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# New England: Commerce and Religion

## BEFORE YOU READ

In the last chapter, you learned how the Middle and Southern Colonies started.

In this section, you will learn what helped the New England Colonies to grow and to prosper.

## AS YOU READ

Use this chart to take notes on the factors and events that influenced the lifestyle of people living in the New England Colonies.

Factors and Events	Influence on Lifestyle
Short growing season and poor soil	Practiced subsistence farming
The way land was sold	
Nearness to the Atlantic Ocean	
Royal Charter of 1691	

## TERMS & NAMES

**Backcountry** Region running along the Appalachian Mountains through the far western part of the other regions

**subsistence farming** Producing just enough food for family use and sometimes a little extra to trade in town

**triangular trade** Name given to a trading route with three stops

**Navigation Acts** Laws passed by the English government to make sure that it made money from its colonies' trade

**smuggling** Importing or exporting goods illegally

## Distinct Colonial Regions Develop

(pages 109–110)

*How were the colonies organized into regions by the 1700s?*

By the 1700s, the population of England's colonies in North America had settled in three different regions. These regions were the New England Colonies, the Middle Colonies, and the Southern Colonies. A fourth region was the **Backcountry**. It ran along the Appalachian Mountains through the far western part of the other regions.

Agriculture was the way most colonists made a living. The type of agriculture colonists practiced depended on the climate and resources of the region in which they settled.

1. What were the four different colonial regions in the 1700s?

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## The Farms and Towns of New England

(pages 110–111)

*Why did most New Englanders live near a town?*

New England officials did not usually sell scattered plots of land to individuals. Instead, they sold large plots of land to groups. The buying group was often the *congregation* of a Puritan church. After buying the land, the church divided the land among its members. Colonists usually built their farmhouses and a *meetinghouse* near a green—a central square for public activities.

Most New England farmers practiced **subsistence farming**. That is, they produced just enough food for themselves and sometimes a little extra to trade in town.

2. What did a typical New England town look like?

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## Harvesting the Sea (page 111)

**What** were New England's most valuable articles of trade?

New England had poor, rocky soil that made farming difficult. But the Atlantic Ocean offered many economic opportunities. Some of the world's best fishing grounds were not far off New England's coast. The forests of New England provided all the wood needed to build ships for fishing.

Fish and wood were among New England's most valuable articles of trade. Boston, New Haven, and other coastal cities grew rich as a result of shipbuilding, fishing, and trade.

- 3. Name three economic activities that helped coastal cities in New England grow rich.**

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## Atlantic Trade (pages 111–112)

**What** was the triangular trade?

One kind of trade that New England settlers participated in was **triangular trade**—the name given to a trading route with three stops. For example, a ship might leave New England with a cargo of rum and iron. In Africa, the traders exchanged their cargo for slaves. The slaves then suffered through a trip to the West Indies. There, they were traded for sugar and *molasses*. The traders took this cargo back to New England. Colonists there used the molasses to make more rum to trade.

New England made huge profits from trade. England wanted a share of those profits. In 1651, England began to pass the **Navigation Acts**. The English government designed the acts to make sure that it made money from its colonies' trade. Many colonists ignored the Navigation Acts. **Smuggling**, which is the *importing* or *exporting* of goods illegally, was common.

- 4. Why did the English government pass the Navigation Acts?**

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## African Americans in New England

(pages 112–113)

**Why** were there few enslaved workers in New England?

Slavery was not economical in New England. The owners of the region's small farms did not require a large number of workers. Also, farmers could not afford to house and feed slaves during the long winters when there was little work to do.

Even so, some New Englanders in the larger towns did own slaves. Many slave owners hired out their slaves to work on the docks or in shops or warehouses. Some slaves were allowed to keep part of their wages. A number of slaves saved enough money to buy their freedom. New England became home to more free blacks than any other region.

- 5. How did many of New England's enslaved persons obtain their freedom?**

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## Changes in Puritan Society (page 113)

**Why** did the Puritan religion decline in the early 1700s?

The Puritan religion slowly declined in the 1700s. There were many reasons for the decline. One reason was that the drive for economic gain competed with Puritan ideas. A second reason was that other religious groups established congregations in the region. These groups competed with Puritans for new members. Also, England had given Massachusetts a new royal charter in 1691. The charter took away some of the Puritans' political privileges. It gave religious freedom to other groups besides the Puritans. It also granted the right to vote based on property ownership instead of church membership.

- 6. What political change weakened the Puritan community?**

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# The Middle Colonies: Farms and Cities

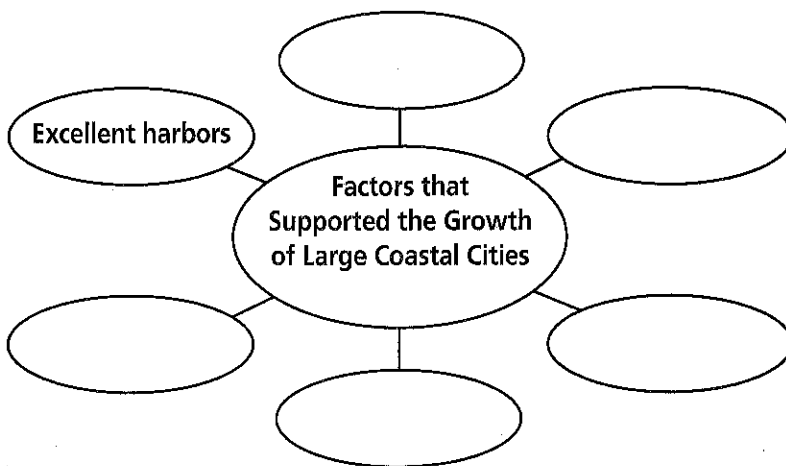
## BEFORE YOU READ

In the last section, you read about the factors that shaped the New England Colonies.

In this section, you will learn how the people who settled in the Middle Colonies made a society of great diversity.

## AS YOU READ

Use this diagram to take notes on the factors that supported the growth of large coastal cities in the Middle Colonies.



## TERMS & NAMES

**cash crop** Crops raised to be sold for money

**gristmill** A mill where grain was ground into flour

**diversity** Variety

**artisan** Craftsperson

**Conestoga wagon** Wagon with wide wheels, curved bed, and canvas cover

## A Wealth of Resources; The Importance of Mills (pages 114–115)

*How was farming in the Middle Colonies different from farming in New England?*

The soil of the Middle Colonies was better for farming than the soil in New England. Also, the climate was milder, and the growing season was longer. These good conditions attracted *immigrants* from all over Europe. Among them were Dutch and German farmers who brought advanced farming methods from their home countries. Their skills, knowledge, and hard work soon resulted in large harvests. The Middle Colonies began to produce **cash crops**—crops raised to be sold for money.

After harvesting their crops of corn, wheat, rye, or other grains, farmers took them to a **gristmill**. At the gristmill, millers used large stones to grind grains into flour. Colonists built gristmills along the region's many rivers. The force of the flowing water was used to power the mills.

1. How did the crops grown by farmers in the Middle Colonies differ from those grown in New England?

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## The Cities Prosper (page 116)

*What geographic features in the Middle Colonies made good locations for cities?*

The excellent harbors along the coasts of the Middle Colonies were perfect sites for cities. Many *merchants* lived in New York City, on the Hudson River, and Philadelphia, on the Delaware River. They exported cash crops and imported manufactured goods. The valuable trade of the port cities helped them to grow. Philadelphia was the fastest growing city. Its prosperity was due mostly to its trade in wheat and other cash crops. The busy port of New York owed its growth to its trade in flour, bread, furs, and whale oil.

The wealth of Philadelphia and New York City also brought many public improvements. The cities' graceful buildings, paved roads, and streetlights made them *rival* cities in England.

**2. What economic activity helped New York City and Philadelphia to grow?**

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**A Diverse Region** (pages 116–117)

*Who settled in the Middle Colonies?*

Many different groups of people arrived in the port cities of the Middle Colonies. Soon, the population of the Middle Colonies showed great **diversity**, or variety, in its people.

After the English, the Germans were the largest group in the region. Many Germans arrived between 1710 and 1740. Most came as indentured servants fleeing religious intolerance. Among the Germans were many skillful farmers and **artisans**, or craftspeople. German craftspeople built **Conestoga wagons**, which farmers used to carry their produce to town. These wagons had canvas covers and wide wheels suitable for dirt roads. Many of the people who later settled the American West would use wagons of this design.

The Middle Colonies became home to many people besides the Germans. There were also Dutch, Scots-Irish, African, Irish, Scottish, Welsh, Swedish, and French people among the region's inhabitants.

**3. How were the Conestoga wagons built by the Germans used?**

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**A Climate of Tolerance** (pages 117–118)

*What factors helped to promote tolerance in the Middle Colonies?*

While the English Puritans shaped life in the New England Colonies, many different groups contributed

to the culture of the Middle Colonies. There were so many groups in the region that it was hard for one group to dominate the others. Diversity helped to promote tolerance.

The Middle Colonies' earliest settlers also helped to promote tolerance. The Dutch in New York and the Quakers in Pennsylvania both practiced religious tolerance. Quakers also insisted on the equality of men and women and were the first to raise their voices against slavery. Quaker ideals influenced immigrants in the Middle Colonies—and eventually the whole nation.

**4. In what ways did the Quakers promote tolerance?**

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**African Americans in the Middle Colonies** (page 118)

*Did the climate of tolerance in the Middle Colonies prevent slavery?*

The tolerant attitude of many Middle Colony settlers did not prevent slavery. In 1750, about seven percent of the Middle Colonies' population was enslaved.

New York City had more people of African descent than any other city in the Northern colonies. Tensions existed between the races in New York City. Sometimes the tensions led to violence. In 1712, a group of about 24 rebellious slaves set fire to a building. They then killed nine whites and wounded several others who came to put out the fire. Armed colonists caught the suspects and punished them horribly. The harsh punishments showed that whites would use force and violence to control slaves. Even so, slave *rebellions* continued to occur.

**5. What was one way that white people kept control of their slaves?**

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Chapter 4 **4** Colonies (pages 119–125)

# The Southern Colonies: Plantations and Slavery

## BEFORE YOU READ

In the last section, you learned how the Middle Colonies became a society of great diversity.

In this section, you will learn how the economy of the Southern Colonies began to depend on slave labor.

## AS YOU READ

Use the diagram to take notes on the causes and effects of the use of enslaved Africans in the Southern Colonies.

## TERMS & NAMES

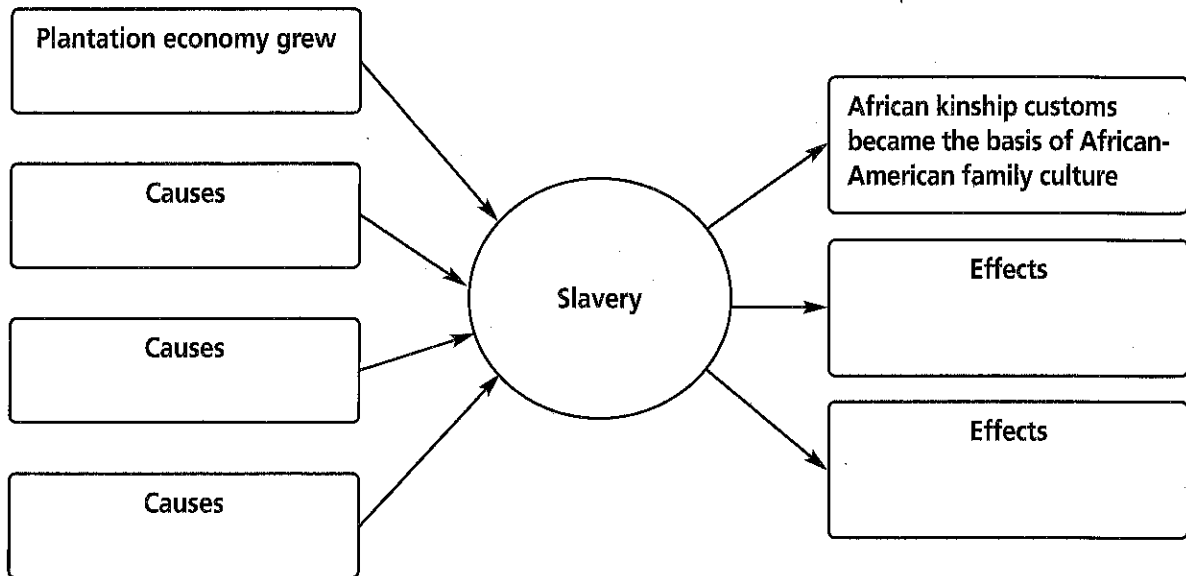
**indigo** Plant that yields a rich blue dye

**Eliza Lucas** Woman who introduced indigo as a successful plantation crop after her father sent her to supervise his South Carolina plantations

**William Byrd II** Wealthy Virginia planter best known for his writing

**overseer** Person hired by planters to watch over and direct the work of slaves

**Stono Rebellion** Bloody slave rebellion that took place at the Stono River just south of Charles Town in September of 1739



## The Plantation Economy; The Turn to Slavery (pages 119–121)

*Why was the South a good place to grow plantation crops?*

The South's soil and almost year-round growing season were ideal for plantation crops such as rice and tobacco. These crops required much labor to produce. However, with enough labor, planters could grow them as cash crops.

Starting in the 1660s, planters began using more

enslaved Africans on their plantations. There were several reasons for this change. One reason was that indentured servants were leaving plantations to start their own farms. Another reason was that planters were not successful when they tried to force Native Americans to work on the plantations.

As a result of the turn to slavery, the population of enslaved Africans grew rapidly. By 1750, enslaved Africans made up about 40 percent of the South's population.

**1. What factors led planters to use the labor of enslaved Africans?**

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**Plantations Expand** (page 121)

*How did slavery affect the plantation economy?*

The increased use of slavery allowed plantations to expand in South Carolina and Georgia. The growing of rice in the lowlands of these colonies required much labor and skill. Planters bought slaves from West Africa who had those skills.

On higher ground, planters grew **indigo**, a plant that yields a deep blue dye. **Eliza Lucas** introduced indigo as a successful plantation crop. Lucas's father had sent her to run his South Carolina plantation when she was 17 years old.

**2. What were two plantation crops grown in South Carolina and Georgia?**

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**The Planter Class** (pages 121–122)

*What was the planter class?*

The turn to slavery made the owners of plantations with a large number of slaves even wealthier. This planter class was only a small part of the total population. Even so, it held most of the political and economic power in the South.

**William Byrd II** was one of the most famous Southern planters. His family owned a large estate in Virginia, and he eventually held political office in the colony. But Byrd was also a great writer. His account of a trip to create a dividing line between North Carolina and Virginia is his best known work.

**3. Who held most of the political and economic power in the South?**

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**Life Under Slavery** (page 122)

*How did slaves live?*

On large Southern plantations, slaves worked in groups of about 20 to 25. Planters hired **overseers** to watch over and direct the work of slaves. The overseer often whipped slaves who he thought were not doing their full share of work.

Slaves usually lived in small, one-room cabins furnished only with sleeping cots. Typical food for a week might be a small basket of corn and a pound of pork. In spite of these brutal conditions, Africans kept many customs and beliefs from their homelands. These customs and beliefs became the basis of African-American culture.

**4. On what was African-American culture based?**

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**Resistance to Slavery** (pages 122–123)

*How did Africans resist their enslavement?*

Africans fought against their enslavement in several ways. They sometimes worked slowly on purpose, damaged goods, or pretended not to understand orders. Other times they rose up in open rebellion. One famous example was the **Stono Rebellion**. In September of 1739, about 20 slaves gathered at the Stono River just south of Charles Town. They killed several planter families and marched south, beating drums and inviting other slaves to join them. A white militia later caught up with the escaped slaves. Many slaves were killed in the clash. Those who were captured were executed.

Rebellions such as the Stono Rebellion led planters to make slave laws even stricter. Slaves were forbidden to leave a plantation without permission, and slaves were not allowed to meet with free blacks.

**5. How did the Stono Rebellion affect slave laws?**

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# The Backcountry

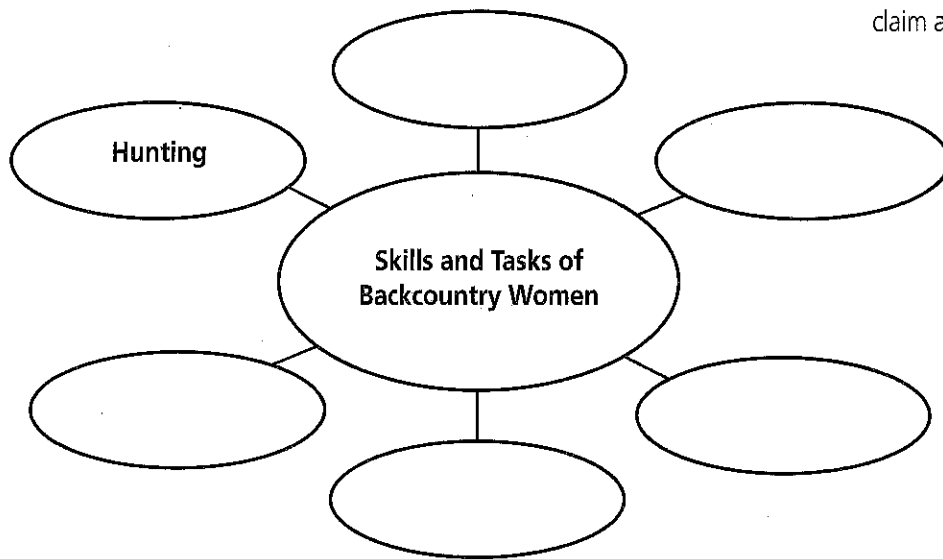
## BEFORE YOU READ

In the last section, you learned how the Southern economy began to rely on slave labor and how this affected Southern society.

In this section, you will read about the people who settled the Backcountry.

## AS YOU READ

Use this diagram to take notes on the skills and tasks that were typical for women in the Backcountry.



## TERMS & NAMES

**Appalachian Mountains** The mountain range that stretches from eastern Canada south to Alabama

**fall line** The point at which waterfalls prevent large boats from moving farther upriver

**piedmont** An area of land at the foot of a mountain or mountain range

**clan** Large groups of families that claim a common ancestor

## Geography of the Backcountry (page 126)

*What was the Backcountry?*

The Backcountry was a region of dense forests and rushing streams. It was located in or near the **Appalachian Mountains**—a mountain range that stretches from eastern Canada south to Alabama. The Backcountry’s resources made it easy for a family to start a small farm. Springs and streams provided water. Forests furnished wood for building log cabins and fences.

In the South, the Backcountry began at the **fall line**, which is where waterfalls prevent large boats from moving farther upriver. Beyond the fall line lay the **piedmont**—an area of land at the foot of a mountain or mountain range.

## 1. What resources did settlers find in the Backcountry?

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\_\_\_\_\_

## Backcountry Settlers; The Scots-Irish (page 127)

*Who settled the Backcountry?*

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

Farmers were next to move into the region. They built log cabins to shelter their families. As the number of settlements grew, settlers began to clash with the

Native Americans whose land they were taking.

Life in the Backcountry was harsh. But by the late 1600s, many families had chosen it as a place to live. In the 1700s, a new group of immigrants—the Scots-Irish—began to move into the Backcountry.

The Scots-Irish came from the border between Scotland and England. Most of them had lived for a time in northern Ireland. When England and Scotland merged in 1707 to form Great Britain, the Scots-Irish suffered many hardships. Poverty and crop failure made their situation even worse.

Hoping to better their lives, the Scots-Irish headed to America by the thousands. Once there, they quickly moved into the Backcountry. The Scots-Irish brought their clan system with them. **Clans** are large groups of families that claim a common ancestor. Clan members were suspicious of outsiders and banded together when danger threatened. Clans helped families deal with the dangers and problems of life in the Backcountry.

## 2. How were the Scots-Irish organized?

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### **Backcountry Life** (page 128)

*How did life in the Backcountry compare with life along the seaboard?*

Settlers along the coast carried on a lively trade with England. In the Backcountry, rough roads and rivers made it hard to move goods. Backcountry farmers had to learn to depend on themselves. They built cabins and made rough furniture from the logs they cut in the forest. They fed their families with the hogs and cattle they raised and with the fish and game they killed. Backcountry settlers grew yellow corn for their livestock and white corn to eat. Popcorn was probably their only snack.

Backcountry women were *hardy*. They worked in the fields, as well as the cabins. Women also quickly learned to use guns and axes.

## 3. What were common foods in the Backcountry?

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### **Other Peoples in North America**

(pages 128–129)

*What other peoples lived in North America?*

The desire for land led many Backcountry settlers to move westward. The push to the West brought settlers into contact with other peoples in North America.

Among these peoples were Native Americans, who had made their homes there for thousands of years. They also encountered the French and Spanish, who claimed a great deal of land in North America.

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

Sometimes contact with other peoples led to conflict. English Backcountry settlers pressured Native American tribes to move off the land they wanted to settle. Some tribes reacted by attacking the settlers. White settlers struck back, leading to more bloodshed.

When the English began to move into territory that the French fur traders wanted to keep for themselves, there were more conflicts. The Spanish, too, were a source of conflict. Spain controlled large areas of North America, including territories that today form the states of Florida, Texas, and California. Spanish settlers were farmers, ranchers, and priests. The priests established missions to convert Native Americans. The Spanish then built forts near the missions for protection. In 1718, Spaniards built Fort San Antonio de Bexar to guard the mission of San Antonio de Valero—later renamed the Alamo.

## 4. With whom did the Backcountry settlers have conflicts?

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## Glossary/After You Read

**congregation** A group of people who gather to worship

**exporting** Sending goods or products to other countries

**hardy** Strong and healthy

**immigrants** People coming to live in a country in which they were not born

**importing** Bringing in goods or products from other countries

**meetinghouse** A building for public meetings

**merchants** Persons whose work is buying and selling goods

**molasses** A thick, sweet syrup made from sugar cane and used to make rum

**rebellions** Open, armed, and organized resistance

**rival** To be the equal of

### Terms & Names

A. Write the letter of the name or term next to the description that explains it best.

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|--------------------|--------------------|
| a. Eliza Lucas     | d. Stono Rebellion |
| b. William Byrd II | e. Navigation Acts |
| c. Conestoga wagon |                    |

- \_\_\_\_\_ 1. Introduced indigo as a successful plantation crop
- \_\_\_\_\_ 2. Laws passed by England because it wanted a share in its colonies' trading profits
- \_\_\_\_\_ 3. Wrote an account of an expedition to create a dividing line between Virginia and North Carolina
- \_\_\_\_\_ 4. Would be important in settling the West
- \_\_\_\_\_ 5. One example of Africans' resistance to their enslavement

B. Write the name or term that best completes each sentence.

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|---------------------|-----------|-----------------------|
| Backcountry         | gristmill | Appalachian Mountains |
| subsistence farming | diversity | fall line             |
| triangular trade    | artisans  | clan                  |
| smuggling           | indigo    |                       |
| cash crop           | overseers |                       |

1. The term used to describe a trade route with three stops is \_\_\_\_\_.
2. The \_\_\_\_\_ ran along the Appalachian Mountains through the far western part of the other colonial regions.
3. \_\_\_\_\_ directed the work of slaves.
4. The \_\_\_\_\_ stretch from eastern Canada south to Alabama.
5. The Middle Colonies showed more \_\_\_\_\_ in its people than the other colonies.

## Main Ideas

1. Into what four different regions were the colonies divided by the 1700s?

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2. How did England respond to the success that colonists had trading?

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3. What attracted settlers to the Middle Colonies?

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4. Why did Southern planters begin to use enslaved workers?

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5. Why did the colonists' decision to push westward cause conflicts?

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## Thinking Critically

Answer the following questions on a separate sheet of paper.

1. How did the climate and resources of each colonial region influence the way its people made a living?
2. If you were a colonist in the 1750s, in which of the colonial regions would you choose to live? Why?