

UNIT II

AN INDEPENDENT NATION

CHAPTER 3 Seeds of Independence

The English colonies in North America attracted more and more immigrants. At first, the newcomers kept the customs they had known in their native lands. As the years went by, however, the colonists began to create a distinctly American culture.

THE PEOPLE

Population in colonial America grew steadily. In 1630, there were fewer than 6,000 newcomers scattered along the coast. By 1775, the number of settlers and their descendants had risen to 2.5 million. Most of this growth was due to natural population increase—more births than deaths. But immigration and the importation of enslaved people also added to the total.

Settlers of English origin made up the largest single group in the colonies. There were also sizable numbers of Africans, Dutch, Irish, and Germans. Other, smaller groups included Belgians, French Huguenots, Scots, Scotch-Irish, Spaniards, Swedes, and Welsh.

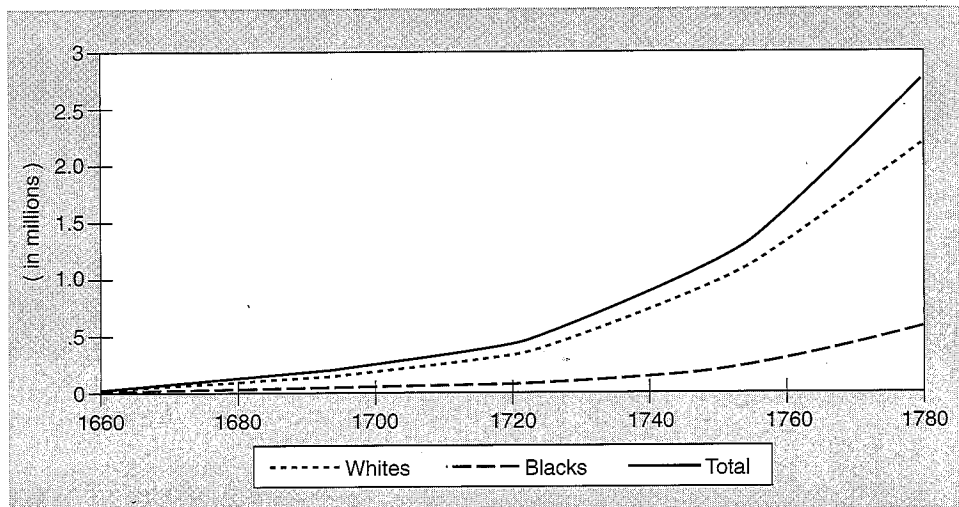
1. Social Classes. Class differences in colonial America did not depend as much on family background as they had in Europe. A person's ancestry did make a difference, but so did occupation, property, and income. The population was divided into three broad classes:

a. Upper class. The upper class controlled the economic, political, and social life of the colonies. This group was made up of (1)

plantation owners in the South and large landholders in the Middle Colonies, (2) wealthy merchants in the cities of New England and the Middle Colonies, (3) Puritan clergy in New England, and (4) government officials, lawyers, and doctors.

INTERPRETING A GRAPH

English Colonial Population, by Race, 1660–1780



1. What general trend is shown on the graph for the total population?
2. In what year did the colonial population reach 2,500,000?
3. How many white colonists were there in 1730?
4. In what year did the African-American population reach 500,000?
5. Which *one* of the following time spans shows the greatest overall growth? (a) 1660–1680 (b) 1680–1700 (c) 1700–1720 (d) 1760–1780

b. Middle class. The middle class made up the largest part of the colonial population. This group consisted of (1) independent farmers with small plots of land, (2) skilled workers, and (3) shopkeepers and other tradespeople.

c. Lower class. The lower class included mainly indentured servants and enslaved people.

TO BE SOLD, on WEDNESDAY 31 AUGUST next
 By COWPER & TELFAIRS,
 A. C. A. R. G. O.
 Of 170 prime young, likely healthy
 GUINEA SLAVES,
 Just imported, in the Bark Friends, William Ross Master, directly from
 Angola. Savannah, July 25, 1774.
 To be Sold at Private Sale, any Time before the 18th of
 next Month.
 THE PLANTATION, containing one hundred acres, on which the
 subscriber lives, very pleasantly situated on Savannah River in sight
 of town. The terms of sale may be known by applying to
 July 21, 1774. RICHARD WYLLY.
 W A N T E D,
 AN OVERSEER thoroughly qualified to undertake the settlement of
 a River Swamp Plantation on the Alatamaha River. Any such
 person, who can bring proper recommendations, may hear of great en-
 couragement by applying to NATHANIEL HALL.

2. African Americans. In the mid-1700s, people from Africa and their descendants made up about 20 percent of the population of the colonies. By then, almost all Africans in America were enslaved. Slavery existed in all the colonies but was most widespread in the South. Southern tobacco and rice plantations were large and required many workers. Slaves provided a constant supply of labor.

The slave trade brought to America thousands of Africans taken mostly on the west coast of Africa. Harsh conditions on slave ships killed many of the Africans on the way to America. Once brought to America, African-American families were commonly split up: Children were separated from their parents; husbands were separated from wives. Unlike enslaved people in Africa, children of slaves were considered enslaved for life.

3. Native Americans. The earliest European settlements could not have survived without Native-American help. But friendly feelings between whites and Native Americans soon changed to mistrust. The settlers took thousands of acres of Native-American land. Many of the takeovers were arranged through treaties that were meaningless because the idea of land transfer through sale was foreign to Native Americans. Without understanding what the transaction involved, Native Americans would exchange vast tracts of land for items of small worth. Moreover, many settlers did not honor the treaties that they had made.

Some Native Americans fought back, such as in King Philip's War. In the 1670s, they destroyed many New England towns. But after "King" Philip (a Wampanoag leader) was killed, the Native Americans were scattered. The colonists, with their superior weapons and numbers, then easily defeated them.

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The Wampanoag suffered great mortality from diseases brought by European colonists.

ECONOMIC DEVELOPMENTS

The area in which the 13 original colonies were located contained thick forests, fertile land, broad rivers, and a favorable climate. These resources enabled the hardworking colonists to create a healthy economy.

1. Farming. About 90 percent of the colonists made their living by farming. Most of the farms were small, family-operated, and self-supporting. Because farms were widely scattered and travel was difficult, a colonial farm family had to supply most of its own needs.

a. New England. This area was hilly and had rocky soil. The growing seasons were short; the winters, severe. The average farm was small. It produced food primarily for the family, with little left over for sale. The main crops were corn, barley, rye, *flax* (used for making linen), vegetables, and fruits. Farmers raised chickens, pigs, cows, and sheep. A farm family usually owned one or two horses and a pair of oxen.

b. The Middle Colonies. This area had broad, fertile plains and a moderate climate. Its land yielded large crops of corn and wheat. Farmers also planted orchards, grew vegetables and flax, and raised livestock. Much of the farm produce was sold. The average farm was of medium size.

c. The South. The South had good soil, a warm climate, and a long growing season. Besides planting crops and raising livestock for

their own needs, Southern farmers produced three major *cash crops*—those grown for sale rather than for home use. These were tobacco, rice, and indigo. Most Southern farms were small, family-operated holdings. But the South also had large plantations, which produced most of the cash crops.

2. Industry. Local industries served the needs of their communities. Blacksmiths shod horses and made tools and ironware. Coopers made barrels. Leatherworkers turned out shoes and animal

READING AN ENCYCLOPEDIA ARTICLE

Read carefully the following *World Book Online* article on Elizabeth Lucas Pinckney. You will be asked questions about this reading.

Pinckney, Eliza Lucas (1722?–1793), a colonial planter of South Carolina, did much to promote the economic growth of South Carolina in the 1700's. She successfully developed and grew indigo plants on her father's plantations. The blue dye produced from the plant was in great demand in Europe. Pinckney shared her knowledge with other South Carolina farmers and helped indigo become a leading export for the colony.

Pinckney was probably born on Dec. 28, 1722, in Antigua, then a British colony in the West Indies. Her father, George Lucas, served as the lieutenant governor there. In 1738, Lucas brought his family to South Carolina, where he had inherited three plantations near

Charleston. The next year, he returned to Antigua, leaving Elizabeth, then 16 years old, in charge of the plantations. In 1744, Elizabeth married Charles Pinckney, a planter and lawyer. Among their children were two future statesmen, Charles Cotesworth Pinckney and Thomas Pinckney. After Eliza's husband died in 1758, she successfully managed the Carolina plantations for the next 35 years. She died in Philadelphia on May 26, 1793. President George Washington, who had met her on a tour of the South in 1791, served as a pallbearer at his own request.

W. Calvin Smith

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1. According to the article, when was Elizabeth Lucas born?
2. Where did her family live before they moved to South Carolina?
3. Who was her husband?
4. Who were two of her children and in what manner did they become famous?
5. What was Elizabeth Pinckney's major contribution to the colony of South Carolina?

harnesses. Cabinetmakers built furniture. Millers operated gristmills to grind grain into flour.

Local businesses were usually small in scale, run by the owner and a few boys who served as apprentices. *Apprentices* lived and worked with a master craftsman for a number of years—until they learned the trade.

Some colonial industries produced goods on a large scale, for sale to other localities and to England. Such businesses had to abide by laws set up by England to enforce mercantilist policies (discussed on pages 21 and 26).

a. Fishing and whaling. The waters off New England teemed with cod, halibut, mackerel, haddock, and herring. Tons of fish were salted, dried, and shipped to Europe and the West Indies. Whale oil, widely used as fuel for lamps, brought high prices. Whaling became an important New England industry.

b. Shipbuilding. Boston and Salem were the main centers of New England's shipbuilding industry. Shipbuilders used wood from nearby forests and imported iron, canvas, and rope from England. New England vessels became world-famous for their speed and easy handling.

c. Lumber and naval stores. New England's forests provided lumber for general building purposes. So did the forests in the Hudson Valley, southeastern Pennsylvania, and North Carolina. The pine trees of North Carolina yielded pitch, tar, resin, and turpentine. Because these products were used mainly in shipbuilding, they were called *naval stores*.

d. Fur trading. In New England, the Middle Colonies, and the Southern Colonies, Native Americans and colonial traders engaged in the trading of skins and furs. Native Americans exchanged their animal skins for axes, knives, beads, cloth, guns, ammunition, and rum.

e. Distilling. Molasses imported from the West Indies was used to make rum. By 1750, distilleries in New England were producing several million gallons a year. Rum was sold in the colonies and used as an item of exchange in the fur trade and the African slave trade.

f. Ironworking. The discovery of iron ore in southern New England, the Hudson Valley, and southeastern Pennsylvania led to the establishment of an ironworking industry. Colonists in these areas produced unfinished bar and pig iron for export to England.

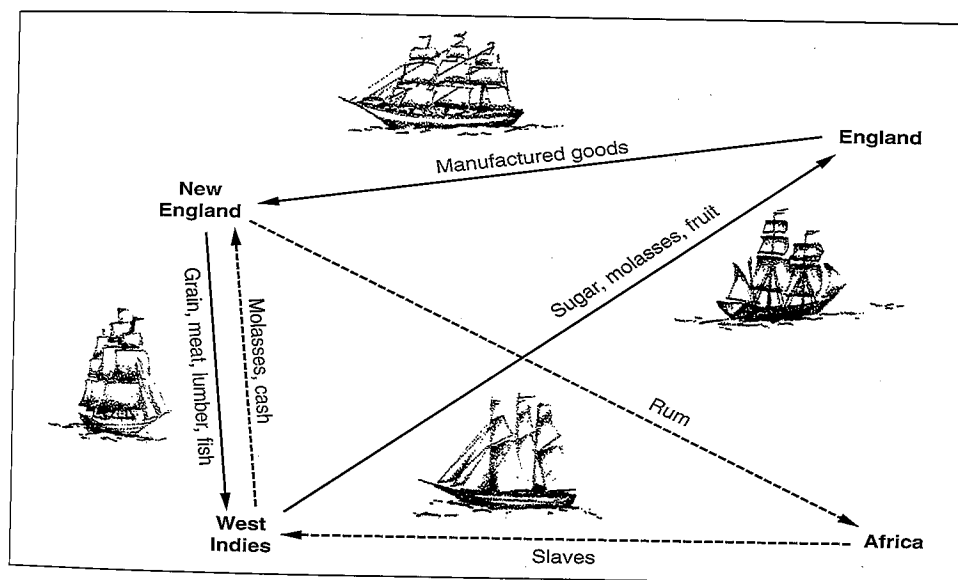
3. Commerce. In accordance with England's mercantilist policies, the American colonies exported raw materials to England and imported finished products mainly from that country. They also traded with other European countries, with the West Indies, and among themselves.

a. New England. Merchants from New England carried on a busy trade with Europe, the West Indies, and other colonies. The colonists exported fish, whale oil, furs, lumber, ships, leather goods, and iron bars and imported manufactured items. Boston was the region's trading center.

b. The Middle Colonies. Philadelphia and New York were the chief ports of the Middle Colonies. From these cities, ships carried furs, iron, and lumber to England, in exchange for manufactured

INTERPRETING A DIAGRAM

Patterns of Triangular Trade



1. According to the diagram, England was a source of what?
2. Enslaved African Americans were transported to the West Indies. What were they exchanged for?
3. Molasses and cash were shipped to New England. What was the molasses made into?
4. What did England import from the West Indies?

goods. To the West Indies went wheat, beef, lumber, and horses, in return for sugar, molasses, and wine.

c. *The South.* The South traded mainly with England. Southern exports included tobacco, rice, indigo, naval stores, and hides. In return, the South imported tools and fine finished items. Charleston, Savannah, and Baltimore were the main trading centers.

d. *Triangular trade.* Much colonial commerce formed a triangular pattern. *Triangular trade* worked like the diagram on page 47.

IDENTIFY OR DEFINE: King Philip's War, apprentice, naval stores, triangular trade.

CRITICAL THINKING: Why do you think triangular trade routes developed?

RELIGION

In the early days, many colonies set up an *established religion*—an official church supported by taxes. The Episcopal Church (the Anglican Church) was the official religion of Virginia, Maryland, Georgia, the Carolinas, and New York. Puritanism (later called Congregationalism) was the official church in Massachusetts, Connecticut, and New Hampshire.

1. The Growth of Toleration. Before long, many other religious denominations took root in America. Most of the Scots and Scotch-Irish were Presbyterians. Americans of Dutch descent belonged to the Dutch Reformed Church. Many Germans were Lutherans, while others belonged to smaller groups such as the Mennonites. Quakers and Baptists were fairly numerous. There were also some Roman Catholics and a few Jews.

Religious freedom increased in America chiefly because people practiced so many different forms of worship. By the 1700s, the strict rules of earlier times had been largely relaxed. Most people found a place where they could worship as they pleased.

Some people, however, remained intolerant of religions not their own. Fearing the pope, many settlers distrusted Roman Catholics. Maryland—noted for its early toleration—passed anti-Catholic laws after 1691 (when it became a royal colony). Catholics lost the right to vote and to hold public religious services. Although some colonies

permitted Jews to worship in public, most denied them the right to vote or hold public office.

2. The Great Awakening. As time passed, many colonists lost their intense zeal for religion. In the 1730s and 1740s, however, a new religious movement, the *Great Awakening*, revived their fervor. Traveling clergy preached fiery sermons. The Great Awakening stimulated church attendance, the founding of new sects, and an increased concern for the poor and oppressed.

POLITICAL AFFAIRS

England was separated from its colonies in America by 3,000 miles of ocean. The English were busy acquiring territory in and expanding trade with other parts of the world. They made little attempt, therefore, to supervise their North American settlements closely during the early colonial period. The settlers learned to manage their own political affairs.

1. Colonial Government. As new colonies emerged and settlement spread, many political changes took place. By 1775, there were three different kinds of colonies. Rhode Island and Connecticut were self-governing. Maryland, Pennsylvania, and Delaware were proprietary. The remaining eight were royal, that is, supervised directly by the English crown.

Despite these differences, the structure of government in all the colonies was similar. Each had (1) a governor, (2) a council that served both as adviser to the governor and as the upper house of the legislature, and (3) a representative assembly, or lower house. In the self-governing colonies, qualified voters elected the governor and members of both houses of the legislature. In the proprietary and royal colonies, the proprietor or king appointed the governor. The governor usually selected the council. Voters elected only members of the assembly.

a. Representative assemblies. For centuries, the people of England had gained many important political and civil rights. Some were guaranteed by such documents as the *Magna Carta* and the English *Bill of Rights*. Others were part of English common law—laws based on court decisions rather than a code of rules.

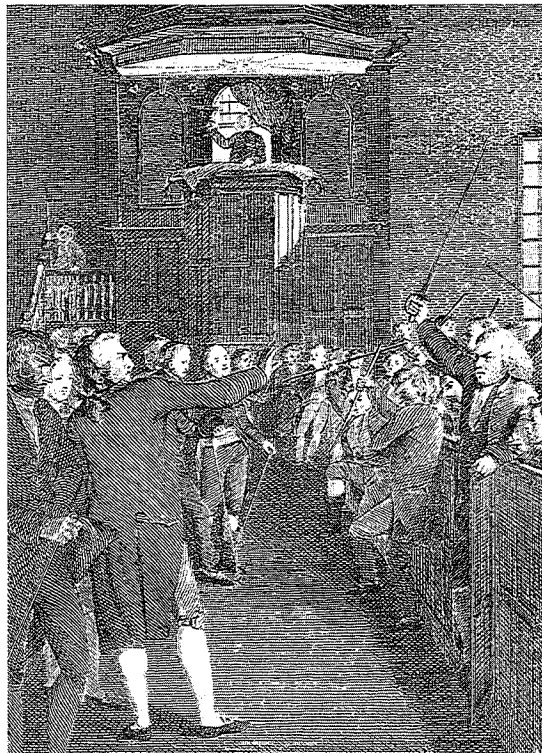
When English settlers came to North America, they brought with them “the rights of Englishmen.” These included (1) trial by jury,

(2) protection against unreasonable imprisonment, (3) the right to petition the government to correct abuses, and (4) the right to a voice in government. The latter guarantee was the basis for setting up representative assemblies in the colonies.

Like the British Parliament, the colonial assemblies had the right to levy taxes and decide how public funds should be spent. This "power of the purse" was used to curb the authority of the governors and protect the interests of the people represented by assemblies. By threatening to withhold money needed to pay salaries, for instance, an assembly could force a governor to approve laws it had passed.

The right to vote was granted only to white, male property owners. In some colonies, voters also had to meet certain religious qualifications. African Americans (both enslaved and free), women, and Native Americans were denied *suffrage* (the right to vote). Despite these restrictions, colonial government was more democratic than governments in England or continental Europe.

b. Town meetings. A special form of local government was the *town meeting*, which was common in New England. People in this region settled close to one another in small villages. The center of village political activity was the town hall, where town meetings were held. In open discussions, the colonists passed laws and levied taxes



A New England town meeting.

to support the local church and schools. Colonists also selected local officials and representatives to the colonial legislature. The town meeting was (and is) a good example of *direct democracy*. In this form of government, people vote on matters directly rather than relying on elected representatives.

c. *The militia.* Every colony had its *militia*, a local group of armed citizens. Since communication and travel were slow, the colonists could not count on the help of British troops in emergencies. They relied on militia members to protect them from immediate danger. Serving in the militia gave colonists valuable experience. Members learned to work together as a fighting unit. Militia officers gained leadership skills. Like the town meeting, the militia provided colonists with training in self-government.

2. Stresses and Strains. Political life in England's colonies did not always run smoothly. Sometimes, conflicts broke out between the colonists and the royally appointed governors.

a. *Bacon's Rebellion.* In the 1670s, there was conflict between some colonists and Native Americans in the frontier areas of Virginia. A group of colonists, feeling that the current governor (William Berkeley) did not do enough to protect them, decided to act on their own. Led by Nathaniel Bacon, they destroyed a band of Susquehannock in 1676. When Berkeley proclaimed Bacon a traitor, Bacon and



Governor Berkeley faced angry colonists during Bacon's Rebellion in Jamestown, 1676.

500 supporters marched to Jamestown, Virginia's capital. They forced the governor to agree to a military campaign against Native Americans. After Bacon's men had left the capital, Berkeley ordered their arrest as rebels. Upon hearing this, Bacon attacked Jamestown and took control of the government. The governor fled. Shortly afterward, Bacon died. Berkeley returned, put down the revolt, and hanged 23 rebels. King Charles II, angered by the governor's harsh actions, removed him from office.

b. *The Dominion of New England.* In 1686, King James II united New York, New Jersey, and New England into a single royal province. He called it the Dominion of New England and appointed Sir Edmund Andros as its governor. All forms of the colonies' self-government were abolished. Aided by a council appointed by the king, Andros made the laws, imposed taxes, and set up his own courts. He also put a stop to colonial trade with countries other than England.

Late in 1688, King James II was overthrown. When the news reached America, a Boston mob captured Andros and sent him back to England. The new king broke up the Dominion of New England and restored the colonies' charters. But Massachusetts, largely self-governing before 1686, became a royal colony.

c. *Leisler's Rebellion.* While New York was part of the Dominion of New England, Andros appointed Francis Nicholson as deputy governor there. Nicholson's harsh rule aroused much anger.

After Andros was forced out, Jacob Leisler, a German-born merchant and a captain in the militia, led New Yorkers to revolt. When Leisler took control of the colony, Nicholson fled to England. Leisler headed the government from 1689 to 1691. He was popular with the common people but angered the upper classes by trying to curb their influence. Leisler lost power when a new governor was appointed to replace him. His enemies convinced the new governor that Leisler was guilty of treason. He was then arrested, sentenced to death, and hanged.

IDENTIFY OR DEFINE: established religion, suffrage, town meeting.

CRITICAL THINKING: How did the Great Awakening contribute to religious tolerance?

EDUCATION

Educational facilities in the colonies were quite limited. Wealthy families had tutors for their children or sent them to private academies or to schools in England. In most towns and cities, schooling of some sort was available to local residents. But in many remote areas, there were no schools at all. And in most colonies, it was forbidden to teach enslaved children to read or write.

1. Schools. Massachusetts Puritans set up the first public school system in the colonies. In 1647, they passed a law requiring each town of 50 families to have a primary school. These taught the basics—reading, writing, and arithmetic. Each town of 100 families also had to have a Latin grammar school (a sort of high school) that prepared qualified boys for college. Similar laws were later enacted in Connecticut and New Hampshire.

In the Middle Colonies, schools were generally church-sponsored or privately owned. The Dutch Reformed Church opened the first primary school in New Amsterdam in 1638 and the first Latin school about 20 years later. William Penn set up the first private schools in Pennsylvania in 1683. They were supported by the students' families. In the South, private academies were the rule.

2. Colleges. In 1636, Massachusetts Puritans created Harvard, the first college in the English colonies, to train young men for the



The tradition of free public education began in New England. A Massachusetts law of 1647 called on every town of at least 50 households to hire someone to teach reading and writing.

ministry. Almost all other colonial colleges were started by various religious groups for the same purpose, including William and Mary (1693), Yale (1701), and Princeton (1748).

3. Subjects Taught. Most schoolchildren did not advance beyond the "three R's" (reading, 'riting, 'rithmetic). Pupils often learned their letters by using a *hornbook*. This was a sheet of paper mounted on a board and protected with a thin covering of transparent animal horn. The hornbook displayed the alphabet, the Lord's Prayer, and the Roman numbers.

The most widely used textbook in colonial days was the *New England Primer*. It taught the alphabet, reading, and religion by means of rhymed sayings, such as the following:

In *Adam's* Fall
We Sinned all.

Thy Life to Mend
This *Book* Attend.

The *Cat* doth play
And after slay.

COLONIAL CULTURE

The literature of the colonial period dealt mainly with religion and history. Members of the New England clergy wrote and published sermons and religious tracts. A noted historical work was William Bradford's *History of Plymouth Plantation 1620-47*. Benjamin Franklin published *Poor Richard's Almanac* every year from 1732 to 1757. It presented useful information, proverbs, and rules of conduct in a witty style. Anne Bradstreet, a devout Puritan and mother of eight, wrote poetry. Two volumes of her verse were published.

1. Newspapers. The *Boston News-Letter*, started in 1704, was the first colonial newspaper to last more than a short time. By 1750, weekly newspapers were being published in almost every colony. Newspapers did much to shape American public opinion.

One occurrence strengthened freedom of the press in the colonies. John Peter Zenger, a German immigrant, was a printer and publisher in New York City in the 1720s. His newspaper, the *Weekly Journal*, carried articles criticizing the royal governor, William

Cosby. Cosby ordered Zenger's arrest. At his trial in 1735, Zenger's lawyer, Andrew Hamilton, argued that a paper had the right to publish anything that was true. The jury found Zenger not guilty. Newspapers could now openly criticize colonial authorities and their policies.

2. Libraries. During the early colonial period, people had little time for reading. Moreover, not everyone knew how to read. Imported from Europe, books were expensive and thus were bought mainly by members of the upper class. Most people owned only a Bible and an almanac.

In time, leisure and literacy increased. In 1731, Benjamin Franklin helped to found the colonies' first lending library, in Philadelphia. It was a *subscription library*, which meant that only its supporting members could use it. By the 1770s, every large town had a subscription library.

EVERYDAY LIFE

Life for the first settlers was harsh and often cheerless. But by the end of the colonial period, the standard of living in America had improved greatly. There was also a good deal of variety in everyday customs. Social position made a difference in how Americans lived. So did the region in which they settled.

1. Homes. The shelters of the earliest settlers were of two main types, either bark-covered huts or log cabins. Later, when more attention could be paid to comfort and beauty, the colonists built better homes.

In New England, the typical colonial house was a low wood cottage with a sloping roof. It was simple, with little outside decoration. (This style is known as a salt box.) In New York, the Dutch influence could be seen in the brick houses with steeply slanted roofs. Many houses in Pennsylvania were made of local stone. In the South, wealthy planters built roomy mansions with wide porches, large halls, and graceful stairways. The main house was usually surrounded by a number of separate buildings. These included a kitchen, barn, carriage house, and laundry. Slaves' cabins formed a separate community nearby.

In the average colonial home, furniture was simple and practical. Whether homemade or by the village carpenter, colonial furniture was built for long life and hard wear. Its beauty and simplicity are

still admired and copied. A necessary feature in a colonial house was the fireplace. It was used not only for heating but also for cooking. Whale-oil lamps and candles supplied light.

Wealthy merchants and planters imported furnishings from England. Upper-class homes contained fine mahogany furniture and expensive linens, silverware, and china.

2. Food. Colonial food was plentiful but plain. Women did most cooking in iron pots hung over a fire in the fireplace. Meats were roasted on rotating spits, and bread and cakes were baked in ovens built into the fireplace. There was no refrigeration. Meats were salted, dried, or smoked. Vegetables and fruits were pickled or dried.

3. Recreation. The colonists worked hard, but they also found time to have fun. They fished and hunted all year round. In the winter, they enjoyed ice skating and sleigh riding. Dancing, card playing, cricket, and cockfighting contests were other popular pastimes. People also got together at house-raising, corn huskings, elections, fairs, church services, and weddings. Wealthy Southern planters enjoyed horse racing, fox hunting, and elaborate balls.

The Puritans in New England disapproved of "idle amusements." The Sabbath was to be a day of rest and worship. To make sure of this, the Puritans passed strict *blue laws* banning all forms of entertainment on Sundays.

4. Travel and Communication. The earliest colonial roads followed narrow Native-American trails. By the middle 1700s, the main sea-coast cities were connected by *post roads*—routes for the transport of mail. Travelers journeying over these roads on horseback or by stagecoach faced many hazards. They bounced over deep ruts and tree stumps, and got wet crossing streams that had no bridges. They traveled through mud in the spring, dust in the summer, and snow in the winter.

Inland travel was even more difficult because the country was covered with dense forests. Travelers followed trails or paddled boats along the many rivers. Because of the lack of good roads, few colonists journeyed far from home.

IDENTIFY OR DEFINE: hornbook, subscription library, blue law, post road.

CRITICAL THINKING: In what ways was living in colonial America different from living in the United States today?

Chapter Review

MATCHING TEST

Column A

1. Bacon's Rebellion
2. flax
3. militia
4. Leisler's Rebellion
5. direct democracy

Column B

- a. allowing all citizens the right to vote on all matters before a local council
- b. a crop used for making linen
- c. a revolt by western Virginian farmers against their governor
- d. a revolt by a New York militia against colonial authority
- e. a group of armed citizens who come together during emergencies

MULTIPLE-CHOICE TEST

1. By 1750, the percentage of African Americans in the British colonies was about (a) 5 percent (b) 10 percent (c) 20 percent (d) 50 percent.
2. All of the following were important colonial economic activities *except* (a) fishing (b) coal mining (c) shipbuilding (d) lumbering.
3. Puritans were the forerunners of today's (a) Presbyterians (b) Baptists (c) Quakers (d) Congregationalists.
4. During the colonial period, representative assemblies exercised control over their governors by (a) using the power of the purse (b) vetoing royal orders (c) refusing to meet (d) forming alliances with the French.
5. The region noted for town meetings was (a) Chesapeake Bay (b) the Middle Colonies (c) New England (d) the South.
6. Bacon's Rebellion was an armed uprising against the royal governor of (a) Georgia (b) South Carolina (c) Virginia (d) Maine.
7. The first public schools in the colonies were organized in (a) Massachusetts (b) Rhode Island (c) Connecticut (d) New York.
8. The first college founded in the 13 original colonies was (a) Harvard (b) Yale (c) William and Mary (d) Columbia.

9. The Zenger trial was important because it (a) increased religious toleration (b) led to the founding of the first colonial newspaper (c) freed New York from royal control (d) strengthened colonial freedom of the press.
10. The first lending library in the colonies was founded by (a) Anne Bradstreet (b) John Peter Zenger (c) Ben Franklin (d) William Penn.



ESSAY QUESTIONS

1. What were the *three* main classes in colonial society? Describe the kinds of people in each one.
2. Explain *three* present-day practices or institutions that we have inherited from the colonial period.
3. What is the meaning of the term “triangular trade”? Describe the operation of one such form of trade.
4. What basic features of government did all 13 colonies have in common in the early 1770s? How did their governmental structures differ?
5. Describe life in either colonial New England or colonial Virginia. Include in your answer the following: economic activities, religion, education, government, amusements.

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–4). It will improve your ability to work with historical documents.

Historical Context:

In the United States today, most people welcome cultural diversity. This means that they are tolerant of people who are from different backgrounds. Back in colonial America, however, things were different.

Task:

Using information from the documents and your knowledge of United States history, read each document and answer the question

that follows it. Your answers to the questions will help you write the document-based essay.

Document 1. Excerpt from a resolution passed in 1688 by Mennonites, a Protestant religious group that was opposed to slavery in the colonies:

There is a saying that we should do to all men as we will be done ourselves, making no difference of what generation, descent or color they are. And those who steal or rob men, and those who buy or purchase them, are they not all alike?

Source: Green, Robert P., Jr., Becker, Laura L. & Coviello, Robert E. *The American Tradition: A History of the United States*. Columbus, OH: Charles E. Merrill, 1984.

Why do you think the Mennonites condemned people who bought slaves as much as they condemned people who dealt in the slave trade?

Document 2. Comments made by Benjamin Franklin in 1751:

Why should the [Germans] be suffered to swarm into our Settlements, and, by herding together, establish their language and manners to the exclusion of ours? Why should Pennsylvania, founded by the English, become a colony of aliens, who will shortly be so numerous as to Germanize us instead of our Anglifying them?

Source: Franklin, Benjamin. "Observations Concerning the Increase of Mankind," <http://bc.bernard.columbia.edu/~lgordis/earlyAC/documents/observations.html>

What did Franklin mean by wanting to "Anglify" the Germans?

Document 3. Comments made by John Adams in 1759:

Who can study in Boston streets? I am unable to observe the various objects that I meet with sufficient precision. My eyes are so diverted with Chimney Sweeps, Carriers of Wood, Merchants, Ladies, Priests, Carts, Horses, Oxen, Coaches, Market men and Women, Soldiers, Sailors, and my Ears with the Rattle Gabble of them all that I can't think long enough in the street upon any one thing to start and pursue a thought.

Source: Adams, John. *The Diary and Autobiography of John Adams*. Cambridge, MA: Belknap Press, 1961.

From John Adams's comments, what can you say about colonial Boston other than it was crowded and noisy? Explain your answer.

Document 4. Excerpt from a 1782 letter written by J. Hector St. John de Crèvecoeur:

What then is the American, this new man? . . . I could point out to you a family whose grandfather was an Englishman, whose wife was Dutch, whose sons married a French woman, and whose present four sons have now four wives of different nations. . . . Here individuals of all nations are melted into a new race of men whose labors and posterity will one day cause great changes in the world.

Source: de Crèvecoeur, J. Hector St. John. *Letters From an American Farmer*. NY: E.P. Dutton, 1912.

Why might a person be different if he or she had parents from two different ethnic backgrounds than from the same ethnic background? Explain your answer.

DOCUMENT-BASED ESSAY

Using information from the above documents and your knowledge of United States history, write an essay in which you:

- Explain to what extent you think that colonial Americans welcomed cultural diversity.
- Explain what advantages colonial America gained from its cultural diversity.