

# Social Studies

## Chapter 4: Life in the Colonies

Name: \_\_\_\_\_

### I. New England, Middle, and Southern Colonies

#### A. The New England Colonies

1. \_\_\_\_\_ Bay
  - a. had a meeting \_\_\_\_\_ in the center
    - 1.) served as the \_\_\_\_\_ too
    - 2.) held **town** \_\_\_\_\_ – gathering for elections and voting on laws
    - 3.) one law was everyone had to go to \_\_\_\_\_
  - b. schooling
    - 1.) children had to know how to read the \_\_\_\_\_
    - 2.) if \_\_\_\_\_ families or more, must have a \_\_\_\_\_ for reading, writing, and arithmetic
    - 3.) no \_\_\_\_\_ break, but had much time off to work at home
  - c. **dissenter** - \_\_\_\_\_, started separate colonies
2. Connecticut
  - a. Thomas \_\_\_\_\_ left Massachusetts Bay because of controlling \_\_\_\_\_
  - b. wrote the **Fundamental Orders** allowing \_\_\_\_\_ to elect government \_\_\_\_\_
3. \_\_\_\_\_ Island
  - a. Roger \_\_\_\_\_ didn't like \_\_\_\_\_ ways either
  - b. said \_\_\_\_\_ should give land, not king or leaders and was \_\_\_\_\_
  - c. bought land from \_\_\_\_\_ Indians
  - d. kept \_\_\_\_\_ separate from church
  - e. Anne \_\_\_\_\_ was also \_\_\_\_\_ for questioning Puritans
4. New \_\_\_\_\_
  - a. started by others who also left \_\_\_\_\_
  - b. headed \_\_\_\_\_ for more \_\_\_\_\_ land and better economic opportunity
  - c. became successful because of \_\_\_\_\_ (lumber)

#### B. The Middle Colonies

-nicknamed the “\_\_\_\_\_ colonies” because of wheat farming

1. New \_\_\_\_\_, New \_\_\_\_\_, and Delaware
  - a. were originally the Dutch colony of New \_\_\_\_\_
  - b. capital New Amsterdam later becomes \_\_\_\_\_
  - c. King wanted all Dutch and Swedish colonies on the east coast
  - d. told his brother, Duke of \_\_\_\_\_, he could have them
  - e. Governor Peter Stuyvesant's people wouldn't \_\_\_\_\_ for him
  - f. the Duke took New York and gave New Jersey to \_\_\_\_\_
  - g. Delaware became a separate colony later
  - h. Dutch influence stayed – Dutch-style \_\_\_\_\_ and \_\_\_\_\_
2. Pennsylvania
  - a. William Penn wanted a **refuge** - \_\_\_\_\_ for \_\_\_\_\_ to worship
    - 1.) thought all people are \_\_\_\_\_ and good

- 2.) no \_\_\_\_\_
  - 3.) settle things peacefully
  - 4.) King of England gave him a \_\_\_\_\_ to own Pennsylvania
- b. wrote \_\_\_\_\_ of Government
- 1.) freedom of \_\_\_\_\_
  - 2.) freedom of \_\_\_\_\_
  - 3.) trial by \_\_\_\_\_
  - 4.) General Assembly - \_\_\_\_\_
- c. set up Philadelphia
- 1.) in \_\_\_\_\_ blocks
  - 2.) great for trading and shipping on the \_\_\_\_\_ River
  - 3.) many **immigrants** - people who come to live in a \_\_\_\_\_ after leaving their \_\_\_\_\_ country
  - 4.) became the \_\_\_\_\_ city in the colonies
  - 5.) also became home to the famous Benjamin \_\_\_\_\_
  - 6.) many people came for \_\_\_\_\_

### C. The Southern Colonies

1. Virginia
  - a. started by the \_\_\_\_\_ Company to be a \_\_\_\_\_ post
  - b. successful because of \_\_\_\_\_ plantations
  - c. **cash crop** - crop people raise to \_\_\_\_\_
  - d. \_\_\_\_\_ workers paid at first and then \_\_\_\_\_
  - e. wealthy white \_\_\_\_\_ made laws in the House of Burgesses
2. Maryland
  - a. founded by the \_\_\_\_\_ for religious freedom (Catholics)
  - b. named after the \_\_\_\_\_
  - c. people of any \_\_\_\_\_ were allowed, but still fought
3. North Carolina
  - a. small \_\_\_\_\_
  - b. \_\_\_\_\_ stores - products produced from \_\_\_\_\_ tar that were used in rebuilding and repairing \_\_\_\_\_
4. South Carolina
  - a. large \_\_\_\_\_
  - b. \_\_\_\_\_ became their cash crop
  - c. also grew \_\_\_\_\_ - plant from which blue dye is made
  - d. began using \_\_\_\_\_
5. Georgia
  - a. James \_\_\_\_\_
  - b. named the colony after the king
  - c. **debtors** - \_\_\_\_\_
    - 1.) gave settlers \_\_\_\_\_ acres + 50 for any debtors they brought to work
    - 2.) thought this would help them more than \_\_\_\_\_
    - 3.) failed
  - d. no \_\_\_\_\_ were allowed, so no plantations until later

# THE ROUTES OF THREE COLONISTS



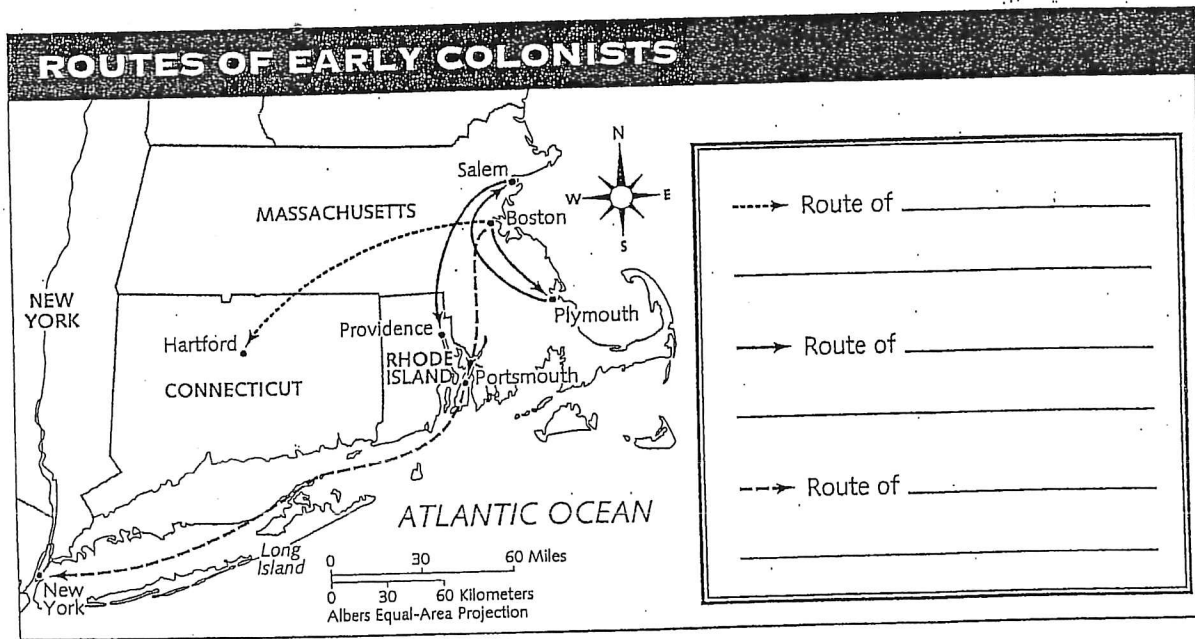
*Apply Map and Globe Skills*

**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.



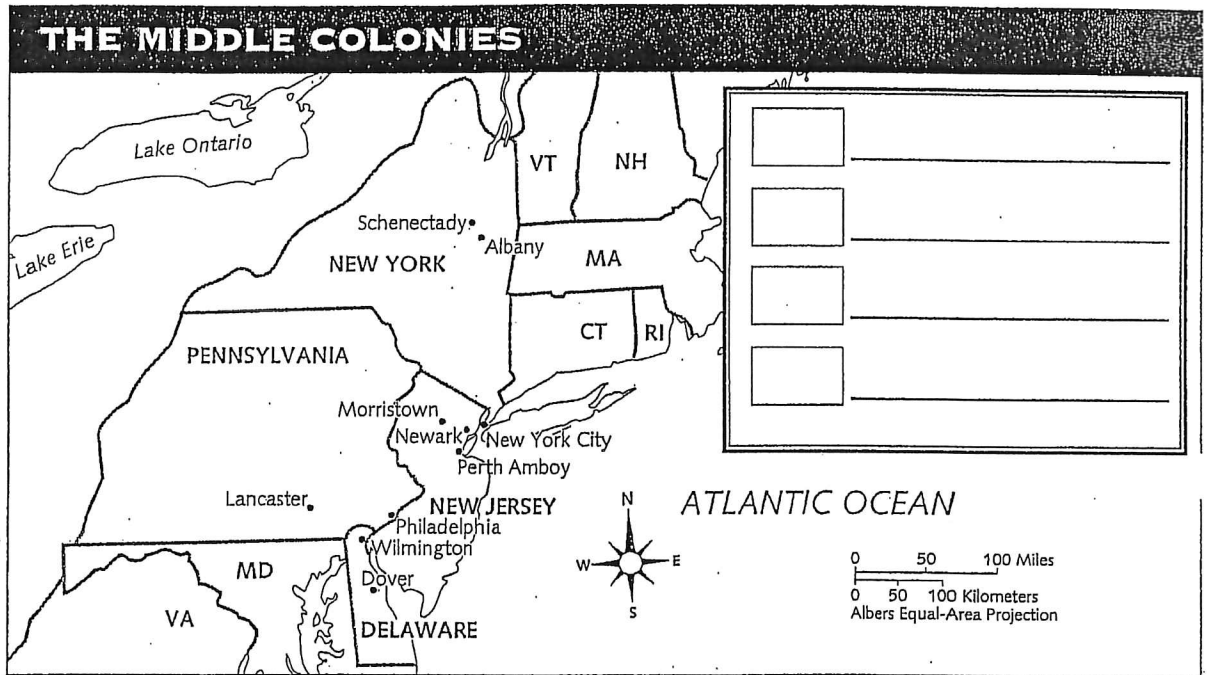
1. The distance between Boston and Plymouth is about \_\_\_\_\_ miles.
2. When Hooker and his followers left Boston for Hartford, they traveled about \_\_\_\_\_ miles.

# 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, _____       |

## II. Daily Life in the Colonies

-many \_\_\_\_\_ were coming to the Americas

-England became part of \_\_\_\_\_

### A. New England Towns

- most were \_\_\_\_\_-sufficient
  - gardens and \_\_\_\_\_
  - animal \_\_\_\_\_ for \_\_\_\_\_, sheep, chickens, and \_\_\_\_\_
- town **common** - \_\_\_\_\_
- important workers
  - \_\_\_\_\_ - took care of the animals on the
  - constable - \_\_\_\_\_
  - leader of **militia** - \_\_\_\_\_
- meetinghouse for worship and town \_\_\_\_\_

### B. Market Towns

- \_\_\_\_\_ colonies
- lots of **farm produce** - \_\_\_\_\_, fruits, and \_\_\_\_\_ that farmers traded
- Conestoga** - \_\_\_\_\_
- general store sold **imports** - \_\_\_\_\_ brought into the colonies from other \_\_\_\_\_
- gristmill ground grain into \_\_\_\_\_ and meal
- many different \_\_\_\_\_ because many religions welcome

### C. County Seats

- few \_\_\_\_\_ in southern colonies because all big \_\_\_\_\_
- county seat** - main \_\_\_\_\_ for each **county** - \_\_\_\_\_
- church
- dances
- \_\_\_\_\_ trade
- \_\_\_\_\_ store for trade
- courthouse and \_\_\_\_\_

### D. Cities

- Boston, \_\_\_\_\_ City, Philadelphia, \_\_\_\_\_, etc.
- grew because of \_\_\_\_\_
  - \_\_\_\_\_ and imports came in (tea, \_\_\_\_\_, spices, \_\_\_\_\_, shoes, stockings, and buttons)
  - exports** left - \_\_\_\_\_ (\_\_\_\_\_, lumber, dried fish, and \_\_\_\_\_ crops)
- triangular trade routes**
  - linked \_\_\_\_\_, the \_\_\_\_\_, and \_\_\_\_\_
  - \_\_\_\_\_ wanted goods sent only to them
  - \_\_\_\_\_ materials from the colonies to Britain
  - manufactured \_\_\_\_\_ from Britain to colonies
  - stopped in Africa for \_\_\_\_\_
  - \_\_\_\_\_ - trip across the Atlantic Ocean
- many businesses
  - fishing, \_\_\_\_\_, shipbuilding
  - hatmakers, \_\_\_\_\_, cobblers, \_\_\_\_\_, etc.

5. **apprentices** - \_\_\_\_\_ who moved in with \_\_\_\_\_ of skilled workers and helped in the family's \_\_\_\_\_ for several years to learn the \_\_\_\_\_ themselves

## E. The Frontier

### 1. **backcountry**

a. land between the \_\_\_\_\_ and the \_\_\_\_\_ Mountains

b. had very few people, but some wanted to settle \_\_\_\_\_

c. no \_\_\_\_\_ and a \_\_\_\_\_ line - place where land drops sharply, causing rivers to form \_\_\_\_\_

### 2. Great \_\_\_\_\_ Road

a. \_\_\_\_\_ trail

b. used by Scotch-Irish immigrants from \_\_\_\_\_

### 3. Daniel \_\_\_\_\_

a. used this road to create others for \_\_\_\_\_

b. led through the Appalachian Mountains and \_\_\_\_\_

### 4. living in the backcountry

a. log \_\_\_\_\_

1.) cleared trees and used these for \_\_\_\_\_

2.) \_\_\_\_\_ and chimney

3.) \_\_\_\_\_ room

4.) \_\_\_\_\_ floor

5.) no \_\_\_\_\_

6.) beds of dry \_\_\_\_\_

7.) **loft** - part of the house between the \_\_\_\_\_ and the \_\_\_\_\_ (reached with a ladder)

b. food

1.) hunting

2.) gardens and fields with beans, \_\_\_\_\_, squash

c. had to be self-sufficient in every way

1.) churned \_\_\_\_\_

2.) dyed cloth

3.) made soap and \_\_\_\_\_

d. dangers

1.) wild \_\_\_\_\_

2.) \_\_\_\_\_ enemies like Chief \_\_\_\_\_

3.) little \_\_\_\_\_ and mostly from Indians

## F. The Ohio River Valley

1. \_\_\_\_\_ fur traders moved west to Ohio River valley

2. claimed by French \_\_\_\_\_ traders

3. British gave Indians a better deal for the furs

4. so French built \_\_\_\_\_

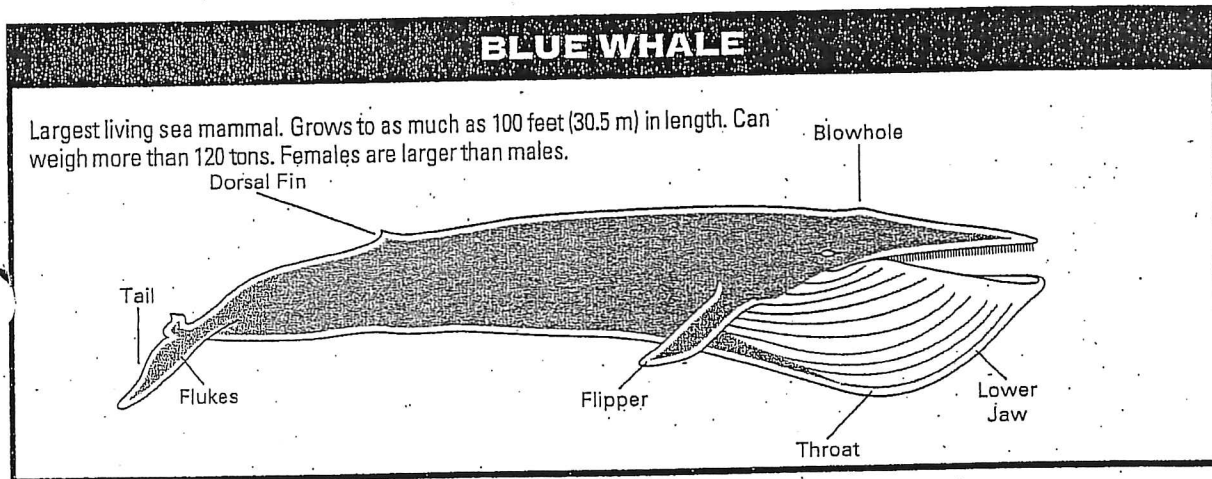
5. \_\_\_\_\_ was on the way

# 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.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

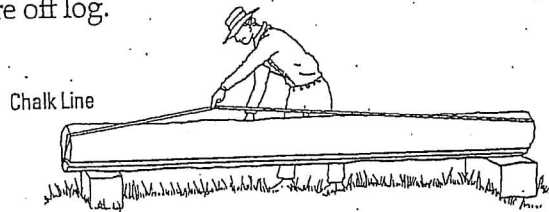
# TOOLING Around the Frontier

*Sequence with Visuals*

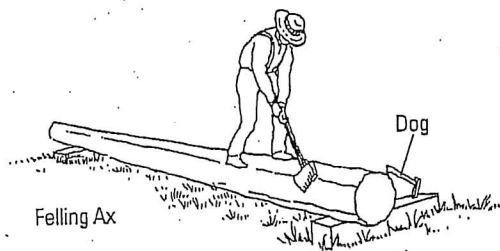
**DIRECTIONS:** The diagram below shows how the broadax was used to make lumber to build cabins. Study the diagram. Then place the steps on the right in the proper sequence by numbering them from 1 through 10.

## USING THE BROADAX TO MAKE LUMBER

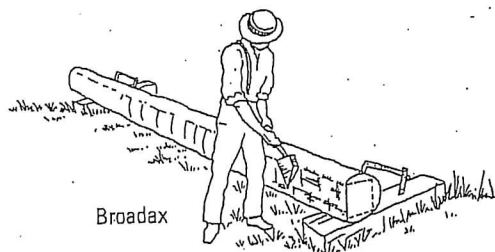
**Step 1** Making chalk line on bark-stripped log. Four chalk lines are made by "twanging" a chalked cord onto log to square off log.



**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.



### III. Slavery in the Colonies

#### A. Life on a Southern Plantation

- growing rapidly because of \_\_\_\_\_
- built along \_\_\_\_\_ with a \_\_\_\_\_
- big planter's \_\_\_\_\_ in the center
- a detached \_\_\_\_\_
- a laundry
- small \_\_\_\_\_ quarters
- sheds and \_\_\_\_\_
- a carpenter's and \_\_\_\_\_ shop
- broker**
  - person who was paid to \_\_\_\_\_
  - traded cash crops for \_\_\_\_\_ goods, not \_\_\_\_\_

#### B. Servants and Slaves

- on small plantations - planter's \_\_\_\_\_ worked
- on large plantations – servants and \_\_\_\_\_ worked
- indentured servant**
  - \_\_\_\_\_ who agreed to \_\_\_\_\_ for another \_\_\_\_\_ without \_\_\_\_\_ for a certain length of \_\_\_\_\_
  - usually a \_\_\_\_\_ with no money
  - \_\_\_\_\_ paid for their way over
  - they worked for free \_\_\_\_\_ years and then \_\_\_\_\_
  - some were sent to pay for a \_\_\_\_\_
  - some had been \_\_\_\_\_ and sold
- slaves
  - soon \_\_\_\_\_ were brought over instead
  - never earned freedom
  - bought at an **auction** - \_\_\_\_\_
  - often separated from families

#### C. Plantation Duties

- planters
  - saw that crops were \_\_\_\_\_, harvested, \_\_\_\_\_, and shipped
  - kept \_\_\_\_\_
  - dealt with \_\_\_\_\_, death, and financial worries
- women
  - \_\_\_\_\_, fed, and provided \_\_\_\_\_ care for the household
- children
  - learned \_\_\_\_\_ and writing at a small school on the plantation
  - went to \_\_\_\_\_ schools when older
  - boys went on to \_\_\_\_\_
  - girls stopped at 12 or 13 after learning to read and \_\_\_\_\_
- Africans
  - illegal to learn to \_\_\_\_\_ and \_\_\_\_\_
  - working beside the rest by the age of \_\_\_\_\_
  - often \_\_\_\_\_
  - \_\_\_\_\_ young from overwork and bad shelter and food

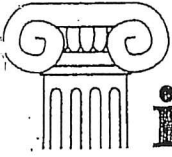
e. had harsh \_\_\_\_\_

f. formed a community at night

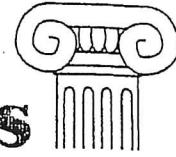
1.) told \_\_\_\_\_ and sang \_\_\_\_\_ of their \_\_\_\_\_

2.) played music on the \_\_\_\_\_

3.) created \_\_\_\_\_ - 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?

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# HOW TO USE A Historical Map

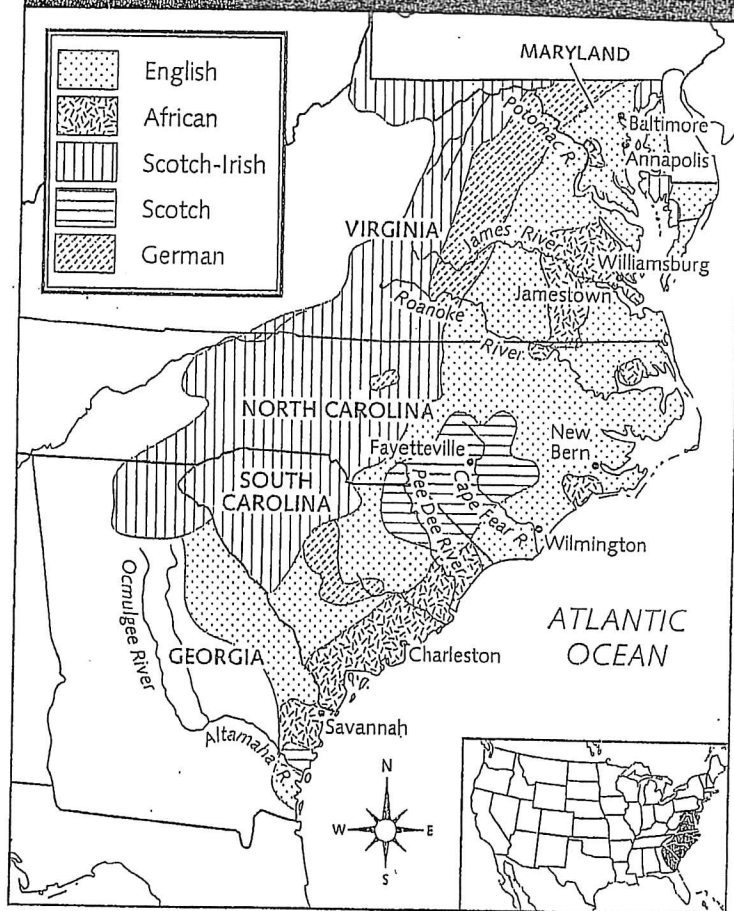


*Apply Map and Globe Skills*

**DIRECTIONS:**

The map on this page shows where some large immigrant groups were concentrated during the colonial period. Study the map. Then answer the questions that follow.

## DISTRIBUTION OF IMMIGRANTS DURING THE COLONIAL PERIOD



1. Which immigrant group settled farthest west? \_\_\_\_\_
2. Which immigrant group settled farthest south? \_\_\_\_\_
3. Where did most of the Africans settle? \_\_\_\_\_  
\_\_\_\_\_
4. Which immigrant groups settled in all of the southern colonies?  
\_\_\_\_\_

#### IV. Cooperation and Conflict in the Colonies

##### A. New Spain

- Spanish ranches and haciendas changed life for \_\_\_\_\_
  - Indians began using horses in hunting and \_\_\_\_\_
  - \_\_\_\_\_ now raised sheep and wove \_\_\_\_\_
- interacted with the \_\_\_\_\_
  - learned about \_\_\_\_\_, herbs, and medicines
  - taught them about \_\_\_\_\_ and other tools and machines
  - changed natives' way of life and \_\_\_\_\_
- some natives \_\_\_\_\_ back
  - became \_\_\_\_\_ on farms and ranches against their will
  - treated \_\_\_\_\_
  - fought back and killed \_\_\_\_\_ and destroyed churches

##### B. New France

- results of the \_\_\_\_\_ trade
  - some tribes were **agents** - \_\_\_\_\_ doing business for other Indian groups
  - Hurons and Iroquois began to \_\_\_\_\_ and this weakened them
  - French and Dutch took their \_\_\_\_\_
- changed natives' way of life forever
  - farming changed
  - \_\_\_\_\_ differently
  - cooked using \_\_\_\_\_ pots and pans
  - \_\_\_\_\_ changed

##### C. New England and King \_\_\_\_\_ War

- natives and English disagreed over \_\_\_\_\_
  - \_\_\_\_\_ didn't think land could be owned
  - Connecticut settlers bought land from \_\_\_\_\_
  - when "sold" natives thought they could \_\_\_\_\_ it
  - English wanted them to \_\_\_\_\_ completely
- Metacomet
  - "King Philip"
  - \_\_\_\_\_ leader
  - son of \_\_\_\_\_ who helped the \_\_\_\_\_
- fought back
  - destroyed English \_\_\_\_\_
  - had their \_\_\_\_\_ destroyed, were defeated, and lost their land

##### D. Middle Colonies' Relations with the Indians

- Penn was very \_\_\_\_\_
- Scotch-Irish \_\_\_\_\_ them, though, for land
- natives attacked the settlers
- settlers demanded \_\_\_\_\_ protection from Quakers
- Quakers said settle it \_\_\_\_\_
- settlers didn't like the Quakers anymore

##### E. Indian Wars in the Southern Colonies

- started off nice
- \_\_\_\_\_ Indians has helped Jamestown settlers

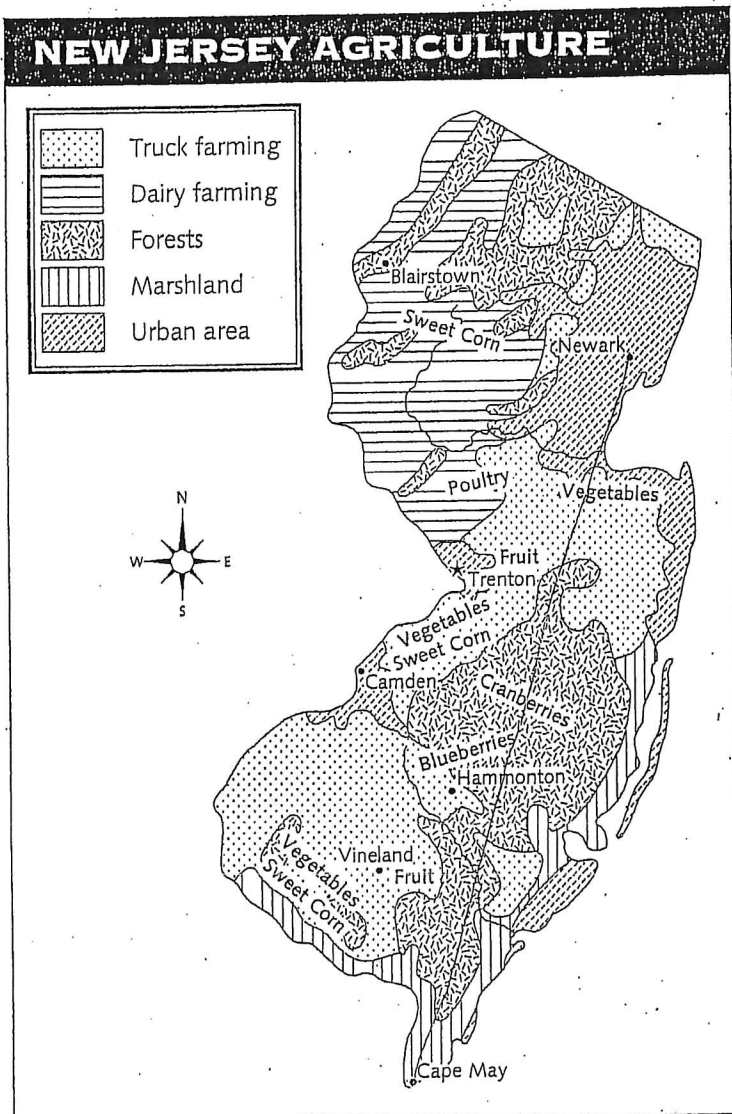
- a. Chief Powhatan died
  - b. \_\_\_\_\_ stopped aiding settlers
  - c. natives fought \_\_\_\_\_
  - d. lost their land
3. \_\_\_\_\_ Indians
- a. fought to stop settlement in Carolina
  - b. farms and settlements \_\_\_\_\_
  - c. settlers and natives \_\_\_\_\_
  - d. lasted \_\_\_\_\_ years
  - e. natives lost again
  - f. land was taken over and used to build more farms and towns

# 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?

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

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

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

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## V. The French and Indian War

### A. Friction Builds in the Colonies

1. \_\_\_\_\_
  - a. \_\_\_\_\_ George III
  - b. made some laws
  - c. \_\_\_\_\_ had to follow these
2. **Parliament**
  - a. part of the government \_\_\_\_\_
  - b. picked by people in \_\_\_\_\_
  - c. colonists couldn't \_\_\_\_\_ for the members
  - d. BUT had to follow the \_\_\_\_\_ they made
  - e. colonists felt they didn't know life in the colonies well
3. governor
  - a. \_\_\_\_\_ in each colony
  - b. picked by King in a \_\_\_\_\_ colony
  - c. picked by \_\_\_\_\_ in a proprietary colony
  - d. made sure colonists followed British \_\_\_\_\_
4. local **legislatures**
  - a. \_\_\_\_\_
  - b. wanted **self-government** - \_\_\_\_\_
  - c. made most of the decisions in each colony
  - d. first - \_\_\_\_\_ in Virginia
  - e. wealthy \_\_\_\_\_ land owners
  - f. made local laws and set up \_\_\_\_\_
  - g. became a **democracy** - \_\_\_\_\_
  - h. had to get \_\_\_\_\_ approved by the governor and follow British laws

### B. The French and Indian War (1754)

1. conflict over land and trade
  - a. both France and Britain claimed land in the \_\_\_\_\_ River Valley
  - b. France built \_\_\_\_\_ to protect the fur trade
  - c. George \_\_\_\_\_ led an army to attack but lost
  - d. Britain sent a larger army over
2. Indian **allies**
  - a. \_\_\_\_\_
  - b. French allies – Delaware, Ottawa, and \_\_\_\_\_
  - c. British allies - \_\_\_\_\_ and Iroquois
3. Victory for Britain
  - a. were losing at first
  - b. captured Quebec
  - c. French wanted peace and signed the Treaty of \_\_\_\_\_
  - d. Britain gained \_\_\_\_\_ and land all the way to the \_\_\_\_\_ River

### C. Consequences

1. **taxes**
  - a. \_\_\_\_\_
  - b. had to pay for the \_\_\_\_\_



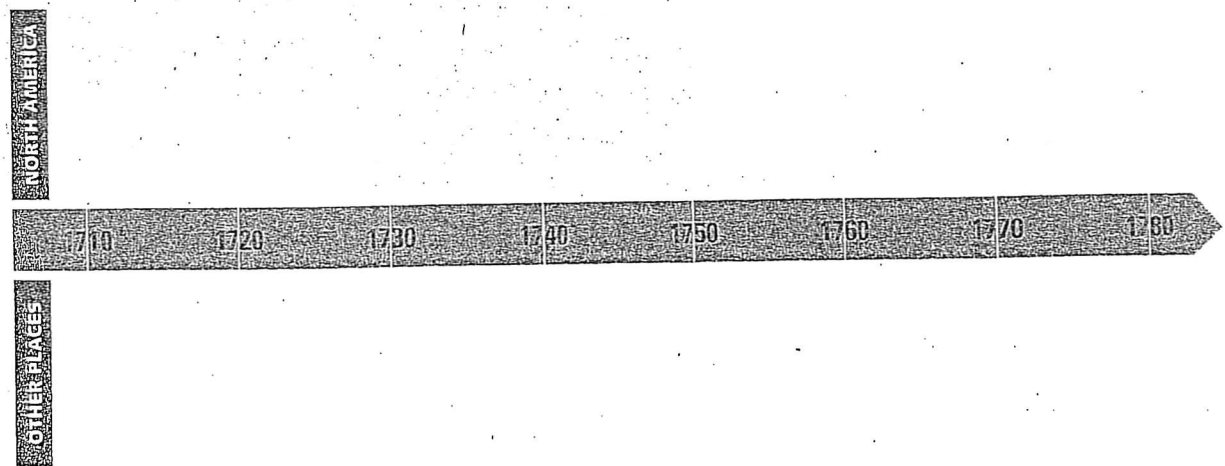
- c. had to pay for British \_\_\_\_\_ to stay for protection (to stop things like \_\_\_\_\_'s Rebellion)
  - d. British \_\_\_\_\_ refused to help pay for colonial problems
2. \_\_\_\_\_ of 1763
- a. didn't allow colonists to settle lands just taken from \_\_\_\_\_
  - b. set aside for Native American \_\_\_\_\_ grounds
  - c. wanted to prevent \_\_\_\_\_ with natives
3. governors were given more **authority** - \_\_\_\_\_
- a. could order \_\_\_\_\_ to change laws
  - b. colonists hoped to gain more \_\_\_\_\_ but were losing it instead

# HISTORICAL EVENTS OF THE 1700s

*Apply Chart and Graph Skills*

**DIRECTIONS:** Write the number of each event at the correct place on the time line. Be sure to place the number of the event at the correct date and on the correct side of the time line.

1. 1755 Earthquake shocks Lisbon, Portugal, killing at least 10,000 people
2. 1747 Virginia settlers and Pennsylvania traders move into Ohio Territory
3. 1760 Daniel Boone hired to scout the frontier in present-day eastern Tennessee
4. 1755 British drive French settlers out of Acadia, *Canada*
5. 1749 Philadelphia founds what becomes the University of Pennsylvania
6. 1726 Jonathan Swift's novel, *Gulliver's Travels*, is an instant success in Europe
7. 1750 Johann Sebastian Bach, the great composer, dies in Germany
8. 1763 Proclamation of 1763 bans settlement west of the Appalachian Mountains
9. 1753 French in Canada move into British lands in Ohio River valley
10. 1718 Pirate known as Blackbeard killed in sea battle off North Carolina coast
11. 1759 British win Battle of Quebec, capturing city
12. 1754 Opening battle of French and Indian War
13. 1763 The French and Indian War ends
14. 1756 British declare war on French in Europe, starting the Seven Years' War



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