

CHAPTER
3

GUIDED READING *England and Its Colonies*

Section 1

- A.** As you read this section, answer the questions below to help you understand causes and effects. There can be one or several answers to each question.

The Navigation Acts

CAUSE
1. Why did Parliament pass the Navigation Acts?
EFFECTS
2. How did these acts benefit England?
3. How did the acts benefit the colonies?
4. How did the acts hurt the colonies?

The Glorious Revolution

CAUSE
5. Why did the Glorious Revolution occur?
EFFECTS
6. How did this revolution affect England?
7. How did it affect the colonies?

- B.** On the back of this paper, explain the relationship in each of the following pairs:

balance of trade—mercantilism salutary neglect—mercantilism

Dominion of New England—Sir Edmund Andros

CHAPTER
3**GUIDED READING*****The Agricultural South*****Section 2**

A. As you read this section, fill out the chart below by noting what a typical member of each group would likely do in his or her daily life.

1. Plantation Owners

--

2. Lower-Class White Women

--

3. Indentured Servants

--

4. African Slaves

--

B. On the back of this paper, explain or identify each of the following:

cash crop**triangular trade****middle passage****Stono Rebellion**

CHAPTER
3

GUIDED READING *The Commercial North*

Section 3

A. As you read this section, fill out the chart below with some different characteristics of the Northern and Southern colonies.

Northern Colonies	Southern Colonies

B. Fill out this chart by comparing the Enlightenment and the Great Awakening.

	The Enlightenment	The Great Awakening
1. What kind of movement was it (intellectual, social, political, religious)?		
2. Who were its key figures in the colonies?		
3. What ideas did it stress?		
4. What did it encourage people to do?		

CHAPTER
3

GUIDED READING *The French and Indian War*

Section 4

A. Fill out the charts below as you read about the French and Indian War (1754–1763).

Motivations		
1. Why did France and Britain fight in the war?	2. Why did the British colonies fight?	3. Why did Native Americans fight?

Winners and Losers	
4. What did Britain gain as a result of the war?	5. What did Britain lose?
6. What did the colonies gain as a result of the war?	7. What did the colonies lose?
8. What did France lose as a result of the war?	9. What did the war cost Native Americans?

B. On the back of this paper, define or describe each of the following:

George Washington William Pitt Pontiac
 George Grenville Sugar Act Proclamation of 1763



BUILDING VOCABULARY *The Colonies Come of Age*

A. Matching Match the description in the second column with term in the first column. Write the appropriate letter next to the word.

- | | |
|--------------------------------|---|
| _____ 1. Benjamin Franklin | a. English policy giving colonies some freedom |
| _____ 2. French and Indian War | b. person considered the property of another |
| _____ 3. Sir Edmund Andros | c. England's legislative body |
| _____ 4. middle passage | d. French-British battle for control of America |
| _____ 5. Parliament | e. voyage that brought Africans to the Americas |
| _____ 6. Sugar Act | f. ruler of Dominion of New England |
| _____ 7. slave | g. prominent colonial thinker |
| _____ 8. salutary neglect | h. tax measure imposed on colonists |

B. Evaluating Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- _____ 1. The Proclamation of 1763 offered free land west of the Appalachian Mountains to any colonist who would settle it.
- _____

- _____ 2. The theory of mercantilism held that a country's ultimate goals were to become self-sufficient and to acquire as much gold and silver as possible.
- _____

- _____ 3. A cash crop is one primarily for a farmer's own use rather than for sale.
- _____

- _____ 4. In what became known as the Stono Rebellion, the Stono Indians rose up against white settlers along the South Carolina frontier.
- _____

- _____ 5. William Pitt helped lead the British to victory over France in the French and Indian War.
- _____

C. Writing Write a paragraph defining the following terms and what effect each had on the colonies.

Enlightenment Great Awakening



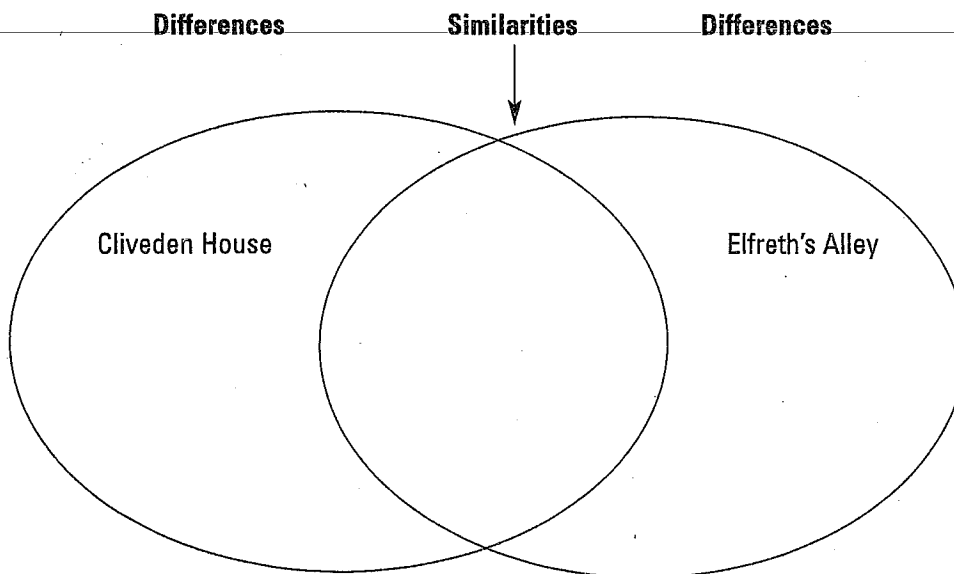
CHAPTER
3

Section 3

SKILLBUILDER PRACTICE

Visual, Audio, Multimedia Sources

One picture or visual source doesn't always tell the whole story. Look at the two images of urban life in colonial times on page 80 of your textbook. Then fill in the Venn diagram with similarities and differences between the two pictures and answer the questions that follow. (See Skillbuilder Handbook, p. R23.)



1. What do you think is the most important difference between the two pictures?

2. Which, if either, picture do you think is the more accurate depiction of daily urban life?
Explain your opinion.

3. What other historical sources would you look for to find out more about urban life in colonial times?



CHAPTER
3

RETEACHING ACTIVITY *England and Its Colonies*

Section 1

Finding Main Ideas

The following questions deal with relations between England and its American colonies. Answer them in the space provided.

1. Why were the colonies an important aspect of mercantilism?

2. How did the Navigation Acts benefit the colonists?

3. How did the leaders of the Dominion of New England anger the colonists?

4. What was the Glorious Revolution? How did it affect the colonies?

5. In what ways did Parliament strengthen the Navigation Acts?

6. What was the relationship between England and its colonies under salutary neglect?



CHAPTER
3**RETEACHING ACTIVITY** *The Agricultural South***Section 2****Multiple Choice**

Choose the best answer for each item. Write the letter of your answer in the blank.

-
- _____ 1. The profitable cash crop grown in Virginia and North Carolina was
- a. rice.
 - b. corn.
 - c. indigo.
 - d. tobacco.
- _____ 2. The group that held most of the power in Southern society was the
- a. planters.
 - b. slaves.
 - c. artisans.
 - d. indentured servants.
- _____ 3. Between 1690 and 1750, the number of slaves in the Southern colonies rose from about 13,000 to around
- a. 50,000.
 - b. 100,000.
 - c. 150,000.
 - d. 200,000.
- _____ 4. Most slaves in the Southern colonies worked
- a. in homes.
 - b. in the fields.
 - c. in the cities.
 - d. in government.
- _____ 5. All of the following were ways that slaves resisted their position of subservience except
- a. faking illness.
 - b. breaking tools.
 - c. working slowly.
 - d. staging strikes.
- _____ 6. The Stono Rebellion took place in
- a. Georgia.
 - b. Virginia.
 - c. South Carolina.
 - d. Massachusetts.



RETEACHING ACTIVITY *The Commercial North*

A. Completion Complete each sentence with the appropriate term or name.

Scandinavians	slaves	Philadelphia	legal rights
Charles Town	Scots-Irish	witchcraft	Boston

1. While only one major town, _____, existed in the South, the commercial North boasted many urban areas, including _____, which quickly became the second largest city in the British empire.
2. The Germans and the _____ were the largest of the non-English immigrant groups in the North.
3. Because its economy did not rely heavily on agriculture, the North was home to far fewer _____ than in the South.
4. As in the South, women in the North had few _____.
5. Limitations on women's roles, social tensions, and religious fanaticism contributed to accusations of _____ in Salem.

B. Evaluating Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below it.

- _____ 1. Benjamin Franklin was a prominent figure of the Enlightenment who embraced the notion of obtaining truth through experimentation and reasoning.

- _____ 2. The religious revival that swept through the colonies during the mid-1700s was known as the Glorious Revolution.

- _____ 3. Both the Enlightenment and the Great Awakening caused people to question authority and embrace the importance of the individual.

- _____ 4. Between 1650 and 1750, the colony's economy grew twice as fast as Great Britain's economy, with much of this growth occurring in the South.

- _____ 5. As in the South, slaves in the North were considered less than human.

CHAPTER
3

RETEACHING ACTIVITY *The French and Indian War*

Section 4

Sequencing

A. Put the events below in the correct chronological order.

- _____ 1. British win key battle at Quebec.
- _____ 2. Rebellion led by Pontiac ends in defeat for Native Americans.
- _____ 3. British Parliament passes Sugar Act.
- _____ 4. French and Indian War begins.
- _____ 5. William Pitt takes charge of British war effort.
- _____ 6. French and Indian War ends.

Matching

B. Match the description in the second column with term or name in the first column.
Write the appropriate letter next to the word.

- | | |
|-------------------------------|---|
| _____ 1. Pontiac | a. the French colony in North America |
| _____ 2. New France | b. site of initial French and Indian War battle |
| _____ 3. Proclamation of 1763 | c. led rebellion against colonists |
| _____ 4. Jacques Cartier | d. first permanent French settlement in America |
| _____ 5. Treaty of Paris | e. allowed British to search colonial property |
| _____ 6. Quebec | f. explored St. Lawrence River |
| _____ 7. writs of assistance | g. forbid western settlement by the colonists |
| _____ 8. Fort Necessity | h. agreement ending French and Indian War |

CHAPTER
3

Section 2

GEOGRAPHY APPLICATION: MOVEMENT

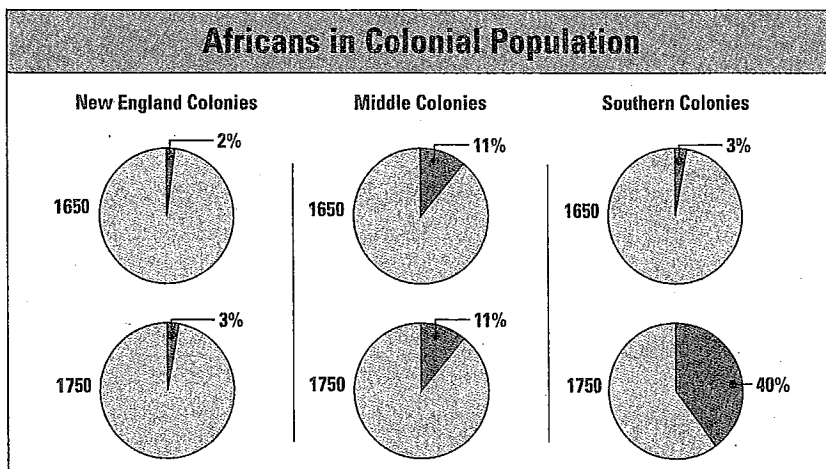
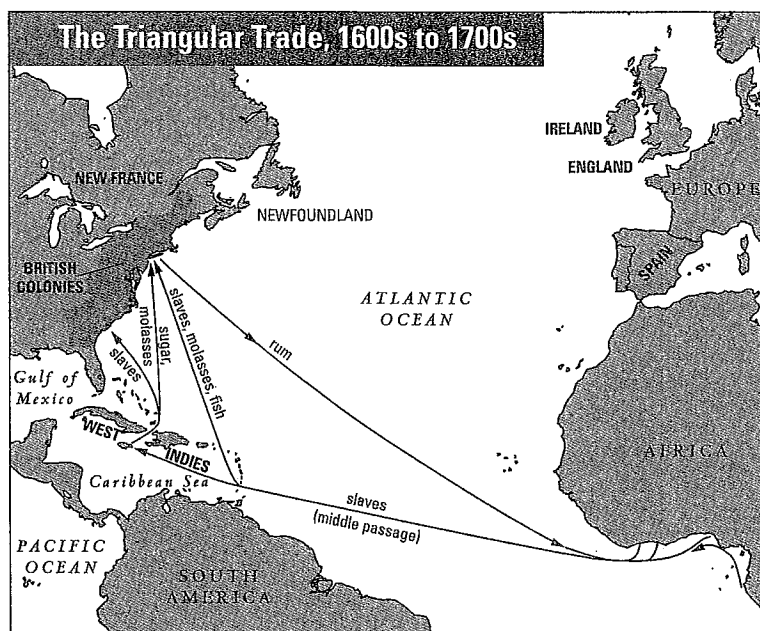
The Triangular Trade

Directions: Read the paragraphs below and study the map and pie graphs carefully. Then answer the questions that follow.

A trade route known as the triangular trade developed among the American colonies, Africa, and the West Indies. Over a period of 200 years, the middle passage of the triangular trade brought millions of Africans to work as slaves in the Americas.

The vast majority of slaves brought to North America was bound for plantations in the Southern

colonies. However, the Northern colonies also played a major part in this pattern. Manufacturers there turned West Indian sugar and molasses into rum. Some of this rum then was sent to Africa as the first leg of the triangular trade and was used to buy slaves.



Interpreting Text and Visuals

1. Why was the trade route of rum, slaves, and sugar and molasses called the Triangular Trade? _____

2. Of what did the middle passage consist? _____

3. What were the destinations of the African slaves? _____

Why do you think some were kept in the West Indies? _____

4. Which section of colonial America had the smallest percentage of Africans in 1750? _____

5. Which section of the colonies showed a huge increase in the percentage of its African population in about 1750? _____

6. What happened to the African population in New England and the Middle colonies between 1650 and 1750? Why? _____

7. Explain the increase in the percentage of the African population in the Southern colonies during the years shown. _____



Section 2

PRIMARY SOURCE *from History of the Dividing Line*
by William Byrd

In 1728, plantation owner William Byrd agreed to head a commission to settle a boundary dispute between North Carolina and Virginia. He took part in an expedition to survey the dividing line between the two colonies. In this excerpt from his report, you'll find Byrd's rather critical but amusing personal observations of Southern colonial life.

Surely there is no place in the world where the inhabitants live with less labor than in North Carolina. It approaches nearer to the description of Lubberland [a mythical land of ease and plenty] than any other, by the great felicity of the climate, the easiness of raising provisions, and the slothfulness of the people. Indian corn is of so great increase that a little pains will subsist a very large family with bread, and then they may have meat without any pains at all, by the help of the low grounds and the great variety of mast that grows on the high land. The men, for their parts, just like the Indians, impose all the work upon the poor women. They make their wives rise out of their beds early in the morning, at the same time that they lie and snore till the sun has risen one-third of his course and dispersed all the unwholesome damps. Then, after stretching and yawning for half an hour, they light their pipes, and, under the protection of a cloud of smoke, venture out into the open air; though if it happen to be never so little cold they quickly return shivering into the chimney corner. When the weather is mild, they stand leaning with both their arms upon the cornfield fence and gravely consider whether they had best go and take a small heat at the hoe but generally find reasons to put it off till another time. . . .

We gave orders that the horses should pass Roanoke River at Moniseep Ford, while most of the baggage was transported in a canoe. We landed at the plantation of Cornelius Keith, where I beheld the wretchedest scene of poverty I had ever met with in this happy part of the world. The man, his wife, and six small children lived in a pen like so many cattle, without any roof over their heads but that of Heaven. And this was their airy residence in the daytime; but then there was a fodder stack not far from this enclosure in which the whole family sheltered themselves anights and in bad weather. However, 'twas almost worth while to be as poor as this man was, to be as perfectly contented. All his wants proceeded from indolence and not from mis-

fortune. He had good land, as well as good health and good limbs to work it and, besides, had a trade very useful to all the inhabitants round about. He could make and set up quernstones [primitive hand-turned grain mills] very well and had proper materials for that purpose just at hand if he could have taken the pains to fetch them. There are no other kind of mills in those remote parts, and, therefore, if the man would have worked at his trade, he might have lived very comfortably. The poor woman had a little more industry and spun cotton enough to make a thin covering for her own and her children's nakedness.

I am sorry to say it, but idleness is the general character of the men in the southern parts of this colony [Virginia] as well as in North Carolina. The air is so mild and the soil so fruitful that very little labor is required to fill their bellies, especially where the woods afford such plenty of game. These advantages discharge the men from the necessity of killing themselves with work, and then for the other article, of raiment [clothing], a very little of that will suffice in so temperate a climate. But so much as is absolutely necessary falls to the good women's share to provide. They all spin, weave, and knit, whereby they make a good shift to clothe the whole family; and to their credit be it recorded, many of them do it very completely and thereby reproach their husbands' laziness in the most inoffensive way, that is to say, by discovering a better spirit of industry in themselves.

from Louis B. Wright, ed., The Prose Works of William Byrd of Westover. (Cambridge, Mass.: The Belknap Press, 1966), 204–205, 311–312.

Discussion Questions

1. According to Byrd, what were some of the positive and negative aspects of Southern colonial life?
2. What impressions does Byrd convey about the role of women in the Southern colonies?

CHAPTER
3

Section 3

PRIMARY SOURCE *from* The Salem Witch Trials

The following is a portion of the Salem trial transcript in which Judge John Hathorne interrogates two of the accused—Sarah Osburne and Tituba, a slave from Barbados. As you read, notice the difference in the way the two women respond.

HATHORNE: What evil spirit have you familiarity with?

OSBURNE: None.

H: Have you made no contract with the devil?

O: No, I never saw the devil in my life.

H: Why do you hurt these children?

O: I do not hurt them.

H: Who do you employ then to hurt them?

O: I employ nobody.

H: What familiarity have you with Sarah Good?

O: None. I have not seen her these two years.

H: Where did you see her then?

O: One day a-going to town.

H: What communications had you with her?

O: I had none, only, how do you do or so. I did not know her by name.

H: What did you call her then?

[At this point Sarah Osburne had to admit that she had called her Sarah.]

H: Sarah Good saith that it was you that hurt the children.

O: I do not know if the devil goes about in my likeness to do any hurt.

Mr. Hathorne desired all the children to stand up and look upon her and see if they did know her, which they all did, and every one of them said that this was one of the women that did afflict them and that they had constantly seen her in the very habit that she was now in. . . .

H: Hath the devil ever deceived you and been false to you?

O: I do not know the devil. I never did see him. . . .

[Sarah Osburne was dismissed, and Tituba was called to the stand.]

HATHORNE: Did you never see the devil?

TITUBA: The devil came to me and bid me serve him. . . .

H: What service?

T: Hurt the children, and last night there was an appearance that said to kill the children and if I would not go on hurting the children they would do worse to me.

H: What is this appearance you see?

T: Sometimes he is like a hog and sometimes like a

great dog.

H: What did it say to you?

T: The black dog said, "Serve me," but I said, "I am afraid." He said if I did not he would do worse to me.

H: What did you say to it?

T: I will serve you no longer. Then he said he would hurt me, and then he looked like a man. This man had a yellow bird that he kept with him, and he told me he had more pretty things that he would give me if I would serve him. . . .

H: Did you not pinch Elizabeth Hubbard this morning?

T: The man brought her to me and made me pinch her.

H: Why did you go to Thomas Putnam's last night and hurt his child?

T: They pull and haul me and make me go. . . .

H: How did you go?

T: We ride upon sticks and are there presently.

H: Why did you not tell your master?

T: I was afraid. They said they would cut off my head if I told. . . .

H: Did not you hurt Mr. Corwin's child?

T: Goody [Mrs.] Good and Goody Osburne told me that they did hurt Mr. Corwin's child and would have had me hurt him too, but I did not. . . .

H: Do you see who it is that torments these children now?

T: Yes, it is Goody Good. She hurts them now in her own shape.

from W. E. Woodward, ed., Records of Salem Witchcraft, I (Roxbury, Massachusetts: 1864).

Activity Options

1. With your classmates, reenact this examination. Role-play Judge Hathorne, Sarah Osburne, Tituba, and the girls who made the accusations.
2. One of the many ironies of the Salem witch trials is that Tituba was spared while Sarah Osburne was found guilty and hanged. Discuss possible reasons why the two women responded so differently.


 CHAPTER
3

Section 3

 PRIMARY SOURCE *from The Autobiography*
 by Benjamin Franklin

In this excerpt from his autobiography, Franklin reveals the curiosity and excitement about science that was characteristic of the Enlightenment.

In 1746 being at Boston, I met there with a Dr Spence, who was lately arrived from Scotland, and show'd me some electric Experiments. They were imperfectly perform'd, as he was not very expert; but being on a Subject quite new to me, they equally surpriz'd and pleas'd me. Soon after my Return to Philadelphia, our Library Company receiv'd from Mr Peter Colinson, F.R.S. of London a Present of a Glass Tube, with some Account of the Use of it in making such Experiments. I eagerly seiz'd the Opportunity of repeating what I had seen at Boston, and by much Practice acquir'd great Readiness in performing those also which we had an Account of from England, adding a Number of new Ones.—I say much Practice, for my House was continually full for some time, with People who came to see these new Wonders. To divide a little this Incumbrance among my Friends, I caused a Number of similar Tubes to be blown at our Glass-House, with which they furnish'd themselves, so that we had at length several Performers. Among these the principal was Mr Kinnersley, an ingenious Neighbour, who being out of Business, I encouraged to undertake showing the Experiments for Money, and drew up for him two Lectures, in which the Experiments were rang'd in such Order and accompanied with Explanations, in such Method, as that the foregoing should assist in Comprehending the following. He procur'd an elegant Apparatus for the purpose, in which all the little Machines that I had roughly made for myself, were nicely form'd by Instrument-makers. His Lectures were well attended and gave great Satisfaction; and after some time he went thro' the Colonies exhibiting them in every capital Town, and pick'd up some Money. In the West India Islands indeed it was with Difficulty the Experim. could be made, from the general Moisture of the Air.

Oblig'd as we were to Mr Colinson for his Present of the Tube, &c. I thought it right he should be inform'd of our Success in using it, and wrote him several Letters containing Accounts of

our Experiments. He got them read in the Royal Society, where they were not at first thought worth so much Notice as to be printed in their Transactions. One Paper which I wrote for Mr. Kinnersley, on the Sameness of Lightning with Electricity, I sent to Dr. Mitchel, an Acquaintance of mine, and one of the Members also of that Society; who wrote me word that it had been read but was laugh'd at by the Connoisseurs: The Papers however being shown to Dr Fothergill, he thought them of too much value to be stifled, and advis'd the Printing of them [in a book]. . . .

What gave my Book . . . sudden and general Celebrity [in Europe], was the Success of one of its propos'd Experiments, made by Messrs Dalibard & Delor; at Marly; for drawing Lightning from the Clouds. This engag'd the public Attention every where. M. Delor, who had an Apparatus for experimental Philosophy, and lectur'd in that Branch of Science, undertook to repeat what he call'd the *Philadelphia Experiments*, and after they were performed before the King & Court, all the Curious of Paris flock'd to see them. I will not swell this Narrative with an Account of that capital Experiment, nor of the infinite Pleasure I receiv'd in the Success of a similar one I made soon after with a Kite at Philadelphia, as both are to be found in the Histories of Electricity.

from Benjamin Franklin, Writings (New York: The Library of America, 1987), 1452–1455.

Research Options

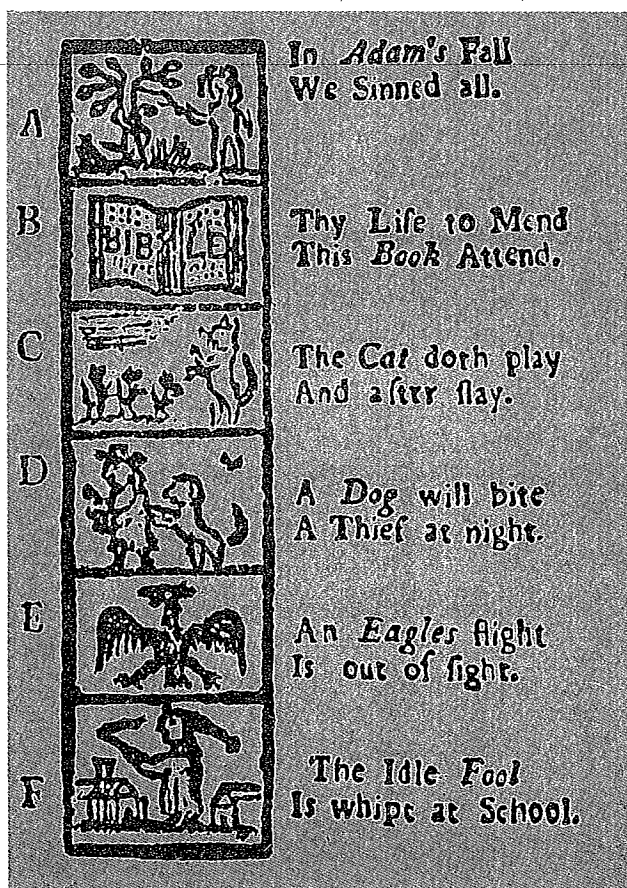
1. Research one of Benjamin Franklin's scientific discoveries or inventions. Then give an oral report on what effects that invention has had on our world today.
2. Find out more about the Enlightenment. Then write a paragraph in which you explain how this excerpt from Franklin's autobiography reflects the influence of this movement.

CHAPTER
3

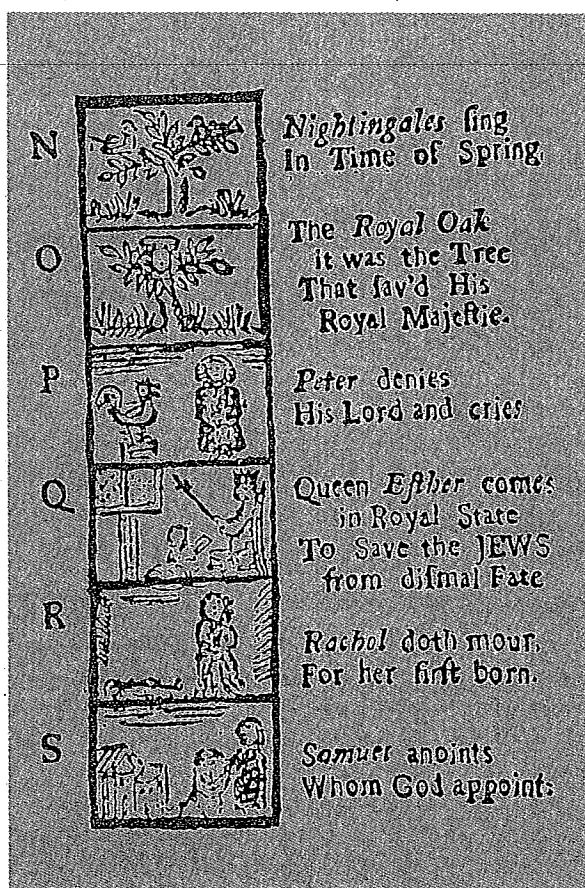
Section 3

PRIMARY SOURCE *from The New England Primer*

The primary textbook in colonial America was The New England Primer. Published as early as 1688 and known as "The Little Bible," the primer taught the alphabet using simple rhymes and lessons from the Bible. Which Biblical references can you identify in the following pages?



The Granger Collection, New York.



Activity Options

1. With a small group of classmates, read these pages aloud and discuss the Biblical lessons they teach. What moral lessons are taught on these pages?
2. Create your own textbook page to teach letters of the alphabet. Using these pages from *The New England Primer* as models, combine your own illustrations and rhymes.

CHAPTER
3

Section 4

LITERATURE SELECTION *from The Last of the Mohicans*

Set during the French and Indian War, *The Last of the Mohicans* (1826) is based on a bloody conflict that occurred in 1757 when French soldiers and their Native American allies attacked the British at Fort William Henry in New York. As you read this excerpt from the novel, think about Cooper's attitude toward the French and English who are fighting to establish a North American empire.

"Mine ear is open, and my heart prepared;
The worst is worldly loss thou canst unfold:
—Say, is my kingdom lost?"

Richard II, II.ii93-95

It was a feature peculiar to the colonial wars of North America, that the toils and dangers of the wilderness were to be encountered, before the adverse hosts could meet. A wide, and, apparently, an impervious boundary of forests, severed the possessions of the hostile provinces of France and England. The hardy colonist, and the trained European who fought at his side, frequently expended months in struggling against the rapids of the streams, or in effecting the rugged passes of the mountains, in quest of an opportunity to exhibit their courage in a more martial conflict. But, emulating the patience and self-denial of the practiced native warriors, they learned to overcome every difficulty; and it would seem, that in time, there was no recess of the woods so dark, nor any secret place so lovely, that it might claim exemption from the inroads of those who had pledged their blood to satiate their vengeance, or to uphold the cold and selfish policy of the distant monarchs of Europe.

Perhaps no district, throughout the wide extent of the intermediate frontiers, can furnish a livelier picture of the cruelty and fierceness of the savage warfare of those periods, than the country that lies between the head waters of the Hudson and the adjacent lakes.

The facilities which nature had there offered the march of the combatants, were too obvious to be neglected. The lengthened sheet of the Champlain stretched from the frontiers of Canada, deep within the borders of the neighboring province of New-York, forming a natural passage across half the distance that the French were compelled to master in order to strike their enemies. Near its southern termination, it received the contributions of another lake, whose waters were so limpid, as to have been exclusively selected by the Jesuit missionaries, to perform the typical purifica-

tion of baptism, and to obtain for it the title of the lake "du Saint Sacrement." The less zealous English thought they conferred a sufficient honor on its unsullied fountain, when they bestowed the name of their reigning prince, the second of the House of Hanover. The two united to rob the untutored possessors of its wooded scenery of their native right to perpetuate its original appellation of "Horican."

Winding its way among countless islands, and imbedded in mountains, the "holy lake" extended a dozen leagues still farther to the south. With the high plain that there interposed itself to the further passage of the water, commenced a portage of many miles, which conducted the adventurer to the banks of the Hudson, at a point, where, with the usual obstructions of the rapids, or rifts, as they were then termed in the language of the country, the river became navigable to the tide.

While the pursuit of the daring plans of annoyance, the restless enterprise of the French even attempted the distant and difficult gorges of the Allegheny, it may easily be imagined that their proverbial acuteness would not overlook the natural advantages of the district we have just described. It became, empathetically, the bloody arena, in which most of the battles for the mastery of the colonies were contested. Forts were erected at the different points that commanded the facilities of the route, and were taken and retaken, razed and rebuilt, as victory alighted on the hostile banners. While the husbandmen shrunk back from the dangerous passes, within the safer boundaries of the more ancient settlements, armies larger than those that had often disposed of the scepters of the mother countries, were seen to bury themselves in these forests, whence they rarely returned but in skeleton bands, that were haggard with care, or dejected by defeat. Though the arts of peace were unknown to this fatal region, its forests were alive with men; its glades and glens rang with the sounds of martial music, and the echoes of its mountains threw back

the laugh, or repeated the wanton cry, of many a gallant and reckless youth, as he hurried by them in the noon tide of his spirits, to slumber in a long night of forgetfulness.

It was in this scene of strife and bloodshed, that the incidents we shall attempt to relate occurred, during the third year of the war which England and France last waged, for the possession of a country, that neighbor was destined to retain.

The imbecility of her military leaders abroad, and the fatal want of energy in her councils at home, had lowered the character of Great Britain from the proud elevation on which it had been placed by the talents and enterprise of her former warriors and statemen. No longer dreaded by her enemies, her servants were fast losing the confidence of self respect. In this mortifying abasement, the colonists, though innocent of her imbecility, were but the natural participators. They had recently seen a chosen army, from that country, which, reverencing as a mother, they had blindly believed invincible—an army led by a chief who had been selected from a crowd of trained warriors for his rare military endowments, disgracefully touted by a handful of French and Indians, and only saved from annihilation by the coolness and spirit of a Virginian boy [George Washington], whose ripper fame has since diffused itself, with the steady influence of moral truth, to the uttermost confines of Christendom. A wide frontier had been laid naked by this unexpected disaster, and more substantial evils were preceded by a thousand fanciful and imaginary dangers. The alarmed colonists believed that the yells of the savages mingled with every fitful gust of wind that issued from the interminable forests of the west. The terrific character of their merciless enemies, increased, immeasurably, the natural horrors of warfare. Numberless recent massacres were still vivid in their recollections; nor was there any ear, in the provinces, so deaf as not to have drunk in with avidity the narrative of some fearful tale of midnight murder, in which the natives of the forests were the principal and barbarous actors. As the credulous and excited traveler related the hazardous chances of the wilderness, the blood of the timid curdled with terror, and mothers cast anxious glances even at those children which slumbered within the security of the largest towns. In short, the magnifying influence of fear began to set at nought the calculations

of reason, and to render those who should have remembered their manhood, the slaves of the basest passions. Even the most confident and stoutest hearts, began to think the issue of the contest was becoming doubtful; and that abject class was hourly increasing in numbers, who thought they foresaw all the possessions of the English crown in America, subdued by their Christian foes, or laid waste by the inroads of their relentless allies.

When, therefore, intelligence was received at the fort which covered the southern termination of the portage between the Hudson and the lakes, that Montcalm [the French commander] had been seen moving up the Champlain with an army “numerous as the leaves on the trees,” its truth was admitted with more of the craven reluctance of fear than with the stern joy that a warrior should feel in finding an enemy within reach of his blow. The news had been brought towards the decline of a day in midsummer, by an Indian runner, who also bore an urgent request from Munro, the commander of a work on the shore of the “holy lake,” for a speedy and powerful reinforcement. It has already been mentioned, that the distance between these tow posts was less than five leagues. The rude path which originally formed their line of communication, had been widened for the passage of wagons, so that the distance which had been traveled by the son of the forest in two hours, might easily be effected by a detachment of troops, with their necessary baggage, between the rising and setting of a summer sun. The loyal servants of the British crown had given to one of these forest fastnesses the name of William Henry, and to the other that of Fort Edward; calling each after a favorite prince of the reigning family. The veteran Scotchman, just named [Munro], held the first, with a regiment of regulars and a few provincials, a force, really, by far too small to make head against the formidable power that Montcalm was leading to the foot of his earthen mounds. At the latter, however, lay General Webb, who commanded the armies of the king in the northern provinces, with a body of more than five thousand men. By uniting the several detachments of his command, this officer might have arrayed nearly double that number of combatants against the enterprising Frenchman, who had ventured so far from his reinforcements, with an army but little superior in numbers.

But, under the influence of their degraded fortunes, both officers and men appeared better disposed to await the approach of their formidable antagonists within their works, than to resist the progress of their march, by emulating the successful example of the French at Fort du Quesne, and striking a blow on their advance.

After the first surprise of the intelligence had a little abated, a rumor was spread through the entrenched camp, which stretched along the margin of the Hudson, forming a chain of outworks to the body of the forest itself, that a chosen detachment of fifteen hundred men was to depart with the dawn for William Henry, the post at the northern extremity of the portage. That which at first was only a rumor, soon became certainty, as orders passed from the quarters of the commander-in-chief to the several corps he had selected for this service, to prepare for their speedy departure. All doubt as to the intention of Webb now vanished, and an hour or two of hurried footsteps and anxious faces succeeded. The novice in the military art flew from point to point, retarding his own preparations by the excess of his violent and somewhat distempered zeal; while the more practiced veteran made his arrangements with a deliberation that scorned every appearance of haste; though his sober lineaments, and anxious eye, sufficiently betrayed that he had no very strong professional relish for the, as yet, untried and dreaded warfare of the wilderness. At length the sun set in a flood of glory behind the distant western hills, and as darkness drew its veil around the secluded spot, the sounds of preparation diminished; the last light finally disappeared from the log cabin of some officer; the trees cast their deeper shadows over the mounds, and the rippling stream, and a silence soon pervaded the camp, as deep as that which reigned in the vast forest by which it was environed.

According to the orders of the preceding night, the heavy sleep of the army was broken by the rolling of the warning drums, whose rattling echoes were heard issuing, on the damp morning air, out of every vista of the woods, just as day began to draw the shaggy outlines of some tall pines of the vicinity, on the opening brightness of soft and cloudless eastern sky. In an instant, the whole camp was in motion; the meanest soldier arousing from his lair to witness the departure of his comrades, and to share in the excitement and incidents of the hour. The simple array of the chosen band was

soon completed. While the regular and trained hirelings of the king marched with haughtiness to the right of the line, the less pretending colonists took their humbler position on its left, with a docility that long practice had rendered easy. The scouts departed; strong guards preceded and followed the lumbering vehicles that bore the baggage; and before the gray light of the morning was mellowed by the rays of the sun, the main body of the combatants wheeled into column, and left the encampment with a show of high military bearing, that served to drown the slumbering apprehensions of many a novice, who was now about to make his first essay in arms. While in view of their admiring comrades, the same proud front and ordered array was observed, until the notes of their fifes growing fainter in distance, the forest at length appeared to swallow up the living mass which had slowly entered its bosom.

Activity Options

1. Use a state map of New York to locate bodies of water mentioned in this excerpt: the Hudson River, Lake George (Lac du Saint Sacrement), and Lake Champlain. Then discuss with classmates what role, if any, geography may have played in the French and Indian War.
2. Watch the film version of *The Last of the Mohicans* starring Daniel Day-Lewis. Then discuss your impressions of the French and Indian War with your classmates.
3. Write the message that Munro, Fort William Henry's commander, sends to General Webb, the British commander of Fort Edward. Share your message with classmates.

CHAPTER

3

AMERICAN LIVES

Olaudah Equiano

Freed Slave, Early Abolitionist

Section 2

"I now offer this edition of my Narrative . . . hoping it may still be the means . . . [of] strengthening the [movement] . . . to put a speedy end to a traffic both cruel and unjust." —Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano (1792 edition)

Olaudah Equiano, captured in Africa and sold into slavery, survived the deadly middle passage. He eventually bought his freedom and later wrote his autobiography, considered by writer Arna Bontemps as "the first truly notable book in the genre now known as slave narratives."

Equiano was born in present-day Nigeria around 1745. He remembered much of his childhood and noted the customs and traditions of his village. He called the "manner of living" in his remote village "entirely plain," describing his people's hard work, modest manners, and lack of alcoholic beverages.

At age ten, Equiano and his sister were kidnapped by slavers. Placed on a ship bound for the Americas, he saw the horror of the middle passage. White sailors' cruelty surprised him, as he had never seen such actions—and he was surprised even more when a sailor was flogged, for it shocked him that they would be cruel to each other. "This made me fear these people the more," he remembered. After describing how two Africans jumped overboard rather than continue the voyage, he reminded his readers of how the middle passage violated Christian morality: "O, ye nominal Christians! might not an African ask you, learned you this from your God . . . ?"

Equiano was sold to a Virginia planter, on whose land he stayed for a brief time. Then a British naval officer, Michael Henry Pascal, bought him. The officer renamed him Gustavus Vassa after a Swedish noble who helped liberate Sweden from the Dutch. Equiano used the name for the remainder of his life in western society—but he put his real name on the title page of his autobiography.

Equiano served aboard ship with Pascal for many years, seeing action against the French in Canada and the Mediterranean. He learned to read and write and was baptized. Though Pascal had promised him freedom, he was sold again in 1762. Equiano felt betrayed, his "heart ready to burst with sorrow and anguish."

For three years, Equiano worked for a ship captain who traded between the West Indies and British North America. In 1766, he used money he had saved to buy his freedom. "My feet scarcely touched the ground," he recalled, "for they were winged with joy." In his book, he recalled that he thought of the words of a Psalm: "I glorified God in my heart, in whom I trusted."

Equiano became a skilled seaman. He captained one ship when the captain died and on another voyage saved the crew when the ship became wrecked. Rescued from this mishap, he ended up in Georgia, where he escaped being kidnapped and probably sold into slavery again.

Later Equiano joined a sea voyage seeking a Northeast Passage from Europe to Asia and tried to establish a plantation in Central America. He settled in England and married in 1792. Various accounts put his death between 1797 and 1801.

Equiano's autobiography was first published in 1789 and was immediately popular. It ended with a long argument for abolishing the "inhuman traffic" of the slave trade. Like others of his time, Equiano hoped that this would be the first step toward abolishing slavery. In addition to making moral arguments against the slave trade, he offered economic reasons. He hoped to convince British leaders that their trade would grow if carried on with an Africa freed of the specter of slavery.

Questions

1. What point was Equiano trying to make by including details about life in Africa?
2. What was Equiano's purpose in describing the cruel treatment he witnessed on the middle passage?
3. Why do you think Equiano used both moral and economic arguments to urge ending the slave trade?



Section 3

AMERICAN LIVES

Jonathan Edwards

Intellectual Man of the Spirit

"When sinners hear of hell's torments, they sometimes think with themselves: Well, if it shall come to that, . . . I will bear it as well as I can. . . . [but when they are in hell], they will not be able to keep alive any courage, any strength, any comfort, any hope at all." —Jonathan Edwards, "The Future Punishment of the Wicked" (1741)

Jonathan Edwards (1703–1758) was a profound thinker and a deeply emotional believer in the power of God. Thus, his beliefs in both a freely reasoned and personal discovery of God questioned traditional authority and put him in league with two great movements of the 1600s and 1700s—the Enlightenment and the Great Awakening.

The only son of eleven children, Edwards was an excellent student interested in science and the spirit. He attended Yale College at thirteen and after graduation studied theology. In 1726, his grandfather, a Puritan minister, chose Edwards as his assistant pastor in Northampton, Massachusetts. Edwards preached there until 1750, when he moved to Stockbridge for a few years. Shortly after being named president of the College of New Jersey (now Princeton) in 1757, he was inoculated against smallpox, developed a fever, and died.

Edwards was disciplined. At age twenty, he wrote seventy resolutions for his life. Each day, he arose at 4:00 a.m. and spent thirteen hours in study, thought, and writing. Lacking physical strength, he had tremendous mental and spiritual energy. As a biographer notes, "The real life of Jonathan Edwards was the life of the mind."

In his late teens, Edwards had a profound religious experience in which he perceived the glory of God and the insignificance of humans. He wished "to lie low before God, as in the dust; that I might be nothing, and that God might be all, that I might become as a little child."

Before this event, Edwards had rejected the old Puritan idea that God had absolute authority over the fate of people. Afterwards, this idea became central to his thought. His preaching and writing had three common themes: the glory and magnificence of God, the horrors of hell that awaited sinners who did not repent, and the need for people to undergo a conversion experience.

"A true love of God," he wrote, "must begin with a delight in his holiness, and not with a delight

in any other attribute; for no other attribute is truly lovely without this." He later called God the supreme artist who expressed his majesty with infinite variety.

Understanding the essential evil in human nature preceded conversion and the acceptance of God. Edwards believed that to be saved, each person had to feel God's majesty, just as he had done. Supporting this belief was his wife's deeply emotional religious feeling. Edwards used her spiritual life as a yardstick for measuring that of others. He also said that religious feeling had to be accompanied by understanding; true belief joined spirit and mind. Edwards argued that humans have the freedom to choose whether or not to accept God and that they must take responsibility for their choice.

Edwards's preaching stirred a religious revival in Massachusetts and Connecticut: at one point, the area counted thirty conversions a day. Eventually the fervor died down, however. His insistence on a profound religious experience put Edwards in opposition to the religious authorities of his time. Puritanism had softened, emphasizing good work, and for this reason Edwards was dismissed from the Northampton church. Still, his stress on religious feeling contributed to a religious revival for a couple of decades, and his ideas resurfaced during another Great Awakening in the nineteenth century.

Questions

1. What does the opening quotation say about the relationship of humans to God?
2. Do you think Edwards's beliefs strengthen or undermine authority?
3. How do Edwards's beliefs reflect the ideas of both the Great Awakening and the Enlightenment?