

## networks

There's More Online!

- ✓ GAME Column Game
- ✓ GRAPHIC ORGANIZER The First Great Awakening and the Enlightenment
- ✓ PRIMARY SOURCE Freedom of the Press
- ✓ SELF-CHECK QUIZ
- ✓ SLIDE SHOW Colonial Children
- ✓ VIDEO



### Lesson 3

## Culture and Society

ESSENTIAL QUESTION How do new ideas change the way people live?

### IT MATTERS BECAUSE

An American culture, influenced by religion and education, began to develop in the colonies.

## Life in the Colonies

GUIDING QUESTION What was life like for people living in the thirteen colonies?

The number of people living in the thirteen colonies rose from about 250,000 in 1700 to approximately 2.5 million by the mid-1770s. The population of persons of African descent increased at an even faster rate—from about 28,000 to more than 500,000.

**Immigration** (im•ih•GRAY•shuhn)—the permanent moving of people into one country from other countries—was important to this growth. Between 1607 and 1775, an estimated 690,000 Europeans came to the colonies. Also during this time, traders brought in 278,000 enslaved Africans to the colonies.

There was another reason for the growing population. Colonial women tended to marry early and have large families. In addition, the colonies—especially New England—turned out to be a very healthy place to live compared to other parts of the world.

Still, compared to today, life was fragile. For example, women often died in childbirth. Outbreaks of serious diseases such as smallpox were common. Many people died in **epidemics** (eh•puh•DEH•mihks), outbreaks that affect large numbers of people. In 1721, for example, a smallpox epidemic in the city of Boston killed about 850 people, or 15 percent of the city's population.

### A New American Spirit

Many Americans were born in other countries. They brought with them different languages and ways of thinking. Yet in the colonies, immigrants became something new and different—they became Americans. In 1782 French writer J. Hector St. John De Crèvecoeur (krev•KUHR) described this new type of person:

#### PRIMARY SOURCE

“He is an American, who, leaving behind him all his ancient prejudices and manners, receives new ones from the new mode of life he has embraced, the new government he obeys, and the new rank he holds. . . . Here individuals of all races are melted into a new race of man, whose labors and posterity will one day cause great changes in the world.”

—from *Letters from an American Farmer*

A spirit of independence developed early in the history of the American people. Far from the rules and limits of their home countries, settlers began to develop their own ways of doing things. Throughout the colonies, people **adapted** their traditions to the new conditions of life.

Religion, education, and the arts contributed to a new American culture. The family, however, formed the basic foundation of colonial society—for those who were not enslaved, at least.

### Family Roles

Men were the formal heads of the households. They managed the farm or business and represented the family in the community. On the farm, men worked in the fields and built barns, houses, and fences. Sons might work as indentured servants for local farmers or become apprentices. An **apprentice** (uh•PREHN•tuhs) agrees to work with a skilled craftsperson as a way of learning a trade.

Women ran their households and cared for children. Many worked in the fields with their husbands. Married women had few rights. Unmarried women might work as maids or cooks.



In 1721 Boston clergyman Cotton Mather suggested a daring answer to smallpox—inoculation, or injecting smallpox virus into healthy people. Often, inoculation causes only mild disease and leaves the body protected from illness in the future. In 1796, Edward Jenner, shown inoculating a child, developed a safer smallpox vaccine.

### TEKS Texas Essential Knowledge and Skills

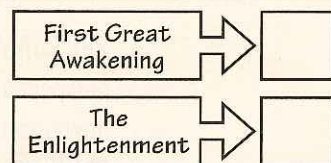
- 3A Explain the reasons for the growth of representative government and institutions during the colonial period.
- 3C Describe how religion and virtue contributed to the growth of representative government in the American colonies.
- 19C Explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family.
- 23A Identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration.
- 23D Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.
- 23E Identify the political, social, and economic contributions of women to American society.
- 25A Trace the development of religious freedom in the United States.
- 25B Describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings.

### Reading HELPDESK

#### Taking Notes: Identifying Cause and Effect

As you read, use a diagram like this one to explain how the First Great Awakening and the Enlightenment affected the colonists.

146 Life in the American Colonies



#### Content Vocabulary

- immigration
- civic virtue
- epidemic
- apprentice

**immigration** the permanent movement of people into one country from other nations

**epidemic** an illness that affects large numbers of people

**apprentice** a young person who learns a trade from a skilled craftsperson

#### Academic Vocabulary

**adapt** to change in response to a new set of conditions

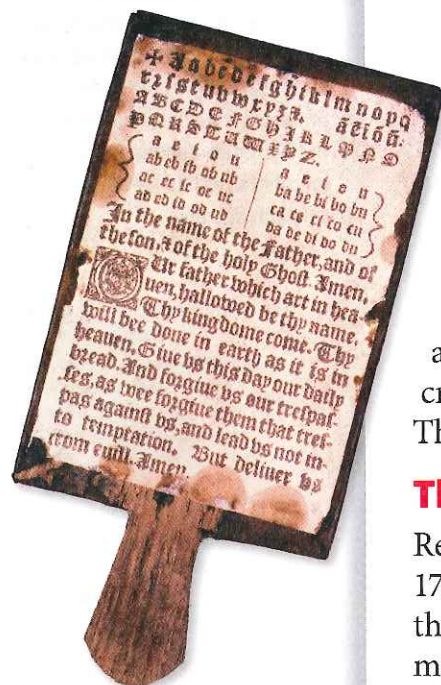


## Connections to TODAY

### Colleges and Universities

Several colleges and universities founded in colonial times are still educating students today. For example, Harvard University in Massachusetts got its start in 1636 as a school for training ministers. Next came Virginia's College of William and Mary, founded in 1693. Yale University in Connecticut started as a school in 1701. The University of Pennsylvania in Philadelphia began as a charity school in 1740.

A hornbook, made of a wooden paddle with lessons tacked onto it, helped young students learn to read.



### Reading HELPDESK

#### Reading in the Content Area: Percentages

Many social studies texts give information in percentages. A percentage gives information as a fraction—how many out of 100. For instance, 12 percent, which may also be written 12%, means 12 out of every 100. Twelve percent of 200 would be 24, and twelve percent of 1,000 would be 120. Percentages allow for easy comparison of different numbers.

Widows and older women who had never married might work as teachers, nurses, or seamstresses. They could run businesses and own property, but they could not vote.

Even children as young as four or five often had jobs. When they played, they enjoyed simple games, such as hopscotch or leap frog. Their toys were usually made from common objects.

### READING PROGRESS CHECK

**Describing** Describe two common health risks faced by colonists in America.

## American Beliefs

**GUIDING QUESTION** What values and beliefs were important to the American colonists?

The American spirit and the family served as foundations for life in the colonies. In addition, Americans shared a commitment to education, strong religious beliefs, and openness to new ideas.

### Colonial Education

Most colonists valued education. Parents often taught their children to read and write at home. In New England and Pennsylvania, in particular, people set up schools to make sure everyone could read and study the Bible. In 1647 the

Massachusetts Puritans passed a public education law requiring communities with 50 or more families to have a public school.

The result was a high level of literacy in New England. By 1750, about 85 percent of the men and about half of the women were able to read. Many learned from *The New England Primer*.

Most schools in the Middle Colonies were private. Widows or unmarried women ran many of those schools. Quakers and other religious groups ran others. In towns and cities, craftspeople often set up night schools for their apprentices. The earliest colleges were founded to train ministers.

### The First Great Awakening

Religion had a strong influence in colonial life. In the 1730s and 1740s, a religious revival called the First Great Awakening swept through the colonies. In New England and the Middle Colonies, ministers called for “a new birth,” a return to the strong faith of earlier days. One such minister was Jonathan Edwards of

Massachusetts, who gave powerful sermons. George Whitefield, an English preacher who arrived in the colonies in 1738, inspired worshipers in churches and open fields from Georgia to New England.

The Great Awakening inspired greater religious freedom. It led to the formation of many new types of churches. The new churches placed an **emphasis** on having personal faith rather than on church rituals. More colonists began choosing their own faiths, and the strength of established official churches declined. As a Baptist preacher noted, “The common people now claim as good a right to judge and act in matters of religion as civil rulers or the learned clergy.” This independence of thought encouraged the belief that colonists had the ability and the right to make their own decisions in government matters as well.

The Great Awakening also united colonists from north to south in a common experience. The colonists overcame regional barriers, which helped pave the way for the rapid spread of revolutionary ideas and excitement during the struggle for independence.

### The Enlightenment

By the middle of the 1700s, many educated colonists were also influenced by the Enlightenment. This movement, which began in Europe, spread the idea that knowledge, reason, and science could improve society. In the colonies, the Enlightenment increased interest in science. People observed nature, staged experiments, and published their findings, much as Benjamin Franklin did. The Enlightenment also promoted freedom of thought and expression, a belief in equality, and the idea of popular government.

### Ideas of Freedom

Freedom of the press became an important issue in colonial America. Newspapers in colonial cities, such as Boston and Philadelphia, carried political news and often faced government censorship. Censorship is the banning of printed materials because they contain unpopular or offensive ideas.

Ministers such as George Whitefield (shown below) and Jonathan Edwards swayed crowds with their vivid, emotional style of preaching.



### Academic Vocabulary

**emphasis** a special stress or indication of importance

### SKILLS PRACTICE

Keep a list of connecting words. Look at it when you are speaking and want to put connected ideas into one sentence.



Mr. Zenger;  
I have been Reading, the arguments of Mr. Smith, and Murray, with regard to the Courts, and there is one Thing, I can't comprehend, viz. If it is the Writ ought to be taken out in England, and telled by the Judges there; if they are taken out here, the same Judge ought to be taken out here. If it is a like Court, it is not the same; and if not the same, it is not that fundamental Court which is established by immemorial Custom. I would be glad some of your Correspondents, would clear up this Point; Exchequer Court here is not the same as the Exchequer Court in England, it is without Legal Authority.

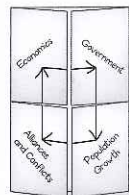
**FOREIGN AFFAIRS.**  
Danzick, August 4.  
Yesterday the Bishop of Cracow, in the King's Name, received Homage of this City, and the Ceremony was very magnificent. His Majesty, because his Deputies, visited the University for holding of the Pope's Dyets in the Province. Those in Poland Profits, will be held in 15 Days. The British and Swiss Troops will march suddenly to the Places where the Provincial Assemblies are to be opened; and the rest are to go and post them.

John Peter Zenger's newspaper, the *New-York Weekly Journal*, was the battleground in an early case about freedom of the press.

**civic virtue** the democratic ideas, practices, and values that are at the heart of citizenship in a free society

**FOLDABLES**  
Study Organizer

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## LESSON 3 REVIEW



### Review Vocabulary

- Describe how each of the following terms relates to culture and society in the thirteen colonies. **30A**
  - immigration
  - epidemic
  - apprentice
  - civic virtue

### Answer the Guiding Questions

- Explaining** What were the typical family responsibilities of husbands and wives in colonial America?

In 1733 publisher John Peter Zenger, in his newspaper the *New-York Weekly Journal*, accused New York's governor of corruption. For criticizing the governor, officials charged Zenger with a crime and threw him in jail. Zenger argued that the statements he had published about the governor were true. Therefore, he claimed, he had the right to publish them. Zenger's lawyer, Andrew Hamilton, made a stirring defense:

#### PRIMARY SOURCE

“The loss of liberty in general would soon follow the suppression of the liberty of the press; for it is an essential branch of liberty, so perhaps it is the best preservative of the whole.”

—from *The Trial of John Peter Zenger and the Birth of Freedom of the Press*, by Doug Linder

The jury found Zenger not guilty. The case is seen as a key step in the development of a free press in this country.

### Civic Virtue

Colonists were beginning to form new ideas of freedom. They began thinking in terms of **civic virtue** (SI•vihk VUHR•choo)—democratic ideas, practices, and values that form a truly free society. De Crèvecoeur was writing about these ideals when he described the spirit of the new American. Benjamin Franklin was a shining example of civic virtue at its best. Colonists would soon put their belief in civic virtue into action. These ideas and actions would become the building blocks of a new nation.

#### READING PROGRESS CHECK

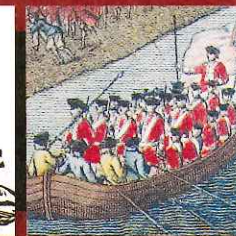
**Analyzing** In what ways did the First Great Awakening influence American society?

- Explaining** How did the Enlightenment and ideas of civic virtue influence colonists' beliefs about government? **3C**
- EXPOSITORY WRITING** In a paragraph, explain the factors that contributed to population growth in the thirteen colonies in the 1600s and 1700s. **30D**

## networks

There's More Online!

- BIOGRAPHY**  
Pontiac
- GRAPHIC ORGANIZER**  
Native American Relations With the Europeans
- IMAGE** George Washington and the French and Indian War
- MAP** The French and Indian War
- PRIMARY SOURCE**  
Political Cartoon
- SELF-CHECK QUIZ**
- VIDEO**



## Lesson 4

# Rivalry in North America

**ESSENTIAL QUESTION** Why does conflict develop?

## IT MATTERS BECAUSE

Rivalry between Great Britain and France led to a war for control of North America and set the stage for a dispute between the colonists and Great Britain.

## Rivalry Between the French and the British

**GUIDING QUESTION** How did competition for land in North America lead to the French and Indian War?

In the 1700s, Britain and France were leading European powers. They competed for wealth and empire in different parts of the world. In North America, their rivalry was very strong.

This rivalry turned especially bitter in the mid-1700s. The British began to show interest in the Ohio River valley. This vast land beyond the Appalachian Mountains was rich in resources. The British believed they had a right to this land. The French also viewed the valley as theirs. The French enjoyed a thriving fur trade with the Native Americans of the region. They did not want to share this business with British settlers.

To protect their claims in the valley, the French built a chain of forts from Lake Ontario south to the Ohio River. The British responded by starting to build a fort in what is now western Pennsylvania. Before they could finish, the French seized the site. On it, they built their own fort, calling it Fort Duquesne (doo•KAYN).



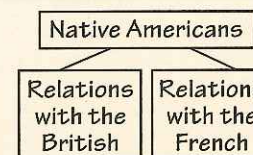
Texas Essential Knowledge and Skills

- Identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.
- Analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War
- Analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.
- Describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries.

## Reading HELPDESK

### Taking Notes: Summarizing

As you read, use a diagram like this one to summarize why Native Americans had better relations with the French than with the British.



### Content Vocabulary

- militia
- Iroquois Confederacy
- alliance





Although Washington suffered defeat at Fort Necessity, the colonists viewed him as the hero who had struck the first blow against the French.

In spring 1754, the governor of Virginia sent a **militia** (muh•LIH•shuh)—a military force made up of ordinary citizens—to drive out the French. Leading this force was a young Virginian. His name was George Washington.

After marching to Fort Duquesne, Washington set up a small fort of his own nearby. He called it Fort Necessity.

Washington's outpost soon came under attack by the French and their Native American allies. This combined army won the battle and forced Washington's soldiers to surrender. The French later released the soldiers, who returned to Virginia.

### Native American Alliances

As the conflict got under way, the French and the British both sought Native American help. The French had a big advantage. They already had many Native American allies. Native Americans generally distrusted the British and their hunger for land. In contrast, the French were more interested in fur trading than in land. French trappers and fur traders often married Native American women. French missionaries **converted** many Native Americans to Catholicism. For these reasons, Native Americans helped the French and raided British settlements.

To counter the threat of the French and their Native American friends, the British colonists tried to make a treaty with the Iroquois. The **Iroquois Confederacy** (IHR•uh•kwoy kuhn•FEH•du•ruh•see) was the most powerful group of Native Americans in eastern North America. At that time, the confederacy included six nations—the Mohawk, Seneca, Cayuga, Onondaga, Oneida, and Tuscarora. Delegates—representatives—from seven colonies met with Iroquois leaders at Albany, New York, in June 1754. The Iroquois refused an **alliance** (uh•LY•uhns), or partnership, with the British. They did, however, promise to remain **neutral**—that is, to take no side.

The Albany delegates also talked about how the colonies might work together more closely against the French. They decided to adopt Benjamin Franklin's Albany Plan of Union for a united colonial government. To form a colonial government, each colony would have to give up some of its powers. Not one colonial assembly

was willing to do so. Disappointed, Franklin wrote, "Everybody cries, a Union is absolutely necessary; but when they come to the manner and form of the union, [they] are perfectly distracted."

The Albany meeting failed to unify the colonists. Meanwhile, the conflict between the British and the French expanded into full-scale war—the French and Indian War.

### READING PROGRESS CHECK

**Identifying Cause and Effect** Why did hostilities between the French and British increase during the mid-1700s?

## The French and Indian War

**GUIDING QUESTION** What was the turning point in the French and Indian War?

The French enjoyed early success in the war. They captured several British forts. Meanwhile, their Native American allies carried out raids on the frontier, or edges, of the colonies. They killed colonists, burned farmhouses and crops, and drove many families back toward the coast.

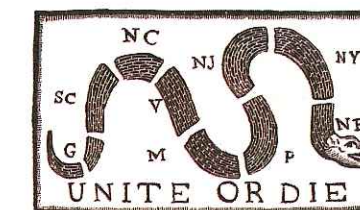
The turning point came in 1757 when William Pitt became prime minister, the head of the British government. Pitt was a great military planner. He sent more trained British troops to fight in North America. To stop colonial complaints about the cost of the war, Pitt decided that Britain would pay for it. He knew that, after the war, the British would raise colonists' taxes to help pay the large bill. Pitt had only delayed the time when the colonists would have to pay their share of the military costs.

Pitt's goal was not just to open the Ohio River valley. He also wanted to conquer French Canada. In 1758 British forces won a key victory at Fort Louisbourg in present-day Nova Scotia. The same year, a British force made up mostly of New York and New England militia captured Fort Frontenac at Lake Ontario.

## Thinking Like a HISTORIAN

### Analyzing Primary Sources

America's first political cartoon, drawn by Benjamin Franklin in 1754, promoted his Albany Plan of Union. Each section represents a colony. The New England Colonies are combined as one section. What warning does the cartoon convey about the approaching war with France?



After a month-long siege, Major General James Wolfe ordered British forces to cross the St. Lawrence River and climb the cliffs near the city of Quebec. In less than an hour, French troops fled, and the city fell.

(l) Art Archive; (r) Art Archive/General Wolfe Museum, Quebec House/Ellen Tweedy; Annex Robert Griffin/Paramount Press Inc.



### SKILLS PRACTICE

Retell important sentences from a text selection, using your own words.

### Reading HELPDESK

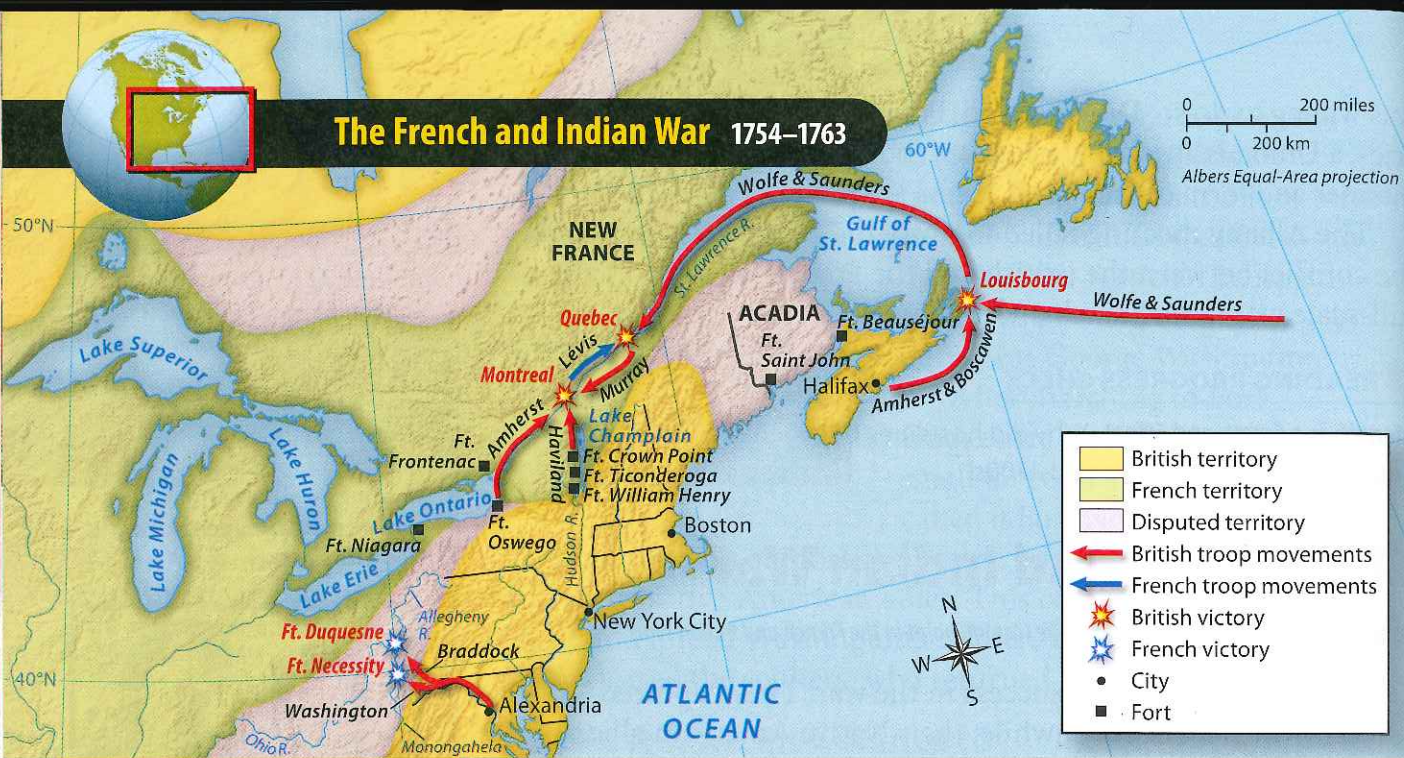
**militia** a military force made up of ordinary citizens  
**Iroquois Confederacy** a group of Native American nations in eastern North America joined together under one general government

**alliance** partnership

### Academic Vocabulary

**convert** to change the religious beliefs of someone  
**neutral** taking no side





## The French and Indian War 1754–1763

### GEOGRAPHY CONNECTION

During the French and Indian War, the British and the French fought for control of the lands between their North American territories.

- 1 LOCATION** Where are the cities of Quebec and Montreal located?
- 2 CRITICAL THINKING**  
*Analyzing* Why do you think Quebec and Montreal were related to French dominance in the Ohio River valley?

Another British force finally took Fort Duquesne. The British renamed it Fort Pitt.

Quebec, the capital of New France, sat on a cliff above the St. Lawrence River. Because of its position, Quebec was thought to be impossible to attack. In September 1759, British scouts spotted a poorly guarded path along the back of the cliff. At night, British general James Wolfe's soldiers overwhelmed the French guards and scrambled up the path. The British troops then surprised and defeated the French army on a field called the Plains of Abraham. The fall of Quebec and of Montreal the next year marked the defeat of France in North America.

Fighting between Britain and France and their respective allies continued in Europe and elsewhere until the war was finally ended with the Treaty of Paris of 1763. This treaty forced France to give Canada and most of its lands east of the Mississippi River to Great Britain. Great Britain also received Florida from France's ally, Spain. Spain acquired French lands west of the Mississippi River—called Louisiana—as well as the port of New Orleans.

The Treaty of Paris marked the end of France as a power in North America. In its aftermath, North America was in the hands of two European powers—Great Britain and Spain.

### READING PROGRESS CHECK

**Explaining** Why was William Pitt successful at managing the war for Britain?

### Reading HELPDESK

#### Reading Strategy: Finding the Main Idea

In most paragraphs, the main idea appears near the beginning. The rest of the paragraph often gives examples or details to help you understand the main idea. Read the first paragraph under the Guiding Question on the next page. Identify the main idea of the paragraph and three supporting details.

## New British Policies

**GUIDING QUESTION** How did the American colonists react to new British policies?

The French defeat was a blow to Native Americans in the Ohio River valley. They lost their French allies and trading partners and now had to deal with the British. The British raised the prices of their goods. Unlike the French, the British refused to pay Native Americans to use their land. Worst of all, more colonists began settling in Native American lands.

Many Native Americans saw the settlers as a threat to their way of life. One of these was Pontiac, the chief of an Ottawa village near Detroit. In 1763 Pontiac and his forces captured the British fort at Detroit and other British outposts. During Pontiac's War, Native Americans killed settlers along the Pennsylvania and Virginia frontiers.

The same year that Pontiac's War began, Britain's King George declared that colonists were not to settle west of the Appalachian Mountains. To enforce the new rule, the British planned to keep 10,000 troops in America. The Proclamation of 1763 helped remove a source of conflict with Native Americans. It also kept colonists on the coast—where the British could control them.

Colonists believed the proclamation limited their freedom of movement. They feared that the large number of British troops might interfere with their liberties. As a result, distrust began to grow between Britain and its American colonies.

Britain's financial problems also led to trouble. Deeply in debt as a result of the war with France, the British government made plans to tax the colonies and tighten trade rules. These efforts would lead to conflict. Although no one knew it at the time, the end of the French and Indian War was also the start of a new era in history—the American Revolutionary Era.

### READING PROGRESS CHECK

**Examining** Why did the Proclamation of 1763 anger colonists?

## LESSON 4 REVIEW

### Review Vocabulary

- Write a sentence using the terms *alliance* and *Iroquois Confederacy*. 30A
- Write a sentence about the colonies, using the word *militia*. 30A

### Answer the Guiding Questions

- Analyzing** Why was the Ohio River valley a source of conflict between the French, Native Americans, and British in the mid-1700s? 10C

- Identifying** What was the role of William Pitt in the French and Indian War?

- Analyzing** Why did Britain decide to tax the colonies and tighten trade rules after the French and Indian War, and why do you suppose that upset the colonists? 4A

- EXPOSITORY WRITING** Write a paragraph that summarizes the Albany Plan of Union, including the problems it was meant to address and the response it received among the colonies. 29B; 30D

## BIOGRAPHY



### Pontiac, c. 1720–1769

Pontiac became an Ottawa chief while still a young man. A born leader, he brought together three Native American groups—the Ottawa, the Potawatomi, and the Ojibwa—in an alliance. As more British settlers moved into their lands, he convinced more groups to join. Based on Pontiac's plans, these groups attacked British forts and settlements. Pontiac himself led the successful attack on the fort at Detroit. Pontiac agreed to peace with the British in July 1766. Afterward, his allies turned against him.

### CRITICAL THINKING

**Drawing Conclusions** Why do you think Pontiac's former allies turned against him?



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