U.S. regions
- SS.8.G.6.2 Illustrate places and events through narratives and graphic representations

### Reading Skill

**Make Comparisons** Despite differences, the New England colonies were alike in many ways. Look for these similarities in this section. For example, how was the climate similar in various colonies? You might also look at the shared reasons colonists had for coming to North America and at the ways that similar government structures evolved throughout New England.

### Key Terms and People

John Winthrop	Thomas Hooker
toleration	John Wheelwright
Roger Williams	town meeting
Anne Hutchinson	Metacom

**Why It Matters** Religious beliefs led the Pilgrims to move to North America and establish Plymouth Colony. Religion played a key role in other colonies that were established in New England.

**Section Focus Question:** How did religious beliefs and dissent influence the New England Colonies?

### Geography of New England

New England is in the northeastern corner of the United States. Massachusetts, Connecticut, and Rhode Island make up southern New England. New Hampshire, Vermont, and Maine make up the northern part.

Much of New England is made up of hills and low mountains. Large areas are covered by forests. The soil is thin and rocky, which makes farming difficult. There are narrow plains located along the Atlantic coast. The Connecticut River, the region’s longest river, flows from New Hampshire and Vermont through Massachusetts and Connecticut before reaching the sea. Just off New England’s long, jagged coastline are some of the richest fishing grounds in the world.

Winters in New England tend to be long and snowy. Summers are shorter and warm. This helped the early colonists in the region, who caught fewer diseases and lived longer than the colonists in Virginia.

**✓Checkpoint** Why would colonists in New England have turned to fishing rather than to farming?





### Make Comparisons

Compare the reasons that England's Puritans went to North America with the reasons that the Pilgrims left England. How are they similar?



**FL SS.8.A.2.4** Identify the impact of key colonial figures on the economic, political, and social development of the colonies

## Puritans in Massachusetts Bay

Similar to the Pilgrims, a group known as the Puritans had disagreements with the Church of England. Rather than split off from the established church, they wanted to reform, or change, it. In the early 1600s, the Puritans were influential in England. Many were important professionals such as merchants, landowners, or lawyers.

The 1620s brought hard times for England's Puritans. King Charles I opposed their movement and persecuted them. Hundreds of Puritan ministers were forced to give up their positions.

**The Puritans Leave England** A number of Puritans eventually decided to leave England and make the hazardous voyage to North America. In 1630, about 900 Puritans set off in 11 ships. They had formed the Massachusetts Bay Company, which received a charter to establish settlements in what are now Massachusetts and New Hampshire. The Puritans were led by **John Winthrop**, a respected landowner and lawyer.

In founding their own colony, Puritan leaders believed that their way of life would provide an example to others. As Winthrop said in a sermon during their voyage:

“Now the only way . . . is . . . to walk humbly with our God. . . . We must consider that we shall be as a City upon a Hill. The eyes of all people are upon us.”

—John Winthrop, “A Model of Christian Charity,” 1630

**The Massachusetts Bay Colony** The Puritans established several settlements in their colony. The main town was Boston, which was located on an excellent harbor. By 1643, about 20,000 people lived in the Massachusetts Bay Colony.

By the mid-1630s, Massachusetts Bay had an elected assembly, the General Court. Each town sent representatives to the assembly. But voting was limited to adult male members of the Puritan church. Both the General Court and the colony's governor were elected each year.

The Puritans had founded their colony so they could worship as they chose. However, they did not give non-Puritans the same right. The Puritans did not believe in religious **toleration**—**recognition that other people have the right to different opinions**.

**Checkpoint** Why did the Puritans go to North America?

## New Colonies

Disagreements about religion led to the founding of other colonies in New England. A key dispute involved **Roger Williams**, minister of a church in the town of Salem. Williams believed the Puritans should split entirely from the Church of England. He also criticized colonists who had seized Native American lands. Williams specified that colonists should pay Native Americans for their land.

Williams was forced to leave Massachusetts Bay in 1635. He moved south, to what today is Rhode Island, where he bought land from Native Americans. In 1636, he founded the town of Providence.



**FL SS.8.A.2.4** Identify the impact of key colonial figures on the economic, political, and social development of the colonies

### Vocabulary Builder

**specify** (SPEHS ah fi) **v.** to point out in detail

### INFOGRAPHIC

## SALEM WITCH Trials

Today, the Salem witch trials show how quickly false accusations can be accepted as true. **Critical Thinking: Draw Conclusions** Do you think this kind of judgment is possible today? Explain.



### The Accusers

Clergymen such as Cotton Mather of Boston helped to feed the hysteria by asserting that the Devil was luring Salem's people into witchcraft.

### On Trial

In 1692, hysteria about witches swept through Salem, Massachusetts. A special court tried dozens of women and men accused of witchcraft.



### The Accused

An accused woman is strapped to a dunking stool, a common form of punishment.



## The New England Colonies



**MAP MASTER**

**Skills Activity**

The New England Colonies had a great variety of resources. Seas, forests, and farms provided a good living to colonists.

- (a) **Read a Map** In which area was fur trade important?
- (b) **Evaluate Information** What resources were available to settlers along the Atlantic coast?

**MapMaster Online**

**For:** Interactive map  
**Visit:** [PearsonSchool.com/amhist](http://PearsonSchool.com/amhist)

In 1644, the colonists in Rhode Island received a charter from the king to govern themselves. In doing so, they made an important contribution to religious toleration. They decided that Rhode Island would have no established, or official, church. People of all faiths could worship as they saw fit. Among the people who found religious freedom in Rhode Island were followers of the Jewish faith.

**Anne Hutchinson's Dissent** A Boston woman, **Anne Hutchinson**, questioned some of the Puritan teachings. She was put on trial in 1638 and was expelled from Massachusetts. Hutchinson established a settlement on an island that is now a part of Rhode Island. In 1642, she traveled farther south, into what is today New York State.

**Settling Connecticut** **Thomas Hooker**, a minister, disagreed with the Puritan leaders. He left Massachusetts with about 100 followers in 1636 and settled in what today is Connecticut. There, he founded the town of Hartford. Hundreds of Puritans followed, and soon Connecticut had several new settlements.

In 1639, the colonists drew up the Fundamental Orders of Connecticut, which established a new government with an elected legislature and governor. In 1662, Connecticut received an official charter from the king granting it self-government.

**John Wheelright** also was forced to leave Massachusetts. He got into trouble because he agreed with some of Anne Hutchinson's views. In 1638, Wheelright and some followers moved to New Hampshire, where they founded the town of Exeter. For a time, Massachusetts tried to control New Hampshire. Finally, in 1680, a charter from the king made New Hampshire a separate colony.

**Checkpoint** Why did Roger Williams and Anne Hutchinson leave the Massachusetts Bay Colony?

## Growth and Change

The Puritans believed that towns and churches should manage their own affairs. They also believed that people should work hard and live in strong and stable families.

Each Puritan town governed itself by setting up a **town meeting**—an assembly of townspeople that decides local issues. Membership in town meetings was restricted to male heads of households. Town meetings set local taxes and elected people to run the towns. Town meetings also gave New Englanders an opportunity to speak their minds. This early experience encouraged the growth of democratic ideas. New England became a region of towns and villages where neighbors knew one another and participated together in government.

New England families earned their livelihoods in many different ways. Farmers grew crops, but they also made leather goods and other products. Fishers caught cod and other fish that were shipped to customers in Europe. A shipbuilding industry provided many jobs. By the 1660s, more than 300 ships from New England were fishing off the coast or moving products across the Atlantic Ocean.

**FL** SS.8.A.2.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies

**Vocabulary Builder**  
**restrict** (ree STRIKHT) **v.** to place limitations on something or somebody





Metacom, known to the English as "King Philip"

**King Philip's War** By the 1670s, the Native American population was decreasing, mainly because large numbers of Native Americans had died from diseases that they caught from Europeans. By 1670, there were only 12,000 Native Americans in New England, one tenth of their population 100 years earlier.

In 1675, a major conflict erupted. Opponents of the English were led by **Metacom**, the chief of the Wampanoag, who was also known by his English name, King Philip. His goal was to stop Puritan expansion. Other Native American groups, from Maine to Rhode Island, joined the war, some siding with the settlers. The fighting lasted a year and cost thousands of lives. Metacom and his allies destroyed 12 English towns. The uprising ended in 1676 when Metacom was captured and killed. The war's end left the English colonies free to expand.

**Puritan Influence Declines** By the 1670s, the outlook of New Englanders was changing. There was a new generation of people born in North America. The new generation had lost some of their parents' religious fervor, as people concentrated on running farms and businesses. In growing towns like Boston, successful merchants were becoming the new community leaders. The English colonies of New England were doing well. But the stern religious rules of the original founders now had less influence over the people who lived there.

**Checkpoint** Why did Metacom declare war on the English colonists?

**Looking Back and Ahead** As English colonies spread through New England, other colonies were being established to the west and south.

**FL** SS.8.A.2.2, SS.8.A.2.3

### Progress Monitoring

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## Section 2 | Check Your Progress

### Comprehension and Critical Thinking

1. (a) **Summarize** What was the geography and climate of New England?

(b) **Identify Economic Costs** How did geography affect the New England economy? How did the economy of New England differ from the economy of the first settlements?

2. (a) **Recall** Why did Puritans establish the Massachusetts Bay Colony?

(b) **Analyze Cause and Effect** How did the lack of religious toleration affect politics in the Massachusetts Bay Colony?

### Reading Skill

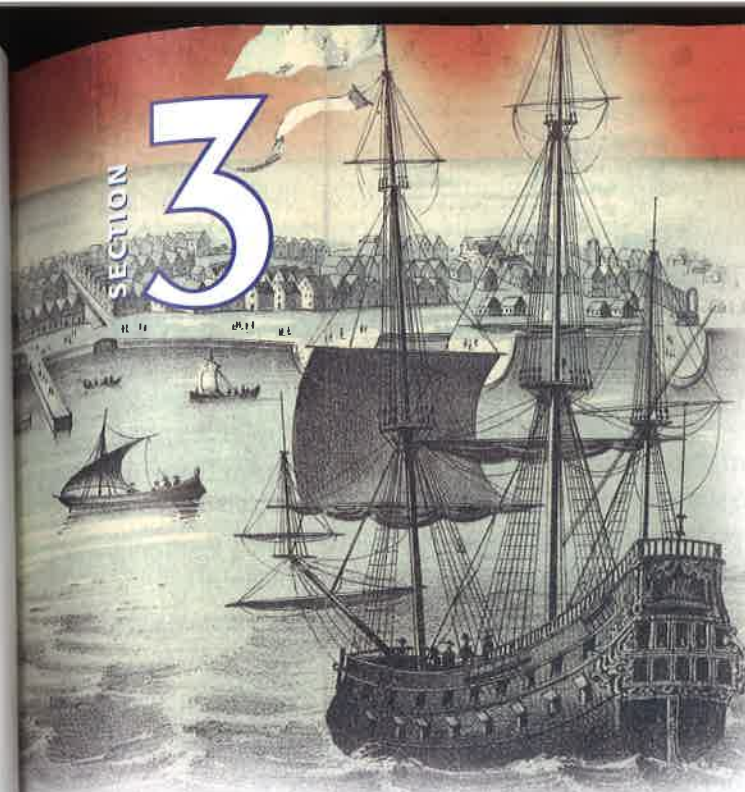
3. **Make Comparisons** Compare the way the English government treated the Puritans with the way the Puritans treated Anne Hutchinson. How are they similar?

### Key Terms

4. Write two definitions for each key term: **toleration**, **town meeting**. First, write a formal definition for your teacher. Second, write a casual definition in everyday English for a classmate.

### Writing

5. Create a concept web. Label the main oval "Religion." Then, add entries that show how religion played a major role in the settling of the New England Colonies. Add as many secondary ovals as necessary.



### A Diverse Colony

"On the island of Manhattan, . . . there may well be four or five hundred men of different sects and nations: the Director General told me that there were men of eighteen different languages."

—Father Isaac Jogues, describing the Dutch settlement of New Amsterdam, 1646

◀ Dutch settlement of New Amsterdam, 1670s

# The Middle Colonies

## **FL** Next Generation Sunshine State Standards

- LA.8.1.6.2 Listen to, read, and discuss familiar and conceptually challenging text
- SS.8.A.2.2 Compare the characteristics of the New England, Middle, and Southern colonies
- SS.8.A.2.3 Differentiate colonial economic systems, include indentured servants
- SS.8.G.1.1 Use maps to explain attributes of major U.S. regions
- SS.8.G.3.1 Locate and describe in geographic terms the major ecosystems of the United States

## Reading Skill

**Identify Signal Words** Signal words help readers spot comparisons and contrasts. For example, when we say, "Kentucky is warm. New York is *also* warm," the word *also* suggests that the two states and climates are similar. If the text reads, "Kentucky is warm. *Instead*, New York is cool," the word *instead* suggests that the two states and climates are different. Look for comparison and contrast signal words as you read this section.

### Key Terms and People

**proprietary colony**      **William Penn**  
**royal colony**              **backcountry**

**Why It Matters** While the New England colonies were growing, important developments were taking place in the region south of New England, known as the Middle Colonies.

**Section Focus Question:** How did the diverse Middle Colonies develop and thrive?

## Geography of the Middle Colonies

Four states made up the Middle Colonies: New York, Pennsylvania, New Jersey, and Delaware. New York, now the largest of these states, also is the farthest north. The scenic Hudson River flows south through eastern New York before reaching the sea at New York City. Long Island, the easternmost piece of New York, extends into the Atlantic Ocean for more than 100 miles. Today, New York City is the most populous city in the country.

Pennsylvania is the region's second-largest state. The southeastern section is a lowland. Philadelphia, Pennsylvania's largest city, is located there, on the Delaware River.

Most of New Jersey is a lowland along the Atlantic coast. Delaware, the region's smallest state, is on the coast directly south of New Jersey.

Middle Colony farmers had an easier time than farmers in New England. The climate was warmer, with a longer growing season. The fertile soil was well suited for crops like wheat, fruits, and vegetables.

**Checkpoint** What conditions in the Middle Colonies favored farming?



- FL** • **SS.8.A.2.1** Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America
- **SS.8.A.2.4** Identify the impact of key colonial figures on the economic, political, and social development of the colonies



James, Duke of York

## New York and New Jersey

New York began as the Dutch colony of New Netherland. By 1660, it was an economic success. Farmers in the Hudson River valley were prosperous. The colony was the base for a profitable fur trade between the Dutch and Native Americans. The Dutch also made money trading with merchants in the British colonies. This trade violated Britain's mercantile laws and angered the government.

One of New Netherland's major problems was its small Dutch population. Many of the colonists came from Sweden, France, and Portugal. There also were some English Puritans who had settled on Long Island. These people often were hostile to Dutch rule.

Tension also existed between England and the Netherlands. New Netherland separated England's northern colonies from its colonies farther south. Furthermore, England and Holland were rivals at trade.

**New Netherland Becomes New York** In 1664, England's King Charles II granted the right to all the Dutch lands in North America to his brother James. All that James had to do was conquer the territory. James sent a few warships to do the job, and the Dutch surrendered immediately. The colony was renamed New York, after James, the Duke of York. New Amsterdam, its capital, became New York City. The colony grew slowly. At the end of the 1600s, New York City was still a village on the southern end of Manhattan.

**New Jersey** New Jersey was established in 1665, when part of southern New York was split off to form a new colony. Like New York and several other English colonies, New Jersey at first was a **proprietary colony**—a colony created by a grant of land from a monarch to an individual or family. In 1702, New Jersey received a new charter as a **royal colony**—a colony controlled directly by the English king. New York had become a royal colony in 1685.

**✓Checkpoint** How did New Jersey become a separate colony?

## Pennsylvania and Delaware

In the 1640s and 1650s, the Quakers were one of a number of new religious groups in England. Their ideas set them apart from most groups, including the Puritans.

The Quakers believed that all people had a direct link, or "inner light," with God. Groups of Quakers, therefore, did not need ministers. Another **fundamental** Quaker belief was that all people were equal in God's eyes. Thus, they were among the first in England to speak out against slavery. Women were considered equal to men in spiritual matters and often were leaders in Quaker meetings.

By the 1660s, there were thousands of Quakers in England. Many of them refused to pay taxes to support the Church of England. Because of their views, they often suffered from persecution. One Quaker leader was **William Penn**, a wealthy man who personally knew King Charles II. Penn wanted to find a place for Quakers to live

where they would be safe from persecution. He used his connections to get a charter from the king for a new colony in North America. In 1681, he received an area almost as large as England itself, mainly in what is now Pennsylvania.

**Penn's "Holy Experiment"** Penn arrived in his colony in 1682. For his capital, Penn established a city named Philadelphia, which means "City of Brotherly Love." To attract settlers, he printed pamphlets in several languages and distributed them in England and on the European continent. Soon, new settlers began arriving from many places—England, Scotland, Wales, and Ireland. Still others came from Germany, Holland, and Switzerland.

Penn considered his colony to be a "holy experiment." His goal was to create a colony in which people from different religious backgrounds could live peacefully. In 1682, Penn wrote his Frame of Government for Pennsylvania. It granted the colony an elected assembly. It also provided for freedom of religion.

Penn tried to deal fairly with Native Americans. He did not allow colonists to settle on land until the Native Americans sold it to them. Relations between settlers and Native Americans in Pennsylvania were far from perfect. However, during Penn's lifetime they were much better in Pennsylvania than in other colonies.

**Delaware: A Separate Colony** People from Sweden were the first European settlers in Delaware. The Dutch took control of the territory in the 1650s, but they lost it to the English when they lost New York.

Penn's charter for Pennsylvania included Delaware. Because Delaware settlers did not want to send delegates to a distant assembly in Philadelphia, Penn gave the area its own representative assembly. In 1704, Delaware became a separate colony.

**✓Checkpoint** Why did Penn call Pennsylvania "a holy experiment"?

## Growth and Change

By the early 1700s, more than 20,000 colonists lived in Pennsylvania. Fertile soil and hard work made its farms productive. Farmers grew more than they could use and sold the balance. The top cash crop, wheat, was sold to customers in New England and abroad. Because of all its wheat, Pennsylvania was called America's breadbasket. New Jersey also produced large amounts of wheat.

Manufacturing was just beginning in the Middle Colonies during the 1700s. The largest manufacturers produced iron, flour, and paper. Meanwhile, artisans in towns worked as shoemakers, carpenters, masons, weavers, and in many other trades. Among the most important artisans were coopers, who made the barrels used to ship and store flour and other foods.

**Identify Signal Words**  
What signal words suggest a contrast between Pennsylvania and the other colonies? What contrast is suggested?

William Penn and other leading Quakers make a peace treaty with Native Americans.





**FL** SS.8.A.2.3 Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources

## The Middle Colonies



◀ The Dutch colonial governor surrenders to the English.

Maine (part of MA)

Area claimed by New York and New Hampshire

New York

Massachusetts

Connecticut

Rhode Island

Pennsylvania

New Jersey

Philadelphia

Wilmington

Maryland

Baltimore

Virginia

Dover

Delaware

Great Wagon Road

ATLANTIC OCEAN

40°N

70°W

0 km

0 miles

100

Albers Conic Equal-Area Projection

MAPMASTER®

Skills Activity

The Middle Colonies extended far inland from the ocean. They were located between New England and the Southern Colonies.

- (a) **Read a Map** What three important rivers are shown in the Middle Colonies?
- (b) **Interpret Maps** What role do you think rivers played in the Middle Colonies' economy?

**MapMaster Online**

For: Interactive map

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**The Backcountry** The western section of Pennsylvania was part of a region called the backcountry. The **backcountry** was a frontier region extending through several colonies, from Pennsylvania to Georgia.

Many of the people who settled in the backcountry were not English. Thousands were Scotch-Irish. Originally from Scotland, they had settled in Ireland before coming to North America. Large numbers of German immigrants began arriving early in the 1700s. The word these German newcomers used to describe themselves was *Deutsch*, for "German." Americans thought they were saying "Dutch." As a result, German immigrants in Pennsylvania were called the Pennsylvania Dutch.

By the middle of the 1700s, many settlers were pushing south and west along a route that led from Pennsylvania to Georgia. These backcountry settlers often fought with Native Americans.

**Diverse and Thriving Colonies** By 1750, the non-English immigrants had made the Middle Colonies the most diverse part of English North America. Philadelphia and New York were accumulating people at such a rate that they had become the largest cities and busiest ports in the colonies. Many immigrants arrived as indentured servants. An indentured servant signed a contract to work from 4 to 10 years in the colonies in exchange for anyone who would pay for his or her ocean passage to America.

**Checkpoint** How was Pennsylvania a breadbasket?

**★ Looking Back and Ahead** Both the New England and Middle Colonies had many small family farms. In the next section, you will read that parts of the Southern Colonies developed a plantation economy that was far different.

**FL** SS.8.A.2.3 Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources

### Vocabulary Builder

**accumulate** (uh KYOOM yoo layt)

**v.** to increase in amount over time

## Section 3 Check Your Progress

### Comprehension and Critical Thinking

- (a) **Recall** What was the geography and climate of the Middle Colonies?
- (b) **Identify Economic Benefits** What advantages did the geography and climate give to people living in the Middle Colonies?
- (a) **Summarize** What were William Penn's goals for his colony?
- (b) **Compare** How did Penn's "holy experiment" differ from the Puritans' "city on a hill"? How did the economy of the Middle Colonies differ from New England?

### Reading Skill

- Identify Signal Words** What word in the sentence that follows suggests a comparison? What similarity is being identified?  
**Sentence:** Both Pennsylvania and New Jersey produced a lot of wheat.

### Key Terms

- Answer the following questions in complete sentences that show your understanding of the key terms.
- How was New Jersey different after it became a **royal colony** in 1702?

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- Why did settlers and Native Americans clash in the **backcountry**?

### Writing

- Imagine that you are a Pennsylvania farmer. Write a letter to a fellow farmer in New England telling him about your life in your new home. Then, write a letter that the New England farmer might send back describing his life in New England.



## GEOGRAPHY AND HISTORY

# Landscapes of the 13 Colonies

The physical geography of the 13 British colonies differed widely from region to region. While farmers in New England had difficulty planting crops in thin and rocky soil, farmers in the Middle and Southern colonies had better luck with more fertile soil and warmer climates.

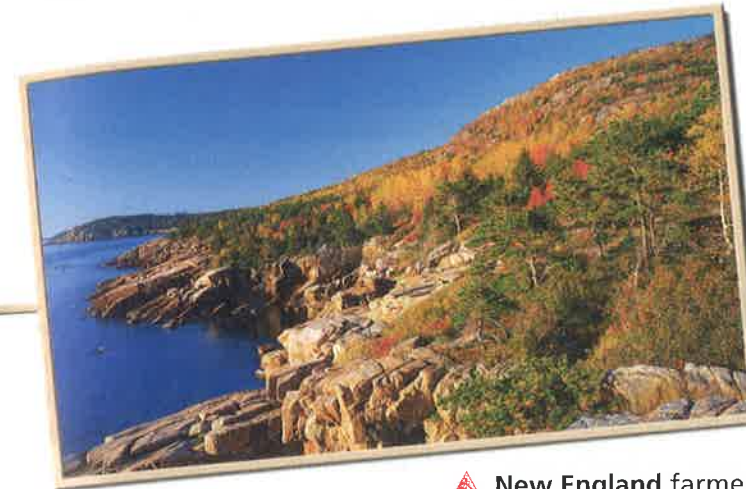


- SS.8.A.2.2 Compare the characteristics of the New England, Middle, and Southern colonies
- SS.8.G.4.4 Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time



## Three Regions

Although farming was an important economic activity throughout the colonies, poor soil forced people in New England to concentrate on the sea for economic survival. For the colonists to the south, better geography yielded more favorable soils and longer growing seasons.



▲ **New England** farmers had to break up rocks in the soil to clear land for crops. Because this was difficult work with only a small chance for financial success, many New Englanders relied upon fishing off the New England coast to provide for their families.



▲ Farmers in the **Middle Colonies** of Pennsylvania and New Jersey had an easier time growing crops. Better soil and a warmer climate in this region rendered huge wheat fields that gave Pennsylvania the nickname America's breadbasket.



▲ The **Southern Colonies** shared a lowland area called the Tidewater. Farmers there grew crops such as sugar, tobacco, and rice (pictured left). These crops thrived in the region's hot, humid environment. Because the Tidewater crops were grown on great stretches of land and required a great deal of labor, large farms, called plantations, developed in the South.

## Understand Effects:

## Slavery in the Southern Colonies

Because the climate of the Southern Colonies supported long growing seasons, plantation owners purchased enslaved people and used their labor to harvest rice and sugar crops. As the plantation system grew to dominate the economy of the Southern Colonies, slavery spread throughout the region.

## Analyze GEOGRAPHY AND HISTORY

Colonists in each of the three major regions of the 13 colonies learned to adapt to their environments. Write a paragraph describing how physical geography affected the output of food in the colonies.





▲ Virginia planters feast as their slaves harvest tobacco.

### Persons of the Worst Character

“These overseers are indeed for the most part persons of the worst character. . . . They pay no regard to . . . the lodging of the field negroes. Their huts, which ought to be well covered, and the place dry where they take their little repose, are often open sheds, built in damp places; so that, when the poor creatures return tired from the toils of the field, they contract many disorders.”

—Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*

## The Southern Colonies

### FL Next Generation Sunshine State Standards

- SS.8.A.2.2 Compare the characteristics of the New England, Middle, and Southern colonies
- SS.8.A.2.4 Identify impact of key colonialists on colonial economic growth
- SS.8.G.1.1 Use maps to explain attributes of major U.S. regions
- SS.8.G.5.1 Describe dependence on the physical environment to satisfy basic needs
- SS.8.G.5.2 Describe the impact of human modifications to the environment and ecosystem

### Reading Skill

**Compare and Contrast** As you read about the Southern Colonies in this section, think about how they are the same and different from one another. What physical features do they share? What human features? In what ways are the communities and places different? Comparing and contrasting will help you better understand the colonies.

### Key Terms and People

Nathaniel Bacon     debtor  
Lord Baltimore     plantation  
James Oglethorpe

**Why It Matters** The New England and Middle Colonies had much in common. But the two regions also differed because of local geographic conditions and other factors.

**Section Focus Question: What factors influenced the development of the Southern Colonies?**

### Geography of the Southern Colonies

During the 1760s, Charles Mason and Jeremiah Dixon were hired to settle a boundary dispute between Maryland and Pennsylvania. They conducted a survey—a careful measuring of an area with scientific instruments using the techniques of mathematics—that took four years to complete. The boundary they drew is known as the Mason-Dixon line. This line on a map marked much more than the boundary between two colonies. After the American Revolution, it was the dividing line between the northern states where slavery was abolished and the southern states where slavery persisted.

Five colonies were located south of the Mason-Dixon line: Maryland, Virginia, North Carolina, South Carolina, and Georgia. They shared a coastal area called the Tidewater, a flat lowland that includes many swampy areas. On its west, the Tidewater blends into a region of rolling hills called the Piedmont.

The climate of these states is warm and humid. Hot summers provide a long growing season that colonial farmers used to raise crops such as tobacco and rice. Both crops required many workers in the fields and thus were partly responsible for helping to spur the early development of slavery.

**Checkpoint** What conditions favored the development of a plantation economy?

### Virginia Grows

Virginia’s population grew gradually during the 1600s. New settlers arriving from Europe made up for the fact that disease and difficult living conditions kept the death rate high. After 1650, the death rate fell, and the population increased more quickly. In 1640, about 10,000 settlers lived in Virginia. By 1670, the number had reached 40,000.

The makeup of Virginia’s population also changed. By the 1670s, there were more children because fewer were dying at a young age. The percentage of women in the population rose as well.

**Conflicts With Native Americans** As Virginia’s white population grew, the Native American population shrank. Disease and violence took their toll. In 1607, there had been about 8,000 Native Americans in Virginia. By 1675, only about 2,000 Native Americans were left.

Farmers took over more land to plant tobacco. This led to trouble with the Native Americans. There were two violent confrontations—one in 1622 and the other in 1644. Although the Native Americans killed hundreds of colonists, they were defeated both times. After 1644, the Native Americans living near the coast had to accept English rule.

**Bacon’s Rebellion** There was more trouble to come. Beginning in the 1660s, wealthy Virginia tobacco planters bought most of the good farmland near the coast. That left no land for poorer colonists who wanted to start their own farms. Most of these colonists were young men who were forced to work the land for wealthier farmers. The young men also were angry because without property, they could not vote.

Many poor colonists moved inland to find good farmland. Fighting broke out with Native Americans, and people were killed on both sides. Farmers on the frontier demanded that the governor take strong measures against the Native Americans. However, the governor hesitated. He hoped to avoid an all-out war with the Native Americans, partly because he benefited from his fur trade with them.

**Nathaniel Bacon** became the leader of the frontier settlers. In 1675, he organized a force of 1,000 westerners and began attacking and killing Native Americans. The governor declared that Bacon and his men were rebels. Bacon reacted by attacking Jamestown, burning it to the ground, and forcing the governor to run away.

The revolt, known as Bacon’s Rebellion, collapsed when Bacon became sick and died. The governor hanged 23 of Bacon’s followers. Still, he could not stop English settlers from moving onto Native American lands.

**Checkpoint** What was the main cause of Bacon’s Rebellion?

**FL SS.8.A.2.4** Identify the impact of key colonial figures on the economic, political, and social development of the colonies

### Bacon’s Rebellion

Nathaniel Bacon (center) is shown here taking part in the burning of Jamestown during his 1675 rebellion. **Critical Thinking: Explain Problems** How did the interests of frontier settlers differ from those of colonists in towns and on plantations?





## The Southern Colonies

### MAP MASTER

#### Skills Activity

The long growing seasons and warm climate of the Southern Colonies provided good conditions for raising crops.

- (a) **Understand a Map Key** In what regions was tobacco an important crop?
- (b) **Identify Benefits** What advantages did the location of Norfolk and Savannah offer merchants?

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#### KEY

- |        |         |
|--------|---------|
| Cattle | Lumber  |
| Fish   | Rice    |
| Grain  | Rum     |
| Indigo | Tobacco |
| Iron   |         |



## Religious Toleration in Maryland

In 1632, King Charles I granted a charter for a new colony to George Calvert, an English Catholic. Catholics suffered great discrimination in England. Calvert aimed to set up a colony where Catholics could live safely. His colony, Maryland, lay across Chesapeake Bay from Virginia.

The first settlers included both Catholics and Protestants. They grew tobacco and harvested the sea life of Chesapeake Bay. When George Calvert died, his son, Cecil Calvert, **Lord Baltimore**, became **proprietor**. As the charter required, there was a representative assembly similar to the House of Burgesses in Virginia.

Soon there was tension between Protestants and Catholics. Fearing that Catholics might lose their rights, Lord Baltimore got the assembly to pass the Act of Toleration in 1649. It welcomed all Christians and gave adult male Christians the right to vote and hold office. Although the Toleration Act did not protect people who were not Christian, it was still an important step toward religious toleration in North America.

**Checkpoint** Who benefited from Maryland's toleration?

## Colonies in the Carolinas and Georgia

By the 1660s, a few settlers from Virginia had moved south beyond the colony's borders. In 1663, King Charles II granted a charter for a new colony to be established there, in the area called Carolina.

The northern part of Carolina developed slowly. It lacked harbors and rivers on which ships could travel easily. Settlers lived on small farms, raising and exporting tobacco. Some produced lumber for shipbuilding.

The southern part of Carolina grew more quickly. Sugar grew well in the swampy lowlands. Many planters came from Barbados in the West Indies. They brought enslaved people to grow sugar. Soon the colonists were using slave labor to grow another crop, rice. It became the area's most important crop.

As rice production spread, Carolina's main city, Charles Town (today's Charleston), eventually became the biggest city in the Southern Colonies. By then, Carolina had become two colonies: North Carolina and South Carolina.

**Georgia** The last of England's 13 colonies, Georgia was founded for two reasons. First, the English feared that Spain was about to expand its Florida colony northward. An English colony south of Carolina would keep the Spanish bottled up in Florida. Second, a group of wealthy Englishmen led by **James Oglethorpe** wanted a colony where there would be protection for English **debtors**—people who owe money. Under English laws, the government could imprison debtors until they paid what they owed.

Georgia's founders wanted Georgia to be a colony of small farms, not large plantations. Therefore, slavery was banned. However, this restriction was unpopular with settlers and did not last. By the 1750s, slavery was legal in Georgia.

**Checkpoint** Why did Oglethorpe and the other founders establish the colony of Georgia?

## Change in the Southern Colonies

During the 1700s, the Southern Colonies developed two distinct ways of life. People along the coast lived very differently from people who settled inland on the frontier.

**The Tidewater Region** The most important feature of life along the coast in the Southern Colonies was the **plantation**, a large farm especially in a hot country where crops such as cotton, sugar, and rice are grown. This led to an economy dominated by plantations in the Tidewater region. The plantation system began in Virginia and Maryland when settlers started growing tobacco. It spread southward when planters found other crops they could export profitably to Europe.

### Biography Quest



**James Oglethorpe**  
1696–1785

James Oglethorpe was a fighter. A soldier since the age of 16, he fought in many winning battles. Later, as a member of England's Parliament, he fought against slavery and other injustices.

In 1728, a friend of Oglethorpe's died of smallpox while in jail for debt. Oglethorpe organized a committee to investigate conditions in debtors' prisons. Four years later, he founded Georgia as a place where debtors could start a new life.

**Biography Quest**

**Why did Georgia colonists later rebel against Oglethorpe?**

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FL SS.8.A.2.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies

### Vocabulary Builder

**proprietor** (proh PRI ah tor) *n.* owner of a business or a colony



### Compare and Contrast

Compare and contrast the population growth, agriculture, and political tensions of Maryland with those of Virginia.



## Founding of the 13 Colonies



- MA.8.A.1.3 Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations
- SS.8.A.2.2 Compare the characteristics of the New England, Middle, and Southern colonies

Colony / Date Founded	Leader(s)	Reason(s) Founded
<b>New England Colonies</b>		
■ Massachusetts Plymouth / 1620 Massachusetts Bay / 1630	William Bradford John Winthrop	Religious freedom Religious freedom
■ New Hampshire / 1622	Ferdinando Gorges John Mason	Profit from trade and fishing
■ Connecticut / 1636	Thomas Hooker	Expand trade; religious and political freedom
■ Rhode Island / 1636	Roger Williams	Religious freedom
<b>Middle Colonies</b>		
■ New York / 1624	Peter Minuit	Expand trade
■ Delaware / 1638	Swedish settlers	Expand trade
■ New Jersey / 1664	John Berkeley George Carteret	Expand trade; religious and political freedom
■ Pennsylvania / 1682	William Penn	Profit from land sales; religious and political freedom
<b>Southern Colonies</b>		
■ Virginia / 1607	John Smith	Trade and farming
■ Maryland / 1634	Lord Baltimore	Profit from land sales; religious and political freedom
■ The Carolinas / 1663 North Carolina / 1712 South Carolina / 1719	Group of eight proprietors	Trade and farming
■ Georgia / 1733	James Oglethorpe	Profit; home for debtors; buffer against Spanish Florida

### Reading Charts

#### Skills Activity

By 1733, England had established 13 colonies on the Atlantic coast of North America. These colonies were founded for a variety of reasons.

- (a) **Interpret a Chart** Identify one Middle Colony and one Southern Colony founded for religious reasons.
- (b) **Understand Sequence** How many English colonies were there by 1700?

- FL SS.8.A.2.3 Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources

The Tidewater region in South Carolina and Georgia was well suited for rice. However, rice-growing required large numbers of workers laboring in hot, humid, unhealthy conditions. This was one reason rice-farming helped promote the spread of slavery. In time, the enslaved population outnumbered the free population of South Carolina.

The plantation system did not just create a society of slaveholders and enslaved people in the Tidewater. It also divided the white community into a small group of wealthy people and a much larger group with little or no property, most of whom were poor and lived in the backcountry South.

**The Backcountry** The backcountry was cut off from the coast by poor roads and long distances. Families usually lived on isolated farms. They often did not legally own the land they farmed. Many families lived in simple one-room shacks. Few families had servants or enslaved people to help them with their work. Women and girls worked in the fields with the men and boys.

In the backcountry, people cared less about rank. Life in the backcountry provided a sharp contrast to life near the coast. As a result, backcountry people believed that the colonial governments on the coast did not care about them. They thought that colonial government cared only about protecting the wealth of the Tidewater plantation owners.

✓ **Checkpoint** How did people live in the backcountry?

★ **Looking Back and Ahead** As you have seen, the English colonies developed along distinct regional lines. But Spain, too, was competing for influence in North America. It had started its own colonies long before the English arrived.



### Vocabulary Builder

**contrast** (KAHN trast) *n.* difference shown between things when compared



- SS.8.A.2.3 Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources



- SS.8.A.2.2, SS.8.A.2.4, SS.8.G.5.1

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## Section 4 Check Your Progress

### Comprehension and Critical Thinking

- (a) **Summarize** How did the geography of the Southern Colonies affect the kinds of crops that were grown there?  
(b) **Draw Conclusions** Why did the struggle for rich farmland affect the colonists in Virginia?
- (a) **Recall** Why did Lord Baltimore want Maryland's Act of Toleration?  
(b) **Compare** How would you compare the motives of Lord Baltimore in founding the colony of Maryland with those of James Oglethorpe in founding Georgia?



### Reading Skill

#### 3. Compare and Contrast

- (a) Compare and contrast the Tidewater and the backcountry regions of the Southern Colonies.
- (b) Compare and contrast the economic systems of New England, the Middle, and the Southern Colonies. What was the difference between an indentured servant and a slave?

### Key Terms

Read each sentence. If the sentence is true, write YES. If the sentence is not true, write NO and explain why.

4. **Debtors** could not be imprisoned under English law.

5. There were many **plantations** where crops such as wheat, fruits, and vegetables were grown.

### Writing

6. List the different groups of people living in the Southern Colonies between 1620 and the 1700s. Write two or three sentences about each group.



# SECTION 5



## Baptisms and Conquests

“I have baptized here in these new conquests . . . about four thousand five hundred souls, and could have baptized twelve or fifteen thousand if we had not suspended further baptisms until our Lord should bring us missionary fathers to aid us.”

—Father Eusebio Kino, describing missionary activity in present-day Arizona, late 1600s

◀ Spain’s empire extended from Florida (left) to the present-day Southwest.

## Spanish Colonies on the Borderlands

### FL Next Generation Sunshine State Standards

- LA.8.1.6.1 Use vocabulary that is introduced and taught directly
- LA.8.1.6.3 Use context clues to determine meanings of unfamiliar words
- SS.8.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments

### Reading Skill

#### Compare and Contrast Across Sections

The colonies discussed in Sections 1 through 4 were settled primarily by people from the British Isles. Section 5 discusses Spain’s colonies in North America. Recall information from Sections 1 through 4 in order to compare and contrast the English colonies with those of Spain. Examine the text in Section 5 to ask: How are these similar to or different from the colonies discussed in Sections 1 through 4?

#### Key Terms and People

borderland      presidio  
Júnipero Serra      pueblo

**Why It Matters** While France and England were building colonies in North America, Spain’s colonies in the Americas were already hundreds of years old. Some of Spain’s colonies bordered lands where French and English settlers were moving. The people of these colonies would influence each other for many years to come.

**Section Focus Question: How did the Spanish establish colonies on the borderlands?**

### Spanish Florida

Spanish explorers reached Florida early in the 1500s. In 1565, fearing that France might take over the area, Spain built a fort called St. Augustine in northern Florida. It was the first permanent European settlement in what is now the United States.

As English colonies spread southward, Spanish control was threatened. To weaken the English colonies, in 1693, the Spanish announced that enslaved Africans who escaped to Florida would be protected. They would be given land if they helped to defend the colony. During the 1700s, hundreds of enslaved African Americans fled to Florida.

Spain’s Florida colony grew slowly. By 1763, there were only three major Spanish settlements there. All were centered around forts, and all were in the north. The Spanish had little control over the rest of Florida.

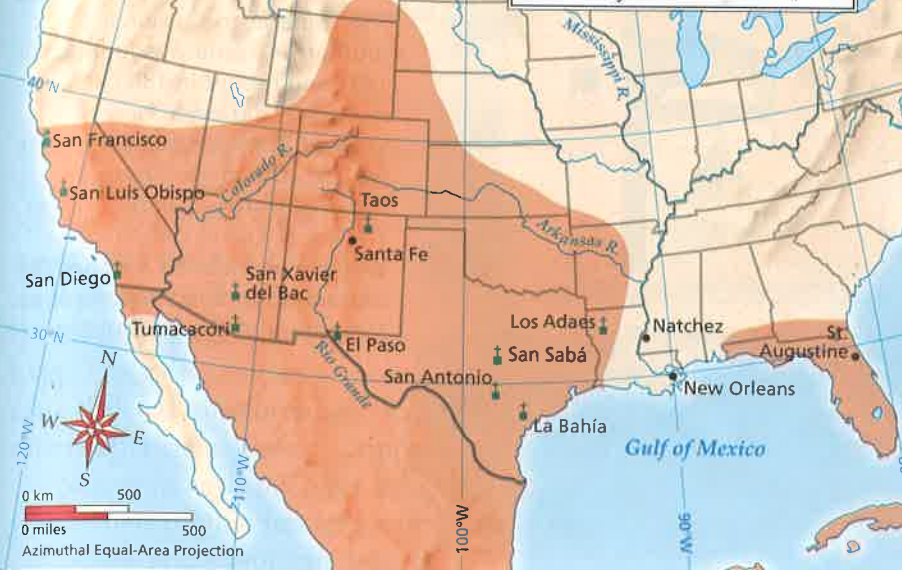
**Checkpoint** Why did the Spanish colonize Florida?

## Spanish Borderlands



### KEY

- Spanish territory
  - Missions, 1565–1776
  - Other settlements, 1565–1776
- Present-day borders are shown.



## MAP MASTER

### Skills Activity

Spanish settlements and missions spread from the Atlantic coast to the Pacific coast.

- Read a Map** Name three Spanish missions in what is now Texas.
- Draw Conclusions** Why might it have been difficult for Spain to maintain so many missions across the borderlands?

### MapMaster Online

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Visit: [PearsonSchool.com/amhist](http://PearsonSchool.com/amhist)

## Settling the Spanish Borderlands

Spain’s most important colonies were in Mexico and South America. Its territories north of Mexico were called the **borderlands**, meaning lands along a frontier. The main **function** of the Spanish borderlands was to protect Mexico from other European powers.

The borderlands began in the east with Florida. Farther west, they included most of Texas, New Mexico, Arizona, Colorado, Utah, Nevada, and California. This vast area differs greatly from place to place with humid lowlands in Texas and deserts and mountains in New Mexico, Arizona, and Utah. Colorado has highlands and mountains, while California has deserts in its southeast corner.

**Juan de Oñate in New Mexico** The first Spanish explorers did not start permanent settlements. Then, in 1598, Juan de Oñate (WAN day ohn YAH tay) led an expedition into New Mexico. He aimed to find gold, **convert** Native Americans to Christianity, and establish a permanent colony. Oñate never found gold, but in 1598 he established Spain’s first permanent settlement in the region at Santa Fe.

Oñate brought more than 300 horses. At their settlements, the Spanish used Native Americans to look after the horses. When some Native Americans ran away from the Spanish, they spread the skill of horseback riding from one Native American group to another. This skill forever changed the lives of the Native Americans of the region.

The Native Americans suffered under Spanish rule. In 1680, several groups in New Mexico rebelled and drove the Spanish from the region. After that defeat, the Spanish did not return for more than 10 years.

### Vocabulary Builder

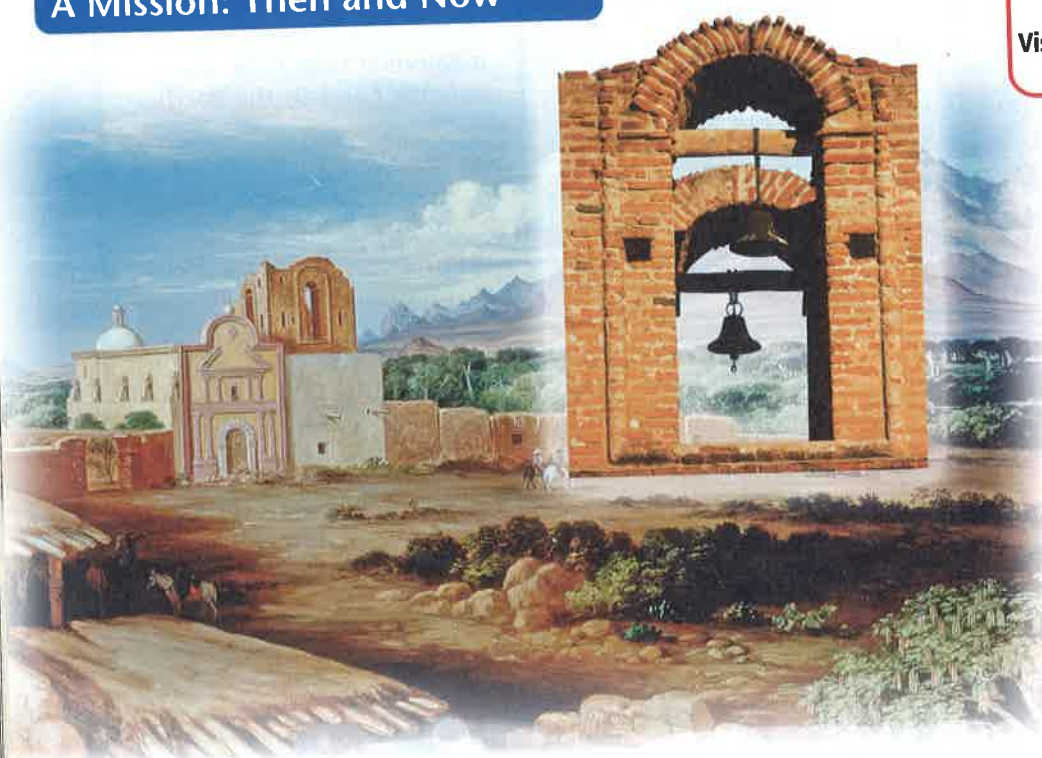
**function** (FUHNK shuhn)  
**n.** purpose; proper use; official duty

### Vocabulary Builder

**convert** (kuhn VERT) **v.** to change from one religion to another



## A Mission: Then and Now



### History *Interactive*

#### Explore an Arizona Mission

Visit: [PearsonSchool.com/amhist](http://PearsonSchool.com/amhist)

#### A Mission: Then and Now

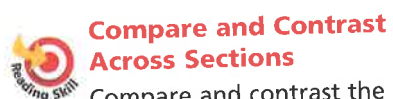
The Tumaacacori Mission in southern Arizona was founded in 1691 and rebuilt in 1800. It looks much as it did when Henry Cheever Pratt portrayed it in 1855 (at left). The mission is now a National Historical Park. **Critical Thinking: Draw Conclusions** Why are abandoned missions like this one considered important to the history of the U.S. Southwest?

**Missions in Texas and Arizona** Roman Catholic missionaries played a key role in colonizing the borderlands. To win Native Americans to Christianity, they established missions—religious settlements that aim to spread a religion into a new area. At the missions, priests taught about Catholicism and made Native Americans work by set rules. The missionary who led the way in spreading Spanish influence in what today is Arizona and Texas was Father Eusebio Francisco Kino.

At first, the Spanish had little success. The only early mission that took root in Texas was about 150 miles north of the Rio Grande. Although the mission failed to convert many Native Americans, it did attract Spanish colonists. This mission became the city of San Antonio.

**Missions Along the California Coast** Spain's California missions were especially important. Spain began colonizing California in 1769. A missionary named **Junípero Serra** (hoo NEE peh roh SEHR rah) played an important role in that effort. His first mission, just north of today's Mexican-American border, eventually became the city of San Diego. Serra later established other missions, including those located in what is now San Francisco and Los Angeles. Altogether, the Spanish founded almost 20 missions in California between 1769 and 1800.

**Presidios and Pueblos** Along with missionaries, Spain sent soldiers. They set up **presidios—military posts**—to defend the missions.



#### Compare and Contrast Across Sections

Compare and contrast the role of religion in the Spanish settlements with that in the Southern Colonies and New England.

The Spanish also established what they called **pueblos—civilian towns**. The pueblos were centers of farming and trade. In the middle of the town was a plaza, or public square. Here, townspeople and farmers came to do business or to worship at the church. Church, shops, and homes lined the four sides of the plaza.

**Checkpoint** What role did missionaries play in Spain's expanding North American empire?

## Life in Spanish Missions

Thousands of Native Americans labored at Spanish missions. They farmed, built churches, and learned a wide range of crafts. The Native Americans were not overworked by Spanish standards of the time. They worked from five to eight hours per day and five or six days per week. They did not work on Sundays or religious holidays.

However, the Native Americans did not have control over their lives. The missionaries punished them harshly if the Native Americans violated mission rules. Native Americans were imprisoned and often kept in shackles or whipped while tied to whipping posts.

Native Americans often rebelled against such treatment. Meanwhile, their population fell as thousands died because of poor living conditions and European diseases.

**Checkpoint** Why did some Native Americans rebel against rules set by missionaries?

★ **Looking Back and Ahead** Spain had now built a vast empire in the Americas. But the 13 English colonies were destined to grow, too. New frictions would develop within the English Empire as it grew.

### HISTORIAN'S APPRENTICE ACTIVITY PACK

To further explore the topics in this chapter, complete the activity in the Historian's Apprentice Activity Pack to answer this essential question:

**What was Spain's lasting influence on the United States?**

FL LA.8.1.6.1, LA.8.1.6.3, SS.8.A.1.1

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## Section 5 Check Your Progress

### Comprehension and Critical Thinking

- (a) **Identify** Where is Saint Augustine located?  
(b) **Draw Conclusions** Why do you think the colony failed to attract settlers?
- (a) **Summarize** Why were the borderlands important to Spain?  
(b) **Apply Information** How did the importance of the borderlands influence the way Spain ruled this region?

- (a) **Recall** How did Junípero Serra help establish Spain's presence in the Americas?  
(b) **Link Past and Present** In what way have the early Spanish missions influenced today's Americans?

### Reading Skill

- Compare and Contrast Across Sections** Compare and contrast the experiences of Native Americans in Spanish settlements and in English colonies.

### Key Terms

- Draw a table with two rows and three columns. In the first column, list the following key terms from this section: **presidio**, **pueblo**. In the next column, write a definition of each word. In the last column, make a small illustration that shows the meaning of each word.

### Writing

- Review the table you created in Key Terms. Add a column to the table. Write two or three sentences for each key term. Explain how it relates to the settlement of Spanish colonies in the Americas.





21st Century Learning

Historians use primary sources to find out information about the past from people who lived during that period. A primary source is firsthand information about people or historical events. The following primary source describes events that took place near the Jamestown Colony in 1608.

FL

SS.8.A.1.5 Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents

This selection is from John Smith's book *A Generall Historie of Virginia, New-England, and the Summer Isles*, published in 1624. It describes his capture by Native Americans and his rescue by Pocahontas, the daughter of the Indian chief Powhatan. Using the writing style of this period of history, Smith refers to himself in the third person, using "he" or "him" instead of "I" or "me."

Primary Source

"... Finding he was beset with 200 savages, two of them he slew still defending himself with the aid of a savage, his guide, ... yet he was shot in his thigh a little, and had many arrows that stuck in his clothese; but no great hurt, til at last they took him prisoner.

Six or seven weeks those barbarians kept him prisoner, ... yet he ... diverted them from surprising the fort ... [gained] his own liberty, and got himself and his company such estimation among them that those savages admired him more than their own *quiyouckosuchs* [gods]. . . .

1608 At last they brought him to ... Powhatan, their emperor. ... Having feasted him after their best barbarous manner they could, a long consultation was held, but the conclusion was: two great stones were brought before Powhatan; then as many as could laid hands on him, dragged him to them, and thereon laid his head, and being ready with their clubs to beat out his brains, Pocahontas, the king's dearest daughter, ... got his head in her arms, and laid her own upon his to save him from death."

Learn the Skill

Use these steps to read a primary source.

- 1 **Identify the source.** Ask questions that help you identify the writer or speaker.
- 2 **Identify the author's purpose for writing.** Often, eyewitnesses might want to inform or persuade the reader to share their views.
- 3 **Recognize the author's point of view.** Distinguish between facts and the author's opinion.
- 4 **Evaluate whether the source is reliable.** Consider who wrote the primary source and the information presented. Compare this information with what you know about the subject.

Practice the Skill

Answer the following questions about the primary source on this page.

- 1 **Identify the source.** (a) Who wrote this excerpt? (b) When did the events occur?
- 2 **Identify the author's purpose for writing.** Why did the author write this source?
- 3 **Recognize the author's point of view.** What is the author's opinion of Native Americans?
- 4 **Evaluate whether the source is reliable.** Is this a reliable source for learning about the history of the Jamestown Colony? Explain.

Apply the Skill

See the Review and Assessment at the end of this chapter.



How did the English start colonies with distinct qualities in North America?

Section 1

The First English Settlements

- The English colony at Jamestown is founded in 1607.
- English Pilgrims seeking religious freedom settled the Plymouth Colony.

Section 2

The New England Colonies

- Puritans seeking religious freedom settled the Massachusetts Bay Colony in 1630.
- People unhappy with the Puritans' religious intolerance founded Rhode Island, Connecticut, and New Hampshire.

Section 3

The Middle Colonies

- After the English takeover, New Netherlands was renamed New York.
- Pennsylvania was founded in 1681 by a Quaker, William Penn.

Section 4

The Southern Colonies

- Maryland was founded as a colony where Catholics could worship freely.
- Large plantations marked the Tidewater region, and small farms dominated the backcountry.

Section 5

Spanish Colonies on the Borderlands

- Spain had large colonies in the Caribbean, Mexico, and South America.
- Spanish missions sought to convert Native Americans to Christianity.
- Spain established presidios and pueblos throughout the borderlands.



Exploring the Essential Question

Use the online study guide to explore the essential question.

Section 1

How did the English set up their first colonies?

Chapter 3  
Essential Question  
How did the English start colonies with distinct qualities in North America?

Section 2

How did religious beliefs and dissent influence the New England Colonies?

Section 5

How did the Spanish establish colonies on the borderlands?

Section 3

How did the diverse Middle Colonies develop and thrive?

Section 4

What factors influenced the development of the Southern Colonies?



### Key Terms

Answer the following questions in complete sentences that show your understanding of the key terms.

- How did the **charter** of the Virginia Company help the colonization of the Americas?
- What problems resulted because Puritans did not believe in religious **toleration**?
- What groups settled in the **backcountry**?
- How did **town meetings** affect the governing of New England colonies?
- Why was New Jersey a **royal colony**?

### Comprehension and Critical Thinking

- Recall** What was the Mayflower Compact?
  - Apply Information** Why do you think the Mayflower Compact is an important part of our country's history?
- Identify** Who were the Puritans and the Pilgrims?
  - Compare and Contrast** How would you compare and contrast the Pilgrims and Puritans?
  - Synthesize** Do you think Puritans and Pilgrims would worship together in America? Explain.
- Summarize** How does the Edward Hicks painting below show the nature of William Penn's dealings with Native Americans?
  - Contrast** How would you contrast the way colonists in Pennsylvania and in Massachusetts got along with Native Americans?



- Identify** How was land farmed in the Tidewater region and in the Virginia backcountry?
  - Draw Conclusions** Would a farmer living in the Tidewater or in the backcountry be more likely to support the Virginia government? Explain.

### History Reading Skill

- Compare and Contrast** Choose any two colonies from among those discussed in Chapter 3. Make a list of three important features of the colonies. Then, compare and contrast these features in the two colonies you have chosen.

### Writing

- Write two paragraphs on the following topic:**  
Describe the factors that led to the establishment of English and Spanish colonies in the Americas.
- Write a Dialogue:**  
Write a conversation that Roger Williams might have had with William Penn. Include issues about how their colonies were settled.

### Skills for Life

#### Read a Primary Source

Use the primary source below by William Bradford, governor of the Plymouth Colony, to answer the questions that follow.

[1621] "[What] was most sad and lamentable was that in two or three months' time, half of their company died, . . . being infected with the scurvy and other diseases. . . . [I]n the time of most distress, there were but six or seven sound persons who . . . spared no pains night or day, but with abundance of toil and hazard to their own health fetched them wood, made them fires . . . made their beds . . . and all this willingly . . . without any grudging in the least."

—from the book *Of Plymouth Plantation, 1620–1647*, by William Bradford

- Who wrote these observations?
- Why did the author write this source?
- How does the author show his feeling about the people who cared for the sick colonists?
- Do you think the author gives an accurate view of the events? Why?

## Document-Based Assessment FL

### Conflict and Government in the Colonies

The first hundred years of colonial life set the stage for the development of the United States government. The documents below give examples of early attempts at governing the colonies, conflict with Native Americans, the colonies' growing acceptance of slavery as well as a more modern interpretation of it.

#### Document A

And this General Assembly shall have free Power . . . to make, ordain, and enact such general Laws and Orders, for the Behoof [good] of the said Colony, and the good government thereof. . . .

—From **Ordinance for Virginia**, 1619

#### Document B



Romare Bearden's *Roots Odyssey*

### Analyzing Documents

Use your knowledge of colonial history and Documents A, B, C, and D to answer questions 1–4.

- What powers are the colonies in Documents A and D quoted to have?
  - make laws and wage war
  - enact laws and buy slaves
  - frame and submit laws
  - make and enact laws
- Which documents support this sentence: The colonists instituted the beginning of representative government.
  - Documents A and D
  - Documents C and B
  - Documents C and D
  - Documents A and C
- From Documents B and C, you can infer that
  - the colonists' ideas about rights did not extend to Africans.
  - the colonists believed in equal rights for all people.
  - slave sellers were members of the House of Burgesses.
  - Native Americans had more rights than did enslaved Africans.
- Writing Task** Why was slavery inconsistent with ideals set out in the Ordinance for Virginia and the Mayflower Compact? Use documents from this page and information from the chapter to write a newspaper editorial that answers this question.

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- SS.8.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments
- SS.8.A.1.4 Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials

#### Document C



Virginia planters feast as their slaves harvest tobacco.

#### Document D

"We . . . combine ourselves together into a civil Body Politick, . . . [to] enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions and Offices, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience."

—From the **Mayflower Compact**, 1620