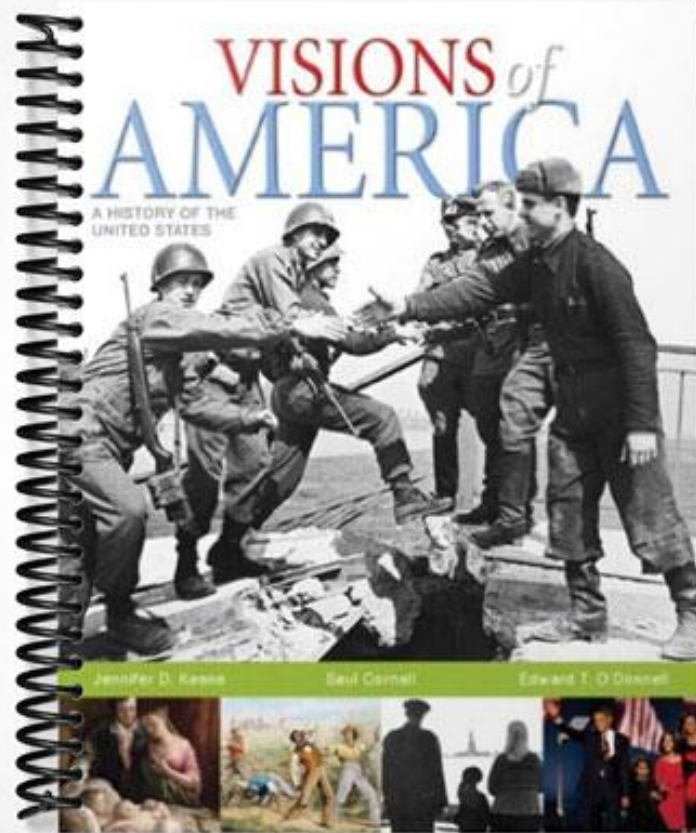


SOLUTIONS MANUAL



CHAPTER TWO: MODELS OF SETTLEMENT: ENGLISH COLONIAL SOCIETIES, 1590–1710

- I. The Chesapeake Colonies
 - A. The Founding of Jamestown
 - B. Tobacco Agriculture and Political Reorganization
 - C. Lord Baltimore’s Refuge: Maryland
 - D. Life in the Chesapeake: Tobacco and Society

- II. New England
 - A. Plymouth Plantation
 - B. A Godly Commonwealth
 - C. Challenges to Puritan Orthodoxy
 - D. Expansion and Conflict

- III. The Caribbean Colonies
 - A. Power Is Sweet
 - B. Barbados: The Emergence of a Slave Society

- IV. The Restoration Era and the Proprietary Colonies
 - A. The English Conquest of the Dutch Colony of New Netherland
 - B. A Peaceable Kingdom: Quakers in New Jersey and Pennsylvania
 - C. The Carolinas

- V. The Crises of the Late Seventeenth Century
 - A. War and Rebellion
 - B. The Dominion of New England and the Glorious Revolution
 - C. The Salem Witchcraft Hysteria

- VI. The Whig Ideal and the Emergence of Political Stability
 - A. The Whig Vision of Politics
 - B. Mercantilism, Federalism, and the Structure of Empire

At the dawn of the 1600s, England trailed far behind Spain and France in the race to exploit the wealth of the Americas. By the end of the century, however, England had become a formidable colonial power in both North America and the Caribbean. In contrast to Spain and France, whose colonization efforts relied on active support from the monarchy and church, England’s first efforts to colonize America relied on joint stock companies, which were privately financed commercial ventures. The two great early English experiments in colonization, in Virginia and New England, faced many challenges in their early years, including how to deal with local Indian populations. The solution for the English was not simply rendering the Indians politically subservient to the king but also segregating themselves from the Indians whenever possible.

Relations between settlers and Indians complicated colonial politics for most of the seventeenth century. Bacon's Rebellion (1676), a popular uprising in Virginia triggered by colonists' conflict over Indian policy, shook the foundations of the colony. In New England, persistent conflict between Indians and settlers exacerbated existing social and economic tensions, leading to the worst outbreak of witchcraft accusations in colonial America, the Salem witchcraft hysteria (1692). The reassertion of political control by England, whose Glorious Revolution (1688) contributed to the emergence of a new, more stable colonial world, helped facilitate the resolution of the witchcraft crisis. On many occasions in the years to come, colonists would invoke the political and constitutional ideas of the Glorious Revolution to defend their liberties.

Learning Objectives

After a careful examination of Chapter 2, students should be able to do the following:

1. Explain the importance of the fur trade to the economic development of French holdings in the New World.
2. Point out the factors that accounted for the French reluctance to immigrate to the New World.
3. Identify the Dutch East India Company and the West India Company and explain their activities in the New World.
4. Define the term *joint-stock companies* and identify the major ones involved in establishing the original British colonies in America.
5. Define the term *headright system* and explain how this policy promoted British migration to the New World.
6. Describe the importance of the tobacco economy to the development of the Chesapeake area.
7. Describe the characteristics of the Chesapeake plantation society. Define the term *indentured servant* and explain the role of this labor force in the plantation society.
8. Compare and contrast the demographic characteristics of the Chesapeake and New England colonies.
9. Define the term *separatist* and explain how these individuals affected British immigration.
10. Understand the basic principles of the *covenant theology*, and understand the importance of religion as the cornerstone of Puritan culture and society.

11. Describe the Massachusetts General Court and compare its structure and function to the Virginia House of Burgesses.
12. Discuss the issue of dissent in Puritan society. Identify two people who dissented against the Puritan church, and describe what happened to them.
13. Explain the emergence in the British Caribbean of one of the first biracial societies in the New World. Understand the nature of the Caribbean system of slavery as well as the extent to which slaves were able to preserve elements of their African culture within the system of slavery.
14. Place the establishment of the Restoration colonies within the social and cultural context created by the Chesapeake and New England colonies. Explain how these colonies reflected and often blended and extended the British colonial cultures already in place by the mid-seventeenth century.
15. Explain why the English kidnapped Pocahontas.

Topics for Classroom Lecture

1. Discuss the Chesapeake and New England colonies in a series of lectures in which you concentrate on the differences between the cultures and societies established in each of the two regions. Because the United States history course is normally split at the Civil War, you can use this opportunity to begin to discuss the fundamental differences between these two areas and introduce some distinctions between the two regions that will persist until the Civil War. Some topics for discussion might include the following:
 - a. The different characteristics of the populations that originally settled these regions. From which regions in England did these original settlers come, and how did the cultures and mores of these regions influence the societies that developed in North America?
 - b. The differences in how the original settlers of each region were motivated to come to the New World. To what extent was the state of the British economy a factor? To what extent was religion a factor? How did the differences in motivation impact the societies that emerged?
 - c. The differences in the socioeconomic characteristics of each region. Point out the distinction between the plantation society of the Chesapeake and the freeholder society of New England, explain distinctions in how land was distributed in each region and the impact that the systems of land distribution had on the nature of each area's social structure, and point out the diversity of the New England economy versus the one-crop economy of the Chesapeake.
 - d. The difference in the level of importance placed on religion in each region. Explain the importance of Calvinist theology in defining New England society and culture. Contrast this emphasis with the lower priority

- placed on religion in the South (at least until the Great Awakening). How did these religious differences impact the emergence of regional ethics?
- e. The differences in the political systems that emerged in the Chesapeake and New England. Why did the Chesapeake evolve into a political aristocracy while New England developed one of the most democratic political systems in America?
 - f. In discussing fundamental differences between the North and the South prior to the Civil War, many historians have emphasized the progressive nature of the nineteenth-century North and the conservative nature of the Old South. Begin now to discuss the meaning of these terms. Was there already, during the colonial period, a philosophical distinction between the settlers of New England and the Chesapeake? Was there something progressive, even radical, about the decision of the Pilgrims and Puritans to come to the New World? Were they seeking something new or trying to retain the old? Was there something conservative about the decision of the early settlers of the Chesapeake to come to the New World? Were they seeking something new or were they more intent on preserving the England they knew and loved?
2. Prepare a lecture focusing on the life of Anne Hutchinson. A treatment of her experiences in New England can open discussion regarding a number of issues pertinent to New England culture, including the following:
 - a. Her theological differences with the Puritan fathers. This discussion will allow an examination of covenant theology, including the distinction between the covenant of grace and the covenant of works, as well as how religious intolerance emerged within the Puritan community as a requisite aspect of the covenant principle.
 - b. The gender issues involved with Hutchinson's challenge to the authority of the Puritan fathers and her instruction of theology, particularly her instruction of theology to mixed-gender groups.
 3. What moral lesson does Jan Steen's painting "In Luxury, Look Out" teach, and how does the artist visually represent the vices of city life in Holland?

Topics for Class Discussion and Essays

1. Discuss the nature of colonial political development in the British colonies. How did the political institutions created in the colonies reflect British political tradition in terms of structure and function? Do today's state and federal political structures in America resemble the institutions created by the original British colonists? How does this reflect the element of persistence over time?
2. Conduct a classroom discussion that focuses on "freedom of religion." Have students discuss the irony of the fact that we often associate freedom of religion with the Puritans who came to America to escape religious persecution. To what

extent was freedom of religion a reality in the Puritan community? How did these dissenters treat dissenters within their own ranks?

3. Compare and contrast the institutions of slavery that emerged in Virginia, South Carolina, and the Caribbean. Even though each of these colonial regions was British, the institutions of slavery that developed in each were distinctive. What factors contributed to these distinctions? What impact did South Carolina's central location between Virginia and the Caribbean have on the nature of its plantation economy and its institution of slavery?
4. What aspects of Quaker belief contributed to William Penn's more expansive vision of religious freedom?

Topics for Term Papers and Class Projects

1. Choose one of the three major continental colonial regions and write a paper in which you examine the British background of the settlers in that region. How did the cultural mores of each geographical region of Britain impact the nature and characteristics of the various British colonial settlements?
2. Research one of the Puritan dissenters such as Anne Hutchinson or Roger Williams. How did their beliefs necessitate their removal from the Puritan community? How did their experiences serve to expand the meaning of religious freedom in America?
3. Examine the origins of slavery in South Carolina. Look at the demographics of the state, including the density of the slave population as well as the link to the Caribbean. How did the link to the Caribbean impact the institution of slavery that developed in South Carolina?

Resources for Lectures and Research Projects

David Hackett Fischer, *Albion's Seed: Four British Folkways in America* (1989).

Philip J. Greven, Jr., *Four Generations: Population, Land, and Family in Colonial Andover, Massachusetts* (1970).

Edmund Morgan, *The Puritan Dilemma* (1958).

Mary Beth Norton, *Founding Mothers and Fathers: Gendered Power and the Forming of American Society*, (1996).

Peter Wood, *Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion* (1975).

Audio-Visual Resources

American Visions: The Promised Land, Time, Inc./BBC/Thirteen WNET, New York, 1997, 60 minutes.

This episode from the six-part series created by Robert Hughes depicts the origins of American ideas about art. Ranging from the Spanish West to Protestant New England to the aristocratic Chesapeake, Hughes takes a look at how American art began and flourished.

Colonization of North America, PBS Video, 150 minutes.

An exploration of early European discovery and settlement in the New World, including such North American locations as St. Augustine, Plymouth, and Roanoke.

Jamestown Rediscovery: A World Uncovered, A&E Video.

An examination of the search for the original Jamestown settlement, including footage from the Association for the Preservation of Virginia Antiquities.