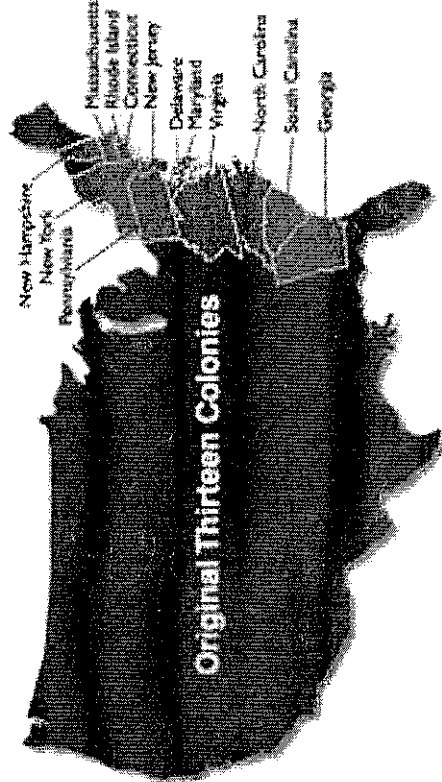


English Colonies



Name _____

Thirteen Colonies Vocabulary Terms

Read the definitions for each vocabulary term, located on the back. For each word, create either an image or two word hooks that remind you of what the word means.

Colony

Cash Crop

Diversity

Mercantilism

Persecute

<p><i>Crops that were grown to make money.</i></p> <p><i>These crops were in the South and included; rice, tobacco, sugar cane and cotton.</i></p>	<p><i>A group of people living in a new area, but still is connected with the parent country.</i></p> <p><i>Example: The Thirteen English Colonies lived in the new world, but they still belonged to England. This means England was still their government.</i></p>
<p><i>When colonies exist to make money for the mother country.</i></p> <p><i>The Thirteen Colonies existed to make money for England.</i></p>	<p><i>Being Different.</i></p> <p><i>The colonists living in the Middle Colonies had many different religions, cultures and ways of life. These groups were very diverse, or different.</i></p>
	<p><i>Hostility and bad treatment because of your religion.</i></p>

<i>Representative Government</i>	<i>Subsistence Farming</i>
<i>Toleration</i>	<i>Town Meeting</i>
<i>Triangle Trade</i>	

<i>A farm that grows crops for the household with a small amount left over for trade.</i>	<i>When the people choose/vote who will represent them in government.</i>
<i>Form of government where the people come together to discuss issues.</i>	<i>To accept others</i>
	<i>Trade routes between the New World, Europe, and Africa</i>

Creating a Colony

You and your class are a group of settlers sent by your Queen from the country of Zelaznog to set up a colony in newly discovered land.

It is now November 1st, and after 1 month of sailing on the ship *History* winter is quickly approaching. You must establish a new working settlement as soon as possible in order to survive the winter.

WHAT MUST YOU DO IN ORDER TO CREATE A SUCCESSFUL COLONY (THAT YOUR WHOLE CLASS IS A PART OF)? Think about food, clothing, shelter, and rules/laws.

YOU WERE ABLE TO BRING THE FOLLOWING ITEMS WITH YOU:

5 shirts and 3 pairs of pants for each individual and one pair of shoes
1 crate of fruits and vegetables per family (hopefully it has not rotted yet!)
3 lbs of meat per family (the rest spoiled)
5 candles and 2 lanterns per family

*There is a map of your land on the back.

★
IKKATHIS TRIBE

STATION

Land of Zelaznog

Noclaf River

lake of
Reithraff

Na Pce's
Forest

Onacillep
Tribe

Setag

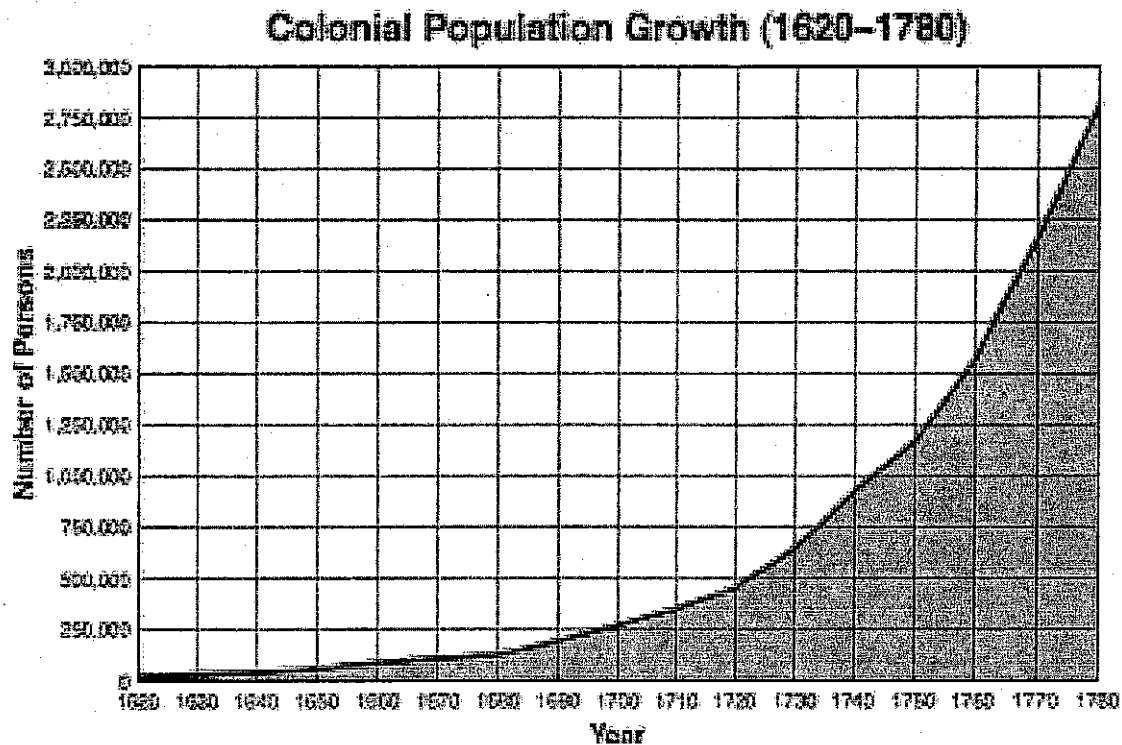
Ocean

Your ship
history



CLASS START

DIRECTIONS: Examine the graph below and answer the questions that follow.



Source: *Historical Statistics of the United States*, U.S. Bureau of the Census (adapted)

1. What is the subject of the graph?

2. How many English settlers lived in the colonies in 1620? _____

3. How many English settlers lived in the colonies in 1780? _____

4. What trend does the graph reveal about the colonial population between 1620 and 1780?

THE THIRTEEN COLONIES

Directions: Use your textbook to complete an accurate and neat map of the thirteen colonies.
Consult the following pages for maps that will help you:

- ☐ pg. 67 Early English Settlements
- ☐ pg. 74 The New England Colonies
- ☐ pg. 80 The Middle Colonies
- ☐ pg. 82 Landscape of the 13 Colonies
- ☐ pg. 86 The Southern Colonies

1. **Locate** the following **towns** and **cities**, mark each with a **black dot** on your map.
Label them with correct spelling.

- | | | |
|---|--|--|
| <input type="checkbox"/> Roanoke (pg. 67) | <input type="checkbox"/> Boston (pg. 74) | <input type="checkbox"/> New York (pg. 80) |
| <input type="checkbox"/> Jamestown (pg. 67) | <input type="checkbox"/> Philadelphia (pg. 80) | <input type="checkbox"/> Savannah (pg. 86) |
| <input type="checkbox"/> Plymouth (pg. 74) | <input type="checkbox"/> Albany (pg. 80) | |

2. **Label** ALL of the **thirteen colonies** (pg. 82).

3. **Label Spanish Florida** (pg. 82).

4. **Label** the **French Territory** (pg. 82).

6. **Label** The **Appalachian Mountains** (pg. 82).

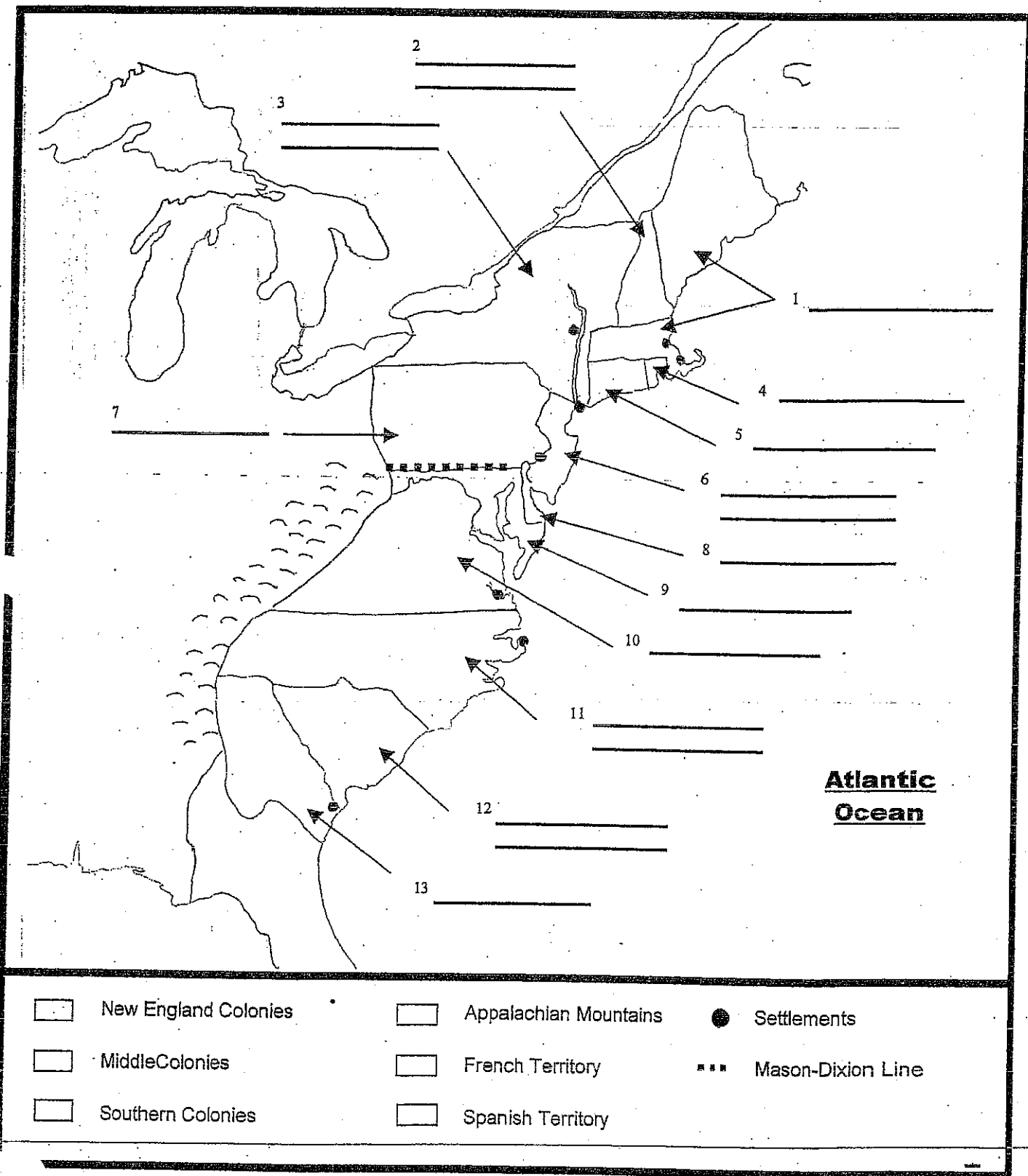
7. **Shade** the colonies & territories:

- | | | |
|---|--------|----------|
| <input type="checkbox"/> New England Colonies | RED | (pg. 82) |
| <input type="checkbox"/> Middle Colonies | ORANGE | (pg. 82) |
| <input type="checkbox"/> Southern Colonies | YELLOW | (pg. 82) |
| <input type="checkbox"/> Appalachian Mountains..... | BROWN | (pg. 82) |
| <input type="checkbox"/> French Territory | GREEN | (pg. 82) |
| <input type="checkbox"/> Spanish Territory..... | Purple | (pg. 82) |

8. Lightly **shade** the following **bodies of water** blue:

- ☐ Great Lakes (pg. 82)
- ☐ St. Lawrence River (pg. 82)
- ☐ Hudson River (pg. 82)
- ☐ Atlantic Ocean (pg. 82)

THIRTEEN COLONIES MAP



13 COLONIES SHORT ANSWER QUESTIONS

Directions:

Answer the following questions in COMPLETE SENTENCES using the thirteen colonies map.

1. Why were the first settlements located along the coast?

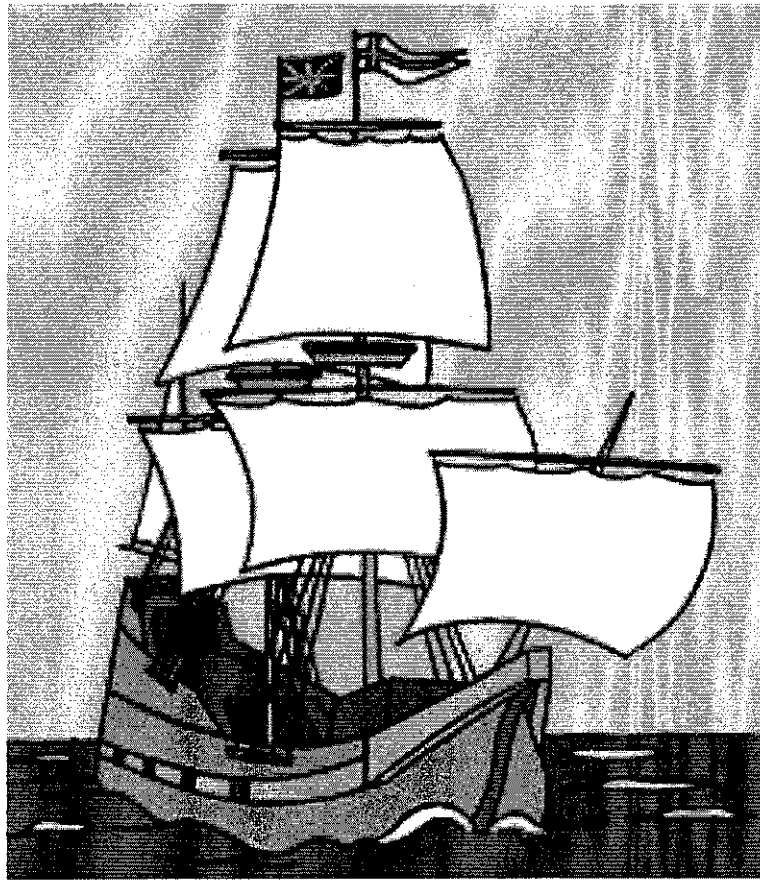
2. Which colonies were apart of New England?

3. Which colonies made up the Middle Colonies?

4. Which colonies were apart of the Southern Colonies?

5. What group of colonies does the Mason-Dixon Line border?

6. What physical feature to the WEST, forms a political boundary between the Colonies and French Territory?

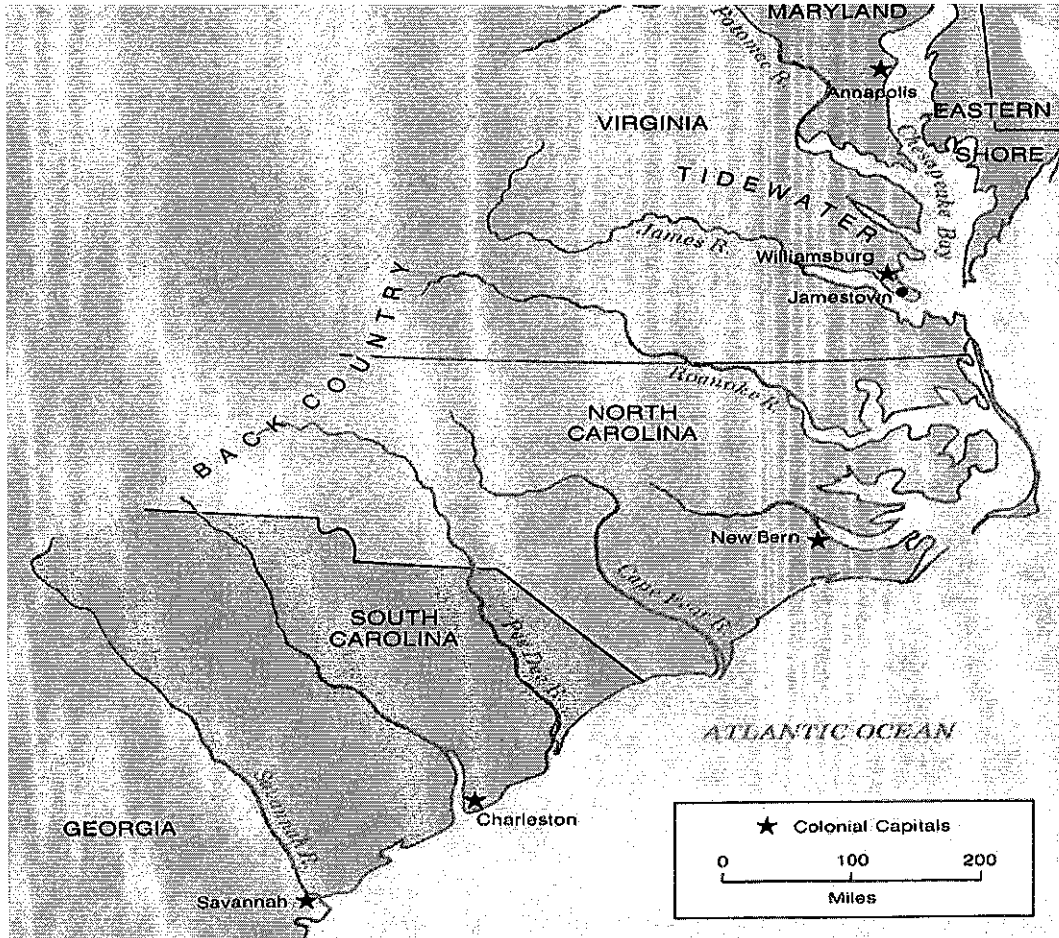


1. What was the difference between the settlement of Jamestown and the settlement of Plymouth?

2. How did the people of Plymouth survive the winter and unfavorable conditions?

3. Why did people come to the colonies? How were they different from the lands they left?

Southern Colonies



Economy: *

*

*

Government: _____ of _____

The English Colonies**Section 1****MAIN IDEAS**

1. The settlement in Jamestown was the first permanent English settlement in America.
2. Daily life in Virginia was challenging to the colonists.
3. Religious freedom and economic opportunities were motives for founding other southern colonies, including Maryland, the Carolinas, and Georgia.
4. Farming and slavery were important to the economies of the southern colonies.

Key Terms and People

Jamestown an English settlement in Virginia founded in 1607

John Smith a colonist and leader of Jamestown

Pocahontas a Powhatan Indian who married Jamestown colonist John Rolfe

indentured servants colonists who reached America by working for free for other people who had paid for their journeys

Bacon's Rebellion an uprising led by Nathaniel Bacon against high taxes

Toleration Act of 1649 an act that made limiting the religious rights of Christians a crime

Olaudah Equiano a former slave who wrote down his experiences

slave codes laws to control slaves

Academic Vocabulary

authority power, right to rule

factors causes

Section Summary**SETTLEMENT IN JAMESTOWN**

Life in **Jamestown** was hard. Few colonists knew how to grow crops for food. Captain **John Smith** worried about this. Many colonists starved. The Powhatan helped the colonists learn to grow crops.

Pocahontas helped unite the Powhatan and the colonists, but she died in 1617. Fighting broke out between the colonists and the Powhatan and went on for the next 20 years. The colony existed under the **authority** of a governor chosen by the king.

Why did many colonists in Jamestown starve?

2. What tribe helped the colonists grow food?

DAILY LIFE IN VIRGINIA

Colonists began forming large farms called plantations. At first **indentured servants** worked on plantations. In 1619 the first Africans came to Virginia. These **factors** led wealthy farmers to begin using slave labor.

In 1676 Nathaniel Bacon, a wealthy frontier farmer, led **Bacon's Rebellion**. Bacon and his followers burned Jamestown.

What happened to Jamestown in 1676?

OTHER SOUTHERN COLONIES

Maryland was founded south of Virginia as a new colony for Catholics. In the 1640s Protestants began moving in. Religious problems divided Protestants and Catholics. The **Toleration Act of 1649** made limiting religious rights of Christians a crime in Maryland.

The Carolinas and Georgia were formed south of Virginia and Maryland. South Carolina had many large plantations, and owners bought slaves to work on them. In Georgia many huge rice plantations were worked by thousands of slaves.

Circle the sentence that explains what the Toleration Act of 1649 did.

List the Southern Colonies

1.
2.
3.
4.
5.

ECONOMIES OF THE SOUTHERN COLONIES

The economies of the southern colonies were based on farming. Many small farms and some small plantations meant a large group of workers was needed. African slaves became these workers. Slavery was brutal. A former slave named **Olaudah Equiano** wrote that slaves were often tortured, murdered, and treated with barbarity. Most of the southern states passed **slave codes** to control slaves.

How did a former slave describe treatment of slaves?

WORKSHEET

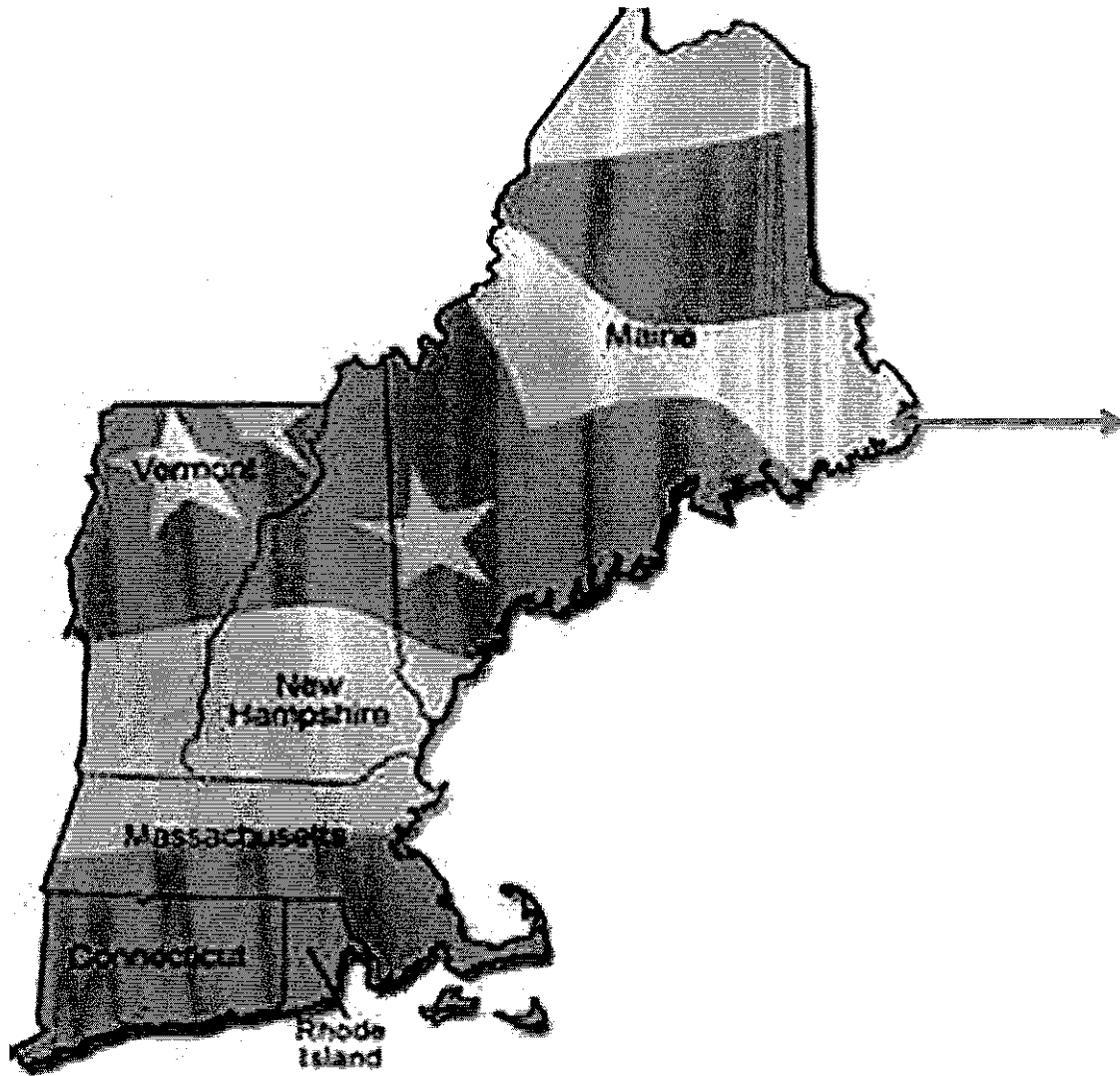
23 The Tidewater and the Backcountry:
Classifying Information

The statements below describe life in the South

Identify each statement as telling about the *tidewater* culture or the *backcountry* culture.

- _____ 1. Wealthy farmers lived on huge plantations.
- _____ 2. Most people lived in log cabins.
- _____ 3. Manners were stiff and exaggerated. Personal names were rarely used.
- _____ 4. Farmers used slave labor to grow large crops.
- _____ 5. Neighbors were treated as equals.
- _____ 6. Settlers sometimes rebelled against the government to defend their rights.
- _____ 7. Houses had ballrooms for dancing.
- _____ 8. Poor farmers raised cattle and pigs.
- _____ 9. Farms were built on the coastal plain.
- _____ 10. Clothing made of silk and velvet was worn.
- _____ 11. Farmers brought their livestock to market once a year.
- _____ 12. Women ran the Great House and made sure that daily tasks were done.
- _____ 13. Planters rotated crops so the fields could be preserved.
- _____ 14. Plantations were like self-sufficient villages on which most of the necessary food and goods were produced.
- _____ 15. Farmers were not well represented in colonial assemblies.

The New England Colonies



Soil: _____

Economy: *

*

*

*

Massachusetts Bay:

Plymouth:

Rhode Island:

Connecticut:

New Hampshire:

The English Colonies**Section 2****MAIN IDEAS**

1. The Pilgrims and Puritans came to America to avoid religious persecution.
2. Religion and government were closely linked in the New England colonies.
3. The New England economy was based on trade and farming.
4. Education was important in the New England colonies.

Key Terms and People

Puritans a Protestant group that wanted to reform, or purify, the Church of England

Pilgrims a Protestant group that cut all ties with the Church of England and was punished

immigrants people who have left the country of their birth to live in another country

Mayflower Compact a legal contract male passengers on the Mayflower signed agreeing to have fair laws to protect the general good

Squanto a Patuxet Indian who had lived in Europe and spoke English

John Winthrop the leader of Puritans who left England for Massachusetts seeking religious freedom

Anne Hutchinson a Puritan who claimed to receive her religious views directly from God and who was forced to leave the Massachusetts Bay Colony

Section Summary**PILGRIMS AND PURITANS**

The **Pilgrims** were a group of **Puritans** who suffered persecution in England. They became **immigrants**, first settling in the Netherlands and then sailing to America.

When they reached America, the Pilgrims signed the **Mayflower Compact**. This was one of the first times English colonists tried to govern themselves. Earlier, in 1215, English nobles had forced the king to give them some rights in Magna Carta. Later the English Bill of Rights provided more liberties.

Name 2 Groups
escaping religious
persecution,

1.

2.

[Think: Documents]

Name two early examples
of the English receiving
rights.

1. _____

2. _____

The Pilgrims learned to fertilize their soil from **Squanto**. They invited him and 90 Wampanoag guests to a feast now known as Thanksgiving.

Religion and education played important parts in the Pilgrims' lives, which centered on families. Everyone worked hard. Women had rights that they did not have in England.

Puritans and merchants founded the Massachusetts Bay colony. Tens of thousands of English men, women and children would immigrate to it. **John Winthrop** led one group. Puritans believed they had a sacred agreement with God to build a Christian colony.

Who helped the Pilgrims survive?

What was the Puritans' sacred agreement with God?

RELIGION AND GOVERNMENT IN NEW ENGLAND

Politics and religion were closely linked in Puritan New England. Some self-government existed. However, only the chosen male church members could vote.

Some Puritans had different religious views than others. Minister Roger Williams supported the separation of the church from politics. He founded Providence. **Anne Hutchinson** was forced to leave the colony because of her religious ideas.

Underline the sentence that means women could not vote in Puritan New England.

Rhode Island

NEW ENGLAND ECONOMY

The New England colonies had a hard climate and rocky soil. The kind of farming done in Virginia was impossible there. Instead, they traded goods, fished, built ships, and became skilled craftspeople.

Compare sources of income in Virginia and New England.

EDUCATION IN THE COLONIES

New England parents wanted their children to read the Bible. They made laws requiring the education of children. The colonists also founded Harvard College to teach ministers.

List the New England Colonies:

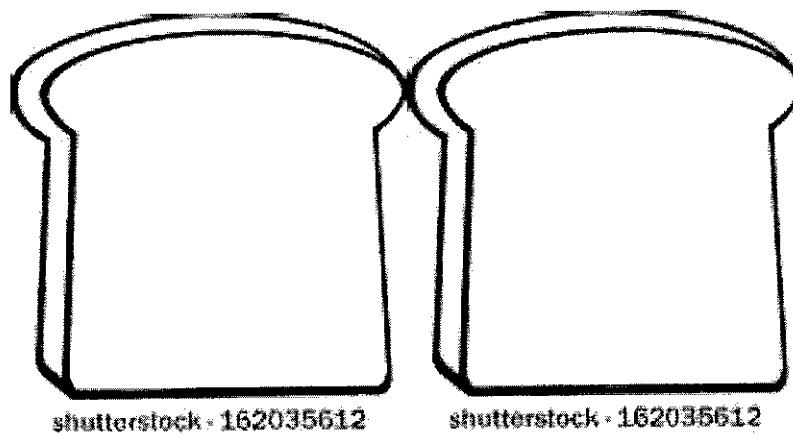
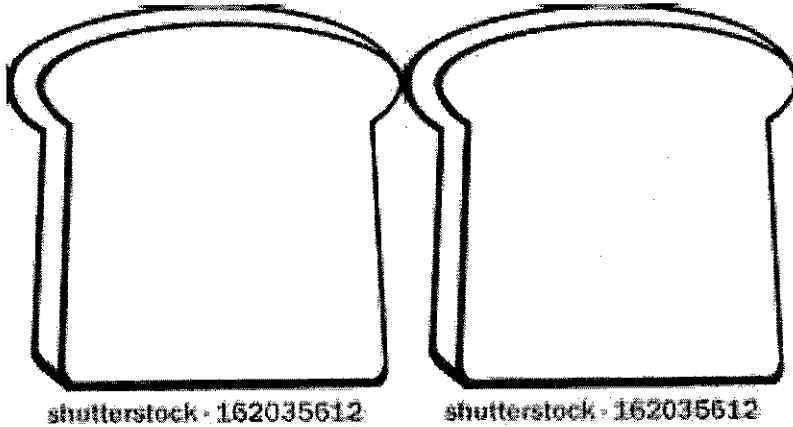
CHALLENGE ACTIVITY

Critical Thinking: Developing Questions

Develop three questions about the Pilgrims' contributions and research to answer them.

1.
2.
3.
4.

The Middle Colonies, or the “breadbasket Colonies”



The English Colonies

Section 3



MAIN IDEAS

1. The English created New York and New Jersey from former Dutch territory.
2. William Penn established the colony of Pennsylvania.
3. The economy of the middle colonies was supported by trade and staple crops.

Key Terms and People

Peter Stuyvesant director general who took control of New Amsterdam beginning in 1647

Quakers a Protestant religious group founded by George Fox in the mid-1600s in England

William Penn a Quaker leader who began the Pennsylvania colony

staple crops crops that are always needed, such as wheat, barley, and oats

Section Summary

NEW YORK AND NEW JERSEY

In 1613 the Dutch formed New Netherland as a base for trading fur with the Iroquois. They traded fur mostly in the town of New Amsterdam on Manhattan Island. Large land grants and religious tolerance meant Jews, French Huguenots, Puritans, and others came to the colony.

Peter Stuyvesant ruled the colony for many years. Then in 1664 an English fleet gained control of New Netherland without any fighting. New Amsterdam became New York City, named in honor of the Duke of York. New York was the first of the middle colonies.

The Duke of York made two men proprietors, or governors, of New Jersey. The colony rested between the Hudson and Delaware Rivers. Dutch, Finns, Swedes, Scots, and others lived there.

PENN'S COLONY

One of the biggest religious groups in New Jersey was the Society of Friends, or the **Quakers**. Their religious practices were different. They believed in

What was the first town on Manhattan Island?

Why did the Dutch settle New Amsterdam?

Underline the sentence that makes you think the population of New Jersey was diverse.

18

Section 3, *continued*

the equality of men and women before God. They also backed religious tolerance for all groups. The Quakers' beliefs angered many. They were treated badly in both England and America.

William Penn started a colony named Pennsylvania. He offered religious freedom to all Christians. He created a way to change colony laws based on what the people wanted. Many Quakers settled in Pennsylvania. Penn named his capital Philadelphia, which means "the city of Brotherly Love."

What does Philadelphia mean?

ECONOMY OF THE MIDDLE COLONIES

A good climate and fertile land meant the colonists could grow a large quantity of **staple crops**, unlike colonists in New England. Some slaves worked in the middle colonies but not as many as in the south. Indentured servants did more of the labor.

How did the middle and southern colonies differ?

By the 1700s Philadelphia and New York City had grown into large cities. Trade was important to the middle colonies. Women ran some businesses and practiced as doctors, nurses, or midwives.

CHALLENGE ACTIVITY

Critical Thinking: Evaluating Think about the Middle colonies. How are they similar? How are they different? Decide which colony you would like to live in. Then write a short essay explaining why you chose the colony you did. Illustrate your essay.

Name the
middle Colonies:

1.

2.

3.

4.

New Empires in the Americas**Section 5****MAIN IDEAS**

1. European diseases wiped out much of the Native American population, causing colonists to look for a new labor force.
2. Europeans enslaved millions of Africans and sent them to work in their colonies.
3. Slaves in the Americas created a distinct culture.

Key Terms and People

immune having a natural resistance to a disease

Middle Passage the voyage across the Atlantic that enslaved Africans were forced to endure

African Diaspora the scattering of African people due to slavery

Academic Vocabulary

structure the way something is organized

Section Summary**THE NEED FOR A NEW LABOR FORCE**

Diseases like measles, smallpox, and typhus had afflicted Europeans for many centuries before they came to the New World. As a result, Europeans were more **immune** to the diseases than Native Americans who had never been exposed to them at all. Therefore, these European diseases had a devastating effect on the Native American population. Millions died in the years after Columbus reached the New World.

Now the European colonists needed a new workforce for their plantations. Plantations were important to the colonial economic **structure**. As Africans had already developed some immunity to European diseases, the colonists decided that slaves from West Africa could be the solution to the labor problem.

How did the lack of immunity to disease affect the Native American peoples?

What factors caused colonists to decide to use African slaves?

THE SLAVE TRADE

In 1510 the Spanish government legalized the sale of slaves in its colonies. Over the next century,

Section 5, *continued*

more than a million African slaves were brought to the Spanish and Portuguese colonies. The English and Dutch were also active slave traders.

Enslaved people were often captured in the interior of Africa, chained, and forced to march up to 1,000 miles to the coast. They were then chained together and packed as cargo in the lower decks of ships crossing the Atlantic Ocean. This voyage was known as the **Middle Passage**. In the crowded ships, disease spread quickly. Many of the slaves died of sickness, suffocation, or malnutrition during the voyage.

Between the 1520s and the 1860s, about 12 million Africans were shipped across the Atlantic as slaves. The slave trade led to the **African Diaspora**. Slaves had few rights in the colonies and were considered to be property. The treatment of enslaved Africans varied, but severe treatment and dreadful punishments were often part of American slavery.

How many people were shipped from Africa as part of the slave trade?

SLAVE CULTURE IN THE AMERICAS

Slaves in America came from many parts of Africa. They spoke different languages and had different cultural backgrounds, but they also shared many customs and viewpoints. They built a new culture on the things they had in common.

Families were a key part of slave culture, but slave families faced many challenges. A family was often broken apart when members were sold to different owners. Religion was a refuge for slaves. Slave religion was primarily Christian, but it also included traditional elements from African religions. Religion gave slaves a sense of self worth and hope for salvation. Slaves used songs and folktales to tell stories of sorrow, hope, agony, and joy.

Underline the sentence that describes the kind of religion that was common among slaves in the Americas.

CHALLENGE ACTIVITY

Critical Thinking: Elaborate Write a song or folktale that reflects the experiences of enslaved Africans. Your song or folktale should reflect the feelings of sorrow, hope, agony and joy that were included in the songs and folktales of slaves.

21

Name _____
"The Middle Passage"

Reading: "Stop and Say"

The following is a short piece adapted from Gustavas Vasa, *The Interesting Narrative of the Life of Oladuah Equiano, or Gustavus Vasa, written Himself*, 1793.

Key Vocabulary:

Indulge: To take in

Flog: to beat severely

Loathsome: extreme hatred

Industrious: diligent and hard working

Introduction:

The horrors endured by slaves on the Middle Passage from Africa to the New World can be most keenly realized by hearing them described firsthand. One slave who eventually wrote about his experiences was Gustavas Vasa (born Oladuah Equinao). Vasa, born in Nigeria was captured by white slave traders when he was only 11 and brought to Virginia as a slave. Young Vasa was industrious, however. After several years he was able to buy his freedom and acquire an education. From there he moved to London, England and wrote his own autobiography. The excerpt below is a selection of his autobiography.

STOP!

Based upon what you just read, make a PREDICTION of what is going to happen next.

When I was carried on board I was immediately handled and tossed up to see if I were sound, by some of the crew. I was now persuaded that I had got into a world of bad spirits, and that they were going to kill me.

I was not long allowed to indulge my grief. I was soon put down under the decks. There, with the stench and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste anything. But soon, to my grief, two of the white men offered me something to eat. On my refusing to eat,

one of them held me fast by the hands and tied my feet, while the other flogged me severely.

STOP

Based upon what you just read, write a question that you may have.

I feared I should be put to death because the white people looked and acted, as I thought, in so savage a manner. I had never seen among any people such instances of brutal cruelty. And this was not only shown towards us blacks, but also some of the whites themselves. One white man in particular I saw flogged so unmercifully with a large rope that he died because of it; and they tossed him over the side as they would have done a brute. This made me fear these people the more.

STOP

Based upon what you just read, make a comment, write it below.

The stench of the hold while we were on the coast was so intolerably loathsome that it was dangerous to remain there for any time. The closeness of the place and the heat of the climate, added to the number in the ship, which was so crowded that each scarcely room to turn himself, almost suffocated us.

STOP

Based upon what you read, pretend you are on the slave ship. What are some words you can use to describe the feelings or emotions you would have if you were Oladuah Equiano?

One day, when we had a smooth sea and moderate wind, two of my wearied country men, who were chained together, preferring death to such a life of misery, somehow made through the nettings and jumped into the sea. Immediately, another quite dejected fellow, who on account of his illness was allowed to be out of irons also followed their example. And I believe many more would very soon have done the same if they had not been stopped by the ship's crew who were instantly alarmed. There was such a noise and confusion among the people of the ship to stop and get the boat to go after the slaves. **Two of the wretches were drowned, but they got the other, and afterwards flogged him unmercifully for preferring death to slavery.**

STOP

Rephrase the bolded sentence in the last paragraph in your own words (7th grade friendly).