


SSUSH2 Describe the early English colonial society and investigate the development of its governance.



Review of Standard 1: Please answer these questions in your notebook

- ▶ Define Mercantilism.
- ▶ How did the Transatlantic Trade work?
- ▶ Name the five southern colonies.
 - ▶ Why was Virginia founded?
 - ▶ Georgia?
- ▶ Why did the south rely on slavery?
- ▶ Name the four New England Colonies.
 - ▶ Establishments?
- ▶ Name the four Mid-Atlantic colonies.
 - ▶ Key to diversity?
 - ▶ Relations to Native Americans?

2a: Diversity in European colonies

- ▶ Racial diversity - European Caucasians, North American Indians, African slaves
- ▶ Cultural diversity- Euro-American, Native American, and African. Each cultural group, in turn, embraced dozens, if not hundreds of different cultural characteristics.
- ▶ National diversity - French, Spanish, English, Dutch, 100s of different Indian nations.
- ▶ Religious diversity - Native American religions, Anglican/Church of England, Catholics, Puritans, Jews, Quakers, Baptists
- ▶ Socio-economic - a few wealthy investors, a few of the "middling sort", a huge number of indentured servants, slaves

2a: European Cultural Diversity

- ▶ Religious diversity existed from the beginning of British colonization, however, the vast majority of Euro-Americans were Protestant.
- ▶ The Quakers founded Pennsylvania in 1681 by William Penn
 - ▶ “Holy experiment” with complete religious freedom.
- ▶ The first New England colonies were established by the Puritans in present-day Massachusetts.
- ▶ Establish a model “godly community”
 - ▶ Creation of a model “City on a hill”
 - ▶ Social life was also rigidly regulated

2b The Middle Passage

- ▶ The sea voyage that carried Africans to North America was called the Middle Passage because it was the middle portion of Triangular trade.
- ▶ In America, slaves attempted to “make the best” of their lives while living under the worst of circumstances.
- ▶ Slave communities were rich with music, dance, basket weaving, & pottery making.
- ▶ Enslaved Africans brought with them the arts & crafts skills of their various tribes.

2c Salutary Neglect

- ▶ A time period in which the colonies should be allowed to develop with as little interference as possible.
 - ▶ Spoiler: Contributed to American Revolution
 - ▶ The imperial authority did not assert the power that it had
 - ▶ the colonists were left to govern themselves.
 - ▶ These essentially sovereign colonies soon became accustomed to the idea of self-control
- ▶ Connecticut and Rhode Island
 - ▶ Charter communities = power belonged to the political community.
 - ▶ Massachusetts
 - ▶ Blend of charter and royal colony
 - ▶ Governor was appointed by the Crown; laws were subject to royal veto.
 - ▶ Proprietary colonies
 - ▶ Both land and governmental oversight were delegated to an individual or group by the Crown.

2c Salutary Neglect

Regardless of their status, all of the colonies had similar governmental institutions. **The council usually served as the upper house of the assembly.**

The colonial assemblies were composed of representatives elected by freemen.

By the 1700, the requirement for voting was ownership of a certain amount of land or other wealth, rather than church membership or "good character." (White Men)

However, what about free black men? Women?



2d The Great Awakening

- ▶ Christian worship changed in the northeastern colonies.
- ▶ Decline in church membership
- ▶ Reverend Jonathan Edwards believed that emotions had to be engaged before conversion would occur
 - ▶ Focus of personal and emotional relationship with God.
- ▶ Some preachers said American society had become as corrupt as the English society the colonists' ancestors had escaped.



2d The Great Awakening

- ▶ Encouraged broader social changes
 - ▶ Protestant Christianity was now more acceptable for the first to significant numbers of free blacks and slaves (reduced emphasis on literacy)
- ▶ Revived emotional Christianity for both blacks and whites.
- ▶ Social reform efforts
 - ▶ Slave owners were prevailed upon to provide religious instruction for their slaves and even to treat them in a more “Christian manner”

