The Unfinished Nation A Concise History of the American People 8th edition Alan Brinkley Solutions Manual

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Chapter 2
Transplantations and Borderlands

Learning Objectives

- Contrast patterns of settlement and expansion in the Chesapeake with those in New England.
- Understand New England's growth in the seventeenth century.
- Describe the English Civil War and the resulting Restoration colonies.
- Identify the region called the "middle grounds," and describe how conditions there differed from conditions in the Atlantic seaboard colonies.
- Analyze the influence of England's Glorious Revolution on the North American colonies.

Chapter Overview

During the seventeenth century, two colonial systems existed in North America and in the Caribbean. Island and southwestern borderland provinces governed by Spain continued to flourish and provide an interesting counterpoint to colonies established by the British. Before 1660, most British provinces began as private ventures (with charters from the king), but the motives that brought them into being were as varied as the sociopolitical systems they developed. After 1660, proprietary colonies became the norm, and charters indicated a closer tie between the "owners" of the colony and the king who granted them. As a result of this colonization effort, by the 1680s England had an unbroken string of provinces stretching from Canada to the Savannah River and holdings in the West Indies. As the colonies matured, their inhabitants began to exhibit a concern for control of local affairs and an independence of interests that eventually came to trouble the British Empire. It was a time when colonists began to sense that they were both English and American, a dual personality that was to lead to trouble and confusion on both sides of the Atlantic. The problem was that at the time, the American colonists were developing their own attitudes and institutions. England, fully aware of the potential of its colonies, began to tighten its control of its possessions.

Lecture Strategies

Seventeenth-Century Diversity of Settlement
An important theme that might be introduced with this chapter is the diversity of the emerging southern society during the first century of settlement of North America. Since the knowledge of the early South that most students bring to the American history survey is limited to Virginia, it is important to introduce them to the full range of colonial development during this period—the proprietary regime and religious diversity of Maryland, the sugar economy and fragile social order of the English Caribbean, and the racial and ethnic heterogeneity and political volatility of rice-growing South Carolina. The central role of the Caribbean colonies deserves particular

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emphasis, not only because the British regarded the West Indies as their most valuable American possession, but also because of the key role of Barbadian immigrants in settling South Carolina. Taken together, the West Indies and South Carolina, with their embattled coastlines, black majorities, opulent wealth, and consistently high mortality rates, constitute an apt counterpoint to the colonial Chesapeake.

Revolts and Rebellions
Between 1660 and 1700, the American colonies were shaken by a series of "revolts," of which Bacon's rebellion was only one. Compare and contrast the protests that took place in Maryland, Massachusetts, New York, and Virginia, paying special attention to the internal divisions that helped spark the outbursts. Have students discuss specific evidence in order to try to discover the source of these "eruptions" in colonial society.

Teaching Suggestions

Indentured Servitude and Unfree Labor
An approach that works especially well for stirring up interest in the early Chesapeake (and one that is suitable both for this chapter and for Chapter 3) is to inform a roomful of students that, since the majority of them are likely late adolescents with few skills and little income, they have much in common with those boatloads of indentured servants who made up the majority of immigrants to Virginia and Maryland. (If men outnumber women in the class, the analogy is even more effective.) That opener helps to remind students that most early inhabitants of the Chesapeake were bound laborers, not free workers; even more important, identifying them with the immigrants can bring a certain energy and edge into any discussion of the reasons for signing an indenture and moving to the New World. And since later in the seventeenth century the Chesapeake's population still contained large numbers of young single men, many of them landless and all of them armed, the class can more easily appreciate the relationship between demography and political instability. You may also want to show how the African slave trade began to fill the demand for labor as the practice of indentured servitude became less common in the later seventeenth century. The idea of slaves and indentured servants uniting together in rebellion was a particularly terrifying one for elites. For a fine collection of original sources covering not only indentured servitude but other aspects of life in early Virginia, see Warren Billings, ed., *The Old Dominion.*

The Creation of the Atlantic World
You might encourage students to avoid thinking of the North American colonies in isolation. They existed in a network of commerce and cultural and social exchange with places all along the Atlantic rim, but especially with Europe. Europe and America were constantly affecting the other's social and cultural development. For example, while mercantilist policy fostered the development of plantation economies throughout the American South, the commodities produced by those colonial economies, especially sugar and tobacco, revolutionized European habits of consumption. Political development is important in this context as well. For example, the disruption of the English Civil War prevented the English state from imposing on the colonies the kind of centralized control that existed in Spain's American empire; similarly, the

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need of the Stuart monarchs to reward loyal supporters led to the creation of proprietary regimes in Maryland and the Carolinas—another deviation from direct royal control over the colonies.

Points for Discussion

1. How did the Virginia colony evolve between 1607 and 1625? What was the impact of New World conditions on English goals and expectations? How did the Virginia colonists adapt to American circumstances, and what sort of society emerged as a result?
2. To what degree did early colonists owe their survival to natives? What farming techniques did colonists adopt from natives? What was the value of corn to colonists? What advantages did the Indian canoe have over English boats in hunting and fishing?
3. What do the causes of Bacon's rebellion suggest about life in colonial Virginia as of the 1670s? What type of Virginian saw Bacon as a hero? To whom was he considered a traitor? What impact did the rebellion have on Virginia politics and slavery?
4. How did the goals of those who settled in Massachusetts Bay differ from those of the Virginia colonists? How and why did these goals change during the first half-century of the Massachusetts Bay colony? How did conditions in both Massachusetts and Virginia affect their respective goals and ultimate social organizations? How did opponents of change in Massachusetts deal with those changes that did occur?
5. Why did England begin to view Massachusetts as a troublemaker (if not an outright enemy) after about 1660? Why did the people of Massachusetts Bay hold similar opinions of England? Explain the evolution of British imperial policy toward Puritan New England between 1660 and the end of the seventeenth century. How did the Puritans respond to the various efforts to control them?
6. Compare and contrast the various "revolts" and protests that took place in many colonies during the seventeenth century. What internal divisions within individual colonies helped spark these outbursts? Were these outbursts more the result of internal tensions than of external efforts to control these colonies?
7. How had the technology of war affected relations between English colonists and Native Americans by the 1670s? What characteristics of the flintlock rifle led to it being used by both colonists and natives? What other military technologies were adopted by one side or the other?

Map Exercises – Identification

1. Identify the Chesapeake Bay colonies and their neighbors.
2. Locate the major settlements and the proprietary grants located in and near the Chesapeake Bay colonies.
3. Locate the major rivers and other geographic features of the Chesapeake Bay–Albemarle Sound region.
4. Identify the colonial grants to Massachusetts Bay, Plymouth, New Haven, Hartford, Rhode Island, Connecticut, New York, New Hampshire, and Maine.
5. Locate the major settlements in these colonies and note the dates they were founded.

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6. Identify the major geographic features of New England: the rivers, lakes, bays, capes, and coastal islands.
7. Locate the Mason and Gorges grants and the grant to the duke of York.

Map Exercises – Interpretation

1. Note the pattern of settlement in the Chesapeake region and in New England. What geographic features contributed to the placement of these settlements? Why did these geographic features make a difference to early settlers?
2. Note the dates these settlements were established. What conclusions about the evolution of the settlements can you draw from these dates? (Consider political events as well as geographic conditions.)
3. Many of the settlements on the Chesapeake map are forts. What geographic features helped determine where forts were placed? Note the location of Jamestown and St. Mary's. Judging from the map, what geographic features helped determine their locations? How did these locations differ, and which seemed to be the best for settlement?
4. Note the location of Boston, Providence, Hartford, and New Haven on the New England map. What geographic features helped determine their locations? How did these features help shape the local economy of these settlements?
5. Massachusetts Bay was, or at least attempted to be, the dominant force in New England. How did that colony's land claims and expansion contribute to this position? How did the location of new colonies check the influence of Massachusetts Bay?
6. Virginia claimed land on both sides of the Chesapeake Bay. Apart from additional territory, what advantage was ownership of this land to Virginia? What disadvantage might this be to Maryland and even to Pennsylvania?

Map Exercises – Analysis

These questions are based on the preceding map exercises. They are designed to test students' knowledge of the geography of the area discussed in this chapter and of its historical development. Careful reading of the text will help students answer these questions.

1. Note the differences in the geographic features of New England and the Chesapeake region. Consider the different motives for settlement and the societies that settled in these regions. Now describe how geographic conditions in the New World, combined with cultural attitudes brought from the Old World, shaped the pattern of settlement of these English societies.
2. Discuss how military considerations influenced the planting of settlements and colonies in British North America.
3. Beginning with Virginia, describe the settling of British North America as if you were a historical geographer. Tell which colonies were settled when and what geographic factors (if any) were significant in their settlement.

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