



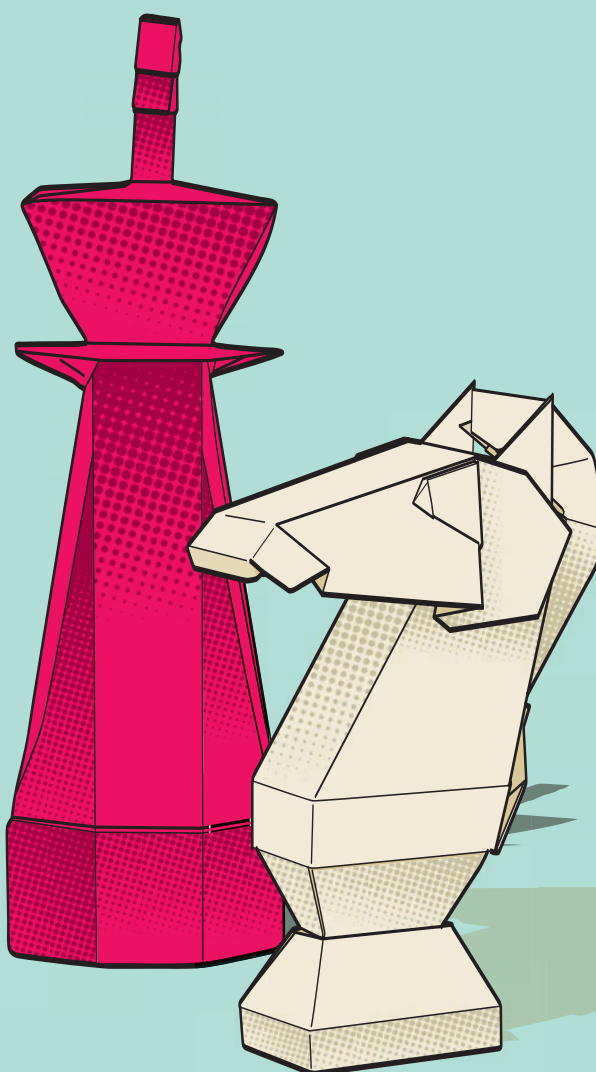
Pearson
Revise

Pearson Edexcel GCSE (9–1)

History

**British America, 1713–83:
empire and revolution**

Revision Guide and Workbook



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**British America, 1713–83:
empire and revolution****Revision Guide and Workbook**

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51 ANSWERS

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A small bit of small print

Edexcel publishes Sample Assessment Material and the Specification on its website. This is the official content and this book should be used in conjunction with it. The questions in *Now try this* have been written to help you practise every topic in the book. Remember: the real exam questions may not look like this.

The British colonies in 1713

By 1713, Spain, France and Britain held vast colonies across North America. The 13 British colonies were on the east coast. They were all governed in the same way, but there were big differences in the different colonies between the types of settler and the work they did.



North America, c1713. The 13 British colonies were under threat from the French, Spanish and Native Americans.

Government of the colonies

- 1 As part of the British Empire, the 13 colonies of British America were under the authority of the British monarch.
- 2 The British Board of Trade governed the colonies for the king. It was controlled by the British parliament.
- 3 The king appointed governors, who were in charge of each colony.
- 4 Each governor appointed members of a council to help him govern.
- 5 New laws were passed by the council and an assembly, which was an elected body. All who owned land or property could vote.
- 6 The assembly also raised taxes for the governor to run the colony.
- 7 Local government was run by town meetings or county courts, which were also elected.

Pattern of settlement



British America, c1713.

New England colonies

- Mostly settled by middle-class families.
- Many people lived in towns.
- Farmers or fishermen, or skilled workers such as shipbuilders or woodcutters.
- Settlers, originally Puritans, were now nearly all **Congregationalists**.
- People with other religious beliefs were not welcomed.

Middle colonies

- Most people grew or traded food or furs, some were servants, a few were slaves.
- Land was split into small plots so it was easier to buy a plot here than in the Southern colonies.
- People of all religions were welcomed.

Southern colonies

- Land was very expensive because it was divided into large plantations, which grew tobacco or rice.
- A few wealthy landowners lived here, but most people were slaves (largely transported by force from West Africa) or servants. In some colonies, over 50 per cent of the population were slaves.

Now try this

Give **three** differences between the settlers of the New England, Middle and Southern British colonies in America by 1713.

Tensions among social groups

In the period 1713–41, developments in colonial society led to tensions among the settlers. The population of British America grew rapidly and this had an impact upon the social groups.

Impact of expansion

In the 18th century, the population grew rapidly because of **natural increase** (the death rate was much lower than the birth rate) and increased immigration. This led to an expansion of British territory, as the migrants took Native American land that had not been purchased by the British government.

This increased tensions and led to an increased number of raids from Native Americans, as well as the Yamasee War (1715–17), when tribes attacked South Carolina but were defeated. Native Americans appealed to the colonies' governors, but were not helped.

Impact of immigration

Many migrants arrived in British America in the 18th century. This increased tensions because:

- many German Lutheran families arrived, wanting to farm their own land and follow their own faith
- many young, single Scots-Irish people arrived as **indentured servants** in return for passage, fleeing food shortages and rising rents
- English relatives of settlers went to British America to join family members
- convicted criminals from Britain continued to be sent (after the 1718 Transportation Act) as punishment – as indentured servants, with limited rights
- many Africans found themselves brought to British America to serve as **slaves**.

Social tensions

A free black colonist



Between races

Free blacks faced racism and had fewer legal rights. They were banned from some colonies altogether.

Inter-racial marriage (marriage between whites and blacks, whether slaves or free) was banned in all 13 colonies by 1713. The number of slaves in some Southern colonies became so large that it increased the fear of slave rebellions.

A white colonist



Between religious groups

The descendants of English settlers of the New England colonies were mostly

Congregationalist (a non-conformist Protestant community), whereas many of the immigrants after 1713 were Scots-Irish **Presbyterians** (a similar group). The Congregationalists passed an anti-immigration law to prevent non-Congregationalists from settling.

Religious tensions



Between classes

There were huge divisions in wealth and, therefore, land in colonial society. As inequalities grew from 1713, and getting land became more difficult, tensions increased. They sometimes spilt over into violence, such as rioting by common planters after the 1730 Virginia Inspection Act, which favoured larger landowners. Indentured servants and African slaves were dependent on their employers, and had limited rights and prospects.

A rich landowner



A small farmer



A labourer



A rich urban merchant



Between town and countryside

As the colonies developed, so did trade and commerce, as towns grew in both size and number. This increasingly caused tensions between urban merchants and rural landowners over new laws and the amount of tax that different occupations should pay.

A rich rural landowner



Between old and new settlers

Some of the people who were already settled in British colonies resented newer migrants, especially those who did not come from England. There was some resentment towards Scots-Irish people, but more towards German migrants who spoke a different language and had different traditions. This led Pennsylvania to make new immigrants swear an oath of loyalty.

An 'old' settler



A new settler



Now try this

Describe **two** tensions between social groups in British America in the years 1713–41.

Trade

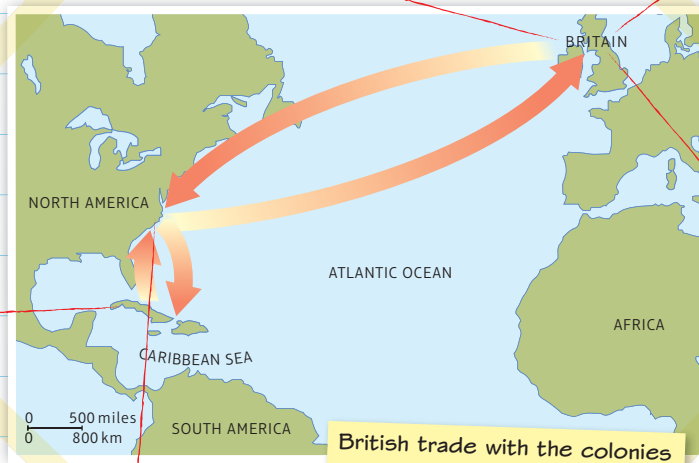
Britain controlled what the colonists could trade and who they could trade with, in order to benefit the British economy (a policy of mercantilism). This meant that trade was limited. Most trade was with Britain itself, but there was also trade with other British colonies in America, especially the West Indies.

Trade with Britain and the West Indies

Britain did not just supply goods to its American colonies. It provided financial help, such as insurance and loans to colonists, and gave subsidies to help the colonists grow certain products, such as indigo. This benefited British businesses as well as the colonists.

Britain's strict control over its colonies' trade affected what was grown or made in British America. However, this was to a limited extent as only around 10 per cent of goods produced there were sold abroad.

The 1733 Molasses Act placed very high taxes on molasses imported from non-British places. This increased trade between British America and the West Indies, and therefore increased taxes paid to Britain.



In the 1700s, tea increasingly replaced coffee, forming over a tenth of British products to the colonies and helping to spread British social habits. Britain imported tea from India and sold it on.

Although there were benefits for colonists, the goods they exported were raw materials that were far cheaper to buy than the manufactured goods the British exported to the colonies. Also, British ships and merchants were generally used, which ensured the British gained the most from trading with the colonists.

The importance of tobacco and rice

There was high demand for tobacco in Britain and other British colonies, which led to a huge increase in tobacco farming, especially in the colonies where the climate most suited its growth – Virginia, Maryland and North Carolina (known collectively as **Chesapeake**).

- Tobacco made up about 45 per cent of exports from British America.
- Tobacco farmers and traders could charge high prices and make large profits because they used slave labour.
- This increase made Chesapeake very reliant on tobacco. If crops failed or demand dropped there was little other income for these colonies.

While the Chesapeake colonies relied on tobacco production, South Carolina relied heavily on rice. Rice farming was even more profitable than tobacco, so owners of rice plantations became incredibly wealthy.

The impact of tobacco and rice

The growth of rice and tobacco had a huge impact on Virginia, Maryland and the Carolinas:

- Both crops were extremely labour intensive, which led to a massive increase in the number of slaves being brought in.
- High profits meant land was expensive – only the rich could afford to buy it. This was resented by poorer planters.
- It became increasingly difficult for servants and other workers to find paid work, as slaves were used instead.
- Many poor planters, servants and other workers were forced to move north, leaving these colonies to be increasingly populated by wealthy plantation owners, their families and slaves.

Now try this

Give **three** examples of how the American colonies benefited from being a British colony in terms of trade in the years 1713–41.

'Black Sam' and 'Blackbeard'

This was the 'Golden Age' of piracy. In the period from about 1715 to 1725 in particular, large numbers of pirates attacked ships around the West Indies and the coast of British America.

Over 2400 ships were either captured or destroyed.

Insurance costs rose, making trading more expensive.

The impact of piracy

Millions of pounds worth of goods were stolen from the ships, so traders lost money and goods were delayed or not supplied.

It created great fear: sailors feared for their lives and traders feared for their goods.

Many people on ships attacked by pirates were killed or forced to join the pirates.

'Black Sam' Bellamy

In the years 1716 and 1717, Bellamy was a very successful pirate who damaged trade and spread fear by taking over 50 ships between the West Indies and Massachusetts. From March 1717, he used the captured slave galley *Whydah*, which was fast enough and re-equipped with enough cannon to attack British Royal Navy warships that patrolled the coast. Bellamy was killed when the *Whydah* was destroyed by a storm in May 1717.

'Black Sam' shared his loot with his men and all became rich very quickly. His men called him 'Robin Hood'. Bellamy justified piracy by saying that he only stole from rich men who were themselves stealing from poor men – although legally (because they made the laws).








Edward Teach, the most notorious pirate from English-speaking nations, was easily identified by his long black beard. He often set part of his hair and beard on fire to make himself look even more terrifying!

Edward Teach ('Blackbeard')

Teach joined the crew of Captain Hornigold in 1713, and stuck with the pirate when others abandoned him in 1716. They became notorious, operating together from a base at Nassau. As a reward for loyalty, Teach was given his own ship.

In August 1717, he was made captain of another ship, *Revenge*, and armed it with more guns and crew. In November 1717, he captured a large French ship and renamed it *Queen Anne's Revenge*. Teach was greatly feared, even by the Royal Navy, and for over a year he terrorised the coastline of British America by:

-  stealing £100 000 worth of people's valuables with Hornigold
-  disrupting trade and stealing goods
-  stealing ships or burning them, leaving the surviving crew on isolated islands
-  blockading (preventing ships getting in or out of) Charleston for ransom
-  taking people hostage for ransom.

Teach became extremely wealthy and abandoned many of his men to avoid sharing his wealth. He was supported by some locals who bought his goods (which were cheaper than those sold legally) and he used bribery to win the support of some officials. The governor of North Carolina allowed him to set up a home in July 1718 and continue his piracy. Teach was killed in a battle with the Royal Navy in November 1718.

Now try this

Consider the activities of 'Black Sam' and 'Blackbeard' as well when answering this question.

List **three** impacts of piracy on British America.

The suppression of piracy

The British government tried to **suppress** (stop) piracy in American waters in many different ways and met with some success. By 1726, there were very few pirates left.

Methods used to end piracy

Between 1717 and 1725, King George I and the British parliament tried a combination of methods, such as:

- offering royal pardons to those who gave up piracy
- offering rewards for catching pirates
- increasing the punishments for piracy
- sending the Royal Navy to capture pirates and attack pirate bases.

These measures had a variety of both positive and negative effects on suppressing piracy.

King George 1's Proclamation, 5 September 1717

- Offered a **pardon** (meaning they would not be punished for their crimes) to any pirate who ended piracy, for crimes committed before January 1718.
- Offered a substantial reward of £100 for anyone who caught a pirate.

The Piracy Act, 1717

This was actually called the Transportation Act, but clause four of the Act dealt with piracy:

- It tightened piracy laws and defined the trial process for piracy.
- It expanded the punishments that could be given, including the use of the death penalty – more types of piracy became punishable by hanging.

The Transportation Act also offered transportation to North America for hard labour as a punishment for lesser offenders.

Hundreds of pirates did accept King George I's pardon and gave up piracy, though many later returned to it.

Many pirates were killed as people tried to catch them (more were killed than were pardoned or sent to trial).

Impact of the British government's efforts to suppress piracy

The rewards, tightening the law and sending more Royal Navy sailors and ships did inspire more people to take action to try to stop piracy – especially captains of merchant ships and governors.

More pirates were captured, tried and punished. By 1726, around 600 pirates had been hanged for piracy.

The work of Governor Spotswood

The governor of Virginia, 1710–22, was Alexander Spotswood. In 1714, he informed the British Board of Trade about the problems of piracy and then took aggressive action to suppress piracy:

- He changed the law in Virginia, offering rewards to those who captured pirates.
- He prosecuted many pirates and sometimes removed juries (for fear they would sympathise with the pirates), so judges alone decided the guilt or innocence of the accused.
- He organised attacks on pirates and their bases. He used his own money to fund two ships to attack a base in 1718, in which 'Blackbeard' was killed.
- 'Blackbeard's' severed head was displayed to put others off piracy.



Governor Spotswood

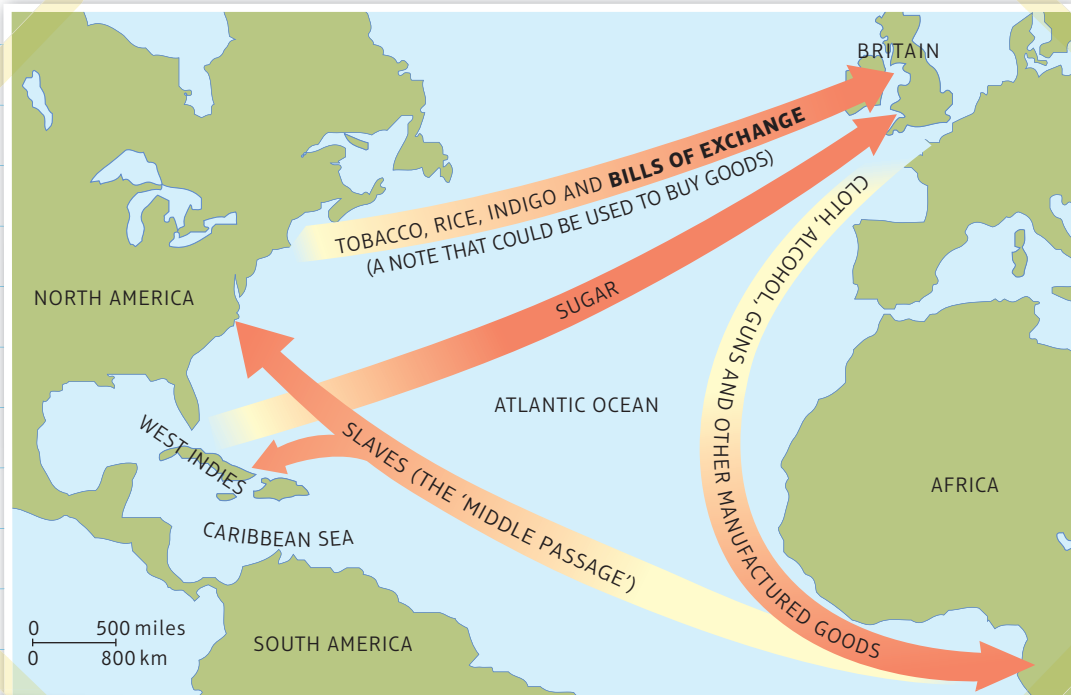
Now try this

Give **three** reasons why piracy was greatly reduced in British American waters.

The 'Atlantic triangle'

Some slaves worked in British America in the 17th century, but the number dramatically increased through the slave trade between 1701 and 1740, when around 100 000 people were taken by force from Africa to North America. Most were transported as part of the 'Atlantic triangle'. The British also supplied Spanish colonies, but this did not bring the huge profits that Britain had hoped for.

The 'Atlantic triangle' (or triangular trade)



The 'Atlantic triangle' was the trading path whereby raw materials and other goods were shipped from North America and the West Indies to Britain and Europe, manufactured goods were shipped from Europe to Africa, and slaves were shipped from Africa to North America and the West Indies.

Supplying slaves to Spanish colonies

In 1713, the King of Spain gave Britain the right of *asiento* – a **monopoly** (meaning that only Britain had this right) on supplying slaves to Spanish colonies, which were mostly in South and Central America.

The newly created, British-owned, South Sea Company was given the monopoly. The original agreement was for 30 years, but the trade ceased in 1739 because of war with Spain (the War of Jenkins' Ear).

The *asiento* led to around 75 000 slaves (in addition to the 100 000 sent to British colonies in America) being transported to Spanish America between 1713 and 1739.

- Britain paid Spain a very large fee for the *asiento* and also had to pay the Spanish king for each slave traded.
- The agreement said that 4800 slaves per year would be supplied.
- The *asiento* attracted huge investment in the South Sea Company. Share prices rose and some investors became very wealthy when they sold their shares.
- The company did not make as much money as hoped because profits were limited by smugglers selling slaves, which kept prices down. Trade was stopped completely during the War of the Quadruple Alliance with Spain, 1718–1720.

Now try this

In a short paragraph, explain what is meant by the 'Atlantic triangle'.

Tobacco and rice plantations

Slavery had a huge impact on the development of tobacco and rice plantations.

Slaves provided a lot of labour.



Increased the workforce

Both tobacco and rice production were very labour intensive – they needed many people for them to be grown successfully on a large scale. It would have been impossible to find enough workers without slavery. Between 1700 and 1740, over 55 000 African slaves were transported to Chesapeake, where they mostly worked on tobacco plantations. Thousands of others were sent to South Carolina, where they mostly worked on rice plantations.

Slaves worked hard in difficult conditions.



Increased population numbers

The success of the slaves in growing tobacco and rice led to more and more slaves being transported from Africa, which had a big impact on local populations. By 1720, around 35 per cent of Chesapeake's population were slaves, while in South Carolina there were more slaves than free men and women.

Worked hard

Producing both tobacco and rice in the Southern colonies meant workers had to do repetitive, manual work, for very long hours, often when the weather was very hot. The swamps of South Carolina, where rice was produced, were especially difficult because of the risk of catching disease. Slaves were the only people who would work in these conditions – because they were forced to.

Slaves provided knowledge.



The impact of slavery on the development of tobacco and rice plantations

Brought knowledge

Tobacco and rice were both grown in parts of West Africa. This meant that slaves also brought knowledge and expertise, which helped to make plantations successful. Colonists had very little knowledge of how to **cultivate** (grow) rice, so the slaves' experience was essential.

Made profits

Slavery was a major reason why owners of tobacco and rice plantations made profits. Buying slaves was expensive but, in the long term, it was much cheaper than paying workers or even using indentured servants who only worked for a number of years. Many rice plantations made massive profits (around four times more than tobacco plantations) and these profits increased, in the years 1700–40, as rice became very popular.

Slaves had responsibilities.



Improved efficiency

The use of slaves helped create a successful and efficient system of production. Some slaves had positions of responsibility over others, while paid workers supervised. Many owners of rice plantations, and their overseers, lived in towns, so often the slaves on rice plantations had many responsibilities with less supervision.

For more on the importance of tobacco and rice, and their impact on the Southern colonies, see page 3.

Now try this

Write a paragraph to explain why slavery was so important for the large-scale production of rice in South Carolina.

Slavery and society

In New England and the Middle colonies, slaves made up only a small proportion of the population and therefore had a small impact on colonial society. In Chesapeake and South Carolina, where there were many more slaves, slavery had an enormous impact.

The position of slaves within society

Slaves were at the bottom of colonial society. All slaves were seen as property and could be bought and sold freely. This meant they had no legal rights. All slaves had to work hard, but the quality of their lives largely depended on their owner because slaves could be treated as the owner wanted. Slave owners or their employees were not punished for raping, beating or even killing their slaves. Skilled, urban slaves were often treated better than those who worked on plantations.

Slaves' rights and freedoms

- 👍 Most had some free time after work. Some were given a day off a week.
- 👍 Were usually allowed to practise their own religion (until 1750).
- 👎 Not allowed to travel without the permission of their masters.
- 👎 Could not own animals or sell goods.
- 👎 Not allowed to meet in large groups.
- 👎 Not allowed to stay out after a certain time each night.

The impact of slavery on colonial society

In New England and the Middle colonies (where they made up 3–6 per cent of the population), slaves lived mostly in towns or on small farms, doing similar jobs to poor white people. They worked, for example, as assistants to skilled workers, dockworkers, domestic servants or farm labourers.

In Chesapeake and South Carolina, where most people lived and worked on plantations, the impact was huge:

- The economies of these colonies became almost totally dependent on slavery.
- The upper classes became dependent on slavery for everything, as slaves served them in their businesses and homes.
- The success of the large plantations made land prices unaffordable for poorer labourers.
- There was a lack of jobs for paid workers as most jobs were done by slaves.
- Slaves outnumbered free men in some areas, which created fear that they would be harder to control and rebellion would be more likely.

The treatment of fugitive slaves

Many slaves tried to run away – becoming **fugitives**. Few were successful. Poor white men formed **militia** (armed groups) to hunt down and catch fugitive slaves for a reward. Slaves who tried to escape, or those fugitives who were captured, were punished harshly by being lashed, branded or chained up. This put off other slaves from trying to leave.

The significance of Spain's decision to protect runaway slaves in Florida

Florida was a Spanish colony. In 1733, the King of Spain repeated an offer made by the previous king: he promised to free any slave if they went to Florida, converted to Catholicism and worked as an indentured labourer or servant.

In 1738, Spanish policy no longer required fugitive slaves to become indentured labourers or servants.

This offer of freedom inspired more slave rebellions and runaways, especially in South Carolina, which was closest, as it meant the slaves had somewhere to go to.

By 1738, 100 former slaves from British colonies had reached Florida and had built their own town, Mose, which they guarded with their own militia.

In 1740, South Carolina's government passed a new slave code.

Now try this

Explain **three** problems created by the impact of slavery on British America.

Slave revolts

The Stono Rebellion of September 1739, which took place in the Carolinas, was the only major slave revolt in British America, 1713-41.

Reasons for rebellion

Apart from the harsh conditions, there were specific factors that led to the Stono Rebellion.

Long-term causes	Short-term causes
The Atlantic slave trade meant that slaves outnumbered the free population in South Carolina (making up 67% of the population).	In 1739, many slaves had died from yellow fever and those that remained had to work harder to make up for reduced numbers.
South Carolina was close to Florida, where slaves had been offered freedom by the Spanish since 1693.	Slaves knew that the new war with Spain would mean that many colonists would be off fighting and unable to chase them.
Generally, slaves had more responsibility in South Carolina than elsewhere and were often left in control of rice plantations, as owners were absentees (lived away).	On 29 September 1739, a Security Act would come into force, making it compulsory for free men to carry guns on Sundays (when rebellions were most likely as slaves had time off).

The Stono Rebellion: events

On the morning of Sunday 9 September 1739, around 20 slaves stole guns from Hutchinson's Store near the Stono River Bridge. They killed the two owners.

The slaves headed south for Florida, beating drums to attract attention from other slaves. Around 100 more slaves joined the rebellion. The rebels killed over 20 white people and set fire to several plantations.

The rebels were spotted by South Carolina's lieutenant governor. He quickly gathered the well-armed local militia.

The rebels stopped near the Edisto River to wait for more slaves to join them. Here, at 4 pm, they were attacked by the militia. Most were killed, but around 30 managed to escape.

The rebels who had been killed had their heads severed and stuck on **mileposts** (road signs) all over South Carolina.

Most of the escaped slaves were captured by 15 September. The remaining slaves were all captured over the next three years. None reached Florida.

The captured slaves were all executed brutally, for example by being tied up in chains and hung up to be eaten by birds and animals.

The Slave Code, 1740

To prevent future slave rebellions, the government of South Carolina passed a new slave code that tried to:

- tighten up restrictions on slaves to prevent them rebelling
- improve how slaves were treated so they wouldn't want to rebel
- increase the free population so slaves would not be in the majority.

Terms of the Slave Code

- **Slaves:** greater restrictions placed on movements; could no longer be granted freedom.
- **Slave owners:** faced fines if their slaves rebelled; could be fined if they treated their slaves too badly.
- **Buying slaves from Africa:** very highly taxed; government used this money to persuade more Europeans to migrate.

Now try this

Write a paragraph about the consequences of the Stono Rebellion of 1739.

New York Conspiracy, 1741

In 1741, some prominent members of New York were convinced that slaves, Catholics, black Spanish sailors and poor whites were plotting to burn down the city. Most historians agree there never was a conspiracy.

Why did people believe there was a conspiracy?

- Fear of slave rebellions had grown after the Stono Rebellion of 1739. New York city's population was about 20 per cent slaves (this was high in the Middle colonies).
- Fear of the Spanish had grown since the start of the War of Jenkins' Ear in 1739. As Spain was Catholic, many feared that Catholic colonists would rise up to help Spain takeover New York.
- Poor white New Yorkers had suffered badly during the harsh winter of 1740–41, which had led to rioting. People feared poor whites might join with slaves and free blacks to rebel.

The major characters

- ✓ **Mary Burton** – an indentured Irish servant, who, in return for a reward and release from indenture, gave evidence that she had overheard a plot.
- ✓ **Caesar, Prince and Cuffee** – three slaves who were accused of playing major roles in the conspiracy.
- ✓ **Mr Hughson** – owner of the tavern and Mary Burton's boss, who was supposed to have received stolen goods and played a major role in the conspiracy, along with his wife and daughter.
- ✓ **John Ury** – a minister, who was suspected of being a Catholic priest (which was illegal) and allegedly offered forgiveness to those who took part in the conspiracy.

Timeline

Events of 1741

3 March Mary Burton names the slave Caesar as the man who passed on the loot to her boss, Mr Hughson.

25 March, 1 April, 4 April, 6 April More fires break out, with rumours that they were started by slaves and Spanish blacks.

21 April Grand jury is asked to investigate the fires and the conspiracy behind them.

1 May Trials begin, little evidence is given and slaves are not allowed to give evidence.

29 July John Ury is tried, quickly found guilty and sentenced to death.

Feb 1741 Three slaves rob the home of a merchant, Robert Hogg.

18 March Fire burns down Fort George, home of New York's governor, and nearby buildings.

11 April New York city council offer a pardon and a reward for people who confess and name others.

22 April Mary Burton gives evidence that she had overheard meetings of the plotters (including Caesar, Prince, Cuffee and her boss) in a tavern, planning the fire at Fort George, and to burn the whole city.

11 May First people are executed.

By August Around 150 slaves, black Spanish sailors, poor whites and suspected Catholics who visited the tavern had been put on trial.

Accounts vary: some of these dates may be approximate.

Hundreds of people were arrested and put on trial. People often confessed and named others, who were then arrested and named further people. The number of arrests and trials added to the fear that many people felt.

The city council passed laws against all ethnic minorities, which prevented them riding horses on a Sunday or collecting water from any well except the one nearest where they lived.

Consequences

Many were found guilty and punished – 13 slaves were burned at the stake, 17 slaves were hanged, four whites (two men and two women) were hanged, and around 80 other slaves were transported to Newfoundland, the West Indies and the Madeiras.

Fear and discrimination against Catholics and ethnic minorities increased, as did fear of slave rebellions.

Now try this

Think about what happened after the Conspiracy (the consequences) and include those as well.

Construct a flow chart showing the events of the New York Conspiracy of 1741 in your own words.

Smuggling and trade problems

The British government wanted to protect the goods Britain needed from British America, and make as much money as it could from its colonies. However, it encountered various problems, especially in collecting customs revenue.

The problem of smuggling

Smugglers usually smuggled goods that attracted the highest levels of tax, such as tea, or those that were restricted by British trade laws. They were often helped by locals who wanted their products cheaper. It is difficult to be sure how much smuggling reduced the amount of customs duties collected. Despite smuggling, imported goods from Britain to British America, and therefore the import taxes raised, nearly doubled in 20 years between 1730/1 and 1750/1.

Methods of smuggling

- Unloading goods away from ports, then docking with less on board – the coast was too big for the patrols to be effective.
- Using false paperwork – hard to check as Britain and other colonies so far away.
- Carrying goods in the ship's store, where the crew kept their own items, then unloading in secret.
- Bribing customs officers and other officials.

Attempts to collect revenue

By 1713, the British government was collecting taxes on goods imported by British America and on goods exported from British America to elsewhere.

Between 1713 and 1741, the British parliament tried to increase the amount of **customs revenue** (the amount collected from import and export taxes) from British America.

Problems of collecting revenue

- It was impossible for just one customs officer per colony to do all the work required.
- Many officers sided with their fellow colonists, the traders, ignoring laws they didn't like.
- Many Englishmen wanted the salary but sent deputies to do the work, with poor results.
- Higher customs duties led to increased smuggling as more people evaded the taxes on imported goods altogether.

For example, the 1733 Molasses Act vastly increased the import tax customers had to pay for molasses imported from non-British colonies. This meant that more people imported molasses from the British West Indies, which increased the customs revenue collected on exports from the British West Indies and on imports to British America.

Attempts to control the fur trade

Beaver **pelts** (furs) were highly prized in England and France. They were mostly supplied through trade with British colonists, who bought furs from Native Americans. However, over-harvesting had led to a decrease in beavers and they became increasingly rare throughout the 18th century. Britain introduced laws to gain control and managed to secure trade to England, but beaver numbers continued to fall.

In 1721, Britain banned British American exports of furs and skins to anywhere except Britain.

This secured England's access to furs and made little difference to the colonists' trade, which was already a small one due partly to the limited numbers of furs available. Increased sales to England made up for the loss of sales to the rest of Europe.

The 1732 Hat Act banned beaver-fur hats from being exported from British America and limited the production of these hats in the colonies.

This reduced the number of hats imported to England between 1730 and 1735, but more colonists bought locally made hats instead so the Act had little impact on colonial hat producers.

Now try this

Give **three** reasons why the British authorities found it hard to collect customs duties.

Religious revivals

Before 1720, most colonists were Protestant Christians who practised traditional forms of worship. During the 1730s–1750s, people in the Middle Colonies and New England underwent a series of religious revivals, with movements such as the Great Awakening.

The Great Awakening, c1730–50

The Great Awakening was a **religious revivalist** movement that hit British America in the first half of the 18th century. This new type of **Protestantism** offered people a very different type of religious experience with its **evangelical** services. Revivalist preachers, such as Jonathan Edwards and George Whitefield, attracted massive crowds. They inspired many people to renew and deepen their Christian faith.

Key words

Congregation – the people attending a religious service

Evangelical – an enthusiastic style of preaching that tries to convert people to Christianity or to increase their commitment to it

Ordained – officially appointed by the Church

Protestantism – one of three main types of Christianity (the others being Catholicism and Orthodox), of which there are different forms

Religious revival – becoming more religious

Differences between traditional and evangelical Protestant Churches

Traditional Protestant Churches	Evangelical Protestant Churches
Services took place in church.	Services took place in the open air.
Ministers had to receive many years of college education and had to be ordained .	Preachers did not have to be officially trained or ordained.
Only men were allowed to give readings or speak in church.	Some churches allowed and encouraged women to preach and hold prayer meetings.
Wealthy or upper-class families usually had their own seats at the front of the church.	Anyone could sit or stand wherever they wanted.
Ministers took a long time planning and writing carefully constructed sermons and delivered them in a serious, professional style.	Preachers gave spontaneous sermons with enormous enthusiasm and emotion.
The congregation sat and listened quietly to the minister or whoever was speaking.	The congregation spoke, screamed and shouted when they wanted.

Jonathan Edwards

- A revivalist preacher based in Massachusetts.
- Helped develop and spread the Great Awakening throughout New England in the 1730s and 1740s.
- Wrote books and preached sermons that became famous.

George Whitefield

- A revivalist preacher from England.
- Toured British America in 1739–41 and 1744–48, delivering sermons.
- Over 20 000 people attended gatherings where he preached.
- Thousands of copies of his sermons were published in 1739–45.

The impact of religious revivals

- People became more religious and more people joined the churches – both traditional and newer evangelical churches, such as Baptist or Methodist.
- It further divided society as most people who joined the evangelical churches were poor. These churches taught that everyone was equal and power was in the hands of church **congregations**, not just church leaders. This worried the powerful and wealthy.
- The traditional Protestant Church lost some power.
- It emphasised the importance of the individual and encouraged people to challenge other long-held views and beliefs.

Now try this

Give **two** examples of how the religious revivals challenged traditional ideas.

Enlightenment: significance

The **Enlightenment** – also known as the Age of Reason – was very significant to the development of British America between 1742–64. Many historians believe that the ideas and impact of the Enlightenment inspired the American Revolution.

A **philosophy** is an attitude or a theory that guides what people do.

What was the Enlightenment?

The Enlightenment was a **philosophical movement** that affected Europe and its colonies from the late 17th century until the early 19th century. It provided the philosophical basis – the justification – for the American Revolution that followed.

Enlightened thinkers questioned many previously accepted ideas. They used scientific thinking and reason to try to understand and explain things. The Enlightenment challenged traditional ideas.

The American Revolution was a revolt by the colonists in British America against British rule, 1765–83. The ideas of the Enlightenment underpinned the Revolution. Many colonists were determined to be free to govern themselves: their battle-cry was 'No taxation without representation!'

For more on the American Revolution, see pages 27–31.

Religion

Although most people still believed God existed and had created the world, they also believed that they were in control and responsible for their own actions. God did not 'choose' people to become kings or rulers and did not 'guide' them in governing. This meant that rulers could be challenged and questioned by the people.

Religious tolerance

Individual freedom

Belief in progress

The importance of the individual

Main ideas and features of the Enlightenment

Science

Scientific methods were used to prove that something was true rather than relying on traditional or religious explanations.

Politics

Everyone had rights and it was a government's role to protect these rights. People had the right to remove their government if it did not do this.

Universal education

The significance of the Enlightenment

- People began to question traditional ideas about political authority, including the role of the king and British parliament.
- People began to question the role of the Church in society – some even began to question traditional ideas about God himself.
- As these new and different ideas became more accepted, there was an increase in religious toleration – more people agreed that others could worship God however they chose.
- A new emphasis on education meant that more children went to school and more adults 'taught themselves' through the increase in public libraries.
- Growth in the publication of newspapers and pamphlets helped spread new ideas and improved communications between the colonies of British America.

See page 14 for more on education, teaching and libraries, and newspapers and pamphlets.

Now try this

Give **two** consequences of the Enlightenment for British America in the years 1742–64.

You could also use pages 14 and 15 to help you answer this question.

Enlightenment: learning

The Enlightenment influenced many British Americans in the years 1742–64. Traditional ideas were challenged: education was emphasised, and there were more newspapers and libraries.

The emphasis on education and knowledge

- The number of colleges doubled. By 1760, at least six colonies had colleges.
- The number of schools vastly increased and the number of children receiving an education also increased.
- New subjects, such as mathematics, history, science and modern languages, were added to the curriculum of many private schools for boys.
- Adults were encouraged to increase their knowledge through self-directed learning. The number of public libraries, where people paid an annual subscription fee for access to a wide selection of books and pamphlets, increased. This helped far more people, especially the middle classes, have access to expensive books.

Types of school

- The number of free schools that taught poorer boys and girls literacy and numeracy increased – spreading to the Southern colonies, where there had been very few before.
- The number of fee-paying schools increased throughout New England and the Middle colonies. Some were run by churches, others by individuals.
- Colonists in New England joined together to set up schools in their towns. This reduced reliance on 'moving schools', where there were fewer lessons as teachers were shared between towns.
- Girls from wealthy families were tutored at home and taught subjects such as music, needlework and modern languages while boys attended school.

Communications

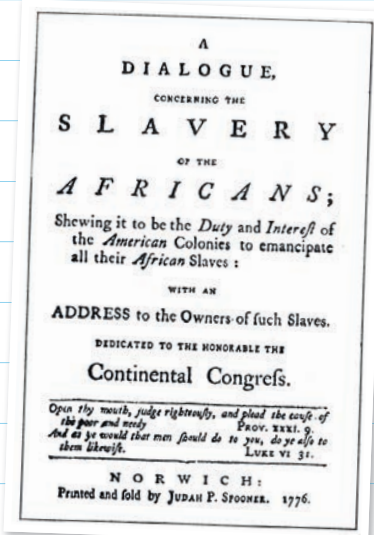
As people's desire for knowledge and information grew, more and more printed materials were produced to **disseminate** (spread) ideas. Newspapers and pamphlets, along with the greater availability of books through public libraries, helped to spread information and new ideas throughout British America.

The growth of newspapers

In 1704, there was just one newspaper (*The Boston Newsletter*) in the whole of British America. By 1776, there were 40. Newspapers mostly ran stories from Britain and therefore kept the colonists informed of British events. They also included advertisements for goods or notices of when ships were leaving which helped businesses. Newspapers were mostly read in towns and sold through the post office network, which was also developing rapidly.

Pamphlets

Pamphlets were much smaller and cheaper to produce than newspapers or books. They focused on one topic – usually a religious message, but sometimes covered crimes, or details of new inventions. Pamphlets were read aloud in inns and taverns and were usually given out for free. They reached a massive audience.



An example of a pamphlet

Now try this

Give **three** examples of ways in which the Enlightenment increased people's knowledge and spread ideas.

Benjamin Franklin

Benjamin Franklin was an extremely significant figure in British America in the period 1742–64. He put into practice much of the philosophy and ideas of the Enlightenment, linking Enlightenment ideas with scientific advances.

Benjamin Franklin

- Born in Boston, Massachusetts in 1706, but spent most of his life in Philadelphia, Pennsylvania. He died there in 1790.
- Worked as a printer until he became wealthy enough to retire in 1748.
- Hugely influential as a writer, intellectual and philanthropist (supporter of charitable works).
- In 1736, he became clerk of the Pennsylvania Assembly and was then elected as a member of the Assembly every year from 1751 until 1764.
- Was the colonial representative for Pennsylvania, Georgia, New Jersey and Massachusetts, 1757–74, but failed in his attempts to negotiate with the British government.
- He then became a passionate supporter of American independence and one of the founding fathers of the United States of America.



Franklin the writer

Franklin wrote thousands of essays, stories, pamphlets, newspaper articles, proverbs and poems to communicate his ideas. Two publications were particularly influential:

- He became editor of the newspaper *The Pennsylvania Gazette* in 1729. He also wrote regularly for the paper and, largely due to the wit of his writing, the *Gazette* became the most widely read newspaper in British America.
- He wrote many editions of *Poor Richard's Almanack*, a book of useful, practical information, as well as entertaining proverbs and poems.

Franklin the intellectual

Franklin was a scientist, whose theories and experiments led to him inventing things such as:

- the lightning rod, which protected buildings from damage if they were struck by lightning
- bifocal glasses, which helped people with poor eyesight see over a distance and when close reading.

Franklin wrote and published his scientific theories and ideas, inspiring others to become scientists. He also founded the American Philosophical Society in 1743, which helped people communicate their theories through letters and meetings across British America.

Franklin the philanthropist

A philanthropist is someone who gives time and money to help improve the lives of other people. Franklin's philanthropy covered three main areas:

1 Helping the community of Philadelphia:

- In 1736, he set up the Union Fire Company to provide fire insurance and give information on how people should tackle fires.
- He set up schemes to improve street paving, cleaning and lighting.

2 Improving education and spreading new ideas:

- He set up the first subscription library – the Library Company of Philadelphia – in 1731, which he filled with Enlightenment works in order to encourage the spread of ideas.
- He helped set up the University of Pennsylvania (1751–55) by raising donations and helping to design a curriculum that included a broad range of subjects.

3 Helping those in need:

- He founded Philadelphia's city hospital in 1751 to treat those who could not afford to pay for medical treatment.
- He joined the Associates of Dr Bray in 1760 to try to improve education for black people.

See page 14 for more on education.

Now try this

Explain **three** ways in which Benjamin Franklin was influential in British America in the period 1742–64.

King George's War, 1744–48

In 1744, the European War of the Austrian Succession spread to North America, where it was called **King George's War**. Soldiers from French colonies in North America and France fought against soldiers from British America and Britain, with Native Americans fighting on both sides.

What was King George's War?

King George's War (1744–48) was a conflict over possession of parts of New France (French Canada). Both sides wanted to:

- take land
- control river access to land-locked parts of North America
- win access to the fur trade with Native Americans in the Ohio Country.

Although the war had no decisive outcome, it was important. It was the first of many incidents that led to calls for American independence.

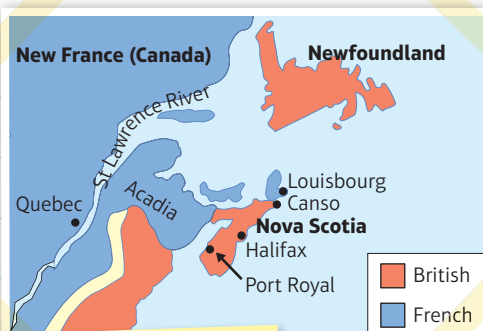
Relations with Native Americans

- Both sides wanted help from Native American tribes, who could provide up to 14 000 experienced warriors who knew the territory very well.
- More Native Americans originally supported the French.
- The British failed to get the support of the Iroquois League until 1747.
- In July 1748, the Iroquois agreed to invade French Canada, but the British made peace with France before this could happen.

Louisbourg

- 1 Louisbourg was strategically important as it controlled access to French territory along the St Lawrence River. The French had spent millions of *livres* to build a fort there.

- 2 In May 1744, the French attacked Canso, a British village in Nova Scotia, from Louisbourg.



The boundary between British and French territories

- 3 In June 1745, the French surrendered Louisbourg after a hard-fought victory led by New England colonists, with the support of a few Royal Navy ships.

- 4 The French tried to regain the fort – including laying siege to it and attacking with several fleets sent by the French king – but the colonists held on until the peace treaty.

Consequences of King George's War

Very little was achieved: no one kept more territory or won control of access to the river. Many New England soldiers were killed – Massachusetts alone lost about 8 per cent of men.

Colonists were angry that they were never consulted over the peace treaty and that Louisbourg was returned to the French. Many were also disappointed they had not won more land in the Ohio Country or access to the fur trade.

The British went back on a promise of 1746 to send more troops and finance an attack on Canada. Many colonists felt betrayed and abandoned.

Treaty of Aix-la-Chapelle, 1748

- Set the peace terms that ended the war in Europe and North America.
- Restored territory in North America to 1744 status – Louisbourg returned to France.
- France returned Madras in India to the British.

After the war, 1748–53

The situation remained tense, and grew worse due to actions by the British and colonists:

- Land grants were given out to encourage settlement in the Ohio Country.
- In 1749, a fur trading post was established to the west at Pickawillany, in direct competition with the French.
- A fort was built at Halifax to counter the fort at Louisbourg.

In response, the French built new forts in the Ohio Country and attacked Pickawillany. In 1753, the Iroquois ended their alliance with the British.

Now try this

Write a paragraph to explain how King George's War and the peace treaty would eventually help lead to calls for American independence.

French and Indian War, 1754–63

The British tried to stop the French building forts in the Ohio Country. As a result, war with France and their Native American allies broke out again in 1754. By 1756, the war became part of the worldwide Seven Years' War between all the major European powers.

Events in North America

July 1754: Lieutenant Colonel George Washington is defeated and suffers heavy casualties at Fort Necessity.

July 1755: General Braddock is killed and suffers heavy casualties in failing to capture Fort Duquesne. Leads to the loss of support of the last few Native Americans loyal to the British.

1755–57: Native Americans attack the frontiers of British America, killing many settlers.

August 1756 and August 1757: British lose Forts Oswego and William Henry.

1757: William Pitt is made Secretary of State and is therefore in charge of the war effort. He:

- sends 8000 troops, 12 warships and raises around £1 million to pay for the colonists' troops
- replaces commander-in-chief Lord Loudoun with experienced generals who report directly to Pitt
- improves the position of colonial officers to try to ease tensions between British and colonial troops.

Pitt's measures help turn the war around. By the end of 1758, the British are in control of the Ohio Country, largely due to restricting French supplies after taking: Fort Louisbourg (July 1758), Fort Frontenac (August 1758) and Fort Duquesne (abandoned in November 1758). The French withdraw to Canada. Most of their Native American allies desert them.

June–September 1759: General James Wolfe attacks Quebec, allowing other British generals to capture three important forts. Quebec falls to the British after a short battle in September.

September 1760: With other important sites secure, the British attack the last major French settlement at Montreal. It falls and the French surrender on 7 September.



Wolfe's role in the British capture of Canada and his death in the Battle of Quebec made him a hero

The role of Wolfe in Canada

General Wolfe's tactics and actions ensured that the British were able to take the French colonial capital of Quebec.

- 1 He ordered cannons to be fired into the city for several months. Much of the population wanted to surrender to stop these attacks.
- 2 He burnt the farmland surrounding Quebec to reduce access to food and other supplies inside the city.
- 3 He tricked the French by landing upstream of Quebec on steep ground. The French quickly followed them and were drawn into open battle.
- 4 He ensured his army was highly trained and disciplined so, when battle came, the French were quickly defeated.

This led to the British taking the whole of Canada, as most of the French forces were tied down defending Quebec.

Consequences of the French and Indian War

- Colonists from different colonies and immigrant groups fought together, which helped unify the colonists.
- Many colonists gained valuable military training and experience.
- It heightened tensions between colonial and British soldiers.
- The huge expense of the war increased the British national debt and taxes on the British (though not the colonists).
- The British had control of the Ohio Country, including the fur trade.
- The British Empire now controlled most of North America and much of the rest of the world.

Now try this

In a short paragraph, explain why General Wolfe's capture of Quebec was highly important for the British victory over the French in Canada.

Significance of the French and Indian War

The victorious British gained a lot in North America from the **Treaty of Paris** in 1763, which ended the Seven Years' War. However, their delight at the prospect of more land was crushed by the **Proclamation Act** later in the same year.

Territorial changes from the Treaty of Paris, 1763



Distribution of land after the Treaty of Paris

The French **ceded** (gave) land to the east of the Mississippi, including Canada, to Britain.

France ceded land to the west of the Mississippi to Spain.

The Spanish ceded Florida to Britain.

In the West Indies, Britain ceded some islands to France, and Cuba to Spain, while gaining some islands from France.

The significance of the Treaty of Paris, 1763

- 1 The British vastly increased their empire in North America. This:
 - increased the power and wealth of Britain
 - meant British American colonists had access to more land on which to settle, exciting their desire for more space
 - brought more colonists under British rule – for example, French people in Canada.
- 2 France was no longer a major power in North America:
 - Colonists no longer feared attacks from the French and felt less dependent on Britain for protection.
 - Colonists had more access to the profitable fur trade with Native Americans.
 - Native Americans no longer had protection from the French.

The Proclamation Act, 1763

King George III issued the Proclamation Act on 7 October 1763. It:

- made Quebec, East Florida and West Florida British colonies
- fixed a Proclamation Line, which banned colonist settlements and claims to land further to the west, leaving the Ohio Country for Native Americans
- removed the limit on trading licenses with Native Americans.

The Proclamation Act helped to improve relations with the Native Americans after Pontiac's Rebellion – see page 21.

Significance of the Proclamation Act

- Colonists had more land on which to settle in Florida and Quebec, but it ruined their vision of wide-open areas (in the Ohio Country) to satisfy their dreams for more space.
- The Act went some way towards improving relations between the British and Native Americans, but Pontiac's Rebellion continued and many colonists ignored the Proclamation Line and settled in the Ohio Country anyway.
- It increased trade between colonists and Native Americans, but tribes were often cheated. This caused further tension between colonists and Native Americans.

Now try this

Give **one** example of how the Treaty of Paris and the Proclamation Act pleased the colonists and **one** example of how they displeased them.

Relations with Britain

Although the British and colonial troops fought together and won the French and Indian War, their experience had a negative impact on relations between British America and Britain in several ways.

Impact of war: relationships

British soldiers looked down on colonial soldiers. They were highly trained and experienced; colonial soldiers were mostly farmers who had been part of local militia forces. Colonial soldiers often did more training and felt they were treated very unfairly.

British soldiers were badly paid and many wanted to go home. To try to improve morale, some generals forced private citizens, inns and taverns to provide accommodation for British soldiers, which was deeply resented by the colonists.



British officers outranked colonial officers, which was deeply resented by colonists. Pitt improved this, but there was still resentment.

Relationship between British and colonists

In contrast with colonial officers, most British officers, especially generals, were from the upper classes, so there was a large class divide between them.

Impact of war: the economy

Smuggling in British America increased in the aftermath of the war, which reduced the customs revenue the British collected from the colonists and greatly angered the British.

The war was hugely expensive, which the British resented because they were largely paying for it and the colonists were contributing little financially.



The economic impact

One of the main ways in which Britain tried to increase money from the colonies was through the Sugar Act. You can find out more about the Sugar Act on page 20.

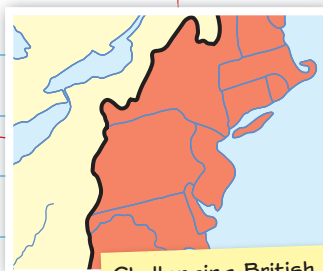
After the war, British taxpayers resented paying two-thirds of the cost of a permanent army to defend the new borders. Colonial taxpayers also resented having to pay their third, as they had never had to pay for British forces to defend them before.

To help pay back debts, and to cover the cost of the new permanent army, the British government investigated ways to increase the amount of money they received from the colonists.

Impact of war: British control

The assemblies of the different colonies increased control of their colony's economy during the war. They printed more paper money, which the British government didn't allow. The British government forced them to stop.

Many colonists hugely resented the Proclamation Line, which restricted where they could settle. Some disregarded the law completely and there were about 10 000 settlers in the Ohio Country by 1771. Colonial assemblies did little to stop this.



Challenging British rule

Some colonial assemblies tried to get around the legal system, which was controlled by the British government, by appointing and paying judges from the assembly's budgets. The British stopped this before it really started.

Now try this

Give **two** examples of a) British complaints about the colonists and b) the colonists' complaints about the British during and after the French and Indian War.

Opposition to the Sugar Act, 1764

In 1764, the British government passed the American Revenue Act, popularly known as the **Sugar Act**. They needed to increase revenues from British America in order to pay for the army set up to defend the new frontier – and to help pay off their war debts.

Terms of the Sugar Act, 5 April 1764

Term	Aim of the British government
Reduced tax on imports of molasses from six to three pence per gallon.	To incentivise traders to buy molasses from British colonies and pay customs rather than smuggle molasses from foreign colonies.
Increased tax on imports of foreign processed sugar.	To increase revenue and keep trade between British colonies.
Importing foreign rum was banned.	To keep trade between British colonies.
Additional goods became subject to customs tax and/or were only allowed to be traded between Britain and British colonies.	To increase revenue and keep trade between British colonies.
Limited trade with foreign West Indian colonies.	To reduce the amount of foreign coins in British America and to keep trade between British colonies.
Twenty Royal Navy ships allocated to finding smugglers, who were to be tried in a vice-admiralty court.	To strengthen and enforce the law and try to reduce smuggling.
All customs to be paid in coins.	To prevent colonists using paper money produced in the colonies, which was worth less than coins.

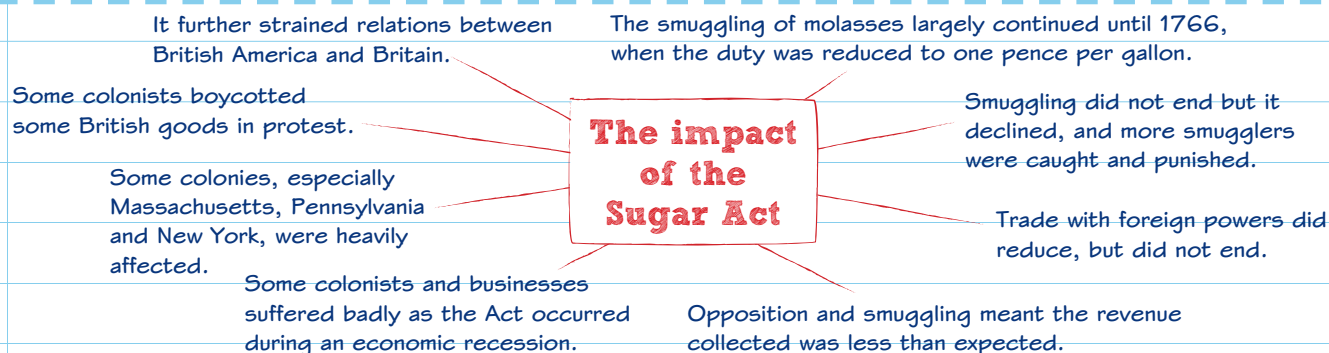
Colonists' responses to the Sugar Act

Colonists were annoyed by the Act because it marked the end of **salutary neglect** (the limited role of the British government in the running of the colonies). Customs officers were now made to work full time and to remain permanently in the colonies.

Colonists particularly objected to some terms:

- The judges who decided the outcome of trials in the vice-admiralty courts received 5 per cent of any smuggled cargo, which meant it was very unlikely that people would be given a fair trial.
- Being limited to the use of coins, rather than notes, made it difficult for some colonists to pay taxes and their debt increased.

Colonists tried to challenge the Sugar Act by protesting to the British government and setting up groups to challenge new trade laws. A politician in Massachusetts, James Otis, wrote a pamphlet voicing the colonists' objections, called *The Rights of the British Colonies Asserted and Proved*. It was widely read and influential.



Now try this

Explain why the Sugar Act angered British Americans. Give **two** reasons.