Colonizing a Continent in the Seventeenth Century

(1) CHAPTER OUTLINE

Anthony and Mary Johnson, two freed slaves, live in the uneasy world between freedom and slavery. Their experiences are just one of thousands detailing the experiences of seventeenth-century immigrants who arrived in North America. Free immigrants, indentured servants from Europe, the African labor force, and Native Americans had to learn to cope with new environments, new social situations, and new mixings of people in the six areas of early colonization.

The Chesapeake Tobacco Coast
- Jamestown, Sot Weed and Indentured Servants
- Expansion and Indian War
- Proprietary Maryland
- Daily Life on the Chesapeake
- Bacon’s Rebellion Engulfs Virginia
- The Southern Transition to Slave Labor
- The System of Bondage

Massachusetts and Its Offspring
- Puritanism in England
- Puritan Predecessors in New England
- Errand into the Wilderness
- New Englanders and Indians
- The Web of Village Life
- King Philip’s War in New England
- Slavery in New England

From the St. Lawrence to the Hudson
- France’s America
- England Challenges the Mighty Dutch

Proprietary Carolina: A Restoration Reward
- The Indian Debacle
- Early Carolina Society
(2) SIGNIFICANT THEMES AND HIGHLIGHTS

1. A theme running throughout the chapter, illustrated by King Philip’s War and Bacon’s Rebellion, is the confrontation in North America between two cultures: the English colonists (in various kinds of settlements) and the Native American Indians. The two cultures collided as the colonists sought to realize the goals that had lured them to the New World and the Indians sought to defend their tribal homelands.

2. A second theme focuses on tensions growing out of the religious and economic motivations behind settlement. Many English colonists came to America to create religious utopias, a New World Zion. Others, even in the same settlement, came for economic opportunity, gold, and land. Regardless of motive, the colonists experienced limits to their aspirations: both utopia and economic opportunity proved elusive, the former far more than the latter.

3. Another recurrent theme of the chapter is the tension between religious idealism and violence. The colonial world was a violent one, both in contact with the Native Americans and in the social conflicts that emerged in the difficult early years of settlement.

4. The English colonists not only clashed with Native American cultures but also developed different cultures themselves. This chapter is structured around the reconstruction of the modes of settlement and character of life in five distinctly different societies along the Atlantic Coast: the Chesapeake region of Virginia and Maryland, Puritan New England, New York under the Dutch and English, proprietary Carolina, and Quaker Pennsylvania. In the account of each society is a picture of daily life as reflected in the architecture of houses, material household belongings, patterns of family life, and the role of women.
5. Small insurrections against colonial administrators and elites, triggered by the Glorious Revolution of 1688, erupted in several colonies. Although they were in no way a “dress rehearsal” for the American Revolution, they did reveal some of the social and political tensions growing out of the attempt to plant English society in the New World.

(3) LEARNING GOALS

Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. Locate the various distinct settlements on a map of the Atlantic Coast, in particular Jamestown and the Chesapeake Bay tobacco area, Roanoke Island, Charleston, Plymouth, Boston and Massachusetts Bay, New York, the Hudson River, Delaware, the Connecticut and James rivers, and Philadelphia and the greater Pennsylvania settlement.

2. Describe the changing population, social patterns, and daily life of the Chesapeake tobacco coast in the seventeenth century.


4. Describe the course and consequences of King Philip’s War in New England and Bacon’s Rebellion in Virginia.


6. Describe Quaker beliefs and the efforts to build a peaceable kingdom in William Penn's settlement in Pennsylvania.

7. Discuss Spanish missionary activity in Florida and New Mexico and its impact on settlement activity in the United States.

8. Explain the key ideas England used to organize her empire. How was control affected by the Glorious Revolution?
Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Compare and contrast the reasons and motivations for the settlement of each of the five main colonies, and describe the relationship of each of the five settlements with the Native American Indians of that region.

2. Reconstruct and compare the essentials of daily life, including the lives of women, in each of the six settlements in the seventeenth century.

3. Discuss whether you think utopian idealism or economic necessity was a more important motivation in the settlement and development of the English colonies.

4. Show the most important effects of the Glorious Revolution in England and of European national rivalries on the colonies in the late seventeenth and early eighteenth centuries.

(4) IMPORTANT DATES AND NAMES TO KNOW

1607    Jamestown settled
1616-1621 Native American population in New England devastated by European diseases
1617    First tobacco crop shipped from Virginia
1619    First Africans arrive in Jamestown (Virginia)
1620    Pilgrims land at Plymouth (Massachusetts)
1622    Powhatan tribes attack Virginia settlements
1624    Dutch colonize mouth of Hudson River (New Netherland)
1630    Puritan migration to Massachusetts Bay
1632    Maryland grant to Lord Baltimore (George Calvert)
1633-1634 Native Americans in New England again struck by European diseases
1635    Roger Williams banished to Rhode Island
1636    Anne Hutchinson exiled to Rhode Island
1637    New England wages war against the Pequot Indians
1640s  New England merchants enter slave trade
       Virginia forbids Blacks to carry firearms
1641  Massachusetts legalizes slavery
1642-1649  English Civil War ends great migration to New England
1643  Confederation of New England
1650-1670  Judicial and legislative decisions in Chesapeake colonies solidify racial lines
1651  Parliament passes first navigational act
1659-1661  Puritans hang two Quaker men and one Quaker woman on Boston Common
1660  Restoration of King Charles II in England
1662  Half-Way Covenant in New England
1663  Carolina charter granted to eight proprietors
1664  English capture New Netherland and rename it New York
       Royal grant of the Jersey lands to proprietors
1673-1685  French expand into Mississippi valley
1675-1677  King Philip’s War in New England
1676  Bacon’s Rebellion in Virginia
1680  Popé’s revolt in New Mexico
1681  William Penn receives Pennsylvania grant
1684  Massachusetts charter recalled
1688  Glorious Revolution in England, followed by accession of William and Mary
1689  Overthrow of Governor Andros in New England
       Leisler’s Rebellion in New York
1690s  Transition from white indentured servitude to black slave labor begins in
       Chesapeake region
1692  Witchcraft hysteria in Salem
Other Names to Know

Captain John Smith   Anthony Johnson   Metacomet
Powhatan           William Bradford   Nathaniel Bacon
John Winthrop      Olaudah Equiano   Sir William Berkeley
John Locke          Anne Hutchinson   Sir Edmund Andros

(5) GLOSSARY OF IMPORTANT TERMS

indentured servants: European migrants, usually young and single, who entered into work contracts for a specified period of years in exchange for free passage to the New World and sometimes a promise of land at the end of the contract

proprietors: Prominent Englishmen to whom the king granted vast areas of land in the New World

antinomianism: An interpretation of Puritan doctrine associated with Anne Hutchinson that stressed mystical elements in God's grace and diverged from orthodox Puritan views on salvation

Puritans: English Protestants who wished not only to purify the Church of England but also to reform English society; they came to New England to set up a model community as an example to England

Pilgrims: A radical separatist group of English Protestants who settled at Plymouth in order to be left alone to lead a pure and primitive life

Society of Friends (Quakers): A visionary radical sect, much persecuted, whose members believed in, among other things, an inner light that brought them close to God, equality in religious and social life, pacifism, and defiance of authority when it denied their right to practice their religion

magistrates: Secular, civil leaders in Massachusetts Bay, usually not ministers

genocide: The willed extermination of a race or ethnic group by another

Glorious Revolution: The English revolution of 1688 that replaced James II with William and Mary. The revolution was based on the rejection of the “divine right” of kings and was a victory for Protestants, parliamentary power, and the English merchant and gentry class.
(6) ENRICHMENT IDEAS

1. As an extension of the Recovering the Past section in this chapter, recall the differences in housing between Massachusetts Bay and the Chesapeake region. How do the houses and their furnishings show the differences and similarities in the two societies? Find examples of house design in Maryland and Virginia in the early eighteenth century. What are the significant differences between the earlier Chesapeake housing and these? What do the newer designs reveal about social and economic changes? You can also compare the Boardman house to eighteenth-century Massachusetts houses to see what kind of changes have taken place there.

2. Write a letter or diary entry describing the daily life of a typical inhabitant on a typical day in three of the five settlements in seventeenth-century America.

3. Write a will for an individual colonist of the late seventeenth and early eighteenth centuries leaving items that were most likely to exist in an ordinary household.

4. Construct an imaginary document reflecting each settlement's attitude toward and relationship with the area's Indian tribes. The document might be a sermon, a treaty, a leader's policy statement, a letter by a young man or woman in the settlement, or a speech (or letter) by a young Indian of the appropriate area.

5. Chart the main events in Anthony and Mary Johnson’s lives and the lives of their children. How might one explain the changing nature of race relations?

6. Imagine yourself to be an indentured servant in the Chesapeake. Were you to write a letter home to a brother or sister, how would you describe your life? Would you encourage your brother or sister to come to the New World?

7. For those near local museums with eighteenth century exhibits, a visit and brief description of items and their significance will enhance understanding of daily life.

(7) SAMPLE TEST AND EXAMINATION QUESTIONS

Multiple choice: Choose the best answer.

1. The Jamestown colony suffered all of the following problems of population EXCEPT
   a. too few skilled workers
   b. too many gold-seeking gentlemen
   c. too many slaves
   d. too few women
2. Most indentured servants who came to Virginia and Maryland in the seventeenth century were
   a. married couples
   b. young, single, and male
   c. young, single, and female
   d. black Africans

3. Houses in the Chesapeake region were
   a. crude, one-room structures
   b. large homes with sleeping lofts and lean-to kitchens
   c. small predecessors of plantation-style houses
   d. connected to long, tobacco-drying barns

4. Women in Chesapeake society, as compared to New England,
   a. died young and were scarce
   b. were given religious freedom
   c. lived long lives, bearing many children
   d. were at the center of both economic and political life

5. Puritans migrated to Massachusetts Bay because they wanted
   a. to convert heathens
   b. religious liberty and purity
   c. to set up an experiment in religious toleration
   d. to be left alone to pursue their vision of a pure religious community

6. Bacon’s Rebellion involved all of the following issues EXCEPT
   a. rivalry between free blacks and indentured servants for land near Williamsburg
   b. a lack of opportunity for land expansion
   c. declining tobacco prices and rising taxes, which aggravated social class conflict
   d. conflict between white frontiersmen and the Susquehannock Indians

7. The underlying cause of King Philip’s War was
   a. the trial and execution of three Wampanoags
   b. young tribesmen’s anger over white encroachment on their lands
   c. King Philip’s desire for an English wife
   d. all of the above

8. Roger Williams was a problem for the ruling authorities in Massachusetts Bay primarily because
   a. he advocated the separation of church and state
   b. he accused the Puritans of illegal intrusion on Indian lands
   c. he was too pure and godly
   d. all of the above
9. Anne Hutchinson was excommunicated from a Boston church primarily because
   a. she preached numerous erroneous theological opinions
   b. she incited wives to demand equal rights from their husbands
   c. she opposed wage and price controls
   d. all of the above

10. The results of King Philip’s War included
    a. the extension of the New England frontier
    b. the rebuilding of all of New England’s 90 towns
    c. the devastation of Indian society in New England
    d. the call for colonial unity

11. Which settlement did King Charles II grant to those that supported him during his exile?
    a. Rhode Island
    b. Pennsylvania
    c. Carolina
    d. Maryland

12. Quakers believed in all of the following EXCEPT
    a. equality of all persons, including women, in religious matters
    b. renunciation of the use of force in human affairs
    c. renunciation of making money as an affront to God
    d. no church leaders or institutions standing between an individual and God

13. Sir Edmund Andros outraged New Englanders by
    a. abolishing freedom of religion
    b. turning an Anglican church into a Catholic one
    c. imposing taxes with legislative consent
    d. imposing taxes without legislative consent

14. The pattern of the Quaker dispersal into rural Pennsylvania was to settle
    a. in compact towns, as in New England
    b. in closely knit Quaker kinship groups from the same European regions
    c. in large towns populated by diverse nationality groups
    d. as individual families, thus fracturing a sense of identity and community

15. The Salem witchcraft trials were evidence of
    a. multiple tensions and hysteria growing from community instability
    b. the Devil’s plan to destroy Puritanism
    c. an Indian plot to avenge white massacres
    d. the irrationality of teenage girls
Identify and show a relationship between each of the following pairs:

<table>
<thead>
<tr>
<th>Virginia</th>
<th>and</th>
<th>Massachusetts Bay Company</th>
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<tbody>
<tr>
<td>meetinghouse</td>
<td>and</td>
<td>town meeting</td>
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<tr>
<td>Captain John Smith</td>
<td>and</td>
<td>Powhatan</td>
</tr>
<tr>
<td>Captain John Mason</td>
<td>and</td>
<td>Roger Williams</td>
</tr>
<tr>
<td>Jacob Leisler</td>
<td>and</td>
<td>Sir Edmund Andros</td>
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<tr>
<td>John Winthrop</td>
<td>and</td>
<td>William Bradford</td>
</tr>
<tr>
<td>Nathaniel Bacon</td>
<td>and</td>
<td>King Philip</td>
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[This question form, which invites a short essay, combines a basic memory task (identifying the person or term) with a higher-order thinking skill (showing a connection). Note that the instruction says “a” relationship, not “the” relationship, suggesting that there is no single “right answer.” There are many possible connections, but in the following example each new answer is better than the last: Captain Mason and Roger Williams were “both Puritans”; they were both Puritans who left Massachusetts Bay to start other colonies; they were both Puritans who left Massachusetts Bay for different reasons, one willingly and the other banished; they were both Puritans who left Massachusetts Bay to found new colonies and who had different attitudes toward the Indians—Mason massacred them and Williams befriended them.]

**Essays**


2. The character of immigration to the Chesapeake, Massachusetts Bay, the Carolinas, and Pennsylvania goes a long way toward explaining the social development of each place. Discuss with evidence.

3. Why do you think utopian perfectionism proved to be so elusive for colonial Americans? To what extent do you think the answer is found in human nature or in historical conditions?

4. In what ways does this chapter suggest that racism is a continuing part of American life? Which came first in American society, racism or slavery? What relevance does this chapter have for today? What social or international conflicts still occur between peoples?
Identify and Interpret: Quotation
(that is, state who, what, where, when, and why significant)

*We must be knit together in this work as one man. We must entertain each other in brotherly affection. . . . We must delight in each other, make others' conditions our own, rejoice together, mourn together, labor and suffer together: always having before our eyes our commission and community in the work, our community as members of the same body. . . . We shall find that the God of Israel is among us, when ten of us shall be able to resist a thousand of our enemies, when He shall make us a praise and glory, that men shall say of succeeding plantations: “The Lord make it like that of New England.” For we must consider that we shall be as a city upon a hill, the eyes of all people are upon us.*