Chapter 3: Planting Colonies in North America, 1588–1701

Chapter Review

I. AMERICAN COMMUNITIES: Communities and Diversity in Seventeenth-Century Santa Fé

In 1680 the Pueblo peoples of the American southwest revolted against the Spanish. No longer willing to tolerate Spanish labor practices, chafing under Spanish militarism, unable to accept the violations of their religious places and practices perpetuated by the Catholic priests, and under great stress as a result of prolonged drought, population decimation resulting from widespread epidemics, and the ongoing conflict with the Apache peoples, the Pueblos had simply had enough. For a time the Pueblo set up their own confederacy and contested for the right to live unmolested. Within three years the Spanish had crushed the Pueblo resistance. But the Spanish had learned a lesson and while they did not give up the right to rule over the land and the people, their methods became more tolerant and based on the mutual interests of both peoples.

II. THE SPANISH, THE FRENCH AND THE DUTCH IN NORTH AMERICA

At the beginning of the seventeenth century, Spain’s Florida forts were the only European outposts in North America. Within decades, a host of competitors would contest Spain’s monopoly. The French, like the Spanish, developed “frontiers of inclusion,” incorporating Indians into colonial society, while the Dutch, like the English, sought to dispose Indians and establish “frontiers of exclusion.”

a. New Mexico

For decades after Coronado’s expedition, the Spanish did little more than send a few Franciscan missionaries to the Southwest. Juan de Oñate’s quest for gold in 1598 led to numerous brutalities against the Pueblo peoples and to no great riches. He was recalled by 1606 and political and military interest in the region ceased. The Catholic Church filled the void, helping to establish Santa Fé as a center for missionary work. The region remained mostly populated by Indians and mestizos and became a “frontier of inclusion.” But it still received very little attention from Mexico City.

MHL document: Don Juan de Oñate, Letter from New Mexico to the Viceroy (1599) at www.myhistorylab.com

b. New France

The French sought to monopolize the fur trade. This pursuit led to Samuel de Champlain’s failed first colony in coastal Acadia, before he moved to establish Quebec along the St. Lawrence, assuring control of the access to the interior. The French established alliances with the Hurons to gain access to inland fur-trapping grounds. The
French practiced the most inclusive of all colonial systems, sending traders to live among the Indians, helping the Hurons defeat their Iroquois enemies, marrying into Indian tribes, not seeking to dispossess the tribes of their land, and seeking to integrate their Catholicism into Indian life rather than forced conversion. Harsh climate and poor soil limited agriculture, and New France grew only slowly, despite La Salle’s claim of the entire Mississippi watershed. Limited manpower gave the French no choice but to form alliances with natives rather than follow the Spanish model of conquest and forced labor, making New France quite different from New Spain.

c. New Netherland

Building on their trading interests in the Baltic and with the largest merchant fleet in the world, the commercially minded Dutch created several monopoly companies to expand into Asia and America. After Henry Hudson explored the river (that now bears his name) in 1609, Dutch outposts at Ft. Orange (Albany) and New Amsterdam on the island of Manhattan gave the Dutch control of the fur trade in the region, allowing them to displace the Swedes from the Delaware River. Dutch alliance with the Iroquois strengthened control of the fur trade but led to the “Beaver Wars” with the French-allied Hurons, bringing control of the Great Lakes fur trade into Dutch hands.

III. THE CHESAPEAKE: VIRGINIA AND MARYLAND

England’s first colonial attempts were failures, but peace with Spain in 1604 led to renewed interest in America.

a. Jamestown and the Powhatan Confederacy

In 1607 the Virginia Company of London established Jamestown (named for King James I) in the Chesapeake. The Powhatan Confederacy of 14,000 natives led by a powerful chief (Wahunsonacock, whom the English called “King Powhatan”) initially aided the hapless Jamestown settlers, but relations soured as more colonists arrived with mounting demands for Indian food supplies, a situation worsened by English distain for the rights of native “savages.” War with the Powhatan abated after John Rolfe married Matoaka, or Pocahontas, but by 1617 she had died in England and a new, more aggressive, chief led the Powhatans. Economic and social developments were pushing Virginia toward becoming a frontier of exclusion.

MHL document: John Smith, “The Starving Time” (1624) at www.myhistorylab.com
MHL document: Exploring America: Jamestown at www.myhistorylab.com
MHL document: Remarks by Chief Powhatan to John Smith (ca. 1609) at www.myhistorylab.com

b. Tobacco, Expansion, and Warfare

Tobacco became the “merchantable commodity” Virginia had sought after John Rolfe developed a mild hybrid variety and smoking became fashionable in Europe. Tobacco
cultivation, though highly lucrative, was labor intensive and exhausted the soil very quickly. This led to a massive importation of labor from England as well as an equally massive push westward into Indian lands, reinforcing Virginia’s development as a colony of exclusion. The Indians responded, in 1622, with an all-out assault, killing nearly one-third of all settlers and initiating a conflict that would linger for a decade. In 1624 the Crown converted Virginia into a Royal Colony and facilitated continued immigration so that by 1640, despite disease, violence, and other challenges, the colony numbered 10,000; in 1670 it stood at nearly 40,000. The Powhatans made one more attempt to rid themselves of the English presence in 1644, killing 500 colonists, but they were soundly defeated in an English counterattack. Reduced to a population of 2,000, by 1670 the Powhatans were outnumbered and overwhelmed by the English colonists.

c. Maryland

Founded in 1634 following a grant of 10 million acres by a King Charles I, Maryland was a proprietary colony owned in its entirety by the Calvert family. The Lords Baltimore were also Catholic and thus encouraged Catholic immigration to the colony by making it the only colony to support and protect Catholics as a minority and appoint Catholic landowners to important political positions. Despite the very different intentions of the Calverts, economically Maryland quickly emulated Virginia by establishing a tobacco plantation economy. The demand for labor and land altered the Calvert’s original plans to create a system of land tenure based on feudal land rents (rather than giving ownership) to one based on headright grants.

MHL document: The Charter of Maryland (1632) at www.myhistorylab.com

d. Community Life in the Chesapeake

Three quarters of Chesapeake settlers came as indentured servants, the majority young unskilled males serving terms of up to seven years. Although the first slaves arrived in Virginia in 1619, few planters could afford them. Harshly treated and facing high mortality, servants who survived either returned to England or became frontier farmers. The few unmarried women who arrived married quickly, and their scarcity gave them some economic advantages. Chesapeake life remained crude, with few churches or schools by the 1650s, but the colonies grew rapidly, while immigration and trading ties with the mother country sharply contrasted with conditions in New France.

IV. THE NEW ENGLAND COLONIES

The northern region of North America was different from the Chesapeake in terms of climate, economy, and especially religion, making it a vastly different and distinctive place.

a. Puritanism

The followers of John Calvin became known as the Puritans for their desire to purify the English Church. And they were attracted to the Puritan faith by its encouragement of
enterprise. But they were also critics of the consequences of social and economic change. Grudgingly tolerated by Elizabeth, Puritans faced increasing persecution from James I and Charles I, leading, after 1629, to their migration in the thousands to New England as a place of religious refuge.

b. Plymouth Colony

The Pilgrims were the first to establish an English colony within the region, arriving in September 1620 aboard the Mayflower. The Pilgrims were religious separatists and their community consisted of families and hired single men. This situation led to the drafting of the Mayflower Compact, giving both the hired men and Pilgrim leaders a say in the government of the Plymouth settlement. Like Jamestown, however, the colonists struggled in their first year, nearly half dying of disease and starvation, only to be rescued by the local Indians, the Pokanokets, in exchange for an alliance against the Narragansets. With this help and through the development of a cod-fishing economy, the Pilgrims were able to sustain their colony.

MHL document: Agreement between the Settlers at New Plymouth (Mayflower Compact) (1620) at www.myhistorylab.com

COMMUNITIES IN CONFLICT: The Maypole at Merrymount

William Bradford wrote “History of Plimouth Plantation” and Thomas Morton “New English Canaan.” Bradford laments the licentiousness of the local Indians and certain colonists who cavort with them as they erected a maypole and celebrated and, most alarmingly, were schooled in the use of firearms and then were able to trade for the weapons. Morton, who was scorned by Bradford, defended the Indians’ behavior as positive step in securing an alliance and integrating the native peoples into the New England colonial sphere.

c. The Massachusetts Bay Colony

The changing political and religious situation in England led a group of Puritans to seek refuge in New England. In 1629 a Royal Charter was granted to the Massachusetts Bay Company, who then sent 200 settlers to establish a settlement. Under the leadership of John Winthrop they created the “city upon a hill” that was to serve as a model for reform in England. Over the next 14 years nearly 20,000 Puritans flocked to the colony, resulting in numerous villages, the creation of Boston, and stretching 75 miles into the interior. Taking advantage of a loophole in their charter, the Puritans established a government with a governor, deputy, board of magistrates, eventually giving all freemen who were church members voting rights, selecting members of two legislative houses—the origin of American democratic suffrage and bicameral legislative representation.

MHL document: John Winthrop, A Model of Christian Charity (1630) at www.myhistorylab.com
d. Dissent and New Communities

The Puritans, despite being persecuted in Europe, were not tolerant of religious differences. Doctrinal disputes led Thomas Hooker to found Connecticut in 1636. That same year Roger Williams was banished from the colony for advocating religious toleration and left to found Rhode Island. A year later, Anne Hutchinson was also banished, after a dispute over the role of good works in salvation. She left to join Williams in Rhode Island, for which Williams had received a Royal Charter in 1644.

e. Indians and Puritans

Unlike the French and Dutch fur traders, New England colonists were settlers seeking land for settlement. With little understanding of Indian use of land and less respect for native rights, Puritans (with the exception of Roger Williams) pressured Indian leaders to sell or grant away land. As the English population grew, Indians were decimated by disease and many accepted English rule and protection. The powerful Pequots resisted accommodation, and in 1637, with reluctant Narragansett aid, Puritan forces destroyed the Pequot in a murderous “war” which alarmed the Narragansetts as much as it satisfied Puritans who saw the Pequots’s destruction as divine providence.

f. The Economy: New England Merchants

The English Civil War, won by the Puritans under the leadership of Oliver Cromwell, led to the creation of the English Commonwealth and the end of Puritan persecution. This resulted in many colonists deciding to return home. Meanwhile the New England merchant class emerged as they began shipping cod to the West Indies and eventually developing a commercial fleet, making Boston the third largest trading center in the British world and distinguishing the New England economy from the fur-dependent system of New France.

g. Community and Family in New England

A well-ordered community was essential to Pilgrims and Puritans. With most of the population clustered in tight-knit towns centered on the church, New England society contrasted with the dispersed and weakly organized Chesapeake. Parents exercised strong authority over families. An (all-male) education system with town grammar schools supported high literacy rates, as well as the first printing press in the colonies and Harvard College, founded in 1636. The Puritans were not prudes and promoted love and enjoyment of sex (within marriage).

h. The Position of Women

Women played important roles within the family, but were legally and socially subordinate to men. They married young and lack of birth control led to large families, reinforcing expectations that women would devote themselves to husband and family, making spinsters or widows who defied these roles suspect.
i. The Salem Witch Trials

Cultural suspicion of women who did not conform to the social expectations was one of the leading causes of the era of witchcraft scares. Most charges of witchcraft were dismissed by the authorities as baseless. But in 1692 the entire community of Salem became embroiled in a series of accusations. Before the hysteria was halted 20 people were tried, convicted, and executed for sorcery. Scholars have clearly shown that the Salem event was fostered by the social and economic tensions manifest by migrations, uneven economic growth, and the continuing insecurities about independent, single women. Despite the problems at Salem, by the 1690s the New England population was approaching 100,000, spreading from Boston to the Connecticut River valley to the coast of Mains.

MHL document: The Examination and Confession of Ann Foster at Salem (1692) at www.myhistorylab.com

V. THE PROPRIETARY COLONIES

With the death of Cromwell and the end of the Commonwealth, Charles II assumed the throne and took an active interest in North America and sought to establish new proprietary colonies.

a. The Carolinas

Charles II granted Carolina to a group of proprietors in 1663. While the Albemarle region was already being settled by migrants from Virginia, the proprietors’ focus was on the coast around Charlestown, founded in 1670, where relocated Barbadian planters and their slaves developed a plantation economy which, by 1700, had grown to 6,000 people, half of them slaves.

b. New York and New Jersey

Trade rivalry and commercial war between England and Holland in the 1620s to the 1650s led Charles II to send a fleet to capture New Amsterdam, after which he granted his brother James, duke of York, a proprietary charter for the former Dutch colony. James retained control of the Hudson Valley, naming it New York, but in 1665 the Delaware River region was split off into the separate proprietary colony of New Jersey. By 1700 the two colonies had more than 33,000 residents.

c. The Founding of Pennsylvania

After a group of Quakers including William Penn bought the western part of New Jersey, in 1681 Penn gained a larger area when Charles settled a debt owed Penn’s father with a proprietary grant for what became his “holy experiment”—Pennsylvania. Penn laid out the site of Philadelphia, granted a Frame of Government guaranteeing religious freedom
and, with rare respect for native rights, signed a treaty with Delaware Chief Tammany to gain legal title to the land. As Pennsylvania and the Philadelphia area grew to 20,000 settlers by 1700, Penn split off what became Delaware as a separate self-ruled colony in 1704.

MHL document: William Penn, Description of Pennsylvania (1681) at www.myhistorylab.com

VI. CONFLICT AND WAR

Pennsylvania’s peaceful development was exceptional. The social, economic, religious, political, and territorial pressures resulting from rapid expansion of English colonization and the quest for land resulted in a long-lasting period of violence throughout most of the colonies from 1675 onward.

a. King Philip’s War

Despite the fact that thousands of Christian Indians lived in “praying towns” near established New England villages, tensions mounted throughout the seventeenth century as the colonists sought more land. Metacom (King Philip to the English) had been raised and educated among the New Englanders, and sought inclusion for his peoples among them. But he felt betrayed when he was forced to cede sovereignty of his homelands. He formed an alliance with the Narraganssetts, sparking a hostile response from the colonists who attacked and burned the Pokanoket villages. The Indians quickly gained the upper hand, but over the next two years found themselves outnumbered and under attack not just from the colonists but also the Iroquois on whom they had unsuccessfully called for support. In 1676 the Pokanokets were routed, Metacom beheaded, the praying towns destroyed and over 6,000 people dead, two-thirds of them natives. The resulting peace left the power and prominence of the Iroquois virtually uncontested, a violent incident rivaled only by the nearly contemporary Pueblo revolt in New Mexico.

b. Bacon’s Rebellion and Southern Conflicts

Conflicts over the old issues of land and labor led to violence in Virginia while King Philip’s war raged in New England. As settlers pressed west into Indian lands, Governor William Berkeley pursued policies favorable to the landed elite and refused militia aid to westerner fearing Indian attack. A wealthy backcountry planter, Nathaniel Bacon, became the leader of an unauthorized Indian war which grew into a rebellion against Berkeley’s authority and the burning of Jamestown in 1676. After Bacon’s death, Berkeley regained control, executing Bacon’s lieutenants. At the same time and over similar issues, Culpeper’s Rebellion broke out in North Carolina, with rebels holding power for two years before the proprietors regained control. In South Carolina, colonial officials reacted to these events by provoking war among Spanish and English Indian allies, decimating native populations and opening new lands for settlement.

c. The Glorious Revolution in America
Events in England also resulted in unrest and violence in America. When Charles II died, his brother James II reasserted control over the colonies, establishing the oppressive Dominion of New England (all of present-day New England, New York, and New Jersey). Resentment of James’s autocratic rule and fears of a Catholic succession led to revolution in England as James was deposed in 1688 in favor of his Protestant daughter Mary and her husband William of Orange. The bloodless rebellion was dubbed the “Glorious Revolution” bestowing a Bill of Rights, respect for civil liberties, an increased role for Parliament, and a restricted monarchy upon the people of England and her colonies. In the colonies, the overthrow set off a series of rebellions against James’s appointed officials, the revocation of the Dominion of New England, and the restoration of traditional self-government. Still, Massachusetts, Maryland, and New York remained as Royal Colonies.

d. King William’s War

This was the first skirmish in a 75 year war between the English and the French. As both empires contested for control of trade and the interior of the North American continent, frontier attacks by combined native and European forces raged throughout the regions of New England and the Great Lakes. As a result of this constant turmoil and the expense associated with defending her claims in North America, England tightened control over the colonies.

VII. CONCLUSION

During the seventeenth century, European colonization expanded sharply. Spanish New Mexico was joined by a dozen English colonies and, as European populations grew to a quarter of a million and native societies were disrupted, a wave of violent conflicts ensued. While the Spanish sought accommodation with the Pueblos, the English became even more committed to excluding Indians from their societies.

Learning Objectives

Students should be able to answer the following questions after studying Chapter 3:

1. In what ways were the Spanish, French, and English colonies in North America similar? In what ways were they different?
2. What was the nature of the colonial encounter between English newcomers and Algonquian natives in the Chesapeake?
3. How did religious dissent shape the history of the New England colonies?
4. What role did the restored Stuart monarchy play in the creation of new proprietary colonies?
5. Why did warfare and internal conflict characterize the late seventeenth century?
Discussion Suggestions and Possible Answers

1. Was violence between the Indians and Europeans inevitable?

   **Answer:** While not inevitable, violence was nearly always the result of European settlement. Europeans often formed alliances with specific native tribes, relationships that were grounded in promises to assist the tribes against their enemies. Even these alliances often resulted in violence as the two sides rarely agreed on all matters and particularly as the nature of the relationship changed and Europeans came to be seen less as partners or trading agents and more as settlers who threatened the Indian hold on land and resources.

2. How did the Indians change as a result of European settlement?

   **Answer:** Many tribes were forced to relocate as Europeans expanded their physical presence, thus creating conflicts among the various tribes. Indians also adopted many European ways, some wholly and some in part, that led to changes in their tribal relationships, religious beliefs, and economic status. Most notably, the Indians changed as a result of the persistent depopulation that was the result of constant encroachment and contact. Many tribes were forced to either subjugate themselves to the Europeans or fight.

3. Were Virginia and Massachusetts similar or different and in what ways?

   **Answer:** While both were settled by English subjects and both practiced a “frontier of exclusion” when it came to the Indians, the two colonies were vastly different. Virginia was home to followers of the Church of England, developed into a plantation agricultural system, engaged in widespread indentured servitude and, ultimately, slavery, and became dependent almost wholly on tobacco. New England, as it developed into a shipping center, diversified its economy, was settled by religious dissenters, based in rural, small-scale agricultural practices, and while slavery and indentured servitude were not absent, they were not prevalent either.

4. What lessons had been learned by the British from their earlier colonization efforts that shaped their later efforts in the South and New York / Pennsylvania?

   **Answer:** Colonial and corporate charters were often written too loosely in the early years, allowing the colonists to make decisions that were for the benefit of the colonial leadership and the companies doing business in the colony, but equally as often not in alignment with the needs and desires of the Crown. Later charters, while still granting land to individuals or corporations, included provisions that retained monarchial control and ensured that the companies and colonies were operating under the terms of the Navigation Acts.
Lecture Outline

The Four Colonial Empires
- New Spain
- New France
- New Netherland
- Virginia and New England

Jamestown and the Powhatan Peoples
- Werwocomoco and Powhatan Confederacy
- Development and Growth of Jamestown
- Economic Expansion
- Conflict and Massacre in 1622
- The Colonists Respond

English Expansion
- Popham Colony
- Plymouth Bay Colony and Massachusetts
- Maryland and the Chesapeake
- The South
- New York and Pennsylvania

The Growth of New England
- Plymouth and the Mayflower Compact
- The Puritan Migration
- John Winthrop and the “City Upon a Hill”
- The Great Migration
- Community and Trade

Witchcraft and Conflict
- Salem: The Exception to the Rule
- Cotton Mather and the Return of Reason
- Frontier of Exclusion
- Indian Wars of the late 1600s
Resources (Web, Films/Video)

Web
National Museum of the American Indian: http://www.nmai.si.edu/index.cfm is the official website of the NMAI and provides both historical and contemporary accounts of the lives of the indigenous peoples of the Americas.

Plimouth Plantation: http://www.plimoth.org/ is the official site of the modern-day recreation of Plimouth and its history, historical interpretation, and the interactions with the Wamponaug Indian peoples.

The Plymouth Colony Archive Project: http://etext.virginia.edu/users/deetz/Plymouth/topical.html presents primary source documents, secondary articles, maps, court records, biographies, material culture, research papers and lesson plans on the history behind the first settlement in New England.

Virtual Jamestown: http://www.virtualjamestown.org provides primary and secondary sources, including court records, letters, maps, labor contracts, newspapers, and virtual recreations of the process of settlement and development and daily life at Jamestown and among the Powhatan peoples.

Films/Video
The New World (150 minutes). New Line Cinema, 2005. Tells the story of John Smith, the founding of Jamestown, the life and role of Pocahontas, and the clashes between Native Americans and English settlers.

Black Robe (101 minutes). Alliance Communications, 1991. The story of Jesuit priests among the Canadian Cree, Mohawk, and Algonquin peoples. Depicts the travails of the French and Native Peoples as they work through the process of contact and settlement.

Whose Land Is This? (45 minutes). Global TV, 2002. Examines the First Nations’ historical and contemporary relationship to Canadian settlers and the question of land ownership in both political and heritage terms.

MY HISTORY LAB RESOURCES

Reinforce what you learned in this chapter by studying the many documents, images, maps, review tools, and videos available at www.myhistorylab.com.

Read and Review

Read the Documents
Don Juan de Oñate, Letter from New Mexico to the Viceroy (1599)
Remarks by Chief Powhatan to John Smith (ca. 1609)
John Smith, “The Starving Time” (1624)
The Charter of Maryland (1632)
Agreement between the Settlers at New Plymouth (Mayflower Compact) (1620)
John Winthrop, A Model of Christian Charity (1630)
The Examination and Confession of Ann Foster at Salem (1692)
Ann Putnam’s Deposition (1692)
William Penn, Description of Pennsylvania (1681)

See the Maps
The Colonies to 1740
French America, 1608–1763

Research and Explore

Read the Documents
Exploring America: Jamestown
Exploring America: Witches in the American Imagination

Read the Biographies
Pocahontas
John Winthrop

History Bookshelf
William Bradford, Of Plymouth Plantation (1650)

Critical Thinking Exercises

While New England emerged as a family and community-based society with an important merchant class and the Chesapeake continued to prosper as an agricultural society consumed with tobacco, how did the two regions quickly become dependent upon each other? Discuss this in terms of labor, shipping, trade goods, and the laws of the British Empire.