

CHAPTER 2

European Colonization of the Americas

1492-1752



CHAPTER FOCUS

This chapter describes the early explorations and settlements of the Spanish, English, French, and Dutch in North America. Because each of these groups had its own way of settling the land, regional differences emerged in the Northeast, Middle, and Southern colonies of North America.



Why Study History? page at the end of this chapter explores the connection between European colonization of North America and the cultural diversity that continues to shape American society today.

▲ USING HISTORICAL EVIDENCE

Although an idealized and imaginative portrait of English settlers reaching American shores, *Landing the Pilgrims* shows the imminent meeting of two cultures. **Culture** How did European colonizers interact with Native Americans?

Analyzing Political Cartoons

1. The topic of this modern-day cartoon is the current debate over whether the United States should place new restrictions on immigration.
(a) Who does the man in the center represent?
(b) Who do the people on the left represent? Who does the man on the right represent?
2. What point is the cartoonist making? Do you agree with the cartoonist's view? Explain your reasoning.



Critical Thinking

1. **Applying the Chapter Skill** Discuss how Europeans' opinions about Native Americans and Africans differed from the facts about these cultures.
2. **Predicting Consequences** Explain how values, beliefs, and customs differed among the three Atlantic cultures. Choose one way in which the three cultures differed, and explain how this difference could have led to conflict.
3. **Recognizing Cause and Effect** In the early days of trade between West Africans and Europeans, the Africans controlled the exchange of goods. Within a century they had become victims of European slave-raiders. What do you think caused this change?

Drawing Conclusions How do you think the ideas of the Renaissance influenced the culture of modern-day America?

INTERNET ACTIVITY

For your portfolio: PREPARE A REPORT

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

Use the links provided to find out about the earliest inhabitants of your state or region. Write a brief report on the archaeological activity in the area and what it has revealed about the first people to live there.

ANALYZING DOCUMENTS

INTERPRETING DATA

Turn to the excerpt from Columbus's letter to Isabella and Ferdinand on page 21.

1. Which statement best represents the meaning of the quotation?
(a) The Tainos are innocent, generous, and obedient. (b) The Tainos loved the Europeans. (c) The Tainos are loving but possessive.
2. What conclusion do you think the king and queen might have drawn from Columbus's description of the Tainos? Choose from the following statements, and explain your reasoning: (a) The Tainos should be treated with the respect that they showed Columbus. (b) The Tainos would provide no resistance to Spanish conquest. (c) The Tainos must be wiped out.
3. **Writing** Assume the role of Queen Isabella or King Ferdinand and respond to Columbus's letter. Give him specific instructions on how to develop a relationship with the Tainos. The letter should reflect what you know about the values and beliefs of Renaissance Europe.

Connecting to Today

Essay Writing Write a persuasive essay in which you make the argument for going on a modern-day exploration, perhaps into space or down to the ocean floor. Include answers to these questions: (a) What are the possible benefits of the trip? (b) What are the risks? (c) Why are the benefits worth the risks?

1660
Navigation Act
strengthened

1686
Dominion of
New England
established

1688
Glorious Revolution
in England

1689
Rebellion in Boston
against Dominion of
New England

1660

1670

1680

1690

1 An Empire and Its Colonies

SECTION PREVIEW

Objectives

- 1 Understand how the English Civil War and mercantilism affected colonial development.
- 2 Explain how English policies allowed the colonies to develop on their own in the early 1700s.
- 3 Describe the economic and social differences that developed in each region.
- 4 **Key Terms** Define: mercantilism; balance of trade; duty; salutary neglect; staple crop; triangular trade.

Main Idea

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

Reading Strategy

Reinforcing Main Ideas As you read the section, look for evidence to support the statement above that the colonies "... grew and prospered with little direct interference from the English government."

In the late 1600s and early 1700s, England prized its cluster of colonies on the Atlantic coast of North America for two reasons. The colonies supplied food and raw materials, and they bought large amounts of English goods. The colonists were, in general, loyal to their parent country. Thus England got what it wanted from its colonies—raw materials and a place to sell its goods—by leaving them alone.

The English Civil War

From 1640 to 1660, England had another reason for ignoring the colonies. In the 1640s, tensions that had long simmered in England boiled over in a civil war. The nation became so preoccupied with conflicts within its own borders that it could pay little attention to its North American colonies.

Two opponents faced off in the clash: King Charles I and Parliament. Parliament, made up of representatives of the people, had the power to make laws and approve new taxes. Many of its members believed that Charles was attempting to limit the powers of Parliament and of English property owners.

After defeating the king's army in a series of battles, Parliament ordered the execution of Charles in January 1649. Oliver Cromwell, the commander of the Parliamentary armies, then governed England until his death in 1658. After two decades of upheaval, Parliament recognized the need for stability. In 1660 it restored Charles II, the son of the executed king, to the throne.

Mercantilism

Before 1660, the people of England were too busy fighting a civil war to be concerned with a group of colonies on the other side of the Atlantic. As the political situation in England settled down, England's focus shifted to economic matters.

The Theory of Mercantilism By 1650, many nations in western Europe were working to improve their economies, spurred on by a new theory called **mercantilism**. Mercantilism held that a country should try to get and keep as much bullion, or gold and silver, as possible. The more gold and silver a country had, argued mercantilists, the wealthier and more powerful it would be.

For countries without mines like those Spain controlled in the Americas, the only way to obtain more bullion was through trade. If a country sold more goods to other countries

ECONOMICS CONCEPTS

Balance of trade: the difference in value between a country's exports and imports

▼ **The Historical Context** The theory of mercantilism argued that a nation would prosper by maintaining a *positive* balance of trade—that is, by consistently exporting more than it imported. The American colonies aided Britain's mercantilist policies by acting as a market for British exports.

▼ **The Concept Today** In recent years the United States has maintained a *negative* balance of trade, importing much more than it exports. Experts disagree on whether this “trade deficit” harms the American economy. Some have argued that the United States should limit imports in order to balance its trade.

than it bought from them, it would end up with more bullion. In other words, a country's **balance of trade**, or the difference in value between imports and exports, should show more exports than imports.

Mercantilists believed a nation should have colonies where it could buy raw materials and sell products. The colonies should not be allowed to sell products to other nations or even to manufacture goods. The right to make goods for sale was reserved exclusively for the parent country, since manufacturing was a major source of profit. To maintain control over trade and to increase

profits, the parent country required the colonies to use its ships for transporting their raw materials.

Effects on Trade Laws Mercantilism appealed to English rulers. They came to realize that colonies could provide raw materials such as tobacco, furs, and perhaps gold for England to sell to other countries. Furthermore, the colonies would have to buy England's manufactured goods. This exchange would greatly improve England's balance of trade. English leaders therefore decided that it was necessary to have as many colonies as possible and to control colonial trade to provide the maximum profit to England.

In 1660 Charles II approved a stronger version of a previous law called the Navigation Act. Together with other legislation, the Navigation Act tightened control over colonial trade. The new laws required the colonies to sell certain goods, including sugar, tobacco, and cotton, only to England. Moreover, if colonists wanted to sell anything to people in

other parts of the world, they had to take the crop or product to England first and pay a **duty**, or tax, on it. They also had to use English ships for all their trade.

Effects on War and Politics As European countries adopted mercantilism, the relations between them began to change. More and more, European countries fought each other over territory and trade routes rather than over religion. In the 1500s, for example, Protestant England's major enemy had been Catholic Spain. But from 1652 to 1654, and again from 1665 to 1667, the English fought wars against the Protestant Dutch over control of trade and land in North America. To eliminate the Dutch as a major trade rival in North America, the English conquered the Dutch colony of New Netherland in 1664, renaming it New York in honor of James, Duke of York and brother of King Charles II.

During the next two decades, Charles II and James tried in several ways to tighten their control over the colonies. Their actions reached a peak in 1686 when James, now king, attempted to take direct control over New York and the New England Colonies by creating the Dominion of New England. This action abolished colonial legislatures within the Dominion and replaced them with a governor and a council appointed by King James II.

Anger in the Colonies Colonists up and down the Atlantic seaboard deeply resented James's grab for power. Edmund Andros, whom James II had appointed governor of the Dominion, made matters worse. From his headquarters in Boston, he collected taxes without the approval of either the king or the colonists and demanded payment of an annual land tax. He also declared a policy of religious tolerance, or respect for different religious beliefs. The Puritans felt these heavy-handed actions were a blow both to their freedom from English influence and to their tight control over religious affairs in their own colony.

Meanwhile, James II was making enemies in England. News reached North America in the spring of 1689 that Parliament had replaced James II with his daughter Mary and her husband William of Orange, a change of rulers known as the Glorious Revolution. New England citizens promptly held their own mini-rebellion against the Andros government, imprisoning Governor Andros and his associates.

In response to this protest, William and Mary dissolved the Dominion of New England and reestablished the colonies that James had abolished. When they restored Massachusetts's charter, however, they revised the organization of the government. The new charter allowed the king to appoint a royal governor of the colony.

Britain's Colonial Policy in the Early 1700s

In the early 1700s the British government rarely interfered directly in the affairs of its North American colonies.[†] By not interfering, Britain allowed colonial legislatures such as the House of Burgesses in Virginia to gain extensive power over local affairs.

Origins of Self-Government

As you recall, England established three different types of colonies in North America: royal, proprietary, and charter. Over time, England transformed several of the charter and proprietary colonies into royal colonies and appointed royal governors for them. By the early 1700s, therefore, the colonial governments shared a similar pattern of government. In most colonies a governor, appointed by the king, acted as the chief executive. A colonial legislature served under the governor. Most colonial assemblies consisted of an advisory council, or upper house of prominent colonists appointed by the king, and a lower house elected by qualified voters. Only male landowners were allowed to vote. However, most adult white males did own land and thus could vote.

In theory, the royal governor had a great amount of power. He decided when to call the legislature together and when to end its sessions. He could veto any laws that the legislature passed. The governor also appointed local officials, such as the treasurer and colonial judges.

In reality, it was the colonial legislatures, not the governors, that came to dominate the



The colonies supplied England with food and raw materials. This detail from a map of 1751 shows tobacco being loaded at a southern dock for shipment to England.

Economics Why did England require the colonies to supply it with raw materials?

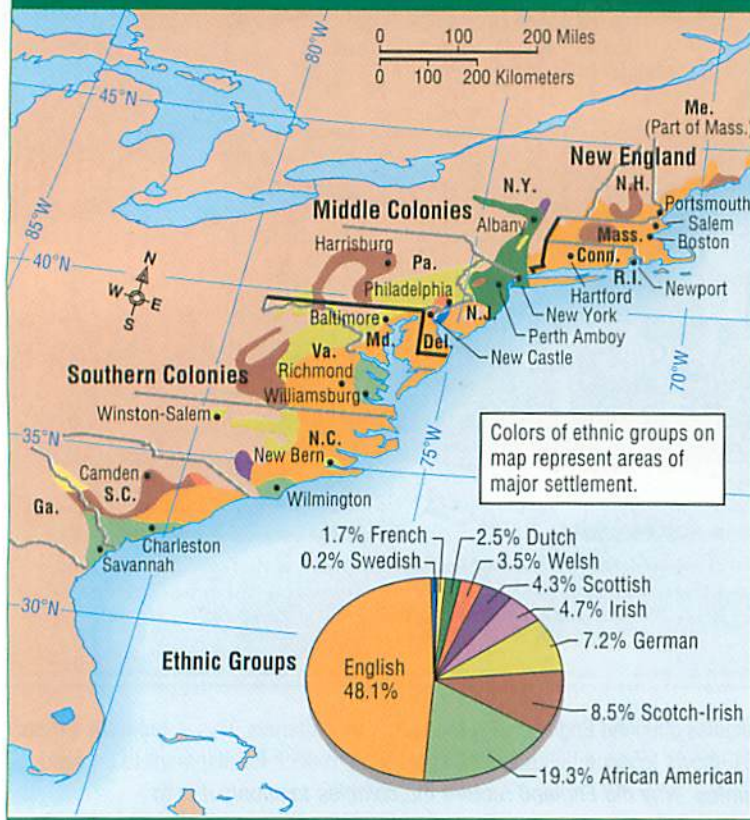
colonial governments. The legislatures created and passed laws regarding defense and taxation. Later they took over the job of setting salaries for royal officials. Colonial assemblies also influenced local appointments of judges and other officials because the governor usually accepted their recommendations. Even the governor's council came to be dominated by prominent local leaders who served the interests of the legislature rather than those of the royal government.

Salutary Neglect Why did the British government allow its colonies freedom in governing themselves—far more than was allowed in Spanish or French colonies? One reason is that England had a long tradition of strong local government and weak central power. Another reason is that the British government lacked the resources and the bureaucracy to enforce its wishes. Then, too, colonists recognized the authority of the king and Parliament without being forced to. Most were proud to be British subjects.

Finally, Britain allowed its colonies freedom because the existing economy and politics of the colonists already served British interests.

[†] In 1707, England joined with Scotland to form Great Britain.

The Thirteen Colonies, 1750



English settlements in North America in the 1700s generally clung to the Eastern seaboard and its rivers. In this narrow strip, however, lived a wide variety of ethnic groups. **Regions** After the English, which was the largest ethnic group? Where did they live?

Main Idea CONNECTIONS

Why was the relationship between England and the colonies prosperous for both sides?

The British realized that the most salutary, or beneficial, policy was to neglect their colonies.

Thus later historians would call British colonial policy during the early 1700s **salutary neglect**. In the early 1700s, Great Britain rarely enforced its trade regulations, such as the Navigation Act, because neglect served British economic interests better than strict enforcement.

As a result, the colonies prospered, as did their trade with Britain, without much government interference.

Diverse Colonial Economies

By the early 1700s the economic foundations of Britain's American colonies were in place. While the Spanish colonies focused on mining silver and growing sugar, and New France focused on the fur trade, the British regions of eastern North America developed diverse economies. Each region's geography affected its economy.

For the most part, English-speaking settlements continued to hug the Atlantic Ocean and the deep rivers that empty into it, as shown on the map to the left. Most commerce took place on water. It was simply too expensive and too difficult to carry crops and goods long distances over land. Even water traffic on rivers, however, was blocked at the waterfalls and rapids of the fall line, where the inland hills meet the coastal plain. Roads were little more than footpaths or rutted trails. The Atlantic Ocean remained so vital to travel that there was more contact between Boston and London than between Boston and Virginia.

The Southern Colonies In the Southern Colonies of Virginia, Maryland, South Carolina, North Carolina, and Georgia, the economy was based on growing **staple crops**—crops that are in constant demand. In Virginia and North Carolina, the staple crop was tobacco. In the warm and wet coastal regions of South Carolina and Georgia, it was rice. In the early 1730s, these two colonies were exporting 16.8 million pounds of rice per year; by 1770, the figure was 76.9 million. Meanwhile, the number of pounds of tobacco exported per year by Virginia, Maryland, and Delaware rose from 32 million in 1700 to 83.8 million in 1770.

Throughout the Southern Colonies, African slaves supplied most of the labor on tobacco and rice plantations. Virginia planters began to purchase large numbers of Africans in the mid-1600s. In 1650, Africans in Virginia numbered only about 500, which accounted for 3 percent of the colony's population. By 1700, enslaved Africans totaled 16,000, or 28 percent of the colony. About 1750, the figure was 40 percent. In South Carolina, Africans outnumbered Europeans throughout the 1700s.

To produce staple crops, planters needed huge amounts of land and labor but very little else. As a result, the Southern Colonies remained a region of plantations strung out along rivers and coastlines. Except for the cities of Charles Town (Charleston), South Carolina, and Williamsburg, Virginia, the South had few towns and only a small group of people who could be called merchants.

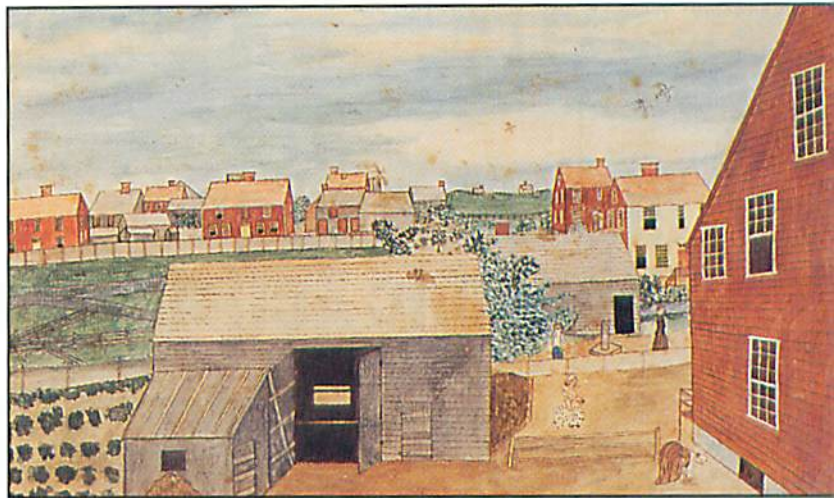
The Middle Colonies From Maryland north to New York, the economy of the Middle Colonies was a mixture of farming and commerce. The long stretch of the Delaware and Hudson rivers and their tributaries allowed

colonists to move into the interior and establish farms on rich, fertile soil. There they specialized in growing grains, including wheat, barley, and rye. This kind of farming was very profitable.

Commerce, however, was just as important as agriculture in the Middle Colonies. New York and Philadelphia were already among the largest cities in North America. Home to growing numbers of merchants, traders, and craftspeople, these cities teemed with people in the business of buying and selling goods. Ships from all over the Atlantic World arrived regularly in these ports. Philadelphia became the major port of entry for Germans and Scotch-Irish people coming to North America as indentured servants.

The populations of both New York and Pennsylvania were ethnically diverse. They included English, Dutch, French, Scots, Irish, Scotch-Irish, Germans, Swedes, Portuguese Jews, Welsh, Africans, and Native Americans. No wonder a traveler in the late 1750s despaired of ever discovering “any precise or determinate character” in the population of New York—it was made up of “different nations, different languages, and different religions.”

The New England Colonies In the 1700s, the New England Colonies were a region of small, self-sufficient farms and of towns dependent on long-distance trade. Unlike the merchants of Philadelphia and New York, those in Boston, Salem, and Newport, Rhode Island, did not rely heavily on local crops for their commerce.



Unlike the plantations of the South, New England's farms were small. **Economics** How did the differing economies of New England and the Southern colonies result in different styles of farming?

Instead, they carried crops and goods from one place to another—a “carrying trade.” They hauled china, books, and cloth from England to the West Indies in the Caribbean Sea. From the Caribbean they would transport sugar back to New England, where it was usually distilled into rum. They traded the rum and firearms for slaves in West Africa and then carried slaves to the West Indies for more sugar. This trade between three points in the Atlantic World—the Americas, Europe, and Africa—was called **triangular trade**.

SECTION 1 REVIEW

Comprehension

- Key Terms** Define: (a) mercantilism; (b) balance of trade; (c) duty; (d) salutary neglect; (e) staple crop; (f) triangular trade.
- Summarizing the Main Idea** What was the British government's policy toward the colonies after the rule of King James II had ended?
- Organizing Information** Create a multi-flow web diagram to organize the causes and effects of England's policy of salutary neglect toward its colonies. Give four causes contributing to salutary neglect and then show three effects.

Critical Thinking

- Analyzing Time Lines** Review the time line at the start of the section. Choose an entry that demonstrates England's mercantilist policy. Explain the reasons behind your choice.
- Making Comparisons** How were the economies of the Southern, Middle, and New England colonies similar? How did they differ?

Writing Activity

- Writing a Persuasive Essay** Do you think the American colonies would have been positively or negatively affected if the British had strictly enforced the Navigation Act of 1660? Write an essay explaining your opinion. Support it with specific examples.

Interpreting an Economic Activity Map

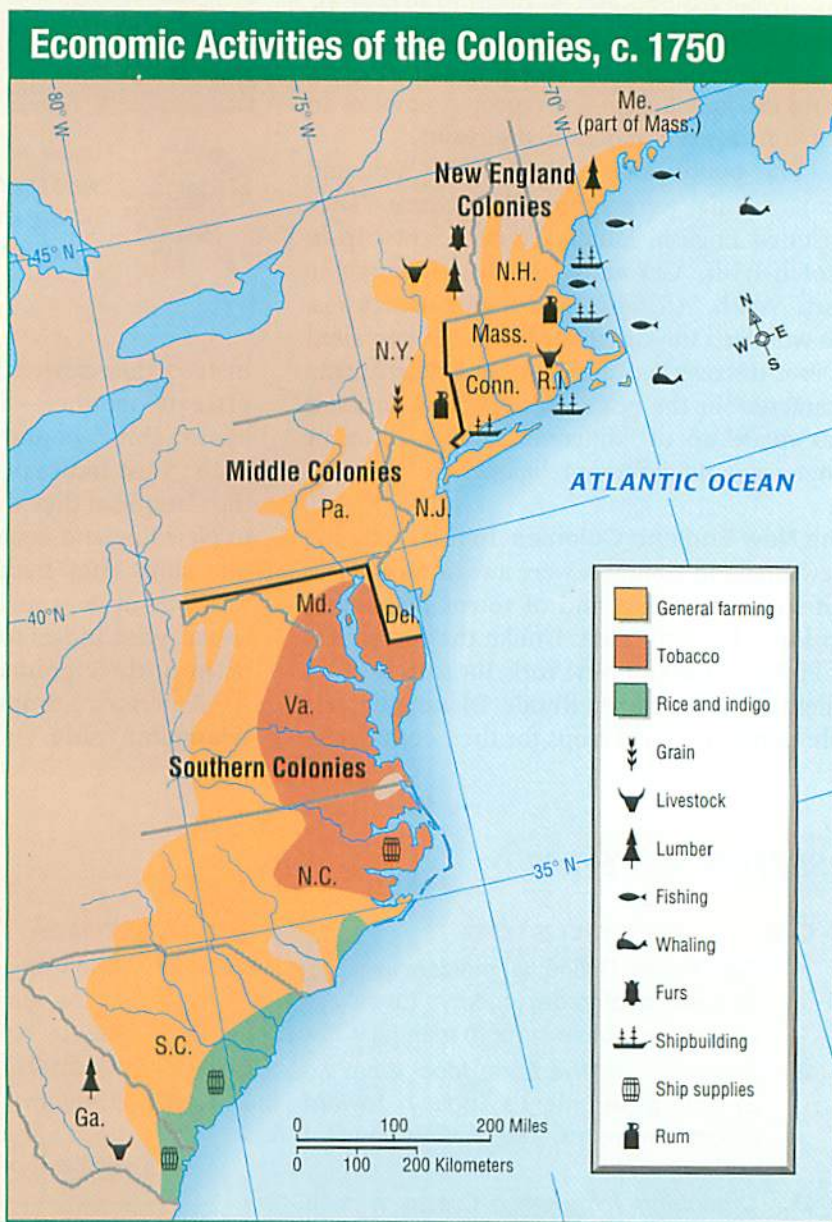
An economic activity map shows how the land in a particular region is used and helps demonstrate the ways that geography can influence historical events and developments. Economic activity maps also illustrate ways in which regions are similar or different.

Often a region's economic activity is related to its natural resources and climate. For example, mining can take place only in regions where enough minerals are present to make this activity profitable. By the mid-1700s, clear patterns of economic activity were emerging among the British colonies in North America. This map uses symbols and a color-coded key to communicate basic information about land use in the colonies.

Use the following steps to analyze the economic activity map.

1. Identify the economic activities shown on the map. Use the map and key to answer the following questions. (a) What was the major economic activity in Delaware? (b) What were the major economic activities north of Massachusetts? (c) Which colony produced tobacco, rice, and indigo? (d) According to the map, what economic activity supported residents of Pennsylvania and New Jersey?

2. Look for relationships or patterns among the colonies and their economic activities. (a) As shown on the map, was farmland more extensive in the Southern or the New England colonies? (b) What other economic activities in the New England colonies



encouraged shipbuilding? (c) If you had been a livestock herder in Britain planning to move to the colonies, which of the American colonies do you think would have offered you the most opportunity for making a living?

TEST FOR SUCCESS

Review the symbols and color-coded key. Which region appears to have had a mixed economy? Explain your answer.