
Chapter 4

Growth and Crisis in Colonial Society

1720–1765

Teaching Resources

Chapter Instructional Objectives

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

1. How did regional differences in settlement patterns, labor conditions, and religious identity develop during the eighteenth century in both freehold society in New England and the diverse communities of the Middle Atlantic?
2. How did the Enlightenment affect the emerging intellectual life of American society?
3. What were the consequences of the Great Awakening, and how would you assess these consequences?
4. How and why did the Great War for Empire change the balance of imperial power in North America?

Chapter Annotated Outline

- I. Freehold Society in New England
 - A. Farm Families: Women and the Rural Household Economy
 1. Men claimed power in the state and authority in the family; women were subordinate.
 2. Women in the colonies were raised to be dutiful “helpmates” to their husbands.
 3. The labor of the Puritan women was crucial to the rural household economy.
 4. Bearing and rearing children were equally crucial. Most women married in their early twenties and by their early forties had given birth to six or seven children.
 5. More women than men joined the churches so that their children could be baptized.
 - B. A gradual reduction in farm size prompted couples to have fewer children.
 7. With fewer children, women had more time to enhance their families’ standard of living.
 8. Most New England women’s lives were tightly bound by a web of legal and cultural restrictions; they were excluded from an equal role in the church and overall abided by the rule that they should be employed only in the home and only doing women’s work.
- B. Farm Property: Inheritance
 1. Men who migrated to the colonies escaped many traditional constraints, including lack of land.
 2. Parents with small farms who could not provide their sons and daughters with land placed them as indentured servants.
 3. When indentures ended, some propertyless sons climbed from laborer to tenant to freeholder.
 4. Children in successful farm families received a “marriage portion.”
 5. Parents chose their children’s partners because the family’s prosperity depended on it.
 6. Brides relinquished ownership of their land and property to their husbands.
 7. Fathers had a cultural duty to provide inheritances for their children.
 8. Farmers created whole communities composed of independent property owners.
- C. The Crisis of Freehold Society
 1. With each generation the population of New England doubled, mostly from natural increase.

2. Parents had less land to give their children, so they had less control over their children's lives.
 3. By using primitive methods of birth control, many families were able to have fewer children.
 4. Families petitioned the government for land grants and hacked new farms out of the forests.
 5. Land was used more productively; crops of wheat and barley were replaced with high-yielding potatoes and corn.
 6. Gradually, New England changed from a grain to a livestock economy.
 7. A system of community exchange helped preserve the freehold ideal.
- II. The Middle Atlantic: Toward a New Society, 1720–1765
- A. Economic Growth and Social Inequality
1. Fertile lands and long growing seasons attracted migrants to the Middle Atlantic and profits from grain exports financed their rapid settlement.
 2. The manorial lords of New York's Hudson River Valley attracted tenants by granting long leases and the right to sell their improvements, such as barns and houses, to the next tenant.
 3. Inefficient farm implements kept most tenants from saving enough to acquire freehold farmsteads.
 4. Rural Pennsylvania and New Jersey were initially marked by relative economic equality.
 5. The rise of the wheat trade and an influx of poor settlers created social divisions, resulting in a new class of agricultural capitalists.
 6. By the 1760s, one-half of all white men in the Middle Atlantic owned no property.
 7. Merchants and artisans took advantage of the supply of labor and organized an "out-work" manufacturing system.
 8. As colonies became crowded and socially divided, farm families feared a return to peasant status.
- B. Cultural Diversity
1. The middle colonies were a patchwork of ethnically and religiously diverse communities.
 2. Migrants tried to preserve their cultural identities by marrying within their own ethnic groups or maintaining the customs of their native lands.
 3. Quakers, the dominant social group in Pennsylvania, were pacifists who dealt peaceably with Native Americans and condemned slavery.
4. The Quaker vision attracted many Germans fleeing war, religious persecution, and poverty.
 5. Germans guarded their language and cultural heritage, encouraging their children to marry within the community.
 6. Emigrants from Ireland formed the largest group of incoming Europeans.
 7. Most were Presbyterian Scots-Irish who had faced discrimination and economic regulation in Ireland.
 8. Thousands of Scots-Irish sailed for Philadelphia beginning in the 1720s, first moving to central Pennsylvania and southward down the Shenandoah Valley into Maryland and Virginia.
 9. The Scots-Irish also preserved their culture, holding firm to the Presbyterian faith.
- C. Religious Identity and Political Conflict
1. German ministers criticized the separation of church and state in Pennsylvania, believing the church needed legal power to enforce morality.
 2. Religious sects in Pennsylvania enforced moral behavior through communal self-discipline.
 3. Communal sanctions sustained a self-contained and prosperous Quaker community.
 4. In the 1740s the Scots-Irish Presbyterians challenged Quaker political dominance by demanding a more aggressive Indian policy.
 5. Many German migrants opposed the Quakers because they were denied fair representation in the Assembly and wanted laws that respected their inheritance customs.
 6. The region's cultural and religious diversity prefigured the ethnic and social conflicts that would characterize much of American society in the centuries to come.
- III. The Enlightenment and the Great Awakening, 1720–1765
- A. The Enlightenment in America
1. Many early Americans believed in folk wisdom, while others relied on a religion that believed the earth was the center of the universe and that God intervened directly and continuously in all kinds of human affairs.

2. In the century between Newton's *Principia Mathematica* (1687) and the French Revolution in 1789, the philosophers of the European Enlightenment used empirical research and scientific reasoning to study all aspects of life, including social institutions and human behavior.
 3. Enlightenment thinkers advanced four fundamental principles: the order of the natural world, the power of human reason, the natural rights of individuals (including the right to self-government), and the progressive improvement of society.
 4. John Locke proposed that human lives were not fixed but could be changed through education and purposeful action.
 5. In Locke's *Two Treatises on Government*, he advanced the theory that political authority was not divinely ordained but rather sprang from social compacts people made to preserve their natural rights to life, liberty, and property.
 6. European Enlightenment ideas began to affect colonists' beliefs about science, religion, and politics.
 7. Some influential colonists, including inventor and printer Benjamin Franklin, turned to **deism**, the belief that God had created the world to run in accordance with the laws of nature and natural reason, without His intervention.
 8. The Enlightenment added a secular dimension to colonial intellectual life.
- B. American Pietism and the Great Awakening
1. While educated Americans turned to deism, other colonists turned to Pietism, which came to America with German migrants in the 1720s and sparked a religious **revival**.
 2. Pietism emphasized pious behavior, religious emotion, and the striving for a mystical union with God.
 3. In Pennsylvania and New Jersey, the Dutch minister Theodore Jacob Frelinghuysen preached rousing, emotional sermons to German settlers; in New England, Jonathan Edwards did the same for Congregational churches in the Connecticut River Valley.
 4. In the 1730s, the strict Calvinist New England minister Jonathan Edwards restored Christian zeal to Congregational churches in the Connecticut River Valley and helped to influence Enlightenment thought by agreeing with Locke that ideas are the product of experience.
5. Beginning in 1739, the compelling George Whitefield, a follower of John Wesley's preaching style, transformed local revivals into a "Great Awakening."
 6. Hundreds of colonists felt the "New Light" of God's grace and were eager to spread Whitefield's message throughout their communities.
- C. Religious Upheaval in the North
1. Conservative, or "Old Light," ministers condemned the preaching of traveling New Light ministers for their emotionalism and for allowing women to speak in public.
 2. In Connecticut, traveling preachers were prohibited from speaking to established congregations without the ministers' consent.
 3. Some farmers, women, and artisans condemned the Old Lights as "unconverted" sinners.
 4. The Awakening undermined support of traditional churches and challenged their tax-supported status; "separatist" churches were founded that favored the separation of church and state.
 5. The Awakening gave a new sense of religious authority to many colonists through its challenge to the authority of ministers, and reaffirmed communal values as it questioned the pursuit of wealth.
 6. One tangible and lasting product of the Awakening was the founding of colleges—such as Princeton, Rutgers, Columbia, and Brown—to train ministers for various denominations.
 7. The true intellectual legacy of the Awakening was not education for the few but a new sense of religious—and ultimately political—authority among the many.
- D. Social and Religious Conflict in the South
1. The Great Awakening in the South challenged both the dominance of the Church of England and the planter elite.
 2. The social authority of the Virginia gentry was threatened as freeholders left the established church for New Light revivals.
 3. Religious pluralism threatened the government's ability to impose taxes to support the established church.
 4. Anglicans closed down Presbyterian meeting houses to prevent the spread of the New Light doctrine.

5. During the 1760s, many poorer Virginians were drawn to enthusiastic Baptist revivals, where even slaves were welcome.
 6. The gentry reacted violently to the Baptist threat to their social authority and way of life, though Baptist congregations continued to multiply.
 7. The revival in the Chesapeake did not bring radical changes to the social order; Baptist men kept church authority in the hands of “free born male members.”
 8. As Baptist ministers spread Christianity among slaves, the revival helped to shrink the cultural gulf between blacks and whites, undermining one justification for slavery and giving blacks a new religious identity.
- IV. The Midcentury Challenge: War, Trade, and Social Conflict, 1750–1765
- A. The French and Indian War Becomes a War for Empire
1. Indians, who in 1750 still controlled the interior of North America, used their control of the fur trade to bargain with both the British and the French.
 2. The Iroquois strategy of playing off the French against the British was breaking down as European resentment of the costs of “gifts” of arms and money rose.
 3. Indian alliances crumbled in the face of escalating Anglo-American demands for land.
 4. The Ohio Company obtained a royal grant of 200,000 acres along the upper Ohio River—land controlled by Indians.
 5. To counter Britain’s movement into the Ohio Valley, the French set up a series of forts.
 6. The French seized George Washington and his men as they tried to support the Ohio Company’s claim to the land.
 7. Britain dispatched forces to America, where they joined with the colonial militia in attacking French forts.
 8. In June 1755 British and New England troops captured Fort Beauséjour in Nova Scotia (Acadia) and deported 10,000 French Catholic Acadians to France, Louisiana, or the West Indies.
 9. In July General Edward Braddock and his British and colonial troops were soundly defeated by a small group of French and Indians at Fort Duquesne.
- B. The Great War for Empire
1. By 1756 the fighting in America had spread to Europe, where it arrayed France, Spain, and Austria against Britain and Prussia in a conflict known as the Seven Years’ War in Europe and the French and Indian War in the colonies.
2. Britain saw France as its main obstacle to further expansion in profitable overseas trading.
3. William Pitt, a committed expansionist, planned to cripple France by attacking its colonies.
4. The fall of Quebec, the heart of France’s American empire, was the turning point of the war.
5. The British ousted French traders from India; seized French territory in West Africa as well as the sugar islands of Martinique and Guadeloupe; and won Cuba and the Philippines from Spain.
6. The Treaty of Paris of 1763 granted British sovereignty over half the continent of North America; French territory was reduced to a handful of islands in the West Indies and two islands off the coast of Newfoundland.
7. Britain’s victory alarmed Indian peoples, who feared an influx of Anglo-American settlers.
8. In 1763 the Ottawa chief Pontiac led a group of loosely confederated tribes in a major uprising known as “Pontiac’s rebellion” against the British, capturing many British garrisons and killing or capturing over 2,000 settlers.
9. The Indian alliance gradually weakened, and they accepted the British as their new political “fathers.”
10. In return, the British established the Proclamation Line of 1763, barring settlers from going west of the Appalachians.
- C. British Industrial Growth and the Consumer Revolution
1. Britain had unprecedented economic resources and, by 1750, its combination of strong commerce and industry made it the most powerful nation in the world.
 2. The new machines and business practices of the Industrial Revolution allowed Britain to sell goods at lower prices, particularly in the mainland colonies.
 3. Americans paid for British imports by increasing their exports of wheat, rice, and tobacco.
 4. This increased trade resulted in a “consumer revolution” that raised the living standard of many Americans.

5. The first American spending binge landed many colonists in debt.
 6. The loss of military subsidies prompted an economic recession.
 7. Americans had become dependent on overseas creditors and international economic conditions.
- D. The Struggle for Land in the East
1. The growth of the colonial population caused conflicts over land, particularly in Pennsylvania and Connecticut; settlers from the two colonies asserted their claims by burning down their rivals' houses and barns.
 2. Wappinger Indians, Massachusetts migrants, and Dutch settlers all tried to claim manor lands in the Hudson River Valley; mob violence erupted but was quashed by British general Thomas Gage, whose men joined local sheriffs and bailiffs.
 3. English aristocrats in New Jersey and the southern colonies successfully asserted legal claims to land based on outdated charters.
 4. Proprietary power increased the resemblance between rural societies in Europe and America.
 5. Tenants and freeholders looked westward for cheap freehold land near the Appalachian Mountains.
- E. Western Uprisings and Regulator Movements
1. Movement to the western frontier created new disputes over Indian policy, political representation, and debts.
 2. In Pennsylvania, Scots-Irish demands for the expulsion of Indians and the ensuing massacre led by the Paxton Boys left a legacy of racial hatred and political resentment.
 3. In 1763 landowning vigilantes known as the North Carolina Regulators demanded greater political rights, local courts, and fairer taxes.
 4. In 1766 a more radical Regulator movement arose in the backcountry of North Carolina, caused by plummeting tobacco prices that forced debt-ridden farmers into court.
 5. To save their farms, debtors joined with the Regulators to intimidate judges, close courts, and free their comrades from jail.
 6. The royal governor mobilized the eastern militia against the Regulator force, and the

result was the defeat of the Regulators and the execution of their leaders.

7. Tied to Britain, yet growing resistant of its control, America had the potential for independent existence.

Key Terms

deist A follower of the Enlightenment-influenced belief that the Christian God created the universe and then left it to run according to natural laws. (117)

revival An outburst of religious enthusiasm, often prompted by the preaching of a charismatic Baptist or Methodist minister. The Great Awakening of the 1740s was significant, but it was the revival that swept across the United States between the 1790s and 1850s that imparted a deep religiosity to the culture. Subsequent revivals in the 1880s and 1890s and in the late twentieth century helped maintain a strong evangelical Protestant culture in America. (118)

Lecture Strategies

1. Write a lecture that focuses on the socioeconomic and familial changes experienced by rural Yankee farm families during the eighteenth century. A central premise of this chapter is that the continued natural increase of population put pressure on land transference and the family system in New England. In 1700 plots of land were often a mile long. Two or three generations later, several children in each generation had received shares through the division of the land into many small parcels. The average farmer, intensively working a small parcel, eventually found that soil depletion decreased yield and his ability to produce a surplus, reducing his family's economic lives to the subsistence level. To prevent further parceling of land, many eighteenth-century New England farmers abandoned the practice of dividable inheritance and put an entail on their land, or adopted the stem family system and legally binding wills that left land to the oldest son. Those who failed sold their farms to farmers with larger plots, gradually leading to a wider gulf between rich and poor. The fact that newer inheritance practices left some children without land triggered an increasing migration to western and northern New England and increased the number of farmers who accepted the life of a laborer or tenant farmer. Many families that were pushed to near-subsistence levels responded by developing a commu-

- nity barter system in order to share their skills and capital. Your lecture could also include a class discussion or lecture presentation on the impact of these pressures on a hypothetical Yankee farm family.
2. Write a lecture that reexamines the dynamics of migration by various ethnic groups within the British imperial system. Great Britain imposed heavy taxes and restrictions on Scottish economic activity. These pressures, along with a series of poor harvests and the shifting economics of farming resulting from imperial trade and the Industrial Revolution, sent thousands of Scots-Irish to Pennsylvania during the eighteenth century. After the 1720s, the development of an Atlantic market via Philadelphia and the West Indies made Philadelphia the fastest-growing city in America. As the Atlantic market penetrated Pennsylvania, where much land remained available, market farming became more lucrative. The Scots-Irish migrated to areas where land was available and accessible to markets and where they could improve their standard of living with minimal government interference. German immigrants who were thrown off their European land for economic and political reasons headed to Pennsylvania as well. In your lecture, you may choose to focus on key ethnic groups that experienced the impact of migration to British colonial North America during the eighteenth century.
 3. Write a lecture that helps students to understand how the Enlightenment changed the way people thought. Contrast the ways in which a Puritan or Calvinist and an enlightened thinker would argue that they comprehend reality. Explain John Locke's idea that the mind is a *tabula rasa* that learns by observation, analysis, and the process of logical thought. Note how the Enlightenment shifted the way humans perceived the world—from innate mental impressions to empirical observation, analysis, and action. You might ask a hypothetical question, such as, "How do I know the sun will set this evening and rise tomorrow morning? Do I believe it because it was in my mind, or do I know it by making rational observations, analyzing the evidence, and drawing a reasoned interpretation?" It was at just such a primary level that Enlightenment thought changed the way people understood reality and themselves. Make note of the practical investigations undertaken by Benjamin Franklin as well as the political implications of writers such as Locke, and later, Paine and Jefferson.
 4. Write a lecture that makes the Great Awakening and Pietism comprehensible to students by placing the two movements in the context of Puritan decline from the initial faith of the 1630s. Remind them of the trend toward eliminating restrictions on church membership and, in the late seventeenth century, the move to a belief in salvation through good works—a move that brought them full circle to the pre-Luther primacy of works over faith. As this trend occurred, religious discourse became increasingly tame and intellectual. Individuals came to believe they had control over their salvation. The Pietists reasserted the notion of predestination and emphasized the humility of human beings, in effect reviving the original teachings of the Puritans. But rather than go back to the covenant ideal whereby individuals could travel the road to conversion and faith only through scriptural analysis, they embraced achieving an emotional communion with God and making themselves receptive to God's grace. This unleashed an emotional Congregationalism attractive to the middle and lower classes, resulting in the breakup of churches into New Light and Old Light congregations and a significant challenge to the power of the clergy.
 5. Write a lecture that puts the French and Indian War into the context of previous colonial wars. Examine the British strategy, and explain how the British, in spite of their initial failures, were able to win the war. More importantly, indicate to students how the direct involvement of the British army brought unprecedented numbers of British officials to the colonies. There they saw firsthand what some, like Governor Clinton, had been claiming: that the assemblies and colonial subjects were much too independent and unwilling to follow the directives of the king and Parliament. This perception led to the conviction among British officials that it would be necessary to reestablish control over the colonies after the war.

Reviewing the Text

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

Freehold Society in New England (pp. 104–106)

1. In what ways were the lives of women and men in New England similar? Different?

- *Similar*: Both followed strict religious principles, created families as the basis of Puritan society, and practiced farming.
 - *Different*: Men dominated families and society in law and custom. Women raised children and cared for the home. Women practiced the domestic arts, which included spinning and weaving. Men escaped many traditional constraints of European society.
2. By midcentury, the traditional strategies New England's farming families had relied on to provide marriage portions for children and security in old age for parents had become problematic. Why? How did farming households respond?
 - The increase in population and lack of farmland prevented new sons and daughters from receiving arable land.
 - Many chose to have smaller families by using a form of birth control. Others petitioned the provincial government for land grants. Some moved inland and created farms, while others replaced traditional English crops with potatoes and Indian corn and engaged in a "household mode of production" by bartering goods and services with neighbors.

The Middle Atlantic: Toward a New Society, 1720–1765 (pp. 106–116)

1. What issues divided the various ethnic and religious groups of the middle colonies?
 - Issues included language, cultural heritage, religious beliefs, political allegiances, marriage choices.
2. How did Quakers maintain their economic and political primacy as Europeans from other cultures and traditions flooded into Pennsylvania during the eighteenth century?
 - Quakers used their large population, established wealth, and political influence to control the colonial economy, the Pennsylvania representative assembly, and negotiations with local Native Americans for land.

The Enlightenment and the Great Awakening, 1740–1765 (pp. 116–123)

1. What was the significance of the Enlightenment in America?
 - Ideas of Enlightenment thinkers came to America through books, travelers, and educated migrants, who then shaped influential colonists

to provide a scientific rather than religious exploration for natural events.

2. In what ways did the Enlightenment and the Great Awakening prompt Americans to challenge traditional sources of authority?
 - Both movements motivated Americans to use experience and knowledge to formulate their beliefs; some early Americans became deists like Benjamin Franklin. The legally established churches lost influence while secular institutions and "separatist" churches gained in power. Americans also began to challenge omnipotence of monarchy over representative government.
3. How did the Baptist insurgency in Virginia challenge conventional assumptions about race, gender, and class in the colony?
 - It gave poor white farmers solace and hope in a troubled world, calling into question their class obedience and inequality with rich planters in politics and society. Slaves and women were welcome at Baptist revivals, which challenged male rule and white supremacy.

The Midcentury Challenge: War, Trade, and Social Conflict, 1750–1765 (pp. 123–132)

1. What were the major consequences of the Great War for Empire on the imperial balance of power, British-colonial relations, Indian peoples, and Anglo-American settlers?
 - England obtained colonial control of eastern North America by removing the French from the region; war strained relations between Britain and her colonies because of taxation and drafts; war increased Indian resistance by removing French as a political ally against the British; and war increased the desires of colonists for representative government and separation from England as a result of the Proclamation Line of 1763.
2. What impact did the Industrial Revolution in England have on the American colonies?
 - The Industrial Revolution produced a "consumer revolution" that raised the living standard of many Americans but landed many in debt for the first time, making Americans more dependent on overseas creditors and international economic conditions.
3. What were the causes of unrest in the American backcountry in the mid-eighteenth century?

- Indian threats of resistance to land taking by white farmers, internal disputes between colonists in the eastern portion of the colonies with westerners over Indian policy, disputes over political representation with low-country southern slave planters, debt and tax collection disagreements with more eastern elites, religious practices, widespread crime and lawlessness, and fear of slave revolts created unrest in the backcountry.

Chapter Writing Assignments

These questions appear at the end of Chapter 4 in the textbook. They are provided in the Computerized Test Bank with suggested responses, for your convenience.

1. How did the three mainland regions in British North America—New England, the middle colonies, and, as discussed in Chapter 3, the South—become more alike between 1720 and 1750? In what ways did they become increasingly different? From these comparisons, what conclusions can you draw about the character of American society in the mid-eighteenth century?
 - *Similarities:* The increase of migration from England populated the colonies with British people. The Great Awakening and Enlightenment influenced inhabitants of each colony to think about religion and politics in more similar and secular terms. The French and Indian War united colonies in policies against Britain. Each colony took land from Indians but the lack of land over time for large colonial populations produced lower class resentment toward gentry elites.
 - *Differences:* There was a solidification of slavery in southern colonies and a reduction in northern and middle colonies, producing a racial caste system in the South. New England remained a region of Puritan farm families while Baptists challenged Anglican supremacy in the South. Cultural diversity in the Middle Colonies increased over time.
 - *Character of American society in 1750:* The increase of individual freedom was counteracted by the use of forced labor, such as slavery and indentured servitude. The rural farming economy provided fewer opportunities for economic advancement over time. Society was experiencing major social forces of political and social change in the form of slavery, the Great Awakening, and wars for empire against France and Native Americans. Colonists were challenging authority on local and colonial levels as a result of the Great Awakening and a reduction of direct British control of the colonies during the eighteenth century.

2. Compare and contrast the ethnic complexity of the middle colonies with the racial (and, in the backcountry, the ethnic) diversity of the southern colonies. What conflicts did this diversity cause?
 - Conflicts included religious disputes like Baptist insurgency during the Great Awakening, racial disputes regarding slavery, political disputes regarding control of colonial assemblies, and land disputes between Native Americans and British colonists.

Class Discussion Starters

1. How did colonists, primarily in New England, respond to the crisis of the shrinking supply of land to give to their children?

Possible answers

- a. Parents gradually ended the practice of giving an equal share of land to each child. Some put an entail on the land, forbidding the heirs to break it up. Others developed the stem family system, making the oldest son the owner of the farm and requiring him to distribute capital in the form of cash or goods to the other children. More farmers simply cut their children free and let them fend for themselves. Many of those children went west and north in search of frontier land, moved to town to find other lines of work, or took dependent farm jobs within the community.
 - b. To put pressure on parents who sought to delay the transmission of land, many children forced the issue through premarital pregnancy, which necessitated marriage and the transfer of land.
 - c. Once married, many couples limited the size of their families.
 - d. As revenues from smaller, depleted farms decreased, women began to produce more at home to supplement household income.
 - e. To try to improve yields, many farmers experimented with planting schedules, developed better tools, and practiced better soil conservation through the increased use of fertilizer.
2. How did gender roles in colonial America change between 1700 and 1776?

Possible answers

- a. Women were increasingly absorbed within the values and attitudes of a patriarchal system.
- b. As farm size declined, women bore fewer children.

- c. Household tasks shifted from maintenance and self-sufficiency to the production of supplemental income for the household.
- d. Women played an important role in the Great Awakening in both the North and the South.
- e. Customs, laws, and attitudes about women did not really change during this century. Women remained subordinate to men in society.
- f. The extent of alarm at women's participation in the Great Awakening indicates that women actually had a great deal of power in society that men only tacitly recognized.

3. How did the Quaker presence affect life in Pennsylvania?

Possible answers

- a. In their theology the Quakers argued that everyone could achieve salvation by discovering the inner light in a simple, quiet, egalitarian meeting without a minister. Individual members of the congregation were considered to be equal contributors to the community.
- b. Quakers maintained their own justice system; permitted couples to marry only if they had sufficient land, livestock, equipment, assets, and employment; and prohibited marriage outside the group. Committees of their own people handled discipline in the community.
- c. Their church was not administered by a formal hierarchy of church officials, and they were tolerant and open to others in regard to the affairs of the colony.
- d. They opened up the land to whomever was interested and sold it in small plots, ensuring that yeomen freeholders would dominate the life of the colony.
- e. They controlled the assembly and instituted a tolerant, egalitarian, pacifist government.
- f. They maintained good relations with the Indians. This policy brought them into conflict with the Scots-Irish settlers, who had a more hostile policy toward the Indians.

4. What factors caused the Great Awakening? Why was it so pervasive?

Possible answers

- a. Beginning in the 1720s, German immigrants brought Pietism to the colonies from Europe.
- b. The old Puritan faith had lost its religious zeal.

It had abandoned its stringent requirements for becoming a church member and emphasized that one could attain salvation through good works and a life of prayer.

- c. Social tensions and frustrations made some people receptive to renewal through emotionalism.
 - d. Denominations like the Baptists preached to large groups within the population who were not ministered to by establishment churches, such as black slaves and poor whites.
 - e. Extremely talented and persuasive preachers who traveled throughout the country spread the Great Awakening.
 - f. The Methodist movement of John Wesley, an Anglican, had enormous success among the poor of England, who had been marginalized by the established church. His teachings and methods appealed equally to the poor in America for similar reasons.
 - g. The emotional core of the Awakening put a recognized religious life within the reach of ordinary people who were beyond the reach of intellectualized theology and piety.
- ### 5. How was Great Britain, with a depleted treasury, able to defeat the French in the Great War for Empire after having failed to achieve success against them in previous colonial wars?

Possible answers

- a. The British had enormous resources resulting from the burgeoning empire and the Industrial Revolution.
- b. The British colonial population had outgrown the French colonial population by fourteen to one and was willing to pay to mobilize them.
- c. British authorities committed unprecedented personnel and resources to fight the war, paying for more than half its cost and providing a large army of British regulars.
- d. The British launched a bold three-pronged strategy led by good commanders that overwhelmed the French.
- e. The British had William Pitt, a master of commercial and military strategy, running the war with confidence and decision. France had never seen North America as a colonial extension of itself but rather as source for the lucrative fur trade.

6. What were some of the causes of the increasing number of land disputes in the western areas of the colonies at the end of the colonial period?

Possible answers

- There were disputed boundaries between colonies and conflicts among proprietors over tracts of land.
 - Indians still occupied some western lands, causing armed conflict with white settlers.
 - Vigilante efforts were made to create order on the frontier.
 - Western farmers who were deeply in debt resisted efforts of creditors to foreclose.
 - Political power was vested in coastal or lowland elites who needed a big labor pool more than they needed new lands.
- 7. In the period from 1700 to 1750, did society in the northern colonies, middle colonies, and southern colonies become more alike or grow increasingly different?**

Possible answers

- Heavy German and Scots-Irish migration into the middle colonies created a pluralist society and an open religious and political system different from that in New England and the South.
- The continued penetration of agriculture into the Atlantic markets gave more autonomy to the freeholding farmers in the North, in sharp contrast to the land system in the South.
- The strategies New Englanders developed to sustain the freehold, the stem family system, and communal bartering deepened the community basis of farming there. This was in contrast to the independent, scattered farming of the middle colonies and plantation farming in the South.
- All the colonies were increasingly integrated into the British empire and thus affected by the general economic, social, political, and cultural forces of change in England.
- Most colonies suffered from violent frontiersmen ready to take up arms against Indians and colonists to achieve their expansionist goals. This presented a problem to colonial governments and to the British governors as well: how to quell violence and bring the rebellious element back into the fold without inviting mob rule.

- All colonies were deeply affected by the Great Awakening and the Enlightenment.

Classroom Activities

- Divide the class into three or more groups representing the diverse ethnic world of the middle colonies of British North America during the eighteenth century (Scots-Irish, African American, German, and so on). Be sure to give each group time to review the basic socioeconomic make-up of their respective ethnic unit based on a comparative list or questionnaire that you may wish to provide. When they are finished, reconvene the class and ask the students to present the basic background of their group. Then ask further key questions (e.g., “What religion do you believe in?”) that provide the class the opportunity to respond, either as contemporary students or as persons from the eighteenth century.
- Focus on the causes and the impact of the French and Indian War by dividing the class into three groups (British, French, and Native Americans). Provide each group with a list of the causes and impact of the conflict on their specific ethnic unit, and ask them to discuss and then present their conclusions to the class. After the students finish their presentation, have them ask questions of the other groups to provide an ongoing discussion of this seminal event in North American history.

Oral History Exercise

- Craft an assignment in which you ask the students to imagine that a British colonial from the eighteenth century suddenly materialized in class. What questions would you ask this person about his or her society? Ask the students to pick a character (African slave in the South, German Quaker, Baptist settler, Anglican minister) and write five oral history questions to ask that person. You may also wish to have the students present their oral history questions in class, and compare the questions with those from others who chose the same character.

Working with Documents

COMPARING AMERICAN VOICES

Ethnic Customs and Conflicts (p. 110)

- Crèvecoeur is known for suggesting that environment forged a common character in the American people. Is this what he actually says? Consider his

comments about the people of New England and about the relative success of Germans, Scots, and Irish.

- Crèvecoeur states that New Englanders are of unmixed ethnic ancestry and are therefore exceptions to the new American race, but have been admirably successful in creating a new society in a hostile environment. He gives them the same, if not greater, praise than the heterogeneous Americans of the middle colonies.
 - Even after explaining how American families are comprised of different nationalities and defining the hardworking and economically independent “mixed blood” American, he continues to describe the success of the immigrants according to their particular ethnic group. The honest and industrious Germans, and to a lesser extent, the Scots, Crèvecoeur finds more prosperous than the lazy, quarrelsome, and inebriate Irish—and thereby characterizes the “new man” using old stereotypes.
2. What do Martin’s remarks suggest about the political consciousness of New Englanders? About the extent of geographical and ethnic consciousness in early America?
 - Martin’s attitude suggests that New Englanders’ political consciousness was quite provincial, arrogant, and pronounced. His disdain for foreigners’ appearances and their imperfect English suggests that he felt New Englanders to be the true “Americans,” and the heart of the army, the Revolution, and the nation.
 - The extent of geographical and ethnic consciousness in early America appears high. People did not routinely travel far from their home, and so became more provincial and defensive about the supremacy of their own ethnic background, failing to appreciate the extent of ethnic diversity in the colonies.
 3. How are the accounts of ethnicity by Crèvecoeur and Martin consistent? In what ways do they conflict? How would you explain the similarities and differences?
 - *Consistent:* Both men view certain ethnic groups as more successful than others, such as New Englanders vs. Irish. Both agree that ethnic groups have indelible traits that are difficult to alter.
 - *Conflict:* Martin appears to think that people of different ethnic groups cannot easily assimilate

into American society. Martin also finds ethnic diversity to be a negative and divisive aspect of American society, whereas Crèvecoeur finds it to be a positive aspect.

- The similarities and differences stem from the relative degree of education achieved by both men, and their place of origin. Martin is a New Englander from a small farm town, and viewed his ethnic group as supreme because of his provincialism. Crèvecoeur is a more cosmopolitan European and Frenchman and agrees that New Englanders are supreme, but also thinks that other ethnic groups can assimilate over time into a common American character.

VOICES FROM ABROAD

Gottlieb Mittelberger: The Perils of Migration (p. 113)

1. Most historians accept Mittelberger’s account as generally accurate. How, then, do you explain the extent of German migration to the British colonies in North America?
 - The Germans came despite Mittelberger’s criticisms because of the relative lack of land and economic opportunities in Germany. Indentured servitude offered the possibility of obtaining land after serving six years as a serf.
2. Why do you think most German migrants took passage to Philadelphia and not another colonial seaport?
 - Most Germans came to Philadelphia to be near other Germans, who flocked to Pennsylvania for the abundance of farmland, the opportunity of indentured servitude, and the religious tolerance of the colony.
3. Compare Mittelberger’s account of his Atlantic crossing with that of Olaudah Equiano (see Chapter 3, p. 84). How are they similar? How are they different?
 - *Similarities:* high death rate; high disease rate; presence of men, women, and children; long voyage; poor food and sanitation
 - *Differences:* People are free and not slaves. The crew does not beat, kill, or rape passengers. Passengers understand what is happening to them. There is a uniformity of language vs. multiple languages on slave ships.

Reading American Pictures

Almanacs and Meeting Houses: Exploring Popular Culture (p. 119)

- Almanacs provided information about a wide variety of subjects. Consider the page from Nathaniel Bowen's Almanac. How does Bowen explain why London was "wholly hid" by the "Great Eclipse" in November 1722, while Boston was only partially darkened?
 - Bowen relies on principles of natural law and earth science that entered into British culture through the Enlightenment in the early eighteenth century.
- Is Bowen's explanation based on a scientific or a religious view of the solar system? Would people who read and understood Bowen's account begin to see the world as Enlightenment thinkers did, to accept that it was governed by predictable "laws of nature"?
 - Bowen utilizes a scientific worldview of the solar system. Some colonists most likely resisted a nonreligious explanation, though may have reconciled it with the idea that God controls all laws of the natural world.
- What does the photograph of the interior of Mauck Meeting House tell us about the experience of Pietism in eighteenth-century Virginia? What is missing that you would expect to find in a church? Who do you think sat on the raised bench? How would this relatively small and intimate space encourage communal worship? What can you conclude about Puritan religious culture from these images?
 - The church is somber and barren. Pietism reflected the stern religious principles of the Puritan church and its close watch over parishioners to ensure obedience to the patriarchal religious authority.
 - There are no images or other objects relating to religious function.
 - Social elites most likely sat on the raised bench.
 - Lack of space for individual reflection and prayer brought congregants closer together to share the sermon and readings from the Bible.
- A building is concrete evidence of history: You can see it and touch it and experience it to learn more

about the people who built and used it. Can you think of other types of concrete evidence that might provide insight into how ordinary people lived their lives in the eighteenth century? What do these sources reveal that print sources cannot? Think about your life and the meaning you attach to everyday objects.

- Other material objects include ordinary household goods, the bones of the deceased, and the clothing worn by people.
- These sources can reveal the everyday history of ordinary people; the things they threw away bear evidence of how they lived their lives.

Electronic Media

Websites

- George Whitefield*
www.crta.org/documents/Whitefield.html
This site offers primary sources on the Great Awakening, mainly the speeches and sermons of the Reverend George Whitefield.
- French and Indian War*
www.frenchandindianwar250.org
This site commemorates the 250th anniversary of the French and Indian War and was produced in conjunction with the PBS film *The War That Made America*. See also www.thewarthatmadeamerica.org.
- Old Salem*
www.oldsalem.org
This site provides a virtual tour of the reconstructed village of Old Salem, founded in 1766 in present-day Winston-Salem, North Carolina.

Films

- Benjamin Franklin* (2002, PBS documentary, 120 minutes)
Directed by Ellen Hovde, this documentary covers the life and times of the scientist-diplomat and prominent British American colonial from Pennsylvania.
- The War That Made America* (2006, PBS documentary, 240 minutes)
The film traces the causes of the war in Europe, its spread to North America, and its impact on American history.

Literature

- John Locke, *Two Treatises of Government* (1690; www.gutenberg.org/etext/7370)

This publication is a primary resource that reveals Locke's fundamental political philosophy, which helped shape the Enlightenment and the American Revolution during the late eighteenth century.

- Henry Melchior Muhlenberg, *The Journals of Henry Melchior Muhlenberg* (Philadelphia: Muhlenberg Press, 1942–1958)

A primary account of the frontier missionary working as a religious organizer in the Middle Colonies during the eighteenth century.

- *Select Sermons of George Whitefield, with an Account of His Life* by J.C. Ryle (Carlisle, Penn.: Banner of Truth Trust, 1985)

A collection of the influential Whitefield's sermons during the Great Awakening.

Additional Bedford/St. Martin's Resources for Chapter 4

FOR INSTRUCTORS

Transparencies

The following maps and images from Chapter 4 are available as full-color acetates:

- George Whitefield, Evangelist
- Map 4.1 The Hudson River Manors
- Map 4.2 Ethnic and Racial Diversity, 1775
- Map 4.3 Religious Diversity in 1750
- Explaining the Great Eclipse of 1722
- Mauck Meeting House, Mill Creek, Virginia
- Map 4.4 European Spheres of Influence, 1754
- Map 4.5 The Anglo-American Conquest of New France, 1754–1760
- Map 4.6 Westward Expansion and Land Conflicts, 1750–1775

Instructor's Resource CD-ROM

The following maps, figures, and images from Chapter 4, as well as a chapter outline, are available on disc in both PowerPoint and jpeg formats:

- Map 4.1 The Hudson River Manors
- Map 4.2 Ethnic and Racial Diversity, 1775
- Map 4.3 Religious Diversity in 1750
- Map 4.4 European Spheres of Influence, 1754

- Map 4.6 Westward Expansion and Land Conflicts, 1750–1775
- Figure 4.1 Population Growth, Wheat Prices, and British Imports in the Middle Colonies
- Figure 4.2 Church Growth Divided by Denomination, 1700–1780
- Figure 4.3 Mainland Population, British Imports, and the American Trade Deficit
- George Whitefield, Evangelist
- German Farm in Western Maryland
- Mauck Meeting House, Mill Creek, Virginia
- Pipe of Peace

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 4 include

- *THE AUTOBIOGRAPHY OF BENJAMIN FRANKLIN with Related Documents*, Second Edition, Edited with an Introduction by Louis P. Masur, *City College of the City University of New York*

FOR STUDENTS

Documents to Accompany *America's History*

The following documents and illustrations are available in Chapter 4 of the companion reader by Melvin Yazawa, *University of New Mexico*:

1. Nicholas Dudley, A New Hampshire Will (1763)
2. Benjamin Wadsworth, The Obligations of a Wife (1712)
3. J. Hector St. John de Crèvecoeur, What is an American? (1782)
4. Peter Kalm, A Description of Philadelphia (1748)
5. Job Johnson, Letter from a Scots-Irish Immigrant (1767)
6. An Abolitionist in Pennsylvania in the 1730s
7. Benjamin Franklin, On Education during the American Enlightenment (1749)
8. The Reverend James Ireland, An Evangelical Preacher's Trials (1760s)
9. Charles Woodmason, Fighting Revivalism in the Carolina Backcountry (1768)
10. Christian Frederick Post, Negotiating Peace with the Ohio Indians (1758)
11. Thomas Barton, Protests on the Frontier: The Paxton Riots (1764)
12. Olaudah Equiano, Middle Passage (c. 1754)

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 4:

Map Activity

- Map 4.3 Religious Diversity in 1750

Visual Activity

- Reading American Pictures: *Almanacs and Meeting Houses: Exploring Popular Culture*

Reading Historical Documents Activities

- Comparing American Voices: *Ethnic Customs and Conflicts*
- Voices from Abroad: Gottlieb Mittleberger: *The Perils of Migration*

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 4 include

- Colonial Landscapes