

Early American Culture

BEFORE YOU READ

In the last chapter, you read about the various groups of people who settled the four colonial regions.

In this section, you will learn about the forces that began to draw the British colonies together.

AS YOU READ

Use this chart to note examples that show what colonists valued.

Valued by Colonists	Examples That Show It Was Valued
Land	Owning land was tied to the right to vote.
Wealth	
Hard Work	
Education	

Land, Rights, and Wealth (pages 135–136)

Why was land ownership a goal of most colonial Americans?

The cheap land and plentiful natural resources of the colonies gave colonists a chance to prosper. Colonial landowners were free to use or to sell all that their land produced. Also, owning land gave men the right to vote.

Because land ownership was the means to wealth and political power, it also helped determine *social standing*. In the colonies, people divided themselves into *ranks* based on wealth. Most colonists were in the middle rank. People were expected to show respect to those in a higher rank. The wealthy were expected to aid the poor.

1. How did land ownership affect a colonist's political, economic, and social standing?

TERMS & NAMES

apprentice Someone who learns a trade from an experienced craftsman

Great Awakening A religious movement that swept through the colonies in the 1730s and 1740s

Jonathan Edwards Well-known minister of the Great Awakening

George Whitefield Popular minister of the Great Awakening, who drew crowds of thousands

Enlightenment Intellectual movement stressing reason and science as the paths to knowledge

Benjamin Franklin American Enlightenment figure who was a scientist and inventor

John Locke English philosopher who argued that people have natural rights

Women and the Economy; Young People at Work (pages 136–137)

What part did women and children play in the colonial economy?

Enslaved black women helped raise cash crops. Most colonial white women were farm wives. Their duties included making household goods, such as clothing. They also tended gardens and farm animals. Farm wives bartered, or traded, with their neighbors for things they needed. Some urban women ran businesses or practiced trades.

Although women played a role in the economy, they did not have equal rights. Women could not vote. A married woman could not own property. She could not keep the money she earned unless her husband agreed.

Children also worked. Large families were common because more children meant more workers. Children did chores by age three or four. Around age 11, many boys became apprentices. An **apprentice** learned a trade by working with an experienced craftsman.

2. What were some duties of colonial farm wives?

Colonial Schooling (pages 137–138)

What was education like in the colonies?

Colonists taught children to read mainly so that they could understand the Bible. Textbooks stressed religion. Wealthy children learned from private tutors or in private schools. Poorer children learned from their mothers or in “dame schools” run by women.

Colonial America had a high literacy rate, as measured by the number of people who could sign their names. Between 50 percent and 85 percent of white men were *literate*. About half as many white women as men were literate. Most African Americans could not read. Slaves were not allowed to learn. Free African Americans often were kept out of schools.

3. How widespread was literacy?

Newspapers and Books (pages 138–139)

What was published in the colonies?

Colonists published almost 80 different newspapers. Some lasted for many years. Almanacs were popular as well. They usually had a calendar, weather predictions, and farming advice inside. Colonists also published poetry, histories, and life stories. The captivity narrative was a form of writing found only in the Americas. In it, a colonist captured by Native Americans told of living among them. Mary Rowlandson published such a book in 1682. It was a bestseller.

4. What form of writing was found only in the Americas?

The Great Awakening (pages 139–140)

What was the Great Awakening?

The **Great Awakening** was a religious movement. It swept through the colonies in the 1730s and 1740s. Its ministers preached that inner religious feelings were more important than outward religious behavior.

Jonathan Edwards was one of the best-known preachers. **George Whitefield** was another. Whitefield drew thousands of people to his sermons. He raised funds to build a home for orphans.

The movement split churches. It also stirred up ideas of individual worth, equality, and the right to challenge authority. These ideas prepared the colonists to break away from England.

5. How did the Great Awakening help prepare colonists to break away from England?

The Enlightenment (page 140)

What was the Enlightenment?

The **Enlightenment** was a movement of ideas. It valued reason and science as the paths to knowledge.

Benjamin Franklin was a famous American Enlightenment figure.

The Enlightenment began in Europe, as scientists found out natural laws that controlled the universe. An example is the law of gravity. Other Enlightenment thinkers applied the idea of natural law to human societies. The English philosopher **John Locke** argued that people have natural rights: They create governments to protect these rights, he said. He also argued that people could change their government if it did not protect their rights. These ideas later led colonists to break away from England.

6. What Enlightenment ideas led colonists to break away from England?

Roots of Representative Government

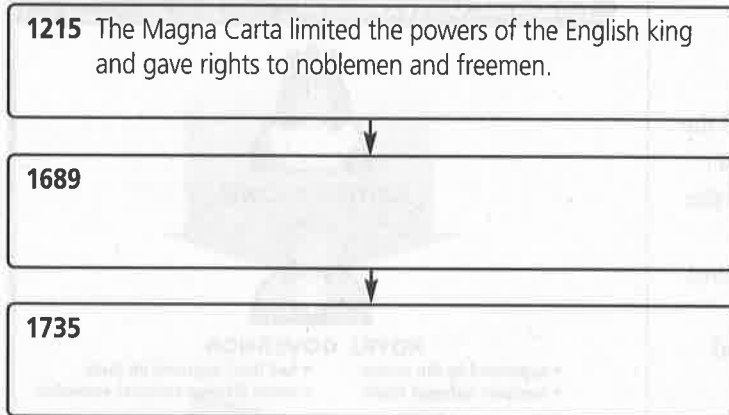
BEFORE YOU READ

In the last section, you read about the forces that helped people in the British colonies begin to think of themselves as Americans.

In this section, you will learn about the events that shaped English people's expectations of certain rights.

AS YOU READ

Use the time line below to take notes of events that led to the colonists' expectation and claim of rights.



TERMS & NAMES

Magna Carta A 1215 document granting rights to English people

Parliament England's chief lawmaking body

Edmund Andros Royal governor who limited colonists' rights

Glorious Revolution The takeover of the English throne by William and Mary during 1688 and 1689

English Bill of Rights A 1689 royal agreement to respect the rights of English citizens and of Parliament

salutary neglect Leaving alone in a helpful way

John Peter Zenger A colonial publisher whose trial in 1735 led to freedom of the press

The Rights of Englishmen

(pages 141–142)

What were "the rights of Englishmen"?

Long before the colonies were founded, English people expected certain rights. The first step toward guaranteeing these rights came in 1215. That year, English noblemen made King John sign the **Magna Carta**. This paper took away some powers of the English king. It gave certain rights to English noblemen and freemen. The Magna Carta prevented the king from taking property. He could not tax people unless a council of men agreed. People could not be put on trial without witnesses. They could be punished only by a jury of their peers.

1. What were four rights granted by the Magna Carta?

Parliament and Colonial Government

(pages 142–143)

What was the colonists' model for representative government?

Parliament is England's chief lawmaking body. It was the colonists' model for representative government. Parliament is made up of two houses. Members of the House of Commons are elected by the people. Members of the House of Lords are non-elected nobles, judges, and church officials. In America, colonists elected their own *assemblies*. These were similar to the House of Commons. The colonists governed themselves in some ways. However, the English king and Parliament still had power over them.

2. How was representative government limited in the colonies?

A Royal Governor's Rule (page 143)

Who was Edmund Andros?

James II became king of England in 1685. He combined Massachusetts and other northern colonies into one Dominion of New England. He named **Edmund Andros** governor. Andros ended the colonists' representative assemblies. He allowed town meetings only once a year. The colonists got angry.

3. How did Andros anger colonists?

England's Glorious Revolution

(pages 143–144)

What was the Glorious Revolution?

Leaders of Parliament feared King James's Catholicism. Because of this, in 1688 they offered the throne to the king's Protestant daughter, Mary, and her husband, William of Orange. King James fled the country. Parliament named William and Mary the new *monarchs* of England. This change in leadership was called the **Glorious Revolution**.

In 1689, after accepting the throne, William and Mary signed the **English Bill of Rights**. This document showed that the government was to be based on laws made by Parliament, not on the wishes of a monarch. The rights of English people were strengthened. The colonists quickly claimed these rights. They jailed Governor Andros and asked Parliament to bring back their old government.

4. What did William and Mary sign after accepting the throne of England?

Shared Power in the Colonies; The Zenger Trial (pages 144–145)

How were the colonies governed in the 1700s?

After the Glorious Revolution, Massachusetts colonists had more self-government. They could again elect representatives to an assembly. However, the crown still chose their governor. In most colonies, the assembly and the governor shared power.

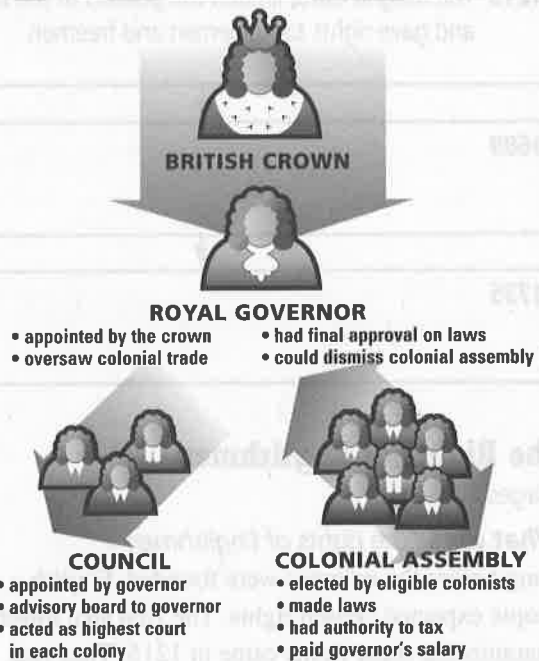
During the first half of the 1700s, England did not interfere much in colonial affairs. This hands-off policy was called **salutary neglect**.

In 1735, **John Peter Zenger** went to trial. Zenger was publisher of the *New-York Weekly Journal*. His crime was printing criticism of New York's governor. At the time, criticizing the government in print was illegal. Zenger's lawyer argued that people had the right to speak the truth. The jury set Zenger free. Colonists had moved toward freedom of the press.

5. What right grew from the Zenger trial?

Skillbuilder

Colonial Government



Use the chart to answer the questions.

1. Would members of the council or of the colonial assembly be more likely to support the royal governor? Why?

2. In what two ways could the royal governor stop the colonial assembly from making laws he disliked?

Chapter **5** Section 3 (pages 146–151)

The French and Indian War

BEFORE YOU READ

In the last section, you read about the events that led British colonists to expect certain rights.

In this section, you will learn about the war that gave Britain control over the northern and eastern parts of North America.

AS YOU READ

Use this diagram to take notes on the actions and reactions of the French and British and their allies during the French and Indian War.

Action	Reaction
British fur trading and land companies begin moving into the Ohio River valley.	French build forts to protect the area.
French seize and complete an unfinished British fort and name it Fort Duquesne.	
General Edward Braddock and 2,100 soldiers march toward Fort Duquesne in hopes of recapturing it.	
The British attack Quebec.	

TERMS & NAMES

French and Indian War A war (1754–1763) between Britain and France for control of North America. Each side had Native American allies

Albany Plan of Union First formal proposal to unite British colonies

Battle of Quebec British victory in 1759 that was the turning point of the French and Indian War

Treaty of Paris (1763) Treaty ending the French and Indian War and French power in North America

Pontiac's Rebellion Native American revolt against the British in 1763

Proclamation of 1763 British order forbidding colonists to settle west of the Appalachians

France Claims Western Lands; Native American Alliances (pages 146–147)

How did the fur trade help cause war?

While English colonists settled the eastern coast of North America, the French explored the *interior*. By the late 1600s, the French claimed the Ohio River valley, the Mississippi River valley, and the whole Great Lakes region. The main French settlements were Quebec and Montreal. They sat along the St. Lawrence River in Canada.

Both the English and French wanted furs. Different Native American groups traded furs for European goods. The fur trade created *alliances* between Europeans and their Native American trading partners.

Each time France and England went to war in Europe, French and English colonists and armies in

America fought each other. Both sides had Native American allies. The **French and Indian War** (1754–1763) gave the English control over much of North America.

1. What was decided by the French and Indian War?

Conflict in the Ohio River Valley; War Begins and Spreads (pages 147–149)

What caused conflict in the Ohio River valley?

By the 1750s, British traders had moved into the Ohio River valley. British settlers also planned to move there. The British threatened the French fur trade, so the French built forts to protect the area.

The Virginia colony also claimed the area. It sent soldiers led by George Washington to tell the French to leave. The French refused. Virginia's lieutenant governor then sent men to build a fort at the head of the Ohio River. The French and their Native American allies took over the fort and completed it for themselves. They named it Fort Duquesne.

After Fort Duquesne was lost, Washington's forces built another small fort. They called it Fort Necessity. The French and their allies attacked it on July 3, 1754. Washington surrendered. The French and Indian War had begun. This war became part of the Seven Years' War—a worldwide struggle between France and Britain.

Meanwhile, at a meeting in Albany, New York, Benjamin Franklin suggested that the British colonies band together for defense. His **Albany Plan of Union** was the first formal proposal to unite the colonies. The colonial legislatures said no to the plan.

2. What actions did the French take to keep the British out of the Ohio River valley?

Braddock's Defeat; The British Take Quebec (pages 149–150)

What was the turning point in the French and Indian War?

In 1755, the British sent General Edward Braddock and 2,100 men to fight the French at Fort Duquesne. The British were surprised and defeated by fewer than 900 French and Native American troops. This defeat was the first of many for the British.

In 1757, Britain had a new secretary of state, William Pitt. He sent the nation's best generals to America. He borrowed money to pay colonial troops for fighting. The British began to win. In late summer of 1759, they captured Quebec—the capital of New France. The **Battle of Quebec** was the turning point of the French and Indian War.

3. Why was the Battle of Quebec an important victory for the British?

The Treaty of Paris (1763) (page 150)

What were the results of the Seven Years' War?

The **Treaty of Paris** ended the Seven Years' War in 1763. By the treaty, France had to give up most of its land in North America. Britain claimed almost all of North America east of the Mississippi. France gave New Orleans and Louisiana to Spain as a reward for siding with France. Spain also took back Cuba and the Philippines from Britain in exchange for Florida.

4. How did the Treaty of Paris divide land in North America?

Pontiac's Rebellion (page 151)

Why did Native American groups attack the British after the French withdrew?

In the spring of 1763, Native American groups attacked British forts and settlers. They were angry because British soldiers would not give them supplies, as the French had. Also, British settlers had moved onto their land. The revolt was called **Pontiac's Rebellion** because one of its leaders was the Ottawa war leader Pontiac.

The rebellion showed the British government that defending Western lands would be costly. Therefore, it issued the **Proclamation of 1763**. This order forbade colonists to settle west of the Appalachians. The colonists were furious.

5. How was the Proclamation of 1763 related to Pontiac's Rebellion?

Chapter **5** Beginnings of an American Identity**Glossary/After You Read**

alliances Partnerships formed to protect the common interests of the partners

assemblies Groups of people who meet to make laws

interior Land well away from the coastline

literate Able to read and write

monarchs Kings or queens

ranks Levels within a group

social standing Position in society

Terms & Names

A. Write the letter of the name next to the statement that best describes the person.

- | | |
|----------------------|----------------------|
| a. Jonathan Edwards | d. John Locke |
| b. George Whitefield | e. Edmund Andros |
| c. Benjamin Franklin | f. John Peter Zenger |

_____ 1. I am the English philosopher who argued that people have natural rights.

_____ 2. I stood trial for printing criticism of New York's governor.

_____ 3. I am a minister of the Great Awakening who preached before thousands and raised funds to start a home for orphans.

_____ 4. I am a royal governor of the northern colonies who outlawed colonists' representative assemblies.

_____ 5. I am a scientist, inventor, and famous American Enlightenment figure.

B. Circle the name or term that best completes each sentence.

1. The English document of 1215 that granted certain rights to noblemen and freemen was the _____.

Parliament Magna Carta English Bill of Rights

2. The _____ was a religious movement that swept through the colonies in the 1730s and 1740s.

Great Awakening Albany Plan of Union Enlightenment

3. William and Mary signed the _____, which guaranteed the rights of English citizens.

Proclamation of 1763 Magna Carta English Bill of Rights

4. _____ was the name given to the battle that was the turning point in the French and Indian War.

Battle of Quebec Pontiac's Rebellion Glorious Revolution

5. The intellectual movement known as the _____ emphasized reason and science as the paths to knowledge.

Enlightenment Great Awakening Glorious Revolution

6. The _____ forbade colonists to settle west of the Appalachians.

Proclamation of 1763 French and Indian War Treaty of Paris (1763)

7. King James' flight from England and the crowning of William and Mary was known as the _____.
- Albany Plan of Union Treaty of Paris (1763) Glorious Revolution
8. _____ is England's chief lawmaking body.
- Magna Carta Parliament English Bill of Rights
9. The Native American revolt against the British in 1763 was known as _____.
- Pontiac's Rebellion Battle of Quebec Albany Plan of Union
10. The English government's hands-off policy toward the colonies in the first half of the 1700s was called _____.
- salutary neglect apprentice Enlightenment

Main Ideas

1. What were three ideas promoted by the Great Awakening?
- _____
- _____
- _____
2. What were women's contributions to the colonial economy?
- _____
- _____
- _____
3. What were two rights granted by the Magna Carta?
- _____
- _____
- _____
4. How did the fur trade push France and Britain toward war?
- _____
- _____
- _____
5. What law resulted from Pontiac's Rebellion? Why?
- _____
- _____
- _____

Thinking Critically

Answer the following questions on a separate sheet of paper.

1. How did a high literacy rate help draw the separate colonies together?
2. What were the most likely reasons that the French and British made alliances with Native American groups in the early 1700s?

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