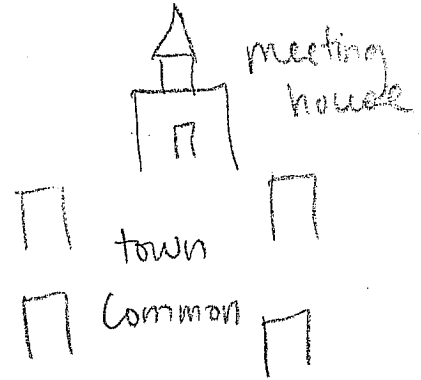


# Social Studies

## Chapter 6: Life in the British Colonies

Name: Key



### I. Life in Towns and Cities

- many immigrants were coming to the Americas
- England became part of Britain
- settlements grew into towns and cities

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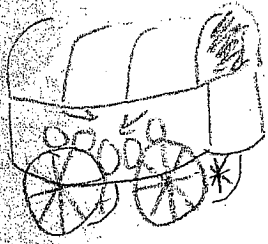
#### A. New England Towns

1. most were self-sufficient
2. gardens and fields
3. animal pens for cows, sheep, chickens, and pigs
4. town common - open area for animals to graze
5. important workers
  - a. herder - took care of the animals on the
  - b. constable - police officer
  - c. leader of militia - volunteer army
6. meetinghouse
  - a. place to worship
  - b. town meeting - male landowners could take part in government

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#### B. Market Towns

1. middle colonies
2. farm produce - grains, fruits, and veggies that farmers traded
3. Conestoga - big covered wagon
4. general store sold imports - goods brought into the colonies from other countries
  - a. tea, sugar, spices, cloth, shoes, stockings, and buttons
5. gristmill ground grain into flour and meal
6. many different churches because many religions welcome



#### C. County Seats

1. few towns in southern colonies because all big farms
2. county seat - main town for each county - large part of a colony
3. church
4. dances
5. slave trade

6. general store for trade
7. courthouse and jail

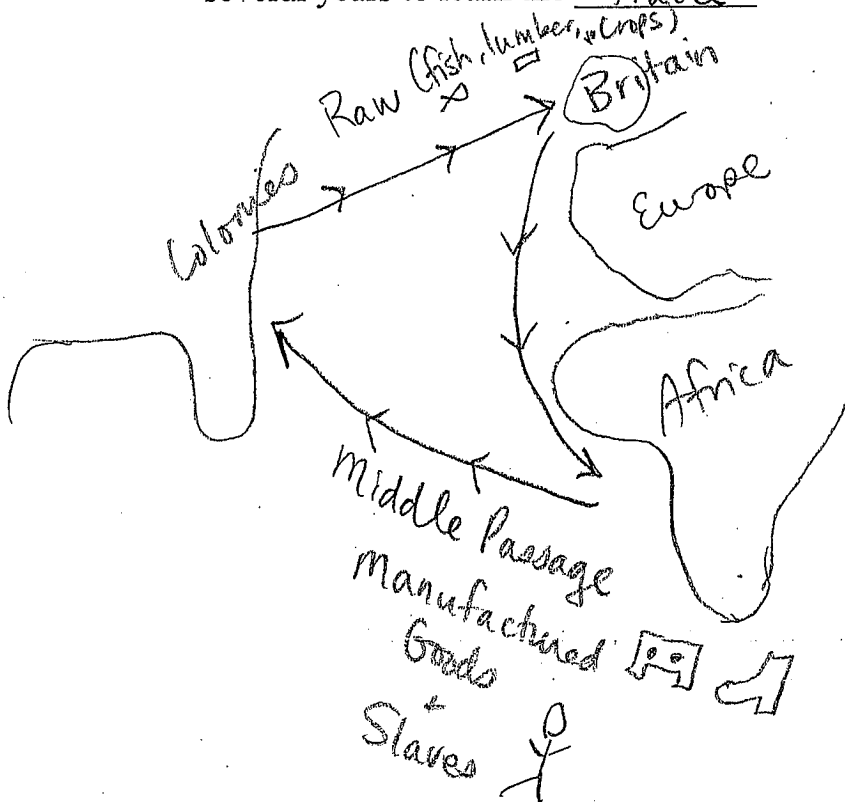
D. Cities

1. Boston, New York City, Philadelphia, Charleston, etc.
2. grew because of trade
  - a. immigrants and imports came in
  - b. exports left - goods to be sold in other countries  
(Furs, lumber dried fish, and cash crops)

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3. **triangular trade routes**

- a. linked Britain, the Colonies, and Africa
  - b. Britain wanted goods sent only to them
  - c. raw materials from the colonies to Britain
  - d. manufactured goods from Britain to colonies
  - e. stopped in Africa for slaves
  - f. middle passage - trip across the Atlantic Ocean
4. many businesses
    - a. fishing, whaling, shipbuilding
    - b. hatmakers, tailors, cobblers, printers, etc.
  5. **apprentices** - children who moved in with family of skilled workers and helped in the family's business for several years to learn the trade themselves

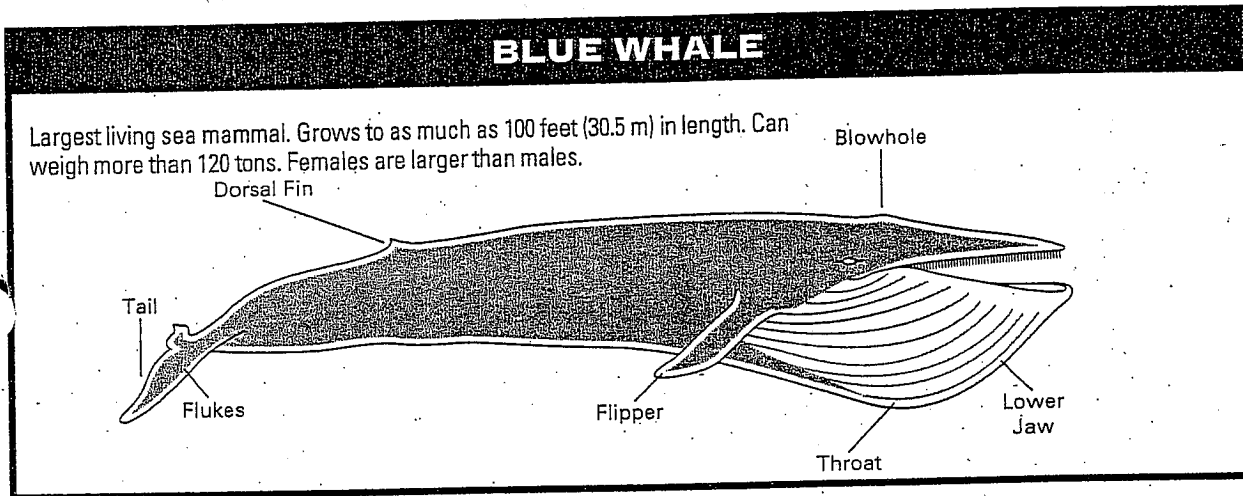


# Having a **WHALE** of a Time

New London, Connecticut; New Bedford, Massachusetts; and Sag Harbor, New York, were once important whaling centers. By the 1970s whalers had killed so many whales that many species were near extinction. In 1972 the United States Marine Mammal Protection Act stopped the widespread slaughter of whales by United States citizens. Many other countries have passed similar laws.

### Link History to Science

**DIRECTIONS:** Use the information above and the diagram below to complete the activities following the diagram.



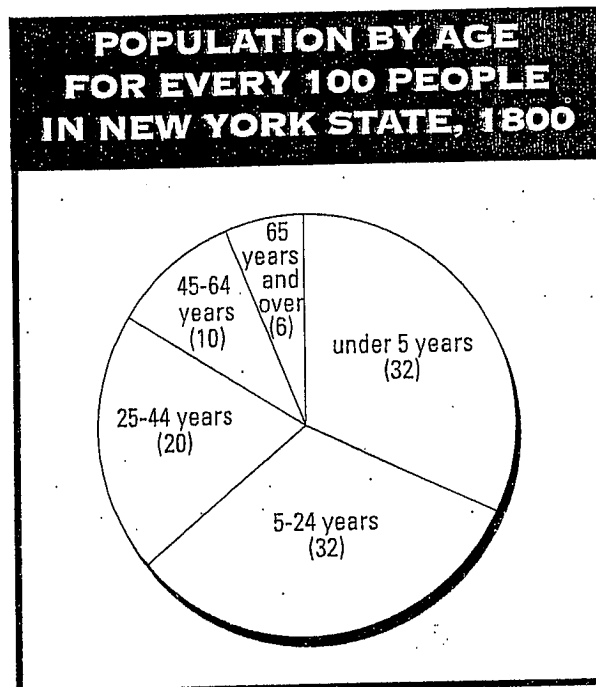
1. Whales are mammals that need to breathe air into their lungs. They must come to the surface of the water every few minutes to breathe. Whales' nostrils are in the top of their heads. Put an X over the part of the whale where you would find its nostrils.
2. The blue whale travels at speeds up to 15½ miles per hour. Circle each part of the whale that helps it balance and steer through the water.
3. The blue whale has grooves on its throat that help it trap mouthfuls of "sea soup." Shade or color this part of the whale.
4. Why was the Marine Mammal Protection Act passed? \_\_\_\_\_
5. On a separate sheet of paper, write a paragraph explaining why you do or do not think it is important to pass laws that protect whales from hunters.

Harcourt Brace School Publishers

# HOW TO READ a Circle Graph

*Apply Chart and Graph Skills*

**DIRECTIONS:** The circle graph below shows how the population of New York State was divided in 1800. Study the graph and then answer the questions that follow.

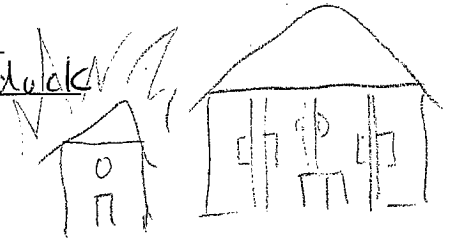


- In 1800, for every 100 people in New York State, how many were between the ages of 25 and 44? \_\_\_\_\_
- What was the smallest age group in New York State? \_\_\_\_\_
- Which were the largest age groups in New York State in 1800? \_\_\_\_\_
- For every 100 people, which was larger: the age group 25-44 years or the combined age groups of 45-64 years and 65 years and over? \_\_\_\_\_
- For every 100 people, was the population of those aged 24 years and younger more than or less than half of the overall population of New York State in 1800? \_\_\_\_\_

## II. Life on Plantations

### A. A Southern Plantation

- P. 210
1. growing rapidly because of Cash Crops
  2. built along waterways with a dock
  3. big planter's house in the center
  4. a detached kitchen
  5. a laundry
  6. small slave quarters
  7. sheds and barns
  8. a carpenter's and blacksmith's shop
  9. **broker**



- a. person who was paid to buy and sell for planter
- b. traded cash crops for British goods, not money

### B. Servants and Slaves

1. small plantations - planter's family worked
2. large plantations - servants and slaves worked
3. **indentured servant**
  - a. person who agreed to work for another person without pay for a certain length of time
  - b. usually a European with no money
  - c. planter paid for their way over
  - d. they worked for free 2-7 years
  - e. then FREE
  - f. some were sent to pay for a Crime
  - g. some had been kidnapped and sold
4. slaves
  - a. soon slaves were brought over instead
  - b. never earned freedom
  - c. bought at an **auction** - public sale
  - d. often separated from families

### C. Plantation Duties

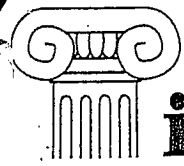
1. planters
  - a. saw that crops were planted, harvested, Stored, and shipped
  - b. kept records
  - c. dealt with sicknesses, death, and financial worries
2. women
  - a. clothed, fed, and provided medical care for the household
3. children
  - a. learned reading and writing at a small school on

the plantation

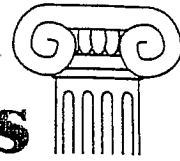
- b. went to town schools when older
- c. boys went on to college
- d. girls stopped at 12 or 13 after learning to read and sew

4. Africans

- a. illegal to learn to read + write
- b. working beside the rest by the age of 10
- c. often whipped
- d. died young from overwork and bad shelter and food
- e. had harsh laws
- f. formed a community at night
  - 1.) told stories and sang songs of their homeland
  - 2.) played music on the banjo
  - 3.) created Gullah - new language



# Looking at Life in the Southern Colonies



Do you think you would be ready at age 17 to take over the business of three plantations? Eliza Lucas did just that. She did not have a choice. The Lucas family moved from the West Indies to South Carolina when Eliza was 16 years old. Soon after her father went off to fight a war, her mother fell seriously ill and Eliza was left in charge.

## *Describe Life on a Plantation*

**DIRECTIONS:** Study Eliza Lucas's own words. Try to understand her daily life. Then write **E** next to each statement that describes Eliza's life.

After being left in charge of the plantations, Eliza wrote the following to a friend in England:

"I have the business of three plantations to transact . . . [which] requires much writing and more business and fatigue of other sorts than you can imagine."

After experiencing what it was like to run the three plantations, Eliza wrote of her daily routine:

"I rise at five o'clock in the morning, read till seven, then take a walk in the garden or fields, see that the servants are at their respective business. . . . The first hour after breakfast is spent at music, the next is constantly employed in recollecting something I have learned, such as French or shorthand."

- |  |   |
|--|---|
| <input type="checkbox"/> 1. I am tired from all the writing and business that is part of managing three plantations. | <input type="checkbox"/> 5. No teenager is able to take charge of a business.         |
| <input type="checkbox"/> 2. I have basically the same daily routine as other teenagers.                              | <input type="checkbox"/> 6. I spend my whole day working and have no time for fun.    |
| <input type="checkbox"/> 3. I spend much of the early morning reading.   | <input type="checkbox"/> 7. It is important to be up before sunrise.                  |
| <input type="checkbox"/> 4. It is important to remember what you read and learn.                                     | <input type="checkbox"/> 8. Taking a walk in the garden or fields is a waste of time. |

**DIRECTIONS:** On a separate sheet of paper, write a brief description of your daily routine. How does your daily routine compare to Eliza Lucas's? Do you see life the same way?

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### III. Life on the Frontier

#### A. The Great Wagon Road

##### 1. backcountry

- land between the Coastal Plain and the Appalachian Mountains
- had very few people, but some wanted to settle farms
- no roads and a fall line - place where land drops sharply, causing rivers to form waterfalls

##### 2. Great Wagon Road

- Indian trail
- used by Scotch-Irish immigrants from Pennsylvania

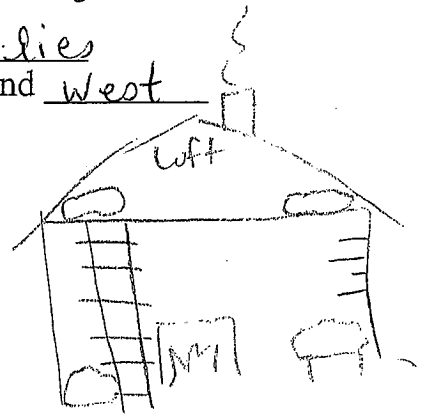
##### 3. Daniel Boone

- used this road to create others for families
- led through the Appalachian Mountains and west

#### B. Living in the Backcountry

##### 1. log Cabin

- cleared trees and used these for logs
- fireplace and chimney
- One room
- dirt floor
- no windows
- beds of dry leaves
- loft - part of the house between the ceiling and the roof (reached with a ladder)



##### 2. food

- hunting
- gardens and fields with beans, corn, squash

##### 3. had to be self-sufficient

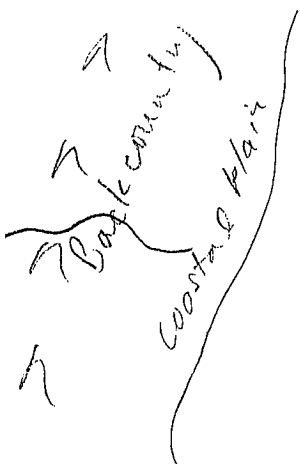
- churned butter
- dyed cloth
- made soap and candles

##### 4. dangers

- wild animals
- human enemies like Chief Logan
- little help and mostly from Indians

#### C. The Ohio River Valley

- British fur traders moved west to Ohio River valley
- claimed by French **coureurs de bois** - runners of the woods
- British gave Indians a better deal
- so French built forts
- WAR was on the way





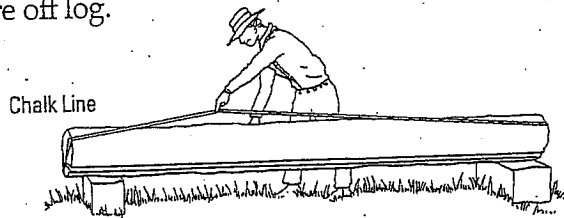
# TOOLING Around the Frontier

*Sequence with Visuals*

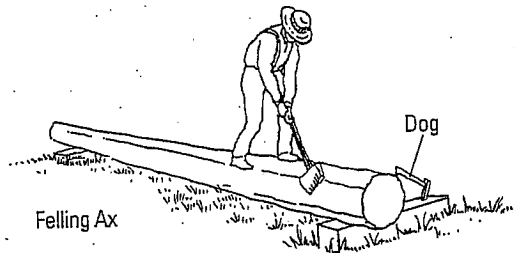
**DIRECTIONS:** The diagram below shows how the broadax was used to make lumber to build cabins. Study the diagram. Then place the steps on the right in the proper sequence by numbering them from 1 through 10.

## USING THE BROADAX TO MAKE LUMBER

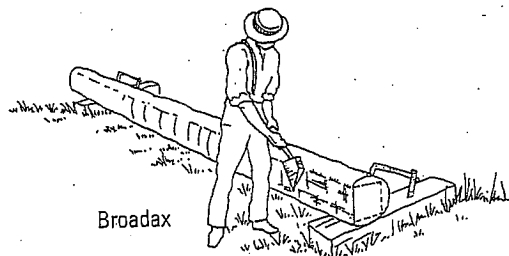
**Step 1** Making chalk line on bark-stripped log. Four chalk lines are made by "twanging" a chalked cord onto log to square off log.



**Step 2** Scoring to chalk line. Stand on log and hold long-handled felling ax. Use felling ax to make deep vertical cuts up to chalk line. This is known as "scoring."



**Step 3** Hewing to chalk line. Stand alongside log. Hold broadax with two hands. Place one knee next to log. Use broadax to hew, or split off, the vertical cuts made in Step 2.



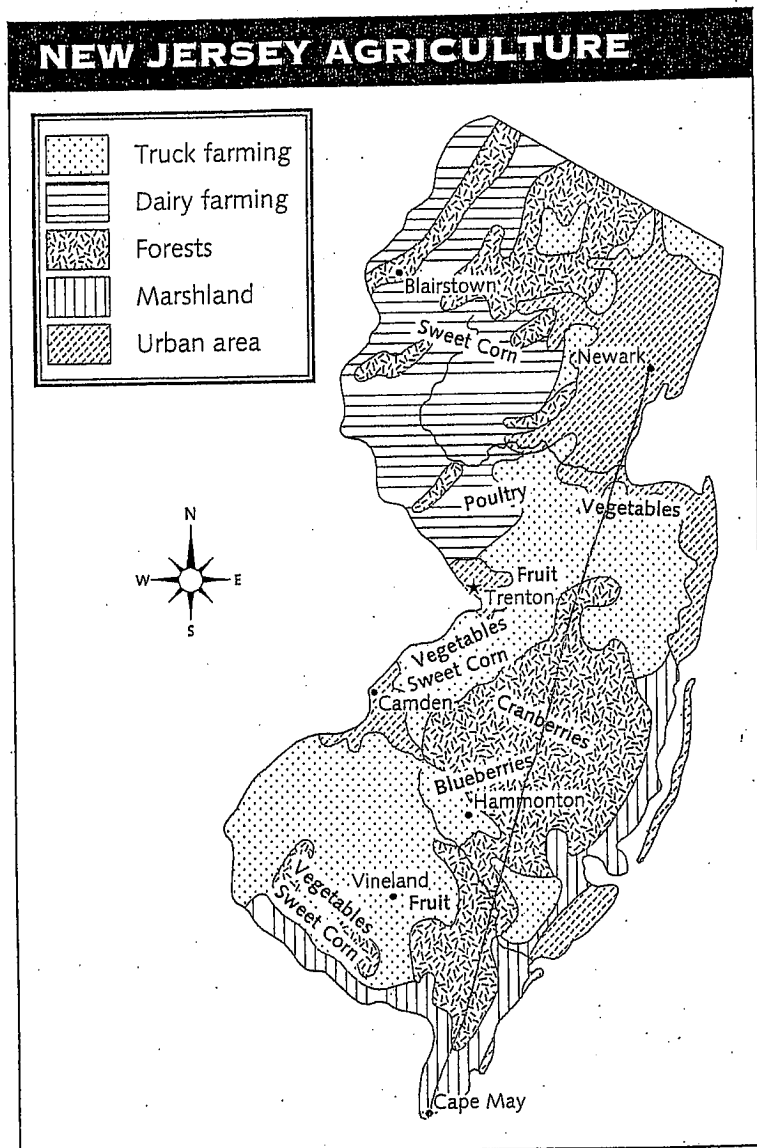
- \_\_\_\_\_ Strip bark.
- \_\_\_\_\_ Snap chalk lines.
- \_\_\_\_\_ Hew log to chalk lines.
- \_\_\_\_\_ Stand on log and hold felling ax.
- \_\_\_\_\_ Fell, or cut down, tree.
- \_\_\_\_\_ Stand next to log and hold broadax.
- \_\_\_\_\_ Place "dog" to hold log.
- \_\_\_\_\_ Make vertical cuts in log.
- \_\_\_\_\_ Place chalk lines on log.
- \_\_\_\_\_ Notch ends of log to use to build cabin.

# HOW TO USE a Product Map to Make Generalizations



*Apply Map and Globe Skills*

**DIRECTIONS:** Use the map below to complete the following activities.



**1.** Draw a line from Newark to Cape May. Identify the different areas you would pass through if you traveled from north to south along this line.

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**2.** What city in New Jersey is located in the area where cranberries and blueberries are grown?

---

**3.** What is the main use of land around Vineland?

---

**4.** What crop grows in most parts of New Jersey?

---

**5.** Would you be more likely to be a farmer if you lived in Vineland, Cape May, or Newark?

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