

PERIOD 2 1607–1754

Overview

Period 2 begins in 1607 when the English established the first permanent North American colony at Jamestown, Virginia. The period focuses on colonial development and European rivalries in North America up to the eve of the French and Indian War. Included are comparisons of European interactions with American Indians, as well as the imperialist powers' approaches to colonization.

European colonizers had different goals and methods as each sought to expand their hold on North American territory. The Spanish maintained tight control of the areas they conquered, relying on military garrisons and working to convert the native population to Catholicism. The French and the Dutch were much less disruptive, working to forge trade alliances that involved fewer Europeans and often intermarrying with American Indians as they sought to build networks to acquire furs and other goods for European markets. The English sought to establish permanent colonies, clearing large tracts of land for agriculture, which disrupted Indian hunting and resources, leading to hostile encounters.

Because English colonists often came as family groups, they rarely intermarried with the native population or with Africans who were brought over as slaves, thereby creating a society marked by strict social and racial lines. As English indentured servants became fewer and the demand for labor to produce goods for European markets grew, southern colonists in particular increasingly turned to slave labor. Slavery in the English colonies gradually became more widespread and rigid, with slaves and their offspring held in perpetuity. In spite of these difficult circumstances, Africans managed to maintain many of their cultural and traditional values, and they found numerous ways to resist their captors.

Differences in climate, geography, and available resources resulted in striking regional differences among the British colonies in North America. New England, settled mainly by Puritans, developed into a closely knit region with an economy built around shipping, commerce, and farming. The middle colonies were the most diverse, relying on trade as well as agriculture. The Chesapeake region depended on tobacco, relying first on the labor of indentured servants and then increasingly on slaves. Farther south and in the West Indies, colonists grew other staple crops, sugar in particular, and depended heavily on slave labor.

As the European empires expanded in North America, they competed for land and resources and came into conflict with each other and with American Indians. They often tried to make alliances with various Indian groups to further their own interests. When the emerging British Empire attempted to assert imperial control over its North American colonies, the colonists began to find themselves at odds with the mother country.

American Indians grew alarmed as the colonial holdings expanded. Threats to their traditional ways of life and the dangers of European diseases began to outweigh their desire for European trade goods. Although the Spanish made some accommodations to Indian culture after the Pueblo Revolt in 1680, English colonists refused to make concessions. Conflicts between American Indians and Europeans were made more destructive by the introduction of European weapons and alcohol.

Colonies in eighteenth-century North America were part of the commercial, political, and cultural network known as the Atlantic world. Goods traveled to and from the Americas and Europe, and Africa became a ready source of slave labor for the New World.

The British colonies exhibited many characteristics of life in England, including political institutions, religious denominations, commercial interests, and an admiration for the ideals of the Enlightenment. The growing reliance on slave labor and the reluctance to accept either slaves or American Indians as equals led to a colonial society with clearly drawn racial divisions, unlike those of the French or the Spanish.

The British government attempted to assert stricter control over their North American colonies as they grew more important to the economy and prestige of the empire. Periods of benign neglect had led the colonists to recognize their ability to be self-reliant and to lessen their sense of being distinct regions. They began to realize their similar interests and advantages, which often did not fit neatly with the demands of the British government. British mercantilist policies often went against colonial interests, and resistance to imperial control became more frequent.

This period of history ends with colonial resistance on the rise as the colonists became more experienced in self-government, more accepting of religious diversity, more dissatisfied with British imperialist economic control, and more interested in the ideals of the Enlightenment.

Key Terms

Be sure that you understand the meaning of these terms and their relevance in U.S. history.

Anglicization
 Chattel slavery
 Deism
 Enlightenment ideas
 Freeholder ideal
 Indentured servitude
 Mercantilism

Natural rights
 Overt and covert resistance
 Print culture
 Protestant evangelism
 Royal and proprietary colonies
 Salutary neglect
 Tribalization

Questions to Consider

As you study Period 2, keep the following thematic questions in mind.

Identity

- ♦ To what extent did British American colonists develop a sense of identity separate from that of English men and women?
- ♦ What factors encouraged and what factors impeded the development of an “American” identity?
- ♦ What group and regional identities emerged in the thirteen British American colonies?
- ♦ Why and how did the English, the Spanish, and the French develop different views on race?

Work, Exchange, and Technology

- ♦ How did patterns of exchange shape the societies that emerged in North America between 1607 and 1754?

- ♦ How did British American colonists react to the implementation of the British economic policies of the late seventeenth and early eighteenth centuries?
- ♦ How did new technologies lead to increasingly destructive conflicts between European and American Indians?

Peopling

- ♦ What were the various models of colonization that the Spanish, French, Dutch, and English in North America adopted?
- ♦ What settlement patterns emerged in this period in North America, and how did these shape colonial society?
- ♦ What factors shaped the institution of slavery in the British North American colonies?

Politics and Power

- ♦ In what ways did British American colonists model their political institutions on England? How did these colonists adapt these institutions in a way that seemed uniquely “American”?
- ♦ What were the sources of conflict between native peoples and Europeans in the seventeenth century and the first half of the eighteenth century? How did the resolution of these conflicts change the lives of American Indians and those of European descent?
- ♦ In what ways did African Americans resist slavery?

America in the World

- ♦ What factors led to increasing opposition to both British and Spanish authority in North America?
- ♦ How did rivalries and competition between European nations affect the lives of colonists, Indians, and African Americans in North America?

Environment and Geography

- ♦ How did the colonial environment shape the lives of the colonists in ways that contributed to their eventual separation from England?
- ♦ What was the role of the natural environment in shaping regional and group identities in colonial North America?

Ideas, Beliefs, and Culture

- ♦ How did religion shape the development of colonial societies?
- ♦ What role did religious discord play in colonial communities?
- ♦ How did cultural differences shape the relationships among Europeans, Native Americans, and African Americans in colonial America?
- ♦ What regional differences in religion, family life, and community values emerged in the British American colonies? What accounted for these differences?

America's History Chapter Summaries

(required AP® content in bold)

Chapter 3

The British Atlantic World, 1660–1750

Chapter 3 examines the changes in politics and society in the British North American colonies in the century leading up to the American Revolution. The British government sought to tighten control over colonial commerce with the imposition of numerous Navigation Acts, which only increased the colonists' desire to regulate their own trade. King James II further angered the northern colonies when he abolished their own assemblies and created his own Dominion of New England, an organization that fell apart during England's Glorious Revolution in 1688. The years that followed saw sporadic periods of salutary neglect when colonists were able to regulate their own affairs, though the British periodically reasserted control, which led to even more colonial resentment. These years also saw the enormous expansion of the slave trade and slave system, particularly in the southern colonies and the West Indies, a system of labor that had an impact of workers throughout the colonies.

In the 1660s, King Charles II of England reinvigorated colonial expansion with the creation of the Carolina colony, the establishment of the colony of Pennsylvania, and the acquisition of New York and New Jersey. He sought to give Britain a **mercantilist advantage and to maximize British profits** by restricting colonial trade with a series of Navigation Acts. After his death, his brother, James II, continued these policies, adding another layer to colonial control with the imposition of his Dominion of New England, which gave the king and his representative authority in decisions about local government, trade, and charters. These restrictions were weakened by the Glorious Revolution, though the British reasserted their authority in various ways. The colonists began to see both the **advantages of self-government and their own abilities to be successful at managing their own affairs**.

The colonists were further disillusioned by their involvement in England's colonial wars with European rivals, as they found themselves fighting proxy battles. The **colonists were often dissatisfied with the territorial settlements that ended these wars**. The wars also led to increasing conflicts with American Indians, as the various tribes sought to make alliances with both Europeans and each other that they thought might benefit them. Few of these alliances had any long-term rewards for the Indians.

The growth of the Atlantic world economy and the North American slave trade brought tremendous wealth to England and its colonies, but at tremendous cost to the peoples of West and Central Africa. Millions of Africans were captured, transported across the Atlantic in unspeakable conditions, and sold into slavery in the New World. The **enormous number of Africans transported had a significant impact of life in Africa and in the colonies**. Those who survived the dreaded Middle Passage were destined for a life of unimaginable hardship. West Indian-style slavery came to the Carolinas and Chesapeake to cultivate rice and tobacco. In spite of the harsh conditions under which they lived, the slave communities that emerged were marked with distinct signs of African cultural traditions and values. Major rebellions were few in the early days of slavery, but **many more subtle forms of resistance were common**. Southern colonies in particular developed a **rigid social hierarchy**, setting the landowners apart from the landless and all whites apart from the slaves.

As the southern colonies became increasingly dependent on slave labor, the northern colonies developed a thriving maritime economy and a more urban society. Wealthy merchants headed society, but a middle class of artisans and shopkeepers slowly developed. Propertyless workers made up the next tier of society, with a relatively small percentage of slaves at the bottom.

Key Concept 2.3.II.B

Key Concept 2.3.II.C

Key Concept 2.2.I.C

Key Concept 2.1.II.C

Key Concept 2.1.II.D

Key Concept 2.3.I.C

During the occasional periods of salutary neglect that the colonists enjoyed, interest grew in self-government. Colonial assemblies became increasingly powerful and outspoken, challenging the restrictions of the **British mercantilist system**. Periods of salutary neglect led colonists to long for more permanent control over their own affairs. The British responded with determination to reassert control over what they saw as **rebellious subjects who posed a threat to the imperialist system**. The stage was being set for a political showdown between the colonies and Great Britain.

Key Concept 2.3.II.B

Key Concept 2.3.II.C

Chapter 4

Growth, Diversity, and Conflict, 1720–1763

Chapter 4 examines the social changes that occurred in British North America in the mid-eighteenth century. It begins by tracing the changes in the New England colonies and then examines the diversity of the middle colonies. It also explores the tremendous cultural changes that were the result of advances in transportation and print technology, the ideas that emanated from the Enlightenment, and the major religious upheavals in both the northern and southern colonies. The final section focuses on the French and Indian War (also known as the Seven Years' War) and the continuing struggle over land and expansion.

The New England colonies experienced dramatic population growth in the eighteenth century, largely the result of natural increase. Closely knit Puritan **families and communities continued to rely on a mixed economy**. While colonists saw their communities as models of democracy, women remained second-class citizens, and a social hierarchy grew as some families were able to increase their wealth while many others remained relatively poor. The fast-growing population also strained the New England colonies as good farmland became scarce.

Key Concept 2.1.II.A

The **middle colonies were quite diverse**, with Dutch colonists in New York and up the Hudson Valley, Quaker Englishmen and women in Pennsylvania, and Presbyterian Scots-Irish and German Protestants of various denominations throughout the region. The cities of Philadelphia and New York were centers of trade and destinations for new immigrants, giving the region a flourishing economy. Most groups retained characteristics of their different cultures.

Key Concept 2.1.III.B

A road network developed that supplemented the "Great Wagon Road" that ran through the Shenandoah Valley. These roads carried people, produce, and merchandise east and west, along with newspapers and pamphlets. The **print revolution that was occurring in Europe quickly spread to the British colonies, bringing with it new ideas that would reshape the colonial mind-set**.

Key Concept 2.3.I.B

Colonial culture was also influenced by the ideas of the European Enlightenment, the religious revival known as the Great Awakening, and the impact of British trade. The old idea that political authority was given by God to monarchs was replaced with the concept of natural rights, that is, the idea that people had the right to change governments if they felt their needs were not being met. Traditional religion was also challenged with some speculating that they might be better served by rational thought and scientific solutions to their problems rather than worrying about appeasing a vengeful Calvinist God. Some colonial intellectuals like Benjamin Franklin and Thomas Paine leaned toward deism, relying on "**natural reason**" to help them **define right and wrong**. Others sought to renew interest in religion through Pietism, the belief that worship should be more emotional and personal, a shift away from the academic approach of the earlier Puritan clergy. New England saw the rise of charismatic preachers like Jonathan Edwards and George Whitefield, leaders in what became known as the Great Awakening.

Key Concept 2.3.II.C

As these changes were sweeping the colonies, more challenges to traditional ways of life were brewing in Europe. Britain and France, along with their various Indian allies, fought each other in **several imperial wars**. The largest of these conflicts, the Seven Years' War (also known as the French and Indian War), resulted in the final **defeat of the French in North America**. At the same time, **British colonists were demanding the right to move farther west, regardless of the potential for conflicts with both European powers and the Indians**.

Key Concept 2.2.I.A

Key Concept 3.1

Key Concept 3.1.I.B

Period 2 Practice Questions

Multiple-Choice Questions

Questions 1–3 refer to the excerpt below.

“And it is further enacted by the authority aforesaid, that from and after the first day of April, which shall be in the year of our Lord one thousand six hundred sixty-one, no sugars, tobacco, cotton-wool, indigoes, ginger, fustic, or other dyeing wood, of the growth, production, or manufacture of any English plantations in America, Asia, or Africa, shall be shipped, carried, conveyed, or transported from any of the said English plantations to any land, island, territory, dominion, port, or place whatsoever, other than to such other English plantations as do belong to his Majesty, his heirs and successors, or to the kingdom of England or Ireland, or principality of Wales, or town of Berwick upon Tweed, there to be laid on shore . . .”

Excerpt from the Navigation Acts, 1660–1696

- The above act was part of a British attempt to
 - encourage the British North American colonies to increase trade with the Dutch.
 - enforce an economic system that believed colonies existed for the good of the mother country.
 - increase colonial production of manufactured goods.
 - establish a high protective tariff on colonial goods entering Great Britain.
- Acts such as the one above encouraged
 - the growth of the shipbuilding industry in New England.
 - the production of diversified food crops in the South.
 - the dominance of manufacturing industries in the middle colonies.
 - an increased demand for indentured servants by 1700.
- Which of the following is NOT true of the series of English acts that regulated trade during the seventeenth century?
 - They benefitted both the colonies and England in certain ways.
 - They were largely ignored by the American colonies if they were not beneficial.
 - They required that colonial goods be carried in English ships with English crews.
 - They sparked frequent violent rebellions over British authority beginning with King Philip’s (Metacom’s) War.

Questions 4–6 refer to the excerpt below.

“[New Englanders] are at present a numerous and thriving people and in 20 years more are likely . . . to be mighty rich and powerful and not at all careful of their dependence upon old England. . . . I take the way of roughness and peremptory orders, with force to back them, to be utterly unadvisable. For they are already too strong to be compelled . . . and though I apprehend them yet not at that point to cast us off voluntarily and of choice; yet I believe if we use severity towards them in their government civil or religious, that they will (being made desperate) set up for themselves and reject us.”

Earl of Sandwich, “Comments upon New England,” 1671

GO ON TO THE NEXT PAGE.

4. Which of the following is best reflected by the above passage?
- (A) New England was threatening the world trade dominance of Great Britain in the late seventeenth century.
 - (B) The majority of American colonists favored separation from Great Britain in 1671.
 - (C) Britain's inability to provide the colonists with adequate defense from American Indians led the colonists to issue the Declaration of Independence.
 - (D) Some colonists were beginning to feel a sense of identity separate from Great Britain by the late seventeenth century.
5. The above passage indicates that the New England colonies
- (A) were operating outside the British mercantilist system.
 - (B) rejected the Anglican Church, leading to English repression.
 - (C) dominated trade with American Indians, reducing British profits.
 - (D) were dependent on Great Britain for raw materials.
6. Which of the following best represents a reason for the development of the New England colonies as expressed by the Earl of Sandwich?
- (A) The commitment of British troops to protect the New England colonists from American Indian allies of the French
 - (B) The continued naval dominance of the Spanish fleet
 - (C) British preoccupation with internal and European affairs
 - (D) The failure of New England to provide England with useful raw materials

Questions 7–9 refer to the excerpt below.

“Now, know ye, that we, being willing to encourage the hopeful undertaking of our said loyal and loving subjects . . . that our royal will and pleasure is, that no person within the said colony, at any time hereafter shall be any wise molested, punished, disquieted, or called in question, for any differences in opinion in matters of religion, and do not actually disturb the civil peace of our said colony; but that all and every person and persons may, from time to time, and at all times hereafter, freely and fully have and enjoy his and their own judgments and consciences, in matters of religious concernments, throughout the tract of land hereafter mentioned.”

Charter of Rhode Island and Providence Plantations, July 8, 1663

7. Founders of Rhode Island supported the above provision of the charter primarily because they
- (A) had experienced religious repression in the European countries from which they emigrated.
 - (B) had experienced religious repression in the southern colonies.
 - (C) were opposed to the institution of slavery.
 - (D) had experienced intolerance of dissenting views in Massachusetts Bay.
8. Provisions such as those in the Rhode Island charter would ultimately encourage movement toward which of the following principles in colonial America?
- (A) Separation of church and state
 - (B) Egalitarianism
 - (C) Churches being ruled by congregations
 - (D) Creation of a theocracy where the leaders of the church and state are the same

GO ON TO THE NEXT PAGE.

9. Which of the following colonies would be most similar to Rhode Island in granting religious freedom during the 1600s?
- (A) Virginia
 - (B) Pennsylvania
 - (C) North Carolina
 - (D) Connecticut

Questions 10–12 are based on the excerpt below.

“That for all persons . . . which during the next seven years after Midsummer Day 1618 shall go into Virginia with intent there to inhabit, if they continue there three years or die after they are shipped there shall be a grant made of fifty acres for every person . . . which grants to be made respectively to such persons and their heirs at whose charges the said persons going to inhabit in Virginia shall be transported.”

Virginia Company Instructions to Sir George Yeardley, November 18, 1618

10. The system described above was primarily initiated to
- (A) protect colonists settling in Virginia from attacks by American Indians.
 - (B) encourage the growth of an elite class of plantation owners.
 - (C) provide an adequate labor force to make the land profitable.
 - (D) encourage the deportation of riffraff from England.
11. As a result of the system eluded to above,
- (A) slavery replaced indentured servitude as the chief labor source in Virginia by 1618.
 - (B) a majority of English people emigrating to Virginia came as indentured servants prior to 1650.
 - (C) there was little dissension between the backcountry and the Tidewater prior to 1700.
 - (D) the Anglican Church was firmly established as the state church of Virginia by 1660.
12. Because no such system was established in New England,
- (A) the average size of landholdings was smaller in New England than in the Chesapeake.
 - (B) New England was the last colonial region to become “overpopulated.”
 - (C) African slaves became the chief labor source in New England.
 - (D) the Chesapeake colonies became more homogeneous than New England in both religion and ethnic background.

END OF MULTIPLE-CHOICE SECTION

Short-Answer Question

“SIR, Having notice that under color of a trade to Newfoundland for fish, great quantities of wine, brandy and other European goods, are imported from thence into his Majesty’s plantations, particularly New England, on an allegation, that the said New Foundland is accounted as one of the said plantations. To which purpose, it is now become a Magazine of all sorts of goods brought thither directly from France, Holland, Scotland, Ireland and other places, which is not only contrary to law, but greatly to the prejudice of his Majesty’s Customs, and to the trade and navigation of this Kingdom. To the end, therefore, that so destructive and growing an evil may be timely prevented, we desire you . . . to give public notice to all persons concerned . . . that they be very careful not to suffer any European goods, other than what are by the aforesaid law and Proclamation accepted, to be imported into New England.”

Commercial Orders to Governor Andros (1686–1687)

Using the excerpt above, answer a, b, and c.

- a) According to this document, how did colonists in New England avoid restrictive British commercial laws.

- b) What name was given to the economic goals and policies that the British used in the seventeenth and eighteenth centuries to strengthen their empire? What area in British colonial North America might have been a better fit for this system than New England was?

- c) Explain how either New England or the region discussed in part b reacted to more restrictive laws passed by Great Britain in the late seventeenth and early eighteenth centuries.

END OF SHORT-ANSWER SECTION