CHAPTER 3
North America in the Atlantic World, 1640–1720

LEARNING OBJECTIVES
After you have studied Chapter 3 in your textbook and worked through this study guide chapter, you should be able to:

1. Discuss developments in England between 1640 and 1720, and explain their impact on colonial society.
2. Explain the reasons behind the new wave of English colonies founded after 1660, and identify the major political, social, and economic characteristics of those colonies.
3. Discuss the development of colonial political structures from 1640 to 1720.
4. Examine the relations between white Europeans and North American Indians between 1640 and 1720.
5. Discuss the causes and consequences of Bacon’s Rebellion.
7. Describe the mechanics of the Atlantic slave trade, the characteristics of North American slavery, and the impact of slavery on those enslaved.
8. Examine the social, political, economic, and cultural impact of slavery on American, West African, and European societies.
9. Explain the political and economic bases for the relationship between England and its colonies from 1640 to 1720.
10. Analyze the forces responsible for the Salem Village witchcraft crisis.

THEMATIC GUIDE
Chapter 3 deals with events in the British colonies in North America from 1640 to 1720. But it is important to recognize the themes and interpretations offered in this chapter and to see the facts as evidence used to support those themes.

The theme of the interaction among different cultures, important in Chapters 1 and 2, continues in Chapter 3, but the focus shifts to the period 1640 to 1720. As in the previous chapters, it is not just the fact of interaction that is important, but what the participants bring to the interaction (their frames of reference), the way in which the participants affected each other, and the way in which they change and are changed by each other.

Keeping that in mind, we deal with the impact of the English Civil War (1642–1649) and the Commonwealth period (1649–1660) on the relationship between England and its colonies. These periods of political turmoil were followed by the Stuart Restoration (1660–1685), which brought Charles II to the English throne. The return to political stability during Charles’s reign witnessed the founding of six new proprietary colonies, known as the Restoration colonies. Discussion of the reasons
for the founding of these colonies, their political, social, and economic evolution, and the interaction of peoples within them demonstrates the emergence of an even more diverse and heterogeneous colonial society.

We then consider a second interaction theme: relations between Europeans and American Indians. The subject is complex because of the variety of Native American cultures and because of their interaction with various European countries vying for power in North America. The discussion centers on the economic uses the Europeans made of Indian cultures. The dynamics of five specific white-Indian relationships are discussed: (1) the French colonists in the areas of the Great Lakes and Mississippi Valley and the Indians of those regions; (2) the Spanish and the Pueblos of New Mexico; (3) the colonists of the New England coastal region and the Indian tribes of that region; (4) the colonists of Virginia and the Indians of that area; and, (5) in the section entitled “Enslavement of Africans and Indians,” the colonists of North and South Carolina and neighboring Indian peoples.

Another interaction theme, the emergence of chattel slavery in colonial America, is considered in the sections entitled “African Slavery on the Mainland,” “The Web of Empire and the Atlantic Slave Trade,” and “Enslavement of Africans and Indians.” We discuss the factors that led the English to enslave Africans, the emergence of mainland slave societies, how the slave trade was organized and conducted, and the consequences of the interaction between English and Africans. These consequences include the impact of the interaction on (1) West Africa and Europe, (2) enslaved Africans, and (3) the development of colonial society and of regional differences between North and South.

In the last section of the chapter, we return to the relationship between England and its colonies. In the discussion of the general political evolution of the colonies, we discover that England was no longer merely acting on its colonies but was beginning to react to colonies that were maturing socially, politically, and economically. As a consequence, those colonies became increasingly difficult to administer. In addition, the fact that England was engaged in a war with France—a war fought in Europe and in North America—was a complicating factor. At the end of the chapter, the impact of this complex set of interrelationships on New England society is discussed through an analysis of the Salem Village witchcraft crisis.

BUILDING VOCABULARY

Listed below are important words and terms that you need to know to get the most out of Chapter 3. They are listed in the order in which they occur in the chapter. After carefully looking through the list, (1) underline the words with which you are totally unfamiliar, (2) put a question mark by those words of which you are unsure, and (3) leave the rest alone.

As you begin to read the chapter, when you come to any of the words you’ve put question marks beside or underlined (1) slow your reading; (2) focus on the word and on its context in the sentence you’re reading; (3) if you can understand the meaning of the word from its context in the sentence or passage in which it is used, go on with your reading; (4) if it’s a word that you’ve underlined or a word that you can’t understand from its context in the sentence or passage, look it up in a dictionary and write down the definition that best applies to the context in which the word is used.

Definitions

languish
vanquish
penitent
subvert
deride

generic

contentious

matrix

burgeoning

integral

inextricable

cede

heterogeneous

backwater

sect

egalitarian

coreligionists

pacifist

diabolical

indigenous

irrevocably

autonomy

cache

subjugate

garrison

syncretic

avid

coterie

overt

dysentery

niche

ambiguity

acculturate

qualm

convoluted

inextricable

linchpin

entrepôt
traumatic
endemic
stratified
circumstantial
expropriate
acquiesce
respite
spectral
scrutinize

Difficult-to-Spell Names and Terms from Reading and Lecture

IDENTIFICATION AND SIGNIFICANCE
After studying Chapter 3 of A People and a Nation, you should be able to identify fully and explain the historical significance of each item listed below.

- Identify each item in the space provided. Give an explanation or description of the item. Answer the questions who, what, where, and when.
- Explain the historical significance of each item in the space provided. Establish the historical context in which the item exists. Establish the item as the result of or as the cause of other factors existing in the society under study. Answer this question: What were the political, social, economic, and/or cultural consequences of this item?
1. the English Civil War
   a. Identification
   b. Significance

2. the Restoration colonies
   a. Identification
   b. Significance

3. James, duke of York
   a. Identification
   b. Significance

4. the Duke’s Laws
   a. Identification
   b. Significance

5. Sir George Carteret and John Lord Berkeley
   a. Identification
   b. Significance
6. Quakers
   a. Identification
   b. Significance

7. William Penn
   a. Identification
   b. Significance

8. the Carolinas
   a. Identification
   b. Significance

9. the “Fundamental Constitutions of Carolina”
   a. Identification
   b. Significance

10. witchcraft accusations and trials in New England, 1650–1690
    a. Identification
    b. Significance
11. colonial political structures of the late seventeenth century
   a. Identification
   b. Significance

12. Louis de Buade de Frontenac
   a. Identification
   b. Significance

13. the Iroquois Confederacy
   a. Identification
   b. Significance

14. the Beaver Wars
   a. Identification
   b. Significance

15. the Pueblo revolt of 1680
   a. Identification
   b. Significance
16. King Philip’s War
   a. Identification

   b. Significance

17. Bacon’s Rebellion
   a. Identification

   b. Significance

18. Atlantic Creoles
   a. Identification

   b. Significance

19. the Atlantic slave trade
   a. Identification

   b. Significance

20. the Middle Passage
   a. Identification

   b. Significance
21. the Royal African Company
   a. Identification
   b. Significance

22. mercantilism
   a. Identification
   b. Significance

23. the Navigation Acts
   a. Identification
   b. Significance

24. vice-admiralty courts
   a. Identification
   b. Significance

25. Gullah
   a. Identification
   b. Significance
26. rice and indigo cultivation in South Carolina
   a. Identification

   b. Significance

27. Eliza Lucas
   a. Identification

   b. Significance

28. the Indian slave trade
   a. Identification

   b. Significance

29. the Tuscarora War
   a. Identification

   b. Significance
30. the Yamasee War
   a. Identification
   b. Significance

31. the Dominion of New England
   a. Identification
   b. Significance

32. the Glorious Revolution
   a. Identification
   b. Significance

33. King William’s War
   a. Identification
   b. Significance

34. the Salem Village witchcraft crisis
   a. Identification
   b. Significance
35. the Board of Trade and Plantations
   a. Identification

   b. Significance

36. “court” parties vs. the “country interest”
   a. Identification

   b. Significance
ORGANIZING, REVIEWING, AND USING INFORMATION

Chart A

<table>
<thead>
<tr>
<th></th>
<th>King Philip’s War, 1675–1678</th>
<th>Bacon’s Rebellion, 1675–1677</th>
<th>King William’s War, Late 1680s–1690s</th>
<th>Tuscaroras War, 1711</th>
<th>Creek–Yamasees War, 1715</th>
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<tbody>
<tr>
<td>Combatants (Native Americans/Colony)</td>
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<tr>
<td>Cause</td>
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<td>Involvement of Other Colonies, Nations, Tribes</td>
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<tr>
<td>Internal Conflicts or Tribal Divisions</td>
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<td>How Ended</td>
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<td>Effect on English</td>
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<tr>
<td>Effect on Native Americans</td>
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**Native Americans**

**ALGONKIAN**  Abenakis, Delawares, Doegs, Illinois, Massachusetts, Miamis, Narragansetts, Nipmucks, Pakanokets (Wampanoags), Pequots, Powhatan Confederacy, Shawnee

**IROQUOIS**  Six tribes of the Iroquois nation (Mohawks, Cayugas, Oneidas, Onondagas, and Senecas, plus, after 1722, the Tuscaroras), Cherokees, Hurons, Susquehannocks

**MUSKOGEAN**  Chicasaws, Choctaw, Creeks, Yamasees
<table>
<thead>
<tr>
<th>Colony or Colonies</th>
<th>Authority Emanating from England</th>
<th>Authority Emanating from Within Colony</th>
<th>Colonists’ Individ. Rights</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Colony or Colonies</td>
<td>Laws, Constitutions, Codes</td>
<td>Colons’ Individ. Rights</td>
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<td>Courts, Judicial Officials</td>
<td>Voting Rights</td>
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<td></td>
<td>Represent-ative Assemblies</td>
<td>Other Individual Rights</td>
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<tr>
<td>ALL</td>
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<td>Oth. Elect-ted Administrators, Officials</td>
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<tr>
<td>Massachusetts</td>
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<td>Constitutions, Law Enf’tment, Courts</td>
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<td>South Carolina</td>
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### Chart C

**Slavery in the North American Colonies, 1640–1720**

<table>
<thead>
<tr>
<th>Peoples Enslaved</th>
<th>Sources of Slaves</th>
<th>Dependency on Slavery</th>
<th>Economic Conditions Favoring or Discouraging Slavery</th>
</tr>
</thead>
<tbody>
<tr>
<td>(identities, changes)</td>
<td>(war, trade, geographical origin, turning points)</td>
<td>(type, involvement in slave trade)</td>
<td></td>
</tr>
</tbody>
</table>

#### NEW ENGLAND

- Massachusetts

#### MIDDLE COLONIES

- Pennsylvania
  - New York
  - New Jersey

#### CHESAPEAKE

- Maryland
  - Virginia
  - North Carolina

#### LOWER SOUTH

- South Carolina
### Slavery in the North American Colonies, 1640–1720

<table>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

**Georgia**

**Other Territories with European Settlement**

- **New Mexico (Spanish)**
- **Florida (Spanish)**
- **Louisiana (French)**
IDEAS AND DETAILS

Objective 2
1. Which of the following is true of the Duke’s Laws when they were proclaimed in 1665?
   a. They imposed English legal practices on the former Dutch colony of New York.
   b. They decreed that the Anglican Church was to be the established church in New York.
   c. They voided all land titles issued by the Dutch in what was formerly New Netherland.
   d. They made no provisions for a representative assembly in New York.

Objective 2
2. At the time they were founded, which of the following was a characteristic of New York, New Jersey, and Pennsylvania?
   a. All had bicameral legislative assemblies.
   b. All offered some degree of religious toleration to settlers.
   c. They were royal colonies.
   d. The Quaker church was the established church in all three.

Objectives 2 and 4
3. Penn’s enlightened policy toward American Indians failed to prevent clashes between whites and Indians in Pennsylvania for which of the following reasons?
   a. The same toleration that made the colony attractive to Indians also made it attractive to white settlers who did not share Penn’s enlightened views.
   b. Most settlers who came to the colony were Quakers who believed that Indians were heathens.
   c. The dominant tribe in the region adopted a warlike attitude toward all white settlers.
   d. The Indians in the area rebelled against Penn’s attempts to convert them to the Quaker religion.

Objective 1
4. The Puritan migration to New England ended in the 1640s because
   a. almost all the Puritans in England had already departed.
   b. Charles I issued a decree prohibiting such migrations.
   c. news of severe hardships among the New England settlers frightened would-be immigrants.
   d. Puritans gained political dominance in England during the Civil War and Commonwealth periods.

Objective 4
5. As a result of the Pueblo revolt in New Mexico
   a. the Spanish became more brutal and totally enslaved the Pueblos.
   b. the Pueblos were forced to adopt Spanish culture and the Christian religion.
   c. the Spanish adopted a policy of cooperation with the Pueblos.
   d. the Pueblos realized that resistance against the Spanish was futile.
Objective 4
6. Which of the following was a consequence of King Philip’s War?
   a. The power of the southern coastal Indian tribes was broken.
   b. The Wampanoags prevented New England settlers from encroaching on their ancestral lands.
   c. New Englanders quickly rebuilt interior towns devastated during the war.
   d. New Englanders experienced unprecedented economic prosperity in the years immediately after the war.

Objectives 6 and 8
7. African slaves supplanted white indentured servants in the Chesapeake in the 1670s for which of the following reasons?
   a. Africans were better workers than the white indentured servants.
   b. The initial cost for African slaves was less than that for white indentured servants.
   c. Getting an adequate supply of white workers became more and more difficult.
   d. England outlawed the practice of white servitude.

Objective 6
8. The decision by English settlers in the New World to enslave Africans is explained, in part, by which of the following?
   a. Slavery was already well defined in English law and widely practiced in England.
   b. The English believed that non-Christians of exotic origin were available as slaves.
   c. The English government issued a proclamation calling for the Christianizing of the African peoples.
   d. Leaders from the various colonies met and decided that slavery was the best way to solve their labor problems.

Objective 7
9. Records of the slave trade reveal that
   a. the mortality rate was high for both slaves and their white captors.
   b. slave ships were kept immaculately clean in order to reduce the incidence of disease.
   c. the slave diet during the Middle Passage consisted largely of beef, pork, and corn.
   d. African captives usually came from the states of North Africa.

Objective 9
10. Which of the following is true of the Navigation Acts?
    a. Their intent was to encourage foreign trade with the British colonies.
    b. They were an effort by England to encourage colonial assemblies to make their own decisions about colonial trade.
    c. They were designed to decrease the influence of British merchants on colonial trade.
    d. They were designed to put England at the center of American trade.
Objective 8

11. The increasing reliance of the southern colonies on black slaves
   a. caused white southern society to become more egalitarian.
   b. caused a steadily widening gap between rich and poor.
   c. led to economic diversification in the South.
   d. made indentured servants affordable to most white southerners.

Objective 4

12. Which of the following is true of the Yamasee War?
   a. The whites won partly because of an alliance with the Cherokees.
   b. The Tuscaroras and their white allies enslaved thousands of Creeks.
   c. The war demonstrated that unity among the Indians was a realizable goal.
   d. The Yamasee were massacred and ceased to exist as a tribe.

Objectives 9 and 10

13. England’s most drastic attempt to exert more authority over its colonies centered on New England because
   a. the Puritan-controlled area continued to support laws that ran counter to English practice.
   b. all of the New England colonies allowed religious toleration.
   c. most of the exports from New England went to England.
   d. only the New England area protested the Navigation Acts.

Objective 10

14. The Salem Village witchcraft crisis is best explained as
   a. the response of an isolated village to a group of new settlers who were seen as outsiders.
   b. an isolated incident in a village of radical Puritans.
   c. a reaction to feelings of insecurity and powerlessness in an area afflicted with a series of crises.
   d. a struggle for political power between the Puritan establishment and Anglican merchants.

Objective 9

15. Which of the following conclusions is supported by the facts about the powers and duties of the Board of Trade and Plantations?
   a. England had thoroughly centralized colonial administration by 1696.
   b. England’s supervision of its colonies was haphazard.
   c. The powers of the Board of Trade could legitimately be labeled tyrannical.
   d. The Board of Trade exercised more power over the British West Indies than over the North American colonies.
ESSAY QUESTIONS

Objective 2
1. Discuss the social, political, and economic development of New York from its acquisition by James, Duke of York, in 1664 to the early eighteenth century.

Objective 2
2. Explain the reasons for the founding of Pennsylvania, and discuss the social, political, and economic development of the colony from its founding in 1681 to 1720.

Objectives 4 and 5
3. Discuss the similarities and differences among the major Indian wars of this period: King Philip’s War, Bacon’s Rebellion, the Tuscarora War, and the Yamasee War.

Objective 6
4. Explain the emergence of African slavery in the British colonies in North America.

Objective 8
5. Examine the social and political impact of African immigrants on South Carolina and the Chesapeake.

Objectives 6, 7, and 8
6. Examine the following statement:
   The traffic in enslaved human beings served as the linchpin of the Atlantic trading system.

Objective 10
7. Examine the forces responsible for the Salem Village witchcraft crisis. Why did the crisis end so abruptly?
ANSWERS

Multiple-Choice Questions

   a. No. The Duke’s Laws allowed Dutch residents in New York to maintain their customary legal practices. Therefore, English legal practices were not imposed on the colony. See page 63.
   b. No. The Duke’s Laws allowed each town in the colony to decide whether their tax monies would support the Dutch Reformed Church, the Congregational Church, or the Anglican Church. See page 63.
   c. No. The Duke’s Laws confirmed all Dutch land titles in the colony. See page 63.

2. b. Correct. Upon their founding, each of these colonies offered religious toleration to Christian settlers. See pages 63–64.
   a. No. Early in the history of the Pennsylvania colony, William Penn pledged to establish a representative assembly; and, without authorization from England, New Jersey’s proprietors established a representative assembly in that colony. However, New York did not have a representative assembly until 1683. See pages 63–64.
   c. No. All of these colonies were founded as proprietary colonies rather than as royal colonies. A proprietary colony was one given as a grant of land to an individual or a group. The individual or group was then responsible for governing the colony. See pages 63–64.
   d. No. Quakers were important in the early history of New Jersey, but the Quaker church was not the established church in the colony. Pennsylvania was established as a Quaker colony; but, because of the promise of religious toleration, Quakers became a minority and their church was not the established church. Quakers were not a dominant element in New York. See pages 63–64.

3. a. Correct. Penn’s belief that all people are equal and his fairness toward the Indians of Pennsylvania caused Indians from other areas to move to Pennsylvania. However, many non-Quaker white migrants to the colony held prejudicial views against the Indians and repeatedly clashed with them over land titles. See page 65.
   b. No. Quakers believed in equality among all people of all races. Furthermore, these egalitarian beliefs and the policy of religious toleration to all settlers attracted many non-Quakers to Pennsylvania. See pages 64–65.
   c. No. William Penn dealt fairly with the Delawares, the dominant tribe in Pennsylvania, by purchasing land from them before selling it to settlers. Therefore, the Delawares did not adopt a warlike attitude toward all white settlers. See pages 64–65.
   d. No. William Penn and the Quakers believed in freedom of conscience concerning religion. He and the Quakers did not try to convert Indians to the Quaker religion. See pages 64–65.
4. d. Correct. Although the English Civil War, which began in 1642, was a political contest between king and Parliament, it was also a religious contest between Anglicans, who generally supported the king, and Puritans, who supported Parliament. Therefore, since Puritans saw the war against Charles I as part of their war against Satan, they believed they had a religious obligation to remain in England rather than migrating to New England. They felt a further obligation to remain in England during the period of the Puritan Commonwealth, established after the execution of Charles I in 1649. See page 66.

a. No. Although a large number of Puritans migrated to New England between 1630 and 1642, many Puritans remained in England. See page 66.

b. No. Puritans supported Parliament, not the king, in the English Civil War. Therefore, Charles would probably have been delighted to be rid of the Puritans, and he did not issue a decree prohibiting Puritan migrations to the New World. See page 66.

c. No. The Puritans always expected to encounter hardships as they undertook the task of building God’s kingdom on Earth. Since they believed they were on a divine mission, they were undaunted by such hardships. Furthermore, life was not as hard for New England settlers in the 1640s as it had been in the early 1630s. See page 66.

5. c. Correct. When Spanish authority was restored in 1692, the Spanish stressed cooperation with the Pueblos and no longer attempted to enslave them or destroy their culture. See page 69.

a. No. The Spanish neither became more brutal toward the Pueblos nor did they enslave them as a result of the Pueblo revolt against the Spanish in 1680. See page 69.

b. No. As a result of their revolt against the Spanish, the Pueblos successfully resisted Spanish attempts to impose the Spanish culture and the Catholic religion on them. See page 69.

c. No. The Pueblo revolt is described as the “most successful and longest sustained Indian resistance movement in colonial North America.” Therefore, resistance against the Spanish was not “futile” to the Pueblos. See page 69.

6. a. Correct. The victory of New Englanders against the Indian coalition forged by King Philip meant that the power of the southern coastal Indian tribes had been broken. See page 70.

b. No. Although the Indian coalition forged by King Philip pushed the English line of settlement back toward the coast in early 1676, New Englanders eventually won the war. As a result of the colonists’ victory, King Philip was not able to prevent New England settlers from encroaching on the ancestral land of the Wampanoags. See page 70.

c. No. Some 25 of the 90 Puritan towns were devastated in early 1676. Many of these interior towns were not rebuilt until some 30 years after the war’s end. See page 70.

d. No. The New England region’s per-capita income did not reach pre-1675 levels until the American Revolution. See page 70.
7. c. Correct. The number of white servants migrating to the Chesapeake fell in the 1680s. The resulting labor shortage led Chesapeake planters to turn increasingly to African slaves to fulfill their labor needs. See pages 71–72.
   a. No. There is no evidence to indicate that Africans were better workers than white servants. In fact, the enactment of the slave codes, which were designed to control the slave labor force, suggests that slaves presented a labor problem not posed by indentured servants. See pages 71–72.
   b. No. In the late seventeenth and early eighteenth centuries, African slaves usually cost about two-and-a-half times as much as indentured servants. See pages 71–72.
   d. No. Although it was used principally in the Chesapeake colonies and the middle colonies, white indentured servitude continued in the British colonies in North America throughout the colonial period and was not outlawed by England. See pages 71–72.

8. b. Correct. The English, along with other European Christians, justified their enslavement of Africans, whom they viewed as heathens, on religious grounds. See page 72.
   a. No. The word slavery was not present in seventeenth-century English law, and slavery as an institution did not exist in England. See page 72.
   c. No. One way in which the English justified their enslavement of Africans was to say that they wanted to Christianize “heathen” peoples. However, the English government never issued a proclamation calling for the Christianizing of Africans. See page 72.
   d. No. The decision by the English colonists to enslave Africans was not the result of a meeting among leaders from the various colonies. Rather it was, as the historian Winthrop Jordan describes it, an “unthinking decision” based on the English frame of reference. See page 72.

9. a. Correct. The evidence indicates that the death rate among whites involved in the slave trade was as great as, and sometimes greater than, the death rate among slaves. Why was the mortality rate sometimes greater for white Europeans than for black Africans? See pages 74–75.
   b. No. Although it was important to keep slaves healthy, seventeenth-century Europeans did not know the germ theory of disease. Although there were attempts to keep the ships clean, such attempts were not very successful because of overcrowding, sickness, and lack of proper sanitation. See pages 74–75.
   c. No. A slave diet consisting of unspoiled meat was rare. The slave diet during the Middle Passage usually consisted of beans, rice, yams, or corn cooked together to create a warm mush. See pages 74–75.
   d. No. Throughout the history of the Atlantic slave trade, the vast majority of slaves came from sub-Saharan West Africa. See pages 74–75.
10. d. Correct. Mercantilist theory held that colonies exist solely for the good of the mother country. The Navigation Acts were an attempt to apply this theory to the colonies by ensuring that England was at the center of colonial trade and profited from that trade. See page 77.

   a. No. Foreign trade with the British colonies was contrary to the mercantilist theory because it was believed such trade would aid foreign countries and enrich the colonies at England’s expense. Therefore, the Navigation Acts were not designed to encourage foreign trade with the colonies. See page 77.


   c. No. British merchants were to remain important in colonial trade because, according to the theory of mercantilism, colonies are important as a market for the mother country’s manufactured goods. Such goods would be supplied to the colonies by British merchants as well as by colonial merchants. See page 77.

11. b. Correct. Slaves usually cost about two-and-a-half times more than indentured servants. This made owning a slave beyond the reach of many planters. At the same time, the number of indentured servants coming to the southern colonies decreased. This meant that less affluent southern settlers could not even afford to buy indentured servants because their scarcity made them too expensive. Therefore, the South’s increasing reliance on slavery caused the gap between rich and poor to widen and caused southern society to become more and more stratified. See page 79.

   a. No. An egalitarian society is one in which all people have social and political equality. The presence of slavery in the southern colonies created a more stratified society rather than a more egalitarian society. See page 79.

   c. No. The South’s reliance on slave labor accentuated the region’s reliance on staple-crop production and did not lead to economic diversification. See page 79.

   d. No. The high demand for labor in the South during the late seventeenth century, coupled with the decrease in the number of indentured servants, meant that the cost of indentured servants increased. Therefore, indentured servants did not become more affordable to most whites. See page 79.

12. a. Correct. The Yamasees and their Creek allies came close to driving white settlers from South Carolina; but, because of colonial reinforcements and a Cherokee alliance with the whites, the Yamasees and Creeks were defeated. See page 80.

   b. No. The Tuscaroras of North Carolina were defeated in the Tuscarora War (1711–1713) by a combined force of whites from North Carolina, South Carolina, and Virginia. Those Tuscaroras who were not sold into slavery moved northward. This happened before the Yamasee War (1715–1716), which occurred in South Carolina. See page 80.

   c. No. Division and animosity among Indian tribes was a characteristic of the Yamasee War. See page 80.

   d. No. The Yamasees were defeated in 1716, and they moved south to Florida to seek Spanish protection. From their southern location, they continued to cause problems, which was one reason for the chartering of Georgia in 1732. See page 80.
13. a. Correct. James II attempted to exercise more centralized control over the colonies. Since New England was seen as an especially troublesome area, the most drastic reordering of colonial administration was attempted there in the form of the Dominion of New England. See pages 81–82.

b. No. The New England colonies, with the exception of Rhode Island, did not practice religious toleration. See pages 81–82.

c. No. Although it is true that most New England exports went to England, this was not the reason for James II’s attempt to exercise more authority over the New England colonies. See pages 81–82.


14. c. Correct. Many problems plagued the Massachusetts Bay colony in the years before 1692. These problems and the changes they brought caused many of the colony’s settlers to feel insecure and powerless. The charge that the colony’s problems were caused by Satan was attractive to many people because of its simplicity. See page 83.

a. No. Most of those accused of witchcraft were older women who had lived in the area for some time. See page 83.

b. No. The witchcraft crisis that began at Salem Village spread throughout the rural communities of Essex County, Massachusetts. Therefore, the crisis was not an isolated incident in a village of radical Puritans. See page 83.

d. No. Although there was a struggle for political power between the Puritan authorities and the Anglican merchants in Massachusetts Bay, this struggle alone does not explain the Salem Village witchcraft crisis of 1692. See page 83.

15. b. Correct. The Board of Trade and Plantations shared jurisdiction over the colonies with other government agencies and officials. The conclusion that may be drawn is that England governed its colonies in a decentralized and haphazard manner. See page 84.

a. No. The Board of Trade was only one of several agencies and individuals within the British government that had jurisdiction over colonial affairs. This sharing of jurisdiction does not suggest that colonial administration was centralized. See page 84.

c. No. There is no evidence to support the inference that the Board of Trade was tyrannical in supervising the colonies. See page 84.

d. No. The Board of Trade had no more power in the British West Indies than it had in the British colonies in North America. See page 84.