CHAPTER FIVE
THE CULTURES OF COLONIAL
NORTH AMERICA, 1700–1780

CHAPTER OVERVIEW
In this chapter the emphasis is on the number of distinct European colonial regions and new
Native American ones that had developed by the 1700s. These regions (Spanish, French,
English, and Indian) developed distinct forms of community life that would continue to
shape American history. The maturing of these colonies brought many social and religious
tensions in the 1700s. The tension and solutions brought about much public discussion in
the British colonies, which may have encouraged more political involvement on the part of
ordinary people.

CHAPTER OBJECTIVES
After reading the chapter and following the study methods recommended, students should be
able to:

1. Use the community of Deerfield, Massachusetts, to illustrate the cultural problems of a
   New England community.
2. Compare the cultures of colonial North America from 1700 to 1780, including Indian
   America.
3. Explain how the various cultures of colonial North America dealt with balancing tradition
   and change.
4. Describe the impact of immigration on British colonial culture.
5. Describe the Great Awakening and summarize its impact on certain colonial areas.
6. Making Connections: Describe how the colonial regions of North America in the 1700s
   continue to reflect the regions discussed in Chapter One.

CRITICAL THINKING/READING SKILLS

AMERICAN COMMUNITIES:

From Deerfield to Kahnawake: Crossing Cultural Boundaries: How were the towns of
Deerfield and Kahnawake examples of community and community loyalty in the 1700s?
What happened to the Williams family in the Deerfield raid? How was Kahnawake “a
unique experiment in bicultural living?”

Indian America: What were the characteristics of Indian America in this time period? How
did various groups try to maintain autonomy? What peoples were attacked by the French?
What was the continued effect of colonial populations on Indian population and culture?
How did the horse change Indian life? The Spanish Borderlands: What and where were the
significant Spanish borderland colonies in this era? Why did the Spanish move into each of
these fringe areas? What was the basic community structure of the Spanish colonies? What
were the largest towns and areas? What avenues of resistance were there?
The French Crescent: What areas did the French crescent cover and what colonies were included in it? What were the general reasons or purposes for the French spreading out in this fashion? What were the characteristics of the French communities?

New England: What was the character of local New England communities? What was the Puritan tradition in regard to religious freedom? What other religious views were eventually tolerated? What was the economic basis of New England communities?

The Middle Colonies: What colonies made up the “Middle”? Which ones were the most ethnically diverse? How did these communities compare to the New England ones? What were the Quaker beliefs. How did the Quakers compare to the Puritans in community? How was Pennsylvania the model for America’s expansion?

The Back Country: What and where was “back country”? How did their economic and ethnic setup differ from more settled areas? What was distinctive about Pennsylvania-Virginia back country as an American colonial region?

The South: What type of societies were the Upper and Lower South? What were their religious, economic, and social bases as communities? How did the Upper and Lower South differ in community? What does Drayton Hall symbolize?

Traditional Culture in the New World: What aspects of traditional culture were retained by colonial societies? How were they essentially medieval? What were the communal ideals? What varieties of agriculture, trades, and crafts were practiced? What opportunities were there for women?

THE FRONTIER HERITAGE: What were the perspectives of the frontier heritage also held by colonial societies? What assumptions were not democratic and generally brought from Europe? How did indentured labor compare to slave labor? How many were successful? How common was the expedition of property ownership?

Social Class: How did maintaining traditional European social class fare in North America compared to working roles? What did encomienda, seigneur, and great manor have in common in regard to social class? To what extent did traditional social class work and how was it modified in North America? How did the Spanish, French, and British colonies compare in structure and attitude on social rank? What did Benjamin Franklin observe about class differences in British America and England?

Economic Growth and Increasing Inequality: How were both progressive growth of the economy and inequality connected? How did British colonial growth compare to Europe? Where was the greatest economic inequality found and what were the statistics of inequality; the least economic inequality? What land problems developed especially in older New England settlements? Why didn’t they move north or west?

Contrasts in Colonial Politics: How did the French, Spanish and English compare in the rule of their colonies? Why were the British developments not democratic? Why was democracy as viewed then not desired? What powers did colonial assemblies achieve? What did royal governors do to protect their power? What effect did it have?

The Enlightenment Challenge: What were the ideas of the Enlightenment and how did they challenge tradition? What groups did Enlightenment ideas most appeal to? Least? How did traditional ideas and Enlightenment ideas mix in some scholars’ writings? How did reading material reflect both sets of values? What stimulated a more cosmopolitan culture to emerge and where was it concentrated?

A Decline In Religious Devotion: What was the nature of the decline in religion? What problem was addressed in the Half-Way Covenant? What other tensions were there in
church organizations? What was Arminianism and how did it reflect more Enlightenment than traditional Calvinist thinking? Which groups found more appeal in these “liberal” ideas? What group was most affected by the Great Awakening?

The Great Revival: How was religious revival connected to Enlightenment challenge? Which groups were most likely to embrace the Great Awakening? Who was George Whitefield and what was his role in revival? How did this Great Awakening affect established churches? How was it an American version of the Protestant Reformation? Did the Awakening affect the South?

Great Awakening Politics: What possible political implications of the Great Awakening do historians suggest?

CONCLUSION: What distinct colonial regions had emerged? How did the British develop differently than the French or Spanish?

KEY TERMS/VOCABULARY
Identify the following terms:

1. Deerfield raid
2. King William’s War
3. Iroquois
4. Creeks
5. Natchez
6. Chickasaw
7. Plains Indians
8. Seminole
9. Juan Cabrillo
10. presidios
11. mission system
12. adobe
13. Richard Hakluyt
14. long lot
15. General Court
16. meetinghouses
17. Roger Williams
18. John Locke
19. Toleration Act, 1689
20. Congregationalists
21. “salad bowl”
22. Quakers
23. artisans
24. midwife
25. apprentice
26. journeyman
27. dower
28. “freeland”
29. espanotes
30. mestizos
31. mulattoes
32. social mobility
33. French Crescent
34. New Spain
35. French Canada
36. voting rights
37. Inquisition
38. Enlightenment
39. College of William and Mary
40. Cotton Mather
41. Royal Society
42. Half Way Covenant
43. Sabrook Platform
44. arminianism
45. Great Awakening
46. Jonathan Edwards
47. George Whitefield
48. Benjamin Franklin
49. William Tennent
50. Princeton University
51. New Lights
52. Old Lights

STUDY SKILLS ACTIVITIES

1. There are several charts available that may be helpful. One is to compare Spanish, French, and English colonies to each other. Comparative headings might include location(s), largest colonies or cities, economic base, colonial government, etc. A second type of chart might be useful to compare the English colonies to each other in various categories. Examples of each appear on pp. 63–64.

2. Cooperative learning: Divide students into two groups. Have one group read The Rev. John Williams Tells of His Experiences as an Indian Captive, 1707 from the Documents Set. For a comparison piece have the other group read An Iroquois Chief Argues for his Tribe’s Property Rights in 1742. Answer the questions at the end of each selection. Then discuss the differences between Williams’ and the Iroquois Chief’s experiences.
3. The “melting pot” is an older metaphor for the United States community. The author suggests “salad bowl,” and others have used “stew.” Discuss the implications and usefulness of these metaphors. Which best applies to the United States today?

4. Writing skills: Use the suggested essay in the text. Continue to stress the importance of the thesis statement, but begin to emphasize the ability of the student to dissect the questions and divide it into parts. Then the student can develop answers that address each part of the question. The chart activity located in Map/Critical Viewing skills will be useful in writing the essay. The Essay Writing Skills guide sheet (p. 65) may help students in the organization of the essay. Copy and distribute the guide sheet to students.
<table>
<thead>
<tr>
<th></th>
<th>Spanish</th>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locations (areas and towns); Largest Colony</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic base(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Government</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colonial Community Structure (include social class, labor, social life, ethnic communities and relationships to Indians)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# ENGLISH COLONIAL CULTURES IN NORTH AMERICA, 1700–1780

<table>
<thead>
<tr>
<th>Region</th>
<th>Population (include ethnic groups and religious denomination where pertinent, major Indian communities)</th>
<th>Political Structure (include religions when pertinent)</th>
<th>Economic Base (include labor, work, and social class structures)</th>
<th>Land Issues: Expansion</th>
<th>Events of the Enlightenment And the Great Awakening</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Massachusetts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Connecticut</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Rhode Island</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Colonies:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. New York</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Pennsylvania</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper South:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Virginia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Maryland</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower South:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Carolinas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ESSAY WRITING SKILLS

An essay should be well organized with thought flowing in a logical pattern.

I. Introduction
   A. Broad opening sentence
      1. Introduce the topic
      2. Set time frame
      3. Confirm place setting
   B. Brief explanation of any key theme
   C. Statement of the thesis

II. Body—Each Paragraph
    A. Transitional/topic sentence
       1. Link the paragraph to the previous one
       2. Introduce the main idea/data supportive of the thesis
    B. Subsequent sentences
       1. Provide supportive details
       2. Provide appropriate examples

III. Conclusion
    A. Restatement of the thesis
    B. Any connection with contemporary history/events
    C. Strong closing sentence
    D. No new ideas or solution introduced.
MAP SKILLS/Critical Viewing Activities

1. The French Crescent
   a. What areas were included in the French Crescent?
   b. Which bodies of water were the main elements of the crescent?
   c. What effect did the crescent have on British colonials?
   d. Locate: Quebec, Montreal, Sault Ste. Marie, Detroit, New Orleans

2. Spread of Settlement in the British Colonies, 1720–1760
   a. What was the direction of movement of the population?
   b. Compare this map to the French Crescent map.
   c. What was a possible conflict?
   d. Which native groups were affected?

3. Growing Use of the Horse by Plains Indians
   a. How did the horse spread onto the Plains?
   b. What were the directions of this expansion?
   c. What type of culture did it make possible?

   a. Which groups experienced the most growth in the eighteenth century?
   b. Why did the population of New Spain grow at a slower pace?

5. Connect Chapters Three and Five: Colonial North America, 1588–1780 By comparing and contrasting the information you have learned in Chapter Three and in Chapter Five, complete the following chart (p. 67). This information may aid in the chapter essay writing.

6. Student Understanding: After reviewing the photographs and illustrations in Chapter Five, discuss the importance of the mission system to Spanish colonialism. Next, view the French colonial long lots. Why did the French use this form of property holding? Take a look at the House of Seven Gables architecture and the log house. Read the description of plantation architecture in the textbook. Have students make comparisons and contrasts of the architecture of each group, the goals for colonization, and the differences of each group.
<table>
<thead>
<tr>
<th>Locations</th>
<th>1588</th>
<th>1700</th>
<th>1780</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth of European Population</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decline of Indian Population</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnic Group(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious Group(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colonial Government</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Base</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Life and Social Issues</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
READING QUIZ

MULTIPLE CHOICE:

1. Reverend William’s book, *The Redeemed Captive Returning to Zion*, illustrated the fascination of Colonial America with:
   a. problems and dilemmas of crossing frontiers and boundaries.
   b. converting the Indians to Christian ways and principles.
   c. understanding the nature of Indian cultures.
   d. French and Spanish cultural outposts.

2. Kahnawake was an example of a/an
   a. Iroquois village.
   b. French long-lots.
   c. Protestant mission in predominantly Catholic country.
   d. mixed bicultural community.

3. The Fox and the Natchez met defeat at the hands of the
   a. Iroquois.
   b. French.
   c. English.
   d. Spanish.

4. Which one of the following is the LEAST true of Indian populations in the 1700s?
   a. Fear of English colonial growth kept many allied with the French.
   b. Indian populations continued for days from epidemics.
   c. Many attempted preserving autonomy through trade.
   d. Indian societies in the interior lost 50 percent through disease.

5. In the 1700s the most populous Spanish borderland colony was
   a. New Mexico
   b. Texas
   c. California
   d. Florida

6. If you were stationed at a presidio at the fringes of Louisiana in 1700s, you would be in this ethnic group guarding against this ethnic group:
   a. English/Indian
   b. French/Spanish
   c. Spanish/French
   d. English/French

7. If you were a habitant or meti living in a long-lot pattern, you were most likely to be in a city like:
   a. Boston
   b. Charleston
   c. Los Angeles
   d. Detroit

8. On the subject of religious toleration, which one of the following would have the LEAST in common with the other three?
   a. Roger Williams
   b. John Winthrop
   c. John Locke
   d. William Penn

9. If you were living in a central village ruled by a General Court but thinking about “hiving off,” you were probably in this North American region:
   a. French Crescent
   b. New England
   c. Lower South
   d. Backcountry
10. If you were in a stone house with a great barn, in a “heaven for farmers,” with Quaker, Scots-Irish and German neighbors, you were probably in
   b. the Carolinas. d. Pennsylvania.

11. If you were a squatter in a log cabin, raising Indian corn and hogs, hunting, caring little for rank, you were probably in this area:
   a. New England c. Backcountry
   b. Spanish Borderlands d. Lower South

12. Back country settlers of Pennsylvania borrowed their farming methods, hunting traditions, and log cabin building from the
   a. Delawares and Scandinavians.
   b. Susquehannoks and French trappers.
   c. Iroquois and North Britons.
   d. Cherokees and Scots.

13. Which one of the following is LEAST true of everyday community life in North American colonial societies?
   a. Family and kin were very important.
   b. They broke away from their mother country’s culture.
   c. They were mostly oral cultures following the seasons.
   d. They relied on the collective community.

14. Ann Franklin and Cornelia Bradford demonstrate the
   a. equality of Quaker society.
   b. importance of midwives in small communities.
   c. active role of women in journalism.
   d. crossing over to another culture.

15. Between the seventeenth and eighteenth centuries, the chances of an indentured servant’s at least moderate success had increased to this percent:
   a. 5 c. 50
   b. 20 d. 80

16. The English colonies populations grew more rapidly than the Spanish or French colonies because
   a. their fertility rates were higher.
   b. English immigration policies were less restrictive.
   c. their environments were healthier and mortality was lower.
   d. good farming techniques and food were more plentiful.

17. Which one of the following was NOT a result shown in the first federal census?
   a. Nearly a fifth of the population was African.
   b. More than half the population was English.
   c. Irish and Scots made up 1–5 percent of the population.
   d. Germans made up 7 percent of the population.

18. Landless or “strolling poor” were most likely to be found in this area:
   a. New England c. Pennsylvania
   b. Lower South d. French Crescent
19. Which one of the following was NOT a belief of the Enlightenment?
   a. Humans could understand natural law and apply it to improving the world.
   b. Individuals were endowed with rights to life, liberty, and property.
   c. Emotional enthusiasm was important to religious faith.
   d. The state should provide for the happiness and security of individuals.

20. The central principle of Arminianism which became popular with New England Congregations in the 1700s was that God
   a. had predetermined the few men and women who would be saved.
   b. was mysterious and unfathomable in terms of salvation.
   c. would strike deserved people with an intensely emotional conversion experience.
   d. gave people the freedom to choose salvation through faith and good works.

21. Which one of the following has the LEAST in common with the others?
   a. George Whitefield
   b. Jonathan Edwards
   c. William Tennent
   d. Benjamin Franklin

22. If you were part of the Half-Way Covenant, what were you half-way to?
   a. paying off your redemptioner’s fee
   b. becoming a denizen rather than having alien status
   c. going from being on Old Light to a New Light
   d. membership in a Puritan Church but without a conversion experience

CHRONOLOGY AND MAP QUESTIONS:

23. Which one of the following gives the correct chronological order of these events:
   (1) San Francisco founded
   (2) Bishopric of Quebec founded
   (3) Great Awakening begins
   (4) Toleration Act
   a. 2,4,3,1
   b. 3,4,1,2
   c. 2,3,4,1
   d. 1,3,2,4

24. Significant colleges in early colonial America were founded from 1636 to 1746 in this order:
   a. Yale, Harvard, William & Mary, Princeton
   b. William & Mary, Princeton, Harvard, Yale
   c. Harvard, William & Mary, Yale, Princeton
   d. Princeton, William & Mary, Harvard, Yale

25. In the 1700s
   a. William Penn recruits foreign settlers.
   b. the Plains Indians adopt the horse.
   d. Harvard College is founded.

26. Substantial local regions of these colonies were predominately African by the mid-eighteenth century:
   a. Georgia, Virginia, Delaware
   b. Maryland, South Carolina, New York
   c. Maryland, South Carolina, Pennsylvania
   d. South Carolina, Virginia, Georgia
SHORT ESSAY:

27. Describe the role of the plantation in southern life.
28. Why did people enter into indentured servitude?
29. How did the Enlightenment discourage religious devotion?

EXTENDED ESSAY:

30. Discuss why the French had better relationships with the Indians than did the English.
31. Describe the role of the mission system in the Spanish colonies.
32. Why were the Quakers so tolerant of other religious perspectives?