

# European Settlement

“... the front and vanguard of all my West Indies ... the most important of them all—and the most coveted by my enemies.”

—King Philip IV of Spain, 1645, on the importance of Puerto Rico to Spain

## EL MORRO

El Morro, or “headland” in Spanish, was Spain’s first military fort in the Americas. The fort, started in 1539, served as a base to guard the valuable port of San Juan, Puerto Rico. Much of the fort was built from sandstone that has lasted for centuries. In 1961, El Morro became part of the National Parks System.

## LOCATE IT



## CHAPTER READING SKILL

### Categorize

To **categorize** is to group information, or sort information by category. You can place people, places, and events into categories to make it easier to find facts.

As you read this chapter, put information into the categories of key people, key settlements, and key events.

KEY  
PEOPLE

KEY  
SETTLEMENTS

KEY  
EVENTS

# 1

## MAIN IDEA

Read to learn about early Spanish settlements in the Americas.

## WHY IT MATTERS

A Spanish influence can still be seen in parts of the United States.

## VOCABULARY

colony  
colonist  
buffer zone  
borderlands  
presidio  
permanent  
hacienda  
self-sufficient  
missionary  
mission

# New Spain

1200

1475

1700

1500–1600

By the 1500s several European nations had sent explorers to claim land in the Americas. Often more than one country claimed the same land because an explorer had no way of knowing that another explorer had already claimed it. In those days of exploration, people claimed the land and moved on, leaving no one to protect the claim.

Over time, Spain decided it needed to protect its claims in the Americas. To protect the land in its growing empire and govern the people there, Spain formed colonies. A **colony** is a land ruled by another country. The colony of New Spain was formed in 1535, with most of its land in Mexico and its capital at Mexico City. New Spain included mostly the Spanish lands north of the Isthmus of Panama and the many islands of the Caribbean Sea.

## Building New Spain

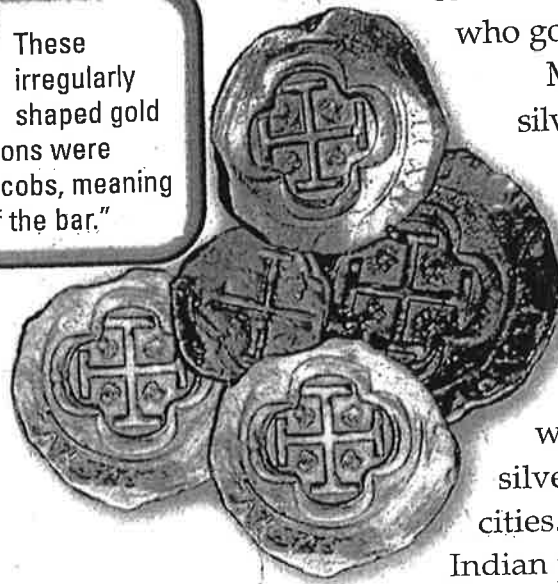
At first very few Spanish people settled in New Spain. Many of those who did were conquistadors. After news spread of the discovery of gold, silver, and other treasures, however, many colonists came to seek their fortunes. The people who go to live in a colony are called **colonists**.

Many of the colonists worked in the gold and silver mines. Others brought oxen and plows to work the land and horses to ride. They brought cattle and sheep, fruit trees, grain, and vegetable seeds. Over time, the Spanish began to build cities, and tens of thousands more colonists came to live in them.

The Spanish colonists needed many workers to grow their crops, to mine gold and silver, and to build and provide services in their cities. So they made slaves of the American Indian peoples they had conquered.

FAST FACT

These irregularly shaped gold doubloons were called cobs, meaning "cut of the bar."



## Bartolomé de Las Casas 1474–1566

### Character Trait: Fairness

Bartolomé de Las Casas was one of the first Europeans to work to improve the treatment of American Indian workers. He became known as the Apostle to the Indians and wrote many essays questioning the Spanish colonists' treatment of the enslaved Indians.

Las Casas became bishop of Chiapas in Mexico in 1544. In 1547 he returned to Spain, where he continued to work for better treatment of the Indians until his death in 1566.



### MULTIMEDIA BIOGRAPHIES

Visit The Learning Site at [www.harcourtschool.com/biographies](http://www.harcourtschool.com/biographies) to learn about other famous people.



American Indians were forced to mine gold and silver for the Spanish (left).

Thousands of Indians had already died fighting the conquistadors. Now thousands more died of hunger, overwork, and disease. The diseases the settlers unknowingly brought from Europe, such as measles, influenza, and smallpox, sometimes killed whole tribes.

In time, some colonists grew concerned about the cruel treatment of the Indians. One such colonist was Bartolomé de Las Casas (bar•toh•loh•MAY day lahs KAH•sahs). Las Casas settled on the island of Hispaniola in 1502 and became a successful plantation owner.

Las Casas used American Indians as enslaved workers, but came to believe that making the Indians slaves was wrong. In 1509 he freed his slaves and began to work to get better treatment for

them. Las Casas spoke out so strongly that the king of Spain, Charles I, agreed to pass laws to protect the Indians. In 1550 the king ordered that the Spanish could no longer enslave the Indians. These orders, however, were not always carried out.

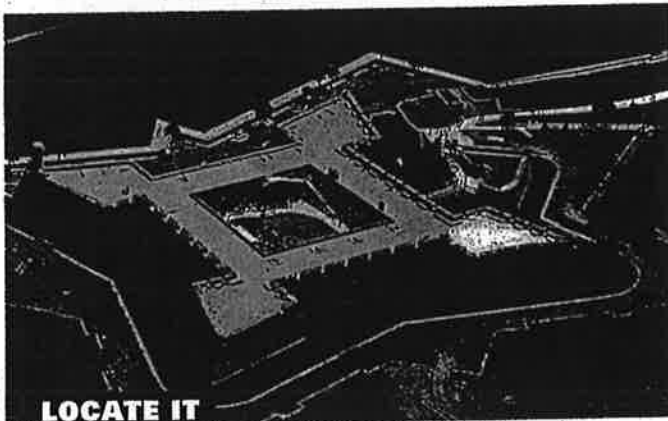
As more Indians died, the number of Indian workers fell sharply. The colonists now looked for other workers. They began to bring Africans to the colony as slaves. Even Bartolomé de Las Casas thought that Africans could be used to do the work. It was an idea he came to regret. Soon Africans were working under the same terrible conditions that the Indians had worked under.

**REVIEW** Why did the Spanish colonists need many workers?



## The Spanish Borderlands

As other European countries started colonies in North America, Spain believed it needed to protect its own. To do so, the Spanish created a buffer zone. A **buffer zone** is an area of land that serves as a barrier. The buffer zone north of New Spain came to be known as the **borderlands**. The borderlands stretched across what are today northern Mexico and the southern United States from Florida to California.



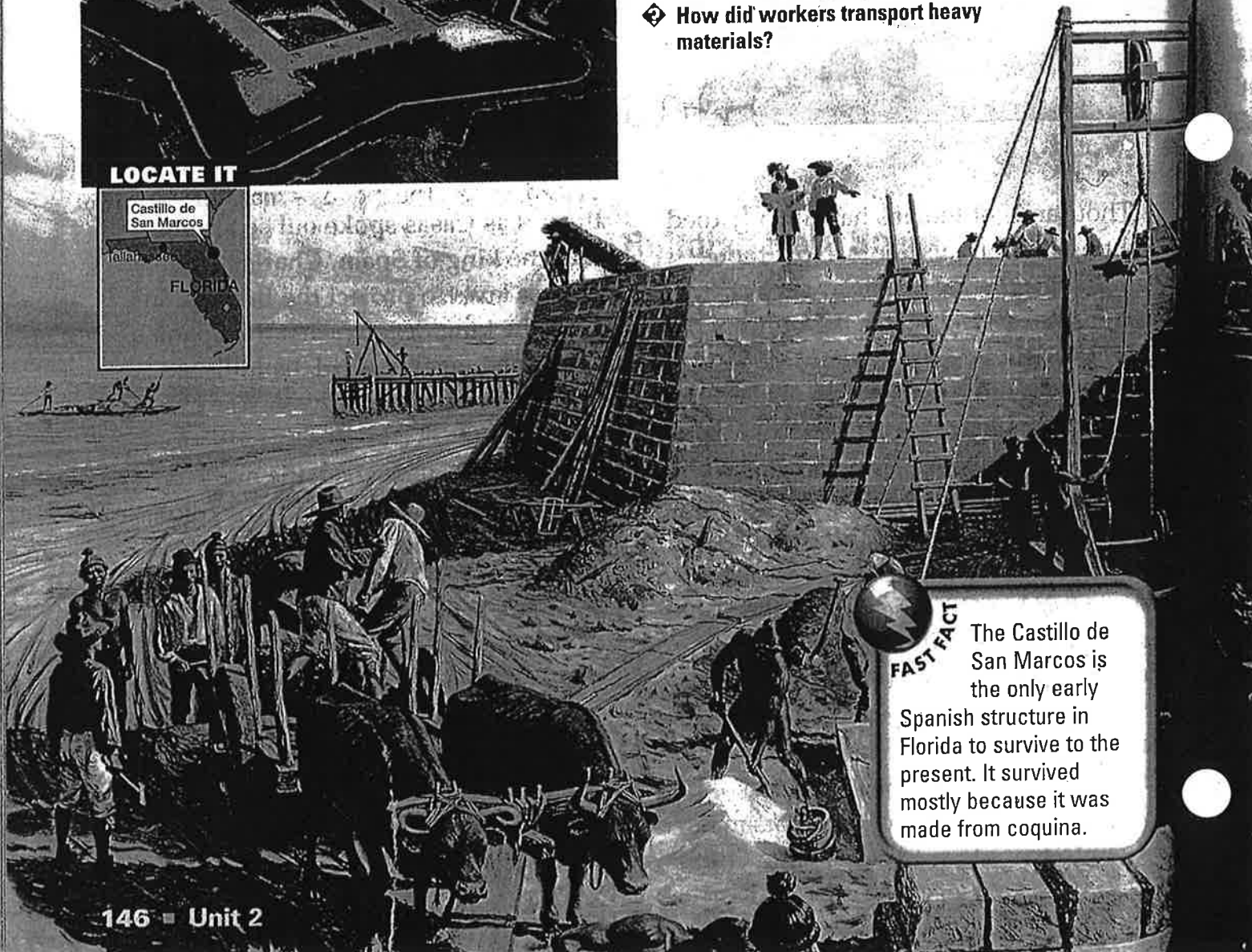
LOCATE IT



Spanish soldiers led the way into the borderlands, where they built **presidios** (pray•SEE•dee•ohz), or forts, and places for the settlers to live. In 1565 Pedro Menéndez de Avilés (may•NAYN•days day ah•vee•LAYS) and 1,500 soldiers, sailors, and settlers set sail from Spain. After several ships were lost in storms, the surviving members of the expedition reached the location of present-day St. Augustine, Florida. There they built the first **permanent**, or long-lasting, European settlement in what is now the United States.

**Analyze Diagrams** Once the coquina was brought to St. Augustine from a nearby island, workers shaped it into blocks.

◆ How did workers transport heavy materials?

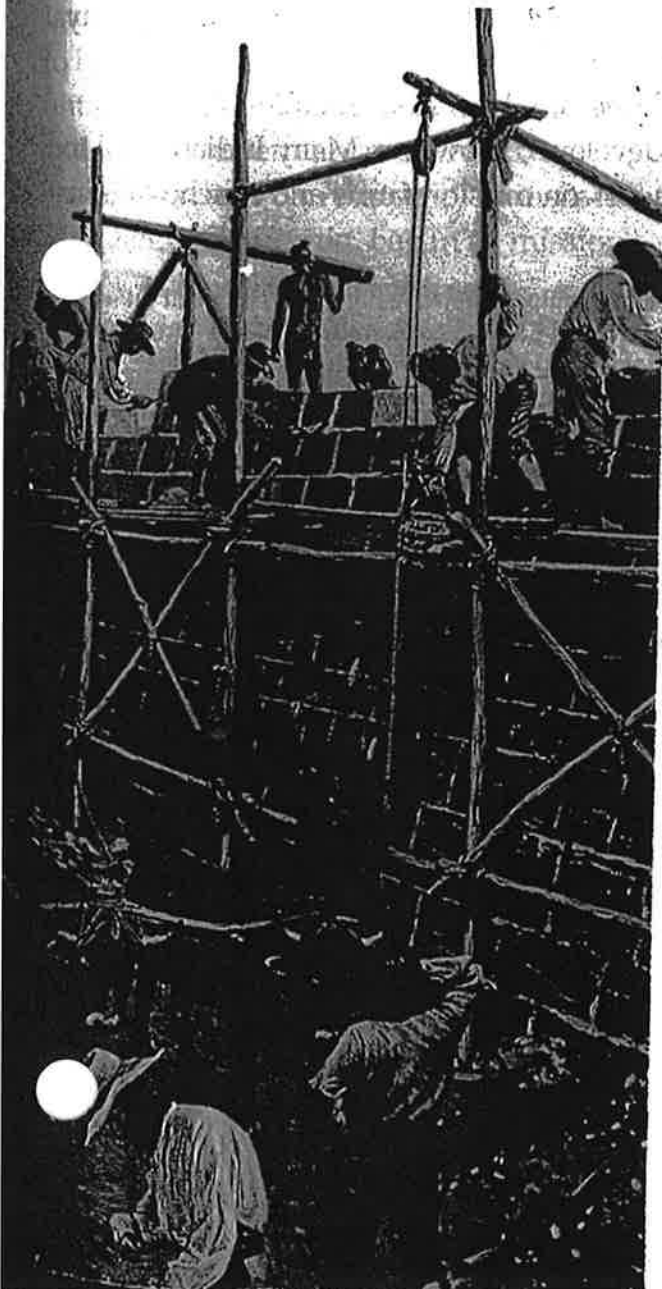


FAST FACT

The Castillo de San Marcos is the only early Spanish structure in Florida to survive to the present. It survived mostly because it was made from coquina.

In 1672, after years of attacks by European pirates and American Indian raiders, the queen of Spain sent money to for the building of a strong stone fort. Workers built the fort with coquina (koh•KEE•nuh), a type of stone formed of broken seashells. After 23 years of work, the Castillo (kah•STEE•yoh) de San Marcos, as the presidio was called, was strong enough to protect Spanish settlers from any attackers. It was one of a line of hundreds of presidios stretching from Florida to California that protected the colonists in New Spain.

**REVIEW** Why did the Spanish build the Castillo de San Marcos in St. Augustine?



## Ranches and Haciendas

The Spanish realized that gold and silver were hard to find in the borderlands. They also knew that in many places the land was so hot and dry "that even the cactus pads appeared to be toasted." But settlers moved there anyway. Most made money by raising livestock and by selling the hides to markets in the colonies and in Spain. They often traded for things they needed with Indian tribes who lived in the borderlands. In what is now the southwestern United States, for example, they traded with the Pueblos for corn, pottery, and cotton cloth.

The Spanish—and the animals they brought with them—changed life for many of the Indians living in the borderlands. Horses, long extinct in the Americas, once again roamed the land. The Plains Indians learned to tame horses and use them in hunting and in war. In what today is the southwestern United States, the Navajos learned to raise sheep. They also began weaving sheep's wool into clothing and blankets.

Some ranchers in the borderlands of northern Mexico built large estates called **haciendas** (ah•see•EN•dahs). There they raised cattle and sheep by the thousands. In what are now Texas and California, cattle were the most important kind of livestock. Ranchers who lived on the haciendas raised their own livestock, grew their own crops, and made most of what they needed to live. These **self-sufficient**, or self-supporting, communities began to grow far from the markets of Mexico City and the other large cities of New Spain.

**REVIEW** How did horses change the Indians' way of life?

## Missions

Spain's main interest in settling the borderlands was to protect its empire and to expand its economy. However, the Spanish king also said he wanted to "bring the people of that land to our Holy Catholic faith." To do this, missionaries were sent to turn the American Indians into Catholics as well as loyal Spanish subjects. A **missionary** is a person sent by a church to teach its religion.

The first successful missionaries in the borderlands were the Franciscans, members of a Catholic religious order. They built **missions**, or small religious settlements, in what are now the states of Georgia, Florida, Texas, New Mexico, Arizona, and California. Their first mission was Nombre de Dios (NOHM•bray day DEE•ohs), or "Name of God." It was built near St. Augustine as the first in a chain of missions that would eventually connect the Atlantic and Pacific coasts. On the Pacific coast of New Spain, a Franciscan priest named Junípero Serra

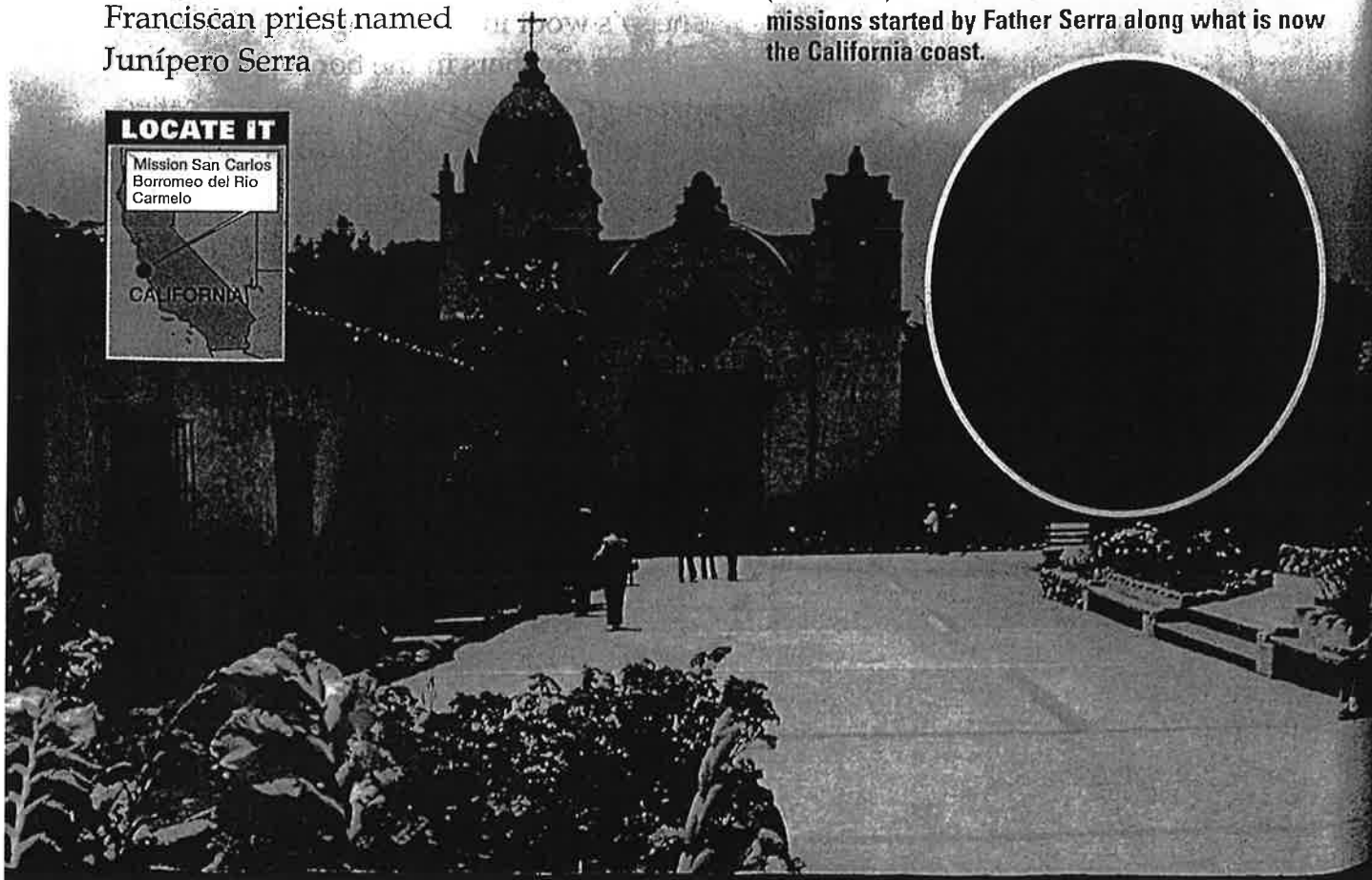
(hoo•NEE•pay•roh SEH•rah) later helped build a string of 9 missions in California.

When missionaries came to the borderlands, the missions they built included ranch and farm buildings as well as churches. Some of the missions were built near Indian villages. In other places, Indians settled around the missions.

The coming of the missions changed the way many Indians lived and worked. It also changed something more important to the Indians—the way they worshipped. While many Indians kept to their traditional religions, others became Catholics.

At first some of the Native Americans welcomed living at the missions. Like the missionaries, they were learning new ways. The missionaries and soldiers also protected them from enemies. Problems developed, however. Many Indians had to work on mission farms and ranches against

Father Junípero Serra (below right) founded the mission of San Carlos Borromeo del Rio Carmelo (below left) in 1770. It was the second of nine missions started by Father Serra along what is now the California coast.





their will. Some missionaries also treated the Indians cruelly.

Some Indians fought back. They destroyed churches and other mission buildings. To protect its missions, the Spanish government built roads linking them with nearby presidios. This road system was called *El Camino Real* (el kah•MEE•noh ray•AHL), or "The Royal Road." One road stretched for more than 600 miles (966 km) from San Diego to Sonoma in what is today California.

The government of New Spain, and later the Mexican government, continued to build missions in the borderlands until the 1830s. Many cities in the western and southwestern areas of the United States—such as San Antonio, Texas, and San Diego, California, began as missions.

**REVIEW** Why did the Spanish send missionaries to the borderlands?



**Movement** El Camino Real connected most of the missions and presidios in New Spain.

How did this system of roads help the Spanish missionaries?

## LESSON 1 REVIEW

### Summary Time Line

1500

1550

1600

1535

New Spain is formed

1565

Pedro Menéndez de Avilés settles St. Augustine

- 1 **MAIN IDEA** Why did colonists come to settle in New Spain?
- 2 **WHY IT MATTERS** In what parts of the United States can a Spanish influence be found today?
- 3 **VOCABULARY** Use the terms **hacienda** and **self-sufficient** in a sentence about New Spain.
- 4 **TIME LINE** How long after New Spain was formed was St. Augustine settled?
- 5 **READING SKILL—Categorize** Name some of the reasons colonists and missionaries came to New Spain.

- 6 **GEOGRAPHY** How did the location of New Spain affect the way the Spanish settled on the land?
- 7 **CRITICAL THINKING—Hypothesize** What do you think might have happened if the Spanish had not built presidios?



**PERFORMANCE—Draw a Picture** Draw a picture of a Spanish settlement in the Spanish borderlands. Use the descriptions in the lesson to decide what kinds of structures you want to draw.

# 2

## MAIN IDEA

Read to learn about the growing presence of the French in North America.

## WHY IT MATTERS

A French influence can still be seen today in many regions of the United States and Canada.

## VOCABULARY

civil war  
royal colony  
proprietary colony  
proprietor  
plantation

# New France

1200

1475

1700

1600–1700

While the Spanish were growing rich in New Spain, the French were making their own claims in what is today Canada and the northeastern United States. They found good fishing waters along the coast, and farther inland they began to trade with the Native Americans. They traded for a good that became nearly as valuable in Europe as gold—fur.

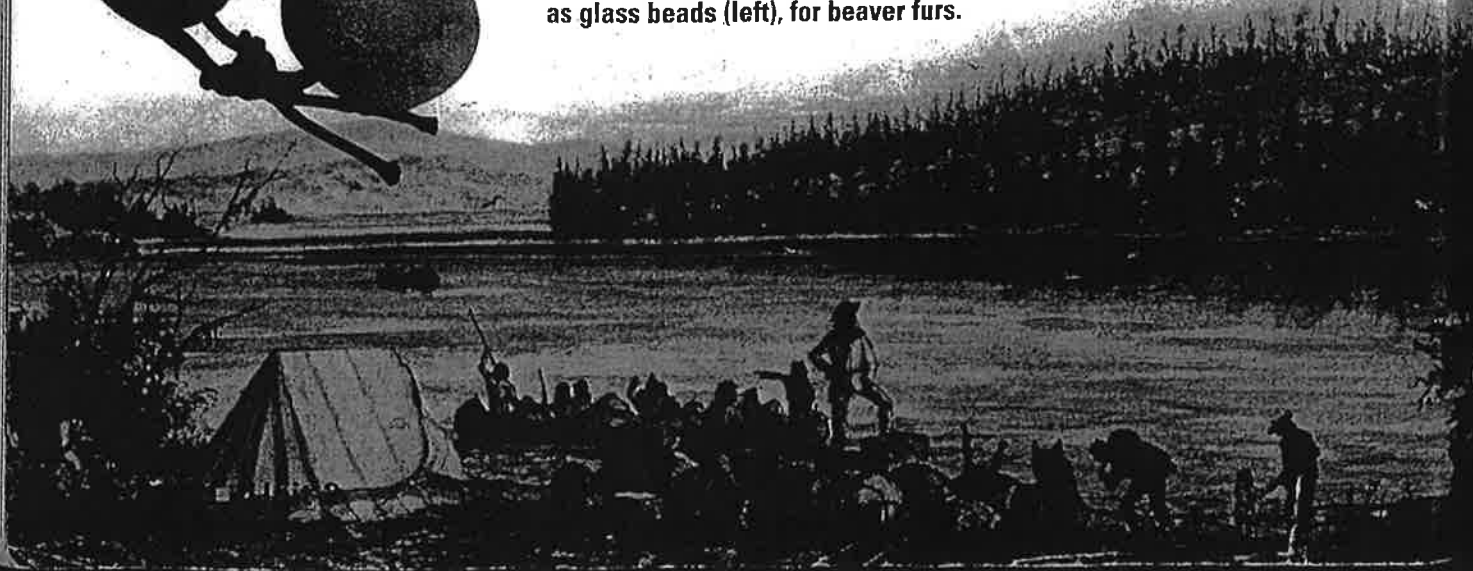
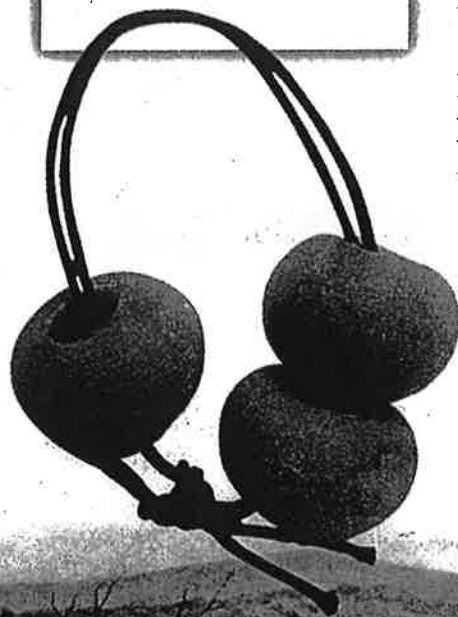
## French Settlement in North America

The fur trade between the French and the American Indians grew following Jacques Cartier's trips up the St. Lawrence River. Cartier had begun to trade with the Huron Indians. The Hurons were as eager for European goods as the French were for furs the Hurons had. Beaver fur, from which hats were made, was especially popular among the French.

By 1600, trade with the Indians was important for many Europeans, especially for French merchants. Knowing this, the French king, Henry IV, said that any merchant who wanted to trade in furs had to build a colony in North America.

French merchants jumped at the chance to get rich from the fur trade. Several of them formed a company to start a colony. In 1603 the company sent a cartographer named

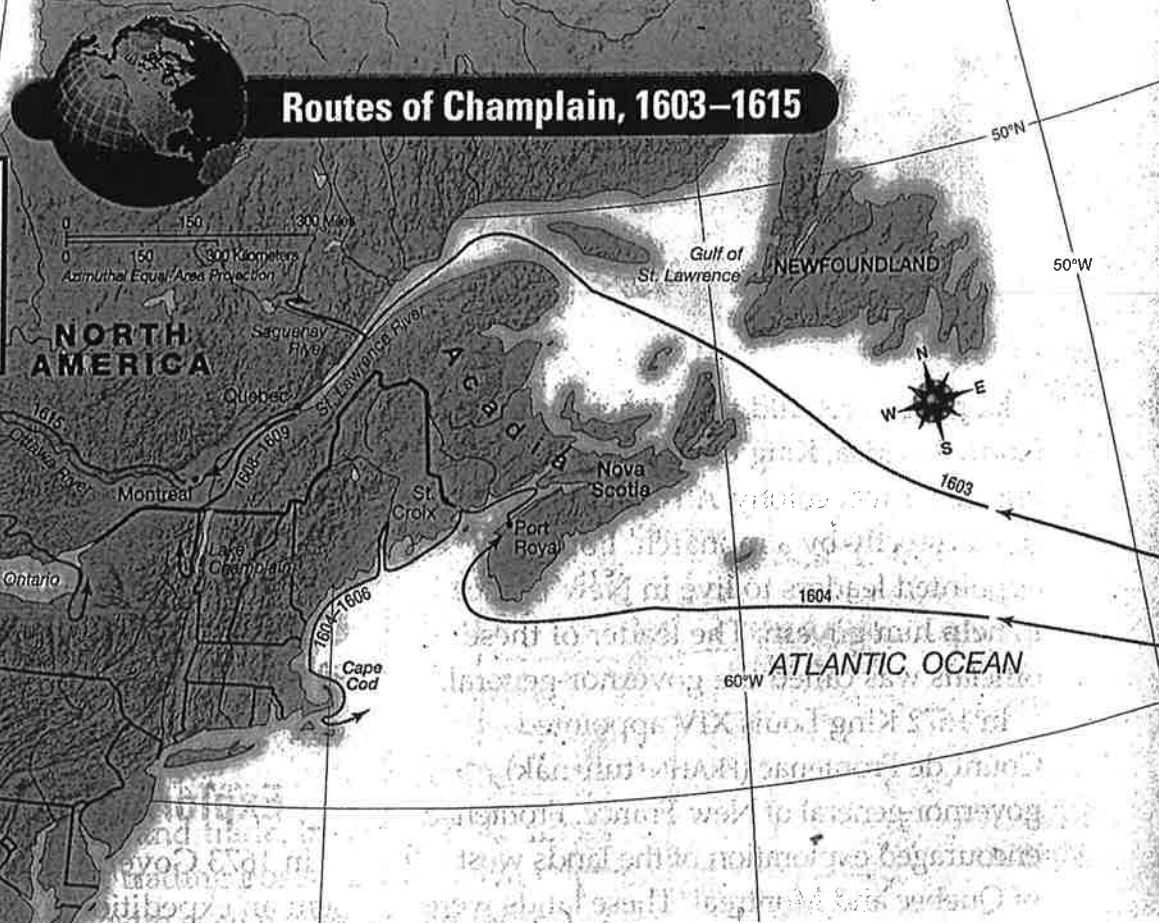
Europeans (below) traded items, such as glass beads (left), for beaver furs.





## Routes of Champlain, 1603–1615

- 1603
- 1604–1606
- 1608–1609
- 1615
- Present-day border



**Movement** Champlain explored inland waterways in North America.

◆ In what waterway did Champlain travel to reach Quebec?

Samuel de Champlain (sham•PLAYN) to North America to map the places where beavers were found.

Champlain explored the forests of what is now eastern Canada, which he called New France. When he returned to Europe, Champlain's reports made more people want to go there. He himself went again.

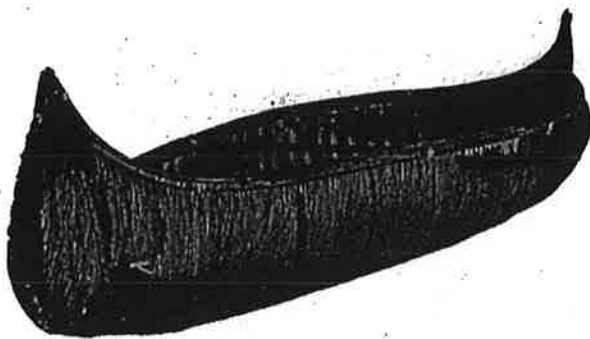
For the next five years, Champlain explored the lands along the St. Lawrence River. He also built a settlement on the St. Lawrence River at a place that the Hurons called *kebec*. In 1608 Kebec became Quebec (kwih•BEK), the first important French settlement in North America.

**REVIEW** Why were the French eager to build colonies in New France?

## The Growth of New France

The early French settlements grew very slowly. One reason for this slow growth was trouble in France. In the early 1600s, civil war kept many people from leaving France. A **civil war** is a war between two groups in the same country.

In North America, English and Dutch colonists began settling the southern coast of New France. Soon disagreements over the fur trade broke out among the French, the English, and the Dutch, as well as between the Iroquois and the Hurons. By the 1660s the French fur trade was nearly destroyed, and the French hold in North America was crumbling.



The French used birchbark canoes to explore the waterways of New France.

Hoping to rebuild the French empire in North America, King Louis XIV made New France a royal colony. A **royal colony** is ruled directly by a monarch. Louis XIV appointed leaders to live in New France to help him govern. The leader of these officials was called the governor-general.

In 1672 King Louis XIV appointed Count de Frontenac (FRAHN•tuh•nak) governor-general of New France. Frontenac encouraged exploration of the lands west of Quebec and Montreal. These lands were not easy to reach, however. Rapids and shallow waters prevented French ships from traveling very far inland. To travel the rivers, the French had to learn from their Native American trading partners how to build and use birchbark canoes. These boats could navigate in very shallow water. They also could be carried around waterfalls and rapids or overland between rivers.

The Native Americans often spoke of a great river to the west, larger than all the others. The Algonkins called it the *Mississippi*, which means "Father of Waters." Ever since the days of Jacques Cartier, the French had hoped to find the Northwest Passage through North America. Frontenac believed the Mississippi River might be that route.

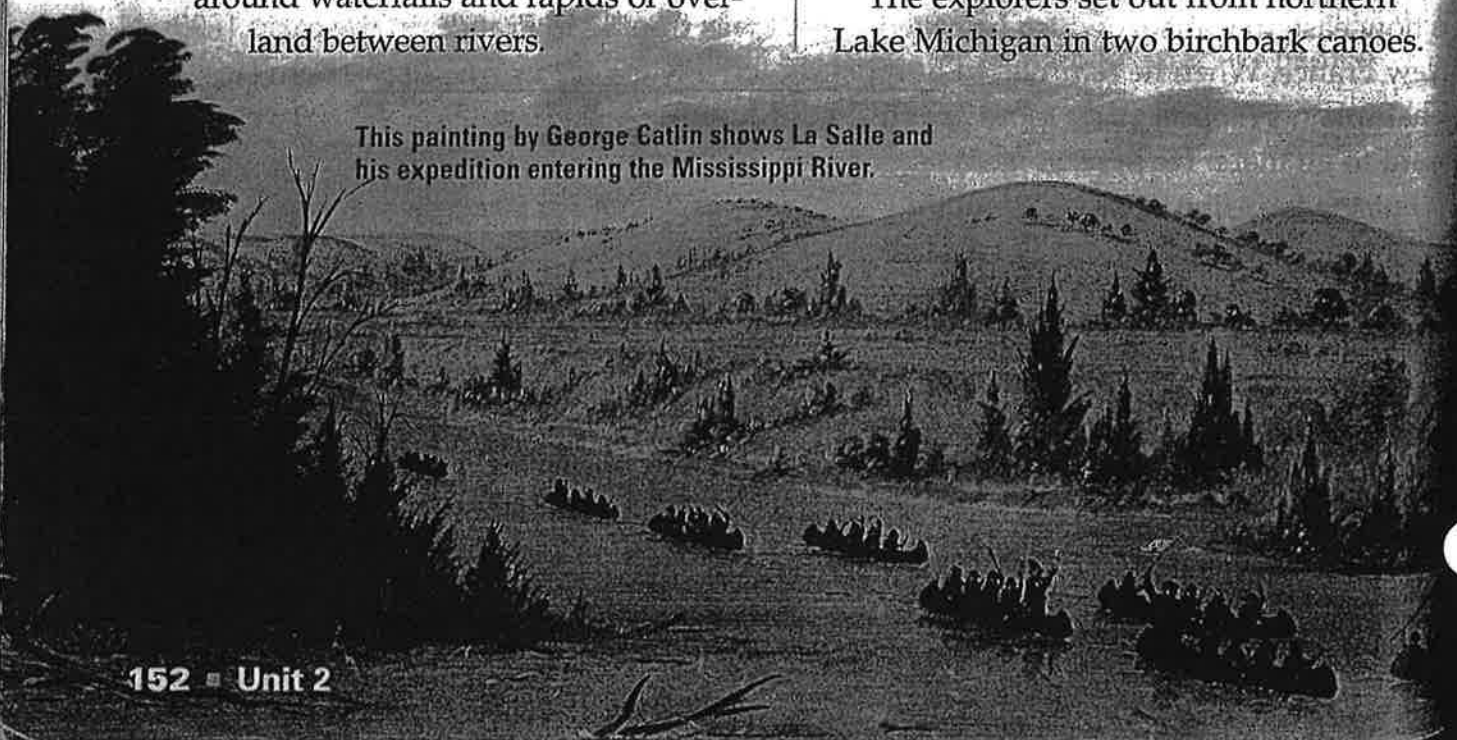
**REVIEW** Why was New France made a royal colony?

## Exploring the Mississippi

In 1673 Governor-General de Frontenac sent an expedition to explore the rivers and lakes that he hoped would lead them to the Mississippi River. One member of the expedition was Jacques Marquette (mahr•KET), a Catholic missionary who spoke several Indian languages. The other members were Louis Joliet (zhohl•YAY), a fur trader and explorer, and five other adventurers.

The explorers set out from northern Lake Michigan in two birchbark canoes.

This painting by George Catlin shows La Salle and his expedition entering the Mississippi River.



They crossed the huge lake, entered the Fox River, and then traveled to the Wisconsin River. When they reached the mouth of the Wisconsin River, they saw the Mississippi River for the first time.

The explorers followed the river but soon realized that it could not be the Northwest Passage because it flowed south. As they neared the mouth of the Arkansas River, they met some Indian peoples who told them that Europeans lived farther south. The French feared that the Europeans might be Spanish soldiers so they turned back.

Marquette and Joliet had traveled about 2,500 miles (4,023 km). Their expedition opened the Mississippi River valley to French settlement and trade. In time, the French also built trading posts that later grew into towns with such names as St. Louis, Des Moines, and Louisville.

**REVIEW** How did Marquette and Joliet know the Mississippi River could not be the Northwest Passage?

## Founding Louisiana

Soon another French explorer set out, this time to find the mouth of the Mississippi River. This explorer was René-Robert Cavelier (ka•vuhl•YAY), known as Sieur de la Salle, or "Sir" La Salle. In February 1682 La Salle and an expedition of about 50 French and Indian people traveled south from the mouth of the Illinois River. Two months later the explorers reached the mouth of the Mississippi at the Gulf of Mexico. With shouts of "Long live the king!" they claimed all the Mississippi River valley for France. This claim included all the river's tributaries. It reached from the Appalachians in the east to the



**Movement** Early French explorers led expeditions down the Mississippi River.

**Q** In what waterways did La Salle travel to reach the Mississippi River?

Rockies in the west and from the Great Lakes in the north to the Gulf of Mexico in the south. La Salle named the region Louisiana in honor of King Louis XIV.

In 1684 La Salle tried to start a settlement near the mouth of the Mississippi River. However, it was difficult in the hot, swampy land. Hardships led to disagreements among the settlers, and three years later one of them killed La Salle. Without a strong leader, the settlement failed.





In 1712 the king made Louisiana a **proprietary colony** (pruh•PRY•uh•ter•ee). This meant that the king gave ownership of the land to one person and allowed that person to rule it. In 1717 John Law, a Scottish banker, became Louisiana's **proprietor**, or owner. Law formed a company to build more towns and to start farms. More settlers came, and Louisiana finally started to grow. In 1718 the town of New Orleans was founded, and four years later it became Louisiana's capital.

Despite Law's efforts, the colony still needed workers—especially on the large farms called **plantations**. Many settlers began to bring in Africans to do the work as slaves.

Louisiana, like the rest of New France, failed to attract enough people for it to do well. By 1754 only

## • HERITAGE •

### The French Quarter

In downtown New Orleans the French Quarter is the oldest historic area in the city. The French Quarter was named in honor of the French colonists who first lived there in the 1700s. Many people in New Orleans trace their ancestors to the first French settlers of the area.

Many streets in the French Quarter have French names.

about 55,000 French colonists lived in the area that stretched from the

St. Lawrence River to the Gulf of Mexico. That same year, more than 1,200,000 English colonists lived in North America.

**REVIEW** Why was it difficult to settle in Louisiana?

## LESSON 2 REVIEW

### Summary Time Line

1600

1650

1700

1608

Quebec is founded

1673

Jacques Marquette and Louis Joliet explore the Mississippi River

1682

Sieur de la Salle claims Louisiana for the French

- 1 MAIN IDEA** How did Henry IV get merchants to build colonies in North America?
- 2 WHY IT MATTERS** What cities grew from French settlements?
- 3 VOCABULARY** Explain the difference between a **royal colony** and a **proprietary colony**.
- 4 TIME LINE** When was Quebec founded?
- 5 READING SKILL—Categorize** Name some French explorers who helped expand New France.
- 6 HISTORY** Why was the Marquette and Joliet expedition important to the French?

- 7 CRITICAL THINKING—Analyze** What were the economic reasons behind the exploration and settlement of New France?



### PERFORMANCE—Make a Poster

Suppose that you are a French citizen who is asked by the French government to get people to settle in New France. Make a poster that persuades people to move to New France. Use words and pictures in your poster to show people the benefits of moving to New France. Compare your poster with those of your classmates.

# 3

## MAIN IDEA

Read to learn how the English began to explore and start colonies in North America.

## WHY IT MATTERS

Although early settlements failed, English settlers were determined to start colonies in North America.

## VOCABULARY

sea dog  
raw material  
armada

Sailing in the *Golden Hind*, Drake captured a Spanish treasure ship.

# The English in the Americas

1200

1475

1700

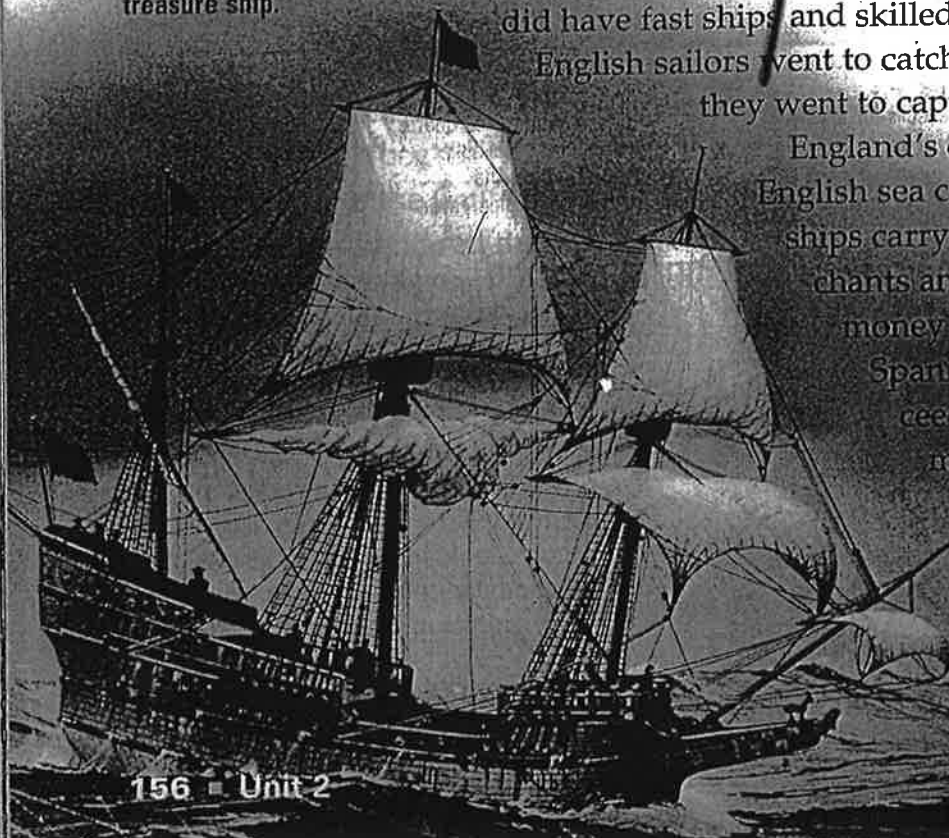
1550-1600

The English had been sailing to North America since John Cabot made his first voyage there in 1497. Unlike the Spanish or the French, most of the English who first came to North America did not come in search of gold or the riches of the fur trade. Instead, they came mostly for the rich fishing found at the Grand Banks, off the coast of Newfoundland. However, by the late 1500s, the English rulers began taking more of an interest in the Americas.

## England Challenges Spain

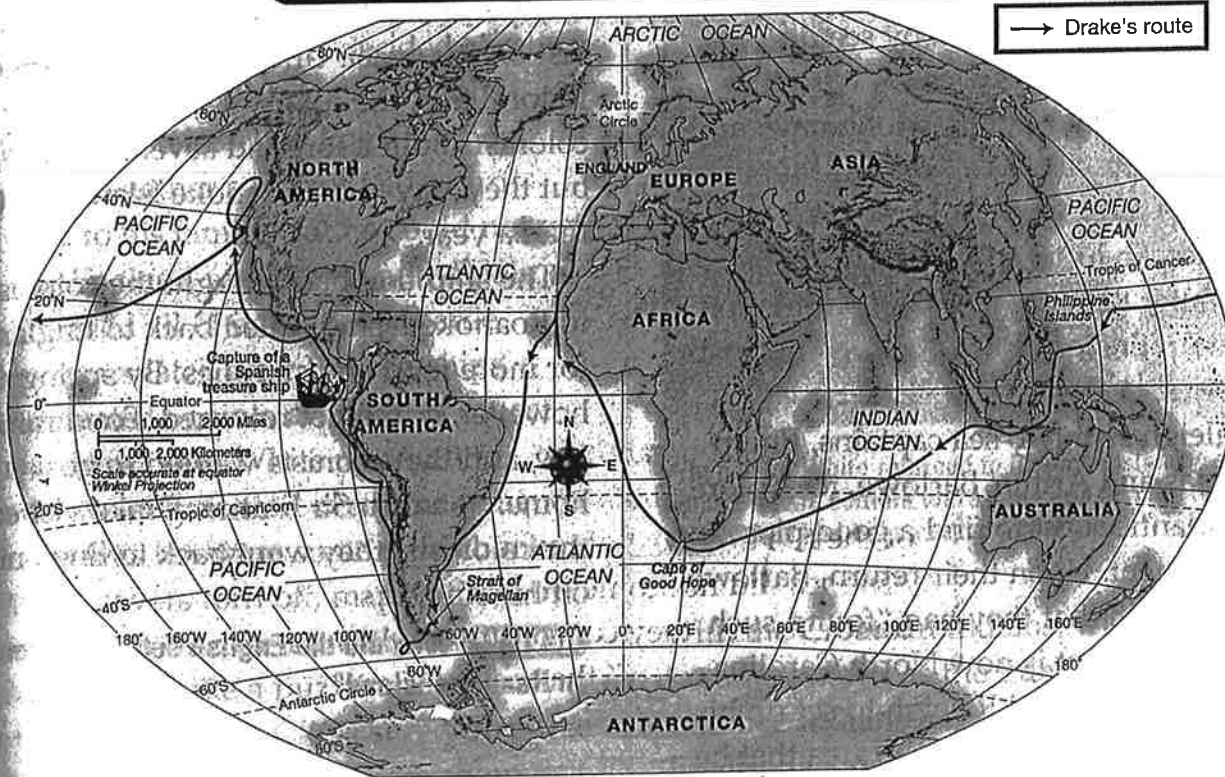
England saw that Spain had become very wealthy as a result of its colonies in the Americas. Its gold and silver mines and the sale of products from its ranches in the Americas had filled Spain's treasury. England was not as wealthy as Spain, but it did have fast ships and skilled ocean sailors. At first the English sailors went to catch fish in the Grand Banks. Then they went to capture Spanish treasure ships.

England's queen, Elizabeth I, encouraged English sea captains to attack Spanish treasure ships carrying riches to Spain. English merchants and sea captains used their own money to build ships, hoping to capture Spanish treasure. When they succeeded, they had money to build more ships. The commanders of these English warships were known as **sea dogs**. They were pirates, but Queen Elizabeth protected them.





## Drake's Voyage Around the World, 1577–1580



**Movement** Before sailing back to England, Drake may have sailed as far north as Vancouver Island, Canada.

❖ Which ocean did Drake cross to reach Asia?

because they shared their wealth with the government.

England's best-known sea dog was Francis Drake. In 1577 Drake started his most famous voyage. He sailed through the Strait of Magellan at the southern tip of South America to the Pacific Ocean. Off the western coast of South America, he captured a Spanish treasure ship so loaded with riches that it took the crew four days to transfer all the gold and boxes of jewels to Drake's ship.

Worried that Spanish warships would come after him, Drake decided not to follow the same route home. Instead,

he continued north along the Pacific coast of North America. He stopped near San Francisco Bay in what is now California and claimed the land for England. Drake eventually returned to England by sailing westward. In doing so, Drake and his

men became the second crew to sail around the world. Upon Drake's return, Queen Elizabeth made him a knight, and he became known as Sir Francis Drake.

**REVIEW** Why did Queen Elizabeth I protect the English pirates known as sea dogs?

When Drake returned to England, he was made a knight.



## England Starts a Colony

The treasure captured by sea dogs increased England's wealth. With that wealth, England built a strong navy and became a powerful country. At that time, Europe's most powerful countries had colonies. So in 1584 Queen Elizabeth gave Sir Walter Raleigh (RAW•lee) permission to set up England's first colony in North America.

Raleigh sent two sea captains, Philip Amadas and Arthur Barlowe, to explore the Atlantic coast to find a good place for a settlement. Upon their return, Barlowe told Raleigh that they had "found such plenty" in what is now North Carolina. The good news led Raleigh to set up his colony there. He named the area that he chose Virginia. He hoped the colony would provide lumber and other raw materials for England. A **raw material** is a resource that can be used to make a product.

Raleigh sent about 100 colonists to North America but did not go himself. In the late summer of 1585, the colonists

landed on an island, which the Hatteras Indians called Roanoke (ROH•uh•nohk), just off the coast. Under the leadership of Ralph Lane, the colony's governor, the colonists built a fort and several houses, but they stayed on Roanoke Island less than a year.

The ship that had brought the colonists to Roanoke Island sailed back to England for more food and supplies. By spring, however, it had not returned. Food ran low, and the colonists wanted to go home. So when Sir Francis Drake visited the colonists, they went back to England on his ship.

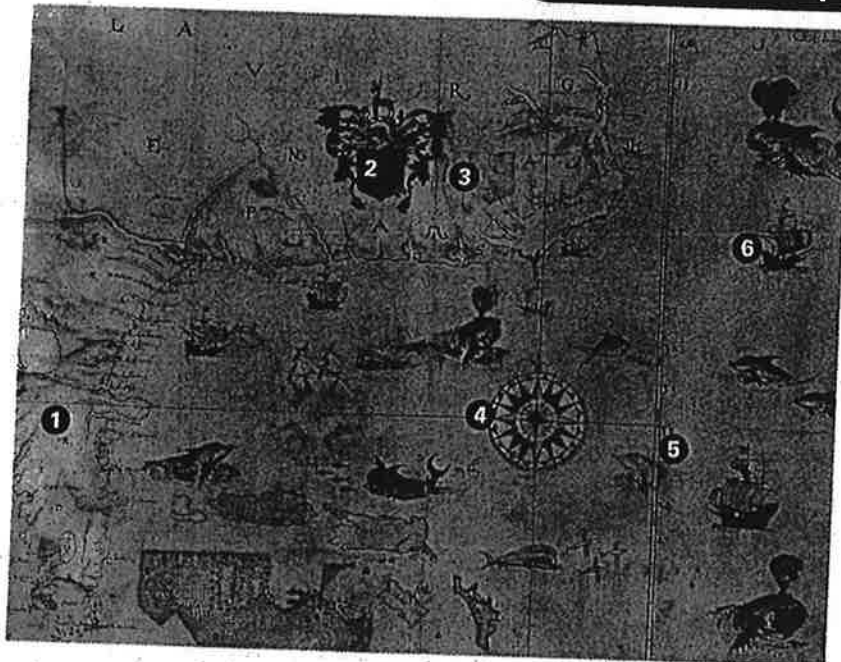
**REVIEW** Why did the English set up a colony on Roanoke Island?

## The Lost Colony

In 1587 Sir Walter Raleigh sent a second group of colonists to settle a colony in Virginia. This time Raleigh chose John White to be their governor.

The English colonists reached Roanoke Island in July. They quickly rebuilt the fort

### John White's Map



### Analyze Primary Sources

This map drawn by John White shows the eastern region of North America.

- 1 Florida
  - 2 Sir Walter Raleigh's coat of arms
  - 3 Virginia
  - 4 a compass rose
  - 5 measurements that may have indicated longitude
  - 6 English ships
- ❖ Why do you think ships are shown along the coastline?

and repaired the old houses and built new ones. However, they arrived too late in the year to plant crops. White decided to return to England for food and other supplies.

When White reached England, he wanted to gather supplies and return quickly to his family, but he could not get a ship. England was at war with Spain and needed all of its ships for battle. Three years later, after English ships had defeated Spain's **armada**, or a fleet of warships, John White returned to Roanoke—only to find everyone gone. All that was left were some of his books with the covers torn off, maps ruined by rain, and armor covered with rust.

White did make a puzzling discovery. He found the letters *CRO* carved on a tree and the word *CROATOAN* carved on a wooden post. No trace, however, was ever found of the Roanoke Island settlers. Some people believe they went to live



When John White returned to Roanoke Island, he found that the settlers were gone and that the word **CROATOAN** had been carved into a post.

with the Croatoan Indians, who later became known as the Lumbees. Many Lumbee Indians today have the same English last names as the missing colonists from the “lost colony.”

**REVIEW** Why did John White return to England?

## LESSON 3

## REVIEW

### Summary Time Line

1550

1575

1600

1577

Drake captures Spanish treasure and sails around the world

1585

Raleigh's first colonists land on Roanoke Island

1590

White returns to Roanoke

- 1 **MAIN IDEA** Why did the English begin to settle in North America?
- 2 **WHY IT MATTERS** Why was it difficult for the first English settlers to colonize in North America?
- 3 **VOCABULARY** Define the terms **sea dog** and **raw material**.
- 4 **TIME LINE** In what year did Raleigh's first colonists land on Roanoke Island?
- 5 **READING SKILL—Categorize** Who might you put into the category of “English pirate”?
- 6 **HISTORY** Where did the English first set up a colony?

- 7 **CRITICAL THINKING—Evaluate** Why do you think it would be important that the English colonists reached Roanoke Island in time to plant crops?



**PERFORMANCE—Write a Journal Entry** Imagine that you are John White. Write a journal entry describing why you decided to leave your family and go back to England to get supplies for the colonists. Then write another journal entry about returning three years later to find everyone missing. Describe what you think may have happened to them. Share your journal entries with your classmates.



# 4

## MAIN IDEA

Read to learn how the English settlers overcame many hardships to make the Virginia Colony of Jamestown a success.

## WHY IT MATTERS

England's power and influence grew as more English settlers moved to North America.

## VOCABULARY

stock  
prosperity  
cash crop  
legislature  
burgess  
authority

# The Jamestown Colony

1200

1475

1700

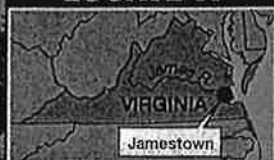
1600-1625

Although English settlements at Roanoke Island had failed, the idea of settling an English colony in North America lived on. A group of English merchants decided to try again. To establish a new colony in Virginia, they needed permission from England's monarch. The English believed that the king or queen controlled all land claimed by England. With the permission of King James I, the merchants organized the Virginia Company. The aim of these merchants was to make money by starting trading posts in Virginia. Despite the company's plans, however, most of the colonists went to look for gold.

## FAST FACT

By the end of the first year at Jamestown, over half of the colonists had died.

## LOCATE IT



## The Founding of Jamestown

The Virginia Company was owned by many people. Each owner had given money to organize the company. In return, each one had received **stock**, or a share of ownership, in the company. The owners hoped that over time the company would make a profit. If it did, each stock owner would make money.

In the spring of 1607, three ships sent by the Virginia Company sailed into the deep bay now called Chesapeake Bay. The 105 men and boys aboard sailed up a river that they named the James River to honor their king. They chose a spot along the shore and began to build a settlement they called Jamestown.

The location of Jamestown turned out to be a poor choice for a settlement. The land was wet and full of disease-carrying mosquitoes. The water in the wells that the colonists dug was foul, or bad.

Many of the colonists were not used to working with their hands, and they did not know how to farm or fish in this new land. They had come to Virginia to get rich, and they spent so much of their time searching for gold that no one bothered to plant or gather food for the winter. As a result, many of the colonists starved that first winter. One survivor later wrote, "Our men were destroyed with cruel diseases, . . . burning fevers, and by wars."

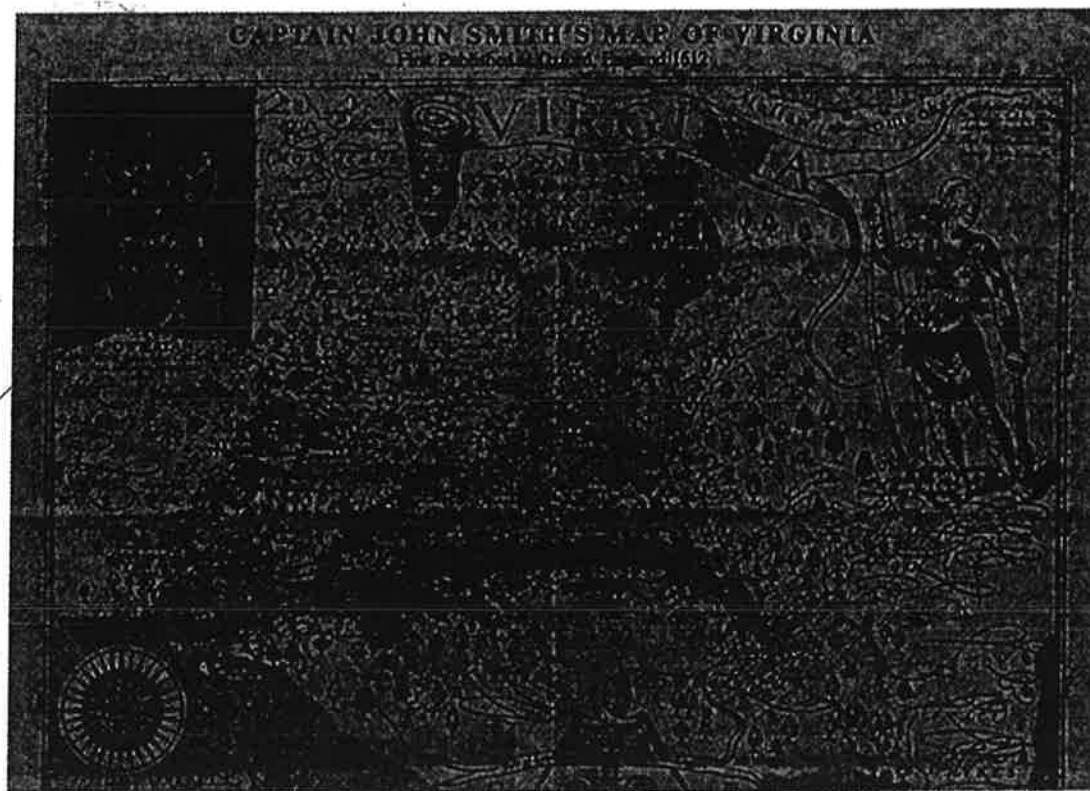
Jamestown might have become another lost colony, like the earlier settlement at Roanoke, if it had not had a strong leader like Captain John Smith. Smith was a soldier, an explorer, and a writer. Smith made an important rule for the colonists: Anyone who did not work did not eat. The colonists were soon very busy planting gardens and building shelters.

### A CLOSER LOOK Jamestown

This drawing shows what Jamestown may have looked like in the early 1600s. The first settlers built the fort. As more settlers came, additional homes were built outside the fort.

- |               |          |
|---------------|----------|
| 1 pasture     | 5 fort   |
| 2 crops       | 6 common |
| 3 artillery   | 7 church |
| 4 James River |          |

2 Why do you think the colonists built Jamestown near the James River?



This map, drawn by Captain John Smith, shows the locations of the Virginia Colony and the Powhatan Confederacy. The chief of the Powhatans is also shown (top left).

They also put up fences to protect the settlement from attack by Indians.

During this time, more than 30 tribes of Eastern Woodlands Indians lived in Virginia. Most were members of a confederation known as the Powhatan (pow•uh•TAN) Confederacy. Its members were united under one main chief. When the Jamestown colonists heard this, they gave the name *Powhatan* to all the member tribes, as well as to their chief. The way the colonists behaved toward the Powhatans—seizing their crops for food—put them in constant danger of attack.

One day, while in the countryside around Jamestown, Captain Smith was captured by the Powhatans. A legend says that the chief ordered

Captain Smith to be put to death but that the chief's daughter, Pocahontas (poh•kuh•HAHN•tuhs), saved his life. It is not known whether this story is true or not, but it is known that fighting continued between the colonists and the Powhatan Confederacy. Jamestown remained a dangerous place to live.

**REVIEW** How did Captain John Smith help the colonists at Jamestown?



This portrait of Pocahontas shows her after she moved to England.

## Prosperity and Growth

Despite Jamestown's troubles, the colony survived. In time, it prospered, or did well. This **prosperity**, or economic success, began when the colonists finally found the "gold" they had hoped would make them rich. Their "gold" was not a precious metal but a crop called tobacco.



A Jamestown leader named John Rolfe experimented with various kinds of tobacco and ways of drying it. By 1613 Rolfe had developed a kind of tobacco that the English liked. The colonists at Jamestown were soon growing tobacco as a **cash crop**, or a crop that people raise to sell rather than to use themselves. The Virginia Company sold its tobacco all over Europe and made huge profits.

Jamestown saw even more success when the Virginia Company began to give land to those who stayed in the colony seven years. Until then, there had been no private ownership of land. Everyone was supposed to work for the benefit of the company. After receiving land of their own, the colonists worked harder. Now individual colonists, as well as the company, enjoyed prosperity.

Most of the early colonists had planned to make money in Virginia and return to England. To encourage people to settle permanently, the company allowed the first women to become colonists in 1619.

The first Africans also arrived that year. They came as free laborers paid to work in the tobacco fields. As more workers were needed, more Africans were brought to the colony. Instead of paying these workers, however, colonial leaders enslaved them. Later, all Africans arriving in Virginia were made slaves.

By 1619 Virginia had more than 1,000 colonists. With so many people, the colony needed laws to keep order. The Virginia Company said that the English in the colony would live under English laws and have the same rights as the people living in England. One of these was the right to set up a lawmaking assembly, or legislature. A **legislature** is the branch of a government that makes laws.

Virginia's legislature, called the House of Burgesses (BUHR•juhs•iz), first met in 1619. A **burgess** is a representative who is chosen by and speaks for other people. The Virginia House of Burgesses was the first legislature in the English colonies.

**REVIEW** What was the House of Burgesses?

## DEMOCRATIC VALUES

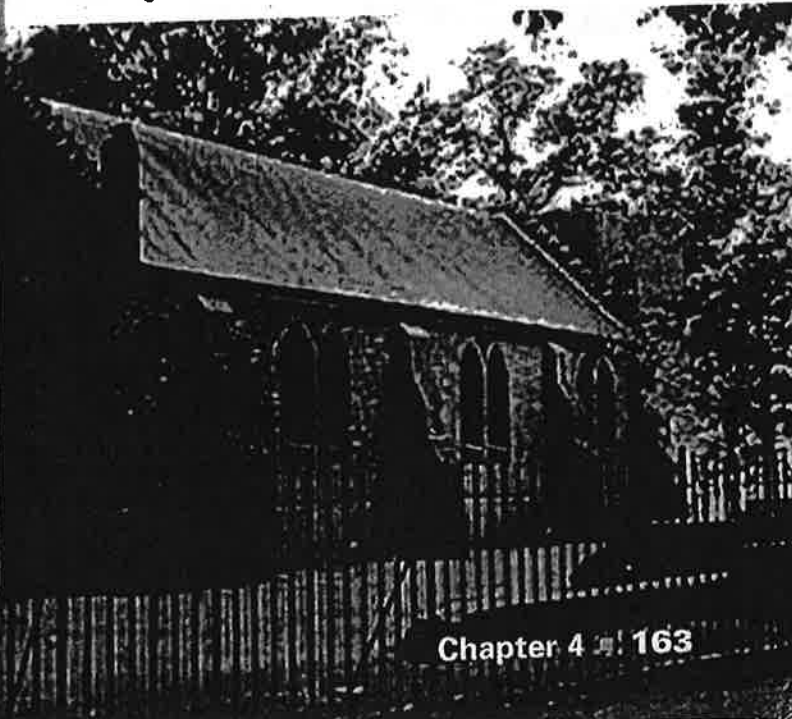
### Representative Government

The House of Burgesses was modeled after the English Parliament. Burgesses would meet once a year with the royal governor to make local laws and decide on taxes. These representatives were wealthy landowners who were elected by the people to speak for them. Electing leaders to make decisions continues to be an important right that Americans have today.

#### Analyze the Value

- 1 What was the House of Burgesses modeled after?
- 2 **Make It Relevant** Identify a present-day example of representative government.

The House of Burgesses met in the Jamestown church. The tower from the original church is part of this building.



## The End of Company Control

King James I

For the Virginia Colony to continue to prosper, the settlers had to grow and sell more and more tobacco. This meant that they needed to clear more land to grow it. As a result, the Indians of the Powhatan Confederacy lost much of the land they had used for hunting and farming. In 1622 the Powhatans attacked and killed more than 340 colonists. Having lost nearly one-third of their people, the Virginia colonists fought back in an all-out war. They defeated the Powhatans and took over their remaining lands.

After the fighting ended, King James took away the charter of the Virginia Company and



made Virginia a royal colony. The king, rather than business people, now held direct control over the colony.

The king knew that he ruled from too far away to look after all of Virginia's concerns and problems. As a result, he appointed a royal governor to represent him. The royal governor of Virginia shared ruling authority with the House of Burgesses. **Authority** is the right to control and make decisions. The king instructed the royal governor to meet with the burgesses "once a year or oftener."

**REVIEW** Who did King James appoint to represent him in Virginia?

### LESSON 4 REVIEW

#### Summary Time Line

1600

1625

1607

English colonists land at Jamestown

1613

John Rolfe develops a profitable tobacco crop

1619

House of Burgesses meets for the first time

- 1 **MAIN IDEA** Why did the English continue to try to settle an English colony in North America despite the hardships?
- 2 **WHY IT MATTERS** How do you think the Virginia Colony's success would benefit England?
- 3 **VOCABULARY** Use the words **legislature** and **burgess** in a sentence about Jamestown.
- 4 **TIME LINE** Which happened first, John Rolfe developing a profitable tobacco crop or the House of Burgesses meeting for the first time?
- 5 **READING SKILL—Categorize** In what category would you put John Smith and John Rolfe?

- 6 **ECONOMICS** What important contribution did John Rolfe make to the Virginia Colony?
- 7 **CRITICAL THINKING—Evaluate** How did the success of the Virginia Colony lead to the development of the House of Burgesses?



**PERFORMANCE—Write a Letter Expressing Your Opinion** Imagine that you are a Jamestown colonist. Write a letter to Captain John Smith expressing your opinion about his leadership abilities. Do you approve or disapprove of his rule?



## WHY IT MATTERS

People everywhere face problems at one time or another. Many people face more than one problem at the same time. Think about a problem you have faced recently. Were you able to solve it? Did you wish you could have found a better way to solve the problem? Knowing how to solve problems is a skill that you will use all your life.

## WHAT YOU NEED TO KNOW

Here are some steps you can use to help you solve a problem.

**Step 1 Identify the problem.**

**Step 2 Gather information.**

**Step 3 Think of and list possible options.**

**Step 4 Consider advantages and disadvantages of possible options.**

**Step 5 Choose the best solution.**

**Step 6 Try your solution.**

**Step 7 Think about how well your solution helps solve the problem.**

## PRACTICE THE SKILL

You have read about the problems that made life in Jamestown difficult. Colonists did not have enough food, and they were often attacked by Indians. Captain John Smith wanted to solve these problems. Think again about the problems Captain Smith saw and the way he tried to solve them.

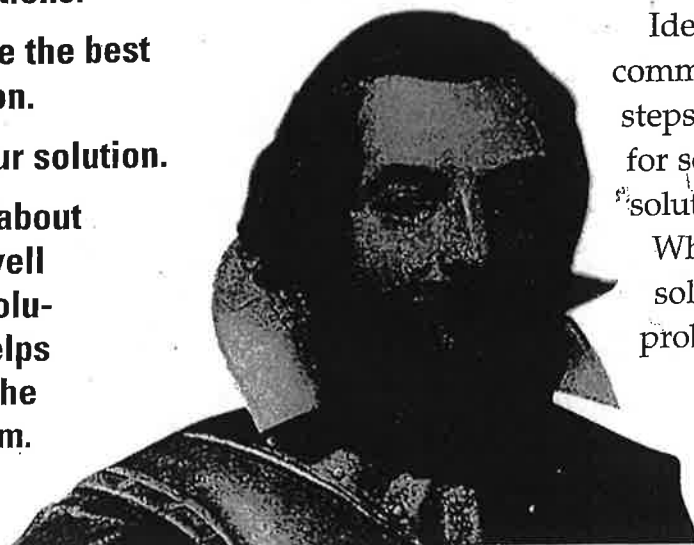
- 1 What problems did Captain Smith see in Jamestown?
- 2 What did Captain Smith decide was a good way to solve the problems?
- 3 How did Captain Smith carry out his solution?
- 4 How did Captain Smith's solution help solve the colonists' problems?
- 5 Do you think Captain Smith's solution was the best way to solve these problems?

## APPLY WHAT YOU LEARNED

Identify a problem in your community or school. Use the steps shown to write a plan for solving the problem. What solution did you choose?

Why do you think that your solution will help solve the problem?

Captain John Smith





## 5

**MAIN IDEA**

Read to learn how the desire for religious freedom led to the colonization of the Plymouth Colony.

**WHY IT MATTERS**

The success of Plymouth led to more English settlements in North America.

**VOCABULARY**

pilgrim  
compact  
self-rule  
majority rule

## The Plymouth Colony

1200

1475

1600

1600–1700

Tobacco profits and the private ownership of land led more English settlers to North America. So did a book written by Captain John Smith after he explored the Atlantic coast in 1614. In *A Description of New England*, published in 1616, Smith mapped the coastline, described its landscape, and named the region that today includes the states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

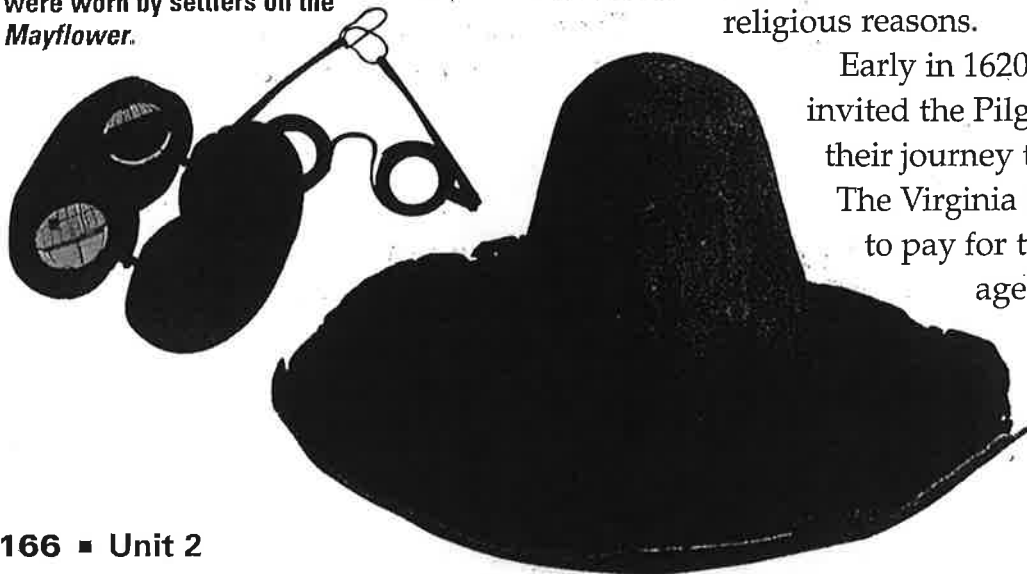
**The Mayflower Compact**

Among those who read Smith's description of New England was a group of English people who were living in Holland. They were known as Separatists, because they had left, or separated from, the Church of England. At the time, everyone in England had to belong to the Church of England. Those who refused were not safe. In 1608 the Separatists had moved to Holland, where they could follow their own religion freely.

In Holland the Separatists had religious freedom, but they soon worried that their children would not learn English ways. So they decided to go to the Americas, where they would live among English colonists and still be able to follow their own religion. In time, these Separatists came to be known as Pilgrims. A **pilgrim** is a person who makes a journey for religious reasons.

Early in 1620 a group in England invited the Pilgrims to join them in their journey to North America. The Virginia Company agreed to pay for the colonists' voyage. In return, the colonists would send the company furs, fish, and lumber.

Items such as this beaver-fur hat and these eyeglasses were worn by settlers on the Mayflower.



# The Mayflower Compact

In the name of God, Amen: We, whose names are underwritten, the loyal subjects of our dread sovereign Lord, King James, by the grace of God, of Great Britain, France, and Ireland, King, defender of the faith, etc.

Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a voyage to plant the first colony in the northern Parts of Virginia; do by these Presents, solemnly and mutually in the Presence of God and of one another, covenant [enter into an agreement] and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid; And by Virtue hereof to enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Offices, from time to time, as shall be thought most meet [proper] and convenient for the General good of the Colony, unto which we promise all due Submission and Obedience.

In witness whereof we have hereunder subscribed our names at Cape Cod the eleventh of November, in the year of the reign of our sovereign Lord, King James of England, France, and Ireland the eighteenth, and of Scotland the fifty-fourth. Anno Domini 1620.

On a cold day late in 1620, a ship called the *Mayflower* set sail for North America. It carried 101 passengers, including Captain Miles Standish, who had been hired as the new colony's military leader. Fewer than half of the passengers on the *Mayflower* were Pilgrims. Some of them were servants and workers hired by the Virginia Company to help build the new colony.

The *Mayflower* had a long and troubled journey. Violent storms drove the ship off course, and the Pilgrims ended up far

north of the lands governed by the Virginia Company. They had reached Cape Cod in what is now Massachusetts.

The people had landed in a place without a government. To keep order, all the men aboard the *Mayflower* signed an agreement, or **compact**. This agreement became known as the Mayflower Compact. The signers agreed that "just and equal laws" would be made for the common good of the colony and promised to obey these laws. In other words, they would govern themselves.

At a time when monarchs ruled, **self-rule**, or governing oneself, was a very new idea. The Mayflower Compact gave everyone who signed it the right to share in the making of laws. It also recognized the right of the majority to rule.

**Majority rule** means that more than half of the people have to agree for a decision to be made. The Mayflower Compact was the first example of self-rule and majority rule in the English colonies.

**REVIEW** What is self-rule?

## • HERITAGE •

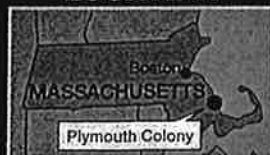
### Thanksgiving Day

In the fall of 1621, the Pilgrims gathered their first harvest. William Bradford, governor of Plymouth Colony, decided they should have a celebration so that the people could "rejoice together" to give thanks to God. He invited the neighboring Wampanoag Indians to join the Pilgrims for a festival that lasted for three days.

This is what many people today think of as the first Thanksgiving. Some people think the first European Thanksgiving in the Americas took place in 1598, when Spanish settlers gave thanks for safely reaching the Rio Grande.

Thanksgiving became a national holiday in 1863, when President Abraham Lincoln declared the last Thursday in November as "a day of thanksgiving and praise to our beneficent Father."

#### LOCATE IT



## Plymouth Colony

For more than four weeks, Captain Miles Standish and the colonists explored what is now Massachusetts Bay, looking for a suitable place to settle. Finally, on December 25, 1620, they chose a place near Cape Cod with a harbor, open fields nearby, and fresh water. John Smith had called it Plymouth. William Bradford, one of the Pilgrim leaders, described the scene that day. "Being thus arrived in a good harbor, and brought safe to land, they fell upon their knees and blessed the God of Heaven, who had brought them over the vast and furious ocean, and delivered them from all the perils and miseries thereof, again to set their feet on the firm and stable earth, their proper element."

The first winter was hard for the colonists. The weather was cold, and there was not enough food. Many people became ill, and about half of them died. Help, however, came in the spring, when a Native American who spoke English walked into their settlement.



"Welcome, Englishmen," the Indian said. He was an Abenaki (AH•beh•nah•kee) Indian named Samoset who had been visiting the neighboring Wampanoags (wuh•puh•NOH•agz). Samoset had learned English from sailors who fished along the Atlantic coast.

Several days later Samoset returned to Plymouth with a Wampanoag who spoke English better than he did. This was Tisquantum, or Squanto, as the English called him. Years before, Tisquantum had been taken and sold as a slave in Spain. He had escaped and spent several years in England before returning to his homeland.

Tisquantum stayed with the Plymouth colonists, showing them where to fish and how to plant squash, pumpkins, and corn. For a time the Pilgrims lived in peace with the Wampanoags, who were led by their chief, Massasoit (ma•suh•SOYT). However, as more English colonists came to settle in Massachusetts, the situation changed. Many of the new

colonists were not friendly toward the Indians and settled on more and more of their lands. This caused many quarrels between the Wampanoags and the English colonists. Over time, these quarrels became fights and eventually grew into terrible wars.

**REVIEW** Who was Tisquantum?

## Plymouth Colony Prospers

When the Plymouth colonists first arrived, there was no private ownership of land. Everyone worked for the community, and the harvest was divided equally among the families. Some complained about this system because they felt they were working harder than others.

People today can visit this re-creation of the Plymouth Colony (below) in Massachusetts. Actors there take on colonial roles in which they chop wood (right), sew (far right), and plant crops (bottom right).



In 1623 the colonial leaders divided the land among the colonists. The result was the same as it had been at Jamestown—the people worked harder when they owned the land. However, the idea of community sharing remained strong. Large areas of land in Plymouth were set aside for common use.

The Plymouth colonists, including the Pilgrims, began to prosper with their fishing, farming, and fur trading. As new colonists arrived, the earlier ones had extra goods ready to sell or trade. They sold or traded milk, meat, fruit, and vegetables to the newcomers.



William Bradford was a governor of the Plymouth Colony.

Colonists like Will Bradford provided the strong, steady leadership that kept the community alive. Bradford fought for the religious ideals of Plymouth's founders and kept the colony separate from any neighboring settlements. Bradford was so popular with the colonists that he was reelected governor of Plymouth 30 times! After a hard beginning, Plymouth continued to prosper. In 1691 Plymouth became a part of the Massachusetts Bay Colony, a larger colony that was formed later.

**REVIEW** What helped the Plymouth colonists prosper?

## LESSON 5 REVIEW

### Summary Time Line

1600

1620

The *Mayflower* lands in what is today Massachusetts

1650

1623

Land is divided among Plymouth colonists

1691

Plymouth becomes part of the larger Massachusetts Bay Colony

**1 MAIN IDEA** Why did many settlers come to the Plymouth Colony?

**2 WHY IT MATTERS** How do you think the success of Plymouth might have influenced more people to come to North America?

**3 VOCABULARY** Describe the difference between **self-rule** and **majority rule**.

**4 TIME LINE** When did Plymouth become part of the Massachusetts Bay Colony?

**5 READING SKILL—Categorize** What were the names of some of the Indians who had contact with the first Plymouth colonists?

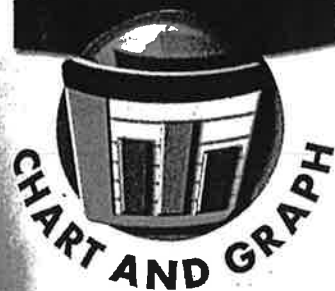
**6 CIVICS AND GOVERNMENT** Describe the Mayflower Compact and tell why you think it would serve as a model for later documents.

**7 CRITICAL THINKING—Hypothesize** What do you think might have happened if Tisquantum had not helped the Pilgrims?



**PERFORMANCE—Write a List of Questions** Write a list of questions you might ask people who want to join you in starting a colony. As you write the questions, think about the personal qualities and skills people need in order to start a successful colony. Compare questions with those of your classmates.

# SKILLS



## Compare Tables to Classify Information

### VOCABULARY

classify

#### WHY IT MATTERS

Information can be easier to find if you **classify**, or group it. Knowing how to classify information can make facts easier to find.

#### WHAT YOU NEED TO KNOW

When you read about European settlement in the Americas, you were given a lot of information. You learned where, when, and why the Spanish, French, and English set up colonies. This and other information can be classified by using a table.

The tables below classify information about European settlement in the Americas in two different ways. In Table A, the settlements are classified according to when they were founded. Table B gives the same information as Table A, but the information is

classified according to what countries founded the settlements.

#### PRACTICE THE SKILL

Use the tables below to answer the following questions.

- 1 Which table makes it easier to find out when the first European settlement in the Americas was founded?
- 2 Which table makes it easier to find out the number of settlements founded by the French?
- 3 When was Roanoke founded? Explain which table you used to find this information.

#### APPLY WHAT YOU LEARNED

Make a table to show information about European explorers. Choose some headings under which to classify the information by topic. Then compare your table with a classmate's table.

**Table A: European Settlements in the Americas**

DATE FOUNDED	SETTLEMENT	COUNTRY
	Mexico City	Spain
	St. Augustine	Spain
	Fort Raleigh (Roanoke)	England
	Jamestown	England
	Quebec	France
	Plymouth	England

**Table B: European Settlements in the Americas**

COUNTRY	SETTLEMENT	DATE FOUNDED
England	Fort Raleigh (Roanoke)	1585
England	Jamestown	1607
England	Plymouth	1620
France	Quebec	1608
Spain	Mexico City	1521
Spain	St. Augustine	1565



# 4

## Review and Test Preparation

### USE YOUR READING SKILLS

Complete this graphic organizer by categorizing people and settlements with the countries they are associated with. A copy of this graphic organizer appears on page 42 of the Activity Book.

### Key Settlements in North America

SPANISH SETTLEMENTS	FRENCH SETTLEMENTS	ENGLISH SETTLEMENTS
↓	↓	↓
<b>KEY PEOPLE</b>	<b>KEY PEOPLE</b>	<b>KEY PEOPLE</b>
1. Bartolomé de las Casas	1. Samuel de Champlain	1. Sir Francis Drake
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>KEY SETTLEMENTS</b>	<b>KEY SETTLEMENTS</b>	<b>KEY SETTLEMENTS</b>
1. Hispaniola	1. Quebec	1. Roanoke
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

THINK

WRITE

**Write a Classroom Compact** The Mayflower Compact set up rules designed to help the Plymouth settlers. Write a classroom compact that lists rules for your class. Explain how this compact will benefit the members of your class.

**Write a Letter** Imagine that the year is 1620 and you have just moved to the Plymouth Colony with your family. Write a letter to a friend in England about your new life. Describe your new environment and the challenges you and your family face.

1600

1650

1700

1607

Jamestown  
is founded

1608

Quebec is  
founded

1620

The Pilgrims  
establish  
the Plymouth  
Colony

1673

Marquette  
and Joliet  
explore the  
Mississippi  
River

1682

La Salle  
claims  
Louisiana

## USE THE TIME LINE

Use the chapter summary time line to answer these questions.

- 1 When was the Jamestown Colony founded?
- 2 Was St. Augustine settled before Quebec?

## USE VOCABULARY

Identify the term that correctly matches each definition.

- 3 an owner
- 4 a representative who speaks for other people
- 5 a signed agreement
- 6 a settlement ruled by another country

colony (p. 144)

proprietor (p. 155)

burgess (p. 163)

compact (p. 167)

## RECALL FACTS

Answer these questions.

- 7 What group of people did Bartolomé de Las Casas work to protect?
- 8 What early problems did the Jamestown colonists face?
- 9 How was the government of a royal colony different from that of a proprietary colony?

Write the letter of the best choice.

- 10 **TEST PREP** The forts built by Spanish soldiers were known as—  
 A haciendas.  
 B plantations.  
 C presidios.  
 D missions.

- 11 **TEST PREP** After leaders of the Plymouth Colony divided the land among the colonists—

F many people starved.  
 G people stopped immigrating to Plymouth.  
 H people lost their sense of community.  
 J people worked harder and the colony began to prosper.

## THINK CRITICALLY

- 12 Why do you think problems developed between Native Americans and Spanish missionaries?
- 13 How do you think English pirates such as Francis Drake would have been treated by Queen Elizabeth I if they had not shared their wealth?

## APPLY SKILLS

### Solve a Problem

- 14 Imagine that you are a Jamestown colonist in 1622. What ideas would you offer to solve the problems between the colonists and the Powhatan Indians?

### Compare Tables to Classify Information

- 15 Choose a lesson from this chapter and make a table about the explorers discussed in that lesson. Make sure to list the places the explorers visited and the dates of their travels. Compare your table to a classmate's table.



