

## AP | CONNECTING CONCEPTS

**CHAPTER 3** deals with the development of colonial society in the 17th and 18th centuries. You should focus on the failure of the indentured servant system to provide an adequate supply of labor and its impact on the institutionalization of slavery. Also consider how and why changes occurred in the slave system over time. Particular emphasis is placed on the role of women in colonial society, so you should be able to compare and contrast the role of women in different regions. You should also focus on the regional similarities and differences in the colonial economy and how these led to the development of different class systems in the different regions. Be aware of the differences in education, religion, social mobility, and science in the different regions and how significant those factors were in the development of each region. As you read, evaluate the following ideas:

- Economic and geographic conditions, as well as perceptions of racial superiority, led to the institutionalization of slavery in the British North American colonies.
- Distinct regional identities developed throughout the British North American colonies as a result of differing motives for settlement, geographic and environmental factors, and ethnic and religious differences.
- The roles of women varied significantly throughout different colonial regions.
- Regional differences between the colonies diminished over time and a more unified colonial culture began to emerge.
- Science, technology, and education systems led to expanding social networks and greater economic development.

### THE COLONIAL POPULATION

Not until long after the beginning of European colonization did Europeans and Africans in North America outnumber the native population. But after uncertain beginnings at Jamestown and

#### IMMIGRATION AND NATURAL INCREASE

Plymouth, the nonnative population grew rapidly and substantially, through continued immigration and through natural increase, until by the late seventeenth century Europeans and Africans became the dominant population groups along the Atlantic coast.

A few of the early English settlers were members of the upper classes—usually the younger sons of the lesser gentry, men who stood to inherit no land at home and aspired to establish estates for themselves in America. For the most part, however, the early English population was very unaristocratic. It included some members of the emerging middle class, businessmen who migrated to America for religious or commercial reasons, or (like John Winthrop) both. But the dominant element was English laborers. Some came to the New World independently. The religious dissenters who formed the bulk of the population of early New England, for example, were men and women of modest means who arranged their own passage, brought their families with them, and established themselves immediately on their own land. But in the Chesapeake, at least three-fourths of the immigrants in the seventeenth century arrived as indentured servants.

#### INDENTURED SERVITUDE

The system of temporary servitude in the New World developed out of existing practices in England. Young men and women bound themselves to masters for a fixed term of servitude (usually four to five years). In return they received passage to America, food, and shelter. Upon completion of their terms of service, male indentures were supposed to receive such benefits as clothing, tools,

#### ORIGINS

and occasionally land; in reality, however, many left service without anything, unprepared and unequipped to begin earning a living on their own. Roughly one-fourth of the indentures in the Chesapeake were women, most of whom worked as domestic servants. Because men greatly outnumbered women in the region in the seventeenth century,

