



CHAPTER
5

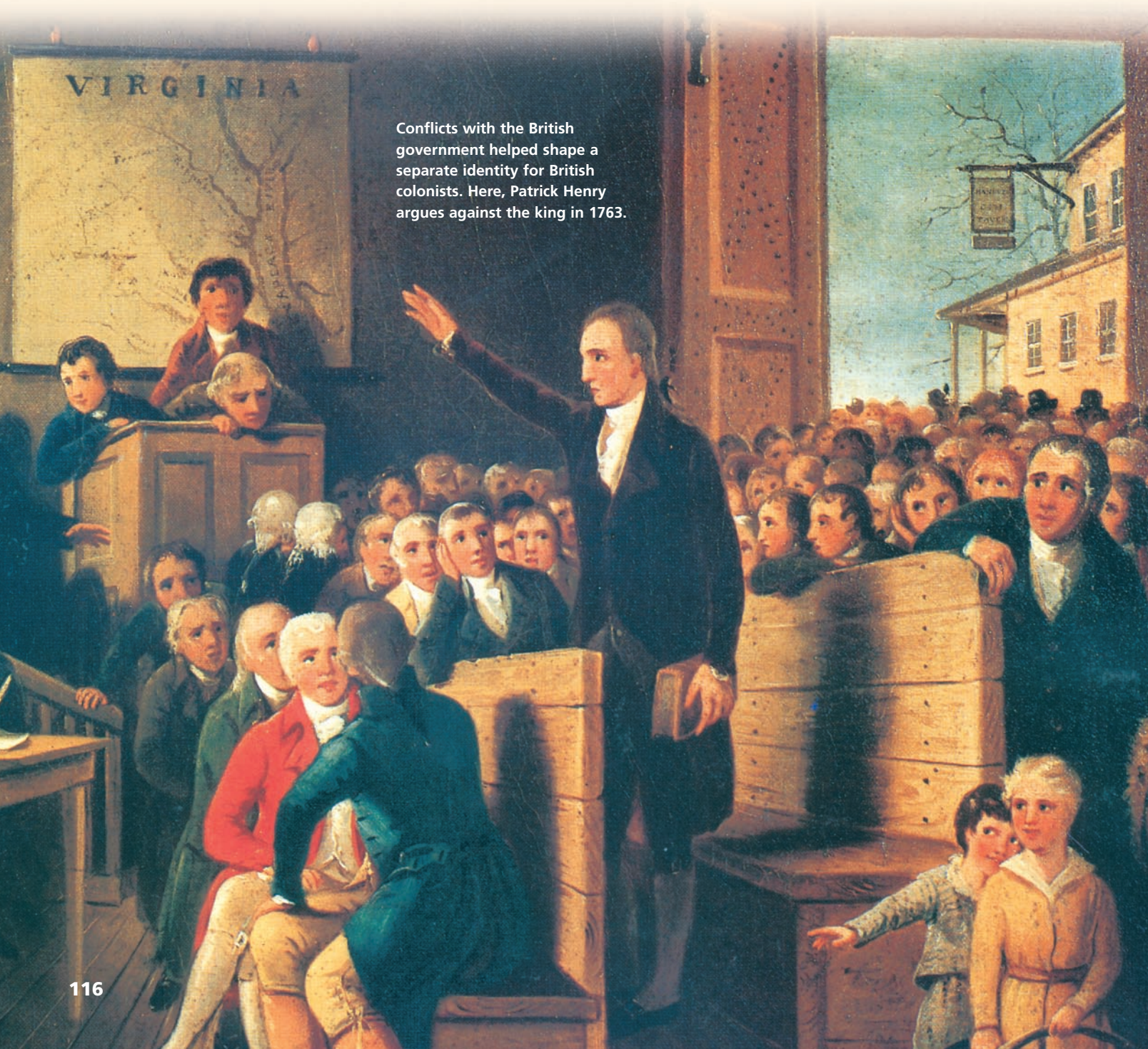
Beginnings of an American Identity 1689–1763

Section 1 **Early American Culture**

Section 2 **Roots of Representative Government**

Section 3 **The French and Indian War**

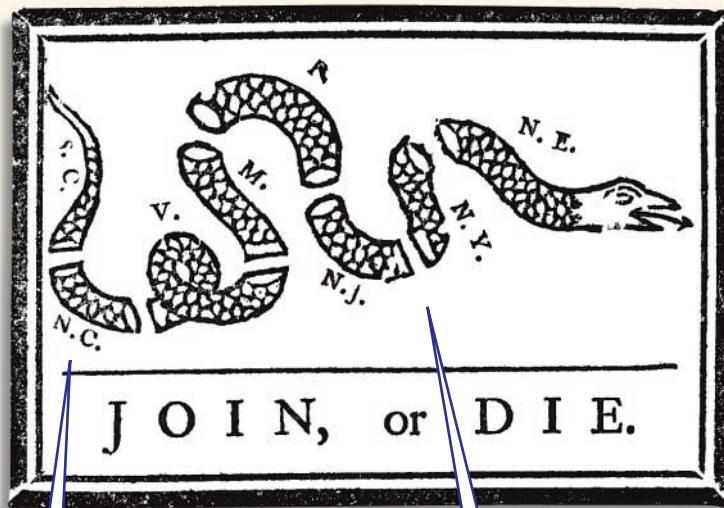
Conflicts with the British government helped shape a separate identity for British colonists. Here, Patrick Henry argues against the king in 1763.





Interact *with* History

Conflicts with Native Americans and French colonists also helped shape the identity of British colonists. In response to attacks on the Pennsylvania frontier, Benjamin Franklin published this cartoon in 1754 urging the colonies to unite for defense.



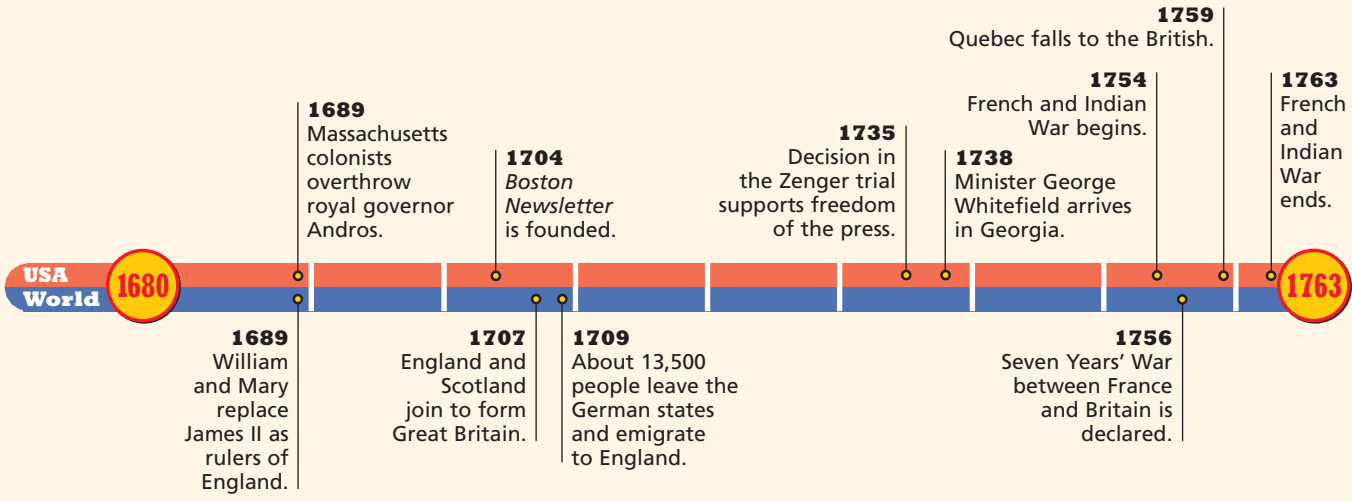
The initials stand for the different British colonies.

A colonial superstition was that a snake cut into pieces would come back to life if the pieces were joined.

You have seen this cartoon in the *Pennsylvania Gazette*. You are outraged by the attacks on British traders and settlers. You wonder whether it is wise to join with other colonies, though. Will it mean that Virginians or New Englanders will be able to make laws for Pennsylvania?

- ### What Do You Think?
- What are some good reasons to join with the other British colonies?
 - How great are the differences between the British colonies?
 - What separates British colonists from French colonists?

What do you have in common with other British colonists?



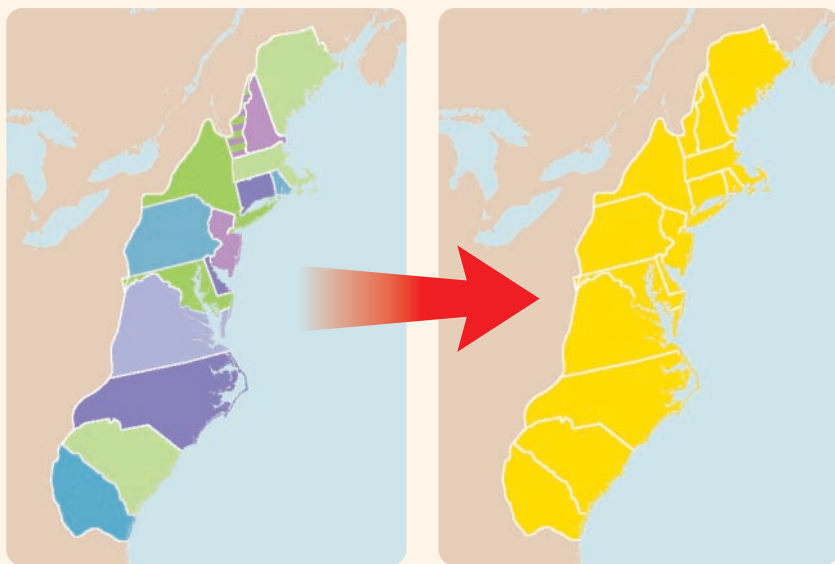


Chapter 5 SETTING THE STAGE

BEFORE YOU READ

Previewing the Theme

Democratic Ideals In the 1700s and even earlier, American colonists demanded protection of their “rights as Englishmen.” Among these was the right to elect representatives to government. Chapter 5 explains how a heritage of English rights was one of many forces drawing the different British colonies together.




What Do You Know?

What beliefs do you consider American? How do you think people in Britain’s American colonies saw themselves?

THINK ABOUT

- your own beliefs as an American
- what you know about the regions where the colonies were established
- what you know about the backgrounds and beliefs of colonists in different regions


What Do You Want to Know?

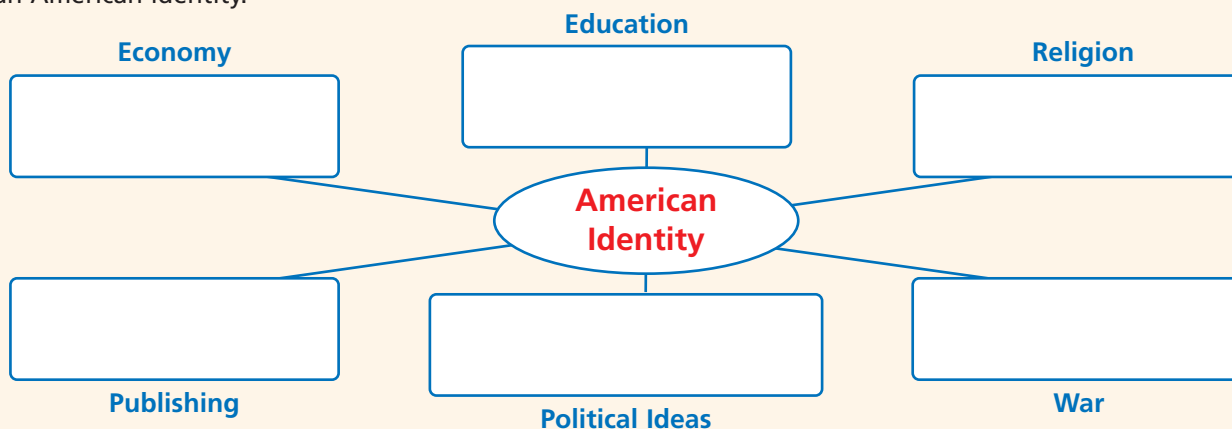
 What questions do you have about colonial America in the early and middle 1700s? Write them down in your notebook before you read this chapter.

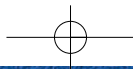
READ AND TAKE NOTES

Reading Strategy: Finding Main Ideas To recognize a main idea, you must notice how smaller details are connected. In your notebook, copy a web like the one shown here. Write brief notes about the main things people in the British colonies had in common—the beliefs and experiences that formed an American identity.

- Read and remember the Main Idea at the beginning of each section.
- At the end of each group of paragraphs under a heading, ask yourself, “Have I learned about something that united the colonists?”

 See Skillbuilder Handbook, page R5.





1 Early American Culture

TERMS & NAMES

apprentice
Great Awakening
Jonathan Edwards
George Whitefield
Enlightenment
Benjamin Franklin
John Locke

MAIN IDEA

The British colonies were shaped by prosperity, literacy, and new movements in religion and thought.

WHY IT MATTERS NOW

These forces began to create an American identity that is still developing today.

ONE AMERICAN'S STORY

On October 2, 1704, Sarah Kemble Knight set out on horseback from her home in Boston. She was riding all the way to New Haven, Connecticut. Today the ride is two hours by car, but then it took five days.

In her journal, Madam Knight described her travel hardships and commented on people she met—country girls, tobacco-chewing farmers, and rude housewives.

A VOICE FROM THE PAST

We hoped to reach the french town and Lodg there that night, but unhapily lost our way about four miles short. . . . A surly old shee Creature, not worthy the name of woman, . . . would hardly let us go into her Door, though the weather was so stormy none but shee would have turnd out a Dogg.

Sarah Kemble Knight, *The Journal of Madam Knight*

Her attitude toward people from other colonies was typical. In the early 1700s, people of the different British colonies did not think of themselves as living in one country. They were separated by distance and customs. In this section, you will learn what began to draw the colonies together.

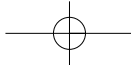
Land, Rights, and Wealth

At the time of Madam Knight's journey, the colonies were thriving. Cheap farmland and plentiful natural resources gave colonists a chance to prosper. They would have had less opportunity in Europe. In England, fewer than 5 percent of the people owned land. In fact, land rarely went up for sale. By contrast, in the colonies, land was plentiful—once Native American groups were forced to give up their claims. Colonists who owned land were free to use or sell whatever it produced.

Land ownership gave colonists political rights as well as prosperity. Generally, only white male landowners or property owners could vote. There were some exceptions. City dwellers could vote by paying a fee.



This reprint of *The Journal of Madam Knight* is a 1920 edition.



Colonial Social Ranks	
HIGH	<ul style="list-style-type: none"> • large landowners • church officials • government officials • wealthy merchants
UPPER MIDDLE	<ul style="list-style-type: none"> • small farmers • tradespeople
LOWER MIDDLE	<ul style="list-style-type: none"> • renters • unskilled workers
LOW	<ul style="list-style-type: none"> • indentured servants • slaves

Land ownership also helped determine colonists' social position. Unlike England, America had no class of nobles whose titles passed from parent to child. But people were still divided into high, middle, and low ranks, as they were in England. Large landholders were high in rank. Small farmers who owned their land were in the middle rank. Most colonists fit this category. People who did not own land, such as servants, slaves, or hired workers, were low in rank. Colonial women held the same rank as their husbands or fathers.

Colonists showed respect to their "betters" by curtsying or tipping a hat, for example. Seats in church were assigned by rank, with wealthy families in the front pews and poor people in the back. Despite such divisions, the wealthy were expected to aid the poor.

Women and the Economy

Although women were not landholders, their work was essential to the colonial economy. As you learned

in Chapter 4, enslaved African women helped raise cash crops such as tobacco and indigo. Most white women were farm wives who performed tasks and made products their families needed. They cooked, churned butter, made soap and candles, spun fibers, wove cloth, sewed and knitted clothes, and did many other chores. They usually tended a garden and looked after farm animals. At harvest time, they often worked in the fields alongside men and older children.

Because cash was scarce, farm wives bartered, or traded, with their neighbors for goods and services. For example, a woman who nursed a sick neighbor or helped deliver a baby might be paid in sugar or cloth.

Women in towns and cities usually did the same types of housework that rural women did. In addition, some urban women ran inns or other businesses. Madam Knight, whose journey was described in *One American's Story* on page 119, sold writing paper, taught handwriting, and rented rooms to guests. A few women, usually the wives or widows of tradesmen, practiced trades themselves.

Although women contributed to the colonial economy, they did not have many rights. Women could not vote. In most churches, they could not preach or hold office. (Quaker meetings were an exception.) A married woman could not own property without her husband's permission. By law, even the money a woman earned belonged to her husband.

Young People at Work

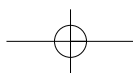
Children's work also supported the colonial economy. Families were large. New England families, for example, had an average of six to eight children. More children meant more workers. Children as young as three or four were expected to be useful. They might help look after farm animals, gather berries, and watch younger children.

Reading History

A. Finding Main Ideas What did colonists gain by owning land?

Reading History

B. Finding Main Ideas In what ways was women's work essential to the economy?



Around age six, boys were “breeched.” This meant that they no longer wore the skirts or smocks of all young children but were given a pair of pants. They then began to help their fathers at work. Sons of farmers worked all day clearing land and learning to farm. Sons of craftsmen tended their fathers’ shops and learned their fathers’ trades.

Around age 11, many boys left their fathers to become apprentices. An **apprentice** learned a trade from an experienced craftsman. The apprentice received food, clothing, lodging, and a general education, as well as training in the specific craft or business. He worked for free, usually for four to seven years, until his contract was fulfilled. Then he could work for wages or start his own business.

Girls rarely were apprenticed. They learned sewing and other household skills from their mothers. In New England, girls of 13 or 14 often were sent away to other households to learn specialized skills such as weaving or cheese making. Orphaned girls and boys worked as servants for families who housed and fed them until adulthood.

ReadingHistory

C. Contrasting

How did the training of boys and girls differ?

Colonial Schooling

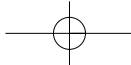
If land, wealth, and hard work were valued across the colonies, so was education. Most children were taught to read so that they could understand the Bible. Only children from wealthy families went beyond reading to learn writing and arithmetic. These children learned either from private tutors or in private schools. Poorer children sometimes learned to read from their mothers.

HISTORY throughART

This drawing shows the inside of an 18th-century one-room schoolhouse.

What does the picture suggest to you about colonial schooling?





daily *life*

THE SCHOOL OF MANNERS

Colonial children learned proper behavior from *The School of Manners*, a book published in 1701. Here are examples of rules and an illustration from the book.

“Spit not in the Room, but in a corner, and rub it out with thy Foot, or rather go out and do it abroad.”

“If thou meetest the scholars of any other School jeer not nor affront them, but show them love and respect and quietly let them pass along.”



Or they attended “dame schools,” where women taught the alphabet and used the Bible to teach reading. Most children finished their formal education at age seven.

Children’s textbooks emphasized religion. The widely used *New England Primer* paired the letter *A* with the verse “In *Adam’s* fall / We Sinned all.” Beside the letter *B* was a picture of the Bible. The primer contained the Lord’s Prayer and *The Shorter Catechism*, more than 100 questions and answers about religion.

Colonial America had a high literacy rate, as measured by the number of people who could sign their names. In New England, 85 percent of white men were literate, compared with 60 percent of men in England. In the Middle Colonies, 65 percent of white men were literate, and in the South, about 50 percent were. In each region of the colonies, roughly half as many white women as men were literate. Most colonists thought schooling was more important for males. Educated African Americans were rare. If they were enslaved, teaching them to read was illegal. If they were free, they were often kept out of schools.

Newspapers and Books

Colonial readers supported a publishing industry that also drew the colonies together. In the early 1700s, the colonies had only one local newspaper,

the *Boston News-letter*. But over the next 70 years, almost 80 different newspapers appeared in America. Many were published for decades.

Most books in the colonies were imported from England, but colonists slowly began to publish their own books. Almanacs were very popular. A typical almanac included a calendar, weather predictions, star charts, farming advice, home remedies, recipes, jokes, and proverbs. In 1732, Benjamin Franklin began to publish *Poor Richard’s Almanack*. It contained sayings that are still repeated today, such as “Haste makes waste.”

Colonists also published poetry, regional histories, and autobiographies. Most personal stories told of struggles to maintain religious faith during hard times. A form of literature unique to the Americas was the captivity narrative. In it, a colonist captured by Native Americans described living among them.

Mary Rowlandson’s 1682 captivity narrative, *The Sovereignty and Goodness of God*, was one of the first colonial bestsellers. Native Americans attacked Rowlandson’s Massachusetts village in 1676, during King Philip’s War. They held her hostage for 11 weeks. During that time, she was a servant to a Narragansett chieftain, knitting stockings and making shirts for his family and others. “I told them it was Sabbath day,” she recalled, “and desired them to let me rest, and told them I

ReadingHistory

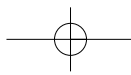
D. Contrasting

How was colonial education different from education today?

ReadingHistory

E. Categorizing

What were some types of colonial literature?



Vocabulary

ransom: to pay for a captive's release

would do as much more tomorrow. To which they answered me, they would break my face.” After townspeople raised money to ransom Rowlandson, she was released. Although she mourned a young daughter who had died in captivity, she praised God for returning her safely.

The Great Awakening

Mary Rowlandson's religious faith was central to her life. But in the early 1700s, many colonists feared they had lost the religious passion that had driven their ancestors to found the colonies. Religion seemed dry, dull, and distant, even to regular churchgoers.

In the 1730s and 1740s, a religious movement called the **Great Awakening** swept through the colonies. The traveling ministers of this movement preached that inner religious emotion was more important than outward religious behavior. Their sermons appealed to the heart and drew large crowds. **Jonathan Edwards**, one of the best-known preachers, terrified listeners with images of God's anger but promised they could be saved.

Background

Religious meetings with large, intensely emotional crowds remain part of American religious tradition.

A VOICE FROM THE PAST

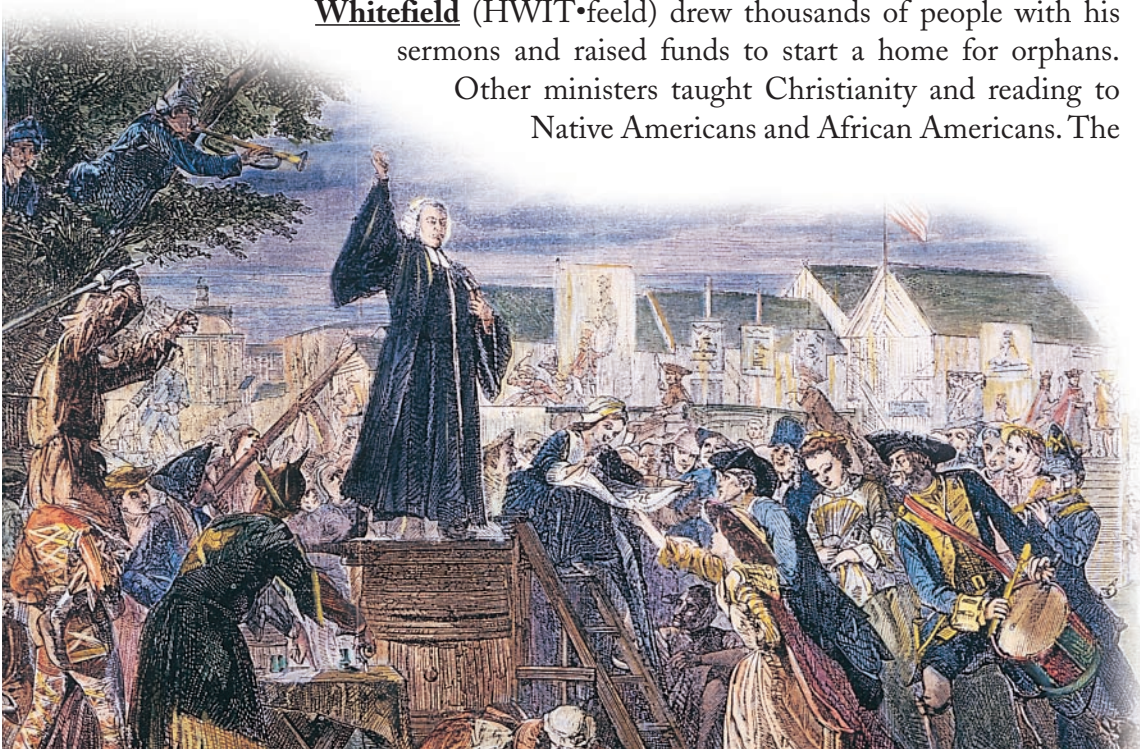
And now you have an extraordinary opportunity, a day wherein Christ has thrown the door of mercy wide open, and stands in calling and crying with a loud voice to poor sinners. . . . How awful it is to be left behind at such a day!

Jonathan Edwards, “Sinners in the Hands of an Angry God”

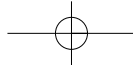
The Great Awakening lasted for years and changed colonial culture. Congregations argued over religious practices and often split apart. People left their old churches and joined other Protestant groups such as Baptists. Some of these groups welcomed women, African Americans, and Native Americans. Overall, churches gained 20,000 to 50,000 new members. To train ministers, religious groups founded colleges such as Princeton and Brown.

The Great Awakening inspired colonists to help others. **George Whitefield** (HWIT•feeld) drew thousands of people with his sermons and raised funds to start a home for orphans.

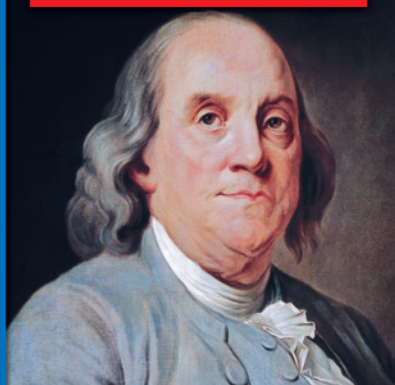
Other ministers taught Christianity and reading to Native Americans and African Americans. The



George Whitefield preaching to a crowd



AMERICA'S HISTORY MAKERS



BENJAMIN FRANKLIN
1706–1790

As an Enlightenment thinker, Benjamin Franklin used reason to improve society. At 42, he retired from business to devote his life to science and public service. He proved that lightning was a form of electricity. Then he invented the lightning rod to protect buildings. The Franklin stove and bifocal eyeglasses were also his inventions. He organized a fire department, a lending library, and a society to discuss philosophy. Later he helped draft the Declaration of Independence.

How did Franklin help improve colonial society?

Great Awakening encouraged ideas of equality and the right to challenge authority. In this way, the movement contributed to the revolutionary fervor of the colonists when they declared independence from England years later.

The Enlightenment

Unlike the Great Awakening, which stressed religious emotion, the **Enlightenment** emphasized reason and science as the paths to knowledge. **Benjamin Franklin** was a famous American Enlightenment figure. This intellectual movement appealed mostly to wealthy, educated men. But it, too, had far-reaching effects on the colonies.

The Enlightenment began in Europe, as scientists discovered natural laws governing the universe. Isaac Newton, for example, explained 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. These are rights to life, liberty, and property. People create governments to protect their natural rights, he claimed. If a government fails in this duty, people have the right to change it. Locke challenged the belief that kings had a God-given right to rule.

Enlightenment ideas of natural rights and government by agreement influenced leaders across Europe and the colonies. As you will see in Section 2, colonists began to wonder whether the British government protected their rights and freedoms. Eventually, they would rebel and form a new government.

ReadingHistory

F. Recognizing Effects What were five effects of the Great Awakening?

Section 1 Assessment

1. Terms & Names

Explain the significance of:

- apprentice
- Great Awakening
- Jonathan Edwards
- George Whitefield
- Enlightenment
- Benjamin Franklin
- John Locke

2. Taking Notes

Describe the parts of colonial culture in a chart.

Economy	
Education	
Publishing	
Religion	

Why was each important in colonial culture?

3. Main Ideas

- a.** Why was land ownership so important to the colonists?
- b.** How did women and young people contribute to the colonial economy?
- c.** How did the Great Awakening affect the colonies?

4. Critical Thinking

Contrasting How were the Great Awakening and the Enlightenment different?

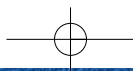
THINK ABOUT

- the ideas each movement promoted
- the people to whom each movement appealed

ACTIVITY OPTIONS

LANGUAGE ARTS
ART

Make up a **saying** that reflects some part of colonial culture, or draw an **illustration** of a saying from colonial times.



2 Roots of Representative Government

TERMS & NAMES

Magna Carta
Parliament
Edmund Andros
Glorious Revolution
English Bill of Rights
salutary neglect
John Peter Zenger

MAIN IDEA

Colonists expected their government to preserve their basic rights as English subjects.

WHY IT MATTERS NOW

U.S. citizens expect these same rights, such as the right to a trial by jury.

ONE AMERICAN'S STORY

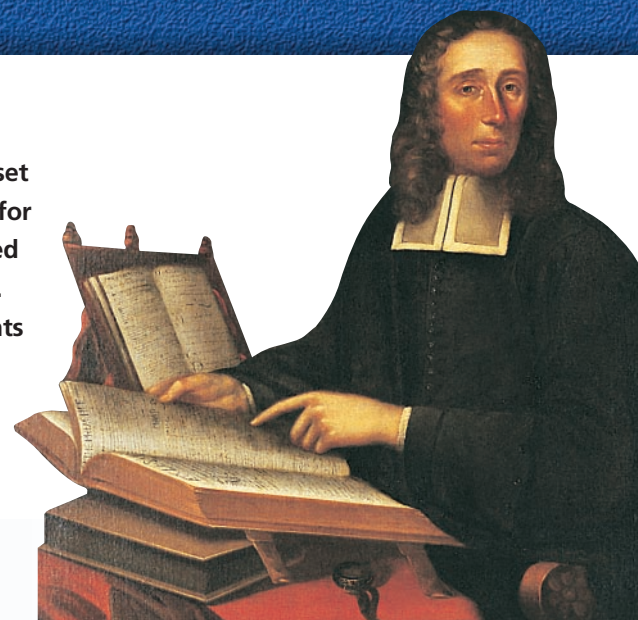
On April 7, 1688, the famous Puritan minister Increase Mather set sail for England. He was to speak to King James II to get relief for the Massachusetts colony. The English government had canceled the charter of Massachusetts and sent a royal governor to rule.

The colonists thought that the governor trampled their rights as English subjects. Mather stayed in England for four years. During this time, he saw the king driven out and replaced by new rulers. In the end, he came home with a new charter that he hoped would satisfy the New England colonists.

A VOICE FROM THE PAST

For all English liberties are restored to them: No Persons shall have a Penny of their Estates taken from them; nor any Laws imposed on them, without their own Consent by Representatives chosen by themselves.

Increase Mather, quoted in *The Last American Puritan*



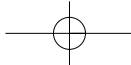
This is a detail of *Increase Mather* by Jan van der Spriett.

Mather called the new charter “a Magna Carta for New England.” In this section, you will learn about the rights of English people set forth in the Magna Carta and later documents. These rights are the basis for the rights Americans enjoy today, such as the right not to be jailed without cause and the right to a jury trial.

The Rights of Englishmen

English colonists expected certain rights that came from living under an English government. These “rights of Englishmen” had developed over centuries.

The first step toward guaranteeing these rights came in 1215. That year, a group of English noblemen forced King John to accept the **Magna Carta** (Great Charter). The king needed the nobles’ money to finance a war. This document guaranteed important rights to noblemen and freemen—those not bound to a master. They could not have their property seized by the king or his officials. They could not be taxed, in most



cases, unless a council of prominent men agreed. They could not be put to trial based only on an official's word, without witnesses. They could be punished only by a jury of their peers, people of the same social rank.

A VOICE FROM THE PAST

No freeman shall be seized, imprisoned, dispossessed, outlawed, or exiled, . . . nor will we proceed against or prosecute him except by the lawful judgment of his peers, or by the law of the land.

Magna Carta, translated in *A Documentary History of England*

The Magna Carta limited the powers of the king. Over time, the rights it listed were granted to all English people, not just noblemen and freemen.

ReadingHistory

A. Comparing
What rights from the Magna Carta remain rights in America today?

Parliament and Colonial Government

One of the most important English rights was the right to elect representatives to government. **Parliament**, England's chief lawmaking body, was the colonists' model for representative government. Parliament was made up of two houses. Members of the House of Commons were elected by the people. Members of the House of Lords were nonelected nobles, judges, and church officials.

The king and Parliament were too far away to manage every detail of the colonies. Also, like the citizens of England, English colonists in America wanted to have a say in the laws governing them. So they formed

CITIZENSHIP TODAY

The Importance of Juries

The right to a trial by jury, established in the Magna Carta, is an important legal right. When you become an adult, you will likely be asked to serve on a jury.


Many young people in Knox County, Illinois, have already served as jurors on a teen court (shown below, with an advisor). They decide the best punishment for other teenagers who have admitted breaking a law. For example, shoplifters might be sentenced to write an apology to the store. Knox County is one of more than 500 U.S. communities that have teen courts.



Knox County Teen Court volunteers

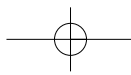
How Can You Serve on a Teen Court?

1. Search the library or Internet to learn more about teen courts.
2. Ask the police department whether your town has a teen court. If it does, volunteer.
3. If you want to start a teen court, seek advice from a community that has one.
4. Invite a lawyer to your class to talk about a juror's role.
5. Find a group to sponsor your court, and get support from youth officers and judges.

 See the Citizenship Handbook, page 264.

For more about courts and juries . . .





their own elected assemblies, similar to the House of Commons. Virginia's House of Burgesses was the first of these. In Pennsylvania, William Penn allowed colonists to have their own General Assembly. These Virginia and Pennsylvania assemblies imposed taxes and managed the colonies.

Although the colonists governed themselves in some ways, England still had authority over them. The king appointed royal governors to rule some colonies on his behalf. Parliament had no representatives from the colonies. Even so, it passed laws that affected the colonies. The colonists disliked these laws, and they began to clash with royal governors over how much power England should have in America. These conflicts became more intense in the late 1600s.

ReadingHistory

B. Making

Inferences Why did the colonists dislike laws passed by Parliament?

A Royal Governor's Rule

The reign of James II threatened the colonies' tradition of self-government. James became king in 1685. He wanted to rule England and its colonies with total authority. One of his first orders changed the way the Northern colonies were governed. These colonies, especially Massachusetts, had been smuggling goods and ignoring the Navigation Acts (see Chapter 4). When challenged, the people of Massachusetts had claimed that England had no right to make laws for them. The previous king, Charles II, had then canceled their charter.

King James combined Massachusetts and the other Northern colonies into one Dominion of New England, ruled by royal governor **Edmund Andros**. Andros angered the colonists by ending their representative assemblies and allowing town meetings to be held only once a year.

With their assemblies outlawed, some colonists refused to pay taxes. They said that being taxed without having a voice in government violated their rights. Andros jailed the loudest complainers. At their trial, they were told, "You have no more privileges left you than not to be Sould [sold] for Slaves."

The colonists sent Increase Mather to England to plead with King James (see One American's Story on page 125). However, a revolution in England swept King James and Governor Andros from power.

England's Glorious Revolution

The English Parliament had decided to overthrow King James for not respecting its rights. Events came to a head in 1688. King James, a Catholic, had been trying to pack his next Parliament with officials who would overturn anti-Catholic laws. He had dismissed the last Parliament in 1685. The Protestant leaders of Parliament were outraged. They offered

"You have no more privileges left you."

a Boston court official



The colonists hated Governor Andros.

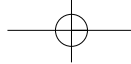
ReadingHistory

C. Recognizing

Effects How did James II weaken self-government in the colonies?

Background

England had become Protestant in the 16th century. Catholics were kept out of high office.



the throne to James's Protestant daughter, Mary, and her husband, William of Orange. William was the ruler of the Netherlands. Having little support from the people, James fled the country at the end of 1688. Parliament named William and Mary the new monarchs of England. This change in leadership was called England's **Glorious Revolution**.

After accepting the throne, William and Mary agreed in 1689 to uphold the **English Bill of Rights**. This was an agreement to respect the rights of English citizens and of Parliament. Under it, the king or queen could not cancel laws or impose taxes unless Parliament agreed. Free elections and frequent meetings of Parliament must be held. Excessive fines and cruel punishments were forbidden. People had the right to complain to the king or queen in Parliament without being arrested.

The English Bill of Rights established an important principle: the government was to be based on laws made by Parliament, not on the desires of a ruler. The rights of English people were strengthened.

The American colonists were quick to claim these rights. When the people of Boston heard of King James's fall, they jailed Governor Andros and asked Parliament to restore their old government.

Background

The English Bill of Rights was the model for the Bill of Rights in the U.S. Constitution.

Shared Power in the Colonies

After the Glorious Revolution, the Massachusetts colonists regained some self-government. They could again elect representatives to an assembly. However, they still had a governor appointed by the crown.

Background

Massachusetts colonists also gained more religious freedom. They no longer had to be church members to vote.

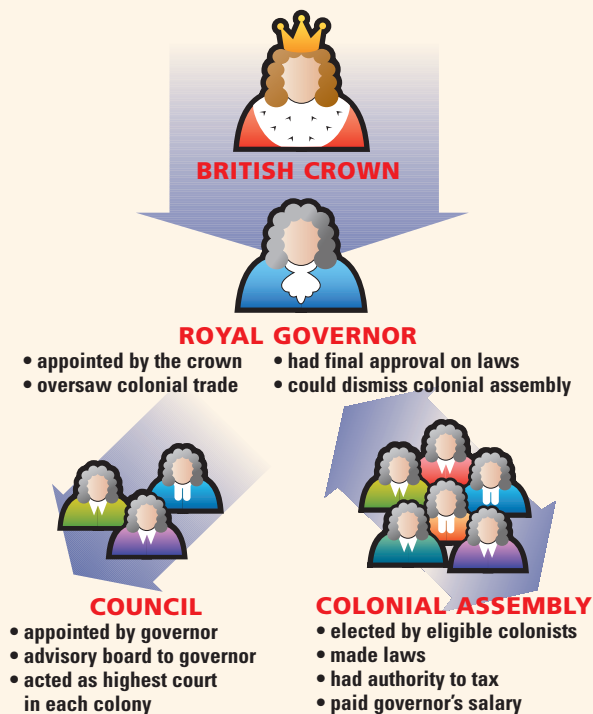
The diagram on this page shows how most colonial governments were organized by 1700. Note how the royal governor, his council, and the colonial assembly shared power. The governor could strike down laws passed by the assembly, but the assembly was responsible for the governor's salary. If he blocked the assembly, the assembly might refuse to pay him.

During the first half of the 1700s, England interfered very little in colonial affairs. This hands-off policy was called **salutary neglect**. Parliament passed many laws regulating trade, the use of money, and even apprenticeships in the colonies. But governors rarely enforced these laws. The colonists got used to acting on their own.

Vocabulary

salutary: healthful or beneficial

Colonial Government



SKILLBUILDER Interpreting Charts

1. Which officials were appointed, and which were elected?
2. How were lawmaking powers shared?



The Zenger Trial

Colonists moved toward gaining a new right, freedom of the press, in 1735. That year, **John Peter Zenger**, publisher of the *New-York Weekly Journal*, stood trial for printing criticism of New York’s governor. The governor had removed a judge and tried to fix an election.

Government officials burn the *New-York Weekly Journal*.

A VOICE FROM THE PAST

A Governor turns rogue [criminal], does a thousand things for which a small rogue would have deserved a halter [hanging], and because it is difficult . . . to obtain relief against him, . . . it is prudent [wise] to . . . join in the roguery.

New-York Weekly Journal, quoted in *Colonial America, 1607–1763*

ReadingHistory

D. Drawing

Conclusions Why was the Zenger trial a step toward freedom of the press?

At that time, it was illegal to criticize the government in print. Andrew Hamilton defended Zenger at his trial, claiming that people had the right to speak the truth. The jury agreed, and Zenger was released.

English rights were part of the heritage uniting people in the British colonies. In the next section, you will read about another unifying force—a war against the French and their Indian allies.

Section 2 Assessment

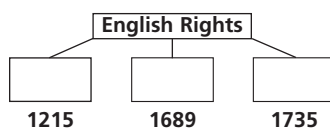
1. Terms & Names

Explain the significance of:

- Magna Carta
- Parliament
- Edmund Andros
- Glorious Revolution
- English Bill of Rights
- salutary neglect
- John Peter Zenger

2. Taking Notes

In the boxes, show how the rights of English people developed in the three years mentioned.



Which right is most important to you?

3. Main Ideas

- What were three of the traditional rights expected by English colonists?
- In what ways did the English government anger the colonists in the late 1600s?
- How did England’s policies toward the colonies change after the Glorious Revolution?

4. Critical Thinking

Supporting Opinions

In your opinion, who had the most power—the royal governor, the council, or the assemblies? Defend your opinion.

THINK ABOUT

- their roles in making laws
- their roles in raising money
- who had final approval in matters

ACTIVITY OPTIONS

SPEECH

ART

Deliver **closing arguments** or create a **leaflet** defending John Peter Zenger and freedom of the press.



3 The French and Indian War

TERMS & NAMES

French and Indian War

Albany Plan of Union

Battle of Quebec

Treaty of Paris

Pontiac's Rebellion

Proclamation of 1763

MAIN IDEA

Britain's victory in the French and Indian War forced France to give up its North American colonies.

WHY IT MATTERS NOW

British influence spread over North America, though French populations and place names still exist here.

ONE AMERICAN'S STORY

Charles de Langlade, born in 1729, was the son of a French fur trader and his Ottawa wife. His family controlled the fur trade around what is now Green Bay, Wisconsin.

In 1752, Charles commanded 250 Ottawa and Chippewa warriors in an attack on the village of Pickawillany, in present-day Ohio. His reason: the Miami people who lived there had stopped trading with the French and were now trading with the British. Charles and his men destroyed the village's British trading post and killed the Miami chief. This attack helped lead to the French and Indian War.

This section describes the war, in which French forces fought British forces in North America. Each side had Native American allies. Charles de Langlade led several successful attacks against the British. But in the end, he saw the British drive French armies from the continent.



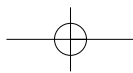
This 1903 painting by Edward Deming shows Charles de Langlade attacking British forces in 1755.

France Claims Western Lands

As you learned in Chapters 2 and 4, the French were exploring the North American interior while English colonists were settling the eastern coast. By the late 1600s, French explorers had claimed the Ohio River valley, the Mississippi River valley, and the entire Great Lakes region. The French territory of Louisiana, claimed by the explorer La Salle in 1682, stretched from the Appalachian Mountains to the Rocky Mountains.

The French built their main settlements, Quebec and Montreal, along the St. Lawrence River in Canada. (See the map on page 132.) They also built forts along the Great Lakes and along rivers draining into the Mississippi. By 1760, the French colony, New France, had a European population of about 80,000. By contrast, the British colonies had more than a million settlers.

Some Europeans in New France were Jesuit priests. They wanted to convert Native Americans to Christianity. Other Europeans in New France worked as fur traders. Native Americans brought furs to French forts and



Background

Often French traders lived among and married Native Americans.

Background

The Iroquois were a union of six nations.

ReadingHistory

A. Recognizing Effects How did the fur trade lead to wars?

exchanged them for goods such as iron pots and steel knives. Many French traders carried goods by canoe into remote parts of New France.

Native American Alliances

The English competed with the French for furs. Also, different Native American groups competed to supply furs to the Europeans. The fur trade created economic and military alliances between the Europeans and their Native American trading partners. The Huron and Algonquin peoples of the Great Lakes region were allied with the French. The Iroquois of upper New York often were allied with the Dutch and, later, the English.

Alliances between Europeans and Native Americans led to their involvement in each other's wars. For example, by the mid-1600s, the Iroquois had trapped all the beavers in their own lands. To get more furs, they made war on their Huron and Algonquin neighbors, driving them west. Eventually the Iroquois controlled an area ranging from Maine west to the Ohio Valley and north to Lake Michigan. Iroquois expansion threatened the French fur trade. In response, the French armed the Huron and Algonquin peoples to fight the Iroquois. The Iroquois were armed by the English.

When France and England declared war on each other in Europe in 1689, French and English colonists in America also began to fight. With their Native American allies, they attacked each other's settlements and forts. During the 1700s, two more wars between France and England fueled wars in their colonies. Neither side won a clear victory in these wars. A final war, the **French and Indian War** (1754–1763), decided which nation would control the northern and eastern parts of North America.



A French trader visits a Native American family.

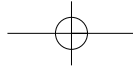
Conflict in the Ohio River Valley

The seeds for the French and Indian War were planted when British fur traders began moving into the Ohio River valley in the 1750s. British land companies were also planning to settle colonists there. The French and their Native American allies became alarmed. To keep the British out of the valley, Charles de Langlade destroyed the village of Pickawillany and its British trading post (see One American's Story on page 130).

The British traders left, and the French built forts to protect the region linking their Canadian and Louisiana settlements. This upset the Virginia colony, which claimed title to the land. In 1753, the lieutenant governor of Virginia sent a small group of soldiers to tell the French to

ReadingHistory

B. Making Inferences Why was the Ohio River Valley important to the French and British governments?



leave. Their leader was a 21-year-old major named George Washington. Washington reported the French commander's reply.

A VOICE FROM THE PAST

He told me the Country belong'd to them, that no English Man had a right to trade upon them Waters; & that he had Orders to make every Person Prisoner that attempted it on the Ohio or the Waters of it.

George Washington, "Journey to the French Commandant"

Virginia's lieutenant governor sent about 40 men to build a fort at the head of the Ohio River, where Pittsburgh stands today. French and Native American troops seized the partially built fort in April 1754 and completed it themselves. The French named it Fort Duquesne (du•KAYN).

War Begins and Spreads

George Washington was on his way to defend Fort Duquesne when he learned of its surrender. He and his men pushed on and built another small fort, Fort Necessity. Following Washington's surprise attack on a French force, the French and their allies attacked Fort Necessity on July 3, 1754. After Washington surrendered, the French let him march back to Virginia. The French and Indian War had begun. This war became part of the Seven Years' War (1756–1763), a worldwide struggle for empire between France and Great Britain.

Background

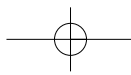
The Seven Years' War was fought not only in North America but also in the Caribbean, throughout Europe, and in India and Africa.

French and Indian War, 1754–1763

GEOGRAPHY SKILLBUILDER Interpreting Maps

- Place** Which nation controlled territory along the St. Lawrence and Ohio rivers?
- Place** Which forts were the sites of British victories?





While Washington was surrendering Fort Necessity, representatives from the British colonies and the Iroquois nations were meeting at Albany, New York. The colonists wanted the Iroquois to fight with them against the French. The Iroquois would not commit to this alliance.

Benjamin Franklin, who admired the union of the six Iroquois nations, suggested that the colonies band together for defense. His **Albany Plan of Union** was the first formal proposal to unite the colonies. The plan called for each colony to send representatives to a Grand Council. This council would be able to collect taxes, raise armies, make treaties, and start new settlements. The leaders in Albany supported Franklin's plan, but the colonial legislatures later defeated it because they did not want to give up control of their own affairs.

Braddock's Defeat

Britain realized that to win the war, it could not rely solely on the colonists for funding or for troops. Therefore, the British sent General Edward Braddock and two regiments to Virginia. In 1755, Braddock marched toward the French at Fort Duquesne. George Washington was at his side. Their red-coated army of 2,100 moved slowly over the mountains, weighed down by a huge cannon.

On July 9, on a narrow trail eight miles from Fort Duquesne, fewer than 900 French and Indian troops surprised Braddock's forces. Washington suggested that his men break formation and fight from behind the trees, but Braddock would not listen. The general held his position and had four horses shot out from under him. Washington lost two horses. Four bullets went through Washington's coat, but, miraculously, none hit him. In the end, nearly 1,000 men were killed or wounded. General Braddock died from his wounds. American colonists were stunned by Braddock's defeat and by many other British losses over the next two years.

ReadingHistory

C. Drawing
Conclusions Why was Braddock defeated by a smaller enemy force?

Background

Because the British seemed likely to win the war, some Iroquois had joined them as allies.

The British Take Quebec

In 1757, Britain had a new secretary of state, William Pitt, who was determined to win the war in the colonies. He sent the nation's best generals to America and borrowed money to pay colonial troops for fighting. The British controlled six French forts by August 1759, including Fort Duquesne (rebuilt as Fort Pitt). In late summer, the British began to attack New France at its capital, Quebec.

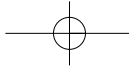
America's HERITAGE

ACADIANS TO CAJUNS

Braddock's defeat and other early losses in the war increased British concern about the loyalty of the French people in Acadia (now Nova Scotia). The British had won Acadia from France in 1713.

In 1755, British officers forced out 6,000 Acadians who would not take a loyalty oath. The British burned Acadian villages and spread the people to various British colonies, as shown. Eventually, some Acadians made their way to the French territory of Louisiana. There they became known as Cajuns.





Quebec sat on cliffs 300 feet above the St. Lawrence River. Cannon and thousands of soldiers guarded its thick walls. British general James Wolfe sailed around the fort for two months, unable to capture it. Then, in September, a scout found a steep, unguarded path up the cliffs to the plains just west of Quebec. At night, Wolfe and 4,000 of his men floated to the path and secretly climbed the cliffs.

When the French awoke, the British were lined up on the plains, ready to attack. In the short, fierce battle that followed, Wolfe was killed. The French commander, Montcalm, died of his wounds the next day. Quebec surrendered to the British. The **Battle of Quebec** was the turning point of the war. When Montreal fell the next year, all of Canada was in British hands.

ReadingHistory

D. Finding Main Ideas How were the British able to capture Quebec?

The Treaty of Paris

Britain and France battled in other parts of the world for almost three more years. Spain made a pact in 1761 to aid France, but its help came too late. When the Seven Years' War ended in 1763, Britain had won.

By the **Treaty of Paris**, Britain claimed all of North America east of the Mississippi River. To reward Spain for its help, France gave it New Orleans and Louisiana, the French territory west of the Mississippi. Britain, which had seized Cuba and the Philippines from Spain, gave them back in exchange for Florida. The treaty ended French power in North America.

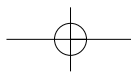
Background

France kept only a few islands near Newfoundland and in the West Indies.



GEOGRAPHY SKILLBUILDER
Interpreting Maps
 1. **Region** Which nations lost territory after 1763?
 2. **Region** Which nations gained territory after 1763?





Pontiac's Rebellion

After French forces withdrew, the British took over their forts. They refused to give supplies to the Native Americans, as the French had. British settlers also moved across the mountains onto Native American land. In the spring and summer of 1763, Native American groups responded by attacking settlers and destroying almost every British fort west of the Appalachians. They surrounded the three remaining forts. This revolt was called **Pontiac's Rebellion**, although the Ottawa war leader Pontiac was only one of many organizers.

British settlers reacted with equal viciousness, killing even Indians who had not attacked them. British officers came up with a brutal plan to end the Delaware siege at Fort Pitt.



Pontiac

ReadingHistory

E. Analyzing

Points of View

Why did the Native Americans attack the British?

A VOICE FROM THE PAST

Could it not be contrived to send the Small Pox among those disaffected [angry] tribes of Indians? We must on this occasion use every stratagem in our power to reduce them.

Major General Jeffrey Amherst, quoted in *The Conspiracy of Pontiac*

The officers invited Delaware war leaders in to talk and then gave them smallpox-infected blankets as gifts. This started a deadly outbreak.

By the fall, the Native Americans had retreated. Even so, the uprising made the British government see that defending Western lands would be costly. Therefore, the British issued the **Proclamation of 1763**, which forbade colonists to settle west of the Appalachians.

The colonists were angry. They thought they had won the right to settle the Ohio River Valley. The British government was angry at the colonists, who did not want to pay for their own defense. This hostility helped cause the war for American independence, as you will read.

ReadingHistory

F. Reading a Map

Find the Proclamation Line of 1763 on the map on page 134.

Section 3 Assessment

1. Terms & Names

Explain the significance of:

- French and Indian War
- Albany Plan of Union
- Battle of Quebec
- Treaty of Paris
- Pontiac's Rebellion
- Proclamation of 1763

2. Taking Notes

Write the month and year each battle occurred. Classify each as a French or British victory.

Date	Incident	Victor
	Seizure of Fort Duquesne	
	Surrender of Fort Necessity	
	Braddock's defeat	
	Battle of Quebec	

Which was most important?

3. Main Ideas

- How did the fur trade contribute to the French and Indian War?
- Why did the British begin to win the war after 1758?
- What were some causes and effects of Pontiac's Rebellion?

4. Critical Thinking

Analyzing Points of View

Why did the French, British, and Native Americans fight over the Ohio River Valley?

THINK ABOUT

- how the British viewed the valley
- how the French viewed it
- how the Native Americans viewed it

ACTIVITY OPTIONS

GEOGRAPHY

MUSIC

Learn more about the Battle of Quebec and its setting. Make a three-dimensional model of the battle or write a song about it.



VISUAL

SUMMARY

Beginnings of an American Identity



Early American Culture

English colonists shared certain values, such as land ownership and hard work. The Great Awakening and the Enlightenment also drew colonists together.

Roots of Representative Government

English colonists expected the right to elect representatives to government and other political rights that had developed in England over centuries.

The French and Indian War

English colonists were also drawn together as they fought against common enemies—the French and their Native American allies.



Chapter 5 ASSESSMENT

TERMS & NAMES

Briefly explain the significance of each of the following.

1. Great Awakening
2. Enlightenment
3. John Peter Zenger
4. Magna Carta
5. Parliament
6. Glorious Revolution
7. Edmund Andros
8. French and Indian War
9. Treaty of Paris
10. Proclamation of 1763

REVIEW QUESTIONS

Early American Culture (pages 119–124)

1. Why did colonists want to own land?
2. What was women's role in the colonial economy?
3. What were the effects of the Great Awakening on colonial culture and politics?

Roots of Representative Government (pages 125–129)

4. Why did colonies have representative assemblies?
5. What was one important right granted in the Magna Carta?
6. How did the Zenger trial help lead to freedom of the press?
7. How was the English Bill of Rights related to the Glorious Revolution?

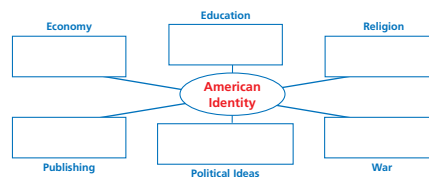
The French and Indian War (pages 130–135)

8. What was George Washington's role in the French and Indian War?
9. What did England gain as a result of the French and Indian War?
10. What was one reason for Pontiac's Rebellion?

CRITICAL THINKING

1. USING YOUR NOTES

Using your completed chart, answer the questions below.



- a. What were some political ideas shared by people in the American colonies?
- b. How was religion important to American identity?
- c. How did publishing help build an American identity?

2. THEME: DEMOCRATIC IDEALS

What democratic ideals did Americans inherit from England?

3. APPLYING CITIZENSHIP SKILLS

Why is jury duty an example of responsible citizenship?

4. CONTRASTING

How did colonial government differ from present-day government in the United States?

5. ANALYZING CAUSES

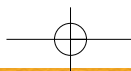
What do you think was the most important cause of the French and Indian War?

6. ANALYZING LEADERSHIP

Give an example of bad military or political leadership from the chapter. What mistake was made?

Interact *with* History

Now that you have read the chapter, what would you say British colonists in America had in common?



HISTORY SKILLS

1. INTERPRETING MAPS: Movement

Study the map. Answer the questions.

French Explorers on the Mississippi



Basic Map Elements

a. What do the colors indicate?

Interpreting the Map

- Who traveled earlier?
- Who reached the Gulf of Mexico?
- Along whose route were Fort Detroit and New Orleans later founded?

2. INTERPRETING PRIMARY SOURCES

An unnamed Frenchman who knew Pontiac quotes a speech Pontiac gave to support an attack on British soldiers. Read the quote carefully. Answer the questions.

When I go to see the English commander and say to him that some of our comrades are dead, instead of bewailing their death, as our French brothers do, he laughs at me and at you. If I ask anything for our sick, he refuses with the reply that he has no use for us. From all this you can well see that they are seeking our ruin. Therefore, my brothers, we must all swear their destruction and wait no longer.

Journal of Pontiac's Conspiracy, 1763

- Why does Pontiac want to attack the English?
- What is Pontiac's attitude toward the French?

ALTERNATIVE ASSESSMENT

1. INTERDISCIPLINARY ACTIVITY: Language Arts

Making a Speech Do research to learn more about freedom of the press. Then make a speech to convince people that it is important.

2. COOPERATIVE LEARNING ACTIVITY

Holding a Diplomatic Council Working in a small group, review the causes of the French and Indian War, and do further research. Then hold a diplomatic council to try to prevent the war. Role-play representatives from the following groups.

- officials of the English government
- officials of the French government
- English settlers
- French fur traders
- English-allied Iroquois
- French-allied Huron or Algonquin

3. TECHNOLOGY ACTIVITY

Making a Class Presentation Colonial American culture was not like modern American culture. Using the library or the Internet, find images, literature, and informative articles that tell you about daily life in the early and middle 1700s.

For more about colonial American culture . . .



Create a class presentation about colonial culture using the suggestions below.

- Stage a fashion show that illustrates what people of different ranks and ethnic backgrounds wore.
- Create a dramatic play based on the experiences of an interesting figure from the chapter, such as Madam Sarah Knight, Benjamin Franklin, or Pontiac.
- Illustrate sayings from *Poor Richard's Almanack*.
- Give an oral book report on a colonial captivity narrative. For example, find out what happened to Mary Rowlandson among the Narragansett.

4. HISTORY PORTFOLIO

Review your section and chapter assessment activities. Select one that you think is your best work. Then use comments made by your teacher or classmates to improve your work and add it to your portfolio.

Additional Test Practice,
pp. S1–S33

