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America's History

Eighth Edition

America: A Concise History

Sixth Edition

CHAPTER 3

The British Atlantic World

1660–1750



English Tobacco Label, c. 1700
The Granger Collection, New York
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1. Who are the individuals depicted on this tobacco label, dating from around 1700? 2. What does this image suggest about the lives of Virginia's tobacco planters at the beginning of the eighteenth century? 3. What does this label tell us about the economic relationship that existed between Virginia and England in 1700?

I. Colonies to Empire, 1660–1713

A. The Restoration Colonies and Imperial Expansion

1. The Carolinas – Proprietorships; land in this region owned by aristocrats; these men could rule as they wished within English law;

- Fundamental Constitutions of Carolina (1669) called for a manorial system with serfs and nobles not unlike traditional European society;**

- first North Carolina settlers were poor families and runaway servants from Virginia and English Quakers;**

- in South Carolina, white settlers arrived from Barbados and worked to create a hierarchical society with enslaved African and Indian workers.**

I. Colonies to Empire, 1660–1713

A. The Restoration Colonies and Imperial Expansion

2. William Penn and Pennsylvania – 15,000+ settlers in 17th century; good relations with native peoples gave rise to prosperity;

- colony bestowed to Penn as payment for debt; envisioned a refuge for his fellow Quakers (persecuted in England for tax and military resistance);**
- doctrine was based on an “inner light” of grace or understanding in men and women; gender equality;**
- Penn’s Frame of Government (1681) linked the teachings of Quakerism to the politics of the colony: no state church, political equality for all who owned property;**
- ethnically diverse as a result of Penn’s encouragement of religious tolerance.**

I. Colonies to Empire, 1660–1713

B. From Mercantilism to Imperial Dominion

- **1. The Navigation Acts – The Navigation Act of 1651 excluded Dutch and French vessels by declaring ships that carried material goods from the colonies must be owned by English or colonists; additional acts in 1660 and 1663 required that sugar and tobacco be exported only to England; imports to the colonies could only come through England.**
- **Policies were backed by the English navy who forcibly drove the Dutch out of the Atlantic;**
- **colonists had been ignoring mercantilist laws and maintaining trade relations with the Dutch;**
- **English cracked down on colonies by denying the Massachusetts Bay claim to New Hampshire; in 1684, the Massachusetts Bay charter was annulled as punishment.**

I. Colonies to Empire, 1660–1713

B. 2. The Dominion of New England –

- **King James II was an aggressive and inflexible ruler;**
- **in 1686, the charters of Connecticut and Rhode Island were revoked and merged with Massachusetts Bay and Plymouth to form the Dominion of New England; New Jersey and New York were added in 1688.**
- **James placed in charge of New England a former military officer named Andros who banned town meetings from New England and advocated public worship in the Church of England, offending the Puritans;**
- **Andros also invalidated all land titles granted by the original Massachusetts Bay charter. He offered to provide new deeds, but only if the colonists would pay an annual fee.**
- **From Mercantilism to Imperial Dominion**



William Penn's Treaty with the Indians, 1771
Pennsylvania Academy of the Fine Arts, Philadelphia, USA/The Bridgeman Art Library
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MAP 3.1 The Dominion of New England, 1686–1689
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I. Colonies to Empire, 1660–1713

C. The Glorious Revolution in England and America

1. In England – In 1688, when James's Spanish Catholic wife gave birth to a son, Protestant bishops and parliamentary leaders in the Whig Party, fearing a return to Catholicism in England, waged a nearly bloodless coup.

- King James II was overthrown in an event dubbed the Glorious Revolution;**
- James's Protestant daughter Mary Stuart, was enthroned with her husband William;**
- Whig politicians forced King William and Queen Mary to accept a Declaration of Rights, creating a constitutional monarchy with a powerful House of Commons and a weak monarchy.**

I. Colonies to Empire, 1660–1713

C. The Glorious Revolution in England and America

2. Rebellions in America – Protestant colonists in Massachusetts, Maryland, and New York rebelled;

- **Puritan leaders accused Andros of Catholic sympathy and shipped him back to England.**
- **William and Mary broke up the Dominion of New England and created a new royal colony with Maine and Plymouth.**
- **The new charter gave the vote to all male property owners regardless of faith;**
- **rebellions occurred in Maryland and New York.**
- **The Glorious Revolution began a non-authoritarian era to the colonies and allowed restoration of self-government in Massachusetts and New York.**



The Leviathan Absolutist State

Title page from the first edition of Thomas Hobbes's *Leviathan*, published in 1651

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King William III and Mary II
HIP/Art Resource, NY

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II. Imperial Wars and Native Peoples

A. Tribalization

1. Decline and reorganization – As imperial conflicts came to North America, Native Americans adapted to the demands imposed upon them by European settlers.

- Some new tribes, like the Catawbas, came together from remnants of formerly large groups.**
- Other nations, like the Iroquois, declined in numbers but sustained themselves by adopting war captives; f**
- ragmented communities came together into new coherent “tribes” (e.g., the “Creek” Indians) to deal more effectively with their European neighbors.**

II. Imperial Wars and Native Peoples

A. Tribalization

2. Political strategies – Imperial wars threatened Native Americans but also gave them newfound leverage.

- The Iroquois devised a new strategy for playing French and English interest off of one another;**
- in 1701, they made alliances with both empires, declaring their intention to remain neutral.**
- The Covenant Chain soon became a model for relations between the British Empire and Native American peoples in general.**

II. Imperial Wars and Native Peoples

B. Indian Goals

1. Creeks – Sought to become the dominant tribe in the Southeast; destroyed Franciscan missions in Florida, attacked Spanish settlement at Pensacola, and captured a thousand Apalachees, whom they sold to South Carolina slave traders for sale in the West Indies.

•In 1715, when English settlers demanded payment for trade debts, the Creeks and Yamasees revolted, killing 400 colonists before being overwhelmed by the Carolinians and their new Indian allies, the Cherokees.

II. Imperial Wars and Native Peoples

B. Indian Goals

- **Mohawks and Abenakis – Received French aid and turned against Puritan enemies. In 1704, they attacked English settlements in Maine; killed 48 and captured 112 residents of Deerfield, Massachusetts. I**
- **n 1710, New England militia joined with British naval forces to seize Port Royal in French Acadia but failed miserably in attack against the French stronghold at Quebec.**

III. The Imperial Slave Economy

A. The South Atlantic System (System centered in Brazil and West Indies with sugar as primary product; Europeans provided tools and equipment; slave labor made the plantations productive and profitable.)

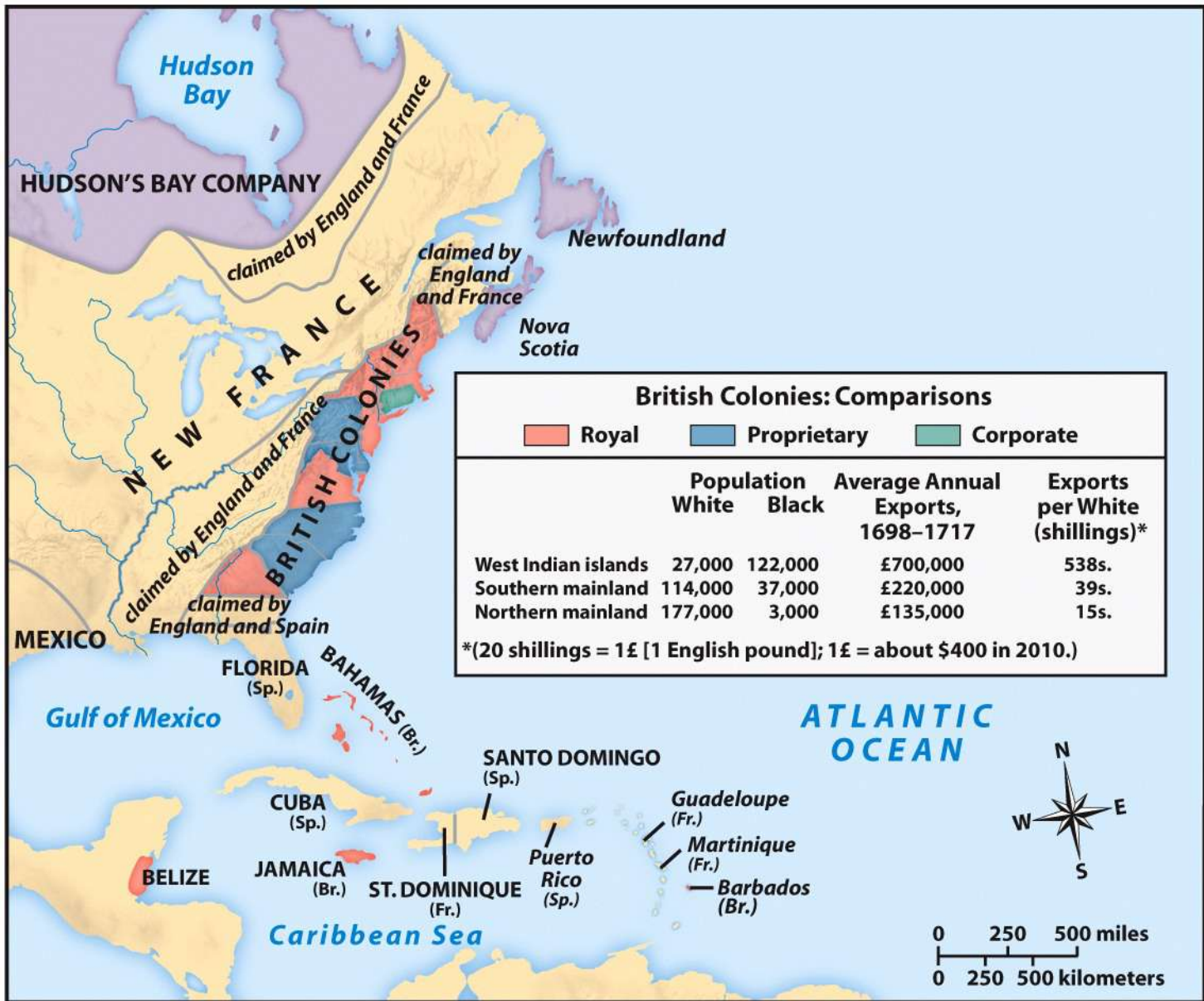
- **England and the West Indies – English began plantation economies in its West Indian colonies later than other nations; initially, early settlers had small-scale farms with indentured servants.**

- **After 1650, production of sugar changed Barbados and the other islands into slave-based plantation societies; wealthy men owned large sugar plantations with scores of slaves. Sugar was the most profitable crop in Europe or the Americas.**

III. The Imperial Slave Economy

A. The South Atlantic System

- **The Impact on Britain – Huge profits flowed into Britain from the slave trade.**
- **Guns, iron, rum, and cloth were traded for slaves who produced far more profit than they had cost;**
- **slaves sold in the West Indies for three to five times what they cost in Africa;**
- **the sugar production/slave trade commerce stimulated all aspects of British economy, including the Royal Navy.**



MAP 3.2 Britain's American Empire, 1713
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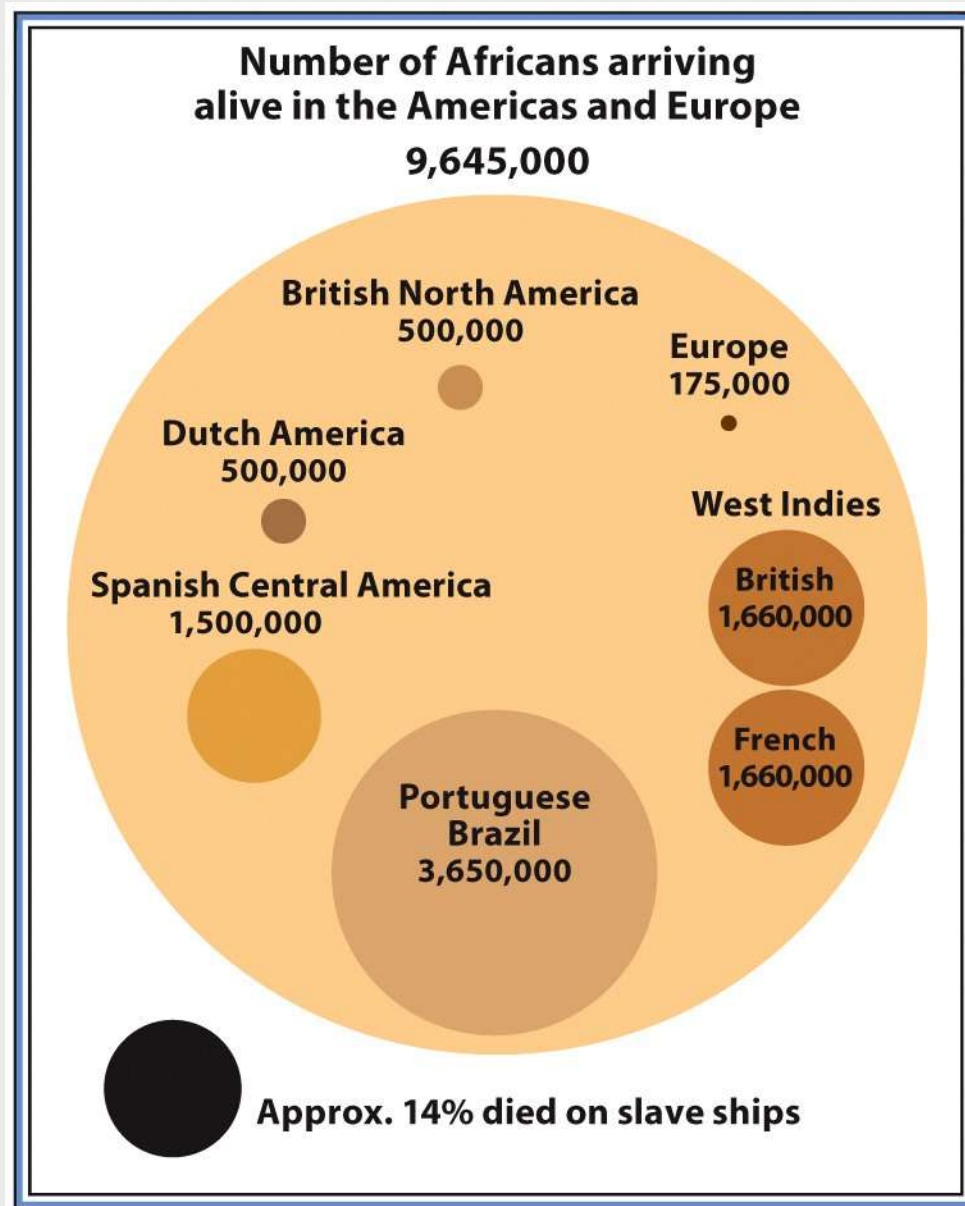


FIGURE 3.1 The Transit of Africans to the Americas
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III. The Imperial Slave Economy

B. Africa, Africans, and the Slave Trade

1. Africans and the Slave Trade – Warfare and slavery had historic roots in Africa;

- European trade made enslaving people a way of life. Conquering regions and then selling people as slaves were highly profitable for kings.**
- Yet participation in the transatlantic slave trade remained a choice, not a necessity.**
- Hundreds of thousands of young Africans died, and millions more endured a brutal life of slavery in the Americas; two-thirds of those enslaved were men.**
- Marriage practices changed in western Africa as a result of the scarcity of men.**

III. The Imperial Slave Economy

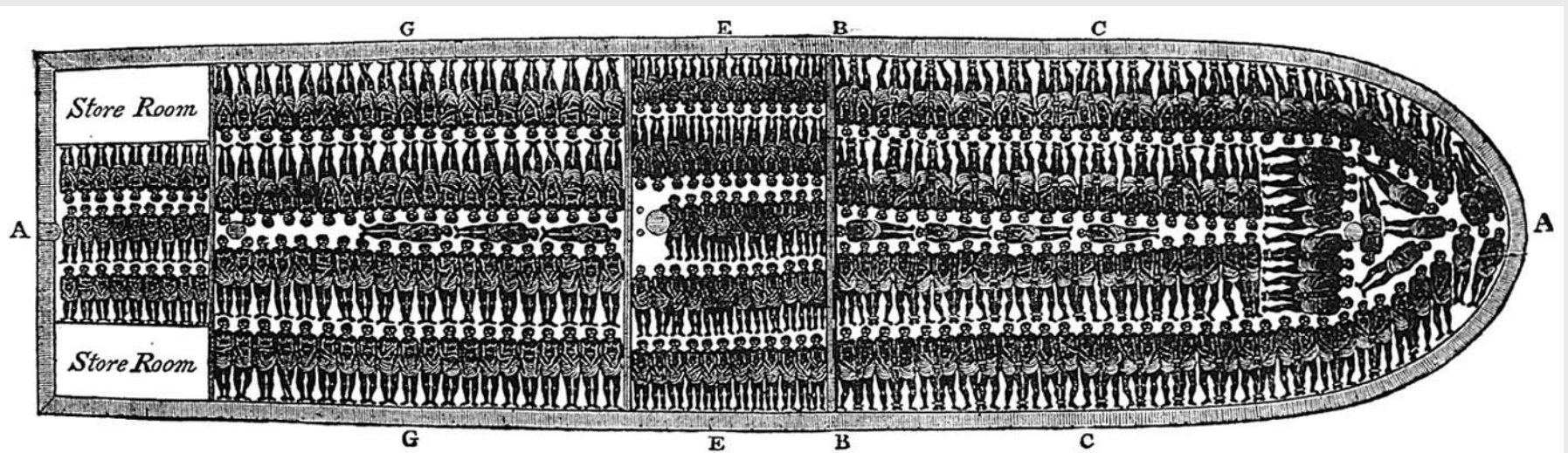
B. Africa, Africans, and the Slave Trade

2. The Middle Passage and Beyond – Torn from their villages, they were marched in chains to coastal ports,

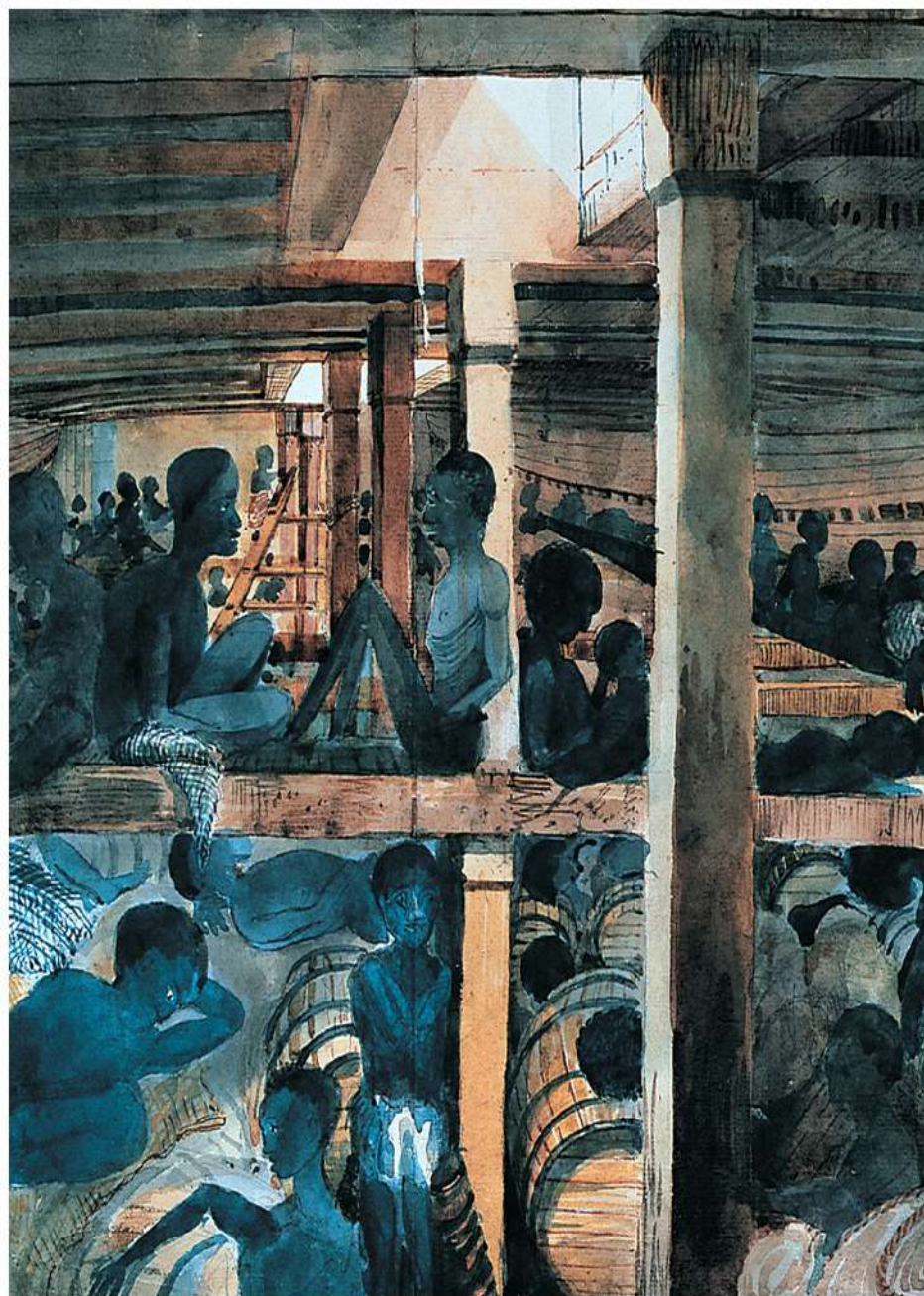
- then packed in hideously overcrowded ships;**
- shackled;**
- subjected to starvation,**
- dehydration, feces, urine, vomit;**
- roughly 1 in 10 voyages had a violent slave rebellion;**
- more than one million died of disease or illness en route to the Americas;**
- surviving meant 10-hour workdays; poor living conditions, insufficient food, and sexual abuse for women.**



MAP 3.3 Africa and the Atlantic Slave Trade, 1700-1810
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Two Views of the Middle Passage
Private Collection/© Michael Graham-Stewart/The Bridgeman Art Library
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1. What was the Middle Passage that is depicted in these two images
2. How does the image on the right differ from the one on the left? Why might the artist have painted the scene in this
3. What is the source of the image on the left? Do you think it was intended to convey a particular message, or not?

III. The Imperial Slave Economy

C. Slavery in the Chesapeake and South Carolina

1. Chesapeake – Elite planters-politicians led a “tobacco revolution”; took advantage of slave trade to bring Africans into region after Bacon’s Rebellion. Slavery was now defined in racial terms; Virginia prohibited sexual relations between English and Africans; better living and working conditions than in West Indies; tobacco profits were lower in Chesapeake than sugar in the West Indies. Many tobacco planters encouraged slaves to have children to increase workforce; by mid-eighteenth century, more than three-quarters of the enslaved workers in the Chesapeake were American-born.

III. The Imperial Slave Economy

C. Slavery in the Chesapeake and South Carolina

2. South Carolina – Slaves labored under much harsher work conditions than Chesapeake; colony grew slowly; production and export of rice helped increase profits; work in swamp land was dangerous and exhausting; mosquito-borne illnesses killed large numbers of slaves.

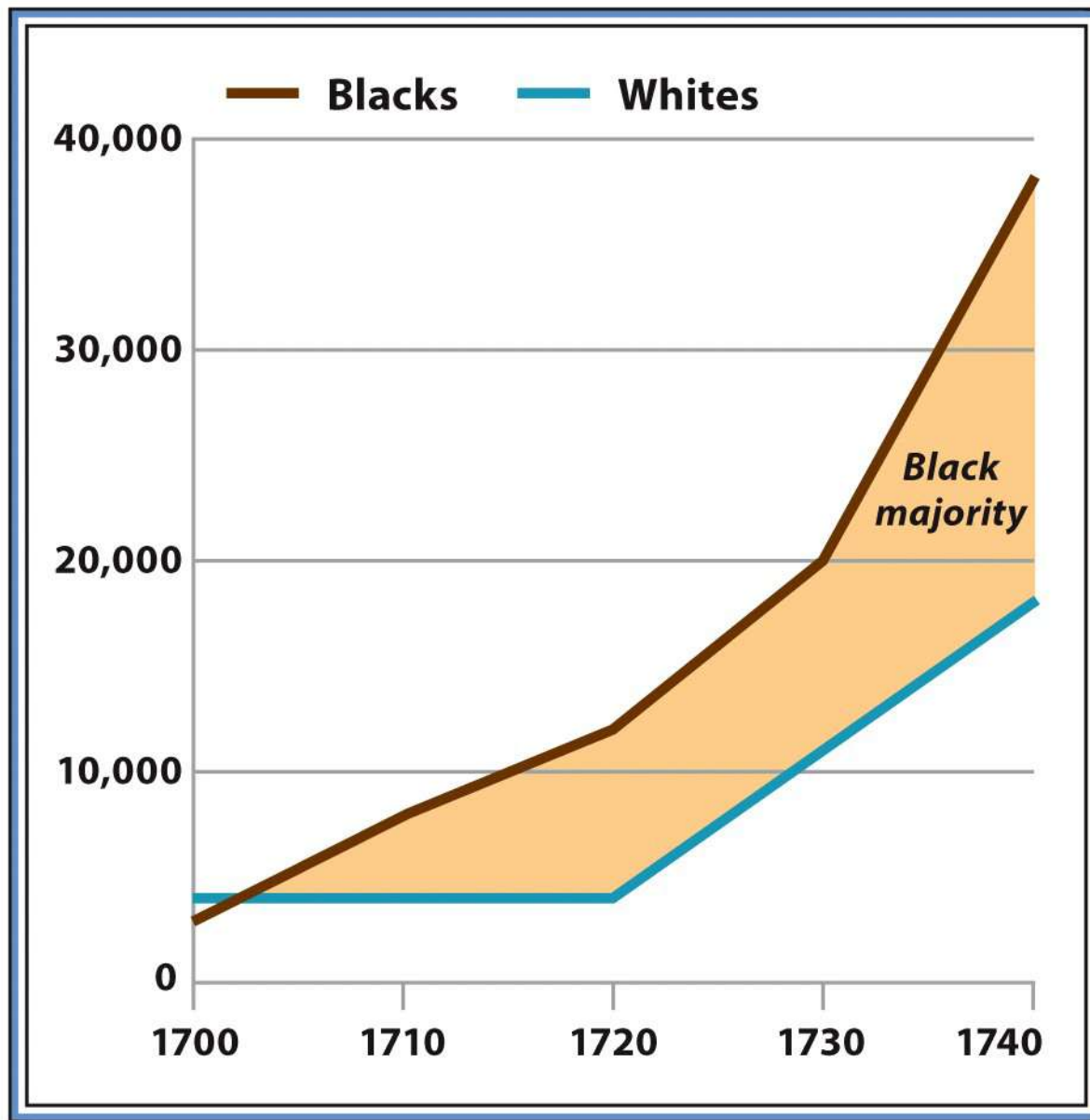


FIGURE 3.2 A Black Majority Emerges in South Carolina, 1700–1740
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III. The Imperial Slave Economy

D. An African American Community Emerges

- 1. Building Community – Planters desired ethnically diverse Africans as a deterrent to slave revolts;**
 - numerous African languages were spoken in early years of slavery;
 - some planters had preferences, believing that slaves from certain areas of Africa were harder workers.
 - Friendship and marriages across ethnic lines blurred the clan or family affiliations that Africans brought;
 - common language helped grow sense of community among slaves (Gullah or English or French);
 - values (Muslim and other religious beliefs) continued while cultural practices such as ritual scarring (“country markings”) began to disappear.

III. The Imperial Slave Economy

D. An African American Community Emerges

2. Resistance and Accommodation – Slaves were denied education, accumulation of material possessions, and the right to associate with others;

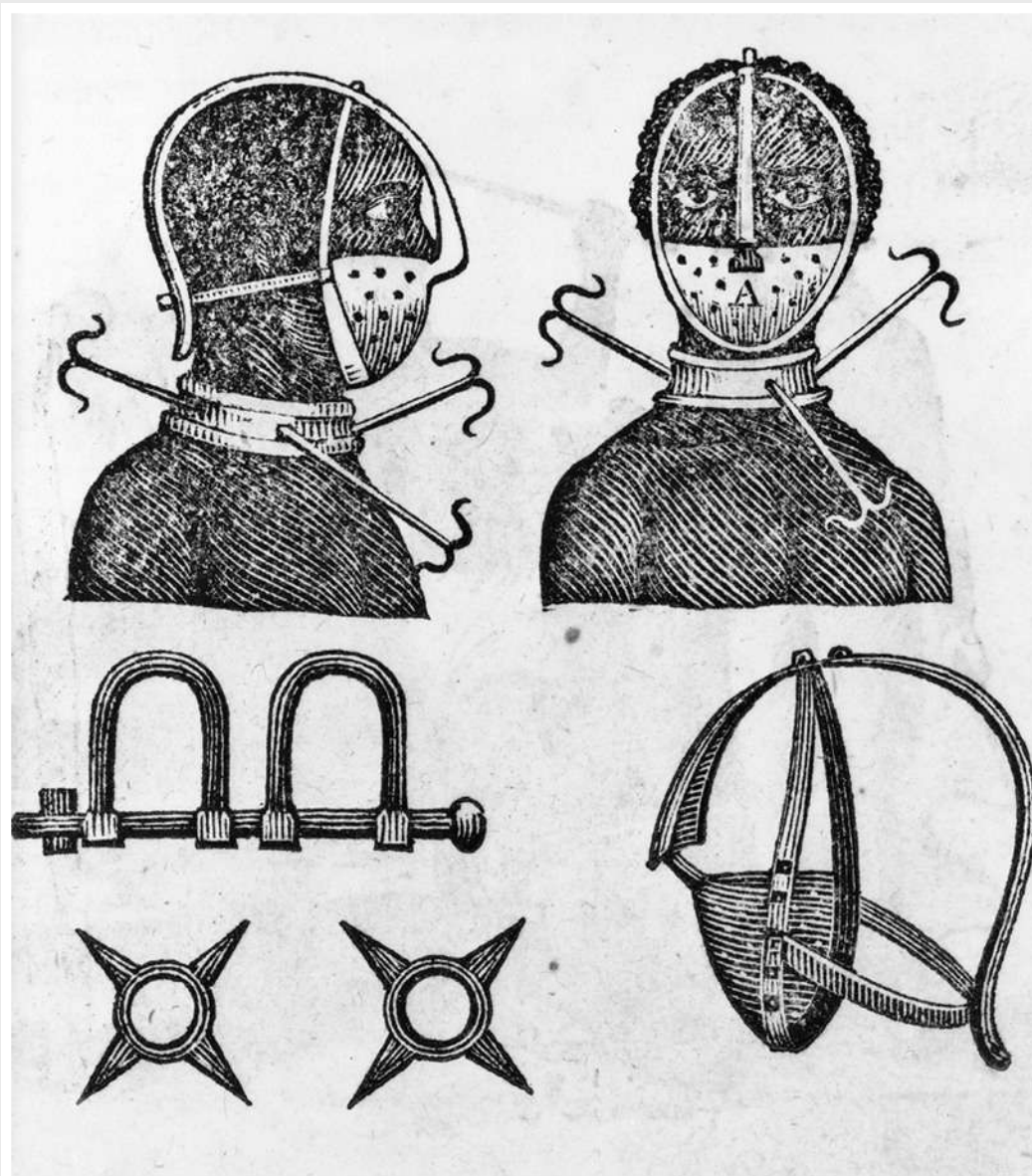
- punishments included whipping and other forms of physical torture (removal of toes);**
- white violence was lower in the northern colonies where there were fewer slaves;**
- poor whites were hired to patrol southern colonies at night for runaway slaves.**
- Slaves resisted in various ways: running away, bartering for extra food and privileges, working slowly, or stealing.**
- Outright rebellion was very rare but did happen.**

III. The Imperial Slave Economy

D. An African American Community Emerges

3. The Stono Rebellion – In 1739, South Carolina saw the largest slave uprising in the mainland colonies.

- The Catholic governor of Spanish Florida instigated the revolt by promising freedom to runaway slaves; groups began fleeing to Florida.**
- When war broke out between England and Spain, 75 Africans led a revolt near the Stono River.**
- A well-armed, mounted force of South Carolina militia quelled the Stono rebels by killing 44 slaves to suppress the rebellion.**
- Frightened South Carolinians cut slave imports and tightened plantation discipline.**



Mechanisms used to control slaves, from Thomas Branagan, *The Penitential Tyrant; or, slave trader reformed*, 1807
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Hulling Rice in West Africa and Georgia

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1. Who are the subjects of this painting? To what do the images refer?
2. What do we know about the artist? Why might he or she have elected to remain anonymous?
3. What was the artist's purpose in creating this image with this title?

III. The Imperial Slave Economy

E. The Rise of the Southern Gentry

- 1. William Byrd II (1674–1744) – Son of a successful planter-merchant in Virginia; educated in England; rejected by Englishmen and women as a “colonial”; accumulated great wealth and became a success in America not England.**
- His experience mirrored many southern planter-merchants, trapped by their inferior colonial status, who used their wealth to rule over white yeomen and tenant farmers and relied on violence to exploit enslaved blacks.**

III. The Imperial Slave Economy

E. The Rise of the Southern Gentry

2. **White Identity and Equality – After Bacon’s Rebellion, the elite wanted to quell any possible uprising by poor whites; lowered taxes in Virginia; cultivated gentility—a refined but elaborate lifestyle.**
 - **Men followed the traditional notions of English life but in America; modeled themselves on the behavior of the English aristocracy but aimed for success in the colonies;**
 - **parents had daughters tutored to make them more desirable as wives; women deferred to their husbands on all matters;**
 - **social networks were important.**

IV. The Northern Maritime Economy

A. The Urban Economy

1. American merchants – West Indian trade created American merchant fortunes and urban industries among sugar producers, distillers, fishermen, and export businesses.

IV. The Northern Maritime Economy

A. The Urban Economy

2. American cities – Transatlantic commerce spurred the growth of port cities; by 1750, major cities included Newport and Charleston with 10,000 people each; Boston had 15,000 residents; and New York had nearly 18,000. The largest port was Philadelphia, whose population reached 30,000 by 1776.

IV. The Northern Maritime Economy

- 3. American shippers and teamsters –**
American shippers traversed Atlantic but also the Hudson and Delaware rivers;
- teamsters transported wheat, corn and flour to urban markets;**
 - transportation spurred new businesses such as taverns, horse stables, and barrel-making shops.**
- .

IV. The Northern Maritime Economy

B. Urban Society

1. Upper classes – Wealthy merchants dominated American cities;

- imitated British upper classes through architecture, consumption, and genteel culture.**

IV. The Northern Maritime Economy

B. Urban Society

2. Middle ranks – Artisans and shopkeepers made up nearly half the population.

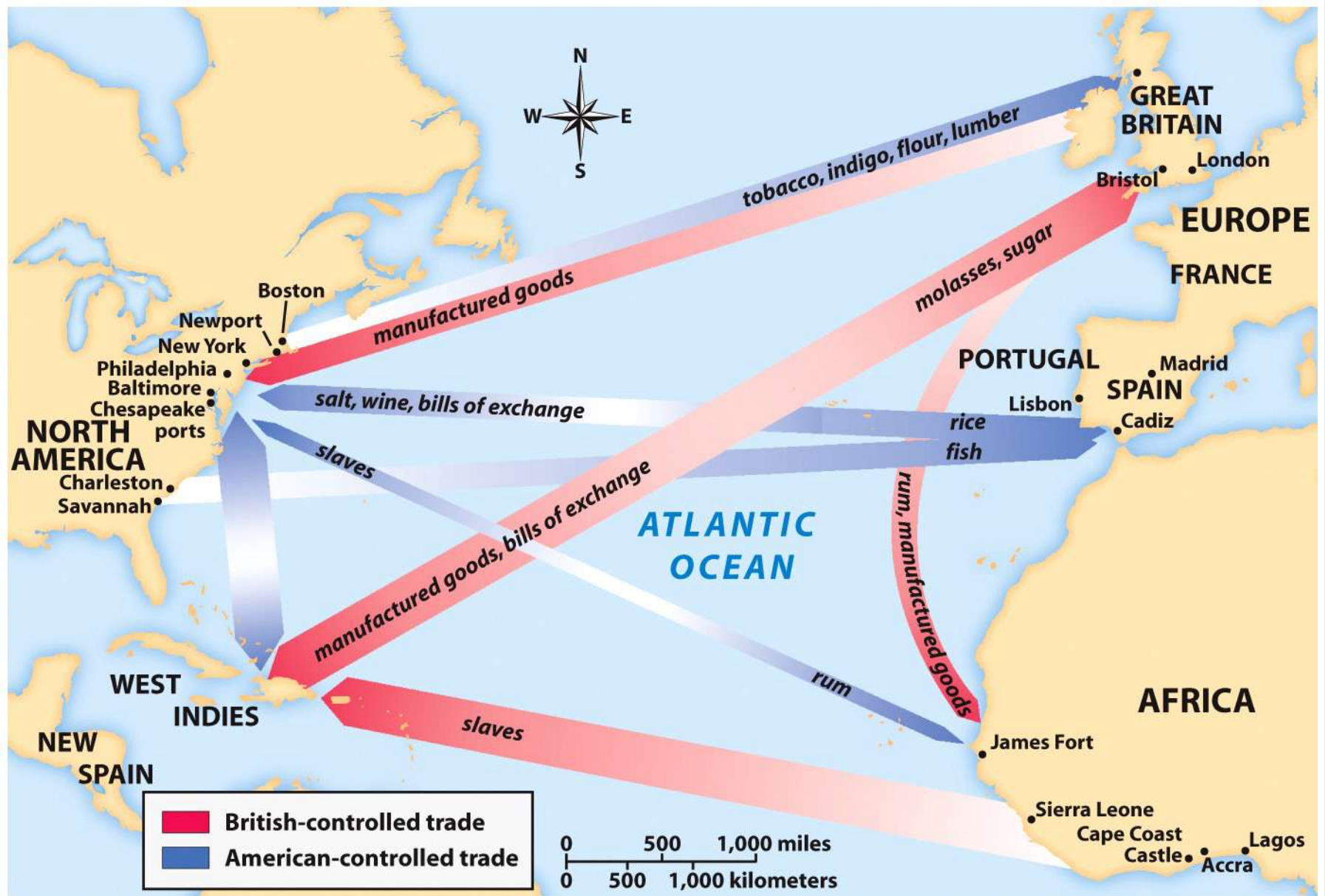
•Innkeepers, butchers, seamstresses, shoemakers, weavers, bakers, carpenters, masons and other skilled workers lived in modest comfort, but most artisans were not well-to-do.

IV. The Northern Maritime Economy

B. Urban Society

3. Lower classes – Laboring men and women made up 30 percent of urban population;

- they were dockworkers and unskilled wageworkers, washerwomen, wool-spinners, servants, or prostitutes.**



MAP 3.4 The Growing Power of American Merchants, 1750
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V. The New Politics of Empire, 1713–1750

A. The Rise of Colonial Assemblies

- 1. Assemblies – Following the Glorious Revolution, assemblies in the colonies sought to limit the power of the crown;**
- 2. colonial elite led assemblies;**
- 3. men of wealth could be elected, but all men who owned property could vote.**
- 4. Purposeful crowd actions were an important part of colonial society;**
- 5. mobs expressed public discontent effectively.**

V. The New Politics of Empire, 1713–1750

- B. Salutary Neglect - Bureaucrats in England relaxed control over colonies when they were happy with the relationship (pleased by financial benefits);**
- **colonists took advantage of this relationship by increasing the power of their representative assemblies.**
 - **Assemblies “controlled” the appointed governors through the “power of the purse” – basically, wouldn’t pay them if didn’t like his rules.**

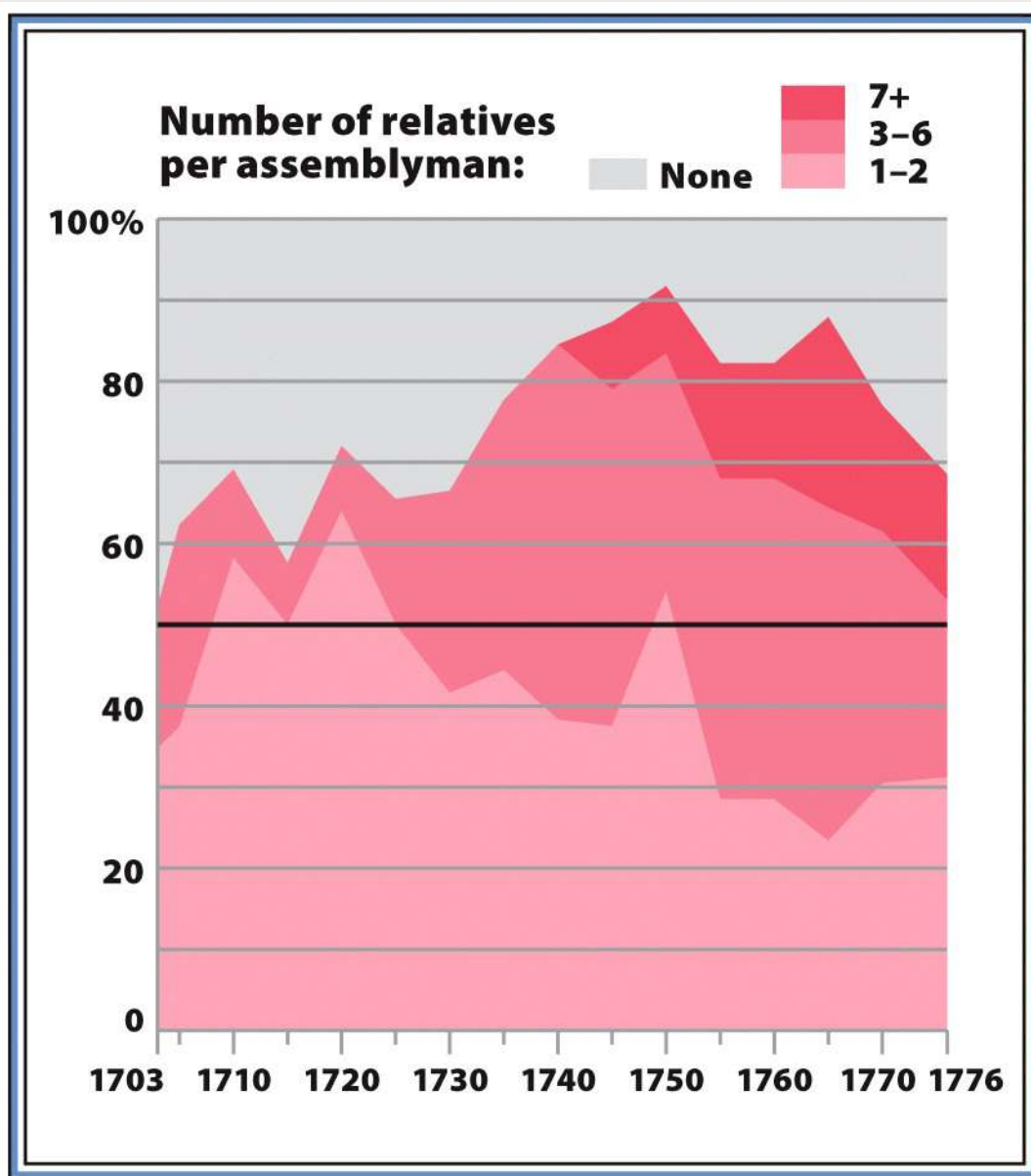


FIGURE 3.3 Family Connections and Political Power, New Jersey, 1700–1776
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V. The New Politics of Empire, 1713–1750

C. Protecting the Mercantile System

1. **Commercial Aggression – Britain's efforts to develop Georgia to protect the valuable rice-growing colony of South Carolina outraged Spain, which stepped up their seizure of illegal traders, in the process mutilating an English sea captain, Robert Jenkins.**

V. The New Politics of Empire, 1713–1750

C. Protecting the Mercantile System

2. **War of Jenkins's Ear – Eighteenth-century imperial competition led to British involvement in war with Spain (War of Jenkins's Ear, 1739–1741) and France (War of the Austrian Succession, 1740–1748); limited fighting in North America;**
 - **French regained Louisbourg, the fort guarding the entrance to the St. Lawrence River.**



Sir Robert Walpole, the King's Minister
Clandon Park, Surrey, UK/National Trust Photographic Library/Hawksley Studios/The Bridgeman Art Library
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V. The New Politics of Empire, 1713–1750

D. Mercantilism and the American Colonies

1. The Politics of Mercantilism – Britain allowed Americans to own ships and transport goods;

- colonists made significant gains in control of exports during 18th century and increased trade relationship with the French sugar islands.
- Lack of currency in colonies further complicated financial relationships; American merchants used bills of exchange and the gold and silver coins earned in the West Indian trade until ten colonial assemblies created public “land banks” to lend paper money to farmers (who pledged their farms as collateral)
- In 1751, Parliament passed the Currency Act, which barred New Englanders from establishing new land banks and prohibited the use of publicly issued paper money to pay for private debts;
- the English attempted to regain control of colonial economic pursuits. In the late 1740s, British officials vowed to reassert their power in America—an initiative that proved to have disastrous results.