**CHAPTER 4**

**Expansion and Control, 1700–1763**

**Learning Outcomes**

* 1. Describe the development of the English colonies during the 1700s, including a discussion of each of the four distinct groups of colonies: New England, the Middle Colonies, the Chesapeake, and the Southern Colonies.

**Objectives**

1. Describe the economy, the society, and the living conditions in the New England Colonies.
2. Explain the development of the Middle Colonies, and describe their economies in farming regions as well as in cities.
3. Describe life in the Chesapeake, especially in regard to its developing economy and society.
4. Explain the growth of the Southern Colonies, and describe the slave system that developed there.
   1. Discuss the impact of the Enlightenment and the Great Awakening on colonial America.

**Objectives**

1. Explain the major ideals of the Enlightenment, and discuss how that movement impacted the growth of education and secular press in the colonies.
2. Discuss the new lights who most impacted the colonies during the Great Awakening, and list the reasons for its significance in America.
   1. Chronicle the development of slavery in the American colonies, and analyze the reasons for changes in attitudes and in the legal system that helped the distinctively American slave system flourish.

**Objectives**

1. Examine the capture of slaves in Africa and the horrors of the “middle passage.”
2. Describe the development of the Atlantic slave trade in the Americas.
3. Explain what life was like for slaves in America, including the differences that developed among the various colonies.
4. Discuss slave rebellions and resistance.
5. Explain how racism contributed to the development of slavery.
   1. By 1763, American colonists had become used to making their own decisions and taking care of their own needs. Describe the events in England that contributed to this situation, and explain their effects on the colonists.

**Objectives**

1. Explain how England’s Glorious Revolution and the salutary neglect of the colonies contributed to feelings of independence in America.
2. Explain the causes of the French and Indian War and discuss the outcome of the war.
3. Detail the Albany Congress and its significance.
4. Explain the role of pan-Indianism for Neolin and during Pontiac’s Rebellion.

**Chapter Summary**

Around 1700, the English colonists in America were beginning to find their way. The four colonial regions developed distinct differences. New England diversified its village farms for mostly local consumption. Fishing, timber, and ship-building industries provided opportunities for the expanding population. The vibrant economy and an influx of new settlers and slaves divided the social classes. With its exportation of wheat, the Middle Colonies served as America’s “bread colonies.” Living conditions varied for the region’s slaves, tenant farmers, skilled artisans, and baronial land owners. New York, the major slave trading hub of the north, and Philadelphia, had vibrant and diverse polyglot neighborhoods. In the Chesapeake region, tobacco was king. Tobacco cultivation led to great wealth for a few families who lived a rural English lifestyle; a vast gap grew between these natural aristocrats and the lowest social classes, slaves and poor farmers. The spread of the tobacco plantations affected the development of large cities, unlike in the north. But even more than the Chesapeake region, the Southern Colonies developed into an agrarian, plantation-driven economy, based on tobacco, rice, and indigo. The lack of opportunities for employment and land discouraged immigration. In their efforts to control slaves as the predominate portion of the labor force, white residents concocted laws and measures that, with rare exceptions, were ruthlessly successful.

Despite the great distance between continents, European intellectual thought influenced America. The Enlightenment clashed with the core beliefs about religion, ushering in changes in education and the secular press. The most prominent of the Enlightenment thinkers were John Locke and Jean-Jacques Rousseau. Locke argued that one’s environment was more significant than divine decree in the development of one’s character, and that individuals had “natural rights” to life, liberty, and property, which even a king or a pope could not deny. For his part, Rousseau famously argued that humans were born virtuous and therefore had a responsibility to use their virtue to check the growth of social institutions that would inevitably become premised on inequality and favoritism. Concurrently, the Great Awakening spurred changes in education, colonial attitudes toward authority, and science. The diversification of American Protestantism led to a growing division between the Old Lights and the New Lights. The Old Lights condemned emotionalism and advocated a more rationalistic theology favored by elements of the Enlightenment, while the New Lights supported evangelism, the new methods of prayer, and equality before Christ.

Ironically, in the midst of this period of religious enlightenment, African slavery was on the rise. The horrors of slavery began for Africans with their capture by either fellow Africans or raiding Europeans. Enduring the unimaginable nightmare of the “middle passage,” the voyage across the Atlantic, brought the surviving captives to a new oppression, as property in a growing slave economy. Although located in all four colonial regions, slaves were concentrated in the southern regions, whose reliance on the cash crops, such as tobacco, rice, and indigo, were labor-intensive. Life in these regions was idyllic for the plantation owners and abysmal for slaves, who endured subjugation and rape. Facing these conditions, the slaves created their own unique culture and engaged in resistance and rebellion when the rare opportunity developed.

American colonial diversity developed from the English policy of salutary neglect, essentially leaving the colonies to self-govern. England, preoccupied with wars in Europe, left the colonists to their own devices, except when they were needed to fight with the British when the wars bled over into America. At the end of the French and Indian War, England needed something besides soldiers: American money. Americans took a first tenuous step toward unification with the promising Albany Plan. Native Americans too, embraced Pan-Indianism, a similar call for unity.

**Chapter Outline**

I. Expansion of Colonial Economy and Society, 1700–1763

* 1. New England

1. Economy

2. Society

3. Life in New England

* 1. The Middle Colonies

1. Economy

2. Society

3. Life in the Middle Colonies

* 1. The Chesapeake

1. Economy

2. Society

3. Life in the Chesapeake

* 1. The Southern Colonies

1. Economy

2. Society

3. Life in the Southern Colonies

II. Expansion of Colonial Intellectual and Cultural Life

* 1. The American Enlightenment
     1. The American Enlightenment and Religion
     2. Education
     3. The Secular Press
  2. The Great Awakening

III. African Slavery

A. Enslavement

1. Capture

2. The Middle Passage

3. To a New Life

B. The Spread of Slavery

C. Life under Slavery

1. Plantation Life

2. Rebellion and Resistance

D. Slavery and Racism

IV. Attempted Expansion of English Control

A. Salutary Neglect

B. The French and Indian War, 1754–1763

C. The Albany Congress

1. The Albany Plan

2. Results

D. Pan-Indianism

1. Neolin

2. Pontiac’s Rebellion

V. Looking Ahead…

**Suggested Lecture Topics**

1. Similarities and Differences Among the Various Colonial Regions
2. America’s Version of the Enlightenment—A Bit More Practical?
3. George Whitefield, Jonathan Edwards, and the Great Awakening
4. Religious Changes in the Colonies after 1700
5. The *Henrietta Marie* and Its Story of the Middle Passage
6. Which Came First: Slavery or Racism?
7. Colonial Participation in the French and Indian War—and a Sense of Being Overlooked

(4-4b). The French and Indian War provoked a strong colonial response compared to any other New World conflict for several reasons:

a. Colonial ire toward England

b. Colonial unity

c. The British financial burden

d. French anger

e. Pan-Indianism

Had the outcome of the war been different, clearly future events like the forthcoming revolution would have been impacted. Have students engage in a counterfactual exercise using the five reasons given above. Alone or in pairs, have students decide which of the reasons would have impacted the future of the United States the most if it did not occur. Tally the number of reasons chosen and have the students defend their choices in a class discussion.

(4-2b). The Great Awakening provoked changes in colonial life for at least five reasons:

a. Growth of churches

b. Rise of lower churches

c. Development of colleges

d. Religion and science

e. Decline of authority

Divide the class into five groups. Have students in each group research in detail about a change (from the list given above) that was brought about in colonial life by the great awakening. At the end of this exercise, have each group present their findings to the class.

**The Reasons Why**

**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 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. Choose one of the four colonial regions and investigate what life was like there for each social class. Compile a list of novels that were set in that region during the 1700s, and prepare a chart which illustrates the many differences found from one end of the social spectrum to the other.
2. Compare and contrast the Enlightenment and the Great Awakening. Which of these two significant movements shaped America the most back then and today?
3. Conduct a comparison of the sermons of George Whitefield and Jonathan Edwards. Delve into the backgrounds of these two men. Read a few published sermons of each, and then write a brief paper which compares and contrasts both their messages and their styles of preaching.
4. Reconstruct the story of the *Henrietta Marie*. Visit various web sites and consult reference works. Gather materials and compile either a notebook or a display, telling the tale in both words and pictures.
5. Discuss the position of Indians adjacent to colonial regions from 1700–1763. What strategies would be available to Indians west of the Appalachians who wanted to resist American incursions?

**Additional www Resources**

“A Slave Ship Speaks: The Wreck of the *Henrietta Marie*.” Mel Fisher Maritime Heritage Society Exhibit.

<http://www.historical-museum.org/exhibits/hm/sss.htm>

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

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

“Tobacco: Colonial Cultivation Methods.” Historic Jamestowne website, National Park Service.

<http://www.nps.gov/jame/historyculture/tobacco-colonial-cultivation-methods.htm>

Copeland, David A. “Fighting for a Continent: Newspaper Coverage of the English and French War for Control of North America, 1754–1760.” *Archiving Early America*.

<http://www.earlyamerica.com/review/spring97/newspapers.html>

**Primary Source Discussions**

**Assignment Name: Cotton Mather on the Education of His Children**

*Introduction***:** Cotton Mather (1663–1728), grandson of John Cotton, was among the most famous of New England's Puritan preachers. Entering Harvard at age twelve, he went on to a long and prolific career as a minister, political activist, and scientist. A pillar of orthodoxy, he lectured and wrote frequently on the application of Puritan doctrine to everyday life, including child-rearing.

*Visit URL*: http://college.cengage.com/history/shared/unprotected/ps/cotton\_mather.htm

[Cotton Mather on the Education of His Children](http://college.cengage.com/history/shared/unprotected/ps/cotton_mather.htm)

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

1. What does Mather see as parents’ main responsibilities?

2. What is the role of religion in his ideal Puritan family?

3. According to Mather, what is the role of play in a child’s life?

4. Describe the punishments that Mather thinks are appropriate for children.

5. Does he believe that children are naturally good or evil? Explain.

6. How might Mather’s child-rearing precepts have affected Puritan society?

**Assignment Name: Jonathan Edwards Puritan Sermon**

*Introduction*: “Sinners in the Hands of an Angry God” by Jonathan Edwards is representative of the “fire and brimstone” style of preaching often associated with Puritanism, meaning that it emphasizes damnation as a deterrent to sinful behavior, rather than focusing on the possibility of salvation. The sermon is not typical of Edwards’ work, however. Edwards was a prominent figure in the Great Awakening—a religious revival that swept through the colonies in the 1730s and 1740s—and most of his sermons focused on the potential for redemption and salvation.

*Visit URL*: http://college.cengage.com/history/wadsworth\_9781133309888/unprotected/ps/edwards.html

[Jonathan Edwards, Puritan Sermon “Sinners in the Hands of an Angry God” (1741)](http://college.cengage.com/history/wadsworth_9781133309888/unprotected/ps/edwards.html)

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

1. The Works of President Edwards in ten volumes. Vol. VII. Containing, I.—Eight Sermons. II.—Miscellaneous Theological Observations. III.—Miscellaneous Remarks on Important Theological Subjects.

2. According to Edwards, what are some representative activities that warrant eternal damnation?

3. What is necessary to escape eternal damnation?

4. How is this sermon characteristic of the Great Awakening?

**Assignment Name: A Doctor’s Account of the Middle Passage**

*Introduction*: The original source of this document was a 1788 London publication, so try to read it as if you were reading it for the first time while the practice was still taking place. The document has been reprinted here as part of an older UNESCO site devoted to the Trans-Atlantic Slave Trade, but the site is no longer being maintained. Thus many of the links do not work, and you should just read this document and take the quiz.

*Visit URL*: http://www.vgskole.net/prosjekt/slavrute/7.htm

[Read a doctor’s account of the Middle Passage](http://www.vgskole.net/prosjekt/slavrute/7.htm) and then take the brief quiz to check your understanding.

*Reflection Questions*:

1. In one paragraph, Falconbridge describes how slave traders “shopped” for Negroes to purchase. He wrote about the numerous “defects” that would cause a trader to reject one of those for sale. After reading that paragraph, think about scientific efforts at “selective breeding.” In other places, Falconbridge describes the sufferings endured during the “middle passage,” experiences that also had an impact. What kind of impact do you think such practices had on the strength and agility of African Americans living today? Is that a racist question, or does it simply speak to the concept of “survival of the fittest”?

2. Do you think that you would have survived the middle passage? Would you have *wanted* to survive? What do you think the fact that they survived the voyage says about those who eventually became slaves in the Americas?