



GUIDED READING *The Colonies Come of Age*

Section 4

A. As you read this section, fill out the chart below with some different characteristics of the Northern and Southern colonies.

Northern Colonies	Southern Colonies

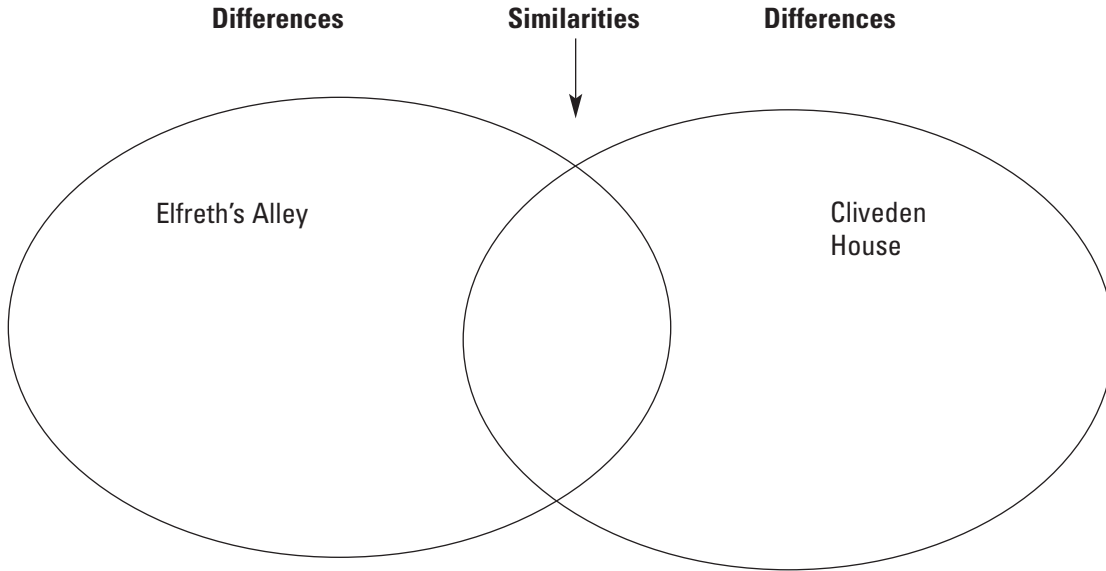
B. Fill out this chart by comparing the Enlightenment and the Great Awakening.

	The Enlightenment	The Great Awakening
1. What kind of movement was it (intellectual, social, political, religious)?		
2. Who were its key figures in the colonies?		
3. What ideas did it stress?		
4. What did it encourage people to do?		

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SKILLBUILDER PRACTICE *Visual Sources*

One picture or visual source doesn't always tell the whole story. Look at the two pictures of Colonial urban life on page 34 of your textbook. Then fill in the Venn diagram with similarities and differences between the two pictures and answer the questions that follow. (See Skillbuilder Handbook, p. R23.)



1. What do you think is the most important difference between the two residences?

2. Which, if either, picture do you think is the more accurate depiction of urban life in the Colonies? Explain your opinion.

3. What other historical sources would you look for to find out more about daily urban life in Colonial times? _____



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RETEACHING ACTIVITY *The Colonies Come of Age*

Outlining

Below is a partial outline of events related to the growth the American colonies. Complete the outline by adding supporting details for each heading.

I. A Plantation Economy Arises in the South

A. _____

B. _____

C. _____

II. Commerce Grows in the North

A. _____

B. _____

C. _____

III. The Enlightenment

A. _____

B. _____

IV. The Great Awakening

A. _____

B. _____

V. The French and Indian War

A. _____

B. _____

C. _____

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GEOGRAPHY APPLICATION: MOVEMENT *The Triangular Trade*

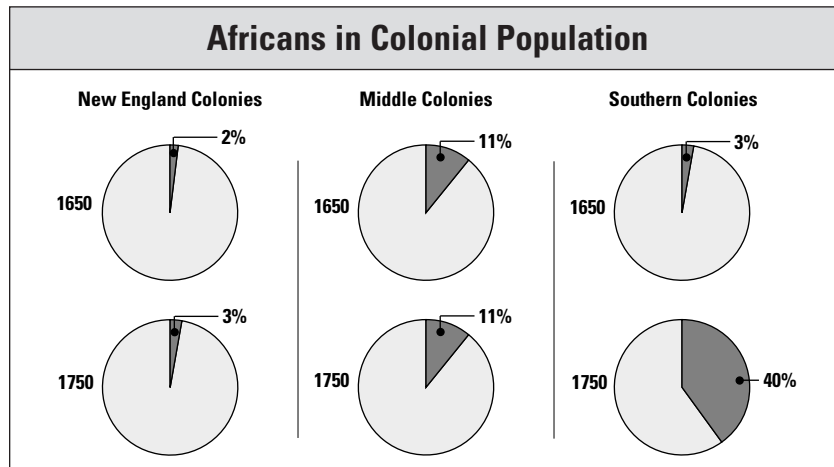
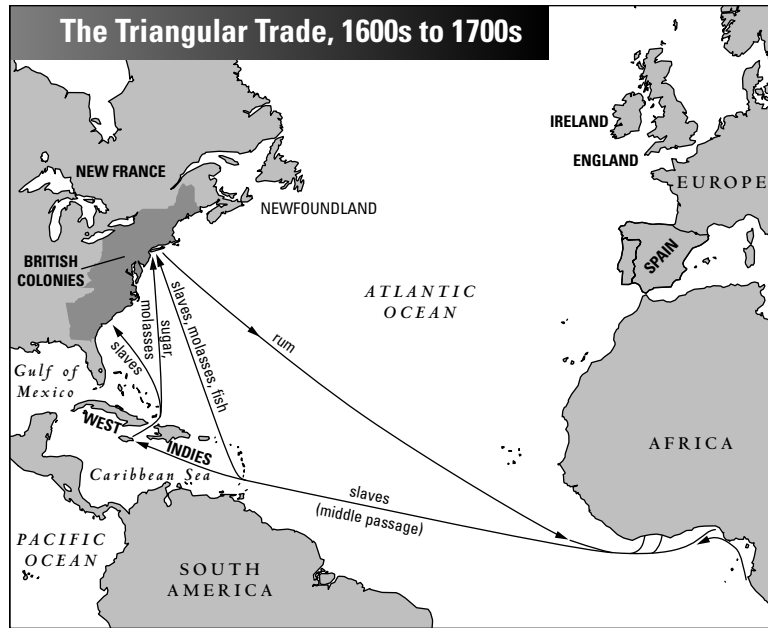
Directions: Read the paragraphs below and study the map and pie graphs carefully. Then answer the questions that follow.

A trade route known as the triangular trade developed among the American colonies, Africa, and the West Indies. Over a period of 200 years, the middle passage of the triangular trade brought millions of Africans to work as slaves in the Americas.

The vast majority of slaves brought to North America were bound for plantations in the

Southern colonies. However, the Northern colonies also played a major part in this pattern.

Manufacturers there turned West Indian sugar and molasses into rum. Some of this rum then was sent to Africa as the first leg of the triangular trade and was used to buy slaves.



Interpreting Text and Visuals

1. Why was the trade route of rum, slaves, and sugar and molasses called the Triangular Trade? _____

2. Of what did the middle passage consist? _____

3. What were the destinations of the African slaves? _____

Why do you think some slaves were kept in the West Indies? _____

4. Which section of colonial America had the smallest percentage of Africans in 1750? _____

5. Which section of the colonies showed a huge increase in the percentage of its African population in about 1750? _____

6. What happened to the African population in New England and the Middle colonies between 1650 and 1750? Why? _____

7. Explain the increase in the percentage of the African population in the Southern colonies during the years shown. _____



Section 4

PRIMARY SOURCE *from The Autobiography*
 by Benjamin Franklin

In this excerpt from his autobiography, Franklin reveals the curiosity and excitement about science that was characteristic of the Enlightenment.

In 1746 being at Boston, I met there with a Dr Spence, who was lately arrived from Scotland, and show'd me some electric Experiments. They were imperfectly perform'd, as he was not very expert; but being on a Subject quite new to me, they equally surpriz'd and pleas'd me. Soon after my Return to Philadelphia, our Library Company receiv'd from Mr Peter Colinson, F.R.S. of London a Present of a Glass Tube, with some Account of the Use of it in making such Experiments. I eagerly seiz'd the Opportunity of repeating what I had seen at Boston, and by much Practice acquir'd great Readiness in performing those also which we had an Account of from England, adding a Number of new Ones.—I say much Practice, for my House was continually full for some time, with People who came to see these new Wonders. To divide a little this Incumbrance among my Friends, I caused a Number of similar Tubes to be blown at our Glass-House, with which they furnish'd themselves, so that we had at length several Performers. Among these the principal was Mr Kinnersley, an ingenious Neighbour, who being out of Business, I encouraged to undertake showing the Experiments for Money, and drew up for him two Lectures, in which the Experiments were rang'd in such Order and accompanied with Explanations, in such Method, as that the foregoing should assist in Comprehending the following. He procur'd an elegant Apparatus for the purpose, in which all the little Machines that I had roughly made for myself, were nicely form'd by Instrument-makers. His Lectures were well attended and gave great Satisfaction; and after some time he went thro' the Colonies exhibiting them in every capital Town, and pick'd up some Money. In the West India Islands indeed it was with Difficulty the Experm. could be made, from the general Moisture of the Air.

Oblig'd as we were to Mr Colinson for his Present of the Tube, &c. I thought it right he should be inform'd of our Success in using it, and wrote him several Letters containing Accounts of

our Experiments. He got them read in the Royal Society, where they were not at first thought worth so much Notice as to be printed in their Transactions. One Paper which I wrote for Mr. Kinnersley, on the Sameness of Lightning with Electricity, I sent to Dr. Mitchel, an Acquaintance of mine, and one of the Members also of that Society; who wrote me word that it had been read but was laugh'd at by the Connoisseurs: The Papers however being shown to Dr Fothergill, he thought them of too much value to be stifled, and advis'd the Printing of them [in a book]. . . .

What gave my Book . . . sudden and general Celebrity [in Europe], was the Success of one of its propos'd Experiments, made by Messrs Dalibard & Delor, at Marly; for drawing Lightning from the Clouds. This engag'd the public Attention every where. M. Delor, who had an Apparatus for experimental Philosophy, and lectur'd in that Branch of Science, undertook to repeat what he call'd the *Philadelphia Experiments*, and after they were performed before the King & Court, all the Curious of Paris flock'd to see them. I will not swell this Narrative with an Account of that capital Experiment, nor of the infinite Pleasure I receiv'd in the Success of a similar one I made soon after with a Kite at Philadelphia, as both are to be found in the Histories of Electricity.

from Benjamin Franklin, Writings (New York: The Library of America, 1987), 1452–1455.

Research Options

1. Research one of Benjamin Franklin's scientific discoveries or inventions. Then give an oral report on what effects that invention has had on our world today.
2. Find out more about the Enlightenment. Then write a paragraph in which you explain how this excerpt from Franklin's autobiography reflects the influence of this movement.



Section 4

AMERICAN LIVES **Olaudah Equiano** *Freed Slave, Early Abolitionist*

"I now offer this edition of my Narrative . . . hoping it may still be the means . . . [of] strengthening the [movement] . . . to put a speedy end to a traffic both cruel and unjust."—Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano (1792 edition)

Olaudah Equiano, captured in Africa and sold into slavery, survived the deadly middle passage. He eventually bought his freedom and later wrote his autobiography, considered by writer Arna Bontemps as “the first truly notable book in the genre now known as slave narratives.”

Equiano was born in present-day Nigeria around 1745. He remembered much of his childhood and noted the customs and traditions of his village. He called the “manner of living” in his remote village “entirely plain,” describing his people’s hard work, modest manners, and lack of alcoholic beverages.

At age ten, Equiano and his sister were kidnapped by slavers. Placed on a ship bound for the Americas, he saw the horror of the middle passage. White sailors’ cruelty surprised him, as he had never seen such actions—and he was surprised even more when a sailor was flogged, for it shocked him that they would be cruel to each other. “This made me fear these people the more,” he remembered. After describing how two Africans jumped overboard rather than continue the voyage, he reminded his readers of how the middle passage violated Christian morality: “O, ye nominal Christians! might not an African ask you, learned you this from your God . . . ?”

Equiano was sold to a Virginia planter, on whose land he stayed for a brief time. Then a British naval officer, Michael Henry Pascal, bought him. The officer renamed him Gustavus Vassa after a Swedish noble who helped liberate Sweden from the Dutch. Equiano used the name for the remainder of his life in western society—but he put his real name on the title page of his autobiography.

Equiano served aboard ship with Pascal for many years, seeing action against the French in Canada and the Mediterranean. He learned to read and write and was baptized. Though Pascal had promised him freedom, he was sold again in 1762. Equiano felt betrayed, his “heart ready to burst with sorrow and anguish.”

For three years, Equiano worked for a ship captain who traded between the West Indies and British North America. In 1766, he used money he had saved to buy his freedom. “My feet scarcely touched the ground,” he recalled, “for they were winged with joy.” In his book, he recalled that he thought of the words of a Psalm: “I glorified God in my heart, in whom I trusted.”

Equiano became a skilled seaman. He captained one ship when the captain died and on another voyage saved the crew when the ship became wrecked. Rescued from this mishap, he ended up in Georgia, where he escaped being kidnapped and probably sold into slavery again.

Later Equiano joined a sea voyage seeking a Northeast Passage from Europe to Asia and tried to establish a plantation in Central America. He settled in England and married in 1792. Various accounts put his death between 1797 and 1801.

Equiano’s autobiography was first published in 1789 and was immediately popular. It ended with a long argument for abolishing the “inhuman traffic” of the slave trade. Like others of his time, Equiano hoped that this would be the first step toward abolishing slavery. In addition to making moral arguments against the slave trade, he offered economic reasons. He hoped to convince British leaders that their trade would grow if carried on with an Africa freed of the specter of slavery.

Questions

1. What point was Equiano trying to make by including details about life in Africa?
2. What was Equiano’s purpose in describing the cruel treatment he witnessed on the middle passage?
3. Why do you think Equiano used both moral and economic arguments to urge ending the slave trade?



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