The English Establish 13 Colonies 1585–1732

Section 1
Early Colonies Have Mixed Success

Section 2
New England Colonies

Section 3
Founding the Middle and Southern Colonies

1585
First English colony established at Roanoke.

1607
John Smith and other English settlers establish Jamestown.

1620
Pilgrims land at Plymouth.

1630
Puritans found Massachusetts Bay Colony.

1587
Foreign missionaries are banished from Japan.

1588
England defeats Spanish Armada.

1605
Akbar, Mughal emperor of India, dies.

1649
Charles I of England is beheaded.

The settlers at Jamestown, Virginia, built a fort with three walls rather than four to make it easier to defend.

These soldiers are training to defend the Jamestown fort and settlers.

CHAPTER 3

N. America World

82 Chapter 3
The year is 1607. You have just sailed across the ocean and arrived in a strange land. Your family has traveled to the eastern coast of North America in search of freedom and prosperity. Your first task in the new land is to decide what you need to do to survive.

What dangers would you face as a settler?

What Do You Think?

• What do you need to survive in the wilderness?
• This settlement is actually a fort, with an armed force and high fences. What reasons might there be for building a fort?
• What kind of settlement would you build?

RESEARCH LINKS

Visit the Chapter 3 links for more information about the English colonies.
**Reading Strategy: Sequencing Events**

**What Do You Know?**
What do you already know about the American colonies? What sort of person might choose to leave his or her native country and cross the ocean to settle in a new land?

**Think About**
- what you’ve learned about American settlers from movies, television, historical fiction, or science fiction about space travel
- opportunities and challenges offered in a new land
- your responses to the Interact with History about facing dangers as a settler (see page 83)

**What Do You Want to Know?**
What questions do you have about the Europeans who settled in North America? about those who were already here? Record your questions in your notebook before you read this chapter.

**Sequencing Events**
Sequencing means putting events in order. In learning about the early colonies, for example, it will be useful to you to list the 13 original colonies and an important early date mentioned for each in the chapter. You might record the name and a date for each colony in a graphic organizer such as the one below. Copy this organizer in your notebook. Fill it in as you read the chapter.

Early Colonies Have Mixed Success

MAIN IDEA
Two early English colonies failed, but Jamestown survived—partly through individual effort and hard work.

WHY IT MATTERS NOW
Jamestown’s survival led to more English colonies and a lasting English influence in the United States.

TERMS & NAMES
joint-stock company
charter
Ja...
Richard Hakluyt (HAK•LOOT), an English geographer, urged England to start a colony. Hakluyt thought that colonies would provide a market for English exports. They also would serve as a source of raw materials. By having colonies, England hoped to increase its trade and build up its gold supply. This is the economic theory of mercantilism (see page 62). In mercantilism, the state controls trade and attempts to transfer wealth from colonies to the parent country. Hakluyt also thought that English colonies would help to plant the Protestant faith in the Americas.

The earliest English colonists had many reasons for going to America. The lack of economic opportunity in England forced many to seek their fortunes abroad. Stories of gold mines lured some to leave England. Others left to escape religious persecution.

Two Early Colonies Fail

Sir Walter Raleigh was a soldier, statesman, and adventurer who served under Queen Elizabeth I of England. She gave him permission to sponsor the colony at Roanoke. He named England’s first colony Virginia after the unmarried, or virgin, queen. Financed by Raleigh, the colony began in 1585 on Roanoke Island. The colonists relied on the Native Americans for food. But when the Native Americans realized that the settlers wanted their land, they cut off the colonists’ food supply. Those who survived returned to England in 1586.

In 1587, artist John White convinced Raleigh to try again to establish the Roanoke colony, with the disastrous results described in One American’s Story (page 85). To this day, no one knows for sure what happened. Some historians think that the colonists mingled with the neighboring Native Americans. Others believe that they moved to Chesapeake Bay and were killed by Native Americans defending their land.

In 1607, the Plymouth Company sponsored the Sagadahoc colony at the mouth of the Kennebec River in Maine. Some of the settlers were English convicts. One colonist wrote of George Popham, the governor, “He stocked or planted [the colony] out of all the jails of England.” Within the first year, arguments among colonists, a harsh winter, fights with Native Americans, and food shortages forced most of the colonists to return to England.

Financing a Colony

Raleigh had financed the colony at Roanoke. When the colony failed, he lost his investment. The English learned from Raleigh’s financial loss at Roanoke that one person could not finance a colony. To raise money, they turned to the joint-stock company. Joint-stock companies were backed by investors, people who put money into a project to earn profits. Each investor received pieces of ownership of the company called

Vocabulary

financed: paid for; raised funds for

Reading History

A. Summarizing

Why did English colonists settle in America?
shares of stock. In this way, the investors split any profits and divided any losses.

Merchants organized the Virginia Company of London and the Virginia Company of Plymouth. King James I of England granted charters to both companies in 1606. A charter was a written contract, issued by a government, giving the holder the right to establish a colony.

Jamestown Is Founded in 1607

In 1607, the Virginia Company of London financed an expedition to Chesapeake Bay that included more than 100 colonists. They sailed up the James River until they found a spot to settle. They named the first permanent English settlement Jamestown in honor of King James.

From the start, the Jamestown colonists endured terrible hardships. The site of the colony was swampy and full of malaria-carrying mosquitoes. This disease made the colonists sick with fever. Many also became ill from drinking the river water. To make matters worse, the London Company had incorrectly told the settlers that the colony would be rich in gold. They spent their days searching for gold rather than building houses and growing food.

The climate was also a hardship. The colonists soon learned that the summers were hot and humid and the winters bitter cold. As one colonist recalled, “There were never Englishmen left in a foreign country in such misery as we were in this newly discovered Virginia.”

Jamestown Grows

By January 1608, only 38 colonists remained alive. Later that year, John Smith, a soldier and adventurer, took control. To make sure the colonists worked, Smith announced, “He that will not work shall not eat.” Smith’s methods worked. He ordered an existing wall extended around Jamestown. He also persuaded the Powhatan tribe to trade their corn to the colonists. In 1609, Smith was injured in a gunpowder explosion and returned to England. That same year, 800 more English settlers arrived in Jamestown.
Because of growing tensions between the settlers and Native Americans, the Powhatan stopped trading food and attacked the settlers. The settlers did not dare leave the fort. During the “starving time,” the colonists ate rats, mice, and snakes. Only 60 of the colonists were still alive when two ships arrived in 1610. Lord De La Warr, the new governor, imposed discipline, and the “starving time” ended.

In 1612, John Rolfe developed a high-grade tobacco that the colonists learned to grow. It quickly became very popular in England. The success of tobacco growing changed Jamestown in many ways. The Virginia Company thought of the colonists as employees. The colonists, however, wanted a share of the profits.

The company responded by letting settlers own land. Settlers worked harder when the land was their own. The company offered a 50-acre land grant for each man, woman, or child who could pay his or her way to the colony. In 1619, the first African Americans arrived in Jamestown. The population of Virginia jumped from about 600 in 1619 to more than 2,000 in 1621.

Even more laborers were needed. Those who could not afford passage to America were encouraged to become indentured servants. These men and women sold their labor to the person who paid their passage to the colony. After working for a number of years, they were free to farm or take up a trade of their own.

The colonists soon became annoyed at the strict rule of the governor, who represented the Virginia Company’s interests back in London. To provide for more local control, the company decided that burgesses, or elected representatives, of the colonists would meet once a year in an assembly. The House of Burgesses, created in 1619, became the first representative assembly in the American colonies.

Conflicts with the Powhatan

Cultural differences put the Powhatan and the English on a collision course. At first, the Powhatan traded food with the colonists. Then, as more colonists arrived and wanted land, relations grew worse. In an effort to improve relations between the English colonists and the Powhatan, John Rolfe married Chief Powhatan’s daughter, Pocahontas, in 1614.

For a time, there was an uneasy peace. The colonists learned from the Powhatan how to grow corn, catch fish, and capture wild fowl. However, the expanding tobacco plantations took over more and more Powhatan land. In 1622, in response to land grabs by the colonists, the Powhatan killed hundreds of Jamestown’s residents.
Bacon’s Rebellion in 1676

As you have seen, many of the English colonists who came to Virginia during the 1600s fought with the Native Americans. They also battled one another. By the 1670s, one-fourth of the free white men were former indentured servants. These colonists, who did not own land, resented the wealthy eastern landowners. The poor settlers lived mostly on Virginia’s western frontier, where they battled the Native Americans for land.

Nathaniel Bacon and a group of landless frontier settlers opposed Governor William Berkeley. They complained about high taxes and Governor Berkeley’s favoritism toward large plantation owners. Bacon demanded that Berkeley approve a war against the Native Americans to seize their land for tobacco plantations. Governor Berkeley’s refusal of Nathaniel Bacon’s demand sparked Bacon’s Rebellion in 1676.

Bacon marched into Jamestown, took control of the House of Burgesses, and burned Jamestown to the ground. Bacon’s sudden illness and death ended the rebellion. Berkeley hanged Bacon’s followers. Angered by Berkeley’s actions, King Charles II recalled the governor to England. After that incident, the House of Burgesses passed laws to prevent a royal governor from assuming such power again. The burgesses had taken an important step against tyranny. In the next section, you will read about the New England colonies and their steps toward independence.
Report from the New World

You are a settler who has landed on the wild eastern shore of North America. You and your 93 fellow colonists survived a frightening nine-week Atlantic voyage. Now you are struggling to build a new home in the wilderness. There are no roads, inns, or towns in this land. The game, berries, and fish here taste strange, sometimes unpleasant. Your only neighbors are small groups of Native Americans.

COOPERATIVE LEARNING On these pages are challenges you face as you put down roots in America. Working with a small group, decide how to deal with each challenge. Choose an option, assign a task to each group member, and do the activity. You will find useful information in the Data File. Be prepared to present your solutions to the class as part of a report to your sponsors back in England.

CIVICS CHALLENGE

“They had little or no care of any other thing, but to pamper their bellies.”

As your colony takes root, most members work hard to farm, cook, wash, mend, trade, and defend the colony. But a few colonists think only of their own comfort. You call a meeting to set some rules about work. Present your solution to this problem using one of these options:

- Make a poster for the meeting hall that states the new work rules and punishments.
- Write a report describing the problem and how the colony solved it.

CALIFORNIA STANDARDS

- REP1 Students frame questions that can be answered by historical study and research.
- HI1 Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
- HI6 Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.
- Reading 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.
- Listening & Speaking 2.3 Deliver research presentations.
The Journey

**Distance:** more than 5,000 nautical miles from Europe to the east coast of North America

**Length:** 6–14 weeks

**Dangers:** storms, scurvy, dysentery, malnutrition, seasickness, overcrowding

**Food and Livestock Taken**
- Barrels of salted beef, oatmeal, dried grains, cheese, oil, vinegar, and salt; seeds for peas, barley, herbs, and other crops; cows, horses, goats, pigs, sheep, and chickens

**Equipment Taken**
- Axes, hoes, nails, hooks for doors, hammers, chisels, hatchets, spades, pickaxes, iron pots, copper kettles, skillets, platters, dishes, wooden spoons, rugs

**Weapons Taken**
- Swords, muskets, daggers, gunpowder, light armor, cannon

**Clothes Taken**
- Shirts, several pairs of shoes, leather for mending, waistcoats, caps, skirts, jackets, trousers

**Dangers in America**
- **Biggest killers:** typhoid, dysentery, famine
- **Other dangers:** pneumonia, malaria, and other diseases; exposure to harsh weather; fire; wild animals; attacks by Native Americans

**Benefits in America**
- Religious and political freedom; opportunity to own land; abundant timber for shelters, forts, heat, ships, and trade; rich food resources

For more about the American colonies...
New England Colonies

**Main Idea**
Religion influenced the settlement and government of the New England colonies.

**Why It Matters Now**
The Puritan work ethic and religious beliefs influence American culture today.

**Terms & Names**
- Pilgrims
- Mayflower
- Compact
- Puritans
- Great Migration
- Fundamental Orders of Connecticut
- Roger Williams
- Anne Hutchinson
- King Philip's War

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**ONE AMERICAN'S STORY**

In 1605, Englishmen captured and enslaved a Native American named Squanto and took him to England. Squanto returned to America in 1619. There he discovered that his Pawtuxet tribe had been killed by disease. In 1621, Squanto set about helping the English plant crops on tribal lands. Colonist William Bradford made the following comment.

*A Voice From the Past*
Squanto . . . was a special instrument sent of God for their [the colonists'] good beyond their expectation. . . . He directed them how to set their corn, where to take fish, and to procure other commodities, and was also their pilot to bring them to unknown places.

*William Bradford, quoted in The Pilgrim Reader*

In this section, you will learn about the Pilgrims and Puritans, their relations with the Native Americans, and their settlement of the New England colonies.

**The Voyage of the Mayflower**

In the early 1500s, King Henry VIII of England broke that country's ties with the Catholic Church and established the Church of England, an official state church under his control. In the early 1600s, a religious group called the Separatists called for a total break with the Church of England. They thought it was too much like the Catholic Church.

The Pilgrims were a Separatist group. King James attacked them for rejecting England's official church. To escape this harsh treatment, the Pilgrims fled to Holland, a country known for its acceptance of different opinions. Eventually, the Pilgrims became dissatisfied with life in Holland. They approached the Virginia Company and asked if they could settle in America “as a distinct body by themselves.” The Virginia
Company arranged for them to settle on land within its boundaries on the eastern coast of North America.

On a cold, raw November day in 1620, a ship called the *Mayflower* arrived off Cape Cod on the Massachusetts coast. Blown north of its course, the *Mayflower* landed in an area that John Smith had mapped and called New England. They landed at a site that had been named Plymouth.

Because the Pilgrims landed outside the limits of the Virginia Company, their charter did not apply. For the sake of order, the men aboard the *Mayflower* signed an agreement called the *Mayflower Compact*. In it, they vowed to obey laws agreed upon for the good of the colony. The Mayflower Compact helped establish the idea of self-government and majority rule. (See Interactive Primary Sources, page 98.)

**The Pilgrims Found Plymouth**

Like the early settlers at Jamestown, the Pilgrims at Plymouth endured a starving time. That first winter, disease and death struck with such fury that “the living were scarce able to bury the dead.” Half the group had died by spring.

However, energy, hope, and help returned. One day a Native American walked up to a group of colonists. To their astonishment, he called out, “Welcome, Englishmen.” This was Samoset, a Pemaquid who had learned to speak English from European fishermen. Samoset introduced the settlers to another Native American named Squanto, a Pawtuxet, who also spoke English.

The Pilgrims had angered the Native Americans by taking their corn. Squanto acted as an interpreter between the Pilgrims and Chief Massasoit. He helped them to negotiate a peace treaty and showed them how to plant, hunt, and fish. While their crops grew, the colonists began trading with the Native Americans for furs and preparing lumber to ship back to England in order to make a profit.

Sometime in the fall—no one knows exactly when—the Plymouth settlement celebrated the blessings of a good harvest by holding a three-day feast. It was the first Thanksgiving. This Thanksgiving came to represent the peace that existed at that time between the Native Americans and Pilgrims.
Thanks to the help of Squanto and other Native Americans, the Pilgrims learned to survive in their new environment. Soon more people would sail to New England seeking religious freedom.

**The Puritans Come to Massachusetts Bay**

Between about 1630 and 1640, a religious group called the Puritans left England to escape bad treatment by King James I. Unlike the Separatists, who wanted to break away from the Church of England, the Puritans wanted to reform, or “purify,” its practices. By the thousands, Puritan families left for the Americas. Their leaving is known as the Great Migration. Many thousands of Puritans left their homeland to found new settlements around the world. Of these settlers, about 20,000 crossed the Atlantic Ocean to New England.

Many Puritan merchants had invested in the Massachusetts Bay Company. In 1629, the company received a royal charter to settle land in New England. In 1630, 11 well-supplied ships carried about 1,000 passengers to the Massachusetts Bay Colony. Unlike earlier colonists, the Puritans were well prepared and did not suffer through a starving time. John Winthrop was the colony’s Puritan governor. He stated that the new colony would be a commonwealth, a community in which people work together for the good of the whole.

**A VOICE FROM THE PAST**

So shall we keep the unity of the spirit, in the bond of peace. . . . Ten of us will be able to resist a thousand of our enemies. . . . For we must consider that we shall be as a City upon a Hill, the eyes of all people are on us.

John Winthrop, “Model of Christian Charity”

**The New England Way**

The basic unit of the commonwealth was the congregation—a group of people who belong to the same church. Each Puritan congregation set up its own town. The meetinghouse was the most important building in each town. There people gathered for town meetings, a form of self-govern-ment in which people made laws and other decisions for the community. In the Massachusetts Bay Colony, only male church members could vote or hold office. They elected representatives to a lawmakering body called the General Court, which in turn chose the governor.

By law, everyone in town had to attend church services held in the meetinghouse. The sermon, the most important part of the church service, provided instruction in the “New England Way.” This was a term
used by the Puritans to describe both their beliefs and their society, which emphasized duty, godliness, hard work, and honesty. The Puritans thought that amusements such as dancing and playing games would lead to laziness. They believed that God required them to work long and hard at their vocation.

The Puritan work ethic helped contribute to the rapid growth and success of the New England colonies. The New England Way also depended on education. Because the Puritans wanted everyone to be able to read the Bible, laws required that all children learn to read.

Some Puritan congregations set up new colonies. In 1636, Thomas Hooker moved his congregation to the Connecticut Valley. There they wrote and adopted the Fundamental Orders of Connecticut in 1639 (see page 98). In effect, these laws were a constitution. The Fundamental Orders extended voting rights to non-church members and limited the power of the governor. They expanded the idea of representative government.

The first European settlement in New Hampshire was a village near Portsmouth in 1623. In 1638, John Wheelwright established the town of Exeter. The town’s founders drew up the Exeter Compact, which was based on the Mayflower Compact.

**Challenges to Puritan Leaders**

Not everyone agreed with the New England Way. **Roger Williams** was a minister in Salem, Massachusetts, who founded the first Baptist church in America. He opposed forced attendance at church. He also opposed the English colonists’ taking of Native American lands by force. Because of his beliefs, the General Court forced Williams to leave the colony. In 1636, he fled southward and founded the colony of Rhode Island, which guaranteed religious freedom and the separation of church and state.

**Anne Hutchinson** believed that a person could worship God without the help of a church, minister, or Bible. She conducted discussions in her home that challenged church authority. Hutchinson was brought to trial and forced to leave Massachusetts. In 1638, she fled to Rhode Island.
Another religious group was the Quakers. Their name came from an early leader’s statement that they should “tremble [quake] at the word of the Lord.” Opponents coined the name as an insult. Quakers challenged the Massachusetts commonwealth. They believed that each person could know God directly through “an inner light.” Neither ministers nor the Bible was needed. Quakers also believed in treating Native Americans fairly, which set them apart from other colonists. For such beliefs, Quakers were whipped, imprisoned, and hanged. Many left for Rhode Island.

King Philip’s War

The growing population of colonists began to force the Native Americans from their land. Europeans and Native Americans defined land ownership differently. To Europeans, land could be owned by individuals. To Native Americans, land belonged to everyone. Conflict over land resulted in warfare.

In 1675–1676, the Puritan colonies fought a brutal war with the Native Americans. This was known as King Philip’s War. “King Philip” was the English name of Metacom, leader of the Wampanoag. To help fight the war, Metacom organized an alliance of tribes. The Wampanoag lost the war. Many were killed, while others were sold into slavery in the West Indies. Those who remained lost their land and were forced to become laborers. English settlers expanded even farther into Native American land.

The Salem Witchcraft Trials

Puritan New England was originally a society centered on the church. By the late 1600s, however, this had begun to change. Societal changes in Puritan New England had led to an atmosphere of fear and suspicion. Then, several Salem village girls were told frightening stories about witches by Tituba, a slave from the West Indies. Pretending to be bewitched, the girls falsely accused others of witchcraft. The witch-hunts began in 1692. The clergy viewed the Salem witch-hunts and trials as a sign from God for the village to return to a strict Puritan lifestyle.
Hysteria spread through Salem. Those accused were forced to name others as witches. More than 100 people were arrested and tried. Of those, 20 were found guilty and put to death. Nineteen persons were hanged, and another was pressed to death by heavy stones when he refused to enter a plea in response to the charge of witchcraft. The panic was short-lived, and Salem came to its senses. The experience showed, however, how a society can create scapegoats for its problems.

In the next section, you will read about the Middle and Southern colonies, how they were founded, and how they provided the new settlers with economic opportunities.
We, whose names are underwritten, . . . having undertaken for the glory of God, and advancement of the Christian faith, and the honor of our King and country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents, solemnly and mutually in the presence of God and one another covenant and combine ourselves together into a civil body politic, for our better ordering and preservation; and furtherance of the ends aforesaid . . . do enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices from time to time as shall be thought most [proper] and convenient for the general good of the colony unto which we promise all due submission and obedience. In witness whereof we have hereunto subscribed our names at Cape Cod the eleventh of November, in the year of our sovereign lord King James of England . . . Anno Domini 1620.


A CLOSER LOOK

REASONS FOR VOYAGE
The three reasons the colonists give for their voyage to the eastern seaboard of North America are the glory of God, the advancement of Christianity, and the honor of the king.

1. Why might sailing to new lands advance Christianity?

A CLOSER LOOK

GUIDING PURPOSE
The general good of the colony is the guiding purpose of the colonists in signing the compact.

2. What does this suggest about the relationship between the individual and the community?

We, whose names are underwritten, . . . having undertaken for the glory of God, and advancement of the Christian faith, and the honor of our King and country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents, solemnly and mutually in the presence of God and one another covenant and combine ourselves together into a civil body politic, for our better ordering and preservation; and furtherance of the ends aforesaid . . . do enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices from time to time as shall be thought most [proper] and convenient for the general good of the colony unto which we promise all due submission and obedience. In witness whereof we have hereunto subscribed our names at Cape Cod the eleventh of November, in the year of our sovereign lord King James of England . . . Anno Domini 1620.


1. covenant: promise in a binding agreement. 2. body politic: the people of a politically organized group. 3. sovereign: supreme.

The Fundamental Orders of Connecticut

Setting the Stage In January 1639, male citizens of three townships in Connecticut (Hartford, Windsor, and Wethersfield) assembled and drew up the Fundamental Orders of Connecticut. This document is often called the first written constitution in America. It contains a preamble, or introduction, and a set of laws. See Primary Source Explorer

Preamble

Forasmuch as it has pleased the Almighty God by the wise disposition of His Divine Providence so to order and dispose of things that we, the inhabitants and residents of Windsor, Hartford, and Wethersfield are now cohabiting...
and dwelling in and upon the river of Conectecotte [Connecticut] and the
lands thereunto adjoining; and well knowing where a people are gathered
together the Word of God requires that, to maintain the peace and union of
such a people, there should be an orderly and decent government established
according to God, to order and dispose of the affairs of the people at all sea-
sons as occasion shall require; do therefore associate and conjoin ourselves
to be as one public state or commonwealth.

... As also in our civil affairs to be guided and governed according to such laws, rules, orders, and decrees as shall be made, ordered and decreed, as follows:

**Laws, Rules, and Orders**

1. It is ordered, sentenced, and decreed that there shall be yearly two general assemblies or courts. . . . The first shall be called the Court of Election, wherein shall be yearly chosen . . . so many magistrates and other public officers as shall be found requisite . . .

4. It is ordered . . . that no person be chosen governor above once in two years, and that the governor be always a member of some approved congregation. . . .

5. It is ordered . . . that to the aforesaid Court of Election the several towns shall send their deputies. . . . Also, the other General Court in September shall be for making of laws, and any other public occasion which concerns the good of the Commonwealth. . . .

7. It is ordered . . . that after there are warrants given out for any of the said General Courts, the constable or constables of each town shall forthwith give notice distinctly to the inhabitants of the same . . . that at a place and time . . . they meet and assemble themselves together to elect and choose certain deputies to be at the General Court then following to [manage] the affairs of the Commonwealth. . . .

1. *conjoin*: unite.

2. *requisite*: required.

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**Interactive Primary Sources Assessment**

1. **Main Ideas**
   a. Whose rights did the Mayflower Compact protect? (REP4)
   b. Why are written documents useful in setting up a government? (REP4)
   c. How were the Fundamental Orders based on religion? (REP4)

2. **Critical Thinking**
   **Supporting Opinions**
   How do you think these documents reflect the English contribution to American democracy? (REP4)

   **THINK ABOUT**
   - self-government
   - majority rule
CHAPTER 3

FOUNDING THE MIDDLE AND SOUTHERN COLONIES

MAIN IDEA
The founding of the Middle and Southern colonies provided settlers with many economic opportunities.

WHY IT MATTERS NOW
America is still a place where immigrants seek freedom and economic opportunity.

TERMS & NAMES
Peter Stuyvesant
patroon
Duke of York
proprietary colony
William Penn
Quaker
royal colony
James Oglethorpe

ONE AMERICAN’S STORY
In 1624, the Dutch founded the colony of New Netherland (later New York) on the eastern coast of North America. Peter Stuyvesant, the new governor, arrived in the city of New Amsterdam in May 1647. Because of his rough manner, he lost the support of the Dutch colonists. In 1664, a British fleet ordered the city of New Amsterdam to surrender itself to British control. Unable to gain the support of the Dutch colonists, Stuyvesant surrendered. He then defended his decision to his superiors back in the Netherlands.

A VOICE FROM THE PAST
Powder and provisions failing, and no relief or reinforcements being expected, we were necessitated [forced] to come to terms with the enemy, not through neglect of duty or cowardice . . . but in consequence of an absolute impossibility to defend the fort.

Peter Stuyvesant, quoted in Peter Stuyvesant and His New York

In this section, you will read about the founding of the Middle Colonies (such as New York) and the Southern Colonies.

The Middle Colonies
The Middle Colonies were New York, New Jersey, Pennsylvania, and Delaware. They were located between New England to the north and the Chesapeake region to the south. (See the map on page 102.) Swedes, Dutch, English, Germans, and Africans were among the groups who came to these colonies.

Religious freedom attracted many groups, including Protestants, Catholics, Quakers, and Jews. The Hudson and Delaware rivers supported shipping and commerce. The river valleys had rich soil and mild winters. These conditions were favorable for farming and raising livestock.
New Netherland Becomes New York

In 1624, Dutch settlers financed by the Dutch West India Company founded the colony of New Netherland. New Netherland included the Hudson River valley, Long Island, and the land along the Delaware River.

To attract more settlers, the Dutch West India Company employed the patroon system. A patroon was a person who brought 50 settlers to New Netherland. As a reward, a patroon received a large land grant. He also received special privileges in hunting, fishing, and fur trading on his land.

In the early years, many different kinds of people settled in New Netherland. Twenty-three Jewish settlers arrived in 1654, and others soon followed. Later, Africans were brought to the colony as slaves and indentured servants. Many Puritans also came.

Peter Stuyvesant, the colony’s governor, wanted to add land to New Netherland. He attacked the nearby charter colony of New Sweden in 1655. This colony was located along the Delaware River. The main settlement was Fort Christina (later named Wilmington, Delaware). It had been settled by Swedes in 1638. After an attack by the Dutch, the Swedes surrendered Fort Christina.

England’s King Charles II decided that his brother, the Duke of York, should drive the Dutch out of New Netherland. The Dutch colony was a threat to England because of its trade. It was also a threat because of its expanding settlements and its location. There were English colonies in New England to the north and Virginia to the south. As you have seen, when the duke’s ships appeared off New Amsterdam in August 1664, the colony surrendered. New Netherland became the proprietary colony of New York. The Duke of York was now the proprietor, or owner, of the colony.

New Jersey, Pennsylvania, and Delaware

The Duke of York had become the largest single landowner in America. He gave part of his claim, the province of New Jersey, to his friends Sir George Carteret and Lord John Berkeley in 1664. They encouraged settlers to come by promising freedom of religion. They also promised large grants of land and a representative assembly.

William Penn became another large landowner in America. Born into a wealthy English family, Penn joined the Quakers, to his father’s disapproval. The young Penn was attacked for his Quaker beliefs. King Charles II owed the Penn family money. In repayment, in 1681 he gave Penn a large piece of land in America that came to be called Pennsylvania. The name means “Penn’s woods.”
Penn used this land to create a colony where Quakers could live according to their beliefs. Among other things, the Quakers believed that all people should live in peace and harmony. They welcomed different religions and ethnic groups. In Pennsylvania, Penn extended religious freedom and equality to all. He especially wanted the Native Americans to be treated fairly. In a letter to them in 1681, Penn said, “May [we] always live together as neighbors and friends.”

Penn's policies helped make Pennsylvania one of the wealthiest of the American colonies. Many settlers came to Pennsylvania seeking religious freedom and a better life. In 1704, Penn granted the three lower counties of Delaware their own assembly. The counties later broke away to form the colony of Delaware.

The Southern Colonies

The new Southern Colonies were Maryland, the Carolinas, and Georgia. The Appalachian Mountains bordered parts of these colonies in the west. In the east, the colonies bordered the Atlantic Ocean. The soil and climate of this region were suitable for warm-weather crops such as tobacco, rice, and indigo.

Maryland and the Carolinas

Lord Baltimore established Maryland in 1632 for Roman Catholics fleeing persecution in England. To attract other settlers besides Catholics, Lord Baltimore promised religious freedom. In 1649, Maryland passed the Toleration Act.

Maryland based its economy on tobacco, which required backbreaking work. Every three or four years, the tobacco crop used up the soil, and workers had to clear new land. Most laborers came as either servants or slaves. Maryland attracted few women as settlers.

In 1663, Carolina was founded as a colony. English settlers from Barbados built Charles Town, later called Charleston, in 1670. They...
busied themselves cutting timber, raising cattle, and trading with the Native Americans. After 1685, Charleston became a refuge for Huguenots, French Protestants seeking religious freedom.

Carolina’s colonists needed laborers to grow rice and indigo. The English settlers encouraged the use of enslaved Africans. They also sold local Native Americans into slavery. As a result, wars broke out between the settlers and the Tuscarora and Yamasee tribes. The settlers’ taking of tribal lands also fueled the wars.

Carolina’s proprietors, or owners, refused to send help to stop a threatened Spanish attack on Charleston. Because of this, the colonists overthrew the colony’s proprietary rule in 1719. In 1729, Carolina became a royal colony. Then it was ruled by governors appointed by the king. The colony was divided into North Carolina and South Carolina.

Georgia

In 1732, James Oglethorpe founded Georgia as a refuge for debtors. The English government wanted to use the colony as a military outpost against Spanish Florida to the south and French Louisiana to the west. In 1739, during a war between England and Spain, the Spanish tried to force the English colonists out of Georgia but were unsuccessful. English, German, Swiss, and Scottish colonists settled in Georgia. All religions were welcome. As the colony’s leader, Oglethorpe set strict rules that upset the colonists. The king, in response to unrest, made Georgia a royal colony in 1752.

By the early 1700s, there were 13 English colonies along the eastern coast of North America. In the next chapter, you will read about how these colonies developed.

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**Reading History**

C. Reading a Map

Use the map on page 102 to check the location of Georgia in relation to the Spanish territory of Florida.

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Vocabulary

**Carolina**: The name of the colony is based on a Latin form of “Charles,” in honor of King Charles II.
TERMS & NAMES

Briefly explain the significance of each of the following.

1. joint-stock company
2. Jamestown
3. John Smith
4. House of Burgesses
5. Pilgrims
6. Mayflower Compact
7. Great Migration
8. Fundamental Orders of Connecticut
9. proprietary colony
10. William Penn

REVIEW QUESTIONS

Early Colonies Have Mixed Success (pages 85–91)

1. What were the reasons given by Richard Hakluyt that England should start a colony? (HI1)
2. Why were Jamestown and Plymouth financed by joint-stock companies? (HI1)
3. How did John Rolfe change the Virginia colony? (HI2)

New England Colonies (pages 92–99)

4. What was John Winthrop's vision for Massachusetts Bay? (HI1)
5. What was the system of government in the Massachusetts Bay Colony? (HI1)
6. What were some effects of King Philip's War? (HI2)

Founding the Middle and Southern Colonies (pages 100–103)

7. Why did Charles II want New Netherland? (HI2)
8. What were relations like between Native Americans and settlers in Pennsylvania? (HI1)
9. What was the Toleration Act of 1649? (HI1)
10. What ethnic and racial groups settled in the Middle Colonies and why did they do so? (HI2)

CRITICAL THINKING

1. USING YOUR NOTES: SEQUENCING EVENTS

Using your completed chart, answer these questions: (CST2)

a. Which was the earliest successful settlement in Virginia?

b. Which colony was founded last?

2. ANALYZING LEADERSHIP

Why do you think William Penn was a more successful leader than Peter Stuyvesant? (REP4)

3. APPLYING CITIZENSHIP SKILLS

What were some of the common ideals that link the Mayflower Compact, the establishment of the House of Burgesses, and town meetings? (REP4)

4. THEME: IMPACT OF THE INDIVIDUAL

How did individual effort help ensure the success of England's colonies in America? (HI2)

5. ANALYZING CAUSES

What were the political, economic, and social causes for the founding of the different British colonies in North America? (HI2)

Interact with History

How do the dangers you discussed before you read this chapter compare with the dangers people actually faced?

The 13 Colonies (CST1)

<table>
<thead>
<tr>
<th>Important Early Dates</th>
<th>Founder(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plymouth, 1620; Mass. Bay, 1630</td>
<td>Pilgrims, Puritans</td>
</tr>
<tr>
<td>Portsmouth, 1623</td>
<td>Proprietors</td>
</tr>
<tr>
<td>Providence, 1636</td>
<td>Roger Williams</td>
</tr>
<tr>
<td>Hartford, 1636</td>
<td>Thomas Hooker</td>
</tr>
<tr>
<td>Dutch settlers arrive, 1624</td>
<td>Dutch West India Company</td>
</tr>
<tr>
<td>Fort Christina, 1638</td>
<td>Swedes</td>
</tr>
<tr>
<td>Duke of York establishes, 1664</td>
<td>George Carteret, John Berkeley</td>
</tr>
<tr>
<td>Charles II bestows land, 1681</td>
<td>William Penn</td>
</tr>
<tr>
<td>Jamestown, 1607</td>
<td>Virginia Company of London</td>
</tr>
<tr>
<td>Founded as religious haven, 1632</td>
<td>Lord Baltimore</td>
</tr>
<tr>
<td>Founded, 1663</td>
<td>Proprietors</td>
</tr>
<tr>
<td>Founded, 1663</td>
<td>Proprietors</td>
</tr>
<tr>
<td>Founded as debtors' refuge, 1732</td>
<td>James Oglethorpe</td>
</tr>
</tbody>
</table>
Use the graph and your knowledge of U.S. history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33.

1. About how much did the population of the Southern colonies increase between 1720 and 1750? (8.1)
   A. 100,000
   B. 200,000
   C. 300,000
   D. 500,000

2. Between what time periods was the increase in the population of the New England colonies greatest? (8.1)
   A. between 1650 and 1680
   B. between 1680 and 1700
   C. between 1700 and 1720
   D. between 1720 and 1750

This quotation is from Peter Stuyvesant, Dutch governor of New Amsterdam, about his encounter with British forces. Use the quotation and your knowledge of U.S. history to answer question 3.

**PRIMARY SOURCE**

Powder and provisions failing, and no relief or reinforcements being expected, we were necessitated [forced] to come to terms with the enemy, not through neglect of duty or cowardice . . . but in consequence of an absolute impossibility to defend the fort.

*Peter Stuyvesant, Peter Stuyvesant and His New York*

3. The passage best supports which conclusion? (8.1)
   A. Stuyvesant surrendered to the British.
   B. The citizens of New Amsterdam did not want to use their supplies.
   C. Stuyvesant feared the British forces.
   D. The people of New Amsterdam refused to surrender to the British.

**ALTERNATIVE ASSESSMENT**

1. **WRITING ABOUT HISTORY**
   How would an attorney have defended an accused woman during the Salem witchcraft trials? Write a statement to the court defending the woman. (REP5)
   - You can do research for your statement in books about the Salem witchcraft trials.
   - Other sources of information include historical societies, archives, and museums.
   - Your statement should persuade a jury of the time.

2. **COOPERATIVE LEARNING**
   With a few of your classmates, write and perform a play about the “lost colonists” of Roanoke. Depict colonists dealing with food shortages, illness, and relations with Native Americans. (HI1)

**INTEGRATED TECHNOLOGY**

**DOING INTERNET RESEARCH**

The Mayflower Compact was devised in response to the need for some sort of government. Use it as a model for planning a government for your class. (REP4)
   - Use the Internet or other library resources to learn more about the Mayflower Compact.
   - Adapt ideas from the Mayflower Compact that might work for your class.
   - Make decisions about what rules are needed, who will hold office, how they will be selected and how long they will serve, and whether or not there should be limits on majority rule.

For more about the Mayflower Compact . . .