ERA 2: COLONIZATION AND SETTLEMENT, 1585-1763

Introduction

For a great number of students and not a few teachers, one of the most challenging periods of American history is that period between European colonization and the American Revolution. Indeed, when we stop to think about it, we discover (much to our surprise) that over 42% of American history took place between the establishment of the first permanent English settlement at Jamestown and the declaring of that colony and twelve others as independent from Great Britain. And yet, most of us spend comparatively little time on those crucial years between English colonization and settlement and the coming of the American Revolution, a period of roughly 100 years. To be sure, we spend some time on Bacon's Rebellion and King Philip's War, both of which took place in 1676, and considerably more time on the Salem witchcraft hysteria of 1692-1693. But few of us stop to ask our students **precisely why** these events (and others that took place during this era, such as the 1685-1688 Dominion of New England, the trial of editor John Peter Zenger in 1735, the Great Awakening which began in the 1730s, and many others) are important—or what they collectively tell us about important themes of the era.

Once we conclude our study of colonial settlement,[1] the major theme that will tie the era's major trends and events should be the **growth and increasing maturity of Britain's North American colonies economically, socially, and politically.** But, as in other periods of the history of all peoples, change and maturation often can be painful and sometimes resisted. Thus, the central theme can be **growth, maturation, and reaction to change**. And, as students will see, such a central theme not only ties together the era's principal trends, people, and events, but also can lead almost naturally to the era of revolution (Era 3).

Student Content Goals- 4th Grade

1. Identify pre-colonial Native American groups (i.e. Cherokee, Creek, Chickasaw, etc.) and Native American groups in Tennessee.
2. Determine the reasons for colonial settlement (such as religious, economic, political, individual freedoms). Understand the role of religion in the English colonies, including treatment of dissenters.
3. Identify European groups that settled in North America (Puritans, Separatists, Quakers, Spanish, French, etc.)
4. Explain how Native American culture changed as a result of contact with Europeans.
5. Explain the reasons for the evolution of the slave trade in North America and its economic, political, and social impact.

Student Content Goals- 8th Grade

1. Recognize the influence of science and technology in the exploration and colonization of North America (such as the compass, shipbuilding, food storage, the printing press, financial markets, weaponry, etc).
2. Recognize the contributions of European thinkers who influenced religious and political thought in colonial America (such as participatory government, the ideal community, the challenge to inherited hierarchy).

[1] By 1680 all English colonies in North America were settled, with the exception of Georgia. In the 1660s the English took the Dutch colony of New Netherland and renamed it New York after the king's brother James, the Duke of York.

3. Discuss the search for religious, economic, political, and individual freedoms in colonial settlement. Note the limits on individual freedoms in colonial America.
4. Compare and contrast the economic systems of the northern and southern colonies of North America. Explain why slavery flourished in the South and not in the North.
5. Explain the differences between Spanish, French, and English settlements.
6. Compare and contrast the religions of colonial America (Native American Earth/Mother Spirit, African religious traditions, Puritanism, Quakers, etc).
7. Explain the shift from using indentured servants to adopting the institution of slavery. Compare the lives of each.
8. Explain the environmental impact of European settlement in North America.

Student Skills Goals- 4th Grade

1. Read and interpret facts from a historical passage about an early American Spanish mission.
2. Identify the major industries of colonial America using a map of the original thirteen British North American colonies.
3. Understand the difference between a barter system and a money system.
4. Identify on a map the routes of the explorers of the Americas.
5. Interpret a time line that depicts indentured servants coming from Europe and slaves transported from Africa.
6. Understand the place of historical events in the context of past, present, and future.

Student Skills Goals- 8th Grade

1. Read and analyze a primary source document from this era (letter, diary, contract, etc.).
2. Read a time line and place various events in chronological order.
3. Differentiate between a primary and a secondary source.
4. Identify a time line of technological innovations.
5. Identify conclusions about historical events using primary and secondary sources.

Teacher Development Goals

1. **Historical Content.** Teacher is able to use major trends, events, and people to develop the central theme of American history between colonial settlement and the American Revolution.
2. **Use of Primary Sources.** Teacher is able to use statistics to explain the evolutions of the economic systems of the northern and southern colonies.
3. **Historical Thinking.** Teacher is able to explain how economic, political, social, and cultural change occurs and the role that trends, events, and individuals play in those changes. Major issue: Are historical forces stronger than human choices or decisions?
4. **Integration of Technology.** Teacher encourages students to use technology to make presentations on aspects of this era. Presentations may be by individuals or groups.

Timeline

1585	First Roanoke settlement established on North Carolina coast
1588	England defeats Spanish Armada
1607	First permanent English settlement at Jamestown settled
1608	Champlain founds Quebec
1609-1611	"Starving time" in Virginia threatens survival of the colonists
1616-1618	Plague destroys Native American population of coastal New England

1619	First Africans arrive in Virginia
1619	House of Burgesses established
1620	Pilgrims sign the Mayflower Compact and settle New Plymouth (2nd colony)
1622	Surprise Indian attack devastates Virginia
1624	James I, king of England, dissolves Virginia Company
1625	Charles I ascends English throne
1630	John Winthrop transfers Massachusetts Bay charter to New England
1634	Maryland is founded
1638	Anne Hutchinson exiled to Rhode Island
1642-1649	English Civil War
1644	Second major Indian attack in Virginia
1660	Restoration in England; Charles II crowned king
1661	Maryland defines slavery as a lifelong, inheritable racial status
1673	English traders cross the eastern border of Tennessee & arrive in East Tennessee
1675	King Metacom's War (King Philip's War) devastates New England
1676	Bacon's Rebellion threatens Governor Berkeley's government in Virginia
1681	William Penn granted patent for his "Holy Experiment"
1688-1689	Glorious Revolution in England
1689	English Bill of Rights
1692	Salem Village in Massachusetts wracked by witch trials
1693	Spain begins offering freedom to English-owned slaves escaping to Florida
1706	Birth of Benjamin Franklin
1718	New Orleans founded
1732	Birth of George Washington
1732	James Oglethorpe receives charter for Georgia
1734-1736	First expression of the Great Awakening at Northampton, Massachusetts
1739	Stono Rebellion, uprising of South Carolina slaves terrifies white planters
1740	George Whitefield preaches in Boston
1754	Albany Congress meets
1754-1763	Seven Years' War (French & Indian War)
1757	Fort Loudoun built where the Little Tennessee & Tellico rivers meet, which helped to ally the Cherokee Nation in the fight against the French
1760	George III becomes king of Great Britain
1763	Indian uprising in Ohio Valley and Great Lakes
1763	Peace of Paris ending the Seven Years' War (French & Indian War) is signed. As part of the Paris Peace Treaty, the Proclamation of 1763 is issued which prohibits colonial settlement west of the Appalachian Mountains

Major Themes, Issues, Documents, People, Events

1. Themes/ Issues

Before we analyze Era 2's major themes, issues, documents, people, and events, we need to recall that the lives of early colonists for the most part were hard and (especially in the southern colonies) short. For example, in Middlesex County, Virginia, between 1650 and 1700, the average white female married at just under seventeen years old, bore an average of over nine children (around three of whom survived), and died at around the age of thirty-nine.[2] Throughout the colonies, the lives of rural folk generally followed the seasons of the year. Births were highest in February and March (conceived in May and

[2] On Middlesex County, Virginia, see Allan Kulikoff, *Tobacco and Slaves: The Development of Southern Cultures in the Chesapeake, 1680-1800* (Chapel Hill: University of North Carolina Press, 1986), p. 60.

June, after planting) and deaths were highest in January and February (the old and the newborn) and August and September (probably due to epidemic diseases). Although food was usually available, the standards of living for the most part were low. For instance, very few homes could boast of owning chairs, with benches used throughout and the one chair (if there was one) reserved for the male head of household (the "chair man"). Their lives were guided by superstitions, fears of creatures, spirits, and witches, and universal deference (a bow or a curtsy) to their "betters." Except for New England, literacy was not widespread. In all, those colonists who came to America to improve their lives, if they lived long enough, generally were disappointed.

As colonial populations grew and colonists began to benefit from better diets and improved standards of living, things clearly got better. And yet, troubles still existed. In Virginia, for example, the adoption of tobacco as a cash crop led to an obsession to clear more land and grow more of what King James I called "that stinky weed." As tobacco production in Virginia and Maryland soared (from 119,000 lbs. in 1620 to 37,166,000 lbs. by 1700), prices fell (from 12.00 pence sterling per lb. in 1620 to 1.00 in 1700), hard times returned and debts to British merchants and others mushroomed.[3] As Virginians approached the 1760s, many were in a precarious economic situation with little or no hope of relief.

New England also faced difficulties, albeit from different causes. Population growth led to the problem of land availability and dividing the land among all the male heirs meant smaller and smaller farms that were expected to feed and support larger families. In Concord, Massachusetts, for instance, the average farm size in 1663 was a bountiful 259 acres, whereas by 1749 that average had shrunk to but 56 acres. Gradually farmers stopped dividing farms among all of their sons, leaving a number of young men to find other means of support. Many drifted into towns like Boston where they took low-paying jobs and formed a frustrated, angry, and potentially troublesome population.[4]

Thus as the colonies grew and matured, in some ways life was better but in many ways it was not. Population growth presented new problems even as it solved old ones. Moreover, the British government's economic policy of **mercantilism** (in which colonies existed to provide raw materials for the mills and factories of the mother country and customers for British manufactured products) obstructed the colonies' economic growth and diversity. Finally, as the colonies grew and changed, conflicts emerged between those who welcomed and embraced change and those who opposed and resisted it.

In Virginia in 1675, frontier farmers, many of whom were poor formerly indentured servants who demanded the colonial government pursue an aggressive policy toward Native Americans, finally rose in revolt against Governor William Berkeley and the House of Burgesses. The uprising collapsed in 1676, however, when its leader Nathaniel Bacon died suddenly of a "violent flux" (probably dysentery). The rebellion probably was the major factor in turning Virginia planters from using indentured servants to buying slaves from Africa. In Middlesex County, Virginia, the black population in 1668 was but 7.13 % of the total, whereas by 1740 it had grown to 54.21%.

Virginia was not the only colony that experienced a rebellion. In 1689, Jacob Leisler led a revolt against English rule in New York, but was defeated and hanged. In Maryland, religious conflict between Catholics and Protestants was one cause of Coode's Rebellion in 1689. Class hostility was probably the main factor leading to Culpepper's Rebellion in the Carolinas. Clearly, in Massachusetts, Virginia, Maryland, and the Carolinas, demographic, economic, ethnic, religious, and political changes led to conflict and, often, armed rebellions.

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[3] Social Science Research Council, *Statistical History of the United States* (Stanford, CT: Fairfield, 1965), pp. 765-766; U.S. Census Bureau, *Historical Statistics of the United States* (Washington: Government Printing Office, 1975), part 2, p. 1198.

[4] Robert Gross, *The Minutemen and Their World* (New York: Hill & Wang, 1976), pp.15, 209-210; James Henretta, *The Evolution of American Society, 1700-1815* (Lexington, MA: D.C. Heath, 1973), pp. 29-30; Gary B. Nash, "Urban Wealth and Poverty in Pre-Revolutionary America," *Journal of Interdisciplinary History*, vol. 6 (Spring 1976), pp. 545-584.

Perhaps the most dramatic example of conflict between old ways and new was the Salem witchcraft hysteria of 1692-1693. Although on the surface the witchcraft trials bore little resemblance to the rebellions in Virginia, Maryland, the Carolinas, and elsewhere, according to historians Paul Boyer and Stephen Nissenbaum they stemmed from the same causes: social conflict which was the result of growth and change.[5]

And so, as the colonies grew and matured, those changes created problems for many of the colonists, problems that manifested themselves in ethnic, class, religious, and ideological conflicts. From those conflicts emerged what one French traveler called "an American, this new man." Although tied to the mother country by numerous bonds of language, economics, traditions, and affection, these colonists had become something decidedly different from their European cousins. **In one way, this evolution was the most important result of colonial growth, change, and maturation. This would make a very interesting central theme for Era 2.** By 1750 the word "American" had begun to be used to refer to a colonist, no matter what colony he/she was from.

As Britain's North American colonies grew, changed, and matured, they experienced three common trends. The first was that of being a part of the vast British Empire. As noted earlier, British officials over time developed a number of loosely related policies that later economists called "mercantilism." The goals of mercantilism were to develop a self-sustaining empire, in which colonies would produce raw materials (lumber, tobacco, rice, indigo, etc.) that would be shipped to England for consumption and for manufacturing into products, which in turn would be sold back to the colonies. Beginning in 1660, Parliament passed a series of acts designed to bar other nations from entering this commerce and to prohibit the colonies from competing directly with business in the mother country. Between 1700 and 1770, colonial exports to England more than doubled, from £400,000 to £1,000,000. Mercantilism, however, was designed primarily to benefit the mother country. While colonists were exporting a great deal to England, in turn they were importing from England even more. For example, tobacco plants in Virginia and Maryland by 1770 were exporting £435,000 of tobacco but at the same time importing £717,782 of goods from England. The obvious results were mounting debts, soon to be a source of considerable trouble.

A second trend that could be seen in all of the colonies was the embrace by many of the well educated of the intellectual movement known as the Enlightenment. Blossoming first in Europe and then in America, the Enlightenment emphasized the ability of the individual human mind to use reason and experimentation to discover the universal laws that governed the motions of planets, moons, comets, tides, as well as human actions. Because each individual possessed the abilities to think and reason, it followed naturally that the human mind should be free of constraints imposed by either the state or the church. Moreover, according to John Locke, each individual possessed the natural rights of life, liberty, and property and it was the primary (if not total) role of the state to protect those rights. This emphasis on the individual rather than on the community was a marked shift in the thinking of eighteenth century colonists from the thinking of the generation of settlers.

At the same time that the Enlightenment affected the thinking of the better educated and well to do, a series of religious revivals collectively known as the Great Awakening affected the thinking of other colonists. By the early eighteenth century, religious worship apparently had grown listless and dispirited. Church attendance was low, especially in the southern colonies and on the frontier where many communities had no religious leaders or churches at all. In the Congregational churches of New England, singing apparently was so bad that the Rev. Thomas Symmes said it "must be wholly omitted" and another cleric described it as "hideous and disorderly [and] bad beyond expression." Then, beginning in the 1720s and flowering in the 1730s, ministers such as Theodore Jacob Frelinghuysen, Gilbert and John Tennent, Jonathan Edmunds, and (especially) George Whitefield preached on the critical importance of

[5] Paul Boyer and Stephen Nissenbaum, *Salem Possessed: The Social Origins of Witchcraft* (Cambridge, MA: Harvard University Press, 1974). For a recent reconsideration of Salem see "Forum: Salem Repossessed," *William and Mary Quarterly*, vol. 65 (July 2008).

individual conversion and personal religious experience. Thus, as the Enlightenment emphasized the individual human mind, the Great Awakening stressed the importance of the individual soul as well as the equality of all people before God. As the Enlightenment undercut the authority of both the church and the state, the Great Awakening ended the belief in and support of a state that supported and endorsed religious denomination. In sum, both the Enlightenment and the Great Awakening reflected the growth, change, and maturation of Britain's North American colonies.

The central theme of colonial growth, change, and maturation can be divided into important subthemes:

1. Expansion and conflict with Indians (1675-1676, King Philip's War destroyed the power of Indians in New England)
2. The colonies within an empire (mercantilism, colonial wars)
3. Evolution of southern and northern economies (southern cash crops and slavery, northern family farms and economic diversification)
4. Conflicts rising from change and maturation (Bacon, Leisler, Coode, Culpepper, Salem)
5. Enlightenment and Great Awakening (emphasis on individualism and equality)

2. Documents

a) Founding Documents

1. William Penn, "Frame of Government" (1682)

William Penn (1644-1718), founder of Pennsylvania, as a young man joined the persecuted sect of Friends, or Quakers, despite the opposition of his father. As a leader of this group he became interested in the management of the Jerseys, then largely under Quaker control and, in the later days of Charles II, secured the grant of Pennsylvania, including three counties now in Delaware. Penn then set about attracting settlers for the new colony and later drew up the "Frame of Government" and a penal code far in advance of his time. Actually the governmental structure provided in his First Frame of Government proved unworkable and was soon thereafter supplanted. Freedom of worship in the colony was to be absolute, and all the traditional rights of Englishmen were carefully safeguarded. The Frame of Government has lasting historical importance as an important step in the development of American and world democracy.

2. Nathaniel Bacon, "Challenge to Governor William Berkeley" (pronounced Bar' cly) (1676)

Economic and social power became concentrated in late seventeenth-century Virginia, leaving laborers and servants with restricted economic independence. Governor William Berkeley feared rebellion. Planter Nathaniel Bacon focused inland colonists' anger at local Indians, who they felt were holding back settlement, and at a distant government unwilling to aid them. In the summer and fall of 1676, Bacon and his supporters rose up and plundered the elite's estates and slaughtered nearby Indians. Bacon's declaration to Berkeley challenged the economic and political privileges of the governor's circle of favorites, while announcing the principle of the consent of the people. Bacon's death and the arrival of a British fleet quelled this rebellion, but Virginia's planters long remembered the spectacle of white and black acting together to challenge authority.

3. John Locke, "Two Treatises on Civil Government," selections (1690)

John Locke's "Two Treatises on Civil Government" constitute a work of political philosophy published anonymously in 1689. The first treatise attacks patriarchalism and the second treatise outlines a theory of political or civil society based on natural rights and contract theory.

b) Other Documents

1. **Jonathan Edwards, "Sinners in the Hands of an Angry God" (1742)**
   "Sinners in the Hands of an Angry God" was a sermon written by American theologian Jonathan Edwards and preached on July 8, 1741 in Enfield, Connecticut. Like his other sermons and writings, Edwards combines vivid imagery of the Christian concept of Hell with observations of the secular world and citations of scripture. Like most sermons of the Great Awakening, Edwards emphasizes the widely-held belief that Hell is a real and functional place. Edwards hoped that the imagery and message of his sermon would awaken his audience to the horrific reality that he argued awaited them should they continue without Christ.

2. **Benjamin Franklin, *Autobiography* (1791)**
   Considered the greatest autobiography published in Colonial America, if not American history, Benjamin Franklin's autobiography portrays a fascinating picture of life in Philadelphia, as well as Franklin's shrewd observations on the literature, philosophy and religion of America's Colonial and Revolutionary periods. Franklin wrote the first five chapters of his autobiography in England in 1771, resumed again thirteen years later (1784-85) in Paris and later in 1788 when he returned to the United States. Franklin ends the account of his life in 1757 when he was but 51 years old.

3. **Fundamental Orders of Connecticut (1639)**
   The Fundamental Orders were adopted by the Connecticut Colony council on January 24, 1639. The orders describe the government set up by the Connecticut River towns, setting its structure and powers. It was a Constitution for the colonial government of Hartford and was similar to the government Massachusetts had set up. However, this Order gave men more voting rights and opened up more men to be able to run for office positions.

4. **Toleration Act of 1649**

   The Maryland Toleration Act, also known as the Act Concerning Religion, was a law mandating religious tolerance for trinitarian Christians. Passed on September 21, 1649 by the assembly of the Maryland colony, it was the first law requiring religious tolerance in the British North American colonies and created the first legal limitations on hate speech in the world.

5. **Slave Codes (1600s)**
   Slave codes were laws each colony, had defining the status of slaves and the rights of masters; the code gave slave owners near-absolute power over the right of their human property.

3. Other Primary Sources

a) Statistics. Statistics can be extremely valuable when teaching this era. Historians have worked very hard to make these statistics available, and they can be used in a number of ways:

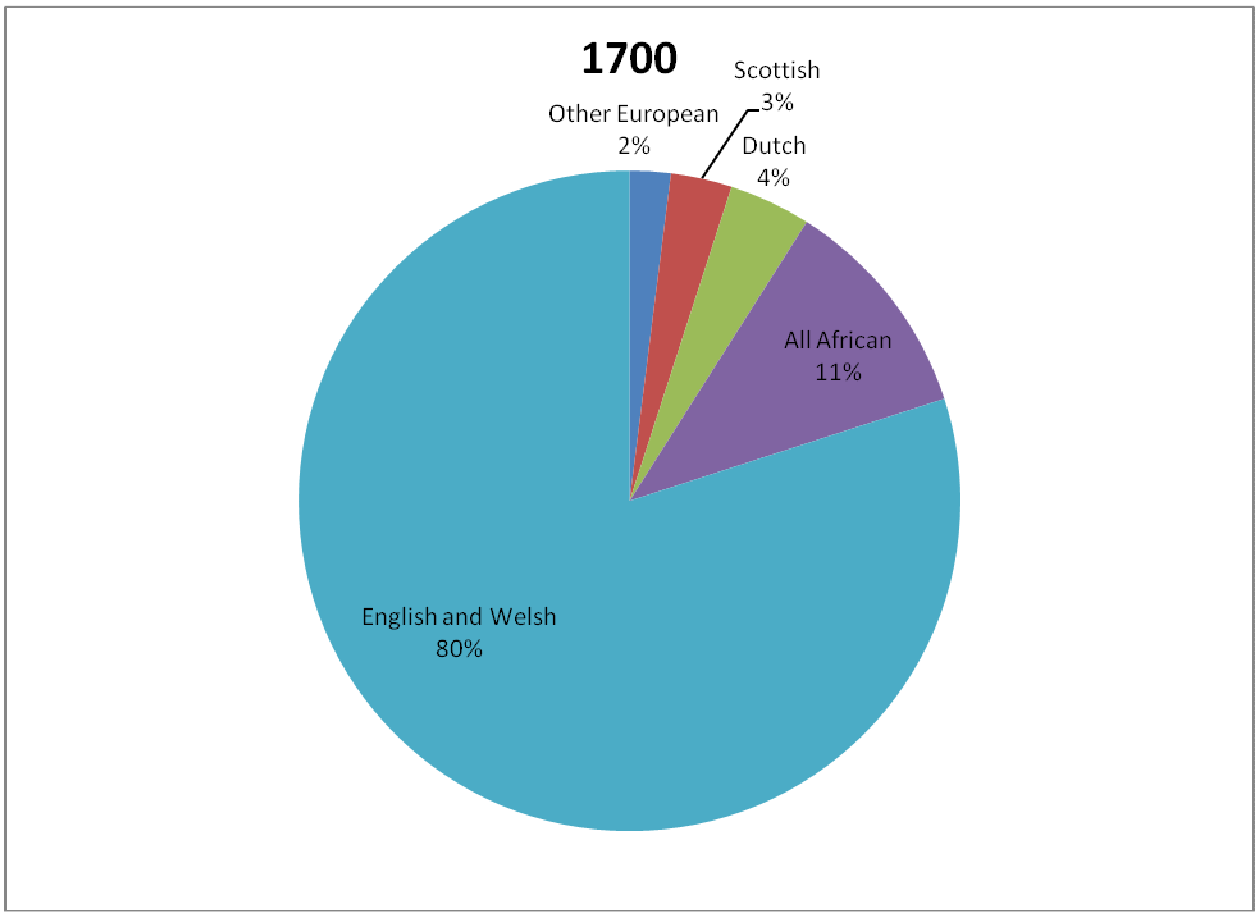
1. To demonstrate how growth, change, and maturation affected the northern and southern colonies in different ways, but leading both toward conflict with Britain.

*** See tables on pp. 52-70** (from William Bruce Wheeler and Susan Becker, *Discovering the American Past, 4th ed.,* Vol. 1, Boston, 2001)

2. To demonstrate the growth of churches as a result of the Great Awakening.
   *** See table below**

Denomination **Number of Churches**

	1700	**1740**	**1780**
Anglican	111	246	406
Baptist	33	96	457
Congregational	146	423	742
Dutch Reformed	26	78	127
German Reformed	0	51	201
Lutheran	7	95	240
Presbyterian	28	160	495
Total	**351**	**1149**	**2668**



Distribution of Europeans and Africans within the British North American Colonies

England's Principal Mainland Colonies					
Name	*Original Purpose*	*Date of Founding*	*Principal Founder*	*Major Export*	*Est. Population c. 1700*
Virginia	Commercial venture	1607	Capt. John Smith	Tobacco	64,560
New York (New Amsterdam)	Commercial venture	1613 (Made English colony, 1691)	Peter Stuyvesant, Duke of York	Furs, grain	19,107
Plymouth	Refuge for English Separatists	1620 (Absorbed by Massachusetts1691)	William Bradford	Grain	Included with Massachusetts
Name	*Original Purpose Venture*	*Date of Founding*	*Principal Founder*	*Major Export stores*	*Est population c. 1700*
Massachusetts	Refuge for English Puritans	1628	John Winthrop	Grain, wood	55,941
Maryland	Refuge for English Catholics	1634	Lord Baltimore (George Calvert)	Tobacco	34,100
Connecticut	Expansion of Massachusetts	1635	Thomas Hooker	Grain	25,970
Rhode Island	Refuge for dissenters from Massachusetts	1636	Roger Williams	Grain	5,894
Delaware (New Sweden)	Commercial venture	1638 (Included in Penn grant 1681; given separate assembly, 1703)	Peter Minuit	Grain	2,470
North Carolina	Commercial venture	1663	Anthony Ashley Cooper	Wood, naval stores tobacco	10,720
South Carolina	Commercial venture	1663	Anthony Ashley Cooper	Naval stores, rice	5,720

New Jersey	Consolidation of New English territory, Quaker settlement	1664	Sir George Cartaret	Grain	14,010
Pennsylvania	Refuge for English Quakers	1681	William Penn	Grain	18,950
Georgia	Limit Spanish expansion	1733	James Oglethorpe	Silk, rice, wood, naval stores	5,200 (in 1750)

lyzing statistics is a challenging undertaking, but the results can be immensely satisfying, as you come to "see" the *people* the statistics represent.

The Evidence

Sources 1 and 2 data from the U.S. Bureau of the Census, *Historical Statistics of the United States* (Washington, D.C.: U.S. Government Printing Office, 1975), pt. 2, p. 1168; and Jim Potter, "Demographic Development and Family Structure," in Jack P. Greene and J. R. Pole, eds., *Colonial British America: Essays in the New History of the Early Modern Era* (Baltimore: The Johns Hopkins University Press, 1984), p. 138.

1. Population Growth, Virginia, 1640–1770.

Year	Whites	Increase (%)	Blacks	Increase (%)	Blacks as % of Total Pop.
1640	10.292	—	150	—	1
1650	18,326	78	405	170	—
1660	26,070	42	950	135	—
1670	33,309	28	2,000	111	6
1680	40,596	22	3,000	50	—
1690	43,701	8	9,345	212	—
1700	42,170	–4	16,390	75	28
1710	55,163	31	23,118	41	—
1720	61,198	11	26,559	15	—
1730	84,000	37	30,000	13	26
1740	120,440	43	60,000	100	—
1750	129,581	8	101,452	69	—
1760	199,156	35	140,570	39	41
1770	259,411	30	187,605	33	42

2. Population Growth, Maryland, 1640–1770.

Year	Whites	Increase (%)	Blacks	Increase (%)	Blacks as % of Total Pop.
1640	563	—	20	—	3
1650	4,204	647	300	1350	—
1660	7,668	82	758	153	—
1670	12,036	57	1,190	57	9
1680	16,293	35	1,611	35	—
1690	21,862	34	2,162	34	—
1700	26,377	21	3,227	49	11
1710	34,796	32	7,945	146	—
1720	53,634	54	12,499	57	—
1730	73,893	38	17,220	38	19
1740	92,062	25	24,031	40	—
1750	97,623	6	43,450	81	—
1760	113,263	16	49,004	13	30
1770	138,781	23	63,818	30	31

Sources 3 and 5 data from Darrett B. Rutman and Anita H. Rutman, *A Place in Time: Explicatus* (New York: W. W. Norton, 1984), pp. 28, 64.

3. Population Growth, Middlesex County, Virginia, 1668–1740.

Year	Whites	Increase (%)	Blacks	Increase (%)	Blacks as % of Total
1668	847	—	65	—	7.13
1687	1,337	58	117	80	8.05
1699	1,374	3	397	239	22.42
1704	1,436	5	553	39	27.80
1724	1,423	–1	1,293	134	47.61
1740	1,348	–5	1,596	23	54.21

Source 4 from Gloria L. Main, *Tobacco Colony: Life in Early Maryland, 1650–1720* (Princeton: Princeton University Press, 1982), p. 10.

4. Estimates of British Migration to the Americas and the Chesapeake, 1630–1700.

Years	Total Migration	To the Chesapeake	% of Total
1630–1640	41,100	9,000–10,100	21.9–24.6
1640–1650	46,100	8,100–8,900	17.6–19.3
1650–1660	58,200	16,700–18,200	28.7–31.3
1660–1670	55,200	19,500–20,900	35.3–37.9
1670–1680	53,700	21,700–23,000	40.4–42.8
1680–1690	40,200	14,600	36.3
1690–1700	44,100	15,800–16,000	35.8–36.3
Total	338,600	105,400–111,700	31.1–33.0

5. Average Age at First Marriage for White Females, Middlesex County, Virginia, 1670–1749.

Year of Marriage	Average Age at Marriage (years)
1670–1679	18.1
1680–1689	17.5
1690–1699	17.9
1700–1709	19.6
1710–1719	20.1
1720–1729	20.3
1730–1739	20.8
1740–1749	22.0

Source 6 data from Allan Kulikoff, *Tobacco and Slaves: The Development of Southern Cultures in the Chesapeake, 1680–1800,* p. 60.

6. Age at Marriage, Family Size, and Surviving Children in Tidewater, Maryland, 1650–1800.

	Years		
	1650–1700	1700–1750	1750–1800
Average white female age at first marriage	16.8	18.6	22.2
Average completed family size[14]	9.4	9.0	6.9
Average number of surviving children per couple	3.3	5.0	3.7

Source 7 data from Rutman and Rutman, *A Place in Time,* p. 55.

7. Life Expectancy of Chesapeake-born Males Who Reached the Age of 20, Middlesex County, Virginia, 1670–1729.

Birth Years	Mortality per 100, Ages 20–24[15]	Additional Years Expected to Live from Age 20
1670–1679	9.4	26.4
1680–1689	10.9	24.1
1690–1699	11.4	23.5
1700–1709	11.0	24.1
1710–1719	11.2	23.8
1720–1729	11.3	23.6

14. Completed family size: The average number of children born to women who survived married to age forty-five, hence a "completed" family.
15. The number of males twenty years old who died by the age of twenty-four, per one hundred.

Source 8 data from Philip D. Morgan, *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake and Low Country*, p. 41. Published for the Omohundro Institute of Early American History and Culture. Copyright © 1998 by the University of North Carolina Press. Used by permission of the publisher.

8. Plantation Size in Virginia by Number of Slaves, 1700–1779.

	Number of Slaves on Plantations			
Decade	1–5	6–10	11–20	21+
1700–1709	39%	19%	32%	10%
1710–1719	30	20	27	23
1720–1729	30	29	27	13
1730–1739	28	27	20	25
1740–1749	25	25	32	17
1750–1759	18	22	29	31
1760–1769	15	22	29	33
1770–1779	13	22	35	29

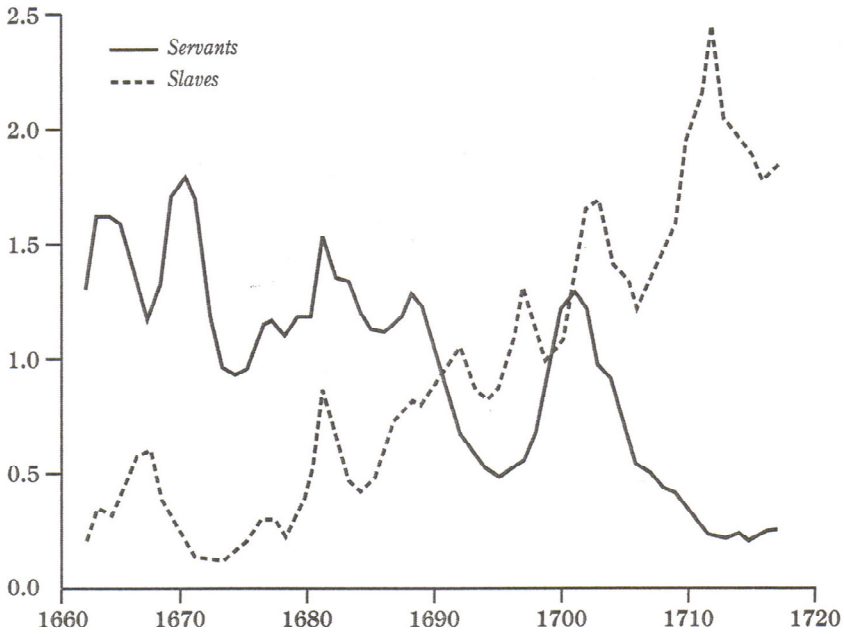
Source 9 from Richard S. Dunn, "Servants and Slaves: The Recruitment and Employment of Labor," in Greene and Pole, *Colonial British America*, p. 165, Table 6.1. © 1991 The Johns Hopkins University Press. Reprinted with permission of The Johns Hopkins University Press.

9. English Slave Imports to America, 1600–1780 (in thousands).

Years	West Indies	Southern[16] Mainland	Mid-Atlantic	New England	Total
1601–1625	—	—	—	—	—
1626–1650	21	—	—	—	21
1651–1675	69	—	—	—	69
1676–1700	174	10	—	—	184
1701–1720	160	28	2	—	190
1721–1740	199	64	4	2	269
1741–1760	267	63	1	1	332
1761–1780	335	80	2	—	417
Total	1,225	245	9	3	1,482
Black population in 1780	346	519	42	14	921

16. The Southern Mainland included Maryland, Virginia, North Carolina, South Carolina, and Georgia.

10. Numbers of Indentured Servants and Slaves per Estate Inventories from Six Maryland Counties, 1662–1717.



Source 11 from James Horn, *Adapting to a New World: English Society in the Seventeenth-Century Chesapeake*, p. 286. Data from St. Mary's City Commission. Published for the Omohundro Institute of Early American History and Culture.

11. Number of Servants and Slaves per Household, Lower Western Shore of Maryland, 1658–1700.

No. of Servants and Slaves per Household	No. of Households Owning	Proportion of All Households Owning	Proportion of All Households in Class Owning Mostly Slaves
		1658–1674	
1–3	2	10.5%	0%
4–6	8	42.1	37.5
7–9	5	26.3	20.0
10+	4	21.1	25.0
Overall	19	100.0	26.3
		1675–1684	
1–3	8	17.8%	12.5%
4–6	18	40.0	5.6
7–9	8	17.8	25.0
10+	11	24.4	36.4
Overall	45	100.0	17.8
		1685–1700	
1–3	24	28.2%	33.3%
4–6	25	29.4	48.0
7–9	12	14.1	58.3
10+	24	28.2	66.7
Overall	85	99.9	50.6

Source 12 from Main, *Tobacco Colony,* p. 106. Data from probate records of six counties, Maryland, in Hall of Records, Annapolis.

12. Percentage of Slaves in Small and Large Bound Labor Groups,[17] 1656–1719.

	Number of Laborers in Group	
Years	2–5	6+
1656–1683	9% slave	40% slave
1684–1696	18	57
1697–1704	32	70
1705–1712	66	89½
1713–1719	68	94

Source 13 data from Social Science Research Council, *The Statistical History of the United States from Colonial Times to the Present* (Stamford, Conn.: Fairfield Publishers, 1965), pp. 765–766; Census Bureau, *Historical Statistics of the United States,* pt. 2, p. 1198.

13. Tobacco Imported by England from Virginia and Maryland (in thousands of pounds) and Maryland Tobacco Prices (in pence sterling/pound), 1620–1770.

Year	Total (in thousands of pounds)	Tobacco Prices (pence sterling/pound)
1620	119.0	12.00
1630	458.2	4.00
1640	1,257.0	2.50
1650	—	—
1663	7,371.1	1.55
1672	17,559.0	1.00
1682	21,399.0	0.80
1688	28,385.5	0.75
1700	37,166.0	1.00
1710	23,351.0	0.85
1720	34,138.0	1.19
1730	34,860.0	0.67
1740	35,372.0	0.80
1750	50,785.0	1.16
1760	51,283.0	1.60
1770	38,986.0	2.06

17. Bound labor groups included indentured servants and slaves.

Source 14 from Russell R. Menard, "Farm Prices of Maryland Tobacco, 1659–1710," in *Maryland Historical Magazine* 68 (Spring 1973): 85. Reprinted by permission.

14. Farm Prices of Maryland Tobacco, 1659–1710 (in pence sterling / pound).

Year	Mean	High	Low	Year	Mean	High	Low
1659	(1.65)			1685	1.00	1.80	0.70
1660	(1.50)			1686	1.00	1.20	0.55
1661	1.50			1687	0.85	1.00	0.60
1662	(1.60)			1688	0.75	1.00	0.50
1663	(1.55)			1689	0.70	1.00	0.50
1664	1.35			1690	(0.80)	1.00	0.50
1665	1.10			1691	(0.80)	1.00	0.60
1666	0.90			1692	(0.80)	1.00	0.60
1667	1.10			1693	0.75	1.00	0.55
1668	1.25			1694	0.75	1.25	0.35
1669	1.15			1695	0.75	1.00	0.50
1670	(1.15)			1696	0.85	1.00	0.60
1671	1.05			1697	0.90	1.50	0.60
1672	1.00			1698	1.00	1.20	0.60
1673	1.00			1699	1.05	1.50	0.60
1674	1.00			1700	1.00	1.20	0.60
1675	1.00			1701	0.95	1.20	0.60
1676	1.05			1702	1.00	1.30	0.70
1677	1.15			1703	0.85	1.00	0.30
1678	1.15			1704	0.90	1.20	0.60
1679	1.05			1705	0.80	1.20	0.35
1680	1.00			1706	0.80	1.20	0.25
1681	0.90			1707	0.90	1.20	0.60
1682	0.80			1708	0.90	1.20	0.40
1683	(0.80)	1.00	0.55	1709	0.90	1.20	0.50
1684	0.80	1.00	0.55	1710	0.85	1.00	0.30

Source 15 data from Census Bureau, *Historical Statistics of the United States,* pt. 2, pp. 1176–1177.

15. Value of Exports to and Imports from England by Virginia and Maryland, 1700–1770 (in pounds sterling).

Year	Exports (£)	Imports (£)
1700	317,302	173,481
1705	116,768	174,322
1710	188,429	127,639
1715	174,756	199,274
1720	331,482	110,717
1725	214,730	195,884
1730	346,823	150,931
1735	394,995	220,381
1740	341,997	281,428
1745	399,423	197,799
1750	508,939	349,419
1755	489,668	285,157
1760	504,451	605,882
1765	505,671	383,224
1770	435,094	717,782

Source 16 from Main, *Tobacco Colony,* p. 54. Data from probate records of six counties, Maryland, in Hall of Records, Annapolis.

16. Average Gross Personal Wealth of Ranked Strata of Maryland Probated Estates, 1656–1719 (in pounds sterling).

Strata of Estates	1656–1683	1684–1696	1697–1704	1705–1712	1713–1719	% Change 1656–83/ 1713–19
Bottom 30%	£16	£15	£14	£14	£13	−19
Lower-middle 30%	48	49	48	46	42	−12
Upper-middle 30%	142	150	169	146	146	+3
Wealthiest 10%	473	652	719	971	1009	+113

Source 17 data from Rutman and Rutman, *A Place in Time*, p. 129.

17. Wealth Distribution in Middlesex County, Virginia: Personal Property of Deceased Adult Males, 1699–1750.

Through 1699
1. The poorest 31.2% of the male population owned 3.6% of the total wealth.
2. The next poorest 28.6% of the male population owned 12.8% of the total wealth.
3. The next poorest 13.9% of the male population owned 11.1% of the total wealth.
4. The next poorest 20.8% of the male population owned 30.9% of the total wealth.
5. The wealthiest 5.6% of the male population owned 41.6% of the total wealth.
1700–1719
1. The poorest 42.5% of the male population owned 3.4% of the total wealth.
2. The next poorest 26% of the male population owned 7.9% of the total wealth.
3. The next poorest 17.8% of the male population owned 12.6% of the total wealth.
4. The next poorest 7.9% of the male population owned 14.7% of the total wealth.
5. The wealthiest 5.8% of the male population owned 61.5% of the total wealth.
1720–1750
1. The poorest 35.3% of the male population owned 3.1% of the total wealth.
2. The next poorest 30.4% of the male population owned 11.2% of the total wealth.
3. The next poorest 26% of the male population owned 31.3% of the total wealth.
4. The next poorest 5.6% of the male population owned 21.3% of the total wealth.
5. The wealthiest 2.7% of the male population owned 33.2% of the total wealth.

Source 18 data from Rutman and Rutman, *A Place in Time*, p. 238.

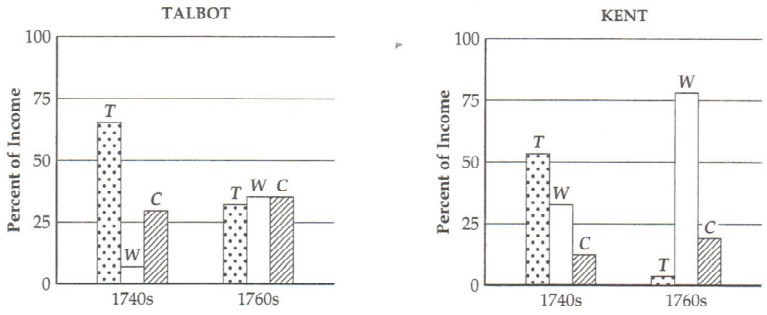
18. Division of Estates, Middlesex County, Virginia, 1699–1750.

Time Period	Percentage of All Sons Receiving Land
Through 1699	93
1700–1719	71
1720–1750	62

19. Output of Tobacco and Wheat per Field Hand on Talbot and Kent County (Maryland) Slaveowning Plantations, 1740s and 1760s.

	1740s		1760s	
	Number of Farms	Output	Number of Farms	Output
Talbot County				
Tobacco (pounds)	59	1,520	22	880
Wheat (bushels)	12	13	18	54
Number of farms in sample	59	—	22	—
Kent County				
Tobacco (pounds)	38	1,540	16	530
Wheat (bushels)	25	40	53	93
Number of farms in sample	40	—	55	—

20. Percentage of Income Earned by Tobacco, Wheat, and Corn on Talbot and Kent County (Maryland) Slaveowning Plantations, 1740s and 1760s.



THE EVIDENCE

Source 1 reprinted from U.S. Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1957* (Washington, D.C.: U.S. Government Printing Office, 1960), p. 756.

1. Growth of White Population, Massachusetts Bay, 1660–1770.

Year	Population	Average Annual Growth Rate (%)
1660	20,082	—
1670	30,000	4.9
1680	39,752	3.3
1690	49,504	2.5
1700	55,941	1.3
1710	62,390	1.2
1720	91,008	4.6
1730	114,116	2.6
1740	151,613	3.3
1750	188,000	2.4
1760	222,600	1.8
1770	235,308	.57

Source 2 data from Philip J. Greven, Jr., *Four Generations: Population, Land, and Family in Colonial Andover, Massachusetts* (Ithaca, N.Y.: Cornell University Press, 1970), p. 179.

2. Growth of White Population, Town of Andover, 1680–1776.

Year	Population	Average Annual Growth Rate (%)
1680	435	—
1685	600	7.6
1695	710	1.8
1705	945	3.3
1715	1,050	1.1
1725	1,305	2.4
1735	1,630	2.5
1745	1,845	1.3
1755	2,135	1.6
1764	2,442	1.6
1776	2,953	1.8

Source 3 data from Robert A. Gross, *The Minutemen and Their World* (New York: Hill and Wang, 1976), p. 15.

3. Growth of Population, Town of Concord, 1679–1750.

Year	Population	Average Annual Growth Rate (%)
1679	480	—
1706	920	3.3
1710	c. 1,000	2.2
1725	c. 1,500	3.3
1750	c. 2,000	1.3

Sources 4 through 6 data from Greven, *Four Generations: Population, Land, and Family in Colonial Andover, Massachusetts,* pp. 191, 189, 177. Source 6 data also from Gross, *The Minutemen and Their World,* p. 209.

4. Children Born Between 1640 and 1759 Who Lived to at Least Age 10, Andover.

Years	Rate
1640–1669	917 per 1,000
1670–1699	855 per 1,000
1700–1729	805 per 1,000
1730–1759	695 per 1,000

5. Children Who Died Before Reaching Age 20, Andover, 1670–1759.

Years	Number	Mortality Rate[7]
1670–1699	87	225 per 1,000
1700–1729	206	381 per 1,000
1730–1759	142	534 per 1,000

7. The mortality rate is the ratio of the number of deaths per thousand people. It is used to compare the deaths in two or more populations of unequal size, such as those of Andover and Boston.

Source 7 data from James A. Henretta, *The Evolution of American Society, 1700–1815: An Interdisciplinary Approach*, 1st ed. (Lexington, Mass.: D. C. Heath, 1973), p. 15.

7. Average New England Farm Size, 1650s and 1750s.

1650s: 200–300 acres (3–6 percent cultivated)
1750s: Under 100 acres (10–15 percent cultivated)

Sources 8 through 10 data from Gross, *The Minutemen and Their World*, pp. 210, 215, 214.

8. Average Landholding, Concord, 1663 and 1749.

Year	Amount of Land
1663	259 acres
1749	56 acres

9. Crop Yields per Acre, Concord, 1749 and 1771.

Year	Grain	Hay
1749	13.2 bushels	0.82 ton
1771	12.2 bushels	0.71 ton

10. Amount of Land Necessary to Pasture One Cow, Concord, 1749 and 1771.

Year	Average
1749	1.4
1771	2.2

Source 11 data from Henretta, *The Evolution of American Society,* p. 19.

11. Average Period of Fallow,[9] New England Farms, 1650 and 1770.

1650: Field left fallow between 7 and 15 years
1770: Field left fallow between 1 and 2 years

Source 12 data from Greven, *Four Generations: Population, Land, and Family in Colonial Andover, Massachusetts,* p. 216.

12. Abbot Family, Andover, Massachusetts, 1650 and 1750.

1650: George Abbot was only adult male Abbot
1750: 25 adult male Abbots in Andover

Source 13 data from Henretta, *The Evolution of American Society,* pp. 29–30.

13. Division of Estates, Andover, Massachusetts.[10]

First generation: 95 percent of all estates divided among all male heirs
Second generation: 75 percent of all estates divided among all male heirs
Third generation: 58 percent of all estates divided among all male heirs
Fourth generation (came to maturity after 1750): under 50 percent of all estates divided among all male heirs

Source 14 from Gross, *The Minutemen and Their World,* p. 216.

14. Insolvent Estates, Concord, 1740–1774.

Years	Total Estates	Number of Insolvent Estates
1740–1760	19	1
1760–1774	30	11

9. Fallow land is plowed and tilled but left unseeded during a growing season. Land is left fallow to replenish the soil's nutrients. Colonial farmers as a rule did not use fertilizer.
10. A widow inherited her late husband's estate only if the couple had no male heirs (sons). Otherwise, the land was passed down to the sons. Daughters received personal property (money, silverware, livestock, etc.).

Sources 15 through 17 data from Greven, *Four Generations: Population, Land, and Family in Colonial Andover, Massachusetts,* pp. 33, 23, 105, 183, 113. Source 17 data also from Gross, *The Minutemen and Their World,* p. 217.

15. Average Age at Marriage for Females, Andover, 1650–1724.

Year	Age
1650–1654	18.0
1660–1664	18.8
1670–1674	20.4
1680–1684	21.6
1690–1694	21.6
1700–1704	21.0
1710–1714	24.0
1720–1724	23.9

16. Average Births per Marriage, Andover, 1655–1764.

Year	Births
1655–1664	5.8
1665–1674	5.3
1675–1684	5.7
1685–1694	6.0
1695–1704	7.6
1705–1714	7.5
1715–1724	5.7
1725–1734	4.8
1735–1744	4.1
1745–1754	4.0
1755–1764	3.9

17. Percentage of Premarital Conceptions,[11] Andover, 1655–1739, and Concord, 1740–1774.

Years	Andover	Concord
1655–1674	0.0	
1675–1699	7.0	
1700–1739	11.3	
1740–1749		19
1750–1759		26
1760–1774		41

11. *Premarital conceptions* refers to first-born children who were born less than nine months from the date of marriage.

Source 18 data from Gary B. Nash, "Urban Wealth and Poverty in Pre-Revolutionary America," *Journal of Interdisciplinary History,* 6 (Spring 1976), pp. 545–584.

18. Percentage of Group Migration[12] into Boston, 1747, 1759, and 1771.

Group	1747	1759	1771
Single men	3.0%	8.5%	23.4%
Single women	4.0	16.8	20.0
Widows and widowers	7.9	8.9	4.4
Married couples	33.6	27.4	27.5
Children	51.5	38.4	24.7
	100.0%	100.0%	100.0%

Source 19 data from Gross, *The Minutemen and Their World,* p. 218.

19. Sex Ratio, Concord, 1765.

88 males to 100 females

Sources 20 through 22 data from Nash, "Urban Wealth and Poverty in Pre-Revolutionary America," pp. 545–584.

20. Distribution of Wealth by Percentage[13] in Boston, 1687 and 1771.

Wealth Distribution	1687	1771
Wealth possessed by the richest 5% of the people	30.2	48.7
Wealth possessed by the next wealthiest 5% of the people	16.1	14.7
Wealth possessed by the next wealthiest 30% of the people	39.8	27.4
Wealth possessed by the next wealthiest 30% of the people	11.3	9.1
Wealth possessed by the poorest 30% of the people	2.6	0.1

12. *Migration* refers to internal migration, not emigration from Europe.
13. See Questions to Consider for assistance in reading this source.

21. Taxables[14] in Boston, 1728–1771.

Year	Population	Taxables
1728	12,650	c. 3,000
1733	15,100	c. 3,500
1735	16,000	3,637
1738	16,700	3,395
1740	16,800	3,043
1741	16,750	2,972
1745	16,250	2,660
1750	15,800	c. 2,400
1752	15,700	2,789
1756	15,650	c. 2,500
1771	15,500	2,588

22. Poor Relief in Boston, 1700–1775.

Years	Population	Average Annual Expenditure in Pounds Sterling	Expenditure in Pounds Sterling per 1,000 Population
1700–1710	7,500	173	23
1711–1720	9,830	181	18
1721–1730	11,840	273	23
1731–1740	15,850	498	31
1741–1750	16,240	806	50
1751–1760	15,660	1,204	77
1761–1770	15,520	1,909	123
1771–1775	15,500	2,478	156

QUESTIONS TO CONSIDER

When using statistics, first look at each set individually. For each set, ask the following questions:

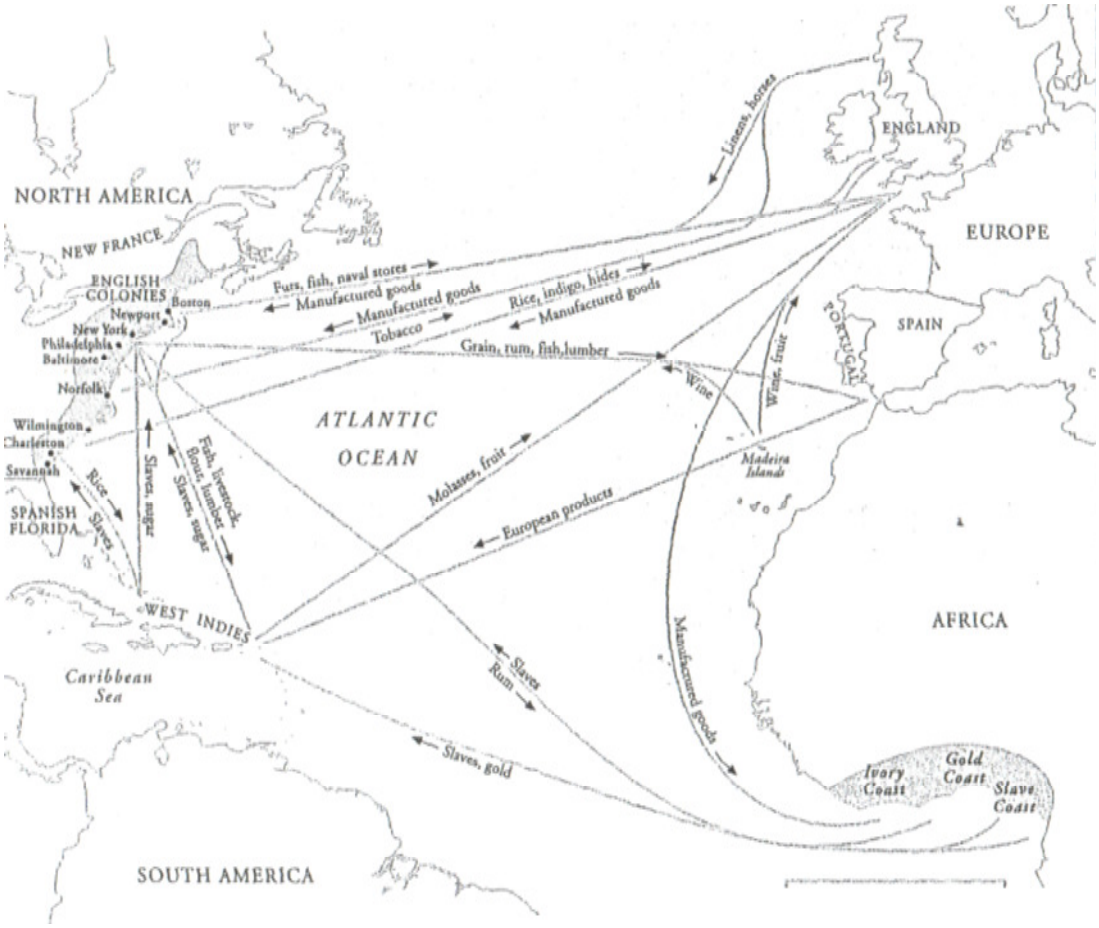
1. What does this set of statistics measure?
2. How does what is being measured change over time?
3. Why does that change take place? As noted, the answer to this question can be found in another set or sets. When you connect one set to another, statisticians say that you have made a *linkage*.

A helpful way of examining the statistical sets is to think of three children born in Massachusetts Bay: one in 1650, a second in 1700, and the

14. *Taxables* refers to the number of people who owned a sufficient amount of property (real estate and buildings) to be taxed.

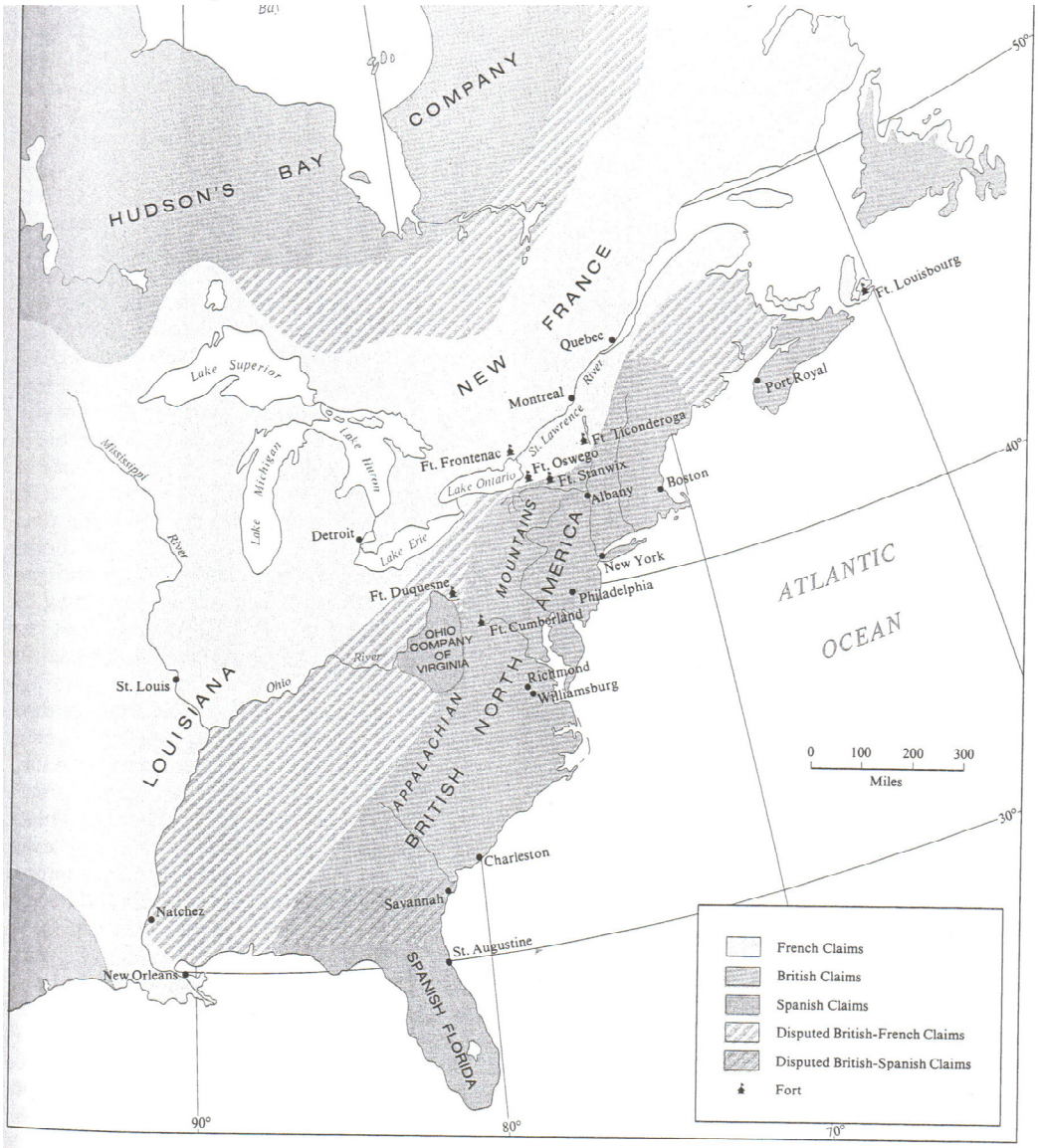
b) Maps

1. Colonial Overseas Trade



MAP 4.4- COLONIAL OVERSEAS TRADE

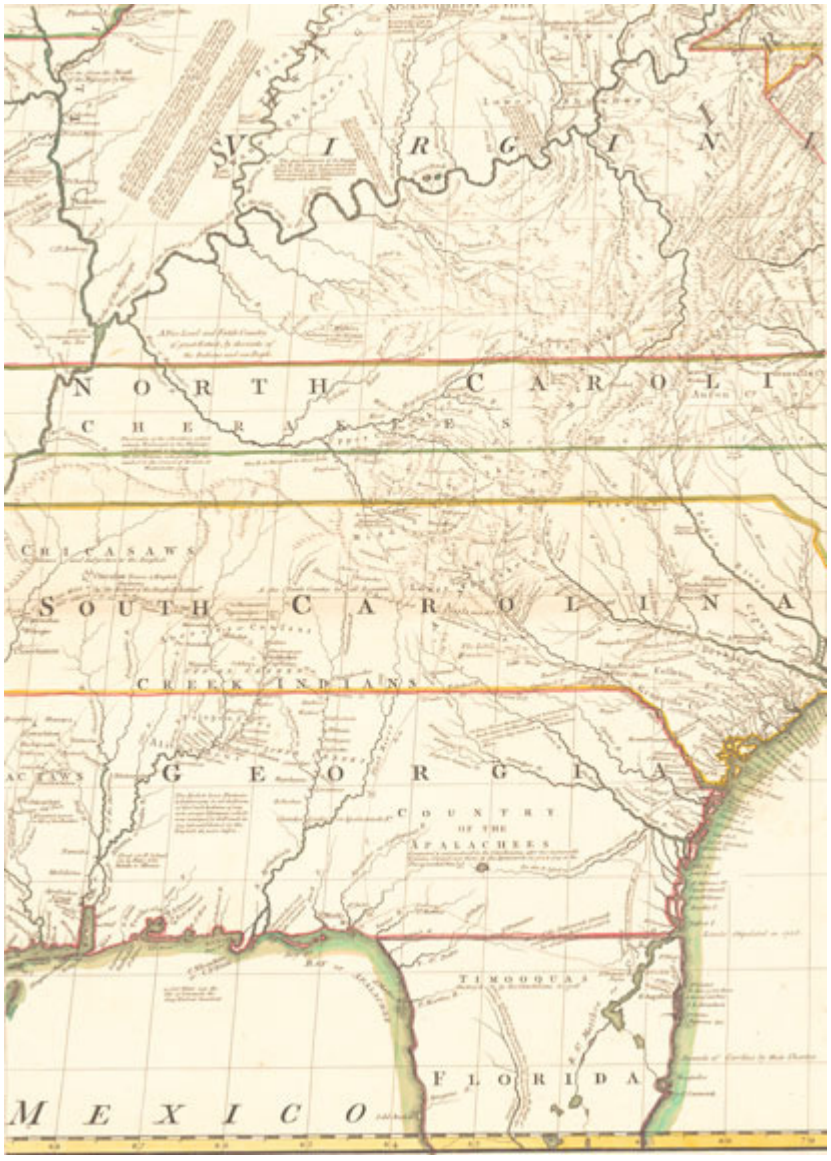
2. European Nations in North America, 1754



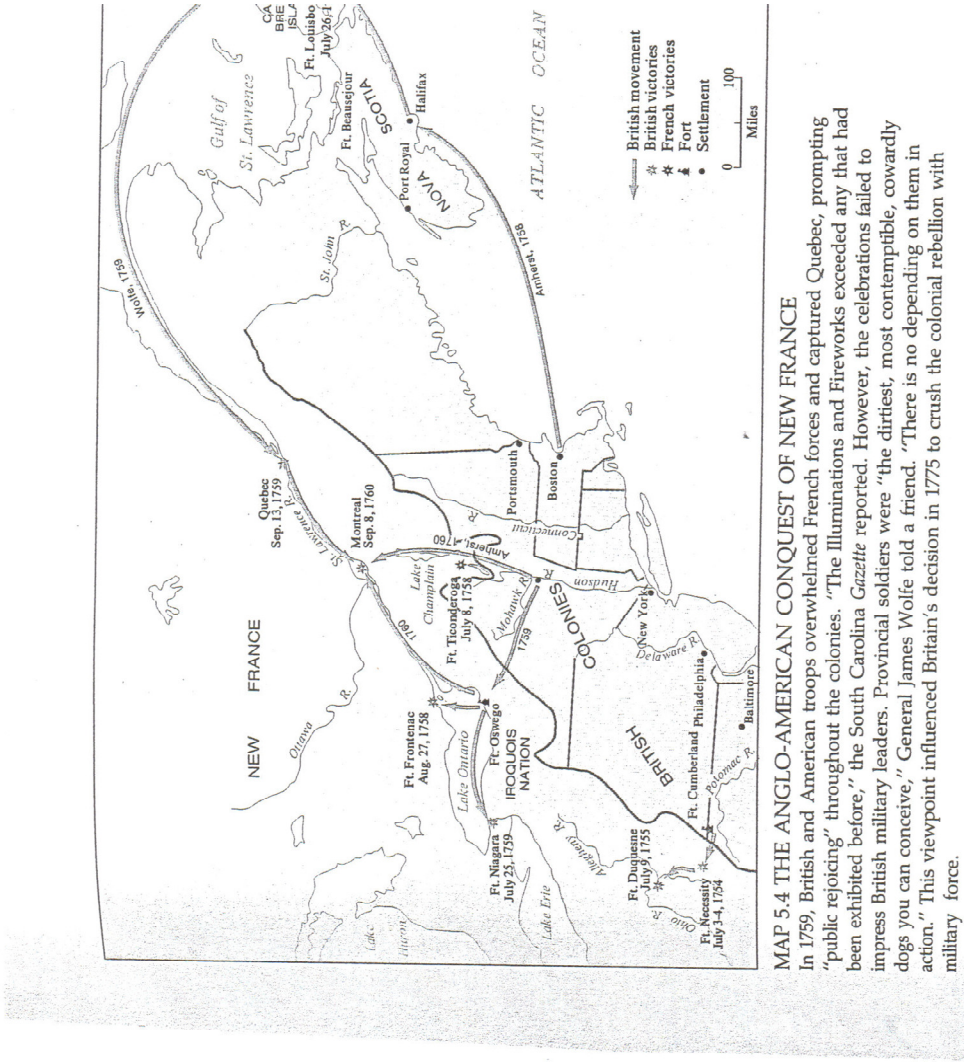
MAP 5.3 EUROPEAN SPHERES OF INFLUENCE, 1754

Native Americans used the struggle among Britain, France, and Spain to maintain control over most of the interior of eastern North America. As a British official commented, "To preserve the Ballance between us & and French is the great ruling Principle of Modern Indian Politics." The Great War for Empire disrupted this delicate balance. By 1763, the British had ousted the French from Canada. Anglo-American settlers moved steadily westward, occupying native American lands and unleashing a new series of Indian wars.

3. **John Mitchell, British dominion in North America, 1755**
A native Virginian, John Mitchell used bold sea-to-sea lines to illustrate the extent of British dominion in North America in this 1755 document, once called "the most important map in American history" because it was used it to demarcate the border between Canada and the U.S. (not shown in this view).

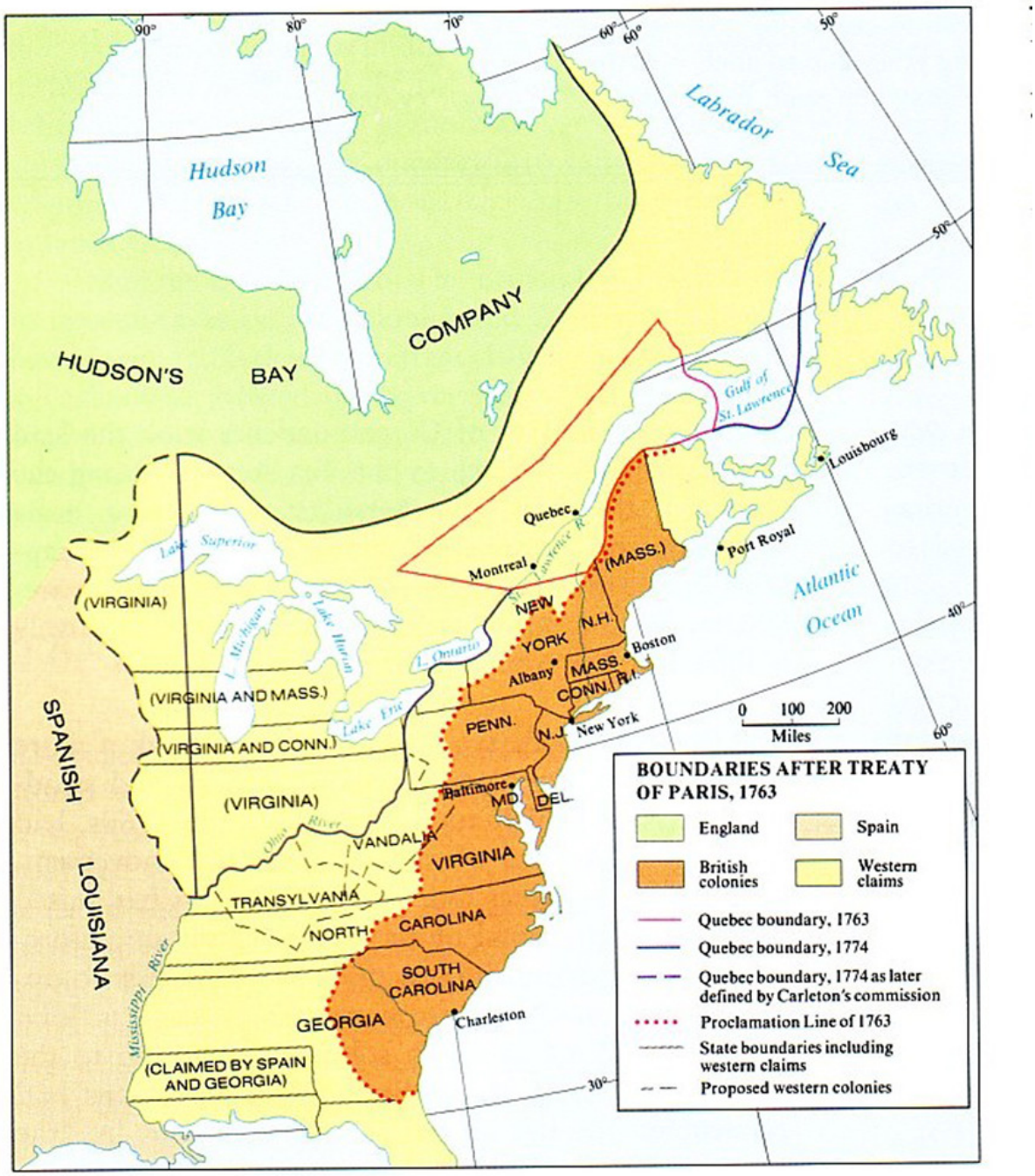


4. British Conquest of New France

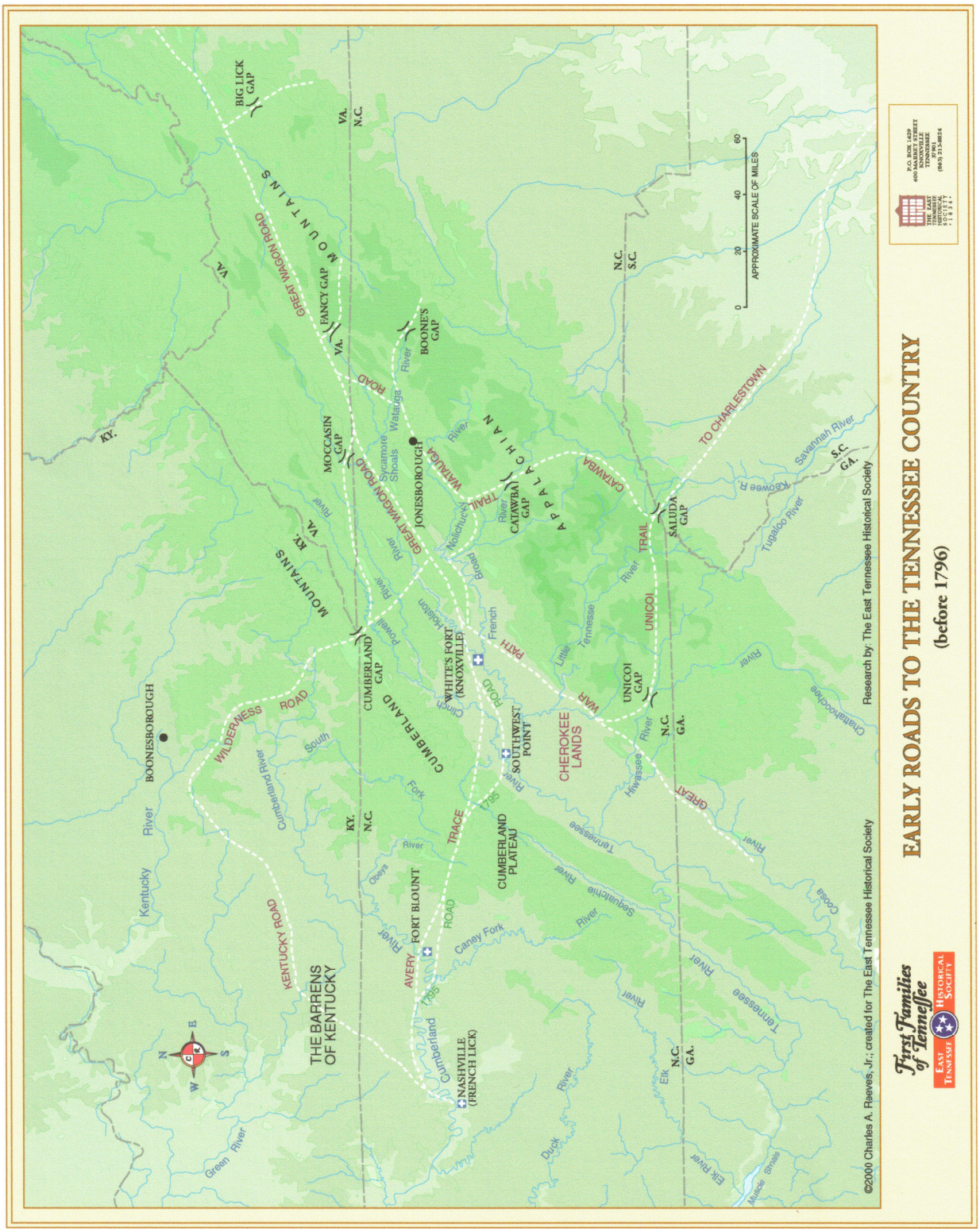


MAP 5.4 THE ANGLO-AMERICAN CONQUEST OF NEW FRANCE
In 1759, British and American troops overwhelmed French forces and captured Quebec, prompting "public rejoicing" throughout the colonies. "The Illuminations and Fireworks exceeded any that had been exhibited before," the South Carolina *Gazette* reported. However, the celebrations failed to impress British military leaders. Provincial soldiers were "the dirtiest, most contemptible, cowardly dogs you can conceive," General James Wolfe told a friend. "There is no depending on them in action." This viewpoint influenced Britain's decision in 1775 to crush the colonial rebellion with military force.

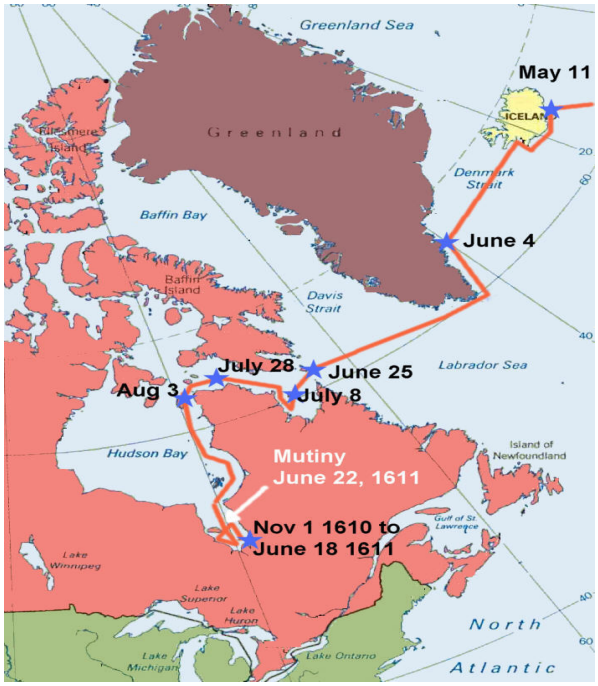
5. North American Boundaries After the Treaty of Paris, 1763



6. Wilderness Road & Cumberland Gap



7. **Henry Hudson & the Search for the Northwest Passage**



c) **Art**

1. **"The Death of General Wolfe", by Benjamin West**. Wolfe was the British general who led the attack on Quebec in 1759, during the "French and Indian War." Wolfe was killed during the assault and became a posthumous hero in Britain and her colonies.

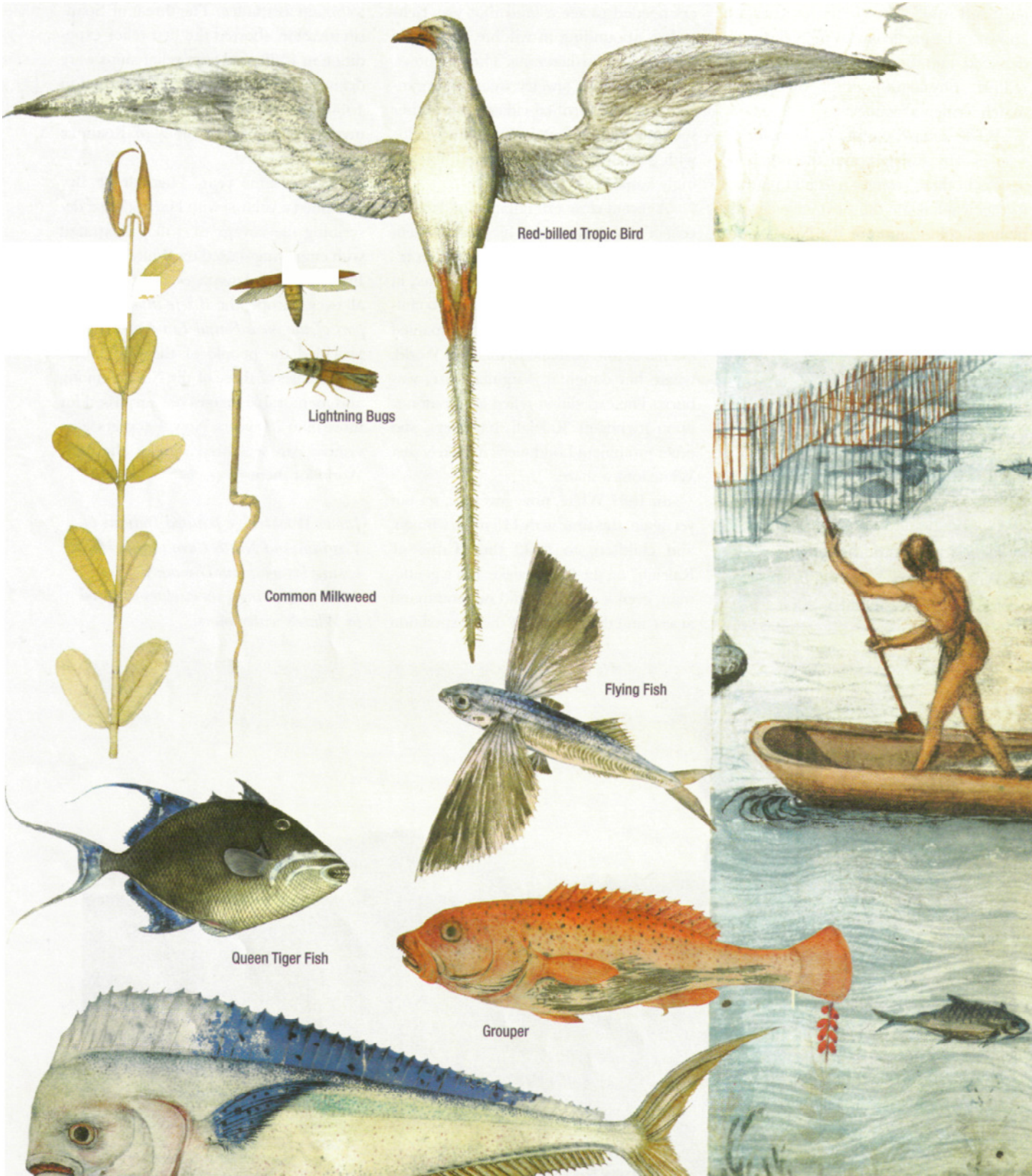
2. **John White's Watercolors of Roanoke (1585)**

During a 1585 exploration of Roanoke, John White sketched the Native American peoples he encountered through the lens of his English culture. Today White's dozens of watercolors—the only surviving visual record of the land and peoples encountered by England's first settlers in America—remain vital documents for colonial scholars. White's paintings and the text accompanying them (written by Thomas Harriot, a scientist also on the 1585 voyage) are virtually all that remain of that time and place.

White's watercolors often imposed the Old World onto the New, such as turning an Algonquian medicine man into winged Mercury, far left, a likeness faithfully retained by Dutch copyist Gysbrecht van Veen, who added an imagined backdrop of the sandy coastal plain of North Carolina, left. The beach at Roanoke, below, looks much as White saw it, almost four and a quarter centuries ago.


Their ripe corne
Their greene corne
Corne newly sprong
Their sitting at meate
The house wherin the Tombe of their Herownds standeth
SECOTON
A Ceremony in their prayers w strange vestures and gaines dansing about posts carued on the tipps lyke mens faces

New World Creatures




Magnificent Frigate Bird
Tiger Swallowtail Butterfly
Rose of Plymouth
Box Turtle
Loggerhead Turtle

d) Architecture

1. Southern plantation house

2. Frontier log house

3. Paul Revere house, Boston

e) Cartoons

1. Ben Franklin's "Join or Die" (1754)

f) Photographs

1. English painting of Pocahontas

g) Music lyrics

1. "The Death of General Wolfe"

The source of the tune and words are not known. The ballad appeared shortly after Wolfe's death on broadsides in the colonies.

Come all ye young men all, let this delight you,
Cheer up ye, young men all, let nothing fright you,
Never let your courage fail when you're brought to trial,
Nor let your fancy move at the first denial.

So then this gallant youth did cross the ocean,
To free America from her invasion,
He landed at Quebec with all his party,
The city to attack, being brave and hearty.

The French drew up their men, for death prepared.
In one another's face the armies stared,
While Wolfe and Montcalm together walked,
Between their armies they like brothers talked.

Each man then took his past at their retire.
So then these numerous hosts began to fire,
The cannon on each side did roar like thunder,
And youths in all their pride were torn asunder.

The drums did loudly beat, colors were flying,
The purple gore did stream and men lay dying,
When shot off from his horse fell this brave hero,
And we lament his loss in weeds of sorrow.

The French began to break, their ranks were flying,
Wolfe seemed to revive while he lay dying,
He lifted up his head as his drums did rattle,
And to his army said, How goes the battle?

His aide-de-camp replied, Tis in our favor,
Quebec, with all her pride, nothing can save her,
She falls into our hands with all her treasure,
Oh then, brave Wolfe replied, I die with pleasure.

3. People

Elizabeth I, Queen of England (1533-1603) brought stability to the English nation, guided England toward Protestantism, and encouraged English exploration and colonization in the Western Hemisphere. The colony Virginia is named for her (the "Virgin Queen").

Sir Walter Raleigh (1552 ca.-1618): Famed English aristocrat, writer, poet, soldier, courtier, and explorer, Raleigh's plan in 1584 (and again in 1587) for colonization in the "Colony and Dominion of Virginia"(which included the present-day states of North Carolina and Virginia) in North America ended in failure at Roanoke Island, but paved the way for subsequent colonies. His voyages were funded primarily by himself and his friends, never providing the steady stream of revenue necessary to start and maintain a colony in America.

John Smith (1580-1631) Smith, an English soldier, explorer, and author, is remembered for his role in establishing the first permanent English settlement in North America at Jamestown, Virginia in 1607, and his brief association with Pocahontas during an altercation with the Powhatan Confederacy and her father, Chief Powhatan.

John Rolfe (1585 ca.-1622), an early English settler in North America is credited with the first successful cultivation of tobacco as an export crop in the Virginia colony. He is also known as the husband of Pocahontas, daughter of the chief of the Powhatan Confederacy.

Pocahontas (1595 ca.-1617) Daughter of Powhatan, who, according to John Smith's accounts, rescued the Englishman from execution by her father's powerful network of tribal confederations. She is also notable for having assisted colonial settlers at Jamestown in present-day Virginia. She was later converted to Christianity and married English settler John Rolfe. After they traveled to London, she became famous in the last year of her life.

Anne Hutchinson (1591-1643): Hutchinson was a pioneer settler in Massachusetts, Rhode Island, and New Netherlands, and the unauthorized minister of a dissident church discussion group. Hutchinson held Bible meetings for women that soon had great appeal to men as well. Eventually, she went beyond Bible study to proclaim her own theological interpretations of sermons, some of which offended Puritan leaders in the Massachusetts Bay Colony. A major controversy ensued, and after a trial before a jury of officials and clergy, she was banished from her colony

Roger Williams (1603-1683): An English theologian, whose dissent gained him not only recognitition as a notable proponent of religious toleration and the separation of church and state, but also led to his banishment from Massachusetts Bay Colony. He was also known as an advocate for fair dealings with Native Americans. In 1644, he received a charter creating the colony of Rhode Island and Providence Plantations, named for the principal island in Narragansett Bay and the Providence settlement which provided a refuge for religious minorities.

William Bradford (1590-1657) was a member of the Separatists that left England and traveled on the Mayflower before settling in Plymouth Colony in 1620. Bradford was elected governor of the colony for several years and was credited with taking part in the First Thanksgiving celebration with the Massasoit Indians.

Squanto (Tisquantum) made two trips to Europe before he encountered the Pilgrims. His entire tribe had been wiped out by smallpox, but he chose to help the Pilgrims establish their colony on his tribe's land.

John Winthrop (1587/1588-1649): Winthrop, joining the Massachusetts Bay Company and later becoming governor of the new colony, led a group of English Puritans to North America in 1630. During his tenure as governor, Winthrop was voted out of the governorship and re-elected numerous times. Winthrop is known for his "City upon a Hill"sermon (as it is known popularly, its real title *A Model of Christian Charity*), in which he declared that the Puritan colonists emigrating to the New World were part of a special pact with God to create a holy community. The sermon exemplified the colonists' moral responsibilty to the colony and one another. This sermon is also often viewed as a forerunner to the idea of American exceptionalism.

King Philip (Metacom) (1639 ca.-1676): King Philip, a war chief or sachem and son of the Massasoit Indian Chief, led the Indians in a battle, popularly known as King Philip's War, against the Plymouth colony in 1675. Metacom was killed in 1676, along with 3,000 other Indians (600 colonists were killed). Most of the surviving Indians were sold into slavery in Bermuda.

Nathaniel Bacon (1640s ca.-1676) was a Virginia planter who became dissatisfied with the government's defense of the Indians and the limited amount of land. Bacon led an attack against the Indians that resulted in his arrest and trial. Consequently, Bacon then led a revolt against the government, but died in 1676 before carrying out his plans.

Jonathan Edwards (1703-1758) was a preacher, theologian, and missionary to Native Americans. Edwards "is widely acknowledged to be America's most important and original philosophical theologian," and one of America's greatest intellectuals. Edwards played a critical role in shaping the First Great Awakening, and oversaw some of the first fires of revival in 1733-1735 at his church in Northampton, Massachusetts.

John Peter Zenger (1697 –1746) was a German-born American printer, publisher, editor, and journalist in New York City, who was arrested on a charge of seditious libel following his publishing of another man's letter criticizing William Cosby, the Governor of New York. A notable aspect of the case is that Zenger's lawyer challenged the legality of the crimes for which his client was being prosecuted rather than claiming the innocence of his clients. At the end of the trial in 1735, the twelve New York jurors returned a verdict of "not guilty" on the grounds that Zenger's article was not libelous because it was based on fact, a critical step in the evolution of the free press in America.

4. Events

Roanoke Colony (Virginia) (1585, 1587): Queen Elizabeth I of England encouraged exploration and colonization. Sir Walter Raleigh established a colony off the coast of what is now North Carolina. In 1585 the first colonists arrived at the colony of Virginia, on an island the natives called Roanoke. The city-bred colonists were not prepared for the harsh life in the wilderness, and when Raleigh returned to check on them, he found them near starvation. The settlement was abandoned. Two years later, another group of colonists, led by John White attempted to settle Roanoke. White's own daughter, son-in-law, and newborn granddaughter were among the new colonists. White attempted to return to the colony to check on the settlers, however war delayed him. It would be three years before he returned to Roanoke Island, which he found to be deserted. The only evidence of an English settlement was some torn books and the word

"Croatoan" carved on a tree. No one knows what happened to the settlers. Many historians have speculated as to what happened to them.

Spanish Armada Defeated (1588): In 1588, the Spanish fleet, known as the Spanish Armada, sailed against England under the command of the Duke of Medina Sidonia with the intention of overthrowing Elizabeth I of England. Philip II of Spain had been co-monarch of England until the death of his wife Mary I in 1558. A devout Roman Catholic, he considered his Protestant sister-in-law Elizabeth a heretic and illegitimate ruler of England. He had supported plots to have her overthrown in favor of her Catholic cousin Mary I of Scotland, but Elizabeth had Mary imprisoned, and she was finally executed in 1587. The fleet set out with 22 warships of the Spanish Royal Navy and 108 converted merchant vessels. with the intention of sailing through the English Channel to anchor off the coast of Flanders (Belgium), where the Duke of Parma's army would stand ready for an invasion of the south-east of England. The Spanish fleet encountered an English ship intentionally set on fire and aimed directly at the Spanish fleet. The Spanish fleet regrouped, but were chased by English ships. It is estimated that nearly 50 ships failed to make it back to Spain, a result of both encounters with the English navy and a severe storm. With the defeat of the Spanish Armada, England became the most powerful nation and established control of the Atlantic coast of North America.

Jamestown Settlement (1607): The Virginia Colony was granted a charter to establish a trading post on the English-claimed lands in North America. Three ships were loaded with 105 men and boys who agreed to come to the new land and work for the Virginia Company. James Fort was built in honor of King James I. The colony had a rocky start, until John Smith took over as leader. He established a discipline code for the colonists. Relationships with the Powhatan Indians were shaky, and escalated to violence when settlers burned the Indians' crops. This resulted in a period known as the "Starving Time," when most of the settlers died. The colony did rebound and continued to flourish, becoming the first permanent English settlement in America.

Virginia House of Burgesses (1619): The House of Burgesses was the first elected legislative body in the English colonies. Representatives were chosen by the colonists to serve as "burgess" a term that referred to a Parliamentary representative, derived from the word "borough". The legislature was first established at Jamestown, and then later moved to Williamsburg. The House worked with the Governor, who was appointed by the company officials in London. He selected his council, six prominent citizens he trusted. The Capitol Building of the House in Williamsburg had two divisions, one for the governor's council and the other for the peoples' representatives. The two halves met on a connecting wing on the upper floor to make laws. The House of Burgesses would be dissolved by 1769, as talk of revolution spread throughout the colony.

Arrival of First African Slaves (1619): The first group of Africans arrived in the English colonies. Initially treated as indentured servants (who eventually could become free farmers), by 1700 the vast majority of Africans in Virginia were slaves, thereby replacing white indentured servants for labor-intensive work in the colonies.

New Plymouth, Massachusetts (1620): A group of Separatists wishing to escape religious persecution set sail on a ship, the Mayflower, headed for Jamestown. The ship was blown off course by storms, causing the Pilgrims, as they would be known, to establish a settlement north of what was stated in the Virginia charter. While anchored in Massachusetts Bay, they created the Mayflower Compact, considered to be the first democratic plan of government in North America. The Plymouth Colony, as it became known, proved successful in spite of the near starvation and

disease endured during the first year of settlement. Aided by Native Americans, the settlers survived and the settlement expanded, leading other groups to join them and establish a larger colony of Massachusetts Bay. The holiday of Thanksgiving Day came out of a harvest celebration first observed by the new colonists.

Establishment of Other English Colonies (1629-1733): After the New Plymouth colony began, other colonies were created, with Georgia (1732) being the last of these colonies to be established. The colonies were established for various reasons, such as religion, monetary gain, and even as a buffer to Spain. Religion played a major role in the establishment of the new colonies as a direct result of the Protestant Reformation. Even after the colonies began, colonists found themselves separating over religious differences. Colonists such as Anne Hutchinson, Roger Williams, and Thomas Hooker helped create new colonies to meet their religious needs. During this time period large groups of people migrated from Europe to the New World (Great Migration). For the less zealous, the chance of land ownership was motivation enough to come to the New World. Over time, geographical differences caused northern and southern colonies to develop very different economies and cultures.

King Philip's War (1675), Pontiac's Rebellion (1763): As more Europeans settled the New World, the relations with the Natives began to deteriorate. Metacom, (King Philip) the leader of the Wampanoag, decided to fight for land rights. The Indians attacked and destroyed many colonial villages; in return, the English settlers destroyed the Indians' corn crops. The Indians starved and soon lost interest in the war. Again in 1763, Pontiac led the uniting of many tribes in hopes of reclaiming native land, but was unable to stop westward expansion.

Salem Witch Trials (1692): The Puritan town of Salem in Massachusetts Bay was rocked by the Salem Witch Trials. The accusations of some adolescent girls resulted in the suspicion of over one hundred individuals on the charge of witchcraft. Nineteen men and women were hanged, one elderly man was pressed to death, and others died in prison awaiting trial.

Tuscarora War (1711-1715): The English settlers in the villages of Bath and New Bern in the Carolina colony (North Carolina) were attacked by the Tuscarora Indians over land rights. The Indians hoped these attacks would discourage English encroachment on their lands. The war lasted until 1713, when the English settlers defeated the Indians, leaving many casualties.

Sample Lesson Plans

Lesson Title: A Visit to Jamestown

Grade Level: 8

Objectives/Purpose: Students will understand the importance of the Jamestown Settlement in their nation's heritage and develop an appreciation for the harshness of life in colonial times. Students will also recognize the part resources, economics, and technology played in colonial times.

Group Size: One class, usually 22-30 students

Lesson Time: Two class periods, approximately 80 minutes each.

Background Information: Students have studied about the Spanish success in gaining gold and silver from Central and South America during Era 2. They are also familiar with the English defeat of the Spanish Armada. Today's discussion will begin with information about land ownership in England and the English interest in gaining gold in the New World. Students will be asked to identify the types of individuals who would venture to the Americas.

Materials: Standard Approved Textbook (Containing Jamestown Settlement Information); *Jamestown, the Beginning* (Optional) video by the Virginia Department of Education; Large map of the Jamestown settlement stockade; Markers, white paper, construction paper

Strategies/Procedures: Students will read in their texts about the successful Jamestown settlement. Class will examine map of Jamestown stockade. Discussion of reasons for settlement, problems of the settlers, crops that worked, etc.

Students are asked to assume the role of curator/author at the living museum of Jamestown. I ask them to design a brochure to be given to guests visiting the museum as they walk into the visitors' center. Students use the materials provided to produce brochures that explain the story of Jamestown and its importance to our American heritage. Students use the other class period to produce these brochures, and they share them with their classmates.

Evaluation/Assessment: The historical correctness and completeness of the student brochure will be the tool of evaluation for this lesson.

Lesson Title: Coming to America: Discovering the Past

Grade Level: 8

Lesson Time: 90 minutes (Two 45 minute class periods)

Materials: A copy of the Mayflower Compact of 1620 is provided, but it is not labeled as the Mayflower Compact; Copies of the attached worksheet and dictionaries.

Activity description(s) and overview of instructional strategies:

Day 1: Hand out worksheets and dictionaries. Tell the students that we have a mystery to solve and we need their help. We have an old document and we do not know what it is. Tell them that you want them to break the document down sentence by sentence into understandable language. Pass out the worksheets and let them spend the first day (45min) working on translation and answering the additional questions.

Day 2: Have students share their translations and their possible answers. Explain that this is a copy of the Mayflower Compact of 1620. Tell them we do not know what happened to the original; however, based on the price other old original documents sell for, this one should be worth millions. Now either have students read the story of the Pilgrims or tell them the story.

Assessments: Give students a competition grade for their translations and assign a written paragraph on the pilgrims. Assign a second paragraph on the role the Pilgrims and the Mayflower Compact contributed to forming America.

Worksheet: What is this?

Name _____ P _____

Once there was a kid who was cleaning out some of his grandparent's things and he found a half torn old yellow paper. He did not know if he should throw it away or keep it. He decided to bring it to school and see if his History class could help him figure out what he had. Here is a copy of what he found. Read it and see if you can answer the questions below in order to tell him what he found.

IN THE NAME OF GOD, AMEN. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King *James*, by the Grace of God, of *Great Britain*, *France*, and *Ireland*, King, *Defender of the Faith*, &c. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant the first Colony in the northern Parts of *Virginia*; Do by these Presents, solemnly and mutually, in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and

equal Laws, Ordinances, Acts, Constitutions, and Officers, 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. **IN WITNESS** whereof we have hereunto subscribed our names at *Cape-Cod* the eleventh of November, in the Reign of our Sovereign Lord King *James*, of *England*, *France*, and *Ireland*, the eighteenth, and of *Scotland* the fifty-fourth, *Anno Domini*; 1620.

Questions

1. Who do you think wrote it? _____

2. When do you think it was written? _____

3. Where do you think it was written? _____

4. What do you think it says? _____

5. Why do you think it was written? _____

6. How do you think it was written? _____

7. Do you think this is worth anything? (If so how much and why?) _____

Lesson Title: A Child's Life in Colonial America

Grade Level: 4

Lesson Time: 1-2 Class Periods, forty-five minutes each

Materials: *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl & Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy* by Kate Waters, (New York: Scholastic, 1989, 1993)

Activity description(s) and overview of instructional strategies: Students read copies of the picture books and use the glossaries included in each book to uncover meanings in context to unfamiliar words.

Supporting Assignments/Homework:

Vocabulary for *Sarah Morton's Day*

People made butter by _____. (churning)

Sarah played with a _____, or doll. (poppet)

Sarah ate _____ for lunch and supper. (pottage)

This word meant "you" _____. (thee)

Sarah went to church on the _____. (Sabbath)

If Sarah was punished, she would _____. (get the rod)

She wore a tight cap on her head called a _____. (coif)

Sarah's mother might ask her to _____ a bucket of water. (fetch)

She might have to _____ the fire. (tend)

Her least favorite job is to _____ the garden! (muck)

Vocabulary for *Samuel Eaton's Day*

Samuel was not allowed to _____, or waste time. (dally)

He caught a rabbit in a _____. (snare)

Samuel ate a dinner of _____ and _____. (mussels and curds)

He ate a corn mush called _____. (samp)

He wore pants called _____. (breeches)

Babies wore _____. (long clothes)

Samuel worked hard all day to _____ and _____ the rye straw. (reap and bind)

The men used a _____ to cut the rye. (sickle)

His father had _____ that night to guard the settlement. (watch)

The family will not have food for winter if they are _____. (slack)

If the Accelerated Reader program is available, students may take the quizzes for each book to gain 1/2 point for each book toward reading goals.

Materials

1. **Reading for Teachers**
   Clarence Ver Steeg, *The Formative Years, 1607-1763* (New York, 1964). The best brief interpretive survey of early America. Weak on Indians but very good elsewhere.

John C. McCusker and Russell R. Menard, *The Enemy of British America, 1607-1789* (Chapel Hill, 1991).

Edward Countryman, *America: A Collision of Histories* (New York, 1996).

David Hackett Fischer, *Albion's Seed: Four British Folkways* (New York, 1990).

The literature on Salem is enormous. See Paul Boyer and Stephen Nissenbaum, *Salem Possessed: The Social Origins of Witchcraft* (Cambridge, MA, 1974). But see also John Putnam Demos, *Entertaining Satan: Witchcraft and the Culture of Early New England* (New York, 1982); Carol Karlsen, *The Devil in the Shape of a Woman: Witchcraft in Colonial New England* (New York, 1987); Mary Beth Norton, *In the Devil's Snare: The Salem Witchcraft Crisis of 1692* (New York, 2002); Richard Godbeer, *The Devil's Dominion: Magic and Religion in Early New England* (New York, 1992); "Forum: Salem Repossessed" in *William and Mary Quarterly*, vol. 65 (July 2008).

Philip D. Curtin, *The Atlantic Slave Trade: A Census* (Madison, WI, 1969).

Winthrop Jordan, *White Over Black: American Attitudes Toward the Negro, 1550-1812* (Chapel Hill, 1968).

John Butler, *Becoming American: The Revolution Before 1776* (Cambridge, MA, 2000).

Patricia Bonomi, *Under the Cape of Heaven: Religion, Society, and Politics in Colonial America* (New York, 1986).

Edmund Morgan, *American Slavery, American Freedom: The Ordeal of Colonial America* (New York, 1975).

Stephen Saunders Webb, *1676: The End of American Independence* (New York, 1984).

Gottlieb Mittelberger, *The Passage of Indentured Servants*. Written in 1750, this is a good primary source on indentured servants. Republished as *Journey to Pennsylvania*, edited by Oscar Handlin and John Clive (Cambridge, MA, 1960).

Henry May, *The Enlightenment in America* (New York, 1976).

John Demos, *The Unredeemed Captive: A Family Story from Early America* (New York, 1974). Fascinating! Your students will love this story.

Philip Grover, *Four Generations: Population, Land, and Family in Colonial Andover, Massachusetts*, (New York, 1970). One of the earlier New Social histories.

2. Reading for Students

Arthur Miller, *The Crucible* (Penquin Classics, 2003)

Based on historical people and real events, Arthur Miller's play uses the destructive power of socially sanctioned violence unleashed by the rumors of witchcraft as a powerful parable about McCarthyism.

Nathaniel Hawthorne, *The Scarlett Letter*, (1850)

Classic novel written by Hawthorne, set in 17th Century New England. Publicly disgraced and ostracized, Hester Prynne draws on her inner strength to emerge as a true heroine of American fiction. Arthur Dimmesdale stands as a classic study of the self-divided—trapped by the rules of society.

Patricia Hermes, *My America: Our Strange New Land, The Starving Time, Season of Promise , Elizabeth's Jamestown Colony Diaries* Books One, Two, and Three (Scholastic, 2000, 2001, 2002).

Three volumes in a series chronicling the day-today experiences of Jamestown Colony as seen through the eyes of Elizabeth.

Our Strange New Land: Life in the summer of 1609 in the New World is strange for young Elizabeth, who has traveled with her family from England to Jamestown, Virginia. After the disastrous sea crossing, during which a hurricane destroyed or rerouted five of their nine ships, Elizabeth is happy to be on dry land. Her initial elation vanishes, however, when mosquitoes, steamy weather, rampant illness, and unrest between the Indians and the new arrivals threaten any hope of a peaceful settlement. To make matters worse, Elizabeth misses her twin brother, Caleb, and feels tremendous guilt because she took his sketchbook with her, and is now using it for a journal. But together with her parents, she begins to build a new life in the Jamestown settlement, befriending such 17th-century luminaries as Captain John Smith and 13-year-old Pocahontas.

The Starving Time: The story of the feisty, determined Lizzie continues in this installment with the departure of both Captain John Smith and Lizzie¹s dear friend, Jessie. Facing new challenges, Lizzie records in her new diary all of the challenges that face the struggling colony. As a result of starvation and disease, Lizzie watches helplessly as many of the settlers die. She records all of this, but even more, she records the intimate lives of the children who remain there, along with that of her new baby sister.

Season of Promise: Elizabeth, who is finally reunited with her twin brother Caleb, continues to grieve for the death of her mother in the third and final volume of her diary. And things don't get much easier when the cruel lord Delaware begins to impose strict new laws on the residents of the Jamestown colony, and her father decides to remarry. But Elizabeth's brave spirit carries her through the hard times and into happier ones, as she and her friends rebuild the colony's church and discover true happiness.

Kathryn Lasky, *Beyond the Burning Time* (Scholastic 1994).

When, in the winter of 1691, accusations of witchcraft surface in her small New England village, twelve-year-old Mary Chase fights to save her mother from execution. Mary Chase's sense of foreboding grows as, one by one, her friends fall prey to evidence of witchcraft and the innocent are identified as witches. She is horrified by the growing hysteria, and dismayed when her mother, who is a widow working a farm without a man, is cried out upon and arrested. Characterizations of Mary and her brother, Caleb, apprentice to a ship's carpenter, are sturdy and complex. The young people are placed squarely in the milieu of 1691 Salem, and their intelligence and healthy disbelief in witchery make them likable. Their bravely engineered rescue of their mother from execution is stirring. Interestingly, Lasky examines the social, religious, and economic forces that affected Salem Village and the Massachusetts Colony. Elements as diverse as two neighbors' feud over property and Cotton Mather's satisfaction that the governor should spend his time pursuing the French and the Indians (leaving the Puritan minister in charge of "the witch business") are included. Well researched and documented with extensive notes, the book also interweaves information about colonial ship construction and the effect on the colony of being charterless. Written in fairly formal language and diction, as befits the 17th-century setting,

Beyond the Burning Time is a readable, engrossing, and sometimes exciting tale of an important era in American history.

Kathryn Lasky, *Dear America: Journey to the New World, A Diary of Remember Patience Whipple* (Scholastic 1996).

Twelve-year-old Mem presents a diary account of the trip she and her family made on the Mayflower in 1620 and their first year in the New World (1620). The diary of a young Pilgrim girl who makes the dangerous journey on the Mayflower to America is filled with her thoughts about her new friends, her contact with Native Americans, and her love for her new land.

Avi, *Encounter at Easton*. (HarperCollins, 2000)

The year is 1768. In eight years, the American Revolution will begin. Two indentured servants, little more than children, escape first from their master and then from a search party determined to turn them over to the authorities. They hope to find work and freedom in the town of Easton. But when Elizabeth is badly wounded, Robert must do all he can to keep her alive. He's scared--and confused. He needs help from someone, an adult. But should he turn to the wild woman of the woods? Or can he trust Nathaniel Hill, the friendly man he meets in town?

Sarah Myers Buckey, *Enemy in the Fort* (American Girl, 2001).

In 1754, with her own parents taken captive, twelve-year-old Rebecca must confront her fear and hatred of the Abenaki when a boy raised by members of that tribe is brought to the fort at Charleston, New Hampshire, just before a series of thefts occurs. Rebecca Percy's parents and baby brother have been kidnapped by the Abenaki Indians on the dangerous 1754 New Hampshire frontier, leaving Rebecca and her sister to seek shelter at Fort Number 4 with kindly Widow Tyler. The work is hard, but Rebecca never gives up hope that her family might have been sold to the French, who often ransomed captives back to the English. She reacts with fear and disgust, however, when the woman takes in Isaac, a white boy who has been raised by the Abenakis and remains loyal to them. Shortly after his arrival, a series of thefts occur among the settlers. Of course, Isaac is the logical suspect. The plot is carefully built with interesting and well-researched historical details. The mystery is also well crafted, and children will enjoy gathering clues and trying to guess the outcome. Characterizations are strong, with believable growth. For example, Rebecca develops empathy for the Abenakis, moving from a hateful attitude toward a greater understanding of their desperate situation. The relationships between the Native people and the settlers are complex, and are responsibly and respectfully presented.

Valerie Tripp, *Felicity Takes a Dare* (American Girl, 2001).

All winter Felicity has waited to go to the Williamsburg town fair, but her foolhardy actions in trying to feed the race horses spoil the fun and teach her a lesson.

Valerie Tripp, *Felicity's Surprise: A Christmas Story* (American Girls Publishing, 1991).

Christmas in Williamsburg means a dancing party at the Governor's Palace for Felicity, but her mother becomes very ill and cannot finish the special blue gown.

Laurie Lawlor, *Horseback on the Boston Post Road, 1704* [American Sisters series] (Pocket 2000).

As the winter of 1704 approaches, New Englanders are reeling from the news of war with the French and Indians. Meanwhile a mysterious letter has arrived for the widow Madame Sarah Kemble Knight, instructing her to bring the twin servants, twelve-year-olds Hester and Philena, on an unfamiliar journey from Boston toward New Haven, Connecticut. But Madame Knight decides to take only one of the sisters, who have been bound in servitude since infancy. However

Philena soon risks her life to follow Hester and the widow. When they meet up, the trip turns perilous. The travelers face drowning, starvation, and exhaustion as they make their way through menacing woods, hazardous swamps, and wild rivers. But neither girl can imagine the real reason for the journey that will end in New York and change their lives forever.

Paul Samuel Jacobs, *James Printer: A Novel of Rebellion* (Scholastic 1997).

Although he has lived and worked as a printer's apprentice with the Green family in Cambridge, Massachusetts, for many years, James, a Nipmuck Indian, finds himself caught up in the events that lead to a horrible war.

Ann Rinaldi, *Journal of Jasper Jonathan Pierce, A Pilgrim Boy: Plymouth, 1620* [My Name is America] (Scholastic 2000).

A fourteen-year-old indentured servant keeps a journal of his experiences on the Mayflower and during the building of Plymouth in 1620 and 1621 Massachusetts. In 1620, an indentured servant named Jasper Jonathan Pierce sets sail with his master and 100 others on the *Mayflower*, seeking adventure, freedom from the rules of King James's church, and a new way of life in America.

Madge Harrah, *My Brother, My Enemy*. (Simon and Schuster, 1997)

Determined to avenge the massacre of his family, fourteen-year-old Robert Bradford joins Nathaniel Bacon's rebel army in hopes of wiping out the Susquehannock Indians of Virginia. This exciting piece of historical fiction begins in a colonial Virginia jail cell, where Robert Bradford, 14, awaits death by hanging. He spends the night before his execution writing his story. He first tells of the massacre of his parents and siblings by a band of Susquehannock Indians. Circumstantial evidence indicates that his beloved friend Naokan took part, and Robert vows to kill him. To achieve this goal, Robert allies himself with Nathaniel Bacon, a rebel who hates Indians and the British crown, and finds himself entangled in the conflict between Bacon and Governor William Berkeley. With the teen's help, Bacon's men attack the Susquehannocks and capture Naokan and his sister. Too late, Robert learns that they had nothing to do with his family's deaths. He must now work secretly to free his friends. The political climate of 17th-century Virginia is explained clearly; little-known details about Bacon's Rebellion are well integrated into the story line. Harrah does not gloss over Bacon or Berkeley's defects; nor does she portray the Indians and the colonists in a good guy/bad guy light. Like Robert, readers will have difficulty deciding where their loyalties lie. Unfortunately, all the history sometimes threatens to overwhelm the plot, particularly in the early chapters. Characterizations suffer a little; Naokan and his sister remain two-dimensional. But these are small matters. There is plenty of action and the historical information is unquestionably well researched. Robert himself will win the hearts of readers, who will breathe a sigh of relief when he does not hang. This appealing story succeeds in bringing pre-Revolution America to life.

Avi, *Night Journeys*. (HarperCollins, 2000)

In the spring of 1768, twelve-year-old Peter, living near the Pennsylvania-New Jersey border, joins the search for two runaway indentured servants. The year is 1768. In eight years, the American Revolution will begin. Newly orphaned, Peter York has been adopted by a deeply religious Quaker fame. Peter chafes under his new guardian's strict and unyielding views and vows to break away. He sees his chance when two runaway indentured servants are reported to be fleeing through his community. If he catches one, there will be a reward—and freedom. But capturing the runaways leads to consequences—and choices—Peter cannot foresee.

Winifred Bruce Luhrmann, *Only Brave Tomorrows* (Houghton 1989).

In 1675, fifteen-year-old Faith comes from England to the colony of Massachusetts, where the Indian uprising known as King Philip's War threatens to destroy everything she holds dear. Soon after Faith and her father settle in colonial Massachusetts, their primitive community is raided by Indians. Everyone but Faith is killed or taken hostage. Faith leaves the wreckage of the settlement with Zachary, the man who first guided her there. Zachary takes her to Springfield, marries her and leaves immediately to fight in King Philip's War, a confrontation between the Indians and the colonists. As Faith waits for her husband's return, she gives shelter to a shiftless, greedy couple and copes with their demands. She must also come to terms with her feelings for Peter, a young friend of her father's. When Zachary comes home, Faith makes him understand how deeply she has come to care for him. Her experiences alone after the raid are described vividly and form one of the novel's high points; the one-dimensional characters that had cluttered the narrative have all been killed off. The sheer quantity of Faith's adventures is overwhelming: there is material enough for several books here. Still, those readers who are able to focus on the novel's exquisitely evoked sense of time and place should find much to enjoy.

Dorothy and Thomas Hoobler, *Priscilla Foster: The Story of a Salem Girl* [Her Story].

Hannah hears Granny Priss recount her involvement in the Salem witch trials of 1692 and the terrible consequences that occurred when Granny Priss, as a young girl, joined Ann Putnam in accusing many innocent women of being witches.

Paul Fleischman, *Saturnalia* (Harper 1990).

In 1681 Boston, fourteen-year-old William, a Narraganset Indian captured in a raid six years earlier, leads a productive and contented life as a printer's apprentice but is increasingly anxious to make some connection with his Indian past. By day, he is William, the printer's knowledgeable apprentice. By night, he is Weetasket of the Narraganset tribe, who bravely risks the magistrate's wrath to search for his brother and his own Indian past. In the Puritan town, where masters and servants inhabit two very different worlds, only William walks in both until the fateful night of the Saturnalia, the ancient Roman holiday on which masters and slaves trade roles. It is a night that will end in triumph and tragedy, as the slaving, dreaming, courting, and conniving of each caste is revealed to the other...and as the strong light of truth is shed on the colonials' faith, their follies, and the dark deeds of their Indian wars.

Mildred Pitts Walker, *Second Daughter: The Story of a Slave Girl.* (Scholastic, 1996)

Aissa, the teenage fictional sister of Elizabeth Freeman, struggles against a system which declares that she is property and that she is to remain silent.

Mary Pope Osborne, *Standing in the Light: The Captive Diary of Catherine Carey Long, Delaware Valley, Pennsylvania, 1763* [Dear America].

A Quaker girl's diary reflects her experiences growing up in the Delaware River Valley of Pennsylvania and her capture by Lenape Indians.

Kathleen Duey, *Summer MacCleary, Virginia, 1749* [American Diaries]. (Aladdin, 1998)

While working as an indentured servant on a plantation in Virginia in 1749, thirteen-year-old Summer must prove her innocence when her master's daughter accuses her of stealing. Just as Summer MacCleary's long years as an indentured servant are about to end, the young mistress she thought was her friend accuses her of stealing. Can Summer find the courage and resourcefulness to salvage the freedom for which she has worked so hard?

Alice Dagliesh, *The Courage of Sarah Noble.* (Aladdin, 1998)

A time travel story: present day teenager travels back in time to an 18th century French colony on Nova Scotia. While not "historical fiction", it does give a lot of detail about the life, clothes, and attitudes, all from the POV of a modern teenage girl. In 1707, young Sarah Noble and her father traveled through the wilderness to build a new home for their family. "Keep up your courage, Sarah Noble," her mother had said, but Sarah found that it was not always easy to feel brave inside. The dark woods were full of animals and Indians, too, and Sarah was only eight! The true story of Sarah's journey is inspiring. And as she cares for her father and befriends her Indian neighbors, she learns that to be afraid and to be brave is the greatest courage of all.

Stephen Krensky, *The Printer's Apprentice* (Delacorte 1995).
In 1735 in New York City, a young printer's apprentice learns about the importance of freedom of speech when the printer Peter Zenger is arrested and tried for writing articles criticizing the government.

Eilis Dillon, *The Seekers* (Scribner's 1986).
Sixteen-year-old Edward sails with friends from England to the New World in 1632 and joins the colony founded by the Pilgrims at Plymouth, discovering the perils and hardships of colonial life. Massachusetts.

Joseph Bruchac, *The Winter People* (Dial 2002).
As the French and Indian War rages in October of 1759, Saxso, a fourteen-year-old Abenaki boy, pursues the English rangers who have attacked his village and taken his mother and sisters hostage. Bruchac has based this historical novel on an event that took place in the fall of 1759 when Major Robert Rogers of the English forces led a group of 200 men in an attack on St. Francis. For the Abenaki, the struggle to survive, rebuild, and continue throughout the generations was nearly lost. Through Saxso's own words, Bruchac leads readers through the boy's pursuit to save his family. He is also depicted as religious, with beliefs that are a mixture of Abenaki and Christian teachings. An excellent complement to Native American or French and Indian War units with high discussion potential.

Katherine Kirkpatrick, *Trouble's Daughter: The Story of Susanna Hutchinson, Indian Captive* (Delacorte 1998).
When her family is massacred by Lenape Indians in 1643, nine-year-old Susanna, daughter of Anne Hutchinson, is captured and raised as a Lenape. In this rich and engrossing fictional account of actual events, nine-year-old Susanna is captured by the Lenape after witnessing the massacre of her family and spends the next four years as a member of the tribe. Initially not wanting to "become an Indian," she holds the murder of her family close to her heart, attempts escape, and resists learning the Lenape language. She gains strength from her memories of her famous mother, Anne Hutchinson, the strong-willed and outspoken 17th-century heretic. Gradually, Susanna learns to communicate and partially accepts her new identity as Mee-pahk ("Pretty Leaf"). She finds a strength similar to her mother's in the wise medicine woman, Som-kway, and enjoys the friendship of her sister, Sa-kat. Susanna comes to recognize the inherent humanity of her new family, despite radical cultural differences, and discovers one day, somewhat to her dismay, that she "could no longer hate" them. When arrangements are made to trade her back to her white family, she does not wish to leave the Place of Stringing Beads. Susanna is a heroine after her mother's blood: strong and visionary.

Activities

Field trip to Fort Loudon State Park located in Vonore, Tennessee.
Field trip to Cumberland Gap National Park located in Cumberland Gap, Tennessee.

Questions You Might Ask Students

1. **What are some effects of colonization?**

   Colonization in the Americas led to a decrease in population of native Americans due to diseases brought by the settlers, warfare, and loss of land through relocation. As more Europeans established colonies, the natives were forced to change their ways of life and hunting styles. Colonization also led to conflicts among the European leaders in response to lands claimed by more than one country and border wars.

2. **In economic terms, explain why slavery flourished in the South as opposed to the North.**

   The South had a better climate to support the spread of plantations and a longer growing season. The major cash crops necessitated slavery as more planters acquired more land for farming. The North had soil that was too rocky and a climate that did not support large amounts of cash crops.

3. **What is the difference between a primary source and a secondary source?**

   A primary source is an actual account of history as it happens, as in a diary entry, a photograph, or a document. A secondary source is a retelling of an event after the fact, as in a textbook subject or a retrospective newspaper article.

4. **What are the causes and consequences of conflict for the French and Indian War, Revolutionary War, and the War of 1812?**

   The French and Indian War was primarily caused by conflicts between France and Britain over lands that both countries claimed, especially the Ohio River Valley, and the economic gains through the fur trade.

   The American Revolution was a consequence of the French and Indian War, due to the fact that increased taxation of the colonists came about as a result of the expenses incurred by involvement in the conflict.

   The War of 1812 was a result of increased meddling by the British due to ill feelings over the Revolutionary War. Frankly, Britain wanted its colonies back. The War of 1812 was a second war for American independence from British involvement.

5. **How did religion contribute to early American society? Identify the impact on government, education, social norms, slavery, and tolerance.**

   The New England Colony was primarily established on the basis of religion. It controlled the government, land ownership was limited to church members, and voting rights were connected to the church. Many other colonies were established (i.e. Rhode Island, Connecticut, Pennsylvania) when the Puritans refused to give members of other faiths or beliefs basic human rights. These colonies were established on the basis of tolerance. The church ruled education, as many of the early schools in villages were held in the church house. The church, citing Biblical reasons for the enslavement of others, often ordained slavery.

6. **What are some major technological advances during this time period?**

   The greatest technological advancement was the improvement of printing machines, enabling the spread of communication through written materials. Newspapers became more easily available, thus making it easier to mass-produce information to reach more colonists.

7. **Who were the Native American groups in Tennessee before European exploration?**
   The major tribes in Tennessee at the time of exploration and settlement were the Creek, Cherokee, Choctaw, Chickasaw, and Shawnee.

Questions You Might Be Asked by Students

1. **Were there schools sailors had to attend to learn how to sail a ship?**
   Yes, there were schools. For example, Prince Henry of Portugal established a school of navigation in the 15th Century, for the purpose of training sailors.

2. **What did the sailors eat?**
   The diet of the typical sailor was not very healthy. Meat did not keep well on board ship, as there were no refrigeration methods then. Meat had to be dried or picked in brine and stored in kegs. Fresh fruits and vegetables were rarely available, causing a disease called *Rickets.* Goats were often kept on ship because a goat's milk was safer to drink than cow's milk.

3. **How long did it take to sail to America?**
   The length of the trip could range from weeks to months, depending on the weather conditions and the destination. The voyage of the Mayflower, for example, took 66 days.

4. **Why didn't the Spanish get mad when the English settled Jamestown and go after them?**
   Chances are, the Spanish were unaware that the English settlers were in Jamestown, due to the fact they were involved in further explorations and settlements of their own.

5. **What was the difference between Pilgrims and Puritans?**
   The people we know as Pilgrims were actually a sect known as the *Seperatists*. They wanted to separate from the Church of England.
   The Puritans were members of the Church of England who did not approve some of the tenets of the Church. They wanted to purify religion, keep it simple and rule-based.

6. **Why would a Quaker want to live near the Puritans when they could be punished for being Quaker and not Puritan?**
   At first, the Puritan settlements were the only established villages, with schools and protection from the surrounding natives. Eventually, as persecution of the Quakers continued, they began to venture out and establish their own settlements.

7. **Why weren't the slaves sent to England to work instead of to America?**
   The need for slaves in American was greater than that in England. Most British landholders did not have a lot of acreage, nor was the growing season long enough to support the need for many slaves. Consequently, the British required few slaves, most of these serving as house servants.

8. **Since there wasn't any gold in Florida, why did the Spanish stay there?**
   The Spanish established colonies to make a profit any way possible, if not by acquisition of gold, then through the establishment of plantations to grow cash crops. Also, missions were established to convert the natives to Christianity, since Columbus had originally promised this to the Spanish monarchs.

9. **What happened to the indentured servants after they had worked their time for their master?**
   Most indentured servants were granted freedom after they had satisfied their indebtedness. Some were even given plots of land to establish their own way of earning a living in America.

10. **Why would people in Jamestown want to grow tobacco if it is bad for you?**
    The settlers of Jamestown did not know that tobacco was harmful. It was widely used throughout Europe. They just saw it as a money-making crop, the "gold" they were looking for in America.

Technology (Web Sites)

Tennessee History For Kids: www.tnhistoryforkids.org
Tennessee History for Kids is a place to go for both students and teachers to go to find information on Tennessee history. The website includes lesson plans developed by certified teachers for specific grade levels K-12, photographs, city and county histories, videos, virtual tours of numerous local historical sites, and much more in a user friendly format.

The National Archives: For Educators and Students: www.archives.gov/education
The National Archives page for Educators and Students have a variety of engaging resources—primary sources and activities and training for educators and students. The Teaching with Documents Lesson Plans section contains reproducible copies of primary documents from the holdings of the National Archives, teaching activities correlated to the National standards for both American History and Civics and Government, and cross-curricular connections. Teaching with primary documents encourages a varied learning environment for teachers and students alike. Lectures, demonstrations, analysis of documents, independent research, and group work become a gateway for research with historical records in ways that sharpen students' skills and enthusiasm for history, social studies, and the humanities.

Gilder Lehrman Institute of American History: www.gilderlehrman.org
The Gilder Lehrman Institute's website serves as a gateway to American history online with rich resources for educators, designed specifically for K-12 teachers and students. The website includes rich primary source materials, student and teacher resources, podcasts on numerous historical topics featuring noted historians, online exhibitions, history slideshows, and much more.

Our Documents: www.ourdocuments.gov
The Our Documents website is a cooperative effort among National History Day, the National Archives and Records Administration, and USA Freedom Corps. Our Documents tells the fascinating story of American history through a collection of 100 history-changing documents. Together, these milestone documents chronicle the centuries of social and political upheaval as the country struggled to define itself as a new nation and then to assume its place as a global power. Our Documents span American history from the 1776 Lee Resolution to the 1965 Voting Rights Act (neglecting ore current documents due to the fact of historical objectivity when analyzing current or recent events). Students and teachers can click on each document to view the document in a high resolution image and read a transcript of the document. Accompanying each document is a brief historical essay which provides both the document's historical content and its historical context.

National Museum of American History: http://americanhistory.si.edu/
Various primary and secondary resources, as well as lesson plans and activities from the Smithsonian Institute Museum of American History that includes each of the Eras in the curriculum.

Digital History: http://www.digitalhistory.uh.edu/
Various topics with primary source materials, teacher and student resources, interactive timelines, maps, visual history, virtual exhibits, multimedia, and much more.

Epilogue

In the middle of the 1800s, just after Italy had become a nation, one of the leaders of the nationalist movement bemoaned, "We have made Italy. Now we must make Italians." What the writer clearly saw was that Italy had become a nation before its people possessed any sense of national unity or "oneness."

In the decades between settlement and the American Revolution, Americans were busy carving out homes in the West; establishing colonial institutions such as elected assemblies, institutions of higher learning (Harvard 1636, William & Mary 1693, Yale 1701), and churches; growing their economies and trying to find a profitable place in Britain's mercantile system; and trying to deal with the problems that resulted from growth, change, and maturation. Indeed, so busy were they that they failed to appreciate that Britain's mainland colonies, settled at different times by different peoples for different reasons, were slowly becoming more like one another than any of them were to the mother country. Common problems, the Enlightenment, the Great Awakening, and other phenomena were gradually creating a "new person"—for the most part English in loyalty but each year less and less English. Even their language was different from the English spoken in Britain, as new words (from non-English colonists, Indians, and their own efforts to name plants and animals that were not known to them) such as "cookie," boss," "succotash," and countless others found their ways into colonists conversations. They were even calling themselves "Americans."

Ultimately more important were the ideas colonists possessed that were altered versions of those same ideas found in Europe. As it turned out, the notion of individual rights ("natural" rights) was embraced far more by Americans, and in the altered form that those rights were far more important than that of allegiance to the nation-state.

Yet almost no one perceived this at the time. But as teachers we can use the central theme of colonial growth, change, and maturation to make the people and events of Era 3 (Revolution and Nation Building) far more understandable.