

Remembering the early problems at Jamestown, the newcomers avoided the swampy lowlands. They built their first town, St. Mary's, in a drier location.

As proprietor of the colony, Lord Baltimore owned Maryland. It was his personal responsibility, not that of a company, to start the colony. He used private funds to do it. He appointed a governor and a council of advisers. He gave colonists a role in government by creating an elected assembly.

At first, settlers had to pay rent to Lord Baltimore. Few settlers came to Maryland, because most wanted to own their land. Eager to attract settlers, Lord Baltimore decided to make generous land grants to anyone who brought over servants, women, and children. Later he offered smaller farms, as well as great estates, to attract more settlers.

A few women took advantage of Lord Baltimore's offer of land. Two sisters, Margaret and Mary Brent, arrived in Maryland in 1638 with nine male servants. In time, they set up two plantations of about 1,000 acres each. Later, Margaret Brent helped prevent a rebellion among the governor's soldiers. The Maryland assembly praised her efforts, saying that "the colony's safety at any time [was better] in her hands than in any man's."

**Acceptance of Other Religions** To make sure Maryland continued to grow, Lord Baltimore welcomed Protestants as well as Catholics to the colony. Later, Lord Baltimore came to fear that Protestants might try to **deprive** Catholics of their right to worship freely. In 1649, he asked the assembly to pass an **Act of Toleration**. The law provided religious freedom for all Christians. As in many colonies, this freedom did not extend to Jews.

 **READING CHECK Identify Supporting Details** How did Lord Baltimore found the Maryland colony?

## Who Settled the Carolinas and Georgia?

South of Virginia and Maryland, English colonists settled in a region that they called the Carolinas. In 1663, a group of eight English nobles received a grant of land from King Charles II. Settlement took place in two separate areas, one in the north and the other in the south.



## GEOGRAPHY SKILLS

The Southern Colonies were bordered on the west by the Appalachian Mountains and on the east by the Atlantic Ocean.

1. **Location** Which of the Southern Colonies was the southernmost?
2. **Draw Conclusions** Why do you think the Southern Colonies did not extend past the Appalachian Mountains?

### Academic Vocabulary

**deprive** • v., to take something away from



▲ The indigo plant is used to make blue dye.

**Analyze Images** This 1782 map shows a plan for Savannah, the first settlement of the Georgia colony. **Use Visual Information** What elements of the planned settlement can you identify?

**The Carolinas Develop Differently** In the northern part of the Carolinas, settlers were mostly poor tobacco farmers who had spread south from Virginia. They tended to have small farms. Eventually, in 1712, the colony became known as North Carolina.

Farther south, the proprietors set up a larger colony, Charles Town, where the Ashley and Cooper rivers met the ocean. The colony became known as South Carolina in 1719. Eventually, Charles Town's name was shortened to Charleston.

Most early settlers in Charleston were English people who had been living in Barbados, a British colony in the Caribbean. Later, other immigrants arrived, including Germans, Swiss, French Protestants, and Spanish Jews.

Around 1685, a few planters discovered that rice grew well in the swampy lowlands along the coast. However, they were unable to grow rich crops until Africans from rice-growing areas of Africa arrived in the colony. Before long, Carolina rice was a profitable crop traded around the world. Settlers farther inland in South Carolina later learned to raise **indigo**, a plant used to make a valuable blue dye.

**Georgia Offers a Second Chance** The last of England's Southern Colonies was carved out of the southern part of South Carolina. James Oglethorpe, an English soldier and social reformer, helped to found Georgia in 1732. He and the other trustees started and funded the colony privately. They wanted the new colony to be a place where **debtors**, or people who owed money they could not pay back, could make a fresh start. They also wanted to protect the colonies to the north from Spanish Florida. Like Penn, who had established Pennsylvania as a refuge for people of different religions, Oglethorpe established Georgia mainly for social reasons, as a refuge for debtors.



Under English law, the government could imprison debtors until they paid what they owed. If they ever got out of jail, debtors often had no money and no place to live. Oglethorpe offered to pay for debtors and other poor people to travel to Georgia. "In America," he said, "there are enough fertile lands to feed all the poor of England."

In 1733, Oglethorpe and 120 colonists built the colony's first settlement at Savannah, along the Savannah River. Oglethorpe set strict rules for the colony. Farms could be no bigger than 500 acres, and slavery was forbidden.

At first, Georgia grew slowly. Later, however, Oglethorpe changed the rules to allow large plantations and slave labor. After that, the colony grew more quickly.



**READING CHECK** **Understand Effects** Why did South Carolina's economy come to depend on rice crops?

### How Did Two Regions Develop Differently?

The plantation system developed in the Southern Colonies because of the headright. The headright was a grant of land for each settler who came to a colony, or for the person who paid to bring a settler. Wealthy settlers saw a chance to gain even more wealth by paying for farm workers and thus gaining ownership of large amounts of fertile, coastal farmland.

Although the plantation system developed first in Virginia, South Carolina planters turned to it as well. They wanted large numbers of workers for rice plantations. Few white settlers were willing to work in rice paddies. As in Virginia, planters turned to Africa for slave labor.

By 1700, most people coming to Charleston were African men and women brought against their will. Each time a planter bought an enslaved African, the planter gained more land. This system led to the expansion of slavery across the South.

**Tidewater Plantations on the Coast** The Southern Colonies enjoyed warmer weather and a longer growing season than the colonies to the north. Parts of Virginia, Maryland, and North Carolina near the coast all became major tobacco-growing areas. Settlers in lowland South Carolina and Georgia raised rice, indigo, and cotton. In these regions, physical characteristics of the environment, such as flat landscapes and fertile soils, resulted in a relatively dense population during the 1600s and 1700s.

**Analyze Images** James Oglethorpe founded Georgia in 1732. **Use Visual Information** How does the image portray Oglethorpe's arrival in America?



**INTERACTIVE**

Comparing the Thirteen Colonies



▲ Most enslaved Africans worked on large plantations with rich farmland where they grew crops of rice, indigo, tobacco, and cotton.

Colonists soon found that it was most profitable to raise tobacco and rice on large plantations. As you may recall, a plantation is a large estate farmed by many workers. The earliest planters settled along rivers and creeks of the coastal plain. Because these rivers and creeks rose and fell with ocean tides, the region was known as the Tidewater. The Tidewater's gentle slopes and rivers offered rich farmland for plantations.

Farther inland, planters settled along rivers. Rivers provided an easy way to move goods to market. Planters loaded crops onto ships bound for the West Indies and Europe. On the return trip, the ships carried English manufactured goods and other luxuries for planters and their families.

Most Tidewater plantations had their own docks along the river, and merchant ships picked up crops and delivered goods directly to them. For this reason, few large seaport cities developed in the Southern Colonies.

Large Tidewater plantations often consisted of brick or framed mansions with nearby storehouses and **quarters** for enslaved workers. The mansions overlooked fields or paddies, and often, the nearest river. On these southern plantations, anywhere from 20 to 100 enslaved Africans and African Americans did most of the work. Most of these enslaved workers worked in the fields. Others were skilled workers, such as carpenters, barrel makers, or blacksmiths. Still other enslaved Africans and African Americans worked in the main house as cooks, servants, or housekeepers.

### Academic Vocabulary

**quarters** • *n.*, living accommodations

Only a small percentage of white southerners owned large plantations, yet planters set the style of southern living. Life centered around the planter's house, or the Great House. There, the planter's family lived in elegant quarters, including a parlor for visitors, a dining room, and guest bedrooms.

During the growing season, planters decided which fields to plant, what crops to grow, and when to harvest the crops. Planters' wives kept the household running smoothly. They directed enslaved cooks, maids, and butlers in the house and made sure daily tasks were done, such as milking cows.

In contrast to the lives of the planters, enslaved workers faced daily hardship. They were impoverished and denied basic rights. Their diets were often inadequate for the work they did. Their dwellings were rough and open to the weather. They faced diseases and other dangers.

Yet enslaved Africans played a crucial role on plantations. They used farming skills they had brought from West Africa. With their help, English settlers learned how to grow rice. Africans also knew how to use wild plants unfamiliar to the English. They made water buckets out of gourds, and they used palmetto leaves to make fans, brooms, and baskets.

**The Backcountry Farther Inland** West of the Tidewater, life and the local economy were very different. Here, at the base of the Appalachians, rolling hills and thick forests covered the land. These physical characteristics of the environment would in turn influence where people lived and how they made a living in the region during the 1600s and 1700s. As in the Middle Colonies, this inland area was called the backcountry. Attracted by rich soil, settlers followed the Great Wagon Road into the backcountry of Maryland, Virginia, and the Carolinas.

Among the settlers who moved into the backcountry were Scotch-Irish and Germans, including German Moravians. The Scotch-Irish tended to be Presbyterian farmers and craftspeople. Many were escaping famine and harsh treatment under English rule in Northern Ireland, or were the children of such immigrants.




## INTERACTIVE

A Southern  
Colonial Plantation

▼ Planters' wives kept the household running smoothly and directed the enslaved workers.



## Quest CONNECTIONS

How would a worker benefit from living in the Tidewater? How would a worker benefit from living in the backcountry? Record your findings in your  Active Journal.

They built churches and started schools in their backcountry settlements. These immigrant groups transformed the environment by clearing the forests and creating fields where they grew crops such as wheat and building pens where they raised cattle and pigs.

The German immigrants to the backcountry, mostly Lutherans, sought good land at low cost. They often settled together in the same areas, speaking German and retaining German culture. The German Moravians were members of a Protestant group that sought to convert Indians to Christianity. They allowed women to preach and were pacifists. The Moravians kept careful records of backcountry life—including everything from the weather to fashions—that historians still use today.

The backcountry was more democratic than the Tidewater. Settlers there were more likely to treat one another as equals. Men tended smaller fields of tobacco or garden crops such as beans, corn, or peas. They also hunted game.

The distance of the backcountry from the coastline made trade difficult and prevented the development of a plantation economy. Instead of relying on income from cash crops, backcountry farmers had to be mostly self-sufficient. Surplus goods were sold or traded at local markets. Women cooked meals and fashioned simple, rugged clothing out of wool or deerskins. Another major difference between the backcountry and the Tidewater was slavery. Farms were smaller in the backcountry in part because of the hills and thick forests. Fewer enslaved Africans worked on these smaller farms, and most people were of European descent.

The hardships of backcountry life brought settlers closer together. Families gathered to husk corn or help one another build barns. Clustered in fertile valleys along the edge of the Appalachians, these hardy settlers felled trees and grew crops. By changing the environment, they in turn encouraged further economic development in the region.

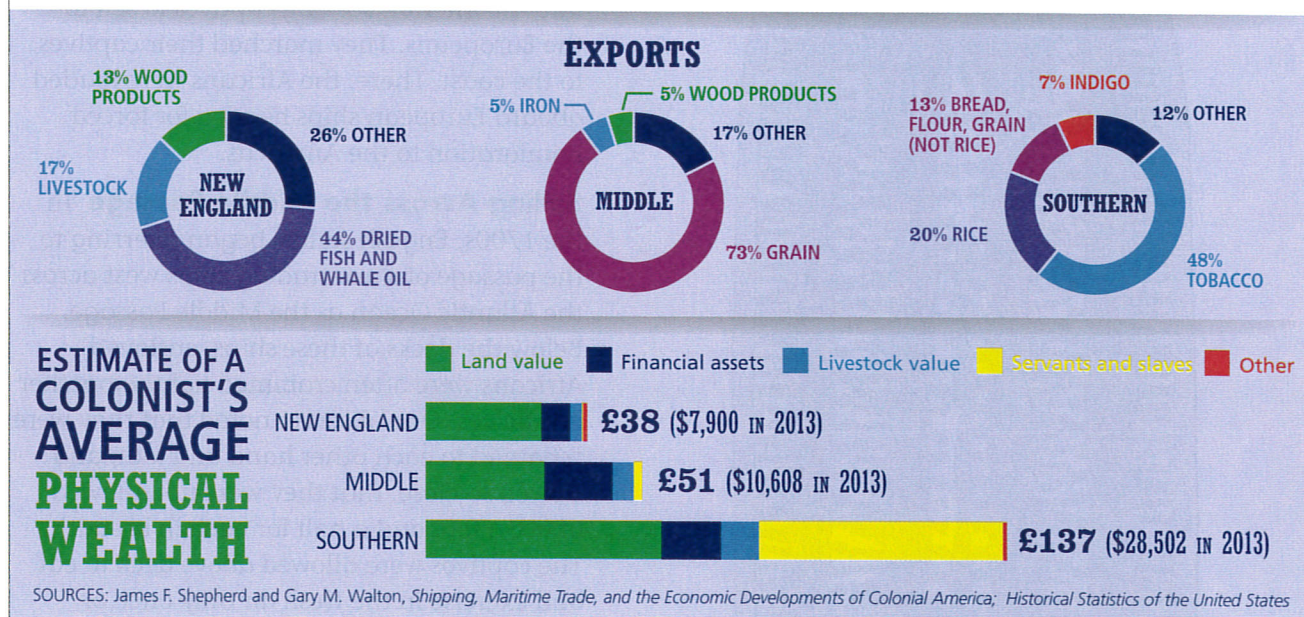
 **READING CHECK** **Identify Supporting Details** Why was there less slavery in the backcountry than in the Tidewater region?

**Analyze Charts** The Tidewater and the backcountry differed greatly in terms of physical environment, population, government, economy, and culture. **Understand Effects** How did the environment affect farming in each region?

## Life in the Colonial Tidewater and Backcountry

	TIDEWATER	BACKCOUNTRY
LOCATION	Coastal plains	Appalachian Mountains and their foothills
TERRAIN	Flat plain	Hilly, mountainous
POPULATION	Early English settlers and enslaved Africans	Scotch-Irish, poorer English migrants, Germans
ECONOMY	Large-scale plantation farming of cash crops for export	Small-scale subsistence farming, fur trade

# ECONOMICS OF THE COLONIAL REGIONS



## The Slave Trade Expands

In the early years, Africans in the English colonies included free people and indentured servants as well as enslaved persons. During the 1600s, even Africans who were enslaved enjoyed some privileges. The first enslaved Africans arrived in Virginia in 1619. For the next 50 years, since the African population was small, the status of Africans in the colony was not clearly established. Some enslaved Africans purchased their freedom. Several Africans during the 1600s, such as Anthony Johnson, became successful property owners. In South Carolina, some enslaved Africans worked without supervision as cowboys, herding cattle to market.

By 1700, plantations in the Southern Colonies had come to rely heavily on slave labor. Eventually, enslaved Africans made up the majority of the population in South Carolina and Georgia. They cleared the land, worked the crops, and tended the livestock. In order to maintain the supply of enslaved Africans, southern planters relied on a system of slave trading that stretched halfway across the globe.

**Africans Are Enslaved** As you have learned, in Africa and elsewhere around the world, slavery had been part of the social and economic system since ancient times. Usually, slaves were people who had been captured in war. Muslim merchants sometimes brought enslaved Africans into Europe and the Middle East.

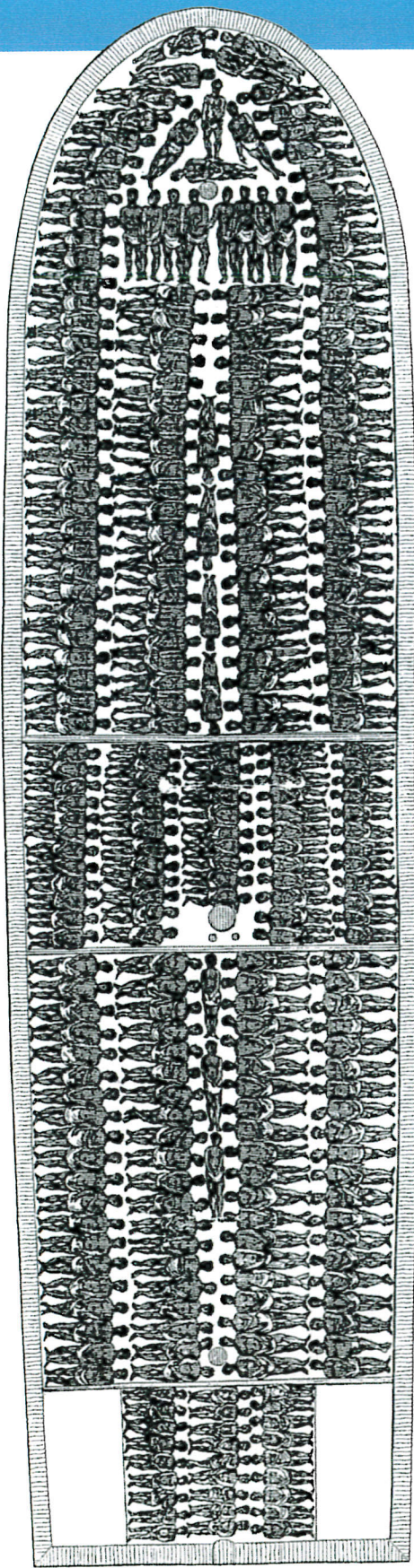
Over a period of about 300 years, as the transatlantic slave trade grew, millions of Africans were enslaved. Slave traders from European nations set up posts along the West African coast. They offered guns and other goods in exchange for enslaved Africans.

### Analyze Charts

The economies of the three colonial regions depended on different resources.

### Synthesize Visual

**Information** What two resources did the Southern Colonies possess in great abundance that increased their wealth over that of the New England and Middle Colonies?



▲ Enslaved Africans were often crowded into extremely tight quarters during the Middle Passage across the Atlantic.

As the demand for cheap labor increased, Africans who lived along the coast made raids into the interior, seeking captives to sell to the Europeans. They marched their captives to the coast. There, the Africans were loaded aboard European ships headed for forced immigration to the Americas.

**Sailing Across the Middle Passage** In the 1700s, English sailors began referring to the passage of slave-trading ships west across the Atlantic Ocean as the Middle Passage. Below the decks of these ships, enslaved Africans were often crammed tightly together on shelves. One observer noted that they were “chained to each other hand and foot, and stowed so close, that they were not allowed above a foot and a half for each in breadth.” The captives were allowed above deck to eat and exercise in the fresh air only once or twice a day.

Many enslaved Africans resisted, but only a few escaped. Some fought for their freedom during the trip. They would stage a mutiny or revolt. The slave traders lived in fear of this and were heavily armed. Other slaves resisted by refusing to eat or by committing suicide by jumping overboard to avoid a life of enslavement.

Records of slave-trading ships show that about 10 percent of Africans loaded aboard a ship for passage to the Americas died during the voyage. Many died of illnesses that spread rapidly in the filthy, crowded conditions inside a ship’s hold. Others died of mistreatment. This slave trade lasted about 300 years. During that time, it may have caused the deaths of as many as 2 to 3 million Africans.

**Human Rights Are Often Ignored** As the importance of slavery increased during the 1600s, and particularly after Bacon’s Rebellion in Virginia, greater limits were placed on the rights of enslaved Africans and African Americans. Colonists passed laws that set out rules for slaves’ behavior and denied enslaved people basic human rights. These **slave codes** treated enslaved Africans and African Americans not as human beings but as property.





**Analyze Images** Some slave ships carried as many as 700 prisoners. **Use Visual Information** How does this image reflect the details described in the text?

Most English colonists did not question the justice of owning enslaved Africans. They believed that black Africans, as a racial group, were inferior to white Europeans. The belief that one race is superior to another is called **racism**. Some colonists believed that they were helping enslaved Africans by teaching them Christianity.

A handful of colonists spoke out against the evils of slavery. In 1688, Quakers in Germantown, Pennsylvania, became the first group of colonists to call for an end to slavery.


**READING CHECK** **Draw Conclusions** Why did many colonists believe there was nothing wrong with slavery?

## Lesson Check

### Practice Vocabulary

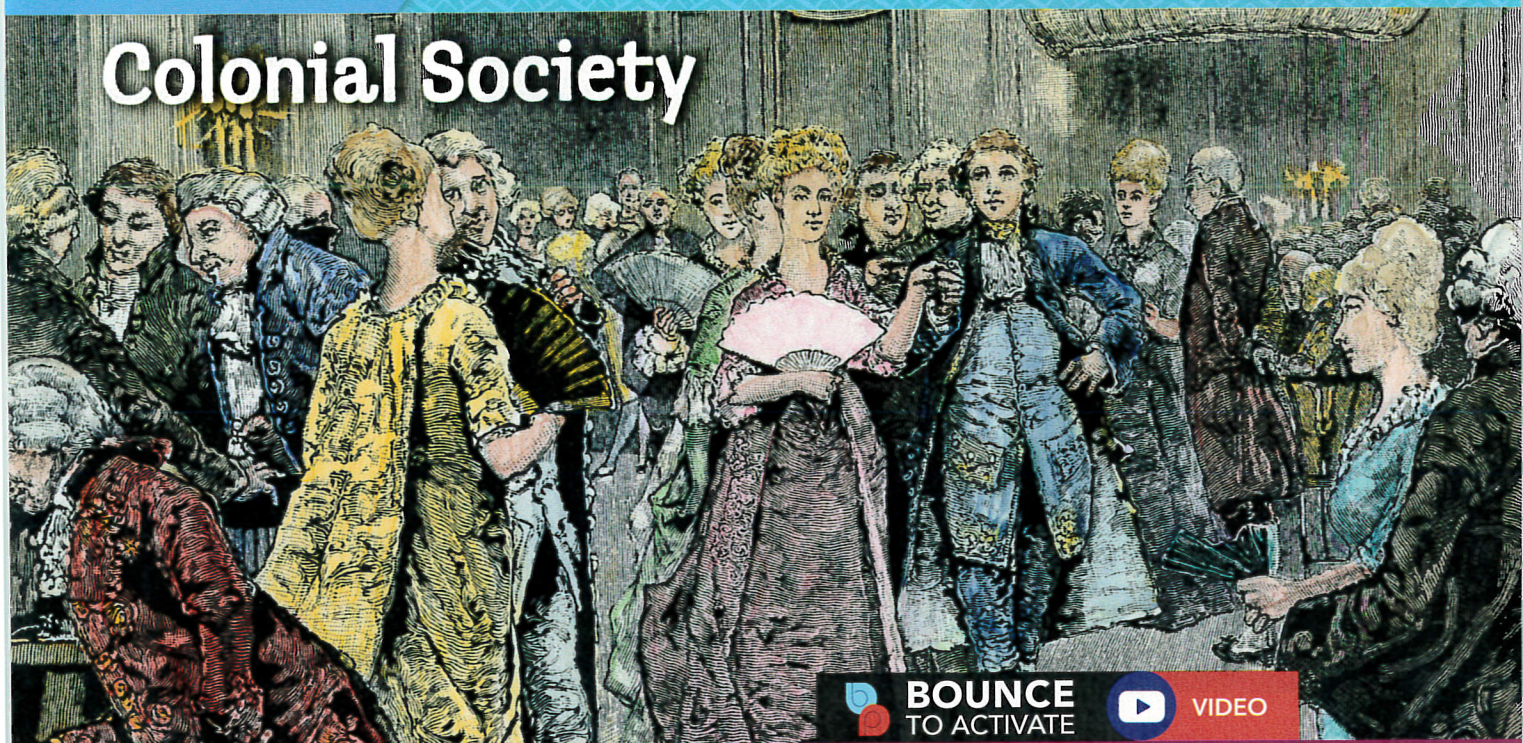
1. Which colony was set up as a refuge for debtors?
2. What is racism?

### Critical Thinking and Writing

3. **Cite Evidence** What evidence supports the claim that the planters in the southern part of the Carolinas could not make rice a profitable crop on their own?
4. **Summarize** What was the Middle Passage like for most enslaved Africans?
5. **Understand Effects** Why was South Carolina the only English colony in 1700 where the majority of the population was made up of enslaved Africans?
6. **Writing Workshop: Organize Sequence of Events** Continue adding to your ordered list of events in your  Active Journal to show what happens to your character in your narrative essay. You will use this sequence of events when you write your narrative essay at the end of the Topic.

## LESSON 6

# Colonial Society



## GET READY TO READ

### START UP


Examine the image of colonial men and women dancing. What does it tell you about colonial society?

### GUIDING QUESTIONS


- How was colonial society structured?
- What impact did the Great Awakening have on colonial society?
- How would you describe education in the colonies?
- How did art, music, literature, and ideas have an impact on colonial society?

### TAKE NOTES

#### Literacy Skills: Summarize

Use the graphic organizer in your  Active Journal to take notes as you read the lesson.

### PRACTICE VOCABULARY

Use the vocabulary activity in your  Active Journal to practice the vocabulary words.

#### Vocabulary

gentry                      apprentice  
middle class              dame school  
Gullah                     Enlightenment  
Great Awakening        libel

#### Academic Vocabulary

tolerant  
assumption

For the most part, colonists enjoyed more social equality than people in England, where a person's opportunities in life were largely determined by birth. Still, class differences existed.

### Colonial Social Classes

Like Europeans, colonial Americans thought it was only natural that some people rank more highly than others. A person's birth and wealth still determined his or her social status.

#### The Upper and Middle Social Classes

At the top of society stood the **gentry**. The gentry included wealthy planters, merchants, ministers, successful lawyers, and royal officials. They could afford to dress in the latest fashions from London.

Below the gentry were the **middle class**. The middle class included farmers who worked their own land, skilled craft workers, and some tradespeople. Nearly three quarters of all white colonists belonged to the middle class.