

CHAPTER 2

CONTACT AND SETTLEMENT, 1492 - 1660

LEARNING OUTCOMES

- ❖ Explain the reasons for Europeans' exploring lands outside Europe, and trace the routes they followed.

Objectives

1. Explain the role that economics and religion had in leading to European exploration.
2. Describe the routes the Europeans traveled on their explorations.

- ❖ Describe the founding of European nations' first colonies in the New World.

Objectives

1. Explain the reasons for Portuguese and Spanish exploration, and describe Spain's unique plan for its lands in the New World.
2. Describe some of the major impacts the Spanish had on the native peoples they encountered.
3. Give reasons for England's desire for colonies and discuss the failed attempts at Roanoke.

- ❖ Trace the expansion of England's holdings in the southern colonies.

Objectives

1. Provide an overview of the founding of Jamestown in Virginia.
2. Describe the early years in Maryland and discuss political developments there.

- ❖ Outline the reasons for and timing of England's founding of colonies in New England.

Objectives

1. Explore the role of religion in the settlement of Massachusetts and its early colonial politics and society.
2. Discuss the role of Roger Williams in the establishment of Rhode Island.

CHAPTER SUMMARY

Gold and God, among other reasons, spurred European exploration of the world, and especially the Americas. European nations embraced mercantilism, an economic belief that a successful country had more money coming in than going out. Gaining wealth from outside Europe, it was believed, would solve endemic trade deficit. Christians, Jesuit missionaries especially, saw it as

their duty to go to places where Christianity had not been introduced and convert people to their religion.

An early controversy over land claims between Spain and Portugal led to the intervention of the Catholic pope, which gave Brazil to Portugal and the rest to Spain. Spanish explorers arrived in the Americas and quickly enslaved and vanquished large empires, the Aztecs and Incans, in Central and South America. Their conquistadores reached parts of the future American Southwest, creating the colony of New Mexico. In total, the Spanish conquests in the Americas had major economic, biological, and racial consequences that resounded across the globe in the Colombian Exchange. Plants, animals, people, culture, and diseases were among the wanted and unwanted components of the Exchange. Meanwhile, France, greatly interested in the fur trade, established less predatory relations with nearby Indians in North America. English colonies, whose settlement was prompted by religious, economic, social, and geopolitical reasons, experienced early disasters at Roanoke.

Soon, the English would found lasting colonies in the Chesapeake region. Renewed efforts on the part of England led to the success of Jamestown. Ignited by the cultivation of tobacco, English settlements in Virginia grew, resulting in increased tensions with the Powhatan Confederacy and the acceptance of African slaves and indentured servants from the motherland. Nearby Maryland, the first proprietary colony, established an early landmark of religious freedoms, The Toleration Act of 1649.

Religious dissidents founded the northern English colonies. Massachusetts settlers followed their faith to create their "City on a Hill." Aided in part by the decimation of local Indian nations due to disease, their colonies grew quickly, with communal lands distributed according to family needs. The religious orthodoxy of Puritan society led to the establishment of Rhode Island, where leader Roger Williams stressed the separation of church and government. The growth of New England colonies led to increased pressures with local Indians, which resulted in the massacre of the southeastern Indians in the Pequot War. For settling Europeans, enslaved Africans, and devastated Indians, early colonial America was both a land of opportunity and a land of peril.

CHAPTER OUTLINE

- I. Exploration and Discovery
 - A. The Eastern Route: The Portuguese
 - B. The Beginnings of European Slavery
 - C. The Western Route: The Spanish
 - D. Predecessors and Followers
- II. Early Settlements and Colonization
 - A. Portuguese
 - B. Spanish
 - 1. Spanish Expansion into North America
 - a. Cortés and Mexico
 - b. Pizarro and Peru
 - c. The Caribbean
 - d. Florida

- e. The American Southwest
 - 2. Results of Spanish Conquest
 - a. Financial
 - b. Biological
 - c. Racial
 - d. Religious
 - e. Geopolitical
 - C. French
 - D. English: Planting Colonies, Not Marauding for Wealth
 - 1. Sir Walter Raleigh and Roanoke
 - 2. Lessons of Roanoke
- III. England Finds the Southern Colonies, 1607 – 1660
 - A. Virginia: Jamestown
 - 1. Jamestown Finally Succeeds
 - a. The Powhatan Confederacy
 - b. Tobacco
 - 2. Jamestown Grows
 - 3. Consequences
 - a. Increased hostility with Indians
 - b. Change to royal control
 - c. Introduction of African slavery
 - B. Maryland: Trading and Politics
 - C. Life on the Chesapeake
- IV. Founding the New England Colonies, 1620 – 1660
 - A. Massachusetts
 - 1. Settlement
 - 2. Expansion
 - 3. Politics
 - 4. Society
 - B. Rhode Island
 - 1. New England in the 1660s
 - C. Continued Expansion and Indian Confrontation
- V. Looking Ahead...

SUGGESTED LECTURE TOPICS

- 1. The First Explorers: Their Motives, Their Discoveries, and Their Rewards
- 2. African Slavery Begins
- 3. Spanish Exploration, Conquest, and Legacy in the Americas
- 4. The Columbian Exchange and its Global Impact
- 5. The Experiences of the French Mountain Men and Fur Traders
- 6. The Difference in Motivations and Policies Among the Lead Colonizing Nations
- 7. English Colonization: Early Miscalculations, Mistakes, and Mysteries
- 8. Jamestown: The Reconstructed Village

9. Life in Early Virginia and Maryland
10. The Arrival of the Puritans: “We Shall Be as a City on a Hill”

THE REASONS WHY

Why the English became more interested in exploration in the mid-1500s (p. 23). There were four reasons why the English increased their explorations in the mid-1500s:

- a) religious
- b) economic
- c) social
- d) geopolitical

Assign one of the following historical figures/characters to students in groups: A high-ranking English Protestant minister, Queen Elizabeth I, a wealthy English investor, an English cotton producer, a younger son of a noble, an impoverished English man/woman, Francis Drake, or a high ranking English admiral. Have the students role play the assigned characters. Their goal is, using the Reasons Why box and information from the text, to argue why English expansion is in their best interests, from the perspectives of their assigned character. Grade students according to their use of historical data and information, adding additional points for enthusiasm and creativity.

RESEARCH TOPICS – PROJECTS AND PAPERS

Students might choose to complete a project to be presented in class or to write a more traditional research paper. Or you, as instructor, could decide which you prefer to have them do. Below are a few topics that are relevant to this chapter. You may, of course, choose to develop your own topics.

1. Detail the impact of the Colombian Exchange on cuisine across the globe. Examine the adaptation of American agricultural products abroad (the potato in Ireland, corn in numerous nations, etc.). In smaller classes, create a potluck where students must bring in a dish that was a product of the Colombian Exchange.
2. Changes in England that put people on the move. Prepare a chart listing the most important reasons for European explorations and settlement, produced in an outline form, with the most significant aspects first.
3. Prepare brief biographical sketches of several of the most important early settlers of Jamestown. Look for both men and women. Try to extrapolate how different their daily lives actually were from the common settler.
4. Solve the mystery of the vanished colony of Roanoke. In your text, you visited a site about this event. Now take it a step further, and research the various theories and explanations. Try to discover some things that you did not already know.
5. Jamestown: The reconstructed village. This should be an instructor-led classroom study. Use the Internet to get to the Virtual Jamestown site from chapter 1. Study it beforehand, so that you can guide your students through the site in a convenient way.

6. Compare and contrast the Virginia and Massachusetts colonies. Topics covered could include economics, religion, society, climate, systems of labor, and relations with Native Americans.

ADDITIONAL WWW RESOURCES

Promotions and Possessions: The English Colonies. The University of Pennsylvania Library: Exhibits.

<http://www.library.upenn.edu/exhibits/rbm/kislak/promotion/newengland.html>

Exploration: The Fur Trade and Hudson's Bay Company. Canadiana.org

http://www.canadiana.org/hbc/intro_e.html

European Exploration of the Southwest and the Caribbean. National Park Service.

<http://www.nps.gov/seac/outline/07-exploration/index.htm>

Historic Jamestowne. Jamestown Rediscovery.

<http://www.historicjamestowne.org/learn/>