**CHAPTER 3**

**Expansion and Its Costs, 1660–1700**

**Learning Outcomes**

**3-1** Describe the development of the North American colonies from 1660–1700, and analyze the four distinct areas that began to emerge in British North America.

**Objectives**

1. Examine the reasons for English expansion into the colonies after 1660.
2. Describe the development of the following proprietary colonies: Carolina, New York, Pennsylvania, New Jersey, and Georgia.
3. Trace the areas of Spanish presence during the last half of the seventeenth century.

**3-2** Describe and analyze the English colonists’ interactions up to 1700 with Native American peoples.

**Objectives**

1. Detail the positive relations between Europeans and Native Americans in the “middle ground.”
2. Give reasons for the deteriorating relationship between the colonists and Native Americans after 1660.
3. Describe the major wars that took place between Indians and colonists during the 1670s.
4. Examine Bacon’s Rebellion and its significance in American history.

**3-3** Understand the English colonists’ interactions up to 1700 with African slaves.

**Objectives**

1. Explain why colonists began to move away from using Africans as indentured servants and relate how they began to implement the system of slavery.

2. Discuss early racial restrictions in the Chesapeake region.

* 1. Describe and analyze the European wars that had an impact on North America.

**Objectives**

1. Explain the reasons for and the results of King William’s War.
2. Explain the reasons for and the significance of Queen Anne’s War.
3. Explore the Salem witchcraft trials.

**Chapter Summary**

Between 1660 and 1700, the face of America underwent a dramatic change. England led the charge to create viable and diverse settlements along the east coast of North America. It was only the British who started colonies in such a way that it was clear they were in America to stay. Civil war and major debts spurred the creation of proprietary colonies with varying degrees of success. British aristocrats, using slave labor and agricultural knowledge, turned Carolina into a rice-growing region. England captured the New York colony, with its polyglot characteristics established early on, from the Dutch. Pennsylvania attracted settlers with its radical religious and political freedoms. Meanwhile, Spain confined its settlements to Florida and New Mexico for the most part. They met fierce resistance from Indians in the Pueblo Revolt—an uprising of several villages spanning several hundred miles across the New Mexican landscape.

The settlers’ desire for land, religious and cultural differences, and European geopolitical rivalries shaped relations with Native Americans. However, interactions between the two groups were positive, such as in the “middle ground.” Along the eastern seaboard, colonists and Indians clashed. The outcome of the fiercest conflict during this time, King Philip’s War, included the loss of power, land, and lives for New England tribes. In Virginia, Bacon’s Rebellion started over colonial lust for land and ended with the demise of the use of indentured servants on tobacco plantations. Another source of labor was needed.

The increasing colonial settlements and agricultural output necessitated workers. Indians proved to be difficult to enslave. White indentured servants would either run away or die from the unhealthy conditions of the south. Planters turned to their third option, Africans. Initially, these forced travelers labored as indentured servants. By the end of the seventeenth century, however, race transformed as the defining characteristic of who could be enslaved. The use of African slaves soon became commonplace, and not just in the south.

In 1705, Virginia codified the racial orientation of the new system of labor with a series of slave codes. These slave codes meant that, in most areas, especially in the Southern colonies and the Chesapeake, it became impossible for an African American to live as a free person. The codes declared that all “Negro, mulatto, and Indian” servants brought into the region were slaves, or “real estate.”

The growing colonies faced crises from overseas actions and internal hysteria. European rivalries led to conflicts, primarily King William’s War and Queen Anne’s War. Intertwined into these imperial contests, English colonists and Native Americans participated in these wars. In Massachusetts, fear and concern over warfare manifested itself in the Salem witchcraft trials. Looking back over the major developments of the 1600s, many wondered what the 1700s would bring.

**Chapter Outline**

I. Expansion of English Holdings in North America, 1660–1700

* 1. English Motives for Further Expansion
     1. The English Civil War
     2. Tightening Royal Control
     3. Paying Off Debts
  2. The Creation of Colonies During and After the Restoration
     1. Carolina
        1. The Failure of Proprietorship
        2. Rice
        3. Life in Carolina
     2. New York
        1. The New York Dutch
        2. The English Take Over
     3. Pennsylvania
        1. Quakers
        2. Fleeing England
        3. Creating Pennsylvania
     4. New Jersey
     5. Georgia
  3. Where Were the Spanish?
     1. New Mexico
     2. Florida
  4. By 1700

II. Indians

* 1. What Went Wrong?
  2. The Middle Ground
  3. Colonial Land Lust, Colonial Democracy

1. Metacom’s War (King Philip’s War), 1675–1676

2. Bacon’s Rebellion, 1676–1677

a. Bacon’s Laws

b. Results

III. The Expansion of American Slavery

A. Why the Transition from Indentured Servitude to Slavery?

B. Africans’ Transition from Servants to Slaves

C. Slave Codes

IV. Wars for Empire

A. King William’s War and Queen Anne’s War, 1689–1713

B. Salem Witchcraft Trials

V. Looking Ahead…

**Suggested Lecture Topics**

1. Religious and Political Upheaval in England Leads to Colonization Efforts in the New World
2. The English Colonies: Four Distinct Areas Begin to Emerge
3. Problems with Proprietary Colonies
4. Spanish Incursions into Florida and New Mexico
5. The Pueblo Revolt: The most successful Native American rebellion
6. The Middle Ground: A Small Ray of Light
7. Metacom’s War and Bacon’s Rebellion: Justified or Not?
8. The Entrenchment of Hereditary Slavery
9. Colonial Participation in Europe’s Wars for Empire

(3-2c). Bacon’s Rebellion is significant to American history for at least three reasons:

a. Land lust

b. Demonstrable violence

c. Rise of slavery

Ask students to form three groups and research about other rebellions that were significant to American history. Identify the cause(s) for their importance. Do students see any similarities between these rebellions? If yes, elaborate.

(3-2). There were four general reasons why relations between British colonists and the various Indians they came into contact with dissolved into violence:

a. Land lust

b. Religion

c. Culture

d. European alignments

Divide students into groups of four. Have them research on each topic mentioned above by using books, movies, or case studies. Follow this with a class discussion.

**The Reasons Why…**

In conjunction with the *Slave Codes* (3-3c), engage the class in a discussion on these related questions: (1) Why would rights or privileges be granted to poor whites but not Africans/African Americans? (2) What role did economic/class status play in the rebellion and its aftermath? (3) Why would Virginia lawmakers decide that Africans could not own guns? (4) What does the conversion of a woman into a slave upon marriage convey about the status of women in the Chesapeake region?

**Some Slave Codes…**

**Research Topics—Projects and Papers**

Students might choose to complete a project to be presented in class or to write a more traditional research paper. Or the instructors, could decide which they prefer to have them do. Below are a few topics that are relevant to this chapter. Instructors may, of course, choose to develop their own topics.

1. The Middle Ground: Find out more about this subject and report to the class.
2. The Quakers in America: Examine the lifestyles of the Quakers in England just before they emigrated, and in Pennsylvania after their resettlement.
3. Foods of the Colonists: Explore the main foods in each of the new colonies: Carolina, New York, New Jersey, Pennsylvania, and Georgia.
4. Bacon’s Rebellion: Research the events of the rebellion and find out what happened to the participants.
5. The End of Indentured Servitude: Find examples of letters written by indentured servants in America to family and friends back in England. Look for signs of unhappiness in the letters.
6. Slave Auctions: Find descriptions of auctions that took place during the early colonial period.

**Additional www Resources**

“The Pueblo Revolt.” Letter of the governor and captain-general of New Mexico, describing the revolt. PBS website for “The West.”

<http://www.pbs.org/weta/thewest/resources/archives/one/pueblo.htm>

“Metacom Relates Complaints about the English Settlers, 1675,” *History Matters* website.

<http://historymatters.gmu.edu/d/6226>

“Slavery and Indentured Servants,” *Law Library of Congress* website.

<http://lcweb2.loc.gov/ammem/awhhtml/awlaw3/slavery.html>

“Selected Virginia Statutes relating to Slavery,” Virtual Jamestown.

<http://www.virtualjamestown.org/slavelink.html>

“Salem Witchcraft Trial,” Douglas O. Linder, University of Missourt-Kansas City School of Law.

<http://www.famous-trials.com/salem>

**Primary Source Discussions**

**Assignment Name: Penn’s “Some Account of the Province of Pennsylvania”**

*Introduction*: By all accounts, William Penn was an idealist and a dreamer; however, he knew exactly the kind of colony he wanted to establish in America, and he had done a great deal of study on how to best go about settling the area. In Penn’s account presented here, he uses a typical style of writing for the time, carefully laying out each of his hopes and plans. He first touches on some reasons why early world empires did not last, moves on to a list of reasons for colonization, includes a description of his proposed colony, sets down conditions and characteristics that colonists would need, and describes the journey and the first years in America as truthfully as possible.

*Visit URL*: http://wadsworth.cengage.com/history\_d/special\_features/ilrn\_legacy/waah1c01c/content/amh1/readings/pennsome.html

[Read Penn’s “Some Account of the Province of Pennsylvania”](http://wadsworth.cengage.com/history_d/special_features/ilrn_legacy/waah1c01c/content/amh1/readings/pennsome.html) and then take the brief quiz to check your understanding.

*Reflection Questions*:

1. Why do you think Penn was so careful to lay out his information clearly? What did he hope to accomplish by doing this? What did he hope to avoid?

2. How do you think most people would have reacted to Penn’s description of what his colonists would go through? Would you consider this document a good advertisement for immigration? Why or why not?

**Assignment Name: A Letter Written by the Governor of New Mexico during the Pueblo Revolt**

*Introduction*: The Pueblo revolt of 1680 is often overlooked in general histories of America, but it was one of the major successes of the Pueblo Indians in dealing with their Spanish overlords. The incident is examined in this site built around one of PBS’s more successful series, *The West*. As usual, PBS has included a wide range of information to support its programs, and this letter is just one of the items that can be studied here.

*Visit URL*: http://www.pbs.org/weta/thewest/resources/archives/one/pueblo.htm

[Read a letter written by the governor of New Mexico during the Pueblo revolt](http://www.pbs.org/weta/thewest/resources/archives/one/pueblo.htm) and then take the brief quiz to check your understanding.

*Reflection Questions*:

1. How would you describe the governor’s outlook at the time that he penned this letter?

2. What, if any, actions by the Pueblo Indians do you think were justified?

3. The governor’s letter is extremely detailed and descriptive. How easy was it for you to read and understand? Why do you think this was the case?

**Assignment Name: Mary Rowlandson, Account of Her Captivity during King Philip's War (1675)**

*Introduction*: Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson is Rowlandson's account of being held captive by the Nipmuc Native Americans during King Philip's War. Rowlandson displays the common Puritan beliefs that God had ordained the settlement of the New World by Europeans and that the Native Americans were followers of Satan. Despite her bias, however, Rowlandson's writing also provides critical insights into the lives of Native Americans.

*Visit URL*: http://college.cengage.com/history/shared/unprotected/ps/rowlandson.html

[Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (1675)](http://college.cengage.com/history/shared/unprotected/ps/rowlandson.html)

*Instructions*: After reading the introduction and the primary source provided, answer the questions below.

1. Under what circumstances was Mrs. Rowlandson kidnapped?

2. How does Mrs. Rowlandson in general view Indians? Were these views likely typical of other white settlers?

3. What did Mrs. Rowlandson make for the Indians?

4. How was she treated by King Philip?

5. How did she eventually gain her freedom?