

Social Studies
Chapter 5: Europeans Settle Throughout
North America

Name: Key

p.110 I. The Spanish Borderlands

borderlands - protected New Spain from French, Dutch and English colonies to the north

-stretched from Florida to California

A. **Presidios** - forts

1. to protect Spain's gold and silver mines further south
2. St. Augustine - most important
 - a. feared English pirates and Indian raiders in Florida
 - b. conquistador Pedro Menendez de Aviles started
 - c. built wooden houses and presidio for protection
 - d. called it Castillo de San Marcos (like a castle)
 - e. was Spain's military headquarters and protected settlers
 - f. became first **permanent** European settlement in present day U.S. - long lasting
 - g. founded 42 years before Jamestown

B. Ranches and Haciendas

1. couldn't have mines or plantations in borderlands
 - a. gold and silver were **scarce** - not plentiful that far north
 - b. very arid for crops
2. started many ranches and **haciendas**
 - a. large animal farms that raised cattle and sheep
 - b. traded hides and fats with natives for corn, pottery, and cotton cloth
 - c. grew enough crops to be **self-sufficient** - self-supporting
 - d. had their own village and church
3. changed life for natives
 - a. Indians began using horses in hunting and warfare
 - b. Navajos now raised sheep and wove blankets

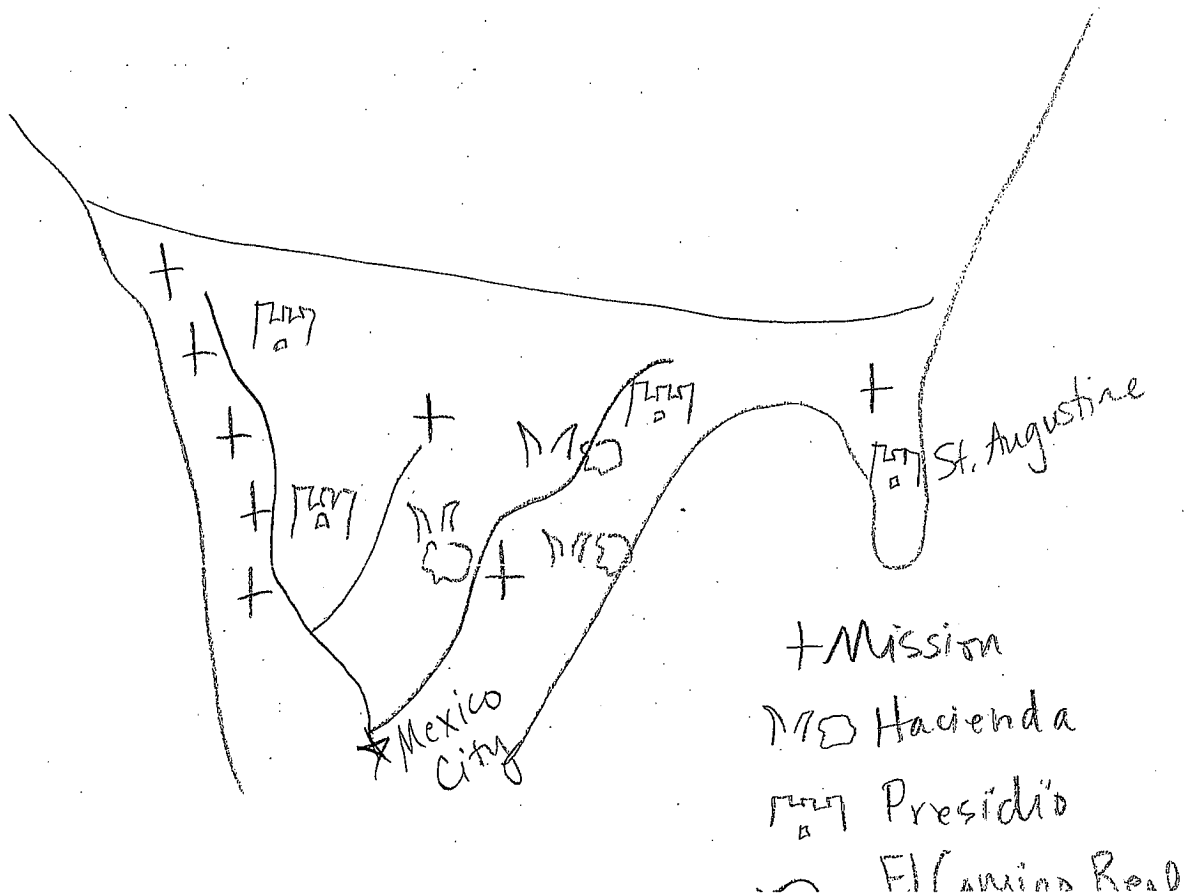
C. Missions

1. wanted to spread Catholicism to natives
 - a. Franciscans built **missions** - small religious communities
 - b. Nombre de Dios was first
 - c. scattered throughout borderlands

- d. Father Junipero Serra built 21 in California
- 2. were self-sufficient
 - a. brought livestock, fruit trees, seeds
 - b. built churches and ranch and farm buildings
 - c. many missions turned into large cities much later
 - 1.) San Antonio
 - 2.) San Diego
 - 3.) many more
- 3. interacted with the natives
 - a. learned about adobe, herbs, and medicines
 - b. taught them about plow and other tools and machines
 - c. changed natives way of life and religion
- 4. some natives fought back
 - a. became slaves on farms and ranches against their will
 - b. treated cruelly
 - c. fought back and killed missionaries and destroyed churches

D. El Camino Real

- 1. the royal road
- 2. built by Spanish to connect missions to presidios
- 3. soldiers from the forts could easily protect missionaries



Comparing Spanish Missions

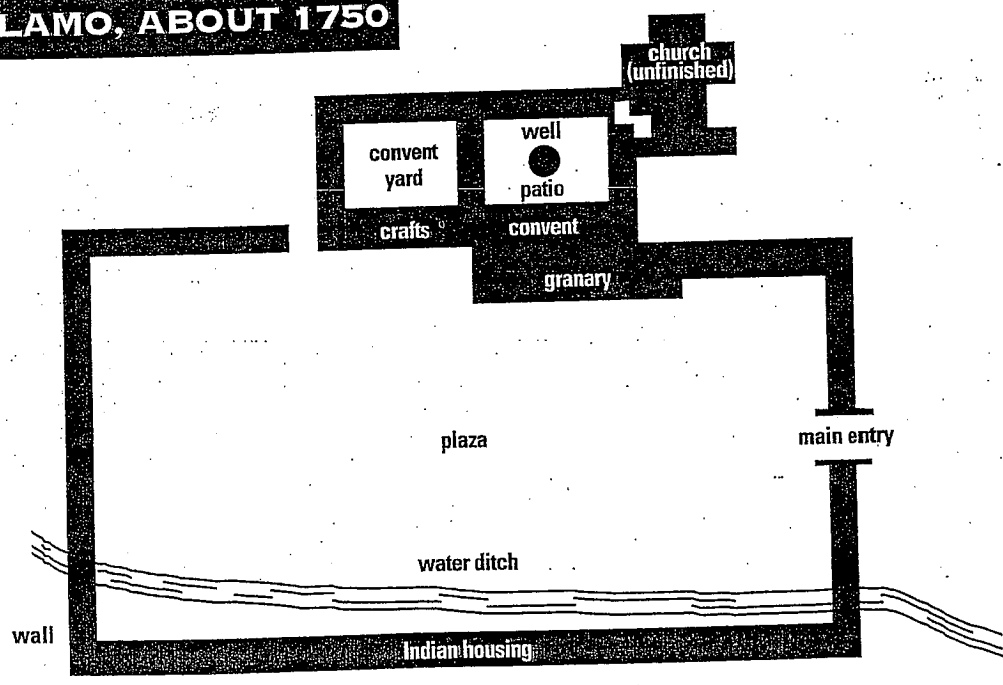
The mission of San Antonio de Valero was built by the Catholic Church in what is now Texas. This mission was later given a new name—Pueblo del Alamo, later known as the Alamo.

Understand Diagrams

DIRECTIONS: Compare the diagram below with the diagram of a Spanish mission shown on pages 198–199 in your textbook. Write an *S* next to each statement that describes a Spanish mission. Write an *A* next to each statement that describes the Alamo. Write *SA* next to each statement that describes both missions.

X if it has it

THE ALAMO, ABOUT 1750



- ___ water source outside mission
- ___ all crafts contained within mission walls
- ___ large, open area in center of mission
- ___ mission includes a church
- ___ missionaries housed inside mission
- ___ ranch workers housed outside mission
- ___ walls surround entire mission
- ___ patio within mission walls

II. The Growth of New France

A. A Slow-Growing Empire

1. began with fishing and trading
 - a. grew rich from fur trade
 - b. not interested in settling
 - c. built only Quebec, Montreal and a few other trading posts
2. Quebec's population barely grew
 - a. Civil War in France
 - b. then TOO peaceful to leave
3. fighting over the fur trade
 - a. between French, English, and Dutch
 - b. Iroquois defeated Hurons
 - c. France lost their trading partner
4. King Louis XIV
 - a. declared New France to be a **royal colony** - ruled by King
 - b. wanted to save it
 - c. governor - generals lived their to help him rule
 - d. King encouraged looking for the Northwest Passage
5. Count de Frontenac
 - a. sent to explore west
 - b. natives taught them to build birchbark canoes
 - c. **portage** - traveling shallow waters and carry canoes between rivers
 - d. thought Mississippi might be the Northwest Passage

B. Exploring the Mississippi

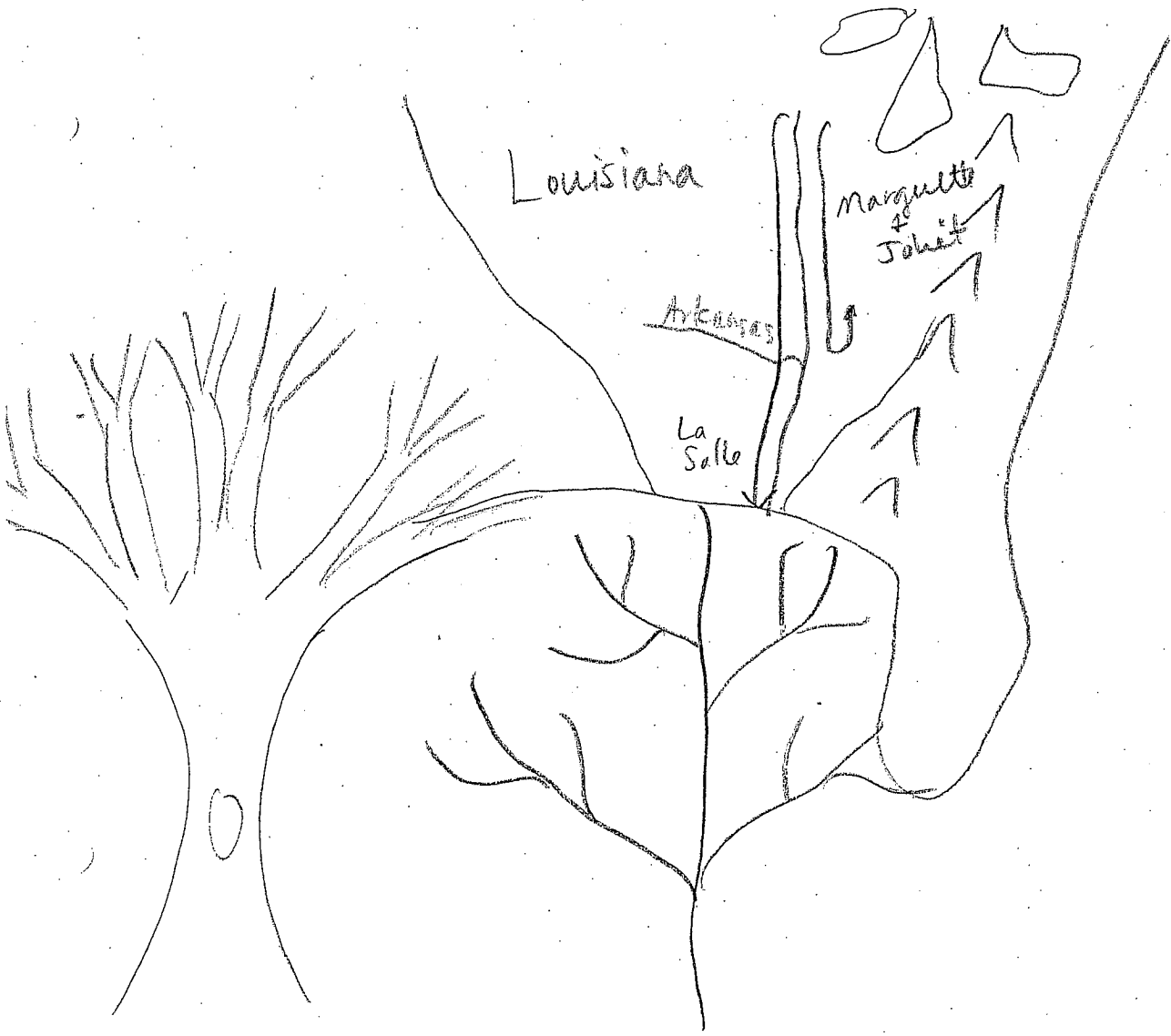
1. Jacques Marquette and Louis Joliet
 - a. missionary and fur trader
 - b. found the Mississippi but it flowed south (not west)
 - c. traveled to the Arkansas River where natives told them of other settlers
 - d. they turned around
2. built settlements for trade along the Mississippi
 - a. St. Louis
 - b. Des Moines
 - c. Louisville)

C. Founding Louisiana

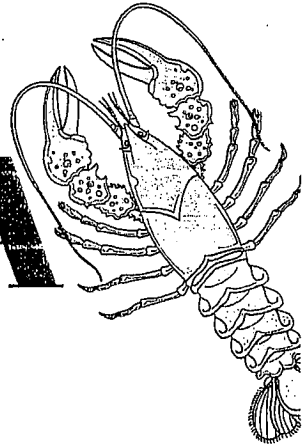
1. La Salle set out to find the mouth of the Mississippi
 - a. took 2 months
 - b. stuck his flag in and said "Long live the King!"
 - c. claimed the entire river valley and all the **tributaries** -

branch rivers

2. Louisiana
 - a. reached from Appalachians to Rocky Mountains
 - b. Great Lakes to Gulf of Mexico
 - c. called it Louisiana after the king
 - d. La Salle was killed trying to build a settlement
 - e. others followed to build more settlements
3. Jon Law became **proprietor** - owner
 - a. **proprietary colony** - King gave ownership to one person
 - b. built plantations and towns
 - c. brought thousands of settlers
 - d. New Orleans became the capital
 - e. brought in African slaves to do the work
 - f. passed Black Codes (Code Noir) restricting how Africans could live
4. New France still didn't grow and prosper like other colonies



a taste of LOUISIANA



Apply Reading and Research Skills

DIRECTIONS: Study the list of words in the box and read the passage about Louisiana below. Then write the correct word for each numbered blank on the lines following the passage.

Welcome to Louisiana, a spicy, southern state splashed by the waters of the Gulf of Mexico. Water dominates Louisiana. Slow-moving streams known as **1** are common sights. The Mississippi River carries millions of tons of sediment, or sand and soil, into the Gulf of Mexico and deposits it at the mouth of the river, forming a delta. The Mississippi Delta covers about one-fourth of the state. The average Louisiana resident lives on land that is five feet below sea level. Wetlands throughout Louisiana are home to many kinds of wildlife. Herons, bald eagles, and brown pelicans thrive there. Millions of ducks, geese, and other birds winter in Louisiana. But the state is more than colorful geographic features and birds. A multicultural spirit flavors Louisiana! Treat yourself to the flavorful local foods by eating a hot bowl of **2** or a spicy rice dish of **3**. As you eat, listen for the street-side musicians playing toe-tapping **4**. Visit New Orleans, where jazz was born, and join in one of the many music festivals.

In New Orleans, excitement is in the air. People in the street chat about the upcoming **5**, a fun-filled celebration of music, costumes, and parades. Louisiana natives come from all over the state to join in this celebration.

A DICTIONARY OF LOUISIANA

bayous slow-moving streams

gumbo a spicy soup made with a mixture of vegetables, meat, seafood, and sassafras leaves

jambalaya spicy rice cooked with seafood or meat

Mardi Gras a day of merrymaking and carnival

zydeco a type of music that combines rock and roll with Cajun and African American sounds

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

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III. The New England Colonies

P.166 A. Massachusetts Bay

1. **Puritans** - wanted a more "pure" religion

a. **charter**

1.) written document

2.) gives official permission to take a certain action

3.) King allowed them to start their own colony

2. set up towns

a. Salem - John Winthrop was leader and governor

b. Boston - had many small villages around it

c. had a meeting house in the center

1.) served as the church too

2.) held **town meetings** - gathering for elections and voting on laws

2.) one law was everyone had to go to church

3. schooling

a. children had to know how to read the Bible

b. if 50 families or more, must have a school for reading, writing, and arithmetic

c. didn't have a summer break, but had much time off to work at home

d. built Harvard College - the first in the colonies

4. religion was most important

a. gave newcomers land and government voice if they followed religious ways

b. **dissenter** - does not agree with beliefs of leaders

c. they were not welcomed and sent away

d. these groups started different colonies

B. Connecticut

1. Thomas Hooker

a. left Massachusetts Bay because of controlling leaders

b. joined together groups along the Connecticut River

c. set up Hartford

2. wrote the **Fundamental Orders**

a. allowed male colonists to elect government leaders

b. first written government in North America

C. Rhode Island

1. Roger Williams

a. didn't like Puritan ways either.

b. said natives should give land, not king or leaders

- c. was expelled/banished kicked out
 - d. bought land from Narraganset Indians and founded Providence.
 - e. kept government separate from church
2. Anne Hutchinson
- a. questioned Puritan ministers and teachings
 - b. she was banished
 - c. formed a colony and joined Rhode Island
- D. New Hampshire
1. started by others who also left Puritans
 2. wanted more fertile land and better economic opportunity
 3. headed north
 4. started present day Portsmouth
 5. became successful because of trees (lumber)
- E. King Philip's War
1. natives and English disagreed over land
 - a. natives didn't think land could be owned
 - b. Connecticut settlers bought land from Peguots
 - c. when "sold" natives thought they could share it
 - d. English wanted them to leave completely
 2. Metacomet
 - a. "King Philip"
 - b. Wampanoag leader
 - c. son of Massasoit who helped the Pilgrims
 3. fought back
 - a. destroyed English villages
 - b. had their crops destroyed, were defeated, and lost their land

THE ROUTES OF THREE COLONISTS



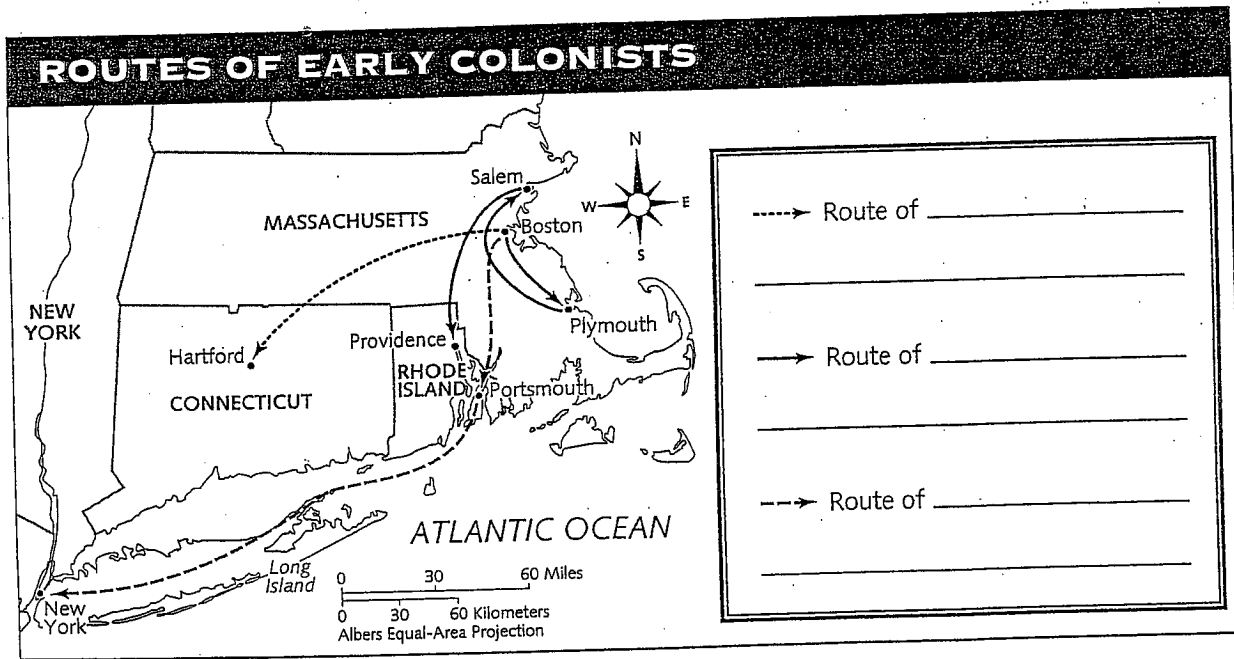
Apply Map and Globe Skills

DIRECTIONS: Read the following descriptions of three early colonists and study the map. Complete the map key by writing the names of the colonists in the blanks next to their route lines. Then use the map scale to complete the statements below the map.

Roger Williams arrived in Boston from England in 1631. The following year he moved to Plymouth. In 1633 he moved to Salem. In 1636 Williams traveled to Rhode Island, where he founded the town of Providence.

Thomas Hooker sailed to New England in 1633 and settled near Boston. In 1636 Hooker and a group of followers moved to Connecticut, where they founded Hartford.

Anne Hutchinson came to Boston in 1634. She was sent away from Massachusetts for criticizing the beliefs of the Puritans who lived there. In 1638 she founded Portsmouth, a new settlement in Rhode Island. The Hutchinson family later moved to Long Island and finally settled in New York.



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1. The distance between Boston and Plymouth is about _____ miles.
2. When Hooker and his followers left Boston for Hartford, they traveled about _____ miles.

p.188 IV. The Middle Colonies

A. wheat farming

1. soil wasn't so rocky and was more fertile than up north
2. good climate for crops with longer summers and more rain
3. nicknamed the "breadbasket colonies"

p.144-145

B. New York, New Jersey, and Delaware

1. Dutch colony of New Netherland
 - a. set up by Peter Minuit
 - b. controlled by the Dutch East India Company
 - c. later governed by Peter Stuyvesant (very disliked)
 - e. capital New Amsterdam later becomes New York City
2. King of England
 - a. wanted all Dutch and Swedish colonies between New England and Virginia
 - b. told his brother, Duke of York, he could have them
 - c. Stuyvesant's people wouldn't fight for him
 - d. had to give up the land to the Duke
 - e. the Duke kept New York and gave New Jersey to friends
 - f. Delaware became a separate colony later
3. colonial New York City was very diverse
 - a. English
 - b. free Africans
 - c. French
 - d. Jews
 - e. Dutch influence
 - 1.) **influence** - ability people or things have to affect other people or things
 - 2.) houses of Dutch style with stoop, variety of brick colors, and two-part doors
 - 3.) windmills that ground flour

C. Pennsylvania

1. William Penn

- a. Penn wanted a **refuge** - safe place for Quakers to worship
 - 1.) thought all people are equal and good
 - 2.) no fighting
 - 3.) settle things peacefully
 - b. King of England gave him a charter to own Pennsylvania
 - c. only Swedish trading posts were there
2. wrote Frame of Government
- a. freedom of speech

- b. freedom of religion
- c. trial by jury
- d. General Assembly - men who made laws

3. set up Philadelphia

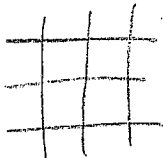
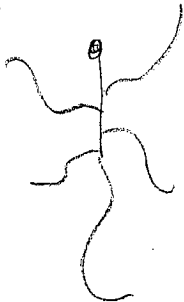
- a. in square blocks
- b. great for trading and shipping on the Delaware River
- c. received **immigrants** - people who come to live in a Country after leaving their home country
- d. became the largest city in the colonies
- e. also became home to the famous Benjamin Franklin

4. many people came for freedoms

- a. Irish Catholics
- b. German Lutherans
- c. Jews
- d. Scotch Irish - first to settle the **frontier** - land beyond settlements

D. Relations with Indians

1. Penn was very fair
2. Scotch-Irish fought them, though, for land
3. natives attacked the settlers
4. settlers demanded military protection from Quakers
5. Quakers said settle it peacefully
6. settlers didn't like the Quakers anymore

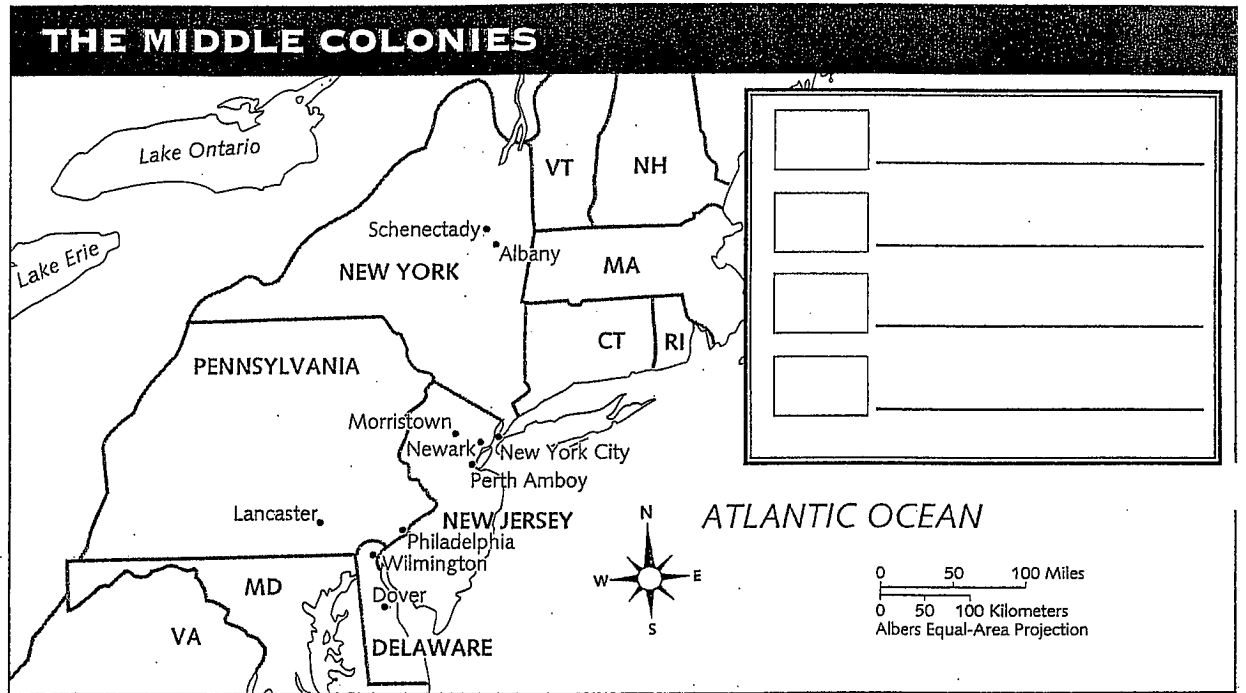


The MIDDLE COLONIES



Apply Map and Globe Skills

DIRECTIONS: Lightly color each of the middle colonies shown on the map, using a different color for each colony. Then use the same colors to make a key for the map.



DIRECTIONS: Match each colony to its major cities by writing the name of the colony in the blank beside each city name.

- | | |
|-----------------------|-------------------------|
| 1. Dover, _____ | 6. Perth Amboy, _____ |
| 2. Schenectady, _____ | 7. New York City, _____ |
| 3. Morristown, _____ | 8. Albany, _____ |
| 4. Lancaster, _____ | 9. Philadelphia, _____ |
| 5. Wilmington, _____ | 10. Newark, _____ |

V. The Southern Colonies

A. Virginia

- 1. first English settlement
 - a. started by the Virginia Company
 - b. meant to be a trading post
- 2. successful because of tobacco plantations
 - a. **cash crop** - crop people raise to sell to others rather than to use themselves
 - b. African workers paid at first and then enslaved
- 3. **House of Burgesses**
 - a. representatives that speak for other people
 - b. wealthy, white landowners
 - c. made laws

B. Maryland

- 1. founded by the Calverts for religious freedom (Catholics)
- 2. named after the queen
- 3. people of any religion were allowed, but still fought

C. The Carolinas

- 1. first started to keep out France and Spain
- 2. split between 8 proprietors
- 3. people came from England, the Caribbean, and French Huguenots
- 4. North Carolina
 - a. small farms
 - b. naval stores - products produced from pine tar that were used in rebuilding and repairing ships
- 5. South Carolina
 - a. large plantations
 - b. rice became their cash crop
 - c. also grew indigo - plant from which blue dye is made (from the Caribbean)
 - d. began using slaves
 - e. Charleston - most important sea port, social center, and slave market in the south

D. Georgia

- 1. James Oglethorpe
 - a. named the colony after the king
 - b. created a settlement in Savannah
- 2. **debtors** - people who had been in prison for owing money
 - a. gave settlers 50 acres + 50 for any debtors they brought to work

b. thought this would help them more than prison
c. failed

3. no slaves were allowed, so no plantations until later

E. Indian Wars

1. started off nice

2. Powhatan Indians

a. Chief Powhatan died

b. confederation stopped aiding settlers

c. natives fought Jamestown

d. lost their land

3. Tuscarora Indians

a. fought to stop settlement in Carolina

b. farms and settlements destroyed

c. settlers and natives killed

d. lasted 3 years

e. natives lost again

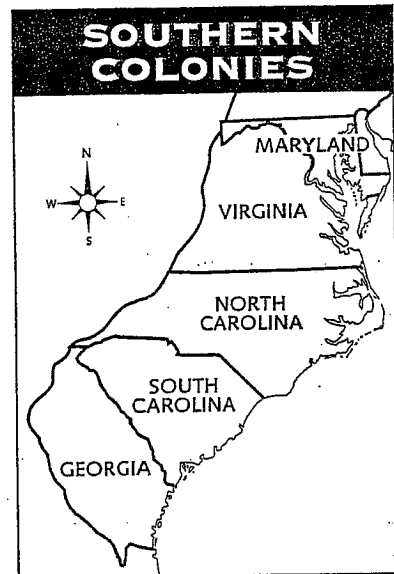
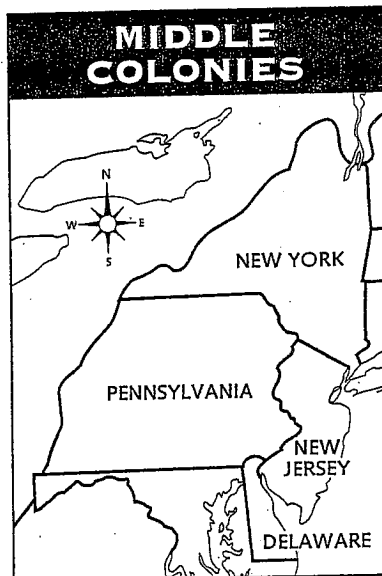
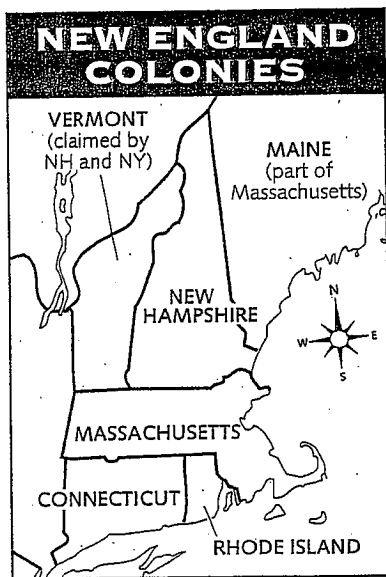
f. land was taken over and used to build more farms and towns

Comparing *the Colonies*

The English colonies in America were generally founded by settlers from Europe. These European settlers established colonies in three regions, each of which developed its own way of life. Each group that came to the colonies contributed its own specific skills. The different climates and geographical resources also helped people decide which industries to build and which crops to raise.

Apply Critical Thinking Skills

DIRECTIONS: Study the maps and the table below. Then answer the questions on page 35.



	NEW ENGLAND COLONIES	MIDDLE COLONIES	SOUTHERN COLONIES
Settlers	English	Dutch, English, French, German, Scotch-Irish, free Africans	English, Scots, French, African slaves
Geography	pine and hardwood forests, poor rocky soil, good coastal harbors, swift unnavigable rivers	hardwood forests, good coastal harbors, fertile soil, large navigable rivers	pine and hardwood forests, good coastal harbors, fertile soil, wetlands, navigable rivers
Major Industries	shipbuilding, whaling, trading, fishing	flour milling, farming, shipping, trading, rifle making	trading, farming
Major Crops	corn, barley, wheat, rye, flax	wheat	tobacco, rice, indigo, cotton, corn, wheat

(continued)

NAME _____ DATE _____

1. Which farm crops raised in the southern colonies were not raised in the other colonies?

2. What made it possible for trade with Europe to be an important industry in all three groups of colonies?

3. Which group of colonies probably had the poorest system of river transportation?

4. Which colonies attracted settlers from the largest number of countries?

5. Whale oil was very popular because it burned cleaner and brighter than candles. To which group of colonies would you have gone to find whale oil?

6. Only the southern colonies could grow rice. What geographical feature of the southern colonies was good for growing rice?

7. The middle colonies were called the "breadbasket colonies" because they grew mostly wheat. What industry in the middle colonies was directly related to wheat farming?

8. What did the major industries in the New England colonies seem to have in common?

9. How were the geographical features of the New England colonies related to these industries?

HOW TO Classify INFORMATION

Although the colonists lived in the Americas, they still thought of themselves as Spanish, Dutch, French, English, or African, depending on where they came from. These colonists brought with them the languages and customs of their homelands, and these languages and customs became part of our history. Their influences can still be seen throughout the United States today.

Apply Critical Thinking Skills

DIRECTIONS: Examine the terms shown below. Then decide whether each term is most closely related to the Spanish, French, or English colonists. Write the term under the name of the appropriate category.

Juan Ponce de León	Des Moines	San Antonio	Puritans
Sir Francis Drake	El Camino Real	* Code Noir	Quakers
King George II	Florida	hacienda	mission
La Salle	Jamestown	Huguenots	The Virginia Company
King Louis XIV	Louisiana	indigo	Fundamental Orders
St. Augustine	New Orleans	portage	
Pedro Menéndez de Avilés	Quebec	presidio	

SPANISH	FRENCH	ENGLISH
	Huguenots	

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