New Arrivals

In the 1700s, thousands of European immigrants crossed the Atlantic Ocean, hoping to acquire land, earn a good living, and enjoy the freedoms that existed in colonial America. In 1739, a German immigrant noted that “liberty of conscience [thought]” was the “chief virtue of this land. . . . But for this freedom, I think this country would not improve so rapidly.”

Yet, there were others who crossed the Atlantic under drastically different circumstances. These were Africans, who were forced from their homeland and crammed onto slave ships. Thrust into a hostile world, they were expected to work from sunup to sundown under terrible conditions. Their experiences in North America were different in every way from that of European immigrants.

Why it Matters As the colonies developed, Europeans began to arrive in greater numbers. At first, most immigrants were English, but during the 1700s larger numbers of Germans and Scotch-Irish arrived. Enslaved Africans were taken unwillingly from their homelands and forced to work in a distant land. These newcomers would reshape American colonial society.

Section Focus Question: Which major groups of immigrants came to Britain’s American colonies in the 1700s?

Statesmen and Farmers

After a difficult start, England’s American colonies grew steadily. By 1700, approximately 250,000 people of European background lived in the colonies. That number would rise tenfold during the next 75 years. Much of this growth came as a result of emigration from Europe.

Europeans Migrate to the Colonies

During the 1600s, about 90 percent of the migrants to the English colonies came from England. About half of these immigrants were indentured servants—poor immigrants who paid for passage to the colonies by agreeing to work for four to seven years. Instead of receiving a wage, indentured servants received basic food, clothing, and shelter—generally just enough to keep them alive. At the end of their term, they were supposed to receive clothes, tools, food, and sometimes land.

Developments in England caused the percentage of immigrants to drop dramatically. Prior to 1660, many English left their homeland...
because of religious and political turmoil. High unemployment and low wages in England added to the troubles. After 1660, however, the English economy improved and political and religious conflicts diminished. Increasingly, English people chose to stay in England.

The Scots and Scotch-Irish While English emigration shrank, Scottish emigration soared. Generally poorer than the English, the Scots had more reasons to seek their fortunes elsewhere. They also gained easier legal access to the colonies after 1707. In that year, Great Britain was formed by the union of England, Wales, and Scotland.

After the formation of Great Britain, many Scots became colonial officials. Some became rural farmers. Scotch-Irish merchants also captured a growing share of the colonial commerce, especially the tobacco trade from the Chesapeake Bay.

The Scots immigrated to the 13 colonies in three streams. The first stream came from the Scottish lowlands. The second came from the Scottish highlands, and the third came from the province of Ulster in Northern Ireland. In the colonies, the Ulster Scots became known as the Scotch-Irish.

Nearly 200,000 Scotch-Irish people came to the colonies in the 1700s. They were descendants of Protestant Scots who had settled in Northern Ireland. The Scotch-Irish arrived in the American colonies in search of land. Many moved west to the mountainous “back country” that stretched from Pennsylvania to the Carolinas. There, they built farms on the frontier lands recently taken from the Indians.

The Germans Germans were second only to the Scotch-Irish as eighteenth-century emigrants from Europe to British America. Most of the 100,000 who immigrated to the colonies were Protestant. Almost all came from the Rhine Valley in southwestern Germany and northern Switzerland.

What factors explain the flood of German immigrants? They felt pressed by war, taxes, and religious persecution. During the 1700s, Germany was divided into many small principalities, frequently involved in wars. To build palaces and to wage war, German princes heavily taxed their people and forced young men to join the army. Most princes also demanded religious conformity. Germany also lacked enough farmland for its growing population.

In 1682, William Penn recruited a few Germans to settle in Pennsylvania, where they prospered. In letters to relatives and friends, immigrants reported that wages were high while land and food were cheap. In Pennsylvania, an immigrant could obtain a farm six times larger than a typical peasant holding in Germany. Pennsylvania demanded almost no taxes and did not force its young men to become soldiers.

Instruct
- **Introduce** Explain that the origins of American colonists began to change after 1700, with fewer coming from England and more arrivals from other northern European countries or from Africa. Have students predict possible reasons for this shift.

Teach
- **Display Color Transparency: The Colonies Grow.** Discuss the increased diversity of national origins in the colonies during the 1700s. Explain that immigrants are motivated by push factors that drive them from their homelands and by pull factors that attract them to a new place. Ask: Why did English migration slow in the late 1600s? (The English economy improved and fewer political and religious conflicts existed.) Where did most immigrants come from during the late 1600s and early 1700s? (Scotland, northern Ireland, and Germany)
- **Ask What push and pull factors motivated German immigrants?** (push factors: taxation, religious persecution, required military service, lack of land; pull factors: land, few taxes, no required military service)

Color Transparencies A-9
- **Analyzing the Visuals** Have students study the map and write a paragraph describing the ethnic makeup of one of the colonies.

Independent Practice
To enrich and extend the lesson, have students access Web Code ncp-0302 to use the Geography Interactive map.

Monitor Progress
As students fill in their concept webs, circulate to make sure that they identify the section’s main ideas, rather than just details. For a completed version of the concept web, see Note Taking Transparencies, B-23.

Answers

**Map Skills**
- 1. Review locations with students.
- 2. South Carolina, Georgia, North Carolina, Virginia
- 3. The Middle Colonies were more diverse than New England.

Connect to Your World

Scotch-Irish in America The 4 million Americans who claim Scotch-Irish ancestry are descendants of a wave of immigrants whose impact on modern society is still significant.

Many of the earliest Scotch-Irish settlers followed the valleys of the Appalachian Mountains southward from Pennsylvania through Virginia, West Virginia, North Carolina, Kentucky, and Tennessee. For generations, they have formed the cultural backbone of the Appalachian region.

Appalachia is a rugged, isolated area, and settlers there are proud of their ability to live, and often prosper, in difficult circumstances. Appalachia’s rich cultural heritage has been the subject of much recent study, and its traditional music, crafts, and folklore are preserved in museums, as well as by musicians, authors, and artists. For example, the motion picture  *O Brother Where Art Thou!* (2000), with its emphasis on American roots music, brought worldwide attention to the musical styles of Appalachia. Among these is bluegrass, a twentieth-century form of music based on Scotch-Irish ballads and folk tunes.
The American Colonies Take Shape

Africans Are Transported to America

Instruct

- **Introduce**: Key Terms Point out the key terms **triangular trade** and **Middle Passage** (in bold) in the text. Ask students what a triangular trade route might be. Also ask how the Middle Passage might relate to such a trade route. Have students read to check their ideas.

- **Teach** Remind students that enslaved people were acquired along the coast of Africa where they had been sold to white slave traders by Africans who had captured them in wars and raids. By the mid-seventeenth century, the status of blacks in the colonies began to change. Ask **How did the status of Africans who were brought to America change?** (In the early 1600s, it is thought that not all Africans were enslaved; some may have been indentured servants. However, by the middle of the century, most colonies had passed laws that enslaved Africans for life.) **Why did this come about?** (The demand for labor could not be met by indentured servants, so the colonists found a way to justify the enslavement of Africans.) Discuss the eyewitness account of Alexander Falconbridge. Ask **Why do you think slave traders wanted to force the captured African people to eat?** (Possible response: Because they were valuable, the traders did not want them to die.) **What part did the transportation of enslaved Africans play in the triangular trade?** (On the first leg of the triangular trade, manufactured goods were brought to Africa from Europe to exchange for African captives. On the middle leg, or “middle passage,” enslaved Africans were brought from Africa to the Americas, and on the last leg, colonial goods, such as tobacco and sugar, were brought to Europe.)

**Checkpoint** Why did Scots and Germans emigrate from their homelands?

**Africans Are Transported to America**

During the 1600s, landowning colonists in the Chesapeake region needed workers to raise crops. Indentured servants filled this need, and most early indentured servants were English. Yet, as English immigration began to decline in the late 1600s, the demand for labor in the colonies grew. As a result, many colonists began to turn to another source of labor: enslaved Africans.

**Slavery in the Colonies Begins** Early in the 1600s, colonists often treated African workers just as they treated indentured servants, giving them their freedom after several years of service. Freed blacks could own land, vote, and even buy enslaved Africans of their own.

By the mid-1600s, however, most colonies began to pass laws that supported the permanent enslavement of Africans. In 1705, Virginia’s General Assembly making a Venn diagram with students. Tell them to draw two circles that overlap. In the non-overlapping area of the first circle, they will list the characteristics of indentured servitude. In the non-overlapping area of the second circle, they will list the characteristics of slavery. Finally, they will list characteristics common to both in the area where the circles overlap.

**Answer** Many Scottish immigrants were poor and came to the colonies to make a better living; many Scotch-Irish came in search of land. Germans came to America to escape wars, high taxes, and religious persecution.

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declared that “All servants imported . . . who were not Christians in their native Country . . . shall be accounted and be slaves.” Other laws stated that the children of enslaved African Americans were also enslaved. This change in legal status
promoted the racist idea that people of African origin were inferior to whites.

The Transatlantic Slave Trade Once established, slavery expanded rapidly.
During the 1700s, the British colonies imported approximately 1,500,000 enslaved
Africans. The great majority went to the West Indies, but at least 250,000 came to
the 13 colonies to labor on plantations and in homes.

Traders purchased slaves from African merchants and chiefs in the coastal
kingdoms of West Africa. Most of those enslaved were kidnapped by armed
men or taken in wars between kingdoms. Although they did not directly seize
slaves, Europeans promoted the trade by offering high prices for captives.

Enslaved Africans came to the Americas as part of a three-part voyage called
the triangular trade. Slave traders sailed from Europe to Africa, where they traded
manufactured goods for enslaved Africans. Then, in the Middle Passage, shippers
carried the enslaved Africans across the Atlantic to the American colonies. After
selling the slaves for colonial produce, the traders returned to the mother country.

The brutality of the Middle Passage was extreme. On a voyage that lasted two
months or more, enslaved Africans suffered the psychological trauma of separa-
tion from their families and villages—as they sailed toward a strange land and
an unknown future. Slave traders branded their cargo with hot irons, placed
them in shackles, and jammed them into dark holds so crowded that the slaves

Vocabulary Builder
status (stā′təs) n. legal position
or condition of a person, group, country, etc.

A Forced Migration

Thinking Critically
1. Compare Points of View How might Equiano’s memoir
   compare with the journal of the captain of a slave ship?
2. Synthesize Information Based on the map and the pie
graph, from what region of Africa did most enslaved Africans
come? To what region did most go?

Answers

Thinking Critically
1. Possible answer: Equiano’s memoir
describes the awful smells and sounds
below decks on slave ships. A slave ship’s
captain might have described much better
living conditions, and have been con-
cerned with matters such as navigation,
weather, and the condition of the human
“cargo.”

2. According to the map, most enslaved Afri-
cans originated from the Congo and
Angola regions. According to the pie
graph, most enslaved Africans went to the
non-Spanish Caribbean.

Analyze the Visuals

Have students study the Infographic “The
Middle Passage.” Refer students to the
circle graph. Note that most enslaved
people were not taken to
the mainland colonies. Discuss why
this was the case. Then, discuss the
quotation from Olaudah Equiano.

Ask What characteristics would
Africans on the Middle Passage
have had to possess to survive?
(Samples: mental and physical
strength, a will to live, courage)

Independent Practice

Have students write a short essay
on the effect of the slave trade on
African societies. Have them con-
sider the breakup of families, the
loss of able-bodied men and women,
the loss of children, and the broken
social structure.

Monitor Progress

As students write their essays, circu-
late to make sure that they understand
the implications the slave trade had
for Africa and the development of the
African continent.
Africans in the Americas

Instruct
- Introduce Ask students to consider what life must have been like for the newly enslaved Africans in the American colonies. Have students predict some of the results of the development of widespread slavery in the colonies.
- Teach Using the Think-Write-Pair-Share strategy (TE, p. T25), have students discuss the reactions of Africans on their arrival in America. Then, discuss how slavery differed in the North and the South. Ask In which American colonies did most enslaved Africans live? Explain. (Most lived in the Southern Colonies where their labor was needed for the region’s cash crops of tobacco, rice, sugar, and indigo.) Have students describe the new culture enslaved Africans developed and explain the methods that some Africans used to gain their freedom.
- Analyzing the Visuals Tell students to study the painting on this page. Discuss how enslaved Africans retained aspects of African culture and tradition and how these activities might have affected their lives.

Independent Practice
Have students read the HISTORY MAKERS feature about Phillis Wheatley on the next page. Instruct them to write a paragraph that explains why it might have been difficult to publish the poetry of a former slave in the colonies, and dishes such as chitterlings (hog intestines and hind quarters) became part of the diet of enslaved people because they were made from the parts of the animal that plantation owners discarded.

Monitor Progress
To check understanding of this section, ask students to summarize the factors that brought each main group of immigrants to the colonies: English, Scots, Scotch-Irish, Germans, and Africans.

Answer
- Some Africans who arrived in the early 1600s may have been servants, not slaves, and could own land after their term of servitude. By the mid-1600s, most colonies had passed laws that supported the permanent enslavement of Africans, and by the 1700s it was firmly established.

Differentiated Instruction Solutions for All Learners

Advanced Readers Gifted and Talented Students
Each racial and ethnic group that migrated to the American colonies brought a unique cuisine from its homeland. Africans did as well, and African American cuisine today—with staples such as rice, yams, and sweet potatoes, okra, black-eyed peas, hominy grits, greens, and chitterlings—is in part a product of that early American heritage.

Each aspect of African American cuisine has a unique origin. Foods such as rice and yams were staples in Africa. Hominy grits (made from corn) were plentiful in the colonies, and dishes such as chitterlings (hog intestines and hind quarters) became part of the diet of enslaved people because they were made from the parts of the animal that plantation owners discarded.

Have students research African American cuisine to answer questions such as these: What foods, spices, and cooking styles characterize it? How did it develop? What are the origins of the recipes? Have students research one or two popular recipes. Encourage students to make one and bring it to share with the class.
Rebels and Runaways  Slaveholders could never break enslaved African Americans’ longing to be free. In the South and especially in the West Indies, some enslaved African Americans rebelled. On the mainland, the largest uprising erupted in 1739 at Stono in South Carolina, where about 100 slaves killed 20 whites before suffering defeat and execution.

Running away was more common. In the West Indies and the Carolinas, enslaved African Americans became maroons, a name for those who hid in forests or swamps. Other runaways fled to remote Native American villages or to Florida, where the Spanish welcomed them with food, land, and freedom. The Spanish sought to weaken the British colonies and to strengthen their own frontier militia with freed African Americans. In the Chesapeake and northern colonies, runaways tried to fit into the small free black communities.

Many more of the enslaved, however, opted for a more subtle form of rebellion. They stayed on the plantations, but they resisted by working slowly, feigning illness, pretending ignorance, or breaking tools.

Free African Americans  Although most African Americans remained slaves for life, a few did obtain their freedom. For example, an enslaved African American might manage to earn money and purchase his or her freedom or might be set free by a slave owner.

Free African Americans tended to live in cities, where they faced discrimination. A rare few managed to overcome enormous obstacles to distinguish themselves. One example was Phillis Wheatley of Boston (see the History Maker on this page).

Checkpoint How did slavery differ in the North and the South?

**Section 1 Assessment**

1. **Terms and People**  What is the relationship between each of the following terms and people and the population of the 13 colonies?
   - indentured servant
   - triangular trade
   - Middle Passage
   - Phillis Wheatley

2. **NoteTaking Reading Skill: Main Ideas**  Use your concept web to answer the Section Focus Question: Which major groups of immigrants came to Britain’s American colonies in the 1700s?

3. **Quick Write: Define a Problem**  Choose one topic from this section that you could use to write a problem and solution essay. For example, you could write about the experiences of European immigrants, indentured servants, or enslaved Africans. Make a list of details, facts, and examples that define the problems one of these groups faced.

4. **Understand Cause and Effect**  Based on the description of European immigration to the American colonies, what were the main causes of immigration to the Americas?

5. **Analyze**  Why did slavery become a permanent condition in the colonies?

6. **Draw Conclusions**  Why do you think enslaved African Americans living in the South were able to preserve parts of African culture as well as build a new African American culture?

**Assess and Reteach**

**Assess Progress**
- Have students complete the Section Assessment.
- Administer the Section Quiz. *Teaching Resources, p. 20*
- To further assess student understanding, use Progress Monitoring Transparencies, 31.

**Reteach**
- If students need more instruction, have them read the section summary.

**Critical Thinking**

**Extend**
- In the colonial period, the journey across the Atlantic was difficult and dangerous. Have students conduct research to locate a primary source account of a trans-Atlantic voyage at this time, such as that of the Pilgrims in 1620, the Middle Passage, or that of Gottlieb Mittelberger in 1750. Have students share the main points of the account in the form of an oral report to the class.

**Answer**
- In the North, there were fewer slaves and they tended to work at more skilled jobs, such as those of dockworkers, farmhands, sailors, or house servants. Many more enslaved people lived in the South, where they worked as laborers on huge plantations.

For additional assessment, have students access Progress Monitoring Online at Web Code nca-0303.