

**1734**  
*Beginning of religious revival sparked by Jonathan Edwards*

**1740**  
*George Whitefield tours New England*

**1749**  
*French send troops to seize Ohio Valley*

**1752**  
*French build Ft. Presque Isle*

**1725**

**1735**

**1745**

**1755**

## 4 Emerging Tensions

### SECTION PREVIEW

#### Objectives

- 1 Explain why British settlers in the mid-1700s wanted to move west of the thirteen colonies.
- 2 Analyze the impact of British westward migration on Native Americans and the French.
- 3 Summarize the effects that the religious movement known as the Great Awakening had on colonial society.
- 4 **Key Terms** Define: immigrant; Great Awakening; itinerant; dissent.

#### Main Idea

In the mid-1700s, the American colonies experienced a growing population and a powerful religious revival.

#### Reading Strategy

**Formulating Questions** Reread the Main Idea above. Then rewrite it as a question. As you read the section, take notes to help answer that question.

By the mid-1700s, thirteen prosperous British colonies hugged the Atlantic Coast. Colonial settlers had transformed the Atlantic colonies into a world of thriving farms, towns, and plantations. The success of the colonies came at a price, however. The growth of the colonies, both in population and territory, raised new issues in colonial life.

### Western Expansion

In the mid-1700s the colonial population increased rapidly, almost doubling every twenty-five years, as the birth rate grew faster than the death rate. In addition to a rising birth rate, the colonies experienced a growth in the number of **immigrants**, or people who enter a new country to settle. While colonists continued to come from England, they also began to arrive from Ireland and Germany. Those people immigrating from Ireland were often called Scotch-Irish, for they had originally traveled from Scotland across the Irish Sea to settle in Ireland before moving on to the North American colonies. As the population

grew, the colonists began to feel crowded, especially in the smaller colonies of New England.

According to English custom, fathers tried to provide their sons with some land of their own. New Englanders now found it increasingly difficult to do so. Maintaining a family required about 45 acres and since colonists were having many children, there was simply not enough fertile land to go around. Benjamin Franklin and others feared a land shortage would make it more difficult for American men to secure their independence by owning private property.

Clearly the colonies could not continue to flourish if forced to remain confined to the land along the Atlantic Ocean. By the mid-1700s, European settlers were moving into the interior of North America. Scotch-Irish and Germans settled central Pennsylvania and the Shenandoah Valley of Virginia. Farther to the north, colonists spread into the Mohawk River valley in New York and the Connecticut River valley in what is now Vermont. In southern

#### Main Idea CONNECTIONS

*Aside from needing land for farming, why did American men fear a land shortage?*



## COMPARING PRIMARY SOURCES

### EXPANSION INTO NATIVE AMERICAN LANDS

Colonial efforts to purchase Native American lands in Pennsylvania created a difference of opinions.

#### Opposed to Expansion

"We know our Lands are now become more valuable. The white People think we do not know their Value; but we are sensible [aware] that the Land is everlasting, and the few Goods we receive for it are soon worn out and gone. . . . Besides, we are not well used [treated] with respect to the lands still unsold by us. Your people daily settle on these lands, and spoil our hunting. . . . Your horses and cows have eaten the grass our deer used to feed on."

—*Canassatego, Iroquois leader, July 7, 1742*

#### In Favor of Expansion

"It is very true that lands are of late becoming more valuable; but what rises their value? Is it not entirely owing to the industry and labor used by the white people in their cultivation and improvement? Had not they come among you, these lands would have been of no use to you, any further than to maintain you. . . . The value of the land is no more than it is worth in money."

—*Governor of Pennsylvania, July 7, 1742*

**ANALYZING VIEWPOINTS** How does each of the speakers above describe the value of the land?

Pennsylvania and the Carolinas, settlements sprang up as far west as the Appalachian Mountains. In a few cases, settlers pushed through the Appalachians and began cultivating land in Indian territory. People migrated, or moved, in search of land on which they could stake their independence and maintain their households.

### *Native American and French Reaction*

The colonists' desire for more land raised tensions between the settlers and those groups who already lived on the land—the French and the Native Americans. Contact between the groups was rare at first, but interactions continued to increase as greater numbers of colonists looked for new places to settle.

**Native American Response** Just ahead of the westward-moving English migrants were Native Americans. In the Ohio and Susquehanna river valleys lived a number of groups, including the

Delaware, the Shawnee, and the Huron. They were moving west, too. As white settlers migrated into Native American territory, they forced the Indians to relocate into lands already occupied by other Native American groups.

By the mid-1700s, disease and wars over trade had taken a toll on Native Americans, especially in New England. The Iroquois, for example, were no longer as strong militarily as they had been in the 1600s. The southern frontier, however, remained a stronghold for Native Americans. There the Cherokees, Creeks, Chickasaws, and Choctaws created a powerful barrier to westward colonial expansion. In addition, Native Americans remained skilled at playing on the rivalry between the French in Canada and the British in New York and Pennsylvania.

**French Actions** The steady migration of the English settlers alarmed the French as well as the Native Americans. In 1749, disturbed by the expansion of British trading posts in the Ohio Valley, the French sent defenders to strengthen the settlement of Detroit and to seize the Ohio Valley. Tensions continued to rise in the summer of 1752 when the French built Fort Presque Isle (where Erie, Pennsylvania, is now located) and attacked and killed the men defending an English trading post in the valley.

By the early 1750s, it was clear that some kind of explosion was rapidly approaching. The most likely setting was western Pennsylvania. There the interests of the colonies of Pennsylvania and Virginia conflicted with the Native Americans and the French. Whoever controlled the forks of the Ohio River, the place where the Allegheny and Monongahela rivers meet to form the Ohio, could dominate the entire region. This was, in other words, an area worth fighting for.

### *Religious Tensions*

While tensions built along the outer edges of the British colonies, unrest was also increasing within them. Nowhere was this more obvious than in colonial religious life.

While the British colonies were overwhelmingly Protestant (aside from a small number of Jews in cities and some Catholics in Maryland), no single group of Protestants was more powerful than any other. Southern planters and northern merchants and professionals tended to belong to the Church of England. Most New Englanders were either



Congregationalists or Presbyterians. Quakers were strong in Pennsylvania, as were Lutherans and Mennonites. The Dutch Reformed Church thrived in the colony of New York.

In the early 1700s, many ministers, especially Congregationalists, believed that the colonists had fallen away from the faith of their Puritan ancestors. In the 1730s and 1740s, they led a series of revivals designed to renew religious enthusiasm and commitment. Their preaching especially touched women of all ages and young men. This revival of religious feeling is now known as the **Great Awakening**.

The Great Awakening was not a single event that began or ended all at one time. It did not even take place in every colony. Revivals had begun in scattered New England towns as early as the 1720s and continued through the 1760s. Most historians, however, date the beginning of the Great Awakening to the great explosion of religious feeling that arose in the 1730s in response to the preaching of Jonathan Edwards, a minister in Northampton, Massachusetts.

News of Edwards's success spread throughout the colonies and even to Britain. It encouraged other ministers to increase their efforts to energize their followers. These ministers sought to remind people of the power of God and, at least in the beginning, to remind them of the authority of their ministers as well. In a well-known fiery sermon, "Sinners in the Hands of an Angry God," Edwards gave his congregation a terrifying picture of their situation:



**“O sinner! Consider the fearful danger you are in: it is a great furnace of wrath, a wide and bottomless pit, full of the fire of wrath, that you are held over in the hand of that God, whose wrath is provoked and incensed as much against you, as against many of the damned in hell. You hang by a slender thread.”**

—Jonathan Edwards

Edwards would eventually be eclipsed in popularity by George Whitefield, a young English minister who toured the colonies seven times between 1738 and 1770. Whitefield's tour of New England in 1740 was a great triumph. In Boston, he preached to vast crowds packed into churches. Later he held open-air meetings at which thousands of listeners at a time could hear his ringing sermons.

As time went on, however, the Great Awakening did more than revive people's

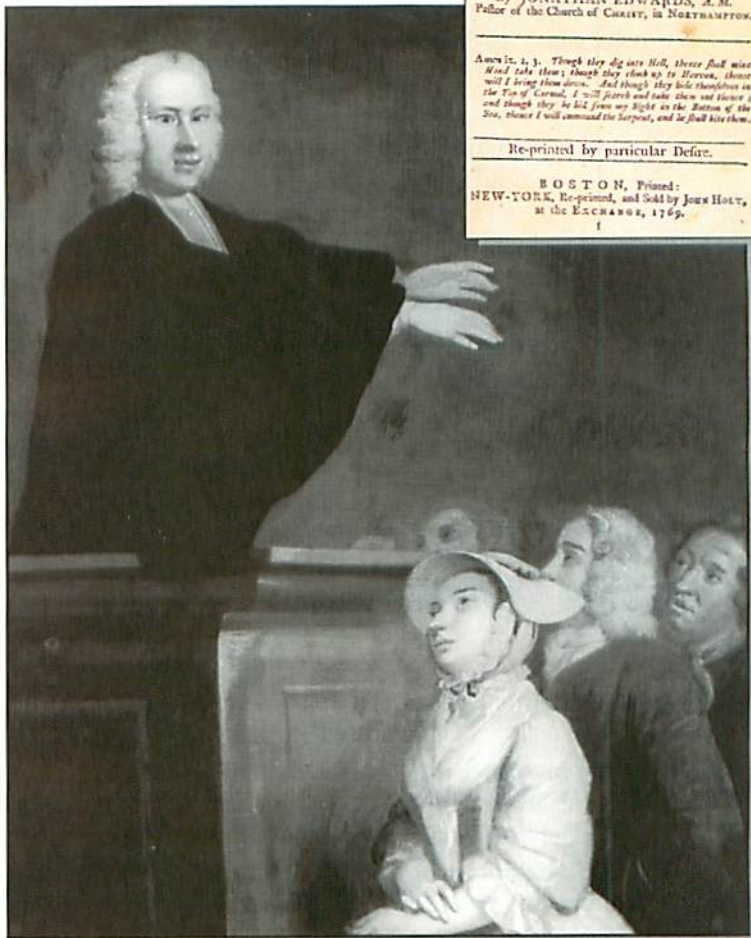
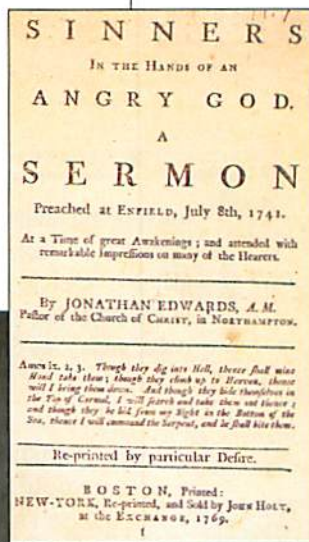
religious convictions. It energized them to speak for themselves and to rely less on the traditional authority of ministers and books. As George Whitefield said,

**“The Generality of Preachers talk of an unknown, unfelt Christ. And the Reason why Congregations have been so dead, is because dead Men preach to them.”**

—George Whitefield

In some areas the Great Awakening was led by ministers in established congregations. Many people flocked to revival leaders, such as Whitefield, who were **itinerant**, or traveling, preachers. If welcomed by the local minister, the itinerants would preach inside the church as a “visiting minister.” If unwelcome, they

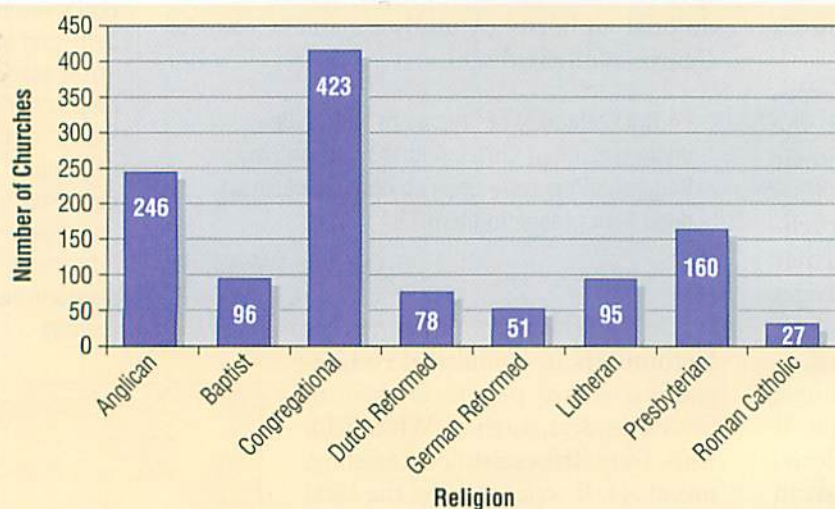
*“The bow of God's wrath is bent, and the arrow made ready on the string.” Such warnings peppered Jonathan Edwards's fiery sermon (below).*



Preachers such as George Whitefield, shown here, were known for their “pathetical,” or emotional, style. They used their powerful oratorical skills to encourage ordinary people to believe that they, too, could reach out to God. **Culture** What prompted the religious revivals of the Great Awakening?



## Colonial Churches, 1740



Source: *Historical Atlas of Religion in America*, by Edwin Scott Gaustad



**Interpreting Graphs** Traveling preachers of the Great Awakening led to the increase in Baptist churches and to the creation of Methodist churches by the late 1700s. **Diversity** What information in the graph helps explain why Congregationalists were so influential during the Great Awakening?

preached in fields and barns to anyone who would come to hear their sermons.

These ministers, some of whom had had little formal education, preached that anyone could have a personal relationship with Jesus Christ. The infinitely great power of God did not put Him beyond the reach of ordinary people, they argued. Faith and sincerity, rather than wealth or education, were the major requirements needed to understand the Gospel.

One sign of the new religious independence brought about by the Great Awakening was the shift of many New Englanders to the Baptist faith in the 1740s and 1750s. In the South, both the Baptist and, later, the Methodist churches drew new followers. Evangelical Baptists attracted followers among the common people who settled in the southern backcountry. The appeal of these two particular churches lay in their powerful, emotional ceremonies and their celebration of ordinary people.

While some churches grew, others split. Revivals caused several churches to break apart as some church members embraced, while others rejected, the new emotion-

alism. Yet some of these splinter groups were more tolerant of **dissent**, or difference of opinion, than the organizations from which they had split. This helped make religion in the colonies more democratic.

Though it was a religious movement, the Great Awakening had long-term social and political effects as well. Methodists and Baptists tended to be people at the middle or bottom of colonial society. When they claimed that individuals could act on their own faith and not rely on a minister or other authority, they were indirectly attacking the idea that some people are better than others. Such talk of equality would, in time, have revolutionary consequences.

## SECTION 4 REVIEW

### Comprehension

- Key Terms** Define: (a) immigrant; (b) Great Awakening; (c) itinerant; (d) dissent.
- Summarizing the Main Idea** Why was the Great Awakening an indirect challenge to the hierarchical social order of the British colonies?
- Organizing Information** Create a cause-effect chart showing the impact of colonial expansion.

### Critical Thinking

- Analyzing Time Lines** Review the time line at the start of the section. Which event, in

your opinion, had the greatest long-term importance?

- Drawing Conclusions** Why was western Pennsylvania a likely hot spot for confrontation between the French, English, and Native Americans?

### Writing Activity

- Writing a Persuasive Essay** In your view, was it necessary for British colonists to expand westward in the mid-1700s? Write an essay explaining your opinion. Support your ideas with specific examples.



# Why Study History?

To understand that . . .

## Your Freedom of Religion Is Guaranteed

The search for freedom of worship has brought people of many faiths to America, from colonial times to the present day.



*Person speaking at a Quaker meeting*

Five times each day, American Muslims face eastward and pray to Allah. On Saturdays American Jews gather for worship at local synagogues. Millions of Catholics and Protestants attend Sunday worship services across the United States. Buddhists, Hindus, and people of other faiths also practice their religion here.

### The Impact Today

Since early colonial times, people have come to America for religious freedom. Today the United States is home to more than 150 religious denominations or sects. The smallest, such as the Primitive Advent Christian Church, have only a few hundred members. The largest, the Roman Catholic Church, has more than 60 million members.

The First Amendment of the United States Constitution protects all religious groups, regardless of size. "Congress shall make no law," it states, "... prohibiting the free exercise of religion."

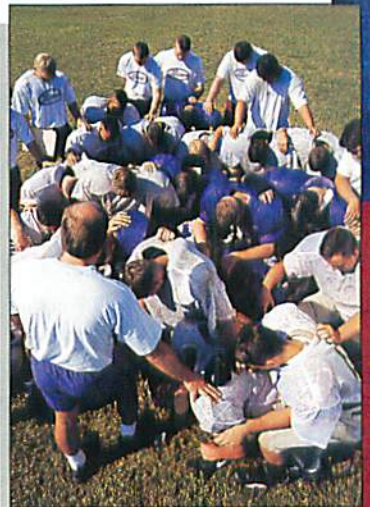
In many parts of the world, including Northern Ireland, Bosnia, Tibet, and the Middle East, religious differences have provoked war or persecution. Our nation's long tradition of

respecting people's right to worship as they choose has kept religious differences from erupting into war.

Yet Americans often disagree over issues related to religion, and religious organizations have played an important role in American politics. Religious groups participated on both sides of the debate over slavery in the 1800s, for example. Black churches helped organize the civil rights movement of the 1950s and 1960s, and fundamentalist Christians spearheaded the growth of the conservative movement of the 1980s. In these and other cases, Americans' religious values have helped shape their political views.

### The Impact on You

Consider both sides of an issue that has been debated in recent years: Should organized prayer be allowed in public schools? Brainstorm a list of three reasons why it should be allowed and three reasons why it should not. Then decide which position you favor. Use your list as the basis for a letter to the editor of a newspaper. Write the letter, listing the arguments on both sides of the issue and explaining your position.



*Football players at a Baptist high school praying before practice*



# Chapter 3 Review

## Chapter Summary



The major concepts of Chapter 3 are presented below. See also the *Guide to the Essentials of American History* or *Interactive Student Tutorial CD-ROM*, which contains interactive review activities, time lines, helpful hints, and test practice for Chapter 3.

### Reviewing the Main Ideas

The early 1700s was a time of growth and change for the British colonies in North America. Colonists, largely left alone by the British government, gained confidence and independence. The colonial economy grew and society became more diverse. Yet sources of tension, from slavery to conflicts with the colonies' neighbors, remained.

### Section 1: An Empire and Its Colonies

The English colonies in the mid-1600s and early 1700s grew and prospered with little direct interference from the English government.

### Section 2: Life in Colonial America

The social groups that made up colonial society had different roles and ways of living.

### Section 3: African Americans in the Colonies

Africans, brought across the Atlantic Ocean as slaves, helped build England's American colonies while enduring harsh and often brutal treatment.

### Section 4: Emerging Tensions

In the mid-1700s, the American colonies experienced a growing population and a powerful religious revival.



The search for freedom of worship has brought many people to America, from colonial times to the present day. The United States today is home to more than 150 religious denominations or sects.

## Key Terms

For each of the terms below, write a sentence explaining how it relates to this chapter.

- |                     |                    |
|---------------------|--------------------|
| 1. gentry           | 7. indigo          |
| 2. triangular trade | 8. Great Awakening |
| 3. salutary neglect | 9. Middle Passage  |
| 4. Stono Rebellion  | 10. duty           |
| 5. balance of trade | 11. itinerant      |
| 6. mercantilism     | 12. staple crop    |

## Comprehension

1. Give four reasons why the British were able to neglect their colonies in the 1700s.
2. What was the main economic activity in the Southern Colonies? In the Middle Colonies? In the New England Colonies?
3. Describe the system of triangular trade used by New Englanders in the 1700s.
4. What duties did women perform in colonial America?
5. Describe the importance of work in colonial America.
6. Describe the conditions of the Middle Passage.
7. Give four reasons why slaves in South Carolina and Georgia were able to preserve many of their cultural traditions.
8. Why did the colonists feel pressure to expand westward in the mid-1700s?
9. Besides energizing religious feeling, what effect did the Great Awakening have on colonial people and society?

## Using Graphic Organizers

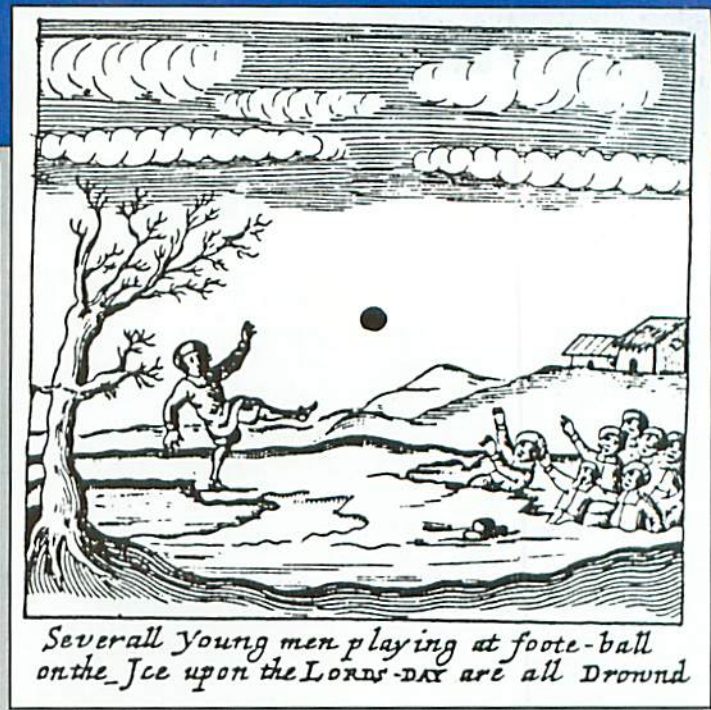
On a separate sheet of paper, copy the web diagram to organize the main ideas of the chapter. Provide four reasons for the growing spirit of independence in the colonies.





## Analyzing Political Cartoons ▶

1. Examine this Puritan cartoon. (a) Describe the scene shown in the drawing. (b) What information does the caption add?
2. What is the message of the cartoon?
3. How is the message of the cartoon characteristic of Puritan culture?



## Critical Thinking

1. **Applying the Chapter Skill** Review the economic activity map on page 64. Based on the crops you see listed, where do you think large-scale slavery existed?
2. **Recognizing Ideologies** Today many people consider it wrong for a nation to have colonies. How does this view of colonies contrast with that held by the British in the late 1600s and early 1700s?
3. **Making Comparisons** How did the life of a slave differ in the New England and the Southern Colonies?
4. **Distinguishing False from Accurate Images** Would it be correct to state that colonial society was dominated by men? Explain your answer.

## INTERNET ACTIVITY

### For your portfolio: CREATE A PIE CHART

Access Prentice Hall's *America: Pathways to the Present* site at [www.Pathways.phschool.com](http://www.Pathways.phschool.com) for the specific URL to complete the activity. Additional resources and related Web sites are also available.

Read about how historians determine the number of Africans that were enslaved for the Atlantic slave trade. Create a pie chart showing the percent of enslaved Africans who reached America and those that died along the way. Provide a caption to explain these deaths.

## ANALYZING DOCUMENTS ◀▶ INTERPRETING DATA

Turn to the "American Voices" quotation on page 68.

1. How did Eliza Pinckney feel about her work on the plantations? (a) She thought it was too great a burden. (b) She was overwhelmed by the amount of writing involved. (c) She was happy and proud to be able to help her father. (d) She did not seem to like the work.
2. Why might Eliza Pinckney's friend have thought that the workload was too much for Eliza? (a) Eliza was in poor health. (b) It was rare for a girl to carry so much responsibility. (c) Most girls only managed one plantation at a time. (d) Eliza's letter complains about the amount of work.
3. **Writing** Write a brief letter responding to Eliza. You may want to comment on the amount of work she has taken on or ask about plantation life.

## Connecting to Today

**Essay Writing** Reread the section on Diverse Colonial Economies that begins on page 62. Research and write an essay that describes the important economic activities in your region of the country today. What changes have there been in your region's economy in recent years?



## CHAPTER 4

# The Road to Independence

1754-1783



### CHAPTER FOCUS

**T**his chapter describes the Americans' protests against British rule and their successful struggle to win independence from Great Britain. The revolution that swept the colonies encouraged powerful ideas about democracy.



The *Why Study History?* page at the end of this chapter explores the connection between the cries for representative government during the American Revolution and the issue of representative government today.



### VIEWING HISTORY

Archibald Willard painted *The Spirit of '76* in 1875 for Pennsylvania's centennial celebration. He originally called the painting *Yankee Doodle*. **Culture** What was this "spirit" that led American colonists to rebel against England?