CHAPTER 3: CREATING ANGLO-AMERICA, 1660-1750

I. King Philip’s War
   A. In 1675 King Philip and his forces attacked nearly forty-five New England towns.
   B. The settlers counterattacked in 1676, breaking the Indians’ power once and for all.

II. The Expansion of England’s Empire
   A. The Mercantilist System
      1. England attempted to regulate its economy to ensure wealth and national power.
         a. Commerce was the foundation of empire, not territorial plunder.
      2. The Navigation Acts required colonial products to be transported in English ships and
         sold at English ports.
   B. The Conquest of New Netherland
      1. The restoration of the English monarchy came in 1660, and the government chartered
         new trading ventures such as the Royal African Company.
      2. The New Netherlands was surrendered by the Dutch without a fight in order to retain
         their holdings in Africa, Asia, and South America in 1664, during an Anglo-Dutch war.
   C. New York and the Rights of Englishmen and Englishwomen
      1. The terms of Dutch surrender guaranteed some freedoms and liberties, but reversed
         others, especially toward blacks.
      2. The Duke of York governed New York, and by 1700 nearly 2 million acres of land were
         owned by only five New York families.
   D. New York and the Indians
      1. The English briefly held an alliance with the Five Nations known as the Covenant
         Chain, but by the end of the century the Five Nations adopted a policy of neutrality.
   E. The Charter of Liberties
      1. Demanding liberties, the English of New York got an elected assembly, which drafted a
         Charter of Liberties and Privileges in 1683.
   F. The Founding of Carolina
      1. Carolina was established as a barrier to Spanish expansion north of Florida.
      2. Carolina was an offshoot of Barbados and, as such, a slave colony from the start.
      3. The Fundamental Constitution of Carolina established a feudal society, but did allow
         for religious toleration and an elected assembly.
   G. The Holy Experiment
      1. Pennsylvania was the last seventeenth-century colony to be established and was given
         to proprietor William Penn.
      2. A Quaker, Penn envisioned a colony of peaceful harmony between colonists and
         Indians and a haven for spiritual freedom.
   H. Quaker Liberty
      1. Quakers believed that liberty was a universal entitlement.
         a. Liberty extended to women, blacks, and Indians.
      2. Religious freedom was a fundamental principle.
         a. Quakers upheld a strict moral code.
   I. Land in Pennsylvania
      1. Penn established a government that made a majority of the male population eligible to
         vote.
      2. He owned all of the colony’s land and sold it to settlers at low prices rather than
         granting it outright.
      3. Even if he did not, Pennsylvania prospered under Penn’s policies.
III. Origins of American Slavery

A. Englishmen and Africans
1. The spread of tobacco led settlers to turn to slavery, which offered many advantages over indentured servants.
2. In the seventeenth century, the concepts of race and racism had not fully developed.
3. Africans were seen as alien in their color, religion, and social practices.

B. Slavery in History
1. Although slavery has a long history, slavery in North America was markedly different.
2. Slavery developed slowly in the New World because slaves were expensive and their death rate was high in the seventeenth century.

C. Slavery in the West Indies
1. By 1600, huge sugar plantations worked by slaves from Africa were well established in Brazil and the West Indies.
2. Earlier, Indians and white indentured servants had done the labor, but disease had killed off the Indians and white indentured servants were no longer willing to do the backbreaking work required on the sugar plantations.

D. Slavery and the Law
1. The line between slavery and freedom was more permeable in the seventeenth century than it would become later.
   a. Some free blacks were allowed to sue and testify in court.
   b. Anthony Johnson arrived as a slave but became a slave-owning plantation owner.

E. The Rise of Chesapeake Slavery
1. It was not until the 1660s that the laws of Virginia and Maryland explicitly referred to slavery.
2. A Virginia law of 1662 provided that in the case of a child one of whose parents was free and one slave, the status of the offspring followed that of the mother.
3. In 1667 the Virginia House of Burgesses decreed that religious conversion did not release a slave from bondage.

F. Bacon’s Rebellion: Land and Labor in Virginia
1. Virginia’s shift from white indentured servants to African slaves as the main plantation labor force was accelerated by Bacon’s Rebellion.
2. Virginia’s government ran a corrupt regime under Governor Berkeley.
3. Good, free land was scarce for freed indentured servants, and taxes on tobacco were rising as the prices on selling tobacco were falling.
4. Nathaniel Bacon, an elite planter, called for the removal of all Indians, lower taxes, and an end to rule by “grandees”—a campaign that gained support from small farmers, indentured servants, landless men, and even some Africans.

G. The End of the Rebellion and Its Consequences
1. Bacon spoke of traditional English liberties.
2. The rebellion’s aftermath left Virginia’s planter elite to consolidate their power and improve their image.

H. A Slave Society
1. A number of factors made slave labor very attractive to English settlers by the end of the seventeenth century, and slavery began to supplant indentured servitude between 1680 and 1700.
2. By the early eighteenth century, Virginia had transformed from a society with slaves to a slave society.
   a. In 1705, the House of Burgesses enacted strict slave codes.

I. Notions of Freedom
1. From the start of American slavery, blacks ran away and desired freedom.
2. Settlers were well aware that the desire for freedom could ignite the slaves to rebel.
IV. Colonies in Crisis

A. The Glorious Revolution in England
   1. The Glorious Revolution in 1688 established parliamentary supremacy and secured the Protestant succession to the throne.
   2. Rather than risk a Catholic succession through James II, the Dutch Protestant William of Orange was asked to assume the throne.
   3. The overthrow of James II entrenched the notion that liberty was the birthright of all Englishmen.
      a. Parliament issued a Bill of Rights in 1689.

B. The Glorious Revolution in America
   1. In 1675, England established the Lords of Trade to oversee colonial affairs, but the colonies were not interested in obeying London.
   2. To create wealth, between 1686 and 1689 James II created a supercolony, the Dominion of New England.
      a. The new colony threatened liberties.

C. The Maryland Uprising
   2. Lord Baltimore was overthrown in Maryland.

D. Leisler’s Rebellion
   1. Jacob Leisler, a Calvinist, took control of New York.
   2. New York was divided along ethnic and economic lines.
   3. Leisler was hanged and New York politics remained polarized for years afterward.

E. Changes in New England
   1. In New England, Plymouth was absorbed into Massachusetts, and the political structure of Plymouth Colony was transformed.
      a. Land ownership, not church membership, was required to vote.
      b. A governor was appointed in London rather than elected.
      c. The colony had to abide by the Toleration Act.

F. The Prosecution of Witches
   1. Witchcraft was widely believed in and punishable by execution.
   2. Most accused were women.

G. The Salem Witch Trials
   1. In 1691 several girls named Tituba as a witch.
   2. Accusations snowballed until, in the end, fourteen women and five men were hanged.
   3. Increase Mather published *Cases of Conscience Concerning Evil Spirits*.

V. The Growth of Colonial America

A. A Diverse Population
   1. As England’s economy improved, large-scale migration was draining labor from the mother country.
      a. Efforts began to stop emigration.

B. Attracting Settlers
   1. London believed colonial development bolstered the nation’s power and wealth.
      a. 50,000 convicts were sent to the Chesapeake to work in the tobacco fields.
      b. 145,000 Scots and Scots-Irish immigrants came to North America.

C. The German Migration
   1. Germans, 110,000 in all, formed the largest group of newcomers from the European continent.
   2. Germans tended to travel in entire families.
   3. Their migration greatly enhanced the ethnic and religious diversity of Britain’s colonies.

D. Religious Diversity
   1. Eighteenth-century British America was very diverse, host to many religions.
2. Other liberties also attracted settlers:
   a. Availability of land
   b. Lack of a military draft
   c. Absence of restraints on economic opportunity

E. Indian Life in Transition
   1. Indian communities were well integrated into the British imperial system.
   2. Traders, British officials, and farmers all viewed Indians differently.
   3. The Walking Purchase of 1737 brought fraud to the Pennsylvania Indians.

F. Regional Diversity
   1. The backcountry was the most rapidly growing region in North America.
   2. Farmers in the older portions of the Middle Colonies enjoyed a standard of living
      unimaginable in Europe.
      a. Pennsylvania was "the best poor man’s country."

G. The Consumer Revolution
   1. Great Britain eclipsed the Dutch in the eighteenth century as leader in trade.
   2. Eighteenth-century colonial society enjoyed a multitude of consumer goods.

H. Colonial Cities
   1. Although relatively small and few in number, port cities like Philadelphia were
      important.
   2. Cities served mainly as gathering places for agricultural goods and for imported items
      to be distributed to the countryside.

I. Colonial Artisans
   1. The city was home to a large population of artisans.
      a. Myer Myers was a Jewish silversmith from New York.

J. An Atlantic World
   1. Trade unified the British Empire.
   2. Membership in the empire had many advantages for the colonists.

VI. Social Classes in the Colonies
   A. The Colonial Elite
      1. Expanding trade created the emergence of a powerful upper class of merchants.
      2. In the Chesapeake and Lower South, planters accumulated enormous wealth.
      3. America had no titled aristocracy or established social ranks.
      4. By 1770 nearly all upper-class Virginians had inherited their wealth.

B. Anglicization
   1. Colonial elites began to think of themselves as more and more English.
   2. Desperate to follow an aristocratic lifestyle, many planters fell into debt.

C. The South Carolina Aristocracy
   1. The richest group of mainland colonists were South Carolina planters.
   2. The tie that held the elite together was the belief that freedom from labor was the
      mark of the gentleman.

D. Poverty in the Colonies
   1. Although poverty was not as widespread in the colonies compared to in England,
      many colonists had to work as tenants or wage labors because access to land
      diminished.
   2. Taking the colonies as a whole, half of the wealth at mid-century was concentrated in
      the hands of the richest 10 percent of the population.
   3. The better-off in society tended to view the poor as lazy and responsible for their own
      plight.
      a. Communities had policies to ward off undesirables.

E. The Middle Ranks
   1. Many in the non-plantation South owned some land.
2. By the eighteenth century, colonial farm families viewed land ownership almost as a right, the social precondition of freedom.

F. Women and the Household Economy
   1. The family was the center of economic life and all members contributed to the family's livelihood.
   2. The work of farmers’ wives and daughters often spelled the difference between a family's self-sufficiency and poverty.

G. North America at Mid-century
   1. Colonies were diverse with economic prosperity and many liberties compared to Europe.