The Colonies Develop 1700–1753

Section 1
New England: Commerce and Religion

Section 2
The Middle Colonies: Farms and Cities

Section 3
The Southern Colonies: Plantations and Slavery

Section 4
The Backcountry

In 1702, a vast countryside surrounded Philadelphia. Most colonists earned their living in the country. Fewer than one in ten lived in cities.

Some Native Americans lived close to the American cities.

c. 1700
Colonial population reaches 257,000.

1701
War of the Spanish Succession begins in Europe.

1707
Act of Union unites England with Scotland and creates Great Britain.

1712
Slave uprising occurs in New York City.

1718
French found city of New Orleans at mouth of Mississippi River. Spanish priests build Alamo in Texas.
The Colonies Develop

It is the early 1700s when you arrive in one of America’s larger port cities. After nearly a month of ocean travel, you are thrilled to see land. As you leave the ship, you wonder where you will live and how you will earn a living.

Would you settle on a farm or in a town?

**What Do You Think?**

- Will you choose to live where other people from your homeland live? Or will you try somewhere new?
- How did you make a living in your old country? Will this influence your choice?

Visit the Chapter 4 links for more information about the development of the colonies.

**Philadelphia was a major center of commerce.**

1733 Benjamin Franklin publishes Poor Richard’s Almanac.

1739 Enslaved Africans revolt in Stono Rebellion.

1742 First European settlement west of Allegheny Mountains is established.

c. 1750 Population of the English colonies passes the one million mark.

1752 China suppresses Tibetan rebellion and forces Dalai Lama to accept its authority.

The Colonies Develop 107
Analyzing Causes and Effects

As you read about history, it is important to understand not only what happened in the past, but also the reasons why it happened. Clue words that indicate cause—such as because and since—can help you look for causes of historical events. Use the chart below to list causes that contributed to the different economic developments in each of the colonial regions.

### New England Colonies
- Climate
- Resources
- People

### Middle Colonies
- Climate
- Resources
- People

### Southern Colonies
- Climate
- Resources
- People

### Backcountry
- Climate
- Resources
- People

#### Economic Development

Fishing and trade contributed to the growth and prosperity of the New England Colonies.

Coastal cities in New England continue to engage in trade.

Backcountry subsistence farming

triangular trade Navigation Acts smuggling

ONE AMERICAN’S STORY

Peleg Folger, a New England sailor, kept a journal that describes what whaling was like in the 1750s. In one entry, he explained what happened after whales were sighted and small boats were launched to pursue them.

So we row’d about a mile and a Half from the [ship], and then a whale come up under us, & [smashed in] our boat . . and threw us every man overboard [except] one. And we all came up and Got Hold of the Boat & Held to her until the other boat (which was a mile and half off) came up and took us in, all Safe, and not one man Hurt.

Peleg Folger, quoted in The Sea-Hunters

When Folger and his mates killed a whale, they cut a hole in its head, and removed large amounts of oil from the animal. When the ship returned to port, this oil was sold to colonists, who used it as fuel in their lamps.

Many settlers in the New England Colonies—Massachusetts, New Hampshire, Connecticut, and Rhode Island—made a living from the sea. The majority of New Englanders, however, were farmers.

Distinct Colonial Regions Develop

Between 1700 and 1750, the population of England’s colonies in North America doubled and then doubled again. At the start of the century, the colonial population stood at about 257,000. By 1750, more than 1,170,000 settlers called the English colonies home.

By the 1700s, the colonies formed three distinct regions: the New England Colonies, the Middle Colonies, and the Southern Colonies. Another area was the Backcountry. It ran along the Appalachian Mountains through the far western part of the other regions.

CALIFORNIA STANDARDS

8.6.1 Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

8.7.4 Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.10.2 Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

REP4 Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
Several factors made each colonial region distinct. Some of the most important were each region’s climate, resources, and people.

1. New England had long winters and rocky soil. English settlers made up the largest group in the region’s population.
2. The Middle Colonies had shorter winters and fertile soil. The region attracted immigrants from all over Europe.
3. The Southern Colonies had a warm climate and good soil. There, some settlers used enslaved Africans to work their plantations.
4. The Backcountry’s climate and resources varied, depending on the latitude. Many Scots-Irish immigrants settled there.

During the colonial era, the majority of people made their living by farming. However, the type of agriculture they practiced depended on the climate and resources in the region where they settled.

**The Farms and Towns of New England**

Life in New England was not easy. The growing season was short, and the soil was rocky. Most farmers practiced **subsistence farming**. That is, they produced just enough food for themselves and sometimes a little extra to trade in town.

Most New England farmers lived near a town. This was because colonial officials usually did not sell scattered plots of land to individual
farmers. Instead, they sold larger plots of land to groups of people—often to the congregation of a Puritan church. A congregation then settled the town and divided the land among the members of its church.

This pattern of settlement led New England towns to develop in a unique way. Usually, a cluster of farmhouses surrounded a green—a central square where a meetinghouse was located and where public activities took place. Because people lived together in small towns, shopkeepers had enough customers to make a living. Also, if the townspeople needed a blacksmith or a carpenter, they could pool their money and hire one.

Harvesting the Sea

New England’s rocky soil made farming difficult. In contrast, the Atlantic Ocean offered many economic opportunities. In one story, a group of settlers was standing on a hill overlooking the Atlantic. One of them pointed out to sea and exclaimed, “There is a great pasture where our children’s grandchildren will go for bread!”

The settler’s prediction came true. Not far off New England’s coast were some of the world’s best fishing grounds. The Atlantic was filled with mackerel, halibut, cod, and many other types of fish.

New England’s forests provided everything needed to harvest these great “pastures” of fish. The wood cut from iron-hard oak trees made excellent ship hulls. Hundred-foot-tall white pines were ideal for masts. Shipbuilders used about 2,500 trees to produce just one ship!

New England’s fish and timber were among its most valuable articles of trade. Coastal cities like Boston, Salem, New Haven, and Newport grew rich as a result of shipbuilding, fishing, and trade.

Atlantic Trade

New England settlers engaged in three types of trade. First was the trade with other colonies. Second was the direct exchange of goods with Europe. The third type was the triangular trade.

**Triangular trade** was the name given to a trading route with three stops. For example, a ship might leave New England with a cargo of rum...
and iron. In Africa, the captain would trade his cargo for slaves. Slaves then endured the horrible Middle Passage to the West Indies, where they were exchanged for sugar and molasses. Traders then took the sugar and molasses back to New England. There, colonists used the molasses to make rum, and the pattern started over.

New England won enormous profits from trade. England wanted to make sure that it received part of those profits. So the English government began to pass the Navigation Acts in 1651. The Navigation Acts had four major provisions designed to ensure that England made money from its colonies’ trade.

1. All shipping had to be done in English ships or ships made in the English colonies.
2. Products such as tobacco, wood, and sugar could be sold only to England or its colonies.
3. European imports to the colonies had to pass through English ports.
4. English officials were to tax any colonial goods not shipped to England.

But even after the passage of the Navigation Acts, England had trouble controlling colonial shipping. Merchants ignored the acts whenever possible. Smuggling—importing or exporting goods illegally—was common. England also had great difficulty preventing pirates—like the legendary Blackbeard—from interfering with colonial shipping.

African Americans in New England

There were few slaves in New England. Slavery simply was not economical in this region of small farms. Also, because the growing season was short, there was little work for slaves during the long winter months. Farmers could not afford to feed and house slaves who were not working.

Even so, some New Englanders in larger towns and cities did own slaves. They worked as house servants, cooks, gardeners, and stable-hands. In the 1700s, slave owners seldom had enough room to house more than one or two slaves. Instead, more and more slave owners hired out their slaves to work on the docks or in shops or warehouses. Slave owners sometimes allowed their slaves to keep a portion of their wages.

Occasionally, some enslaved persons were able to save enough to buy their freedom. In fact, New
England was home to more free blacks than any other region. A free black man might become a merchant, sailor, printer, carpenter, or landowner. Still, white colonists did not treat free blacks as equals.

**Changes in Puritan Society**

The early 1700s saw many changes in New England society. One of the most important was the gradual decline of the Puritan religion. There were a number of reasons for this decline.

One reason was that the drive for economic success competed with Puritan ideas. Many colonists, especially those who lived along the coast, seemed to care as much about business and material things as they did about religion. One observer had this complaint.

"[Boston] is so conveniently Situated for Trade and the Genius of the people are so inclined to merchandise, that they seek no other Education for their children than writing and Arithmetick."

An observer in 1713, quoted in *A History of American Life*

Another reason for the decline of the Puritan religion was the increasing competition from other religious groups. Baptists and Anglicans established churches in Massachusetts and Connecticut, where Puritans had once been the most powerful group.

Political changes also weakened the Puritan community. In 1691, a new royal charter for Massachusetts guaranteed religious freedom for all Protestants, not just Puritans. The new charter also granted the vote based on property ownership instead of church membership. This change put an end to the Puritan churches’ ability to control elections.

To the south of New England were the Middle Colonies, which developed in quite different ways—as the next section shows.
The Middle Colonies: Farms and Cities

MAIN IDEA
The people who settled in the Middle Colonies made a society of great diversity.

WHY IT MATTERS NOW
States in this region still boast some of the most diverse communities in the world.

TERMS & NAMES
- cash crop
- gristmill
- artisan
- Conestoga wagon

ONE AMERICAN’S STORY
Elizabeth Ashbridge was only 19 years old when she arrived in America from England in the 1730s. Although she was an indentured servant, she hoped to earn her freedom and find a way to express her strong religious feelings.

After several years, Elizabeth did gain freedom. In Pennsylvania, she joined a religious group called the Society of Friends, or Quakers. The new Quaker longed to share her beliefs openly.

A VOICE FROM THE PAST
I was permitted to see that all I had gone through was to prepare me for this day; and that the time was near, when it would be required of me, to go and declare to others what the God of mercy had done for my soul.

Elizabeth Ashbridge, Some Account . . . of the Life of Elizabeth Ashbridge

The Quakers believed that people of different beliefs could live together in harmony. They helped to create a climate of tolerance and acceptance in the Middle Colonies of New York, New Jersey, Pennsylvania, and Delaware, as you will read in this section.

A Wealth of Resources
The Middle Colonies had much to offer in addition to a climate of tolerance. A Frenchman named Michel Guillaume Jean de Crèvecoeur (krehv•KUR) praised the region’s “fair cities, substantial villages, extensive fields . . . decent houses, good roads, orchards, meadows, and bridges, where an hundred years ago all was wild, woody, and uncultivated.”

The prosperity that Crèvecoeur described was typical of the Middle Colonies. Immigrants from all over Europe came to take advantage of this region’s productive land. Their settlements soon crowded out Native Americans, who had lived in the region for thousands of years.
Among the immigrants who came to the Middle Colonies were Dutch and German farmers. They brought the advanced agricultural methods of their countries with them. Their skills, knowledge, and hard work would soon result in an abundance of foods.

The Middle Colonies boasted a longer growing season than New England and a soil rich enough to grow cash crops. These were crops raised to be sold for money. Common cash crops included fruits, vegetables, and, above all, grain. The Middle Colonies produced so much grain that people began calling them the “breadbasket” colonies.

**The Importance of Mills**

After harvesting their crops of corn, wheat, rye, or other grains, farmers took them to a gristmill. There, millers crushed the grain between heavy stones to produce flour or meal. Human or animal power fueled some of these mills. But water wheels built along the region’s plentiful rivers powered most of the mills.

The bread that colonists baked with these products was crucial to their diet. Colonists ate about a pound of grain in some form each day—nearly three times more than Americans eat today. Even though colonists ate a great deal of grain, they had plenty left over to send to the region’s coastal markets for sale.
The Cities Prosper

The excellent harbors along the coasts of the Middle Colonies were ideal sites for cities. New York City grew up at the mouth of the Hudson River, and Philadelphia was founded on the Delaware River. The merchants who lived in these growing port cities exported cash crops, especially grain, and imported manufactured goods.

Because of its enormous trade, Philadelphia was the fastest growing city in the colonies. The city owed its expansion to a thriving trade in wheat and other cash crops. By 1720, it was home to a dozen large shipyards—places where ships are built or repaired.

The city’s wealth also brought many public improvements. Large and graceful buildings, such as Philadelphia’s statehouse—which was later renamed Independence Hall—graced the city’s streets. Streetlights showed the way along paved roads. In 1748, a Swedish visitor named Peter Kalm exclaimed that Philadelphia had grown up overnight.

A VOICE FROM THE PAST

And yet its natural advantages, trade, riches and power, are by no means inferior to any, even of the most ancient towns in Europe.

Peter Kalm, quoted in America at 1750

New York could also thank trade for its rapid growth. This bustling port handled flour, bread, furs, and whale oil. At midcentury, an English naval officer admired the city’s elegant brick houses, paved streets, and roomy warehouses. “Such is this city,” he said, “that very few in England can rival it in its show.”

A Diverse Region

Many different immigrant groups arrived in the port cities of the Middle Colonies. Soon, the region’s population showed a remarkable diversity, or variety, in its people. One of the largest immigrant groups in the region, after the English, was the Germans.
Many of the Germans arrived between 1710 and 1740. Most came as indentured servants fleeing religious intolerance. Known for their skillful farming, these immigrants soon made a mark on the Middle Colonies. “German communities,” wrote one historian, “could be identified by the huge barns, the sleek cattle, and the stout workhorses.”

Germans also brought a strong tradition of craftsmanship to the Middle Colonies. For example, German gunsmiths first developed the long rifle. Other German artisans, or craftspeople, became ironworkers and makers of glass, furniture, and kitchenware. Cottage industries were common in the Middle Colonies and in Europe. Business people would hire people to work in their own homes performing tasks, such as spinning thread, or making goods. Cottage industries were the start of the factory system we know today.

Germans built **Conestoga wagons** to carry their produce to town. These wagons used wide wheels suitable for dirt roads, and the wagons’ curved beds prevented spilling when climbing up and down hills. The wagons’ canvas covers offered protection from rain. Conestoga wagons would later be important in settling the West.

The Middle Colonies became home to many people besides the Germans. There were also the English, Dutch, Scots-Irish, African, Irish, Scottish, Welsh, Swedish, and French. Because of the diversity in the Middle Colonies, different groups had to learn to accept, or at least tolerate, one another.

**A Climate of Tolerance**

While the English Puritans shaped life in the New England Colonies, many different groups contributed to the culture of the Middle Colonies. Because of the greater number of different groups, it was difficult for any single group to dominate the others. Thus, the region’s diversity helped to create a climate of tolerance. Some of the region’s religious groups also helped to promote tolerance.

The Middle Colonies’ earliest settlers, the Dutch in New York and the Quakers in Pennsylvania, both practiced religious tolerance. That is, they honored the right of religious groups to follow their own beliefs without interference. Quakers also insisted on the equality of men and women. As a result, Quaker women served as preachers, and female missionaries traveled the world spreading the Quaker message.
Quakers were also the first to raise their voices against slavery. Quaker ideals influenced immigrants in the Middle Colonies—and eventually the whole nation.

**African Americans in the Middle Colonies**

The tolerant attitude of many settlers in the Middle Colonies did not prevent slavery in the region. In 1750, about 7 percent of the Middle Colonies’ population was enslaved. As in New England, many people of African descent lived and worked in cities.

New York City had a larger number of people of African descent than any other city in the Northern colonies. In New York City, enslaved persons worked as manual laborers, servants, drivers, and as assistants to artisans and craftspeople. Free African-American men and women also made their way to the city, where they worked as laborers, servants, or sailors.

Tensions existed between the races in New York City, sometimes leading to violence. In 1712, for example, about 24 rebellious slaves set fire to a building. They then killed nine whites and wounded several others who came to put out the fire. Armed colonists caught the suspects, who were punished horribly. Such punishments showed that whites would resort to force and violence to control slaves. Even so, the use of violence did little to prevent the outbreak of other slave rebellions.

Force would also be used in the South, which had far more enslaved Africans than the North. In the next section, you will learn how the South’s plantation economy came to depend on the labor of enslaved Africans.
The Southern Colonies: Plantations and Slavery

**ONE AMERICAN’S STORY**

George Mason was born to a wealthy Virginia family in 1725. Mason—who later described the slave trade as “disgraceful to mankind”—wrote about the contributions of enslaved persons on his family’s plantation.

**A VOICE FROM THE PAST**

My father had among his slaves carpenters, coopers [barrel makers], sawyers, blacksmiths, tanners, curriers, shoemakers, spinners, weavers and knitters, and even a distiller.

George Mason, quoted in Common Landscape of America

Because the Masons and other wealthy landowners produced all that they needed on their own plantations, they appeared to be independent. But their independence usually depended on the labor of enslaved Africans. Although planters were only a small part of the Southern population, the plantation economy and slavery shaped life in the Southern Colonies: Maryland, Virginia, the Carolinas, and Georgia.

**The Plantation Economy**

The South’s soil and almost year-round growing season were ideal for plantation crops like rice and tobacco. These valuable plants required much labor to produce, but with enough workers they could be grown as cash crops. Planters had no trouble transporting their crops because the region’s many waterways made it easy for oceangoing ships to tie up at plantation docks.

Like George Mason’s boyhood home, most plantations were largely self-sufficient. That is, nearly everything that planters, their families, and their workers needed was produced on the plantation. Because plantations were so self-sufficient, large cities like those in the North were rare.

**TERMS & NAMES**

- indigo
- overseer
- Eliza Lucas
- William Byrd II
- Stono Rebellion

**CALIFORNIA STANDARDS**

8.7.1 Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

8.7.3 Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

8.7.4 Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

REP4 Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

Taking Notes

Use your chart to take notes about the Southern colonies.
in the Southern Colonies. The port city of Charles Town (later called Charleston) in South Carolina was an early exception.

As the plantation economy continued to grow, planters began to have difficulty finding enough laborers to work their plantations. Toward the end of the 1600s, the planters began to turn to enslaved Africans for labor.

The Turn to Slavery

For the first half of the 1600s, there were few Africans in Virginia, whether enslaved or free. In 1665, fewer than 500 Africans had been brought into the colony. At that time, African and European indentured servants worked in the fields together.

Starting in the 1660s, the labor system began to change as indentured white servants started to leave the plantations. One reason they left was the large amount of land available in the Americas. It was fairly easy for white men to save enough money to buy land and start their own farms. White servants could not be kept on the plantations permanently. As Bacon's Rebellion showed, it was also politically dangerous for planters to try to keep them there (see page 89). As a result, the landowners had to find another source of labor.

The Orton plantation, south of Wilmington, North Carolina, was founded around 1725. Such plantations were representative of the economic and political power held by Southern planters.

Background

In 1742, Charles Town's population was 6,800.
Planters tried to force Native Americans to work for them. But European diseases caused many Native Americans to die. Those who survived usually knew the country well enough to run away.

To meet their labor needs, the planters turned to enslaved Africans. As a result, the population of people of African descent began to grow rapidly. By 1750, there were over 235,000 enslaved Africans in America. About 85 percent lived in the Southern Colonies. Enslaved Africans made up about 40 percent of the South’s population.

**Plantations Expand**

The growth of slavery allowed plantation farming to expand in South Carolina and Georgia. Without slave labor, there probably would have been no rice plantations in the region’s swampy lowlands.

Enslaved workers drained swamps, raked fields, burned stubble, and broke ground before planting. They also had to flood, drain, dry, hoe, and weed the same fields several times before the harvest.

The cultivation of rice required not only back-breaking labor but also considerable skill. Because West Africans had these skills, planters sought out slaves who came from Africa’s rice-growing regions.

On higher ground, planters grew indigo, a plant that yields a deep blue dye. A young woman named Eliza Lucas had introduced indigo as a successful plantation crop after her father sent her to supervise his South Carolina plantations when she was 17.

**The Planter Class**

Slave labor allowed planters, such as the Byrd family of Virginia, to become even wealthier. These families formed an elite planter class. They had money or credit to buy the most slaves. And because they had more slaves, they could grow more tobacco, rice, or indigo to sell.

Small landowners with just one or two slaves simply could not compete. Many gave up their land and moved westward. As a result, the powerful planter class gained control of the rich land along the coast. The planter class was relatively small compared to the rest of the population. However, this upper class soon took control of political and economic power in the South. A foreign traveler in the South commented that the planters “think and act precisely as do the nobility in other countries.”

Some planters, following the traditions of nobility, did feel responsible for the welfare of their enslaved...
workers. Power, they believed, brought with it the responsibility to do good. Many planters, though, were tyrants. They held complete authority over everyone in their households. Planters frequently used violence against slaves to enforce their will.

**Life Under Slavery**

On large Southern plantations, slaves toiled in groups of about 20 to 25 under the supervision of * overseers. * Overseers were men hired by planters to watch over and direct the work of slaves. Enslaved persons performed strenuous and exhausting work, often for 15 hours a day at the peak of the harvest season. If slaves did not appear to be doing their full share of work, they were often whipped by the overseer.

Enslaved people usually lived in small, one-room cabins that were furnished only with sleeping cots. For a week's food, a slave might receive only around a quarter bushel of corn and a pound of pork. Some planters allowed their slaves to add to this meager ration by letting them raise their own potatoes, greens, fruit, or chicken.

In spite of the brutal living conditions, Africans preserved many customs and beliefs from their homelands. These included music, dances, stories, and, for a time, African religions—including Islam. African kinship customs became the basis of African-American family culture. A network of kin was a source of strength even when families were separated.

**Resistance to Slavery**

At the same time that enslaved Africans struggled to maintain their own culture, they fought against their enslavement. They sometimes worked

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**Vocabulary**

* tyrant: harsh ruler*
slowly, damaged goods, or purposely carried out orders the wrong way. A British traveler in 1746 noted that many slaves pretended not to understand tasks they often had performed as farmers in West Africa.

A VOICE FROM THE PAST

You would really be surpriz’d at their Perseverance; let an hundred Men shew him how to hoe, or drive a wheelbarrow, he’ll still take the one by the Bottom, and the other by the Wheel; and they often die before they can be conqu’red.

Edward Kimber, quoted in *White over Black*

At times, slaves became so angry and frustrated by their loss of freedom that they rose up in rebellion. One of the most famous incidents was the **Stono Rebellion**. In September 1739, about 20 slaves gathered at the Stono River just south of Charles Town. Wielding guns and other weapons, they killed several planter families and marched south, beating drums and loudly inviting other slaves to join them in their plan to seek freedom in Spanish-held Florida. By late that afternoon, however, a white militia had surrounded the group of escaping slaves. The two sides clashed, and many slaves died in the fighting. Those captured were executed.

Stono and similar revolts led planters to make slave codes even stricter. Slaves were now forbidden from leaving plantations without permission. The laws also made it illegal for slaves to meet with free blacks. Such laws made the conditions of slavery even more inhumane.

The Southern Colonies’ plantation economy and widespread use of slaves set the region, and African-American culture in the region, on a very different path from that of the New England and Middle Colonies. In the next section, you will learn how settlers used the unique resources of the Backcountry to create settlements there.
Differences Among the Colonies

Many factors shape a region’s economy and the way its settlers make a living. One of the most important is its physical geography—the climate, soil, and natural resources of the region. The geography of the American colonies varied from one colony to another. For example, in some areas, farmers could dig into rich, fertile soil. In others, they could not stick their shovels in the ground without hitting rocks.

**Major Regional Exports (by export value*)**

<table>
<thead>
<tr>
<th>NEW ENGLAND COLONIES</th>
<th>MIDDLE COLONIES</th>
<th>SOUTHERN COLONIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England had a short growing season and rocky soil. Colonists took advantage of other opportunities in the region, especially fishing and whaling.</td>
<td>The longer growing season of the Middle Colonies—the “breadbasket colonies”—allowed farmers to grow cash crops of grain.</td>
<td>The South had a nearly year-round growing season. The use of enslaved Africans allowed Southern planters to produce cash crops of tobacco and rice.</td>
</tr>
<tr>
<td>Dried Fish and Whale Oil 44%</td>
<td>Grain 73%</td>
<td>Tobacco 48%</td>
</tr>
<tr>
<td>Livestock 17%</td>
<td>Iron 5%</td>
<td>Rice 20%</td>
</tr>
<tr>
<td>Wood Products 13%</td>
<td>Wood Products 5%</td>
<td>Bread, Flour, Grain (not rice) 13%</td>
</tr>
<tr>
<td>Other 26%</td>
<td>Other 17%</td>
<td>Indigo 7%</td>
</tr>
<tr>
<td>Other 26%</td>
<td>Other 17%</td>
<td>Other 12%</td>
</tr>
</tbody>
</table>

*Export Value in Pounds Sterling (Five-Year Average, 1768–1772)


**ARTIFACT FILE**

**Farmer’s Plow**  Middle colonists relied on the heavy blades of plows to cut seed rows into the region’s fertile soil.

**Indigo**  On some plantations in the South, planters grew crops of indigo plants—like the one pictured here—to produce the rich blue dyes used to color this yarn.
The Colonies Develop

CONNECT TO GEOGRAPHY
1. Region How long was the growing season in most of the Southern Colonies?

2. Human-Environment Interaction How might the soil quality in the Middle Colonies have influenced the region’s population?


CONNECT TO HISTORY
3. Analyzing Causes Why did the land forms and soil of New England cause many to turn to the Atlantic Ocean for a living?

The New Bedford Whaling Museum in Massachusetts has many objects related to whaling, including bone or ivory objects called scrimshaws. A sailor carved this whale’s tooth with a jackknife or sail needle and colored the design with ink.

For more about whaling . . .
**The Backcountry**

**MAIN IDEA**
Settlers moved to the Backcountry because land was cheap and plentiful.

**WHY IT MATTERS NOW**
Backcountry settlers established a rural way of life that still exists in certain parts of the country.

**TERMS & NAMES**
- Appalachian Mountains
- piedmont

**ONE AMERICAN’S STORY**
Alexander Spotswood governed Virginia from 1710 to 1722. He led a month-long expedition over the Blue Ridge Mountains in August 1716. During the 400-mile journey, adventurers braved dense thickets, muddy streams, and rattlesnakes. John Fontaine, who accompanied Spotswood, kept a diary of the trip.

**A VOICE FROM THE PAST**
We had a rugged way; we passed over a great many small runs of water, some of which were very deep, and others very miry. Several of our company were dismounted, some were down with their horses, others under their horses, and some thrown off.

John Fontaine, quoted in Colonial Virginia

Spotswood’s journey is considered a symbol of Virginia’s westward expansion.

**Geography of the Backcountry**
Just as Spotswood predicted, settlers soon began to move into the Backcountry. This was a region of dense forests and rushing streams in or near the Appalachian Mountains. The Appalachians stretch from eastern Canada south to Alabama.

In the South, the Backcountry began at the fall line. The fall line is where waterfalls prevent large boats from moving farther upriver. Beyond the fall line is the piedmont. Piedmont means “foot of the mountains.” It is the broad plateau that leads to the Blue Ridge Mountains of the Appalachian range.

The Backcountry’s resources made it relatively easy for a family to start a small farm. The region’s many springs and streams provided water, and forests furnished wood that settlers could use for log cabins and fences.
**Backcountry Settlers**

The first Europeans in the Backcountry made a living by trading with the Native Americans. Backcountry settlers paid for goods with deerskins. A unit of value was one buckskin or, for short, a “buck.”

Farmers soon followed the traders into the region, but they had to be cautious. As the number of settlements grew, the farmers often clashed with the Native Americans whose land they were taking.

Farmers sheltered their families in log cabins. They filled holes between the logs with mud, moss, and clay. Then they sawed out doors and windows. Lacking glass, settlers used paper smeared with animal fat to cover their windows.

William Byrd—on his expedition to establish the southern border of Virginia—described a long night that he spent in one such cabin. He complained that he and at least ten other people were “forct to pig together in a Room . . . troubled with the Squalling of peevish, dirty children into the Bargain.”

Backcountry life may have been harsh, but by the late 1600s many families had chosen to move there. Some of them went to escape the plantation system, which had crowded out many small farmers closer to the seacoast. Then, in the 1700s, a new group of emigrants—the Scots-Irish—began to move into the Backcountry.

**The Scots-Irish**

The Scots-Irish came from the borderland between Scotland and England. Most of them had lived for a time in northern Ireland. In 1707, England and Scotland merged and formed Great Britain. The merger caused many hardships for the Scots-Irish. Poverty and crop failures made this bad situation even worse.

As a result, Scots-Irish headed to America by the thousands. After they arrived, they quickly moved into the Backcountry. The Scots-Irish brought their clan system with them to the Backcountry. **Clans** are large groups of families—sometimes in the thousands—that claim a common ancestor. Clan members were suspicious of outsiders and banded together when danger threatened. These clans helped families to deal with the dangers and problems of the Backcountry.
Backcountry Life

Life in the Backcountry was very different from life along the seaboard. Settlers along the coast carried on a lively trade with England. But in the Backcountry, rough roads and rivers made it almost impossible to move goods.

As a result, Backcountry farmers learned quickly to depend on themselves. They built log cabins and furnished them with cornhusk mattresses and homemade benches and tables. They fed their families with the hogs and cattle they raised and with the fish and game they killed. They grew yellow corn to feed their livestock and white corn to eat. Popcorn was probably their only snack food. To protect their precious corn from pests, daytime patrols of women, children, and the elderly served as human scarecrows.

Women in the Backcountry worked in the cabin and fields, but they also learned to use guns and axes. An explorer who traveled in the region described one of these hardy Backcountry women.

A VOICE FROM THE PAST

She is a very civil woman and shows nothing of ruggedness or Immodesty in her carriage, yet she will carry a gunn in the woods and kill deer, turkeys, etc., shoot down wild cattle, catch and tye hoggs, knock down [cattle] with an ax and perform the most manfull Exercises.

A visitor to the Backcountry, quoted in A History of American Life

Settlers in the Backcountry often acted as if there were no other people in the region, but this was not so. In the woods and meadows that surrounded their cabins, settlers often encountered Native Americans and other groups that had made America their home.

Other Peoples in North America

The Backcountry settlers started a westward movement that would play a critical role in American history. Most settlers’ motivation to move west was simple—the desire for land.

Yet the push to the west brought settlers into contact with other peoples of North America. Native Americans had made their homes there for thousands of years. In addition, France and Spain claimed considerable territory in North America.

Sometimes this contact led to changes in people’s cultures. For instance, North America had no horses until the Spanish colonists brought them into Mexico in the 1500s. Horses migrated north, and Native Americans caught them and made them an important part of their culture.
Contact also led to conflict. As English settlers pushed into the Backcountry, they put pressure on Native American tribes. Some tribes reacted by raiding isolated homesteads and small settlements. White settlers struck back, leading to more bloodshed.

The English colonists also came into conflict with the French. The French had colonized eastern Canada and had moved into the territories, rich with fur, along the Mississippi River. French fur traders wanted to prevent English settlers from moving west and taking away part of the trade. One Native American told an Englishman, “You and the French are like two edges of a pair of shears, and we are the cloth that is cut to pieces between them.”

Spain also controlled large areas of North America—including territories that today form part of or all of the states of Arizona, California, Colorado, Florida, Nevada, New Mexico, Texas, Utah, and Wyoming. Spanish settlers were farmers, ranchers, and priests. Priests, who established missions to convert Native Americans, built forts near the missions for protection. In 1718, Spaniards built Fort San Antonio de Bexar to guard the mission of San Antonio de Valero, later renamed the Alamo.

These different groups continued to compete—and sometimes fight—with one another. Frequently, England’s colonies had to unite against these other groups. As a result, a common American identity began to take shape, as you will read in Chapter 5.
**Chapter 4 ASSESSMENT**

**TERMS & NAMES**
Briefly explain the significance of the following.
1. Backcountry
2. subsistence farming
3. triangular trade
5. cash crop
6. gristmill
7. Conestoga wagon
8. overseer
9. Stono Rebellion
10. Appalachian Mountains

**REVIEW QUESTIONS**

**New England: Commerce and Religion (pages 109–113)**
1. How would you describe the life of a New England farmer? (HI1)
2. In what ways did settlers in the region take advantage of the Atlantic Ocean? (HI1)
3. How were New England towns settled? (HI1)

**The Middle Colonies: Farms and Cities (pages 114–118)**
4. How were farms in the Middle Colonies different from those in New England? (CST3)
5. What characterized the population of the Middle Colonies? (HI1)

**The Southern Colonies: Plantations and Slavery (pages 119–125)**
6. Why did Southern planters infrequently travel to towns to sell their crops or to buy food and supplies? (HI2)
7. Why did planters turn to enslaved Africans for labor? (HI2)
8. In what ways did slaves resist? (HI1)

**The Backcountry (pages 126–129)**
9. Where was the Backcountry located in the 1700s? (HI1)
10. How was life in the Backcountry different from that along the coast? (HI1)

**CRITICAL THINKING**

1. **USING YOUR NOTES: ANALYZING CAUSES AND EFFECTS**
Using your completed chart, answer the questions below. (CST1)

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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   a. How was the Middle Colonies’ climate different from the Backcountry’s?
   b. How did the South’s labor system differ from the North’s?
   c. How did the resources of New England affect its economy?

2. **ANALYZING LEADERSHIP**
How did the South’s plantation economy influence who became leaders in the region? (HI2)

3. **THEME: ECONOMICS IN HISTORY**
What factors influenced the economic development of each of the four colonial regions? (HI1)

4. **APPLYING CITIZENSHIP SKILLS**
How did the Quaker influence in the Middle Colonies contribute to the behavior of citizens of the region? (HI2)

5. **SEQUENCING EVENTS**
What changes took place in the population and treatment of African Americans between 1650 and 1750? (HI1)

**Interact with History**

How would the choice that you made at the beginning of the chapter have varied according to the region in which you lived? Would you still make the same choice?
STANDARDS-BASED ASSESSMENT

Use the map and your knowledge of U.S. history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33.

1. Which of the groups shown inhabited the largest area of North America? (8.1)
   A. English
   B. Native American
   C. Russian
   D. Spanish

2. Which European group claimed the northernmost territory? (8.1)
   A. English
   B. French
   C. Russian
   D. Spanish

This quotation from Edward Kimber is about slaves in the United States. Use the quotation and your knowledge of U.S. history to answer question 3.

PRIMARY SOURCE

You would really be surpriz’d at their Perseverance; let an hundred Men shew him how to hoe, or drive a wheelbarrow, he’ll still take the one by the Bottom, and the other by the Wheel; and they often die before they can be conquer’d.

Edward Kimber, quoted in White over Black

3. The speaker uses the word Perseverance to emphasize which of the following? (8.7.2)
   A. the slave’s belief in working hard at his or her tasks
   B. the slave’s determination to resist enslavement
   C. the slave’s confusion about what is expected of him or her
   D. the slave’s submission to the condition of slavery

ALTERNATIVE ASSESSMENT

1. WRITING ABOUT HISTORY

Imagine that you are a Quaker living in colonial America. Write a diary entry about your typical day. (REP4)
   • You can learn more about Quaker life in colonial times by reading primary sources found in the library.
   • Before you begin to write, make a list of the ways in which you might spend a typical day as a Quaker. Use your notes to write your diary entry.

2. COOPERATIVE LEARNING

Work with a few of your classmates to design and construct a model of a log cabin. Group members can share the responsibilities for researching the history of log cabins, recording details about the location of your log cabin, and designing and building the cabin. (HI1)

INTEGRATED TECHNOLOGY

DOING INTERNET RESEARCH

You can learn about different aspects of colonial farm life from primary sources. Use the Internet or library resources to begin your research. (REP4)

• Use the Internet to find primary sources such as diaries, journal entries, or letters.
• Another source of information might be historical or living history museums.
• Use your research to create a chart listing the differences between your family’s lifestyle and a colonial family’s.

For more about colonial farming . . .