

Chapter 5

Colonial Society on the Eve of Revolution

- I. Conquest by the Cradle
 - a. In 1775, there were 32 British colonies in North America.
 - i. Only 13 of these colonies revolted in the "American Revolution."
 - ii. Canada and Jamaica were wealthier than the "original 13."
 - iii. All of the colonies were growing like weeds.
 - b. In 1775, there were 2.5 million people in the 13 colonies.
 - c. Their average age was about 16 (due mainly to having several children).
 - d. The vast majority (95%) of the Americans were crammed east of the Allegheny Mountains. By 1775, a few had settled in Tennessee and Kentucky.
 - e. 90% of the Americans lived in rural areas and were therefore mostly farmers.
- II. A Mingling of the Races
 - a. Colonial America was mostly English by origin, but other ethnicities were also present.
 - b. **Germans** made up 6% of the population (150,000 in number by 1775).
 - i. The Germans were mostly Protestant (usually Lutheran).
 - ii. They were called "Pennsylvania Dutch"...a perversion of "Deutsch" or "German."
 - c. **Scots-Irish** made up 7% of the population (175,000 in number).
 - i. Back across the ocean, these strong-willed folks had been transplanted into Northern Ireland. But, they banged heads with the Catholic Irish there and never felt at home. So, they emigrated to America.
 - ii. They typically moved inland in America up to the Appalachian foothills. They squatted on the land and bickered with Indians and whites over ownership.
 - iii. The "Paxton Boys" led a march/revolt in 1764. Like Nathaniel Bacon of 100 years prior, they were frustrated over not being able to get land.
 - iv. The Scots-Irish were a hot-headed, but hardy people.
 - v. When the War for Independence began, many became revolutionaries.
 - d. 5% were from various European ethnicities: French Huguenots, Welsh, Dutch, Swedes, Jews, Irish, the Swiss, or Scots-Highlanders.
 - e. Even early on, the Americans were taking on a mosaic of races and ethnicities. Therefore, other nations had a hard time pinning down exactly what it meant to be "an American."
- III. The Structure of the Colonial Society
 - a. Unlike Europe, where the classes were locked, America was a land of opportunity.
 - i. Hard work might see anyone rise from "rags to riches."
 - ii. Despite *opportunity* in America, class differences did emerge with wealthy planter-farmers, clergymen, government officials, and merchants wielding most of the authority.
 - b. Wars brought more riches to merchants.
 - i. As well as creating riches, these wars created widows and orphans who eventually turned to charity for support.
 - c. In the South, a firm social pyramid emerged containing...
 - i. The immensely rich plantation owners ("planters") had many slaves (though these were few).
 - ii. "Yeoman" farmers, or small farmers, owned their land and, maybe, a few slaves.
 - iii. Landless whites who owned no land and either worked for a landowner or rented land to farm.
 - iv. Indentured servants of America were the paupers and the criminals sent to the New World. Some of them were actually unfortunate victims of Britain's unfair laws and did become respectable citizens. This group was dwindling though by the 1700s, thanks to Bacon's Rebellion and the move away from indentured servant labor and toward slavery.
 - v. Black slaves were at the bottom of the social ladder with no rights or hopes up moving up or even gaining freedom. Slavery became a divisive issue because some colonies didn't want

slaves while others needed them, and therefore vetoed any bill banning the importation of slaves.

IV. Clerics, Physicians, and Jurists

- a. The clergy (or priests) were the most respected group in colonial days. They had less power in 1775 than in earlier days, but still held high esteem.
- b. Physicians (or doctors) were usually not looked upon with much respect. Many were little more than "witch-doctors" as the science of the day was little or nothing.
 - i. A favorite treatment was bleeding—thought to let out the "bad blood."
 - ii. Plagues were common and deadly.
 1. Smallpox struck 1 in 5 people (including George Washington) even though a basic inoculation had been formed in 1721.
 2. The clergy and doctors sometimes chose to *not* intervene with smallpox treatment—to do so would be to intervene in God's will.
 - iii. Lawyers were looked upon with scorn—as being hucksters or scoundrels.
 1. Criminals often would represent themselves in court rather than get a lawyer.
 2. As the revolution neared, the usefulness of lawyers to get things done started to become apparent.

V. Workaday America

- a. Agriculture was the dominant industry, by far, in colonial America.
 - i. In the Chesapeake of Maryland and Virginia, tobacco was the staple.
 - ii. In the Middle Colonies ("bread colonies"), wheat was the staple. New York exported 80,000 barrels of flour annually.
- b. Fishing (and whaling) was prosperous, especially in New England. The Grand Banks off Newfoundland had immense numbers of cod.
- c. Trade began to flourish.
 - i. Yankee merchants were active and known as hard dealers.
 - ii. The "Triangular Trade" was in operation. In it, a ship would depart (1) New England with rum and go to the (2) west coast of Africa and trade the rum for African slaves. Then, it would go to (3) the West Indies and exchange the slaves for molasses (for rum), which it'd sell to New England once it returned there.
- d. Manufacturing was not as important. There were a wide variety of small enterprises though.
 - i. Good laborers were hard to find and prized once they were found.
 - ii. Lumbering was probably the top manufacturing industry.
 - iii. Naval stores, (or turpentine, pine tar, and pitch) were used to build and repair the British navy. The British crown sometimes reserved the best American trees to be used as British masts—even though there were countless other trees, this bothered the Americans.
- e. The Molasses Act, 1733, a tax on West Indies molasses was a shock to Americans. This would've undercut the prosperity of the Triangular Trade (rum being made from molasses).
 - i. Americans turned to bribes smuggling to work around the act. So, the Molasses Act wasn't a big problem after all.
 - ii. However, it did foreshadow more taxes and more troubles to come, later in the 1760s.

VI. Horsepower and Sailpower

- a. Roads were scarce and pitifully poor. Until the 1700s, they didn't even connect major cities. Thus, travel was sluggish.
 - i. Roads were dustbowls in the summer and mud bogs in the winter.
 - ii. For example, it took Ben Franklin 9 days to go from Boston to Philadelphia while traveling by sailboat, rowboat, and foot.
- b. Travel by water, either the coast or via rivers, was common and useful.
- c. Taverns sprang up along roadways and any intersections. They served multiple uses: inns for a night's sleep, places to hear news/gossip from out-of-town, and a place to get a refreshing beverage, of course.
- d. A crude mail system emerged. The mail traveled slowly, and sometimes was read by bored or curious letter carriers.

VII. Dominant Denominations

- a. In 1775, there were 2 "established churches" or churches that received tax money: the Anglican and the Congregational. Surprisingly, a large portion of Americans *didn't* worship in a church, however.
- b. The Anglican Church (the Church of England) became the official faith in Georgia, the Carolinas, Virginia, Maryland, and part of New York.
 - i. The Anglican brand of religion was more worldly than Puritanical New England.
 - ii. Sermons were shorter and hellfire was less hot.

- iii. The College of William and Mary was founded to train clergy in 1693.
- iv. Anglicans did not have an American bishop to ordain the American clergymen. The idea of starting an American bishopric was violently opposed by non-Anglicans as the Revolution drew close.
- c. The **Congregational Church** grew out of the Puritan church. It was established in each New England colony except Rhode Island.
 - i. Presbyterianism, a kin of Congregationalism, was common but never an official religion.
 - ii. Religion, which used to be the burning issue in New England, was beginning to take a backseat to politics.

VIII. The Great Awakening

- a. As religious passion began to decline and new, liberal ideas began to water down "old time religion," many felt it was time for a revival—the **Great Awakening**. This was America's 1st big religious movement. It tried to bring the people back to fundamental Christianity and save souls.
- b. **Jonathan Edwards** was a leading preacher.
 - i. He said salvation comes not through good works, but through God's grace (what you *don't* earn).
 - ii. He painted vivid pictures of hell. His most famous sermon was "*Sinners in the Hands of an Angry God*" and preached that hell was "paved with the skulls of unbaptized children."
- c. **George Whitefield** was another great preacher during the Awakening.
 - i. Whitefield was an amazing speaker—he brought people to tears, cheers, convulsions, and to the offering plates.
 - ii. His style of preaching was to strike the emotions, to "hit 'em in the heart, rather than in the head" so to speak.
 - iii. His goal was to strike at sinners, have them repent (ask forgiveness), and turn their faith to Christ.
- d. These preachers were called the "New Lights." The "Old Lights" (Anglicans, and traditional Congregationalists and Presbyterians) didn't like the drama in this style.
 - i. The **Baptist** faith grew in numbers, however, as they embraced the New Light style of preaching.
 - ii. New Light universities sprang up: Princeton, Brown, Rutgers, and Dartmouth.
 - iii. New Lights encouraged a new wave of missionary work amongst the Indians.
- e. The Great Awakening was America's first mass movement. It brought Americans together largely without regard to class and united them with a common history and experience.

IX. Schools and Colleges

- a. New England placed the most value on education. This was the case since colleges trained the clergymen.
 - i. In the other colonies, time was spent farming and working, not wasted on schooling.
 - ii. Still, there were fairly good elementary and secondary schools in all of the colonies. These schools were for the rich, and mostly for boys.
- b. The topics of study: the classics (Greek and Latin) and religion. Reason was out, dogma was in.
- c. The mood at school was serious and somber. Discipline was fast and harsh.
- d. The influences of the church was considerable, but waning...
 - i. In New England, the top priority of colleges was still to train men for the ministry.
 - ii. By 1750, there was a movement from "dead" to "live" languages.
 - iii. Ben Franklin helped start the University of Pennsylvania, the first non-denominational university.

X. Provincial Culture

- a. Work and worry (farming and fear of Indians) left little time for recreation. What little time was leftover, was spent on religion, not wasted on arts and literature.
- b. Painting was looked upon as a waste of time.
 - i. **John Trumbull** was discouraged in painting by his father. He still went to Europe to be trained in art.
 - ii. **Charles Willson Peale** became best-known for portraits of George Washington. He also was curator of a museum, a taxidermist of birds, and a dentist.
 - iii. **Benjamin West** and **John Singleton Copley** traveled to Europe where artists were respected and could make a living (unlike in America).
- c. Architecture in America was (a) transplanted from Europe and (b) focused on the practical rather than stylish.
 - i. The log cabin (from Sweden) was simple, frontier-friendly, cheap, and cozy.

- ii. The Georgian style began around 1720 and became popular in towns with its red bricks—solid and well insulated.
 - d. Colonial literature was sparse. Americans wasted little time writing and focused on working.
 - i. **Phillis Wheatley's** poetry was notable. She was a slave girl with no formal education. But, she did travel to England and get a book of poetry published. These accomplishments were amazing considering her many obstacles.
 - ii. **Ben Franklin's *Poor Richard's Almanack*** was immensely popular—read more than anything except the Bible. It tells something about Americans—they frowned on literature but loved the practical sayings and advice of an almanac.
 - 1. Franklin's exploits with experiments (like the kite flying incident) and his acute observations helped further the budding sciences.
- XI. Pioneer Presses
- a. Reading wasn't common in colonial America—books were too expensive, thus, libraries were scarce.
 - b. Pamphlets were more common. As the revolution drew near, printers hand-cranked pamphlets. These were popular ways to keep on top of current events.
 - c. **John Peter Zenger** was a printer in New York.
 - i. He printed unflattering things about the governor of New York. Zenger was arrested for seditious libel.
 - ii. But, his lawyer **Alexander Hamilton** argued, what he'd printed was true, and therefore, not libel.
 - iii. Zenger won, but more importantly, it was a landmark case for the freedom of the press.
- XII. The Great Game of Politics
- a. By 1775, eight colonies had royal governors who'd been appointed by the king. Three colonies had governors selected by proprietors.
 - b. Nearly each colony had a two-house legislature.
 - i. The upper house was chosen by either royal officials or by the colony's proprietor.
 - ii. The lower house was filled by election by the people.
 - c. Most governors were effective.
 - i. A few were corrupt. One Lord Cornbury, Queen Anne's cousin, was named the New York and New Jersey governor. He was a drunkard, spendthrift, grafter, embezzler, religious bigot, and cross-dressing fool.
 - d. The right to vote was expanding.
 - i. It was still limited to white males only, but to *more* white males.
 - ii. But, the land requirement was gone. Land was so plentiful that it didn't really limit voters anyway.
- XIII. Colonial Folkways
- a. Life for most Americans was tough, with few comforts.
 - i. Churches had no heat (no fireplace).
 - ii. Homes didn't have running water or indoor plumbing (wells and outhouses were used).
 - iii. There was no garbage disposal system.
 - b. Still, Americans weren't without amusements.
 - i. Work and play mixed during house or barn-raising, quilting bees, husking bees, flaxing bees, apple parings, and the like.
 - ii. Southerners enjoyed stage plays, card playing, horse racing, cockfighting, and fox hunting.
 - iii. Lotteries were accepted, even by the clergy, because they were used to raise money for the church or colleges.
 - iv. Holidays were celebrated across the colonies. New Englanders frowned on Christmas, however, as being too aligned with the Pope.
- XIV. Makers of America: The Scots-Irish
- a. The Scots had a hard time back in Britain. They were poor but heavily taxed by the English. This added to a long list of reasons the Scots disliked the English.
 - b. Fed up, the Scots moved to Ulster, in Ireland. But, the Irish didn't want the Scots there either. So, the Scots packed up and moved to America.
 - c. As if they wanted to distance themselves from Britain as far as possible, the Scots moved into and spread along the Appalachian piedmont region.
 - i. Pennsylvania was a hot spot since tolerance was high there.
 - d. The Scots-Irish were tough, independent, ruddy people—perfect for frontier life, blazing new lands, and building America out of the forests.

- e. Though independent-minded, religion tied the Scots-Irish together. They were Protestant, usually of the Presbyterian denomination.
- f. Their disdain for England also bonded them. This fact became of great use when the Revolution broke out. The Scots-Irish were passionately against England and for independence.

Chapter 6

The Duel for North America

I. France Finds a Foothold in Canada

- a. France got a late start in colonizing America (like England and Holland).
 - i. French were tardy due because during the 16th century they suffered foreign wars and issues at home.
 - 1. To help ease Catholic-Protestant feuding, the **Edict of Nantes** (1598) was issued. It granted religious toleration to the **Huguenots** (French Protestants).
 - ii. King Louis XIV took an active interest in France's lands overseas—he wanted more.
 - iii. So, the French landed in the St. Lawrence River in what is today's Quebec.
 - 1. Samuel de Champlain was the leader of the expedition and "Father of New France."
 - 2. Champlain was on good terms with the local Huron Indians. He helped the Huron defeat their enemy, the Iroquois.
 - 3. His alliance with the Huron would become a problem later with the British in the French and Indian War.
 - iv. New France didn't have loads of immigrants (as did New England).
 - 1. The French peasants were too poor to get themselves across the ocean.
 - 2. The Huguenots were not permitted to emigrate.

II. New France Fans Out

- a. New France was built on the beaver skin trade.
 - i. Young beaver trappers (*coureurs de bois* or "runners of the woods") paddled canoes into trapping lands, worked with the Indians, and hauled out their beaver skins for sale.
 - 1. They were also known as *voyageurs*.
 - 2. Place-names were left behind like Baton Rouge (red stick), Terre Haute (high land), Des Moines (the monks), and Grand Teton (big breasts).
 - 3. Their Indian friends were decimated by the whites' diseases.
 - 4. The beaver population eventually began to run thin.
- b. Catholic missionaries tried to convert Indians to Christianity.
- c. New France grew.
 - i. **Detroit** (the "City of Straits") was founded in 1701 by **Antoine Cadillac** to help fend off the English from moving into the Ohio Valley.
 - ii. **Louisiana** was founded by **Robert de La Salle** in 1682. It reached from the headwaters of the Mississippi River down to the Gulf of Mexico.
 - iii. The fertile lands of Illinois were New France's breadbasket. There they had forts and trading posts at Kaskaskia, Cahokia, and Vincennes.

III. The Clash of Empires

- a. England got into several mini-wars in the 1700s with various other nations. Bottom line: it was England vs. France/Spain; England won.
 - i. **King William's War and Queen Anne's War**
 - 1. The French *coureurs de bois* and the British colonists. Both sides recruited Indian allies.
 - 2. Both sides agreed that America wasn't worth risking regular troops.
 - 3. Pro-France Indians ransacked Schenectady, New York, and Deerfield, Mass.
 - 4. The British failed to take Quebec and Montreal, but did temporarily seize Port Royal.

5. The English won the war and a peace treaty was signed at Utrecht (1713).
 - a. It gave the British Acadia (renamed as Nova Scotia), Newfoundland, and Hudson Bay.
 - b. It pinned the French down to the settlements along the St. Lawrence River.
 - c. It gave the British trading rights with Spanish Florida.

ii. The War of Jenkins's Ear

1. A Spanish commander cut off an English Captain Jenkins' ear.
2. The war was small and played out in the Caribbean and the coast of Georgia.
3. It merged with the larger War of Austrian Succession and became known as King George's War.
4. The British invaded Ft. Louisbourg (guarding the entrance to New France) and took it.
5. The peace treaty gave Louisbourg back to the French. The English were outraged.

IV. George Washington Inaugurates War with France

- a. The British, French, and Spanish were in mini-wars, on and off. The Ohio Valley would be the battleground (and prize) for the decisive war (the French and Indian War).
 - i. The land was sandwiched between British and French colonies. Where's the border? was the question.
 - ii. The land was very fertile and therefore very valuable.
- b. The French set out to lay claim to the Ohio Valley by building **Ft. Duquesne** (at today's Pittsburgh).
 - i. In response to the fort, the British sent 21 year old Major **George Washington** and troops.
 - ii. Washington got into a skirmish, built Ft. Necessity, fought guerilla-style, and was forced to surrender after 10 hours.
 - iii. Back in Nova Scotia, the British evicted the French Acadians. They migrated as far south as New Orleans and became known as the "Cajuns."
 - iv. After a wrist-slapping, he was allowed to march away. But, the French and Indian War had begun.

V. Global War and Colonial Disunity

- a. Though the players were the same, the **French and Indian War** was different from the others--it'd begun in America.
- b. The French and Indian War was called the Seven Years' War back in Europe.
 - i. In America, it was England/American colonists/some Indian tribes vs. France/French colonists/more Indian tribes.
 - ii. The belligerents were England/America/Prussia vs. France/Spain/Austria/Russia.
 - iii. Frederick the Great of Prussia (Germany), though outnumbered, held off the French, Austrian, and Russian armies.
- c. Many Americans sought strength in unity. To unite or not was a hot topic however.
 - i. 7 of the 13 colonies met (1754) at the **Albany Congress** in Albany, NY.
 - ii. There, Ben Franklin led the delegates toward unity.
 1. His famous "*Join or Die*" cartoon of a disjointed snake (symbolizing the colonies) illustrated his point.
 2. His plan eventually failed though, because the colonies were reluctant to give up their sovereignty or power. Still, it was a big step toward unity--one that'd be repeated later on.

VI. Braddock's Blundering and Its Aftermath

- a. After Washington's failure, the British sent **Gen. Edward Braddock** to roust out the French at Ft. Duquesne.
 - i. Braddock's men were ambushed en route to the battle and nearly wiped out. Braddock himself was killed. Only Washington's men using "Indian tactics" (guerilla fighting) prevented a total catastrophe.
 - ii. Clearly, a new style of fighting was needed in America (*not* the European style of fighting in an open field with lines of troops).
- b. A rash of Indian uprisings spread across America from frontier Pennsylvania to North Carolina. Rewards were offered to whites for Indian scalps.
- c. British defeats mounted as they tried unsuccessfully to take wilderness posts.

VII. Pitt's Palms of Victory

- a. Just as things were going terribly for the British, a strong leader stepped up in **William Pitt**, the "Great Commoner" who became the "Organizer of Victory."
- b. Pitt made some changes in the war...
 - i. He took the focus *off* of the French West Indies (this sapped British resources).

- ii. He put the focus on Quebec and Montreal (since they controlled the supply routes into New France).
 - iii. He replaced old, cautious officers with young, daring officers.
 - c. Pitt's plan worked.
 - i. Ft. Louisbourg fell in 1758. This was like cutting the root and letting the vine wither because all French supplies funneled past Louisbourg.
 - ii. **James Wolfe**, handsome at 32 years old, scored a major victory at the **Battle of Quebec**.
 - 1. Quebec was considered impenetrable with its bluffs. But, Wolfe's men snuck up the cliffs, then surprised and defeated the French on the **Plains of Abraham**. Both Wolfe and his French counterpart **Marquis de Montcalm** were killed in the battle.
 - 2. The Battle of Quebec was a red letter event in British and American history.
 - 3. After Montreal fell to the British in 1760, it was all but over.

VIII. The **Treaty of Paris, 1763** was a crushing defeat for France and victory for Britain.

- a. France was kicked out of North America completely. This meant Britain got Canada and the land all the way to the Mississippi River.
- b. France was allowed to keep sugar plantations in the West Indies and 2 islands in the St. Lawrence for fishing purposes.
- c. France was forced to give the Louisiana (including New Orleans) territory to Spain.

IX. Restless Colonists

- a. These wars and victories had effects...
 - i. The British & colonists were confident after their victories.
 - ii. The notion that British regulars were invincible was shattered (e.g. Braddock's loss).
 - iii. Friction emerged between the uppity British and colonial "boors." This foreshadowed trouble.
 - 1. The British wouldn't recognize any American above the rank of captain.
 - 2. Americans thought of themselves as equals to British.
 - iv. The Brits distrusted the Americans. Some Americans had traded with enemy ports in the West Indies; this had prompted Britain to forbid New England exports.
 - v. Other Americans didn't want to fight, but wanted full British privileges. They only fought when Pitt offered reimbursement.
 - vi. One major benefit of the war was the realization of much in common. The colonies had been reluctant to unite, but now were surprised to realize that they shared things: language, traditions, and ideals. The colonies were bonding.

X. War's Fateful Aftermath

- a. With the war over, American colonists roamed free—without worry of France, and to a large degree, of England.
 - i. The French took solace in their loss by figuring, "If we lost a great empire, maybe England will one day lose theirs."
 - ii. Spain was also crippled. Florida had been a headache because of Indian troubles and runaway slaves, but Spain had been defeated. England was now in control.
- b. The Indians recognized their weakened position.
 - i. Ottawa chief **Pontiac** led a violent uprising in the Ohio valley.
 - ii. He had some success initially, but the British were ruthless and destroyed his people. One infamous tactic was to give the Indians blankets laced with smallpox.
 - iii. This opened the trans-Appalachians to the English. **Daniel Boone** trekked across the mountains and led settlers into Tennessee and Kentucky.
 - iv. London suddenly issued the **Proclamation Line of 1763**.
 - 1. This line was the Appalachian Mountains.
 - 2. It said whites were not permitted to cross and settle west of the Appalachian Mountains; that was Indian land.
 - 3. The purpose of the proclamation was to resolve the Indian issue with the "out-of-bounds" line. But, the colonists cried foul asking, "Didn't we just fight a war to win this land?!"
 - 4. In 1765, 1,000 wagons left Salisbury, NC to head "up west" despite the proclamation.
 - v. The British, puffed up with victory, were becoming annoyed at the unruly and unappreciative Americans. Trouble was brewing.

XI. Makers of America: The French

- a. King Louis XIV dreamed of a French Empire in North America. Losses in 1713 and especially in 1763 ended that dream.

- b. The Acadians were some of the first French to be rooted out of their homes.
 - i. These folks were from Acadia, the place that was changed to Nova Scotia.
 - ii. The British had demanded allegiance to Britain, or leave. The Acadians left.
 - iii. The scattered but largely went down to the bayous around New Orleans. They brought/developed a unique culture that came to be called the "Cajuns"...
 - 1. They brought Roman Catholicism with them.
 - 2. They raised sugar cane and sweet potatoes.
 - 3. They spoke a French dialect.
 - 4. They began to intermarry with the Spanish, French, and Germans.
 - 5. The Cajun culture is a mix of a lot of cultures thrown together in a mixing pot and stirred together.
 - 6. The Cajuns were very isolated until the 1930s. Gov. Huey Long started building bridges that linked up the bayous and the people.
 - iv. After the French and Indian War (1763) Quebec citizens began emigrating to New England. Their motivation was lack of food in Quebec.
 - 1. These folks hoped to return to Canada.
 - 2. They kept their religion (Catholicism) and their language (French).
 - 3. Even still, English is spoken today by the Cajuns and French-Canadians in America.
 - v. Quebec remains today as the strongest testament of France in North America.
 - 1. The French language is on road signs, in classrooms, courts, and markets.

Chapter 7

The Road to Revolution

- I. The Deep Roots of Revolution
 - a. It could be said that the American Revolution started long before 1775--back to when colonists first came to America. They essentially revolted from England and moved to America.
 - b. And, those American colonists were growing independent.
 - i. Crossing the ocean took 6 to 8 weeks, one way.
 - ii. The Americans *felt* separated from England; they felt as though they were the cutting edge of the British Empire.
 - iii. The Americans were developing their own brand of politics.
 - 1. The Americans were embracing **republicanism**, that is a society where citizens elect representatives to govern for them.
 - 2. The "radical Whigs" of England influenced American thinking. They criticized how the king would appoint relatives to positions, accept bribes, or such corruption. These were a threat to liberty.
- II. Mercantilism and Colonial Grievances
 - a. The British colonies began haphazardly by various groups. Only Georgia was started by the British government.
 - b. Still, Britain had an overall economic ideology in the form of mercantilism.
 - i. In **mercantilism**, a nation's wealth and power is measured by its treasury of gold or silver.
 - ii. Thus, gold was sought after either by (a) finding or digging it, (b) stealing or winning it, or (c) earning it by exporting more than importing (by obtaining a "favorable balance of trade").
 - 1. A favorable balance of trade was easier if a country had colonies. The colonies supplied raw materials to the mother country and also buy the finished products.
 - 2. This setup meant America was being used for England's benefit in the form of ships, naval stores, lumber, tobacco, sugar, etc.
 - iii. Mercantilism placed restrictions on economic activity.
 - 1. The **Navigation Laws**, first passed in 1650, set rules to carry out mercantilist ideas.