
Chapter 2

The Invasion and Settlement of North America

1550–1700

Teaching Resources

Chapter Instructional Objectives

After you have taught this chapter, your students should be able to answer the following questions:

1. What goals did the Spanish, French, Dutch, and English pursue in North America? How did these ambitions lead to different settlement patterns?
2. How did the European settlements of North America affect Native American populations over time?
3. How and why did a system of forced labor based on the factors of class and race emerge in the Chesapeake and Virginia colonies in the early seventeenth century?
4. What were the economic, religious, political, and intellectual foundations of Puritan society in New England?
5. How did colonial society in the Chesapeake region differ from that of New England?
6. How did the conflicts of the 1670s affect social, economic, and political relations among colonists, Indians, and Africans in America?
3. In 1565, Spain established St. Augustine, the first permanent European settlement in America; most of Spain's other military outposts were destroyed by Indian attacks.
4. In response to the Indian attacks, the Spanish adopted the Comprehensive Orders for New Discoveries (1573) and employed missionaries.
5. For Franciscans, religious conversion and assimilation went hand in hand, but Spanish rule was not benevolent.
6. Protected by Spanish soldiers, missionaries whipped Indians who continued to practice **polygamy**, smashed religious idols, and severely punished those who worshipped traditional gods.
7. Most Native Americans tolerated the Franciscans, but when Christian prayers failed to prevent disease, drought, and Apache raids, many returned to their ancestral religions and blamed the Spanish for their ills.
8. Santa Fe was established in 1610 by the Spanish, who reestablished the system of missions and forced labor there after Indian revolts in 1598.
9. Forced labor, the imposition of Christianity, drought, and food shortages motivated the Indian shaman Popé in 1680 to lead the peoples of two dozen Pueblos in a carefully coordinated rebellion known as the Pueblo Revolt, which killed over 400 Spaniards.
10. Exhausted by a generation of warfare, the Pueblos a decade later joined with the Spanish to protect their lands against nomadic Indians.
11. Spain maintained its northern empire but did not achieve religious conversion

Chapter Annotated Outline

- I. The Rival Imperial Models of Spain, France, and Holland
 - A. New Spain: Colonization and Conversion
 1. Spanish adventurers were the first Europeans to explore the southern and western United States.
 2. By the 1560s their main goal was to prevent other Europeans from establishing settlements.

- or cultural assimilation of the Native Americans.
12. The costs of expansion in Florida and New Mexico delayed the Spanish settlement of California.
- B. New France: Furs and Souls, and Warfare
1. Quebec, established in 1608, was the first permanent French settlement; New France became a vast fur-trading enterprise.
 2. The Hurons, in exchange for protection from the Iroquois, allowed French traders into their territory.
 3. French traders set in motion a series of devastating Indian wars over the fur market, and they also brought disease to the Indians, which killed much of the native population.
 4. Beginning in the 1640s, the New York Iroquois seized control of the fur trade and forced the Hurons to migrate to the north and west.
 5. The Iroquois organized themselves into a confederation of Five Nations—Senecas, Cayugas, Onondagas, Oneidas, and Mohawks—to extend control over territory and the fur trade.
 6. Conflicts with the French, known as “beaver wars,” severely reduced Iroquois population during the late 1600s despite alliance with England.
 7. While French traders amassed furs, French priests sought converts; unlike the Spanish, French missionaries did not use Indians for forced labor, and they won religious converts by addressing the needs of the Indians.
- C. New Netherland: Commerce and Conquest
1. The Dutch republic in 1600 emerged as the financial and commercial hub of northern Europe.
 2. The Dutch colonization strategy emphasized commerce over religious conversion.
 3. In 1621 the West India Company created a trade monopoly in West Africa, Indonesia, and Brazil, giving the Dutch control of the Atlantic slave trade.
 4. In 1624 the company founded the town of New Amsterdam on Manhattan Island as the capital of New Netherland.
 5. To encourage migration, the company granted huge estates along the Hudson River to wealthy Dutchmen, but attracted few settlers.
 6. New Netherland failed as a settler colony but flourished briefly in fur trading.
 7. When the Dutch seized prime farming land from the Algonquians and took over their trading network, the Algonquians responded with force.
 8. The West India Company largely ignored the floundering Dutch settlement and concentrated instead on the profitable importation of African slaves to their sugar plantations in Brazil.
 9. The Dutch ruled New Amsterdam short-sightedly, rejecting requests for representative government, and after lightly resisting an English invasion in 1664, New Amsterdam happily accepted English rule.
 10. Initially, the Duke of York ruled the new English colony of New York with a mild hand. After a Dutch raid in 1673, English officials imposed English law and customs.
- II. The English Arrive: The Chesapeake Experience
- A. Settling the Tobacco Colonies
1. Unlike European rivals, the English created populous colonies in North America. They used force to take Indian lands.
 2. They formed a society based on tobacco cultivation that brought wealth to a small class of families who exploited the labor of white indentured servants.
 3. After 1600 English merchants replaced the landed gentry as the leaders of English expansion, giving the Chesapeake colonies considerable autonomy.
 4. In 1606 King James I granted a group of London merchants a trading monopoly from present-day North Carolina to southern New York; this region was named Virginia in honor of the never-married “Virgin Queen.”
 5. In 1607 the Virginia Company sent an expedition of men to North America, landing in Jamestown, Virginia; the goal of the Virginia Company was trade, not settlement.
 6. Life in Jamestown was harsh: death rates were high; there was no gold and little food.
 7. Native American hostility was another major threat to the survival of the settlement; as conflicts over food and land increased, Chief Powhatan threatened war with the settlers.
 8. Tobacco farming became the basis of economic life and an impetus for permanent settlement in Jamestown.
 9. To encourage English settlement, the Virginia Company granted land to freemen,

established a headright system and a local court system, and approved a system of representative government under the House of Burgesses.

10. The resulting influx of settlers sparked war with the Indians but did not slow expansion; by 1630 English settlement in the Chesapeake Bay was well established, with over 5,000 settlers.
 11. English expansion sparked a war in 1622 led by Opechancanough, Powhatan's brother and successor. Nearly a third of the English population was killed. Subsequently, the English seized Indian fields and food, forcing the Indians to flee.
 12. Shocked by the Indian uprisings, James I accused the Virginia Company of mismanagement and, in 1624, made Virginia a royal colony.
 13. The Church of England was established in Virginia, and property owners paid taxes to support the clergy.
 14. The model for royal colonies in America consisted of a royal governor, an elected assembly, and an established Anglican Church.
 15. King Charles I conveyed most of the territory bordering the Chesapeake Bay to Lord Baltimore, a Catholic aristocrat. Baltimore created Maryland, a second tobacco colony in the Chesapeake.
 16. Baltimore wanted Maryland to become a refuge from persecution for English Catholics; settlement of Maryland began in 1634 and grew rapidly due to ample land.
 17. Baltimore granted the assembly the right to initiate legislation.
 18. A Toleration Act was enacted in 1649, granting religious freedom to all Christians.
 19. Demand for tobacco started an economic boom in the Chesapeake and attracted migrants, but diseases, especially malaria, kept population low and life expectancy short. Although 15,000 English arrived in Virginia between 1622 and 1640, the population rose only from 2,000 to 8,000.
- B. Masters, Servants, and Slaves
1. The majority of migrants to Virginia and Maryland were indentured servants; most masters ruled with beatings and withheld permission to marry.
 2. Most indentured servants did not achieve the escape from poverty they had sought, although about 25 percent benefited from their ordeal, acquiring property and respectability.
3. The first African workers who arrived in 1619 fared even worse than the indentured servants, and their numbers remained small.
 4. Although many Africans served their English masters for life, they were not legally enslaved. English **common law** did not acknowledge **chattel slavery**, the ownership of a human being as property.
 5. By becoming a Christian and a planter, an enterprising African could sometimes aspire to near equality with English settlers, and even own slaves.
 6. Beginning in the 1660s following a collapse in the tobacco industry, Chesapeake legislatures began enacting laws that lowered the status of Africans; being a slave was becoming a permanent and hereditary condition, synonymous with African people.
- C. The Seeds of Social Revolt
1. By the 1660s the Chesapeake tobacco market had collapsed and long-standing conflicts between rich planters and men with small farms or no property flared, creating political turmoil.
 2. In an effort to exclude Dutch and other merchants, Parliament passed an Act of Trade and Navigation (1651), permitting only English or colonial-owned ships into American ports.
 3. The number of tobacco planters increased, but profit margins were growing thin; the Chesapeake ceased to offer upward social mobility to either whites or blacks.
 4. The Chesapeake colonies came to be dominated by elite planter-merchants while poor, newly freed indentured servants struggled to buy land.
- D. Bacon's Rebellion
1. Social tensions between elite planters and struggling landless laborers reached a breaking point in Virginia during Governor William Berkeley's regime; Berkeley gave tax-free land grants to members of his council.
 2. To acquire land, poor white **freeholders** and aspiring tenants wanted local Indians removed from the treaty-guaranteed lands along the frontier.
 3. Wealthy planter-merchants opposed Indian removal; they wanted to maintain

the labor supply and to continue trading furs with the Native Americans.

4. Poor freeholders and propertyless men formed militia and began killing Indians in 1675; the Indians retaliated by killing whites.
5. Not wanting the fur trade disrupted, Governor Berkeley proposed building frontier forts.
6. Settlers saw Berkeley's strategy as a plot to impose high taxes and to take control of the tobacco trade.
7. Nathaniel Bacon, a member of the governor's council, led a protest against Berkeley's strategy; Bacon and his men killed a number of peaceful Indians for which Berkeley arrested Bacon.
8. When Bacon's militant supporters threatened to free Bacon by force, Berkeley agreed to political reforms and restored voting rights to landless freemen.
9. Not satisfied, Bacon's men burned Jamestown and issued a "Manifesto and Declaration of the People," demanding removal of all Indians and an end to the rule of wealthy "parasites."
10. Although Bacon died from disease in 1676, Bacon's Rebellion prompted tax cuts, a reduction of corruption, the opening of public offices to yeomen, and expansion into Indian lands.
11. To forestall another rebellion among former indentured servants, Chesapeake planters turned away from indentured servitude and explicitly legalized slavery in 1705.

III. Puritan New England

A. The Puritan Migration

1. New England differed from other European settlements; it was settled by women and children as well as men, and focused not on commerce but on religion and morality.
2. The Pilgrims, Puritans who were "Separatists" from England's Anglican Church, sailed to America in 1620 on the *Mayflower*.
3. They created the Mayflower Compact, a covenant for religious and political autonomy and the first constitution in North America.
4. The first winter in America tested the Pilgrims as hunger and disease took a heavy toll, reducing the population by half;

thereafter, the Plymouth colony became a healthy and thriving community.

5. After having Anglican rituals forced on their churches, Puritans sought refuge in America; in 1630, John Winthrop and 900 Puritans established the Massachusetts Bay colony.
6. Over the next decade, 10,000 Puritans migrated to Massachusetts Bay along with 10,000 others fleeing hard times in England.
7. The Puritans created representative political institutions that were locally based by transforming the initial **joint-stock corporation**, the General Court of shareholders, that Winthrop and his associates had utilized to organize and found the colony.
8. The right to vote and hold office was limited to men who were church members, and the Bible was the legal as well as spiritual guide for Massachusetts Bay.
9. Puritans eliminated bishops and placed power in the hands of the laity; influenced by John Calvin, they believed in predestination.
10. Puritans dealt with the uncertainties of divine election in three ways: "conversion experience," a born-again conviction of salvation; "preparation," confidence in redemption built on years of spiritual guidance; and belief in a "covenant" with God that promised salvation in exchange for obedience to God's laws.
11. Puritans of Massachusetts Bay felt that they must purge their society of religious dissidents.
12. The Puritans targeted Roger Williams, a religious dissenter who agreed with the Pilgrims' separation of church and state. He was banned from Massachusetts Bay and along with his followers founded settlements in Rhode Island, where there was no legally established church.
13. Anne Hutchinson was considered a heretic because her beliefs diminished the role of Puritan ministers; Puritans believed that when it came to governance of church and state, women were clearly inferior to men. The magistrates convicted and banished Hutchinson and her family from the colony.
14. In 1636, Thomas Hooker and others left Massachusetts Bay and founded Hartford; in 1639, the Connecticut Puritans adopted

- the Fundamental Orders, a plan of government that included an established church, a popularly elected governor and assembly, and voting rights for most property-owning men—not just church members.
15. England fell into a religious civil war between royalists and Parliamentary forces in 1642, and thousands of English Puritans joined the revolt, demanding greater authority for Parliament and reform of the established church.
 16. After four years of civil war, Parliamentary forces led by Oliver Cromwell were victorious, but the Puritan triumph was short-lived.
 17. With the failure of the English Revolution, Puritans looked to create a permanent society in America based on their faith and ideals.
- B. Puritanism and Witchcraft
1. Puritans thought that the physical world was full of supernatural forces; their respect for spiritual forces perpetuated certain pagan superstitions shared by nearly everyone but condemned by zealous ministers.
 2. Between 1647 and 1662 Puritan civil authorities in Massachusetts and Connecticut hanged fourteen people for witchcraft.
 3. In 1692 in Salem, Massachusetts, 175 people were arrested and 19 were hanged for witchcraft.
 4. Popular revulsion against the executions brought an end in New England to legal prosecutions for witchcraft and heresy.
 5. The European Enlightenment helped promote a more rational view of the world.
- C. A Yeoman Society, 1630–1700
1. Puritans instituted a fee-simple land distribution policy that encouraged the development of self-governing communities. All landowners had a voice in the town meeting. Consequently, ordinary New England farmers enjoyed far more political power than their European or Chesapeake counterparts.
 2. In organizing Puritan town governments, the General Courts of Massachusetts Bay and Connecticut bestowed the title to each township on a group of settlers, or **proprietors**, who then bestowed the land among the male heads of families.
 3. Puritans believed in a social and economical hierarchy: the largest plots of land were given to men of high social status.
 4. As all male heads of families received some land, a society of independent yeomen farmers emerged.
 5. **Town meetings** chose selectmen, levied taxes, and enacted ordinances and regulations; as the number of towns increased, so did their power, enhancing local control.
 6. Nearly all New Englanders had an opportunity to acquire property; New England proved to many to be the promised land, a new world of opportunity.
- IV. The Eastern Indians' New World
- A. Puritans and Pequots
1. Seeing themselves as God's chosen people, Puritans justified taking Indian lands on religious grounds.
 2. In 1636, Pequot warriors attacked English farmers who had intruded on their lands; in retaliation, Puritan militiamen and their Indian allies massacred about 500 Pequots.
 3. English Puritans viewed the Indians as "savages" who did not deserve civilized treatment. To them, Native Americans were not genetically inferior; "sin" or Satan, rather than race, accounted for their degenerate condition.
 4. In their efforts to Christianize Indians, Puritans created **praying towns** that supervised the Indian population.
- B. Metacom's Rebellion
1. By the 1670s, there were three times as many whites as Indians in New England; whites numbered 55,000 while Indians numbered 16,000.
 2. Seeking to stop the European advance, the Wampanoag leader Metacom forged a military alliance with the Narragansetts and Nipmucks in 1675.
 3. The group attacked white settlements throughout New England, and the fighting continued until Metacom's death in 1676.
 4. Losses were high on both sides, but the Indians' losses were worse: 25 percent of the Indians' already diminished population died from war or disease.
 5. Many of the surviving Algonquian peoples migrated farther into the New England backcountry, where they intermarried

with other Algonquian tribes tied to the French, who became their ally in future attacks against the English.

- C. The Human and Environmental Impact of the Fur Trade
1. As English settlers continued to advance inland, the Indians who lived near the Appalachian Mountains and in the forested areas beyond remained independent.
 2. The fur trade impacted Indians who lived great distances from European settlements.
 3. Indians willingly participated in the fur trade, and avoided European traders who exploited them, though they did not always secure the highest price because they lacked a knowledge of the prices for furs in Europe.
 4. Indian communities ultimately could not stop the impact of traders, settlers, and disease on their societies. European goods quickly penetrated Indian societies, reducing native economic and religious independence.
 5. The result of the wars and involvement in the fur trade was that the character of Indian society throughout the eastern woodland region was permanently altered; disease, sickness from liquor, and neglected artisan skills were the fur trade's legacy.
 6. When French missionaries won converts among the Hurons and Iroquois, they divided Indian communities into hostile religious factions.
 7. Constant warfare shifted tribal power from cautious Indian elders to headstrong young warriors, and the position and status of women changed in complex and contradictory ways.
 8. The fur trade profoundly altered the natural environment by severely depleting the animal population and by changing habitats.

Key Terms

polygamy The practice of marriage by a man to multiple wives. Polygamy was customary among some Native American peoples. (39)

common law Centuries-old body of English legal customs and procedures that both protected the monarch's subjects against arbitrary acts of the

government and was the basis for resolving private disputes among those subjects. (52)

chattel slavery A system of bondage in which a slave has the legal status of property and so can be bought and sold like property. (52)

freehold, freeholder Property owned in its entirety, without feudal dues or landlord obligations. Freeholders have the legal right to improve, transfer, or sell their property. (53)

joint-stock corporation A financial organization devised by English merchants around 1550 that subsequently facilitated the colonization of North America. In these companies, a number of investors pooled their capital and, in return, received shares of stock in the enterprise in proportion to their share of the total investment. (56)

proprietors Groups of settlers who received land grants from the General Courts of Massachusetts Bay and Connecticut, mostly between 1630 and 1720. The proprietors distributed the land among themselves, usually based on social status and family need. This system encouraged widespread ownership of land in New England. (61)

town meeting A system of local government in New England in which all male heads of households met regularly to elect selectmen, levy local taxes, and regulate markets, roads, and schools. (61)

praying town A Native American settlement in seventeenth-century New England supervised by a Puritan minister. Puritans used these settlements to encourage Indians to adopt English culture and Protestant Christianity. (62)

Lecture Strategies

1. Students should take away from Chapter 2 a comparative understanding of the competing colonial strategies employed by the English, Spanish, French, and Dutch not only in North America but the Americas as a whole. A lecture that provides a comparative framework illuminating economic, social, and political categories will help students understand the similarities and differences between the European countries. Several lecture options are evident. One style could include a separate lecture for each country. Another style could focus on social factors across the different European countries, followed by an economic and political comparison. Subsequent lectures can trace change over time in the colonies, focusing on seminal events and institutions as nations com-

peted for colonies in the New World. A larger question of why some countries dominated certain areas of the world rather than other nations can also be addressed effectively with this format.

2. Many instructors dedicate a specific lecture to the development of the Virginia and Maryland colonies in the Chesapeake. Students should be able to understand the economic, social, and political basis of the colonies, as well as Indian-white relations and the development of indentured servitude and black chattel slavery. The reasons for the outbreak of Bacon's Rebellion, and its impact on Virginia, should also be covered. A key to understanding seventeenth-century Virginia is the colonial drive for wealth, which initiated the search for a marketable commodity, in this case tobacco. Since tobacco required a lot of land and labor, the development of a policy that maximized land distribution while encouraging the importation of labor—the headright system—was both logical and ingenious. The rapid increase in land distribution increased English encroachment on Native American territory and accelerated the deterioration of English-Indian relations. Staunch resistance led by Opechancanough in 1622 and 1644, which inflicted heavy casualties on a dispersed white population, was followed by an Indian war in 1676. Dispersed land occupation and the increased exploitation of forced labor combined with a monstrous death rate from malaria to undermine social order and shift gender roles. The uneven distribution of land created a hierarchical class system consisting of planters, a few freeholders, and servants. The desire for land, the need to defend against the Native Americans, and the demand for social and political rights came together to spark the rebellion of 1676. In response, the planters tried to secure their position by gradually replacing potentially rebellious English servants with African slaves. Changes in the tobacco market, the rise of wealth, the increased availability of slaves, and the shifting pattern of English migration to North America enabled and encouraged the planters to carry out this policy by the early eighteenth century.
3. Following a lecture on the Chesapeake, a focus on Puritan New England helps students to add complexity to their understanding of early English settlement of the New World. One lecture should emphasize the role of religious beliefs and spiritual imagination in the Puritans' world. An important aspect of Puritan theology is the doctrine of predestination: God determined whether you would be saved before your birth, and people could do nothing to affect or even know whether they had been chosen for salvation. Pious behavior and having a conversion experience were thought to be indicators of salvation but were no guarantee. It was also clear to many that God worked through covenants of the elect. Hence, by assenting to the power of the liturgy and the clergy in a covenanted church, one enhanced one's chance of salvation. The broad effect was to create harrowing uncertainty within individuals and a drive toward the certainty of order within the community. Dissenters moved in a different direction. Some, such as Anne Hutchinson, believed they could know the mind of God directly without the intervention of the clergy. Others, such as Roger Williams, concluded that any group of believers could form a church independent of any larger institution. Many others, however, began to seek assurance of salvation by carrying out good works. Theologically, this variance in interpretation and the move toward good works explain how the Halfway Covenant reinvigorated Puritanism by reducing uncertainty.
4. Students enjoy a lecture on the causes of the Salem witchcraft trials of 1692. Start by forming questions, such as "Why did the trials take place? What impact did they create on Puritan society?" Social change contributed to the theological pressures facing the Puritans. The transfer of land by the original settlers to their less religiously inspired children, combined with the Puritans' stern attitudes toward childrearing, created difficult family relations. Because population growth was considerable, new farmers tended to receive smaller plots and thus had a lower standard of living. Facing a harder life on land that was far from the center of town, these townspeople resisted laws requiring residence at the town center. This desire by more individuals who were generally less prosperous to live on the edge of the town, and the subsequent request for the establishment of new churches and towns, challenged the social and moral authority of the town and the church elite. The resulting squabbles, disputes, and fears of decline and breakup fed the frustrated, anxious social context that fueled the witchcraft scare of 1692.
5. A lecture on the development and impact of the fur trade helps students to understand the role of capitalism and the development of native communities in the wake of European invasion of the Americas. A lecture that compares European and Indian views of European colonization and the fur trade helps students to understand the role of perspective in the learning and teaching of history.

Use examples in the text to note how the legacy of the fur trade (disease, Christianity, and capitalism) shaped Indian families, clans, villages, and tribes, and their relations with each other. Ask questions such as “How did European encroachment on their land affect tribal order? Why did Native Americans trade with Europeans, and what impact did it have on their economic support system, agriculture, and attitudes toward nature?” The second half of the lecture (or a new lecture entirely) could focus on European creation of the fur trade and responses to its impact on native people and North America.

Reviewing the Text

These questions are from the textbook and following each main section of the narrative. They are provided in the Computerized Test Bank with suggested responses, for your convenience.

The Rival Imperial Models of Spain, France, and Holland (pp. 38–46)

1. How were Spanish, French, and Dutch colonial strategies similar? How did they differ? In what ways were the similarities and differences reflected in the nation’s settlements in the New World?

Similarities

- Acquired new territories for nation, monarch, personal fortune, and Christianity
- Justified takeover in religious and economic terms
- Traded with native populations of the Americas

Differences

- Spanish and Dutch emphasized conquest, though Dutch arrived as traders rather than mercenaries like the conquistadores.
 - French and Spanish used missions and religion as tools for colonizing native populations and acquiring resources.
 - Spanish and French utilized Indians as social agents of colonization while Dutch were interested only in trade with Indians.
 - Dutch created a small commercially based colony compared to much larger territorial units controlled by Spain and France.
2. Why did the Five Nations of the Iroquois unite? What were the goals of the confederation? How successful were the Iroquois in achieving those goals?
 - Disease epidemics brought by the French reduced tribal populations and the number of

tribes in northeastern North America, forcing Indian refugees to migrate and reconfigure communities along new tribal lines.

- Fur trade rivalries created by European arrivals necessitated unification for economic security through control of the fur trade and physical survival during times of incessant warfare.

The English Arrive: The Chesapeake Experience (pp. 46–54)

1. What were the special characteristics of the population of Virginia in the seventeenth century and what accounted for them?
 - A high death rate caused by malaria and contaminated water and an economy based completely on tobacco cultivation due to profitability of the crop and its control by English aristocracy. Other factors also inhibited population growth: most men never married because of the lack of female settlers; there was a high rate of death among pregnant women; the number of children per family was low because of a high infant death rate; families were often disrupted by the early death of both parents, resulting in many orphans throughout the communities.
2. What were the various systems of forced labor that took hold in the Chesapeake colonies?
 - Indentured servitude: Poor English young men and women signed labor contracts in England to work for four or five years in exchange for passage and room and board in North America. The individuals were free upon completion of their contract, but were considered bound laborers with few rights under their indenture. Tobacco cultivation occupied most of their miserable time.
 - Black chattel slavery: Beginning in 1619, African laborers were imported to the Chesapeake. Some worked as servants for life, while others served labor contracts like white indentured servants. A few became freeholders, and even bought other African slaves. Over time, white Virginia leaders used the legal system to take away rights from African workers, making them slaves, or chattel, for life.
3. Compare the Indian uprising in Virginia in 1622 with Bacon’s Rebellion in 1675. What were the consequences of each for Virginia’s economic and social development?
 - 1622 Indian uprising: Reduced the population of the colony by one-third and resulted in great

property loss. It accelerated English invasion and territorial control by increasing English militancy and land-taking as a strategy to defeat Indians in a “just war.”

- 1675 rebellion: Motivated landed planters to allow a political role for yeoman in the colony and to cut taxes of yeomanry, and supported expansion of settlement onto Indian lands to provide more land for landless laborers. Planters also turned away from indentured servitude for fear of more uprisings as tobacco cultivation increased. They expanded black chattel slavery, making the Chesapeake a major source of slavery until the Civil War.

Puritan New England (pp. 54–61)

1. What problems did the Puritans have with the Church of England? What beliefs made the Puritans different?
 - A main problem was the corruption of the Catholic Church in the form of immorality and ostentatious display of wealth. Puritans eliminated levels of church hierarchy, believing in a democratic church structure controlled by the laity. They saw themselves as forming a religious experiment of “pure” Christianity.
2. The Puritans of Massachusetts Bay had fled an established church and religious persecution in England. Why, then, did they promptly establish their own church and persecute dissenters?
 - To protect themselves from persecution from rival groups and fulfill a divine mission to serve as a “City upon a Hill,” the Puritans of North America sought to remove dissenters from their midst.
3. Describe the political structure that developed in the New England colonies. What was the relationship between local government and the Puritan churches?
 - To ensure rule by the godly, the Puritans limited the right to vote and hold office to men who were also church members. Hence, there was no real separation between church and state institutions.
 - The Puritans created representative political institutions that were locally based, with the governor as well as the assembly and council elected by the colony’s freemen, who also controlled the Puritan church hierarchy.

The Eastern Indian’s New World (pp. 61–66)

1. Compare the causes of the uprisings led by Popé in New Mexico and Metacom in New England. Which was more successful? Why?
 - Popé’s revolt was more successful because of the relative lack of casualties, the driving out of the Spanish for over a decade, the lack of Indian refugees stemming from the conflict, and the minor improvement of conditions for Pueblo Indians after the Spanish returned.
 - Metacom’s rebellion did not halt English advancement and was met with brutal retaliation in the form of executions and enslavement, leading to a 25 percent population loss. Refugees fled the community and lost their culture.
2. What were the major social and environmental developments that made America a new world for both Europeans and Indians?
 - Disease outbreaks diminished the Indian population and the ability of Indians to resist territorial takeover; fur trade brought new goods to Indian communities, fostering dependence by Indians on European technology; the Christian Church attempted to convert Indians; fur trade decreased animal populations of North America; and the arrival of Europeans brought new plants and animals that forever altered the environment of North America.

Chapter Writing Assignments

These questions appear at the end of Chapter 2 in the textbook. They are provided in the Computerized Test Bank with suggested responses, for your convenience.

1. Outline the goals of the directors of the Virginia Company and the leaders of the Massachusetts Bay Company. Where did they succeed? In what ways did they fall short?
 - Virginia Company: Main goals included resource extraction through creation of a permanent colony that would increase in population over time under direct control of the company’s directors. Company controlled all of the land. The colony became established and successful as a tobacco colony, but suffered population losses from disease, starvation, and Indian attacks that challenged any real territorial or population expansion for fifty years.
 - Massachusetts Bay Company: Goals: Establish a self-controlled religious colony as a moral ex-

ample to purify the Catholic church. Local control of political and religious concerns by a group of men elected by freemen of community. Colony's freemen elected governor and colonial legislature. Experiment was largely successful, though religious dissenters increased over time as did Indian attacks due to territorial acquisition

2. Explain why there were no major witchcraft scares in the Chesapeake colonies and no uprising like Bacon's Rebellion in New England. Consider the possible social, economic, and religious causes of both phenomena.

- No witchcraft scares in the Chesapeake colonies primarily due to the lack of strong family formation, the development of towns and cities, and established religion. High death rate and low population of women led to a male-orientated and orphan colony based more on secular economic pursuits than religious motivations as motivated the witchcraft scares in New England.
- No uprisings like Bacon's Rebellion in New England primarily due to the more stable nature of family formation in New England, where a more healthy climate and the existence of enough land for sons and daughters to maintain independence. In Virginia, due to the surplus of landless laborers and indentured servants, not enough land existed to provide prosperity to the lower classes, leading to rebellion. The strong control of the Puritan church and the imposition of hierarchical control by local church authorities over towns and congregations met with relative acceptance by the Puritan population as part of the patriarchal family model of obedience, hence no widespread revolts.

Class Discussion Starters

1. What factors account for the differences in the colonizing experiences of the Spanish, Dutch, French, and English in North America during the sixteenth and seventeenth centuries?

Possible answers

- a. The Spanish, Dutch, French, and English were accustomed to different forms of government and social norms.
- b. European states pursued different cultural goals and economic ambitions.
- c. Different groups of Europeans encountered different Native American peoples, both groups having contrasting forms of political, social, and economic organization.

- d. European colonists adopted different methods of land distribution.
- e. The Europeans encountered different environments, which affected trade, the use of the land, and thus the economic climate.

2. Why did the Virginia colony fail to thrive before 1624?

Possible answers

- a. There was poor management of human and material resources.
- b. Adventurers and privateers failed to establish a material basis for the initial settlement and did not construct adequate housing, leaving the settlers hungry, cold, and weak.
- c. The English settlers were dependent on Powhatan's confederacy.
- d. Dispersed settlements combined with limited, weak government left the settlers without protection and vulnerable to Indian attacks.
- e. Uneven distribution of land and the headright system created a society of planters and forced laborers, establishing a social tradition of coercive force and inequality.
- f. The siting of settlements left them easy prey to mosquitoes, carrying diseases which decimated the population.
- g. The adventurist ethic was not conducive to a stable, cooperative society capable of withstanding misfortune.

3. What were some of the causes of Bacon's Rebellion? What effect did it have on society and politics in Virginia?

Possible answers

- a. The headright system and the unequal distribution of land led to an oligarchic society that placed political power in the hands of a few planters who ruled without regard to the people's concerns.
- b. The close relationship between land ownership and political power meant that most of the land in the colony was controlled by wealthy planters, who, in turn, held most of the political power.
- c. Recently freed men tended to live in the West, where they clashed with the Native Americans.
- d. As tobacco prices fell, fewer freeholders could afford to farm, forcing them to become tenants or farm workers, which increased their resentment toward larger planters.
- e. The elite learned that they had to rule more

- openly, without corruption, and support an expansionist land and anti-Indian policy to placate the freeholders. They also tried to reduce the number of freeholders by gradually shifting from an indenture system that employed English laborers to an African slave-labor system.
- f. The mere existence of the House of Burgesses, corrupt or not, embodied an ideal of representative government to which the rebels held the planters accountable. The freeholders had an ideological common ground that gave their rebellion some political justification.

4. What factors account most for the success of the Puritans in establishing an ordered society in New England?

Possible answers

- a. The Puritans brought a colonial charter with them that granted self-rule.
- b. They arrived in family and community groups, distributing the land through town charters.
- c. A spiritual mission empowered them to establish a structured church and a strong moral order that emphasized an organized and orderly society in which class differences, though present, were less apparent than in other settlements.
- d. When Puritan theology became too demanding, they changed the rules and regulations to enable a larger number of people to be church members.
- e. The system of land division was characterized by inheritance, which generally worked against stratification in landholding and social power.
- f. The cold climate of New England discouraged mosquitoes and the diseases they carried.
- g. They successfully subdued local Indians who might have posed an external threat.
- 5. Given their very distinct English subcultures, how did Virginians and Puritans tend to treat the Native Americans differently? Similarly?**

Possible answers

- a. Interest in the land, combined with initial suspicion of the Native Americans, made it difficult for Virginians to consider treaties as anything but short-term measures to maintain cooperation and peace while the inevitable goal was encroachment on Indian land.
- b. Puritans offered various rationales for their seizure of Native American land. They argued that their spiritual mission was proved by epi-

demics that cleared Indians from the land. They also claimed that Indians did not have the right to inhabit pristine wilderness.

- c. Both groups believed that Christianity and their English heritage made them superior and justified their actions.
- d. When coercion led to resistance and violence, the English believed they were justified in retaliating by the right of self-defense.
- e. Both groups placed defeated Native Americans in reservations on the edge of settled areas, where they intensified conversion efforts.

Classroom Activities

1. Divide the class into four groups: English, French, Dutch, and Spanish. Ask each group to establish the main economic, social, and political factors that motivated their respective nations to colonize the New World. If the class is large, first divide the lecture hall into sections, then each section into four groups.
2. Create a two-sided debate between Indians and Europeans regarding the fur trade and its impact (positive vs. negative, long- vs. short-term) on Indians, Europeans, and the lands, animals, and plants of the New World.
3. Re-create a mock Salem witchcraft trial of 1692 and place students in the correct roles. Some instructors even ask students to write a screenplay and act out the parts.
4. Come to class dressed in a costume from the time period covered in Chapter 2. Stay in character as you gently prompt students to ask you questions about yourself, the times in which you lived, and why you are here today in class.

Oral History Exercise

- What are the benefits and limitations of oral history as a technique for understanding the past? Ask the students to explore both sides of this issue through a classroom debate or discussion. You may wish to locate a film on Native American history from your school library and show it to students beforehand to generate a preliminary discussion on this topic. The goal is for students to have a working and evolving knowledge of oral history so they become more interested in connecting the textbook to their own lives and family history.

Working with Documents

COMPARING AMERICAN VOICES

The Causes of the War of 1675–1676 (p. 64)

- Where do the documents agree and disagree about the causes of the war? Given what you know from the discussion in the text, how might the war have been prevented?
 - Agree:* Christian conversion methods angered Indians. Colonial laws were extended over Indian people and lands. There were threats against King Philip and Indian retaliations against settlers. Problems arose from white-owned livestock grazing on Indian land.
 - Disagree:* The Church blames the Indians directly for instigating attacks, though it also cites the anger of white troops who went out in search of revenge. Randolph thinks that French Jesuit priests persuaded the Indians to attack the English. Easton argues that Philip ordered assassinations against Christian Indians.
 - The war could have been prevented by more diplomacy in the form of meetings between leaders on both sides to calm King Philip and the Massachusetts magistrates.
- In specific terms, what did the magistrates of Massachusetts Bay believe to be the prime causes of the war? Could historians verify or disprove their explanation? How? What additional sources of evidence might be useful?
 - According to the magistrates, the killing of a Christian Indian by King's Philip's (Metacom's) men was a prime cause, along with the Indians' fear of English retaliation for the murder. As a result, both sides increased their arms, leading to war. Historians might be able to prove the murder by using printed sources, such as diaries, governor's letters to England, and newspaper accounts, to verify the claim.
- Make an argument for when the war began. Which documents provide the most compelling evidence? Why?
 - The war began when the council session between King Philip and the magistrates ended in cultural disagreement and confusion over murders and the killing of livestock by Indians. Both sides feared the other, leading to an escalation of violence and more individual murders.

- The documents offered by Easton and Church appear the most compelling because they are firsthand or primary accounts by direct participants, one at the top level of diplomacy in government, the other from a soldier on the ground level.

VOICES FROM ABROAD

Samuel de Champlain: Going to War with the Hurons (p. 42)

- How do you account for the differences between the Hurons' and Champlain's perceptions of the soothsayer's hut? What does it suggest about their respective views of the world?
 - Champlain viewed the hut as the seat of the devil and of lies and trickery, indicating his Christian view of the world.
 - The Huron viewed religious figures with great respect and abided by the predictions they made through native spiritual practices in the form of ceremonies.
- Having read this passage, what would you say was the role of dreams in Huron culture?
 - Dreams served as avenues to understanding reality, and predicted the future.
- At the beginning of this passage, Champlain refers to the Indians as savages. Would the torture he describes help to explain that characterization? How do you think a modern anthropologist would explain the Indians' custom of torturing war captives?
 - Savages to Champlain meant people who did not believe in Christianity and practiced torture for the sake of revenge.
 - An anthropologist might account for the torture as part of a ritualistic ceremony to bring unity to the tribe.

Reading American Pictures

Skeletons and Angels: Exploring Colonial New England Cemeteries (p. 58)

- Look at Susanna Jayne's gravestone. Why do you think the Puritans used such terrifying images? Do those images carry a religious message? What clues can you find on the stone about Puritan culture?

- Images of death and suffering were intended to remind Puritan people of the supreme importance of Christianity and obedience to hierarchy over individualism and self-interest. The need to fear the omnipotence of God during their daily lives was emphasized.
2. How does Elder Murray's gravestone reflect the changing image of death in the eighteenth century? How would you relate this shift in imagery to changes in Puritan religious beliefs?
 - By the early eighteenth century, images of death and suffering have been replaced by a more angelic and less horrifying portrait of death, coinciding with a softening of Puritan religious beliefs, less obedience to secular and religious hierarchy, and a broadening of church membership.
 3. The angel carved on the 1790 gravestone bears Elder Murray's face. It was not uncommon to reproduce on a gravestone an image of the person who had died. Why do you think a family would choose to use a personal image on a gravestone? Could you argue that the need to personalize a gravestone reflects the rise of American individualism? Why or why not?
 - A family used this personal image on the gravestone to emphasize the humanity and individualism of the deceased.
 - One could indeed argue that the need to personalize a gravestone reflects a rise in American individualism. This argument rests on the idea that Christian religious beliefs at the time the gravestone was carved emphasized a more individualist relationship with God, resulting from the influence of the First Great Awakening in the early eighteenth century.
 4. There are thousands of antique gravestones in New England cemeteries, illustrating the work of scores of carvers, and you can find photographs of many of them on the Web. One good resource is www.gravematter.com. What patterns do you see in the images? How would a historian prove that a hypothesis—for example, “The use of personal images on gravestones increased with the rise of individualism”—is sound?
 - Through patterns—skeletons and horrifying images of death are found on older gravestones, while there was less use of such imagery on monuments over time and leading into the eighteenth century. And while many older grave-

stones provide little more than a person's age at and date of death, later gravestones might feature a description of the life of the deceased or the poetic sentiments of surviving family.

- To test the hypothesis of individualism and prove it to be true requires a close examination of many of the gravestones in question. Historians would also need to examine literary sources as well.

Electronic Media

Websites

- *The New Netherland Project*
www.nnp.org
This website provides an overview of Dutch colonization in New York.
- *Historic Jamestown*
www.virtualjamestown.org
The site includes a reconstructed historic settlement at old Jamestown, including ships, fortifications, and Indian homes.
- *Plimoth Plantation*
www.plimoth.org
This is the website of a living history museum south of Boston, Massachusetts, which re-creates a pilgrim village from 1627.

Films

- *Norse America* (1996, Bullfrog Films, 56 minutes)
This documentary examines the voyages and legacy of Scandinavian settlement of North America.
- *The New World* (2005, directed by Terrence Malick, 150 minutes)
This critically acclaimed movie is the Hollywood version of the Jamestown settlement and Pocahontas legend.
- *Black Robe* (1991, directed by Bruce Beresford, 101 minutes)
The film details the story of a sixteenth century French Jesuit priest who travels to North America to Christianize Indian peoples.
- *Surviving Columbus* (2004, PBS documentary, 120 minutes)
The documentary traces the experience of the Pueblo Indians over 500 years from precontact through interactions with European groups.

Literature

- John Smith, *The Generall Historie of Virginia, New England, and the Summer Isles*, vol. I (Glasgow: James MacLehoge and Sons, 1907)
Smith's own narrative of the English settlements in the New World, written in Europe to convince investors and settlers to support the colony and champion Smith.
- Anne Bradstreet, *The Works of Mrs. Anne Bradstreet*, ed. Jeannine Hensley (Boston: Belknap Press, 2007).
A collection of Bradstreet's poems, revealing her religious ideology and conflicts with the established Puritan hierarchy.
- Arthur Miller, *The Crucible* (1952)
First a play, later a film, this fictionalized version of the Salem witchcraft trials of 1692 was written in part to condemn McCarthyism during the 1950s.
- James E. Seaver, *A Narrative of the Life of Mary Jemison*, with an introduction by June Namias (Norman: Univ. of Oklahoma Press, 1992).
One of many captivity narratives written by women taken prisoner at a young age. After living with native people for many years, she returned to Euro-American society and wrote her story.

Additional Bedford/St. Martin's Resources for Chapter 2

FOR INSTRUCTORS

Transparencies

The following maps and images from Chapter 2 are available as full-color acetates:

- A European View of Virginia
- Map 2.1 New Spain Looks North, 1513–1610
- Map 2.2 The Eurasian Trade System and Overseas Spheres of Influence, 1650
- Map 2.3 Eastern North America in 1650
- Map 2.4 River Plantations in Virginia, c. 1640
- Map 2.5 The Puritan Migration to America, 1620–1640
- Susanna Jayne, died 1776, Marblehead, Massachusetts
- Elder Robert Murray, died December 13, 1790, Old Hill Burial Ground, Newburyport, Massachusetts
- Map 2.6 The Settlement Patterns within New England Towns, 1630–1700

Instructor's Resource CD-ROM

The following maps, figures, and images from Chapter 2, as well as a chapter outline, are available on disc in both PowerPoint and jpeg formats:

- Map 2.1 New Spain Looks North, 1513–1610
- Map 2.2 The Eurasian Trade System and Overseas Spheres of Influence, 1650
- Map 2.3 Eastern North America in 1650
- Map 2.4 River Plantations in Virginia, c. 1640
- Map 2.5 The Puritan Migration to America, 1620–1640
- Map 2.6 The Settlement Patterns within New England Towns, 1630–1700
- A European View of Virginia
- New Amsterdam, c. 1640
- John Smith and Chief Opechancanough
- The Tobacco Economy
- Susanna Jayne, died 1776, Marblehead, Massachusetts
- Elder Robert Murray, died December 13, 1790, Old Hill Burial Ground, Newburyport, Massachusetts

Using the Bedford Series with *America's History, Sixth Edition*

Available online at bedfordstmartins.com/usingseries, this guide offers practical suggestions for incorporating volumes from the Bedford Series in History and Culture into the U. S. History Survey. Relevant titles for Chapter 2 include

- *The World Turned Upside Down: Indian Voices from Early America*, Edited with an Introduction by Colin G. Calloway, *Dartmouth College*
- *THE JESUIT RELATIONS: Natives and Missionaries in Seventeenth-Century North America*, Edited with an Introduction by Allan Greer, *University of Toronto*
- *THE SOVEREIGNTY AND THE GOODNESS OF GOD* by Mary Rowlandson *with Related Documents*, Edited with an Introduction by Neal Salisbury, *Smith College*

FOR STUDENTS

Documents to Accompany *America's History*

The following documents and illustrations are available in Chapter 2 of the companion reader by Melvin Yazawa, *University of New Mexico*:

1. Bartolomé de las Casas, History of the Indies (1552)
2. John Smith, A True Relation of Virginia (1608)

3. Pocahontas and John Smith (1624)
4. John Smith, Checklist for Virginia-Bound Colonists (1624)
5. Notes on Indentured Servitude in Virginia (1640)
6. John Hammond, Two Fruitful Sisters (1656)
7. John Winthrop, A Modell of Christian Charity (1630)
8. Puritan Family Law: The Case of John Porter Jr. (1646, 1664)
9. Cotton Mather: A Colonial Family's Ordeal (1713)
10. John Winthrop, But What Warrant Have We to Take that Land? (1629)
11. John Underhill, Puritan Attack of the Pequots at Mystic River (1637)
12. Jerome Lalemant, Persecutions Excited Among Us (1640)

Online Study Guide at bedfordstmartins.com/henretta

The Online Study Guide helps students synthesize the material from the text as well as practice the skills historians use to make sense of the past. The following map, visual, and documents activities are available for Chapter 2:

Map Activity

- Map 2.1 New Spain Looks North, 1513–1610

Visual Activity

- Reading American Pictures: *Skeletons and Angels: Exploring New England Cemeteries*

Reading Historical Documents Activities

- Comparing American Voices: *The Causes of the War of 1675–1676*
- Voices from Abroad: Samuel de Champlain: *Going to War with the Hurons*

Critical Thinking Modules at bedfordstmartins.com/historymodules

These online modules invite students to interpret maps, audio, visual, and textual sources centered on events covered in the U.S. history survey. Relevant modules for Chapter 2 include

- Community and Conflict: Captivity Narratives and Cross-Border Contact in the Seventeenth Century
- Colonial Landscapes

