CHAPTER 3
American Society Takes Shape, 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 characteristics of those colonies.
3. Examine the relations between white Europeans and North American Indians between 1640 and 1720.
4. Discuss the causes and consequences of Bacon’s Rebellion.
6. Describe the mechanics of the Atlantic slave trade, the characteristics of North American slavery, and the impact of slavery on those enslaved.
7. Examine the social, political, economic, and cultural impact of slavery on American, West African, and European societies.
8. Explain the political and economic bases for the relationship between England and its colonies from 1640 to 1720.
9. Discuss the development of colonial political structures 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 Interregnum (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 Indians. The subject is complex because of the variety of Indian 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 six specific white-Indian relationships are discussed: (1) the Europeans of the Northeast and the Hurons and Iroquois of that region; (2) the French colonists in the areas of the Great Lakes and Mississippi Valley and the Indians of those regions; (3) the Spanish and the Pueblos of New Mexico; (4) the colonists of the New England coastal region and the Indian tribes of that region; (5) the colonists of Virginia and the Indians of that area; and (6) 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 “The Introduction of African Slavery,” “The Web of Empire and the Atlantic Slave Trade,” and “Enslavement in North America.” 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, refer to a dictionary and jot down the definition of words that you do not know or of which you are unsure.

malefactor

penitent
contentious
matrix
burgeoning
integral
inextricable
tumultuous
heterogeneous
intermediary
sect
coreligionists
pacifist
egalitarian
irrevocably
autonomy
subjugate
garrison

instigate

irrevocable

niche

ambiguity

acculturate

qualm

inextricable

linchpin

entrepot

traumatic

endemic

scrutinize

stratified

expropriate
avid

acquiesce

sanction

respite

patronage

scapegoat

pejorative

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.

1. Identify each item in the space provided. Give an explanation or description of the item. Answer the questions *who, what, where*, and *when*.

2. 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?*

the English Civil War

Identification

Significance
the Interregnum

Identification

Significance

the Restoration colonies

Identification

Significance

James, duke of York

Identification

Significance

the Duke’s Laws

Identification

Significance

Sir George Carteret and John Lord Berkeley

Identification

Significance
Quakers

Identification

Significance

William Penn

Identification

Significance

the Carolinas

Identification

Significance

the “Fundamental Constitutions of Carolina”

Identification

Significance

Louis de Buade de Frontenac

Identification

Significance
the Beaver Wars

Identification

Significance

the Pueblo revolt of 1680

Identification

Significance

New England population expansion

Identification

Significance

King Philip’s War

Identification

Significance

Bacon’s Rebellion

Identification

Significance
Atlantic Creoles

Identification

Significance

the Atlantic slave trade

Identification

Significance

the Middle Passage

Identification

Significance

the Royal African Company

Identification

Significance

mercantilism

Identification

Significance
the Navigation Acts

Identification

Significance

vice-admiralty courts

Identification

Significance

the Board of Trade and Plantations

Identification

Significance

Gullah

Identification

Significance

rice and indigo cultivation in South Carolina

Identification

Significance
Eliza Lucas

Identification

Significance

the Indian slave trade

Identification

Significance

the Tuscarora War

Identification

Significance

the Yamasee War

Identification

Significance

colonial political structures

Identification

Significance
the Dominion of New England

Identification

Significance

the Glorious Revolution

Identification

Significance

King William’s War

Identification

Significance

the Salem village witchcraft crisis

Identification

Significance

“court” parties vs. the “country interest”

Identification

Significance
Interpreting Information

Using the chart “Key Parts of Definitions and Identifications” and the following hints as your guide, indicate the key information needed in a good, brief definition or identification of each of the persons, places, things, or concepts listed in the first column. When you finish, you will have the material for an effective two-sentence definition/identification of each of the items, some of which appear in the preceding and following sections. Usually on tests, students are expected to go into a little more depth—sometimes a great deal more depth—but the kind of two-sentence beginnings you are being asked to come up with in this exercise would make strong starting points.

Hints for Composing Good Definitions/Identifications

1. Begin with a formal definition, which is one declarative sentence that includes the term, class, and differentia. The sentence must include all three of the standard parts. The term is the name of that which you are identifying or defining. The class is a category or group to which the item you are defining or identifying belongs. (It answers the question, what kind of thing is this?) The differentia is the part of the formal definition that indicates how the item being defined or identified differs from virtually all other members of the class named.
2. The class must be both narrow and relevant to the historical significance of the item you are defining or identifying. (Instead of “a person,” how about “Georgia planter”?)
3. The differentia must truly distinguish what you are defining or identifying from all other members of its class. (In the definition “Love is a strong emotion,” the word strong is the differentia, but it does not effectively distinguish love from other emotions, such as hatred.)
4. In general, avoid writing a circular definition. Circular definitions are those in which the word being defined, or a part or a form of the word being defined, is used to do the defining. (“A wristwatch is a watch worn on the wrist.”) However, if the term you are defining is a compound word like breakdance or is made up of two or more words, like Duke’s Laws, repetition of part of the term being defined may be acceptable (dance, Laws). Use common sense to decide when such repetition is acceptable.
5. Avoid “is when” or “is where” clauses where the class should be unless what you are defining is a point in time or space. (“A sin is an infraction of Divine law,” not “A sin is when you break God’s commandments.”)
6. Make sure that your completed response answers the question: what is or who is? A true statement about the item in question is not necessarily a definition or identification of the item.
7. When dealing with identification/significance items, add a comment or comments after the formal definition in which you cite examples or provide other details to show that you understand the historical significance of the item. These comments should answer the question: what were the political, social, economic, and/or cultural consequences of this item? The length of these comments will depend on the item itself. Some items are more historically significant than others and, as a result, have more consequences.
### Key Parts of Definitions and Identifications

<table>
<thead>
<tr>
<th>Term</th>
<th>Class</th>
<th>Differentiation</th>
<th>Additional Comment</th>
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<tbody>
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<td>What is being defined or</td>
<td>Narrow, relevant category to which the</td>
<td>What distinguishes the item being defined or identified from all other members of</td>
<td>Any additional statement needed to clarify the definition or the significance of the</td>
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<td>identified.</td>
<td>item being defined or identified belongs.</td>
<td>the category in which it has been placed.</td>
<td>item being defined or identified.</td>
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<td>endemic (page 51)</td>
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<td>Egalitarianism (page 43)</td>
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<td>Quakers (page 43)</td>
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<td>the Middle Passage</td>
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<td>Gullah (page 53)</td>
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<td>the Pueblo revolt of</td>
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<td>1680 (page 46)</td>
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<td>vice-admiralty courts</td>
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<td>(page 52)</td>
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<td>the Navigation Acts</td>
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<td>(page 52)</td>
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<td>King Philip (page 47)</td>
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Ideas and Details

Objective 1

1. 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 2

2. 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

3. 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 3

4. 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 3

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 no longer attempted to violate the cultural integrity of the Pueblos.
   d. the Pueblos realized that resistance against the Spanish was futile.
Objective 3
6. Which of the following was a consequence of King Philip’s War?
   a. The power of the coastal Indian tribes was broken.
   b. The Pokanokets 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.

Objective 5
7. Black slaves supplanted white indentured servants in the Chesapeake in the 1670s for which of the following reasons?
   a. Blacks were better workers than the white indentured servants.
   b. The initial cost for black 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 5
8. The decision by Europeans to enslave Africans is explained, in part, by which of the following?
   a. By the seventeenth century, slavery was already well defined in law in all European nations.
   b. European Christians were able to justify in religious terms the enslavement of non-Christians.
   c. The Pope issued a proclamation calling for the enslavement of Africans so that they could be more easily Christianized.
   d. Leaders from the various European settlements in the Americas met and decided that slavery was the best way to solve their labor problems.

Objective 6
9. Records of the slave trade reveal that
   a. the mortality rate was far greater for slaves than 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. a significant number of newly-enslaved Africans died before reaching the Americas.

Objective 8
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. Which of the following conclusions is supported by the facts about the powers and duties of the Board of Trade?
   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.

Objective 7

12. 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 3

13. 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 8 and 9

14. 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

15. 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.
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 3 and 4
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 5
4. Explain the emergence of African slavery in the British colonies in North America.

Objectives 5 and 7
5. Examine the social and political impact of African immigrants on South Carolina and the Chesapeake.

Objective 6
6. Describe the Middle Passage, and assess its impact on cargo and crew.

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