

OUTLINE

Chapter 4 Slavery, Freedom, and the Struggle for Empire to 1763

This chapter discusses the simultaneous growth of slavery in colonial America and the spread of ideas about liberty, freedom, and political rights. The period of time covered in the chapter is from the early 18th c to the end of the French and Indian War in 1763.

INTRODUCTION

I. SLAVERY AND THE EMPIRE

II. SLAVE CULTURE AND SLAVE RESISTANCE

III. EMPIRE OF FREEDOM

IV. THE PUBLIC SPHERE

V. THE GREAT AWAKENING

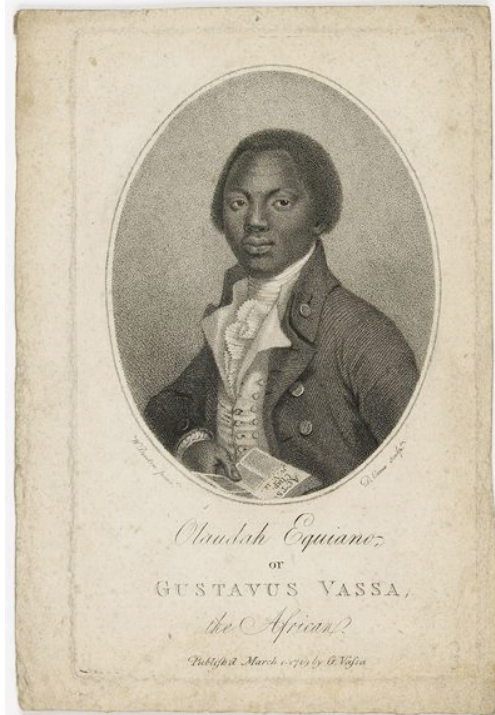
VI. IMPERIAL RIVALRIES

VII. BATTLE FOR THE CONTINENT

INTRODUCTION

STORY:

Olaudah Equiano was an African who was kidnapped as a boy and sold into slavery. Unlike most slaves, he learned to read and write and as an adult he was able to buy his freedom. His autobiography was a popular account of the 18th c slave trade which was a key part of the economic system of that Britain established with its North American colonies.



THEMES:

1. The importance of slavery in the international commercial system that linked England and its colonies in North America.
2. The British concepts and practices of political liberty and their development in the American colonies.
3. The impact of imperial rivalries, especially between England and France, on Native American and European settlers in colonial America.

I. SLAVERY AND EMPIRE

FOCUS QUESTION: What were the major varieties of African slavery in eighteenth-century America?

A. The Triangular Trades

1. British manufactured goods were sent to Africa and the colonies
2. Colonial products were sent to Europe
3. Slaves from Africa were sent to the New World
4. Since trade centered upon slavery in some form, free colonists believed that freedom meant in part the power and right to enslave others

B. The Middle Passage

1. The Middle Passage was the voyage across the Atlantic for slaves
2. Slaves were crammed aboard ships for maximum profit
3. The numbers of slaves increased steadily through natural reproduction

C. Chesapeake Slavery

1. Three distinct slave systems were well entrenched in Britain's mainland colonies
 - a. Chesapeake
 - b. South Carolina and Georgia

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Triangular trade



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Middle Passage

STUDY HINT

Be able to compare and contrast the 3 systems of slavery in 18th c colonies.

c. Nonplantation societies of New England and the Middle Colonies

2. Chesapeake slavery was based on tobacco

3. Chesapeake plantations tended to be smaller and daily interactions between masters and slaves were more extensive

4. Slavery transformed Chesapeake society into an elaborate hierarchy of degrees of freedom

- a. large planters
- b. yeomen farmers
- c. indentured servants; tenant farmers
- d. slaves

5. With the consolidation of a slave society, race took on more and more importance as a line of social division

6. Liberties of free blacks were stripped away

D. Slavery in the Rice Kingdom

1. South Carolina and Georgia slavery rested upon rice

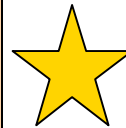
2. Rice and indigo required large-scale cultivation, worked by slaves

3. The economy of scale for rice was such that plantations were large

4. By 1770, the number of South Carolina slaves had reached 100,000, well over half the colony's population

STUDY HINT

You should know the difference between yeomen & tenant farmers, indentured servants & slaves



E. Slavery in the North

1. Since the economics of New England and the Middle Colonies were based on small farms, slavery was far less important
2. Given that slaves were few and posed little threat to the white majority, laws were less harsh than in the South
3. Slaves did represent a sizable percentage of urban laborers, particularly in New York and Philadelphia



II. SLAVE CULTURE AND SLAVE RESISTANCE

FOCUS QUESTION: How did African-American cultures begin to emerge in the eighteenth-century?

A. African-Americans

1. The greatest melting pot in American history was the making of an African-American people
2. Most slaves in the eighteenth century were African by birth

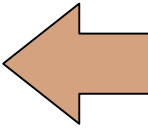
B. African-American Cultures

1. In the Chesapeake, slaves learned English, were part of the Great Awakening, and were exposed to white culture
2. In South Carolina and Georgia, two very different black societies emerged
3. Rice plantations remained distinctly African
4. Urban servants assimilated into Euro-American culture

C. Resistance to Slavery

1. A common thread for African-Americans was the desire for freedom
2. Many slaves ran away to Florida or cities
3. The first eighteenth-century slave uprising

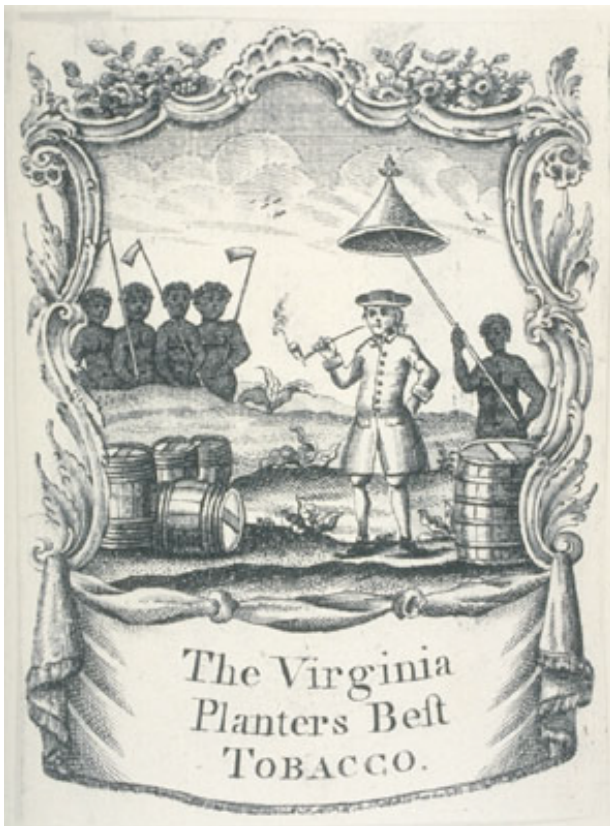
STUDY HINT



Be able to compare and contrast the 3 types of African-American culture.

occurred in New York City in 1712

4. Stono Rebellion of 1739 in South Carolina



III. AN EMPIRE OF FREEDOM

FOCUS QUESTION: What were the meanings of British liberty in the eighteenth century?

A. British Patriotism

1. Despite the centrality of slavery to its empire, eighteenth-century Great Britain prided itself on being the world's most advanced and freest nation
2. Britons shared a common law, a common language, a common devotion to Protestantism, and a common enemy in France
3. Britons believed that wealth, religion, and freedom went together

B. The Rights of Englishmen

1. Central to this sense of British identity was the concept of liberty
2. British liberty was simultaneously a collection of specific rights, a national characteristic, and a state of mind
3. Britons believed that no man, even the king, was above the law

C. The Language of Liberty

1. All eighteenth-century Britons “reveled in their worldwide reputation for freedom”

STUDY HINT

All of section III is very important. Read it carefully so that you can compare the ideas held by Britons to new ideas discussed in the next chapter

STUDY HINT

Be able to describe what Britons had in common.

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rights of Englishmen

2. It was common for ordinary folk to evoke “liberty” when protesting “in the streets”

D. Republican Liberty

1. Republicanism called for the virtuous elite to give themselves to public service
2. Country Party was critical of the corruption of British politics
3. Cato’s Letters were widely read by the American colonists

E. Liberal Freedom

1. The leading philosopher of liberty was John Locke
2. Lockean ideas included individual rights, the consent of the governed, and the right of rebellion against unjust or oppressive government
3. Locke’s ideas excluded many from their full benefits in the eighteenth century, but they opened the door for many people to challenge later the limitations on their own freedom
4. Republicanism and liberalism would eventually come to be seen as alternative understanding of freedom

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republicanism

Note: this word had a different meaning in the 18th c than it does in the 21st c.

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John Locke

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liberalism

Note: this word had a different meaning in the 18th c than it does in the 21st c.

IV. THE PUBLIC SPHERE

FOCUS QUESTION: What were the characteristics of colonial politics in the eighteenth century?

A. The Right to Vote

1. Ownership of property was a common qualifier for voting in the colonies
2. Suffrage was much more common in the colonies than in Britain
3. Property qualification for holding office was far higher than for voting
4. By the mid-eighteenth century the typical officeholder was considerably richer than the norm when the century began



B. Colonial Government

1. During the first half of the eighteenth century the colonies were largely left to govern themselves
2. The colonial elected assemblies exercised great influence over the appointed officials



C. The Rise of the Assemblies

1. Elected assemblies became dominant and assertive in colonial politics in the eighteenth century
2. The most powerful assembly was Pennsylvania followed by Massachusetts, New York, Virginia, and South Carolina

3. Leaders of the assemblies found in the writing of the English Country Party a theory that made sense of their own experience

D. Politics in Public

1. The American gentry was very active in the discussion of politics, particularly through clubs

2. Widespread literacy and the proliferation of newspapers encouraged the political discourse

E. Freedom of Expression and Its Limits

1. Freedom of speech was a relatively new idea

2. Freedom of the press was generally viewed as dangerous

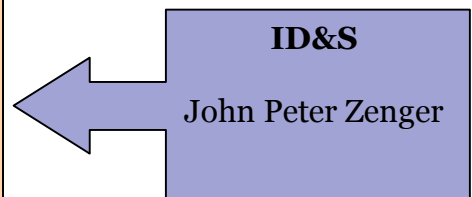
3. After 1695, the government could not censor print material and colonial newspapers defended freedom of the press as a central component of liberty

F. The Trial of Zenger

1. John Peter Zenger went on trial in 1735 for seditious libel

2. Found not guilty

3. The outcome promoted the ideas that the truth should always be permitted and that free expression ought to be allowed



G. The American Enlightenment

1. Americans sought to apply to political and social life the scientific method of careful investigation based on research and experiment
2. Deists and natural laws embodied the spirit of the American enlightenment
 - a. Benjamin Franklin
 - b. Thomas Jefferson

STUDY HINT

Read this section carefully because Enlightenment ideas had a great impact on the Revolution discussed in the next chapter.

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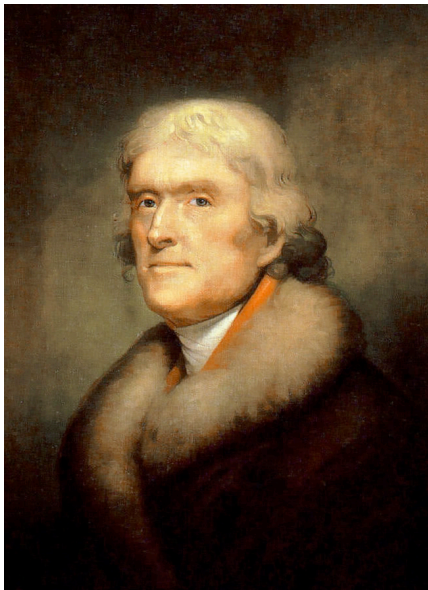
American Enlightenment

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deism

STUDY HINT

Be able to describe how Franklin and Jefferson contributed to the American Enlightenment.



V. THE GREAT AWAKENING

FOCUS QUESTION: What was the significance of the Great Awakening?

A. Religious Revivals

1. The Great Awakening was a series of local events united by a commitment to a more emotional and personal Christianity than that offered by existing churches
2. The Great Awakening was led by flamboyant preachers like Jonathan Edwards

B. The Preaching of Whitefield

1. English minister George Whitefield is credited with sparking the Great Awakening
2. He believed that God was merciful
3. The Great Awakening enlarged the boundaries of liberty

C. The Awakening's Impact

1. The Great Awakening inspired criticism of many aspects of colonial society
2. A few preachers explicitly condemned slavery, but most masters managed to reconcile Christianity and slaveholding
3. The Great Awakening expanded the circulation of printed material in the colonies

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Great Awakening

Note: This event took place in the 18th c; the Second Great Awakening took place in the 19th c. We will learn more about the Second Great Awakening in Unit 2 of the course.

STUDY HINT

Be able to describe how the Great Awakening influenced colonial society in areas other than religious worship.

VI. IMPERIAL RIVALRIES

FOCUS QUESTION: How did the Spanish and French Empires in America develop in the eighteenth century?

A. Spain in North America

1. On paper a vast territorial empire, Spanish North America actually consisted of a few small and isolated urban clusters
2. Despite establishing religious missions and presidios, the population in Spanish North America remained low

B. California

1. Spain ordered the colonization of California in response to a perceived Russian threat
2. Junipero Serra founded the first mission in San Diego in 1769
California was a mission frontier

C. The French Empire

1. The French empire expanded in the early eighteenth century
2. The French tended to view North America as a place of cruel exile for criminals and social outcasts



STUDY HINT

Skim this section.
There will be no questions from this section on the exam.

VII. BATTLE FOR THE CONTINENT

FOCUS QUESTION: What was the impact of the Seven Years War on imperial and Indian-White relations?

A. The Middle Ground

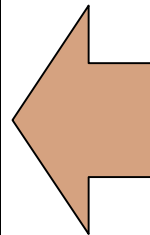
1. Indians were constantly being pushed from their homes into a “middle ground” between European empires and Indian sovereignty
2. The government of Virginia granted an immense land grant in 1749 to the Ohio Company

B. The Seven Years' War

1. The war began in 1754 as the British tried to dislodge the French from western Pennsylvania
2. For two years, the war went against the British
3. The tide of war turned in 1757 with the coming of British Prime Minister William Pitt
4. The Peace of Paris in 1763 resulted in the expulsion of France from North America

C. Pontiac's Rebellion

1. With the removal of the French, the balance of power diplomacy that had enabled groups like the Iroquois to maintain a significant degree of autonomy was eliminated



STUDY HINT

Read this section carefully. The Seven Year's War or French and Indian War, as it was called in America, was a key turning point with important implications discussed in the next chapter.



2. In 1763 Indians launched a revolt against British rule

3. Neolin spoke of a pan-Indian identity

4. To avoid further Indian conflicts, London issued the Proclamation of 1763

D. Pennsylvania and the Indians

1. The war deepened the hostility of western Pennsylvania farmers toward Indians and witnessed numerous indiscriminate assaults on Indian communities

2. The Paxton Boys demanded that Indians be removed from Pennsylvania

E. Colonial Identities

1. Colonists emerged from the Seven Years' War with a heightened sense of collective identity

2. The war also strengthened colonists' pride in being members of the British empire

