

HOLT McDOUGAL

# United States History

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HOLT McDOUGAL



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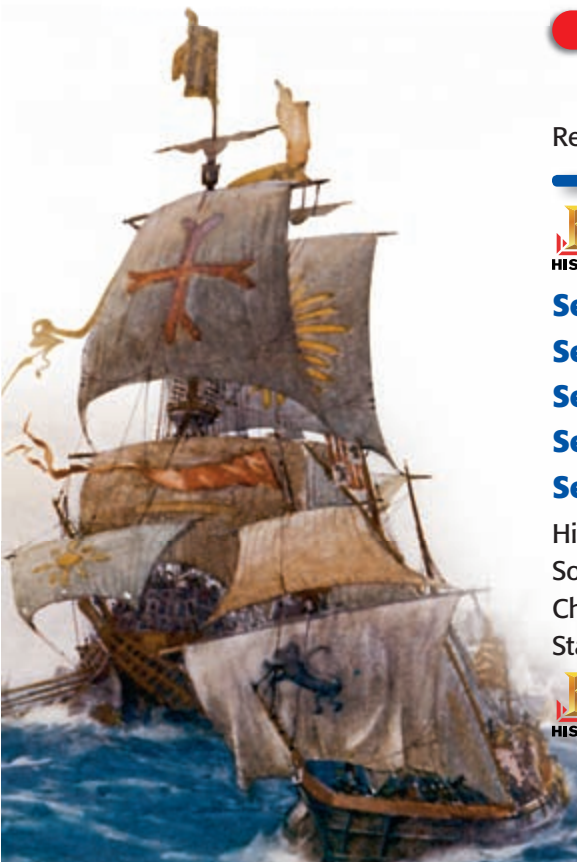
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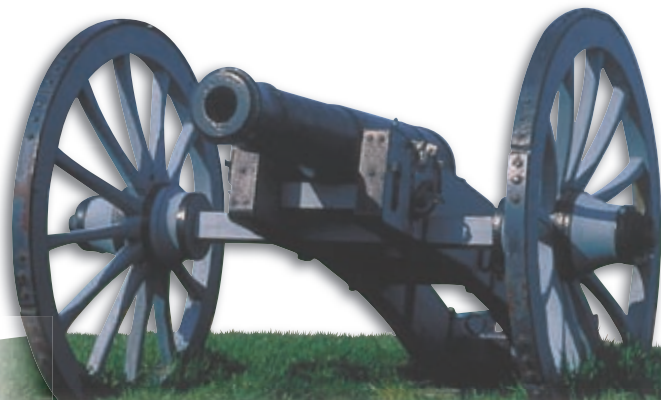
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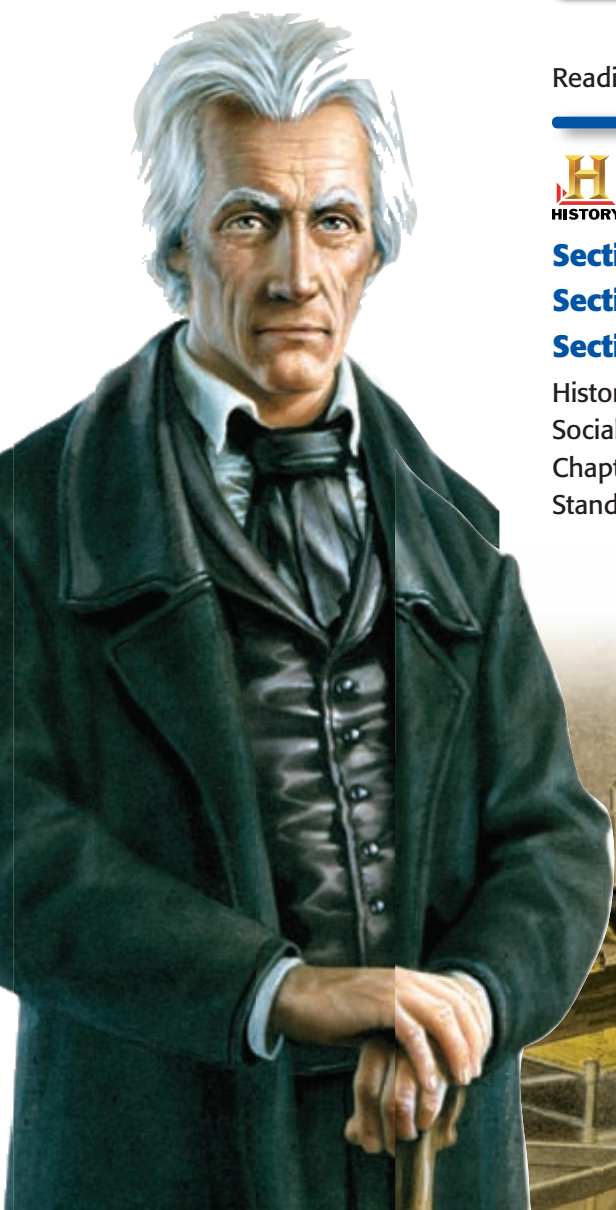
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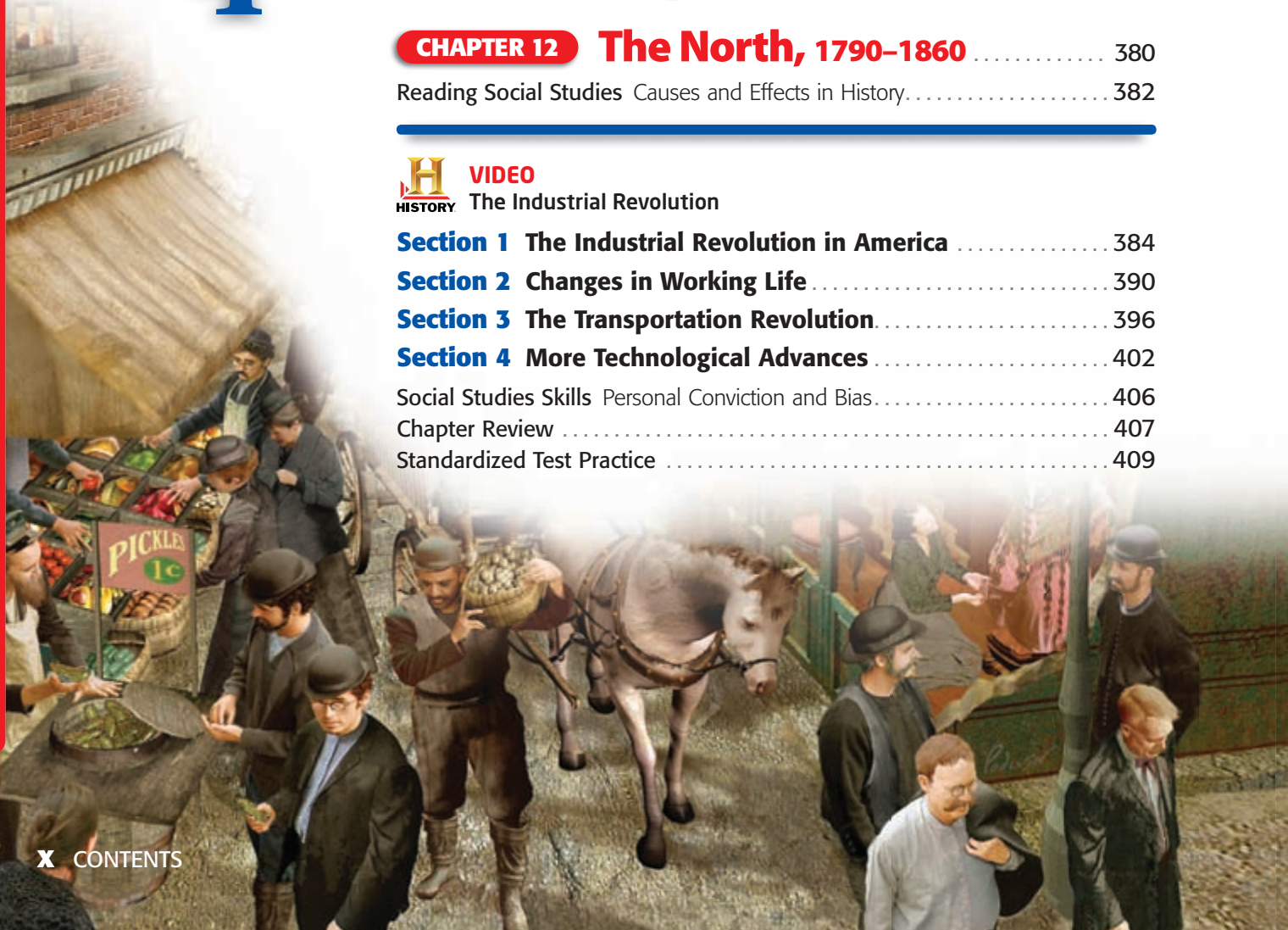
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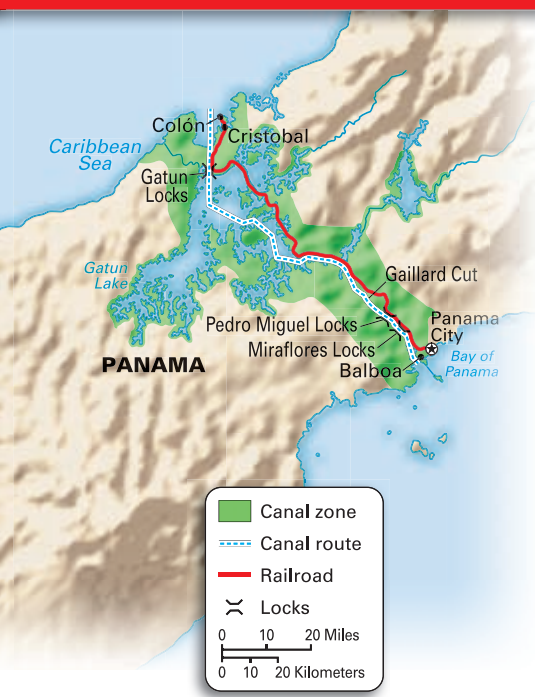
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- Reading Like a Historian
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**“We strive to engage, inspire and encourage the love of learning...”**

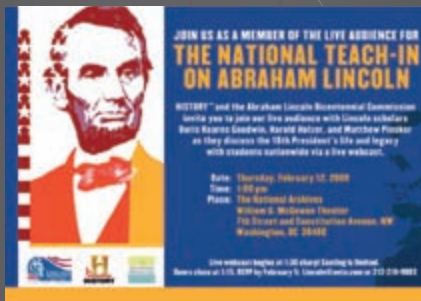
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- ▶ **The Idea Book for Educators** is a biannual teacher's magazine, featuring guides and info on the latest happenings in history education to help keep teachers on the cutting edge.
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# Become an Active Reader

Did you ever think you would begin reading your social studies book by reading about reading? Actually, it makes better sense than you might think. You would probably make sure you learned some soccer skills and strategies before playing in a game. Similarly, you need to learn some reading skills and strategies before reading your social studies book. In other words, you need to make sure you know whatever you need to know in order to read this book successfully.

## Tip #1 Use the Reading Social Studies Pages

Take advantage of the two pages on reading at the beginning of every chapter. Those pages introduce the chapter themes; explain a reading skill or strategy; and identify key terms, people, and academic vocabulary.

### Themes

Why are themes important? They help our minds organize facts and information. For example, when we talk about baseball, we may talk about types of pitches. When we talk about movies, we may discuss animation.

Historians are no different. When they discuss history or social studies, they tend to think about some common themes: Economics, Geography, Religion, Politics, Society and Culture, and Science and Technology.

### Reading Skill or Strategy

Good readers use a number of skills and strategies to make sure they understand what they are reading. These lessons will give you the tools you need to read and understand social studies.

### Key Terms, People, and Academic Vocabulary

Before you read the chapter, review these words and think about them. Have you heard the word before? What do you already know about the people? Then watch for these words and their meanings as you read the chapter.

Tells which theme or themes are important in the chapter

Explains a skill or strategy good readers use

Gives you practice in the reading skill or strategy

Identifies the important words in the chapter

**Reading Social Studies**

**Focus on Themes** In this chapter you will follow the development of the United States from the mid-1800s through the 1890s. You will learn that California was admitted to the Union in 1850. You will find out about the struggles that people faced as the movement West continued and people settled the Great Plains. You will learn about the technological advancements made during this time as well as the difficult geographical obstacles miners and ranchers faced in the West.

**Understanding through Questioning**

**Focus on Reading** When newspaper reporters want to get to the heart of a story, they ask certain questions: who, what, when, where, why, and how. When you are reading a history book, you can use the same questions to get to the heart of what happened in the past.

**Hypothetical Questions** You can also use questions to dig deeper than what is in the text. You can ask hypothetical or "what if" questions. These questions ask what might have happened had events occurred differently. Sometimes asking such questions can help history come alive.

**Who?** Congress

**Where?** the West

**How?** Congress gave land to anyone who agreed to settle on it for five years.

**What?** In 1862 Congress passed two important land acts that helped open the West to settlers. The Homestead Act gave government-owned land to small farmers. Any adult who was a U.S. citizen or planned to become one could receive 160 acres of land. In exchange, homesteaders promised to live on the land for five years. The Morrill Act granted more than 17 million acres of federal land to the states to use.

**Why?** Perhaps Congress feared what would happen to western lands if they remained unsettled by U.S. citizens.

**What?** encouraged new settlement

**When?** 1862

**Why?** Perhaps Congress feared what would happen to western lands if they remained unsettled by U.S. citizens.

**Who?** women

**What?** women's rights

**When?** 1848

**Where?** Seneca Falls

**How?** women organized a meeting to discuss their rights.

**Why?** women wanted equal rights with men.

**You Try It!**

Read the following passage and then answer the questions below.

**Building Communities**

Women were an important force in the settlement of the frontier. They joined in the hard work of farming and ranching and helped build communities out of the widely spaced farms and small towns. Their role in building communities facilitated a strong voice in public affairs. Wyoming women, for example, were granted the vote in the new state's constitution, which was approved in 1869. Anne Beckett, one of the founders of Chico, California, used her influence to support a variety of moral and social causes such as women's suffrage and temperance.

Answer these questions based on the passage you just read.

1. Who is this passage about?
2. What did they do?
3. When did they do this?
4. How do you think they accomplished it?
5. Why do you think they were able to accomplish so much?
6. How can knowing this information help you understand the past?
7. What if women in the West had been given more rights? Fewer rights? How might the West have been different?

**Key Terms and People**

**Section 1**

San Francisco (p. 387)  
California Gold Rush (p. 387)  
California (p. 387)  
California Gold Rush (p. 387)  
California (p. 387)  
California Gold Rush (p. 387)  
California (p. 387)  
California Gold Rush (p. 387)  
California (p. 387)  
California Gold Rush (p. 387)  
California (p. 387)

**Section 2**

Treaty of Fort Laramie (p. 394)  
American Indians (p. 394)  
Cattle Ranching (p. 394)  
Treaty of Fort Laramie (p. 394)  
American Indians (p. 394)  
Cattle Ranching (p. 394)  
Treaty of Fort Laramie (p. 394)  
American Indians (p. 394)  
Cattle Ranching (p. 394)  
Treaty of Fort Laramie (p. 394)  
American Indians (p. 394)  
Cattle Ranching (p. 394)

**Section 3**

Homestead Act (p. 397)  
Morrill Act (p. 397)  
Homestead Act (p. 397)  
Morrill Act (p. 397)  
Homestead Act (p. 397)  
Morrill Act (p. 397)  
Homestead Act (p. 397)  
Morrill Act (p. 397)  
Homestead Act (p. 397)  
Morrill Act (p. 397)  
Homestead Act (p. 397)  
Morrill Act (p. 397)

**Academic Vocabulary**

In the chapter, you will learn the following academic words:

homestead (p. 397)  
morrill (p. 397)

As you read Chapter 12, look for words like who, what, when, where, why, how, and what if that help you answer what you are reading.

**Tip #2****Read like a Skilled Reader**

You will never get better at reading your social studies book—or any book for that matter—unless you spend some time thinking about how to be a better reader.

**Skilled readers do the following:**

- They preview what they are supposed to read before they actually begin reading. They look for vocabulary words, titles of sections, information in the margin, or maps or charts they should study.
- They divide their notebook paper into two columns. They title one column “Notes from the Chapter” and the other column “Questions or Comments I Have.”
- They take notes in both columns as they read.

- They read like **active readers**. The Active Reading list below shows you what that means.
- They use clues in the text to help them figure out where the text is going. The best clues are called signal words.

**Chronological Order Signal Words:**

*first, second, third, before, after, later, next, following that, earlier, finally*

**Cause and Effect Signal Words:**

*because of, due to, as a result of, the reason for, therefore, consequently*

**Comparison/Contrast Signal Words:**

*likewise, also, as well as, similarly, on the other hand*

## Active Reading

Successful readers are **active readers**. These readers know that it is up to them to figure out what the text means. Here are some steps you can take to become an active, and successful, reader.

**Predict** what will happen next based on what has already happened. When your predictions don't match what happens in the text, reread the confusing parts.

**Question** what is happening as you read. Constantly ask yourself why things have happened, what things mean, and what caused certain events.

**Summarize** what you are reading frequently. Do not try to summarize the entire chapter! Read a bit and then summarize it. Then read on.

**Connect** what is happening in the part you're reading to what you have already read.

**Clarify** your understanding. Stop occasionally to ask yourself whether you are confused by anything. You may need to reread to clarify, or you may need to read further and collect more information before you can understand.

**Visualize** what is happening in the text. Try to see the events or places in your mind by drawing maps, making charts, or jotting down notes about what you are reading.

**Tip #3**

**Pay Attention to Vocabulary**

It is no fun to read something when you don't know what the words mean, but you can't learn new words if you only use or read the words you already know. In this book, we know we have probably used some words you don't know. But, we have followed a pattern as we have used more difficult words.

**Key Terms and People**

At the beginning of each section you will find a list of key terms or people that you will need to know. Be on the lookout for those words as you read through the section.

**Freedmen's Bureau**  
 In 1865 Congress established the **Freedmen's Bureau**, an agency providing relief for freed-people and certain poor people in the South. . . . had a difficult job. At its . . .

**Damaged South**  
 Tired southern soldiers returned home to find that the world they had known before the war was gone. Cities, towns, and farms had been ruined. Because of high food prices and widespread crop failures, many southerners faced starvation. The Confederate money held by most southerners was now worthless. Banks failed, and merchants had gone bankrupt because people could not pay their debts.  
 Former Confederate general Braxton Bragg was one of many southerners who faced economic hardship. He found that "all, all was lost, except my debts." In South Carolina, Mary Boykin Chesnut wrote in her diary about the isolation she experienced after the war. "We are shut in here . . . All RR's [railroads] destroyed—bridges gone. We are cut off from the world."

**Lincoln's Plan**  
 President Abraham Lincoln wanted to reunite the nation as quickly and painlessly as possible. He had proposed a plan for readmitting the southern states even before the war ended. Called the **Ten Percent Plan**, it offered **southerners amnesty, or official pardon, for all illegal acts supporting the rebellion**. To receive amnesty, southerners had to do two things. They had to swear an oath of loyalty to the United States. They also had to agree that slavery was illegal. Once 10 percent of voters in a state made these pledges, they could form a new government. The state then could be readmitted to the Union.  
 Louisiana quickly elected a new state legislature under the Ten Percent Plan. Other southern states that had been occupied by Union troops soon followed Louisiana back into the United States.

**Wade-Davis Bill**  
 Some politicians argued that Congress, not the president, should control the southern states' return to the Union. They believed that Congress had the power to admit new states. Also, many Republican members of Congress thought the Ten Percent Plan did not go far enough. A senator from Michigan expressed their views.  
 "The people of the North are not such fools as to . . . turn around and say to the traitors, 'all you have to do [to return] is . . . take an oath that henceforth you will be true to the Government.'"  
 —Senator Jacob Howard, quoted in *Reconstruction: America's Unfinished Revolution, 1863–1877*, by Eric Foner

Two Republicans—Senator Benjamin Wade and Representative Henry Davis—had an alternative to Lincoln's plan. Following **procedures** of the Wade-Davis bill, a state had to meet two conditions before it could rejoin the Union. First, it had to ban slavery. Second, a majority of adult males in the state had to take the loyalty oath.

**ACADEMIC VOCABULARY**  
**procedure**  
 a series of steps taken to accomplish a task

War destroyed Richmond, Virginia, once the capital of the Confederacy.

**Freedmen's Bureau**  
 In 1865 Congress established the **Freedmen's Bureau**, an agency providing relief for freed-people and certain poor people in the South. The Bureau had a difficult job. At its high point, about 900 agents served the entire South. Bureau commissioner Oliver O. Howard eventually decided to use the Bureau's limited budget to distribute food to the poor and to provide education and legal help for freed-people. The Bureau also helped African American war veterans.  
 The Freedmen's Bureau played an important role in establishing more schools in the South. Laws against educating slaves meant that most freedpeople had never learned to read or write. Before the war ended, however, northern groups, such as the American Missionary Association, began providing books and teachers to African Americans. The teachers were mostly women who were committed to helping freedpeople. One teacher said of her students, "I never before saw children so eager to learn . . . It is wonderful how [they] . . . can have so great a desire for knowledge, and such a capacity for attaining [teaching] it."  
 After the war, some freedpeople organized their own education efforts. For example, Freedmen's Bureau agents found that some African Americans had opened schools in abandoned buildings. Many white southerners continued to believe that African Americans should not be educated. Despite opposition, by 1869 more than 150,000 African American students were attending more than 3,000 schools. The Freedmen's Bureau also helped establish a number of universities for African Americans, including Howard and Fisk universities.  
 Students quickly filled the new classrooms. Working adults attended classes in the evening. African Americans hoped that education would help them to understand and protect their rights and to enable them to find better jobs. Both black and white southerners benefited from the effort to provide greater access to education in the South.

**READING CHECK** Analyzing How did the Freedmen's Bureau help reform education in the South?

**Helping the Freedpeople**  
 Congress created the Freedmen's Bureau to help freedpeople and poor southerners recover from the Civil War. The Bureau assisted people by:

- providing supplies and medical services
- establishing schools
- supervising contracts between freedpeople and employers
- taking care of families abandoned or captured during the war

What role did the Freedmen's Bureau play during Reconstruction?

**ACADEMIC VOCABULARY**  
**procedure**  
 a series of steps taken to accomplish a task

**Academic Vocabulary**  
 When we use a word that is important in all classes, not just social studies, we define it in the margin under the heading *Academic Vocabulary*. You will run into these academic words in other textbooks, so you should learn what they mean while reading this book.



## Words to Know

As you read this social studies textbook, you will be more successful if you know or learn the meanings of the words on this page. There are two types of words listed here. The first list contains academic words, the words we discussed at the bottom of the previous page. These words are important in all classes, not just social studies. The second list contains words that are special to this particular topic of social studies, U.S. history.

### Academic Words

<b>abstract</b>	expressing a quality or idea without reference to an actual thing
<b>acquire</b>	to get
<b>advocate</b>	to plead in favor of
<b>affect</b>	to change or influence
<b>agreement</b>	a decision reached by two or more people or groups
<b>aspects</b>	parts
<b>authority</b>	power, right to rule
<b>cause</b>	the reason something happens
<b>circumstances</b>	surrounding situation
<b>classical</b>	referring to the cultures of ancient Greece or Rome
<b>complex</b>	difficult, not simple
<b>concrete</b>	specific, real
<b>consequences</b>	the effects of a particular event or events
<b>contemporary</b>	existing at the same time
<b>contract</b>	a binding legal agreement
<b>criteria</b>	rules for defining
<b>develop/development</b>	1. the process of growing or improving 2. Creation
<b>distinct</b>	separate
<b>distribute</b>	to divide among a group of people
<b>effect</b>	the results of an action or decision
<b>efficient/efficiency</b>	productive and not wasteful
<b>element</b>	part
<b>establish</b>	to set up or create
<b>execute</b>	to perform, carry out
<b>explicit</b>	fully revealed without vagueness
<b>facilitate</b>	to bring about
<b>factor</b>	causes
<b>features</b>	characteristics
<b>function</b>	use or purpose
<b>ideal</b>	ideas or goals that people try to live up to
<b>impact</b>	effect, result
<b>implement</b>	to put in place
<b>implications</b>	effects of a decision
<b>implicit</b>	understood though not clearly put into words
<b>incentive</b>	something that leads people to follow a certain course of action
<b>influence</b>	change or have an effect on
<b>innovation</b>	a new idea or way of doing something
<b>logic/logical</b>	1. reasoned, well thought out 2. well thought out ideas
<b>method</b>	a way of doing something
<b>motive</b>	a reason for doing something
<b>neutral</b>	unbiased, not favoring either side in a conflict
<b>policy</b>	rule, course of action

<b>primary principle</b>	main, most important
<b>procedure</b>	basic belief, rule, or law
	a series of steps taken to accomplish a task
<b>process</b>	a series of steps by which a task is accomplished
<b>purpose</b>	the reason something is done
<b>reaction</b>	a response
<b>rebel</b>	to fight against authority
<b>role</b>	1. a part or function 2. Assigned behavior
<b>strategy</b>	a plan for fighting a battle or war
<b>structure</b>	the way something is set up or organized
<b>traditional values</b>	customary, time-honored ideas that people hold dear and try to live by
<b>vary/various</b>	1. To be different 2. of many types

### Social Studies Words

<b>AD</b>	refers to dates after Jesus's birth
<b>BC</b>	refers to dates before the birth of Jesus of Nazareth
<b>BCE</b>	refers to "Before Common Era," dates before the birth of Jesus of Nazareth
<b>CE</b>	refers to "Common Era," dates after Jesus's birth
<b>century</b>	a period of 100 years
<b>civilization</b>	the culture of a particular time or place
<b>climate</b>	the weather conditions in a certain area over a long period of time
<b>culture</b>	the knowledge, beliefs, customs, and values of a group of people
<b>custom</b>	a repeated practice; tradition
<b>democracy</b>	governmental rule by the people, usually on a majority rule principle
<b>economy</b>	the system in which people make and exchange goods and services
<b>geography</b>	the study of the earth's physical and cultural features
<b>independence</b>	freedom from forceful rule
<b>monarchy</b>	governmental rule by one person, a king or queen
<b>North</b>	the region of the United States sometimes defined by the states that did not secede from the Union during the Civil War
<b>rebellion</b>	an organized resistance to the established government
<b>society</b>	a group of people who share common traditions
<b>South</b>	the region of the United States sometimes defined by the states that seceded from the Union to form the Confederate States of America

# How to Make This Book Work for You

Studying U.S. history will be easy for you using this textbook. Take a few minutes to become familiar with the easy-to-use structure and special features of this history book. See how this U.S. history textbook will make history come alive for you!



## Unit

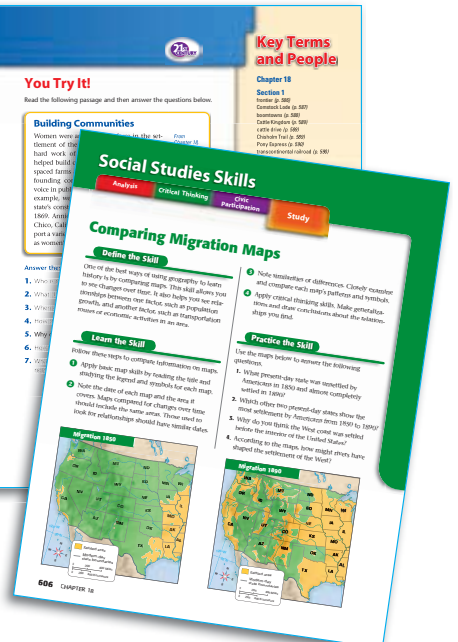
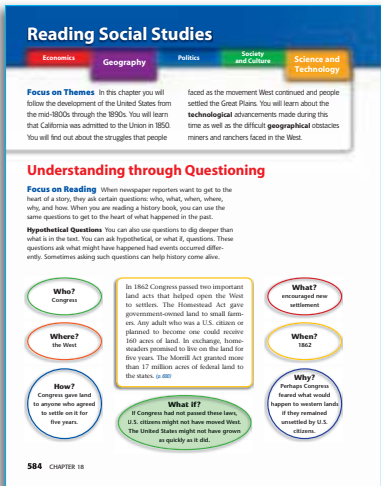
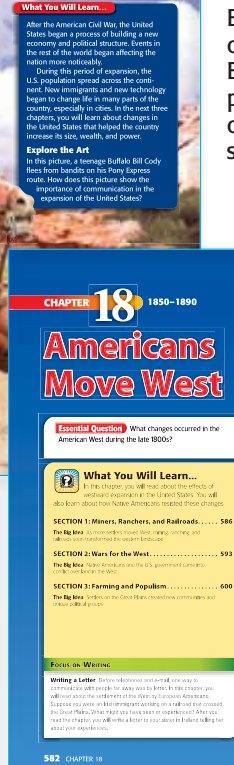
Each chapter of this textbook is part of a unit of study focusing on a particular time period. Each unit opener provides an illustration, painting, or photograph that gives you an overview of the exciting topics that you will study in the unit.

## Chapter

Each chapter begins with a chapter-opener introduction that lists the important ideas covered in the chapter, and ends with Chapter Review pages and a Standardized Test Practice page.

**Reading Social Studies** These chapter-level reading lessons teach you skills and provide opportunities for practice to help you read the textbook more successfully. Within each chapter there is a point-of-reference *Focus on Reading* note in the margin to demonstrate the reading skill for the chapter. There are also questions in the Chapter Review activity to make sure that you understand the reading skill.

**Social Studies Skills** The Social Studies Skills lessons, which appear at the end of each chapter, give you an opportunity to learn and use a skill that you will most likely use again while in school. You will also be given a chance to make sure that you understand each skill by answering related questions in the Chapter Review activity.



## Section

The Section opener pages include: Main Idea statements, an overarching Big Idea statement, and Key Terms and People. In addition, each section includes the following special features.

**If You Were There . . .** introductions begin each section with a situation for you to respond to, placing you in the time period and in a situation related to the content that you will be studying in the section.

**Building Background** sections connect what will be covered in this section with what you studied in the previous section.

**Short sections of content** organize the information in each section into small chunks of text that you should not find too overwhelming.

The **Taking Notes** feature allows you to write down the most important information from the section in a usable format.

# Miners, Ranchers, and Railroads

**If YOU were there...**

You are a cowboy in Texas in 1875. You love life on the open range, the quiet nights, and the freedom. You even like the hard work of the long cattle drives to Kansas. But you know that times are changing. Homesteaders are moving in and fencing off their lands. Some of the older cowboys say it's time to settle down and buy a small ranch. You hope that they're not right.

**What would make you give up a cowboy's life?**

**BUILDING BACKGROUND** In the years following the Civil War, the U.S. population grew rapidly. Settlements in the West increased. More discoveries of gold and silver attracted adventurers, while the open range drew others. Thousands of former Civil War soldiers also joined the move West.

## Mining Boom Brings Growth

During the years surrounding the War, most Americans had thought of the Great Plains and other western lands as the Great American Desert. In the years following the Civil War, Americans witnessed the rapid growth of the U.S. population and the spread of settlements throughout the West. With the admission of the state of California to the Union in 1850, the western boundary of the American frontier—an undeveloped area—had reached the Pacific Ocean.

The frontier changed dramatically as more and more people moved westward. Settlers built homes, fenced off land, and laid out ranches and farms. Miners, ranchers, and farmers remade the landscape of the West as they adapted to their new surroundings. The geography of the West was further changed by the development and expansion of a large and successful railroad industry that moved the West's natural resources to eastern markets. Gold and silver were the most valuable natural resources, and mining companies used the growing railroad network to bring these precious metals to the East.

**SECTION 1**

**What You Will Learn...**

**Main Ideas**

1. A mining boom brought growth to the West.
2. Settlements for cattle created a short-lived Cattle Kingdom on the Great Plains.
3. East and West were connected by the transcontinental railroad.

**The Big Idea**

As more settlers moved West, mining, ranching, and railroads soon transformed the western landscape.

**Key Terms**

frontier, p. 586  
Comstock Lode, p. 587  
boomtowns, p. 588  
Cattle Kingdom, p. 589  
cattle drive, p. 589  
Chisholm Trail, p. 589  
Pony Express, p. 590  
transcontinental railroad, p. 590

**hmhsocialstudies.com**  
**TAKING NOTES**

Use the graphic organizer online to take notes on the kinds of economic opportunities that people found in the West.

586 CHAPTER 18

**Effects of the Transcontinental Railroad**

- Increased settlement of the West
- Increased business activity and East-West trade
- Helped make the railroad industry one of the most powerful in the country



### Results of the Railroad

The transcontinental railroad increased both economic growth and the population in the West. Railroad companies provided better transportation for people and goods. They also sold land to settlers, which encouraged people to move West.

New railroads helped businesses. Western timber companies, miners, ranchers, and farmers shipped wood, metals, meat, and grain east by railroad. In exchange, eastern businesses shipped manufactured goods to the West. As trade between regions increased, the idea that the U.S. economy was inter-

dependent became a reality. As perceptions of time changed, railroad schedules began to unite areas that had before existed under different times. Four continental time zones were established in 1883.

Railroad companies encouraged people to put their money into the railroad business, which they did—sometimes unwisely. Railroad speculation and the collapse of railroad owner Jay Cooke's banking firm helped start the Panic of 1873. By the 1880s, many small western railroads were deeply in debt. Despite such setbacks, Americans remained interested in railroad investments. By 1890 there were about 164,000 more miles of track in operation than in 1865. Railroads had become one of the biggest industries in the United States.

**READING CHECK** Finding Main Ideas How did the railroad affect the development of the West?

**SUMMARY AND PREVIEW** In this section you learned about the increased settlement of the West. In the next section you will learn about conflicts with Native Americans.

### THE IMPACT TODAY

Today's businesses ship goods across the country using railroads, the interstate highway system, and airplanes.

## Section 1 Assessment

### Reviewing Ideas, Terms, and People

1. **a. Recall** Why did Americans move West in the years following the Civil War?
- b. Draw Conclusions** What effect did the discovery of the Comstock Lode have on the West?
- c. Evaluate** Do you think women were important to the success of mining towns? Why or why not?
2. **a. Recall** What led to the cattle boom in the West?
- b. Analyze** Why was there competition between ranchers and farmers to settle in the Great Plains?
- c. Evaluate** What played the biggest role in ending the Cattle Kingdom? Why?
3. **a. Recall** When and where did the Union Pacific and Central Pacific lines meet?
- b. Make Generalizations** How do you think the transcontinental railroad improved people's lives?

### Critical Thinking

4. **Comparing** Review your notes about opportunities in the West. Then use a graphic organizer like the one below to list the effects of these opportunities.

Opportunity	Effect

### FOCUS ON WRITING

5. **Taking Notes on Mining, Ranching, and the Railroads** As you read this section, take notes on how mining, ranching, and railroads changed the West. How might a railroad worker feel about these changes?

592 CHAPTER 18

**Reading Check** questions end each section of content so that you can test whether or not you understand what you have just studied.

**Summary and Preview** statements connect what you have just studied in the section to what you will study in the next section.

**Section Assessment** boxes provide an opportunity for you to make sure that you understand the main ideas of the section. We also provide assessment practice online!

**UNIT**

**1**

**BEGINNINGS TO 1783**

# **Our Colonial Heritage**

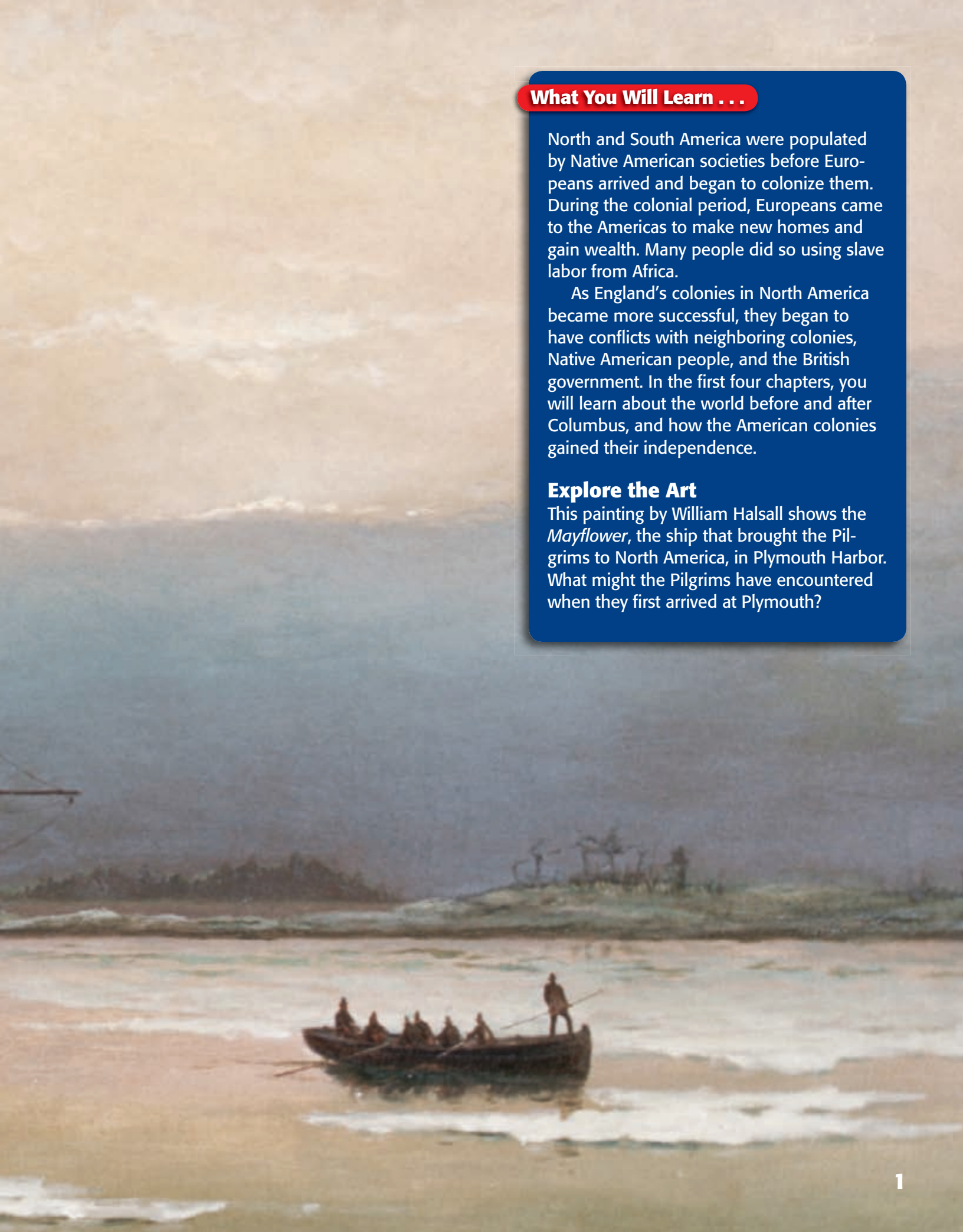
**Chapter 1 The World before the Opening of the Atlantic**

**Chapter 2 New Empires in the Americas**

**Chapter 3 The English Colonies**

**Chapter 4 The American Revolution**





### What You Will Learn . . .

North and South America were populated by Native American societies before Europeans arrived and began to colonize them. During the colonial period, Europeans came to the Americas to make new homes and gain wealth. Many people did so using slave labor from Africa.

As England's colonies in North America became more successful, they began to have conflicts with neighboring colonies, Native American people, and the British government. In the first four chapters, you will learn about the world before and after Columbus, and how the American colonies gained their independence.

### Explore the Art

This painting by William Halsall shows the *Mayflower*, the ship that brought the Pilgrims to North America, in Plymouth Harbor. What might the Pilgrims have encountered when they first arrived at Plymouth?

# The World before the Opening of the Atlantic

**Essential Question** How did American, African, and European cultures differ from one another before 1500?



## What You Will Learn...

In this chapter you will learn about three groups that would come together to shape the future of North America: Native Americans, Africans, and Europeans.

### SECTION 1: The Earliest Americans . . . . .6

**The Big Idea** Native American societies developed across Mesoamerica and South America.

### SECTION 2: Native American Cultures . . . . .10

**The Big Idea** Many diverse Native American cultures developed across the different geographic regions of North America.

### SECTION 3: Trading Kingdoms of West Africa . . . . .16

**The Big Idea** Using trade to gain wealth, Ghana, Mali, and Songhai were West Africa's most powerful kingdoms.

### SECTION 4: Europe before Transatlantic Travel . . . . .22

**The Big Idea** New ideas and trade changed Europeans' lives.

## FOCUS ON WRITING

**A Travelogue** People who make long trips often write travelogues that describe their journeys. A travelogue allows people who did not make the trip to experience some of the same sights, sounds, and thoughts that the traveler did. In this chapter, you will gather information about different regions of the world and then write a travelogue describing what a place in one of these regions might have been like.



**c. 38,000–10,000 BC**  
Paleo-Indians migrate to the Americas.

**CHAPTER  
EVENTS**

**38,000 BC**

**WORLD  
EVENTS**



Buffalo graze on the plains in South Dakota. Millions of these animals used to roam lands from Canada to Texas.

**c. 5000 BC**  
Communities in Mexico cultivate corn.



**c. 1200 BC**  
Olmec begin their civilization in Mesoamerica.

**1492** Christopher Columbus and his crew reach the Americas on October 12.

**5000 BC**

**1000 BC**

**AD 1500**

**c. 2600 BC**  
The Great Pyramid is built at Giza, Egypt, as the tomb for the pharaoh Khufu.



**c. 1350** New ideas begin to spread through Europe during the Renaissance.



# Reading Social Studies

Economics

Geography

Politics

Society  
and Culture

Science and  
Technology

**Focus on Themes** This chapter explains the early development of Mesoamerica and North America. You will read about early explorers from Europe, learn about early American settlements, and discover why the Spanish, the English, and the

French all wanted a part of this new land. As you read the chapter, you will see how **geography** affected exploration and will learn about the **economic** issues that influenced growth and settlement.

## Specialized Vocabulary of Social Studies

**Focus on Reading** If you flipped through the pages of this book, would you expect to see anything about square roots or formulas? How about petri dishes or hypotheses? Of course you wouldn't. Those are terms you'd only see in math and science books.

• **Specialized Vocabulary** Like most subjects, social studies has its own specialized vocabulary. Included in it are words and phrases you will see over and over as you read social studies materials. The charts below list some terms you may encounter as you read this book.

### Terms that deal with time

<b>Decade</b>	a period of 10 years
<b>Century</b>	a period of 100 years
<b>Era</b>	a long period marked by great events, developments, or figures
<b>BC</b>	a term used to identify dates that occurred long ago, before the birth of Jesus Christ, the founder of Christianity; it means "before Christ." BC dates get smaller as time passes, so the larger the number, the earlier the date.
<b>AD</b>	a term used to identify dates that occurred after Jesus's birth; it comes from a Latin phrase that means "in the year of our Lord." Unlike BC dates, AD dates get larger as time passes, so the larger the number, the later the date.
<b>BCE</b>	another way to refer to BC dates; it stands for "before the common era"
<b>CE</b>	another way to refer to AD dates; it stands for "common era"

### Terms that deal with government and society

<b>politics</b>	the art of creating government policies
<b>economics</b>	the study of the creation and use of goods and services
<b>movement</b>	a series of actions that bring about or try to bring about a change in society
<b>campaign</b>	an effort to win a political office, or a series of military actions
<b>colony</b>	a territory settled and controlled by a country



# Key Terms and People

## You Try It!

The following passage shows you how some specialized vocabulary is defined in context.

### Migration to the Americas

Native Americans in the Pacific Northwest carved images on **totems**—ancestor or animal spirits—on tall, wooden poles. Totem poles held great religious and historical significance for Native Americans of the Northwest. Feasts called potlatches were another unique, or unusual, aspect of these Native Americans' culture.

*From  
Chapter 1,  
p. 12*

#### Use the clues to understand meaning.

1. Find the word *totems*. The phrase after the **dash** is the definition. Often in this book, specialized vocabulary words are defined after a dash. So be on the lookout for dashes.
2. The word *potlatch* is defined in the third sentence. The clue to finding this definition is the word **called**. Words like **called** and **known as** can indicate that a definition is coming up. In this case, the word *feasts* is a definition of potlatch.
3. In the first sentence, you see a term that is in boldface print. You should recognize that word from seeing it in the section opener. The definition is **highlighted**. Why do you think some specialized vocabulary words are in boldface print, while others are not?
4. The word *unique* is defined in the final sentence. The clue to finding this definition is the **comma** followed by the word **or**. So be on the lookout for commas followed by *or*.

## Chapter 1

### Section 1

Bering Land Bridge (p. 6)  
Paleo-Indians (p. 6)  
migration (p. 6)  
hunter-gatherers (p. 6)  
environments (p. 7)  
culture (p. 7)

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Berbers (p. 16)  
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### Section 4

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Black Death (p. 25)  
Michelangelo (p. 26)  
Leonardo da Vinci (p. 26)  
Johannes Gutenberg (p. 27)  
joint-stock companies (p. 27)

## Academic Vocabulary

**Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:**

develop (p. 8)  
classical (p. 23)

As you read Chapter 1, keep track in your notebook of the specialized vocabulary you learn.

## What You Will Learn...

## Main Ideas

1. Climate changes allowed Paleo-Indians to begin the first migration to the Americas.
2. Early societies existed in Mesoamerica and South America.

## The Big Idea

Native American societies developed across Mesoamerica and South America.

## Key Terms and People

Bering Land Bridge, *p. 6*  
 Paleo-Indians, *p. 6*  
 migration, *p. 6*  
 hunter-gatherers, *p. 6*  
 environments, *p. 7*  
 culture, *p. 7*



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## TAKING NOTES

Use the graphic organizer online to take notes on the migrations of people to the Americas and the earliest American cultures and their locations.

# The Earliest Americans

## If YOU were there...

You are living in North America about 10,000 years ago, close to the end of the Ice Age. For weeks, your group has been following a herd of elk across a marshy landscape. This trip has taken you far from your usual hunting grounds. The air is warmer here. There are thick grasses and bushes full of berries. You decide to camp here for the summer and perhaps stay a while.

## How would settling here change your way of life?

**BUILDING BACKGROUND** The first settlers to the Americas probably came in small groups from Asia. Over thousands of years, they moved into nearly every region of North and South America. In the Americas, these people encountered, and adapted to, many different climates and types of land.

## First Migration to the Americas

Many scientists believe that the first people arrived in North America during the last Ice Age. At the start of the Ice Age, Earth's climate became intensely cold. Large amounts of water froze into huge, moving sheets of ice called glaciers. As a result, ocean levels dropped more than 300 feet lower than they are today. When the sea level fell, a land bridge between northeastern Asia and present-day Alaska was exposed. Geographers call this strip of land the **Bering Land Bridge**. Although no one knows exactly when or how people crossed into North America, evidence suggests that people called **Paleo-Indians** crossed this bridge into Alaska between 38,000 and 10,000 BC.

This **migration**—a movement of people or animals from one region to another—took place over a long time. It is believed that Paleo-Indians traveled south into Canada, the United States, and Mexico following herds of animals. Over time, their descendants went as far as the southern tip of South America. These people were **hunter-gatherers**, people who hunted animals and gathered wild plants for food.

# Land Migrations of Early Peoples



ASIA

About 8000 BC, Earth's climate grew warmer, and the Ice Age ended. Rising temperatures melted glaciers. Water levels in the oceans rose, and the Bering Land Bridge was covered with water.

The warmer climate at the end of the Ice Age created new **environments, climates and landscapes** that surround **living things**. Large herds of animals such as buffalo and deer ate new short grasses that thrived in the warm climate. As the number of these animals grew, Paleo-Indians hunted these animals for survival.

Varied environments influenced the development of different Native American societies, or groups that share a culture. **Culture** is a group's set of common values and traditions, including language, government, and family relationships.

Like all societies, Native American groups changed over time. People planted seeds, and eventually they learned to breed animals, farm, and grow plants. Maize, or corn, was one of their most important early crops. Later, they learned to grow beans and squash. Farming allowed people to stop moving around looking for food and to settle in one place. With adequate food supplies, settlements could support larger populations. As populations grew, more advanced societies began to develop.

**READING CHECK** Drawing Conclusions How did climate change affect early peoples' migrations?



Mammoth skeleton

LAURENTIDE ICE SHEET

Kernels of maize



NORTH AMERICA

MESOAMERICA



Maya pyramid, Tikal, Guatemala

**GEOGRAPHY SKILLS**

**INTERPRETING MAPS**

- 1. Movement** In what general direction did early peoples migrate?
- 2. Human-Environment Interaction** What natural features affected the route people took from Alaska to southern North America?

SOUTH AMERICA

## Early Mesoamerican and South American Societies

Some of the earliest American cultures arose in Mesoamerica, a region that includes the southern part of what is now Mexico and the northern parts of Central America.

### ACADEMIC VOCABULARY

**develop** the process of growing or improving

### Olmec and Maya

Around 1200 BC the Olmec developed the earliest known civilization in Mesoamerica. The Olmec are known for their use of stone in architecture and sculpture. They built the first pyramids in the Americas, and they created sculptures of huge stone heads. When their civilization ended around 400 BC, trade had spread Olmec culture throughout the region.

Like the Olmec, the Maya grew maize and other crops and lived in small villages. These villages traded goods with each other, and by about AD 200, the Maya were building large cities.

Maya cities had pyramids, large stone temples, palaces, and bridges. The Maya also paved large plazas for public gatherings and built canals to control the flow of water through the cities.

In the 900s Maya civilization began to collapse. Historians are still not sure what caused this great civilization's decline.

### Aztec

The Aztec were fierce warriors, and their superior military ability was key to their success. Around the mid-1100s AD, the Aztec migrated south to central Mexico. They conquered many towns, made alliances to build their empire, and controlled a huge trade network.

In AD 1325, the Aztec founded their capital, Tenochtitlán (tay-nawch-teet-LAHN), on an island in Lake Texcoco. It became the greatest city in the Americas and one of the world's largest cities. The city's island location made travel and trade difficult, so the Aztec built raised roads to connect the island to the shore.

Trade and tribute paid by conquered people in the form of cotton, gold, and food made the Aztec rich. By the early 1500s, they ruled the most powerful state in Mesoamerica.

### Inca

The Inca began as a small tribe in the Andes Mountains of South America. They named their capital city Cuzco (koo-skoh). In the

The ancient Maya city of Palenque was a major power on the border between the Maya highlands and lowlands. Its great temples and plazas were typical of the Classic Age of Maya civilization.

**H**  
HISTORY

### VIDEO

Mexico's  
Ancient  
Civilizations

mid-1400s, the Inca began to expand their territory. By the 1500s the empire stretched along the Pacific coast from what is now northern Ecuador to central Chile. In time, the empire was home to about 12 million people. The Inca formed a strong central government with a king as ruler. The official language of the empire was Quechua. Because there was no written language, records were kept on a system of knotted strings called *quipu*.

The Inca are known for building and for art. Massive buildings and forts were made of huge stone blocks. An advanced system of highways ran the length of the empire. Paved roads and rope bridges connected all parts of Inca territory. This enabled the Inca to communicate with and control their large empire.

**READING CHECK** Summarizing What early civilizations existed in Mesoamerica and South America?

**SUMMARY AND PREVIEW** Early people migrated into North and South America and developed societies. In the next section you will learn about Native American cultures in North America.

## Aztec and Inca Civilizations



### GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Location** Which early civilization was located in Mesoamerica?
- 2. Human-Environment Interaction** Why do you think Peru was settled after Mexico?

## Section 1 Assessment

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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- Recall** What was the Ice Age?
  - Summarize** Why were early peoples able to use the **Bering Land Bridge**?
  - Predict** Why do you think early peoples in the Americas **migrated** south?
- Identify** What is the earliest known civilization in the Americas, and where was it located?
  - Analyze** How did the Aztec build such a powerful, rich state?
  - Draw Conclusions** Which of the four civilizations discussed do you think was the most highly developed?

### Critical Thinking

- 3. Categorizing** Review your notes on the migration of early peoples and their societies. Then copy the table below and use it to identify the accomplishments of early American civilizations.

	Rise	Significant Accomplishments
Olmec		
Maya		
Aztec		
Inca		

### FOCUS ON WRITING

- 4. Understanding Ancient Peoples** Use the descriptions of the earliest Americans found in this section to list some similarities and differences between the lives of ancient peoples and your life today.

## What You Will Learn...

## Main Ideas

1. Several early societies developed in North America long before Europeans explored the continent.
2. Geographic areas influenced Native American cultures.
3. Native American cultures shared beliefs about religion and land ownership.

## The Big Idea

Many diverse Native American cultures developed across the different geographic regions of North America.

## Key Terms and People

pueblos, p. 11

kivas, p. 11

totems, p. 12

teepees, p. 14

matrilineal, p. 14

Iroquois League, p. 14



Use the graphic organizer online to take notes on Native American cultures of North America.

# Native American Cultures

## If YOU were there...

You live in the North American Southwest about 1,000 years ago. You've been working in the fields for several hours today. The maize crop looks good this summer, and you are hoping for a successful harvest. After finishing your work, you walk home. The opening to your house is in a cliff wall 30 feet above a canyon floor. You must use ladders to get to the opening.

**Do you like the location of your home? Why?**

**BUILDING BACKGROUND** After crossing the land bridge from Asia during the Ice Age, hunter-gatherer groups spread into every region of North America. Many diverse cultures formed as Native Americans adapted to their different environments.

## Early Societies

The earliest people in North America were hunter-gatherers. After 5000 BC some of these people learned how to farm, and they settled in villages. Although less populated than South America and Mesoamerica, North America had many complex societies long before Europeans reached the continent.

### Anasazi

By 1500 BC the people who lived in the North American Southwest, like those who lived in Mesoamerica, were growing maize. One of the early farm cultures in the Southwest was the Anasazi (ah-nuh-SAH-zee). The Anasazi lived in the Four Corners region, where present-day Arizona, Colorado, New Mexico, and Utah meet. Anasazi farmers adapted to their dry environment and grew maize, beans, and squash. Over time, they began to use irrigation to increase food production. By the time the Anasazi settled in the area, they were already skilled basket makers. They wove straw, vines, and yucca to make containers for food and other items, and they eventually became skilled potters as well.

## Anasazi Cliff Dwellings



Dwellings like these were built into cliffs for safety. Often, ladders were needed to reach the buildings. The ladders could be removed, keeping invaders from reaching the dwellings.

The early Anasazi lived in pit houses dug into the ground. After about AD 750 they built **pueblos**, or aboveground houses made of a heavy clay called adobe. The Anasazi built these houses on top of each other, creating large multistoried complexes. Some pueblos had several hundred rooms and could house 1,000 people.

The Anasazi often built their houses in canyon walls and had to use ladders to enter their homes. These cliff dwellings provided a strong defense against enemies. The Anasazi also built **kivas**, underground ceremonial chambers, at the center of each community. Kivas were sacred areas used for religious ceremonies. Some of these rituals focused on the life-giving forces of rain and maize.

The Anasazi thrived for hundreds of years. After AD 1300, however, they began to abandon their villages. Scholars believe that drought, disease, or raids by nomadic tribes from the north may have caused the Anasazi to move away from their pueblos.

### Mound Builders

Several farming societies developed in the eastern part of North America after 1000 BC. The Hopewell lived along the Mississippi, Ohio, and lower Missouri river valleys.

They supported their large population with agriculture and trade. They built large burial mounds to honor their dead.

The Hopewell culture had declined by AD 700. Another culture, the Mississippian, began to thrive in the same area. Skilled farmers and traders, the Mississippian built large settlements. Their largest city, Cahokia, was located near present-day Saint Louis, Missouri. It had a population of 30,000.

The Mississippian built hundreds of mounds for religious ceremonies. Cahokia alone had more than 100 temple and burial mounds. These mounds had flat tops, and temples were built on top of the mounds. Many of the mounds were gigantic. Monks Mound, near Collinsville, Illinois, for example, was 100 feet high and covered 16 acres.

Several other mound-building cultures thrived in eastern North America. More than 10,000 mounds have been found in the Ohio River valley alone. Some of these mounds are shaped like birds and snakes. The mound-building cultures had declined by the time European explorers reached the Southeast. Their societies no longer existed by the early 1700s.

**READING CHECK** Summarizing Why did some Native American groups build mounds?

## Native American Culture Areas

Researchers use culture areas—the geographic locations that influenced societies—to help them describe ancient Native American peoples. North America is divided into several culture areas.

### North and Northwest

The far north of North America is divided into the Arctic and Subarctic culture areas. Few plants grow in the Arctic because the ground is always frozen beneath a thin top layer of soil. This harsh environment was home to two groups of people, the Inuit and the Aleut. The Inuit lived in present-day northern Alaska and Canada. Their homes were igloos, hide tents, and huts. The Aleut, whose home was in western and southern Alaska, lived in multifamily houses that were partially underground. The two groups shared many cultural features, including language. Both groups survived by fishing and hunting large mammals. The Aleut and Inuit also depended on dogs for many tasks, such as hunting and pulling sleds.

South of the Arctic lies the Subarctic, home to groups such as the Dogrib and Montagnais peoples. While they followed the seasonal migrations of deer, these peoples lived in shelters made of animal skins. At other times, they lived in villages made up of log houses. Farther south, the Kwakiutl and the Chinook thrived, thanks to the rich supply of game animals, fish, and wild plants that allowed large populations to increase without the need for farming.

Native Americans in the Pacific Northwest carved images of **totems—ancestor or animal spirits—on tall, wooden poles**. Totem poles held great religious and historical significance for Native Americans of the Northwest. Feasts called potlatches were another unique, or unusual, aspect of these Native Americans' culture. At these gatherings, hosts, usually chiefs or wealthy people, gave away most of their belongings as gifts. In this way, the hosts increased their social importance.

### West and Southwest

Farther south along the Pacific coast was the California region, which included the area between the Pacific and the Sierra Nevada mountain range. Food sources were plentiful, so farming was not necessary. One major plant food was acorns, which were ground into flour. People also fished and hunted deer and other game. Most Native Americans in the California region lived in groups of families of about 50 to 300. Among these groups, including the Hupa, Miwok, and Yokuts, more than 100 languages were spoken.

The area east of the Sierra Nevada Mountains, the Great Basin, received little rain. To survive, Native Americans adapted to the drier climate by gathering seeds, digging roots, and trapping small animals for food. Most groups in this area, including the Paiute, Shoshone, and Ute, spoke the same language.

The Southwest culture region included the present-day states of Arizona and New Mexico, and parts of Colorado and Texas. Pueblo groups, such as the Hopi and Zuni, lived there. Like the Anasazi, these Native Americans also adapted to a dry climate. The Pueblo irrigated the land and grew maize, squash, and beans. These crops were vital to southwestern peoples. The Pueblo religion focused on two key areas of Pueblo life, rain and maize. The Pueblo performed religious rituals hoping to bring rain and a successful maize crop to their peoples.

Pueblo peoples were settled and built multistoried houses out of adobe bricks. Over time their towns grew larger, and some towns had more than 1,000 residents. Pueblo peoples made fine pottery that featured beautifully painted designs.

#### FOCUS ON READING

What is the definition of **totems** according to this sentence?



# Native American Culture Areas

	Arctic		Northeast
	Subarctic		Great Basin
	Northwest Coast		California
	Plateau		Southwest
	Great Plains		Southeast

0 250 500 Miles  
0 250 500 Kilometers

Bird-shaped pipe, Northwest Coast culture area



Sewing tool with carved bone handle, Great Plains culture area



Human figure, Southwest culture area



## GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Region** Why did some culture areas have fewer groups of people than other culture areas did?
- 2. Human-Environment Interaction** What natural features served as boundaries between culture areas?

## Iroquois Longhouse



Northeastern Native Americans such as the Iroquois lived in longhouses made of tree bark. The drawing shows the longhouses in one Iroquois village.

*Why do you think a fence was placed around the longhouses?*

The Apache and Navajo also lived in the Southwest. These groups were nomadic—they moved from place to place hunting small animals and foraging for food. The Apache and Navajo also supported themselves by raiding the villages of the Pueblo and others.

### Great Plains

The huge Great Plains region stretches south from Canada into Texas. This culture area is bordered by the Mississippi Valley on the east and the Rocky Mountains on the west. The Plains were mainly grassland, home to millions of buffalo. Deer, elk, and other game also thrived there.

Most Great Plains peoples were nomadic hunters. Many groups hunted buffalo using bows and spears. Blackfoot and Arapaho hunters sometimes chased the animals over cliffs, drove them into corrals, or trapped them in a ring of fire. Native Americans used buffalo skins for shields, clothing, and coverings for their **teepees**—cone-shaped shelters.

Some Plains groups were farmers. The Mandan and Pawnee settled in villages and grew corn, beans, and squash. The Pawnee lived in round lodges made of dirt. Like some other Native American groups, Pawnee society was **matrilineal**. This means that people traced their ancestry through their mothers, not their fathers.

### Northeast and Southeast

Eastern North America was rich in sources for food and shelter. Animals, plant foods, fish, and wood for housing were plentiful in the region's woodlands and river valleys.

Most southeastern groups, including the Cherokee, Creek, and Seminole, lived in farming villages governed by village councils. In the Northeast, groups like the Algonquian survived by hunting and gathering plants. Those in the south farmed, hunted, gathered plants, and fished. Many tribes used strings of beads known as wampum for money.

To the east of the Algonquian lived the Iroquois (or Haudenosaunee). They were farmers, hunters, and traders who lived in longhouses, or rectangular homes made from logs and bark, that housed 8 to 10 families.

The Iroquois created the **Iroquois League**. This confederation, or alliance, was established by the Cayuga, Mohawk, Oneida, Onondaga, and Seneca. The league waged war against and made peace with non-Iroquois peoples. Its goal was to strengthen the alliance against invasion. The league helped the Iroquois become one of the most powerful Native American peoples in North America.

**READING CHECK** **Generalizing** How did environment influence Native American cultures in North America?

## Shared Beliefs

Although they were different culturally and geographically, Native American groups of North America shared certain beliefs. The religion of most Native American peoples, for example, was linked to nature. Native Americans believed that spiritual forces were everywhere, dwelling in heavenly bodies and in sacred places on the earth. Spirits even lived within animals and plants. Native Americans tried to honor the spirits in their daily lives.

Ceremonies maintained the group's relationship with Earth and Sky, which were believed to be the sustainers of life. In addition, individuals who wanted help prayed to their spirit protector.

Native Americans also shared beliefs about property. They believed that individual ownership only applied to the crops one grew. The land itself was for the use of everyone in the village, and a person's right

to use it was temporary. Native Americans also thought they should preserve the land for future generations. These beliefs contrasted sharply with those of Europeans—a difference that would cause conflict.

Despite their shared beliefs, the diverse culture groups of North America had little interest in joining together into large political units. As a result, Native Americans on the North American continent did not form large empires like the Aztec and Inca of Meso- and South America did.

### READING CHECK Identifying Points of View

What religious beliefs did Native American groups share?

**SUMMARY AND PREVIEW** People of North America formed many complex societies. In the next section you will read about societies in West Africa.

## Section 2 Assessment



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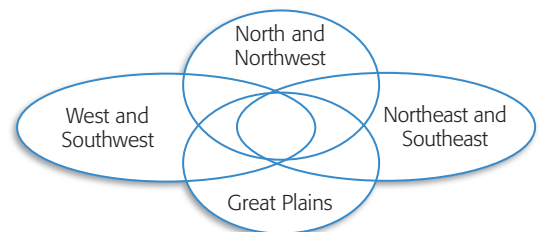
ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- Recall** Why did the Anasazi build **kivas**?
  - Summarize** What different types of housing were built by the Anasazi?
  - Draw Conclusions** Why do you think that some mounds were built in the shape of birds and snakes?
- Identify** What are culture areas?
  - Contrast** How did food sources for Native Americans of the North and Northwest differ from those of Native Americans living in the West and Southwest?
  - Elaborate** Why was the formation of the **Iroquois League** considered to be a significant political development?
- Recall** How did Native Americans view land ownership?
  - Analyze** What role did religion play in the lives of Native Americans?
  - Predict** Why do you think most Native American groups did not form large empires like the Aztec and the Inca did?

### Critical Thinking

- Comparing and Contrasting** Review your notes on early societies and culture areas. Then use a Venn diagram like this one to identify similarities and differences among Native American culture groups.



### FOCUS ON WRITING

- Describing Culture** Look back through this section to discover ways in which a group's beliefs, environment, and practices can be described. Write down phrases that you think are especially useful in understanding Native American cultures.

## What You Will Learn...

## Main Ideas

1. West Africa developed three great kingdoms that grew wealthy through their control of trade.
2. Slaves became a valuable trade item in West Africa.

## The Big Idea

Using trade to gain wealth, Ghana, Mali, and Songhai were West Africa's most powerful kingdoms.

## Key Terms and People

Berbers, *p. 16*

Mansa Musa, *p. 18*

hajj, *p. 18*

mosques, *p. 19*

Askia the Great, *p. 19*



Use the graphic organizer online to take notes on the rise of early African kingdoms and the role of trade in their development.

# Trading Kingdoms of West Africa

## If YOU were there...

You are a trader's assistant from the Middle East, traveling in a caravan headed for West Africa. The caravan carries many goods, but the most precious is salt. Your job is to trade the salt for gold and return the gold to your employer immediately. Your boss never meets the traders face to face.

### Why is your boss so secretive?

**BUILDING BACKGROUND** The continent of Africa was luxuriously rich in resources. West Africa had both fertile soils and valuable minerals, especially gold and iron. Ancient trade routes had connected Africa with the Middle East and Asia for hundreds of years. Over time, trade developed between regions with different resources. Trade and abundant resources led to the growth of several great kingdoms in West Africa.

## West Africa's Great Kingdoms

For hundreds of years, trade routes crisscrossed West Africa. For most of that time, West Africans did not profit much from the Saharan trade because the routes were run by **Berbers**, a group of people from northern Africa. Eventually, that situation changed. A succession of three great kingdoms came to power as their peoples gained control of valuable trade routes in West Africa. Ghana (GAH-nuh) was the first of these empires, followed by the kingdoms of Mali (MAH-lee) and Songhai (SAWNG-hy).

### Kingdom of Ghana

Historians think the first people in Ghana were farmers along the Niger River. Sometime after AD 300 these farmers, the Soninke (soh-NING-kee), were threatened by nomadic herders. The herders wanted to take the farmers' water and pastures. For protection, groups of Soninke families began to band together. This banding together was the beginning of Ghana.



**Ghana's rulers grew wealthy by controlling trade in salt and gold. Salt came from the north in large slabs, and gold came from the south.**

*What does the photo to the left suggest about the amount of salt traded in a market?*

Ghana was in an ideal position to become a trading center. To the north lay the vast Sahara, the source of much of the salt. Ghana itself was rich in gold. People wanted gold for its beauty, but they needed salt in their diets to survive. Salt, which could be used to preserve food, also made bland food tasty. These qualities made salt very valuable. In fact, Africans sometimes cut up slabs of salt and used the pieces as money.

As trade in gold and salt increased, Ghana's rulers gained power. Eventually, they built up armies equipped with iron weapons that were superior to the weapons of nearby people. Over time, Ghana took control of trade from merchants. Merchants from the north and south then met to exchange goods in Ghana.

By 800 Ghana was firmly in control of West Africa's trade routes. Nearly all trade between northern and southern Africa passed through Ghana. With so many traders passing through their lands, Ghana's rulers looked for ways to make money from them. One way they raised money was by forcing traders to pay taxes. Every trader who entered Ghana had to pay a special tax

on the goods he carried. Then he had to pay another tax on any goods he took with him when he left. Ghana's rulers gained incredible wealth from trade, taxes on traders and on the people of Ghana, and their own personal stores of gold. They used their wealth to build an army and an empire.

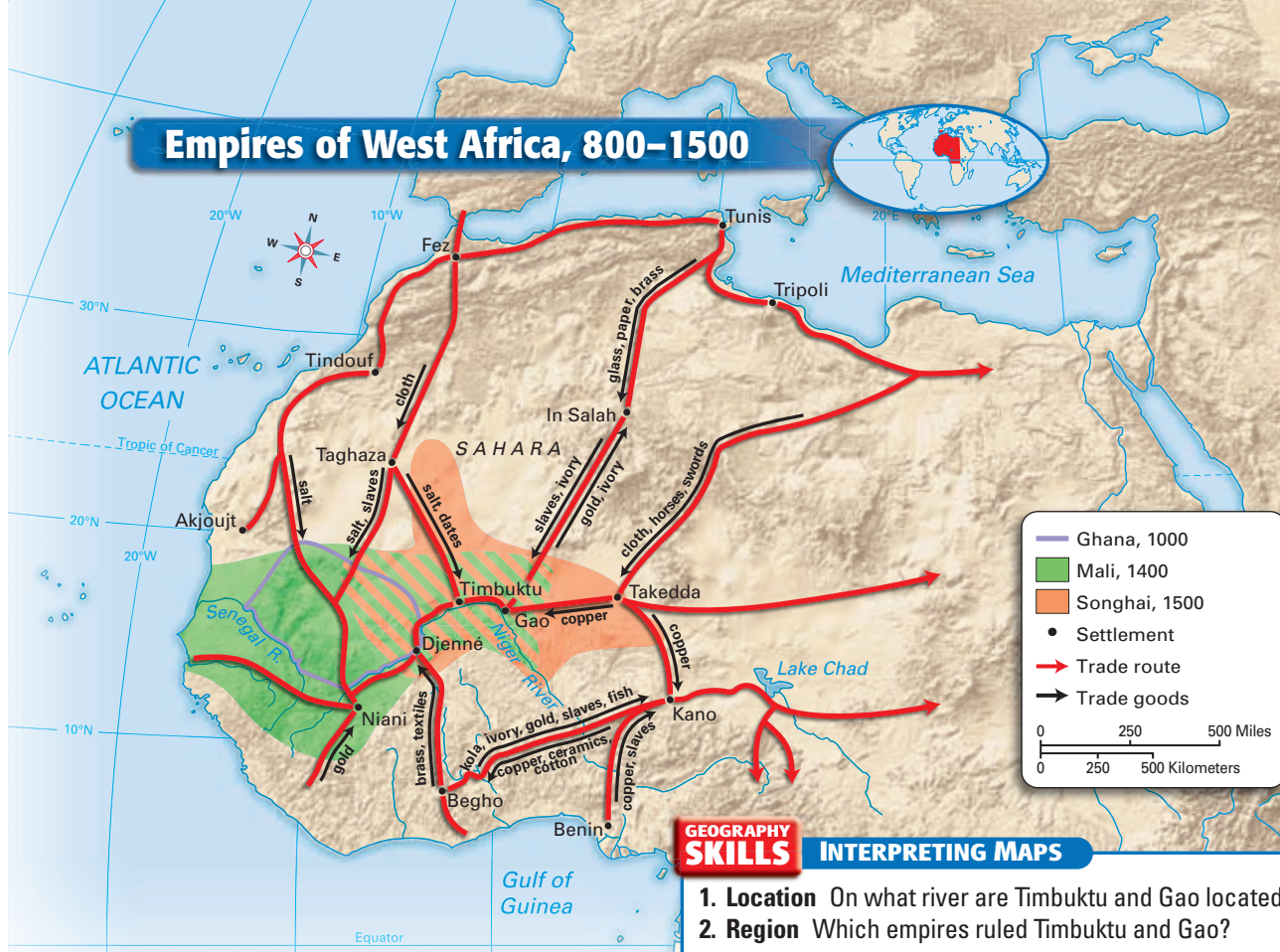
### **Islam in Ghana**

Extensive trade routes brought the people of Ghana into contact with people of many different cultures and beliefs. As the kingdom of Ghana extended into the Sahara, increased contact with Arab traders from the east brought the religion of Islam to Ghana.

Islam was founded in the 600s by an Arab named Muhammad. Muslims, followers of Islam, believe that God had spoken to Muhammad through an angel and had made him a prophet, someone who tells of God's messages. After Muhammad's death, his followers wrote down his teachings to form the book known as the Qur'an. Islam spread quickly through the Arabian Peninsula.

In the 1060s, a Muslim group called the Almoravids (al-muh-RAH-vuhdz) attacked Ghana in an effort to force its leaders to

## Empires of West Africa, 800–1500



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

- Location** On what river are Timbuktu and Gao located?
- Region** Which empires ruled Timbuktu and Gao?

convert to Islam. The Almoravids weakened Ghana's empire and cut off many trade routes. Without its trade, Ghana could not support its empire, and the empire eventually fell. The influence of Islam, however, remained strong. By the late 1400s Islam would become the most practiced religion in the region.

### Kingdom of Mali

Like Ghana, Mali lay along the upper Niger River. This area's fertile soil helped Mali grow. In addition, Mali's location on the Niger allowed its people to control trade on the river. Through this control of trade, the empire grew rich and powerful. According to legend, Mali's rise to power began under a ruler named Sundiata. Sundiata won back his country's independence and conquered nearby kingdoms, including Ghana.

Mali's most famous ruler, however, was a Muslim king named **Mansa Musa** (MAHN-sah moo-sah). Under his leadership, Mali reached the height of its wealth, power, and fame.

Mansa Musa ruled Mali for about 25 years, from 1312 to 1337. During that time, Mali added many important trade cities, including Timbuktu (tim-buhk-too), Djenné (je-NAY), and Gao (GOW), to its empire. Traders came to Timbuktu from the north and the south to trade for salt, gold, metals, shells, and many other goods.

Religion was also very important to Mansa Musa. In 1324 he left Mali on a **hajj, or pilgrimage to Mecca**. Making this journey once in their lives is the spiritual duty of all Muslims. As he traveled to Mecca, Mansa Musa introduced his empire to the world. The stories of Mali's wealth and religion spread far and wide. Because of Mansa Musa's influence, Islam spread through a large part of West Africa.

Mansa Musa wanted all Muslims to be able to read the Qur'an. Therefore, he stressed the importance of learning to read and write the Arabic language. He sent scholars to study in Morocco. These scholars later set up schools in Mali for studying the Qur'an.

To encourage the spread of Islam in West Africa, Mansa Musa brought back artists and architects from other Muslim countries to build **mosques, or buildings for Muslim prayer**, throughout his lands.

The architectural advances in cities like Timbuktu as well as an organized government, an emphasis on education, and expansion of trade all combined to make Mansa Musa Mali's most successful ruler. Much of Mali's success depended on strong leaders. After Mansa Musa died, poor leadership weakened the empire. By 1500 nearly all of the lands the kingdom once ruled were lost. Only a small area of Mali remained.

### Songhai Empire

In the 1300s Mansa Musa had conquered a rival kingdom of people called the Songhai, who also lived along the Niger River. As the Mali Empire weakened in the 1400s, the Songhai grew in strength. They took advantage of

Mali's decline, regained their independence, and eventually conquered most of Mali.

One of Songhai's greatest rulers was Muhammad Ture, who chose the title *askia*, a title of military rank. He became known as **Askia the Great**. Like Mansa Musa, Askia the Great was a devout Muslim who supported education and learning. Under his rule, the cities of Gao and Timbuktu flourished. They contained great mosques, universities, schools, and libraries. People came from all parts of West Africa to study mathematics, science, medicine, grammar, and law.

Askia understood that an empire needed effective government. He created a professional army, and to improve the government, he set up five provinces within Songhai. He removed local leaders and appointed new governors who were loyal to him. He also created specialized departments to oversee various tasks, much like modern-day government offices do.

#### THE IMPACT TODAY

Some of the mosques built by Mansa Musa can still be seen in West Africa today.

## LINKING TO TODAY

### Music from Senegal to Memphis

Did you know that the music you listen to today may have begun with the griots, musicians from West Africa? From the 1600s to the 1800s, many people from West Africa were brought to America as slaves. In America, these slaves continued to sing the way they had in Africa. They also continued to play traditional instruments such as the kora, shown here being played by Senegalese musician Soriba Kouyaté (far right). Over time, this music developed into a style called the blues, made popular by such artists as B. B. King (near right). In turn, the blues shaped other styles of music, including jazz and rock. So, the next time you hear a Memphis blues song or a cool jazz tune, listen for its ancient African roots.



#### ANALYSIS SKILL

#### ANALYZING INFORMATION

How did West African music affect modern American music?

Soon after Askia the Great lost power, the empire of Songhai declined. Songhai was invaded by the Moroccans, the kingdom's northern neighbors. The Moroccans wanted to control the Saharan salt mines. They had superior military power and were able to take over Timbuktu and Gao. Changes in trade patterns completed Songhai's fall.

**READING CHECK** **Comparing** What did Ghana, Mali, and Songhai have in common?

## West African Slave Trade

The practice of slavery had existed in Africa and in many parts of the world for centuries. Traditionally, slavery in West Africa mostly involved only black Africans, who were both slaveholders and slaves. This changed in the 600s when Arab Muslims, and later Europeans, became slave traders. Though Europeans had long traded resources with Africa, they became more interested in the growing slave trade.

People who were captured by warring groups during battle could be sold into slavery. In addition, criminals were sometimes sold as slaves. Other enslaved people were captured during raids on villages, and sometimes

even the relatives of people who owed money were sold into slavery as payment for debts. Enslaved Africans were often bought to perform menial labor and domestic chores. In some cultures, having slaves raised the status of the slaveholder.

The market for West African slaves increased as Muslim traders bought or seized black Africans to sell in North Africa. West Africa was also home to many enslaved Africans brought to the Americas.

Over time, the slave trade became even more important to the West African economy. Kings traded slaves for valuable goods, such as horses from the Middle East and textiles and weapons from Europe. The trans-Saharan slave trade contributed to the power of Ghana, Mali, and Songhai.

**READING CHECK** **Drawing Inferences** Why did the slave trade in West Africa continue to grow?

**SUMMARY AND PREVIEW** Trade was important to the kingdoms of West Africa. In the next section you will learn about European trade.

## Section 3 Assessment

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**ONLINE QUIZ**

### Reviewing Ideas, Terms, and People

- Identify** How did West African kingdoms grow wealthy through trade?
  - Describe** How did **Mansa Musa** introduce his empire to the world?
  - Elaborate** Why was trade crucial to the survival of Ghana, Mali, and Songhai?
- Describe** How did some people become slaves in West Africa?
  - Analyze** What role did geography play in the development of the slave trade?
  - Judge** Why did the value of slaves as an export increase over time?

### Critical Thinking

- Comparing and Contrasting** Review your chart on African kingdoms and trade. Then copy the

diagram below and use it to show the similarities and differences in the fall of each kingdom.

Fall of Ghana, Mali, and Songhai	Similarities	Differences

### FOCUS ON WRITING

- Gathering Information on Economies**  
Make a list of things that were important to the economies of the kingdoms of West Africa. Include your ideas about what seems most important to West Africans and things that you did not know about before reading this section.





## Mansa Musa

### How could one man's travels become a historic event?

**When did he live?** the late 1200s and early 1300s

**Where did he live?** Mali

**What did he do?** Mansa Musa, the ruler of Mali, was one of the Muslim kings of West Africa. He became a major figure in African and world history largely because of a pilgrimage he made to the city of Mecca.

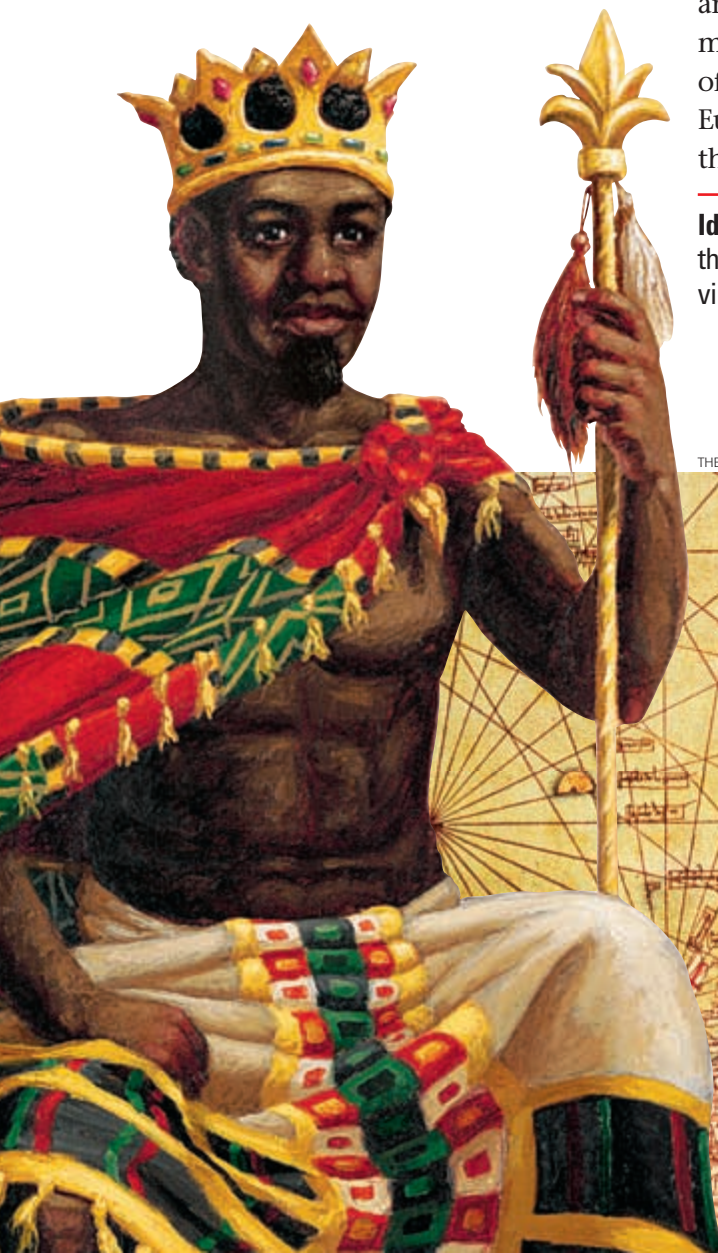
**Why is he important?** Mansa Musa's spectacular journey attracted the attention of the Muslim world and of Europe. For the first time, other people's eyes turned to West Africa. During his travels, Mansa Musa gave out huge amounts of gold. His spending made people eager to find the source of such wealth. Within 200 years, European explorers would arrive on the shores of western Africa.

**Identifying Points of View** How do you think Mansa Musa changed people's views of West Africa?

### KEY FACTS

**According to chroniclers of the time, Mansa Musa was accompanied on his journey to Mecca by some 60,000 people. Of those people,**

- **12,000** were servants to attend to the king.
- **500** were servants to attend to his wife.
- **14,000** were slaves wearing rich fabrics such as silk.
- **500** carried staffs heavily decorated with gold. Historians have estimated that the gold Mansa Musa gave away on his trip would be worth more than \$100 million today.



THE GRANGER COLLECTION, NEW YORK

This Spanish map from 1375 shows Mansa Musa sitting on his throne.



## What You Will Learn...

## Main Ideas

1. The Greeks and Romans established new forms of government.
2. During the Middle Ages, society eventually changed from a feudal system to a system with a middle class of artisans and merchants.
3. The Renaissance was a time of rebirth in the arts and in learning.

## The Big Idea

New ideas and trade changed Europeans' lives.

## Key Terms and People

Socrates, p. 22

Plato, p. 22

Aristotle, p. 22

reason, p. 22

democracy, p. 23

knights, p. 24

Black Death, p. 25

Michelangelo, p. 26

Leonardo da Vinci, p. 26

Johannes Gutenberg, p. 27

joint-stock companies, p. 27



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TAKING NOTES

Use the graphic organizer online to take notes on the changes in society during the periods listed.

# Europe before Transatlantic Travel

## If YOU were there...

You are a peasant in the Middle Ages, living on the land of a noble. Although you and your family work very hard from sunrise to sundown, much of the food you grow goes to the noble. Your house is very small and has a dirt floor. Your parents are tired and weak, and you wish you could do something to improve their lives.

**Is there any way you could change your life?**

**BUILDING BACKGROUND** Hard work was a constant theme in the lives of peasants in the Middle Ages. Nobles were not free to live as they chose, either. As the Middle Ages ended, the Renaissance brought new ways of thinking, and the growth of cities brought big changes to the way people lived and worked.

## Greek and Roman Government

During the Renaissance, European thinkers and artists rediscovered the traditions of Greece and Rome. Ancient Greek and Roman texts were translated, and their ideas began to revolutionize European societies.

## Greek Philosophers and Government

Ancient Greeks valued human reason and believed in the power of the human mind to think, explain, and understand life. Three of the greatest Greek thinkers, or philosophers, were **Socrates**, **Plato**, and **Aristotle**. Socrates, a great teacher, wanted to make people think and question their own beliefs. Plato, a philosopher and teacher, wrote a work called *The Republic*. It describes an ideal society based on justice and fairness for everyone. Aristotle taught that people should live lives based on **reason**, or **clear and ordered thinking**.

Greek scientists and mathematicians also gained fame for their contributions to geometry and for accurately calculating the size of Earth. Doctors studied the human body to understand how it worked. One Greek engineering invention that is still used today is a water screw, which brings water to farm fields.

One of the Greeks' most lasting contributions, however, is their political system. During the time known as the **Classical Period**, around the fifth and fourth centuries BC, Greece was organized into several hundred independent city-states, which became the foundation for Greek civilization. Athens was the first Greek city-state to establish **democracy**—a form of government in which people rule themselves. All male citizens in Athens had the right to participate in the assembly, a gathering of citizens, to debate and create the city's laws. Because all male citizens in Athens participated directly in government, we call the Greek form of government a direct democracy.

### Roman Law and Government

Later, Rome followed Greece's example by establishing a form of democratic government. The Roman Republic was created in 509 BC. Each year Romans elected officials to rule the city. These officials had many powers, but

**Democracy and Republic**
QUICK FACTS

Direct democracies and republics are similar forms of government in which the people rule. There are some slight differences, though.

Direct Democracy	Republic
<ul style="list-style-type: none"> <li>Every citizen votes on every issue.</li> <li>Ideas are debated at an assembly of all citizens.</li> </ul>	<ul style="list-style-type: none"> <li>Citizens elect representatives to vote on issues.</li> <li>Ideas are debated at an assembly of representatives.</li> </ul>

they only stayed in power for one year. This early republic was not a democracy. Later, the Romans changed their government into one with three parts. These three parts were made up of elected representatives who protected the city and its residents.

Roman laws were written and kept on public display so all people could know them. Roman concepts of equality before the law and innocent until proven guilty protected Roman citizens' rights.

The political ideas of Greece and Rome survived to influence governments around the world, including that of the United States. In the U.S. political system, citizens vote for representatives, making the nation a democratic republic.

**READING CHECK Analyzing** How did Roman and Greek governments influence the United States?

THE IMPACT TODAY

Many of the geometry rules we learn in school today come straight from the Greek mathematician Euclid. Many doctors recite the Hippocratic Oath, named after the Greek doctor Hippocrates.

ACADEMIC VOCABULARY

**classical**  
referring to the cultures of ancient Greece or Rome



The Roman Senate played a principal role in the Roman government.

## Middle Ages

As the Roman Empire fell, groups from the north and east moved into former Roman lands. By the early 500s Europe was divided into many small kingdoms. This marked the beginning of the Middle Ages, a period that lasted about a thousand years.

### Feudalism

In the 480s a powerful group called the Franks conquered Gaul, the region we now call France. The Franks created a huge empire in Europe. When invaders began to attack European settlements in the 800s, the Frankish kings could not defend their empire. Because they could not depend on protection from their kings, nobles had to defend their own lands. As a result, the power of European nobles grew, and kings became less powerful. Although these nobles remained loyal to the king, they ruled their lands as independent territories.

Nobles needed soldiers to defend their lands. Nobles gave **knights, warriors who fought on horseback**, land in exchange for military service. Nobles who gave land to

knights so that the knights would defend the land were called lords. A knight who promised to support the noble in battle was called a vassal. This system of promises between lords and vassals is known as feudalism.

Peasants owned no land, so they were not part of the feudal system. They did, however, need to grow food to live. As a result, a new economic system developed. Knights allowed peasants to farm land on their large estates, called manors. In return, the peasants had to give the knights food or other goods as payment.

Because of its structure, feudalism promoted the separation of territories and people. The Catholic Church, however, served as a strong unifying force among the states and people of Europe. During the Middle Ages, nearly everyone in Europe was Christian. Life revolved around the local church with markets, festivals, and religious ceremonies.

### The Crusades

In the late 1000s, a long series of wars called the Crusades began between the European Christians and Muslims in Southwest Asia.

## Time Line

### Key Events in Europe



**509 BC** Rome is established as a republic.

**AD 455** The Vandals sack Rome.



**800** Charlemagne is crowned emperor of the Holy Roman Empire.

The Turks had captured Palestine, the Holy Land where Jesus had lived. Christians no longer felt safe to travel there on pilgrimages. Christians were called upon to go to war with the Turks to recapture Palestine.

Although the Crusades failed, they changed Europe forever. Trade between Europe and Asia began to grow, introducing Europeans to new products such as apricots, rice, and cotton cloth, as well as the ideas of Muslim thinkers.

### Travel, Trade, and Towns

In the Middle Ages, towns were small. After about 1000, this situation began to change. New technology meant farmers could produce larger harvests. As farmers grew more food, the population increased.

Travel became safer as increased protection from stronger rulers kept larger territories secure. Over time, kingdoms became nation-states—organized political units with central governments. This development provided even more protection to merchants.

The rulers of the Mongols made routes like the Silk Road, a caravan route that started in China and ended at the Mediterranean Sea,

safe for travelers and traders. Among these traders was Marco Polo. In 1271 he journeyed from Europe to China along part of the old Silk Road. He spent 20 years living and traveling in Asia. When Marco Polo returned to Europe, he brought back stories of spices, coal, and paper money.

Trade routes spread all across Europe. Merchants brought goods from Asia and Africa to sell in European markets. Their ships also brought back rats infected with the plague. The disease, known as the **Black Death**, spread across Europe, killing an estimated 25 million people. The European economy was dramatically affected by the shortage of workers. Peasants and serfs could now demand payment for their labor. They began to move to cities, which began to grow in size.

In time, the growth of trade led to the decline of feudalism and the manor system. A new middle class of artisans and merchants emerged, and trade cities became commercial centers. Trade associations called guilds became an influential part of European life.

**READING CHECK** Drawing Conclusions How did travel and trade affect the feudal system?



**1215** Nobles force King John to sign Magna Carta.

**1347** The Black Death arrives in Europe, eventually killing millions.

**c. 1350** The Renaissance begins.

**1000**

**1200**

**1400**

**1066** England is conquered by the Norman king William the Conqueror.



**1436** Johannes Gutenberg perfects his invention of the printing press.

**ANALYSIS SKILL**

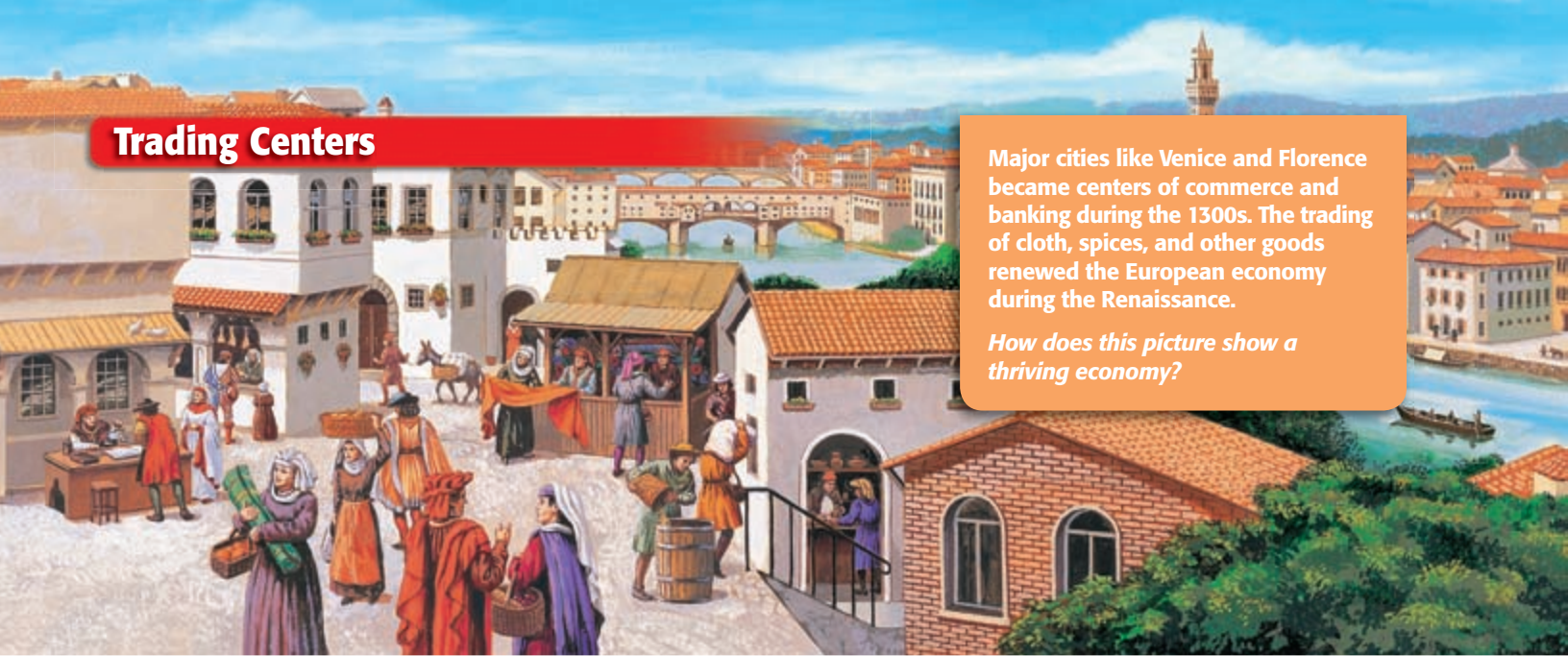
**READING TIME LINES**

What two factors on the time line most helped spread literacy in Europe?

## Trading Centers

Major cities like Venice and Florence became centers of commerce and banking during the 1300s. The trading of cloth, spices, and other goods renewed the European economy during the Renaissance.

*How does this picture show a thriving economy?*



## Renaissance

The Renaissance period brought new ways of thinking to Europe, weakening the old feudal system even more. The word *Renaissance* means “rebirth” and refers to the period that followed the Middle Ages in Europe. This movement began in Italy and eventually spread to other parts of Europe.

During the Renaissance, European rulers began to increase their power over the nobles in their countries. Fewer invasions from outside forces helped bring a period of order and stability to Europe.

### Search for Knowledge

Love of art and education was a key feature of the Renaissance. As Turks conquered much of the Byzantine Empire in the East, scholars fled to Italy. They brought ancient classical writings with them. Some of the works were by Greek thinkers like Plato.

Excited by the discoveries brought by Turkish scholars, European scholars went looking for ancient texts in Latin. They discovered many Latin texts in monasteries, which had preserved works by Roman writers. As Italian scholars read these ancient texts, they rediscovered the glories of Greece and Rome.

The search for knowledge and learning spread to all fields, including art, literature, science, and political thought. The Renaissance emphasized the importance of people rather than focusing on religion. This new focus on human value and the study of humanities was called humanism. People’s interest in the humanities led them to respect those who could write, create, or speak well. During the Middle Ages, most people had worked only to glorify God.

Italian artists created some of the most beautiful paintings and sculptures in the world. Their art reflected the basic Renaissance idea—the value of human beings. **Michelangelo** and **Leonardo da Vinci** are two of the greatest Renaissance artists. They are known for their work in painting, sculpture, and architecture. Da Vinci was also an inventor, engineer, and mapmaker.

Italian writers also penned great works of literature. Dante Alighieri was a politician and poet. Before Dante, most authors wrote in Latin, the language of the church. But Dante chose to write in Italian, the common language of the people. This gave ordinary people the opportunity to read Dante’s work.

Many texts that Europeans rediscovered in the 1300s dealt with science. After reading these works, Renaissance scholars went on

to make their own scientific advances. They also studied ancient math texts and built on the ideas they read about. For example, they created symbols for the square root and for positive and negative numbers. Astronomers discovered that Earth moves around the sun. Other scientists used measurements and made calculations to create better, more accurate maps.

The development of the printing press was a giant step forward in spreading new ideas. In the mid-1400s, a German man, **Johannes Gutenberg** (GOOT-uhn-berk), developed a printing press that used movable type. This allowed an entire page to be printed at once. For the first time in history, thousands of people could read the same books and share ideas about them.

### Economic Changes Affect Trade

The growth in trade and services at the beginning of the Renaissance sparked a commercial revolution. This also brought a rise in mercantilism. Mercantilism is an economic system that unifies and increases the power and wealth of a nation.

Four northern Italian cities, Florence, Genoa, Milan, and Venice, developed into important trading centers. These cities played two major roles in trade. They served as ports along the Mediterranean Sea. They also served as manufacturing centers and specialized in certain crafts. This economic activity made some families in these cities very wealthy.

As trade and commerce grew, the need for banks arose. Bankers in Florence, Italy, kept money for merchants from all over Europe. The bankers also made money by charging interest on funds they loaned to merchants. The greatest bankers in Florence were from the Medici family. Although Florence was already wealthy from trade, banking increased that wealth.

During this time, merchants began to create **joint-stock companies**, or businesses in which a group of people invest together. In

a joint-stock company, the investors share in the companies' profits and losses. Forming joint-stock companies allowed investors to take fewer risks.

**READING CHECK** **Drawing Conclusions** How did the Renaissance lead to trade and a commercial revolution?

#### THE IMPACT TODAY

The demand for more books led to improvements in printing and binding that have made modern books affordable.

**SUMMARY AND PREVIEW** Greek and Roman traditions provided new ways for people to govern themselves. In the next chapter you will read about how the Renaissance paved the way for exploration of the Americas.

## Section 4 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Identify** What is the difference between a direct democracy and a republic?

**b. Elaborate** What is the importance of having a written law code?
- a. Describe** What is the relationship between **knights** and nobles?

**b. Elaborate** How did the Crusades affect the feudal system?
- a. Identify** What does the term *Renaissance* mean?

**b. Analyze** What is the relationship among trade, banking, and **joint-stock companies**?

**c. Elaborate** What do you think was the greatest accomplishment of the Renaissance?

### Critical Thinking

- Supporting a Point of View** Review your notes on the major changes that took place in Europe during the periods discussed in the section. In a chart like the one below, identify which period you think was most important, and explain why.

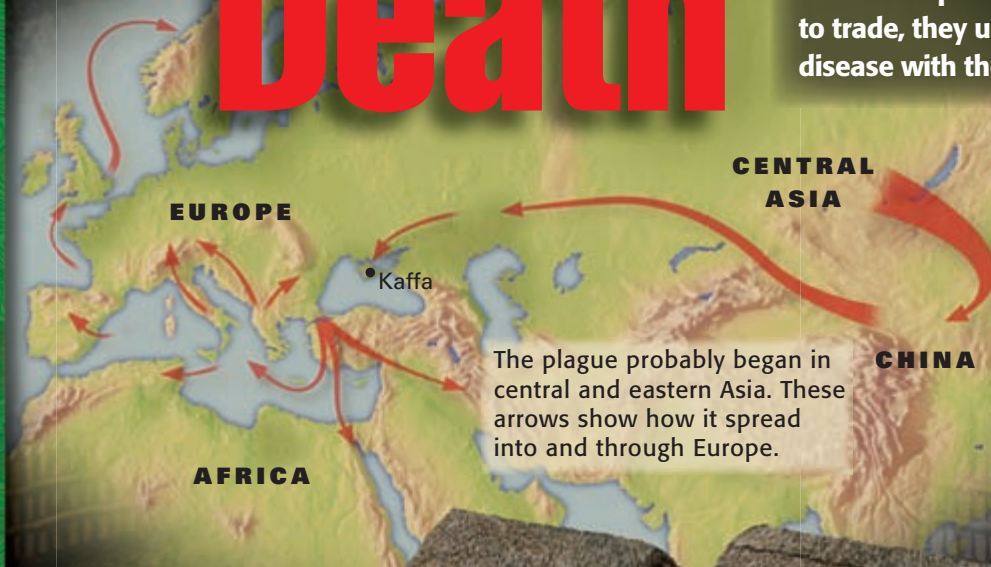
Most Important	Why

### FOCUS ON WRITING

- Organizing a Chronology** Make a list of important events in Europe during the time discussed in this section. Reorder them from earliest to most recent.

# The Black Death

"And they died by the hundreds," wrote one man who saw the horror, "both day and night." The Black Death had arrived. The Black Death was a series of deadly plagues that hit Europe between 1347 and 1351, killing millions. People didn't know what caused the plague. They also didn't know that geography played a key role in its spread—as people traveled to trade, they unknowingly carried the disease with them to new places.



The plague probably began in central and eastern Asia. These arrows show how it spread into and through Europe.

AFRICA

CENTRAL ASIA

CHINA



This ship has just arrived in Europe from the East with trade goods—and rats with fleas.

The fleas carry the plague and jump onto a man unloading the ship. Soon, he will get sick and die.



The plague is so terrifying that many people think it's the end of the world. They leave town for the country, spreading the Black Death even further.

People dig mass graves to bury the dead. Often, so many people are infected that there is no one left to bury them.

The garbage and dirty conditions in the town provide food and a home for the rats, allowing disease to spread even more.

So many people die so quickly that special carts are sent through the streets to gather the bodies.

**GEOGRAPHY**  
**SKILLS**

**INTERPRETING MAPS**

- 1. Movement** How did the Black Death reach Europe from Asia?
- 2. Human-Environment Interaction** What helped spread the plague throughout Europe?

## Interpreting Diagrams

### Understand the Skill

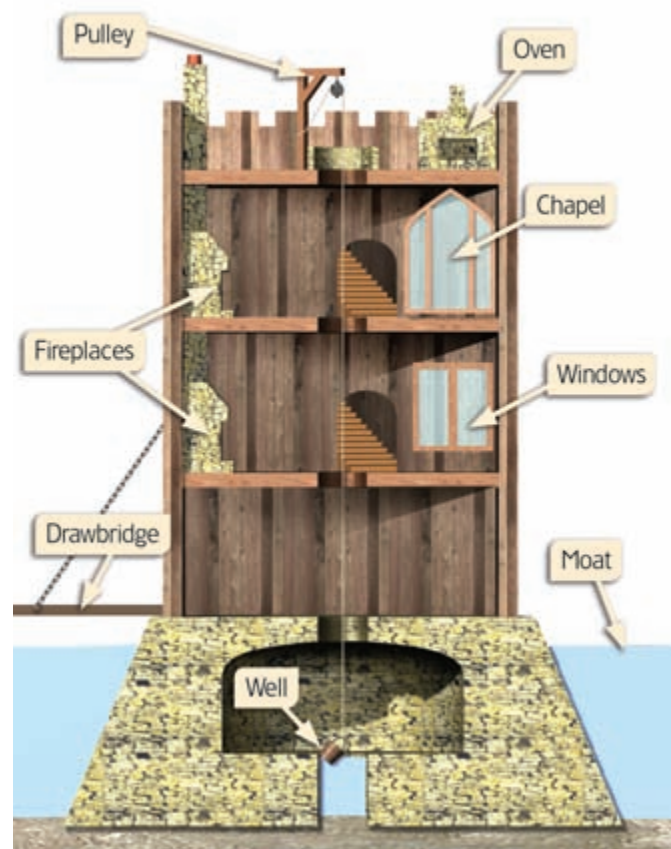
*Diagrams* are drawings that use lines and labels to explain or illustrate something. Different types of diagrams have different purposes. *Pictorial diagrams* show an object in simple form, much like it would look if you were viewing it. *Cutaway diagrams* show the “insides” of an object. *Component diagrams* show how an object is organized by separating it into parts. Such diagrams are sometimes also called *schematic drawings*. The ability to interpret diagrams will help you to better understand a historical object, its function, and how it worked.

### Learn the Skill

Use these basic steps to interpret a diagram:

- 1 Determine what type of diagram it is.
- 2 Read the diagram’s title or caption to find out what the diagram represents.
- 3 Look for any labels and read them carefully. Most diagrams include text that identifies the object’s parts or explains relationships between the parts.
- 4 If a legend is present, study it to identify and understand any symbols and colors that are used in the diagram.
- 5 Look for numbers or letters that might indicate a sequence of steps. Also, look for any arrows that might show direction or movement.

An Early Castle



### Practice and Apply the Skill

Interpret the diagram of an early castle, and answer the following questions.

1. What type of diagram is this?
2. What labels in the diagram suggest how the castle was heated?
3. What was the purpose of the pulley?
4. Of what materials was the castle made?
5. What features of the castle helped make it secure against attack?



## History's Impact

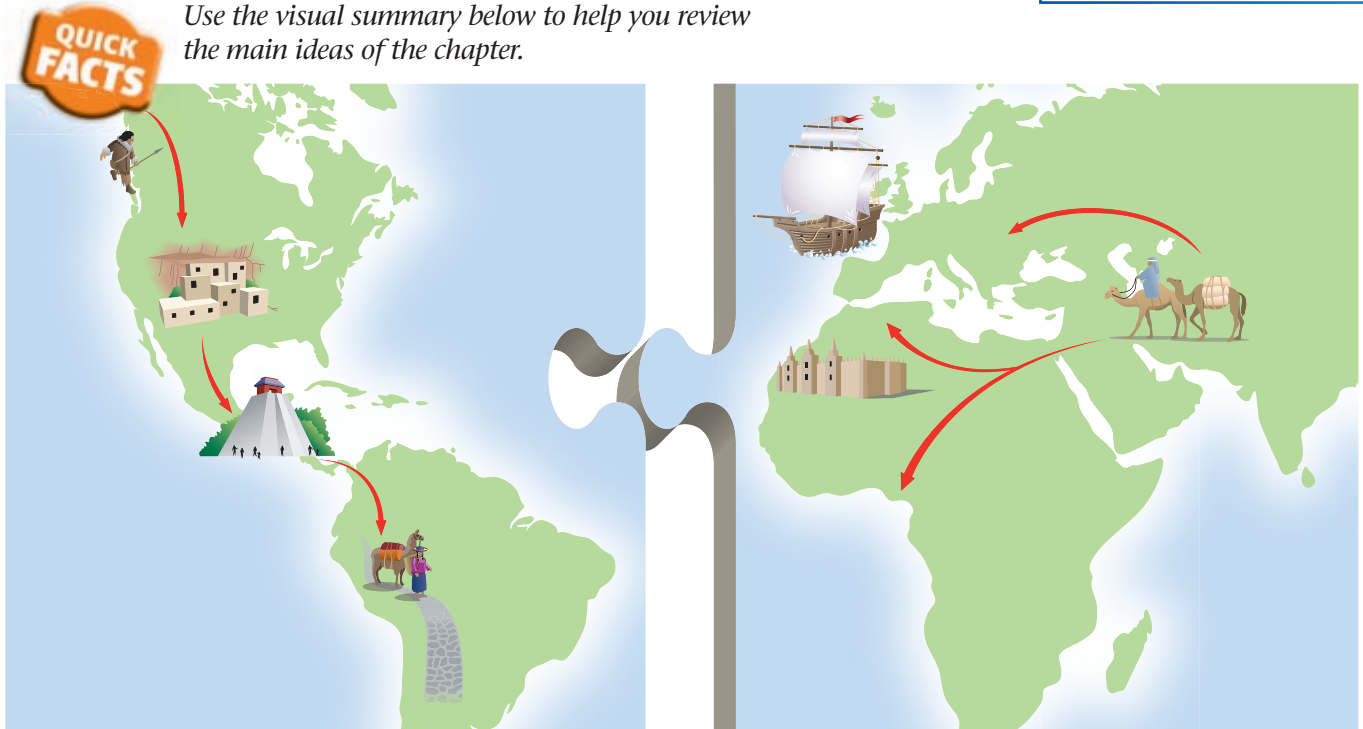
### ▶ video series

Review the video to answer the closing question:

*Why do some American exports often depend on imported goods?*

## Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.



The Americas and the Old World each had complex societies, trade routes, and economies.

## Reviewing Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person.

1. During the Ice Age, a narrow strip of land called the \_\_\_\_\_ was exposed.
2. The \_\_\_\_\_ of Paleo-Indians from North to South America took thousands of years.
3. Native Americans living in the Pacific Northwest carved \_\_\_\_\_ on tall poles.
4. The first political confederation of Native Americans in North America was the \_\_\_\_\_.
5. The most famous ruler of Mali was \_\_\_\_\_.
6. While Mali's leader was on a \_\_\_\_\_, or pilgrimage, to Mecca, he introduced his empire to the world.
7. The most famous ruler of Songhai took the name \_\_\_\_\_.
8. \_\_\_\_\_ describes an ideal society based on justice in *Republic*.

## Comprehension and Critical Thinking

### SECTION 1 (Pages 6–9)

9. **a. Describe** How did early peoples in the Americas get their food?
- b. Analyze** What led to the development of different culture groups in the Americas?
- c. Elaborate** What features did the early civilizations of Mesoamerica and South America have in common?

### SECTION 2 (Pages 10–15)

10. **a. Identify** Which early Native American society built cliff dwellings, and which built mounds?
- b. Analyze** How did Native Americans' religious beliefs affect their lives in North America?
- c. Evaluate** Do you think it was easier for Native Americans to live in the dry climates of the Southwest, where rainfall was unpredictable, or in the North, where the cold climate presented a constant challenge?

### SECTION 3 (Pages 16–20)

11. **a. Describe** How did geography contribute to Ghana’s wealth?
- b. Compare** What characteristics did Mansa Musa and Askia the Great have in common?
- c. Elaborate** How did West Africa develop a large slave-trade network?

### SECTION 4 (Pages 22–27)

12. **a. Recall** What role did Greek and Roman traditions play in the development of the United States?
- b. Summarize** How did the Crusades in South-west Asia and the travels of Marco Polo in Asia contribute to the growth of trade in Europe?
- c. Evaluate** Which do you think contributed the most to the advances in learning that occurred during the Renaissance—writing in the common language of a people or inventing the printing press?

## Reviewing Themes

13. **Geography** How did changes in climate lead to migration to the Americas?
14. **Economics** Describe the development of the European economy during the Middle Ages.

## Using the Internet

15. **Activity: Compare and Contrast** What causes large groups of people to migrate? Factors that influence why people migrate can be labeled as “push” and “pull.” For example, lack of resources “pushed” Paleo-Indians from Asia, while herds of animals “pulled” Paleo-Indians to North America. Through your online textbook, compare and contrast push-pull factors involved in Paleo-Indian migration with the factors influencing immigration to the United States today. Create an illustrated chart to display your research.

 [hmhsocialstudies.com](http://hmhsocialstudies.com)

## Reading Skills

**Specialized Vocabulary of Social Studies** Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

To encourage the spread of Islam in West Africa, Mansa Musa brought back artists and architects from other Muslim countries to build **mosques**, or buildings for Muslim prayer, throughout his lands. (p. 19)

16. What is the definition of the word *mosques* in the sentence above?

## Social Studies Skills

**Understanding Diagrams** Use the Social Studies Skills taught in this chapter to answer the question below.

17. Look back at the diagram on page 30. Which of the following is the main way to enter the castle?
  - a. well
  - b. moat
  - c. drawbridge
  - d. windows

### FOCUS ON WRITING

18. **Writing Your Travelogue.** You have read about many cultures across a long span of history. Pick one area that you found the most interesting in the chapter. Organize your thoughts about the kinds of people you would have met and the kind of things you would have done if you had traveled there during the time discussed.

Try to include information about a culture’s history, customs, beliefs, practices, economies, political systems, and natural environments. Write a paragraph about what you might have liked or disliked about your trip. Be sure to include a main idea sentence and several sentences that support the main idea with evidence.

**DIRECTIONS:** Read each question and write the letter of the best response.

- 1** Before the arrival of Europeans, the most advanced Native American societies were located in what is now
- A California.
  - B the eastern United States.
  - C the American Southwest.
  - D Mexico.
- 2** The trade in gold, salt, and slaves is closely related to
- A the Inca Empire.
  - B the Roman Empire.
  - C West Africa.
  - D the Renaissance.
- 3** Which of the following statements *best* describes the cause of increased trade between Europe and Asia in the late Middle Ages?
- A The interruption of trade caused by the Crusades led many merchants to travel to Asia in search of trade partners.
  - B European merchants traded with Asia due to a lack of valuable natural resources in Europe.
  - C The growth of towns during the Middle Ages led to an increased demand for Asian trade goods.
  - D Marco Polo's stories of Asia's great wealth led many Europeans to seek out Asian goods.
- 4** How did the societies of North America differ from those of Central and South America?
- A Societies in North America did not create political units like those in Central and South America.
  - B North American culture groups lacked the diversity of those in Central and South America.
  - C North American societies were significantly more advanced than those to the south.
  - D Culture groups in North America worshipped many gods, while those in Central and South America were monotheistic.
- 5** A result of Johannes Gutenberg's printing press was that
- A the Renaissance began.
  - B more people could read the same books and share ideas.
  - C European trade and commerce grew.
  - D overseas trade and travel became more popular.
- 6** The exposure of a land bridge between Asia and present-day Alaska during the last Ice Age resulted in
- A the introduction of new plants and animals to Asia and Europe.
  - B the development of farming in the Americas.
  - C the migration of people into the Americas.
  - D the establishment of advanced cultures in North America.
- 7** Examine the following passage by Marco Polo about his travels through China. Then answer the question that follows.

“Upon leaving Ta-in-fu, we traveled for seven days through a fine county in which there were many cities, where commerce and manufactures [goods] prevailed. We reached a large city named Pi-an-fu, which is very famous. Like Ta-in-fu, this city contains numerous merchants and artisans. Silk is produced here also in great quantity.”

—Marco Polo, from the *Travels of Marco Polo: The Venetian*

**Document-Based Question** What is the main idea of this passage?



THE  
**Maya**



**The Maya developed one of the most advanced civilizations in the Americas, but their story is shrouded in mystery.**

Around A.D. 250, the Maya began to build great cities in southern Mexico and Central America. They developed a writing system, practiced astronomy, and built magnificent palaces and pyramids with little more than stone tools. Around A.D. 900, however, the Maya abandoned their cities, leaving their monuments to be reclaimed by the jungle and, for a time, forgotten.

Explore some of the incredible monuments and cultural achievements of the ancient Maya online. You can find a wealth of information, video clips, primary sources, and more at

[hmhsocialstudies.com](http://hmhsocialstudies.com)

“Thus let it be done! Let the emptiness be filled! Let the water recede and make a void, let the earth appear and become solid; let it be done . . . “Earth!” they said, and instantly it was made.”



### **The Popol Vuh**

Read the document to learn how the Maya believed the world was created.



### **Destroying the Maya’s Past**

Watch the video to learn how the actions of one Spanish missionary nearly destroyed the written record of the Maya world.



### **Finding the City of Palenque**

Watch the video to learn about the great Maya city of Palenque and the European discovery of the site in the eighteenth century.



### **Pakal’s Tomb**

Watch the video to explore how the discovery of the tomb of a great king helped archaeologists piece together the Maya past.

# New Empires in the Americas

**Essential Question** How did Europeans change life in the Americas?



## What You Will Learn...

In this chapter you will learn about the Europeans who colonized the Americas.

### SECTION 1: Europeans Set Sail .....38

**The Big Idea** Europeans explored the world, searching for new lands and new trade routes.

### SECTION 2: Europeans Reach the Americas .....42

**The Big Idea** Christopher Columbus's voyages led to new exchanges between Europe, Africa, and the Americas.

### SECTION 3: Spain Builds an Empire .....46

**The Big Idea** Spain established a large empire in the Americas.

### SECTION 4: The Race for Empires .....52

**The Big Idea** Other European nations challenged Spain in the Americas.

### SECTION 5: Beginnings of Slavery in the Americas.....58

**The Big Idea** Europeans forced millions of African slaves to work in their colonies.

## FOCUS ON WRITING

**Writing a Letter** Long before telephones and e-mails, most people communicated with friends and family far away by letter. As you read this chapter, you will learn about different groups of people who came to the Americas. You will pretend to be a member of one of these groups and write a letter home to tell your friends and family about the people you meet and the experiences you have in the Americas.



**1416**

Prince Henry the Navigator establishes a center for naval exploration at Sagres, Portugal.

**1400**







The ships of explorer Christopher Columbus sail again in the form of these replicas.

**1492**

Christopher Columbus lands in the Bahamas.



**1609**

Henry Hudson makes his first voyage to North America.



**1619**

The first Africans in North America arrive at Jamestown, Virginia.

**1500**



**1533**

Francisco Pizarro and his men kill Inca leader Atahualpa.

**1600**



**1609**

Galileo Galilei becomes the first person to use a telescope to view the heavens.

**1700**

**1644**

The Qing dynasty begins in China and rules until 1912.

# Reading Social Studies

Economics

Geography

Politics

Society  
and Culture

Science and  
Technology

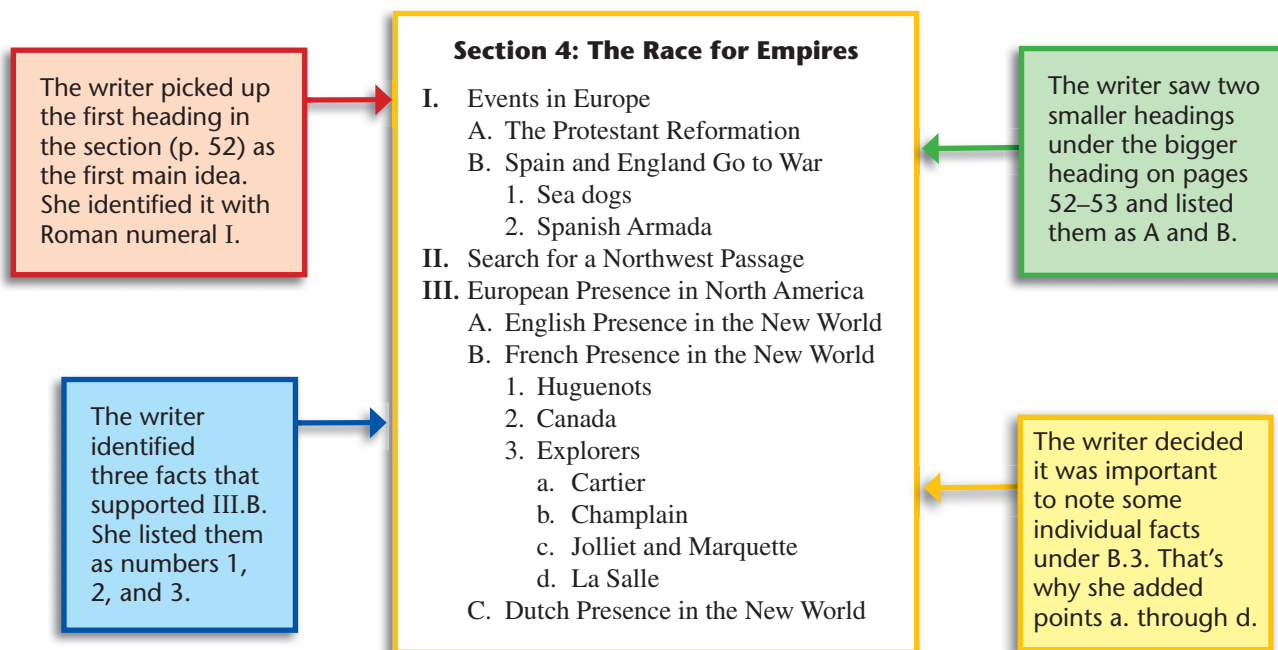
**Focus on Themes** In this chapter you will read about European exploration of the sea and of North and South America. As you read, you will learn about how **politics** encouraged the desire to explore new trade routes and lands. You will also

read about how **geography** affected the race for empires in the New World. European nations began exploring the newly discovered continents in an effort to establish colonies.

## Outlining and History

**Focus on Reading** How can you make sense of all the facts and ideas in a chapter? One way is to take notes in the form of an outline.

**Outlining a Chapter** Here is an example of a partial outline for Section 4 of this chapter. Compare the outline to the information on pages 52–57. Notice how the writer looked at the headings in the chapter to determine the main and supporting ideas.



**Outlining a Few Paragraphs** When you need to outline only a few paragraphs, you can use the same outline form. Just look for the main idea of each paragraph and give each one a Roman numeral. Supporting ideas within the paragraph can be listed with A, B, and so forth. You can use Arabic numbers for specific details and facts.

# Key Terms and People

## You Try It!

Read the following passage from this chapter. Then fill in the blanks to complete the outline below.

### Conquest of the Aztec Empire

Moctezuma ruled the Aztec Empire, which was at the height of its power in the early 1500s. Moctezuma's capital, Tenochtitlán, was built in the middle of Lake Texcoco, near the present-day site of Mexico City. Tenochtitlán was a large city with temples, a palace, and buildings that were built on an island in the middle of the lake. The buildings and riches of the city impressed the Spaniards. They saw the Aztec Empire as a good source of gold and silver. They also wanted to convert the Aztec to Christianity.

*Chapter 2,  
(p. 46)*

The Aztec had thousand of warriors. In contrast, Cortés had only 508 soldiers, about 100 sailors, 16 horses, and some guns. Cortés hoped that his superior weapons would bring him victory.

Complete this outline based on the passage you just read.

- I. Moctezuma and the Aztec Empire were at the height of power in the 1500s.
  - A. Tenochtitlán was the capital
    1. Built in Lake Texcoco
    2. \_\_\_\_\_
  - B. The buildings and riches impressed the conquistadors
    1. \_\_\_\_\_
    2. Christianity
- II. \_\_\_\_\_
  - A. Cortés had fewer soldiers
  - B. \_\_\_\_\_

## Chapter 2

### Section 1

Leif Eriksson (p. 38)  
Henry the Navigator (p. 39)  
astrolabe (p. 40)  
caravels (p. 40)

### Section 2

Christopher Columbus (p. 42)  
Line of Demarcation (p. 44)  
Treaty of Tordesillas (p. 44)  
Ferdinand Magellan (p. 44)  
circumnavigate (p. 44)  
Columbian Exchange (p. 45)

### Section 3

conquistadors (p. 46)  
Hernán Cortés (p. 46)  
Moctezuma II (p. 46)  
Francisco Pizarro (p. 47)  
encomienda system (p. 50)  
plantations (p. 50)  
Bartolomé de Las Casas (p. 51)

### Section 4

Protestant Reformation (p. 53)  
Protestants (p. 53)  
Spanish Armada (p. 53)  
Northwest Passage (p. 54)  
Jacques Cartier (p. 54)  
charter (p. 54)

### Section 5

immune (p. 58)  
Middle Passage (p. 59)  
African Diaspora (p. 60)

## Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words.

effect (p. 40)  
structure (p. 59)

# Europeans Set Sail

## What You Will Learn...

### Main Ideas

1. Vikings were skilled sailors, and they were the first Europeans to reach North America.
2. Prince Henry the Navigator established a school for sailors and provided financial support that enabled the Portuguese to start exploring the oceans.
3. Portuguese sailors sailed around Africa and found a sea route to Asia.

### The Big Idea

Europeans explored the world, searching for new lands and new trade routes.

### Key Terms and People

Leif Eriksson, *p. 38*

Henry the Navigator, *p. 39*

astrolabe, *p. 40*

caravels, *p. 40*



Use the graphic organizer online to take notes on Viking and Portuguese voyages of exploration.

## If YOU were there...

You are a sailor living in Portugal in the mid-1400s. Several of your friends are excited about joining an expedition to sail to new lands. Although Portuguese navigators have made improvements to sailing ships and advancements in ocean travel, you have heard about the dangers other sailors have faced on the open seas.

## Will you join the expedition or stay behind? Why?

**BUILDING BACKGROUND** Europeans were interested in the goods of Africa and Asia. In order to find new routes to these goods and to find new lands to settle, many European nations sent explorers on voyages.

## Viking Sailors Reach North America

The Vikings were the first Europeans to make contact with North America. They came from Scandinavia, a peninsula that includes the present-day countries of Denmark, Norway, and Sweden. The Vikings were skilled sailors who developed a new style of ship, called the longship, that curved up at both ends. Viking vessels traveled the rough North Atlantic seas better than earlier ships because their designs were more stable.

The Vikings raided countries throughout Europe, but they also developed large trading networks. Viking ships sailed to the British Isles and the Mediterranean and Black seas. Eventually, the Vikings sailed west into the North Atlantic. There they founded a settlement on the island of Iceland in about 874. More than 100 years later, Viking Erik the Red left Iceland to settle Greenland.

**Leif Eriksson**, the son of Erik the Red, shared his father's love of adventure. In the year 1000, he was sailing from west Norway to Greenland when strong winds blew his ship off course and carried his ship all the way to the North American coast.

Eriksson and his crew landed on the Labrador Peninsula in present-day Canada. The Vikings then sailed farther south to the island of Newfoundland, and perhaps to what is now New England. According to their myths, Vikings saw forests, meadows, and rivers that held "larger salmon than they had ever seen."

Eriksson settled in a coastal area he called Vinland, but the Vikings left after only a few years. Attacks by Native Americans posed a constant threat, and the area may have been too far from other Viking settlements to be supported.

After the Vikings left North America, Europeans did not return to the continent for centuries. In the 1400s, however, a growing interest in discovery and exploration spread across Europe.

**READING CHECK** **Sequencing** List the stages of exploration that led to the Vikings' landing in North America.

## Prince Henry the Navigator

In the early 1400s Portugal became a leader in world exploration. One man in particular, Prince **Henry the Navigator**, was responsible for advances that would make exploration more successful. Although he never set out on a voyage himself, Henry greatly advanced Portugal's exploration efforts.

In the early 1400s Prince Henry built an observatory and founded a school of navigation to teach better methods of sailing. He also financed research by mapmakers and shipbuilders. Finally, he paid for expeditions to explore the west coast of Africa.

## Riches in Asia

During the 1400s, Europeans had several reasons to explore the world. First, they wanted Asian spices. They hoped to bypass the merchants who had a monopoly on, or economic control of, the Asian products that reached the Mediterranean. If a sea route to Asia could be found, countries could buy spices and other items directly.

Second, religion played a role in exploration. Christians in Europe wanted to convert more people to their faith. Third, many Europeans had become interested in Asian cultures. Explorer Marco Polo's book about his travels throughout Asia remained popular in Europe long after his death in 1324. Many Europeans wanted to learn more about Asia and its cultures.

### History Close-up

## The Caravel

A special type of ship called the caravel became the workhorse of many European explorers. Though small, caravels were sturdy. They could sail across huge oceans and up small rivers. Caravels featured important advances in sailing technology.

The smooth, rounded hull handled high seas well.

The large center rudder made quick turns possible.

Triangular sails enabled the caravel to sail into the wind.

**ANALYSIS SKILL**

**ANALYZING VISUALS**

What features made the caravel an excellent sailing ship?

## Causes and Effects of the Discovery of a Sea Route to Asia

QUICK  
FACTS

Several factors led to the discovery of a sea route from Europe to Asia.

### Causes

- Financial backing from Prince Henry the Navigator
- New technology (caravel and mariner's astrolabe)
- Seeking trade with Asia and financial gain
- Converting people to Christianity
- Curiosity

### Effects

- Discovery of a sea route to Asia
- Face-to-face contact with traders in distant lands
- Awareness of different cultures and ways of life

ANALYSIS  
SKILL

### ANALYZING INFORMATION

Why was trade with Asia so important to Europeans?

## A Sea Route to Asia

By the 1400s Portugal had several motives, financial support, and the technology necessary for exploration. Portuguese explorers set out to find new lands.

### Rounding Africa

Even with new technology, travel on the open seas was dangerous and difficult. One person described the **effect** on sailors of a voyage south from Portugal.

“Those which survived could hardly be recognized as human. They had lost flesh and hair, the nails had gone from hands and feet . . . They spoke of heat so incredible that it was a marvel that ships and crews were not burnt.”

—Sailor, quoted in *World Civilizations*, edited by Edward McNall Burns, et al.

In spite of the dangers, Portuguese explorers continued sailing south, setting up trading posts along the way.

In 1488 Portuguese navigator Bartolomeu Dias led an expedition from Portugal southward along the African coast. A storm blew his ships around the southern tip of Africa. This point became known as the Cape of Good Hope. Dias wanted to continue his voyage, but his men did not. Since supplies were very low, Dias decided to call off the voyage and return to Portugal.

Later, King Manuel of Portugal sent another explorer, Vasco da Gama, on an expedition around the Cape of Good Hope. Da Gama left Lisbon, Portugal, in July 1497 and arrived in southwestern India the next year. Portugal had won the European race for a sea route to Asia.

When da Gama reached the Indian port of Calicut, Muslim traders met him and his men. The Muslims surprised the sailors by speaking to them in Portuguese. Soon da Gama and his crew learned that the people of India had been trading with Muslim and Italian merchants who knew Portuguese. Da Gama made two more trips back to India. He even governed a small colony there.

### ACADEMIC VOCABULARY

**effect** the result of an action or decision

### FOCUS ON READING

Make an outline for the heading “A Sea Route to Asia.”

### Technological Advances

New technology played a major role in advancing world exploration. Sailors began to use tools such as the magnetic compass and the **astrolabe**, a device that enabled navigators to learn their ship's location by charting the position of the stars. Better instruments made it possible for sailors to travel the open seas without landmarks to guide them.

The Portuguese also made advances in shipbuilding. They began designing ships that were smaller, lighter, and easier to steer than the heavy galleons they had used before. These new ships, called **caravels** (ker-uh-velz), used triangular sails that, unlike traditional square sails, allowed ships to sail against the wind. By placing rudders at the back of the ship, the Portuguese also improved the steering of ships.

**READING CHECK Analyzing** How did Henry the Navigator promote exploration?

## Results of Exploration

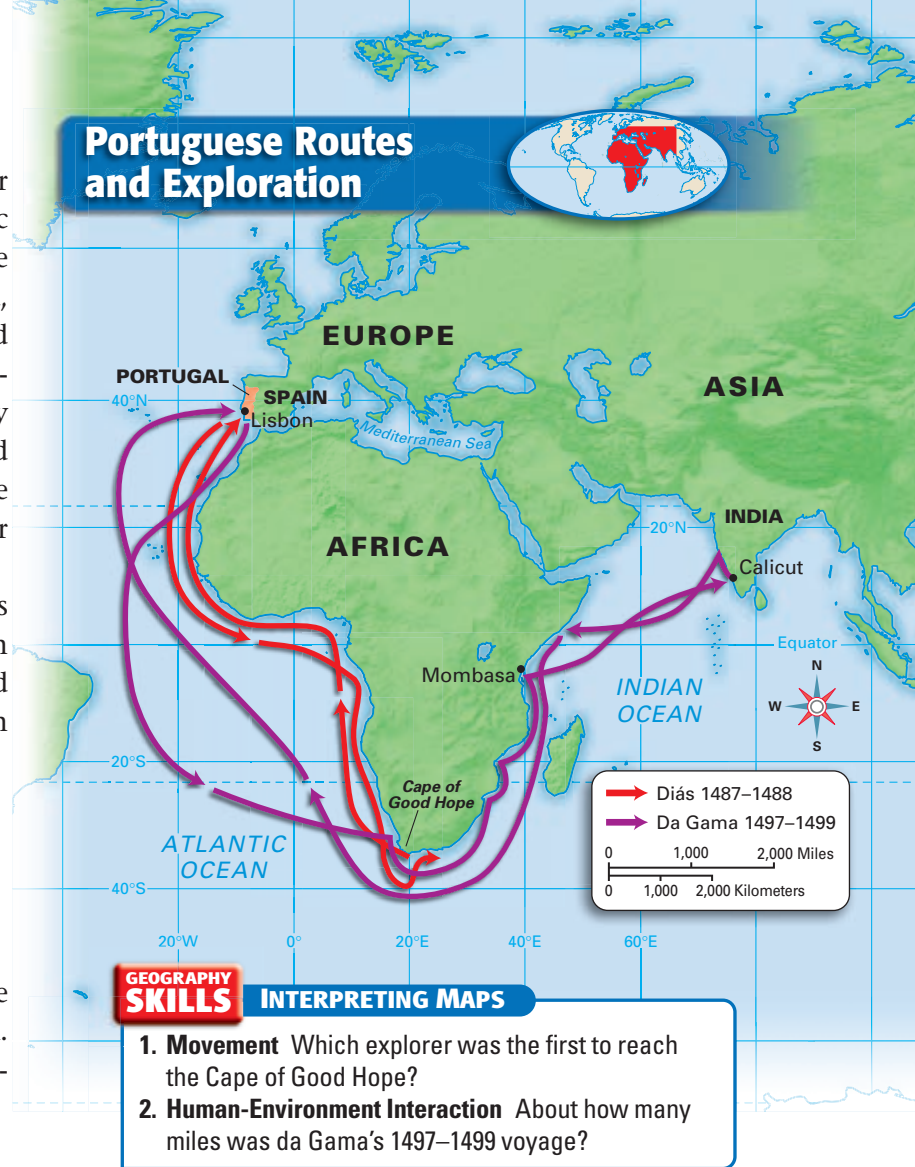
Portugal's explorations would have major results, including the start of the Atlantic slave trade. As Portuguese sailors explored the west coast of Africa, they negotiated for gold, ivory, and slaves. The slave trade devastated African communities. It led to increased warfare among kingdoms and broke up many families. The Portuguese sent many enslaved Africans to Europe and to islands in the Atlantic, where they lived and worked under brutal conditions.

The other nations of Europe watched as new trade routes brought increased wealth and power to Portugal. They soon launched voyages of exploration to find their own water routes to Asia.

**READING CHECK** **Predicting** How would continued exploration affect Africans?

**SUMMARY AND PREVIEW** In the 1400s, the Portuguese started a new era of exploration. In the next section you will learn how Europeans reached the American continents.

## Portuguese Routes and Exploration



## Section 1 Assessment

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**ONLINE QUIZ**

### Reviewing Ideas, Terms, and People

- a. Identify** Who was **Leif Eriksson**?  
**b. Summarize** How did the Vikings eventually establish Vinland?  
**c. Draw Inferences** Why do you think the Vikings did not try to colonize the Americas?
- a. Identify** Who was Prince **Henry the Navigator**?  
**b. Compare** Why were **caravels** able to sail against the wind while other ships could not?
- a. Recall** Who was the first explorer to find a sea route from Europe to Asia?  
**b. Explain** How did Muslims living in India learn Portuguese?  
**c. Draw Conclusions** How did the slave trade affect West Africa?

### Critical Thinking

- 4. Summarizing** Review your notes on European exploration. Then copy the chart below and use it to explain the reason for the explorations, the technology that made explorations possible, and the results of the explorations.



### Focus on Writing

- 5. Taking Notes on Early Explorers** As you read this section, take notes on groups of explorers. Make sure to note the differences and similarities between the groups, where they traveled, and why.

## What You Will Learn...

## Main Ideas

1. Christopher Columbus sailed across the Atlantic Ocean and reached a continent that was previously unknown to him.
2. After Columbus's voyages, other explorers sailed to the Americas.

## The Big Idea

Christopher Columbus's voyages led to new exchanges between Europe, Africa, and the Americas.

## Key Terms and People

Christopher Columbus, p. 42  
 Line of Demarcation, p. 44  
 Treaty of Tordesillas, p. 44  
 Ferdinand Magellan, p. 44  
 circumnavigate, p. 44  
 Columbian Exchange, p. 45



Use the graphic organizer online to take notes on the explorers, their journeys, and the effects of European voyages to the Americas.

# Europeans Reach the Americas

## If YOU were there...

You are a European explorer who just returned to your homeland from the Americas. While you were gone, you tried new and different foods, including corn, potatoes, and cocoa. You have brought some of these foods back with you. You want your friends and family to sample these items, but they resist.

## What will you say about these new foods?

**BUILDING BACKGROUND** Europeans, Africans, and Asians had traded with each other for centuries using land and sea routes. Native American groups also knew of each other through trade routes. Although sailors often explored new areas, before 1492 the two worlds had no communication with each other.

## Columbus Sails across the Atlantic

Stories of fabulous kingdoms and wealth in Asia captured the imagination of **Christopher Columbus**, a sailor from Genoa, Italy. Columbus was convinced that he could reach Asia by sailing west across the Atlantic Ocean.

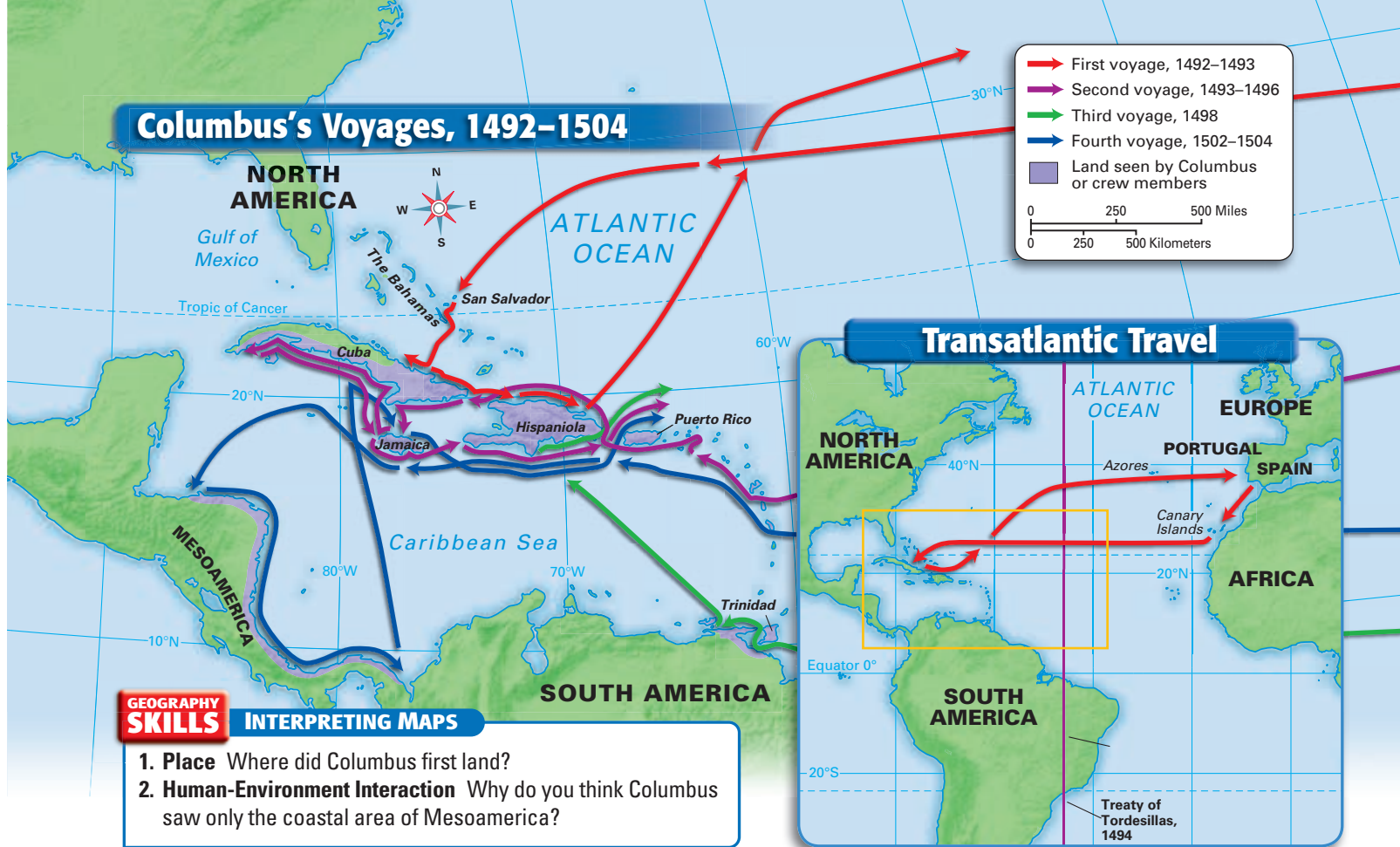
## The Journey Begins

Columbus asked King Ferdinand and Queen Isabella of Spain to pay for an expedition across the Atlantic. He promised them great riches, new territory, and Catholic converts. It took Columbus several years to convince the king and queen, but they finally agreed to help finance the journey. Ferdinand and Isabella ordered Columbus to bring back any items of value and to claim for Spain any lands he explored.

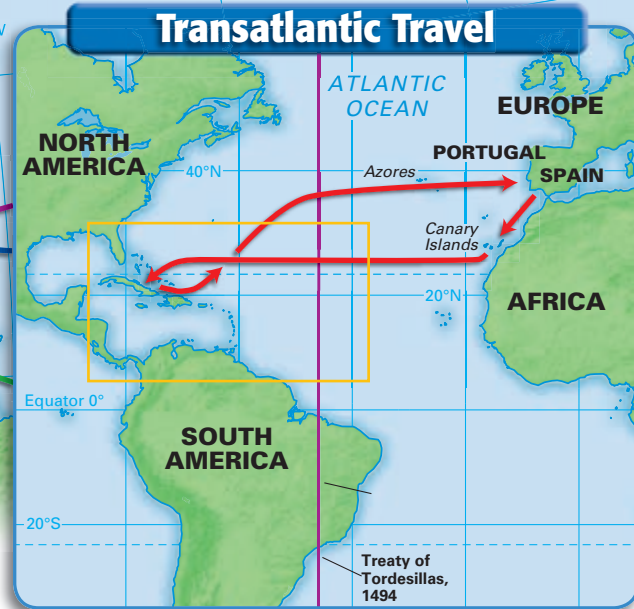
On August 3, 1492, Columbus's three ships set sail. The *Niña* and the *Pinta* were caravels. Columbus sailed in the larger *Santa María*. The ships carried about 90 sailors and a year's worth of supplies. They made a stop in the Canary Islands, and then on September 6, they resumed their journey. Soon, they passed the limits of Columbus's



## Columbus's Voyages, 1492–1504



## Transatlantic Travel



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

- 1. Place** Where did Columbus first land?
- 2. Human-Environment Interaction** Why do you think Columbus saw only the coastal area of Mesoamerica?

maps and sailed into uncharted seas. After more than a month with no sight of land, the crew grew restless.

Soon the crew saw signs of land—birds and floating tree branches. Columbus promised a reward “to him who first sang out that he saw land.” On October 12, 1492, a lookout cried, “Land! Land!” ending the long journey from the Canary Islands.

The ships landed on an island in the Bahamas. Columbus thought he had found a new route to Asia. Instead, he had reached another continent that was unknown to him. Columbus called the island San Salvador, which means “Holy Savior.” Columbus also visited another island he called Hispaniola. There he met the Taino (TY-noh). At that time Europeans called Asia the Indies, so Columbus, believing he was in Asia, called these Native American people Indians.

The Taino lived in small farming communities. In his journal, Columbus wrote that the Taino were “so generous . . . that no

one would believe it who has not seen it.” However, Columbus and his crew were not interested in Taino culture, but in gold. After three months of exploring, looking for gold, and collecting exotic plants and animals, Columbus returned to Spain.

Columbus made three more journeys to the Americas during his lifetime. In 1504 he returned to Spain in poor health. Columbus died two years later, still believing that he had reached Asia.

## Impact of Columbus's Voyages

The voyages of Columbus changed the way Europeans thought of the world and their place in it. A new era of interaction between Europe and the Americas had begun.

Columbus's discovery also created conflict between European countries. Both Spain and Portugal wanted to add these lands to their growing empires. In 1493, Pope Alexander VI, originally from Spain, issued a decree that drew a new boundary for Spain and Portugal.

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### ANIMATED GEOGRAPHY

Columbus's Explorations, 1492-1504

## Primary Source

### LETTER

## Christopher Columbus, 1494

Two years after discovering the island of Hispaniola, Columbus wrote a letter to the Spanish king and queen outlining his ideas of its colonization.

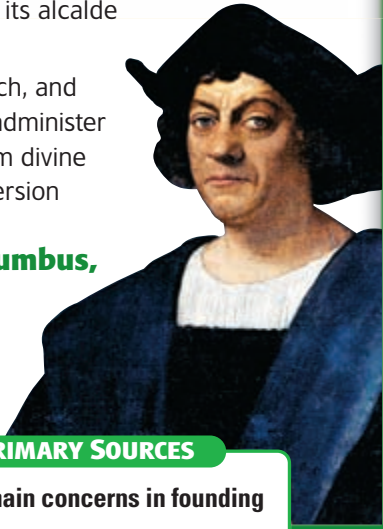
Most High and Mighty Sovereigns,

In the first place, as regards the Island of Espanola: Inasmuch as the number of colonists who desire to go thither [there] amounts to two thousand, owing to the land being safer and better for farming and trading . . .

1. That in the said island there shall be founded three or four towns . . .
2. That for the better and more speedy colonization of the said island, no one shall have liberty to collect gold in it except those who have taken out colonists' papers . . .
3. That each town shall have its alcalde [Mayor] . . .
4. That there shall be a church, and parish priests or friars to administer the sacraments, to perform divine worship, and for the conversion of the Indians.

—Christopher Columbus,

letter to the king and queen of Spain, 1494



### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

What were Columbus's main concerns in founding a colony on Hispaniola?

This imaginary **Line of Demarcation** divided the Atlantic Ocean. Spain could claim all land west of the line.

The Portuguese king believed that this arrangement favored Spain. To prevent war, the leaders of the two nations signed the **Treaty of Tordesillas**, which moved the Line of Demarcation 800 miles further west. This gave Portugal more opportunity to claim lands unexplored by other Europeans.

### READING CHECK Identifying Points of View

Why did Columbus want to sail across the Atlantic?

## Other Explorers Sail to the Americas

Columbus's discoveries inspired others to sail across the Atlantic Ocean. In 1501 explorer Amerigo Vespucci (vuh-SPOO-chee) led a Spanish fleet to the coast of present-day South America. He was convinced the land he reached was not Asia. Instead, Vespucci believed he had found a "new world." A German mapmaker labeled the continents across the ocean *America* in honor of Vespucci. Europeans began using the names North America and South America for these lands.

In a Spanish settlement in present-day Panama, another explorer, Vasco Núñez de Balboa (NOON-yays day bahl-BOH-uh), heard stories from local Native Americans about another ocean farther west. Balboa set out to find it. For weeks he and his men struggled through thick jungle and deadly swamps. In 1513 they reached the top of a mountain. From this spot Balboa saw a great blue sea—the Pacific Ocean—stretching out before him.

In 1519, **Ferdinand Magellan** (muh-JEHL-uhn), a Portuguese navigator, set out with a Spanish fleet to sail down the east coast of South America. After sailing around the southern tip of the continent, Magellan continued into the Pacific even though his ships were dangerously low on food and fresh water.

Magellan's fleet sailed across the Pacific Ocean. In the Philippines, Magellan was killed in a battle with native peoples. Down to three ships, the expedition continued sailing west into the Indian Ocean. In 1522 the voyage's only remaining ship returned to Spain. Only 18 members of Magellan's original crew survived. These sailors were the first people to **circumnavigate**, or go all the way around, the globe. Their entire journey was some 40,000 miles long.

European explorers and settlers took plants and animals with them to the Americas. They also brought back a variety of new plants and animals to Europe, Asia, and Africa.

This transfer became known as the **Columbian Exchange** because it started with Columbus's explorations. The Columbian Exchange dramatically changed the world.

European explorers found many plants in the Americas that were unknown to them, including corn, potatoes, tobacco, and cocoa. They brought these items to Europe, where they were highly valued. The explorers also introduced horses, cattle, and pigs to the Americas. Native Americans came to use these animals for food and transportation. They also started to farm European grains such as wheat and barley.

Without intending to do so, the explorers also introduced deadly new diseases to the Americas. Native Americans had no natural resistance to European diseases and often died as a result of their exposure to them.

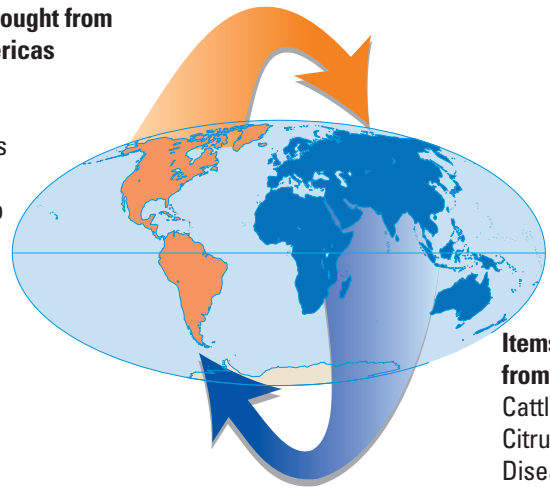
Over time, a trading pattern involving the exchange of raw materials, manufactured products, and slaves developed among Europe, Africa, and the Americas. Europeans shipped millions of enslaved Africans to work in the colonies in the New World.

**READING CHECK** **Evaluating** What were the negative aspects of the Columbian Exchange?

## The Columbian Exchange

### Items brought from the Americas

Cocoa  
Corn  
Potatoes  
Squash  
Tobacco  
Turkeys



### Items brought from Europe

Cattle  
Citrus Fruits  
Diseases  
Grains  
Horses  
Sugarcane

### ANALYSIS SKILL

Which side of the Atlantic did cattle come from? Potatoes? Sugarcane?

**SUMMARY AND PREVIEW** Columbus's voyages to America inspired other Europeans to explore the "New World." This led to new exchanges between both sides of the Atlantic. In the next section you will learn about Spain's empire in the Americas.

## Section 2 Assessment

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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Recall** What agreement did **Christopher Columbus** make with Queen Isabella and King Ferdinand of Spain?

**b. Explain** Where did Columbus think he had landed when he reached the Bahamas?

**c. Evaluate** How did Columbus's voyage lead to a dispute between Spain and Portugal?
- a. Identify** Who was the first European explorer to see the Pacific Ocean?

**b. Summarize** What route did **Ferdinand Magellan's** ships take to **circumnavigate** the globe?

**c. Draw Conclusions** How did the **Columbian Exchange** and the slave trade affect the economies and the people of Europe, Africa, and the Americas?

### Critical Thinking

- Supporting a Point of View** Review your notes on European exploration. Then copy the graphic organizer below and use it to rank, in order, the two most important results of European voyages to the Americas. Explain your choices in the "Why" column.

Most Important	Why

### FOCUS ON WRITING

- Understanding Christopher Columbus** As you read this section, pay attention to what life might have been like for Columbus and his crew as they sailed across the Atlantic. Note ways in which their voyage changed life for many Europeans.

## What You Will Learn...

## Main Ideas

1. Spanish conquistadors conquered the Aztec and Inca empires.
2. Spanish explorers traveled through the borderlands of New Spain, claiming more land.
3. Spanish settlers treated Native Americans harshly, forcing them to work on plantations and in mines.

## The Big Idea

Spain established a large empire in the Americas.

## Key Terms and People

conquistadors, p. 46  
 Hernán Cortés, p. 46  
 Moctezuma II, p. 46  
 Francisco Pizarro, p. 47  
 encomienda system, p. 50  
 plantations, p. 50  
 Bartolomé de Las Casas, p. 51



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TAKING NOTES

Use the graphic organizer online to take notes on Spanish conquest and settlement in the Americas.

# Spain Builds an Empire

## If YOU were there...

You are an Aztec warrior living in central Mexico in the 1500s.

You are proud to serve your ruler, Moctezuma II. One day several hundred foreigners arrive on your shores. They are pale, bearded men, and they have strange animals and equipment.

## From where do you think these strangers have come?

**BUILDING BACKGROUND** Spain sent many expeditions to the Americas. Like explorers from other countries, Spanish explorers claimed the land they found for their country. Much of this land was already filled with Native American communities, however.

## Spanish Conquistadors

The Spanish sent **conquistadors** (kahn-kees-tuh-DAWRS), **soldiers who led military expeditions in the Americas**. Conquistador **Hernán Cortés** left Cuba to sail to present-day Mexico in 1519. Cortés had heard of a wealthy land to the west ruled by a king named **Moctezuma II** (mawk-tay-SOO-mah).

## Conquest of the Aztec Empire

Moctezuma ruled the Aztec Empire, which was at the height of its power in the early 1500s. Moctezuma's capital, Tenochtitlán, was built in the middle of Lake Texcoco, near the present-day site of Mexico City. Tenochtitlán was a large city with temples, a palace, and buildings that were built on an island in the middle of the lake. The buildings and riches of the city impressed the Spaniards. They saw the Aztec Empire as a good source of gold and silver. They also wanted to convert the Aztec to Christianity.

The Aztec had thousands of warriors. In contrast, Cortés had only 508 soldiers, about 100 sailors, 16 horses, and some guns. Cortés hoped that his superior weapons would bring him victory. Cortés also sought help from enemies of the Aztec. An Indian woman named Malintzin (mah-LINT-suhn) helped Cortés win allies.

At first Moctezuma believed Cortés to be a god and welcomed him. Cortés then took Moctezuma prisoner and seized control of Tenochtitlán. Eventually, Tenochtitlán was destroyed and Moctezuma was killed. Smallpox and other diseases brought by the Spanish quickened the fall of the Aztec Empire.

## Conquest of the Inca Empire

Another conquistador, **Francisco Pizarro** (puh-ZAHR-oh), heard rumors of the Inca cities in the Andes of South America. The Inca ruled a large territory that stretched along the Pacific coast from present-day Chile to northern Ecuador.

Pizarro had fewer than 400 men in his army. But the Inca, like the Aztec, had no weapons to match the conquistadors' swords and guns. Though outnumbered, Pizarro's troops captured the great Inca capital at Cuzco in present-day Peru and killed the Inca leaders. By 1534 Pizarro and his Native American allies had conquered the entire Inca Empire.

In only a few years, the Spanish had conquered two great American empires. During the conquest, the Spanish and their

allies killed thousands of Inca and Aztec and looted their settlements. Moreover, possibly more than three-quarters of the Aztec and Inca populations were killed by the diseases the Europeans brought.

## Spanish Settlements

The Spanish began to settle their vast empire, which they called New Spain. Spain's government wanted to control migration to the Americas. Most of the emigrants were Spanish, though a few non-Spanish subjects of the king also migrated. Jews, Muslims, and non-Christians were forbidden to settle in New Spain. At first, most emigrants were men. The government then encouraged families to migrate. Eventually, women comprised one-quarter of the total emigration from Spain.

Spain ruled its large American empire through a system of royal officials. At the top was the Council of the Indies, formed in 1524 to govern the Americas from Spain. The Council appointed two viceroys, or royal governors. The Viceroyalty of Peru governed most of South America. The Viceroyalty of New Spain governed all Spanish territories in

### LINKING TO TODAY

## Armored Warfare

The armor of the Spanish conquistadors helped them defeat the Aztec and Inca. Spanish soldiers and their horses wore armor made of steel. The steel protected the soldiers from enemy weapons but was heavy and hard to wear. Armored weapons of today's soldiers include tanks and other large vehicles. Inside these vehicles, soldiers are safer from enemy gunfire.



ANALYSIS  
SKILL

ANALYZING INFORMATION

1. Why did armor need to be heavy?
2. Why do modern armies still use armor?

Central America, Mexico, and the southern part of what is now the United States.

The Spanish established three kinds of settlements in New Spain. Pueblos served as trading posts and sometimes as centers of government. Priests started missions where they converted local Native Americans to Catholicism. The Spanish also built presidios, or military bases, to protect towns and missions.

To connect some of the scattered communities of New Spain, Spanish settlers built *El Camino Real*, or “the Royal Road.” This network of roads ran for hundreds of miles, from Mexico City to Santa Fe. The roads later stretched to settlements in California.

**READING CHECK Analyzing** How did the Spanish conquer the great Aztec and Inca empires?

## Reasons for Spanish Victory

QUICK FACTS

Several advantages helped the Spanish defeat the Aztec and Inca.

### Causes of the Aztec and Inca Defeat

- Spanish steel armor and weapons
- Spanish horses
- European diseases
- Spanish alliances with Aztec and Inca enemies

### Effects

- Reduced Native American population
- Spanish rule of the Americas
- Columbian Exchange

ANALYSIS SKILL

ANALYZING INFORMATION

Which cause do you think was most important to the Spanish victory?

## Exploring the Borderlands of New Spain

Spain’s American empire was not limited to lands taken from the conquered Aztec and Inca empires. Many other Spanish explorers came to North America. They explored the borderlands of New Spain and claimed many new lands for the Spanish crown.

### Exploring the Southeast

In 1508 explorer Juan Ponce de León landed on the Caribbean island of Puerto Rico. By 1511 he had conquered the island for Spain and founded the city of San Juan. De León also discovered gold on Puerto Rico. Spanish officials appointed him governor of the colony.

In 1512 de León discovered the coast of present-day Florida. The next year he searched Florida for a mythical Fountain of Youth. Though he never found the fabled fountain, Ponce de León acquired royal permission to colonize Florida. However, he failed in his quest to colonize the area.

Two decades later another explorer traveled through Florida. Royal officials gave Hernando de Soto permission to explore the coastal region of the Gulf of Mexico. In 1539 his expedition landed in an area near the present-day city of Tampa Bay, Florida.

De Soto then led his men north through what is now Georgia and the Carolinas. The expedition then turned west and crossed the Appalachian Mountains. De Soto discovered the Mississippi River in 1541. The explorers then traveled west into present-day Oklahoma. De Soto died in 1542 on this journey.

### Exploring the Southwest

The Spanish also explored what is now the southwestern United States. In 1528 explorer Álvar Núñez Cabeza de Vaca joined conquistador Pánfilo de Narváez on an expedition to North America. Their group of 300 men first landed on the Florida coast. They faced many severe problems, including a shortage of food.

The group built boats, which made it possible for them to travel around the Florida panhandle. The explorers continued along the Gulf Coast and eventually reached the Mississippi River. Severe weather hit this group hard, and many members of the expedition died. De Vaca's boat shipwrecked on what is now Galveston Island in Texas. Only de Vaca and three other men survived. One survivor was a Moroccan-born slave named Estevanico. His Spanish slaveholder also survived.

Each of the four survivors was captured and enslaved by Native American groups living in the area. After six years of captivity, the men finally escaped. They journeyed on foot throughout the North American Southwest, receiving help from Native Americans they met along the way. In 1536, after turning south, the group reached Spanish settlements in Mexico.

Soon after their journey ended, Estevanico's slaveholder sold him to a Spanish viceroy. The viceroy assigned Estevanico to serve as a guide for a new expedition he was sending into the Southwest. Native Americans killed the enslaved African in 1539.

De Vaca eventually returned to Spain, where he called for better treatment of Native Americans. De Vaca later wrote about his experiences in the first European book exclusively devoted to North America. De Vaca's book increased Spanish interest in the New World. His writings fueled the rumors that riches could be found in North America.

“For two thousand leagues did we travel, on land, and by sea in barges, besides ten months more after our rescue from captivity; untiringly did we walk across the land, . . . During all that time we crossed from one ocean to the other, . . . We heard that on the shores of the South there are pearls and great wealth, and that the richest and best is near there.”

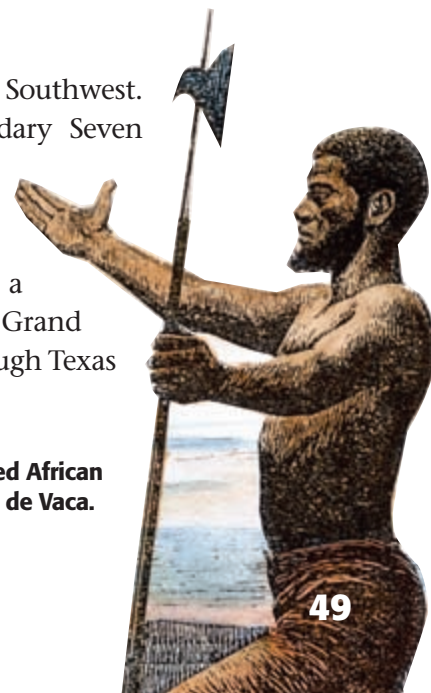
—Cabeza de Vaca, *The Journey of Álvar Núñez Cabeza de Vaca*

De Vaca's account inspired other explorers to travel to North America. In 1540 Francisco Vázquez de Coronado set out to



explore the North American Southwest. He wanted to find the legendary Seven Cities of Gold that were rumored to exist there. His expedition went through present-day New Mexico and Arizona, where a group of his men discovered the Grand Canyon. Coronado trekked through Texas

**Estevanico was an enslaved African who traveled with Cabeza de Vaca.**



## Spanish Viceroyalties, c.1650



### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

- 1. Location** What was the capital of the Viceroyalty of Peru?
- 2. Place** Which viceroyalty included modern-day Mexico?

### THE IMPACT TODAY

Today Christianity is the most commonly practiced religion in Latin America. The majority of Latin American Christians are Roman Catholics, but an increasing number have joined Protestant faiths.

and Oklahoma, going as far north as Kansas before turning around. He never found the fabled cities of gold.

**READING CHECK** **Comparing** How were the expeditions of Ponce de León and Coronado similar?

## Spanish Treatment of Native Americans

The journeys of the Spanish explorers allowed Spain to claim a huge empire in the Americas. Spain's American colonies helped

make the country very wealthy. From 1503 to 1660, Spanish fleets loaded with treasure carried 200 tons of gold and 18,600 tons of silver from the former Aztec and Inca empires to Spain. Mexico and Peru also grew food to help support Spain's growing empire. However, these gains came with a price for Native Americans. Native peoples suffered greatly at the hands of the Spanish.

### Forced Labor

By 1650 the Spanish Empire in the Americas had grown to some 3 to 4 million people. Native Americans made up about 80 percent of the population. The rest were whites, Africans, and people of mixed racial background. Settlers who came from Spain were called *peninsulares* (pay-noon-soo-LAHR-ays) and usually held the highest government positions. To reward settlers for their service to the Crown, Spain established the **encomienda** (en-koh-mee-EN-duh) **system**. It gave settlers the right to tax local Native Americans or to make them work. In exchange, these settlers were supposed to protect the Native American people and convert them to Christianity. Instead, most Spanish treated the Native Americans as slaves. Native Americans were forced to work in terrible conditions. They faced cruelty and desperate situations on a daily basis.

The Spanish operated many **plantations**, large farms that grew just one kind of crop. Plantations throughout the Caribbean colonies made huge profits for their owners. It took many workers to run a plantation, however, so colonists forced thousands of Native Americans to work in the fields. Indians who were taken to work on haciendas, the vast Spanish estates in Central and South America, had to raise and herd livestock. Other Native Americans were forced to endure the backbreaking work of mining gold and silver. The forced labor and harsh treatment killed many native people in New Spain.



## The Role of the Catholic Church

The Catholic Church played a major role in the interactions of the Spanish with Native Americans. The Spanish king commanded priests to convert the local people to the Christian faith. Some Native Americans combined Spanish customs with their own. Others rejected Spanish ideas completely.

Some European settlers in the Americas protested the terrible treatment of Native Americans. A priest named **Bartolomé de Las Casas** said that the Spanish should try to convert Native Americans to Christianity by showing them love, gentleness, and kindness. The Spanish monarchs agreed, but the colonists did not always follow their laws.

**READING CHECK** **Finding Main Ideas** How did the encomienda system strengthen Spanish rule?

**SUMMARY AND PREVIEW** In the 1500s Spain built a vast empire in the Americas. The Spanish treated the Native Americans harshly in their new empire. In the next section you will learn about other European empires in the Americas.

## Primary Source

### BOOK

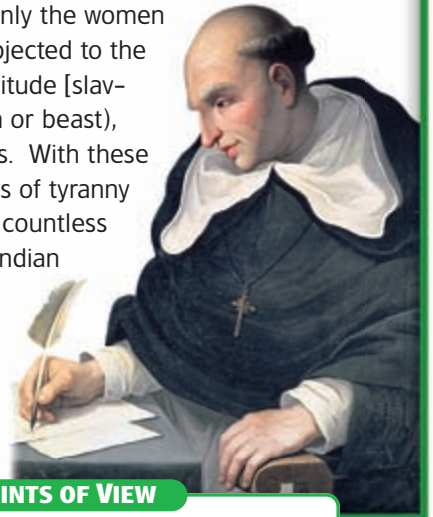
## Brief Account of the Devastation of the Indies

*Bartolomé de Las Casas, a Catholic priest in New Spain, encouraged better treatment of Native Americans.*

“When they [Spaniards] have slain all those who fought for their lives or to escape the tortures they would have to endure, that is to say, when they have slain all the native rulers and young men (since the Spaniards usually spare only the women and children, who are subjected to the hardest and bitterest servitude [slavery] ever suffered by man or beast), they enslave any survivors. With these infernal [devilish] methods of tyranny they debase and weaken countless numbers of those pitiful Indian nations.”

—**Bartolomé de Las Casas,**

*from Brief Account of the Devastation of the Indies*



### ANALYSIS SKILL

### ANALYZING POINTS OF VIEW

How did Las Casas's view of the treatment of Native American groups differ from the views of other Spaniards?

## Section 3 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Identify** Who was **Moctezuma II**?

**b. Analyze** How was **Hernán Cortés** able to conquer the Aztec Empire?

**c. Elaborate** What advantages did the Spanish have over Native Americans?
- a. Recall** Which Spanish explorer received permission to colonize Florida?

**b. Analyze** Why do you think Cabeza de Vaca wrote of great riches that could be found in the Americas?

**c. Evaluate** Why do you think de Vaca called for better treatment of Native Americans after having been held prisoner by them?
- a. Identify** What was the **encomienda system**?

**b. Analyze** Why do you think the king of Spain commanded Catholic priests to teach Native Americans about Christianity?

### Critical Thinking

- Categorizing** Review your notes on Spanish conquest and settlement in the Americas. Then copy the following graphic organizer and use it to explain the impact Spain had on the Americas.

Spanish America	
government	
religion	
labor	

### FOCUS ON WRITING

- Taking Notes on the Spanish Empire** Take notes on the Spanish conquest of the Aztec Empire and the founding of the Spanish Empire. How did this empire affect Native Americans?

# The Race for Empires

## What You Will Learn...

### Main Ideas

1. Events in Europe affected settlement of North America.
2. Several explorers searched for a Northwest Passage to the Pacific Ocean.
3. European nations raced to establish empires in North America.

### The Big Idea

Other European nations challenged Spain in the Americas.

### Key Terms and People

Protestant Reformation, *p. 53*

Protestants, *p. 53*

Spanish Armada, *p. 53*

Northwest Passage, *p. 54*

Jacques Cartier, *p. 54*

charter, *p. 54*



Use the graphic organizer online to take notes on the reasons for European voyages to North America, the search for a Northwest Passage, and the development of European empires in North America.

## If YOU were there...

The people of your village in France have always belonged to the same church. Now in the 1600s, your village is divided over religious beliefs. You have heard about the Dutch colony of New Netherland in America, where people can practice any religion freely. You would like to leave for America, but your parents are unwilling to leave their home.

**How would you persuade your family to emigrate?**

**BUILDING BACKGROUND** During the 1400s, the Catholic Church was one of the most powerful institutions in Europe. Not everyone agreed with all of its teachings, however. Disagreement, and sometimes violence, led some people to search for new places to settle.

## Events in Europe

Many significant events took place in Europe in the 1500s. Disagreements about religion threw Europe into turmoil. Some of these disagreements eventually led to wars. At the same time, several European nations began to compete for land and power overseas.

## Key Events in European History, 1450–1588



c. 1450

Johannes Gutenberg develops his movable-type printing press.



## The Protestant Reformation

In 1517 a German priest named Martin Luther publicly criticized the Roman Catholic Church. Luther charged that the church was too wealthy and that it abused its power. Criticisms like Luther's started the **Protestant Reformation**. This religious movement began in small German towns but quickly spread to most of Europe. It became a part of many political disputes as well. The **Protestants** were reformers who protested some of the Catholic Church's practices. Many Protestants believed God meant for religion to be simple.

The printing press—a machine that produces printed copies using movable type—helped spread the ideas of the Reformation. Protestants printed large numbers of Bibles as well as short essays explaining their ideas. This let more people read and think about the Bible on their own, rather than relying solely on the teachings of a priest.

Conflicts between Catholics and Protestants took place throughout Europe, often leading to civil war. In the late 1500s French Catholics fought French Protestants, known as Huguenots (HYOO-guh-nahts). Many Huguenots eventually emigrated to the Americas in search of religious freedom.

In 1534 King Henry VIII founded the Church of England, or the Anglican Church. By making himself the head of the church, Henry challenged the authority of the pope and angered Catholics. Political issues soon became mixed with the religious struggles.

## Spain and England Go to War

In the late 1500s King Philip II used Spain's great wealth to lead a Catholic Reformation against the Protestant movement. He hoped to drive the Protestants out of England. Standing in his way was the Protestant English queen Elizabeth I and her sea dogs. Sea dogs was the name given to English sailors who raided Spanish treasure ships. The most successful and daring was Sir Francis Drake.

Philip was angered by English piracy. He began gathering the **Spanish Armada**, a huge fleet of warships meant to end English plans. The Armada had about 130 ships and some 27,000 sailors and soldiers. This mighty fleet was launched to invade England and overthrow Queen Elizabeth and the Anglican Church. But in July 1588, the smaller, but faster, English fleet defeated the Armada in a huge battle.

The Armada's defeat shocked the Spanish. In addition to the naval defeat, Spain's economy was in trouble. The gold and silver that Spain received from the Americas caused high inflation. Inflation is a rise in the price of goods caused by an increase in the amount of money in use. Economic problems in Spain combined with the defeat of the Spanish Armada led countries such as England, France, and the Netherlands to challenge Spanish power overseas.

### READING CHECK Analyzing

What led to the decline of the Spanish Empire?



**1517**

Martin Luther nails his ninety-five theses to the door of a church in Wittenberg, Germany.

**1588**

The English defeat the Spanish Armada. The loss greatly weakens Spain, allowing other European countries to claim land in North America.



## Search for a Northwest Passage

Europeans wanted to find a **Northwest Passage**, a water route through North America that would allow ships to sail from the Atlantic to the Pacific. The English began sending explorers to find it.

Italian sailor John Cabot knew that the king of England wanted to find such a route. Cabot offered to pay for his own expedition, asking only that the king of England grant him a royal charter to any lands he found. The king agreed, and Cabot made voyages to North America for England in 1497 and 1498.

Cabot sailed to North America, but he left very few records of his journeys. It is believed that he traveled along the coast of present-day Newfoundland in Canada. Although Cabot did not find a passage to the Pacific Ocean, his voyages were successful. They became the basis of England's claim to land in North America.

In 1524 France sent an Italian captain, Giovanni da Verrazano (vayr-raht-SAHN-oh), to seek a Northwest Passage. Verrazano sailed along the coast of North America from present-day North Carolina to Maine. **Jacques Cartier** (kahr-tyay), a French sailor, led France's next major exploration of North America. He made two trips to what is now Canada. Cartier sailed into the Saint Lawrence River and traveled all the way to present-day Montreal, claiming the areas he explored for France.

The Dutch also entered the race. They hired English captain Henry Hudson to find a Northwest Passage. Hudson first sailed to present-day New York in 1609. The following year Hudson returned to North America, sailing under the English flag. He traveled far to the north. Eventually he reached a strait that he hoped would lead to the Pacific Ocean. Instead, it led into a huge bay, later named Hudson Bay.

None of these explorers ever found a Northwest Passage. Their explorations, however, led to increased European interest in North America.

**READING CHECK** **Finding Main Ideas** Why did European explorers seek a Northwest Passage?

## European Presence in North America

The Spanish and the Portuguese were the early leaders in overseas exploration. They dominated the colonization of the New World through the 1500s. However, Spain and Portugal focused on Central America, the Caribbean, and South America. They left much of North America unexplored. The English, French, and Dutch explored North America. These nations then sought to expand their own empires there.

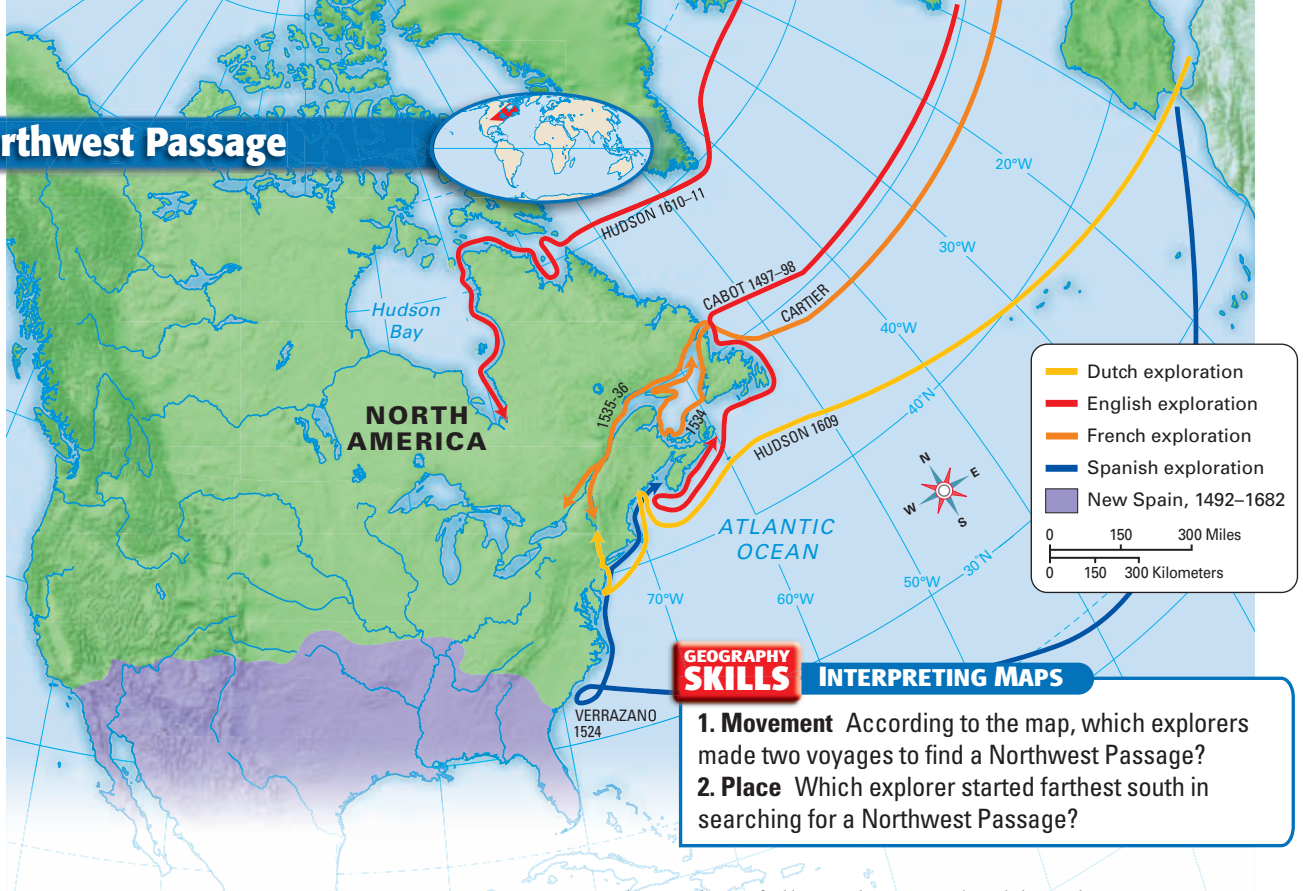
### English Presence in the New World

In the late 1500s England decided to set up a permanent settlement in North America. This colony was to establish an English presence in the New World. Sir Walter Raleigh received a **charter**, a document giving him permission to start a colony. In 1584 he sent an expedition that landed in present-day Virginia and North Carolina. Raleigh named the entire area Virginia.

The following year, Raleigh sent another group to found a colony on Roanoke Island, off the coast of North Carolina. The English colonists at Roanoke found life hard. They fought with Native Americans and had trouble finding and growing food. After only a year, the remaining colonists returned to England.

John White, a talented artist, and 150 colonists resettled Roanoke in the spring of 1587. White's granddaughter, Virginia Dare, was the first English colonist born in North America. After a few months, White went back to England to get more supplies. War with Spain prevented White from returning for three years. When he came back, White found the colony deserted. The only clue he found to the fate of the colonists was the word *Croatoan*, the name of a nearby island, carved into a post. Did the colonists try to escape a Native American attack by fleeing to the island? White never found out. To this day, no one is certain what happened to the "lost colony" at Roanoke.

## Northwest Passage



### French Presence in the New World

France built its first North American settlement in Florida, when Huguenots started a few small colonies there in 1564. The Spanish soon destroyed these settlements and drove out the French. Religious wars in France slowed further French efforts to colonize North America. When the fighting ended, the French renewed efforts to settle present-day eastern Canada. The explorations of Jacques Cartier and Samuel de Champlain gave France a claim to this region.

Nearly 70 years after Cartier sailed up the Saint Lawrence, French sailor Samuel de Champlain began exploring North America. He recorded his ideas about European exploration in his journal.

“Through [exploration] we gain knowledge of different countries, regions and kingdoms; through it we attract and bring into our countries all kinds of riches; through it . . . Christianity [is spread] in all parts of the earth.”

—Samuel de Champlain, quoted in *The Canadian Frontier, 1534–1760*, by W. J. Eccles

Champlain followed Cartier’s old paths. Over the years he made many journeys along the Saint Lawrence River. He also visited the Great Lakes, led by Native American guides.

In 1608 Champlain founded a small colony on the Saint Lawrence River. He named the colony Quebec. This trading post opened fur-trading routes for the French throughout the region. Champlain’s explorations became the basis of France’s claim to much of Canada.

In the late 1600s the French began spreading out from the Saint Lawrence River. Calling their North American territory New France, French fur traders, explorers, and missionaries were all on the move.

In the 1650s French missionaries told stories about “a beautiful river, large, broad, and deep.” In 1673 explorer Louis Jolliet (jah-lee-ET) and missionary Jacques Marquette set out to find this great river, the Mississippi. (Hernando de Soto was the first European to find the Mississippi River, in 1541.) They reached the river and traveled down it as far as present-day Arkansas.

Nine years later René-Robert de La Salle followed the Mississippi River to the Gulf of

# European Exploration of the Americas, 1492–1682



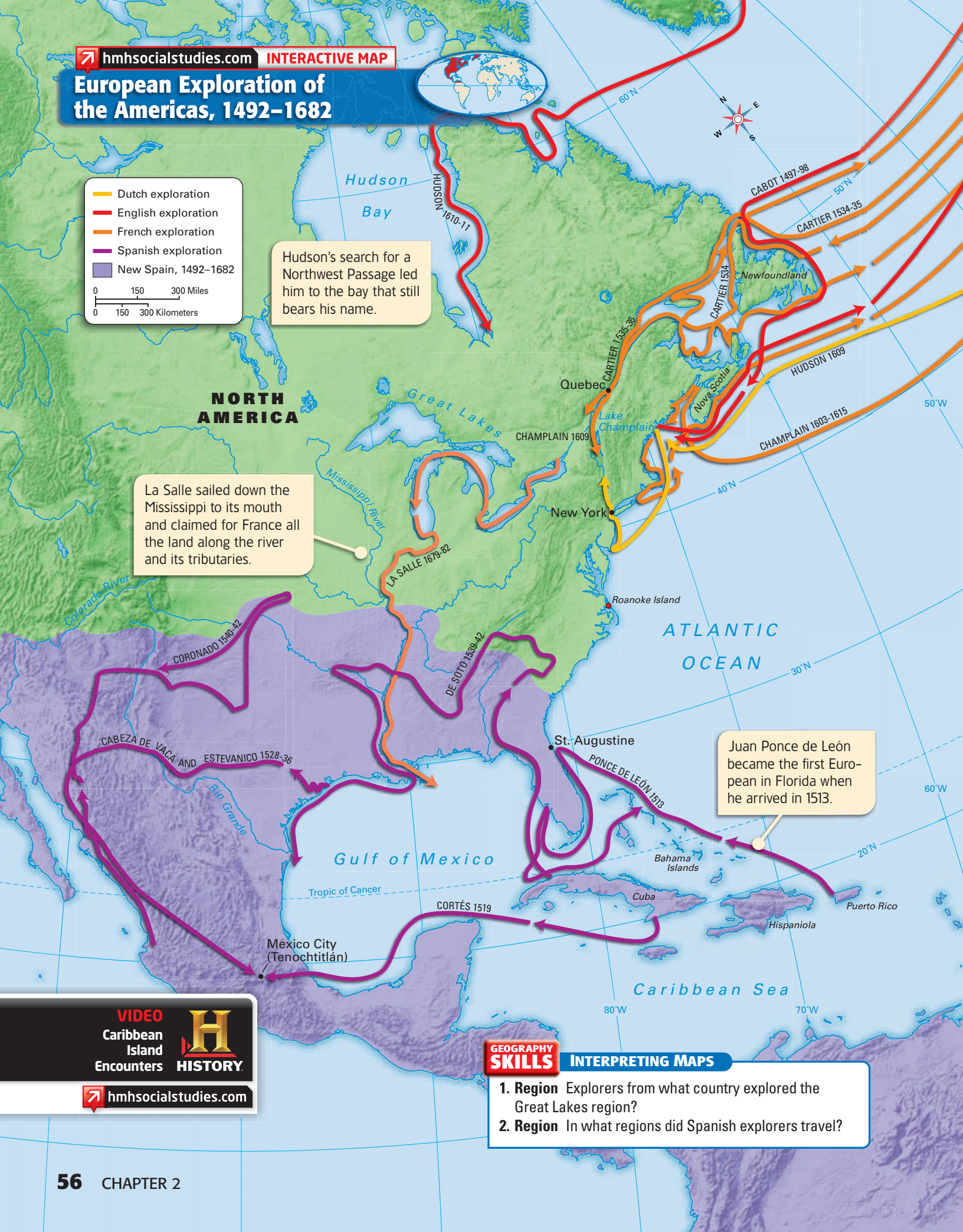
— Dutch exploration  
— English exploration  
— French exploration  
— Spanish exploration  
 New Spain, 1492–1682

0 150 300 Miles  
 0 150 300 Kilometers

Hudson's search for a Northwest Passage led him to the bay that still bears his name.

La Salle sailed down the Mississippi to its mouth and claimed for France all the land along the river and its tributaries.

Juan Ponce de León became the first European in Florida when he arrived in 1513.



**VIDEO**  
 Caribbean Island Encounters **HISTORY**

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**GEOGRAPHY SKILLS INTERPRETING MAPS**

- Region** Explorers from what country explored the Great Lakes region?
- Region** In what regions did Spanish explorers travel?

Mexico. He claimed the Mississippi Valley for King Louis XIV of France. To honor the king, La Salle named the region Louisiana.

Starting in the 1700s, the French built new outposts. These included Detroit on the Great Lakes and Saint Louis and New Orleans along the Mississippi River. Most towns in the French territory were small. As late as 1688 there were only about 12,000 French settlers in New France. Its small population and the value of the fur trade led French settlers to ally and trade with local Native American groups.

Because of their close trading relationships, the French treated the Native Americans with more respect than some other European settlers had done. Many French settlers learned Native American languages, and they even adopted their ways of life.

### Dutch Presence in the New World

The English and the French were not the only European powers to seek an empire in North America. The Dutch, who had merchant fleets around the world, came in search of trade. They claimed the land between the Delaware and Hudson rivers and called it New Netherland. This area included parts of what is now New York, New Jersey, Connecticut, and Delaware. In 1624 the newly formed Dutch West India Company sent about 30 families to settle in New Netherland. Two years later Peter Minuit bought Manhattan Island from local Native Americans for about \$24. Minuit then founded the town of New Amsterdam, today called New York City. To attract colonists, the Dutch allowed members of all religions to settle in their colony.

Minuit also helped Swedish settlers found New Sweden along the Delaware River. The first settlement, Fort Christina, was begun in 1638. The Swedish settlement was small, but the Dutch felt that it threatened Dutch lands and fur trading. The two sides fought a series of battles. Finally, the governor of New Netherland, Peter Stuyvesant (STY-vi-suhnt), conquered New Sweden in 1655. He allowed

the Swedes to continue their colony, but he called it the “Swedish Nation.”

#### READING CHECK Drawing Conclusions

Were the French explorers in North America successful? Explain.

**SUMMARY AND PREVIEW** The English, French, Dutch, and Swedish explored the North American continent and later established colonies there. In the next section you will learn about the establishment of slavery in the Americas.

## Section 4 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- Identify** What was the **Protestant Reformation**?
  - Explain** What role did the printing press play in the Protestant Reformation?
  - Summarize** What were Martin Luther’s reasons for protesting the Catholic Church?
- Identify** Who was the first European to search for the **Northwest Passage**?
  - Describe** Which French and Dutch explorers tried to find the Northwest Passage?
- Recall** What happened to the first English settlements in North America?
  - Evaluate** Which European empire in North America do you think was most successful? Why?

### Critical Thinking

- Sequencing** Review your notes on European exploration and settlement. Then create a time line like the one below and place the four events you think were most important to the development of European empires in North America on the time line. Be sure to include the date of the event, as well as a description of it and its significance.



### FOCUS ON WRITING

- Learning about the French Empire and Other Settlements** Take notes about the French, Dutch, Swedish, and English people who settled in America. Why did they come? What did they want and need in their new home?

## What You Will Learn...

## Main Ideas

1. European diseases wiped out much of the Native American population, causing colonists to look for a new labor force.
2. Europeans enslaved millions of Africans and sent them to work in their colonies.
3. Slaves in the Americas created a distinct culture.

## The Big Idea

Europeans forced millions of African slaves to work in their colonies.

## Key Terms and People

immune, p. 58

Middle Passage, p. 59

African Diaspora, p. 60



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TAKING NOTES

Use the graphic organizer online to take notes on the beginnings of slavery in the Americas.

# Beginnings of Slavery in the Americas

## If YOU were there...

You are an enslaved African living in North America. Your family is all that you have. You help each other, and your family provides some relief from the forced labor and harsh life on the plantation. Still, you long for your freedom. A fellow slave has told you of a plan to escape.

**Will you stay with your family or try to flee?**

**BUILDING BACKGROUND** European settlers in the Americas relied on support from their home countries to establish trade and provide protection. In return, the colonies were expected to produce money for the home country. Many colonies did this through plantations, mines, and other ventures that required a large labor force.

## The Need for a New Labor Force

European diseases had a devastating effect on the Native American population. Measles, smallpox, and typhus were common in Europe. As a result, most adult Europeans were **immune**, or had a **natural resistance**, to them. Native Americans, however, had never been exposed to such diseases and had no immunity to them. As a result, many Native Americans became terribly sick after their first encounters with Europeans. Millions of them died in the years after Columbus reached the New World.

No one knows exactly how many Native Americans died from European diseases, but the loss of life was staggering. Spanish author Fernández de Oviedo reported in 1548 about the destruction of the Native Americans of Hispaniola. He reported that, of the estimated 1 million Indians who had lived on the island in 1492, “there are not now believed to be at the present time . . . five hundred persons [left].” In North America the Native American population north of Mexico was about 10 million when Columbus arrived. This



number would drop to less than a million. The drop in the native population played a major role in the emerging need for an alternative labor force.

Plantation agriculture was a mainstay of the colonial economic **structure**. Spain and Portugal established sugar plantations that relied on large numbers of native laborers. In the 1600s English tobacco farmers in North America also needed workers for their plantations. With a lack of Native American workers, they, too, needed another source of labor. Plantation owners in both North and South America wanted a cheap work force.

Some colonists, including Spanish priest Bartolomé de Las Casas, suggested using enslaved Africans as workers. Africans had already developed immunity to European diseases. The colonists soon agreed that slaves from West Africa could be the solution to their labor needs.

**READING CHECK Analyzing** How did disease contribute to the slave trade?

## The Slave Trade

In 1510 the Spanish government legalized the sale of slaves in its colonies. The first full cargo ship of Africans arrived in the Americas eight years later. Over the next century, more than a million enslaved Africans were brought to the Spanish and Portuguese colonies in the New World. The Dutch and English also became active in the slave trade.

### ACADEMIC VOCABULARY

**structure** the way something is set up or organized

### Middle Passage

Enslavement was a horrible experience for the slaves. Most enslaved people had been captured in the interior of Africa, often by Africans who profited from selling slaves to Europeans. The captives were chained around the neck and then marched to the coast. This journey could be as long as 1,000 miles.

The **Middle Passage** was the voyage across the Atlantic Ocean that enslaved Africans were forced to endure. Africans were packed like cargo in the lower decks of the slave ships. The slaves were chained together and crammed

### Primary Source

#### LETTER

### King Afonso to King Joao III

*King Afonso of the African nation of Kongo wrote a letter to the king of Portugal in 1526 asking him to do what he could to stop the practice of taking African slaves.*

Sir, Your Highness should know how our Kingdom is being lost in so many ways . . . [M]erchants are taking every day our natives, sons of the land and the sons of our noblemen and vassals and our relatives, because the thieved and men of bad conscience grab them . . . [T]hey grab them and get them to be sold; and so great, Sir, is the corruption and licentiousness [law breaking] that our country is being completely depopulated, and Your Highness should not agree with this nor accept it as in your service. And to avoid it we need from those



(your) Kingdoms no more than some priests and a few people to teach in schools, and no other goods except wine and flour for the holy sacrament [religious service].

—King Afonso of Kongo,

letter to the king of Portugal, 1526

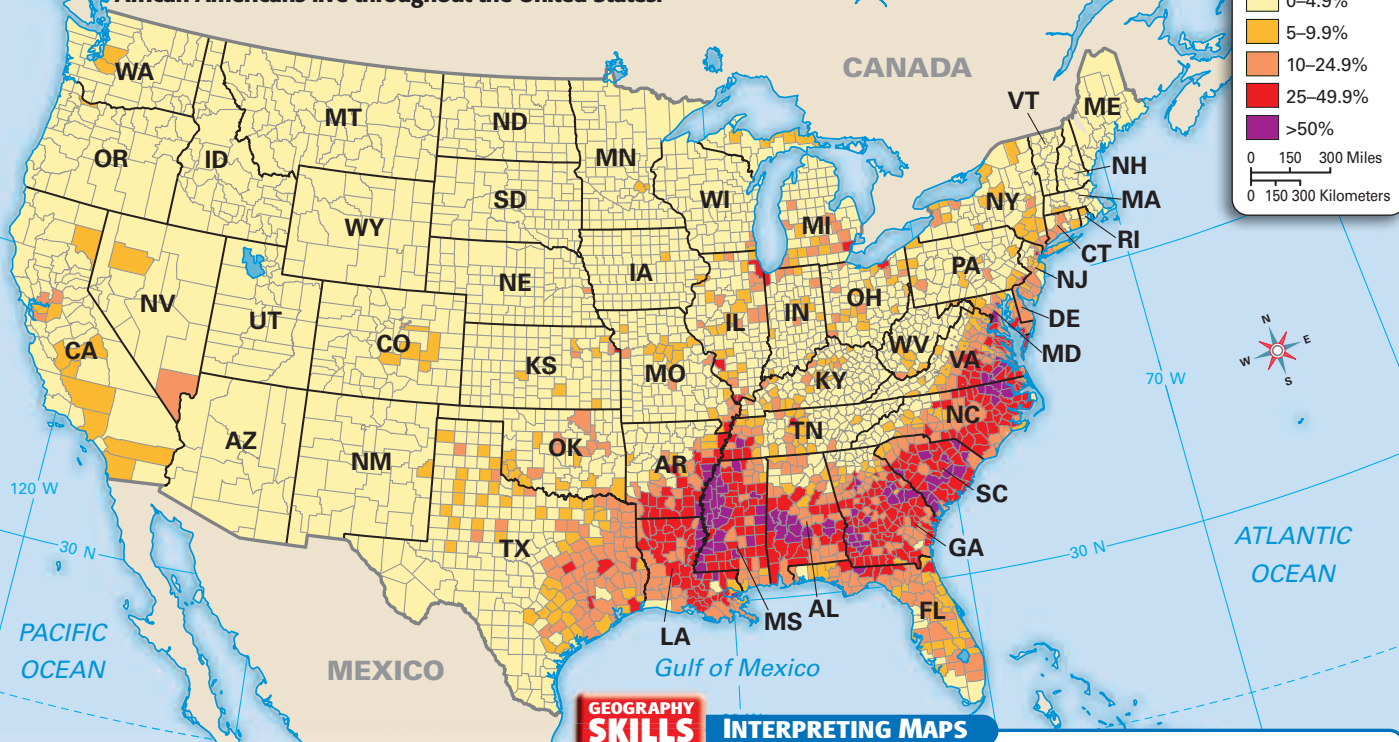
#### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

1. Why does Afonso ask the Portuguese king to help stop the slave trade?
2. What does Afonso request from the king?

## African Diaspora in the United States

The first enslaved Africans to arrive in what is now the United States landed in Jamestown, Virginia, in August 1619. Today, descendants of enslaved Africans and other African Americans live throughout the United States.



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

- 1. Location** Which state has the highest percentage of African Americans?
- 2. Human-Environment Interaction** Why might the modern African American population be centered in the South?

into spaces about the size of coffins. The height between the decks was sometimes only 18 inches.

### THE IMPACT TODAY

Almost half of Brazil's current population is of African descent.

In this confinement, disease spread quickly, killing many Africans. Others suffocated or died from malnutrition. Some slaves took their own lives to end their suffering. It is estimated that one out of every six Africans died during the Middle Passage.

### African Diaspora

Between the 1520s and 1860s about 12 million Africans were shipped across the Atlantic as slaves. More than 10 million of these captives survived the voyage and reached the Americas. The slave trade led to the **African Diaspora**. (A diaspora is the scattering of a people.) Enslaved Africans were sent all across the New World.

More than a third of the enslaved Africans, nearly 4 million people, were sent to Brazil. Most of those slaves were forced to work on Portuguese sugar plantations. Nearly 2 million slaves went to the colonies of New Spain. Some worked on plantations in the Caribbean, while others were taken to the mines of Peru and Mexico. Some 3 million slaves worked in British and French colonies in the Caribbean and Latin America. More than 600,000 slaves went to Britain's North American colonies that later became the United States.

Colonial leaders across the Americas developed laws that regulated slave treatment and behavior. Slaves were given few rights in the colonies. The law considered enslaved Africans to be property. In some colonies, a slaveholder was not charged with

murder if he killed a slave while punishing him. Enslaved Africans, on the other hand, received harsh penalties for minor offenses, such as breaking a tool. Runaways were often tortured and sometimes killed.

The treatment of enslaved Africans varied. Some slaves reported that their masters treated them kindly. To protect their investment, some slaveholders provided adequate food and clothing for their slaves. However, severe treatment was very common. Whippings, brandings, and even worse torture were all part of American slavery.

**READING CHECK** **Generalizing** How were enslaved Africans treated in the Americas?

## Slave Culture in the Americas

Slaves in the Americas came from many different parts of Africa. They spoke different languages and had different cultural backgrounds. But enslaved Africans also shared many customs and viewpoints. They built upon what they had in common to create a new African American culture.

Families were a vital part of slave culture. Families provided a refuge—a place not fully under the slaveholders' control. However, slave families faced many challenges. Families were often broken apart when a family member was sold to another owner. In Latin America, there were many more enslaved males than females. This made it difficult for slaves there to form stable families.

Religion was a second refuge for slaves. It gave enslaved Africans a form of expression that was partially free from their slaveholders' control. Slave religion was primarily Christian, but it included traditional elements from African religions as well. Religion gave slaves a sense of self worth and a hope for salvation in this life and the next. Spirituals were a common form of religious expression among slaves. Slaves also used songs and folktales to tell their stories of sorrow, hope, agony, and joy.

Many slaves expressed themselves through art and dance. Dances were important social events in slave communities. Like most elements of slave culture, art and dance were heavily influenced by African traditions.

**READING CHECK** **Identifying Points of View** Why was religion important to slaves in the Americas?

**SUMMARY AND PREVIEW** After disease wiped out much of the Native American population, colonists turned to slave labor. In the next chapter you will learn about English colonies in the Americas.

## Section 5 Assessment

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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Recall** Why did so many Native Americans die after coming into contact with Europeans?

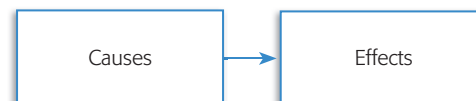
**b. Summarize** Why did plantation owners turn to enslaved Africans as a labor force?
- a. Identify** What was the **Middle Passage**?

**b. Describe** Explain how enslaved Africans were treated after they reached the colonies in the Americas.
- a. Explain** What are spirituals?

**b. Analyze** How did religion and family provide a refuge from the harsh life enslaved Africans were forced to endure?

### Critical Thinking

- Identifying Cause and Effect** Review your notes on the slave trade. Use a chart like the one below to explain the causes and the effects of the slave trade.



### FOCUS ON WRITING

- Writing about Slavery** Add information about the beginnings of slavery in the Americas to your notes. Include notes about slave culture. What refuges did enslaved people have from their suffering?

# The Atlantic Slave Trade

The slave system that arose in the American colonies was strongly influenced by geographic forces. The climate of the southern colonies was suited to growing certain crops, like cotton, tobacco, and sugarcane. These crops required a great deal of labor to grow and to process. To meet this great demand for labor, the colonists looked to one main source—enslaved Africans.

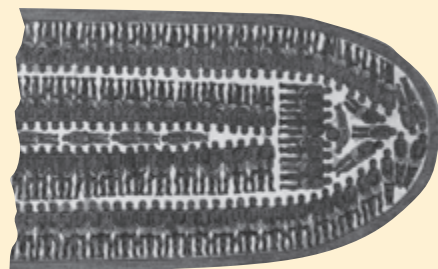
**Colonial Slave Ports** Slave ships sailed to slave ports, where they unloaded their human cargo. Slave ports like Boston, Newport, and Charleston were located near farming areas and the mouths of rivers.



**The West Indies** Africans were brought to the West Indies to work on large sugar plantations. Sugarcane thrived in the West Indies, but it required huge amounts of labor to grow.

## The Middle Passage

The terrifying and deadly voyage across the Atlantic was known as the Middle Passage. Enslaved Africans were chained and crowded together under ships' decks on this long voyage, as this drawing shows.



140° W

120° W

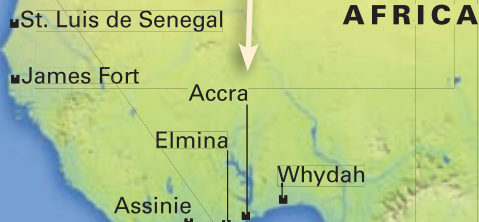
100° W

80° W

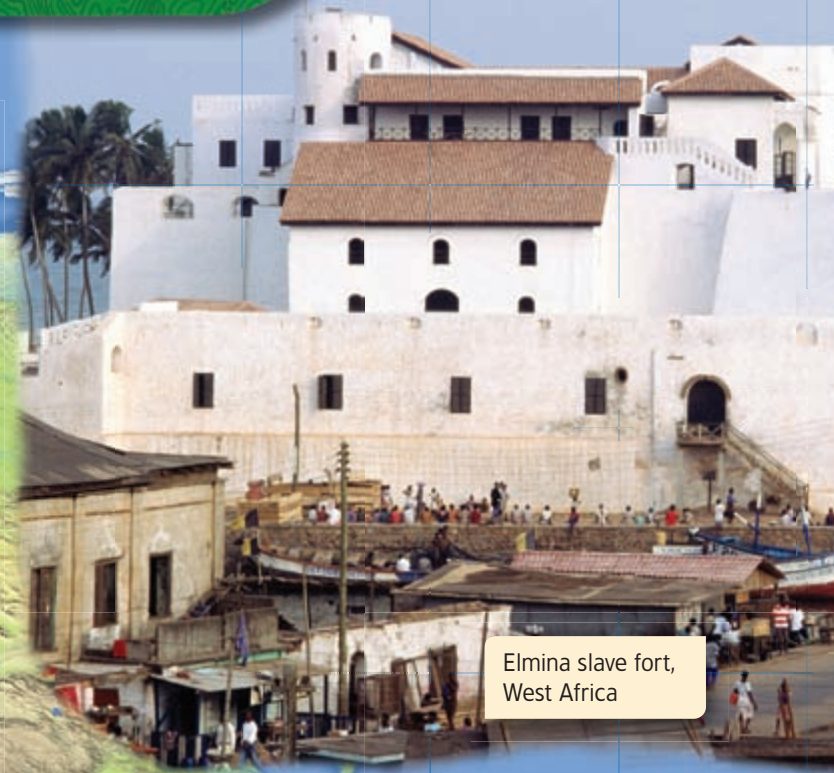
60° S

0°

Slave forts began as trading posts. They were built near river mouths to provide easy access to both the sea and inland areas.



New England traders exchanged goods for slaves on the West African coast and then transported the slaves to the American colonies or to the West Indies.



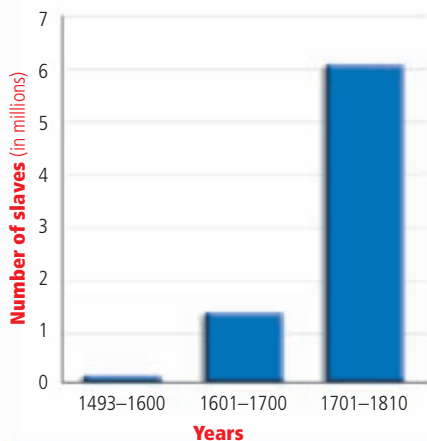
Elmina slave fort, West Africa

## Kidnapped and Taken to a Slave Ship

*Mahommah G. Baquaqua was captured and sold into slavery as a young man. In this 1854 account, he recalls being taken to the African coast to board a slave ship.*

"I was taken down to the river and placed on board a boat; the river was very large and branched off in two different directions, previous to emptying itself into the sea . . . We were two nights and one day on this river, when we came to a . . . place . . . [where] the slaves were all put into a pen, and placed with our backs to the fire . . . When all were ready to go aboard, we were chained together, and tied with ropes round about our necks, and were thus drawn down to the sea shore."

Slaves Brought to the Americas, 1493–1810



### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

- 1. Location** Why were slave forts located where they were?
- 2. Human-Environment Interaction** What geographic factors influenced the development of the Atlantic slave trade?

## Framing Historical Questions

### Define the Skill

One of the most valuable ways that people gain knowledge is by asking effective questions. An effective question is one that obtains the kind of information the person asking the question desires. The ability to frame, or construct, effective questions is an important life skill as well as a key to gaining a better understanding of history. Asking effective historical questions will aid you in studying history and in conducting historical research.

### Learn the Skill

Effective questions are specific, straightforward, and directly related to the topic. When we do not obtain the information we want or need, often it is because we have asked the wrong questions. Asking effective questions is not as easy as it seems. It requires thought and preparation. The following guidelines will help you in framing effective questions about history and other topics as well.

- 1 Determine exactly what you want to know.
- 2 Decide what questions to ask and write them down. Having written questions is very important. They will help guide your study or research and keep you focused on your topic and goal.
- 3 Review each of your questions to make sure it is specific, straightforward, and directly related to your topic.
- 4 Rewrite any questions that are vague, too broad, or biased.

Questions that are vague or too broad are likely to produce information not directly related to what

you want to know. For example, if you wanted to know more about trade and the voyages of exploration that are discussed in Chapter 2, “What were the voyages of exploration?” may not be a good question to ask. This question is too broad. Its answer would not give you the information you want.

Asking “Why was trade the most important cause of the voyages of exploration?” would not be an effective question either. This question is biased because it *assumes* trade was the main reason for the voyages, when that might not have been true. Good historical investigation assumes nothing that is not known to be fact. A more effective question, which would get the information you want, is “Were trade and the voyages of exploration connected, and, if so, in what ways?” Do you see now why wording is so important in asking effective questions and why you should write out and review your questions beforehand?

### Practice the Skill

Reread the information about Cortés and the Aztec on pages 46–47, then complete the activities below.

1. Suppose you wanted to learn more about Cortés’s defeat of the Aztec. Decide whether each of the following would be an effective question to ask about this topic. Explain why or why not.
  - a. What happened when the Aztec and the Spanish met?
  - b. Why did other Indians betray the Aztec?
  - c. What resources did Cortés have that helped him conquer the Aztec?
2. Frame five questions that would be effective in helping you to learn more about this topic.



## History's Impact

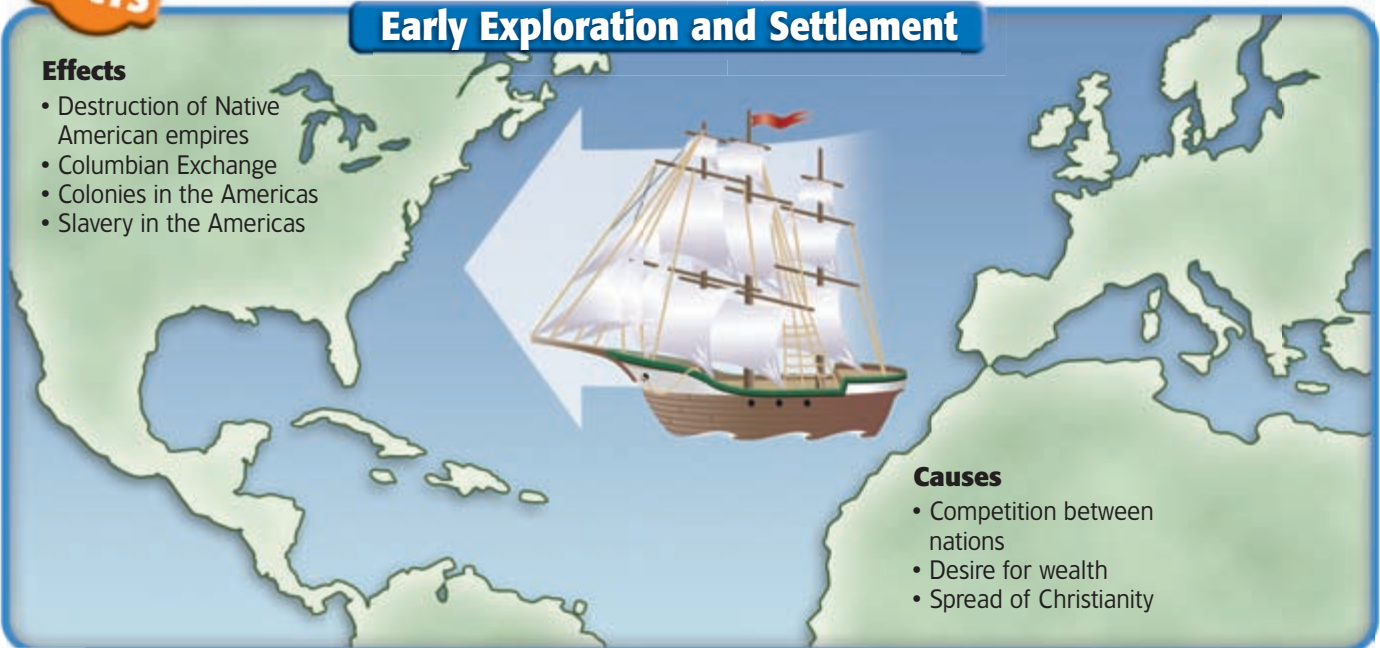
► **video series**  
 Review the video to answer the closing question:  
*How can protesting and demonstrating help people who feel that their ethnic group is not being treated fairly?*

## Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.

### Early Exploration and Settlement



#### Effects

- Destruction of Native American empires
- Columbian Exchange
- Colonies in the Americas
- Slavery in the Americas

#### Causes

- Competition between nations
- Desire for wealth
- Spread of Christianity

## Reviewing Vocabulary, Terms, and People

1. The first Europeans to reach the east coast of North America were the \_\_\_\_\_.
2. \_\_\_\_\_ established a navigation school and financed expeditions to the west coast of Africa.
3. One of the most important European explorers was \_\_\_\_\_, who was the first person to claim lands in the Americas for Spain.
4. The first voyage that sailed completely around the world was headed by \_\_\_\_\_.
5. Sir Walter Raleigh founded the colony of Virginia after receiving a \_\_\_\_\_, a grant to set up a colony, from the queen of England.
6. Large farms or \_\_\_\_\_, that specialize in growing one type of crop for profit, were common in Spanish America.

## Comprehension and Critical Thinking

### SECTION 1 (Pages 38–41)

- 7. a. Recall** On which two islands did the Vikings establish settlements before coming to North America?
- b. Analyze** What factors led Europeans to begin their voyages of exploration?
- c. Evaluate** What do you think motivated sailors to sign on for voyages of exploration?

### SECTION 2 (Pages 42–45)

- 8. a. Recall** Why was Columbus's first voyage important?
- b. Summarize** Explain the conflict that emerged between Spain and Portugal over their empires in the Americas and how it was resolved.
- c. Evaluate** Do you think the Columbian Exchange improved life or made life worse in the Americas? Explain your answer.

### SECTION 3 (Pages 46–51)

9. **a. Identify** What territories in the Americas did Spain control?
- b. Analyze** What factors enabled the Spanish to defeat the Aztec and the Inca?
- c. Elaborate** Why was the encomienda system important to Spanish settlers?

### SECTION 4 (Pages 52–57)

10. **a. Describe** What were the results of the defeat of the Spanish Armada?
- b. Contrast** How did French settlements in the Americas differ from the English and Spanish settlements?
- c. Predict** What problems might arise among the different empires with settlements in North America?

### SECTION 5 (Pages 58–61)

11. **a. Explain** Why did the Spanish turn to enslaved Africans as a labor force in the Americas?
- b. Analyze** In what ways did enslaved Africans create their own unique culture in the Americas?
- c. Evaluate** What effects do you think slavery had on the populations and cultures of West African countries?

## Reviewing Themes

12. **Geography** What geographic features in North America helped and hindered the exploration and colonization of the continent?
13. **Politics** In what way were the expansions of empires motivated by the politics among European nations?

## Using the Internet

14. **Activity: Illustrated Map** Columbus's successful return from the New World sparked an interest in exploration that resulted in a dramatic increase in voyages of exploration. Each explorer mapped his route and the lands that he explored. Our knowledge of the New World increased quickly as explorers made maps and kept detailed logs to catalog what they found. Through your online textbook, choose

an explorer and then research the explorer's route and discoveries. Present your research in an annotated and illustrated map or log book. Write from the explorer's point of view and include information about the areas he explored.



## Reading Skills

**Outlining and History** Use the Reading Social Studies Skill taught in this chapter to answer the following question.

15. Make a short but complete outline of the section on pages 50–51 under the heading "Spanish Treatment of Native Americans."

## Social Studies Skills

**Framing Historical Questions** Use the Social Studies Skill taught in this chapter to answer the following question.

16. Write a historical question for each of the five sections of this chapter.

### FOCUS ON WRITING

17. **Writing Your Letter** First, review your notes and decide which group you want to write about. Which details from your notes will your friends and family be most interested in? Which do you find most important? What do you want to tell your family and friends about the Americas?





**DIRECTIONS:** Read each question and write the letter of the best response.

- 1** Which of the following best illustrates the process known as the Columbian Exchange?
- A Christopher Columbus sailed west to reach Asia and encountered the Americas.
  - B Corn and tomatoes were introduced to Europe from America.
  - C Asian goods moved long distances along the Silk Road to reach Europe.
  - D Advances in technology allowed sailors to better navigate on the open seas.
- 2** The decimation of the native population of the Americas and the need for plantation labor resulted in the
- A encomienda system.
  - B establishment of religious tolerance.
  - C transatlantic slave trade.
  - D Columbian Exchange.
- 3** The desire to convert people to Christianity and the demand for Asian trade goods led to
- A increased interest in exploration.
  - B the Renaissance.
  - C the conquest of the Americas.
  - D efforts to end the slave trade.
- 4** Spain's empire in the Americas included which of the following?
- A New York
  - B Virginia
  - C Mexico
  - D Canada
- 5** Which of the following established colonies in North America?
- A the Portuguese
  - B the Dutch
  - C the Greeks
  - D the Romans
- 6** The voyage of enslaved Africans across the Atlantic to the Americas was known as the
- A Northwest Passage.
  - B African Diaspora.
  - C triangular trade.
  - D Middle Passage.
- 7** Examine the following passage from Bernal Díaz del Castillo's account of an Aztec marketplace. Then answer the question below.

“The bustle and noise caused by this large crowd of people was so great that it could be heard more than four miles away. Some of our men, who had traveled through Italy, said that they never had seen a marketplace that covered so large an area, which was so well regulated, and so crowded with people as this one at Mexico.”

—Bernal Díaz del Castillo, adapted from  
*The Memoirs of the Conquistador*  
Bernal Díaz del Castillo

**Document-Based Question** What is the author's impression of the Aztec marketplace? How can you tell?

## Ponce de Leon



**The Spanish conquistador Juan Ponce de Leon was the first European to set foot on land that later became part of the United States.**

Ponce de Leon first sailed to the Americas with Christopher Columbus on his second voyage in 1493. Once in the Caribbean region, he helped conquer what is now Puerto Rico and was named ruler of the island. In Puerto Rico, Ponce de Leon heard about a nearby island that supposedly held

the legendary Fountain of Youth. Its waters were said to make old people young again. In 1513, Ponce de Leon set out to find the island but instead landed in what is now Florida. He named Florida and claimed it for Spain.

Explore important events in the life of Ponce de Leon online. You can find a wealth of information, video clips, primary sources, activities, and more at [hmhsocialstudies.com](https://www.hmhsocialstudies.com).



CLICK THROUGH  
**INTER / ACTIVITIES**  
hmhsocialstudies.com



### **Caribbean Island Encounters**

Watch the video to learn about the first encounters between Spanish explorers and the people of the Caribbean.



### **Claiming Florida for Spain**

Watch the video to learn about Ponce de Leon's first landing on the coast of what is now Florida.



### **Ponce de Leon's 1513 Route**

Study the map to learn about the region of the Americas that Ponce de Leon explored in 1513.

# The English Colonies

**Essential Question** How did the experiences of the colonists shape America's political and social ideals?



## What You Will Learn...

In this chapter you will learn about the English settlements that dotted the East Coast of North America.

### SECTION 1: The Southern Colonies .....72

**The Big Idea** Despite a difficult beginning, the southern colonies soon flourished.

### SECTION 2: The New England Colonies .....78

**The Big Idea** English colonists traveled to New England to gain religious freedom.

### SECTION 3: The Middle Colonies .....85

**The Big Idea** People from many nations settled in the middle colonies.

### SECTION 4: Life in the English Colonies .....90

**The Big Idea** The English colonies continued to grow despite many challenges.

### SECTION 5: Conflict in the Colonies .....98

**The Big Idea** Tensions developed as the British government placed tax after tax on the colonies.

## FOCUS ON WRITING

**Writing an Infomercial** What if television had been invented during the time that the English colonies were being founded in North America? Instead of relying on printed flyers and word of mouth to attract settlers, the founders of colonies might have made infomercials. In this chapter you will read about life in the American colonies during different times. You will choose one time period and colony and write an infomercial encouraging English citizens to settle in the colony of your choice.



**1620**

The Pilgrims sign the Mayflower Compact.

**1620**



**1648**

Work is finished on India's Taj Mahal.



Plymouth Colony thrives again in this highly accurate re-creation.



**1681**  
William Penn establishes the colony of Pennsylvania.

**1763**  
Pontiac, an American Indian, leads a rebellion on the western frontier.

**1773**  
Patriots stage the Boston Tea Party.

**1670**



**1682**  
Peter the Great becomes czar of Russia.

**1720**



**1768**  
British explorer James Cook sets sail on his first trip to the South Pacific, meeting people like this Sandwich Islander.

**1770**

# Reading Social Studies

Economics

Geography

Politics

Society  
and Culture

Science and  
Technology

**Focus on Themes** In this chapter you will read about the people who settled the early colonies of North America. You will learn about the problems they faced as they felt the tug between their homeland and their new land. You will see how they

settled political differences (sometimes peacefully, other times not) and learned how to trade goods and grow crops to establish a thriving economy. You will discover that the **economy** often influenced their **politics**.

## Vocabulary Clues

**Focus on Reading** When you are reading your history textbook, you may often come across a word you do not know. If that word isn't listed as a key term, how do you find out what it means?

**Using Context Clues** Context means surroundings. Authors often include clues to the meaning of a difficult word in its context. You just have to know how and where to look.

Clue	How It Works	Example	Explanation
<b>Direct Definition</b>	Includes a definition in the same or a nearby sentence	In the late 1600s England, like most western European nations, mercantilism, <i>a system of creating and maintaining wealth through carefully controlled trade</i> .	The phrase "a system of creating and maintaining wealth through carefully controlled trade" defines <i>mercantilism</i> .
<b>Restatement</b>	Uses different words to say the same thing	The British continued to keep a standing, <i>or permanent</i> , army in North America to protect the colonists against Indian attacks.	The word <i>permanent</i> is another way to say <i>standing</i> .
<b>Comparisons or Contrasts</b>	Compares or contrasts the unfamiliar word with a familiar one	<i>Unlike legal traders</i> , smugglers did not have permission to bring goods into the country.	The word <i>unlike</i> indicates that smugglers are different from legal traders.

## You Try It!

The following sentences are from this chapter. Each uses a definition or restatement clue to explain unfamiliar words. See if you can use the context to figure out the meaning of the words in italics.

### Context Clues Up Close

1. In 1605 a company of English merchants asked King James I for the right to *found*, or establish, a settlement. (p. 72)
2. The majority of workers were *indentured servants*. These servants signed a contract to work four to seven years for those who paid for their journey to America. (p. 74)
3. In New England, the center of politics was the *town meeting*. In town meetings people talked about and decided on issues of local interest, such as paying for schools. (p. 91)

From  
Chapter 3

Answer the questions about the sentences you read.

1. In example 1, what does the word *found* mean? What hints did you find in the sentence to figure that out?
2. In example 2, where do you find the meaning of *indentured servants*? What does this phrase mean?
3. In example 3, you learn the definition of *town meeting* in the second sentence. Can you combine these two sentences into one sentence? Try putting a dash after the word *meeting* and replacing “In town meetings” with “a place where . . .”

As you read Chapter 3, look for context clues that can help you figure out the meanings of unfamiliar words or terms.

## Chapter 3

### Section 1

Jamestown (p. 72)  
John Smith (p. 73)  
Pocahontas (p. 73)  
indentured servants (p. 74)  
Bacon’s Rebellion (p. 74)  
Toleration Act of 1649 (p. 75)  
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### Section 2

Puritans (p. 78)  
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### Section 3

Peter Stuyvesant (p. 85)  
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### Section 5

Samuel Adams (p. 99)  
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Stamp Act of 1765 (p. 100)  
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Boston Tea Party (p. 102)  
Intolerable Acts (p. 102)  
Quartering Act (p. 102)

## Academic Vocabulary

In this chapter, you will learn the following academic words:

authority (p. 73)  
factors (p. 74)

# The Southern Colonies

## What You Will Learn...

### Main Ideas

1. Jamestown was the first permanent English settlement in America.
2. Daily life in Virginia was challenging to the colonists.
3. Religious freedom and economic opportunities were motives for founding other southern colonies, including Maryland, the Carolinas, and Georgia.
4. Farming and slavery were important to the economies of the southern colonies.

### The Big Idea

Despite a difficult beginning, the southern colonies soon flourished.

## Key Terms and People

Jamestown, p. 72

John Smith, p. 73

Pocahontas, p. 73

indentured servants, p. 74

Bacon's Rebellion, p. 74

Toleration Act of 1649, p. 75

Olaudah Equiano, p. 77

slave codes, p. 77



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TAKING NOTES

Use the graphic organizer online to take notes on the founding of the southern colonies.

## If YOU were there...

A year ago, in 1609, you moved to the colony of Virginia. Life here has been hard. During the winter many people died of cold or sickness. Food is always scarce. Now it is spring, and a ship has come from England bringing supplies. In a week it will sail home. Some of your neighbors are giving up and returning to England. They ask you to come, too.

## Would you take the ship back to England?

**BUILDING BACKGROUND** Several European nations took part in the race to claim lands in the Americas. Their next step was to establish colonies in the lands that they claimed. The first English colonies were started in the late 1500s but failed. Even in successful colonies, colonists faced hardships and challenges.

## Settlement in Jamestown

In 1605 a company of English merchants asked King James I for the right to found, or establish, a settlement. In 1606 the king granted the request of the company to settle in a region called Virginia.

## Founding a New Colony

The investors in the new settlement formed a joint-stock company called the London Company. This allowed the group to share the cost and risk of establishing the colony. On April 26, 1607, the first 105 colonists sent by the London Company arrived in America. On May 14, about 40 miles up the James River in Virginia, the colonists founded **Jamestown**, the first permanent English settlement in North America.

A lack of preparation cost a lot of the colonists their lives. Most of the men who came to Jamestown were adventurers with no farming experience or useful skills such as carpentry. Jamestown was surrounded by marshes full of disease-carrying mosquitoes. By the time winter arrived, two-thirds of the original colonists had died.



## Jamestown Colony



Jamestown was located with defense in mind. Enemy Spanish ships would have to pass through a narrow channel to reach Jamestown, making the ships easy marks for the settlers' cannons.

## Williamsburg

Williamsburg was founded in 1633 as Middle Plantation by settlers from Jamestown.

The forest could provide wood for building and for fuel.

The waters provided fish for food. But the water, so near the sea, was salty.

Jamestown  
1607

Marsh

Smith's Fort

### GEOGRAPHY SKILLS

### INTERPRETING MAPS

- Human-Environment Interaction** What were the advantages and disadvantages of locating Jamestown on a river?
- Human-Environment Interaction** What do you think would have been a commonly used method of transportation for people in this region?

## Powhatan Confederacy

Jamestown fared better under **John Smith**, who took control of the colony and built a fort in 1608. He forced the settlers to work harder and to build better housing by creating rules that rewarded harder workers with food. The colonists received help from the powerful Powhatan Confederacy of Native Americans after Smith made an agreement with them. The Powhatan brought food to help the colonists and taught them how to grow corn.

In 1609 some 400 more settlers arrived in Jamestown. That winter, disease and famine once again hit the colony. The colonists called this period the starving time. By the spring of 1610, only 60 colonists were still alive. Jamestown failed to make a profit until colonist John Rolfe introduced a new type of tobacco that sold well in England.

## War in Virginia

John Rolfe married **Pocahontas**, daughter of the Powhatan leader, in 1614. Their marriage helped the colonists form more peaceful relations with the Powhatan. However, Pocahontas died three years later in England, where she was visiting with Rolfe.

In 1622, colonists killed a Powhatan leader. The Powhatan responded by attacking the Virginia settlers later that year. Fighting between the colonists and the Powhatan continued for the next 20 years. Because the London Company could not protect its colonists, the English Crown canceled the company's charter in 1624. Virginia became a royal colony and existed under the **authority** of a governor chosen by the king.

**READING CHECK** **Finding Main Ideas** What problems did the Jamestown colonists face?



### VIDEO

Save Our History: Secrets of Jamestown

[hmsocialstudies.com](http://hmsocialstudies.com)

### ACADEMIC VOCABULARY

**authority**  
power, right to rule

## Daily Life in Virginia

In early Virginia, people lived on scattered farms rather than in towns. Tobacco farmers established large farms called plantations. Tobacco was so valuable that it was sometimes used as money.

## Headright System

These plantations were made possible in part by the headright system, which was started by the London Company. Under this system, colonists who paid their own way to Virginia received 50 acres of land. A colonist could earn another 50 acres for every additional person brought from England. Rich colonists who brought servants or relatives to Virginia gained large amounts of land.

### ACADEMIC VOCABULARY

factors  
causes

### Primary Source

#### LETTER

### A Note from Virginia

In this 1619 letter, the secretary of the Virginia colony, John Pory, encouraged people to move to Virginia.

*“As touching the quality of this country, three things there be, which in few years may bring this colony to perfection; the English plow, vineyards, & cattle . . . All our riches for the present do consist in tobacco, wherein one man by his own labor has in one year, raised to himself to the value of 200 pounds sterling; and another by the means of six servants has cleared at one crop a thousand pound English. These be true, yet indeed rare examples, yet possible to be done by others.”*

—from *The Power of Words*, edited by T. H. Breen

#### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

How does this letter indicate the importance of tobacco in Virginia?

## Labor in Virginia

Colonists in Virginia suffered very high death rates, which led to labor shortages. The majority of workers were **indentured servants**. These servants signed a contract to work for four to seven years for those who paid for their journey to America.

## Expansion of Slavery

Not all laborers in Virginia came from Europe. A Dutch ship brought the first Africans to Virginia in 1619. Some Africans were servants; others had been enslaved. Some African servants became successful farmers when their contracts ended.

The demand for workers was soon greater than the supply of people willing to work as indentured servants. Over time, the cost of slaves fell. These **factors** led some colonists to turn to slave labor. By the mid-1600s most Africans in Virginia were being kept in life-long slavery.

## Bacon's Rebellion

As plantations grew, the economy of Jamestown began to expand. Soon, colonial officials began to ask for more taxes. During the mid-1600s poor colonists protested the higher taxes. They were also upset about the governor's policies toward Native Americans. They thought the colony was not well protected against attack. In 1676 a group of former indentured servants led by Nathaniel Bacon attacked some friendly American Indians. Bacon opposed the governor's policies promoting trade with American Indians. He also thought the colonists should be able to take the Indians' land. When the governor tried to stop him, Bacon and his followers attacked and burned Jamestown in an uprising known as **Bacon's Rebellion**.

At one point, Bacon controlled much of the colony. He died of fever, however, and the rebellion soon ended.

**READING CHECK** Analyzing What factors led to the increased use of slave labor in Virginia?



## Southern Wealth

Colonists overcame tough beginnings to create large and wealthy settlements like this one in Virginia. Churches were often the first major buildings in a growing town.

*How does the large church in the picture show Virginia's wealth?*

Colonial Williamsburg Foundation

## Other Southern Colonies

As Jamestown was developing in Virginia, new groups of colonists began planning their move to America. Many English Catholics came to America to escape religious persecution. English Catholics had long been against England's separation from the Roman Catholic Church. For this reason they were not allowed by the Church of England to worship freely. English leaders also feared that English Catholics would ally with Catholic countries such as France and Spain in conflicts.

### Maryland

In the 1620s George Calvert, the first Lord Baltimore, asked King Charles I for a charter establishing a new colony in America for Catholics. In 1632 Charles issued the charter to Calvert's son, Cecilius, who took over the planning of the colony. Cecilius, known as the second Lord Baltimore, named the colony Maryland in honor of England's queen, Henrietta Maria. It was located just north of Virginia in the Chesapeake Bay area. Calvert intended for the colony to be a refuge for English Catholics. It would also be a proprietary colony.

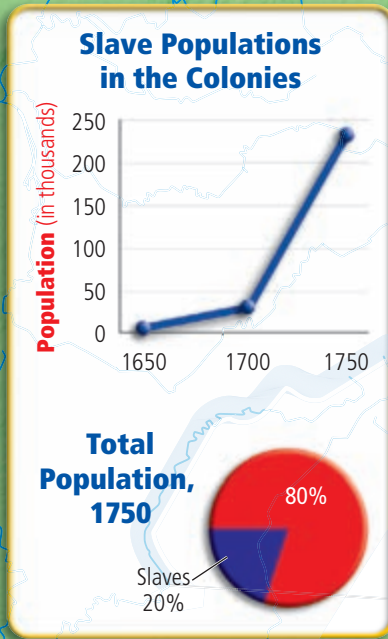
This meant that the colony's proprietors, or owners, controlled the government.

In 1634 a group of 200 English Catholics came to Maryland. Included in the group were wealthy landowners, servants, craftspeople, and farmers. Settlers in Maryland benefited from the lessons learned by the Jamestown colonists. They spent their time raising corn, cattle, and hogs so that they would have enough to eat. Before long, many colonists also began growing tobacco for profit.

Although Catholics founded Maryland, a growing number of Protestants began moving there in the 1640s. Soon, religious conflicts arose between Catholics and Protestants in the colony. To reduce tensions, Lord Baltimore presented a bill to the colonial assembly that became known as the **Toleration Act of 1649**. **This bill made it a crime to restrict the religious rights of Christians.** This was the first law supporting religious tolerance passed in the English colonies.

The Toleration Act did not stop all religious conflict. However, it did show that the government wanted to offer some religious freedom and to protect the rights of minority groups.

# The Southern Colonies



Charles Town was founded in 1670. South Carolina's large land grants encouraged plantation owners to bring in thousands of slaves.

James Oglethorpe tried to prevent slavery in Georgia. But slaves soon provided the labor for the colony's many rice plantations.

## ANALYSIS SKILL INTERPRETING CHARTS

About how many slaves lived in the English colonies in 1700 and in 1750?

### The Carolinas and Georgia

Colonies were also established south of Virginia. In 1663 the English king, Charles II, gave much of the land between Virginia and Spanish Florida to eight of his supporters. At first Carolina was a single colony. However, the settlements were far apart, and it was hard to govern them. In 1712 the colony separated into North and South Carolina.

Most of the colonists in North Carolina were farmers who had moved south from Virginia. Colonists primarily from Europe settled South Carolina. Those who paid their own way received large grants of land, and some brought enslaved Africans with them. By 1730 about 20,000 enslaved Africans were living in the colony, compared to some 10,000 white settlers.

South Carolina's proprietors managed the colony poorly, and in 1719 the proprietary government was overthrown. The

Crown then purchased North and South Carolina in 1729, making them royal colonies.

In 1732 King George II granted a charter to James Oglethorpe and other trustees to found Georgia. The king hoped that Georgia would shield Britain's other colonies from Spanish Florida. Oglethorpe wanted the new colony to be a place where debtors, who had been jailed for their debts in England, could make a new start. In 1733 Oglethorpe and 120 colonists, mostly from England, founded the city of Savannah.

Oglethorpe did not want Georgia to have large plantations owned by a few wealthy individuals. He wanted many small farmers. To reach this goal, Oglethorpe outlawed slavery and limited the size of land grants. Soon, however, the settlers grew unhappy with Oglethorpe's strict rules. In 1752 the British government made Georgia a royal colony with new laws. Coastal Georgia was soon filled with large rice plantations worked by thousands of slaves.

**READING CHECK Finding Main Ideas** What were some of the reasons colonists came to the southern colonies?

## Economies of the Southern Colonies

The economies of the southern colonies depended on agriculture. They also exported materials for building ships, such as wood and tar. Some colonies traded with local Indians for deerskins to sell.

The colonies had many small farms and some large plantations. Farms did well because the South enjoyed a warm climate and a long growing season. Many farms grew cash crops that were sold for profit. Tobacco, rice, and indigo—a plant used to make blue dye—were the most important cash crops.

The southern colonies' cash crops required a great deal of difficult work to grow and harvest. This meant a large workforce was needed. By the 1700s enslaved Africans, rather than indentured servants, had become the main source of labor.

Slavery was a viciously brutal condition for many inhabitants of the southern colonies. One former slave named **Olaudah Equiano** recorded his experiences.

“Tortures, murder, and every other imaginable barbarity . . . are practiced upon the poor slaves with impunity [no punishment]. I hope the slave-trade will be abolished.”

—Olaudah Equiano, from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*

Most of the southern colonies passed **slave codes, or laws to control slaves**. Colonies with large numbers of slaves had the strictest slave codes. For example, South Carolina's slaveholders feared that slaves would revolt. As a result, South Carolina's code said slaves could not hold meetings or own weapons. Some colonies did not allow slaveholders to free their slaves.

**READING CHECK** **Summarizing** What role did slavery play in the southern plantation economy? How was it regulated?

**SUMMARY AND PREVIEW** In this section you read about life in the southern colonies. In the next section you will learn about the New England colonies.

### Section 1 Assessment



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ONLINE QUIZ

#### Reviewing Ideas, Terms, and People

- a. Describe** How did **John Smith** improve conditions in **Jamestown**?

**b. Explain** What events led to a conflict between the Jamestown settlers and the Powhatan Confederacy?
- a. Recall** Why were **indentured servants** necessary in Virginia?

**b. Evaluate** What do you think was the most serious problem faced by settlers in Virginia? Why?
- a. Identify** Which colony was the first to promote religious tolerance?

**b. Analyze** Why did more enslaved Africans live in South Carolina than did white settlers?

**c. Predict** How might the colony of Georgia have been different if Oglethorpe's plan had succeeded?
- a. Recall** What was the purpose of **slave codes**?

**b. Analyze** Why were slaves in high demand in the southern colonies?

#### Critical Thinking

- Summarizing** Review your notes on the southern colonies. Then add a new column to your chart that summarizes the successes and/or failures of each colony.

Colony	Year	Why Founded	Successes/Failures

#### FOCUS ON WRITING

- Gathering Some Ideas** As you read this section, take notes on the early colonies of Virginia, Maryland, the Carolinas, and Georgia. Be sure to note what advantages they offered to settlers and what difficulties settlers faced. Start to think about the people who would be most likely to settle in the southern colonies.

# The New England Colonies

## What You Will Learn...

### Main Ideas

1. The Pilgrims and Puritans came to America to avoid religious persecution.
2. Religion and government were closely linked in the New England colonies.
3. The New England economy was based on trade and farming.
4. Education was important in the New England colonies.

### The Big Idea

English colonists traveled to New England to gain religious freedom.

### Key Terms and People

Puritans, p. 78

Pilgrims, p. 78

immigrants, p. 78

Mayflower Compact, p. 79

Squanto, p. 79

John Winthrop, p. 80

Anne Hutchinson, p. 82



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TAKING NOTES

Use the graphic organizer online to take notes on the reasons English colonists came to New England.

## If YOU were there...

You live in a town near London in the early 1700s. Some of your neighbors are starting new lives in the American colonies. You would like to go with them, but you cannot afford the cost of the trip. There is one way you can go, though. You can sign a paper promising to work as a servant for five years. Then you would be free—and in a new country!

**Would you sign the paper and go to America?**

**BUILDING BACKGROUND** England's first successful colonial settlements were in Virginia. They were started mainly as business ventures. Other colonists in North America had different reasons for leaving their homes. Many, like the Pilgrims and Puritans, came to have freedom to practice their religious beliefs. Others, like the person above, simply wanted a new way of life.

## Pilgrims and Puritans

Religious tensions in England remained high after the Protestant Reformation. A Protestant group called the **Puritans** wanted to purify, or reform, the Anglican Church. The Puritans thought that bishops and priests had too much power over church members.

## Pilgrims on the Move

The most extreme English Protestants wanted to separate from the Church of England. These Separatists formed their own churches and cut all ties with the Church of England. In response, Anglican leaders began to punish Separatists.

The **Pilgrims** were one Separatist group that left England in the early 1600s to escape persecution. The Pilgrims moved to the Netherlands in 1608. The Pilgrims were **immigrants**—people who have left the country of their birth to live in another country.

The Pilgrims were glad to be able to practice their religion freely. They were not happy, however, that their children were

learning the Dutch language and culture. The Pilgrims feared that their children would forget their English traditions. The Pilgrims decided to leave Europe altogether. They formed a joint-stock company with some merchants and then received permission from England to settle in Virginia.

On September 16, 1620, a ship called the *Mayflower* left England with more than 100 men, women, and children aboard. Not all of these colonists were Pilgrims. However, Pilgrim leaders such as William Bradford sailed with the group.

### The Mayflower Compact

After two months of rough ocean travel, the Pilgrims sighted land far north of Virginia. The Pilgrims knew that they would thus be outside the authority of Virginia's colonial government when they landed. Their charter would not apply. So, they decided to establish their own basic laws and social rules to govern the colony they would found.

On November 21, 1620, 41 of the male passengers on the ship signed the **Mayflower Compact**, a legal contract in which they agreed to have fair laws to protect the general good. The Compact represents one of the first attempts at self-government in the English colonies.

In late 1620 the Pilgrims landed at Plymouth Rock in present-day Massachusetts. The colonists struggled through the winter to build the Plymouth settlement. Nearly half died during this first winter from sickness and the freezing weather.

### Pilgrims and Native Americans

In March 1621 a Native American named Samoset walked boldly into the colonists' settlement. He spoke in broken English. Samoset had learned some English from the crews of English fishing boats. He gave the Pilgrims useful information about the peoples and places of the area. He also introduced them to a Patuxet Indian named **Squanto**. Squanto had at one time lived in Europe and spoke English as well.

## Primary Source

### HISTORICAL DOCUMENT

## The Mayflower Compact

*In November 1620, Pilgrim leaders aboard the Mayflower drafted the Mayflower Compact. This excerpt from the Mayflower Compact describes the principles of the Pilgrim colony's government.*

We whose names are underwritten . . . having undertaken, for the glory of God, and advancement of the Christian faith, and the honour 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 of another, covenant and combine ourselves together into a civil body politic for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof, to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices . . . as shall be thought most meet and convenient for the general good of the colony unto which we promise all due . . . obedience.

The Pilgrims describe the reasons they want to form a colony in North America.

The Pilgrims promise to obey laws that help the whole colony.

**by these presents:** by this document  
**covenant:** promise  
**civil body politic:** group organized to govern

**aforesaid:** mentioned above  
**virtue:** authority  
**ordinances:** regulations  
**meet:** fitting

### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

1. Why do you think the colonists felt the need to establish a government for themselves?
2. How do you think the Mayflower Compact influenced later governments in America?

From Squanto the Pilgrims learned to fertilize the soil with fish remains. Squanto also helped the Pilgrims establish relations with the local Wampanoag Indians. Conditions in the Plymouth colony began to improve.

The Pilgrims invited Wampanoag chief Massasoit and 90 other guests to celebrate their harvest. This feast became known as the first Thanksgiving. For the event, the Pilgrims killed wild turkeys. This event marked the survival of the Pilgrims in the new colony.

## Pilgrim Community

Although the Pilgrims overcame many problems, their small settlement still struggled. Most Pilgrims became farmers, but the farmland around their settlement was poor. They had hoped to make money by trading furs and by fishing. Unfortunately, fishing and hunting conditions were not good in the area. Some colonists traded corn with American Indians for beaver furs. The Pilgrims made little money but were able to form a strong community. The colony began to grow stronger in the mid-1620s after new settlers arrived and, as in Jamestown, colonists began to have more rights to farm their own land.

The Pilgrims' settlement was different from Virginia's in that it had many families. The Pilgrims taught their children to read and offered some education to their indentured servants. Families served as centers of religious life, health care, and community well-being.

All family members worked together to survive during the early years of the colony. Women generally cooked, spun and wove wool, and sewed clothing. They also made soap and butter, carried water, dried fruit, and cared for livestock. Men spent most of their time repairing tools and working in the fields. They also chopped wood and built shelters.

## Women in the Colony

In Plymouth, women had more legal rights than they did in England. In England women were not allowed to make contracts, to sue, or to own property. In America, Pilgrim women had the right to sign contracts and to bring some cases before local courts. Widows could also own property.

From time to time, local courts recognized the ways women helped the business community. Widow Naomi Silvester received a large share of her husband's estate. The court called her "a frugal [thrifty] and laborious [hardworking] woman."

## Puritans Leave England

During the 1620s England's economy suffered. Many people lost their jobs. The English king, Charles I, made the situation worse by raising taxes. This unpopular act led to a political crisis. At the same time, the Church of England began to punish Puritans because they were dissenters, or people who disagree with official opinions. King Charles refused to allow Puritans to criticize church actions.

## Great Migration

These economic, political, and religious problems in England led to the Great Migration. Between 1629 and 1640 many thousands of English men, women, and children left England. More than 40,000 of these people moved to English colonies in New England and the Caribbean. In 1629, Charles granted a group of Puritans and merchants a charter to settle in New England. They formed the Massachusetts Bay Company.

In 1630 a fleet of ships carrying Puritan colonists left England for Massachusetts to seek religious freedom. They were led by **John Winthrop**. The Puritans believed that they had made a covenant, or promise, with God to build an ideal Christian community.

## A New Colony

The Puritans arrived in New England well prepared to start their colony. They brought large amounts of tools and livestock with them. Like the Pilgrims, the Puritans faced little resistance from local American Indians. Trade with the Plymouth colony helped them too. In addition, the region around Boston had a fairly healthful climate. Thus, few Puritans died from sickness. All of these things helped the Massachusetts Bay Colony do well. By 1691, the Massachusetts Bay Colony had expanded to include the Pilgrims' Plymouth Colony.

**READING CHECK** **Summarizing** What role did religion play in the establishment of the Massachusetts Bay Colony?



## History Close-up

# Plymouth Colony



Several years later, the second colony, Duxbury, was founded.

Plymouth Bay

The Pilgrims landed in a region of forests, streams, and rocky soil.

Plymouth Colony was surrounded by stakes that formed a wall of protection. Outside the wall were colonists' crop fields.

INDIAN TRAIL

Abandoned Indian Village

Plymouth Colony (1620)

ANALYSIS SKILLS

ANALYZING VISUALS

In what ways were Plymouth Colony and the Indian village similar and different?

## Religion and Government in New England

Massachusetts Bay Colony had to obey English laws. However, its charter provided more independence than did the royal charter of Virginia. For example, it created a General Court to help run the Massachusetts colony.

The Puritan colonists turned this court into a type of self-government to represent the needs of the people. Each town sent two or three delegates to the Court. After John Winthrop served as the colony's first governor, the General Court elected the

governor and his assistants. In 1644 the General Court became a two-house, or bicameral, legislature.

Politics and religion were closely linked in Puritan New England. Government leaders were also church members, and ministers often had a great deal of power in Puritan communities. Male church members were the only colonists who could vote. Colonists became full members in the church by becoming what the Puritans called God's "elect," or chosen. Reaching this status was a difficult process. Individuals had to pass a public test to prove that their faith was strong.

## BIOGRAPHY

### Anne Hutchinson

1591–1643

In 1634 Anne Hutchinson emigrated with her family from England to the Massachusetts Bay Colony. After settling in Boston, she worked as a nurse and midwife. She also hosted a Bible-study class that met in her home. Over time, Hutchinson began to question the teachings of the local ministers. Meanwhile, her popularity grew.

After being banished from the colony, Hutchinson settled in Rhode Island and, later, Long Island. She died in an American Indian attack. Today we remember her as a symbol of the struggle for religious freedom.

**Drawing Conclusions** Why do you think church leaders disliked Hutchinson's ideas?

## Church and State

QUICK  
FACTS

### Religion Affected Government

- Government leaders were church members.
- Ministers had great authority.

### Government Affected Religion

- Government leaders outlawed certain religious views.
- Government leaders punished dissenters.

In 1636 minister Thomas Hooker and his followers left Massachusetts to help found Connecticut, another New England colony. In 1639 Hooker wrote the Fundamental Orders of Connecticut. This set of principles made Connecticut's government more democratic. For example, the Orders allowed men who were not church members to vote. As a result, some historians call Hooker the father of American democracy. The Fundamental Orders of Connecticut also outlined the powers of the general courts.

Not all Puritans shared the same religious views. Minister Roger Williams did not agree with the leadership of Massachusetts. He called for his church to separate completely from the other New England congregations. Williams also criticized the General Court for taking land from American Indians without paying them.

Puritan leaders worried that Williams's ideas might hurt the unity of the colony. They made him leave Massachusetts. Williams took his supporters to southern New England. They formed a new settlement called Providence. This settlement later developed into the colony of Rhode Island. In Providence, Williams supported the separation of the church from the state. He also believed in religious tolerance for all members of the community.

In Boston, an outspoken woman also angered Puritan church leaders. **Anne Hutchinson** publicly discussed religious ideas that some leaders thought were radical. For example, Hutchinson believed that people's relationship with God did not need guidance from ministers.

Hutchinson's views alarmed Puritans such as John Winthrop. Puritan leaders did not believe that women should be religious leaders. Puritan leaders put Hutchinson on trial for her ideas. The court decided to force her out of the colony. With a group of followers, Hutchinson helped found the new

colony of Portsmouth, later a part of the colony of Rhode Island.

Perhaps the worst community conflicts in New England involved the witchcraft trials of the early 1690s. The largest number of trials were held in Salem, Massachusetts. In Salem a group of girls had accused people of casting spells on them. The community formed a special court to judge the witchcraft cases. The court often pressured the suspected witches to confess. Before the trials had ended, the Salem witch trials led to 19 people being put to death.

### **READING CHECK** Identifying Cause and

**Effect** What led to religious disagreements among the Puritans, and what was the result?

## **New England Economy**

Connecticut, Massachusetts, New Hampshire, and Rhode Island were very different from the southern colonies. The often harsh climate and rocky soil meant that few New England farms could grow cash crops. Most farming families grew crops and raised animals for their own use. There was thus little demand for farm laborers. Although some people held slaves, slavery did not become as important to this region.

### **Merchants**

Trade was vital to New England's economy. New England merchants traded goods locally, with other colonies, and overseas. Many of them traded local products such as furs, pickled beef, and pork. Many merchants grew in power and wealth, becoming leading members of the New England colonies.

### **Fishing**

Fishing became one of the region's leading industries. The rich waters off New England's coast served as home to many fish, including cod, mackerel, and halibut. Merchants exported dried fish. Colonists also began

hunting for whales that swam close to shore. Whales were captured with harpoons, or spears, and dragged to shore. Whaling provided valuable oil for lighting.

### **Shipbuilding**

Shipbuilding became an important industry in New England for several reasons. The area had plenty of forests that provided materials for shipbuilding. As trade—particularly in slaves—in the New England seaports grew, more merchant ships were built. The fishing industry also needed ships. New England shipyards made high-quality, valuable vessels. Ship owners sometimes even told their captains to sell the ship along with the cargo when they reached their destination.

### **Skilled Craftspeople**

The northern economy needed skilled craftspeople. Families often sent younger sons to learn skilled trades such as blacksmithing, weaving, shipbuilding, and printing. The young boys who learned skilled trades were known as apprentices.

Apprentices lived with a master craftsman and learned from him. In exchange, the boys performed simple tasks. Apprentices promised to work for a master craftsman for a set number of years. They learned trades that were essential to the survival of the colonies. Apprentices received food and often clothing from the craftsmen. Gabriel Ginings, for example, was an apprentice in Portsmouth, Rhode Island. He received "sufficient food and raiment [clothing] suitable for such an apprentice," as his 1663 contract stated.

After a certain amount of time had passed, apprentices became journeymen. They usually traveled and learned new skills in their trade. Eventually they would become a master of the trade themselves.

**READING CHECK** **Categorizing** What types of jobs were common in the New England colonies?

### **THE IMPACT TODAY**

Fishing remains an important industry in New England, earning hundreds of millions of dollars each year.

## Education in the Colonies

Education was important in colonial New England. Mothers and fathers wanted their children to be able to read the Bible. The Massachusetts Bay Colony passed some of the first laws requiring parents to provide instruction for their children.

### Public Education

To be sure that future generations would have educated ministers, communities established town schools. In 1647 the General Court of Massachusetts issued an order that a school be founded in every township of 50 families.

Schoolchildren often used the *New England Primer*, which had characters and stories from the Bible. They learned to read at the same time that they learned about the community's religious values.

The availability of schooling varied in the colonies. There were more schools in New England than in the other colonies where most children lived far from towns. These children had to be taught by their parents or by private tutors. Most colonial children stopped their education after the

elementary grades. Many went to work, either on their family farm or away from home.

### Higher Education

Higher education was also important to the colonists. In 1636 John Harvard and the General Court founded Harvard College. Harvard taught ministers and met the colony's need for higher education. The second college founded in the colonies, William and Mary, was established in Virginia in 1693.

By 1700 about 70 percent of men and 45 percent of women in New England could read and write. These figures were much lower in Virginia, where Jamestown was the only major settlement.

**READING CHECK Analyzing** Why was education important to the New England colonies?

**SUMMARY AND PREVIEW** In this section you learned about the role that religion played in the New England colonies. In the next section you'll learn about New York, New Jersey, and Pennsylvania.

#### THE IMPACT TODAY

Public schools are the main source of education for most children in the United States. More than 50 million students are enrolled in the nation's public elementary and secondary schools.

## Section 2 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Recall** Why did the **Pilgrims** and **Puritans** leave Europe for the Americas?

**b. Elaborate** Do you think the Pilgrims could have survived without the assistance of **Squanto** and Massasoit? Explain your answer.
- a. Describe** What role did the church play in Massachusetts?

**b. Analyze** Why did some colonists disagree with the leaders of Massachusetts?
- a. Identify** Describe the economy in the New England colonies.

**b. Analyze** Why do you think New England merchants became leading members of society?
- a. Describe** What steps did the Massachusetts Bay Colony take to promote education?

**b. Predict** What are some possible benefits that New England's emphasis on education might bring?

### Critical Thinking

- Identifying Cause and Effect** Review your notes on the reasons English colonists came to New England. Then copy the diagram below and use it to show how the colonists' experiences caused them to build certain types of colonies.



### FOCUS ON WRITING

- Comparing Colonies** Take notes on the early New England colonies. Be sure to note what advantages they offered to settlers and what difficulties settlers faced. Put a star beside the colony or colonies you might use in your infomercial.

# The Middle Colonies

## If YOU were there...

You are a farmer in southern Germany in 1730. Religious wars have torn your country apart for many years. Now you hear stories about a place in America where people of all religions are welcome. But the leaders of the colony—and many of its people—are English. You would not know their language or customs. Still, you would be free to live and worship as you like.

**How would you feel about moving to a country full of strangers?**

**BUILDING BACKGROUND** The middle section of the Atlantic coast offered good land and a moderate climate. Several prominent English people established colonies that promised religious freedom. To people like the settler above, these colonies promised a new life.

## New York and New Jersey

The Dutch founded New Netherland in 1613 as a trading post for exchanging furs with the Iroquois. The center of the fur trade in New Netherland was the town of New Amsterdam on Manhattan Island. Generous land grants to patroons, or lords, and religious tolerance soon brought Jews, French Huguenots, Puritans, and others to the colony. Director General **Peter Stuyvesant** (STY-vuh-suhnt) led the colony beginning in 1647.

**Peter Stuyvesant was forced to surrender New Amsterdam to the English in 1664.**



## What You Will Learn...

### Main Ideas

1. The English created New York and New Jersey from former Dutch territory.
2. William Penn established the colony of Pennsylvania.
3. The economy of the middle colonies was supported by trade and staple crops.

### The Big Idea

People from many nations settled in the middle colonies.

## Key Terms and People

Peter Stuyvesant, *p. 85*

Quakers, *p. 86*

William Penn, *p. 86*

staple crops, *p. 87*



Use the graphic organizer online to take notes on the founding of the middle colonies.

## Characteristics of the Middle Colonies

QUICK  
FACTS

### Social

- New York: Dutch influence
- New Jersey: diverse population
- Pennsylvania: founded by Quakers

### Economic

- successful farming of staple crops
- work force of slaves and indentured servants
- active trade with Britain and West Indies

### THE IMPACT TODAY

Today New York City is the largest city in the United States, with more than 8 million people.

In 1664 an English fleet captured the undefended colony of New Amsterdam without firing a single shot. New Netherland was renamed New York, and New Amsterdam became New York City.

Soon after the English conquest in 1664, the Duke of York made Sir George Carteret and Lord John Berkeley proprietors of New Jersey. This colony occupied lands between the Hudson and Delaware rivers. It had a diverse population, including Dutch, Swedes, Finns, and Scots. The fur trade was important to the economies of New York and New Jersey through the end of the 1600s.

**READING CHECK** **Comparing** How were New York and New Jersey similar?

## Penn's Colony

The Society of Friends, or the **Quakers**, made up one of the largest religious groups in New Jersey. Quakers did not follow formal religious practices and dressed plainly. They believed in the equality of men and women before God. They also supported nonviolence and religious tolerance for all people. At the time, many Quaker beliefs and practices shocked most Christians. As a result, Quakers were persecuted in both England and America.

One proprietor of the New Jersey colony was a Quaker named **William Penn**. Penn wished to found a larger colony under his own control that would provide a safe home for Quakers. In 1681 King Charles II agreed to grant Penn a charter to begin a colony west of New Jersey.

Penn's colony, known as Pennsylvania, grew rapidly. Penn limited his own power and established an elected assembly. He also promised religious freedom to all Christians. His work made Pennsylvania an important example of representative self-government—a government that reflects its citizens' will—in the colonies.

Penn named the capital of his colony Philadelphia, which means “the city of brotherly love.” In 1682 the Duke of York sold Penn a region to the south of Pennsylvania. This area, called Delaware, remained part of Pennsylvania until 1776.

**READING CHECK** **Finding Main Ideas**

Why did William Penn establish Pennsylvania, and how did he influence its government?

## BIOGRAPHY

### William Penn

1644–1718

William Penn was born in London as the son of a wealthy admiral. Penn joined the Quakers in 1666 and became an active preacher and writer of religious works. He supported toleration of dissenters.

In 1681 he received a charter to establish a new colony called Pennsylvania. There, Penn put his beliefs into practice. He insisted on fair dealings with local American Indians, welcomed immigrants, and promised religious toleration.

**Making Generalizations** How did Penn's ideas influence the rules of the colony?



## Economy of the Middle Colonies

The middle colonies combined characteristics of the New England and southern colonies. With a good climate and rich land, farmers there could grow large amounts of **staple crops**—crops that are always needed. These crops included wheat, barley, and oats. Farmers also raised livestock.

Slaves were somewhat more important to the middle colonies than they were to New England. They worked in cities as skilled laborers, such as blacksmiths and carpenters. Other slaves worked on farms, onboard ships, and in the growing shipbuilding industry. However, indentured servants largely filled the middle colonies' growing labor needs. Between 1700 and 1775 about 135,000 indentured servants came to the middle colonies. About half of them moved to Pennsylvania. By 1760 Philadelphia had become the largest British colonial city. Other cities in the middle colonies, such as New York City, also grew quickly.

Trade was important to the economy of the middle colonies. Merchants in Philadelphia and New York City exported colonial

goods to markets in Britain and the West Indies. These products included wheat from New York, Pennsylvania, and New Jersey.

Throughout the colonies, women made important contributions to the economy. They ran farms and businesses such as clothing and grocery stores, bakeries, and drugstores. Some women also practiced medicine and worked as nurses and midwives. However, colonial laws and customs limited women's economic opportunities.

Most colonial women worked primarily in the home. Married women managed households and raised children. Sometimes they earned money for their families by selling products like butter. They also provided paid services such as washing clothes.

### FOCUS ON READING

You can tell **staple crops** means “crops that are always needed” because of the dash between the vocabulary term and the definition.

### READING CHECK Finding the Main Idea

On what were the economies of the middle colonies based?

**SUMMARY AND PREVIEW** In this section you learned about the middle colonies. In the next section you will read about colonial government, the slave trade, and conflicts that arose in the English colonies.

## Section 3 Assessment

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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- a. Describe** Name the middle colonies. Where were they located?

**b. Draw Inferences** What led to the diverse populations of New York and New Jersey?
- a. Identify** Who are the **Quakers**?

**b. Analyze** How did **William Penn** attempt to create a colonial government that would be fair to all?
- a. Describe** What different types of jobs did slaves in the middle colonies hold?

**b. Evaluate** In what ways were women essential to the middle colonies?

### Critical Thinking

- Sequencing** Review your notes about which

nation founded each middle colony. Then complete the time line below by listing the event that occurred on each of the dates on the time line.



### FOCUS ON WRITING

- Comparing Colonies** You've just read about early colonies in New York, New Jersey, and Pennsylvania. Think about the advantages they offered to settlers and what difficulties settlers faced. In your notes, put a star beside one of the colonies you might use in your infomercial.

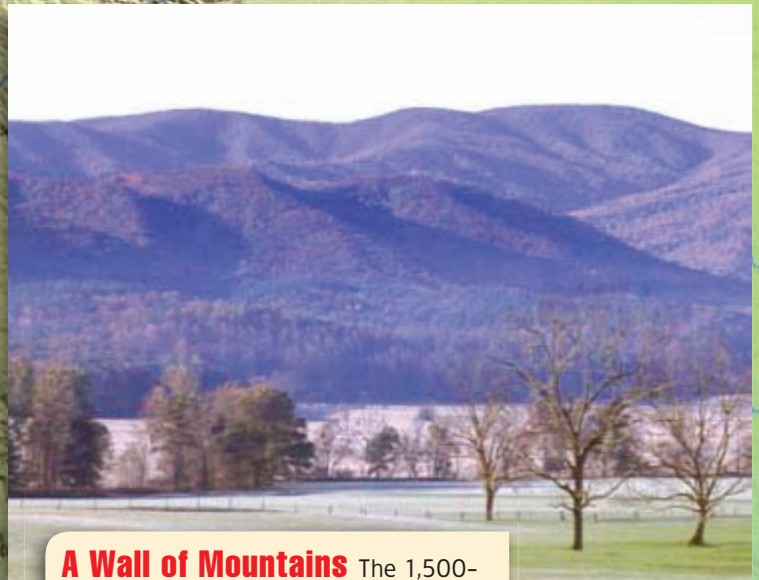
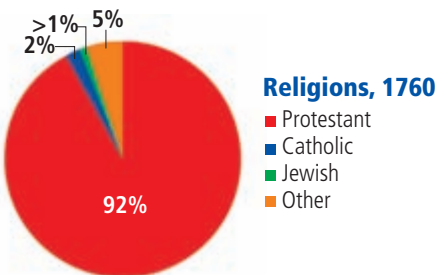
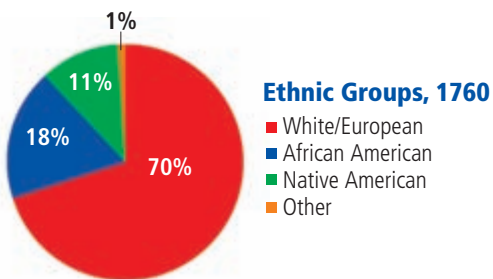
# History and Geography

# America's Growth 1760

The English colonies in 1760 were located between the Atlantic Ocean and the Appalachian Mountains. The total population of the colonies was around 1.8 million. Soon, however, the colonies began to grow both in size and in population.

In 1763 Great Britain and France signed the Treaty of Paris, giving Britain control over all lands east of the Mississippi River. With the stroke of a pen, the colonies increased enormously in size. The westward expansion of the English colonies—soon to be the United States—had begun.

## America's Population, 1760: 1.8 million



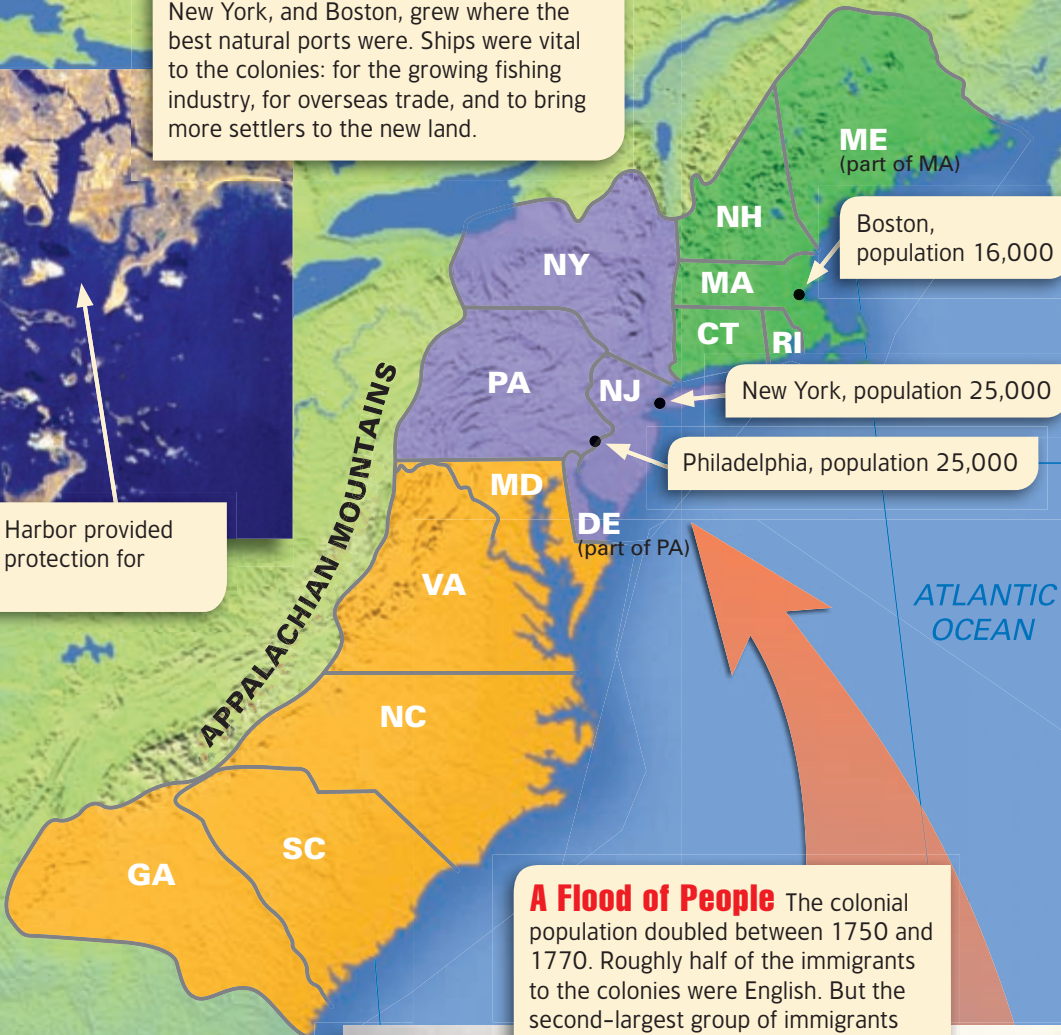
**A Wall of Mountains** The 1,500-mile-long Appalachian Mountain range formed a natural barrier to westward expansion. The Appalachians' dense forests and steep terrain made passage on foot or by horse difficult.



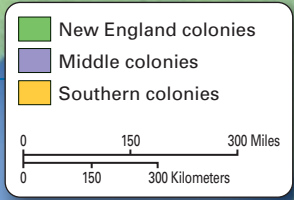
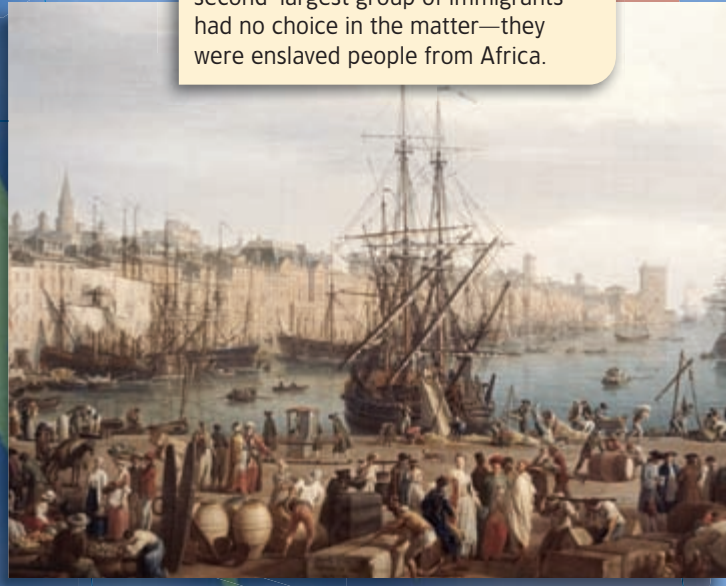
**Natural Harbors** The largest cities in the colonies, such as Philadelphia, New York, and Boston, grew where the best natural ports were. Ships were vital to the colonies: for the growing fishing industry, for overseas trade, and to bring more settlers to the new land.



Boston Harbor provided natural protection for ships.



**A Flood of People** The colonial population doubled between 1750 and 1770. Roughly half of the immigrants to the colonies were English. But the second-largest group of immigrants had no choice in the matter—they were enslaved people from Africa.



**GEOGRAPHY SKILLS** **INTERPRETING MAPS**

- 1. Location** Where were the colonies' largest cities located at this time?
- 2. Human-Environment Interaction** How did mountains and seas influence the location of the colonies?

90° W Tropic of Cancer 70° W

# Life in the English Colonies

## What You Will Learn...

### Main Ideas

1. Colonial governments were influenced by political changes in England.
2. English trade laws limited free trade in the colonies.
3. The Great Awakening and the Enlightenment led to ideas of political equality among many colonists.
4. The French and Indian War gave England control of more land in North America.

### The Big Idea

The English colonies continued to grow despite many challenges.

### Key Terms and People

town meeting, *p. 91*  
 English Bill of Rights, *p. 91*  
 triangular trade, *p. 93*  
 Great Awakening, *p. 94*  
 Jonathan Edwards, *p. 94*  
 Enlightenment, *p. 95*  
 John Locke, *p. 95*  
 Pontiac, *p. 97*



Use the graphic organizer online to take notes on developments that affected the growing colonies.

## If YOU were there...

Your family migrated to America in the 1700s and started a small farm in western Pennsylvania. Now, more and more people are moving in. You would like to move farther west, into the Ohio River valley. But a new law says you cannot move west of the mountains because it is too dangerous. Still, you are restless and want more land and more freedom.

### Why might you decide to break the law and move west?

**BUILDING BACKGROUND** When they moved to America, the English colonists brought their ideas about government. They expected to have the same rights as citizens in England. However, many officials in England wanted tight control over the colonies. As a result, some colonists, like this family, were unhappy with the policies of colonial governments.

## Colonial Governments

The English colonies in North America all had their own governments. Each government was given power by a charter. The English monarch had ultimate authority over all of the colonies. A group of royal advisers called the Privy Council set English colonial policies.

### Colonial Governors and Legislatures

Each colony had a governor who served as head of the government. Most governors were assisted by an advisory council. In royal colonies the English king or queen selected the governor and the council members. In proprietary colonies, the proprietors chose all of these officials. In a few colonies, such as Connecticut, the people elected the governor.

In some colonies the people also elected representatives to help make laws and set policy. These officials served on assemblies. Each colonial assembly passed laws that had to be approved first by the advisory council and then by the governor.

Established in 1619, Virginia's assembly was the first colonial legislature in North America. At first it met as a single body, but it was later split into two houses. The first house was known as the Council of State. The governor's advisory council and the London Company selected its members. The House of Burgesses was the assembly's second house. The members were elected by colonists.

In New England the center of politics was the **town meeting**. In town meetings people talked about and decided on issues of local interest, such as paying for schools.

In the southern colonies, people typically lived farther away from one another. Therefore, many decisions were made at the county level. The middle colonies used both county meetings and town meetings to make laws.

### Political Change in England

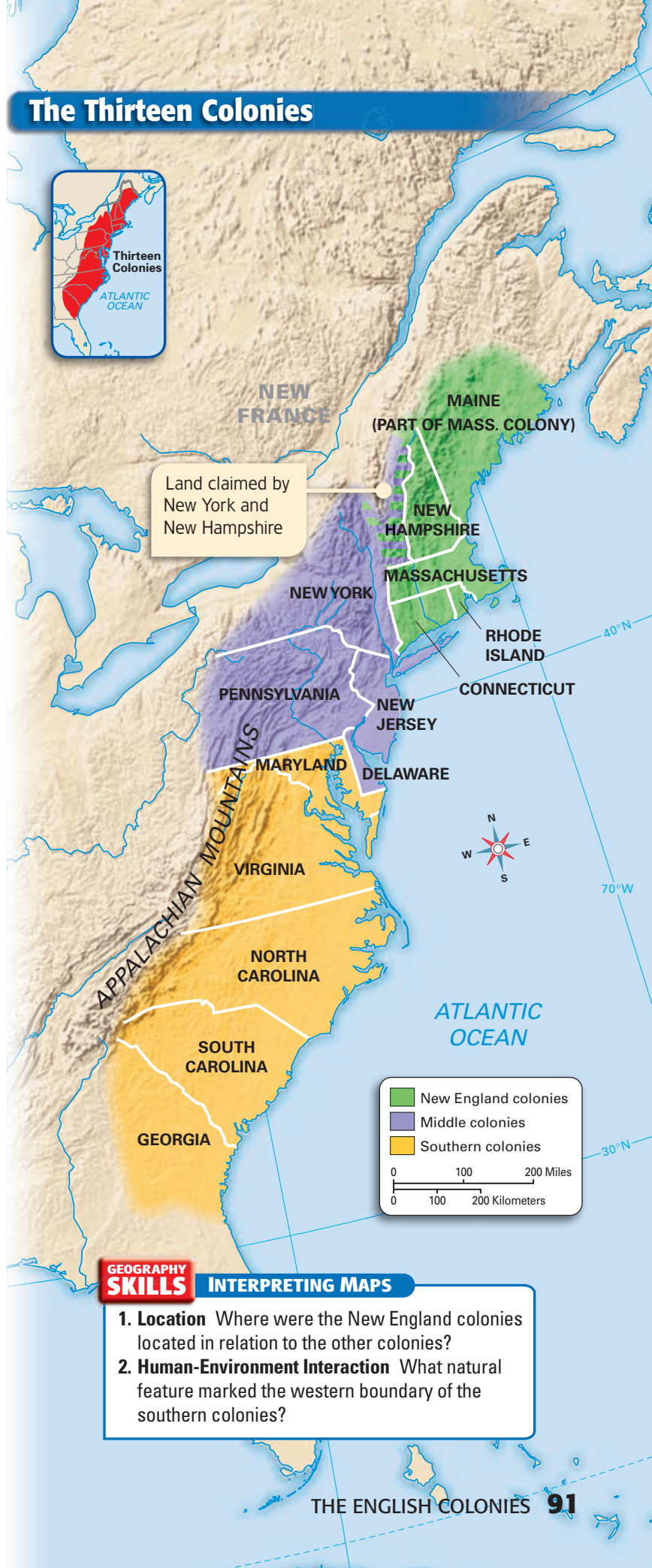
In 1685 James II became king of England. He was determined to take more control over the English government, both in England and in the colonies.

James believed that the colonies were too independent. In 1686 he united the northern colonies under one government called the Dominion of New England. James named Sir Edmund Andros royal governor of the Dominion. The colonists disliked Andros because he used his authority to limit the powers of town meetings.

### English Bill of Rights

Parliament replaced the unpopular King James and passed the **English Bill of Rights** in 1689. This act reduced the powers of the English monarch. At the same time, Parliament gained power. As time went on, the colonists valued their own right to elect representatives to decide local issues. Following these changes, the colonies in the Dominion quickly formed new assemblies and charters.

## The Thirteen Colonies



### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

- 1. Location** Where were the New England colonies located in relation to the other colonies?
- 2. Human-Environment Interaction** What natural feature marked the western boundary of the southern colonies?

## Colonial Courts

Colonial courts made up another important part of colonial governments. Whenever possible, colonists used the courts to control local affairs. In general, the courts reflected the beliefs of their local communities. For example, many laws in Massachusetts enforced the Puritans' religious beliefs. Laws based on the Bible set the standard for the community's conduct.

Sometimes colonial courts also protected individual freedoms. For example, in 1733 officials arrested John Peter Zenger for printing a false statement that damaged the reputation of the governor of New York. Andrew Hamilton, Zenger's attorney, argued that Zenger could publish whatever he wished as long as it was true. Jury members believed that colonists had a right to voice their ideas openly and found him not guilty.

## English Trade Laws

One of England's main reasons for founding and controlling its American colonies was to earn money from trade. In the late 1600s England, like most western European nations, practiced mercantilism, a system of creating and maintaining wealth through carefully controlled trade. A country gained wealth if it had fewer imports—goods bought from other countries—than exports—goods sold to other countries.

To support this system of mercantilism, between 1650 and 1696 Parliament passed a series of Navigation Acts limiting colonial trade. For example, the Navigation Act of 1660 forbade colonists from trading specific items such as sugar and cotton with any country other than England. The act also required colonists to use English ships to transport goods. Parliament later passed other acts that required all trade goods to pass through English ports, where duties, or import taxes, were added to the items.

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### ANIMATED HISTORY

Creating Wealth

### READING CHECK Analyzing Information

Why were colonial assemblies and colonial courts created, and what did they do?

## Triangular Trade



Trade between Britain and its colonies took a triangular shape. Different goods were transported on the routes of the triangles and traded at ports for local goods.

### GEOGRAPHY SKILLS

### INTERPRETING MAPS

- 1. Movement** Why is the movement of goods shown on the map called the triangular trade?
- 2. Location** A farmer who wanted to grow sugar cane would most likely live where?

England claimed that the Navigation Acts were good for the colonies. After all, the colonies had a steady market in England for their goods. But not all colonists agreed. Many colonists wanted more freedom to buy or sell goods wherever they could get the best price. Local demand for colonial goods was small compared to foreign demand.

Despite colonial complaints, the trade restrictions continued into the 1700s. Some traders turned to smuggling, or illegal trading. They often smuggled sugar, molasses, and rum into the colonies from non-English islands in the Caribbean. Parliament responded with the Molasses Act of 1733, which placed duties on these items. British officials, however, rarely carried out this law.

By the early 1700s English merchants were trading around the world. Most American merchants traded directly with Great Britain or the West Indies. By importing and exporting goods such as sugar and tobacco, some American merchants became wealthy.

## Triangular Trade

Trade between the American colonies and Great Britain was not direct. Rather, it generally took the form of **triangular trade**—a system in which goods and slaves were traded among the Americas, Britain, and Africa. There were several routes of the triangular trade. In one route colonists exchanged goods like beef and flour with plantation owners in the West Indies for sugar, some of which they shipped to Britain. The sugar was then exchanged for manufactured products to be sold in the colonies. Colonial merchants traveled great distances to find the best markets.

### BIOGRAPHY

#### Olaudah Equiano

1745–1797

Olaudah Equiano claimed to have been born in Africa in present-day Nigeria. His autobiography told the story of his enslavement. According to his autobiography, Equiano survived the Middle Passage, traveling in a slave ship across the Atlantic. After arriving in the colonies, a Virginia planter purchased him and again sold him to a British naval officer. While working as a sailor, Equiano eventually earned enough money to purchase his own freedom in 1766. Equiano later settled in England and devoted himself to ending slavery.

**Analyzing Information** How did Equiano gain his freedom?



*“I received such a salutation [smell] in my nostrils, as I had never experienced in my life; . . . I became so sick and low that I was not able to eat . . . The groans of the dying, rendered [made] the whole a scene of horror almost inconceivable [unbelievable].”*

—Olaudah Equiano, from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*

## The Great Awakening

George Whitefield gives a powerful sermon during the Great Awakening. Ministers like Whitefield emphasized personal religious experiences over official church rules. They also allowed ordinary church members—whatever their race, class, or gender—to play a role in services. The value placed on individuals of all types during the Great Awakening helped shape American political ideas about who should have a say in government.

*How do you think religious freedom led to political freedom?*



### Middle Passage

One version of the triangular trade began with traders exchanging rum for slaves on the West African coast. The traders then sold the enslaved Africans in the West Indies for molasses or brought them to sell in the mainland American colonies.

The slave trade brought millions of Africans across the Atlantic Ocean in a voyage called the Middle Passage. This was a terrifying and deadly journey that could last as long as three months.

Enslaved Africans lived in a space not even three feet high. Slave traders fit as many slaves as possible on board so they could earn greater profits. Thousands of captives died on slave ships during the Middle Passage. In many cases, they died from diseases such as smallpox. As farmers began to use fewer indentured servants, slaves became even more valuable.

#### READING CHECK Identifying Cause and Effect

What factors caused the slave trade to grow? How did this affect conditions on the Middle Passage?

### Great Awakening and Enlightenment

In the early 1700s revolutions in both religious and nonreligious thought transformed the Western world. These movements began in Europe and affected life in the American colonies.

#### Great Awakening

After years of population growth, religious leaders wanted to spread religious feeling throughout the colonies. In the late 1730s these ministers began holding revivals, emotional gatherings where people came together to hear sermons.

Many American colonists experienced “a great awakening” in their religious lives. **This Great Awakening—a religious movement that swept through the colonies in the 1730s and 1740s—**changed colonial religion. It also affected social and political life. **Jonathan Edwards** of Massachusetts was one of the most important leaders of the Great Awakening. His dramatic sermons told

sinner to seek forgiveness for their sins or face punishment in Hell forever. British minister George Whitefield held revivals from Georgia to New England.

The Great Awakening drew people of different regions, classes, and races. Women, members of minority groups, and poor people often took part in services. Ministers from different colonies met and shared ideas with one another. This represented one of the few exchanges between colonies.

The Great Awakening promoted ideas that may also have affected colonial politics. Sermons about the spiritual equality of all people led some colonists to begin demanding more political equality. Revivals became popular places to talk about political and social issues. People from those colonies with less political freedom were thus introduced to more democratic systems used in other colonies.

## Enlightenment

During the 1600s Europeans began to re-examine their world. Scientists began to better understand the basic laws that govern nature. Their new ideas about the universe began the Scientific Revolution. The revolution changed how people thought of the world.

Many colonists were also influenced by the **Enlightenment**. This movement, which took place during the 1700s, spread the idea that reason and logic could improve society. Enlightenment thinkers also formed ideas about how government should work.

Some Enlightenment thinkers believed that there was a social contract between government and citizens. Philosophers such as **John Locke** thought that people had natural rights such as equality and liberty. Ideas of the Scientific Revolution and the Enlightenment eventually influenced colonial leaders.

**READING CHECK** Summarizing How did the Great Awakening and the Enlightenment influence colonial society?

## French and Indian War

By the 1670s tensions had arisen between New England colonists and the Wampanoag. Metacomet, a Wampanoag leader also known as King Philip, opposed the colonists' efforts to take his people's lands. In 1675 these tensions finally erupted in a conflict known as King Philip's War. The colonial militia—civilians serving as soldiers—fought American Indian warriors. Both sides attacked each other's settlements, killing men, women, and children. The fighting finally ended in 1676, but only after about 600 colonists and some 3,000 Indians had been killed, including Metacomet.

## Native American Allies

Some Native Americans allied with the colonists to fight against Metacomet and his forces. These Indians had developed trade relations with colonists. They wanted tools, weapons, and other goods that Europeans could provide. In exchange, the colonists wanted furs, which they sold for large profits in Europe. As a result, each side came to depend upon the other.

French colonists traded and allied with the Algonquian and Huron. English colonists traded and allied with the Iroquois League. This powerful group united American Indians from six different groups. Many American Indians trusted the French more than they did the English. The smaller French settlements were less threatening than the rapidly growing English colonies. No matter who their allies were, many Indian leaders took care to protect their people's independence. As one leader said:

“We are born free. We neither depend upon [the governor of New France] nor [the governor of New York]. We may go where we please . . . and buy and sell what we please.”

—Garangula, quoted in *The World Turned Upside Down*, edited by Colin G. Calloway

# North American Empires before and after the Treaty of Paris

1754



1763



## GEOGRAPHY SKILLS INTERPRETING MAPS

- Regions** Which countries gained North American territory between 1754 and 1763?
- Human-Environment Interaction** What natural feature helped form the boundary between British and Spanish territory in 1763?

## War Erupts

Until the mid-1700s, France and Great Britain struggled for control of territory in North America. British colonists wanted to settle in the Ohio River valley, where they could take advantage of the valuable fur trade. The French believed this settlement would hurt their fur trade profits. A standoff developed in the Ohio Valley where the French had built three forts. Fighting erupted in 1753 as the British military moved to take over the valley.

When a young Virginian named George Washington arrived with more soldiers, he found the area under French control. Washington and his troops built a small, simple fort that he named Fort Necessity. After his troops suffered many casualties—captured, injured, or killed soldiers—Washington finally surrendered. His defeat in 1754 was the start of the French and Indian War. Leaders from the colonies met to discuss defense. The convention produced a plan for uniting the colonies called the Albany Plan. Meanwhile, in 1756 fighting began in Europe, starting what became known as the Seven Years' War.

## Treaty of Paris

The turning point of the war came in 1759. That year British general James Wolfe captured Quebec, gaining the advantage in the war. However, the war dragged on for four more years. Finally, in 1763 Britain and France signed the Treaty of Paris, officially ending the war.

The terms of the treaty gave Canada to Britain. Britain also gained all French lands east of the Mississippi River except the city of New Orleans and two small islands in the Gulf of St. Lawrence. From Spain, which had allied with France in 1762, Britain received Florida. In an earlier treaty, Spain had received Louisiana, the land that France had claimed west of the Mississippi River. The Treaty of Paris changed the balance of power in North America. Soon British settlers began moving west to settle new lands.



## Western Frontier

Most colonial settlements were located along the Atlantic coast. Colonial settlers, or pioneers, slowly moved into the Virginia and Carolina backcountry and the Ohio River valley.

Indian leaders like Chief **Pontiac** opposed British settlement of this new land. Pontiac's Rebellion began in May 1763 when his forces attacked British forts on the frontier. Within one month, they had destroyed or captured seven forts. Pontiac then led an attack on Fort Detroit. The British held out for months.

British leaders feared that more fighting would take place on the frontier if colonists kept moving onto American Indian lands. To avoid more conflict, King George III issued the Proclamation of 1763. This law banned British settlement west of the Appalachian Mountains. The law also ordered settlers to leave the upper Ohio River valley.

**READING CHECK** **Summarizing** Why did George III issue the Proclamation of 1763?

## BIOGRAPHY

### Pontiac

1720–1769

Pontiac, an Ottawa chief who had fought for France, tried to resist British settlement west of the Appalachians. Calling them “dogs dressed in red who have come to rob us,” he attacked the British in the Ohio country in 1763. Pontiac's rebellion was put down, and he surrendered in 1766.

**Analyzing Information** How did Pontiac try to stop the British?

**SUMMARY AND PREVIEW** In this section you read about colonial governments, the slave trade, and the conflicts with foreign countries and with Native Americans that the colonies faced as they grew. In the next section you'll learn about the increasing tension between the colonies and Great Britain that led to independence.



## Section 4 Assessment

 [hmhsocialstudies.com](http://hmhsocialstudies.com)  
**ONLINE QUIZ**

### Reviewing Ideas, Terms, and People

- a. Describe** How were colonial governments organized?

**b. Analyze** How did political change in England affect colonial governments?
- a. Explain** What is **mercantilism**?

**b. Analyze** How did the Navigation Acts support the system of mercantilism?

**c. Evaluate** Did the colonies benefit from mercantilism? Why or why not?
- a. Identify** What was the **Great Awakening**?

**b. Compare** How was the **Enlightenment** similar to the Great Awakening?
- a. Explain** What caused the French and Indian War?

**b. Evaluate** Defend the British decision to ban colonists from settling on the western frontier.

### Critical Thinking

- Summarizing** Review your notes on the developments in the colonies during the late 1600s to

mid-1700s. Then add a box to the bottom of your chart in which you briefly summarize how the colonies grew and changed during the period, as well as the challenges they faced.

Development	Effects
Establishment of local government	
Political change in England	
Trade laws	
Great Awakening/Enlightenment	
French and Indian War	

How the colonies grew and changed and challenges faced

### FOCUS ON WRITING

- Reviewing the Information** This section focused on what life was like in all the English colonies discussed so far. Does this information give you any new ideas about the colony you'll use in your infomercial?

# Conflict in the Colonies

## What You Will Learn...

### Main Ideas

1. British efforts to raise taxes on colonists sparked protest.
2. The Boston Massacre caused colonial resentment toward Great Britain.
3. Colonists protested the British tax on tea with the Boston Tea Party.
4. Great Britain responded to colonial actions by passing the Intolerable Acts.

### The Big Idea

Tensions developed as the British government placed tax after tax on the colonies.

### Key Terms and People

Samuel Adams, *p. 99*  
 Committees of Correspondence, *p. 99*  
 Stamp Act of 1765, *p. 100*  
 Boston Massacre, *p. 101*  
 Tea Act, *p. 102*  
 Boston Tea Party, *p. 102*  
 Intolerable Acts, *p. 102*  
 Quartering Act, *p. 102*



Use the graphic organizer online to take notes on the new laws passed by the British government.

## If YOU were there...

You live in the New England colonies in the 1700s. Recently, British officials have placed new taxes on tea—your favorite beverage. You've never been very interested in politics, but you're beginning to think that people far across the ocean in Britain shouldn't be able to tell you what to do. Some of your friends have joined a group that refuses to buy British tea.

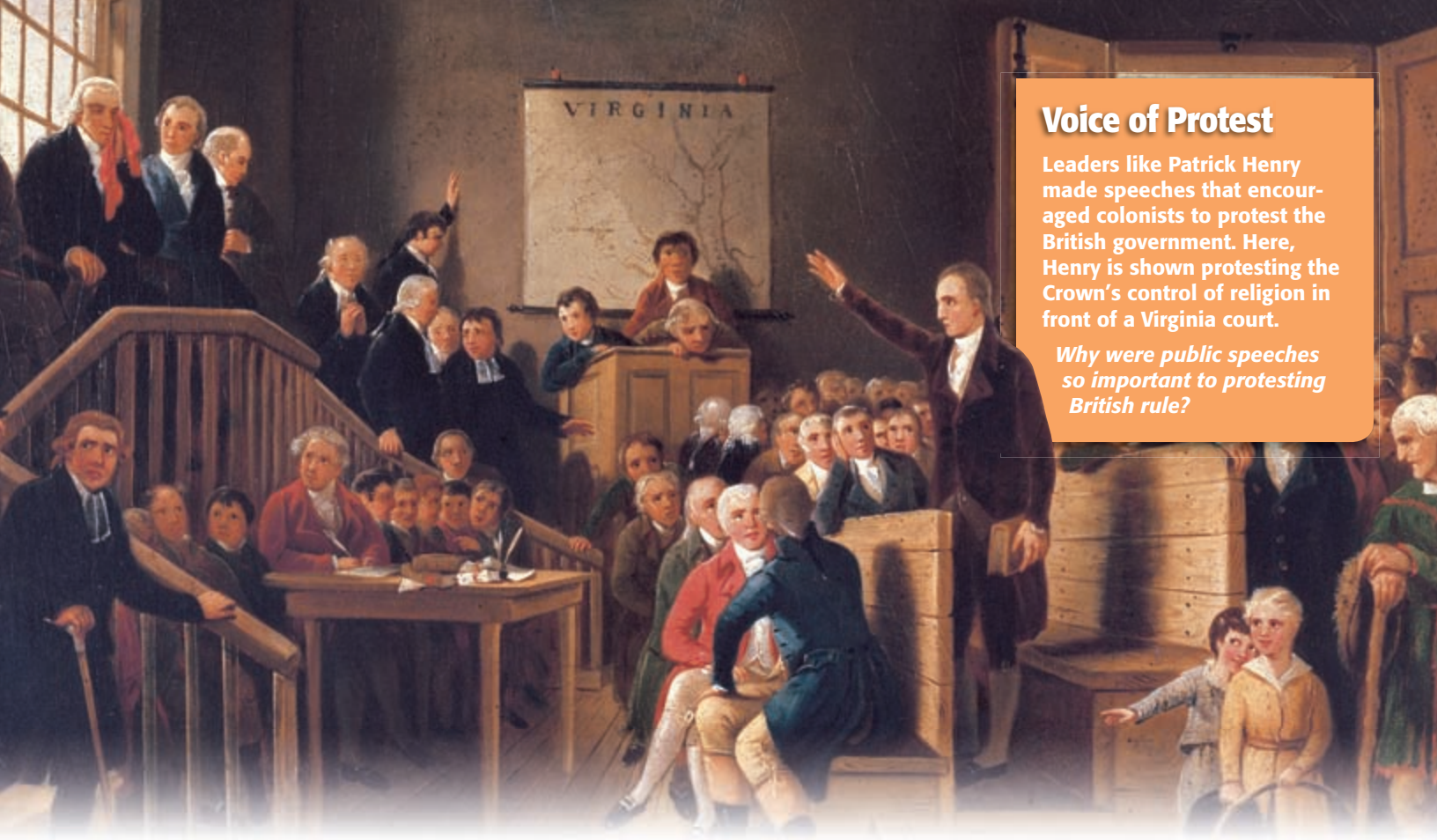
**Would you give up your favorite drink to join the boycott?**

**BUILDING BACKGROUND** As the British colonies grew and became prosperous, the colonists got used to running their own lives. Britain began to seem very far away. At the same time, officials in Britain still expected the colonies to obey them and to earn money for Britain. Parliament passed new laws and imposed new taxes. But the colonists found various ways to challenge them.

## Great Britain Raises Taxes

Great Britain had won the French and Indian War, but Parliament still had to pay for it. The British continued to keep a standing, or permanent, army in North America to protect the colonists against Indian attacks. To help pay for this army, Prime Minister George Grenville asked Parliament to tax the colonists. In 1764 Parliament passed the Sugar Act, which set duties on molasses and sugar imported by colonists. This was the first act passed specifically to raise money in the colonies.

British officials also tried harder to arrest smugglers. Colonial merchants were required to list all the trade goods they carried aboard their ships. These lists had to be approved before ships could leave colonial ports. This made it difficult for traders to avoid paying duties. The British navy also began to stop and search ships for smuggled goods.



## Voice of Protest

Leaders like Patrick Henry made speeches that encouraged colonists to protest the British government. Here, Henry is shown protesting the Crown's control of religion in front of a Virginia court.

*Why were public speeches so important to protesting British rule?*

Parliament also changed the colonies' legal system by giving greater powers to the vice-admiralty courts. These courts had no juries, and the judges treated suspected smugglers as guilty until proven innocent. In regular British courts, accused persons were treated as innocent until proven guilty.

### Taxation without Representation

Parliament's actions upset many colonists who had grown used to being independent. The rising merchant class thought the taxes were unfair and hurt business. Many believed that Great Britain had no right to tax the colonies at all without popular consent.

James Otis argued that the power of the Crown and Parliament was limited. Otis said they could not "take from any man any part of his property, without his consent in person or by representation." Colonial assemblies had little influence on Parliament's decisions. In addition, the colonists had no

direct representatives in Parliament. The colonists were subjects of the Crown instead of citizens of England.

At a Boston town meeting in May 1764, local leader **Samuel Adams** agreed with Otis. He believed that Parliament could not tax the colonists without their permission. The ideas of Otis and Adams were summed up in the slogan "No Taxation without Representation," which spread throughout the colonies.

Adams helped found the **Committees of Correspondence**. Each committee got in touch with other towns and colonies. Its members shared ideas and information about the new British laws and ways to challenge them.

A popular method of protest was the boycott, in which people refused to buy British goods. The first colonial boycott started in New York in 1765. It soon spread to other colonies. Colonists hoped that their efforts would hurt the British economy and might convince Parliament to end the new taxes.

## Stamp Act

The British government continued to search for new ways to tax the American colonies, further angering many colonists. For example, Prime Minister Grenville proposed the **Stamp Act of 1765**. This act required colonists to pay for an official stamp, or seal, when they bought paper items. The tax had to be paid on legal documents, licenses, newspapers, pamphlets, and even playing cards. Colonists who refused to buy stamps could be fined or sent to jail.

Grenville did not expect this tax to spark protest. After all, in Britain people already paid similar taxes. But colonists saw it differently. The Stamp Act was Parliament's first attempt to raise money by taxing the colonists directly, rather than by taxing imported goods.

Protests against the Stamp Act began almost immediately. Colonists formed a secret society called the Sons of Liberty. Samuel Adams helped organize the group in Boston. This group sometimes used violence to frighten tax collectors. Many colonial courts shut down because people refused to buy the stamps required for legal documents. Businesses openly ignored the law by refusing to buy stamps.

In May 1765 a Virginia lawyer named Patrick Henry presented a series of resolutions to the Virginia House of Burgesses. These resolutions stated that the Stamp Act violated colonists' rights. In addition to taxation without representation, the Stamp Act denied the accused a trial by jury. Henry's speech in support of the resolutions convinced the assembly to support some of his ideas.

## Repealing the Stamp Act

In Boston the members of the Massachusetts legislature called for a Stamp Act Congress. In October 1765, delegates from nine colonies met in New York. They issued a declaration that the Stamp Act was a violation of their rights and liberties.

Pressure on Parliament to repeal, or do away with, the Stamp Act grew quickly. A group of London merchants complained that their trade suffered from the colonial boycott. Parliament repealed the Stamp Act in 1766.

Members of Parliament were upset that colonists had challenged their authority. Thus, Parliament issued the Declaratory Act, which stated that Parliament had the power to make laws for the colonies "in all cases whatsoever." The Declaratory Act further worried the colonists. The act stripped away much of their independence.

## Townshend Acts

In June 1767 Parliament passed the Townshend Acts. These acts placed duties on glass, lead, paints, paper, and tea. To enforce the Townshend Acts, British officials used writs of assistance. These allowed tax collectors to search for smuggled goods. Colonists hated the new laws because they took power away from colonial governments.

The colonists responded to the Townshend Acts by once again boycotting many British goods. Women calling themselves the Daughters of Liberty supported the boycott. In February 1768 Samuel Adams wrote a letter arguing that the laws violated the legal rights of the colonists. The Massachusetts legislature sent the letter to other colonies' legislatures, who voted to join the protest.

At the same time, tax collectors in Massachusetts seized the ship *Liberty* on suspicion of smuggling. This action angered the ship's owner and the Sons of Liberty. They attacked the houses of customs officials in protest. In response, the governor broke up the Massachusetts legislature. He also asked troops to restore order. British soldiers arrived in Boston in October 1768.

**READING CHECK** **Sequencing** What series of events led to the arrival of British troops in Boston in 1768?

## Primary Source

### NEWSPAPER ARTICLE

## The Boston Massacre

*An account of the Boston Massacre appeared in the Boston Gazette and Country Journal soon after the event.*

“The People were immediately alarmed with the Report of this horrid Massacre, the Bells were set a Ringing, and great Numbers soon assembled at the Place where this tragical Scene had been acted; their Feelings may be better conceived than expressed; and while some were taking Care of the Dead and Wounded, the Rest were in Consultation what to do in these dreadful Circumstances.

But so little intimidated were they [Bostonians], notwithstanding their being within a few Yards of the Main Guard, and seeing the 29th Regiment under Arms, and drawn up in King street; that they kept their Station and appeared, as an Officer of Rank expressed it, ready to run upon the very Muzzles of their Muskets.”

—*Boston Gazette and Country Journal*, March 12, 1770



### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

**Why do you think the people described were not intimidated by the soldiers?**

## Boston Massacre

Many Bostonians saw the presence of British troops as a threat by the British government against its critics in Massachusetts. Some colonists agreed with Samuel Adams, who said, “I look upon [British soldiers] as foreign enemies.” The soldiers knew that they were not welcome. Both sides resented each other, and name-calling, arguments, and fights between Bostonians and the soldiers were common.

The tension exploded on March 5, 1770. A lone British soldier standing guard had an argument with a colonist and struck him. A crowd gathered around the soldier, throwing snowballs and shouting insults. Soon a small number of troops arrived. The crowd grew louder and angrier by the moment. Some yelled, “Come on you rascals . . . Fire if you dare!” Suddenly, the soldiers fired into the crowd, instantly killing three men, including sailor Crispus Attucks. “Half Indian, half negro, and altogether rowdy,” as he was called, Attucks is the best-remembered casualty of the incident. Two others died within a few days.

Samuel Adams and other protesters quickly spread the story of the shootings. They used it as propaganda—a story giving only one side in an argument—against the British. Colonists called the shootings the **Boston Massacre**. Paul Revere created an elaborate color print titled “The Bloody Massacre perpetrated in King Street” (above).

The soldiers and their officer, Thomas Preston, were charged with murder. Two Boston lawyers, Josiah Quincy and John Adams—Samuel Adams’s cousin—agreed to defend the soldiers. They argued that the troops had acted in self-defense. The Boston jury agreed, finding Preston and six soldiers not guilty. Two soldiers were convicted of killing people in the crowd by accident. These men were branded on the hand and released. The trial helped calm people down, but many were still angry at the British.

**READING CHECK** Analyzing What was the significance of the Boston Massacre?

## The Road to Revolution

Colonists reacted to British laws with anger and violence. Parliament continued to pass tax after tax.

QUICK  
FACTS



British Actions

Colonists' Reactions

### 1764 The Sugar Act

The Sugar Act is passed to raise money from the colonies for Britain.

Samuel Adams founds the Committees of Correspondence to improve communication among the colonies.

### 1765 The Stamp Act

The Stamp Act taxes newspapers, licenses, and colonial paper products.

A series of resolutions is published stating that the Stamp Act violates the rights of colonists.

## The Boston Tea Party

To reduce tensions in the colonies, Parliament repealed almost all of the Townshend Acts. However, it kept the tax on tea. British officials knew that the colonial demand for tea was high despite the boycott. But colonial merchants were smuggling most of this imported tea and paying no duty on it.

The British East India Company offered Parliament a solution. The company had huge amounts of tea but was not allowed to sell it directly to the colonists. If the company could sell directly to the colonists, it could charge low prices and still make money. Cheaper tea might encourage colonists to stop smuggling. Less smuggling would result in more tax money.

Parliament agreed and passed the **Tea Act** in 1773, which allowed the British East India Company to sell tea directly to the colonists. Many colonial merchants and smugglers feared that the British East India Company's cheap tea would put them out of business.

Three ships loaded with tea from the British East India Company arrived in Boston Harbor in 1773. Members of the Sons of Liberty demanded that the ships leave. But the governor of Massachusetts would not let the ships leave without paying the duty. Unsure of what to do, the captains waited in the harbor.

On the night of December 16, 1773, colonists disguised as Indians sneaked onto the three tea-filled ships and dumped over 340 tea chests into Boston Harbor. This event became known as the **Boston Tea Party**. Soon the streets echoed with shouts of "Boston harbour is a teapot tonight!"

**READING CHECK** Summarizing What factors led to the Boston Tea Party?

## The Intolerable Acts

Lord North, the new British prime minister, was furious when he heard the news. Parliament decided to punish Boston. In the spring of 1774 it passed the Coercive Acts. Colonists called these laws the **Intolerable Acts**. The acts had several effects.

1. Boston Harbor was closed until Boston paid for the ruined tea.
2. Massachusetts's charter was canceled. The governor decided if and when the legislature could meet.
3. Royal officials accused of crimes were sent to Britain for trial. This let them face a more friendly judge and jury.
4. A new **Quartering Act** required colonists to house British soldiers.
5. The Quebec Act gave a large amount of land to the colony of Quebec.



### 1770 The Boston Massacre

British soldiers fire into a crowd of colonists, killing five men.

Colonists protest and bring the soldiers to trial.



### 1773 The Boston Tea Party

The Tea Act is passed, making British tea cheaper than colonial tea.

Colonists protest by dumping shipments of British tea into Boston Harbor.

### 1774 The Intolerable Acts

Boston Harbor is closed, and British troops are quartered.

Colonists' resentment toward Britain builds.

**ANALYSIS SKILL**

#### ANALYZING VISUALS

In what year did the conflict between Britain and the colonists turn violent?

- General Thomas Gage became the new governor of Massachusetts.

The British hoped that these steps would bring back order in the colonies. Instead they simply increased people's anger at Britain.

**READING CHECK** Analyzing What was the purpose of the Intolerable Acts?

**SUMMARY AND PREVIEW** In this section you learned about the increasing dissatisfaction between the colonists and Great Britain. In the next chapter you'll learn about the result of these conflicts—the American Revolution.

## Section 5 Assessment



hmhsocialstudies.com  
ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- Explain** Why did Great Britain raise taxes in its American colonies?
  - Evaluate** Which method of protesting taxes do you think was most successful for colonists? Why?
- Describe** What events led to the **Boston Massacre**?
  - Elaborate** Why do you think John Adams and Josiah Quincy agreed to defend the British soldiers that were involved in the Boston Massacre?
- Recall** What was the purpose of the **Tea Act**?
  - Draw Conclusions** What message did the **Boston Tea Party** send to the British government?
- Explain** Why did Parliament pass the **Intolerable Acts**?
  - Draw Conclusions** Why do you think the colonists believed that these laws were "intolerable"?

### Critical Thinking

- Identifying Cause and Effect** Review your notes on the laws passed by the British government.

Then add a new column to your chart and identify the laws' results.

Law	Result
1.	
2.	
3.	
4.	
5.	

### FOCUS ON WRITING

- Gathering Information** Now you have some information about the political situation in Boston in the late 1700s. Why might someone from Britain want to immigrate to Boston at this time? Would you consider the city of Boston, rather than a whole colony, for the subject of your infomercial?

## Interpreting Time Lines

### Define the Skill

Knowing the sequence, or order, in which historical events took place is important to understanding these events. Time lines visually display the sequence of events during a particular period of time. They also let you easily see time spans between events, such as how long after one event a related event took place—and what events occurred in between. In addition, comparing time lines for different places makes relationships between distant events easier to identify and understand.

### Learn the Skill

Follow these guidelines to read, interpret, and compare time lines.

- 1 Determine each time line's framework. Note the years it covers and the periods of time into which it is divided. Be aware that a pair of time lines may not have the same framework.

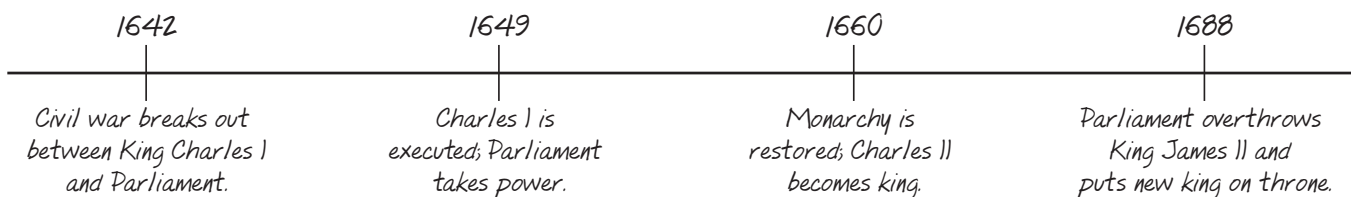
- 2 Study the order of events on each time line. Note the length of time between events. Compare what was taking place on different time lines around the same time period.
- 3 Look for relationships between events. Pay particular attention to how an event on one time line might relate to an event on another.

### Practice the Skill

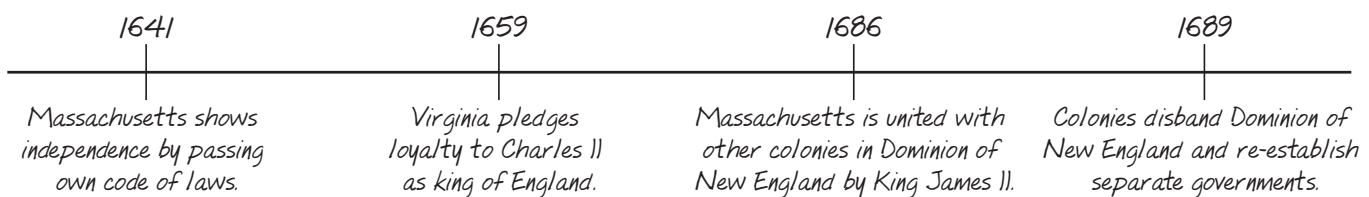
Interpret the time lines below to answer the following questions.

1. What is each time line's framework?
2. How long was England without a king?
3. What event in England allowed the colonists to get rid of the Dominion of New England in 1689?
4. Massachusetts's independence had troubled English officials for many years. What do the time lines suggest about why this colony was allowed to remain independent until 1686?

#### Events in England



#### Events in the Colonies







# Chapter Review

## History's Impact

### ▶ video series

Review the video to answer the closing question:

*How does the value that Americans place on religious freedom limit government actions?*

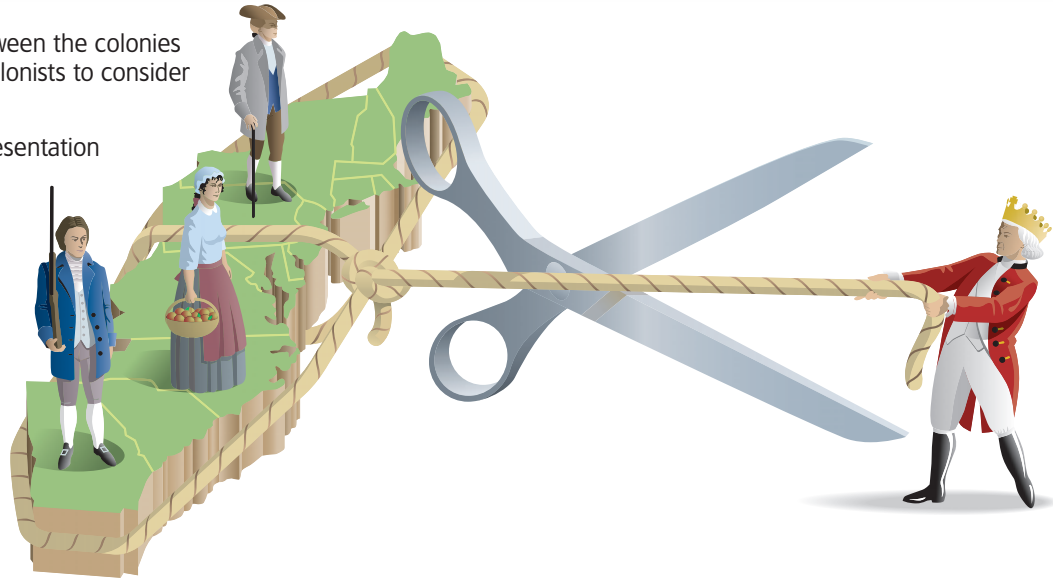
## Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.

Increasing tensions between the colonies and Britain led many colonists to consider cutting ties to Britain.

- Taxation without representation
- Acts of Parliament
- Violence between colonists and British troops



## Reviewing Vocabulary, Terms, and People

Match the words in the left column with the correct definition in the right column.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Committees of Correspondence</li> <li>2. Jonathan Edwards</li> <li>3. mercantilism</li> <li>4. immigrants</li> <li>5. indentured servants</li> <li>6. William Penn</li> <li>7. Pocahontas</li> <li>8. Quakers</li> <li>9. staple crops</li> <li>10. town meeting</li> </ol> | <ol style="list-style-type: none"> <li>a. colonists who received free passage to North America in exchange for working without pay for a certain number of years</li> <li>b. created in Massachusetts, these groups helped towns and colonies share information about resisting the new British laws</li> <li>c. crops that are continuously in demand</li> <li>d. daughter of Powhatan chief whose marriage to colonist John Rolfe eased tensions between the Powhatan and the colonists</li> <li>e. one of the leaders of the Great Awakening, he urged sinners to seek forgiveness</li> <li>f. Protestant sect founded in England that believed salvation was available to all people</li> <li>g. people who move to another country after leaving their homeland</li> <li>h. political gathering at which people make decisions on local issues</li> <li>i. Quaker leader who established a colony with the goal of fair government for all</li> <li>j. system of creating and maintaining wealth through controlled trade</li> </ol> |
|---|---|

## Comprehension and Critical Thinking

### SECTION 1 (Pages 72–77)

11. **a. Explain** What problems did the settlers of Virginia face?
  - b. Draw Conclusions** Why was Maryland's Toleration Act of 1649 important?
  - c. Predict** How might the southern colonies' reliance on slave labor eventually cause problems?

### SECTION 2 (Pages 78–84)

12. **a. Describe** On what was the economy of the New England colonies based?
  - b. Compare and Contrast** How were the Pilgrim and Puritan colonies similar and different?
  - c. Evaluate** Explain why you think the close ties between church and state in Massachusetts helped or hurt its government.

### SECTION 3 (Pages 85–87)

13. **a. Identify** What types of crops were grown in the middle colonies?
  - b. Draw Conclusions** Why did the middle colonies have a more diverse population than either New England or the South?
  - c. Elaborate** Why would immigrants have chosen to live in the middle colonies?

### SECTION 4 (Pages 90–97)

14. **a. Identify** What challenges did the English colonies face?
  - b. Analyze** What effect did the Great Awakening and the Enlightenment have on the colonies?
  - c. Evaluate** Explain which you think had a greater impact on colonial government—the passage of the English Bill of Rights or the Great Awakening.

### SECTION 5 (Pages 98–103)

15. **a. Recall** Why did the British believe it was necessary to raise taxes on the American colonists?
  - b. Draw Conclusions** How did the Boston Massacre and the Boston Tea Party affect relations between Great Britain and the colonies?
  - c. Evaluate** Did the British government overreact to colonial protests by issuing the Intolerable Acts? Why or why not?

## Reviewing Themes

16. **Politics** What political influences shaped the governments of the British colonies?
17. **Economics** How did mercantilism affect the economies of Great Britain and the colonies?

## Reading Skills



**Vocabulary Clues** Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

A popular method of protest was the boycott, in which people refused to buy British goods. (p. 99)

18. According to the reading selection above, what is the best definition of *boycott*?
  - a. a popular method
  - b. buying British goods
  - c. people refusing
  - d. protest in which people refuse to buy goods

## Social Studies Skills



**Interpreting Time Lines** Use the Social Studies Skills taught in this chapter to answer the questions about the time lines on page 104.

19. How many years after the English Civil War did Parliament overthrow King James II?
20. How many years did the Dominion of New England last?
  - a. 41
  - b. 18
  - c. 3
  - d. 6

## FOCUS ON WRITING

21. **Writing Your Infomercial** Choose a colony and time period. Review your list of reasons why English citizens might want to live there. Then write an infomercial with at least four scenes. Each scene should have video and a voice-over telling one of the reasons for immigrating.

**DIRECTIONS:** Read each question and write the letter of the best response.

- 1** Use the map below to answer the following question.



The red box on this map indicates which early colonial settlement?

- A Plymouth  
 B Massachusetts Bay  
 C New Amsterdam  
 D Jamestown
- 2** Ideas about spiritual, social, and political equality arose in the colonies in the 1700s in a religious movement called
- A Separatism.  
 B the Enlightenment.  
 C the Great Awakening.  
 D Puritanism.
- 3** How did Parliament's passage of the English Bill of Rights in 1689 affect England's North American colonies?
- A Colonists became more interested in being governed by representatives they elected.  
 B Several colonies decided to unite and formed the Dominion of New England.  
 C The Great Awakening took place.  
 D A movement to end slavery developed.

- 4** What was the central issue in the dispute between Britain and its American colonies?
- A the restrictions Parliament placed on trade  
 B the presence of British troops in the colonies  
 C the colonists' right to religious freedom  
 D the power to tax the colonists
- 5** Which side did Native Americans take in the French and Indian War?
- A the British  
 B the French  
 C different groups sided with each country  
 D Native Americans did not fight in the French and Indian War
- 6** Examine the following passage from an early colonist's journal and then use it to answer the question below.

“An Indian came to us from the chief, the great Powhatan, with the word of peace. He said that Powhatan greatly desired our friendship, and that chiefs Pasyaheigh and Tapahanagh wanted to be our friends. Powhatan said that we would be able to sow and reap our crops in peace or else he would make war upon our enemies. This message turned out to be true, for these chiefs have ever since remained in peace and continued to trade with us. We rewarded the messenger with many small gifts, which were great wonders to him.”

—Edward Maria Wingfield, from *A Discourse on Virginia*

**Document-Based Question** Why do you think Native American chiefs wanted to make peace with early English colonists?

# The American Revolution

**Essential Question** How was it possible for the American Patriots to gain their independence from the powerful British Empire?



## What You Will Learn...

In this chapter you will learn about the American War for Independence.

### SECTION 1: The Revolution Begins . . . . . 112

**The Big Idea** The tensions between the colonies and Great Britain led to armed conflict in 1775.

### SECTION 2: Declaring Independence . . . . . 118

**The Big Idea** The colonies formally declared their independence from Great Britain.

### The Declaration of Independence . . . . . 122

### SECTION 3: The Struggle for Liberty . . . . . 126

**The Big Idea** Patriot forces faced many obstacles in the war against Britain.

### SECTION 4: Independence! . . . . . 135

**The Big Idea** The war spread to the southern colonies, where the British were finally defeated.

## FOCUS ON SPEAKING

**Giving an Oral Report** The Revolutionary War was a very exciting time in our history, a time filled with deeds of courage and daring and ending with an amazing victory for the underdog. As you read this chapter, you will learn about the great events and heroic people of that time. Then you will prepare and give an oral report on the history of the American Revolution.



UNITED STATES



**1774** The First Continental Congress meets.

**1775** The Revolutionary War begins with the fighting at Lexington and Concord.

1774



WORLD

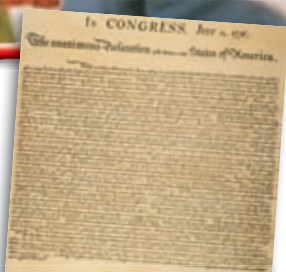


**H**  
**HISTORY**

Jefferson Writes  
the Declaration of  
Independence

[hmhsocialstudies.com](http://hmhsocialstudies.com) VIDEO

Soldiers fight with single-shot muskets in this re-enactment of a battle during the Revolutionary War.



**1776** On July 4 the thirteen colonies issue the Declaration of Independence and break away from Great Britain.



**1781** The British surrender to George Washington at Yorktown.

**1783** The Treaty of Paris is signed, ending the war.

**1777**

**1778** France allies with the Americans and joins the war against Great Britain.

**1780**

**1779** Spain declares war against Great Britain.

**1783**



**1783** Simon Bolívar is born in present-day Venezuela.

# Reading Social Studies

Economics

Geography

Politics

Society  
and Culture

Science and  
Technology

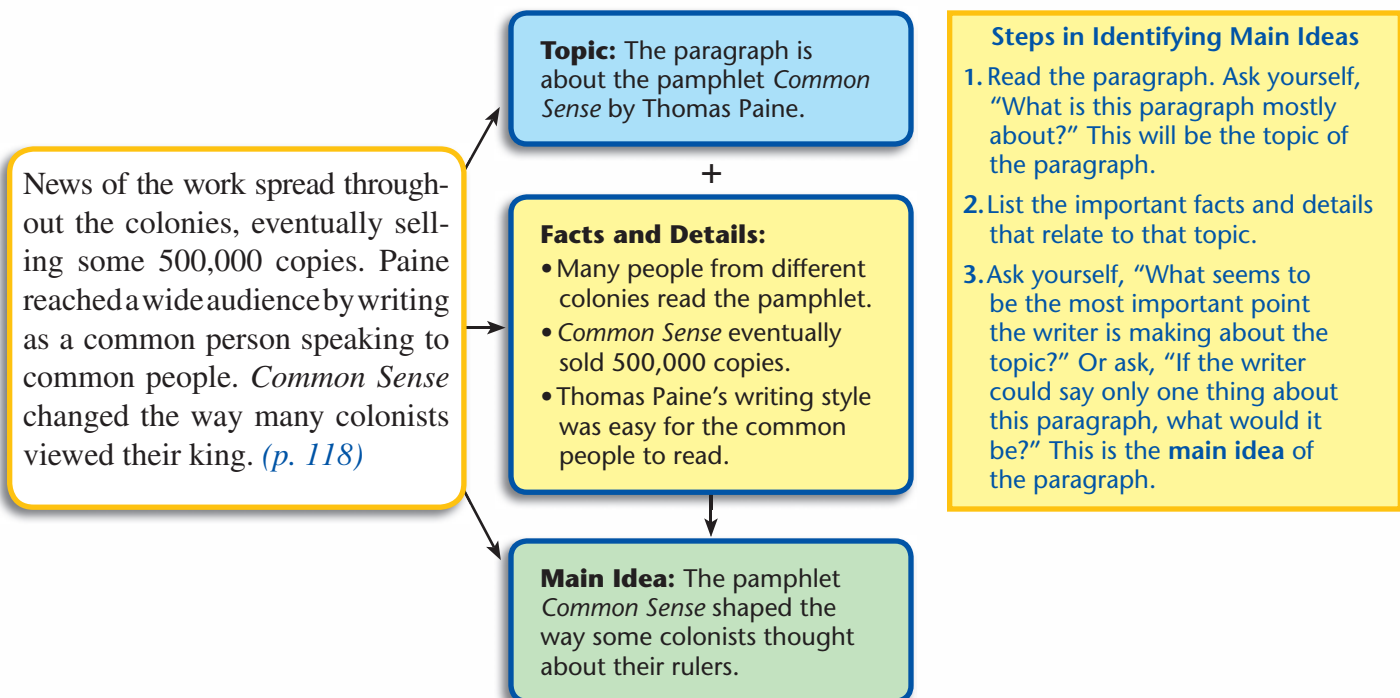
**Focus on Themes** In this chapter you will read about the events of the Revolutionary War, the war by which the United States won its independence. You will learn about some of the major battles that occurred between the American colonists and the

British army and how **geography** sometimes affected their outcomes. You will also read the Declaration of Independence, one of the most important **political** documents in all of American history.

## Main Ideas in Social Studies

**Focus on Reading** When you are reading, it is not always necessary to remember every tiny detail of the text. Instead, what you want to remember are the main ideas, the most important concepts around which the text is based.

**Identifying Main Ideas** Most paragraphs in history books include main ideas. Sometimes the main idea is stated clearly in a single sentence. At other times, the main idea is suggested, not stated. However, that idea still shapes the paragraph's content and the meaning of all of the facts and details in it.



## You Try It!

The following passage is from the chapter you are about to read. Read it and then answer the questions below.

### The Treaty of Paris

After Yorktown, only a few small battles took place. Lacking the money to pay for a new army, Great Britain entered into peace talks with America. Benjamin Franklin had an influential role in the negotiations.

*From  
Chapter 4,  
p. 139*

Delegates took more than two years to come to a peace agreement. In the Treaty of Paris of 1783, Great Britain recognized the independence of the United States. The treaty also set America's borders. A separate treaty between Britain and Spain returned Florida to the Spanish. British leaders also accepted American rights to settle and trade west of the original thirteen colonies.

After you have read the passage, answer the following questions.

1. The main idea of the second paragraph is stated in a sentence. Which sentence expresses the main idea?
2. What is the first paragraph about? What facts and details are included in the paragraph? Based on your answers to these questions, what is the main idea of the first paragraph?

As you read Chapter 4, identify the main ideas of the paragraphs you are reading.

## Chapter 4

### Section 1

First Continental Congress (p. 112)  
Patriots (p. 113)  
minutemen (p. 114)  
Redcoats (p. 114)  
Second Continental Congress (p. 114)  
Continental Army (p. 114)  
George Washington (p. 114)  
Battle of Bunker Hill (p. 115)

### Section 2

*Common Sense* (p. 118)  
Thomas Paine (p. 118)  
Declaration of Independence (p. 119)  
Thomas Jefferson (p. 119)  
Loyalists (p. 119)

### Section 3

mercenaries (p. 128)  
Battle of Trenton (p. 129)  
Battle of Saratoga (p. 130)  
Marquis de Lafayette (p. 131)  
Baron Friedrich von Steuben (p. 131)  
Bernardo de Gálvez (p. 131)  
John Paul Jones (p. 133)  
George Rogers Clark (p. 133)

### Section 4

Francis Marion (p. 136)  
Comte de Rochambeau (p. 137)  
Battle of Yorktown (p. 137)  
Treaty of Paris of 1783 (p. 139)

## Academic Vocabulary

**Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:**

reaction (p. 114)  
strategy (p. 129)

# The Revolution Begins

## What You Will Learn...

### Main Ideas

1. The First Continental Congress demanded certain rights from Great Britain.
2. Armed conflict between British soldiers and colonists broke out with the “shot heard ‘round the world.”
3. The Second Continental Congress created the Continental Army to fight the British.
4. In two early battles, the army lost control of Boston but then regained it.

### The Big Idea

The tensions between the colonies and Great Britain led to armed conflict in 1775.

### Key Terms and People

First Continental Congress, p. 112

Patriots, p. 113

minutemen, p. 114

Redcoats, p. 114

Second Continental Congress, p. 114

Continental Army, p. 114

George Washington, p. 114

Battle of Bunker Hill, p. 115



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TAKING NOTES

Use the graphic organizer online to take notes on the events that occurred in the early days of the American Revolution.

## If YOU were there...

You are a member of the British Parliament in the 1770s. Some members say that the Americans are defying the king. Others point out that the colonists are British citizens who have certain rights. Now the king must decide to punish the rebellious colonists or listen to their complaints.

## What advice would you give the king?

**BUILDING BACKGROUND** Taxes and harsh new laws led some colonists to protest against the British. In some places, the protests turned violent. The British government refused to listen, ignoring the colonists' demands for more rights. That set the stage for war.

## First Continental Congress

To many colonists the closing of Boston Harbor was the final insult in a long list of abuses. In response to the mounting crisis, all the colonies except Georgia sent representatives to a meeting in October 1774. This meeting, known as the **First Continental Congress**, was a gathering of colonial leaders who were deeply troubled about the relationship between Great Britain and its colonies in America. At Carpenters' Hall in Philadelphia, the leaders remained locked in weeks of intense debate. Patrick Henry and others believed that violence was unavoidable. On the other hand, delegates from Pennsylvania and New York had strict orders to seek peace.

Wisely, the delegates compromised. They encouraged colonists to continue boycotting British goods but told colonial militias to prepare for war. Meanwhile, they drafted the Declaration of Rights, a list of 10 resolutions to be presented to King George III. Included was the colonists' right to “life, liberty, and property.”

The First Continental Congress did not seek a separation from Britain. Its goal was to state the colonists' concerns and ask the king to correct the problems. But before they left Philadelphia, the delegates agreed to meet in 1775 if the king refused their petition.

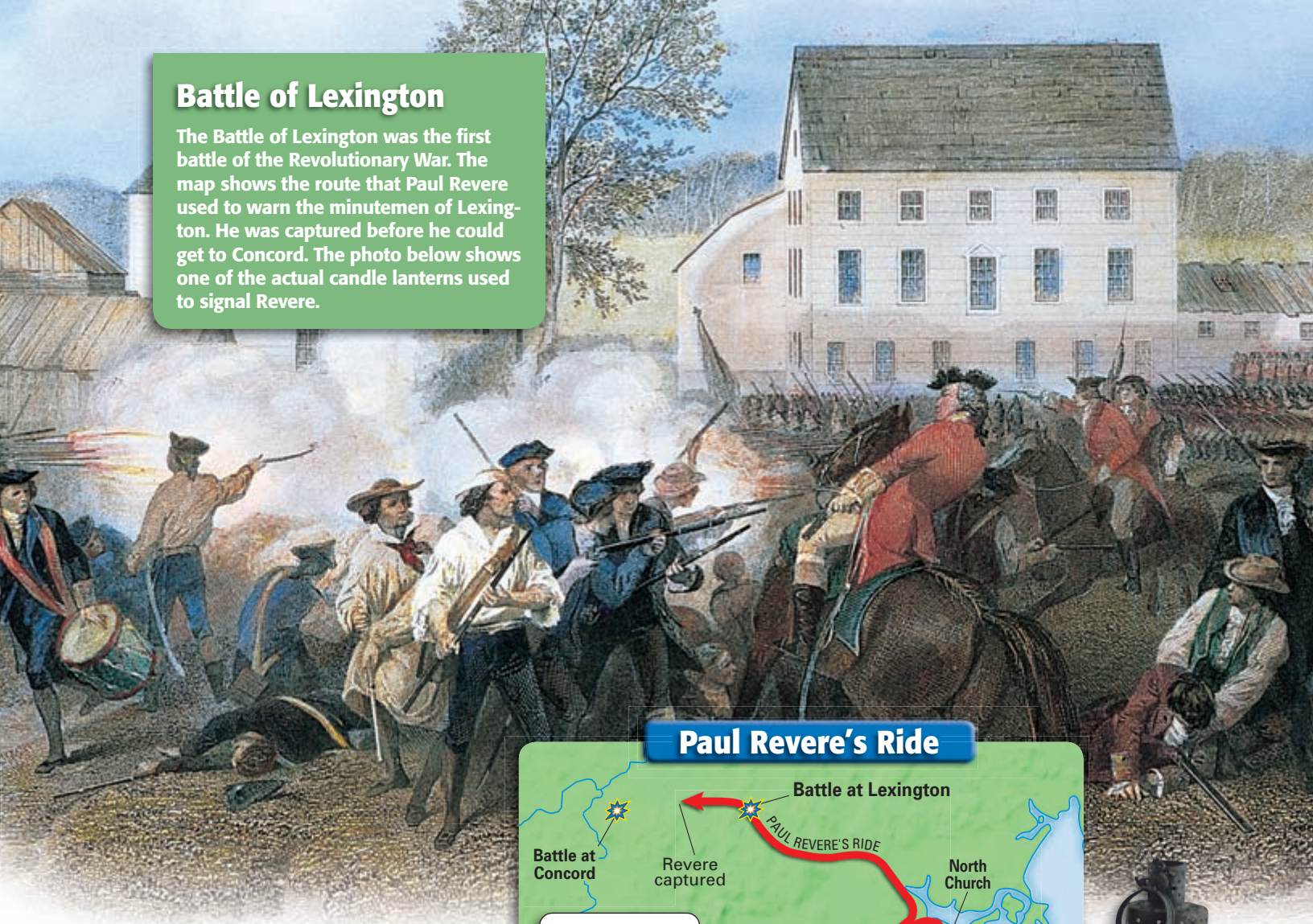
Patrick Henry returned from the Congress and reported to his fellow Virginians. To encourage them to support the Patriot cause,



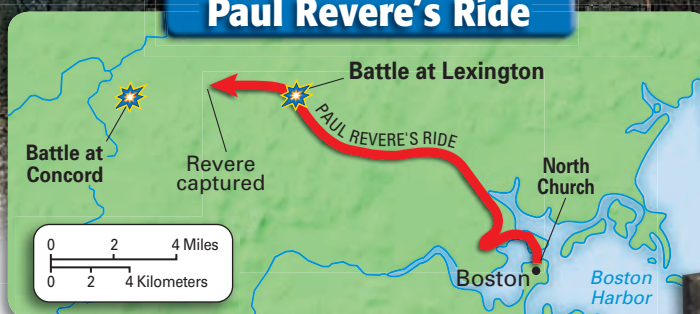


## Battle of Lexington

The Battle of Lexington was the first battle of the Revolutionary War. The map shows the route that Paul Revere used to warn the minutemen of Lexington. He was captured before he could get to Concord. The photo below shows one of the actual candle lanterns used to signal Revere.



### Paul Revere's Ride



Henry voiced these famous words:

“They tell us, Sir, that we are weak; unable to cope with so formidable an adversary. But when will we be stronger? Gentlemen may cry, Peace, Peace—but there is no peace. I know not what course others may take; but as for me, give me liberty or give me death.”

—Patrick Henry, quoted in *Eyewitnesses and Others*

In time many colonists came to agree with Henry. They became known as **Patriots**—colonists who chose to fight for independence from Great Britain.

#### READING CHECK Identifying Cause and Effect

Why did the delegates attend the First Continental Congress? What were the results?

## “Shot Heard ‘round the World”

The Continental Congress planned to meet again in 1775. Before it could, the situation in the colonies had changed—for the worse.

### The Ride of Paul Revere

British military leaders in the colonies grew uneasy when local militias seemed to be preparing for action. The governor of Massachusetts, Thomas Gage, learned that a stockpile of weapons was stored in Concord, about 20 miles from Boston. In April 1775 he decided to seize the supplies.

Gage thought he had kept his plan a secret. However, Boston was full of spies for the Patriot cause. They noticed the British were preparing for action and quickly informed the Patriots. Unsure of how the British would strike, Sons of Liberty member Paul Revere enlisted the aid of Robert Newman. Newman was to climb into the steeple of the Old North Church and watch for British soldiers. If they advanced across land, Newman would display one lantern from the steeple. If they rowed across the Charles River, Newman would display two lanterns.

When Revere and fellow Patriot William Dawes saw two lights shine, they set off on horseback. Using two different routes out of Boston, they sounded the alert. As the riders advanced, drums and church bells called out the **local militia, or minutemen**—who got their name because they were ready to fight at a minute’s notice.

### Battles at Lexington and Concord

At dawn on April 19, the British troops arrived at the town of Lexington, near Concord, where 70 armed minutemen waited. Patriot captain John Parker yelled to his troops, “Don’t fire unless fired upon.” Suddenly a shot rang out. To this day, no one knows who fired this “shot heard ‘round the world.”

The battle at Lexington ended in minutes with only a few volleys fired. When the smoke cleared, 8 of the badly outnumbered minutemen lay dead, and 10 were wounded. The British, with only one soldier wounded, marched on to Concord.

Although Revere had been arrested, the citizens of Concord were warned by another rider, Samuel Prescott. Most of the weapons in Concord had already been hidden, but the few that were left were now concealed. Some of the British troops, frustrated because the stockpile had disappeared, set fire to a few buildings. In **reaction** the minutemen charged forward.

For the skilled colonial marksmen of Concord, the British soldiers made an easy target. They were wearing the British military uniform with its bright red jacket. For some time the colonists had called the British soldiers **Redcoats** because of these jackets. The British were forced to retreat to Boston, suffering many casualties along the way.

**READING CHECK** **Drawing Inferences** Why did the Patriots need several riders? Why did they take different routes?

## Second Continental Congress

King George III had refused to address the concerns listed in the Declaration of Rights. In May 1775, delegates from 12 colonies met again in Philadelphia for the **Second Continental Congress**. This second group of delegates from the colonies was still far from unified, but represented the first attempt at a Republican government in the colonies.

Some of the delegates called for a war, others for peace. Once again they compromised. Although the Congress did not openly revolt, delegates showed their growing dissatisfaction. They sent word to colonial authorities asking for new state constitutions. States set up conventions to write them. They also authorized the Massachusetts militia to become the **Continental Army**. This force would soon include soldiers from all colonies and would carry out the fight against Britain. Congress named a Virginian, **George Washington**, to command the army.

As Washington prepared for war, the Congress pursued peace. On July 5 the delegates signed the Olive Branch Petition as a final attempt to restore harmony. King George refused to read it. Instead, he looked for new ways to punish the colonies.

**READING CHECK** **Summarizing** What did the Second Continental Congress accomplish?

#### ACADEMIC VOCABULARY

reaction  
response

## Early Battles

While the Congress discussed peace, the Massachusetts militia began to fight. Boston was a key city in the early days of the war. Both Patriots and the British fought to hold it.

### Bunker Hill

Desperate for supplies, leaders in Boston sent Benedict Arnold and a force of 400 men to New York State. Their objective was to attack the British at Fort Ticonderoga. In May 1775, Arnold captured the fort and its large supply of weapons.

Meanwhile, the poorly supplied Patriots kept the British pinned down inside Boston. Although British leaders were trying to form a battle plan, they awoke on June 17 to a stunning sight. The colonial forces had quietly dug in at Breed's Hill, a point overlooking north Boston. The Redcoats would

have to cross Boston Harbor and fight their way uphill.

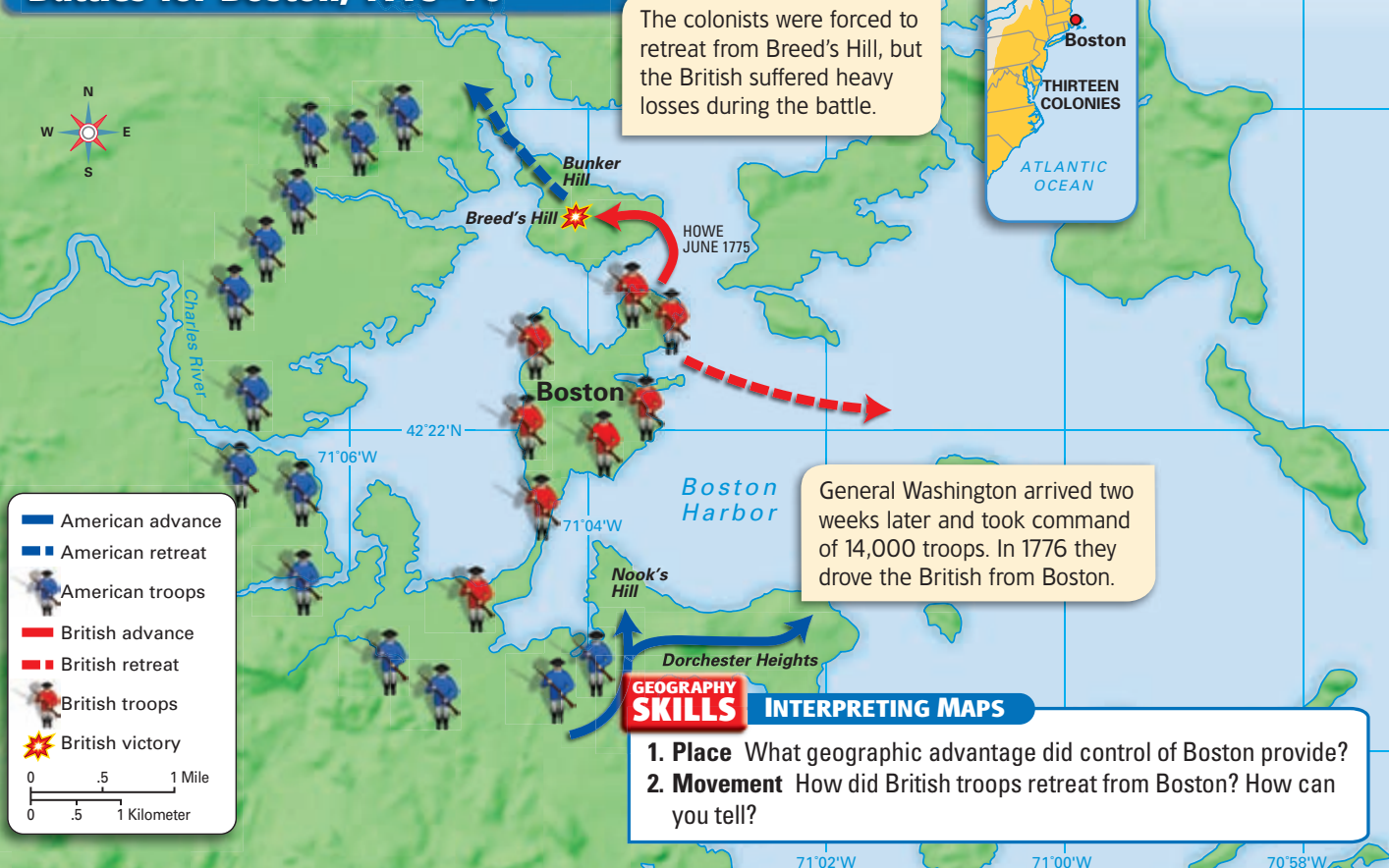
As the British force of 2,400 advanced, 1,600 militia members waited. Low on gunpowder, the commander ordered his troops not to fire "until you see the whites of their eyes." As they climbed the exposed hillside with their heavy packs, the British soldiers were cut down. Twice they retreated. Stepping over the dead and wounded, they returned for a third try. The colonists were now out of ammunition, and eventually they had to retreat.

This famous conflict is now known as the **Battle of Bunker Hill**, although it was actually launched from Breed's Hill. While the Patriots lost, they proved they could take on the Redcoats. For the British, the battle was a tragic victory. To win, they had sacrificed about double the number of Patriot soldiers.



hmhsocialstudies.com **INTERACTIVE MAP**

### Battles for Boston, 1775–76



## Dorchester Heights

Shortly after the Battle of Bunker Hill, General Washington arrived in Boston to command the Continental Army. Washington knew that he would need heavier guns to drive the British out of Boston, and he knew where to get them—Fort Ticonderoga. Colonel Henry Knox was assigned to transport the captured cannons from Fort Ticonderoga to Boston. He successfully brought the heavy guns over 300 miles of rough terrain in the middle of winter. When Knox delivered the cannons, Washington was ready to regain control of Boston.

On March 4, 1776, Washington moved his army to Dorchester Heights, an area that overlooked Boston from the south. He stationed the cannons and his troops on Nook's Hill overlooking British general William Howe's position. When Howe awoke the next morn-

ing and saw the Patriots' well-positioned artillery, he knew he would have to retreat. "The Rebels have done more in one night than my whole army could do in months," Howe declared. On March 7 Howe retreated from Boston to Canada. The birthplace of the rebellion was now in Patriot hands.

**READING CHECK** **Drawing Inferences** Why was the geography of the Boston area important in forming a battle plan?

**SUMMARY AND PREVIEW** Some colonial leaders became convinced that they could not avoid war with Great Britain. In the next section you will read about another step toward war—the writing of the Declaration of Independence.

## Section 1 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- Identify** What was the **First Continental Congress**?
  - Make Inferences** Why did the First Continental Congress send the Declaration of Rights to the king?
  - Elaborate** Why did King George III refuse to consider the colonists' declaration?
- Identify** Who warned the colonists of the British advance toward Lexington and Concord?
  - Analyze** Why did the British army march on Lexington and Concord?
  - Elaborate** What is meant by the expression "shot heard 'round the world"?
- Describe** What was the purpose of the **Second Continental Congress**?
  - Draw Conclusions** Were the delegates to the Second Continental Congress ready to revolt against George III? Explain.
  - Evaluate** Defend George III's response to the Declaration of Rights and the Olive Branch Petition.

- Identify** What leader captured Fort Ticonderoga?
  - Draw Conclusions** How was the **Continental Army** able to drive British forces out of Boston?
  - Evaluate** How would you evaluate the performance of the Continental Army in the early battles of the war? Explain.

### Critical Thinking

- Categorizing** Review your notes on the early battles of the Revolution. Then copy the graphic organizer below and use it to categorize events in the early days of the Revolution. Some events will be attempts at peace; others will be movement toward war.

Attempts at Peace	Movement toward War

### FOCUS ON SPEAKING

- Thinking about the Beginning** You'll have about five minutes for your report and only a minute or two to talk about the beginning of the war. What are the one or two most important things you want to say?

## George Washington

**What would you do if you were asked to lead a new country?**

**When did he live?** 1732–1799

**Where did he live?** George Washington was a true American, born in the Virginia colony. As president, he lived in New York City and Philadelphia, the nation's first two capitals. When he retired, he returned to his plantation at Mount Vernon.

**What did he do?** Although Washington was a wealthy farmer, he spent most of his life in the military and in politics. Leading the colonial forces to victory in the Revolutionary War, he then helped shape the new government of the United States. On April 30, 1789, he was sworn in as the first president of the United States.

**Why is he so important?** George Washington inspired Americans and helped to unite them. One of his great accomplishments as president was to keep the peace with Britain and France. Upon leaving the presidency, he urged Americans to avoid becoming politically divided.

**Drawing Conclusions** How might Washington's leadership in the Revolutionary War have prepared him for his role as president?

**Mount Vernon was Washington's plantation.**

### KEY EVENTS

- **1775** Serves in Second Continental Congress; selected commander of the Continental Army
- **1789** Inaugurated as president
- **1793** Begins second term as president
- **1796** Publishes his Farewell Address and retires to his plantation at Mount Vernon
- **1799** Dies at Mount Vernon; his will frees his slaves



## What You Will Learn...

## Main Ideas

1. Thomas Paine's *Common Sense* led many colonists to support independence.
2. Colonists had to choose sides when independence was declared.
3. The Declaration of Independence did not address the rights of all colonists.

## The Big Idea

The colonies formally declared their independence from Great Britain.

## Key Terms and People

*Common Sense*, p. 118

Thomas Paine, p. 118

Declaration of Independence, p. 119

Thomas Jefferson, p. 119

Loyalists, p. 119



Use the graphic organizer online to take notes on the Declaration of Independence.

# Declaring Independence

## If YOU were there...

You live on a farm in New York in 1776. The conflicts with the British have torn your family apart. Your father is loyal to King George and wants to remain British. But your mother is a fierce Patriot, and your brother wants to join the Continental Army. Your father and others who feel the same way are moving to British-held Canada. Now you must decide what you will do.

## Would you go to Canada or support the Patriots?

**BUILDING BACKGROUND** The outbreak of violence at Lexington, Concord, and Boston took some colonists by surprise. Many, like the father above, opposed independence from Britain. Those who supported freedom began to promote their cause in many ways.

## Paine's *Common Sense*

"[There] is something very absurd in supporting a continent to be perpetually [forever] governed by an island." This plainspoken argument against British rule over America appeared in ***Common Sense***, a 47-page pamphlet that was distributed in Philadelphia in January 1776. *Common Sense* was published anonymously—that is, without the author's name. The author, **Thomas Paine**, argued that citizens, not kings and queens, should make laws. At a time when monarchs ruled much of the world, this was a bold idea.

News of the work spread throughout the colonies, eventually selling some 500,000 copies. Paine reached a wide audience by writing as a common person speaking to common people. *Common Sense* changed the way many colonists viewed their king. It made a strong case for economic freedom and for the right to military self-defense. It cried out against tyranny—that is, the abuse of government power. Thomas Paine's words rang out in his time, and they have echoed throughout American history.

**READING CHECK** **Supporting a Point of View** Would you have agreed with Thomas Paine? Explain.

## Independence Is Declared

Many colonial leaders agreed with Paine. In June 1776 the Second Continental Congress formed a committee to write a document declaring the colonies' independence. A committee also created a seal for the new country with the Latin motto "*E pluribus unum*" or "out of many, one." This motto recognized the new union of states.

### A New Philosophy of Government

The **Declaration of Independence** formally announced the colonies' break from Great Britain. In doing so, it expressed three main ideas. First, **Thomas Jefferson**, the document's main author, argued that all people possess unalienable rights, including the rights of "life, liberty, and the pursuit of happiness."

Next, Jefferson asserted that King George III had violated the colonists' rights by taxing them without their consent. Jefferson accused the king of passing unfair laws and

interfering with colonial governments. He also believed that stationing a large British army within the colonies was a burden.

Third, Jefferson stated that the colonies had the right to break from Britain. Influenced by the Enlightenment ideal of the social contract, he maintained that governments and rulers must protect the rights of citizens. In exchange, the people agree to be governed. Jefferson argued that King George III had broken the social contract.

On July 4, 1776, the Continental Congress approved the Declaration of Independence. This act broke all ties to the British crown. The United States of America was born.

### Choosing Sides

The signing of the Declaration made the rebellion a full-scale revolt against Britain. Those who supported it would be considered traitors. **Colonists who chose to side with the British were known as Loyalists**—often called Tories.

#### THE IMPACT TODAY

The Continental Congress voted for independence on July 2. However, because the Declaration was not approved until July 4, the fourth is celebrated today as Independence Day.

### Primary Source

#### POINTS OF VIEW

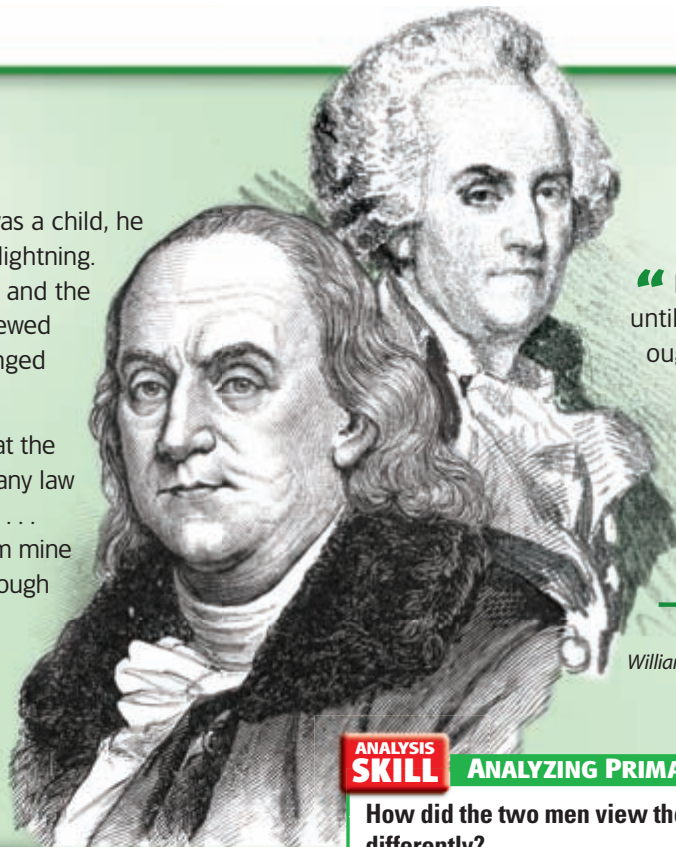
### Choosing Sides

When Ben Franklin's son William was a child, he helped his father experiment with lightning. But by the time William had grown and the Revolution started, the two men viewed the conflict differently. They exchanged letters on the subject.

"I am indeed of the opinion, that the parliament has no right to make any law whatever, binding on the colonies . . . I know your sentiments differ from mine on these subjects. You are a thorough government man, which I do not wonder at, nor do I aim at converting you. I only wish you to act uprightly and steadily."

—Benjamin Franklin,

quoted in *The Writings of Benjamin Franklin Vol. III*



"I think that all laws until they are repealed ought to be obeyed and that it is the duty of those who are entrusted with the executive part of government to see that they are so."

—William Franklin,

quoted in *Benjamin and William Franklin* by Sheila L. Skemp

#### ANALYSIS SKILL

#### ANALYZING PRIMARY SOURCES

How did the two men view the British government differently?

## Signing the Declaration of Independence



**VIDEO**  
Jefferson Writes  
the Declaration  
of Independence



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Historians estimate that 40 to 45 percent of Americans were Patriots, while 20 to 30 percent were Loyalists. The rest were neutral.

Because of persecution by Patriots, more than 50,000 Loyalists fled the colonies during the Revolution. Most went to Canada, where Britain allowed them more self-rule after the Revolution. In doing so, they abandoned their homes and property. Divided allegiances tore apart families and friendships—even Benjamin Franklin became separated from his Loyalist son William.

Native Americans were at first encouraged by both sides to remain neutral. By the summer of 1776, however, both Patriots and the British were aggressively recruiting Indian fighters. Most sided with the British. In northern New York, four of the six Iroquois nations fought for the British. However, the Oneida and Tuscarora helped the Patriots, even delivering food to the soldiers at Valley Forge.

**READING CHECK** **Drawing Conclusions** Why would Native Americans have lost out no matter who won the war?

## Unfinished Business

Today we recognize that the Declaration of Independence excluded many colonists. While it declared that “all men are created equal,” the document failed to mention women, enslaved Africans, or Native Americans. The rights of these minorities would be subject to the rule of the majority.

### Women

Although many women were Patriots, the Declaration did not address their rights. At least one delegate’s wife, Abigail Adams, tried to influence her husband, John, to include women’s rights in the Declaration. In a failed effort, she expressed her concerns:

“Remember the Ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands . . . If particular care and attention is not paid to the Ladies we are and will not hold ourselves bound by Laws in which we have no voice, or Representation.”

—Abigail Adams, quoted in *Notable American Women*





- |                     |                     |
|---------------------|---------------------|
| 1 John Adams        | 5 Benjamin Franklin |
| 2 Roger Sherman     | 6 Charles Thomson   |
| 3 Robert Livingston | 7 John Hancock      |
| 4 Thomas Jefferson  |                     |

The Declaration of Independence was adopted on July 4, 1776. This painting shows 47 of the 56 signers of the document. The man sitting on the right is John Hancock, who was the president of the Second Continental Congress. He is accepting the Declaration from the committee that wrote it.

*How realistic do you think this painting is?*

## African and Native Americans

The Declaration did not recognize the rights of enslaved Africans, either. The authors had compared life under British rule to living as an enslaved people. The obvious question arose: Why did any form of slavery exist in a land that valued personal freedom? Even Thomas Jefferson, the main author of the Declaration, was a slaveholder.

In July 1776 slavery was legal in all the colonies. By the 1780s the New England colonies were taking steps to end slavery. Even so, the conflict over slavery continued long after the Revolutionary War.

The Declaration of Independence also did not address the rights of Native Americans to life, liberty, or property. Despite the Proclamation of 1763, American colonists had been quietly settling on lands that belonged to Native Americans. This tendency to disregard the rights of Native Americans would develop into a pattern after the colonists won their independence from Great Britain.

**READING CHECK** **Finding Main Ideas** What groups were unrepresented in the Declaration of Independence?

**SUMMARY AND PREVIEW** In 1776 the colonists declared their independence. To achieve their goal, however, they would have to win a war against the British army. In the next section you will learn about some of the battles of the Revolutionary War. For a time, it seemed as if the British would defeat the colonists.

## Section 2 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- Identify** Who was **Thomas Paine**?
  - Make Inferences** Why do you think Thomas Paine originally published **Common Sense** anonymously?
  - Elaborate** Do you think that most colonists would have supported independence from Britain without Thomas Paine's publication of *Common Sense*? Explain.
- Identify** What two sides emerged in response to the **Declaration of Independence**? What did each side favor?
  - Explain** What arguments did the authors of the Declaration of Independence give for declaring the colonies free from British control?
  - Predict** How might some groups use the Declaration of Independence in the future to gain rights?
- Identify** Who urged her husband to "remember the ladies"?
  - Making Inferences** Why did the authors of the Declaration of Independence fail to address the rights of women, Native Americans, and African Americans in the document?

### Critical Thinking

- Analyzing** Review your notes on the Declaration of Independence. Then copy the graphic organizer below and use it to identify three results of the Declaration of Independence.



### FOCUS ON SPEAKING

- Gathering Ideas about the Declaration of Independence** You are living at the time of the American Revolution. What is new and surprising about the colonists' actions? In one or two minutes, what is the most important thing you can say about the colonies' declaring independence?

# The Declaration of Independence

*In Congress, July 4, 1776*

*The unanimous Declaration of the thirteen united States of America,*

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which **impel** them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are **endowed** by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and **usurpations**, pursuing invariably the same Object **evinces** a design to reduce them under absolute **Despotism**, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute **Tyranny** over these States. To prove this, let Facts be submitted to a **candid** world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

## EXPLORING THE DOCUMENT

Thomas Jefferson

wrote the first draft of the Declaration in a little more than two weeks. **How is the Declaration's idea about why governments are formed still important to our country today?**

## Vocabulary

**impel** force

**endowed** provided

**usurpations** wrongful seizures of power

**evinces** clearly displays

**despotism** unlimited power

**tyranny** oppressive power exerted by a government or ruler

**candid** fair

## EXPLORING THE DOCUMENT

Here the Declaration

lists the charges that the colonists had against King George III. **How does the language in the list appeal to people's emotions?**

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would **relinquish** the right of Representation in the Legislature, a right **inestimable** to them and **formidable** to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of **Annihilation**, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and **convulsions** within.

He has endeavored to prevent the population of these States; for that purpose obstructing the Laws of **Naturalization of Foreigners**; refusing to pass others to encourage their migration hither, and raising the conditions of new **Appropriations of Lands**.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

He has made Judges dependent on his Will alone, for the **tenure** of their offices, and the amount and payment of their salaries.

He has erected **a multitude of** New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislature.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended legislation:

For **quartering** large bodies of armed troops among us:

For protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

## Vocabulary

**relinquish** release, yield

**inestimable** priceless

**formidable** causing dread

**annihilation** destruction

**convulsions** violent disturbances

**naturalization of foreigners** the process by which foreign-born persons become citizens

**appropriations of lands** setting aside land for settlement

**tenure** term

**a multitude of** many

**quartering** lodging, housing



**Mum Bett, a Massachusetts slave, believed that the words "all men are created equal" should apply to her and other enslaved Africans. She successfully sued for her freedom in 1781.**

## Vocabulary

**arbitrary** not based on law

**render** make

**abdicated** given up

**foreign mercenaries**  
soldiers hired to fight for a  
country not their own

**perfidy** violation of trust

**insurrections** rebellions

**petitioned for redress**  
asked formally for a  
correction of wrongs

**unwarrantable jurisdiction**  
unjustified authority

**magnanimity** generous  
spirit

**conjured** urgently called  
upon

**consanguinity** common  
ancestry

**acquiesce** consent to

### EXPLORING THE DOCUMENT

Here the Declaration calls the king a tyrant. **What do you think *tyrant* means in this passage?**

For transporting us beyond Seas to be tried for pretended offences:

For abolishing the free System of English Laws in a neighboring Province, establishing therein an **Arbitrary** government, and enlarging its Boundaries so as to **render** it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislature, and declaring themselves invested with Power to legislate for us in all cases whatsoever.

He has **abdicated** Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large armies of **foreign mercenaries** to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty & **perfidy** scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic **insurrections** amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have **Petitioned for Redress** in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free People.

Nor have We been wanting in attention to our British brethren. We have warned them from time to time of attempts by their legislature to extend an **unwarrantable jurisdiction** over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and **magnanimity**, and we have **conjured** them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of **consanguinity**. We must, therefore, **acquiesce** in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the **rectitude** of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

John Hancock	Benjamin Harrison	Lewis Morris
Button Gwinnett	Thomas Nelson, Jr.	Richard Stockton
Lyman Hall	Francis Lightfoot Lee	John Witherspoon
George Walton	Carter Braxton	Francis Hopkinson
William Hooper	Robert Morris	John Hart
Joseph Hewes	Benjamin Rush	Abraham Clark
John Penn	Benjamin Franklin	Josiah Bartlett
Edward Rutledge	John Morton	William Whipple
Thomas Heyward, Jr.	George Clymer	Samuel Adams
Thomas Lynch, Jr.	James Smith	John Adams
Arthur Middleton	George Taylor	Robert Treat Paine
Samuel Chase	James Wilson	Elbridge Gerry
William Paca	George Ross	Stephen Hopkins
Thomas Stone	Caesar Rodney	William Ellery
Charles Carroll of Carrollton	George Read	Roger Sherman
George Wythe	Thomas McKean	Samuel Huntington
Richard Henry Lee	William Floyd	William Williams
Thomas Jefferson	Philip Livingston	Oliver Wolcott
	Francis Lewis	Matthew Thornton

## Vocabulary

**rectitude** rightness

### EXPLORING THE DOCUMENT

Here is where the document declares the independence of the colonies. **Whose authority does the Congress use to declare independence?**

### EXPLORING THE DOCUMENT

The Congress adopted the final draft of the Declaration of Independence on July 4, 1776. A formal copy, written on parchment paper, was signed on August 2, 1776. **From whom did the Declaration's signers receive their authority to declare independence?**

### EXPLORING THE DOCUMENT

The following is part of a passage that the Congress removed from Jefferson's original draft: "He has waged cruel war against human nature itself, violating its most sacred rights of life and liberty in the persons of a distant people who never offended him, captivating and carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither." **Why do you think the Congress deleted this passage?**

## What You Will Learn...

## Main Ideas

1. Many Americans supported the war effort.
2. The Patriots both won and lost battles during the years 1775–1777.
3. France and Spain helped the Patriots fight the British.
4. The winter at Valley Forge tested the strength of Patriot troops.
5. The war continued at sea and in the West.

## The Big Idea

Patriot forces faced many obstacles in the war against Britain.

## Key Terms and People

mercenaries, *p. 128*

Battle of Trenton, *p. 129*

Battle of Saratoga, *p. 130*

Marquis de Lafayette, *p. 131*

Baron Friedrich von Steuben, *p. 131*

Bernardo de Gálvez, *p. 131*

John Paul Jones, *p. 133*

George Rogers Clark, *p. 133*



Use the graphic organizer online to take notes on the early years of the American Revolution.

# The Struggle for Liberty

## If YOU were there...

You are a serving maid at an inn in New York City. British soldiers often stop at the inn for a meal. You sometimes overhear their conversations, though they don't notice you. Now a Patriot leader has asked you to bring him any information you hear. You want to help the Patriot cause but wonder what will happen if you are caught spying.

### Would you agree to spy for the Patriots?

**BUILDING BACKGROUND** Many colonists struggled for the Patriot cause. Men, women, and children all made important contributions. They fought, kept farms and shops running, and provided food and supplies. In spite of their efforts, winning the war was a great challenge.

## Supporting the War Effort

George Washington's chief task as the Continental Army's commander in chief was to raise troops. During the war, more than 230,000 soldiers served in the Continental Army, and another 145,000 enlisted in local militias. The typical soldier was young, often under the legal age of 16, and had little money or property. The army offered low pay, harsh conditions, and a big chance of becoming a casualty. Yet the Patriots knew they were fighting for their homes and their freedom.

Finding and keeping dedicated soldiers would be a constant challenge throughout the war. In time, the Continental Congress required states to supply soldiers. Men who could afford it often paid others, such as slaves or apprentices, to fight in their places.

One question facing General Washington was whether to recruit African Americans. Many white southerners opposed the idea, and at first Washington banned African Americans from serving. When the British promised freedom to any slave who fought on their side, however, thousands of African Americans joined the Redcoats.

## Battles in the Middle Colonies, 1776–77

### Major Battles

- 1 New York, August 1776
- 2 Trenton, December 1776
- 3 Princeton, January 1777
- 4 Brandywine, September 1777

### Colonial Forces

#### Strengths

- Fought for a cause they believed in
- Got help from European nations

#### Weaknesses

- Untrained, poorly equipped soldiers
- Small navy

### British Forces

#### Strengths

- Well-trained, well-equipped soldiers
- Large, powerful navy

#### Weaknesses

- Had to cross Atlantic Ocean
- Used mercenaries as soldiers



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

1. **Movement** About how far was Washington's march from Boston to New York?
2. **Human-Environment Interaction** How did geography affect the British advance on Philadelphia?

called Molly Pitcher because she brought water to the troops. When her husband was wounded in a 1778 battle, she took his place loading cannons. Another woman, Deborah Sampson, dressed as a man and fought in several battles.

**READING CHECK Summarizing** How did various groups contribute to the war effort?

## Defeats and Victories

As the Revolution gathered steam, it became more deadly. At first the Continental Army suffered a number of defeats. In time, though, the Patriots' patience began to pay off.

### THE IMPACT TODAY

Today women serve in every branch of the U.S. military, although they are barred from joining combat units. Despite this ban, women soldiers in the Iraq and Afghanistan wars have undertaken difficult and dangerous jobs, including patrolling streets, driving trucks, and searching Iraqi and Afghan women for weapons.

In response, the Continental Army began allowing free African Americans to serve.

While men served as soldiers, many women ran farms and businesses. Others helped the army by raising money for supplies or making clothing. Women served as messengers, nurses, and spies. A Massachusetts man noted:

“At every house Women and children [are] making Cartridges, running Bullets . . . and at the same time animating [encouraging] their Husbands and Sons to fight.”

—Anonymous, quoted in *Born for Liberty*, by Sara M. Evans

Perhaps the best known woman to fight in the war was Mary Ludwig Hays. She was

## Canada

In part because the army was short on supplies, many Patriot leaders favored fighting a defensive war. Others wanted to invade British-controlled Canada and make it the “14th colony.”

Patriot troops led by General Richard Montgomery captured Montreal in November 1775. The next major target was the city of Quebec. Benedict Arnold, now a general, led his troops north on a remarkable trek through the rough backcountry of Maine. He reached Quebec around the same time that Montreal fell to Montgomery. Since his first attempt to take the city failed, Arnold waited for Montgomery’s troops to join his.

Taking an immense chance, the combined armies attacked during a fierce blizzard on New Year’s Eve. They were quickly defeated. The Americans had suffered a crushing loss, and the Patriots’ hopes of taking Canada faded.

## New York

New York City became the next battleground. General Washington had moved his troops to New York, expecting the British arrival. Sure enough, in June 1776, a fleet of British ships approached New York Bay. Led by General William Howe, the British forced the Continental Army off Long Island.

Howe’s 32,000 soldiers were much better equipped than Washington’s 23,000 men, most of whom were militia. The Patriot general had to use all of his skills just to save his army.

In a series of battles, Howe pounded the Continental Army, forcing it to retreat farther and farther. The Redcoats captured Patriots as well as supplies. Eventually, the British pushed Washington across the Hudson River into New Jersey. Howe’s revenge for his defeat at Boston was complete.

During the New York campaigns, a young Connecticut officer named Nathan Hale went behind British lines to get secret information. Seized by the British with documents hidden in the soles of his shoes, Hale was ordered to be hanged. Before his execution, he is said to

## Crossing the Delaware

George Washington and his troops crossed the partially frozen Delaware River on the night of December 25, 1776. This daring act led to a key Patriot victory at the Battle of Trenton. German American artist Emanuel Leutze created this famous painting in 1851. A version of Leutze’s *Washington Crossing the Delaware* hangs in the Metropolitan Museum of Art in New York City.

*What feelings do you think Leutze wanted to inspire with this painting?*

have declared, “I regret that I have but one life to lose for my country.”

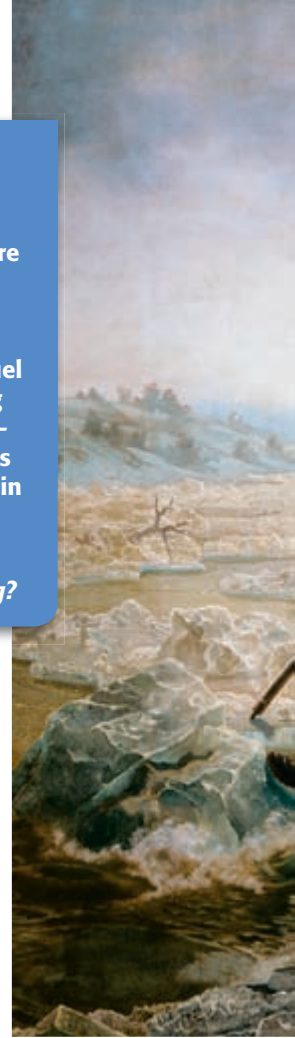
## New Jersey

In November 1776 the tattered Continental Army was on the run. Washington’s remaining 6,000 men were tired and discouraged. The one-year contract for many of them would end on December 31. Who would re-enlist in this losing army, and who would replace the soldiers who left? Washington’s army was in danger of vanishing.

Thinking the rebellion would end soon, Howe left New Jersey in the hands of soldiers from the German state of Hesse. The Hessians were **mercenaries**—foreign soldiers who fought not out of loyalty, but for pay.

On December 7 Washington retreated across the Delaware River into Pennsylvania. Even with 2,000 fresh troops, the Patriots were near the end. “These are the times that try men’s souls,” wrote Thomas Paine in *The American Crisis*, a series of pamphlets he began publishing in late 1776.

Without a convincing victory, Washington knew he would lose his army. He decided to take a big chance and go on the offensive. The Americans would attack the Hessians at Trenton, New Jersey.



### FOCUS ON READING

What is the main idea of the third paragraph under “New York”?





On Christmas night, 1776, with a winter storm lashing about them, Washington and 2,400 soldiers silently rowed across the ice-clogged Delaware River. As morning broke, the men, short on supplies and many with no shoes, marched through the snow to reach the enemy camp.

The Hessians, having celebrated the holiday the night before, were fast asleep when the Patriots sprang upon them. **The Battle of Trenton was an important Patriot victory.** American soldiers took more than 900 prisoners.

British general Charles Cornwallis rushed to stop Washington as he marched northeast to Princeton. On the night of January 2, 1777, the Patriots left their campfires burning, then slipped into the darkness and circled behind the British troops. In the morning, Washington attacked. A local resident witnessed it:

“The battle was plainly seen from our door . . . and the guns went off so quick and many together that they could not be numbered . . . Almost as soon as the firing was over, our house was filled and surrounded with General Washington’s men.”

—Anonymous, quoted in *Voices of 1776*  
by Richard Wheeler

As Washington watched the Redcoats flee Princeton, he cheered, “It is a fine fox chase, my boys!” Now, new soldiers joined the chase. Others re-enlisted. The army—and the Revolution—was saved.

## Saratoga

The two quick defeats stung the British. In the spring of 1777, they wanted a victory.

British general John Burgoyne decided to push through New York State and cut off New England from the other colonies. The **strategy** required perfect timing. According

### ACADEMIC VOCABULARY

**strategy** a plan for fighting a battle or war

to the plan, Burgoyne's army would invade from Canada, recapture Fort Ticonderoga, and sweep south to Albany. General Howe, in New York City, would sail up the Hudson River to meet him, strangling New England.

Indeed, Burgoyne took Ticonderoga in early July and headed toward Albany. Here, the timing went wrong for the British. Unknown to Burgoyne, Howe had left New York, sailed up the Chesapeake Bay, and captured Philadelphia. Delegates to the Continental Congress were forced to flee.

Meanwhile, Burgoyne's army bogged down in thick forests. The Patriots had chopped down large trees and dammed rivers to create obstacles. All along the route, the militia swarmed out of nowhere to attack the Redcoats. As Burgoyne neared Saratoga, New York, he found himself surrounded. On October 17, 1777, he was forced to surrender his entire army to General Horatio Gates.

The **Battle of Saratoga** in New York was the turning point of the Revolutionary War. It was the greatest victory yet for the American forces. Morale soared. Patriot James Thacher wrote, "This event will make one of the most brilliant pages of American history."

**READING CHECK Summarizing**  
Why was the Battle of Saratoga a turning point in the war?

## Help from Europe

The French and Indian War had drastically changed the balance of power in North America. The French and Spanish had lost a large expanse of valuable land to the British. Both countries were delighted to see their powerful rival experiencing trouble in its American colonies.

The victory at Saratoga gave the Patriots something they had been desperately seeking: foreign help. Not surprisingly, it came from Britain's enemies, France and Spain. Even Britain's old ally, Holland, joined the fight on the side of the Patriots.

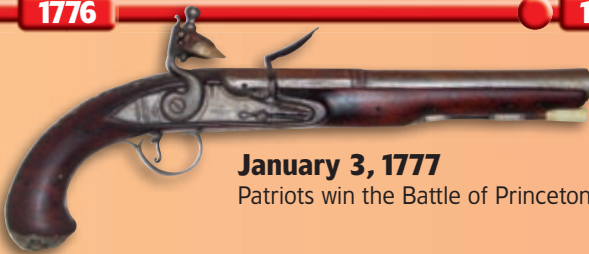


## Time Line

### The Patriots Gain Ground

**December 26, 1776**  
Patriots win the Battle of Trenton.

1776



**January 3, 1777**  
Patriots win the Battle of Princeton.

1777

**July 27, 1777** Marquis de Lafayette arrives in Philadelphia to offer his assistance to the Patriot cause.



## Two Remarkable Europeans

“The welfare of America is closely bound up with the welfare of mankind,” declared a wealthy young Frenchman, the **Marquis de Lafayette**. Inspired by the ideas of the Revolution, Lafayette bought his own ship and arrived in America in 1777. He brought with him a group of well-trained soldiers and volunteered to serve in the Continental Army himself without pay.

Lafayette spoke little English and had never seen battle. However, he quickly became a skillful commander, earning the title of major general. Lafayette led 2,000 Patriots to successfully pursue 6,000 Redcoats throughout Virginia during 1780–81. He gave \$200,000 of his own money to support the Revolution and wrote many letters home to powerful friends and family asking their aid for the Patriot cause.

In February 1778 another European came to serve heroically under Washington. **Baron Friedrich von Steuben**, an experienced military officer from Prussia, led with a combination of respect and fear. He started training the American troops, focusing on basic military drills. Soon he turned the Continental Army into a finely tuned fighting force. A historian called von Steuben’s feat “perhaps the most remarkable achievement in rapid military training in the history of the world.”

## Help from France

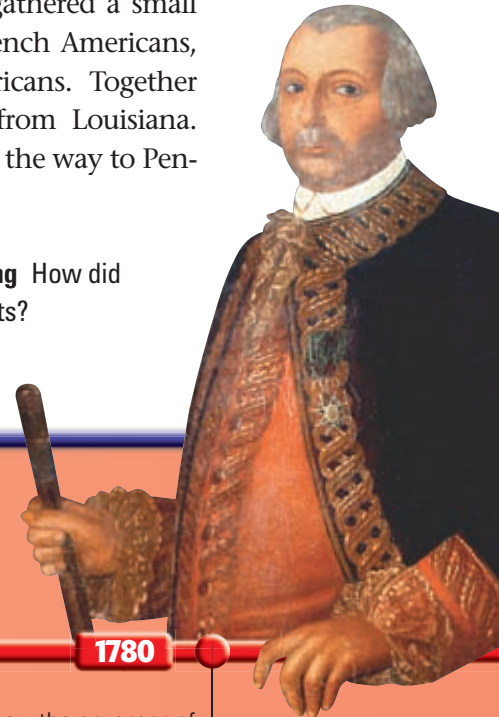
Benjamin Franklin, a skilled and experienced diplomat, had gone to France in 1776 to ask for support from King Louis XVI. Finally, the Battle of Saratoga in 1777 persuaded the French king that the colonists could win the war. Not until then did the king agree to an alliance with the Patriots.

In May 1778 the Continental Congress ratified the treaty of support with France. The French had been helping the Patriots all along with supplies and ammunition. After the treaty became official, the French increased the level of supplies and agreed to provide soldiers and ships. The French naval support would be a key ingredient in defeating the British.

## Help from Spain

Spain, also a bitter enemy of Britain, joined the war in 1779. **Bernardo de Gálvez**, the governor of Spanish Louisiana, became a key ally to the Patriots. Gálvez gathered a small army of Spanish soldiers, French Americans, colonists, and Native Americans. Together they made their way east from Louisiana. Gálvez seized British posts all the way to Pensacola, Florida.

**READING CHECK** Summarizing How did France and Spain help the Patriots?



### February 1778

Baron Friedrich von Steuben begins training Patriot soldiers.

### June 21, 1779

Spain declares war against Britain.

**May 1778** France joins the Patriots in an alliance.

**March 14, 1780** Bernardo de Gálvez, the governor of Spanish Louisiana, captures the British stronghold of Fort Charlotte at present-day Mobile, Alabama.

1778

1779

1780

**ANALYSIS SKILL**

**READING TIME LINES**

Which nations joined the Patriot cause?

## Primary Source

### JOURNAL ENTRY

## Valley Forge

A surgeon at Valley Forge, Albigence Waldo kept a journal of what he saw during the winter of 1777–78.

“The Army which has been surprisingly healthy hitherto, now begins to grow sickly from the continued fatigues they have suffered this Campaign. Yet they still show a spirit of Alacrity [cheerful readiness] and Contentment not to be expected from so young Troops. I am Sick—discontented—and out of humour. Poor food—hard lodging—Cold Weather—fatigue—Nasty Cloaths [clothes]—nasty Cookery . . . smoke and Cold—hunger and filthyness—A pox on my bad luck.”

—Albigence Waldo, from *Diary of Surgeon Albigence Waldo of the Connecticut Line*

### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

Why did Waldo seem surprised by the soldiers' attitude?



## Winter at Valley Forge

The entry of France and Spain into the war came at a crucial moment. The Continental Army was running very low on food and clothing. In December 1777, Washington settled his 12,000 men at Valley Forge, north of Philadelphia.

To this day, the name of Valley Forge brings to mind suffering—and courage. Yet no battles took place here. The only enemy was the brutal winter of 1777–78.

Washington's men lacked even the most basic protections against shin-deep snows. In spite of the general's repeated requests for supplies, conflicts over funding between state authorities and Congress kept supplies from coming. Washington wrote in a letter:

“To see men without clothes . . . without blankets to lie upon, without shoes . . . without a house or hut to cover them until those could be built, and submitting without a murmur, is a proof of patience and obedience which, in my opinion, can scarcely be paralleled [matched].”

—George Washington, quoted in *George Washington: A Collection*

As winter roared in, soldiers quickly built crude shelters that offered little protection against the weather. Some soldiers had no shirts. Others had marched the shoes off their feet. At their guard posts, they stood on their hats to keep their feet from touching the freezing ground. One soldier wrote that getting food was the “business that usually employed us.”

During that terrible winter, some 2,000 soldiers died of disease and malnutrition. Amazingly, the survivors not only stayed—they drilled and marched to the orders of Baron von Steuben, becoming better soldiers.

While the soldiers suffered through the winter at Valley Forge, the British lived a life of luxury in Philadelphia. Most of the Patriots had fled the city, leaving only Loyalists and British soldiers. Together they enjoyed the city's houses, taverns, and theaters, and held parties and balls.

### READING CHECK

**Finding Main Ideas** What challenges did the Continental Army face at Valley Forge?

## War at Sea and in the West

While some Americans struggled against the British on land in the former colonies, others fought at sea and on the western frontier. Each area posed tough challenges.

### War at Sea

The entry of the French navy into the war greatly aided the colonists. Many people had thought that the mighty British navy would crush the much smaller American fleet. However, the British failed to use their powerful navy effectively during the war.

In the fall of 1775, the Continental Congress made plans to build four American warships. Soon afterward the Congress formally established the marines and the Continental Navy. By adapting merchant vessels, the navy had eight fighting ships ready for combat by February 1776.

That month the tiny American navy launched a major offensive to damage the operating ability of the British fleet located off the Carolina coast. Rather than attack the fleet directly, the Patriots went after the British supply base on Nassau, in the Bahamas.

The American troops seized the main supply fort on the island. They then raised the newly created flag of the American Revolution over Nassau. After that campaign, the American navy focused on seizing British supply ships and weakening Britain's naval forces in the West Indies.

### John Paul Jones

The Patriots owed much of their success on the seas to naval hero **John Paul Jones**. Jones had once been considered an outlaw. He was born John Paul in Scotland and began working on ships at a young age. After accidentally killing the leader of a mutiny, he fled to America and added Jones to his name.

When the war broke out, Jones volunteered his services to the newly created navy. He quickly established himself as a brave and clever sailor. Considered a pirate by the

British, Jones captured many British supply ships. The French greatly admired Jones. When France entered the war in 1778, French leaders presented him with a small fleet of seven vessels to command. He named his flagship *Bonhomme Richard* ("Gentleman Richard") in honor of Benjamin Franklin's *Poor Richard's Almanac*.

One of Jones's most famous victories was the capture of the British warship *Serapis* on September 23, 1779. Early in the battle, the British knocked out the heaviest artillery on the *Bonhomme Richard*. Captain Richard Pearson of the *Serapis* then called out to Jones, "Has your ship struck [surrendered]?" Jones replied, "I have not yet begun to fight!" The battle continued for more than two hours. Finally the Americans wore down the British, who surrendered at 10:30 p.m.

The Continental Navy used fewer than 100 ships over the course of the war. Yet the British lost more than 200 ships to the small but effective American naval force.

### War in the West

The lands west of the Appalachian Mountains were controlled by Native American nations. Both the British and the Patriots tried to enlist these groups in their cause.

**George Rogers Clark** volunteered to lead the western campaign. Clark had been a surveyor along the Ohio and Kentucky rivers. By the time the war broke out, he knew the lands of the Midwest well. Clark created an army from the scattered settlements in the area. One of the best-known groups was the Over Mountain Men, a band of settlers from present-day Tennessee.

Determined to weaken British support systems, Clark targeted trading villages. Following the Ohio River to the Tennessee, Clark's force set out on a 120-mile overland trek to Kaskaskia, in present-day Illinois. The village's leaders learned of the attack and surrendered. Other Patriots took Cahokia without a fight.

In February 1779 Clark launched a surprise attack on Fort Sackville near the town

## War in the West, 1778–79



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

- 1. Movement** How far did the Patriots march to get to Vincennes?
- 2. Human-Environment Interaction** Why did military forces follow river routes?

of Vincennes. The attack was unexpected because the nearby Wabash River was icy and flooded. Despite overflowing riverbanks, Clark's force of 150 men endured an 18-day march through freezing water. They also managed to bring enough Patriot flags for an army of hundreds. The flags were displayed near the fort, and the skilled pioneers sustained enough musket fire to indicate a much larger army. Falling for the ruse, the commander of Fort Sackville surrendered.

In general the British were more successful at winning over the Native Americans. But Clark's many campaigns undermined British support in the West.

**READING CHECK Finding Main Ideas** How did Jones and Clark help the Patriots' war effort?

**SUMMARY AND PREVIEW** The Patriots faced hardships as the war continued. In the next section, you will see how they finally achieved their goal of independence.

## Section 3 Assessment



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ONLINE QUIZ

### Reviewing Ideas, Terms, and People

- 1. a. Identify** What groups supported the Patriot war effort? How did each group contribute?
  - b. Analyze** Why was it difficult to find and keep soldiers in the Continental Army?
- 2. a. Describe** What early defeats did the Patriots face?
  - b. Elaborate** Was it a mistake for the British to use **mercenaries** to help them fight the war? Why or why not?
- 3. a. Elaborate** Why do you think European nations supported the colonists rather than Great Britain?
  - b. Evaluate** Do you think that the Patriots would have won the war without help from France and Spain? Why or why not?
- 4. a. Describe** What difficulties did the Patriots face at Valley Forge?
  - b. Elaborate** How might weather conditions affect the outcome of a battle?
- 5. a. Identify** Who was **John Paul Jones**?
  - b. Compare** In what ways was Jones's naval strategy like that of the Continental Army?

### Critical Thinking

- 6. Drawing Conclusions** Review the events on your time line. Copy the chart below and use it to identify the region in which the events took place and how the events reflected the Patriots' successes and failures.

Region	Patriot Problems	Patriot Successes

### FOCUS ON SPEAKING

- 7. Thinking about the Struggle for Liberty** Why was this period of the war so difficult for the Patriots? How did they struggle through? What are the one or two points that are the most important about this period of the war?

# Independence!

## SECTION

# 4

### If YOU were there...

You have grown up on a farm in South Carolina. You know every inch of the woods and marshes around your home. You are too young to join the Continental Army, but you have heard stories about a brave group of soldiers who carry out quick raids on the British, then disappear into the woods. These fighters get no pay and live in constant danger.

**Would you consider joining the fighters? Why?**

**BUILDING BACKGROUND** As the war moved to the South, American forces encountered new problems. They suffered several major defeats. But American resistance in the southern colonies was strong. Backwoods fighters confused and frustrated the British army.

## War in the South

The war across the ocean was not going the way the British government in London had planned. The northern colonies, with their ragged, scrappy fighters, proved to be tough to tame. So the British switched strategies and set their sights on the South.

The British hoped to find support from the large Loyalist populations living in Georgia, the Carolinas, and Virginia. As they moved across the South, the British also planned to free enslaved Africans and enlist them as British soldiers. Under the leadership of a new commander, General Henry Clinton, the strategy paid off—for a while.

### Brutal Fighting

The southern war was particularly brutal. Much more than in the North, this phase of the war pitted Americans—Patriots versus Loyalists—against one another in direct combat. The British also destroyed crops, farm animals, and other property as they marched through the South. One British officer, Banastre Tarleton, sowed fear throughout the South by refusing to take prisoners and killing soldiers who tried to surrender.

## What You Will Learn...

### Main Ideas

1. Patriot forces faced many problems in the war in the South.
2. The American Patriots finally defeated the British at the Battle of Yorktown.
3. The British and the Americans officially ended the war by signing the Treaty of Paris of 1783.

### The Big Idea

The war spread to the southern colonies, where the British were finally defeated.

## Key Terms and People

Francis Marion, *p. 136*

Comte de Rochambeau, *p. 137*

Battle of Yorktown, *p. 137*

Treaty of Paris of 1783, *p. 139*



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TAKING NOTES

Use the graphic organizer online to take notes on the major events that led to the British defeat.

Georgia, the last colony to join the Revolution, was the first to fall to the British. A force of 3,500 Redcoats easily took Savannah in 1778 and soon put in place a new colonial government.

Britain's next major target was Charleston, South Carolina. In early 1780 General Clinton landed a force of 14,000 troops around the port city. With a minimal cost of about 250 casualties, the British scored one of their biggest victories of the war. The Patriots surrendered Charleston in May, handing over four ships and some 5,400 prisoners.

### A Failed Attack

In August 1780, Patriot forces led by Horatio Gates tried to drive the British out of Camden, South Carolina. The attack was poorly executed, however. Gates had only half as many soldiers as he had planned for, and most were tired and hungry. In the heat of battle, many panicked and ran. The Patriot attack quickly fell apart. Of some 4,000 American troops, only about 700 escaped.

General Nathanael Greene arrived to reorganize the army. As he rode through the southern countryside, he was discouraged

by the devastation. He later wrote, "I have never witnessed such scenes."

### Guerrilla Warfare

The southern Patriots switched to swift hit-and-run attacks known as guerrilla warfare. No Patriot was better at this style of fighting than **Francis Marion**. He organized Marion's Brigade, a group of guerrilla soldiers.

Marion's Brigade used surprise attacks to disrupt British communication and supply lines. Despite their great efforts, the British could not catch Marion and his men. One frustrated general claimed, "As for this . . . old fox, the devil himself could not catch him." From that point on, Marion was known as the Swamp Fox.

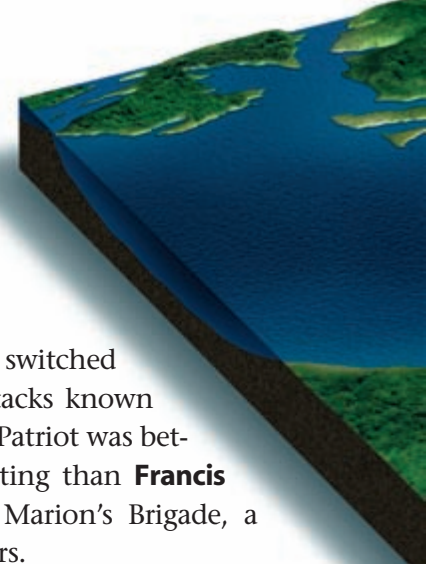
**READING CHECK Sequencing** List the events of the war in the South in chronological order.

### Battle of Yorktown

In early 1781 the war was going badly for the Patriots. They were low on money to pay soldiers and buy supplies. The help of their foreign allies had not brought the war to a quick end as they had hoped. The British held most of the South, plus Philadelphia and New York City. The Patriots' morale took another blow when Benedict Arnold, one of America's most gifted officers, turned traitor.

Regrouped under Nathanael Greene, the Continental Army began harassing British general Charles Cornwallis in the Carolinas. Hoping to stay in communication with the British naval fleet, Cornwallis moved his force of 7,200 men to Yorktown, Virginia. It was a fatal mistake.

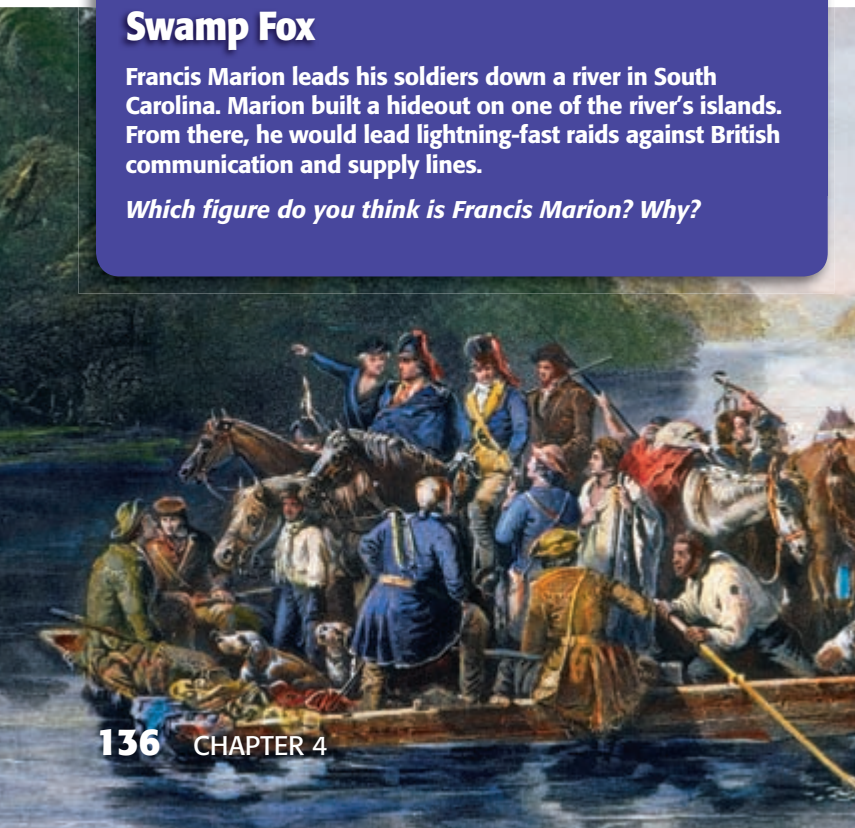
General Washington, in New York, saw a chance to trap Cornwallis at Yorktown. He ordered Lafayette to block Cornwallis's escape by land. Then he combined his 2,500 troops



### Swamp Fox

Francis Marion leads his soldiers down a river in South Carolina. Marion built a hideout on one of the river's islands. From there, he would lead lightning-fast raids against British communication and supply lines.

*Which figure do you think is Francis Marion? Why?*





## History Close-up

# Battle of Yorktown

The British scuttled, or purposely sank, dozens of their ships. This formed a barrier that kept the French ships from coming too close.



- American troop positions
- French troop positions
- British troop positions
- British defensive lines

0 0.5 1 Mile  
0 0.5 1 Kilometer

In October 1781, American and French troops surrounded British forces and defeated them in the Battle of Yorktown.

### ANALYSIS SKILLS ANALYZING VISUALS

**Human-Environment Interaction** How did American and French forces trap the British at Yorktown?

with 4,000 French troops commanded by the **Comte de Rochambeau** (raw-shahn-BOH). Washington led the French-American force on a swift march to Virginia to cut off the other escape routes. The Patriots surrounded Cornwallis with some 16,000 soldiers. Meanwhile, a French naval fleet seized control of the Chesapeake Bay, preventing British ships from rescuing Cornwallis's stranded army.

The siege began. For weeks, the fighting steadily wore down the British defenses. In early October, Washington prepared for a major attack on the weakened British troops.

Facing near-certain defeat, on October 19, 1781, Cornwallis sent a drummer and a soldier with a white flag of surrender to Washington's camp. The Patriots took some 8,000 British prisoners—the largest British army in America.

The **Battle of Yorktown** was the last major battle of the American Revolution. Prime Minister Lord North received word of the Yorktown surrender in November. In shock he declared, "It is all over!"

**READING CHECK** **Drawing Conclusions** Why did the victory at Yorktown end the fighting?

**HISTORY**

**VIDEO**  
George Washington: Yorktown  
[hmhsocialstudies.com](http://hmhsocialstudies.com)

## Primary Source

### PAMPHLET

## Sentiments of an American Woman

The Continental Army received aid from female Patriots led by Esther DeBerdt Reed and Sarah Franklin Bache, the daughter of Benjamin Franklin. In 1780 these women organized a campaign that raised \$300,000 for soldiers' clothing. The following pamphlet, written by the campaign's leaders, announced the campaign. In it, the authors used images of women helping with war efforts of the past to gain support for their cause.

“On the commencement of actual war, the Women of America manifested a firm resolution to contribute . . . to the deliverance of their country. Animated by the purest patriotism they are sensible of sorrow at this day, in not offering more than barren wishes for the success of so glorious a Revolution. They aspire to render themselves more really useful; and this sentiment is universal from the north to the south of the Thirteen United States. Our ambition is kindled by the fame of those heroines of antiquity, who . . . have proved to the universe, that . . . if opinion and manners did not forbid us to march to glory by the same paths as the Men, we should at least equal, and sometimes surpass them in our love for the public good. I glory in all that which my sex has done great and commendable. I call to mind with enthusiasm and with admiration, all those acts of courage, of constancy and patriotism, which history has transmitted to us . . .”

“So many famous sieges where the Women have been seen . . . building new walls, digging trenches with their feeble hands, furnishing arms to their defenders, they themselves darting the missile weapons of the enemy, resigning the ornaments of their apparel, and their fortune, to fill the public treasury, and to hasten the deliverance of their country; burying themselves under its ruins; throwing themselves into the flames rather than submit to the disgrace of humiliation before a proud enemy.”

“Born for liberty, disdaining to bear the irons of a tyrannic Government, we associate ourselves . . . [with those rulers] who have extended the empire of liberty, and contented to reign by sweetness and justice, have broken the chains of slavery, forged by tyrants.”



A female spy passes news to a colonial officer.

1. **commencement**: start
2. **manifested**: presented
3. **render**: make
4. **antiquity**: ancient times
5. **commendable**: praiseworthy
6. **disdaining**: refusing
7. **tyrannic**: unjust
8. **contented**: determined

The women declare that they would fight if they were allowed.

The authors list ways in which women have helped fight wars in the past.

In this phrase, the women link themselves to great women rulers of the past.

### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

1. What do the writers “call to mind” in asking women to join the Patriots’ cause?
2. With whom do the writers associate themselves?

## The Treaty of Paris

After Yorktown, only a few small battles took place. Lacking the money to pay for a new army, Great Britain entered into peace talks with America. Benjamin Franklin had a key role in the negotiations.

Delegates took more than two years to come to a peace agreement. In the **Treaty of Paris of 1783**, Great Britain recognized the independence of the United States. The treaty also set America's borders. A separate treaty between Britain and Spain returned Florida to the Spanish. British leaders also accepted American rights to settle and trade west of the original thirteen colonies.

At the war's end, Patriot soldiers returned to their homes and families. The courage of soldiers and civilians had made America's victory possible. As they returned home, George Washington thanked his troops for their devotion. "I . . . wish that your latter days be as prosperous as your former ones have been glorious."

**READING CHECK** **Summarizing** Explain how the War for Independence finally came to an end.

## North America after the Treaty of Paris of 1783



### GEOGRAPHY SKILLS INTERPRETING MAPS

**Region** Which three countries disputed the area in the northwest of the continent?

**SUMMARY AND PREVIEW** Americans won their independence from Great Britain in 1783. In the next chapter you will learn how the new nation formed its first government.

## Section 4 Assessment

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**ONLINE QUIZ**

### Reviewing Ideas, Terms, and People

- a. **Describe** What problems did the Patriots experience in the war in the South?

b. **Analyze** What advantages did the southern Patriots have over the British in the South?
- a. **Describe** What was the Patriots' strategy for defeating the British at Yorktown?

b. **Elaborate** Why do you think General Cornwallis decided to surrender at the **Battle of Yorktown**?
- a. **Identify** Who helped to negotiate the **Treaty of Paris** for the Americans?

b. **Predict** How might relations between Great Britain and its former colonies be affected by the war?

### Critical Thinking

4. **Evaluating** Review your notes on the events that led to the end of the war. Then copy the graphic

organizer below and use it to identify and describe the most important event in turning the war in the Patriots' favor.

Event	Importance to end of war

### FOCUS ON SPEAKING

#### 5. Thinking About the Revolution's End

After reading this section, you have a picture of the whole war. In your talk, what do you want to say about how the war ended? Were there any moments that were especially trying for the colonists?

## Understanding Historical Interpretation

### Define the Skill

Historical interpretations are ways of explaining the past. They are based on what is known about the people, ideas, and actions that make up history. Two historians can look at the same set of facts about a person or event of the past and see things in different ways. Their explanations of the person or event, and the conclusions they reach, can be very different. The ability to recognize, understand, and evaluate historical interpretations is a valuable skill in the study of history.

### Learn the Skill

When people study the past, they decide which facts are the most important in explaining why something happened. One person may believe certain facts to be important, while other people may believe other facts are more important. Therefore, their explanation of the topic, and the conclusions they draw about it, may not be the same. In addition, if new facts are uncovered about the topic, still more interpretations of it may result.

Asking the following questions will help you to understand and evaluate historical interpretations.

- 1 What is the main idea in the way the topic is explained? What conclusions are reached? Be aware that these may not be directly stated but only hinted at in the information provided.
- 2 On what facts has the writer or speaker relied? Do these facts seem to support his or her explanation and conclusions?

- 3 Is there important information about the topic that the writer or speaker has dismissed or ignored? If so, you should suspect that the interpretation may be inaccurate or deliberately slanted to prove a particular point of view.

Just because interpretations differ, one is not necessarily “right” and others “wrong.” As long as a person considers all the evidence and draws conclusions based on a fair evaluation of that evidence, his or her interpretation is probably acceptable.

Remember, however, that trained historians let the facts *lead* them to conclusions. People who *start* with a conclusion, select only facts that support it, and ignore opposing evidence produce interpretations that have little value for understanding history.

### Practice the Skill

Two widely accepted interpretations exist of the causes of the American Revolution. One holds that the Revolution was a struggle by freedom-loving Americans to be free from harsh British rule. In this view the colonists were used to self-government and resisted British efforts to take rights they claimed. The other interpretation is that a clash of economic interests caused the Revolution. In this view, the war resulted from a struggle between British and colonial merchants over control of America’s economy.

Review Sections 4 and 5 of Chapter 3 and Sections 1 and 2 of Chapter 4. Then answer the following questions.

1. What facts in the textbook support the economic interpretation of the Revolution? What evidence supports the political interpretation?
2. Which interpretation seems more convincing? Explain why.



## History's Impact

► **video series**  
 Review the video to answer the closing question:  
*Why do you think African Americans, women, and young adults under 21 fought for the vote?*

### Visual Summary

**QUICK FACTS** Use the visual summary below to help you review the main ideas of the chapter.



Speeches and protests ignited revolutionary feelings.



Patriots fought Loyalists in the Revolutionary War.



The American colonies gained independence and became the United States.

### Reviewing Vocabulary, Terms, and People

- What were American colonists who remained loyal to Great Britain called?
  - Whigs
  - Loyalists
  - Royalists
  - Democrats
- What was the name of the battle in which the Patriots finally defeated the British?
  - Battle of Saratoga
  - Battle of New Jersey
  - Battle of Yorktown
  - Battle of Valley Forge
- What was the name for the colonial military force created to fight the British?
  - mercenaries
  - Redcoats
  - Hessians
  - Continental Army
- Who was the French nobleman who helped the Patriots fight the British?
  - Bernardo de Gálvez
  - Marquis de Lafayette
  - Baron von Steuben
  - Lord Dunmore

### Comprehension and Critical Thinking

#### SECTION 1 (Pages 112–116)

- Recall** What actions did the First and Second Continental Congresses take?
- Analyze** How did the events at Lexington and Concord change the conflict between Great Britain and the colonies?
- Elaborate** Why do you think that control of Boston early in the Revolutionary War was important?

#### SECTION 2 (Pages 118–121)

- Identify** Why is July 4, 1776, a significant date?
- Draw Conclusions** What effect did *Common Sense* have on colonial attitudes toward Great Britain?
- Predict** How might the content of the Declaration of Independence lead to questions over the issue of slavery?

### SECTION 3 (Pages 126–134)

7. **a. Describe** What difficulties did the Patriots experience in the early years of the war?
- b. Analyze** How did the Patriots turn the tide of the war?
- c. Elaborate** Could the Patriots have succeeded in the war without foreign help? Explain.

### SECTION 4 (Pages 135–139)

8. **a. Recall** Why did the British think they might find support in the southern colonies?
- b. Make Inferences** Why did it take more than two years for the British and the Americans to agree to the terms of the Treaty of Paris?
- c. Evaluate** In your opinion, what was the most important reason for the Patriots' defeat of the British?

## Social Studies Skills

**Understanding Historical Interpretation** Use the Social Studies Skills taught in this chapter to answer the questions about the reading selection below.

In a series of battles, Howe pounded the Continental Army, forcing it to retreat farther and farther. The Redcoats captured Patriots as well as supplies. Eventually, the British pushed Washington across the Hudson River into New Jersey. Howe's revenge for his defeat at Boston was complete. (p. 128)

9. Which statement from the passage is an interpretation of historical facts?
  - a. The Redcoats captured Patriots as well as supplies.
  - b. Eventually, the British pushed Washington across the Hudson River into New Jersey.
  - c. Howe's revenge for his defeat at Boston was complete.
10. What might a different interpretation of the facts be?

## Reviewing Themes

11. **Politics** What are three important rights listed in the Declaration of Independence?
12. **Geography** What role did geography play in the fighting that took place in the West?

## Reading Skills

**Main Ideas in Social Studies** Use the Reading Skills taught at the beginning of the chapter to answer the question about the reading selection below.

(1) Native Americans were at first encouraged by both sides to remain neutral. (2) By the summer of 1776, however, both Patriots and the British were aggressively recruiting Indian fighters. (3) Most sided with the British. (4) In northern New York, four of the six Iroquois nations fought for the British. (p. 120)

13. Which sentence contains the main idea of the paragraph?
  - a. Sentence 1
  - b. Sentence 2
  - c. Sentence 3
  - d. Sentence 4

## Using the Internet

14. **Activity: Researching** The Battle of Saratoga showed the world that the Patriots were capable of defeating the British. This victory gave Benjamin Franklin the chance to use his fame as a scientist and diplomat to convince France to aid the Patriots. Through your online textbook, research and explain how these factors led to a Patriot victory and how the American Revolution affected France.

 [hmhsocialstudies.com](http://hmhsocialstudies.com)

### FOCUS ON SPEAKING

15. **Prepare Your Oral Report** Review your notes and be sure you've identified one or two important ideas, events, or people for each period of the war. Now, start to prepare your oral report by writing a one-sentence introduction to your talk. Then write a sentence or two about each period of the war. Write a concluding sentence that makes a quick connection between the Revolutionary War and our lives today. Practice your talk until you can give it with only a glance or two at your notes.

**DIRECTIONS:** Read each question and write the letter of the best response.

- 1** What action would a Loyalist have been likely to take during the Revolution?
- A attend the Continental Congress
  - B support the Olive Branch Petition
  - C support the Declaration of Independence
  - D join the Continental Army
- 2** Which of the following events took place *last*?
- A The Declaration of Independence was issued.
  - B The Second Continental Congress met.
  - C The battles at Lexington and Concord occurred.
  - D The Battle of Bunker Hill took place.
- 3** Why was the victory at the Battle of Saratoga so important to the Patriot cause?
- A It allowed the Declaration of Independence to be issued.
  - B It forced the British army to retreat from Boston.
  - C It convinced France to aid the colonies in their fight.
  - D It caused the British government to give up the war.
- 4** The most brutal and destructive fighting of the war probably occurred
- A in the southern colonies.
  - B at Valley Forge.
  - C in New England.
  - D at Lexington and Concord.
- 5** The Declaration of Independence's claim that people have a right to "life, liberty, and the pursuit of happiness" shows the influence of what Enlightenment thinker from Europe?
- A Jonathan Edwards
  - B John Locke
  - C King George III
  - D Thomas Paine
- 6** In what way was Clark's battle strategy the same as John Paul Jones's strategy?
- A They both were badly outnumbered by the British.
  - B They both knew the colonial midwest region well.
  - C They both aimed to weaken the British by attacking their supply lines.
  - D They both survived the winter at Valley Forge.
- 7** Read the following passage from Thomas Paine's *The Crisis* and use it to answer the question below.

"These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country, but he that stands it now, deserves the love and thanks of man and woman. Tyranny . . . is not easily conquered, yet we have this consolation with us, that the harder the conflict, the more glorious the triumph."

—Thomas Paine, *The Crisis*, 1776

**Document-Based Question** What point is Paine trying to make in this passage?

THE

# American REVOLUTION

**The American Revolution led to the formation of the United States of America in 1776.** Beginning in the 1760s, tensions grew between American colonists and their British rulers when Britain started passing a series of new laws and taxes for the colonies. With no representation in the British government, however, colonists had no say in these laws, which led to growing discontent. After fighting broke out in 1775, colonial leaders met to decide what to

do. They approved the Declaration of Independence, announcing that the American colonies were free from British rule. In reality, however, freedom would not come until after years of fighting.

Explore some of the people and events of the American Revolution online. You can find a wealth of information, video clips, primary sources, activities, and more at [hmhsocialstudies.com](https://www.hmhsocialstudies.com).





CLICK THROUGH  
**INTER / ACTIVITIES**

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*"I know not what course others may take; but as for me, give me liberty or give me death!"*

— Patrick Henry



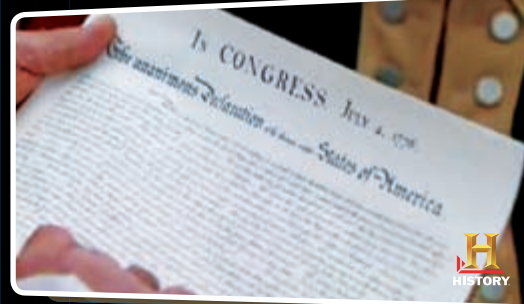
### **"Give Me Liberty or Give Me Death"**

Read an excerpt from Patrick Henry's famous speech, which urged the colonists to fight against the British.



### **Seeds of Revolution**

Watch the video to learn about colonial discontent in the years before the Revolutionary War.



### **Independence!**

Watch the video to learn about the origins of the Declaration of Independence.



### **Victory!**

Watch the video to learn how the American colonists won the Revolutionary War.

## Assignment

Write a biographical narrative about a person who lived in the early Americas before or during the colonial period.

# A Biographical Narrative

**Y**ou have been listening to and telling narratives all your life. A biographical narrative, a form of historical writing, is a true story about an event or brief period in a person's life.

## 1. Prewrite

### Getting Started

- Think of all the people you read about in this unit. Which ones interested you most?
- What particular events and situations in these people's lives seem most exciting or significant?

Pick one of these events or situations as the subject of your narrative.

### Creating an Interesting Narrative

Make your narrative lively and interesting by including

- **Physical descriptions** of people, places, and things, using details that appeal to the five senses (sight, hearing, touch, smell, taste)
- **Specific actions** that relate directly to the story you are telling
- **Dialogue** between the people involved or direct **quotations**
- **Background information** about the place, customs, and setting
- **All relevant details and information** needed to relate the events of the story and how they affected the person (and perhaps history)

Organize the events in your narrative in chronological order, the order in which they occurred.

## 2. Write

You can use this framework to help you draft your narrative.

### TIP Asking Questions

Try using the *5W-How?* questions (*Who? What? When? Where? Why? How?*) to help you think of descriptive details. Ask questions such as, **Who** was this person? **What** was he or she doing? Exactly **where** and **when** did the event occur? **How** did the person or other people react to the event?

## A Writer's Framework

### Introduction

- Grab your reader's attention with a striking detail or bit of dialogue.
- Introduce the historical person and setting, using specific details.
- Set the scene by telling how the event or situation began.

### Body

- Present actions and details in the order in which they occurred.
- Connect actions with transition words like *first*, *then*, *next*, and *finally*.
- Provide specific details to make the person and the situation come alive.

### Conclusion

- Wrap up the action of the narrative.
- Tell how the person was affected by what happened.
- Explain how the event or situation was important in the person's life and how it affected history.

### 3. Evaluate and Revise

#### Evaluating

Read through your completed draft to make sure your narrative is complete, coherent, and clear. Then look for ways to improve it.

#### Evaluation Questions for a Biographical Narrative

- Does your introduction grab the reader's attention? Do you introduce the historical person and tell how the event or situation began?
- Do you include details to make the person, place, and event seem real?
- Are the actions in the story in the order in which they occurred?
- Have you included all of the actions and details a reader would need to understand what happened?
- Does the conclusion tell how the event or situation affected the person and history?

#### Revising

When you revise your narrative, you may need to add transition words. Transition words help you link ideas between sentences and paragraphs. Notice the words in bold in the following sentences.

**After** Cabeza de Yaca and the other adventurers left the beach and started inland, they separated into different groups. **Later**, Cabeza de Yaca heard that many of the others had died. **Still**, he never lost faith that he would reach his fellow Spaniards in Mexico.

### 4. Proofread and Publish

#### Proofreading

Throughout your narrative, you used transition words to link events. Make sure that you have spelled the words correctly and have not confused them with other words. For example, be sure to use two *l*'s in *finally* and not to mistake the transition word *then* for the comparative word *than*.

#### Publishing

One good way to share your biographical narrative is to exchange it with one or more classmates who have written about the same person you have. After reading each other's narratives, you can compare and contrast them. How are your stories similar? How do they differ?

### 5. Practice and Apply

Use the steps and strategies outlined in this workshop to write your biographical narrative.

#### TIP Showing Sequence A clear

sense of the sequence of events is important in any narrative. Here is a list of words that show those relationships.

after	next
before	now
finally	soon
first	still
(second, etc.)	then
last	when
later	while