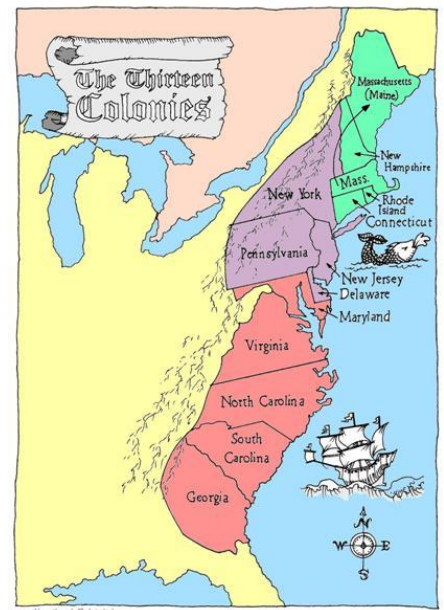




Unit 4: Colonies



<https://mryoungtms.weebly.com/colonial-america.html>

<https://quizlet.com/class/5155476/>

Colonization of America

As the European explorers claimed the vast lands of North America, they began to establish permanent colonies. Some colonies were established for **economic reasons** and some colonies were established for **religious reasons**.

The first English colony to be established in the New World was on the island of Roanoke just off the coast of present day North Carolina in 1585. England and Sir Walter Raleigh established the **Roanoke Island** colony for **economic venture**. They wanted to expand trade and increase the nation's wealth. This colony had shortages of supplies and too many unfriendly Indians. England's hopes for this new settlement ended in 1590 when ships carrying supplies from England arrived to find the colony abandoned and the settlers missing. Four hundred years later, historians still do not agree on what really happened to this "Lost Colony."

England's next attempt at establishing a colony in 1607 was successful. **Jamestown Settlement** became the first permanent English settlement in North America. Like the Roanoke colony, it too was established for **economic venture**. A group of businessmen called the **Virginia Company** was granted approval by King James I to settle the new lands across the Atlantic. Under the leadership of **Captain John Smith**, Jamestown grew and prospered.

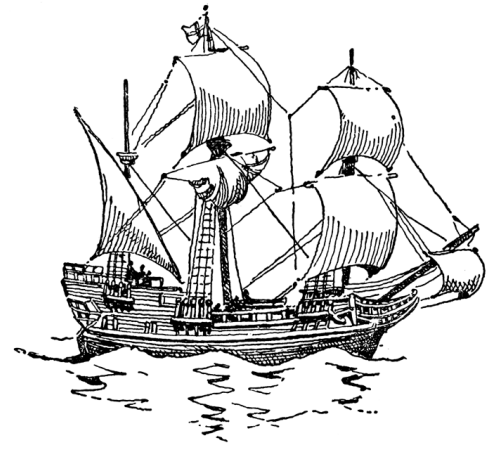
The next successful English colony was **Plymouth Colony**. It was founded by a group of people called the **Pilgrims** in 1620. They were also called **separatists** because they wanted to be *separate* from the Church of England. Being separate meant being disobedient to the king, so to **avoid religious persecution**, they decided to leave England in search of a safe place to practice their religion. They set sail for America on a ship called the *Mayflower* and landed on the shores of what is now the state of Massachusetts.

Ten years later in 1630, a religious group called the **Puritans** left England for America and settled the **Massachusetts Bay Colony** to **avoid religious persecution**. Unlike the Pilgrims, they did not want to be separate from the Church of England. Instead they tried for many years to change it. When they finally realized that change was not taking place, they too began to look across the ocean for a safe place to practice their religion. Like the Pilgrims before them, they settled in what is now the state of Massachusetts.

About fifty years later in 1681, the colony of **Pennsylvania** was settled by a group of people called **Quakers** looking for **religious freedom**. The Quakers were not well liked in England, and like the Pilgrims and the Puritans, they set sail across the ocean looking for a safe place to practice their religion without interference.

The last American colony called **Georgia** was founded almost forty years later in 1733. It was settled by people who had been imprisoned in England for not paying their debts. This group of people was known as **debtors**. They came to the New World with hopes of **economic freedom** and a new life.

Colonization of America (continued)



1. Roanoke Island (_____) Established as an _____ venture.
2. Jamestown was the first _____ settlement in North America. It was an _____ venture by the _____ company.
3. Plymouth Colony was settled by _____ from the Church of _____ who wanted to avoid religious _____.
4. Massachusetts Bay Colony was settled by the _____ for _____ reasons.
5. Pennsylvania was settled by the _____, who wanted to have freedom to practice their _____ without interference.
6. Georgia was settled by people who had been in _____ prison in _____. They hoped to experience _____ freedom and a new life in the New World.

Colonization of America (continued)

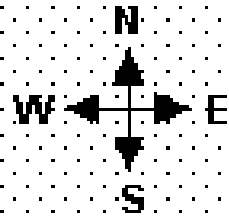
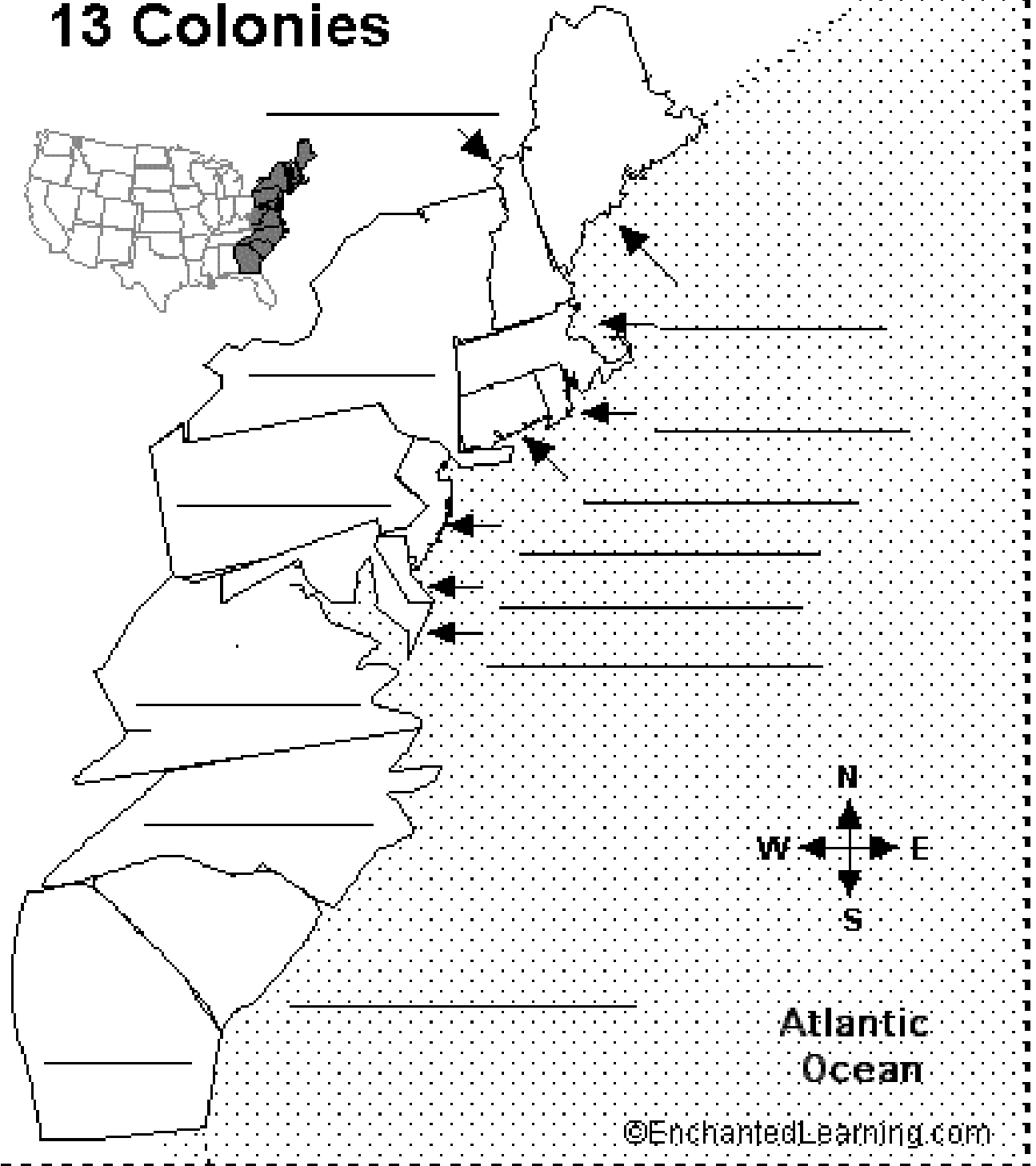
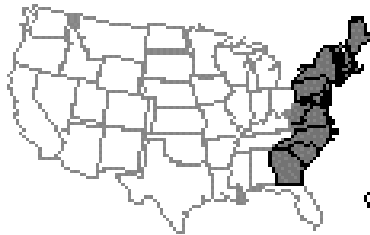
Colony/ Year	European Country	Founder	Reason
Roanoke			
Jamestown			
Plymouth			
Massachusetts Bay			
Pennsylvania			
Georgia			

Thirteen Colonies Map

Color Key:

- New England
- Mid-Atlantic
- Southern

13 Colonies



**Atlantic
Ocean**

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New England Colonies

Geography and Climate

Most of New England's early settlements were built in the east along the Atlantic Ocean. Land in the western area of this region included hills, valleys, and low mountain ranges. These are part of the Appalachian Mountains that are the western boundary of all three colonial regions.



This area has a jagged, rough and uneven, coastline with bays and deep harbors. The deep harbor of Boston developed into a busy trade center since large ships could deliver cargo from other places.

The hard, rocky soil and thick forests made farming difficult. Farming took hard work to clear rocks, trees, and tree stumps for planting a field of crops.

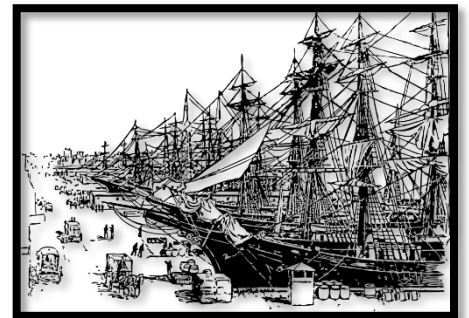
The climate (long term weather) also made farming difficult. The winters were very long and cold with a lot of snow. Summers were short and cool. This made farming difficult in this region.

Resources

Many colonists in this region made a living catching fish such as cod, herring, and mackerel. They also hunted whales, using the blubber or fat for lamp oil (light to see at night). In the thick forests, loggers cut down trees. The trees were used as lumber for houses, buildings, and ships.

Shipbuilding was the most important industry (job) in New England. They also produced naval supplies (things to make ships) such as tar and turpentine.

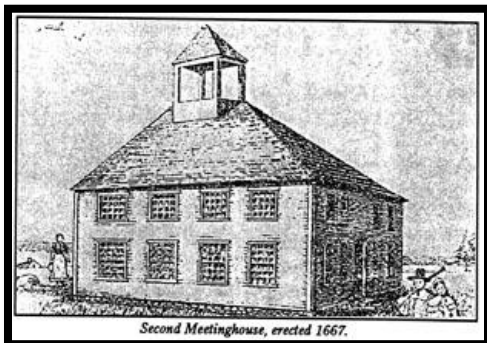
Also in this region, skilled craftsmen such as cobblers (shoe maker) or blacksmith (works with metal) were important. Many of these people were also merchants selling what they made.



Towns and Social Life

Most of the New England colonists lived in small towns or farms. At the center of each town was a common, a grassy area shared by the town's people. Colonists built their homes, shops, and other buildings around the common. Towns also had a meeting house near the common. The meeting house was the most important building in the town.

On Sunday, every person had to attend church at the meeting house. School was also held there. They thought everyone should be able to read the Bible.



Political Life (Laws and Rules)

At least once a year, New England colonists in each town would gather at the meeting house for a town meeting. At a town meeting, they voted on laws and elected town leaders. Anyone could attend the meeting, but only free white men who owned property could vote. They also voted for leaders to represent them in the colony's legislature. The legislature would make laws for the entire colony.

New England Colonies (continued)

Directions: Use the highlighted notes from page 6 to answer the following questions about the New England colonies. Use complete sentences.

1. Describe the geography and climate of the New England colonies.
2. How did the geography and climate affect what human resources were important in this region?
3. Explain how the forests of New England helped this region survive.
4. Why was the meeting house so important to a town in New England?
5. In the area below, create a sketch or some symbols that will help you remember some of the essential information about the New England colonies.



Mid-Atlantic Colonies

Geography and Climate

The Mid-Atlantic regions had plenty of rich (good) farmland. The coastal lowlands, grassy fields, and rolling hills were good for farming and raising livestock (cows, chickens, pigs). There were also thick forests in places allowing the colonists to hunt deer and trap beavers.

There were also large bays and harbors in this region along the Atlantic Ocean. These harbors were connected to wide, deep rivers that were big enough to allow large ships carrying supplies to travel far inland.

The Mid-Atlantic region had mild winters and warm summers providing good weather for farming. This area also received the right amount of rain to grow abundant crops like wheat, corn, and rye. These were used in making bread. There was so much wheat grown, this area was nicknamed the "Breadbasket Colonies".



Market Towns and Political Life (Laws and Rules)

Most people of the Mid-Atlantic region were farmers who harvested wheat or other grains. They also raised livestock and fished in the many rivers. Farm families often traveled to the market towns or villages to sell or trade their surplus (extra) crops and livestock. A market town is a place where goods are bought, sold, or traded.



Families bought goods from skilled craft workers and the general store. Most craft workers made capital resources from natural resources. Blacksmiths used iron to form horseshoes and nails. Coopers made barrels out of wood cut from trees. General stores sold manufactured goods such as iron tools, shoes, paint, and buttons. These items were usually shipped to the colonies from England.

Several times a year, the colonists would gather at the market towns to vote on laws and elect town leaders. They would also elect representatives to make laws for the entire colony. Here too, only white men who owned land could vote.

Towns and Cities

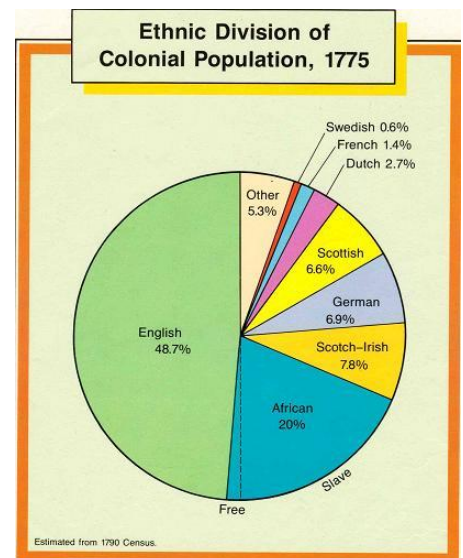
After farmers and traders dropped off their crops at market town, these goods were transported to port cities along rivers and harbors. The goods were loaded on ships and sent to England or other colonies.

Philadelphia and New York City were the two busiest ports in the colonies. Many people of the Mid-Atlantic region also lived in these large cities.

A Mix of People and Religion (Diversity)

Settlers in the Mid-Atlantic colonies came from many various places and backgrounds. Some were escaping war or looking for religious freedom. Some, from Africa were forced to live and work in the colonies as enslaved people.

One good example is the city of Philadelphia. In 1770, it had more than 28,000 people (a large number for that time). The colonists there had diverse ways of life. They spoke many languages and ate many kinds of food. Philadelphia also had many different places of worship. The Mid-Atlantic colonies became a place where many different types of religions were accepted and tolerated.



Southern Colonies

Settling the South

At first, many southern colonists settled on the Atlantic Coastal Plain. As more colonists arrived, people settled in the piedmont region, which lies between the Coastal Plains and the Appalachian Mountains. The piedmont and the Atlantic Coastal Plain provided very fertile farmland. The south's coastline and wide rivers provided many excellent harbors for ships to load and unload cargo both along the coast and farther inland. The south's climate was very warm and humid with short winters. This helped to create ideal growing conditions for cash crops.



Cash Crops

Cash crops were the most important part of the Southern economy (making money). A cash crop is a crop grown to sell for money. Some of the South's cash crops are tobacco, cotton, rice, and indigo (blue flower to make dye for clothing). Forests were also important. They supplied natural resources for manufacturing wood products.



Plantation Economy

The south's economy relied on the large plantation. Plantations depended on the labor of enslaved people. The plantation owners (Planters) became the richest people in the south because of the work enslaved African Americans were forced to complete.

As the planters grew richer, the amount of land they owned grew. Some plantations were so large, they looked like small communities. The planter's house, a mansion, was the main building. The other buildings included workshops, cook kitchens, barns, slave houses and storage sheds.

Cities and County Seats (political life – laws and rules)

Plantations were often built far from one another, and the Southern colonies had fewer cities and schools than New England or Mid-Atlantic. A few cities such as Norfolk, VA and Savannah, GA became busy ports for shipping cash crops.

The largest town in an area was the county seat. A county seat was the town where the government of the area was located. Most county seats had a general store, courthouse, and jail. The counties were large including many plantations and small towns.

Several times a year, southern colonists would travel to the county seat to attend church services, hold dances, and trade crops. They would also vote on laws and representatives for the entire colony. Planters also used this time to buy and sell enslaved African Americans. Here too, only white men who owned land could vote.



Southern Colonies (Continued)

Directions: Create and color an illustration for each caption below to demonstrate an understanding of life in the southern colonies.

The piedmont and the Atlantic Coastal Plain provided very fertile farmland.	The south's coastline and wide rivers provided many excellent harbors for ships to load and unload cargo both along the coast and farther inland.	Cash crops were the most important part of the Southern economy.
The plantation owners became the richest people in the south because of the work enslaved African Americans were forced to complete.	Some plantations were so large, they looked like small communities. The planter's house, a mansion, was the main building. The other buildings included workshops, cook kitchens, and slave houses.	A county seat was the town where the government of the area was located. Most county seats had a general store, courthouse, and jail.

Specialization and Interdependence

What is specialization and Interdependence

What do you spend a lot of time practicing? Is it playing a sport or musical instrument, drawing, working on a computer or something else? Each colonial region spent a lot of time focusing on one or a few things. Specialization is the focusing on making one or more products.

Interdependence is two or more people or groups depending on each other for goods and services. For example, on a baseball field, there are nine positions. Each person is responsible for doing certain things. Not everyone does the same job. So the pitcher and the catcher are interdependent on each other while they are doing their part. Interdependence allows the team to be successful as each person serves a specific role.

Specialization in the Colonies

Since each colonial region had different geography, climate, and natural resources available, each colonial region had a different specialization.

The rocky soil, cool summers, long winters, and thick forests of the New England colonies forced them to specialize in shipbuilding, making naval supplies, making metal tools, and fishing.

The Mid-Atlantic colonies had rich farmland, a mild climate, good harbors, and deep rivers to go inland. As a result of this combination, the Mid-Atlantic colonies specialized in farming, raising livestock (cows, chickens, pigs, etc.) and fishing in the rivers and bays.

The Southern colonies specialized in growing tobacco, rice, and indigo. They also used the pine forests of the south to make tar and pitch used in building houses and ships. The people of the south could focus on these goods due to the good farmland of the Atlantic Coastal plain and long growing season.

Interdependence among the Colonial Regions

Since the geography, climate, and available resources of each colonial region created the specialization, all three regions became interdependent on each other for items they could not easily grow or create.



The Mid-Atlantic and Southern colonies depended on the New England colonies for ships, naval supplies, and metal tools.

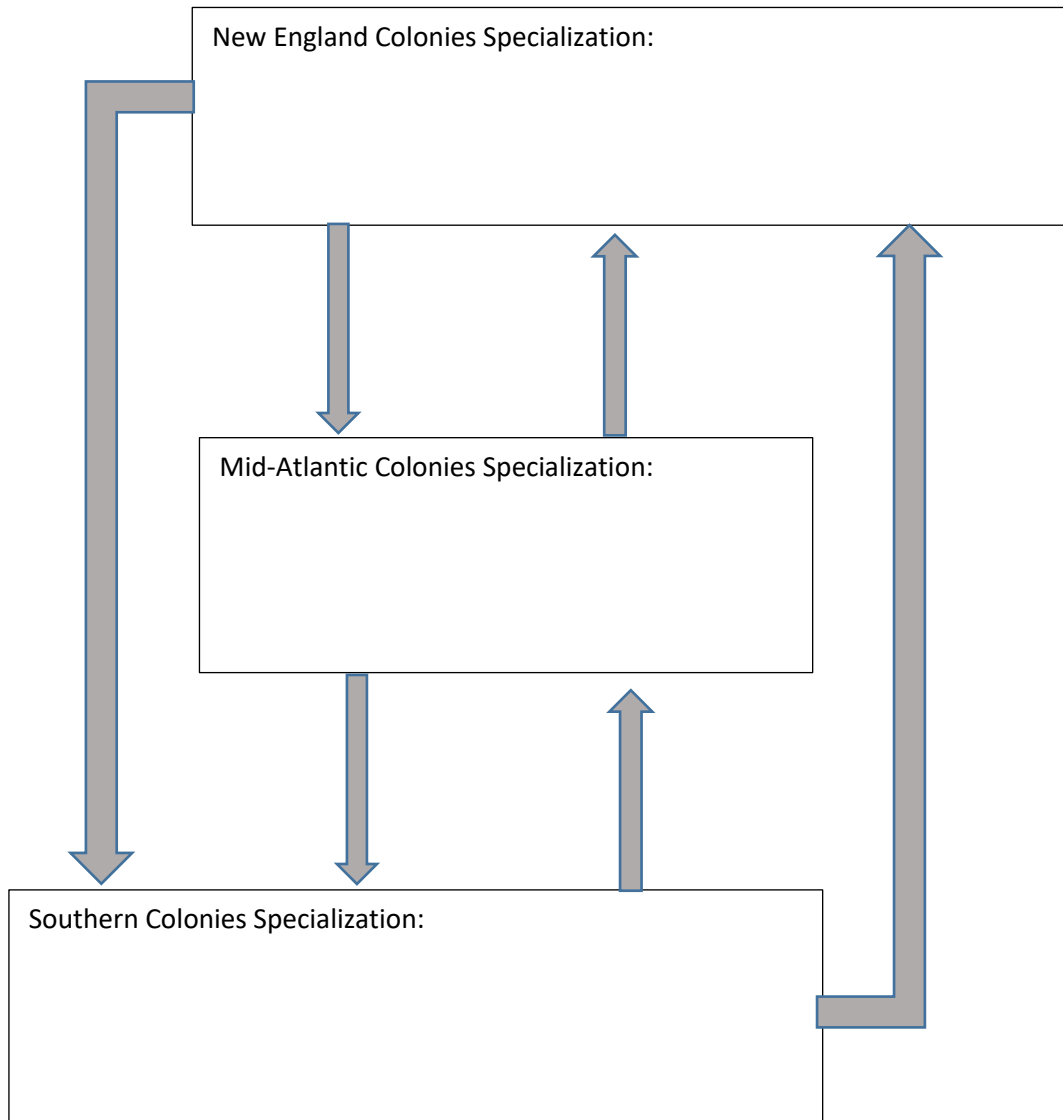
The New England and Southern colonies depended on the Mid-Atlantic colonies for livestock, wheat, and corn.

The New England and Mid-Atlantic colonies depended on the Southern colonies for tobacco, cotton, rice, and indigo.

Each region could not make or provide everything for themselves. They depended on each other trading what they needed. This is called interdependence.

Specialization and Interdependence (continued)

Directions: Complete the following to demonstrate the specialization of each colonial region and their interdependence on each other. In each rectangle, name the specialization of each colonial region. Along the arrows, name the interdependence between the regions.



Social Groups in Colonial America

Life was different in the three colonial regions. People's lives were different, too. In fact, the colonies were made up of different people whose lives varied depending on their social position. How were the lives of **large landowners**, **farmers**, **artisans**, **women**, **free African Americans**, **indentured servants**, and **enslaved African Americans** different in colonial America?

Large Landowners

One of the wealthiest social positions in colonial America was held by **large landowners** called *planters*. These powerful men lived mainly in the southern colonies and were usually well educated. They owned huge farms called **plantations**. These impressive plantations were filled with barns, stables, gardens, wells, workshops, kitchens, mills, and slave quarters. A planter's home was just as impressive as the property around it. To keep these farms running smoothly, planters needed huge numbers of low cost laborers to work in fields that stretched as far as the eye could see. Indentured servants and enslaved African Americans provided the cheapest labor.

Farmers

Farmers held another social position in colonial America. These men, although they were not wealthy like the planters, were often respected members of the community. They farmed the land of their region and often depended on family members for labor.

Artisans

Artisans were another social class in colonial America. These craftsmen, which included silversmiths, carpenters, masons, shipwrights, coopers, bakers, butchers, blacksmiths, tailors, and shoemakers, often lived above their shops. These shops were in villages, towns, cities, and even plantations. Although not as wealthy as the large landowners, these men held respectable positions in colonial society.

Women

A fourth social class included **women**. In colonial America, a woman's main roles were homemaker and caretaker. Her days were filled with difficult and exhausting work such as cooking, cleaning, laundering, making clothing and household goods like soap, caring for children, doctoring the sick, and tending livestock and kitchen gardens. Colonial women, whether rich or poor, had few privileges. They were often not given the opportunity to go to school and were not allowed to vote.

Free African Americans

Free African Americans made up a smaller social group in Colonial America. They had more economic freedom than both the indentured servants and the enslaved African Americans. They could work for pay and decide how to spend the money they earned. They were also allowed to own land. Free African Americans, however, were not allowed to vote.

Indentured Servants

A less respected social class in colonial America consisted of **indentured servants**. Indentured servants were usually young men and women who wanted to go to the colonies but did not have enough money. They would agree to work without pay for the person who paid for their passage. They often worked as laborers, field hands, craftsmen, and housekeepers and were given their freedom at the end of their contract.

Enslaved African Americans

The least respected social class was the **enslaved African American**. These men and women were captured in their native country and sold to slave traders. They were then shipped from Africa to the colonies. Once in America, they were sold into slavery. Unlike indentured servants, enslaved African Americans were owned for life. They were considered the property of their owner and were given no rights or opportunities for an education. Children of enslaved African Americans were also born into slavery.

Colonial Social Groups (continued)

Large Landowners

- Lived predominately in the _____
- Relied on _____ and/or _____ for labor.
- Were _____ in some cases

Farmers

- Worked the land according to the _____
- Relied on _____ members for labor

Artisans

- Worked as _____ in towns and on plantations
- Lived in small _____ and _____

Women

- Worked as caretakers, house-workers, _____
- Could not _____
- Had few chances for an _____

Free African Americans

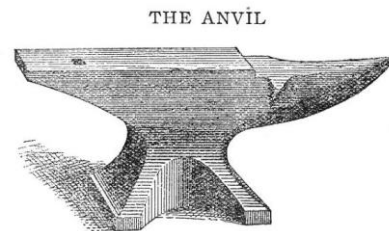
- Were able to _____ land
- Had more _____ freedom and could work for pay and decide how to _____ their money
- Not allowed to _____

Indentured Servants

- Consisted of _____ and _____ who did not have money for passage to the colonies and who agreed to work without _____ for the person who paid their passage
- Were _____ at the end of their _____

Enslaved African Americans

- Were _____ in their native _____ and sold to slave traders, then were shipped to the _____ where they were sold into _____
- Were owned as _____ for life with _____ rights
- Were often _____ into slavery (Children of enslaved African Americans were born into slavery)



Colonial Social Groups (continued)

Colonial Social Groups	Characteristics

Study Guide for Colonial America Test

Colonies and the reasons they were established

- Roanoke Island (Lost Colony) was established as an economic venture.
- Jamestown Settlement, the first permanent English settlement in North America (1607), was an economic venture by the Virginia Company.
- Plymouth Colony was settled by separatists from the Church of England who wanted to avoid religious persecution.
- Massachusetts Bay Colony was settled by the Puritans to avoid religious persecution.
- Pennsylvania was settled by the Quakers, who wanted freedom to practice their faith without interference. (religious freedom)
- Georgia was settled by people who had been in debtors' prisons in England. They hoped to experience economic freedom and start a new life in the New World.

Study Strategy: Create a three-column chart. In one column place the colony name. In the second column place the name of the person/people who established the colony. In the third column place the reason for establishment.

Colonial America Social Groups

Large landowners

Lived predominately in the South
Relied on indentured servants and/or enslaved African Americans for labor
Were educated in some cases
Had rich social culture

Farmers

Worked the land according to the region
Relied on family members for labor

Artisans

Worked as craftsmen in towns and on plantations
Lived in small villages and cities

Women

Worked as caretakers, house-workers, and homemakers
Were not allowed to vote
Had few opportunities for getting an education

Free African Americans

Were able to own land
Had economic freedom and could work for pay and decide how to spend their money
They were not allowed to vote

Indentured servants

Were men and women who did not have money for passage to the colonies and who agreed to work without pay for the person who paid for their passage
Were free at the end of their contract

Enslaved African Americans

Were captured in their native Africa and sold to slave traders; then were shipped to the colonies where they were sold into slavery
Were owned as property for life without any rights.
Were often born into slavery (Children of enslaved African Americans were born into slavery.)

Study Strategy: Create flash cards (paper or electronic). Place the social group name on one side. On the other side, place all the characteristics of the social group. Practice one card at a time until you can do them all without looking.

Terms to know

Resources: natural – provided by nature, capital – made by people, or human – things people did

Specialization: Focusing on one or a few products

Interdependence: Two or more people depending on each other for goods and services

Essential Knowledge					
Colonies	Resources	Geography and Climate	Specialization	Examples of Interdependence	Social/Civic or Political
New England	Natural resources: timber, fish, deep harbors Human resources: skilled craftsmen, shopkeepers, shipbuilders Capital resources: tools, buildings	Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline Moderate summers, cold winters	Fishing, shipbuilding, naval supplies, metal tools and equipment	Depended on Southern colonies for crops such as tobacco, rice, cotton, and indigo, and for forest products such as lumber, tar, and pitch. Depended on Mid-Atlantic colonies for livestock and grains.	Social: Villages and churches were centers of life. Religious reformers and separatists Civic life: town meetings
Mid-Atlantic	Natural Resources: rich farmlands, rivers Human resources: unskilled and skilled workers, fishermen Capital resources: tools, buildings	Appalachian Mountains, coastal lowlands, harbors and bays Mild winters and moderate climate, wide and deep rivers	Livestock, grains, fish	Depended on Southern colonies for tobacco, rice, cotton, indigo, and forest products. Depended on New England colonies for metal tools and equipment.	Social: Villages and cities, varied and diverse lifestyles, diverse religions Civic life: market towns
Southern	Natural resources: fertile farmlands, rivers, harbors Human resources: farmers, enslaved African Americans Capital resources: tools, buildings	Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors and rivers Humid climate with mild winters and hot summers	Tobacco, rice, cotton, indigo, forest products (lumber, tar, pitch)	Depended on New England colonies for manufactured goods, including metal tools and equipment. Depended on Mid-Atlantic colonies for grains and other agricultural products	Social: Plantations (slavery), mansions, indentured servants, fewer cities, fewer schools, Church of England Civic life: counties

Study Strategy: Make a “T” Chart for the social/civic and political life. Make a matching activity for resources. Write out the connection between each colony’s specialization and the other colonies’ interdependence. Make one flash card for geography and one for the climate of each colonial region.

Whole Unit Review: Go to <http://www.solpass.org/us1.php> Find our school (Tabb MS). Password: tabbtigers