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и международных отношений*

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Учебное пособие по домашнему чтению для студентов Института истории и международных отношений предназначено для индивидуальной и групповой работы на занятиях по английскому языку в группах 1 и 2 курса. Цель пособия – подготовить студентов к индивидуальной самостоятельной работе с оригинальной литературой по специальности, а также развить навыки устной речи.

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THE FOREWORD

Настоящее пособие предназначено для студентов Института истории и международных отношений в качестве материала для домашнего чтения.

Предполагается знание студентами основных морфологических форм и синтаксических структур английского языка в объеме программы средней школы, так как учебным материалом пособия являются оригинальные тексты монографии “The New World” by Richard B. Morris and the Editors of LTFE, vol. 1 из серии “The Life History of the United States”.

Цель пособия – подготовить студентов к самостоятельной работе с литературой по специальности, а также познакомить их с трактовкой исторических и социо-культурных явлений коллективом авторитетных американских исследователей.

Тексты уроков снабжены системой предтекстовых и послетекстовых упражнений. Они позволяют последовательно подвести студентов к пониманию и осмыслению содержания текстов, развивать навыки контекстуального подхода к переводу, ориентируют на пополнение индивидуального словарного запаса в процессе чтения. Перевод рассматривается авторами как этап речевой деятельности, завершающий предварительный анализ и толкование содержания и ведущий к передаче смысла оригинала средствами родного языка. Ряд заданий ставят целью развитие навыков разных видов чтения – просмотрового, ознакомительного и изучающего.

Активное усвоение новых лексических единиц, осмысление понятий и терминов оригинального материала являются основой, на которой студенты могут развивать и совершенствовать навык устной речи, выполняя задания коммуникативного характера. Предлагаются упражнения для парной работы, а также темы для фронтального обсуждения.

Каждый урок рассчитан на 4-6 часов аудиторных занятий. Тексты уроков снабжены комментариями.

UNIT I

An Era of Epochal Discovery

At sunrise, a pelican flew past the *Santa Maria*. The tiny squadron of three Spanish ships, according to the private reckoning which the admiral kept secret from his crew, was then some 2,100 miles west of the last landfall it had made three weeks before. On and off for the next week [1] large flocks of birds, including ravens, were sighted by the restive men, a sure sign that land was near. One day, sailors on the *Pinta* saw a green branch floating by. Shortly afterward the *Nina's* crew fished out of the water a branch of thorns laden with [2] red berries. The next morning, in the first faint light of dawn, a sailor on the *Pinta* called out "*Tierra! Tierra!* [Land! Land!]" The ship fired a lombard, her biggest piece of artillery. In a few hours the three ships anchored off a small island which Admiral Christopher Columbus named San Salvador, which in Spanish means "Blessed Savior."

On that day, October 12, 1492, the course of history was changed.

Columbus' voyage was not merely a stab into the unknown. True, it took colossal self-confidence, stout determination and superb nautical skill on the part of the leader of the expedition to reach the New World. Columbus had all these, but his voyage through uncharted seas was also based on a century of solid navigational achievements of many other Europeans. He was sailing into the unknown, but he was not sailing blindly.

Serious and systematic expansion of geographical knowledge by sailors and scholars had been sponsored from the early 15th Century by Prince Henry the Navigator of Portugal, one of the greatest patrons of cosmography and exploration in history. Searching for a sea route to India, Portuguese explorers opened the western coast of Africa to Europeans. By 1488 Diaz had rounded the Cape of Good Hope. A decade later Vasco da Gama completed an extraordinary round-trip voyage to the Malabar coast of India.

Like Columbus, these men ventured farther and with greater safety than any who had sailed before them because of steady improvements in navigational instruments and knowledge. In the Middle Ages, European seamen finally came into possession of the magnetic compass to determine direction and the astrolabe [3] to determine latitude. During the 15th Century the portolani [4], the first practical hydrographic charts, were improved and updated. Ship construction advanced by great leaps. The Portuguese caravel, with its broad bows, high, narrow poop and triangular lateen sails [5], was fast and could sail against the wind more efficiently than earlier ships.

Despite these advances, prodigies of navigational skill were still required of the seamen who ventured far offshore. The development of reliable chronometers and watches was far in the future, so it was difficult to determine longitude at sea. Mariners proceeded by sailing to the desired latitude and then turning onto the course they would hold until their goal was reached, estimating distance covered as best they could. Columbus, for example, sailed westward on the latitude of Japan, which was the goal he sought. On the way he was aided by [6] northeast trade winds and by occasional helpful ocean currents. On his return trip, sailing a more northerly course, he was helped by the prevailing westerlies, of whose existence he was ignorant.

The monarchs of Portugal and Spain did not finance expeditions out of an enthusiasm [7] for pure scientific information. They were prompted by a mixture of economic, religious and military motivations. They envied the trade monopoly that Venice and Genoa had carved out for themselves during the era of the Crusades from the Bosphorus to the Strait of Gibraltar. From Arabia, India and China, profits came to fill the coffers of the Italian merchant princes. They imported goods which brought handsome prices in Europe: pepper, cinnamon, cloves and nutmeg [8]; raw silk and cotton; oranges, medicaments, dyestuffs and precious stones. Caravans brought these trade goods overland to Syrian ports; Italian traders moved them across the seas, through the passes of the Alps and on to the trading centers of northern Europe.

When the Portuguese opened the cheaper water route to the Orient around Africa, they shattered these traditional trade patterns. Their early voyages to the Indies broke the price of pepper in Venice and ended Venetian dominance of the spice trade. In the course of the century that followed, the main current of navigation and commerce shifted from the Mediterranean to the Atlantic. This shift, which had great financial and ultimately political significance, was part of what came to be known as the Commercial Revolution.

The Portuguese court gave Columbus no encouragement when he asked for backing [9] to make his epic voyage. It was the Spanish monarchs, Ferdinand and Isabella, who agreed to sponsor his expedition. They did so as an act of national pride, for the province of Granada had recently been taken from its Moorish [10] conquerors and Spain was now a consolidated Catholic nation. In supporting a voyage that aimed westward, rather than around Africa, the Spanish rulers were farsighted indeed. However, at the very moment that Columbus was raising sail, the Jews were being expelled from Spain. In pressing Columbus' exploration program, Spain took an enormous step forward; in expelling Jews as well as Moors, Spain ensured the eventual transience of its glory, for the technical, scientific and business skills of these people were never to be replaced in the country.

1. Make sure you know the words and word combinations in the box.

squadron, private reckoning, flocks of birds, to anchor off, stab into, nautical, navigational achievements, patrons of cosmography and exploration, round-trip voyage, to venture, latitude, longitude, astrolabe, hydrographic charts, prodigies of navigational skill, reliable chronometer, to estimate distance, ocean currents, ignorant, to be prompted by, coffer, trade goods, to shatter, ultimately, conquerors, to be farsighted, transience, to be replaced

2. Use context clues to get the meaning of the words and give their Russian equivalents.

- P1: a pelican, admiral, crew, to be sighted, restive men, faint light;
P2: merely, colossal, stout determination, leader of the expedition;
P3: route, to round, extraordinary;
P4: steady improvements, possession, magnetic compass, construction;
P5: advances, goal, westward, occasional, course;
P6: monarchs, to envy, to import goods, handsome prices, overland;
P7: dominance, commerce, political significance;
P8: encouragement, to sponsor, national pride, consolidated nation, to be expelled.

3. Find English equivalents for the following Russian words and word combinations.

- P1: крошечный, держать в секрете, верный признак, зеленая ветвь, назвать;
P2: уверенность в себе, достигнуть, неизведанное;
P3: систематическое расширение, португальские исследователи, обогнуть;
P4: с большой осторожностью, определять направление, улучшенный;
P5: развитие, в будущем, часы, моряки, достичь цели, на обратном пути;
P6: научная информация, монополия в торговле, добыча (выгода), драгоценные камни, торговые центры;
P7: водный путь, положить конец, политическая значимость;
P8: оказать поддержку, испанские властители, в тот самый момент, огромный шаг вперед.

4. Translate the following sentences into Russian.

- a. In a few hours the three ships anchored off a small island which Admiral Christopher Columbus named San Salvador, which in Spanish means “Blessed Savior”.
- b. Columbus’ voyage was not merely a stab into the unknown.
- c. Searching for a sea route to India, Portuguese explorers opened the western coast of Africa to Europeans.

- d. Despite these advances, prodigies of navigational skill were still required of the seamen who ventured far offshore.
- e. They were prompted by a mixture of economic, religious and military motivations.
- f. Their early voyages to Indies broke the price of pepper in Venice and ended Venetian dominance of the spice trade.
- g. It was the Spanish monarchs, Ferdinand and Isabella, who agreed to sponsor his expedition.
- h. In supporting a voyage that aimed westward, rather than around Africa, the Spanish rulers were farsighted indeed.

5. Look through the text and find paragraphs dealing with the following.

- the goal which Columbus sought
- the day which changed the course of history
- goods imported to Europe from Arabia, India and China
- monarchs who sponsored Columbus' expedition
- the island where Columbus' ships anchored off
- improvements in navigational instruments and knowledge
- the role of Prince Henry the Navigator of Portugal

6. Read the text and find answers to the following questions.

- a. What was the sure sign that land was near?
- b. Who called out "Tierra! Tierra!"?
- c. How is San Salvador translated from Spanish?
- d. Columbus' voyage was not merely stab into the unknown, was it? Why do you think so?
- e. Was Columbus sailing blindly or according to a careful plan?
- f. Who was called one of the greatest patrons of cosmography and exploration in history?
- g. When did European seamen come into possession of the magnetic compass?

- h. Why could the Portuguese caravel sail against the wind more efficiently than earlier ships?
- i. What helped Columbus on his way to America and on his return trip?
- j. Did monarchs of Portugal and Spain finance expeditions for pure scientific information? What was their motivation?
- k. What was imported to Europe from Arabia, India and China?
- l. How did caravans bring the trade good? What were the trade routes?
- m. The Portuguese shattered traditional trade patterns, didn't they? How did they do it?
- n. Why did the Spanish monarchs, Ferdinand and Isabella, agree to sponsor Columbus' expedition?
- o. Why does the author say that "Spain took an enormous step forward"?

7. Read the statements below and determine whether they are true or false. If the statement is false, correct it.

- a. At sunrise, a pelican flew past the *Nina*.
- b. For the next week large flocks of birds were sighted by the restive men.
- c. The ship fired lombard, her biggest piece of sail.
- d. It took colossal self-confidence, stout determination and superb nautical skill on the part of the leader of the expedition to reach the New World.
- e. Columbus was sailing into the unknown, but he was not sailing blindly.
- f. Nobody wanted to sponsor serious and systematic expansion of geographical knowledge by sailors and scholars in the 15th century.
- g. By 1588 Diaz had rounded the Cape of Good Hope.
- h. Monarchs and religious motivation helped seamen to venture farther and with greater safety than any who had sailed before them.
- i. Despite these advances, prodigies of navigational skill were still required of the seamen who ventured far offshore.
- j. The monarchs of Portugal and Spain envied the trade monopoly of Venice and Genoa.

k. The early voyages of the Portuguese to the Indies broke the price of pepper in Venice and ended Venetian dominance on the spice trade.

l. In the 15th-16th centuries the main current of navigation and commerce shifted from the Atlantic to the Mediterranean.

m. This shift, which had great financial and political significance, was part of what came to be known as the Commencement Revolution.

8. Select the word which best matches the expressions underlined in the following sentences.

1. One day, sailors on the *Pinta* saw a green branch floating by.

A. sailing without sinking B. sailing and then sinking C. growing

2. Searching for a sea route to India, Portuguese explorers opened the western coast of Africa to Europeans.

A. scientists B. monarchs C. seamen

3. Ship construction advanced by great leaps.

A. developed B. increased C. was advertised

4. Caravans brought these trade goods overland to Syrian ports.

A. spices B. items C. precious stones

5. The Portuguese court gave Columbus no encouragement when he asked for backing to make his epic voyage.

A. support B. crew C. blessing

9. Fill in the table about achievements and discoveries in the 15th century, using information from the text.

<i>Name</i>	<i>Achievements & discoveries</i>
Christopher Columbus	
Prince Henry	
Diaz	
Vasco da Gama	
Ferdinand and Isabella	

10. Fill in the blanks with the appropriate words.

- a. One day, sailors on the *Pinta* saw a floating by.
- b. True, it took colossal, stout and superb skill on the part of the leader of the expedition to reach the New World.
- c. Searching for a sea route to India, opened the western coast of to Europeans.
- d. In the Middle Ages, European seamen finally came into possession of the to determine direction .
- e. The development of reliable chronometers and watches was, so it was difficult to determine longitude of the
- f. On the way back he [Columbus] was aided by northeast and by occasional helpful ocean
- g. They [monarchs] were prompted by a mixture of, and motivations.
- h. The Portuguese court gave Columbus no when he asked for backing to make his voyage.

11. Complete each sentence by using information from the text.

- a. Shortly afterward the *Nina*'s crew fished out of the water _____.
- b. On that day, October 12, 1492, _____.
- c. Columbus had all these, but his voyage through uncharted seas was _____.
- d. By 1488 Diaz had _____.
- e. The Portuguese caravel, with its broad bows, high, narrow poop and triangular lateen sails, was _____.
- f. Mariners proceeded by sailing to the desired latitude and then _____.
- g. From Arabia, India and China, profits came to fill _____.
- h. They did so as an act of national pride, for _____.
- i. In pressing Columbus' exploration program, Spain _____.

12. Match the words to the definitions in the column on the right.

admiral	someone who travels to places where no one has ever been in order to find out what is there;
flock	an organized journey, especially a long one for a particular purpose;
sailor	an officer of very high rank in the navy;
to sail	to travel in a boat or a ship;
achievement	to decide what will happen;
to sponsor	a group of birds or sheep;
explorer	happening at a gradual, regular rate;
steady	someone who sails ships or boats as their job;
to determine	something good that you achieve;
expedition	to give money to someone to support an activity, event or organization

13. Discussion. Give the opinion about achievements and discoveries in the 15th century, using the following expressions:

to begin with, my personal feeling is that, in this respect, in particular, speaking from the particular to general, to be against smth., to be for smth., to argue, the point is that, in a modern sense, historically speaking, as a rule, eventually, to give some evidence, to support the opinion, to adduce the example.

Notes

1. On and off for the next week – Периодически в течение следующей недели
2. laden with – с
3. astrolabe – астролябия (инструмент)
4. portolani – карта, морской справочник

5. poop and triangular lateen sail – корма и треугольный латинский парус
6. he was aided by – ему помог
7. out of enthusiasm – из чистого энтузиазма
8. cinnamon, cloves and nutmeg – корица, гвоздика и мускатный орех
9. he asked for backing – он искал поддержки
10. Moorish – мавританский

UNIT II

The Southern Plantation

ONE day in December of 1606, a little over a hundred Englishmen crowded onto three small ships, the *Susan Constant*, *Godspeed* and *Discovery*, and set sail from London for what one of the men hopefully called "Virginia, Earth's only paradise." Many were gentlemen-adventurers. There were also four boys, 20 laborers and four carpenters—but no women—in this motley company moving down the Thames. Four storm-tossed months later, they entered hospitable Chesapeake Bay, and a month afterward finally anchored in the calm waters of the James River (so named in honor of King James I).

Their first impressions were exhilarating. They found, one of their number related, "fair meadows and goodly tall trees, with such fresh waters running through the woods as I was almost ravished with the first site thereof." Looking for an easily defensible site, the sea-weary voyagers pitched their tents on marshy and unhealthful ground, and soon famine and pestilence took a fearful toll [1]. The long sea voyage had used up most of their provisions. As the first year neared its end, only 38 of the 104 were still alive in Jamestown.

It was a sorry beginning for the settlers, and the company that financed them finally went bankrupt. Yet a permanent English settlement in North America had at last been begun. And despite the frustrations and sacrifices that marked the first outposts at Jamestown and Plymouth, Englishmen could not be discouraged from emigrating to America in increasing numbers.

Why did they come, and why did they keep coming? Sir Walter Raleigh said that it was "to seek new worlds for gold, for praise, for glory." Gold was certainly on the minds of the Jamestown settlers. One of the original company, Captain John Smith, records in his *Generall Historie of Virginia* that there was "no talke, no hope, nor worke, but dig gold, wash gold, refine gold, load gold." But no gold was found in Virginia. And not all the settlers were romantics in quest of praise and glory. There were, of course, adventurers whose patriotism was aroused by the

defeat of the Spanish Armada. They were encouraged by the English government, which felt colonies would heighten its prestige. A ballad of the time, inspired by news of an early voyage to Virginia, expressed England's aspirations:

Wee hope to plant a nation
Where none before hath stood.

Tales of discovery, of the exploration of exotic lands, of victories over the hated Spaniards had fired the imagination of people of every class. These glowing visions were often sufficient to induce noblemen and the country gentry to desert their firesides for the perils of the Atlantic crossing.

But more personal motives were ordinarily needed to bestir the rank and file of [2] emigrants. They were weavers, tradesmen, laborers. Among them was more than a liberal sprinkling of vagrants, paupers, orphans, pickpockets and women of the streets who came to Virginia to start life anew, to escape the degradation and hopelessness that had been their lot in the mother country.

Many of the emigrants were farmers who came to acquire cheap or free land. For the yeomen freeholders, the small farmers of England, the times were out of joint. Sheep raising on a large scale had been started toward the end of the 15th century to meet the needs of England's growing export trade in wool. To create broad grazing areas, Parliament enacted laws authorizing the enclosure, or fencing off, of the narrow strips in various parts of the common land which had been allotted in medieval times for tillage. In return for his loss of his tilling privilege on common land, the farmer received a single farm. But on balance, he was generally a loser in this redistribution. The plot he was given was usually poorer and smaller than the land he had formerly used. It was worse for the many farmers who did not own their land as freeholders but worked it as tenants. They had only hereditary claims as descendants of villeins, or servile tenants, and lost their lands completely because they could not show technical title. "Sheep eat men" was the bitter cry of the evicted. Sir Edward Coke, commenting on the decline of the countryside and the growth of vagrancy, denounced the "de-populator who turns all out of doors

and keeps none but a shepherd and his dog." Riots broke out in England over the enclosures in the very year that Jamestown was settled.

Another device called rack renting [3] intensified hardships of English country people in the late 16th and early 17th Centuries. The landlords now argued with pitiless logic that the old and traditional rents, based on medieval values of land, were unrealistic. Accordingly, they boosted rents of tenant farmers several hundred per cent. And while rents and prices rose rapidly, the wages of farm laborers were held down. These wages had for centuries been set by the country justices of the peace, themselves large landowners who were naturally conservative about granting wage rises. A worker earned little more in the reign of James I than he had a century earlier in the days of Henry VIII.

The new scarcity of land and the spread of unemployment and vagrancy fostered the notion that England was overpopulated. This furnished another stimulus to colonization. And enthusiasm for emigration was further supported in the early years of settlement by the widely held theory that if the unemployed and vagrant classes were shipped to the colonies, they could produce the raw materials needed at home and at the same time consume England's surplus of manufactures. Thus resettlement was warmly encouraged by the merchant capitalists whose ideology has been loosely labeled mercantilism.

To some degree, all of the colonizing powers subscribed to mercantilist notions. Although they disagreed on details, all mercantilists believed in building self-sufficient national states or empires. They argued that a sizable state treasury was required to maintain a nation's security forces in readiness. Gold and silver would flow into the treasury if the nation sold more abroad than it bought. To ensure such a favorable balance of payments, tariff walls [4] against imports had to be erected, and domestic producers had to be bolstered by ensuring them essential raw materials and low production costs.

Mercantilism implied a dual role for the colonies, whose interests must always be subordinate to the mother country's. First, colonies proved their worth when they furnished products the mother country had previously been compelled to buy

from foreign, often enemy, nations. For England, these products would be timber and naval stores [5] for the Royal Navy, until then purchased from Baltic lands; silks from Italy and France; sugar and spices from several distant places. Second, colonies should mean expanding markets for such English products as cloth, nails and other hardware.

The English merchant capitalists who invested in colonizing projects believed that their pursuit of profit also served the national welfare. Their philosophy was summed up by the poet and cleric John Donne in a sermon preached to the Virginia Company in London in 1622. Donne pointed out that while cash profits were still distant, the Virginia plantation already was returning dividends of another sort. "It shall redeem many a wretch from the jaws of death, from the hands of the executioner. ... It shall sweep your streets and wash your doors from idle persons and the children of idle persons, and employ them." Indeed, Donne pointed out, Virginia was more than "a spleen to drain ill humours of the body." It was already breeding a fine, new kind of Englishman, and providing employment for mariners and profits on maritime freight [6]. It had already become "a mark for the envy and for the ambition of our enemies."

1. Make sure you know the words and word combinations in the box.

paradise, adventurer, voyage, famine, frustration, praise, a liberal sprinkling, the time is out of joint, to meet the needs, grazing area, medieval time, justice of the peace, vagrancy, mercantilism, self-sufficient national state, dual role

2. Identify the part of speech the words belong to and translate them.

laborer, unhealthful, defensible, discourage, heighten, fireside, freeholder, loser, redistribution, de-populator, pitiless, overpopulate, disagree, payment, previously, employment

3. Use context clues to get the meaning of the words and give their Russian equivalents.

- P1: to crowd, hospitable, to anchor;
P2: meadow, to ravish, alive;
P3: bankrupt, permanent;
P4: to seek, to dig, to refine, to inspire, peril;
P5: to bestir, anew, hopelessness, lot;
P6: to acquire, enclosure, to receive, plot, shepherd, riot;
P7: hardship, rent, landowner, to grant;
P8: to furnish, scarcity, to ship, manufacture;
P9: treasury, security, to erect, cost;
P10: to subordinate, to compel, timber, to purchase;
P11: to invest, welfare, cash.

4. Find English equivalents for the following Russian words and word combinations.

- P1: пестрая компания, отплыть, носимый ветром (ураганом);
P2: место, измученный плаванием, болотистый, приближаться;
P3: жертва, форпост, возрастающее количество;
P4: искать, золото, поражение, поощрять, представление, родной дом (очаг);
P5: ткач, торговец, вор-карманник, избежать;
P6: дешевый, разведение овец, принять закон, общинная земля, предназначать, пашня, арендатор;
P7: усиливать, арендная плата, заработок;
P8: нехватка, бродяжничество, сырье, потреблять;
P9: государственная казна, готовность, обеспечить, отечественный производитель;
P10: значимость, поставлять продукты, расширять рынок;
P11: благосостояние, погоня за прибылью, воспитывать, зависть, давать работу.

5. Look through the text and find paragraphs dealing with the following.

- the site the voyagers pitched their tents on
- the first outposts of Englishmen in America
- the number of voyagers on board three small ships
- the search of gold in Virginia
- the authorizing of the enclosure
- the ideology of mercantilism
- the wages of farm laborers
- what were the rank and file of emigrants
- why the resettlement was encouraged by capitalists
- the products the colonies furnished to their mother country

6. Read the text and find answers to the following questions.

- a. When did three small ships sail from London?
- b. Where did they anchor finally?
- c. How many voyagers were still alive in a year?
- d. What were the first English outposts in America?
- e. Was gold found in Virginia?
- f. What induced noblemen and the country gentry to leave their firesides?
- g. Why did the rank and file of emigrants want to escape to America?
- h. What were the consequences of enclosure for the small farmers of England?
- i. Why were the hardships of the English country people intensified in the late 16th and early 17th centuries?
- j. Who set the wages of farm laborers?
- k. What widely held theory furnished another stimulus to colonization?
- l. Why were tariff walls against imports erected?
- m. How did colonies prove their worth?
- n. What sort of dividends besides the cash profits was Virginia plantation returning?

7. Read the statements below and determine whether they are true or false. If the statement is false, correct it.

- a. The sea-weary voyagers found an easily defensible site on the fair meadows.
- b. All frustrations and sacrifices could not discourage Englishmen from emigrating to America in increasing numbers.
- c. Even the tales of the exploration of exotic lands could not induce the noblemen to desert their firesides.
- d. Many rank and file of emigrants came to Virginia to start life anew.
- e. Sheep raising on a large scale resulted in the enclosure and in the decline of the countryside and the growth of vagrancy.
- f. As the landowners boosted rents several hundred per cent the wages of farm laborers were also held up.
- g. The ideology of mercantilism fostered the notion that England was overpopulated.
- h. Gold and silver would flow into the state treasury thus maintaining England's security forces in readiness if the nation sold more abroad than it bought.
- i. Colonies should mean expanding markets for such English products as cloth, nails and other hardware.

8. Fill in the blanks with the appropriate words.

- a. Four months later three little ships hospitable Chesapeake Bay and finally in the calm of the James River.
- b. The company that the voyage finally went
- c. The patriotism of some adventurers was aroused by of the Spanish Armada.
- d. Many of the emigrants were who came to acquire
- e. Sheep raising on a large scale demanded broad
- f. Common lands had been allotted in medieval times for
- g. broke out in England over the enclosure as the land the farmer was given was and than the land he had formerly

- h. The unemployed and vagrant could produce needed at home.
- i. The English merchant capitalists invested in colonization and believed that it served

9. Match the words to the definitions in the column on the right.

adventurer	any wide-spread fatal, infectious disease;
famine	danger;
pestilence	a person who tries to get things in ways that are not always honest;
peril	any distant settlement;
rank and file	child who has lost one or both of his parents by death;
outpost	a person who wanders about, having no home or occupation;
surplus	extreme scarcity of food, starvation;
vagrant	common soldiers (contrasted with officers);
orphan	to rescue from sin and its consequences;
to redeem	a very unfortunate or miserable person;
tenant	the amount that remains after needs have been met;
wretch	a person who pays rent for the use of the land, a building or rooms

10. Working with a partner fill in the table about who left for America and when.

<i>in search of gold</i>	<i>to expand markets</i>	<i>to start life anew</i>	<i>to acquire cheap or free land</i>

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Notes

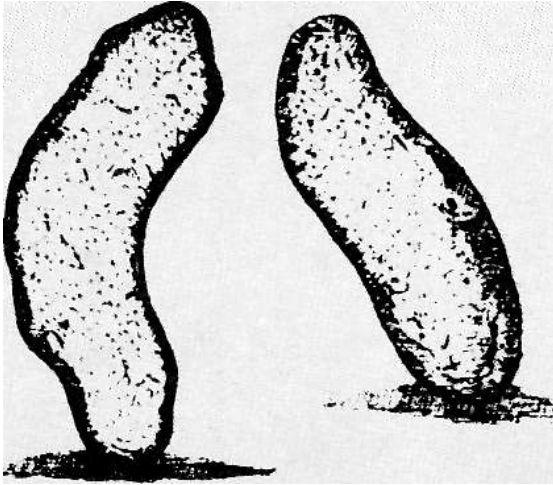
1. to take a toll – нанести урон
2. the rank and file – простые люди, массы
3. rack-rent – непомерно высокая арендная плата
4. tariff-wall – тарифные барьер
5. naval stores – шкиперское имущество
6. maritime freight – перевозка грузов по морю

Do you know that ...



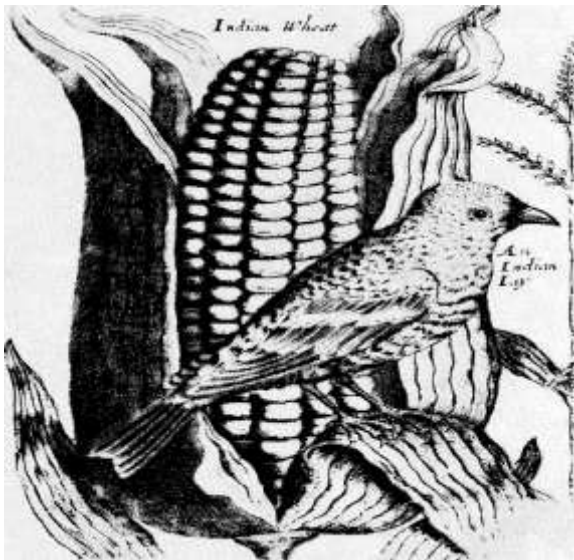
THE BUILDING OF SOUTHERN COLONIES

Many a colony in the deep coastal South started as a strategic buffer state. The Spaniards, for example, built St. Augustine to guard against French Huguenots at Fort Caroline, who were among the very earliest settlers; 170 years later the British threw up battlements of ground sea shells at Fort Frederica to watch the Spaniards. Other settlements were more prosaic. Kilted Highlanders settled New Inverness, now called Darien, and English developers established other Tidewater communities. The inland towns came later as the upland country grew more populous.

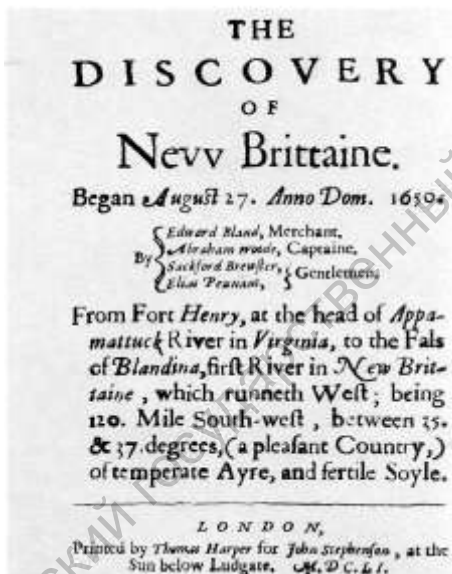


The common potato, shown above in an early drawing, reached Europe from South America by the 1550s, and Englishmen took it to Virginia in 1621. Tobacco (below), the "bewitching vegetable" smoked by the Indians, became a fashionable habit. But when Walter Raleigh's servant first saw him smoking, he drenched his master with water to save him from burning.





Indian corn and an Indian jay" (above) appeared opposite the title page (below) of a merchant's persuasive pamphlet written in 1651 to promote the settlement of the Virginia region. The Indians had cultivated corn as their chief crop for several thousand years, considering it a legacy from their gods. Corn saved many of the lives in Jamestown in "the starving time."



UNIT III

New Governments for a New Life

Despite the discontents at home which had led many of them to face the perils of the Atlantic crossing and the tomahawk of the Indian, the early colonists continued to think of the mother country with deep affection. So it was natural for the colonists to reproduce in the wilderness many of the institutions of government they had known at home. As the American poet Stephen Vincent Benet has put it:

And those who came were resolved to be Englishmen,
Gone to the World's end, but English every one,
And they ate the white corn-kernels, parched in the sun
And they knew it not, but they'd not be English again.

The evolution of the transplanted political institutions is the central theme of colonial history, for the changes that occurred contained the germ of the later movement for independence from England.

The average settler came from a village or a small town where he had known his local officials at first hand [1]. He knew, first of all, the parish that supported the church, administered poor relief [2] and checked on morals, and he knew the vestrymen [3] or churchwardens [4] who ran the parish. In earlier times, the vestry had been elected by all the parishioners, but by the 17th century, a few of the most influential local citizens controlled the selection. When parishes were established in Virginia, they followed the English model.

Similarly, the colonists used the English model in adapting that other bulwark of English local government, the country justices [5]. In Virginia, these were called county commissioners [6] and were appointed by the governor. County government was well suited to the scattered rural communities of early Virginia, as it later was to the rest of the South. The commissioner or squire, though a layman, often knew as much about statutes as about soils. He settled petty civil quarrels, judged criminal cases short of [7] those involving life and limb [8], supervised

road construction and repair, and set prices for services and products where a public interest was involved.

In addition to the apparatus of local government, the English settlers brought with them certain concepts of constitutional government and civil liberties that distinguished them from all of the other European colonists. To "live as free English men," asserted Virginia's governing council, was to live "under the government of just and equall lawes, and not as a slave after the will and lust of any superiour." The first settlers in Virginia, like most Englishmen, considered their king to be subject to the law, even though James I was just then claiming to rule by divine right. These Virginians, in similar proportions as their kinsmen at home, applauded Parliament's increasing assertion of the people's rights, its demands for complete control over legislation and taxation, its insistence on freedom from arbitrary imprisonment, and its assertion of the right of petition. The 17th century in England was the time when Parliament established its supremacy over the king. The 18th Century in the colonies was to witness a power struggle between the colonial assemblies, whose aspirations reflected the victories of Parliament at home and the royal authority in the persons of the governors.

The powers of the crown in Virginia were somewhat limited by the fact that it had not itself initiated the settlement of the colony. It is important to recall that this had been done by a joint stock company [9], a venture in which investors pooled their capital and shared the risks of a business. This kind of company had been active in domestic and foreign enterprises for half a century. Two such organizations were chartered by the crown in 1606: the Virginia Company consisted of London entrepreneurs who planned a settlement in the southern part of Virginia, and the Plymouth Company, made up of West Country people who proposed to develop northern Virginia. Once a company had made its selection of sites, it was granted the land extending 50 miles north and south of the original settlement and 100 miles inland.

Under the 1606 charters, the governmental powers were divided between a royal council resident in England and a local council in the colony. But this

division of command between crown and company, and between absentee governors and on-the-spot councilors, quickly proved impractical. A new charter given the Virginia Company in 1609 transferred the entire responsibility of government from the crown to the company. It also granted an equal share in profits to the stockholders in England who invested money and the planters in the colony who contributed labor. The charter enlarged the grant to include all land 200 miles north and south of Old Point Comfort, not far from Jamestown, and extending west and northwest to the Pacific Ocean. (This extravagant donation, based on vague notions about the size of the continent, was the basis of Virginia's later claim to the Northwest Territory, as well as to the wilderness west of the mountains.) Three years later, in 1612, a third charter added the Isles of Bermuda to the territories of the Virginia Company.

As business ventures, neither of these companies chartered in 1606 was entirely satisfactory. The Plymouth Company made an unsuccessful settlement, not in northern Virginia, but on the Maine coast in New England. The efforts of the Virginia Company were more long-lasting, but their value was diminished by stockholders' battles and struggles for company control. For the first 12 years the Virginia Company was managed by Sir Thomas Smith, one of the most prominent businessmen in England. He was so preoccupied with his many enterprises that he could give very little time to the problems of settlement. Shaken by a combination of management, rising deficits and criticisms from the settlers in Virginia, he was unseated in 1619 by an opposition faction led by Sir Edwin Sandys. Sir Edwin committed the opposite mistake: he put colonizing ahead of short-term profits. His regime encouraged greatly increased emigration to Virginia and launched an overambitious program to produce a variety of staple crops. Despite these laudable efforts, the company's fortunes continued to decline. Sir Thomas Smith's group brought suit [10], the company was thrown into receivership [11], its charter was annulled in 1624, and the crown took over.

The early settlers in Virginia had brought with them one remarkable individual, Captain John Smith. Except for him, the leaders of the colony were all

fainthearted, incompetent or mutinous. However, it is hard to separate legend from fact in the story of John Smith. Smith himself was a partisan reporter who embellished facts with wonderfully colorful details.

That Smith was a soldier of fortune, a historian and an explorer who diligently mapped the interior of the territory is generally accepted without dispute. He was also, it seems probable, at one time the slave of a Turkish pasha, in whose service he became an accomplished soldier. In addition, Smith described himself as a master of miraculous escapes and a favorite of the ladies of many nations. Both of these attributes are involved in the familiar story of Smith's encounter with Powhatan, the absolute monarch of Indian Virginia. Captured by Powhatan's men, Smith, the story goes, was about to have his brains beaten out at the chief's order. At the last moment, Pocahontas, the chief's 12-year-old daughter, rushed forward and laid her own head upon his to save him from death. Powhatan was moved by his daughter's gesture, and Smith survived to include this episode in his *Generall Historie of Virginia*, published 16 years after the event. Whether or not Smith improved the story of his deliverance, it is at least consistent with what else we know of Pocahontas. This gentle princess proved the patron saint of the Jamestown colony and brought food to the starving settlers during the critical times. In Smith's own words, "she next under God, was still the instrument to preserve this Colonie from death, famine and utter confusion."

In 1609 the Jamestown settlers who had survived the earlier hardships were reinforced by 600 new colonists. But Smith criticized the grandiose and impractical plans of the company. In place of the craftsmen they sent over to make pitch, tar, soap, ashes and glass, he entreated his superiors to let him have "but 30 Carpenters, husbandmen, gardiners, fishermen, blacksmiths, masons, and diggers up of trees, roots . . . [rather] then a thousand of such as we have." In the spring of 1609 Smith ruled that he who would not work would not eat. More important, he started the cultivation of Indian corn. Shortly afterward, the doughty captain was summarily replaced as leader of the colony by the Virginia Company. In his stead Lord Delaware served briefly as Virginia's first governor. Even after allowance is

made for Smith's vainglory, this was a shabby reward for the man who almost alone had, courage, enterprise and a grasp of the problems of settling in the wilderness.

Practically all the settlers suffered from disease; Indian attacks and malnutrition took their toll; the number of colonists steadily waned until only 60 were left. To surmount the continuing crisis, Delaware's successor as governor of Virginia used dictatorial powers. Martial law was imposed and the harshest penalties were established for civilian disorder. But these measures did less for the stability of the colony than the cultivation of tobacco, the first crop that had a trading value.

In 1614, two years after colonist John Rolfe developed an effective method of curing tobacco so that it could be exported, the first crop was shipped to England. Rolfe himself went along with his bride, Pocahontas, Virginia's guardian angel and its first money crop both left marks on England. Pocahontas was a popular but ill-fated visitor. She died in England, but the memory of her popularity is still kept alive by the Cornish village, Indian Queen, that was named for her. The "sotweed," as tobacco was commonly called, had a greater impact. It had been brought to England from Virginia earlier by Sir Walter Raleigh, and no product ever achieved a more immediate and overwhelming acceptance. James I wrote a special tract against the use of tobacco, but nothing could stop the spread of the tobacco habit. As a last gesture of defiance to the king, the imperturbable Raleigh puffed a pipe of tobacco before ascending the scaffold to die in the culmination of a long series of conflicts with the crown.

It was at this point that the Virginia Company, under Sir Edwin Sandys, launched its ambitious scheme for the production of food and staples. By 1619, thanks to the tobacco crop, the promise of security and affluence for the settlement in Virginia was sufficiently clear. The company therefore felt that the colony was ready for a larger share of self-government. An assembly was convened at Jamestown in July. Consisting of the governor, his council and two representatives from each of the 11 counties, it was America's first legislative body and nothing like it had ever existed in any non-English colony. Later, the county

representatives formed themselves into a second chamber, the House of Burgesses, in imitation of the Commons of England. Elated by this confirmation of their privileges as Englishmen, the settlers, a contemporary recorded, henceforward "regarded Virginia as their country," and "fell to building houses and planting corn."

1. Make sure you know the words and word combinations in the box.

to face, affection, local, parish, citizen, governor, to involve, kinsmen, legislation, taxation, to initiate, enterprise, staple crops, to survive, cultivation, martial law, county (in America)

2. Identify the part of speech the words belong to and translate them.

Evolution, parishioner, similarly, rural, insistence, imprisonment, supremacy, responsibility, entirely, unsuccessful, stockholder, overambitious, preoccupy, fainthearted, colorful, miraculous, deliverance, summarily, malnutrition, successor, overwhelming

3. Use context clues to get the meaning of the words and give their Russian equivalents.

P1: to reproduce, to transplant, to occur;

P2: to support, to check on, to establish;

P3: to appoint, to suit, layman, statute;

P4: in addition to, concept, to distinguish, just, superior, assertion, petition;

P5: to pool, to share, to charter, to propose;

P6: resident, absentee, on-the-spot, entire, to enlarge, vague;

P7: satisfactory, long-lasting, to manage, to unseat, to launch;

P8: remarkable, incompetent;

P9: to map, dispute, attribute, encounter, to capture, to rush, event;

P10: to reinforce, grandiose, craftsman, corn, allowance, grasp;

P11: to suffer, to wane, dictatorial, penalty;

P12: to cure, ill-fated, spread, defiance, to puff;

P13: ambitious, affluence, share, chamber, to elate.

4. Find English equivalents for the following Russian words and word combinations.

P1: недовольство, опасность, росток;

P2: оказывать, следить, выбирать;

P3: приспособливать, оплот, сельский, улаживать, строительство и ремонт дорог;

P4: гражданские свободы, приветствовать, требование, незаконное тюремное заключение, верховенство, быть свидетелем, стремление;

P5: фирма (предприятие), предпринимательство, простираться;

P6: передавать, равный, включать, представление, добавлять;

P7: уменьшать, выдающийся, совершать ошибку;

P8: непокорный, отделить, пристрастный рассказчик, украшать;

P9: наемный солдат (авантюрист), тщательно, опытный воин, спасать, поступок, святой покровитель, голодать;

P10: плотник, кузнец, земледелец, отважный капитан, хвастовство, жалкая награда;

P11: преодолевать, вводить, суровый;

P12: заготавливать впрок, невеста, ангел-хранитель, дурман, влияние (воздействие), подниматься на виселицу;

P13: начинать, урожай, самоуправление, законодательный орган, Палата Граждан, современник, с этого времени.

5. Look through the text and find paragraphs dealing with the following.

- the model followed by parishes in Virginia
- two companies that invested in the settlement of the colony
- the central theme of the colonial history

- why the entire responsibility of government was transferred from the crown to the Virginia Company
- the powers of the commissioner
- civil liberties brought by the Englishmen to Virginia
- what was Sir Thomas Smith
- America's first legislative body
- the attitude of princess Pocahontas to the settlers
- why tobacco could be exported to England

6. Read the text and find answers to the following questions.

- Why did the early colonists reproduce many of the institutions of government in England?
- Where did the average settler come from?
- What did the local parish do?
- What model of the English local government did the colonists use?
- What concepts and civil liberties distinguished the English settlers from the other European colonists?
- Why were the powers of the crown in Virginia limited?
- What companies planned to develop Virginia?
- Why did the division of command between the crown and company prove impractical?
- Who was granted an equal share in profits by the charter given the Virginia Company in 1609?
- Where did the Plymouth Company make a settlement?
- Who managed the Virginia Company in 1619?
- What was Captain John Smith?
- Who was he captured by?
- Who saved him from death?
- What is known of princess Pocahontas?
- Why did Captain Smith criticize the plans of the Virginia Company in 1609?

- q. What did he rule in 1609?
- r. Why did the number of colonists steadily wane?
- s. Where is the memory of princess Pocahontas kept alive?
- t. Why did the Virginia Company feel that the colony was ready for a larger share of self-government?

7. Read the statements below and determine whether they are true or false. If the statement is false, correct it.

- a. The average settler came from a village or a small town where he had known his local officials at first hand.
- b. The parishes established in Virginia followed their own model.
- c. The squire often did not know much about statutes.
- d. The country government supervised road construction and repair.
- e. The first settlers in Virginia considered their king to be subject to the law.
- f. The Virginians were against Parliament's complete control over legislation and taxation in England.
- g. A joint stock company is a venture in which investors pooled their capital but did not share the risks in business.
- h. The division of command between crown and company proved very helpful in the colony.
- i. In 1609 600 new colonists arrived in Virginia.
- j. Captain John Smith started the cultivation of Indian corn.
- k. Tobacco had a great impact and achieved the immediate and overwhelming acceptance in England.

8. Fill in the blanks with the appropriate words.

- a. The early colonists thought of their mother country with deep and so reproduced many of the institutions of they had known
- b. The English settlers brought with them civil that them from the other European colonists.

- c. The settlement of the colony was by a joint stock company.
- d. The company was the land extending 50 miles north and south of the settlement.
- e. In 1612 a third charter the Isles of Bermuda to the of the Virginia Company.
- f. Captain John Smith was an explorer who mapped the of the territory.
- g. Lord Delaware served as Virginia's first governor.
- h. To surmount the continuing crisis was imposed in Virginia.
- i. Princess Pocahontas was Virginia's and her memory is still kept in England.

9. Match the words to the definitions in the column on the right.

wilderness	excessive pride in one's abilities, deeds, etc.;
parish	a farmer;
germ	an official paper giving permission to do something or giving rights;
bulwark	a small group of persons, within a larger group, who disagree with the opinion of a larger group;
squire	a wild, uncultivated area of a country not inhabited by man;
charter	beginning; that from which something develops into a new one;
faction	a division of a county, with its own church and clergymen;
husbandman	a justice of the peace or local judge (in the USA);
soldier of fortune	calm, not easily excited;
	a man who will serve in any army for money; also an adventurer;

vainglory	anything that defends or protects.
imperturbable	

10. Discussion. Give your opinion on the development of the governmental institutions in Virginia, using the following expressions:

to be for something, to be against something, to support the view, in particular, in this respect, to begin with, my personal feeling is that, in this respect, in particular, speaking from the particular to the general, to be against smth., to be for smth., to argue, the point is that, in a modern sense, historically speaking, as a rule, eventually, to give some evidence, to support the opinion, to adduce the example.

Notes

1. to know smb. at first hand – знать кого-либо лично
2. poor relief – помощь бедным, сбор средств для неимущих
3. vestryman – член церковного совета
4. churchwarden – церковный староста
5. country justice – суд присяжных
6. county commissioner – выборный окружной администратор
7. short of – за исключением
8. life and limb – убийство и увечье
9. joint stock company – акционерное общество
10. to bring suit – предъявить иск
11. receivership – судебный спор

Do you know that ...



Colonial newspapers abounded in notices of slave sales (below) and runaways. Escapes were so numerous that printers kept stock woodcuts (above) to which owners added the specific description. One such ad, for an 18-year-old boy, offered the finder "... Four Dollars reward, and all Charges paid. ..."

TO BE SOLD,
A Negro Man that understands
Cooking and House-work ; also a young Ne-
gro Girl ; both have had the Small-Pox.
Enquire of the Printers.
Mass.Gaz. Aug 29 1769.



THE PATTERNS OF SETTLEMENT

British colonization of the upper South was shaped by many geographic factors, principally the numerous harbors and river routes that led inland. The first tiny group of settlers in America, who were left on Roanoke Island in 1587, vanished without a trace. By 1607 the first permanent settlement, at Jamestown, was undergoing its terrible trials. One by one, Williamsburg, Richmond, St. Marys and other settlements came into existence, but in the next century and a quarter English colonizers had scarcely crept inland beyond the Tidewater lands to the Piedmont.

UNIT IV

Lord Baltimore Gets a Colony

POCAHONTAS' celebrated marriage to John Rolfe had led to what was known as the "married peace" with the Indians, but these good relations ended when Powhatan died in 1618. His successor, Opechancanough, recognized the threat the English posed to the remaining lands held by the Indians, and decided to strike before the settlers became invincible by numbers alone. The attack came on the terrible morning of March 22, 1622, when the Indians surprised and massacred 347 settlers. Despite English counterattacks, Indian forays continued until the 1630s. By then there were too many Englishmen in Virginia for the Indians to take on, but in 1644 old Opechancanough again led his followers in a second massacre. Opechancanough was captured and sent to Jamestown, where he was killed by one of the settlers ordered to guard him. The Powhatan Confederacy he led was finally smashed, and farming and hunting lands were allotted to the Indians who put themselves under the protection of the government of Virginia.

Under the able leadership of Governor Sir William Berkeley, the colony achieved peace. Sir William encouraged crop diversification and manufactures, ended the poll tax [1] and managed to keep the Anglican faith dominant despite reformist dissidents. In the last of these achievements, Berkeley was strengthened by the emigration of numerous Royalists to Virginia after the execution of Charles I in 1649. During the Cromwellian Protectorate, Berkeley was for a time displaced by a commissioner sent over by Parliament, but he was restored to power in 1660, when the Protectorate collapsed.

SIR William's second administration was much less successful. Though continuing some of his constructive policies, he became increasingly arbitrary and paternalistic. Between 1661 and 1676 he called, at most, one election of the burgesses. There were other grounds for dissatisfaction with his administration. The sharp drop in tobacco prices, brought on by England's Navigation Act of 1660, pinched pocketbooks. Burdensome taxation, a succession of bad crops, and a series

of servant uprisings, in protest against working conditions on the plantations, combined to generate more tension. Berkeley's greatest crisis was precipitated by a cluster of frontier incidents which the old governor, who considered himself the protector of the Indians, seemed unable or unwilling to check.

The discontented elements in Virginia gathered around Nathaniel Bacon Jr. in an affair known as Bacon's Rebellion. Bacon was a recent emigrant from the old country who, coincidentally, was a cousin by marriage of Sir William Headstrong and haughty, Bacon had, according to rumor, run through a fortune before he was 30. In 1676 he and others directed an unauthorized retaliatory raid against the Indians. For this highhanded action, Bacon was declared a traitor by Berkeley, but when he acknowledged his offense the governor pardoned him. "God forgive you, I forgive you," said Berkeley magnanimously. But the peace between the two rivals did not last. The same year, Bacon overthrew the colonial government. He marched his supporters into Jamestown without a fight and took over the House of Burgesses. With guns pointed at their heads, the burgesses yielded power to him, and Berkeley fled to loyal Accomac County on the Eastern Shore of Chesapeake Bay. The revolt was based on a wide range of issues: among them were demands for better frontier security, tax reforms and improved administration, and a more equitable distribution of patronage.

According to one of Bacon's intimates, a brazen liar named John Goode, he intended to have Virginia secede from the empire in the hopes that Maryland and South Carolina would join in this movement for independence. Bacon died suddenly of dysentery in October 1676, and the revolt was soon over. Bacon may have hoped only to correct certain specific grievances, or he may indeed have been a forerunner of the American Revolution. In any case, the revolt brought into the open the resentments of the servants and working-class settlers of the province.

Back in power, old Governor Berkeley hanged 23 of the rebel leaders. For this he was relieved of his office and recalled to England. Charles II, who had ascended the throne after a much more serious rebellion during which his father was beheaded, thought Berkeley's retribution was excessive. "That old fool," said the

king, "has killed more people in that naked country than I have done for the murder of my father."

If the settlement of Virginia presaged the world to come with its emphasis on profits for stockholders, the establishment of the neighboring colony of Maryland reflected the world that was, in which the ownership of land was the best hallmark of quality and prestige. Ambitious Englishmen like Sir George Calvert, the first Lord Baltimore, saw in the vast spaces of America a fresh opportunity to carve out great landed estates on the English model. To this end he helped his son Cecilius secure a grant in 1632 of an area on the upper reaches of the Chesapeake, which was named Maryland in honor of the queen, Henrietta Maria. Among the passengers aboard the *Ark* and the *Dove* on the first voyage to Maryland in 1633, the majority were Protestant craftsmen, laborers and servants. Catholic gentlemen-adventurers were the minority.

Maryland suffered from the downward turn of affairs for the Stuart dynasty in England. Lord Baltimore lost his colony for several years, but the Restoration put things right for him, and he appointed his son Charles as governor in 1661. At his father's orders, Charles selected his council from the colonial elite: no member was lower in rank than lord of the manor. For years to come, the government of Maryland was really a family affair.

Benefiting by Virginia's experiments with tobacco, Maryland had cultivated that crop from the beginning, although European wheat and Indian corn were also grown. The long decline of tobacco prices which set in after 1660 caused serious distress. The colony also had to endure continuing disputes over proprietary rents and nepotism, and religious animosity smoldered between Puritan and Catholic. As early as 1649, the assembly had passed an Act of Toleration granting religious freedom to all persons who believed in Christianity. A conservative piece of legislation, designed to protect the Catholic minority, the act was nonetheless a milestone in the history of religious freedom. An insurgent Puritan assembly amended it in 1654, but its provisions of toleration were reaffirmed in 1657.

The religious conflict within Maryland lessened with the passage of time. The fourth Lord Baltimore became a convert to the Church of England and reared his children in the new faith. With this, doubts as to the family's loyalty faded and Charles, fifth Lord Baltimore, was restored in 1715 to the proprietorship, which the Baltimore family held until the American Revolution.

All through the 17th Century, England's definition of its American sphere of interest expanded. Elizabethan and Stuart statesmen insisted that the nation's security demanded seizure of certain key Caribbean isles. These would provide naval bases, safeguard England's sea lanes of trade (while taking them into the heart of the Spanish Empire) and protect an Atlantic domain stretching from Newfoundland to Florida. Oliver Cromwell's imperialistic designs, and his effort to police the shipping and trade of the empire for the advantage of the mother country, were expanded by the Restoration. Cromwell had planned to occupy territory south of Virginia to serve as a buffer against the ancient enemy in Spanish Florida. Under Charles II, this plan was coupled with a renewed commercial rivalry with the Dutch which culminated in the conquest of New Netherland by the English in 1664.

To a group of eight of his staunchest supporters, the king granted the vast domain of "Carolana." Included in the group were Sir John Colleton, a Royalist soldier back from exile as a planter in Barbados; Sir William Berkeley, with his vast experience as governor of Virginia; and George Monck, Duke of Albemarle, a Cromwellian general who changed sides in time and shrewdly engineered the Stuart restoration. The most prestigious member of the group was the king's companion-in-exile and first minister, Edward Hyde, the Earl of Clarendon. The real leader was Sir Anthony Ashley Cooper, better known to history as the first Earl of Shaftesbury. By the terms of the charter of 1663, this select coterie received title to roughly all the land between Florida and Virginia, westward to the "South Sea," as the Pacific was then called. Two years later the grant was extended into Florida.

Perhaps the most extraordinary feature of the Carolina government was the odd mixture of feudal, monarchical and liberal ideas in an instrument of government called the Fundamental Constitutions of Carolina of 1669. The blend is believed to have been the joint product of Sir Anthony Ashley Cooper and his secretary, the renowned philosopher John Locke. Locke is best remembered today for his assertion that the state is based on a "social contract" between the people and their government. The Fundamental Constitutions aimed for a balanced government, "agreeable to the Monarchy under which we live," and free from the dangers of "a numerous democracy."

1. Make sure you know the words and word combinations in the box.

protection, to manage, to restore, arbitrary, tension, frontier, raid, to yield power, demand, grievance, to bring into open, hallmark, lord of the manor, religious animosity, toleration, to safeguard

2. Identify the part of speech the words belong to and translate them.

invincible, diversification, dissatisfaction, burdensome, unwilling, coincidentally, retaliatory, traitor, magnanimously, overthrow, forerunner, downward, distress, reaffirm, proprietorship, rivalry, shrewdly, westward

3. Use context clues to get the meaning of the words and give their Russian equivalents.

P1: threat, to strike, foray, to take on;

P2: dissident, to strengthen, to collapse;

P3: successful, paternalistic, ground, drop, unable;

P4: affair, to acknowledge, to pardon, gun, issue;

P5: to intend, to secede, revolt, grievance;

P6: to relieve, to behead, retribution;

P7: emphasis, ownership, estate;

P8: to appoint, manor, elite;

P9: decline, dispute, minority;
P10: to rear, to fade, to restore;
P11: to expand, seizure, domain, to occupy, buffer;
P12: supporter, experience, to engineer, to receive;
P13: extraordinary, mixture, assertion, agreeable.

4. Find English equivalents for the following Russian words and word combinations.

P1: осознавать, ответное нападение, уничтожить, раздавать;
P2: руководство, поощрять, поддерживать;
P3: выборы, опустошать кошельки, неурожай, условия работы, защитник;
P4: недовольный, упрямый и заносчивый, неразрешенный, проступок, спастись бегством, справедливый, раздача должностей;
P5: негодование, в любом случае;
P7: выгода, соседний, энергичный, огромные просторы, заполучить, цель, чернорабочий;
P8: пострадать, поворот событий, семейное дело;
P9: извлекать выгоду, пшеница, терять, арендная плата за собственность, семейственность;
P10: уменьшаться, воспитывать, сомнение;
P11: определение, настаивать, военно-морские базы, морские торговые пути, возобновленный;
P12: изгнание, влиятельный, по условиям, узкий круг избранных;
P13: странный, смесь (соединение), совместный, «общественный договор», стремиться.

5. Look through the text and find paragraphs dealing with the following.

- Bacon's Rebellion in Virginia
- the grounds for dissatisfaction with governor Berkley's administration
- why Berkley was relieved of his office

- the hallmark of quality and prestige in Maryland
- the massacres of Virginia's settlers by the Indians
- Act of Toleration
- why the Baltimore family held the proprietorship until the American Revolution
- England's sphere of interests in America
- The Fundamental Constitutions of Carolina of 1669
- who was granted the vast domain of "Carolana"

6. Read the text and find answers to the following questions.

- Why did the "married peace" with the Indians end?
- Why did the Indians massacre the settlers of Jamestown?
- What Indians were allotted lands in Virginia?
- What did Governor Berkley encourage?
- Why was his second administration less successful?
- Who was Berkley's rival?
- When did Bacon direct the raid against the Indians?
- Did Berkley pardon Bacon's offence?
- When did Bacon overthrow the colonial government?
- What issue was the revolt based on?
- Why was Berkley recalled to England?
- What was the hallmark of prestige in Maryland?
- Where was an area granted to Cecilius Baltimore?
- What were the passengers aboard the "Ark" and the "Dove" in 1633?
- Who was appointed as governor in Maryland in 1661?
- What did an Act of Toleration grant to believers?
- What would the seizure of certain key Caribbean isles provide England with?
- How much land did the staunchest supporters of Charles II receive?
- What assertion by John Locke is best remembered?

7. Read the statements below and determine whether they are true or false. If the statement is false, correct it.

- a. Nathaniel Bacon succeeded to William Berkley as Governor of Virginia and allotted farming and hunting lands to the Indians.
- b. Governor Berkley hanged 23 of the rebel leaders and was pardoned for this retribution by Charles II.
- c. In 1622 the Indians attacked Jamestown and massacred 750 settlers.
- d. An Act of Toleration granted religious freedom to everybody and is considered a milestone in the history of religious freedom in America.
- e. The renewed commercial rivalry with the Dutch culminated in the conquest of New Netherlands by the English in 1664.
- f. England's sphere of interest in America included areas from Newfoundland to Florida.
- g. The vast domain of "Carolana" was granted by Charles II to the Protestant craftsmen, laborers and servants.
- h. The instrument of government of Carolina was the odd mixture of feudal, monarchial and liberal ideas called the Fundamental Constitution of Carolina of 1669.

8. Fill in the blanks with the appropriate words.

- a. The Indians decided before the English settlers became by numbers alone.
- b. The sharp drop in, brought on by England's pinched pocketbooks.
- c. Bacon was declared by Berkley, but when he his offence the governor him.
- d. With pointed at their heads, the burgesses power to Bacon.
- e. The revolt headed by Bacon brought the resentment of of settlers in Virginia.

- f. In the neighboring colony of Maryland the of was the hallmark of
- h. The religious within Maryland was with the of time.
- i. Cromwell planned territory south of Virginia to serve as a against the enemies in Spanish
- j. The Fundamental Constitution was a of feudal, monarchial and ideas suggested by the philosopher

9. Match the words to the definitions in the column on the right.

manufacture	showing special favor to relatives (esp. old person in a high position who gives employment to his relatives);
to smash	the best people in a group;
arbitrary	punishment, revenge;
invincible	using power or authority without considering the feelings or rights of others;
forerunner	that cannot be overcome or conquered;
pocketbook	the act of trying to equal or defeat another;
rivalry	a group of people closely joined together by common interests;
elite	to break into pieces, to defeat utterly;
retribution	the making of goods on a large scale;
coterie	a person who goes in advance to announce the coming of another or to prepare for him;
	a small leather case for bank-notes carried in the pocket;
	according to one's own wishes or ideas instead of according to what is right or lawful;

nepotism	the power to appoint men to positions, grant privileges.
patronage	
highhanded	

10. Working with a partner fill in the table about the administration of different states.

	<i>Virginia</i>	<i>Carolina</i>	<i>Maryland</i>
<i>Person</i>	1. _____ 2. _____ 3. _____		
<i>Event</i>	1. _____ 2. _____ 3. _____		

11. Discussion. Give your opinion on the economic factors contributing most to the welfare of the settlers in different states.

Notes

1. poll tax – подушный налог

Do you know that ...



Bacon's Rebellion of 1676 featured a hot clash (above) in Jamestown. Nathaniel Bacon (right), leading 500 farmers, was met by their antagonist, Governor Berkeley, who cried, "Here, shoot me. ..." Reformer Bacon demanded "a commission against the Heathen who daily inhumanly murder us. ..."

UNIT V

A People at Work

“About the last of August came in a Dutch man of warre [1] that sold us twenty negars.” Thus concisely did John Rolfe, founder of commercial tobacco cultivation in Virginia, report the first importation in 1619 of Negroes from Africa. Slavery was not invented in the English colonies. For nearly two centuries before the settlement of Virginia, a trade in slaves had been carried on along the West African coast. As the English empire expanded to the New World, slave traders saw a chance for profit in this business. Slave traffic became an integral part of a colonial commercial pattern, known as the "triangular trade," which operated between New England, Africa and the West Indies or the Southern colonies. New England rum, guns and gunpowder, utensils, textiles and food were offered to West African chiefs [2] in return for slaves. The human cargo was packed aboard ship, chained together by twos, with hardly any room to stand, lie or sit down. During the voyages that sometimes lasted as long as 14 weeks, there were often epidemics that increased death rates alarmingly, but profits from the slave trade remained attractively high.

At first such Negroes were treated as bound servants in the colonies and were freed when their terms expired, with a chance to make their own way in a fairly egalitarian society [3]. But there probably were not more than a few hundred of these cases. Sometime in the course of the 1640s, the practice began of selling imported Negroes as servants for life. By the 1660s, statutes in Virginia and Maryland had given slavery a hereditary [4] legal status.

For the South, this decision to deny Negroes the status of white servants was fateful. The Tidewater plantation system consisted of large farms, from several hundred to many thousands of acres, on which a single crop was cultivated by large groups of workers and sold to merchants. Growers of such plantation crops as tobacco, indigo and rice said they needed an assured supply of labor, able to stand the heat. But those who justified slavery on this ground [5] ignored the fact that the

need could have been just as well supplied with white bound servants except for the inconvenience of having to replace redeemed workers or runaway servants. The institution, once established, became self-perpetuating as Southerners grew used to its workings [6].

By 1775 the stepped-up slave trade, along with a natural increase of population, had brought the number of Negroes in America to a half million. More than three fifths of these were in Virginia and the Carolinas. In South Carolina the slave population actually exceeded the white. Some colonies imposed prohibitive duties on the slave trade, not from humanitarian considerations but in fear of a huge, unmanageable Negro population. British slave traders, however, brought pressure on the home government to abrogate those duties.

Scattered voices cried out against slavery in colonial times. Many Quakers opposed the practice from the beginning and John Woolman, a New Jersey Quaker leader, warned in 1760 that the consequences of slavery would be "War and Desolation." Quakers ceased buying slaves and began freeing those they owned. In 1775 Tom Paine, soon to enter the wider arena of Revolutionary pamphleteering [7], advocated "an act of continental legislation, which shall put a stop to the importation of Negroes for sale, soften the hard fate of those already here, and in time procure their freedom." Not until the Revolution was won, however, would there be the germ of a program for the gradual modification of the "peculiar institution."

Most colonists—rich and poor, free and slave, Englishman and Continental European—were firmly attached to the land. The land was cheap if not free.

That was the most important fact about colonial farming. Despite the so-called land aristocracy established in Maryland and Carolina, America never had an organized feudal system. The United States is a country that has had no Middle Ages. This fact has left its incisive mark on American history. Unlike the countries of Europe, America never knew either the pageantry of absolute monarchy [8] or the separation of a ruling class from the populace on the basis of some mystical superiority of lineage. The ceremonials of hereditary office, the privileges based on

ancient relationships of lord and vassal, were largely absent. To this happy omission [9], Americans owe their relative lack of rigid class lines. And when the time came to cut the cord with the mother country, there was no powerful group of nobles to object, no close ties of custom to be cut before a new form of government could be established.

1. Make sure you know the words and word combinations in the box.

Concisely, tobacco cultivation, a chance for profit, a commercial pattern, utensils, to pack aboard ship, death rates, bound servants, to expire, legal status, a merchant, a supply of labor, to replace redeemed workers, self-perpetuating, to impose prohibitive duties on, unmanageable, to abrogate, to procure freedom, land aristocracy, an organized feudal system, incisive, populace, superiority of lineage, to cut the cord with

2. Use context clues to get the meaning of the words and give their Russian equivalents.

P1: to report, settlement, empire, to offer, to last;

P2: servant, to free smb., fairly, practice, imported, statute;

P3: to deny, plantation, acre, to cultivate, to justify, to ignore, runaway;

P4: increase, consideration, fear, pressure;

P5: scattered, to oppose, to warn, to cease, arena, to advocate, fate;

P6: firmly, to attach, cheap;

P7: so-called, to established, separation, ceremonial, vassal, rigid.

3. Find English equivalents for the following Russian words and word combinations.

P1: основатель табачного производства, торговля рабами, английская империя, перевозка рабов, неотъемлемая часть, оружие и порох, скованные попарно, повышать(ся);

P3: способный переносить жару, игнорировать, неудобство, беглый;

P4: превышать, на гуманитарных основаниях;

P5: отпускать рабов на свободу, тяжелая судьба, постепенное изменение;

P7: колониальное сельское хозяйство, привилегии, четкое классовое разделение.

4. Translate the following sentences into Russian.

- a. For nearly two centuries before the settlement of Virginia, a trade in slaves had been carried on along the West African coast.
- b. Slave traffic became an integral part of a colonial commercial pattern, known as “triangular trade”, which operated between New England, Africa and the West Indies or the Southern colonies.
- c. Sometime in the course of the 1640s, the practice began of selling imported Negroes as servants for life.
- d. But those who justified slavery on this ground ignored the fact that the need could have been just as well supplied with white bound servants except for the inconvenience of having to replace redeemed workers or runaway servants.
- e. Some colonies imposed prohibitive duties on the slave trade, not from humanitarian considerations but in fear of a huge, unmanageable Negro population.
- f. Scattered voices cried out against slavery in colonial times.
- g. Despite the so-called land aristocracy established in Maryland and Carolina, America never had an organized feudal system.
- h. The ceremonials of hereditary office, the privileges based in ancient relations of lord and vassal, were largely absent.

5. Look through the text and find paragraphs dealing with the following.

- the beginning of trade in slaves
- how slaves were transported to America

- natural increase of black population
- cost of land
- the Tidewater plantation system
- people who opposed slavery
- important facts about American colonial farming
- the number of Negroes in America in 1775

6. Read the text and find answers to the following questions.

- Who reported the first importation of Negroes from Africa in 1619?
- Why did slave traders see a chance for profit in slave traffic?
- How did slave traffic operate?
- During the voyages a lot of Negroes died. But profits from the slave trade remained high, didn't they? Why?
- Who were bound servants and servants for life? What was the difference in their status?
- When did statutes in Virginia and Maryland give slavery a hereditary status?
- Why did some colonies impose prohibitive duties on the slave trade?
- Did British slave traders want to support or abrogate those duties? Why?
- Some people in colonial times were against slavery, weren't they?
- What was Quakers' attitude to slavery?
- When did Tom Paine advocate "an act of continental legislation, which shall put a stop to the importation of Negroes for sale"?
- Why does the author say that Americans have "the lack of rigid class lines"?

7. Fill in the table about the slave trade in the 17th and 18th centuries, using information from the text.

<i>Year(s)</i>	<i>Events</i>
1619	
the 1640s	

the 1660s	
1760	
1775	

8. Read the statements below and determine whether they are true or false. If the statement is false, correct it.

- a. John Rolfe was the founder of slave trade.
- b. Slave traders saw a chance for profit when the English empire began to expand to the New World.
- c. Slave traffic was the integral part of colonial life.
- d. Slave traders offered food and cattle to West African chiefs in return for slaves.
- e. At first Negroes were treated as bound servants but then imported slaves were sold as servants for life.
- f. The Tidewater plantation system consisted of large farms on which a single crop was cultivated by large groups of workers.
- g. By 1775 the stepped-up slave trade, along with a natural increase of population, had brought the number of Negroes in America to a million.
- h. Some colonies imposed prohibitive duties on the slave trade for humanitarian reasons.
- i. Many Quakers were against slavery.
- j. Most colonists were firmly attached to the land.
- k. The United States is a country that has had Middle Ages, that is why it has rigid class lines.

9. Select the word which best matches the expressions underlined in the following sentences.

1. Slave traffic became an integral part of a colonial pattern.

- A. unusual B. important C. disputable

2. The human cargo was packed aboard ship, chained together by twos, with hardly any room to stand, lie or sit down.
A. slaves B. textiles and food C. cattle
3. By the 1660s, statutes in Virginia and Maryland had given slavery a hereditary legal status.
A. literature B. laws C. government
4. Scattered voices cried out against slavery in colonial times.
A. Many B. Loud C. Some
5. Most colonists – rich and poor, free and slave, Englishman and Continental European – were firmly attached to the land.
A. liked B. were grown by C. were connected with
6. That was the most important fact about colonial farming.
A. feature of B. view on C. comments on

10. Fill in the blanks with the appropriate words.

- a. John Rolfe was the founder of commercial in Virginia.
- b. New England, and, and were offered to West African chiefs in return for slaves.
- c. In the 1640s the practice began of selling imported Negroes as for
- d. Growers of such plantation crops as, and needed workers, able to stand the heat.
- e. In South Carolina the population actually the
- f. Some colonies imposed duties on the slave trade in fear of a huge, Negro population.
- g. Not until the Revolution was won, would there be the of a for the gradual modification of the “.....”.
- h. The land was if not
- i. The ceremonials of office, the privileges based on ancient relations of and, were largely absent.

11. Complete each sentence by using information from the text.

- a. Slavery was not invented _____.
- b. As the English empire expanded to the New World, _____.
- c. Slave traffic operated between _____.
- d. The human cargo was packed _____.
- e. At first such Negroes were treated as bound servants in the colonies and _____.
- f. Sometime in the course of the 1640s _____.
- g. But those who justified slavery on this ground ignored the fact that _____.
- h. In 1775 Tom Paine advocated “_____”.
- i. Despite the so-called land aristocracy _____.
- j. And when the time came to cut the cord with the mother country, _____.

12. The sentences below describe how the slave trade started and developed in America in the 17th and 18th centuries. Working with a partner, arrange them into a logical order.

- By the 1660s, statutes in Virginia and Maryland had given slavery a hereditary status.
- In 1619 John Rolfe report first importation of Negroes from Africa.
- By 1775 slave trade along with a natural increase of population, had brought the number of Negroes in America to a half million.
- Slave traffic became an integral part of a colonial commercial pattern.
- In the 1640s the practice began of selling imported Negroes as servants for life.
- Many Quakers opposed slavery and in 1760 warned that the consequences of slavery would be “War and Desolation”.

- When the time came to cut the cord with the mother country, there was no powerful group of nobles to object, no close ties of custom to be cut before a new form of government could be established.

13. Match the words to the definitions in the column on the right.

Farming	the amount of plants of a particular type that are produced at one time;
slave	the buying and selling of large numbers of goods or services;
commercial	to allow someone to leave a prison or place where they have been kept;
cargo	to start a company or organization that will continue for a long time;
servant	goods that are carried in a vehicle;
egalitarian	to prepare land and grow crops on it;
crop	intended to make a profit;
to cultivate	believing that everyone should have the same freedom and opportunities;
to establish	someone who works and lives in someone else's house doing their cooking and cleaning;
trade	working on a farm or organizing the work there;
to free	someone who is owned by someone else and has to work for them

14. Discussion. Give the opinion on the slave trade in the United States in the 17th and 18th centuries, using the following expressions:

to begin with, my personal feeling is that, in this respect, in particular, speaking from the particular to general, to be against smth., to be for smth., to argue, the point is that, in a modern sense, historically speaking, as a rule, eventually, to give some evidence, to support the opinion, to adduce the example.

Notes

1. a Dutch man of warre – военный из Голландии
2. West African chiefs – вожди западно-африканских племен
3. egalitarian society – общество равноправия, общество равных возможностей
4. hereditary – наследственный, передающийся по наследству
5. on this ground – исходя из этого
6. ... as Southerners grew used to its working – так как южане сроднились с ним [институтом рабства]
7. Revolutionary pamphleteering – революционная полемика
8. the pageantry of absolute monarchy – великолепие, расцвет, блеск абсолютной монархии
9. To this happy omission, ... – Благодаря этому счастливому историческому «упущению», ...