

SS Grade 7 Name:_____

Period:____

Objective: What were the historical circumstances and impacts of European Colonization?

MODULE: Unit 4- 13 Colonies

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I. EUROPEAN NATIONS:

❖ Before Columbus, the land that would be known as _____ was populated by groups of _____
or _____

❖ They had no way of knowing how contact with the Europeans would forever alter or change their way of life.

❖ With each new explorer came a new land claim.

❖ The Europeans viewed America as blank or empty land just waiting for them to claim and settle it.

1. The _____ found their gold and conquered parts of Central and South America and the Caribbean Islands.
2. The _____ found a land that was rich in furs and soon sought the help of Indian tribes in creating a profitable fur trade.
3. The _____ developed the land along the Hudson River and created a profitable trading relationship with local Indian tribes.
4. But it was the _____ who would make the biggest impact on America.
 4. England would send thousands of English men and women to a land called North America that was rich in natural resources and land.
 5. To the English people who came to live in the 13 colonies,

_____.

Unit 4 EQ 2: How did contact between Native Americans and Europeans occur & what were the impacts?

STOP & THINK

Which heading best completes the partial outline below?

- _____
- I. Europeans establish colonies in North America.
 - II. Millions of Native American Indians die from diseases.
 - III. Enslaved Africans arrive in the Americas.
 - IV. Foods from the Americas are introduced in Europe.

- A. Causes of English Colonization
- B. Effects of the Exploration of the Americas
- C. Cultural Contributions of Native American Indians
- D. Discovery of the Northwest Passage

I.EUROPEAN NATIONS:

Unit 4 EQ 2: How did contact between Native Americans and Europeans occur & what were the impacts?

New France - Quebec was founded in 1608 by the French, who were interested in fishing and trapping animals for fur. New France became a royal colony in 1663, with a governor chosen by King Louis XIV. The king limited the powers of the fur companies and encouraged exploration.

New France was settled by estate owners and ***tenant farmers*** along the St. Lawrence River. Estate owners received land for bringing settlers or tenant farmers to work the land. The tenant farmers paid rent and worked for a set number of days each year for the estate owner, or lord.

French settlement grew slowly. French trappers and missionaries lived peacefully among the Native Americans. The French respected the Native American customs and did not force the Native Americans off their lands.

STOP&THINK

CRQ1: How did the establishment of the colony of New France affect the trappers, traders, and fur companies that were already there?

New Spain - In the early 1600s, Spain controlled most of Mexico, the Caribbean, and Central and South America. They moved into southwestern and western parts of the present day United States.

The Spanish claimed California after establishing ***missions***, or religious settlements, along the coast. The purpose of a mission is to convert people to a particular religion. In addition to converting Native Americans to Christianity, Spanish missionaries often forced them to come to the missions and work in the fields and workshops.

Disagreements between European countries continued to be fought in America. Several wars in Europe between Britain and France in the 1700s led to fighting between British colonists in Georgia and Spanish colonists in Florida.

STOP&THINK

CRQ 2 What areas of North and South America were controlled or claimed by Spain?

3

Experience shows that his counselors were right. The English disarmed [took their weapons] my people. They tried them by their own laws, determined amounts of fines for damages my people could not pay.

1. CRQ According to King Philip's speech what historical impact did the increase of English colonist have on the power balance in the colonies? TTQA

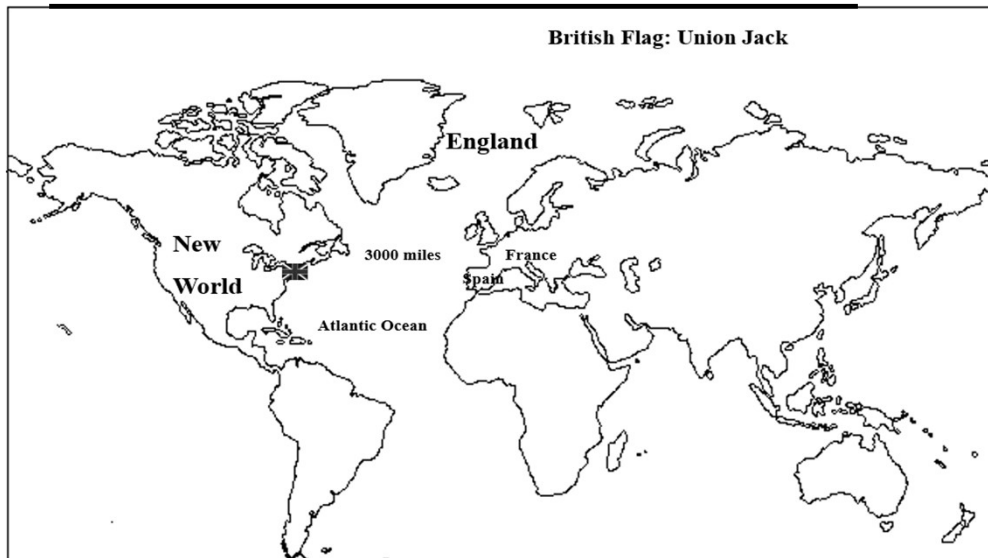
2. CRQ Provide one way that English colonists' laws affected the Wampanoag tribe.

3. CRQ What kind of solution did Powhatans argue for? TTQA

Estimated European Populations	c.1610	c.17 00
English in Virginia	100	7 2,000
French in New France	100	13,000
Spanish in New Mexico	500	3,000
Estimated Native Populations	c. 1610	c.1700
Powhatans	15,000	1,000
Hurons	20,000	100's
Pueblos	60,000	14,000

4. CRQ According to the chart, what was the historical impact of colonization by Europeans on Native Americans in North America between 1610 and 1700? TTQA

II. THE ENGLISH COLONIES



1. The first English colony in the New World was _____

founded by Sir Walter Raleigh in 1585.

- ☐ Sent 7 ships and 600 soldiers to establish settlement.
- ☐ Created _____ on Roanoke Island (N.C.)
- ☐ Named territory _____.
- ☐ _____ and returned to England due to food shortages and trouble with Indians.

2. The second English colony in the New World was created by _____ in 1587.

- ☐ Called _____ and built on same site as original.
- ☐ Took 120 men, women, and children.
- ☐ White returned to England when supplies ran low.
- ☐ When he returned, colony _____ and colonists not found.

III. ECONOMIC REASONS FOR DEVELOPMENT

- ❖ English Parliament did not want to give money to _____ to start colonies.
- ❖ _____ joined together to form _____ companies to send colonists to New World to create colonies.
- ❖ The English Crown gave _____ to the companies or nobles who _____ in the New World.
- ❖ The charter made the _____ _____ and gave it _____ under the English government.

Unit 4 EQ 1: What historical circumstances influenced colonial economic development, social structures, and labor systems causing variation by region?

III. JAMESTOWN COLONY

- ❑ : London Company ():
 - ❖ Given by King James I to create colony in New World.
 - ❖ Company sent 144 men & 3 Ships to create colony.
 - ❖ Colony created along in Virginia in 1607.
 - ❖ Men were more interested in looking for / than working.
 - ❖ Food supplies ran low, no houses, no defenses, problems with Native Americans.
 - ❖ arrives in 1608 and forces men to work for food.
 - ❖ Only 60 settlers out of 300 survived the winter of 1609–1610.
 - ❖ 1612: develops new type of tobacco that can survive shipment. Tobacco becomes popular in Europe and Jamestown colonists sell entire crop. Begin growing more.
 - ❖ Tobacco becomes and helps colony succeed.
 - ❖ Tobacco was so successful, colonists farm land in order to grow tobacco.
 - ❖ Tobacco farming required more workers. At first, they were from England.

A settler, John Rolfe, married Pocahontas, the daughter of Chief Powhatan, and tension between the settlers and the Native Americans lessened. As the colony grew, the primarily male settlers became unhappy with the rules and orders of the Virginia Company of London. Ten towns in the colony each sent two representatives, or burgesses, to an assembly called the House of Burgesses, where they made their own laws for the colony.



CRQ 1: What historical circumstances led the colonies to send representatives to the House of Burgesses? TTQA

Unit 4 EQ 1: What historical circumstances influenced colonial economic development, social structures, and labor systems causing variation by region?



Starving Settlers in Jamestown Colony Resorted to Cannibalism

Smithsonian Magazine, Joseph Stromberg, May 1, 2013

The harsh winter of 1609 in Virginia's Jamestown Colony forced residents to do the unthinkable. A recent excavation at the historic site discovered the carcasses of dogs, cats and horses consumed during the season commonly called the "Starving Time." But a few other newly discovered bones in particular, though, tell a far more gruesome story: the dismemberment and cannibalization of a 14-year-old English girl.

"The chops to the forehead are very tentative, very incomplete," says Douglas Owsley, the Smithsonian forensic anthropologist who analyzed the bones after they were found by archaeologists from Preservation Virginia. "Then, the body was turned over, and there were four strikes to the back of the head, one of which was the strongest and split the skull in half. A penetrating wound was then made to the left temple, probably by a single-sided knife, which was used to pry open the head and remove the brain."

...It's long been speculated that the harsh conditions faced by the colonists of Jamestown might have made them desperate enough to eat other humans – and perhaps even commit murder to do so. The colony was founded in 1607 by 104 settlers aboard three ships, the Susan Constant, Discovery and Godspeed, but only 38 survived the first nine months of life in Jamestown, with most succumbing to starvation and disease (some researchers speculate that drinking water poisoned by arsenic and human waste also played a role). Because of difficulties in growing crops – they arrived in the midst of one of the worst regional droughts in centuries and many settlers were unused to hard agricultural labor – the survivors remained dependent on supplies brought by subsequent missions, as well as trade with Native Americans.

By the winter of 1609, extreme drought, hostile relations with members of the local Powhatan Confederacy and the fact that a supply ship was lost at sea put the colonists in a truly desperate position. Sixteen years later, in 1625, George Percy, who had been president of Jamestown during the Starving Time, wrote a letter describing the colonists' diet during that terrible winter.

"Haveinge fedd upon our horses and other beastes as longe as they Lasted, we weare gladd to make shifte with vermin as doggs Catts, Ratts and myce...as to eate Bootes shoes or any other leather," he wrote. "And now famin beginneinge to Looke gastely and pale in every face, thatt notheinge was Spared to mainteyne Lyfe and to doe those things which seame incredible, as to digge upp deade corpes outt of graves and to eate them. And some have Licked upp the Bloode which hathe fallen from their weake fellowes."

Despite this and other textual references to cannibalism, though, there had never been hard physical evidence that it had occurred—until now.

...Owsley speculates that this particular Jamestown body belonged to a child who likely arrived in the colony during 1609 on one of the resupply ships. She was either a maidservant or the child of a gentleman, and due to the high-protein diet indicated by his team's isotope analysis of her bones, he suspects the latter. The identity of whoever consumed her is entirely unknown, and Owsley guesses there might have been multiple cannibals involved, because the cut marks on her shin indicate a more skilled butcher than whoever dismembered her head.

It appears that her brain, tongue, cheeks and leg muscles were eaten, with the brain likely eaten first, because it decomposes so quickly after death. There's no evidence of murder, and Owsley suspects that this was a case in which hungry colonists simply ate the one remaining food available to them, despite cultural taboos. "I don't think that they killed her, by any stretch," he says. "It's just that they were so desperate, and so hard-pressed, that out of necessity this is what they resorted to."

STOP & THINK

Questions:

1. **CRQ: What do the historical circumstances detailed in the article reveal about life in Jamestown? Give two pieces of evidence to support the claim. TTQA**

- CRQ: Could any actions on the part of settlers have prevented this tragedy (think particularly about decisions made by settlers before the tragedy)? Provide evidence to support the response. TTQA**

ECONOMIC REASONS FOR DEVELOPMENT

- ❖ Many English people were attracted to the colonies and wanted to move there. However, they could not _____ to pay for their _____.
- ❖ Merchants and nobles created a system called _____.
- ❖ They were _____. Once their _____ was over, they were free to do whatever they wanted.
- ❖ _____: Came to New World by having someone pay for their passage.
- ❖ They _____ for them for an agreed upon number of years. After term of service, free to start own farm.
- ❖ Contract stated _____ of agreement such as food, drink, clothing, housing, and what they would get after their _____ of _____.

Indentured Servants Contract

Indenture Servitude Contract Witnessed, that John Reid of New Jersey...has put himself...voluntarily, and of his own free Will and Accord put himself under an indentured servitude to Robert Livingston to live and to Serve from the first Day of November 1742 till the full term of five years be complete and ended....During all which Term the said Servant [John Reid] his said Master [Robert Livingston] faithfully shall serve. Masters Secrets keep servant will keep, masters lawful Commands gladly every where the servant shall obey: the servant will do no damage to His Master...he shall not waste his said Masters Goods....he shall not engage in relations with women, nor marry during the service of his Term. The servant will not play Cards, Dice, or any other unlawful Game,he shall not be absent Day nor Night from his said Masters service, nor visit Ale-houses [bars], taverns [bars].... And the said Master during the said Term shall... provide unto the indentured servant sufficient meat Drink and Lodging....

STOP&THINK

CRQ1. What does “...voluntarily, and of his own free will and accord...” tell you about John Reid’s indentured service? TTQA

CRQ 2. For how long does John Reid have to be an indentured servant?

Unit 4 EQ 1: What historical circumstances influenced colonial economic development, social structures, and labor systems causing variation by region?

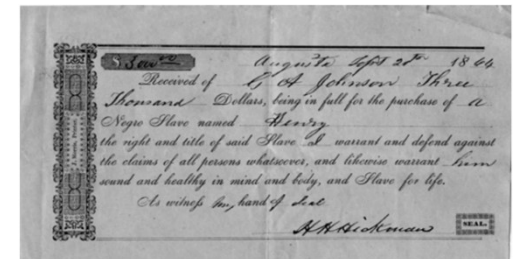
Indentured Servitude	Slavery
<p>Description: An indentured servant was usually someone who chose to immigrate to the colonies from Europe under a contract that outlined the terms of their service. Once their contract was over, they were free from their masters to live their own lives in the colonies. Usually European. Often, in Europe these men and women were criminals or from the poorest class.</p> <p>Work: Hard labor, field work, skilled and unskilled labor ranging from farming to brick laying, to building, to sewing and cooking</p> <p>Pay: Passage to America, room, lodging, food and freedom dues</p> <p>Terms of Work: Indentured servants were servants who worked for their masters for usually up to 7 years - after which they were freed, upon freedom they were to receive goods such as a year's worth of corn, acres of land, cows, new clothes, etc.</p>	<p>Description: A slave was usually someone who was forced to immigrate against their will from their home country to the colonies. Some were kidnapped, others were bought by slave masters. Once in the colonies, they were forced to do hard labor, for no pay. Usually from Africa.</p> <p>Work: Hard labor, housework, farm hand, mostly unskilled labor, ranged from housework to working on plantations to pick crops</p> <p>Pay: Usually none, usually born into slavery, were given room, lodging, food</p> <p>Terms of Work: No pay, did what the masters asked them to do, often died from servitude, master determined their treatment, sometimes separated from their family, bought or sold between masters. Slaves were usually slaves for life.</p>

STOP & THINK

Similarities	Differences

ECONOMIC REASONS FOR DEVELOPMENT

- ❖ 1619: _____
merchant ship arrives in Jamestown with about 20 Africans.
- ❖ Sold to tobacco farmers as indentured servants, not slaves.



Transcript of Slave Sale:

\$3,000 - Augusta, GA Sept. 20th 1866

Received of [Paid by] L.A. Johnson Three Thousand Dollars, being in full for the purchase of a Negro Slave named Henry the right to own said Slave: I warrant [guarantee] and defend against the claims of all persons whatsoever, and likewise promise him to be sound and healthy in mind and body, and Slave for life.

As witnessed my hand of seal.¹⁰
Signed by: HH Hickman

Unit 4 EQ 3: How did the representative government take root?

STOP & THINK

<u>Challenges</u> <i>Challenges colonists faced</i>	<u>Responses</u> <i>How colonists responded to the challenges</i>
Creating government <ul style="list-style-type: none"> - Creating local government structures to respond to immediate needs & bring about order - Working with the government of England to execute laws, regulations, enforce policies - Every colony had its own government / governing structure - Managed the colony 	Creating government <ul style="list-style-type: none"> - Created mostly democratic structures modeled after European examples (Magna Carta, John Locke) - Mayflower Compact - Virginia House of Burgesses - Town Hall Meetings - Fundamental Orders of CT, etc. - Voting rights were granted - Laws promoting freedom of speech, tolerance of religion, trial by jury, etc. - Colonial governments enforced local law and order, also policies of England

❖ 1619: Company allowed colonists to create

_____ and
_____.
_____.

❖ Reps. met together in
_____ in
colony.

❖ Made daily decisions for colony.

❖ To far away from
_____ for English
gov't to control them or make
quick decisions.

❖ Beginning of

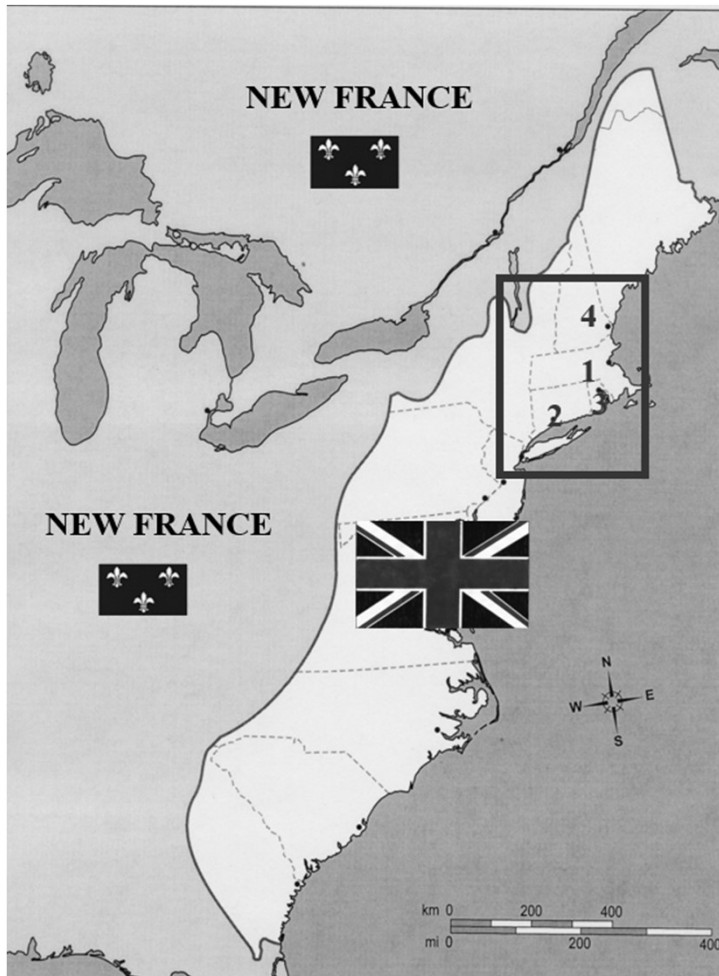
_____ in the

_____.

POLITICAL REASONS **FOR DEVELOPMENT**

4 Northern (New England) Colonies

1. _____ (Plymouth & Mass. Bay Colony)
2. _____
3. _____
4. _____



• Classroom Investigation Directions:

1. Read each File
2. Watch the coordinating video
3. Take notes of the following information:
 - ☐ Date Founded
 - ☐ Founder(s)
 - ☐ Reason for founding
 - ☐ Two fun facts or “Takeaways”

STOP&THINK



<https://www.youtube.com/watch?v=4ScZh2-QLOE>



<https://www.thinglink.com/scene/1269721833410658305>



Unit 4 EQ 1: What historical circumstances influenced colonial economic development, social structures, and labor systems causing variation by region?

MA



Date Founded	
Founders	
Reason for Founding	
Take Away Fact	
Take Away Fact	

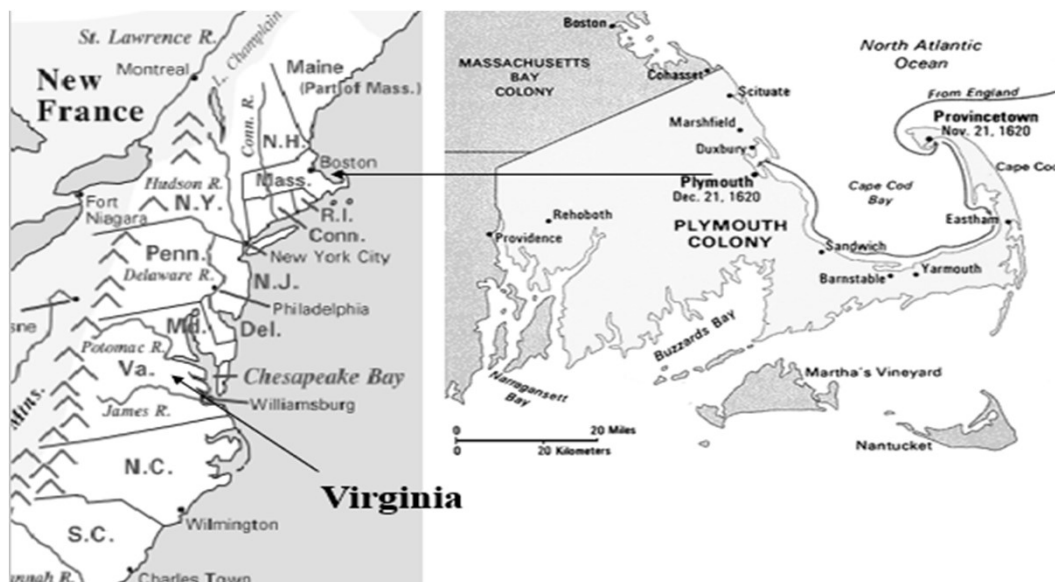
PLYMOUTH COLONY

Unit 4 EQ 3: How did the representative government take root?

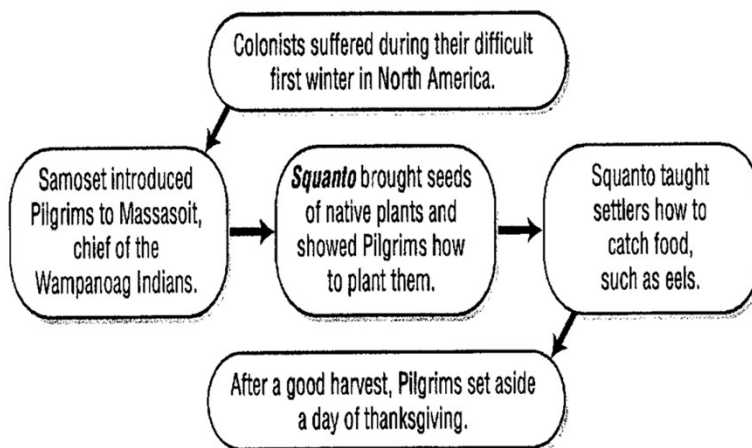
- ❖ 2ND successful English colony in New World.
- ❖ 1620: 40 Pilgrims (Saints) and 62 other English (Strangers) colonists sailed to the New World on the _____.
- ❖ Headed for Virginia: Winter storm blew them off course and landed far to the north.
- ❖ Landed outside of the region controlled by the _____ so they created a plan for running their colony.

- ❖ The _____ were Separatists (Christians) from England.
- ❖ They came to the New World in order to worship God the way they wanted to without being told how to worship by the English government.

_____.



NATIVE AMERICANS HELP PLYMOUTH COLONY



MAYFLOWER COMPACT:

STOP & THINK

Unit 4 EQ 3: How did the representative government take root?

- ❖ Document _____ and _____ by the Pilgrims and other colonists aboard the Mayflower.
- ❖ Used to _____ for the benefit of the _____.
- ❖ This document represents _____. The Pilgrims were too far away to depend on the gov't back in England. They had to _____.

The Mayflower Compact is considered an important step in the development of American democracy because it

- A. established the principle of separation of church and state
- B. provided a basis for self-government in the Plymouth Colony
- C. defined relations with local Native American Indians
- D. outlawed slavery in the Massachusetts Bay Colony

The Mayflower Compact 1620

In the name of God, Amen. We, whose names are written below, the loyal subjects of our Lord King James, by the Grace of God, King of Great Britain....Having undertaken...a voyage to plant the first colony in the Northern parts of Virginia, do by these words promise and combine ourselves into a civil political body, for our better ordering and preservation of our society in the New World...to enact.. just and equal laws, ordinances, acts...for the general good of the colony, which we promise... to be chosen by majority rule.

CRQ1: How did the signers of the Mayflower compact plan to make decisions for their colony? Cite evidence to support your claim. _____

CRQ 2: How was the new government [civil political body] similar or different from the Constitutional Monarchy in Great Britain? _____

CT



Date Founded	
Founders	
Reason for Founding	
Take Away Fact	
Take Away Fact	

NH

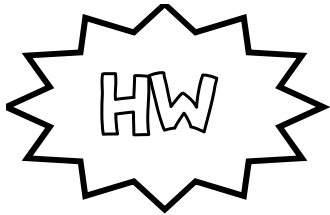


Date Founded	
Founders	
Reason for Founding	
Take Away Fact	
Take Away Fact	

RI



Date Founded	
Founders	
Reason for Founding	
Take Away Fact	
Take Away Fact	



New England Colonies

Description of Boston Massachusetts The Bay of Boston is spacious enough to contain in a manner the Navy of England. The Masts of Ships here, and at proper Seasons of the year, make a kind of Wood of Trees like that we see upon the River of Thames about [near] Wapping and Limehouse, which may easily be imagined when we consider that, by Computation given in to the Collectors of his Majesty's Customs . . . it appeared that there was 24,000 Ton of Shipping cleared annually.

At the Bottom of the Bay is a noble Pier, 1800 or 2000 Foot long, with a Row of Warehouses on the North Side, for the Use of Merchants. The Pier runs so far into the Bay that Ships of the greatest Burden may unlade without the Help of Boat or Lighters. From the Head of the Pier you go up the chief Street of the Town, at the Upper End of which is the Town House or Exchange, a fine piece of Building, containing, besides the Walk for the Merchants, the Council Chamber, the House of Commons, and another spacious Room for the Sessions of the Courts of Justice. The Exchange is surrounded with Booksellers Shops, which have a Good Trade. There are five Printing-Presses in Boston, which are generally full of Work, by which it appears that Humanity and the Knowledge of Letters [humanities] flourish more here than in all the other English Plantations [colonies] put together; for in the City of New-York there is but one Bookseller's Shop, and in the Plantations [colonies] of Virginia, Maryland, Carolina, Barbados, and the [British Caribbean] Islands, none at all. . . .

Read through each of the primary sources about three major cities in each of the colonial regions. Use crayons, colored pencils, or markers to underline or highlight the following information.



Color information that describes the geography and weather of the city.



Color information that describes the different buildings in the city



Color information that describes how the city makes money.



Color information that describes the people of the city.

The Conversation in this Town is as polite [refined] as in most of the Cities and Towns in England; many of their Merchants having travelled into Europe, and those that stay at home having the Advantage of a free [unhampered] Conversation with Travelers, so that a Gentleman from London would almost think himself at home at Boston, when he observes the Numbers of People, their Houses, their Furniture, their Tables, their Dress and Conversation, which perhaps is as splendid and showy as that of the most considerable [affluent] Tradesmen in London. Daniel Neal, History of New England, London, 1720



1. Which heading best completes the partial outline below?

- I. _____
- Villages with town meetings
 - Small farms and commercial fishing
 - First American college
- A. New England Colonies
B. Middle Colonies
C. Southern Colonies
D. Spanish Colonies

New England Colonies Almost 1 million people immigrated to the colonies between 1670 and 1775. The African American population grew at a faster rate than the European population. Colonial cities and towns grew as a result. The main economic activities in New England were farming, small businesses, shipbuilding, fishing, and trade. Well-organized towns were built around a meeting house used for church and town meetings.

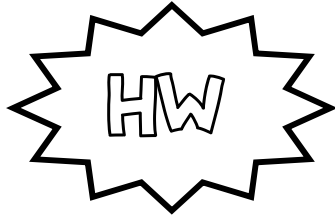
Most colonists were farmers who lived in towns and farmed the land surrounding the towns. They practiced ***subsistence farming***, producing just enough to feed their families with little left over. New England farms were much smaller than Southern plantations because the cool climate and rocky soil made farming difficult. Family members provided the labor.

2. CRQ Define subsistence farming in your own words.

New England became the center of the shipping trade in the colonies because of its location. The colonists traded their goods for goods made in England and Europe. Some merchant ship routes went back and forth between two ports, while others, known as the ***triangular trade***, followed a triangle. In New England, the triangular trade went from the West Indies to the New England colonies and across the Atlantic Ocean to West Africa.

The shipping of enslaved Africans from West Africa to the West Indies for sale to plantation owners in America was known as the Middle Passage. The living conditions were bad for these enslaved Africans. The Africans were packed tightly onto ships, and many did not survive the long trip.

CRQ 3. Why was the Atlantic Ocean important to the economy of New England? Cite evidence to support the claim. TTQA



1. Which geographic factor most directly influenced the location of the first English settlements in North America?

- A. rivers along the Atlantic coast
- B. availability of flat land in the Midwest
- C. mild climate along the Gulf coast
- D. forests throughout the Middle Colonies

2. The original settlements in the thirteen British colonies were all located

- A. east of the Appalachian Mountains
- B. along the Gulf Coast
- C. on the Great Plains
- D. west of the Mississippi River

3. During the colonial period, goods were most commonly transported on

- A. rivers
- B. canals
- C. railroads
- D. Turnpikes

4. During the first half of the 1800s, geographic factors influenced the economy of New England by

- A. encouraging the establishment of large plantations
- B. promoting the growth of trade and manufacturing
- C. increasing the region's reliance on slave labor
- D. supporting rice and indigo farming

5. • Jamestown, founded in 1607

• Plymouth colony, founded in 1620

• New Amsterdam, founded in 1625

These early colonial settlements were similar in that each was located

- A. at the base of a mountain range
- B. near the coastline
- C. in an arid climate
- D. on offshore islands

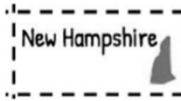
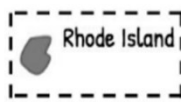
6. In which area did good harbors, abundant forests, rocky soil, and a short growing season most influence the colonial economy?

- A. Southern colonies
- B. Middle Atlantic region
- C. Northwest Territory
- D. New England colonies

7. What was the major reason the original settlers of Plymouth Colony, Maryland, and Pennsylvania came to America?

- a. to secure freedom from religious persecution
- b. to search for gold and silver
- c. to convert Native American Indians to Christianity
- d. to bring spices to the New World

NEW ENGLAND



Geography and Climate

New England Colonies The New England Colonies were the most northern of all the Colonies. Because of this, the New England Colonies have four distinct seasons.

They have hot summers and cold and snowy winters.

New England is comprised of harbors, rocky coastlines, and coastal lowlands. The Colonies have capes, lakes, rivers, bays, and wetlands.

The Appalachian Mountains run through New Hampshire, Massachusetts and Rhode Island.

The soil in New England is very rocky, and the land has a lot of hills. Even though farming was difficult, New Englanders could still grow wheat, beans, potatoes, corn, and rye.

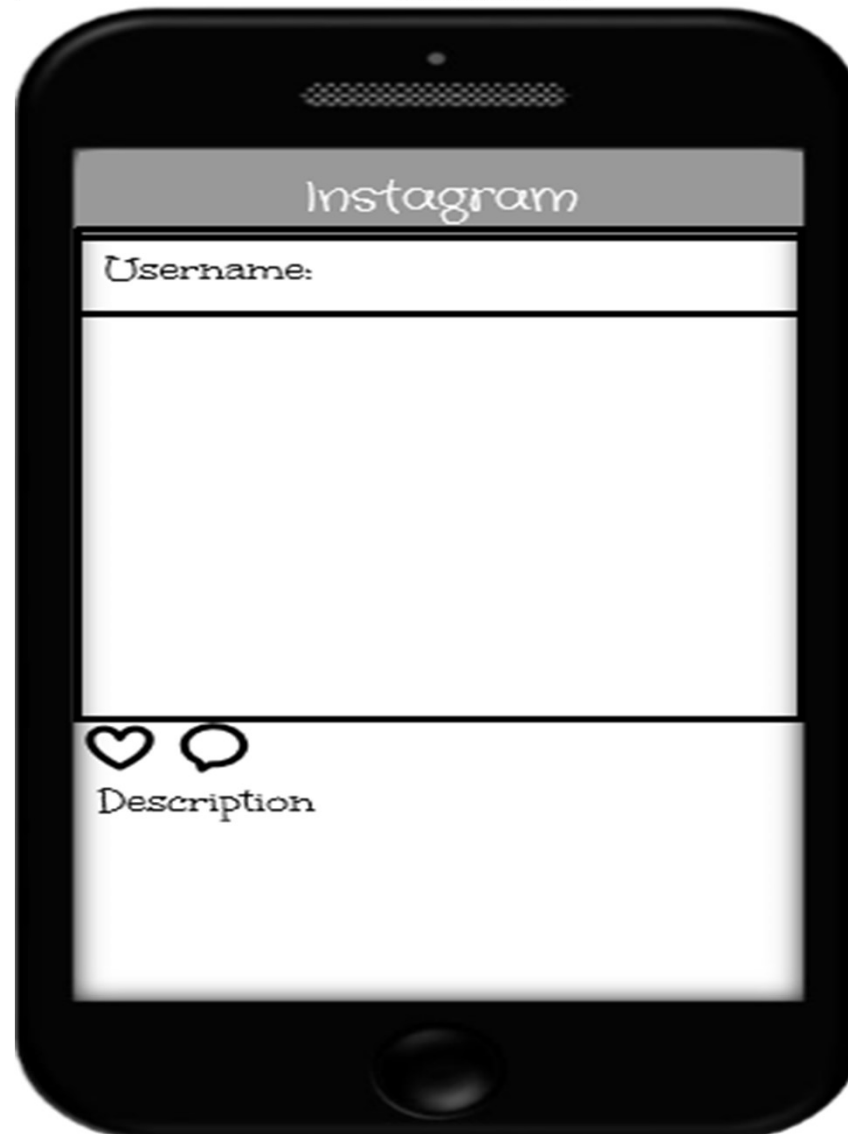
White Mountains: <https://goo.gl/l8TjbX>

Boston Harbor: <https://goo.gl/xXKq00>

Rye Harbor, NH: <https://goo.gl/eFYf2L>

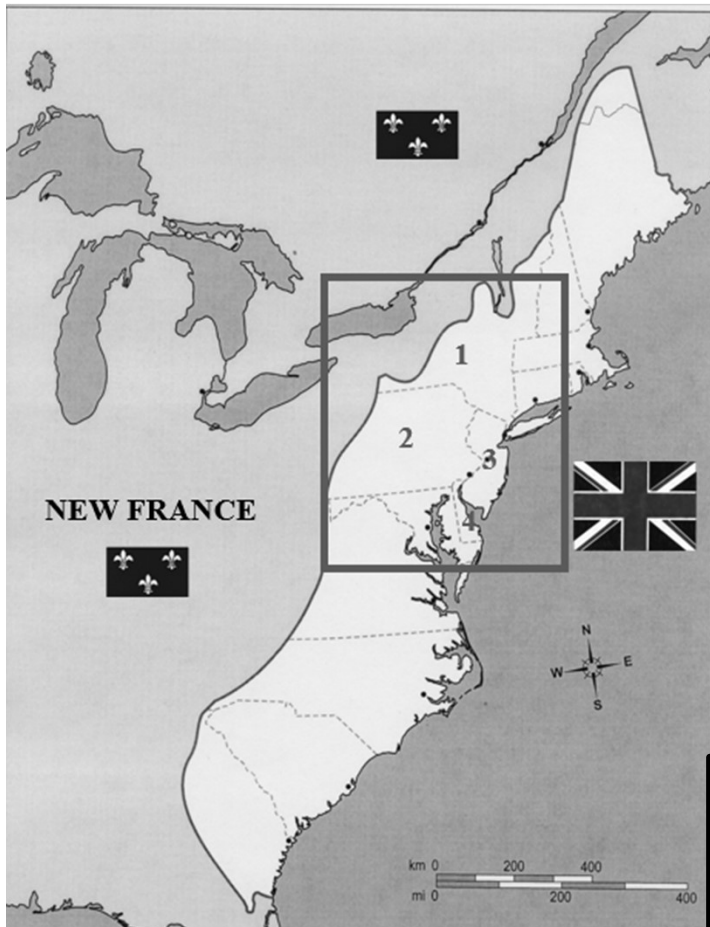
Directions:

1. Create an Instagram photo for the colonial region
2. Create a username
3. Draw a picture of the geography you saw on Google Maps
4. Write a description with at least one hashtag that explains what you saw in the colonial regions



4 Middle Colonies

1. _____
2. _____
3. _____
4. _____



• Classroom Investigation Directions:

1. Read each File
2. Watch the coordinating video
3. Take notes of the following information:
 - ☐ Date Founded
 - ☐ Founder(s)
 - ☐ Reason for founding
 - ☐ Two fun facts or “Takeaways”

STOP&THINK



<https://www.youtube.com/watch?v=Yw9pw8rIDIU>



<https://www.thinglink.com/scene/1269782667944001537>



Unit 4 EQ 1: What historical circumstances influenced colonial economic development, social structures, and labor systems causing variation by region?

NY



Date Founded	
Founders	
Reason for Founding	
Take Away Fact	
Take Away Fact	

PA



Date Founded	
Founders	
Reason for Founding	
Take Away Fact	
Take Away Fact	

NJ



Date Founded	
Founders	
Reason for Founding	
Take Away Fact	
Take Away Fact	

DE



Date Founded	
Founders	
Reason for Founding	
Take Away Fact	
Take Away Fact	

STOP&THINK

The trading posts belonging to the Dutch West India Company along the Hudson River grew into the colony of New Netherland. The largest settlement, New Amsterdam (later called New York City), became a major seaport for shipping goods to and from the Americas.

CRQ 1: What settlement became the major seaport for shipping goods to the Americas?

Anyone who brought along at least 50 settlers to work the land was given a large estate along the Hudson River. These wealthy landowners were called **patroons**. They had their own courts and laws. Settlers provided the labor and gave a share of their crops to the patroon. Families from the Netherlands, Germany, Sweden, and Finland settled in New Netherland.

CRQ 2: Who were the Patroons and what made them different than other settlers? TTQA

Because of New Netherland's valuable seaport and river trade, England wanted the land. England sent a fleet of ships to attack New Amsterdam. Peter Stuyvesant, the governor, was unprepared and surrendered. The colony became a **proprietary colony**, owned and governed by the Duke of York, brother of King Charles II.

CRQ 3: What does it mean if a colony becomes Proprietary? TTQA

Other colonies were run by companies under a royal charter. The Duke of York renamed New Amsterdam New York. The colonists were allowed to continue to choose their own religion and to own land. The Duke of York gave the southern part of the colony to Lord John Berkeley and Sir George Carteret. They established the proprietary colony of New Jersey. When it did not make expected profits, New Jersey was sold. New Jersey turned back into a royal colony instead of a charter colony.

CRQ 4: Why did New Netherland become New York? TTQA

STOP&THINK

In 1680 William Penn accepted land in America to pay off a debt King Charles owed his father. This land, the new colony of Pennsylvania, was the size of England.

Penn belonged to a group of Protestant dissenters called Quakers. Quakers were **pacifists**, people who refused to use force or go to war. They respected the views of others.

Quakers believed:

- A. each person could experience religious truth directly
- B. church services and officials were unnecessary
- C. everyone was equal in God's eyes

CRQ 1: Why were Quakers considered pacifists? TTQA

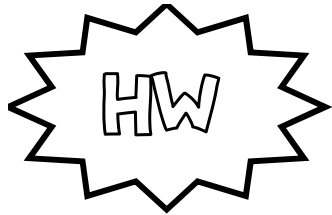
Penn designed and supervised the building of the city of Philadelphia, which is called the "city of brotherly love." He also wrote the city's constitution. The Native Americans respected William Penn because he believed the land belonged to them and that they should be paid for it.

CRQ 2: Why would the name "city of Brotherly Love" be given to Philadelphia? TTQA

Penn advertised the settlement. English, Welsh, Irish, Dutch, and German settlers arrived. The lower counties formed their own government and operated like a second colony supervised by the governor of Pennsylvania. The lower counties were called Delaware.

CRQ 3: What was the plan of government in Pennsylvania? TTQA

Unit 4 EQ 1: What historical circumstances influenced colonial economic development, social structures, and labor systems causing variation by region?



Middle Colonies - Description of Philadelphia, Pennsylvania

June 12, 1744. There is polite conversation here among the better sort, among whom there is no scarcity of men of learning and good sense. The ladies, for the most part, keep at home and seldom appear in the streets, never in public assemblies, except at the churches or meetings; therefore I cannot with certainty enlarge upon their charms, having had little or no opportunity to see them either congregated or separate, but to be sure the Philadelphia dames are as handsome as their neighbors.

Sept. 19, 1744. At my seeing of the city of Philadelphia, I conceived a quite different notion of both city and inhabitants from that which I had before from the account or description of others. I could not apprehend this city to be so very elegant or pretty as it is commonly represented. In its present situation it is much like one of our country market towns in England. When you are in it, the majority of the buildings appear low and mean, the streets unpaved, and therefore full of rubbish and mire. It makes but an indifferent appearance at a distance, there being no turrets or steeples to set it off to advantage, but I believe that in a few years hence it will be a great and flourishing place, and the chief city in North America.

Read through each of the primary sources about three major cities in each of the colonial regions. Use crayons, colored pencils, or markers to underline or highlight the following information.



Color information that describes the geography and weather of the city.



Color information that describes the different buildings in the city

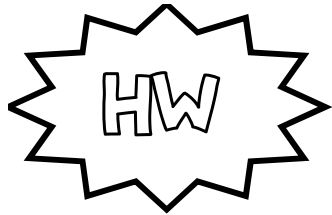


Color information that describes how the city makes money.



Color information that describes the people of the city.

The people are much more polite, generally speaking, than I apprehended them to be from the common account of travelers. They have that accomplishment, peculiar to all our American Colonies; viz., [namely] subtlety and craft in their dealings. They apply themselves strenuously to business, having little or no turn towards gaiety (and I know not indeed how they should, since there are few people here of independent fortunes or of high luxurious taste). Drinking here is not at all in vogue, and in the place there is pretty good company and conversation to be had. It is a degree politer than New York, tho' in its fabric not so urbane, but Boston excels both for politeness and urbanity, tho' only a town. Dr. Alexander Hamilton, *Itinerarium*, 1744, excerpts.



Middle Colonies - Description of Philadelphia, Pennsylvania

June 4, 1744. At my entering the city I observed the regularity of the streets, but at the same time the majority of the houses mean and low, and much decayed; the streets in general not paved, very dirty and obstructed with rubbish and lumber, but their frequent building excuses that. The State-house, Assembly house, the great church in Second street, and Whitefield's Church, are good buildings. . . .

June 8, 1744. I dined at a tavern with a very mixed company of different nations and religions. There were Scots, English, Dutch, Germans, and Irish; there were Roman Catholics, Churchmen, Presbyterians, Quakers, Newlightmen, Methodists, Seventhdaymen, Moravians, Anabaptists, and one Jew. The whole company consisted of twenty-five, planted round an oblong table, in a great hall well stocked with flies. . . .

June 9, 1744. . . . The heat in this city is excessive, the sun's rays being reflected with such power from the brick houses, and from the street pavement, which is brick. The people commonly use awnings of painted cloth or duck over their shop doors and windows, and at sunset throw bucketsful of water upon the pavement, which gives a sensible cool. They are stocked with plenty of excellent water in this city, there being a pump at almost every fifty paces' distance. There are a great number of balconies to their houses, where sometimes the men sit in a cool habit and smoke. The market in this city is perhaps the largest in North America. It is kept twice a week, upon Wednesdays and Saturdays. The street where it stands, called Market Street, is large and spacious, composed of the best houses in the city. . . .

Read through each of the primary sources about three major cities in each of the colonial regions. Use crayons, colored pencils, or markers to underline or highlight the following information.



Color information that describes the geography and weather of the city.



Color information that describes the different buildings in the city



Color information that describes how the city makes money.



Color information that describes the people of the city.

The Quakers are the richest and the people of greatest interest in this government; of them their House of Assembly is chiefly composed. They have the character of an obstinate stiff-necked generation, and a perpetual plague to their Governors. The present Governor, Mr. Thomas, has fallen upon a way to manage them better than any of his predecessors did, and at the same time keep pretty much in their good graces, and share some of their favors. However, the standing or falling of the Quakers in the House of Assembly depends upon their making sure the interest of the [German] Palatines in this Province [colony], who of late have turned so numerous that they can sway the votes which way they please... Their chief employ, indeed, is traffic [trade] and mercantile business...

MIDDLE COLONIES



Geography & Climate

The Middle Colonies have 4 seasons, but their summers and winters are more mild than the other two regions. The winters are not as cold and summers are very warm, but not as warm as the Southern Colonies. The Middle Colonies receives plentiful rainfall.

Geographically, the Middle Colonies consist of harbors, rivers, plateaus, waterfalls, and coastal plains. The Middle Colonies also contain a geographical feature called a piedmont. A piedmont is an area of land that slopes from a mountain base to flat land.

The Appalachian Mountains and Adirondacks Mountains run through the Middle Colonies.

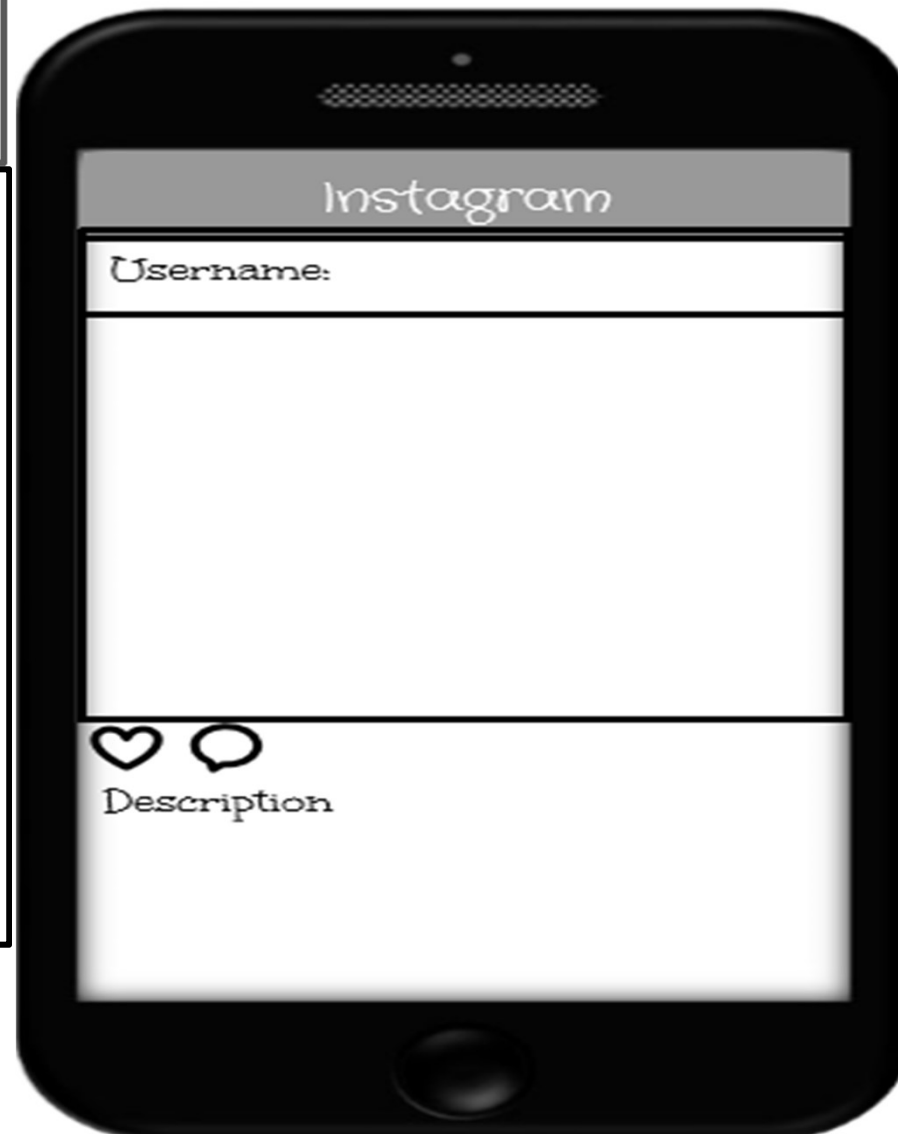
The soil in the Middle Colonies is very fertile and perfect for farming. Wheat, barley, corn, orchard fruits, and rye grow well in the Middle Colonies

Lake George, NY: <https://goo.gl/JQmGF1>

New Holland, Pennsylvania: <https://goo.gl/97We90>

Directions:

1. Create an Instagram photo for the colonial region
2. Create a username
3. Draw a picture of the geography you saw on Google Maps
4. Write a description with at least one hashtag that explains what you saw in the colonial regions

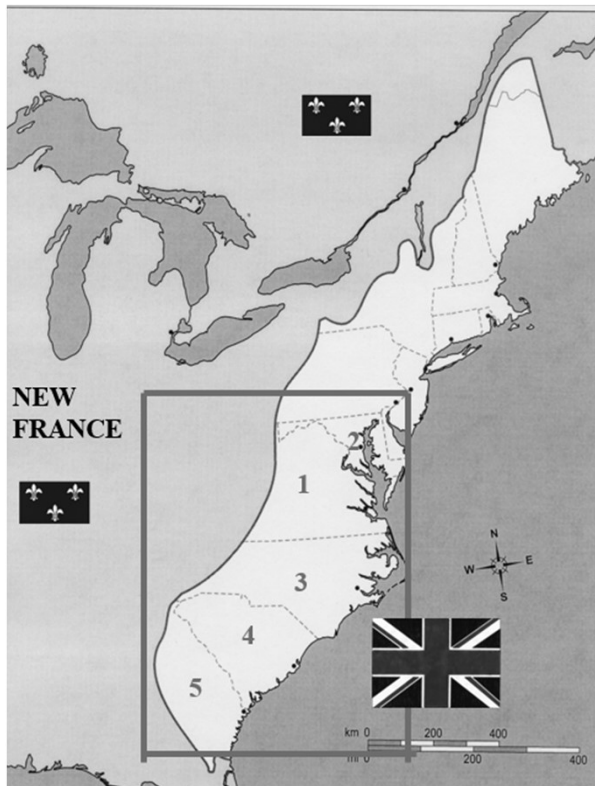


5 Southern Colonies

- Classroom Investigation Directions:

1. _____
2. _____
3. _____
4. _____
5. _____

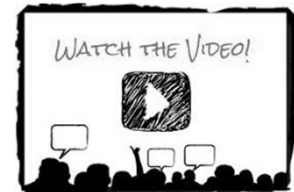
1. Read each File
2. Watch the coordinating video
3. Take notes of the following information:
 - ☐ Date Founded
 - ☐ Founder(s)
 - ☐ Reason for founding
 - ☐ Two fun facts or “Takeaways”



STOP&THINK



<https://www.youtube.com/watch?v=j3KAOWye1AM&t=94s>



<https://www.thinglink.com/scene/1269784400644538369>



Unit 4 EQ 1: What historical circumstances influenced colonial economic development, social structures, and labor systems causing variation by region?

GA



Date Founded	
Founders	
Reason for Founding	
Take Away Fact	
Take Away Fact	

MD



Date Founded	
Founders	
Reason for Founding	
Take Away Fact	
Take Away Fact	

VA



Date Founded	
Founders	
Reason for Founding	
Take Away Fact	
Take Away Fact	

NC

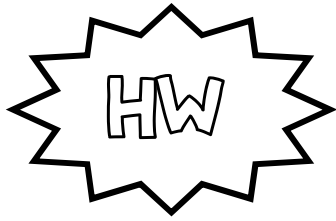


Date Founded	
Founders	
Reason for Founding	
Take Away Fact	
Take Away Fact	

SC



Date Founded	
Founders	
Reason for Founding	
Take Away Fact	
Take Away Fact	



Southern Colonies - Description of Charleston, South Carolina and the Carolina colony.

I am now set down, my Dear brother, to obey your commands and give you a short description of the part of the world I now inhabit. South Carolina then is a large and Extensive Country [colony] Near the Sea. Most of the settled parts of it is upon a flat the soil near Charles Town sandy, but further distant clay and swamplands. It abounds with fine navigable rivers and great quantities of fine timber. . . . The people in general [are] hospitable and honest, and the better sort add to these a polite gentle behavior. The poorer sort are the most indolent people in the world or they could never be wretched in so plentiful a country as this. The winters here are very fine and pleasant, but 4 months in the year is extremely disagreeable, excessive hot, much thunder and lightning, and muskatoes [mosquitoes] and sand flies in abundance.

Read through each of the primary sources about three major cities in each of the colonial regions. Use crayons, colored pencils, or markers to underline or highlight the following information.



Color information that describes the geography and weather of the city.



Color information that describes the different buildings in the city

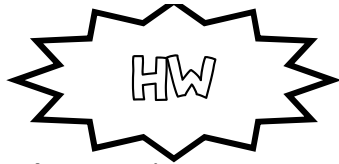


Color information that describes how the city makes money.



Color information that describes the people of the city.

Charles Town, the Metropolis, is a neat pretty place. The inhabitants [are] polite and live in a very gentle manner; the streets and houses regularly built; the ladies and gentlemen gay in their dress. Upon the whole you will find as many agreeable people of both sexes for the size of the places as almost any where. St. Philip's Church in Charles Town is a very Elegant one and much frequented. There are several more places of public worship in this town and the generality of people [are] of a religious turn of mind. Eliza Lucas [Pinckney], Letter to her brother, Thomas Lucas, 22 May 1742, excerpts



The Southern Colonies : The main economic activity in the Southern Colonies was farming. The area's rich soil and warm climate helped with the growth of cash crops. South Carolina and Georgia's main cash crop, rice, was grown in coastal regions called the *Tidewater*.

CRQ 1: Why was the main economic activity farming in the Southern Colonies? TTQA

2. The British benefited from their mercantilist relationship with the American colonies primarily

- A. supporting the growth of colonial industries
- B. Prohibiting (stopping) colonists from fishing and trading
- C. taking large amounts of gold and silver from the southern colonies
- D. buying raw materials from the colonies and selling them finished products

Most of the Southern plantations, or large farms, were in the Tidewater region. Plantations became separate small communities of fields surrounding buildings. For example, the buildings on a plantation often included a large main house, a separate kitchen building, slave cabins, a barn, a stable, a blacksmith shop, a carpentry shop, and storerooms. Some large plantations had their own chapels and schools.

CRQ 3: What is a plantation? Define it in your own words

Settlers with small farms lived in the *backcountry*, which were hills and forests at the base of the Appalachian Mountains. They grew tobacco and corn on a small scale, relying on one or two enslaved Africans and family members to help with the work.

CRQ 4: How was farming in the Southern Colonies different from farming in New England? Explain 1 difference

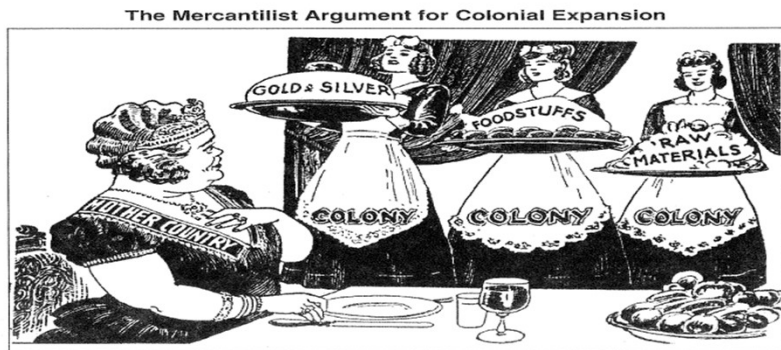
5. Why did most colonial farmers settle near oceans or coastal waterways?

- a. Fewer Native American Indians lived there.
- b. Local governments paid farmers to do so.
- c. There were fewer problems with removal of trees and rocks.
- d. Transportation of products was easier.

Maryland became a colony of rich and powerful landowners. Relatives and aristocrats were given large estates by Lord Baltimore. In order to attract settlers to work these estates, he promised settlers land.

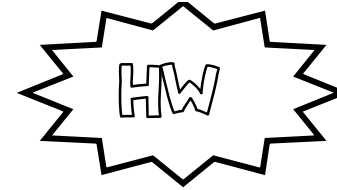
The colony had two problems: disagreement with Penn over the boundaries of Maryland and Pennsylvania, and religious freedom. To solve the first problem, two British astronomers, Charles Mason and Jeremiah Dixon worked on a dividing line between these two colonies—the Mason-Dixon Line. To solve the second problem, a law called the Act of Toleration was passed in 1649, which granted Protestants and Catholics the right to practice their religions.

CRQ 1: How did Lord Baltimore attract settlers to Maryland? _____



2. Which economic policy was based on the idea that the American colonies existed to provide economic benefits for Great Britain?

- | | |
|-----------------|-----------------------------|
| A. Mercantilism | C. socialism |
| B. free trade | D. laissez-faire capitalism |



3. The creation of the Virginia House of Burgesses was an important step in the development of democracy in colonial America because it

- a. adopted a bill of rights for women
- b. allowed citizens to vote directly on proposed laws
- c. provided the first written constitution
- d. established a representative form of government

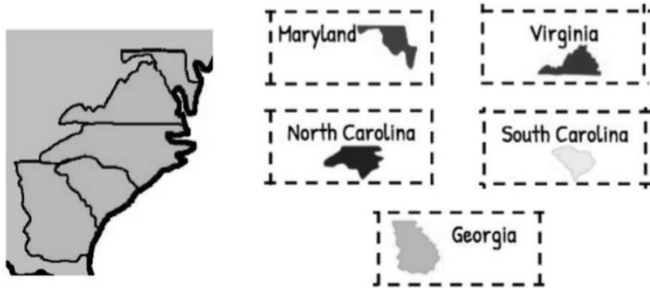
4. New England town meetings and the Virginia House of Burgesses were colonial efforts to

- a. practice self-government
- b. form a union of all the colonies
- c. raise colonial militaries
- d. encourage colonial trade

5. What was the major reason the original settlers of Plymouth Colony, Maryland, and Pennsylvania came to America?

- a. to secure freedom from religious persecution
- b. to search for gold and silver
- c. to convert Native American Indians to Christianity
- d. to bring spices to the New World

SOUTHERN COLONIES



Geography & Climate

The Southern Colonies get a good amount of precipitation. It is warm all year round and has very hot and humid summers.

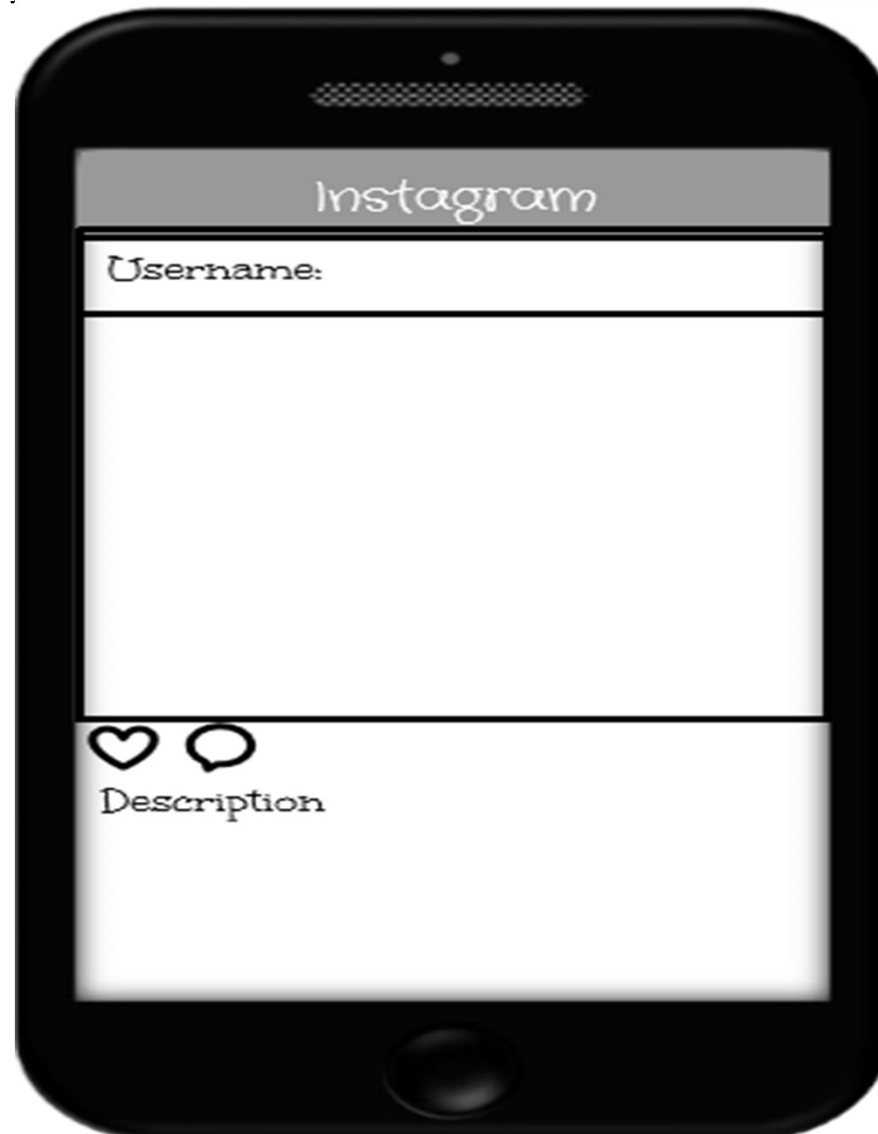
The Southern Colonies contain piedmonts, swamps, coastal plains, creeks, and rivers. They are less mountainous than the New England and Middle Colonies but they contain the Blue Ridge and Smoky Mountains.

Because of the long growing season and nutrient rich soil, the Southern Colonies were very successful at farming.

They grew cash crops, which are crops grown to sell them and make a profit. They grew rice, tobacco, indigo, and cotton

Directions:

1. Create an Instagram photo for the colonial region
2. Create a username
3. Draw a picture of the geography you saw on Google Maps
4. Write a description with at least one hashtag that explains what you saw in the colonial regions

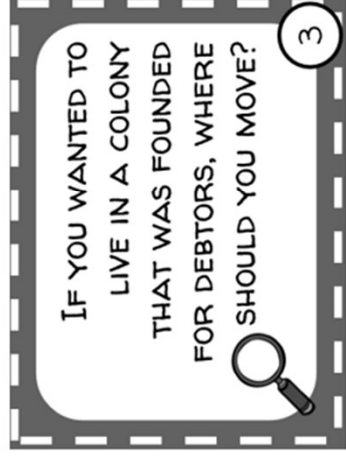


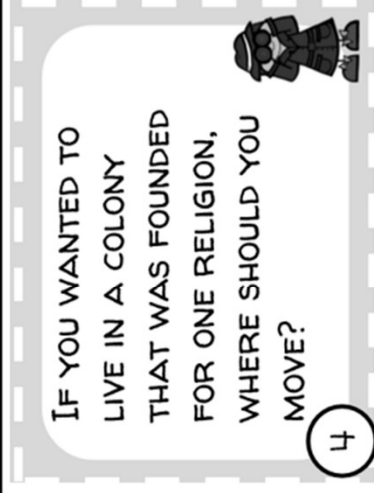
Francis Biedler Park: <https://goo.gl/hSWPSr>
Blue Ridge Mountains: <https://goo.gl/ynuJVC>

Give only one Colony per answer. Using complete sentences include textual evidence to prove your claim (Answer).









IF YOU WANTED TO LIVE
IN A COLONY THAT WAS
CREATED BECAUSE
MASSACHUSETTS WAS
TOO HARSH, WHERE
SHOULD YOU MOVE?

5



IF YOU WANTED TO
LIVE IN A COLONY
THAT HAD GREAT
FARMLAND, WHERE
SHOULD YOU MOVE?

6



IF YOU WANTED TO LIVE
IN A COLONY THAT WAS
RUN BY ANOTHER
COLONY, WHERE SHOULD
YOU MOVE?

7



IF YOU WANTED TO LIVE
IN A COLONY WHERE THE
COLONISTS PAID THE
NATIVE AMERICANS FOR
THE LAND, WHERE
SHOULD YOU MOVE?

8



IF YOU WANTED TO LIVE
IN A COLONY THAT HAD
DIFFICULTY WITH
NATIVE AMERICANS,
WHERE SHOULD YOU
MOVE?

9



IF YOU WANTED TO
LIVE IN A COLONY
THAT WAS OWNED BY
MORE THAN ONE
COUNTRY, WHERE
SHOULD YOU MOVE?

10



IF YOU WANTED TO LIVE IN
A COLONY THAT WAS
FOUNDED SO PEOPLE OF
ONE RELIGION WOULDN'T BE
PERSECUTED, WHERE
SHOULD YOU MOVE?

11



IF YOU WANTED TO LIVE
IN A COLONY THAT HAD
A CONSTITUTION, WHERE
SHOULD YOU MOVE?

12



IF YOU WANTED TO LIVE
IN A COLONY WITH A
REPRESENTATIVE
LEGISLATURE, WHERE
SHOULD YOU MOVE?



13

IF YOU WANTED TO
LIVE IN A COLONY WITH
A FEMALE LEADER,
WHERE SHOULD YOU
MOVE?



14

IF YOU WANTED TO LIVE
IN A COLONY THAT HAD
FIGHTS WITH OTHER
COLONIES, WHERE
SHOULD YOU MOVE?



15

IF YOU WANTED TO LIVE
IN A COLONY THAT WAS
FOUNDED BECAUSE IT
WAS GIVEN AS A GIFT,
WHERE SHOULD YOU
MOVE?



16

Using complete sentences
include textual evidence to prove your claim (Answer).



17. Pick two people from the Colonial Files.

How are they similar?



18. Pick two people from the Colonial Files.

How are they Different?



19. Choose one of the founders from the dossiers.

After you have read about them, what question do you have to ask them



20. Pick a choice that was made by a founder in the dossiers.

Would you have made the same choice? Why or why not?



21. In the Colonial Files, what evidence can you find of geography influencing events and culture?



22. In the Colonial Files, what examples can you find of individuals struggling over power?



23. Find a conflict within the dossiers.

Which side do you think you would have been on? Why?



24. Choose at last three individuals from the dossiers and rank them in order from most influential to least.

Cite textual evidence.
