

Unit 1

Creating A Nation

Beginnings to 1877

CHAPTER 1

A Nation is Born
Beginnings to 1789

CHAPTER 2

The Young Republic
1789–1850

CHAPTER 3

The Civil War and Reconstruction
1848–1877

Why It Matters

The history of the United States of America began with the decision of the thirteen colonies to rebel against Britain. After emerging victorious from the Revolutionary War, the United States created a new form of government. The new republic struggled to balance federal versus states' rights as the nation grew in size and the North and South divided over the issue of slavery. Unable to reconcile these differences, the country fought the Civil War.



Signing the Declaration of Independence

A Nation Is Born

Beginnings to 1789

SECTION 1 Converging Cultures

SECTION 2 A Diverse Society

SECTION 3 The American Revolution

SECTION 4 The Constitution

George Washington at Valley Forge

1492

- Christopher Columbus lands in the Caribbean

U.S. PRESIDENTS

U.S. EVENTS

WORLD EVENTS

1498

- Vasco da Gama sails around Africa to India, locating a water route to Asia from Europe



1521

- Cortés conquers the Aztec

1520

- Magellan sails into Pacific Ocean

1517

- Protestant Reformation begins

1619

- First meeting of the Virginia House of Burgesses

1607

- The English found Jamestown in Virginia

1630

- Massachusetts Bay Colony established

1642

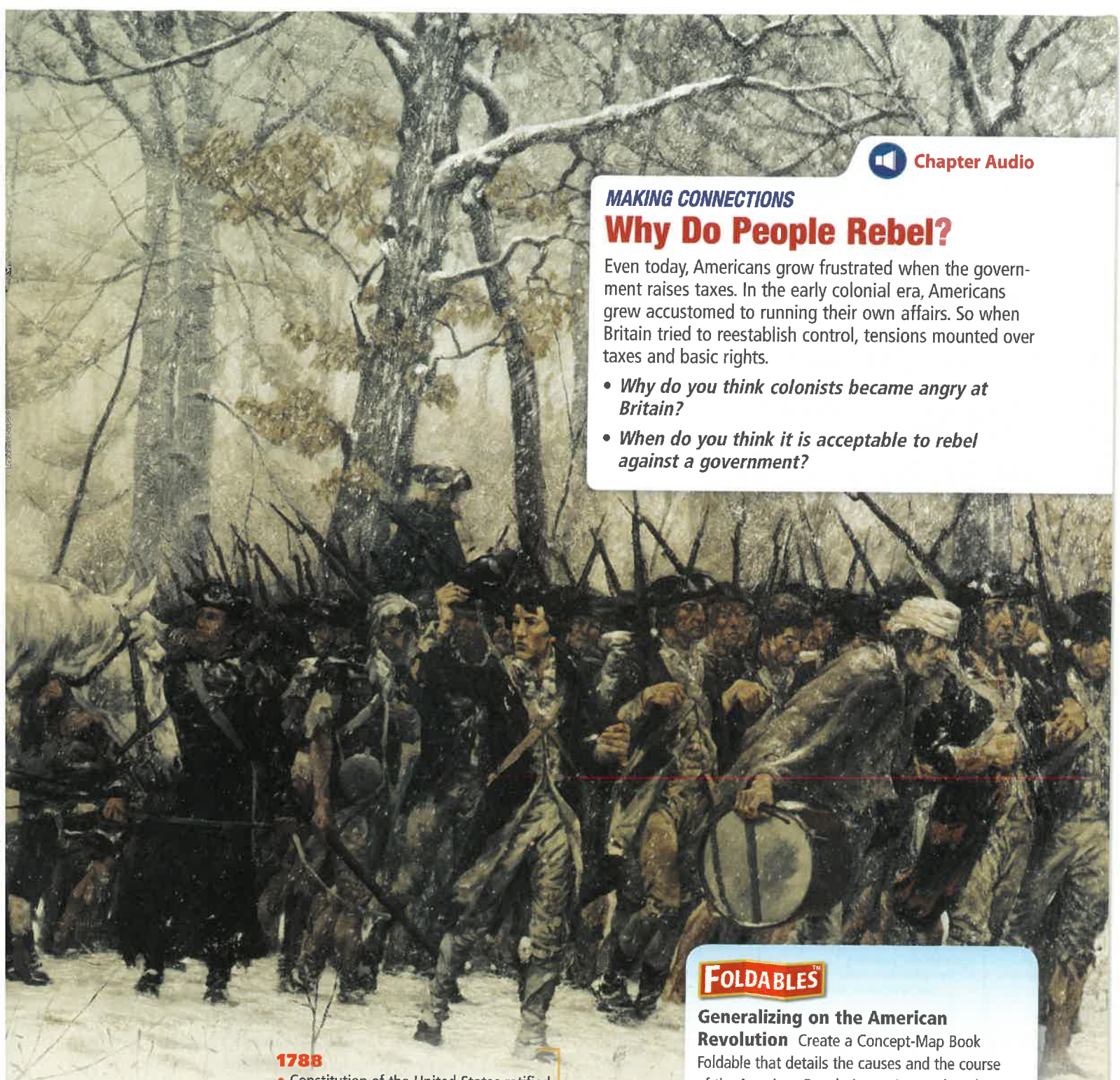
- English Civil War begins

MAKING CONNECTIONS

Why Do People Rebel?

Even today, Americans grow frustrated when the government raises taxes. In the early colonial era, Americans grew accustomed to running their own affairs. So when Britain tried to reestablish control, tensions mounted over taxes and basic rights.

- *Why do you think colonists became angry at Britain?*
- *When do you think it is acceptable to rebel against a government?*



1788
• Constitution of the United States ratified

1776
• Declaration of Independence signed

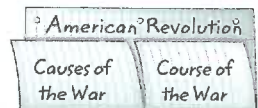
1754
• French and Indian War begins

Washington
1789–1797



FOLDABLES™

Generalizing on the American Revolution Create a Concept-Map Book Foldable that details the causes and the course of the American Revolutionary War. Select the most important causes of the war and list them inside one-half of the Concept-Map. Use the other half to list the outcomes of battles during the war.



1700

1800



1688
• Glorious Revolution establishes limited monarchy in England

1748
• Montesquieu's *The Spirit of Laws* published

1776
• Adam Smith's treatise on mercantilism, *Wealth of Nations*, published

1789
• French Revolution begins

History ONLINE Visit glencoe.com and enter **QuickPass™** code TAVMT5147c1 for Chapter 1 resources.

Converging Cultures

Guide to Reading

Big Ideas

Government and Society European settlers established colonies in land inhabited by Native Americans and developed new forms of government.

Content Vocabulary

- joint-stock company (p. 8)
- Pilgrim (p. 8)
- subsistence farming (p. 10)
- proprietary colony (p. 11)
- indentured servant (p. 12)

Academic Vocabulary

- cultures (p. 4)
- immigrate (p. 8)

People and Events to Identify

- Jamestown (p. 8)
- William Penn (p. 11)

Reading Strategy

Taking Notes As you read about the early settlements of America, use the section headings to create an outline similar to the one below.

- | |
|-----------------------------------|
| Discovery and Settlement |
| I. The Earliest Americans |
| A. Early Civilizations in America |
| B. |
| C. |
| II. European Exploration |
| A. |
| B. |
| C. |
| III. |
| IV. |
| V. |

While a number of civilizations flourished in the Americas, Europeans looking for trade routes began settling in the region. Their colonies developed different forms of government, and many depended on slave labor.

The Earliest Americans

MAIN Idea Native Americans adapted to their environments and developed diverse cultures.

HISTORY AND YOU Do you remember getting used to a new school? Read to learn how the first American settlers adapted to their new environments.

No one knows exactly when the first people arrived in America. Scientists have pieced together many clues by studying the Earth's geology and the items left by early humans. Such studies proved that people were here at least 10,000 years ago. More recent research, however, suggests that our ancestors may have arrived much earlier—between 15,000 and 30,000 years ago.

These newcomers to America were probably nomads, people who continually move from place to place. With time, Native Americans learned how to plant and raise crops. The shift to agriculture led to the first permanent villages and to new building methods. As early societies became more complex, civilizations emerged. A civilization is a highly organized society marked by advanced knowledge of trade, government, the arts, science, and, often, written language.

Early Civilizations in America

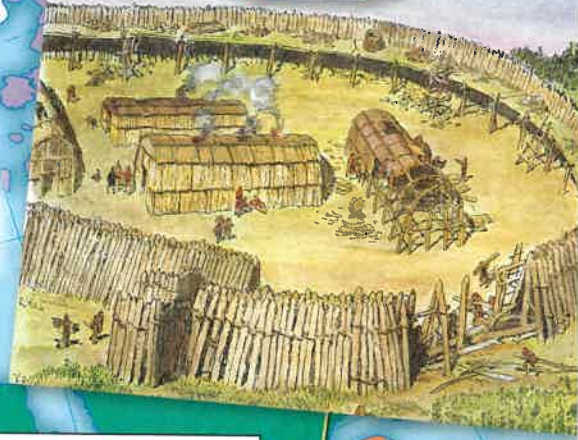
Anthropologists think the earliest civilization in the Americas arose between 1500 B.C. and 1200 B.C. among the Olmec people in southern Mexico. The Maya and the Aztec later developed their own civilizations in Central America, building impressive temples and pyramids and establishing trade networks. Many anthropologists believe that the agricultural technology of Mesoamerica eventually spread north into the American Southwest and beyond. Around A.D. 300, the Hohokam began farming in what is today Arizona. They and another nearby people, the Anasazi, were able to grow crops in the dry Southwest by building elaborate irrigation systems.

About the time of the early Olmec civilization, the people in North America's eastern woodlands were developing their own **cultures**. The Hopewell built huge geometric earthworks that served as ceremonial centers, observatories, and burial places. Between A.D. 700 and 900, the Mississippian people in the Mississippi River valley created Cahokia, one of the largest early American cities.

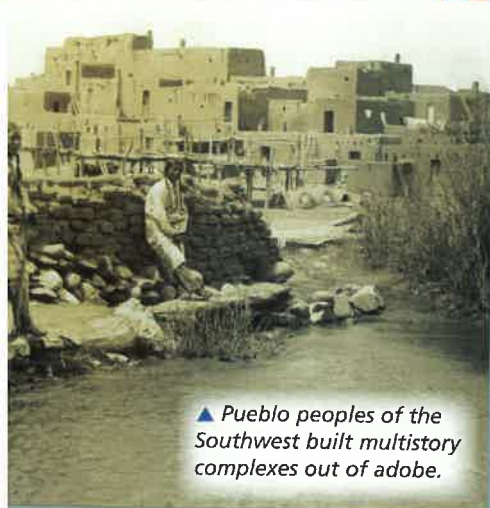


Great Plains peoples, such as the Sioux, lived in temporary tepee villages.

The Eastern Woodlands peoples lived in permanent, well-defended communities.



California	Northwest Coast	Subarctic
Great Basin	Plateau	Hopi Tribal group
Great Plains	Southeast	
Northeast	Southwest	



Pueblo peoples of the Southwest built multistory complexes out of adobe.



The Cherokee established permanent settlements throughout the Southeast.

Analyzing GEOGRAPHY

- 1. Movement** Why did some of the people of the Great Plains become nomadic?
- 2. Human-Environment Interaction** How does the housing style of each group reflect its environment?

Native American Cultural Diversity

In the Eastern Woodlands, most Native Americans combined hunting and fishing with farming. Many different groups lived in the Eastern Woodlands, but most spoke either Algonquian or Iroquoian languages.

In the Southeast, the Cherokee were the largest group. They, along with the Creek, Choctaw, Natchez, and others, generally built wooden stockades around their villages for protection. Women did most of the farming, while men hunted deer, bear, and alligator.


In the Southwest, the Hohokam and the Anasazi eventually disappeared, but their descendants, including the Zuni and the Hopi, continued to farm corn, beans, and cotton. Around the 1500s, two other groups—the Apache and the Navajo—came to the Southwest. The Navajo settled in farming villages, but many of the Apache remained nomadic hunters.

Hunting also sustained the Sioux and other peoples who lived on the western Great Plains. They followed buffalo herds and camped in tepees that they could easily set up, dismantle, and carry.

Along the Pacific Coast, the Northwest was home to fishing peoples like the Kwakiutls and the Chinook. They caught the plentiful salmon, built wooden houses and canoes, and crafted ceremonial totem poles from the trunks of redwood and cedar trees. To the south, in what is today central California, groups such as the Pomo trapped small game and gathered acorns. Farther inland lived other hunter-gatherer groups like the Nez Perce, the Yakima, the Ute, and the Shoshone.

Meanwhile, in the Far North region from Alaska to Greenland, the Inuit and the Aleut hunted seals, walruses, whales, polar bears, and caribou. They adapted to their harsh environment by inventing tools such as the harpoon, kayak, dogsled, and oil lamp.

By the 1500s, Native Americans had established a wide array of cultures and languages. They had also developed economies and lifestyles suited to their particular environments.

 **Reading Check** **Explaining** How did climate and food sources help shape Native American lifestyles?

European Explorations

MAIN Idea European countries began to explore the world and established colonies in the Americas.

HISTORY AND YOU Have you tried new foods from other parts of the world? Read about the exchange of foods after European explorations.

As the people of Europe emerged from the Middle Ages, they became interested in Asia, the source of spices, perfumes, fine silks, and jewels. Rulers of Portugal, Spain, France, and England wanted to find a sailing route to Asia that would bypass the merchants and traders from Italy and the Middle East.

Columbus's Voyages

While Portugal took the lead in searching for a sea route around Africa to Asia in the early 1400s, Spain funded an expedition by Christopher Columbus, an Italian sea captain, to sail west across the Atlantic Ocean. In August 1492 Columbus and his crew set off in three ships—the *Niña*, the *Pinta*, and the *Santa Maria*. After a harrowing voyage, they landed on present-day San Salvador Island and then explored other islands in the Caribbean. Columbus claimed the new lands for Spain, believing all the time that he was in Asia.

When Columbus returned home to Europe with the news he had reached land on the other side of the Atlantic, he triggered a wave of European exploration and settlement of North and South America.

Continuing Expeditions

Europeans soon realized that Columbus had not reached Asia but a part of the globe unknown to Europeans. They named the new continent America in honor of Amerigo Vespucci, who explored the South American coastline for Portugal.

The 1494 Treaty of Tordesillas confirmed Spain's right to most of these newly discovered lands, and conquistadors began building a Spanish Empire in the Americas. With their superior weapons, the Spanish easily conquered the local peoples. Hernán Cortés defeated the Aztec in Mexico in 1521. Francisco Pizarro conquered the Inca in Peru eleven years later. The Spanish also explored parts of North America. Juan Ponce de León claimed



For an example of Native American storytelling, read the selections on pages R64–R65 in the **American Literature Library**.

Turning Point

▶ Although no images of Christopher Columbus exist from his lifetime, this painting from about 1525 is considered to be the closest likeness.



Columbus Arrives in America

Columbus's first voyage to the Americas was a major turning point in world history. For Europeans, it opened up new areas of exploration and discovery and provided vast wealth through trade. The event was devastating, however, for native peoples of the Americas, whose cultures were changed or destroyed by war, disease, and enslavement.

ANALYZING HISTORY Describe one positive and one negative effect of Columbus's voyage to the Americas.

▲ The *Landing of Columbus* was painted by American artist Albert Bierstadt in 1892, the year of the 400th anniversary of Columbus's arrival in North America. Note that the artist portrayed the indigenous people as shrouded in darkness and shadow, emerging to kneel worshipfully before the Europeans, who bring with them the "light" of civilization. Unfortunately, the arrival of Europeans did more to destroy the indigenous cultures than to enlighten them.

Florida, Francisco Vásquez de Coronado explored the Southwest, and Hernando de Soto explored the Southeast.

The Spanish soon controlled an immense territory stretching from the Florida peninsula to California and into South America. Settlers farmed the land, established mines and ranches, and tried to spread the Catholic faith.

Cultural Changes

The arrival of Europeans in the Americas altered life for everyone. Native Americans introduced the Europeans to new farming methods and foods like corn, potatoes, squash, pumpkins, beans, and chocolate, as well as tobacco and chewing gum. Europeans also adopted many Native American inventions, including canoes, snowshoes, and ponchos.

Meanwhile, the Europeans introduced Native Americans to wheat, rice, coffee, bananas, citrus fruits, and domestic livestock such as chickens, cattle, pigs, sheep, and horses. In addition, Native Americans acquired new technologies, including better metal-working methods. Along with these beneficial imports, however, came deadly ones—germs that cause diseases. Native Americans had never before been exposed to influenza, measles, chicken pox, mumps, typhus, or smallpox. With no immunity, millions of Native Americans died in widespread epidemics. Military conquests also devastated Native Americans, costing them their lands and their traditional ways of life.

Reading Check **Identifying** Why did millions of Native Americans die after contact with Europeans?

Early French and English Settlement

MAIN Idea The French and English settled in North America, and English colonists began their own local governments.

HISTORY AND YOU Have you ever wanted to move somewhere new? Why do you think most people move today? Read to learn why the French and English settlers came to North America.

 For the complete text of the Mayflower Compact, see page R39 in Documents in American History.

Soon after Columbus made his historic voyage, France and England began exploring the eastern part of North America. England sent John Cabot on expeditions in 1497 and 1498. France funded trips by Jacques Cartier and Giovanni da Verrazano in the early 1500s. Yet it was not until the 1600s that the countries succeeded in establishing colonies.

New France

In 1608 French geographer Samuel de Champlain founded the outpost of Quebec. The backers of New France sought profits from fur, and Frenchmen began a brisk trade with Native Americans. Quebec eventually became the capital of New France, a sparsely settled colony of fur traders and Jesuit missionaries.

In the late 1600s, France began expanding the colony. Explorers Louis Jolliet and Jacques Marquette reached the Mississippi River, and René-Robert Cavalier de La Salle followed it to the Gulf of Mexico. The French named the newly claimed region Louisiana. Settlers founded the towns of New Orleans, Biloxi, and Mobile, and they began growing sugar, rice, and tobacco. The French also began importing enslaved Africans to do the hard field work that these labor-intensive crops required.

Jamestown

A year before the French founded Quebec, the English established their first lasting settlement in Virginia. The colony, **Jamestown**, was funded by a **joint-stock company**, a group of private investors who pooled their money to support big projects. These investors, along with others in business and government, saw colonies as sources of raw materials and markets for English goods.

Despite early troubles, the settlers survived with the help of the Powhatan Confederacy, a group of local Native Americans. Within a few years, they began to prosper by growing tobacco. Newcomers arrived, attracted by the promise of land ownership. In 1619 colonists formed an assembly, the House of Burgesses, to make their own laws.

Encouraged by the Virginia Company, more than 4,500 settlers **immigrated** to Virginia by 1622. This expansion alarmed Native Americans, who attacked Jamestown in 1622. An English court blamed the Company's policies for the high death rate and revoked its charter. Virginia became a royal colony run by a governor appointed by the king.

Plymouth Colony

Not all settlers came for economic gain. King James was persecuting a group of Puritans who were called Separatists because they wanted to form their own congregations separate from the Anglican Church, the official church of England. These Separatists hoped to be able to worship freely in America.

In 1620 a small band of Separatists, who came to be known as **Pilgrims**, headed for Virginia on the *Mayflower*. A storm blew their ship off its course. The Pilgrims finally dropped anchor off the coast of Cape Cod, territory without an English government. The settlers drew up a plan for self-government called the Mayflower Compact. They quickly built homes and befriended the local Wampanoag people. The following autumn, the Pilgrims joined with the Wampanoag in a harvest celebration—the first Thanksgiving.

Ten years later, after increasing persecution of Puritans, another group of Puritans arrived in Massachusetts Bay with a charter for a new colony. They founded several towns, including Boston. A depression of England's wool industry drew more people to Massachusetts.

The people of Massachusetts set up a representative government, with an elected assembly to make laws. Government and religion were closely intertwined. The government collected taxes to support the church, and the Puritan leaders of the colony set strict rules for behavior.

 **Reading Check** **Explaining** Why did English colonists come to America?

The Thirteen Colonies

MAIN Idea As English settlements grew, colonists developed different forms of government.

HISTORY AND YOU Have you ever been a part of a new organization? What rules did you draw up? Read how colonies established their governments.

The early colonies were only the beginning of English settlements. Over the next century, colonies grew all along the east coast.

The Growth of New England

Puritan efforts in the Massachusetts Bay Colony to suppress other religious beliefs led to other New England colonies. One early dissenter was a minister named Roger Williams. In 1636, after being banned from Massachusetts,

Williams headed south, purchased land from the Narraganset people, and founded the town of Providence. There the government had no authority in religious matters.

Like Roger Williams, Anne Hutchinson was exiled from Massachusetts because of her religious views. Hutchinson and a few followers settled near Providence, as did other free-thinking Puritans over the next years. In 1644 Providence joined with neighboring towns to become the colony of Rhode Island and Providence Plantations. Religious freedom, with a total separation of church and state, was a key feature of this new colony.

Some religious dissenters, along with fishers and fur traders, went north instead of south to Rhode Island. In 1679 a large area north of Massachusetts became the royal colony of New Hampshire.

PRIMARY SOURCE

The Causes of English Settlement in America

Three major factors led the English to found colonies in the Americas.

RELIGIOUS PERSECUTION



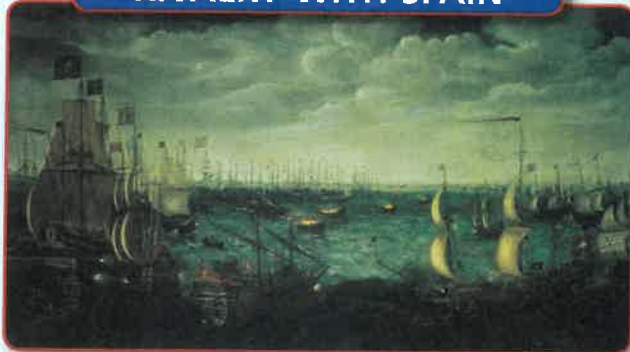
◀ English Puritans and non-Anglicans faced prejudice and legal harassment. Many fled to North America where they could worship as they wished.

ECONOMIC CHANGES



▲ The enclosure movement displaced thousands of tenant farmers. Many English leaders thought that having colonies would help absorb England's unemployed people.

RIVALRY WITH SPAIN



◀ The Protestant English wanted to share the riches of the Americas that Catholic Spain was monopolizing.

Analyzing VISUALS

- 1. Determining Cause and Effect** How did England's rivalry with Spain drive the nation to establish new colonies in North America?
- 2. Explaining** Why did religious groups found colonies?

People IN HISTORY

Roger Williams

1603?–1683

Shortly after his arrival in Boston in 1631, Roger Williams declared he was a Separatist and began criticizing Puritan leaders. He served as a minister in Salem, moved briefly to Plymouth Colony in 1632, and then returned to preach at Salem.

When Williams returned to Salem, he continued to criticize Puritan leaders for not making a complete break from the corrupt Anglican Church. He also insisted on greater separation of church and state. Finally, he denounced Massachusetts Bay's charter because it assumed the king had the right to give away land belonging to Native Americans. As Puritan leaders prepared to banish him, Williams fled.

In 1636 he founded Providence—later to be part of Rhode Island—on land he purchased from the Narragansets. In his new colony, Williams created a haven for Quakers, Separatists, Jews, and others whose religious practices or views were not tolerated elsewhere. Most important, Williams championed religious freedom, which later became an important American principle.

What significant contribution to civil rights did Roger Williams make?



Anne Hutchinson

1591–1643

Anne Hutchinson, an experienced midwife and the wife of a prosperous merchant, arrived in Boston in 1634. There, she began to hold meetings with other women to discuss sermons, express her own beliefs, and evaluate the ministers.

Hutchinson stirred up controversy with her discussions of how salvation could be obtained. To most Puritans, this was heresy. In 1637 Hutchinson was tried for sedition by the Massachusetts General Court. Hutchinson did not repent. She said that God "hath let me see which was the clear [correct] ministry and which the wrong. . . ." When asked how God let her know, she replied that God spoke to her "by an immediate revelation." The Court ordered her banished.

Hutchinson, her family, and some of her followers founded a settlement in what is today Rhode Island. After the death of her husband, she moved to Long Island. In 1643 she and all but one of her children were killed in an attack by Native Americans. Some Puritans viewed her tragic death as God's judgment against a heretic.

How did Hutchinson challenge Puritan authority in the Massachusetts Bay Colony?



For an excerpt of the Fundamental Orders of Connecticut, see R40 in **Documents in American History.**

Religion also played a part in the founding of Connecticut. In 1636 the Reverend Thomas Hooker moved his entire congregation from Massachusetts to the Connecticut River valley. Hooker disagreed with the political system that allowed only church members to vote. Three years later, the new colony adopted America's first written constitution, the Fundamental Orders of Connecticut. It allowed all adult men to vote and hold office.

Life in New England New England Puritans valued religious devotion, hard work, and obedience to strict rules regulating daily life. Puritan society revolved around town life. Towns included a meetinghouse (church), a school, and a marketplace around an open public area called the town common. At town meetings, New Englanders discussed local problems and issues. These meetings evolved into the local government, with landowners voting on laws and electing officials to oversee town matters. Yet even residents without property could attend meetings and express their opinions. The colonists grew used to managing

their own affairs and came to believe in their right to self-government.

New England's thin and rocky soil was ill suited for cash crops. Instead, from Connecticut to Maine, colonists practiced **subsistence farming** on small farms, raising only enough food to feed their families. The main crop was wheat, but farmers also grew other grains, vegetables, apples, and berries, and they raised dairy cattle, sheep, and pigs.

It was maritime activity, however, that brought prosperity to New England. Fishers sold their catch of cod, mackerel, halibut, and herring to other colonists, people in the Caribbean, and Southern Europeans. Whaling providing blubber for candles and lamp oil.

A thriving lumber industry developed, too. Timber was plentiful, and lumber was in high demand for furniture, building materials, and the barrels that were used to store and ship almost everything in the colonial era. Equally successful was shipbuilding, which was quick and cheap because of forests and sawmills close to the coast. By the 1770s, one of every three British ships had been built in America.

King Philip's War In 1637 war broke out between the English settlers and the Pequot people of New England. This conflict ended with the near extermination of the Pequot people. In the following decades, however, English settlers and Native Americans lived in relative peace.

In the 1670s, colonial governments began to demand that Native Americans follow English laws and customs. Tensions peaked in 1675 when Plymouth Colony tried and executed three Wampanoag men for murder. This touched off King Philip's War, named after the Wampanoag leader Metacomet, whom the settlers called King Philip. By the time the war ended in 1678, few Native Americans were left in New England.

The Middle Colonies

While the English focused their early settlements on Virginia and New England, the Dutch had claimed much of the land south of Connecticut. In 1609 Henry Hudson, a navigator hired by Dutch merchants, had discovered what is now the Hudson River valley in New York. The Dutch called the region New Netherland and established their main settlement of New Amsterdam on Manhattan Island. Dutch policies encouraged immigration, and by 1664 New Netherland was England's main rival in North America.

New Settlements Charles II, who had become king of England in 1660 after the English Civil War, decided to act. He seized New Netherland from the Dutch and granted the land to his brother, James, the Duke of York. James held onto the largest portion of the land, renaming it New York. The rest of the land became New Jersey, a colony that offered generous land grants, religious freedom, and the right to have a legislative assembly.

In 1681 King Charles gave **William Penn** permission to create a new colony south of New York. Penn regarded Pennsylvania as a "holy experiment" where settlers would have religious freedom and a voice in government. He particularly wanted to help his fellow Quakers escape persecution in England. Quakers objected to obligatory taxes and military service. They also opposed war or violence as a means to settle disputes. A treaty Penn signed in 1682 assured peace with a local group

of Native Americans. To give his colony access to the Atlantic Ocean, Penn soon acquired coastal land to the southeast. This land later became the colony of Delaware.

Europe's population growth also brought a new wave of immigrants to America. Many of these newcomers settled particularly in the Middle Colonies, where land was still available.

The Economy The Middle Colonies were blessed with fertile land and a long growing season. Farmers produced bumper crops of rye, oats, barley, and potatoes. Wheat rapidly became the region's main cash crop. In the early and mid-1700s, the demand for wheat soared, thanks to population growth in Europe. Between 1720 and 1770, wheat prices more than doubled in the Middle Colonies. Some people who grew wealthy from the wheat boom invested in new businesses such as glass and pottery works and built large gristmills to produce flour for export.

The Southern Colonies

Farther south, tobacco helped Virginia to thrive. The colony had been joined by Maryland, a **proprietary colony** which began in the 1630s. A proprietary colony was one owned by an individual who could govern it any way he wanted, appointing officials, coining money, imposing taxes, and even raising an army. The owner of the colony was George Calvert, also known as Lord Baltimore. He hoped to make the colony a refuge for Catholics because they, like the Puritans, were persecuted in England. Most settlers, however, were Protestants. Maryland passed the Toleration Act in 1649, granting religious toleration to all Christians in the colony.

New Settlements After the end of the English Civil War, new colonies sprang up south of Virginia. In 1663 King Charles II gave eight friends and political allies a vast tract of land named Carolina. From the start, Carolina developed as two separate regions. A small and scattered population of farmers grew tobacco in North Carolina. North Carolina's coastline made the colony hard to reach, and many more settlers headed to South Carolina. There they established the community of Charles Towne (Charleston), exported deer-skins, and grew rice in the tidal swamps.



■ Settled by 1660
■ Settled by 1700
■ Settled by 1760

New York
 England took New York from the Dutch in 1664 and continued its focus on trade.

Pennsylvania
 William Penn established Pennsylvania in 1681 as a place of religious freedom.

Virginia
 The Virginia Company established its colony in 1607 as a money-making venture.

The Carolinas
 The Carolina colony was chartered in 1663 as a proprietary colony; its proprietors hoped to make money growing cash crops.

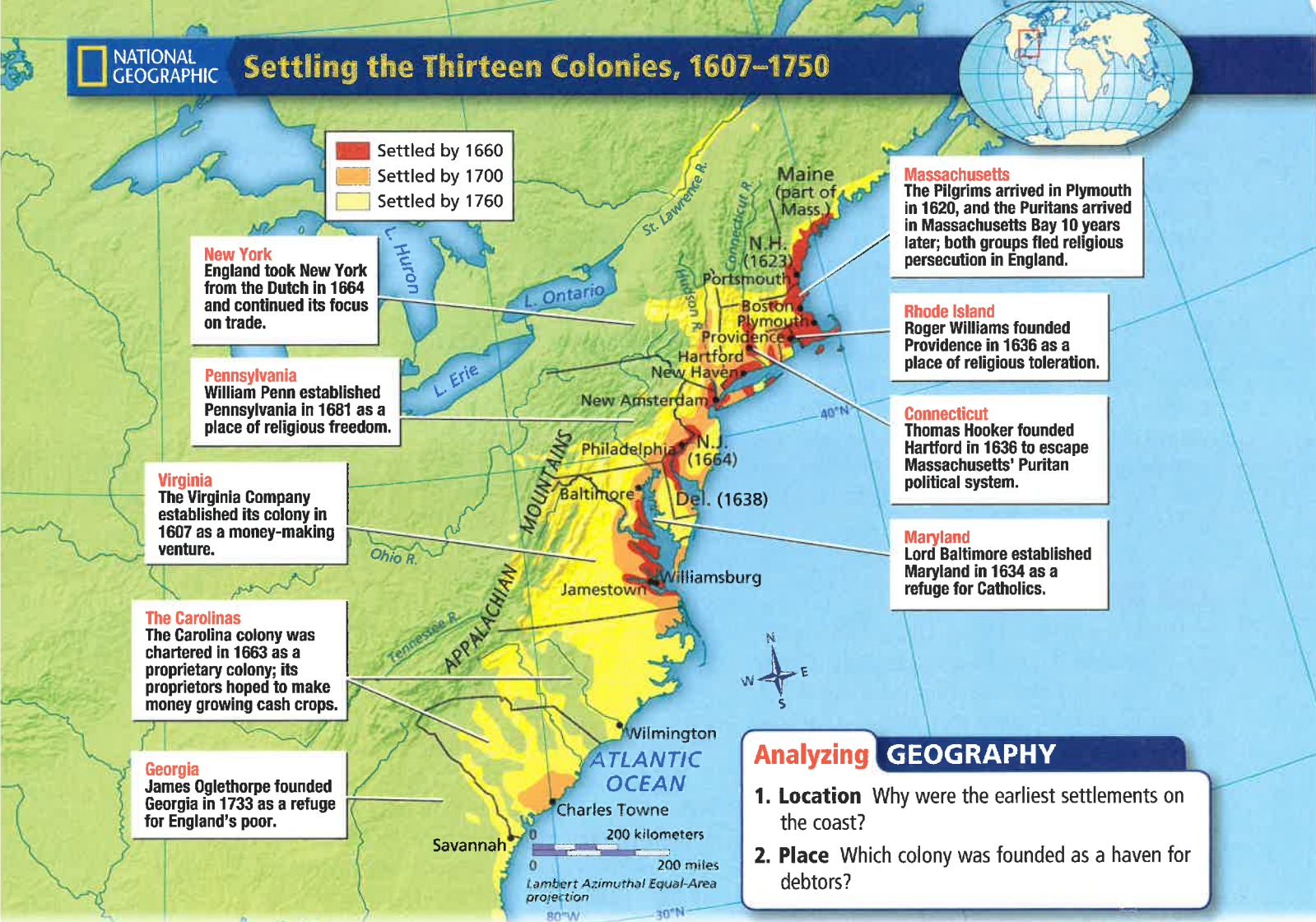
Georgia
 James Oglethorpe founded Georgia in 1733 as a refuge for England's poor.

Massachusetts
 The Pilgrims arrived in Plymouth in 1620, and the Puritans arrived in Massachusetts Bay 10 years later; both groups fled religious persecution in England.

Rhode Island
 Roger Williams founded Providence in 1636 as a place of religious toleration.

Connecticut
 Thomas Hooker founded Hartford in 1636 to escape Massachusetts' Puritan political system.

Maryland
 Lord Baltimore established Maryland in 1634 as a refuge for Catholics.



Analyzing GEOGRAPHY

- 1. Location** Why were the earliest settlements on the coast?
- 2. Place** Which colony was founded as a haven for debtors?

Georgia arose south of the Carolinas in 1733, based on an idea of James Oglethorpe. A wealthy member of Parliament, Oglethorpe had been horrified to learn that many English prisoners were jailed simply because they could not pay their debts. Oglethorpe asked King George II for a colony where the poor could start over. The king agreed, realizing that a new Southern colony also would keep Spain from expanding north of Florida.

Life in the South Agriculture was the focus of the Southern economy. In early colonial days, there was plenty of land, but not enough labor to work it. England had the opposite problem—not enough land and high unemployment. The situation led many poor English people to come to America as **indentured servants**. They signed contracts with American colonists, agreeing to work for four or more years in return for paid passage to America

and free food, clothing, and shelter. Southern farmers also relied on the labor of enslaved Africans, a practice that grew dramatically as time passed.

The hard lives of enslaved workers and indentured servants contrasted sharply with the privileged lives of the elite. A small number of wealthy colonists bought most of the land along the rivers and established large plantations. These landholders had enormous economic and political influence. They served in the governing councils and assemblies, commanded the local militias (citizen armies), and became county judges. With few towns or roads in the region, their plantations functioned as self-contained communities.

Although they dominated Southern society, large landowners were few in number. Most Southerners were small farmers living inland in the backcountry. They owned modest plots devoted mostly to subsistence farming.

Section 1 REVIEW

Another group of colonists were tenant farmers—landless settlers who worked fields that they rented.

By the 1660s, Virginia's government was dominated by wealthy planters led by the governor, Sir William Berkeley. Berkeley arranged to restrict voting to property owners, cutting the number of voters in half. He also exempted himself and his councilors from taxation. These actions angered the backcountry farmers and tenant farmers. Yet it was the governor's land policies toward Native Americans that led to a rebellion.

Crisis Over Land

Over time, acquiring land became an important issue for most colonists. Many indentured servants and tenant farmers wanted to own farms eventually. Backcountry farmers wanted to expand their holdings. By the 1670s, most land left was in areas claimed by Native Americans in the Piedmont, the region of rolling hills between the coastal plains and the Appalachians. Most wealthy planters, who lived near the coast, opposed expansion because they did not want to endanger their plantations by risking war with the Native Americans.

In 1675 war broke out between settlers and a Susquehannock group, but Governor Berkeley refused to support further military action. Nathaniel Bacon, a well-to-do but sympathetic planter, took up the cause of outraged backcountry farmers. After organizing a militia to attack the Native Americans, he ran for office and won a seat in the House of Burgesses. The assembly at once authorized another attack. It also restored the right to vote to all free men and took away tax exemptions Berkeley had granted to his supporters. Not satisfied with these reforms, Bacon challenged Berkeley, and a civil war erupted. Bacon's Rebellion ended suddenly the next month, when Bacon, hiding in a swamp, became sick and died. Without his leadership, his army rapidly disintegrated, and Berkeley returned to power.

Bacon's Rebellion convinced many wealthy planters that land should be made available to backcountry farmers. From the 1680s onward, Virginia's government generally supported expanding the colony westward, regardless of the impact on Native Americans.

The rebellion also helped increase Virginia's reliance on enslaved Africans rather than indentured servants. Enslaved workers did not have to be freed and, therefore, would never need their own land. In addition, in 1672 King Charles II granted a charter to the Royal African Company to engage in the slave trade. Planters now found it easier to acquire enslaved people because they no longer had to go through the Dutch or the Portuguese. Earlier purchases had been difficult because English laws limited trade between the English colonies and other countries. Planters also discovered another economic advantage to slavery. Because enslaved Africans, unlike indentured servants, were considered property, planters could use them as collateral to borrow money and expand their plantations.

Reading Check Analyzing How did the types of settlements influence the way each was governed?

Vocabulary

1. Explain the significance of: Jamestown, joint-stock company, Pilgrim, subsistence farming, William Penn, proprietary colony, indentured servant.

Main Ideas

- 2. Describing** How did geography and climate affect the cultures and traditions of Native American groups?
- 3. Explaining** How did the arrival of Europeans affect both Native American and European cultures?
- 4. Identifying** How did the Jamestown colony finally prosper?
- 5. Analyzing** What role did religion play in the founding of English colonies?

Critical Thinking

- 6. Big Ideas** In what ways did early settlers in the English colonies develop new and unique forms of government?
- 7. Categorizing** Use a graphic organizer to list the colonies and the reasons for their founding.

Colony	Reason for Founding

- 8. Analyzing Visuals** Examine the images on page 9. Summarize the different reasons for English settlement in America.

Writing About History

- 9. Descriptive Writing** Take on the role of a settler in Jamestown. Write a letter to someone back in England describing the hardships you faced.

History ONLINE

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GEOGRAPHY & HISTORY

The Columbian Exchange

The arrival of Europeans in the Americas set in motion a series of complex interactions between peoples and environments. These interactions, called the Columbian Exchange, permanently altered the world's ecosystems and changed nearly every culture around the world.

Native Americans introduced Europeans to new crops. Corn, squash, pumpkins, beans, sweet potatoes, tomatoes, chili peppers, peanuts, chocolate, and potatoes all made their way to Europe, as did tobacco and chewing gum. Perhaps the most significant import for Europeans was the potato. European farmers learned that four times as many people could live off the same amount of land when potatoes were planted instead of grain.

The Europeans introduced Native Americans to wheat, oats, barley, rye, rice, onions, bananas, coffee, and citrus fruits such as lemons and oranges. They also brought over livestock such as cattle, pigs, sheep, and chickens. Perhaps the most important form of livestock was the horse—which dramatically changed life for many Native Americans on the Great Plains.

How Did Geography Shape the Exchange?

The isolation of the Americas from the rest of the world meant that Native Americans had no resistance to diseases that were common in other parts of the world, such as influenza, measles, chicken pox, mumps, typhus, and smallpox. The consequences were devastating. Epidemics killed millions of Native Americans. This catastrophe also reduced the labor supply available to Europeans, who then turned to the slave trade, eventually bringing millions of Africans to the Americas.

Analyzing GEOGRAPHY

- 1. Movement** What new crops were introduced in Europe from the Americas? How did these crops improve the diet of Europeans?
- 2. Human-Environment Interaction** How did geography play a role in the spread of diseases?





Pigs

European diseases decimated Native American populations.



Disease



Citrus Fruit



Grains



Sugarcane

Sugarcane planters imported millions of enslaved Africans to the Americas.



Cattle



Honeybees



Bananas



Coffee



Beans



Squash and Pumpkins



Potatoes

Potatoes increased northern Europe's population and changed Ireland's diet.

Peanuts improved people's health in West Africa by providing protein.



Peanuts



Disease

Tobacco use killed tens of millions in only a few hundred years.



Tobacco



Tomatoes became popular in Europe and greatly changed cuisine of Italy.

Tomatoes



A Diverse Society

Guide to Reading

Big Ideas

Culture and Beliefs Immigrants from Europe or those brought by force from Africa greatly increased the population of the American colonies in the 1700s.

Content Vocabulary

- triangular trade (p. 16)
- slave code (p. 18)

Academic Vocabulary

- hierarchy (p. 16)

People and Events to Identify

- John Locke (p. 20)
- Great Awakening (p. 21)

Reading Strategy

Taking Notes As you read about colonial society in the 1700s, complete a graphic organizer similar to the one below by identifying why immigrants settled in the colonies.

Group	Where They Settled	Reasons for Immigrating
Germans		
Scots-Irish		
Jews		

The American colonies experienced rapid population growth. The importation of enslaved Africans continued even as colonists engaged in philosophical and religious discussions about the rights of individuals.

Growth of Colonial America

MAIN Idea The different colonies created new social structures that were more open than those of aristocratic Europe.

HISTORY AND YOU Think about the social structure in your school, from the principal down to you, the student. Read on to learn about the social structure that developed in the growing English settlements.

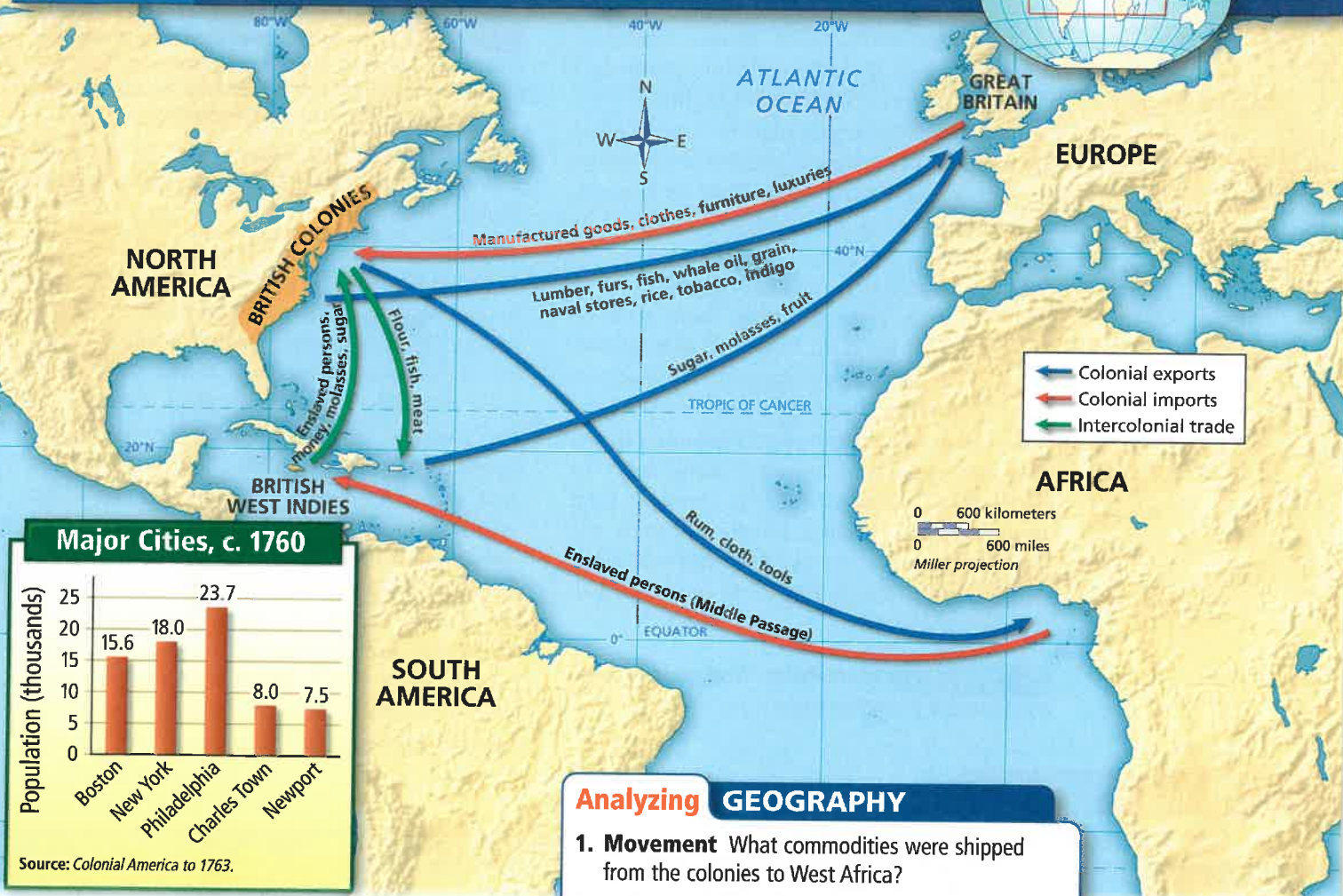
The population of the American colonies grew rapidly in the eighteenth century. Between 1640 and 1700, the colonial population increased from 25,000 to more than 250,000, and it reached roughly 2.5 million by the time of the American Revolution. High birthrates as well as improved housing and sanitation contributed to this growth. Contagious diseases, however, such as typhoid fever, tuberculosis, cholera, diphtheria, and scarlet fever, remained a threat. The increasing population and a rise in trade changed colonial society. This brought a growth of cities, increased immigration, and changes in status for women and Africans.

Trade and the Rise of Cities

In the early colonial period, settlers produced few goods that England wanted in exchange for the goods they purchased. Instead, colonial merchants developed systems of **triangular trade** involving exchanges of goods among the colonies, England, Caribbean sugar planters, and Africa.

This trade brought great wealth for merchants, who began to build factories. It also fostered the growth of cities in the North. By 1760 the Middle Colonies boasted the two largest cities in America: Philadelphia, with 30,000 people, and New York with 25,000.

In these cities, a new society with distinct social classes developed. At the top of the **hierarchy** were a small number of wealthy merchants who controlled trade. Below them, artisans, or skilled workers, made up nearly half of the urban population in colonial times. Innkeepers and retailers with their own businesses held a similar status. The lower class consisted of people without skills or property. Below them in status were indentured servants and enslaved Africans. Although relatively few enslaved people lived in the North, they made up 10 to 20 percent of the urban population.



Analyzing GEOGRAPHY

- 1. Movement** What commodities were shipped from the colonies to West Africa?
- 2. Human-Environment Interaction** What types of goods did the American colonies export?

Immigrants

Between 1700 and 1775, hundreds of thousands of free white immigrants streamed in. Most settled in the Middle Colonies, especially Pennsylvania. Among them were Germans fleeing religious wars back home and Scots-Irish escaping high taxes, poor harvests, and religious discrimination in Ireland. Jews migrated to America for religious reasons, too. By 1776 approximately 1,500 Jews lived in the colonies, mainly in the cities of New York, Philadelphia, Charleston, Savannah, and Newport. They were allowed to worship freely, but they could not vote or hold public office.

Women

Women did not have equal rights in colonial America. At first, married women could not

legally own property or make contracts or wills. Husbands were the sole guardians of the children and were allowed to physically discipline both their children and their wives. Single women and widows had more rights and could own and manage property, file lawsuits, and run businesses. In the 1700s, the status of married women improved. Despite legal limitations, many women worked outside their homes.

Enslaved Africans

Historians estimate that some 10 to 12 million Africans were enslaved and sent to the Americas between 1450 and 1870. On the way, about 2 million died at sea. Of the 8 to 10 million Africans who reached the Americas, approximately 500,000 were transported to British North America.

Africans had arrived in Virginia as early as 1619, when they were regarded as “Christian servants.” By about 1775, these unwilling immigrants and their descendants numbered about 540,000 in all colonies, roughly 20 percent of the colonial population. Laws called **slave codes** kept African captives from owning property, testifying against whites in court, receiving an education, moving about freely, or meeting in large groups.

No group in the American colonies endured lower status or more hardship than enslaved Africans. Most lived on Southern plantations, where they worked long days and were beaten and branded by planters. Planters also controlled enslaved Africans by threatening to sell them away from their families. Family and religion helped enslaved Africans maintain their dignity. Some resisted by escaping to the North, where slavery was not as widespread as in the South; others refused to work hard or lost their tools.

Reading Check Identifying What groups faced discrimination in colonial times?

New Ideas

MAIN Idea The ideas of justified revolutions, the Enlightenment, and the Great Awakening made the colonists question their role as English subjects and their limited freedom under mercantilist policies.

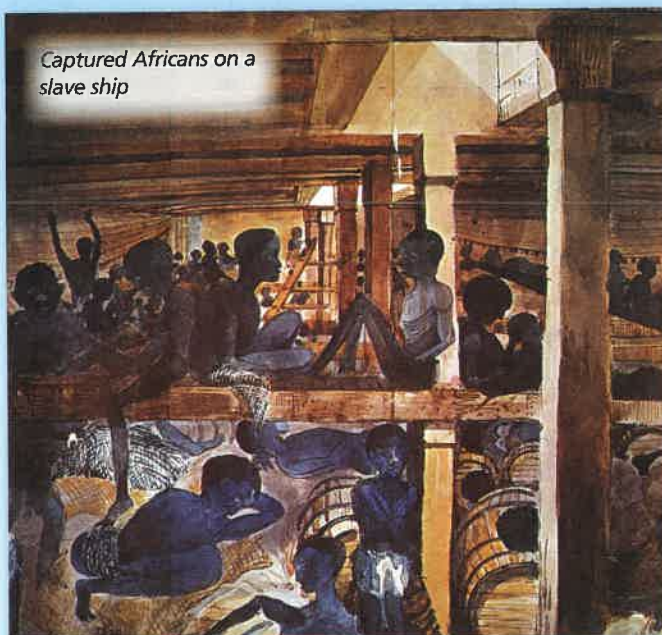
HISTORY AND YOU What rights do you have under the Bill of Rights? Read on to learn about the English Bill of Rights.

When Charles II assumed the throne in 1660, he and his advisers were determined to use the colonies to generate wealth for England. Charles asked Parliament to pass the Navigation Acts of 1660, requiring all goods shipped to and from the colonies to be carried on English ships. Specific products, including the major products that earned money for the colonies, could be sold only to England or other English colonies. Three years later, in 1663, Parliament passed another navigation act, the Staple Act. It required all colonial imports to come through England. Merchants bringing foreign goods to the colonies had to stop in England, pay taxes, and then ship the goods out on English ships. This increased the price of the goods in the colonies.

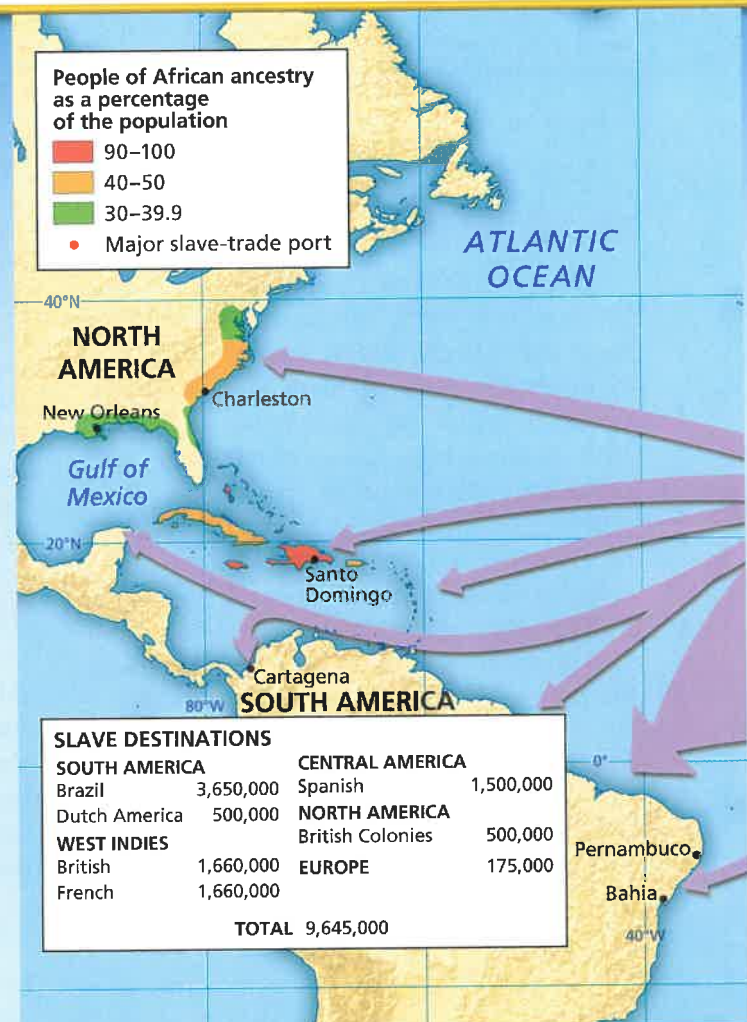
PRIMARY SOURCE

The Atlantic Slave Trade 1500–1800

In 1619 the first Africans arrived in the English colonies, beginning the brutal African slave trade. After a nearly fatal voyage across the Atlantic, known as the Middle Passage, under stifling, dirty, and crowded conditions, those starved and exhausted Africans who managed to survive were sold in markets or at auction.



Captured Africans on a slave ship



Frustration with the Navigation Acts led to many colonial merchants routinely smuggling goods to Europe, the Caribbean, and Africa. To better enforce English law, Charles II deprived Massachusetts of its charter in 1684 and declared it a royal colony. James II, who succeeded his brother Charles to the throne in 1685, went even further by creating a new royal province called the Dominion of New England. At first it included Plymouth, Massachusetts, and Rhode Island, and later Connecticut, New Jersey, and New York. Sir Edmund Andros, the first governor-general of the dominion, quickly made himself unpopular by levying new taxes, rigorously enforcing the Navigation Acts, and attempting to undermine the authority of the Puritan Church.

The Glorious Revolution

While Andros was angering New England colonists, King James II was offending many in England by disregarding Parliament, revoking the charters of many English towns, and practicing Catholicism. The birth of James's

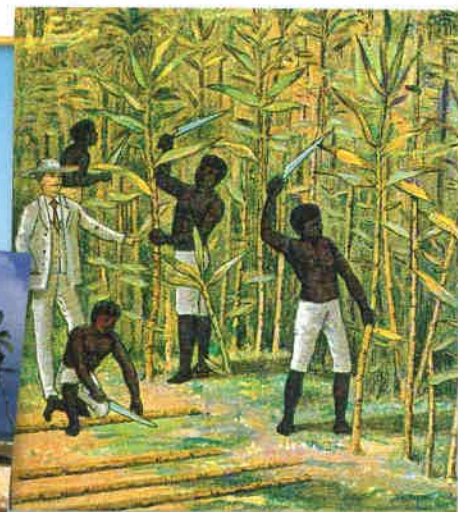
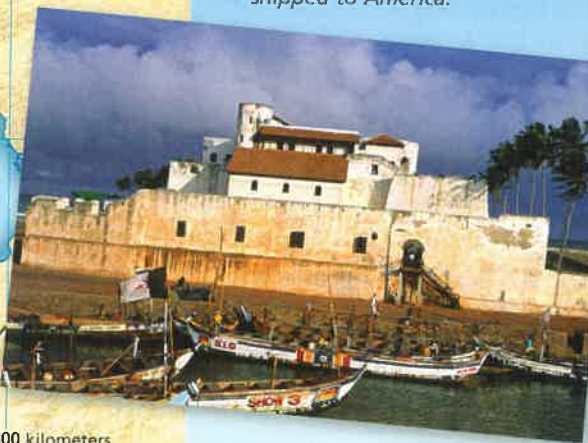
son in 1688 led to protests against a Catholic heir. To prevent a Catholic dynasty, Parliament invited James's Protestant daughter Mary and her Dutch husband, William of Orange, to claim the throne. James fled, and William and Mary became the new rulers. This change of power is known as the Glorious Revolution.

Before assuming the throne, William and Mary had to accept the English Bill of Rights. This document, written in 1689, said monarchs could not suspend Parliament's laws or create their own courts, nor could they impose taxes or raise an army without Parliament's consent. The Bill of Rights also guaranteed freedom of speech within Parliament, banned excessive bail and cruel and unusual punishments, and guaranteed every English subject the right to an impartial jury in legal cases.

Almost immediately Boston colonists ousted Governor-General Andros. William and Mary then permitted Rhode Island and Connecticut to resume their previous forms of government, and they issued a new charter for Massachusetts in 1691, granting the right to assemble and freedom of worship.



▼ In West Africa, the Castle of St. George held captured Africans until they were shipped to America.



▲ Most enslaved Africans spent their lives at hard agricultural labor or as domestic house slaves.

Analyzing VISUALS

- 1. Specifying** About how many captured Africans were taken to the British colonies in North America?
- 2. Explaining** Why do you think so many people died during the Middle Passage?

John Locke 1632–1704

The Glorious Revolution of 1688 importantly suggested that there were times when revolution was justified. In 1690, John Locke, a philosopher allied with those who had overthrown King James II, wrote *Two Treatises of Government* on this topic.

He argued that a government's right to rule came from the people, who were born with certain natural rights, including the right to life, liberty, and property. People created government to protect their rights, making a contract to obey the government's laws while the government protected their rights. If a ruler violated those rights, the people were justified in rebelling.

Locke's ideas greatly influenced the American colonists. The Mayflower Compact and the Fundamental Orders of Connecticut were agreements between the people and their government. The colonists saw Locke's "natural rights" as the specific rights of Englishmen set out in the Magna Carta and the English Bill of Rights. By the 1770s, the American colonies would put these ideas into practice when they launched their own revolution against Britain.

According to Locke, what is the source of a government's right to rule?



Benjamin Franklin 1706–1790

This famous patriot is an example of the social mobility ideal that has driven many Americans, while also demonstrating the Enlightenment ideal that one could unlock the laws of nature through rational exploration.

Franklin grew up humbly, the son of a Boston candle and soap maker. At sixteen, Franklin's passion for books and writing led him to Philadelphia: "I was dirty from my journey . . . and I knew no soul nor where to look for lodging . . . my whole stock of cash consisted of a Dutch dollar and about a shilling in copper." He eventually achieved success as a printer, writer, scientist, and philosopher. By the time he was 42, the man who popularized the proverb "Time is money" could afford to retire and devote himself to public life.

In this retirement, he began his scientific investigations. Most famously, his kite experiments proved that lightning was electrical in nature and gained him an international reputation as an Enlightenment thinker.

How did Franklin's life experiences demonstrate American social mobility?



 For an excerpt from the English Bill of Rights, see page R41 in **Documents in American History.**

The Glorious Revolution and the English Bill of Rights had another important legacy. They suggested that revolution was justified when individual rights were violated. The English Bill of Rights also influenced colonial demands before the American Revolution and helped shape American government.

The Enlightenment

During the late 1600s and 1700s in Europe, a period known as the Age of Enlightenment, philosophers put forth the theory that both the physical world and human nature operated in an orderly way according to natural laws. They also believed anyone could figure out these laws by using reason and logic.

John Locke One of the most influential Enlightenment writers was **John Locke**. His contract theory of government and natural rights profoundly influenced the thinking of American political leaders. In his work *Two Treatises of Government*, Locke attempted to use reason to discover natural laws that applied to politics and society:

 For an excerpt from the *Second Treatise of Government*, see page R42 in **Documents in American History.**

PRIMARY SOURCE

"123. If man in the state of nature be so free . . . why will he part with his freedom . . . ? [T]he enjoyment of property in this state is very unsafe, very insecure. This makes him willing . . . to join in society with others . . . for the mutual preservation of their lives, liberties and estates . . ."

192. For no government can have a right to obedience from a people who have not freely consented to it; which they can never be supposed to do till . . . they are put in a full state of liberty to choose their government. . . ."

—from *Two Treatises of Government*

Locke's ideas struck a chord with American colonists. When Thomas Jefferson drafted the Declaration of Independence in 1776, he relied upon the words and ideas of John Locke. The colonists understood Locke's "natural rights" to be the specific rights English people had developed over the centuries and that were referred to in documents such as the Magna Carta and the English Bill of Rights.

Equally important was Locke's *Essay on Human Understanding*. In this work he argued

that contrary to what the Church taught, people were not born sinful. Instead their minds were blank slates that society and education could shape for the better. These ideas that all people have rights and that society can be improved became core beliefs in American society.

Rousseau and Montesquieu French thinker Jean-Jacques Rousseau carried Locke's ideas further. In *The Social Contract*, he argued that a government should be formed by the consent of the people, who would then make their own laws. Another influential Enlightenment writer was Baron Montesquieu. In his work *The Spirit of Laws*, published in 1748, Montesquieu suggested that there were three types of political power—executive, legislative, and judicial. These powers should be separated into different branches of the government to protect the liberty of the people. The different branches would provide checks and balances against each other and would prevent the government from abusing its authority.

The Great Awakening

While some Americans turned away from a religious worldview in the 1700s, others renewed their Christian faith. Throughout the colonies, ministers held revivals—large public meetings for preaching and prayer—where they stressed piety and being “born again,” or emotionally uniting with God. This widespread resurgence of religious fervor is known as the **Great Awakening**.

The Great Awakening reached its height around 1740 with the fiery preaching of Jonathan Edwards and George Whitefield. Churches soon split into factions over a movement called pietism, which stressed an individual's devoutness. Those who embraced the new ideas—including Baptists, Presbyterians, and Methodists—won many converts, while older, more traditional churches lost members.

In the South, the Baptists gained a strong following among poor farmers. Baptists also welcomed enslaved Africans at their revivals and condemned the brutality of slavery. Hundreds of Africans joined Baptist congregations and listened to sermons that taught that all people were equal before God. Despite violent attempts by planters to break up Baptist meetings, about 20 percent of Virginia's whites and thousands of enslaved Africans had become Baptists by 1775.

A Powerful Legacy

Both the Enlightenment and the Great Awakening emphasized an individualism that inclined American colonists toward political independence. The Enlightenment, along with the Glorious Revolution, provided supporting arguments against British rule. The Great Awakening undermined allegiance to traditional authority.

Reading Check **Determining Cause and Effect** How did the Enlightenment and the Great Awakening affect the established order?

Section 2 REVIEW

Vocabulary

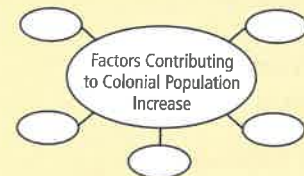
1. Explain the significance of: triangular trade, slave codes, John Locke, Great Awakening.

Main Ideas

- 2. Describing** What was slavery like in the early colonies?
- 3. Analyzing** In what ways did the Great Awakening contribute to the independent spirit of American colonists?

Critical Thinking

- 4. Big Ideas** What factors and motivations brought people to the American colonies in the 1700s?
- 5. Categorizing** Use a graphic organizer similar to the one below to explain the reasons for the population increase in the colonies in the 1700s.



- 6. Analyzing Visuals** Study the map on pages 18–19. How did enslaved Africans come to the American colonies? Which destination received the most enslaved people?

Writing About History

- 7. Persuasive Writing** Suppose that you are a German immigrant to the colonies in 1725. Write a letter to relatives in Germany explaining what your life in the colonies has been like and encouraging them to join you.

History ONLINE

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The American Revolution

Guide to Reading

Big Ideas

Struggles for Rights American colonists became dissatisfied with Britain's rule and fought to gain independence.

Content Vocabulary

- customs duty (p. 23)
- committee of correspondence (p. 25)
- minutemen (p. 26)

Academic Vocabulary

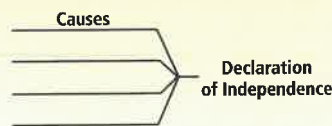
- communicate (p. 25)

People and Events to Identify

- Stamp Act (p. 23)
- Townshend Acts (p. 24)
- Intolerable Acts (p. 26)
- Lexington (p. 26)
- Concord (p. 26)
- George Washington (p. 26)
- Yorktown (p. 29)

Reading Strategy

Organizing Complete a graphic organizer like the one below to describe the causes that led the colonies to declare their independence.



Escalating tensions over British control of the colonies resulted in a true revolt against British rule. The colonists established a new government for themselves and won their independence.

Growing Rebelliousness

MAIN Idea Unpopular British laws and taxes led to colonial protests and violence.

HISTORY AND YOU Have you ever read letters to the editor of your local newspaper protesting some local policies? Read on to learn how the colonists began to protest against unpopular taxes.

Britain and France struggled for dominance on the North American continent. Whenever the two countries were at war, their colonies were as well. In 1754 such a conflict began in America.

The French and Indian War

In the 1740s, Great Britain became interested in the Ohio River valley. So did Britain's long-standing rivals, the French. Before long, fighting broke out, and the French, with help from their Native American allies, took temporary control of the region.

From 1754 to 1759, the French and Indian War raged along the North American frontier. The fighting between Great Britain and France also spread to Europe, where it was known as the Seven Years' War. In the end, the British triumphed. The Treaty of Paris of 1763 made Great Britain the dominant power in North America. Its empire now included all of New France east of the Mississippi, except New Orleans. Britain also gained Florida from Spain, which had allied itself with France. However, France gave Spain all of its territory west of the Mississippi and New Orleans.

Unpopular Regulations

Great Britain's victory left it with steep debts to repay and new territories to govern and defend. Many British leaders thought that the colonies should share in these costs. The American colonists did not like the policies Britain adopted to solve its financial problems.

The first troubles came with passage of the Proclamation Act of 1763. This act tried to halt colonial expansion into Native American lands west of the Appalachian Mountains. King George III wanted to avoid another costly war with the Native Americans, but the colonists who wanted access to the Ohio River valley were enraged.

In October 1765 representatives from nine colonies met for what became known as the Stamp Act Congress. They issued the Declaration of Rights and Grievances, arguing that only representatives elected by the colonists, not Parliament, had the right to tax them. “No taxation without representation” became a popular catch-phrase.


On November 1, when the Stamp Act took effect, the colonists ignored it and began to boycott all goods made in Britain. Merchants in England saw sales plunge, and thousands of workers lost their jobs. Under pressure, British lawmakers repealed the Stamp Act in 1766.

The Townshend Acts

With British financial problems worsening, Parliament passed new measures in 1767 to raise money from the colonies. These came to be called the **Townshend Acts**, after Charles Townshend, the head of Britain’s treasury. The Townshend Acts put new customs duties on glass, lead, paper, paint, and tea imported into the colonies. They also gave customs officers new powers to arrest smugglers.

The Townshend Acts led to a great outcry. In Massachusetts, Sam Adams and James Otis led the resistance. In Virginia, Patrick Henry, George Washington, and Thomas Jefferson organized opposition. When both colonies passed statements challenging Britain’s right to tax them, Parliament dissolved their assemblies.

On March 5, 1770, anger turned to violence in Boston. A crowd of colonists began taunting a British soldier guarding a customs house. He called for help, and during the commotion, the British troops opened fire on the crowd, killing five colonists. The Boston Massacre, as the incident became known, might well have initiated more violence. Within weeks, though, tensions were calmed by news that the British had repealed almost all of the Townshend Acts. Parliament kept one tax—on tea—to uphold its right to tax the colonies. At the same time, it allowed the colonial assemblies to resume meeting. Peace and stability returned to the colonies, at least temporarily.

 **Reading Check Summarizing** What disagreements arose between Britain and the colonies in the 1700s?

Countdown to Revolution, 1763–1776

1763

Proclamation of 1763 bans colonists from settling west of the Proclamation Line

1764

1764

Sugar Act imposes new taxes on trade; James Otis argues that taxation without representation violates colonists’ liberties

1765

Stamp Act Congress issues Declaration of Rights and Grievances

1766

1765

The Stamp Act imposes taxes on printed materials; Sons of Liberty organize protests and boycotts

1767

Townshend Acts impose new taxes on trade goods; violators to be tried in vice admiralty courts

1768

1768

Colonial merchants begin nonimportation campaign, refusing to import British goods; Daughters of Liberty help by spinning cloth

1770

1770

British troops shoot colonists at Boston Massacre; most Townshend Acts are repealed



The Road to War

MAIN Idea When Britain introduced new laws to assert its authority, the colonists decided to declare their independence.

HISTORY AND YOU Have you ever wondered how the colonists must have felt as they decided to defy Parliament? Read on to learn about the growing discontent of the colonists.

The repeal of the Townshend Acts in 1770 brought calm to the colonies for a time. Soon, however, new British policies led American colonists to declare their independence.

The Colonists Defy Britain

After trade with England had resumed, so had smuggling. When some 150 colonists seized and burned the stranded customs ship *Gaspee*, the British gave investigators the authority to bring suspects back to England for trial. Colonists thought this denied them the right to a trial by a jury of their peers. Based on a suggestion by Thomas Jefferson, they created **committees of**

correspondence to communicate with one another and coordinate strategy.

In May 1773, Parliament passed the Tea Act, which created favorable business terms for the struggling British East India Company. American merchants, who feared they would be squeezed out of business, were outraged. That fall, when new shipments of British tea arrived in American harbors, colonists in New York, Philadelphia, and Charleston blocked its delivery. Bostonians went one step further. On the night before the tea was to be unloaded, about 150 men boarded the ships. They dumped 342 chests of tea overboard as several thousand people on shore cheered. The raid came to be called the Boston Tea Party.

The Boston Tea Party outraged the British. In the spring of 1774, Parliament passed new laws known as the Coercive Acts to punish Massachusetts. One law shut down Boston's port until the city paid for the destroyed tea. Other laws banned most town meetings and expanded the powers of the royally appointed governor, General Thomas Gage. To enforce the acts, the king stationed 2,000 troops in New England.



1773

At Boston Tea Party, colonists toss British tea into Boston Harbor

1774

Britain imposes Coercive Acts; First Continental Congress meets, passes the Suffolk Resolves, and issues Declaration of Rights and Grievances

January 1776

Tom Paine publishes *Common Sense*, arguing for independence



July 4, 1776

Congress issues Declaration of Independence

1772

1774

1776



1775

British battle colonial militia at Lexington and Concord; Second Continental Congress meets, selects George Washington to head Continental Army

Analyzing TIME LINES

- 1. Stating** When and under what circumstances did the concept of "taxation without representation" first appear?
- 2. Specifying** Which occurred first—the Boston Tea Party or the battles at Lexington and Concord?

A few months later the British introduced the Quebec Act, which extended Quebec's boundaries to include much of what is today Ohio, Illinois, Michigan, Indiana, and Wisconsin. Colonists in that territory would have no elected assembly. The Quebec Act, coming so soon after the Coercive Acts, seemed to signal Britain's desire to seize control of colonial governments.

Colonists wasted no time in protesting the **Intolerable Acts**, as the Coercive Acts and the Quebec Act jointly came to be known. In June 1774, the Massachusetts Assembly suggested that representatives from all the colonies meet to discuss the next step. The First Continental Congress met in Philadelphia on September 5. The 55 delegates, who came from each of the 12 colonies except Georgia, debated a variety of ideas. Finally they approved a plan to boycott British goods. They also agreed to hold a second Continental Congress in May 1775 if the crisis remained unresolved.

The Revolution Begins

Meanwhile, Great Britain had suspended the Massachusetts assembly. Massachusetts lawmakers responded by regrouping and naming John Hancock as their leader. He became, in effect, a rival governor to General Gage. A full-scale rebellion was now under way. The Massachusetts militia began to drill. The town of Concord created a special unit of **minutemen** who were trained and ready to "stand at a minute's warning in case of alarm."

Although many colonists disagreed with Parliament's policies, some still felt a strong sense of loyalty to the king and believed British law should be upheld. These Americans came to be known as Loyalists, or Tories. On the other side were the Patriots, or Whigs, who believed the British had become tyrants. The Patriots dominated in New England and Virginia, while the Loyalists were strong in Georgia, the Carolinas, and New York.

In April 1775, General Gage decided to seize Patriot arms and ammunition being stored in Concord. On the night of April 18, about 700 British troops secretly set out from nearby Boston. Messengers, including Paul Revere, were sent to spread the alarm. When the British reached **Lexington**, a town on the way to Concord, 70 minutemen were waiting for them. No one knows who fired first,

but when the smoke cleared, 8 minutemen lay dead and 10 more were wounded.

The British then headed to **Concord**, only to find most of the military supplies already removed. Colonial militiamen and farmers in the area fired at them from behind trees, stone walls, barns, and houses as they retreated to Boston. As news of the fighting spread, militia raced from all over New England to help. By May 1775, militia troops had surrounded Boston, trapping the British inside.

Three weeks later, the Second Continental Congress met and voted to "adopt" the militia surrounding Boston. **George Washington** became general and commander in chief of this Continental Army. Before Washington could reach his troops, the militia was tested again. It turned back two British advances at the Battle of Bunker Hill before running out of ammunition. The resulting stalemate helped to

Debates

IN HISTORY

Should the American Colonies Declare Independence?

Although it may seem like the only natural course today, in 1776 independence was not the obvious choice for the 13 British colonies. While many were fed up with British actions and thought that it was time to institute true self-rule, others felt loyalty to what they considered their mother country and wanted to pursue a resolution of their grievances through political and diplomatic, not military, means. British-born Thomas Paine was one who strongly supported independence, as he discussed in his famous pamphlet, *Common Sense*. American-born John Dickinson, while angered at the behavior of the British, expressed in a speech to the Congress his arguments against splitting from Great Britain.

build American confidence. It showed that the largely untrained colonial militia could stand up to one of the world's most feared armies.

Decision for Independence

Many colonists were still not prepared to break away from Great Britain. In July 1775, the Continental Congress sent King George III a document known as the Olive Branch Petition. The petition asserted the colonists' loyalty to the king and urged him to resolve their grievances peacefully. King George not only rejected the petition, but he declared the colonies to be "open and avowed enemies."

With no compromise likely, the fighting spread. The Continental Congress established a navy and began seizing British merchant ships. Patriots invaded Canada and faced off against British and Loyalist troops in Virginia

and the Carolinas. More and more colonists now began to favor a break with Britain.

Thomas Paine helped sway public opinion with his pamphlet *Common Sense*, published in January 1776. Paine argued that King George III, and not Parliament, was responsible for British actions against the colonies. In his view, George III was a tyrant, and it was time to declare independence.

In early July, a committee of the Continental Congress approved a document that Thomas Jefferson had drafted in which the colonies dissolved ties with Britain. On July 4, 1776, the full Congress issued this Declaration of Independence. The colonies now proclaimed themselves the United States of America, and the American Revolution formally began.

History ONLINE
Student Web Activity Visit glencoe.com and complete the activity on the American Revolution.

 **Reading Check** **Explaining** Why did the colonies declare their independence?

YES

Thomas Paine

Writer

PRIMARY SOURCE

"It is the good fortune of many to live distant from the scene of present sorrow; . . . But let our imaginations transport us for a few moments to Boston. . . . The inhabitants of that unfortunate city who but a few months ago were in ease and affluence, have now no other alternative than to stay and starve, or turn out to beg. . . .

Men of passive tempers look somewhat lightly over the offenses of Britain and, still hoping for the best, are apt to call out, *Come, come we shall be friends again for all this*. But examine the passions and feelings of mankind; Bring the doctrine of reconciliation to the touchstone of nature, and then tell me whether you can hereafter love, honour, and faithfully serve the power that hath carried fire and sword into your land?"

—from *Common Sense*



NO

John Dickinson

Delegate, Continental Congress

PRIMARY SOURCE

"Even those Delegates who are not restrained by Instructions [from their legislatures] have no Right to establish an independent separate Government for a Time of Peace. . . . without a full & free Consent of the People plainly exprest [sic]. . . . We are now acting on a principle of the English Constitution in resisting the assumption or Usurpation of an unjust power. We are now acting under that Constitution. Does that Circumstance [support] its Dissolution? But granting the present oppression to be a Dissolution, the Choice of . . . Restoring it, or forming a new one is vested in our Constituents, not in Us. They have not given it to Us. We may pursue measures that will force them into it. But that implies not a Right so to force them."

—from *Letters of Delegates to Congress, 1774–1789*



DBQ Document-Based Questions

- Finding the Main Idea** What are the main ideas in Paine's argument?
- Paraphrasing** Why does Dickinson believe that the Congress has no right to form a new government?
- Assessing** Which argument do you think is the most logical? Explain.

War for Independence

MAIN Idea With the help of allies, the Americans defeated the British in the Revolutionary War.

HISTORY AND YOU Can you think of wars in which the weaker side defeated a stronger power? Read to learn how the Americans managed to defeat Britain.

The Continental Army could not match the British Army in size, funding, discipline, or experience. However, the Continental Army was fighting on home ground and in every state had help from local militias that used unconventional tactics. Moreover, Britain already faced threats to other parts of its empire and could not afford a long and costly war.

The Northern Campaign

The British under the command of General William Howe were quickly able to seize New York City. Then, in October, Howe led his troops south toward Philadelphia, where the

Continental Congress was meeting. George Washington raced to meet him, but both armies were surprised by the early onset of winter weather and set up camp. Nevertheless, Washington decided to try a surprise attack. On the night of December 25, 1776, he led some 2,400 men across the icy Delaware River from Pennsylvania to New Jersey. There they achieved two small victories before they camped for the winter.

By the spring of 1777, both sides were on the move again. General Howe revived his plan to capture Philadelphia and the Continental Congress. On September 11, 1777, he defeated Washington at the Battle of Brandywine Creek. Howe captured Philadelphia, but the Continental Congress escaped.

While General Howe remained in Philadelphia, another British force, led by General John Burgoyne, was marching south from Quebec. Burgoyne expected to link up with Howe in New York but failed to coordinate with him. When he and his 5,000 men reached Saratoga in upstate New York, they



NATIONAL GEOGRAPHIC

North America Following the Treaty of Paris, 1783



▲ *The British surrender at Yorktown. John Trumbull was not present at the surrender but did his best to depict true likenesses of those he knew personally, such as George Washington, shown on horseback in front of the flag.*

Analyzing GEOGRAPHY

- 1. Location** After the American Revolution, what were the borders of the United States in the north? In the south? In the west?
- 2. Regions** Which foreign colonies shared a border with the United States in 1783?

Section 3 REVIEW

were surrounded by a far bigger American army. On October 17, 1777, they surrendered—a stunning victory for the Americans. The victory improved morale and convinced the French to commit troops to the American cause.

While both Spain and France had been secretly aiding the Americans, the French now agreed to fight openly. On February 6, 1778, France signed an alliance, becoming the first country to recognize the United States as an independent nation. In 1779 Spain entered the war as an ally of France.

Fighting on Other Fronts

After losing the Battle of Saratoga, the British suffered other significant losses on the western frontier. In 1779 George Rogers Clark secured American control of the Ohio River valley. American troops also took control of western Pennsylvania, western New York, and Cherokee lands in western Virginia and North Carolina.

In the South, though, the British expected to find more Loyalist support and at first held the upper hand. In December 1778, they captured Savannah, Georgia, and seized control of Georgia's backcountry. Then a massive British force led by General Charles Cornwallis moved on to Charleston, South Carolina. On May 8, 1780, they forced the surrender of nearly 5,500 American troops, the greatest American defeat in the war. The tide finally turned on October 7, 1780, at the Battle of Kings Mountain. After defeating Loyalists, Patriot forces drove the British out of most of the South.

The Americans also fought the British at sea. Since they did not have the resources to assemble a large navy, Congress issued letters of marque, or licenses, to about 2,000 privately owned ships. In addition to winning some naval battles, the Americans were able to seriously harm British trade by attacking merchant ships.

The American Victory

The last major battle of the Revolutionary War was fought in **Yorktown**, Virginia, in the fall of 1781. General Cornwallis became trapped there, with George Washington closing in on land and the French navy blocking escape by sea. On October 19, 1781, Cornwallis and approximately 8,000 British troops surrendered.

After learning of the American victory at Yorktown, Parliament voted to end the war. Peace talks began in early April 1782, and the final settlement, the Treaty of Paris, was signed on September 3, 1783. In this treaty, Britain recognized the United States of America as an independent nation with the Mississippi River as its western border. The British kept Canada, but they gave Florida back to Spain and made other concessions to France. On November 24, 1783, the last British troops left New York City. The Revolutionary War was over, and a new nation began to take shape.

Reading Check **Analyzing** Which major battle during the war was a turning point for the Americans?

Vocabulary

1. Explain the significance of: customs duties, Stamp Act, Townshend Acts, committees of correspondence, Intolerable Acts, minutemen, George Washington, Yorktown.

Main Ideas

- 2. Explaining** Why did the British decide to raise taxes to bring in new revenue?
- 3. Describing** In July 1775, how did the Continental Congress begin to act like an independent government?
- 4. Summarizing** What event convinced the French to openly assist the Americans?

Critical Thinking

- 5. Big Ideas** Why were the French at first reluctant to make an alliance with the colonies?
- 6. Categorizing** Use a graphic organizer to indicate ways in which colonists defied Britain's attempts at regulation and taxation.



- 7. Analyzing Visuals** Study the cartoon on page 23. What was the purpose of the cartoon? What did each section of the snake represent?

Writing About History

- 8. Persuasive Writing** Suppose that you are a colonial leader during the American Revolution. Write a letter to convince the ruler of a European nation to support the Americans in the war.

History ONLINE

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THE DECLARATION OF INDEPENDENCE

What It Means

The Preamble The Declaration of Independence has four parts. The Preamble explains why the Continental Congress drew up the Declaration.

impel force

What It Means

Natural Rights The second part, the Declaration of Natural Rights, states that people have certain basic rights and that government should protect those rights. John Locke's ideas strongly influenced this part. In 1690 Locke wrote that government was based on the consent of the people and that people had the right to rebel if the government did not uphold their right to life, liberty, and property.

endowed provided

despotism unlimited power

What It Means

List of Grievances The third part of the Declaration lists the colonists' complaints against the British government. Notice that King George III is singled out for blame.

In Congress, July 4, 1776. The unanimous Declaration of the thirteen united States of America,

[Preamble]

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which **impel** them to the separation.

[Declaration of Natural Rights]

We hold these truths to be self-evident, that all men are created equal, that they are **endowed** by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,

That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute **Despotism**, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

[List of Grievances]

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the

present King of Great Britain is a history of repeated injuries and **usurpations**, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would **relinquish** the right of Representation in the Legislature, a right **inestimable** to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of **Annihilation**, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and **convulsions** within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for **Naturalization of Foreigners**; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

He has made Judges dependent on his Will alone, for the **tenure** of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislature.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their acts of pretended legislation:

For **quartering** large bodies of troops among us:

For protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:

usurpations *unjust uses of power*

relinquish *give up*
inestimable *priceless*

annihilation *destruction*

convulsions *violent disturbances*

Naturalization of Foreigners *process by which foreign-born persons become citizens*

tenure *term*

quartering *lodging*

render *make*

abdicated *given up*

perfidy *violation of trust*

insurrections *rebellions*

petitioned for redress *asked formally for a correction of wrongs*

unwarrantable jurisdiction *unjustified authority*

consanguinity *originating from the same ancestor*

For cutting off our Trade with all parts of the world:
For imposing taxes on us without our Consent:
For depriving us in many cases, of the benefits of Trial
by Jury:

For transporting us beyond Seas to be tried for pretended
offences:

For abolishing the free System of English Laws in a
neighbouring Province, establishing therein an Arbitrary
government, and enlarging its Boundaries so as to **render**
it at once an example and fit instrument for introducing the
same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valu-
able Laws, and altering fundamentally the Forms of our
Governments:

For suspending our own Legislature, and declaring them-
selves invested with Power to legislate for us in all cases
whatsoever.

He has **abdicated** Government here, by declaring us out
of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt
our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign
mercenaries to compleat the works of death, desolation and
tyranny, already begun with circumstances of Cruelty &
perfidy scarcely paralleled in the most barbarous ages, and
totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on
the high Seas to bear Arms against their Country, to become
the executioners of their friends and Brethren, or to fall
themselves by their Hands.

He has excited domestic **insurrections** amongst us, and has
endeavoured to bring on the inhabitants of our frontiers, the
merciless Indian Savages, whose known rule of warfare, is an
undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have **Petitioned
for Redress** in the most humble terms: Our repeated
Petitions have been answered only by repeated injury. A
Prince, whose character is thus marked by every act which
may define a Tyrant, is unfit to be the ruler of a free People.

Nor have We been wanting in attention to our British
brethren. We have warned them from time to time of
attempts by their legislature to extend an **unwarrantable
jurisdiction** over us. We have reminded them of the cir-
cumstances of our emigration and settlement here. We have
appealed to their native justice and magnanimity, and we
have conjured them by the ties of our common kindred to
disavow these usurpations, which, would inevitably inter-
rupt our connections and correspondence. They too have
been deaf to the voice of justice and of **consanguinity**. We
must, therefore, acquiesce in the necessity, which denounces
our Separation, and hold them, as we hold the rest of man-
kind, Enemies in War, in Peace Friends.

[Resolution of Independence by the United States]

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the **rectitude** of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.

And for the support of this Declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

John Hancock
President from
Massachusetts

Georgia
Button Gwinnett
Lyman Hall
George Walton

North Carolina
William Hooper
Joseph Hewes
John Penn

South Carolina
Edward Rutledge
Thomas Heyward, Jr.
Thomas Lynch, Jr.
Arthur Middleton

Maryland
Samuel Chase
William Paca
Thomas Stone
Charles Carroll
of Carrollton

Virginia
George Wythe
Richard Henry Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson, Jr.
Francis Lightfoot Lee
Carter Braxton

Pennsylvania
Robert Morris
Benjamin Rush
Benjamin Franklin
John Morton
George Clymer
James Smith
George Taylor
James Wilson
George Ross

Delaware
Caesar Rodney
George Read
Thomas McKean

New York
William Floyd
Philip Livingston
Francis Lewis
Lewis Morris

New Jersey
Richard Stockton
John Witherspoon
Francis Hopkinson
John Hart
Abraham Clark

New Hampshire
Josiah Bartlett
William Whipple
Matthew Thornton

Massachusetts
Samuel Adams
John Adams
Robert Treat Paine
Elbridge Gerry

Rhode Island
Stephen Hopkins
William Ellery

Connecticut
Samuel Huntington
William Williams
Oliver Wolcott
Roger Sherman

What It Means Resolution of Independence

The final section declares that the colonies are "Free and Independent States" with the full power to make war, to form alliances, and to trade with other countries.

rectitude *rightness*

What It Means Signers of the Declaration

The signers, as representatives of the American people, declared the colonies independent from Great Britain. Most members signed the document on August 2, 1776.



The Constitution

Guide to Reading

Big Ideas

Government and Society American leaders created a new Constitution based on compromise that promised a Bill of Rights.

Content Vocabulary

- popular sovereignty (p. 37)
- federalism (p. 37)
- separation of powers (p. 38)
- checks and balances (p. 38)
- veto (p. 38)
- ratification (p. 39)

Academic Vocabulary

- framework (p. 35)
- interpret (p. 38)
- revise (p. 39)

People and Events to Identify

- Federalist (p. 39)
- Anti-Federalist (p. 39)

Reading Strategy

Categorizing Complete a graphic organizer similar to the one below by listing the supporters and goals of the Federalists and Anti-Federalists.

	Federalists	Anti-Federalists
Source of Support		
Goals		

States adopted individual constitutions that called for government with powers divided among three different branches. They rejected the Articles of Confederation and ratified the national Constitution after many compromises and the promise of a Bill of Rights.

The Young Nation

MAIN Idea The states created constitutions that gave people more rights, but the national framework could not address all the problems of the new nation.

HISTORY AND YOU If you had lived in the colonies under British rule, what kind of government would you have created? Read on to learn how the American leaders at first created a weak central government.

When American leaders created the United States of America, they were very much aware that they were creating something new. They made a deliberate choice to replace royal rule with a republic. In a republic, power resides with citizens who are entitled to vote. The power is exercised by elected officials who are responsible to the citizens and must govern according to laws or a constitution.

In an ideal republic, all citizens are equal under the law, regardless of their wealth or social class. These ideas conflicted with many traditional beliefs, including ideas about slavery, about women not being allowed to vote or own property, and about certain families being “better” than others. Despite these contradictions, republican ideas began to change American society after the war.

New State Constitutions

Before the war ended, each state had drawn up its own written constitution. Virginia’s, written in 1776, and Massachusetts’s, drafted in 1780, became models for other states to follow. Their constitutions called for a separation of powers among the executive, legislative, and judicial branches of government. They set up bicameral, or two-house, legislatures, with a senate to represent people of property and an assembly to protect the rights of the common people. They also included a list of rights guaranteeing essential freedoms.

Other states varied in their constitutions. Perhaps most democratic was that of Pennsylvania. Rather than simply limiting the power of the governor, the Pennsylvania constitution eliminated the position entirely, along with the upper house. Instead, the state would be governed by a one-house legislature in which representatives would be elected annually.

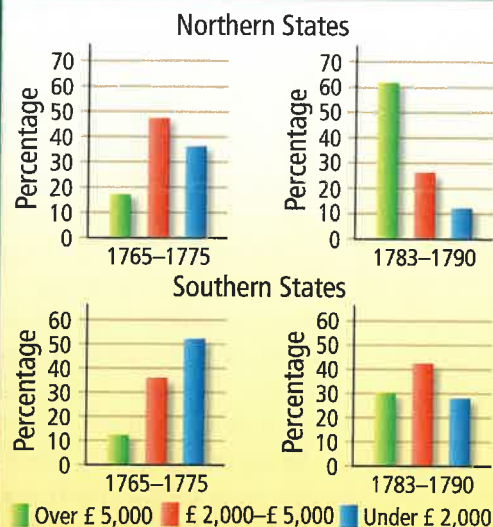
The Revolution Changes Government



Analyzing VISUALS

- Analyzing** In the North after the Revolution, how much did the percentage of wealthy officeholders increase?
- Specifying** In which region did the greater number of middle-class people enter public office after the Revolution?

Wealth of Elected Officials



Source: "Government by the People: The American Revolution and the Democratization of the Legislatures."

▲ After the Revolution, voting rights expanded. The New Jersey constitution adopted in 1776 granted the right to vote to "all inhabitants" who owned a certain amount of wealth. This wording (probably unintentionally) allowed unmarried women who owned property to vote. Married women did not have property rights.

Changes in Society

The concern for individual liberty led, among other things, to greater separation of church and state. For example, the Virginia Statute for Religious Freedom, passed in 1786, declared that Virginia no longer had an official church and that the state could not collect taxes to support churches.

Voting rights also expanded. Many states allowed any white male taxpayer to vote, whether or not he owned property. Property restrictions on running for office were also relaxed, and more people of modest means became eligible to serve in government.

Women and African Americans continued to be denied political rights, but they made some advances. Women gained greater access to education and could more easily obtain a divorce. For African Americans, emancipation, or freedom from enslavement, became a major issue. Thousands of enslaved people achieved freedom during the Revolution in return for their military service. Several Northern states,

such as Massachusetts, even took steps to abolish slavery gradually. In the South enslaved labor remained crucial to the economy, and little changed.

A Weak National Government

American leaders now worked to plan a central government for the new nation. On March 2, 1781, the **framework** they created took effect. The Articles of Confederation loosely unified the states under a single governing body, the Congress. There were no separate branches of government, and Congress had only limited powers. After fighting to free themselves from Britain's domineering rule, the states did not want to create a new government that might become tyrannical.

Under the Articles, each state had one vote in Congress. Congress could act only in certain arenas. It could negotiate with other nations, raise armies, and declare war, but it had no authority to regulate trade or impose taxes.

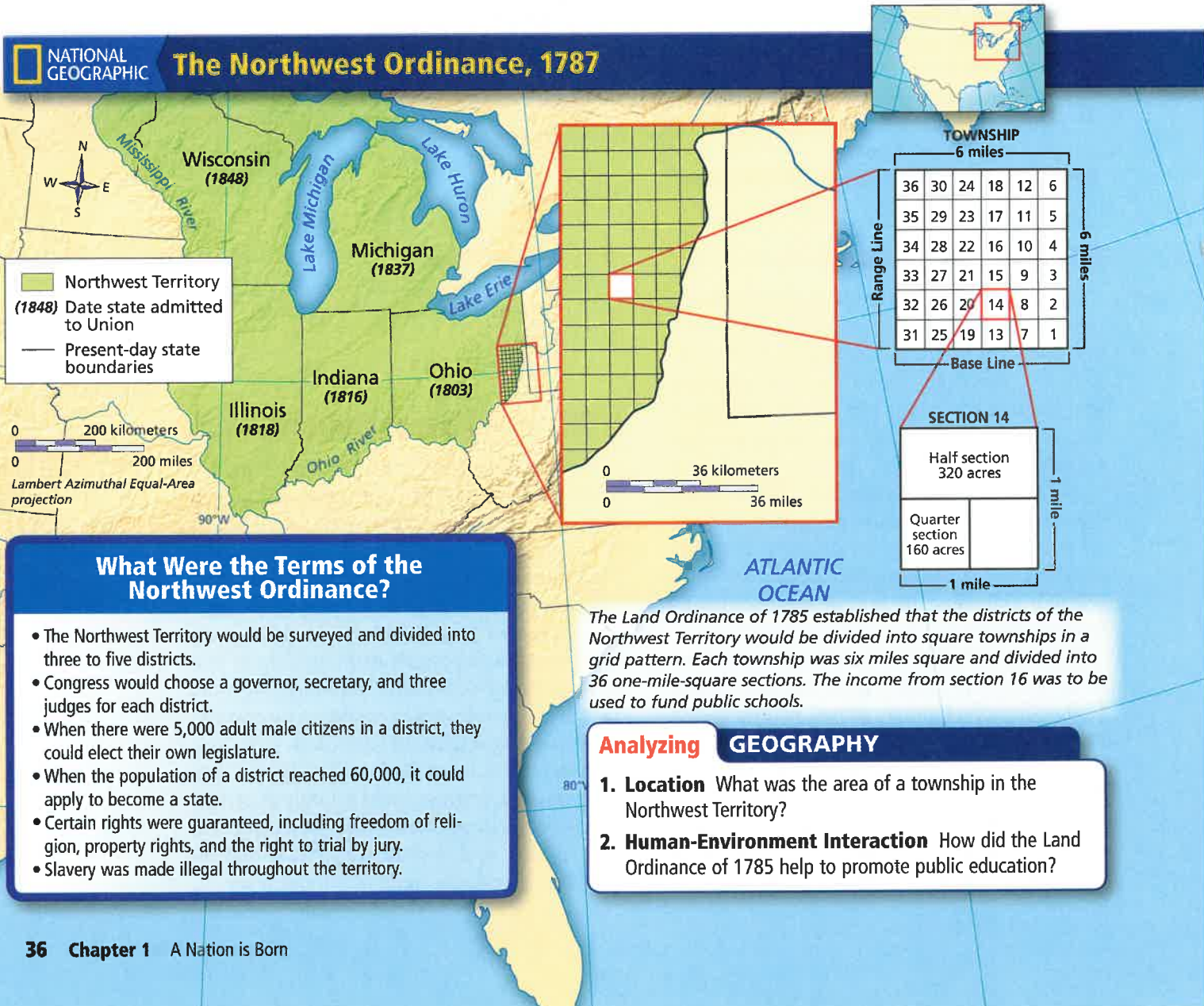
Despite its weaknesses, the Congress was able to pass the Northwest Ordinance of 1787, a plan for selling and then governing the new lands west of the Appalachian Mountains and north of the Ohio River. The ordinance spelled out how states would be created from the Northwest Territory. It also guaranteed residents certain rights, including freedom of religion and freedom from slavery.

Congress lacked the power to effectively handle other challenges. Trade problems arose because states did not have uniform trade policies, and Congress had no authority to intervene. Foreign relations suffered because Congress could not compel the states to honor its agreements with other countries. The country sank into a severe recession, or economic slowdown, because without the power to tax,

Congress could not raise enough money to pay its war debts or its expenses. It could not even stop the states from issuing their own currency, which rapidly lost value and further weakened the economy.

Among those hardest hit by the recession were poor farmers. Their discontent turned violent in January 1787, when a bankrupt Massachusetts farmer named Daniel Shays led some 1,200 followers in a protest of new taxes. Shays's Rebellion was put down by the state militia, but the incident showed the weakness of the Congress to solve the nation's problems. Increasingly, many people began to call for a stronger central government.

Reading Check Explaining In what ways was the Congress ineffective?



What Were the Terms of the Northwest Ordinance?

- The Northwest Territory would be surveyed and divided into three to five districts.
- Congress would choose a governor, secretary, and three judges for each district.
- When there were 5,000 adult male citizens in a district, they could elect their own legislature.
- When the population of a district reached 60,000, it could apply to become a state.
- Certain rights were guaranteed, including freedom of religion, property rights, and the right to trial by jury.
- Slavery was made illegal throughout the territory.

The Land Ordinance of 1785 established that the districts of the Northwest Territory would be divided into square townships in a grid pattern. Each township was six miles square and divided into 36 one-mile-square sections. The income from section 16 was to be used to fund public schools.

Analyzing GEOGRAPHY

- 1. Location** What was the area of a township in the Northwest Territory?
- 2. Human-Environment Interaction** How did the Land Ordinance of 1785 help to promote public education?

A New Constitution

MAIN Idea American leaders created a new constitution based on compromise.

HISTORY AND YOU Have you ever come up with new rules to a game because the old ones did not work? Read on to learn why the Constitution replaced the Articles of Confederation.

The political and economic problems facing the United States in 1787 worried many American leaders. They believed that the new nation would not survive without a strong national government and that the Articles of Confederation had to be revised.

In May 1787 every state except Rhode Island sent delegates to Philadelphia “for the sole purpose of revising the Articles of Confederation.” Instead of changing the Articles, though, the delegates quickly decided to abandon the Articles and write a brand-new framework of government. The meeting, attended by 55 of America’s most distinguished leaders, is therefore known as the Constitutional Convention. The majority were attorneys, and most of the others were planters or merchants. Most had experience in colonial, state, or national government. The delegates chose George Washington as their presiding officer. Other notable delegates included Benjamin Franklin, Alexander Hamilton, and James Madison.

Debate and Compromise

All the delegates supported a stronger national government with the power to levy taxes and make laws that would be binding upon the states. The delegates also accepted the idea of dividing the government into executive, legislative, and judicial branches.

On other points, the delegates found themselves split. One contentious question was how each state should be represented in Congress. The larger states insisted that representation in Congress should be based on population. The smaller states feared that the larger states would outvote them under such a system and instead wanted each state to have an equal vote. The convention appointed a special committee to find a compromise. Ben Franklin, one of the committee members, warned the delegates what would happen if they failed to agree:

PRIMARY SOURCE

“[You will] become a reproach and by-word down to future ages. And what is worse, mankind may hereafter, from this unfortunate instance, despair of establishing governments by human wisdom, and leave it to chance, war, and conquest.”

—from *Debates on the Adoption of the Federal Constitution*

The committee’s solution was based on a suggestion by Roger Sherman from Connecticut. Congress would be divided into two houses. In one, the House of Representatives, the number of a state’s representatives would depend on its population. In the other, the Senate, each state would have equal representation. The voters in each state would elect members to the House of Representatives, but the state legislatures would choose senators. This proposal came to be known as the Great Compromise or the Connecticut Compromise.

The Connecticut Compromise sparked a fresh controversy: whether to count enslaved people when determining how many representatives each state would have in the House. The matter was settled by the Three-Fifths Compromise. Every five enslaved people would count as three free persons for determining both representation and taxation.

In another compromise, the delegates dealt with the power of Congress to regulate trade. Delegates agreed that the new Congress could not tax exports. They also agreed that it could not ban the slave trade until 1808 or impose high taxes on the import of enslaved persons.

Framework of Government

With the major disputes behind them, the delegates now focused on the details of the new government. The new Constitution they crafted was based on the principle of **popular sovereignty** (SAH·vuhm·tee), or rule by the people. Rather than a direct democracy, it created a representative system of government in which elected officials speak for the people.

To strengthen the central government but still preserve the rights of the states, the Constitution created a system known as **federalism**. Under federalism, power is divided between the federal, or national, government and the state governments.

The Constitution also provided for a **separation of powers** in the new government by dividing power among three branches. The two houses of Congress would compose the legislative branch of the government. They would make the laws. The executive branch, headed by a president, would implement and enforce the laws Congress passed. The president would perform other duties as well, such as proposing legislation, appointing judges, putting down rebellions, and serving as commander in chief of the armed forces. The judicial branch—a system of federal courts—would hear all cases arising under federal law and the Constitution, **interpret** federal laws, and render judgment in cases involving those laws. To keep the branches separate, no one serving in

one branch could serve in the other branches at the same time.

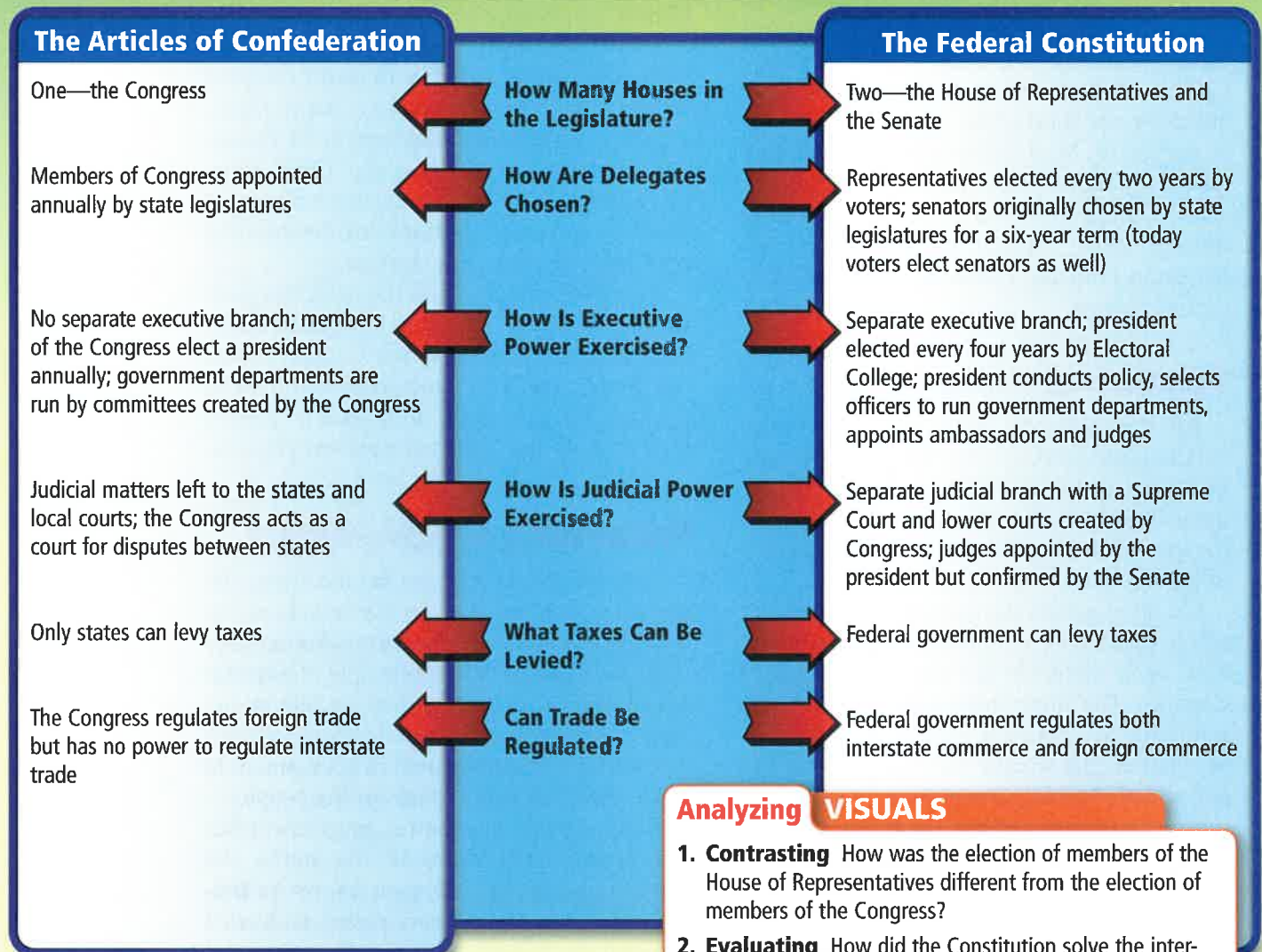
Checks and Balances

In addition to giving each of the three branches of government separate powers, the framers of the Constitution created a system of **checks and balances** to prevent any one of the three branches from becoming too powerful. Each branch would have some ability to limit the power of the other two.

The president could check Congress by deciding to **veto**, or reject, a proposed law. The legislature would need a two-thirds vote in both houses to override a veto. The Senate also had the power to approve or reject presidential

INFOGRAPHIC

Comparing Constitutions



Analyzing VISUALS

- Contrasting** How was the election of members of the House of Representatives different from the election of members of the Congress?
- Evaluating** How did the Constitution solve the interstate and foreign trade problems experienced under the Articles of Confederation?

appointees to the executive branch and had to consent to any treaties the president negotiated. Congress also had the power of the purse. All bills involving taxes or the spending of government money had to originate in the House of Representatives. If any branch of government became too powerful, the House could always refuse to fund it. In addition, Congress could impeach, or formally accuse of misconduct, the president and other high-ranking officials in the executive or judicial branch and, if convicted, remove them from office.

Members of the judicial branch could hear all cases arising under federal laws and the Constitution. The powers of the judiciary were counterbalanced by the other two branches. The president had the power to nominate judges, including a chief justice of the United States, and the Senate had to confirm or reject such nominations. Once appointed, however, federal judges would serve for life to ensure their independence from the other branches.

Amending the Constitution

The delegates recognized that the Constitution they wrote in the summer of 1787 might need to be **revised** over time. To ensure this could happen, they created a clear system for making amendments, or changes, to the Constitution. To prevent the government from being changed constantly, they made it difficult for amendments to be adopted.

The delegates established a two-step process for amending the Constitution: proposal and ratification. An amendment could be proposed by a vote of two-thirds of the members of both houses of Congress. Alternatively, two-thirds of the states could call a constitutional convention to propose new amendments. To become effective, the proposed amendment would then have to be ratified by three-fourths of the state legislatures or by conventions in three-fourths of the states.

The success of the Philadelphia Convention in creating a government that reflected the country's many different viewpoints was, in Washington's words, "little short of a miracle." The convention, John Adams declared, was "the single greatest effort of national deliberation that the world has ever seen."

 **Reading Check Summarizing** What compromises did the delegates agree on during the convention?

Ratification

MAIN Idea The promise of a Bill of Rights guaranteed the ratification of the Constitution.

HISTORY AND YOU Have you ever had to convince a friend to agree to something? Read on to learn how the states agreed to ratify the Constitution.

On September 28, Congress voted to submit the Constitution to the states. Each state would hold a convention to vote on it. To go into effect, the Constitution required the **ratification**, or approval, of 9 of the 13 states.

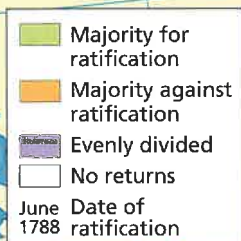
Delaware became the first state to ratify the new Constitution, on December 7, 1787. Pennsylvania, New Jersey, Georgia, and Connecticut quickly followed suit. However, the most important battles still lay ahead. Arguments broke out among Americans, who debated whether the Constitution should be ratified at all.

Debating the Constitution

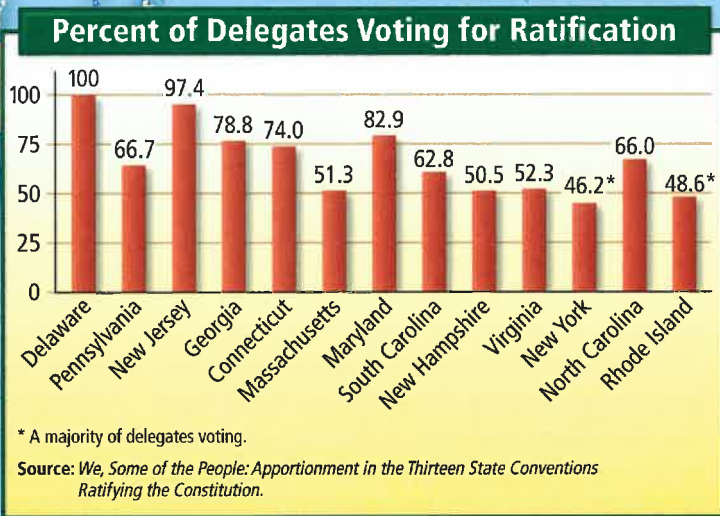
In fact, debate over ratification began at once—in state legislatures, mass meetings, newspapers, and everyday conversations. Supporters of the new Constitution began calling themselves **Federalists**. They chose the name to emphasize that the Constitution would create a federal system—one with power divided between a central government and state governments.

Many Federalists were large landowners who wanted the property protection that a strong central government could provide. Supporters also included merchants and artisans in large coastal cities and farmers who depended on trade. They all believed it would help their businesses to have an effective federal government that could impose taxes on foreign goods or regulate interstate trade consistently.

Opponents of the Constitution were called **Anti-Federalists**, although they were not truly against federalism. They accepted the need for a national government, but they were determined to protect the powers of the states and concerned about whether the federal or state governments would be supreme. Some Anti-Federalists also believed that the new Constitution needed a bill of rights. Many Anti-Federalists were western farmers living far from the coast. These people considered themselves self-sufficient and were suspicious of the wealthy and powerful.



BRITISH NORTH AMERICA



Analyzing GEOGRAPHY

- Location** Most of the people who lived on the Atlantic Coast voted for ratification. Why do you think this was the case?
- Place** Which state was the only one in which the delegates voted unanimously for ratification?

As the states prepared for ratification, both sides knew the decision could go either way. Those in favor of the Constitution summarized their arguments in *The Federalist*—a collection of 85 essays written by James Madison, Alexander Hamilton, and John Jay. Federalist No. 1, the first essay in the series, tried to set the framework for the debate:

PRIMARY SOURCE

"After an unequivocal experience of the inefficacy of the subsisting Foederal [sic] Government, you are called upon to deliberate on a new Constitution for the United States of America. . . . It has been frequently remarked that it seems to have been reserved to the people of this country, by their conduct and example, to decide the important question, whether societies of men are really capable or not of establishing good government from reflection and choice, or whether they are forever destined to depend for their political constitutions on accident and force."

—from *The Independent Journal*, October 27, 1787

The essays were extremely influential. Even today, judges, lawyers, legislators, and historians rely upon them to help interpret the intention of the framers of the Constitution.

Massachusetts

In Massachusetts opponents of the proposed Constitution held a clear majority. They included Samuel Adams, who had signed the Declaration of Independence but now strongly believed the Constitution endangered the independence of the states and failed to safeguard Americans' rights.

Federalists quickly promised to attach a bill of rights to the Constitution once it was ratified. They also agreed to support an amendment that would reserve for the states or the people all powers not specifically granted to the federal government. These Federalist promises and the support of artisans guaranteed Massachusetts's approval. In 1791 the

Section 4 REVIEW

promises led to the adoption of the first ten amendments to the Constitution, which came to be known as the Bill of Rights. The amendments guaranteed the freedoms of speech, press, and religion; protection from unreasonable searches and seizures; and the right to a trial by jury.

Maryland easily ratified the Constitution in April 1788, followed by South Carolina in May. On June 21, New Hampshire became the ninth state to ratify the Constitution. The Federalists had now reached the minimum number of states required to put the new Constitution into effect. Virginia and New York, however, still had not ratified. Together, Virginia and New York represented almost 30 percent of the nation's population. Without the support of these states, many feared the new government would not succeed.

Virginia and New York

At the Virginia convention in June, George Washington and James Madison presented strong arguments for ratification. Patrick Henry, Richard Henry Lee, and other Anti-Federalists argued against it. Madison's promise to add a bill of rights won the day for the Federalists—but barely. The Virginia convention voted 89 in favor of the Constitution and 79 against.

In New York, two-thirds of the members elected to the state convention were Anti-Federalists. The Federalists, led by Alexander Hamilton and John Jay, managed to delay the final vote until news arrived that New Hampshire and Virginia had voted to ratify the Constitution and that the new federal government was now in effect. If New York refused to ratify, it would have to operate independently of all of the surrounding states that had accepted the Constitution. This argument convinced enough Anti-Federalists to change sides. The vote was very close, 30 to 27, but the Federalists won.

By July 1788, all the states except Rhode Island and North Carolina had ratified the Constitution. Because ratification by nine states was all that the Constitution required, the members of the Confederation Congress prepared to proceed without them. In mid-September 1788, they established a timetable for electing the new government. The new Congress would hold its first meeting on March 4, 1789.

The two states that had held out finally ratified the Constitution after the new government was in place. North Carolina waited until November 1789 after a bill of rights had actually been proposed. Rhode Island, still nervous about losing its independence, did not ratify the Constitution until May 1790.

The United States now had a new government, but no one knew if the Constitution would work any better than the Articles of Confederation. Many expressed great confidence, however, because George Washington had been chosen as the first president under the new Constitution.

Reading Check **Examining** Why was it important for Virginia and New York to ratify the Constitution, even after the required nine states had done so?

Vocabulary

- 1. Explain** the significance of: popular sovereignty, federalism, separation of powers, checks and balances, veto, ratification, Federalist, Anti-Federalist.

Main Ideas

- 2. Explaining** What did the Northwest Ordinance accomplish?
- 3. Describing** How was the Constitution written as a flexible framework of government?
- 4. Analyzing** How did the Federalists attempt to assure ratification of the Constitution?

Critical Thinking

- 5. Big Ideas** What do you think was the most serious flaw of the Articles of Confederation? Explain.
- 6. Categorizing** Use a graphic organizer to list the compromises reached at the Constitutional Convention.



- 7. Analyzing Visuals** Study the map of the Northwest Ordinance on page 36. What significant provision of this law would contribute to dividing the nation?

Writing About History

- 8. Persuasive Writing** Take on the role of a Federalist or an Anti-Federalist at a state ratifying convention. Write a speech in which you try to convince your audience to either accept or reject the new constitution.

History ONLINE

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You can study anywhere, anytime by downloading quizzes and flashcards to your PDA from glencoe.com.

Causes of European Colonization

- The wealth Spain acquired from conquering the Aztec and mining gold encourages others to consider creating colonies.
- The Protestant Reformation in England leads to the rise of Puritans who are persecuted by the English government, as are Catholics and others who disagree with the Anglican Church.
- Puritans, Catholics, and other religious dissenters, such as the Quakers, seek religious freedom by migrating to America.
- The growth of trade and the rising demand for English wool leads to landowners evicting peasants so as to raise sheep. Some of the peasants migrate to America to escape poverty and obtain land.



▲ Trading ships like these vessels of the Dutch East India Company carried goods around the world.



▲ The British surrender at Saratoga. The victory at Saratoga boosted morale and helped Americans gain the support of France and Spain.

Causes of the American Revolution

- Defending the colonies in the French and Indian War costs Britain a great deal of money; Britain seeks ways to cover the costs incurred.
- Britain issues the Proclamation Act of 1763 banning colonists from moving west of the Proclamation line.
- The British crack down on smuggling by enforcing customs duties and creating a vice-admiralty court to try smugglers.
- The Sugar Act is attacked by colonists as taxation without representation.
- The Currency Act banning paper money angers farmer and artisans.
- The 1765 Stamp Act leads to widespread colonial protests.
- The 1767 Townshend Acts lead to further protests.
- The Boston Massacre convinces many that the British are tyrants.
- In 1773 British efforts to help the East India Company lead to the Boston Tea party and other protests against the tea shipments.
- Britain bans Massachusetts town meetings, closes Boston's port, and begins quartering troops in private homes.
- Neither King George nor British officials agree to compromise with the Continental Congress, and Congress orders a boycott of British goods.
- British troops fire on militia at Lexington and Concord; the revolution begins; and the Declaration of Independence is issued, July 4, 1776.

Reviewing Vocabulary

Directions: Choose the word or words that best complete the sentence.

- Because Pennsylvania was owned by William Penn, it was considered
 - a charter colony.
 - a joint-stock company.
 - a proprietary colony.
 - part of the headright system.
- Who signed individual contracts with American colonists agreeing to work for paid passage to America?
 - serfs
 - indentured servants
 - mercantilists
 - subsistence farmers
- Massachusetts towns formed militia groups known as _____ in case of British aggression.
 - committees
 - minutemen
 - privateers
 - the Sons of Liberty
- One of the president's checks against excessive congressional power is the
 - veto.
 - power to set taxes.
 - recession.
 - amendment.
- Which Enlightenment writer influenced American political leaders with his contract theory of government and natural rights?
 - Baron Montesquieu
 - Jean-Jacques Rousseau
 - Thomas Paine
 - John Locke

Reviewing Main Ideas

Directions: Choose the best answer for each of the following questions.

Section 1 (pp. 4–13)

- How was the Massachusetts Bay Colony similar to Jamestown?
 - Both were founded by individuals escaping religious persecution.
 - Tobacco was the primary source of income.
 - The earliest settlers were mainly single men.
 - Each established a local government for the area.
- Bacon's Rebellion began because
 - farmers wanted to expand their land west into Native American territories.
 - farmers were tired of paying high taxes.
 - farmers were restricted from voting.
 - Virginia's governor was exempt from paying taxes.

Section 2 (pp. 16–21)

- In the 1700s the English colonies were affected by a resurgence of religious zeal known as
 - the Enlightenment.
 - the Glorious Revolution.
 - the Renaissance.
 - the Great Awakening.

Section 3 (pp. 22–29)

- King George III issued the Proclamation of 1763 to
 - make peace with the French and Spanish.
 - give more lands to the colonists.
 - make peace with Native Americans.
 - punish the port of Boston.

TEST-TAKING TIP

As you read each question, be sure to look for main ideas. A main idea or a key word repeated in an answer choice may be a clue that it is the right answer.

Need Extra Help?

If You Missed Questions . . .	1	2	3	4	5	6	7	8	9
Go to Page . . .	11	12	26	38	20	8	13	21	22

GO ON 

Chapter 1 ASSESSMENT

10. The First Continental Congress was formed in reaction to the
- A Intolerable Acts.
 - B Tea Act.
 - C Townshend Acts.
 - D Stamp Act.
11. Which of the following was one disadvantage the British faced during the Revolution?
- A They did not have enough money to support the war effort.
 - B They had a large, well-trained army.
 - C They had few officers capable of leading.
 - D They were in a strange land with long distances between supplies.
12. Under the Treaty of Paris, which ended the Revolution, the western boundary of the United States would become the
- A Appalachian Mountains.
 - B Mississippi River.
 - C Rocky Mountains.
 - D Pacific Ocean.

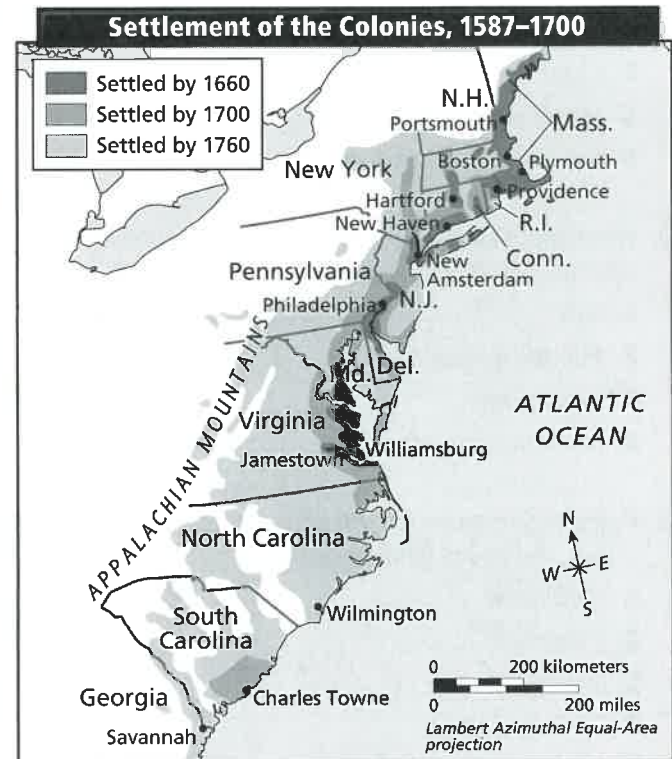
Section 4 (pp. 34–41)

13. The Northwest Ordinance outlined the process for
- A ratifying the Constitution.
 - B achieving statehood.
 - C negotiating international treaties.
 - D extending slavery north of the Ohio River.
14. The Framers ensured that the Constitution could evolve over time by
- A establishing a process for replacing it.
 - B establishing a bill of rights.
 - C establishing that the states could veto federal laws.
 - D establishing a process for amending it.

Critical Thinking

Directions: Choose the best answers to the following questions.

Base your answers to questions 15 and 16 on the map below and on your knowledge of Chapter 1.



15. Which of the following colonies had the largest settled areas by 1660?
- A Massachusetts
 - B North Carolina
 - C New Hampshire
 - D Virginia
16. Most colonial cities were located close to
- A the Appalachian Mountains.
 - B the Great Lakes.
 - C the Atlantic Ocean.
 - D the Piedmont.

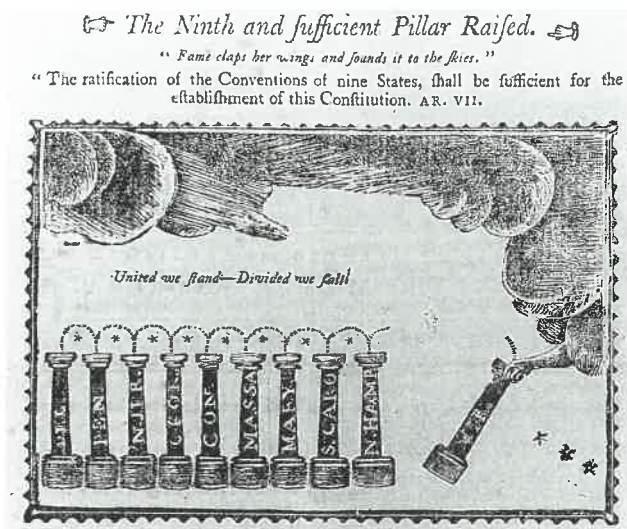
Need Extra Help?

If You Missed Questions . . .	10	11	12	13	14	15	16
Go to Page . . .	26	28	29	36	39	R15	R15

GO ON

17. The Framers provided for a separation of powers in the federal government by
- A establishing executive, legislative, and judicial branches.
 - B giving the president the power to command the army.
 - C making the Supreme Court the most important court in the nation.
 - D establishing a process of changing the Constitution.

Analyze the cartoon and answer the questions that follow. Base your answers on the cartoon and on your knowledge of Chapter 1.



18. To what does the cartoonist compare the states that have ratified the Constitution?
- A pillars supporting the nation
 - B storm clouds of controversy
 - C stepping-stones to ratification
 - D a woven basket of unity
19. Which state is the "ninth and sufficient" state?
- A Massachusetts
 - B Virginia
 - C New York
 - D New Hampshire

Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow the document.

In this excerpt from his 1789 textbook, *The American Geography*, the Reverend Jedediah Morse discusses the defects of the Articles of Confederation:

"[The Articles of Confederation] were framed during the rage of war, when a principle of common safety supplied the place of a coercive power in the government. . . .

When resolutions were passed in Congress, there was no power to compel obedience. . . . Had one State been invaded by its neighbour, the Union was not constitutionally bound to assist in repelling the invasion. . . ."

—from *The American Geography*

20. What defects in the Articles does Morse mention?
21. Why does Morse think that the Articles were effective during the American Revolution, but not afterwards?

Extended Response

22. The Constitutional Convention met in 1787 to address weaknesses in the Articles of Confederation. Soon the delegates agreed that the Articles had failed and that the Confederation should be replaced with a new form of government. In an essay, explain the three most important changes that the delegates made from the Articles to the Constitution. Explain the change in detail and why it was an improvement. Your essay should include an introduction, at least three paragraphs, and a conclusion.



History ONLINE

For additional test practice, use Self-Check Quizzes—Chapter 1 at glencoe.com.

Need Extra Help?

If You Missed Questions . . .	17	18	19	20	21	22
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