

# The Middle Colonies

## If YOU were there...

You are a farmer in southern Germany in 1730. Religious wars have torn your country apart for many years. Now you hear stories about a place in America where people of all religions are welcome. But the leaders of the colony—and many of its people—are English. You would not know their language or customs. Still, you would be free to live and worship as you like.

**How would you feel about moving to a country full of strangers?**

**BUILDING BACKGROUND** The middle section of the Atlantic coast offered good land and a moderate climate. Several prominent English people established colonies that promised religious freedom. To people like the settler above, these colonies promised a new life.

## New York and New Jersey

The Dutch founded New Netherland in 1613 as a trading post for exchanging furs with the Iroquois. The center of the fur trade in New Netherland was the town of New Amsterdam on Manhattan Island. Generous land grants and religious tolerance soon brought Jews, French Huguenots, Puritans, and others to the colony. Director General **Peter Stuyvesant** (STY-vuh-suhnt) led the colony beginning in 1647.

**Peter Stuyvesant was forced to surrender New Amsterdam to the English in 1664.**



## What You Will Learn...

### Main Ideas

1. The English created New York and New Jersey from former Dutch territory.
2. William Penn established the colony of Pennsylvania.
3. The economy of the middle colonies was supported by trade and staple crops.

### The Big Idea

People from many nations settled in the middle colonies.

## Key Terms and People

Peter Stuyvesant, p. 49

Quakers, p. 50

William Penn, p. 50

staple crops, p. 51



**HSS 8.1** Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

## Characteristics of the Middle Colonies

QUICK  
FACTS

### Social

- New York: Dutch influence
- New Jersey: diverse population
- Pennsylvania: founded by Quakers

### Economic

- Farming of staple crops
- Slaves and indentured servants important sources of labor
- Trade

### THE IMPACT TODAY

Today New York City is the largest city in the United States, with more than 8 million people.

In 1664 an English fleet captured the undefended colony of New Amsterdam without firing a single shot. New Netherland was renamed New York, and New Amsterdam became New York City.

Soon after the English conquest in 1664, the Duke of York made Sir George Carteret and Lord John Berkeley proprietors of New Jersey. This colony occupied lands between the Hudson and Delaware rivers. It had a diverse population, including Dutch, Swedes, Finns, and Scots. The fur trade was important to the economies of New York and New Jersey through the end of the 1600s.

**READING CHECK** **Comparing** How were New York and New Jersey similar?

## Penn's Colony

The Society of Friends, or the **Quakers**, made up one of the largest religious groups in New Jersey. Quakers did not follow formal religious practices and dressed plainly. They believed in the equality of men and women before God. They also supported nonviolence and religious tolerance for all people. At the time, many Quaker beliefs and practices shocked most Christians. As a result, Quakers were persecuted in both England and America.

One proprietor of the New Jersey colony was a Quaker named **William Penn**. Penn wished to found a larger colony under his own control that would provide a safe home for Quakers. In 1681 King Charles II agreed to grant Penn a charter to begin a colony west of New Jersey.

Penn's colony, known as Pennsylvania, grew rapidly. Penn limited his own power and established an elected assembly. He also promised religious freedom to all Christians. His work made Pennsylvania an important example of representative self-government—a government that reflects its citizens' will—in the colonies.

Penn named the capital of his colony Philadelphia, which means “the city of brotherly love.” In 1682 the Duke of York sold Penn a region to the south of Pennsylvania. This area, called Delaware, remained part of Pennsylvania until 1776.

**READING CHECK** **Finding Main Ideas**

Why did William Penn establish Pennsylvania, and how did he influence its government?

## BIOGRAPHY

### William Penn

1644–1718

William Penn was born in London as the son of a wealthy admiral. Penn joined the Quakers in 1666 and became an active preacher and writer of religious works. He supported toleration of dissenters.

In 1681 he received a charter to establish a new colony called Pennsylvania. There, Penn put his beliefs into practice. He insisted on fair dealings with local American Indians, welcomed immigrants, and promised religious toleration.

**Making Generalizations** How did Penn's ideas influence the rules of the colony?



## Economy of the Middle Colonies

The middle colonies combined characteristics of the New England and southern colonies. With a good climate and rich land, farmers there could grow large amounts of **staple crops**—crops that are always needed. These crops included wheat, barley, and oats. Farmers also raised livestock.

Slaves were somewhat more important to the middle colonies than they were to New England. They worked in cities as skilled laborers, such as blacksmiths and carpenters. Other slaves worked on farms, onboard ships, and in the growing shipbuilding industry. However, indentured servants largely filled the middle colonies' growing labor needs. Between 1700 and 1775 about 135,000 indentured servants came to the middle colonies. About half of them moved to Pennsylvania. By 1760 Philadelphia had become the largest British colonial city. Other cities in the middle colonies, such as New York City, also grew quickly.

Trade was important to the economy of the middle colonies. Merchants in Philadelphia and New York City exported colonial

goods to markets in Britain and the West Indies. These products included wheat from New York, Pennsylvania, and New Jersey.

Throughout the colonies, women made important contributions to the economy. They ran farms and businesses such as clothing and grocery stores, bakeries, and drugstores. Some women also practiced medicine and worked as nurses and midwives. However, colonial laws and customs limited women's economic opportunities.

Most colonial women worked primarily in the home. Married women managed households and raised children. Sometimes they earned money for their families by selling products like butter. They also made money through services such as washing clothes.

### FOCUS ON READING

You can tell **staple crops** means "crops that are always needed" because of the dash between the vocabulary term and the definition.

### READING CHECK Finding the Main Idea

On what were the economies of the middle colonies based?

**SUMMARY AND PREVIEW** In this section you learned about the middle colonies. In the next section you will read about colonial government, the slave trade, and conflicts that arose in the English colonies.

## Section 3 Assessment

go.hrw.com  
Online Quiz

KEYWORD: SS8 HP2

### Reviewing Ideas, Terms, and People HSS 8.1

- Describe** Name the middle colonies. Where were they located?
  - Draw Inferences** What led to the diverse populations of New York and New Jersey?
- Identify** Who are the **Quakers**?
  - Analyze** How did **William Penn** attempt to create a colonial government that would be fair to all?
- Describe** What different types of jobs did slaves in the middle colonies hold?
  - Evaluate** In what ways were women essential to the middle colonies?

### Critical Thinking

- Sequencing** Copy the time line below. Complete

the time line by listing, in order, the events in the establishment of the colonies of New York and New Jersey.



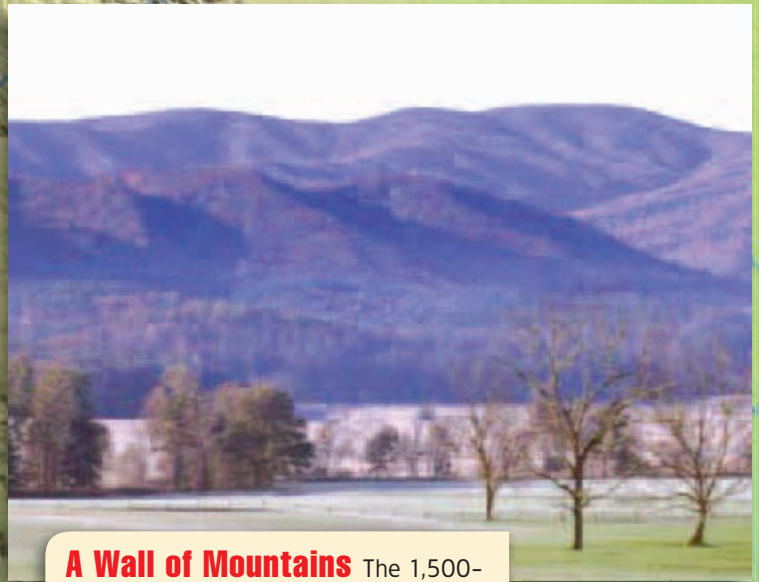
### FOCUS ON WRITING

- Comparing Colonies** You've just read about early colonies in New York, New Jersey, and Pennsylvania. Think about the advantages they offered to settlers and what difficulties settlers faced. In your notes, put a star beside one of the colonies you might use in your infomercial.

# America's Growth 1760

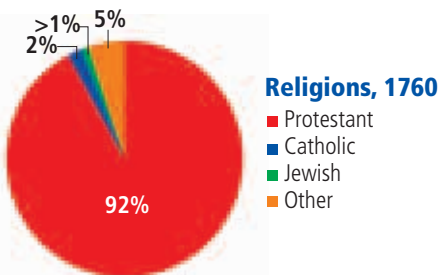
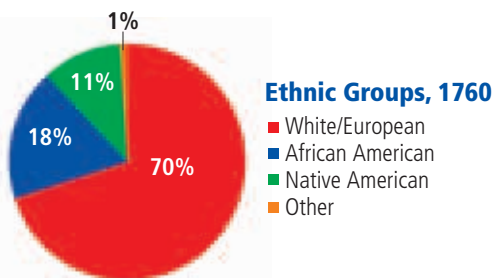
The English colonies in 1760 were located between the Atlantic Ocean and the Appalachian Mountains. The total population of the colonies was around 1.8 million. Soon, however, the colonies began to grow both in size and in population.

In 1763 Great Britain and France signed the Treaty of Paris, giving Britain control over all lands east of the Mississippi River. With the stroke of a pen, the colonies increased enormously in size. The westward expansion of the English colonies—soon to be the United States—had begun.



**A Wall of Mountains** The 1,500-mile-long Appalachian Mountains formed a natural barrier to westward expansion. The Appalachians' dense forests and steep terrain made passage by foot or horse difficult.

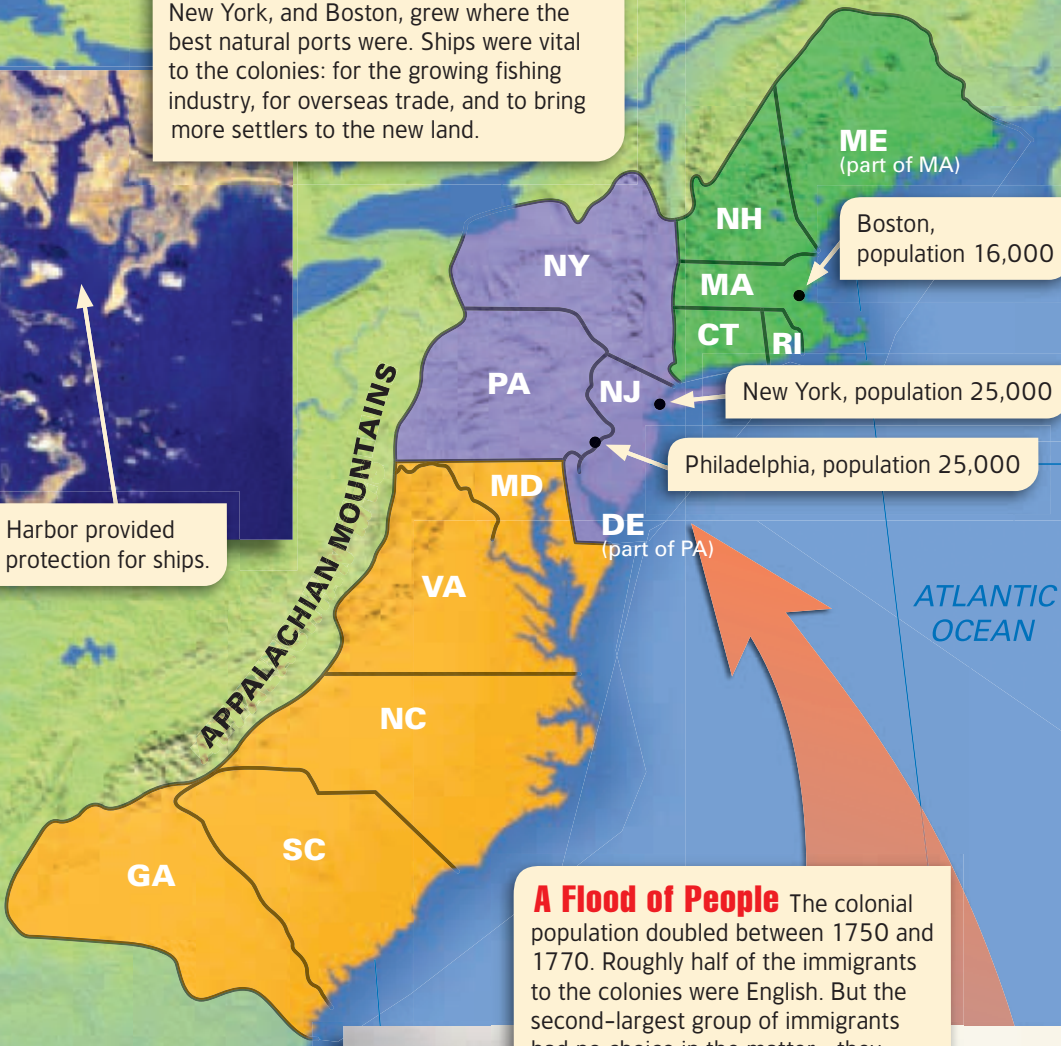
## America's Population, 1760: 1.8 million



**Natural Harbors** The largest cities in the colonies, such as Philadelphia, New York, and Boston, grew where the best natural ports were. Ships were vital to the colonies: for the growing fishing industry, for overseas trade, and to bring more settlers to the new land.



Boston Harbor provided natural protection for ships.

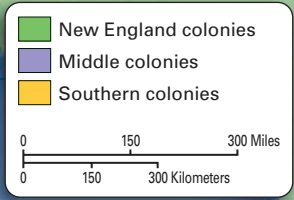


ME (part of MA)

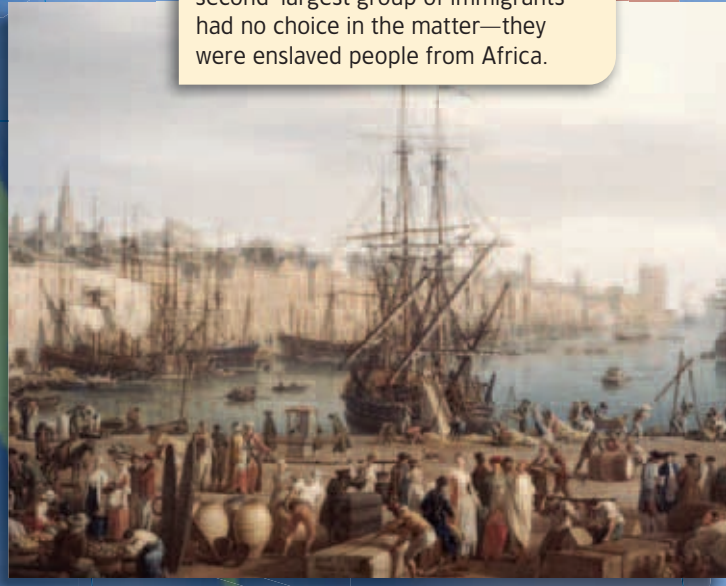
Boston, population 16,000

New York, population 25,000

Philadelphia, population 25,000



**A Flood of People** The colonial population doubled between 1750 and 1770. Roughly half of the immigrants to the colonies were English. But the second-largest group of immigrants had no choice in the matter—they were enslaved people from Africa.



**GEOGRAPHY SKILLS**

**INTERPRETING MAPS**

- 1. Location** Where were the colonies' largest cities located at this time?
- 2. Human-Environment Interaction** How did mountains and seas influence the location of the colonies?

90° W

Tropic of Cancer

70° W

# Life in the English Colonies

## What You Will Learn...

### Main Ideas

1. Colonial governments were influenced by political changes in England.
2. English trade laws limited free trade in the colonies.
3. The Great Awakening and the Enlightenment led to ideas of political equality among many colonists.
4. The French and Indian War gave England control of more land in North America.

### The Big Idea

The English colonies continued to grow despite many challenges.

### Key Terms and People

town meeting, p. 55  
 English Bill of Rights, p. 55  
 triangular trade, p. 57  
 Middle Passage, p. 58  
 Great Awakening, p. 58  
 Enlightenment, p. 59  
 Pontiac, p. 61



**HSS 8.1.1** Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.

**8.2.1** Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.

## If YOU were there...

Your family migrated to America in the 1700s and started a small farm in western Pennsylvania. Now, more and more people are moving in. You would like to move farther west, into the Ohio River valley. But a new law says you cannot move west of the mountains because it is too dangerous. Still, you are restless and want more land and more freedom.

**Why might you decide to break the law and move west?**

**BUILDING BACKGROUND** When they moved to America, the English colonists brought their ideas about government. They expected to have the same rights as citizens in England. However, many officials in England wanted tight control over the colonies. As a result, some colonists, like this family, were unhappy with the policies of colonial governments.

## Colonial Governments

The English colonies in North America all had their own governments. Each government was given power by a charter. The English monarch had ultimate authority over all of the colonies. A group of royal advisers called the Privy Council set English colonial policies.

### Colonial Governors and Legislatures

Each colony had a governor who served as head of the government. Most governors were assisted by an advisory council. In royal colonies the English king or queen selected the governor and the council members. In proprietary colonies, the proprietors chose all of these officials. In a few colonies, such as Connecticut, the people elected the governor.

In some colonies the people also elected representatives to help make laws and set policy. These officials served on assemblies. Each colonial assembly passed laws that had to be approved first by the advisory council and then by the governor.

Established in 1619, Virginia's assembly was the first colonial legislature in North America. At first it met as a single body, but it was later split into two houses. The first house was known as the Council of State. The governor's advisory council and the London Company selected its members. The House of Burgesses was the assembly's second house. The members were elected by colonists.

In New England the center of politics was the **town meeting**. In town meetings people talked about and decided on issues of local interest, such as paying for schools.

In the southern colonies, people typically lived farther away from one another. Therefore, many decisions were made at the county level. The middle colonies used both county meetings and town meetings to make laws.

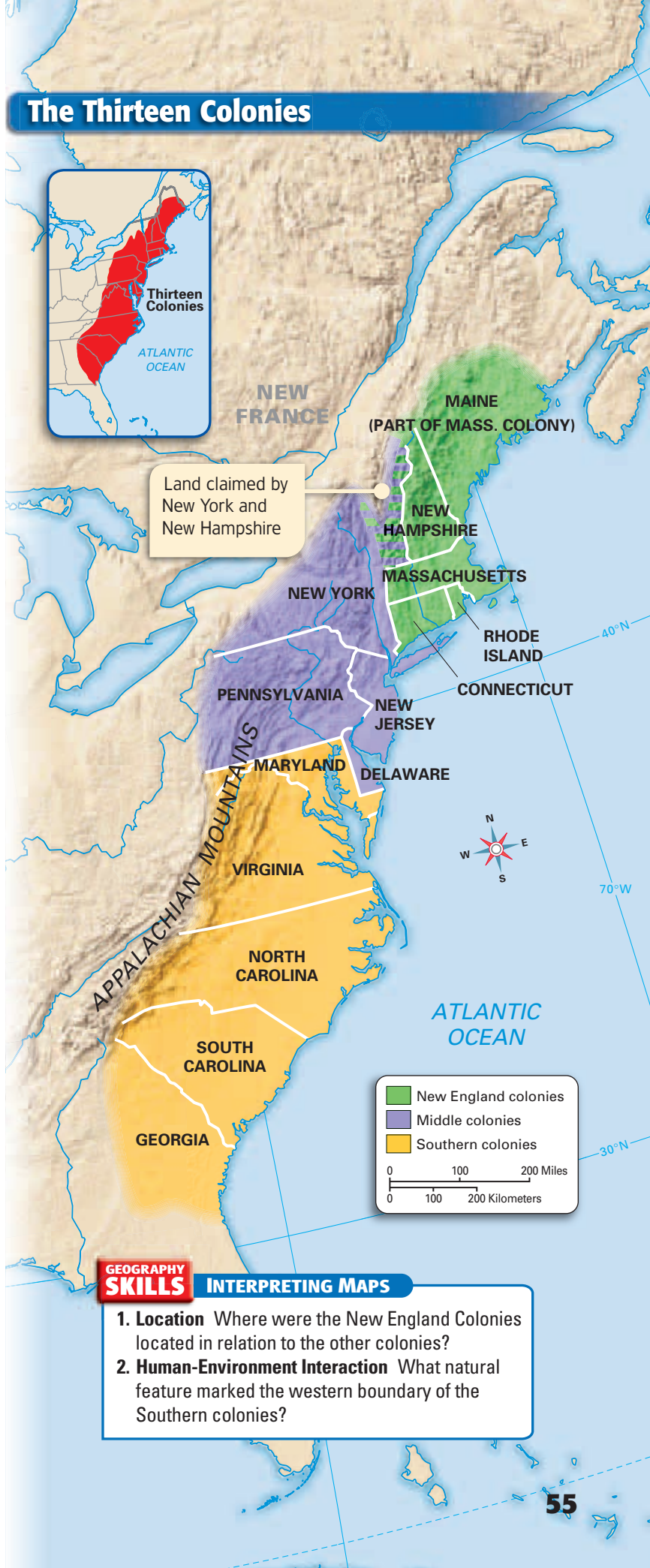
### Political Change in England

In 1685 James II became king of England. He was determined to take more control over the English government, both in England and in the colonies.

James believed that the colonies were too independent. In 1686 he united the northern colonies under one government called the Dominion of New England. James named Sir Edmund Andros royal governor of the Dominion. The colonists disliked Andros because he used his authority to limit the powers of town meetings.

### English Bill of Rights

Parliament replaced the unpopular King James and passed the **English Bill of Rights** in 1689. This act reduced the powers of the English monarch. At the same time, Parliament gained power. As time went on, the colonists valued their own right to elect representatives to decide local issues. Following these changes, the colonies in the Dominion quickly formed new assemblies and charters.



**GEOGRAPHY SKILLS** INTERPRETING MAPS

- 1. Location** Where were the New England Colonies located in relation to the other colonies?
- 2. Human-Environment Interaction** What natural feature marked the western boundary of the Southern colonies?

## Colonial Courts

Colonial courts made up another important part of colonial governments. Whenever possible, colonists used the courts to control local affairs. The courts generally reflected the beliefs of their local communities. For example, many laws in Massachusetts enforced the Puritans' religious beliefs. Laws based on the Bible set the standard for the community's conduct.

### THE IMPACT TODAY

The Zenger case was the first major case establishing freedom of the press in British North America. Today this is an important right of all Americans.

Sometimes colonial courts also protected individual freedoms. For example, in 1733 officials arrested John Peter Zenger for printing a false statement that damaged the reputation of the governor of New York. Andrew Hamilton, Zenger's attorney, argued that Zenger could publish whatever he wished as long as it was true. Jury members believed that colonists had a right to voice their ideas openly and found him not guilty.

### READING CHECK Analyzing Information

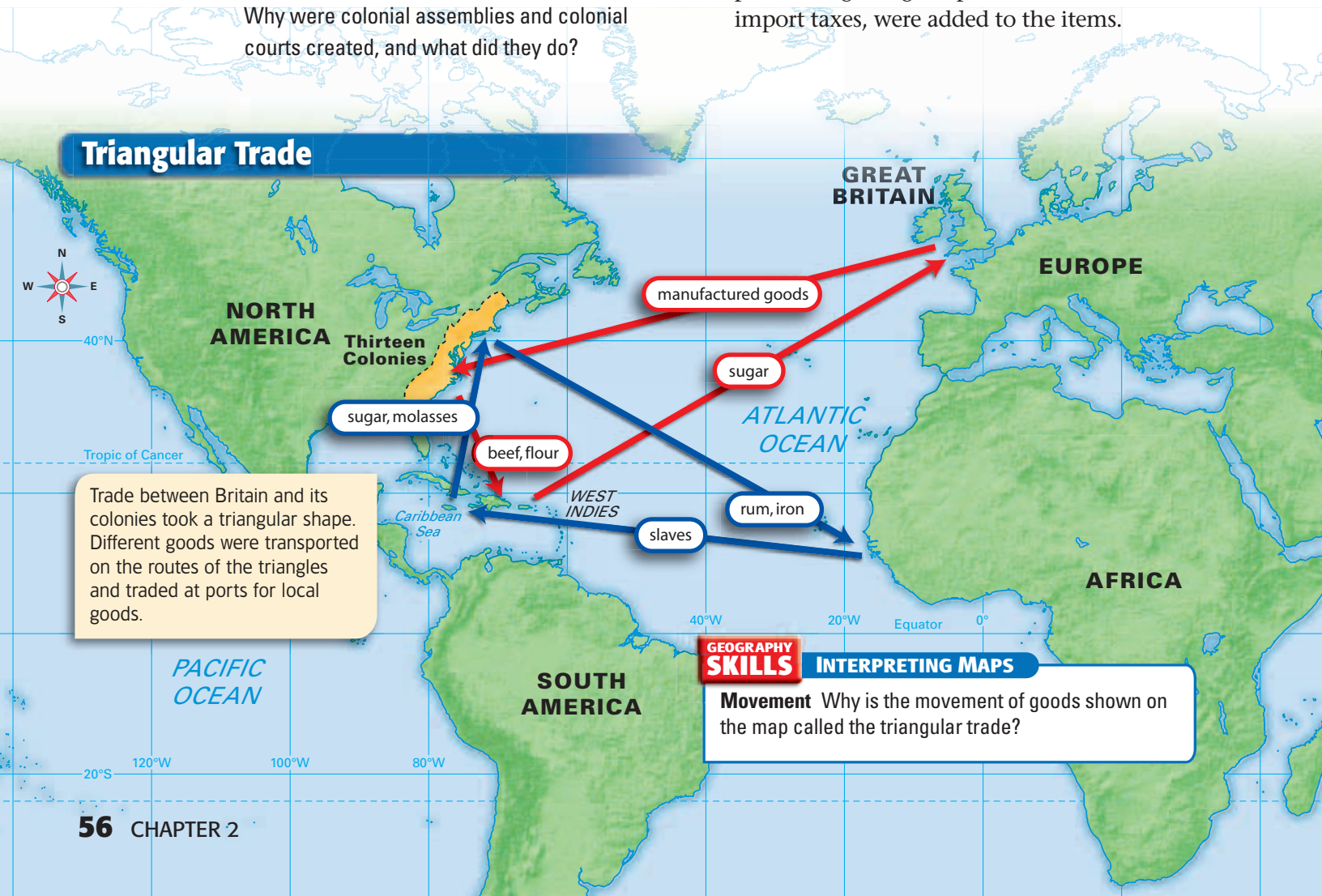
Why were colonial assemblies and colonial courts created, and what did they do?

## English Trade Laws

One of England's main reasons for founding and controlling its American colonies was to earn money from trade. In the late 1600s England, like most western European nations, practiced mercantilism, a system of creating and maintaining wealth through carefully controlled trade. A country gained wealth if it had fewer imports—goods bought from other countries—than exports—goods sold to other countries.

To support this system of mercantilism, between 1650 and 1696 Parliament passed a series of Navigation Acts limiting colonial trade. For example, the Navigation Act of 1660 forbade colonists from trading specific items such as sugar and cotton with any country other than England. The act also required colonists to use English ships to transport goods. Parliament later passed other acts that required all trade goods to pass through English ports, where duties, or import taxes, were added to the items.

## Triangular Trade



Trade between Britain and its colonies took a triangular shape. Different goods were transported on the routes of the triangles and traded at ports for local goods.

### GEOGRAPHY SKILLS INTERPRETING MAPS

**Movement** Why is the movement of goods shown on the map called the triangular trade?



England claimed that the Navigation Acts were good for the colonies. After all, the colonies had a steady market in England for their goods. But not all colonists agreed. Many colonists wanted more freedom to buy or sell goods wherever they could get the best price. Local demand for colonial goods was small compared to foreign demand.

Despite colonial complaints, the trade restrictions continued into the 1700s. Some traders turned to smuggling, or illegal trading. They often smuggled sugar, molasses, and rum into the colonies from non-English islands in the Caribbean. Parliament responded with the Molasses Act of 1733, which placed duties on these items. British officials, however, rarely carried out this law.

By the early 1700s English merchants were trading around the world. Most American merchants traded directly with Great Britain or the West Indies. By importing and exporting goods such as sugar and tobacco, some American merchants became wealthy.

## Triangular Trade

Trade between the American colonies and Great Britain was not direct. Rather, it generally took the form of **triangular trade** —a system in which goods and slaves were traded among the Americas, Britain, and Africa. There were several routes of the triangular trade. In one route colonists exchanged goods like beef and flour with plantation owners in the West Indies for sugar, some of which they shipped to Britain. The sugar was then exchanged for manufactured products to be sold in the colonies. Colonial merchants traveled great distances to find the best markets.

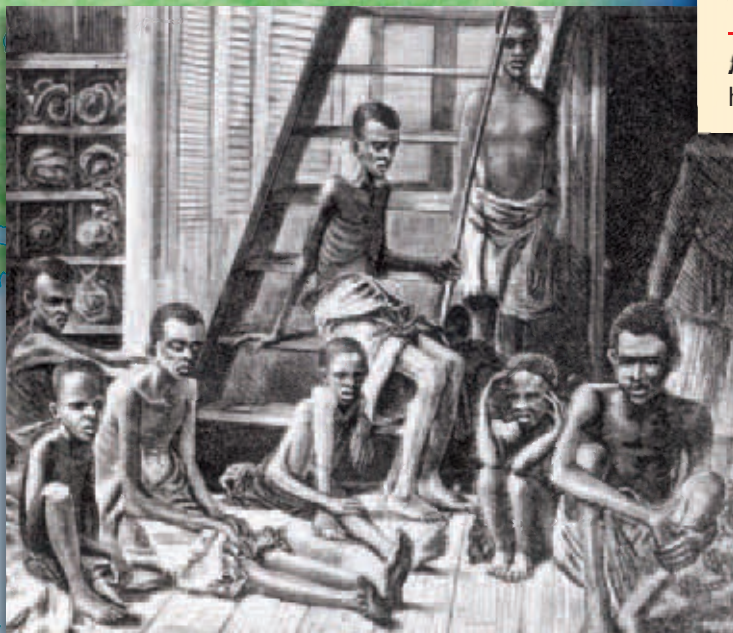
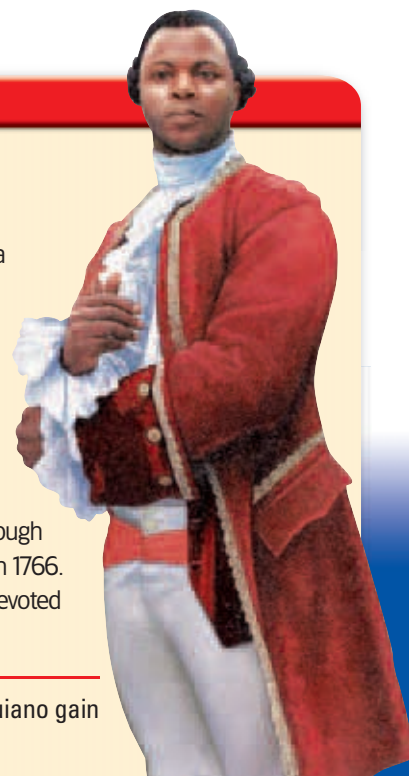
### BIOGRAPHY

#### Olaudah Equiano

1745–1797

Olaudah Equiano was born in Africa in present-day Nigeria. In 1756 he was sold into slavery. Equiano survived the Middle Passage, traveling in a slave ship across the Atlantic. After arriving in the colonies, a Virginia planter purchased him and again sold him to a British naval officer. While working as a sailor, Equiano eventually earned enough money to purchase his own freedom in 1766. Equiano later settled in England and devoted himself to ending slavery.

**Analyzing Information** How did Equiano gain his freedom?



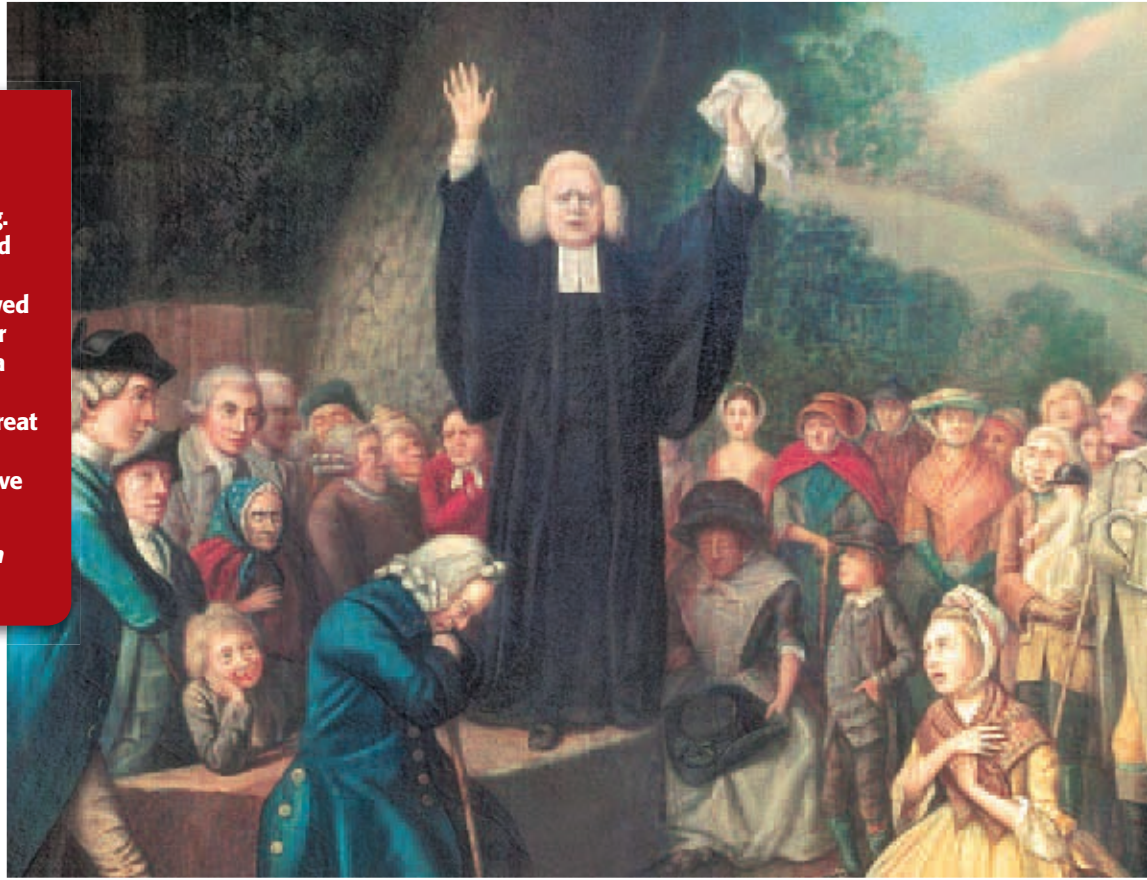
*“I received such a salutation [smell] in my nostrils, as I had never experienced in my life; . . . I became so sick and low that I was not able to eat . . . The groans of the dying, rendered [made] the whole a scene of horror almost inconceivable [unbelievable].”*

—Olaudah Equiano, from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*

## The Great Awakening

George Whitefield gives a powerful sermon during the Great Awakening. Ministers like Whitefield emphasized personal religious experiences over official church rules. They also allowed ordinary church members—whatever their race, class, or gender—to play a role in services. The value placed on individuals of all types during the Great Awakening helped shape American political ideas about who should have a say in government.

*How do you think religious freedom led to political freedom?*



### Middle Passage

One version of the triangular trade began with traders exchanging rum for slaves on the West African coast. The traders then sold the enslaved Africans in the West Indies for molasses or brought them to sell in the mainland American colonies.

The slave trade brought millions of Africans across the Atlantic Ocean in a voyage called the **Middle Passage**. This was a terrifying and deadly journey that could last as long as three months.

Enslaved Africans lived in a space not even three feet high. Slave traders fit as many slaves as possible on board so they could earn greater profits. Thousands of captives died on slave ships during the Middle Passage. In many cases, they died from diseases such as smallpox. As farmers began to use fewer indentured servants, slaves became even more valuable.

#### **READING CHECK** Identifying Cause and Effect

What factors caused the slave trade to grow? How did this affect conditions on the Middle Passage?

### Great Awakening and Enlightenment

In the early 1700s revolutions in both religious and nonreligious thought transformed the Western world. These movements began in Europe and affected life in the American colonies.

#### Great Awakening

After years of population growth, religious leaders wanted to spread religious feeling throughout the colonies. In the late 1730s these ministers began holding revivals, emotional gatherings where people came together to hear sermons.

Many American colonists experienced “a great awakening” in their religious lives. This **Great Awakening**—a religious movement that swept through the colonies in the 1730s and 1740s—changed colonial religion. It also affected social and political life. Jonathan Edwards of Massachusetts was one of the most important leaders of the Great Awakening. His dramatic sermons told

sinner to seek forgiveness for their sins or face punishment in Hell forever. British minister George Whitefield held revivals from Georgia to New England.

The Great Awakening drew people of different regions, classes, and races. Women, members of minority groups, and poor people often took part in services. Ministers from different colonies met and shared ideas with one another. This represented one of the few exchanges between colonies.

The Great Awakening promoted ideas that may also have affected colonial politics. Sermons about the spiritual equality of all people led some colonists to begin demanding more political equality. Revivals became popular places to talk about political and social issues. People from those colonies with less political freedom were thus introduced to more democratic systems used in other colonies.

## Enlightenment

During the 1600s Europeans began to re-examine their world. Scientists began to better understand the basic laws that govern nature. Their new ideas about the universe began the Scientific Revolution. The revolution changed how people thought of the world.

Many colonists were also influenced by the **Enlightenment**. This movement, which took place during the 1700s, spread the idea that reason and logic could improve society. Enlightenment thinkers also formed ideas about how government should work.

Some Enlightenment thinkers believed that there was a social contract between government and citizens. Philosophers such as John Locke thought that people had natural rights such as equality and liberty. Eventually, ideas of the Scientific Revolution and the Enlightenment influenced colonial leaders.

**READING CHECK** Summarizing How did the Great Awakening and the Enlightenment influence colonial society?

## The French and Indian War

By the 1670s tensions had arisen between New England colonists and the Wampanoag. Metacomet, a Wampanoag leader also known as King Philip, opposed the colonists' efforts to take his people's lands. In 1675 these tensions finally erupted in a conflict known as King Philip's War. The colonial militia—civilians serving as soldiers—fought American Indian warriors. Both sides attacked each other's settlements, killing men, women, and children. The fighting finally ended in 1676, but only after about 600 colonists and some 3,000 Indians had been killed, including Metacomet.

## Native American Allies

Some Native Americans allied with the colonists to fight against Metacomet and his forces. These Indians had developed trade relations with colonists. They wanted tools, weapons, and other goods that Europeans could provide. In exchange, the colonists wanted furs, which they sold for large profits in Europe. As a result, each side came to depend upon the other.

French colonists traded and allied with the Algonquian and Huron. English colonists traded and allied with the Iroquois League. This powerful group united American Indians from six different groups. Many American Indians trusted the French more than they did the English. The smaller French settlements were less threatening than the rapidly growing English colonies. No matter who their allies were, many Indian leaders took care to protect their people's independence. As one leader said:

“We are born free. We neither depend upon [the governor of New France] nor [the governor of New York]. We may go where we please ... and buy and sell what we please.”

—Garangula, quoted in *The World Turned Upside Down*, edited by Colin G. Calloway

**Interactive Map**

# North American Empires before and after the Treaty of Paris of 1763

**1754**



**1763**



**GEOGRAPHY SKILLS**

**INTERPRETING MAPS**

**Interactive Map**

KEYWORD: SS8 CH2

- Regions** Which countries gained North American territory between 1754 and 1763?
- Human-Environment Interaction** What natural feature helped form the boundary between British and Spanish territory in 1763?

## War Erupts

During the late 1600s to mid-1700s, France and Great Britain struggled for control of territory in North America. British colonists wanted to settle in the Ohio River valley, where they could take advantage of the valuable fur trade and also have room for their colonies to expand. The French believed this settlement would hurt their fur trade profits. A standoff developed in the Ohio Valley where the French had built three forts. Fighting erupted in 1753 as the British military moved to take over the valley.

When a young Virginian named George Washington arrived with more soldiers, he found the area under French control. Washington and his troops built a small, simple fort that he named Fort Necessity. After his troops suffered many casualties—captured, injured, or killed soldiers—Washington finally surrendered. His defeat in 1754 was the start of the French and Indian War. Meanwhile, in 1756 fighting began in Europe, starting what became known as the Seven Years' War.

## Treaty of Paris

The turning point of the war came in 1759. That year British general James Wolfe captured Quebec, gaining the advantage in the war. However, the war dragged on for four more years. Finally, in 1763 Britain and France signed the Treaty of Paris, officially ending the war.

The terms of the treaty gave Canada to Britain. Britain also gained all French lands east of the Mississippi River except the city of New Orleans and two small islands in the Gulf of St. Lawrence. From Spain, which had allied with France in 1762, Britain received Florida. In an earlier treaty, Spain had received Louisiana, the land that France had claimed west of the Mississippi River. The Treaty of Paris changed the balance of power in North America. Soon British settlers began moving west to settle new lands.

## Western Frontier

Most colonial settlements were located along the Atlantic coast. Colonial settlers, or pioneers, slowly moved into the Virginia and Carolina backcountry and the Ohio River valley.

Indian leaders like Chief **Pontiac** opposed British settlement of this new land. Pontiac's Rebellion began in May 1763 when his forces attacked British forts on the frontier. Within one month, they had destroyed or captured seven forts. Pontiac then led an attack on Fort Detroit. The British held out for months.

British leaders feared that more fighting would take place on the frontier if colonists kept moving onto American Indian lands. To avoid more conflict, King George III issued the Proclamation of 1763. This law banned British settlement west of the Appalachian Mountains. The law also ordered settlers to leave the upper Ohio River valley.

**READING CHECK** **Summarizing** Why did George III issue the Proclamation of 1763?

## BIOGRAPHY

### Pontiac

1720–1769

Pontiac, an Ottawa chief who had fought for France, tried to resist British settlement west of the Appalachians. Calling them “dogs dressed in red who have come to rob us,” he attacked the British in the Ohio country in 1763. Pontiac's rebellion was put down, and he surrendered in 1766.

**Analyzing Information** How did Pontiac try to stop the British?



**SUMMARY AND PREVIEW** In this section you read about colonial governments, the slave trade, and the conflicts with foreign countries and with Native Americans that the colonies faced as they grew. In the next section you'll learn about the increasing tension between the colonies and Great Britain that led to independence.

## Section 4 Assessment

go.hrw.com

Online Quiz

KEYWORD: SS8 HP2

### Reviewing Ideas, Terms, and People **HSS** 8.1.1, 8.2.1

- a. Describe** How were colonial governments organized?

**b. Analyze** How did political change in England affect colonial governments?
- a. Explain** What is **mercantilism**?

**b. Analyze** How did the Navigation Acts support the system of mercantilism?

**c. Evaluate** Did the colonies benefit from mercantilism? Why or why not?
- a. Identify** What was the **Great Awakening**?

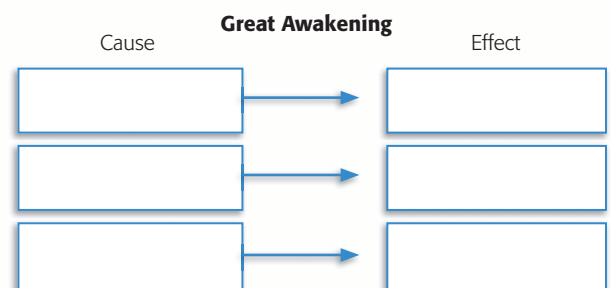
**b. Compare** How was the **Enlightenment** similar to the Great Awakening?
- a. Explain** What caused the French and Indian War?

**b. Evaluate** Defend the British decision to ban colonists from settling on the western frontier.

### Critical Thinking

- Identifying Cause and Effect** Copy the graphic

organizer below and use it to list the causes and effects of the Great Awakening.



### FOCUS ON WRITING

- Reviewing the Information** This section focused on what life was like in all the English colonies discussed so far. Does this information give you any new ideas about the colony you'll use in your infomercial?

# History and Geography

# The Atlantic Slave Trade

The slave system that arose in the American colonies was strongly influenced by geographic forces. The climate of the southern colonies was suited to growing certain crops, like cotton, tobacco, and sugarcane. These crops required a great deal of labor to grow and to process. To meet this great demand for labor, the colonists looked to one main source—enslaved Africans.

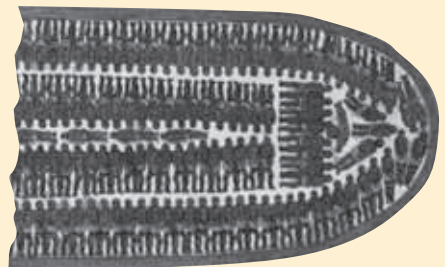
**Colonial Slave Ports** Slave ships sailed to slave ports, where they unloaded their human cargo. Slave ports like Boston, Newport, and Charleston were located near farming areas and the mouths of rivers.



**The West Indies** Africans were brought to the West Indies to work on large sugar plantations. Sugarcane thrived in the West Indies, but it required huge amounts of labor to grow.

## The Middle Passage

The terrifying and deadly voyage across the Atlantic was known as the Middle Passage. Enslaved Africans were chained and crowded together under ships' decks on this long voyage, as this drawing shows.

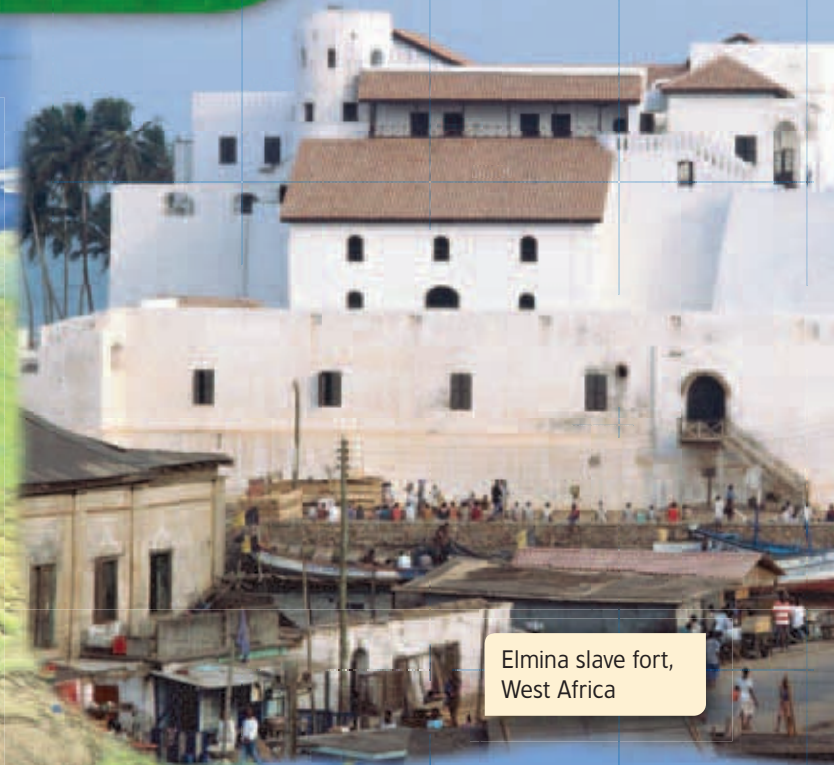


Slave forts began as trading posts. They were built near river mouths to provide easy access to both the sea and inland areas.

St. Luis de Senegal  
James Fort  
Accra  
Elmina  
Assinie  
Whydah

**AFRICA**

New England traders exchanged goods for slaves on the West African coast and then transported the slaves to the American colonies or to the West Indies.



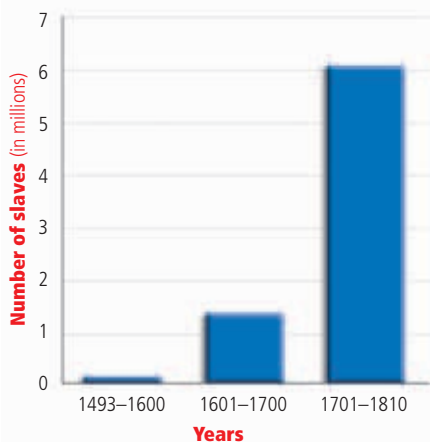
Elmina slave fort, West Africa

## Kidnapped and Taken to a Slave Ship

Mahommah G. Baquaqua was captured and sold into slavery as a young man. In this 1854 account, he recalls being taken to the African coast to board a slave ship.

"I was taken down to the river and placed on board a boat; the river was very large and branched off in two different directions, previous to emptying itself into the sea . . . We were two nights and one day on this river, when we came to a . . . place . . . [where] the slaves were all put into a pen, and placed with our backs to the fire . . . When all were ready to go aboard, we were chained together, and tied with ropes round about our necks, and were thus drawn down to the sea shore."

Slaves Brought to the Americas, 1493–1810



**GEOGRAPHY SKILLS**

**INTERPRETING MAPS**

- 1. Location** Why were slave forts located where they were?
- 2. Human-Environment Interaction** What geographic factors influenced the development of the Atlantic slave trade?

# Conflict in the Colonies

## What You Will Learn...

### Main Ideas

1. British efforts to raise taxes on colonists sparked protest.
2. The Boston Massacre caused colonial resentment toward Great Britain.
3. Colonists protested the British tax on tea with the Boston Tea Party.
4. Great Britain responded to colonial actions by passing the Intolerable Acts.

### The Big Idea

Tensions developed as the British government placed tax after tax on the colonies.

### Key Terms and People

Samuel Adams, *p. 65*

Committees of Correspondence, *p. 65*

Stamp Act of 1765, *p. 66*

Boston Massacre, *p. 67*

Tea Act, *p. 68*

Boston Tea Party, *p. 68*

Intolerable Acts, *p. 68*



**HSS 8.1.1** Describe the relationship between the moral and political ideas of the Great Awakenings and the development of revolutionary fervor.

**8.2.1** Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.

## If YOU were there...

You live in the New England colonies in the 1700s. Recently, British officials have placed new taxes on tea—your favorite beverage. You've never been very interested in politics, but you're beginning to think that people far across the ocean in Britain shouldn't be able to tell you what to do. Some of your friends have joined a group that refuses to buy British tea.

**Would you give up your favorite drink to join the boycott?**

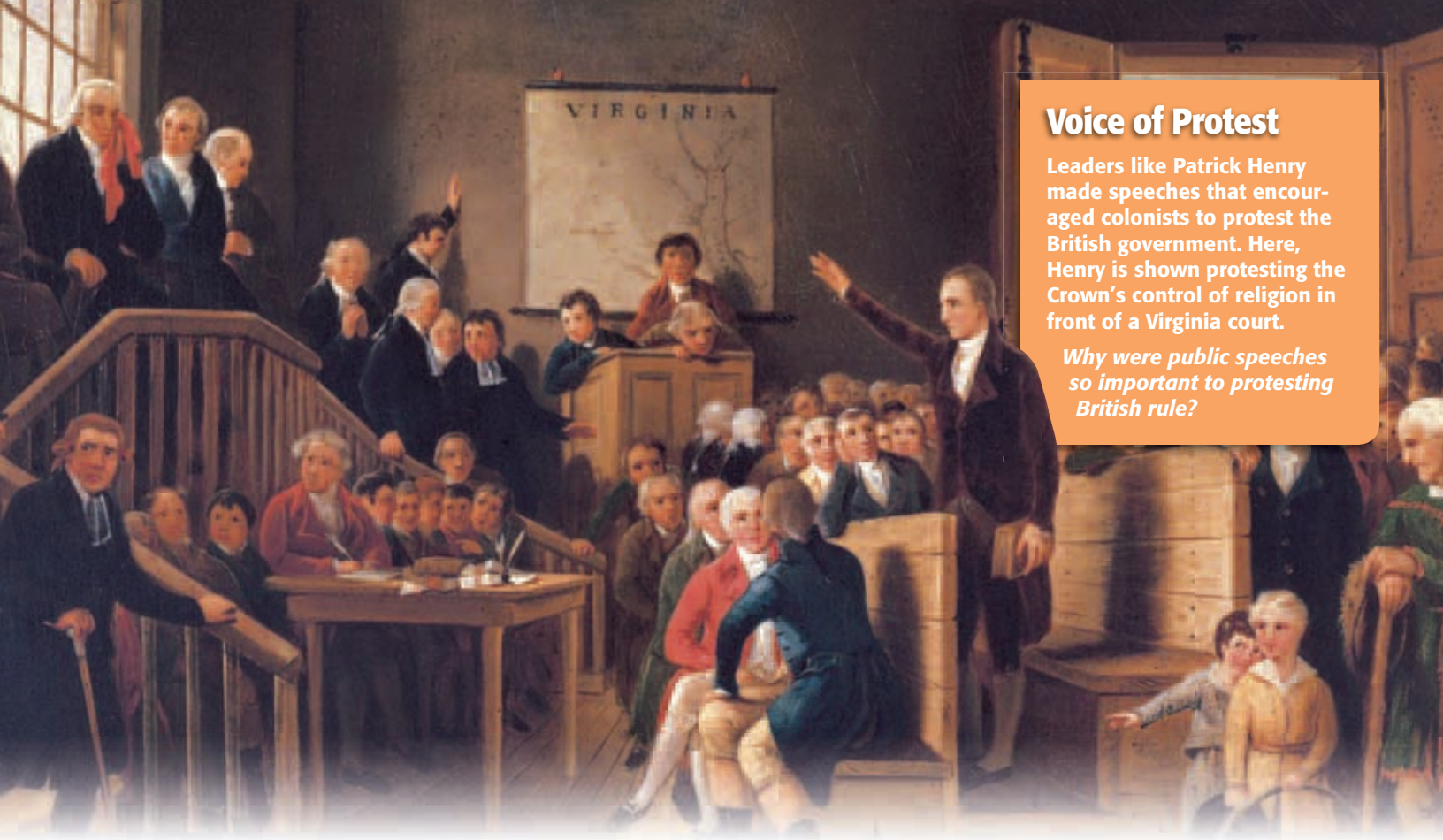
**BUILDING BACKGROUND** As the British colonies grew and became prosperous, the colonists got used to running their own lives. Britain began to seem very far away. At the same time, officials in Britain still expected the colonies to obey them and to earn money for Britain. Parliament passed new laws and imposed new taxes. But the colonists found various ways to challenge them.

## Great Britain Raises Taxes

Great Britain had won the French and Indian War, but Parliament still had to pay for it. The British continued to keep a standing, or permanent, army in North America to protect the colonists against Indian attacks. To help pay for this army, Prime Minister George Grenville asked Parliament to tax the colonists. In 1764 Parliament passed the Sugar Act, which set duties on molasses and sugar imported by colonists. This was the first act passed specifically to raise money in the colonies.

British officials also tried harder to arrest smugglers. Colonial merchants were required to list all the trade goods they carried aboard their ships. These lists had to be approved before ships could leave colonial ports. This made it difficult for traders to avoid paying duties. The British navy also began to stop and search ships for smuggled goods.





## Voice of Protest

Leaders like Patrick Henry made speeches that encouraged colonists to protest the British government. Here, Henry is shown protesting the Crown's control of religion in front of a Virginia court.

*Why were public speeches so important to protesting British rule?*

Parliament also changed the colonies' legal system by giving greater powers to the vice-admiralty courts. These courts had no juries, and the judges treated suspected smugglers as guilty until proven innocent. In regular British courts, accused persons were treated as innocent until proven guilty.

### Taxation without Representation

Parliament's actions upset many colonists who had grown used to being independent. Merchants thought the taxes were unfair and hurt business. Many believed that Great Britain had no right to tax the colonies at all without their consent.

James Otis argued that the power of the Crown and Parliament was limited. Otis said they could not "take from any man any part of his property, without his consent in person or by representation." No one in Britain had asked the colonists if they wanted to be taxed. In addition, the colonists had no

direct representatives in Parliament. Colonial assemblies had little influence on Parliament's decisions.

At a Boston town meeting in May 1764, local leader **Samuel Adams** agreed with Otis. He believed that Parliament could not tax the colonists without their permission. The ideas of Otis and Adams were summed up in the slogan "No Taxation without Representation," which spread throughout the colonies.

Adams helped found the **Committees of Correspondence**. Each committee got in touch with other towns and colonies. Its members shared ideas and information about the new British laws and ways to challenge them.

A popular method of protest was the boycott, in which people refused to buy British goods. The first colonial boycott started in New York in 1765. It soon spread to other colonies. Colonists hoped that their efforts would hurt the British economy and might convince Parliament to end the new taxes.

## Stamp Act

The British government continued to search for new ways to tax the American colonies, further angering many colonists. For example, Prime Minister Grenville proposed the **Stamp Act of 1765**. This act required colonists to pay for an official stamp, or seal, when they bought paper items. The tax had to be paid on legal documents, licenses, newspapers, pamphlets, and even playing cards. Colonists who refused to buy stamps could be fined or sent to jail.

Grenville did not expect this tax to spark protest. After all, in Britain people already paid similar taxes. But colonists saw it differently. The Stamp Act was Parliament's first attempt to raise money by taxing the colonists directly, rather than by taxing imported goods.

Protests against the Stamp Act began almost immediately. Colonists formed a secret society called the Sons of Liberty. Samuel Adams helped organize the group in Boston. This group sometimes used violence to frighten tax collectors. Many colonial courts shut down because people refused to buy the stamps required for legal documents. Businesses openly ignored the law by refusing to buy stamps.

In May 1765 a Virginia lawyer named Patrick Henry presented a series of resolutions to the Virginia House of Burgesses. These resolutions stated that the Stamp Act violated colonists' rights. In addition to taxation without representation, the Stamp Act denied the accused a trial by jury. Henry's speech in support of the resolutions convinced the assembly to support some of his ideas.

## Repealing the Stamp Act

In Boston the members of the Massachusetts legislature called for a Stamp Act Congress. In October 1765, delegates from nine colonies met in New York. They issued a declaration that the Stamp Act was a violation of their rights and liberties.

Pressure on Parliament to repeal, or do away with, the Stamp Act grew quickly. A group of London merchants complained that their trade suffered from the colonial boycott. Parliament repealed the Stamp Act in 1766.

Members of Parliament were upset that colonists had challenged their authority. Thus, Parliament issued the Declaratory Act, which stated that Parliament had the power to make laws for the colonies "in all cases whatsoever." The Declaratory Act further worried the colonists. The act stripped away much of their independence.

## Townshend Acts

In June 1767 Parliament passed the Townshend Acts. These acts placed duties on glass, lead, paints, paper, and tea. To enforce the Townshend Acts, British officials used writs of assistance. These allowed tax collectors to search for smuggled goods. Colonists hated the new laws because they took power away from colonial governments.

The colonists responded to the Townshend Acts by once again boycotting many British goods. Women calling themselves the Daughters of Liberty supported the boycott. In February 1768 Samuel Adams wrote a letter arguing that the laws violated the legal rights of the colonists. The Massachusetts legislature sent the letter to other colonies' legislatures, who voted to join the protest.

At the same time, tax collectors in Massachusetts seized the ship *Liberty* on suspicion of smuggling. This action angered the ship's owner and the Sons of Liberty. They attacked the houses of customs officials in protest. In response, the governor broke up the Massachusetts legislature. He also asked troops to restore order. British soldiers arrived in Boston in October 1768.

**READING CHECK** **Sequencing** What series of events led to the arrival of British troops in Boston in 1768?

## Primary Source

### NEWSPAPER ARTICLE

## The Boston Massacre

*An account of the Boston Massacre appeared in the Boston Gazette and Country Journal soon after the event.*

“The People were immediately alarmed with the Report of this horrid Massacre, the Bells were set a Ringing, and great Numbers soon assembled at the Place where this tragical Scene had been acted; their Feelings may be better conceived than expressed; and while some were taking Care of the Dead and Wounded, the Rest were in Consultation what to do in these dreadful Circumstances.

But so little intimidated were they [Bostonians], notwithstanding their being within a few Yards of the Main Guard, and seeing the 29th Regiment under Arms, and drawn up in King street; that they kept their Station and appeared, as an Officer of Rank expressed it, ready to run upon the very Muzzles of their Muskets.”

—*Boston Gazette and Country Journal*, March 12, 1770



### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

**Why do you think the people described were not intimidated by the soldiers?**

## Boston Massacre

Many Bostonians saw the presence of British troops as a threat by the British government against its critics in Massachusetts. Some colonists agreed with Samuel Adams, who said, “I look upon [British soldiers] as foreign enemies.” The soldiers knew that they were not welcome. Both sides resented each other, and name-calling, arguments, and fights between Bostonians and the soldiers were common.

The tension exploded on March 5, 1770. A lone British soldier standing guard had an argument with a colonist and struck him. A crowd gathered around the soldier, throwing snowballs and shouting insults. Soon a small number of troops arrived. The crowd grew louder and angrier by the moment. Some yelled, “Come on you rascals . . . Fire if you dare!” Suddenly, the soldiers fired into the crowd, instantly killing three men, including sailor Crispus Attucks. “Half Indian, half negro, and altogether rowdy,” as he was called, Attucks is the best-remembered casualty of the incident. Two others died within a few days.

Samuel Adams and other protesters quickly spread the story of the shootings. They used it as propaganda—a story giving only one side in an argument—against the British. Colonists called the shootings the **Boston Massacre**. Paul Revere created an elaborate color print titled “The Bloody Massacre perpetrated in King Street” (above).

The soldiers and their officer, Thomas Preston, were charged with murder. Two Boston lawyers, Josiah Quincy and John Adams—Samuel Adams’s cousin—agreed to defend the soldiers. They argued that the troops had acted in self-defense. The Boston jury agreed, finding Preston and six soldiers not guilty. Two soldiers were convicted of killing people in the crowd by accident. These men were branded on the hand and released. The trial helped calm people down, but many were still angry at the British.

**READING CHECK** Analyzing What was the significance of the Boston Massacre?

## The Road to Revolution

Colonists reacted to British laws with anger and violence. Parliament continued to pass tax after tax.

QUICK  
FACTS



British Actions

Colonists' Reactions

### 1764 The Sugar Act

The Sugar Act is passed to raise money from the colonies for Britain.

Samuel Adams founds the Committees of Correspondence to improve communication among the colonies.

### 1765 The Stamp Act

The Stamp Act taxes newspapers, licenses, and colonial paper products.

A series of resolutions is published stating that the Stamp Act violates the rights of colonists.

## The Boston Tea Party

To reduce tensions in the colonies, Parliament repealed almost all of the Townshend Acts. However, it kept the tax on tea. British officials knew that the colonial demand for tea was high despite the boycott. But colonial merchants were smuggling most of this imported tea and paying no duty on it.

The British East India Company offered Parliament a solution. The company had huge amounts of tea but was not allowed to sell it directly to the colonists. If the company could sell directly to the colonists, it could charge low prices and still make money. Cheaper tea might encourage colonists to stop smuggling. Less smuggling would result in more tax money.

Parliament agreed and passed the **Tea Act** in 1773, which allowed the British East India Company to sell tea directly to the colonists. Many colonial merchants and smugglers feared that the British East India Company's cheap tea would put them out of business. As a result, colonists united against the Tea Act.

Three ships loaded with tea from the British East India Company arrived in Boston Harbor in 1773. The Sons of Liberty demanded that the ships leave. But the governor of Massachusetts would not let the ships leave

without paying the duty. Unsure of what to do, the captains waited in the harbor.

On the night of December 16, 1773, colonists disguised as Indians sneaked onto the three tea-filled ships. After dumping over 340 tea chests into Boston Harbor, the colonists headed home to remove their disguises. This event became known as the **Boston Tea Party**. Soon the streets echoed with shouts of "Boston harbour is a teapot tonight!"

**READING CHECK** Summarizing What factors led to the Boston Tea Party?

## The Intolerable Acts

Lord North, the new British prime minister, was furious when he heard about the Boston Tea Party. Parliament decided to punish Boston. In the spring of 1774 it passed the Coercive Acts. Colonists called these laws the **Intolerable Acts**. The acts had several effects.

1. Boston Harbor was closed until Boston paid for the ruined tea.
2. Massachusetts's charter was canceled. The governor decided if and when the legislature could meet.
3. Royal officials accused of crimes were sent to Britain for trial. This let them face a more friendly judge and jury.



### 1770 The Boston Massacre

British soldiers fire into a crowd of colonists, killing five men.

Colonists protest and bring the soldiers to trial.



### 1773 The Boston Tea Party

The Tea Act is passed, making British tea cheaper than colonial tea.

Colonists protest by dumping shipments of British tea into Boston Harbor.

### 1774 The Intolerable Acts

Boston Harbor is closed, and British troops are quartered.

Colonists' resentment toward Britain builds.

**ANALYSIS SKILL**

#### ANALYZING VISUALS

In what year did the conflict between Britain and the colonists turn violent?

- General Thomas Gage became the new governor of Massachusetts.

The British hoped that these steps would bring back order in the colonies. Instead they simply increased people's anger at Britain.

**READING CHECK** Analyzing What was the purpose of the Intolerable Acts?

**SUMMARY AND PREVIEW** In this section you learned about the increasing dissatisfaction between the colonists and Great Britain. In the next chapter you'll learn about the result of these conflicts—the American Revolution.

## Section 5 Assessment

go.hrw.com

Online Quiz

KEYWORD: SS8 HP2

### Reviewing Ideas, Terms, and People **HSS** 8.1.1, 8.2.1

- Explain** Why did Great Britain raise taxes in its American colonies?
  - Evaluate** Which method of protesting taxes do you think was most successful for colonists? Why?
- Describe** What events led to the **Boston Massacre**?
  - Elaborate** Why do you think John Adams and Josiah Quincy agreed to defend the British soldiers that were involved in the Boston Massacre?
- Recall** What was the purpose of the **Tea Act**?
  - Draw Conclusions** What message did the **Boston Tea Party** send to the British government?
- Explain** Why did Parliament pass the **Intolerable Acts**?
  - Draw Conclusions** Why do you think the colonists believed that these laws were "intolerable"?

### Critical Thinking

- Identifying Cause and Effect** Copy the graphic organizer. Use it to identify the laws passed by the

British Parliament between 1764 and 1774 and the result of each law.

Law	Result
1.	
2.	
3.	
4.	
5.	

### FOCUS ON WRITING

- Gathering Information** Now you have some information about the political situation in Boston in the late 1700s. Why might someone from Britain want to immigrate to Boston at this time? Would you consider the city of Boston, rather than a whole colony, for the subject of your infomercial?

# Social Studies Skills

Analysis

Critical Thinking

Participation

Study



**CS 2** Students construct various timelines of key events, people, and periods of the historical era they are studying.

## Interpreting Time Lines

### Define the Skill

Knowing the sequence, or order, in which historical events took place is important to understanding these events. Time lines visually display the sequence of events during a particular period of time. They also let you easily see time spans between events, such as how long after one event a related event took place—and what events occurred in between. In addition, comparing time lines for different places makes relationships between distant events easier to identify and understand.

### Learn the Skill

Follow these guidelines to read, interpret, and compare time lines.

- 1 Determine each time line's framework. Note the years it covers and the periods of time into which it is divided. Be aware that a pair of time lines may not have the same framework.

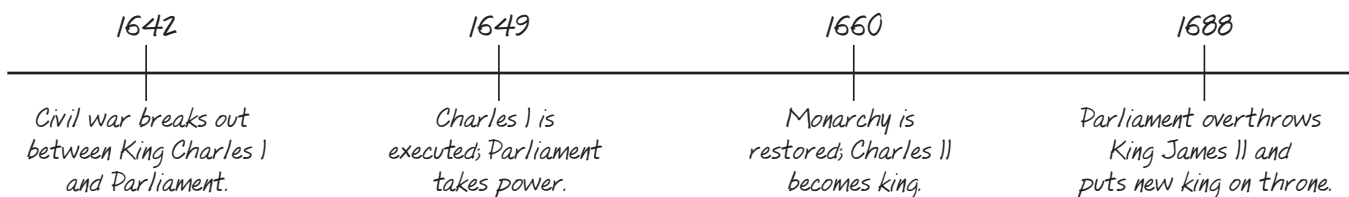
- 2 Study the order of events on each time line. Note the length of time between events. Compare what was taking place on different time lines around the same time period.
- 3 Look for relationships between events. Pay particular attention to how an event on one time line might relate to an event on another.

### Practice the Skill

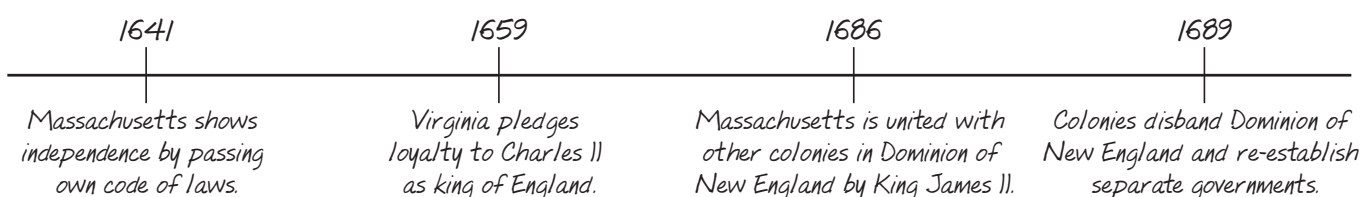
Interpret the time lines below to answer the following questions.

1. What is each time line's framework?
2. How long was England without a king?
3. What event in England allowed the colonists to get rid of the Dominion of New England in 1689?
4. Massachusetts' independence long troubled English officials. What do the time lines suggest about why it was allowed to continue until 1686?

#### Events in England



#### Events in the Colonies



# Standards Review

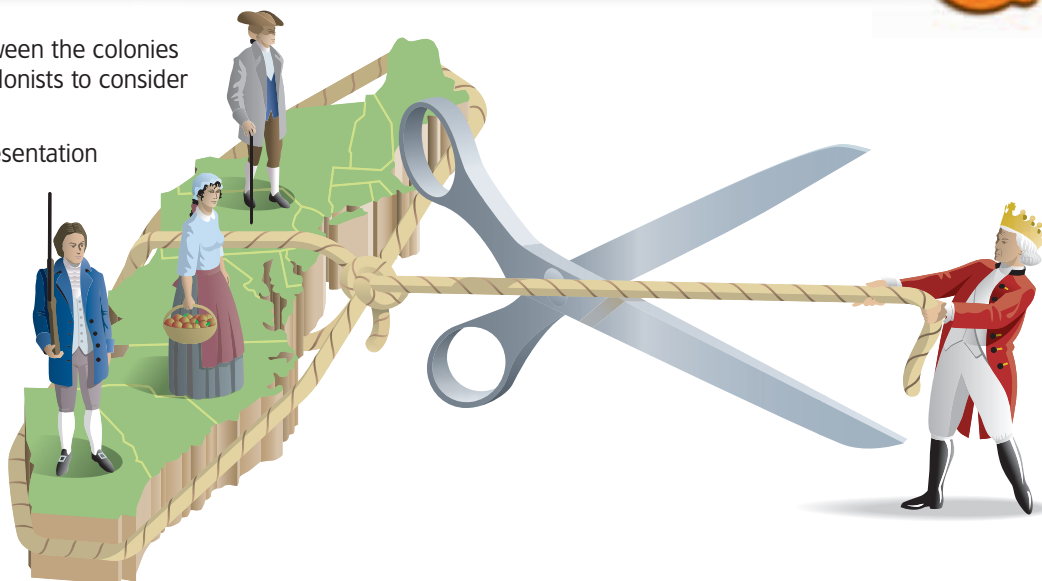
## Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK FACTS

Increasing tensions between the colonies and Britain led many colonists to consider cutting ties to Britain.

- Taxation without representation
- Acts of Parliament
- Violence between colonists and British troops



## Reviewing Vocabulary, Terms, and People

Match the words in the left column with the correct definition in the right column.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Committees of Correspondence</li> <li>2. Jonathan Edwards</li> <li>3. mercantilism</li> <li>4. immigrants</li> <li>5. indentured servants</li> <li>6. William Penn</li> <li>7. Pocahontas</li> <li>8. Quakers</li> <li>9. staple crops</li> <li>10. town meeting</li> </ol> | <ol style="list-style-type: none"> <li>a. colonists who received free passage to North America in exchange for working without pay for a certain number of years</li> <li>b. created in Massachusetts, these groups helped towns and colonies share information about resisting the new British laws</li> <li>c. crops that are continuously in demand</li> <li>d. daughter of Powhatan chief whose marriage to colonist John Rolfe eased tensions between the Powhatan and the colonists</li> <li>e. one of the leaders of the Great Awakening, he urged sinners to seek forgiveness</li> <li>f. Protestant sect founded in England that believed salvation was available to all people</li> <li>g. people who move to another country after leaving their homeland</li> <li>h. political gathering at which people make decisions on local issues</li> <li>i. Quaker leader who established a colony with the goal of fair government for all</li> <li>j. system of creating and maintaining wealth through controlled trade</li> </ol> |
|---|---|

# Comprehension and Critical Thinking

## SECTION 1 (Pages 36–41) HSS 8.1

11. **a. Explain** What problems did the settlers of Virginia face?
- b. Draw Conclusions** Why was Maryland's Toleration Act of 1649 important?
- c. Predict** How might the southern colonies' reliance on slave labor eventually cause problems?

## SECTION 2 (Pages 42–48) HSS 8.2.1

12. **a. Describe** On what was the economy of the New England colonies based?
- b. Compare and Contrast** How were the Pilgrim and Puritan colonies similar and different?
- c. Evaluate** Explain why you think the close ties between church and state in Massachusetts helped or hurt their government.

## SECTION 3 (Pages 49–51) HSS 8.1

13. **a. Identify** What types of crops were grown in the middle colonies?
- b. Draw Conclusions** Why did the middle colonies have a more diverse population than either New England or the South?
- c. Elaborate** What are some possible reasons why immigrants would have chosen to live in the middle colonies?

## SECTION 4 (Pages 54–61) HSS 8.1.1, 8.2.1

14. **a. Identify** What challenges did the English colonies face?
- b. Analyze** What effect did the Great Awakening and the Enlightenment have on the colonies?
- c. Evaluate** Explain which you think had a greater impact on colonial government—the passage of the English Bill of Rights or the Great Awakening.

## SECTION 5 (Pages 64–69) HSS 8.1.1, 8.2.1

15. **a. Recall** Why did the British believe it was necessary to raise taxes on the American colonists?
- b. Draw Conclusions** How did the Boston Massacre and the Boston Tea Party affect relations between Great Britain and the colonies?
- c. Evaluate** Did the British government overreact to colonial protests by issuing the Intolerable Acts? Why or why not?

# Reviewing Themes

16. **Politics** What political influences shaped the governments of the British colonies?
17. **Economics** How did mercantilism affect the economies of Great Britain and the American colonies?

# Reading Skills

**Vocabulary Clues** Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

A popular method of protest was the boycott, in which people refused to buy British goods. (p. 65)

18. According to the reading selection above, what is the best definition of *boycott*?
  - a. a popular method
  - b. buying British goods
  - c. people refusing
  - d. protest in which people refuse to buy goods

# Social Studies Skills

**Interpreting Time Lines** Use the Social Studies Skills taught in this chapter to answer the questions about the time lines on page 70.

19. How many years after the English Civil War did Parliament overthrow King James II?
20. How many years did the Dominion of New England last?
  - a. 41
  - b. 18
  - c. 3
  - d. 6

## FOCUS ON WRITING



21. **Writing Your Infomercial** Choose a colony and time period. Review your list of reasons why English citizens might want to live there. Then write an infomercial with at least four scenes. Each scene should have video and a voice-over telling one of the reasons for immigrating.



# Standards Assessment

**DIRECTIONS:** Read each question and write the letter of the best response. Use the map below to answer question 1.



The red box on this map indicates which early colonial settlement?

- A Plymouth
  - B Massachusetts Bay
  - C New Amsterdam
  - D Jamestown
- 2** The most common economic activity throughout the early English and Dutch colonies in North America was
- A whaling.
  - B farming.
  - C manufacturing.
  - D mining.
- 3** Ideas about spiritual, social, and political equality arose in the colonies in the 1700s in a religious movement called
- A Separatism.
  - B the Enlightenment.
  - C the Great Awakening.
  - D Puritanism.

- 4** How did Parliament's passage of the English Bill of Rights in 1689 affect England's North American colonies?
- A Colonists became more interested in being governed by representatives they elected.
  - B Several colonies decided to unite and formed the Dominion of New England.
  - C The Great Awakening took place.
  - D A movement to end slavery developed.
- 5** What was the central issue in the dispute between Britain and its American colonies?
- A the restrictions Parliament placed on trade
  - B the presence of British troops in the colonies
  - C the colonists' right to religious freedom
  - D the power to tax the colonists

## Connecting with Past Learnings

- 6** Life on an English colonial plantation in the early 1700s was most like life
- A in Great Britain during the same time.
  - B on the Iberian Peninsula under Muslim rule.
  - C on a medieval manor in western Europe.
  - D in the Inca Empire before Europeans arrived.
- 7** In Grade 7 you learned about the Enlightenment, which shaped how some colonial leaders thought about individual rights. The Enlightenment had its origins in what earlier event in Europe?
- A the Renaissance
  - B the colonial era
  - C the *Reconquista*
  - D the Crusades