

Social Studies

Chapter 4: Life in the Colonies

Name: Key

I. New England, Middle, and Southern Colonies

A. The New England Colonies

1. Massachusetts Bay

- had a meeting house in the center
 - served as the church too
 - held **town meetings** – gathering for elections and voting on laws
 - one law was everyone had to go to church
- schooling
 - children had to know how to read the Bible
 - if 50 families or more, must have a school for reading, writing, and arithmetic
 - no summer break, but had much time off to work at home
- dissenter** - did not agree with leaders, started separate colonies

2. Connecticut

- Thomas Hooker left Massachusetts Bay because of controlling leaders
- wrote the **Fundamental Orders** allowing men to elect government leaders

3. Rhode Island

- Roger Williams didn't like Puritan ways either
- said natives should give land, not king or leaders and was banished
- bought land from Narraganset Indians
- kept government separate from church
- Anne Hutchinson was also expelled for questioning Puritans

4. New Hampshire

- started by others who also left Puritans
- headed north for more fertile land and better economic opportunity
- became successful because of trees (lumber)

B. The Middle Colonies

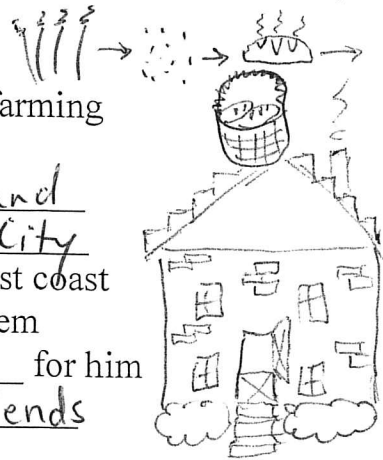
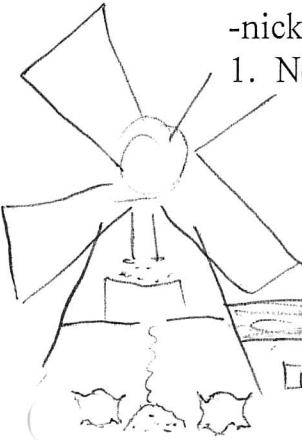
-nicknamed the "breadbasket colonies" because of wheat farming

1. New York, New Jersey, and Delaware

- were originally the Dutch colony of New Netherland
- capital New Amsterdam later becomes New York City
- King wanted all Dutch and Swedish colonies on the east coast
- told his brother, Duke of York, he could have them
- Governor Peter Stuyvesant's people wouldn't fight for him
- the Duke took New York and gave New Jersey to friends
- Delaware became a separate colony later
- Dutch influence stayed – Dutch-style houses and windmills

2. Pennsylvania

- William Penn wanted a **refuge** - safe place for Quakers to worship
 - thought all people are equal and good



- 2.) no fighting
 - 3.) settle things peacefully
 - 4.) King of England gave him a charter to own Pennsylvania
- b. wrote frame of Government
- 1.) freedom of speech
 - 2.) freedom of religion
 - 3.) trial by jury
 - 4.) General Assembly - men who made laws
- c. set up Philadelphia
- 1.) in square blocks
 - 2.) great for trading and shipping on the Delaware River
 - 3.) many **immigrants** - people who come to live in a country after leaving their home country
 - 4.) became the largest city in the colonies
 - 5.) also became home to the famous Benjamin Franklin
 - 6.) many people came for freedoms

C. The Southern Colonies

1. Virginia

- a. started by the Virginia Company to be a trading post
- b. successful because of tobacco plantations
- c. **cash crop** - crop people raise to sell to others, not for themselves
- d. African workers paid at first and then enslaved
- e. wealthy white men made laws in the House of Burgesses

2. Maryland

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

3. North Carolina

- a. small farms
- b. naval stores - products produced from pine tar that were used in rebuilding and repairing ships

4. South Carolina

- a. large plantations
- b. rice became their cash crop
- c. also grew indigo - plant from which blue dye is made
- d. began using slaves

5. Georgia

- a. James Oglethorpe
- b. named the colony after the king
- c. **debtors** - people imprisoned for owing money
 - 1.) gave settlers 50 acres + 50 for any debtors they brought to work
 - 2.) thought this would help them more than prison
 - 3.) failed
- d. no slaves were allowed, so no plantations until later

THE ROUTES OF THREE COLONISTS



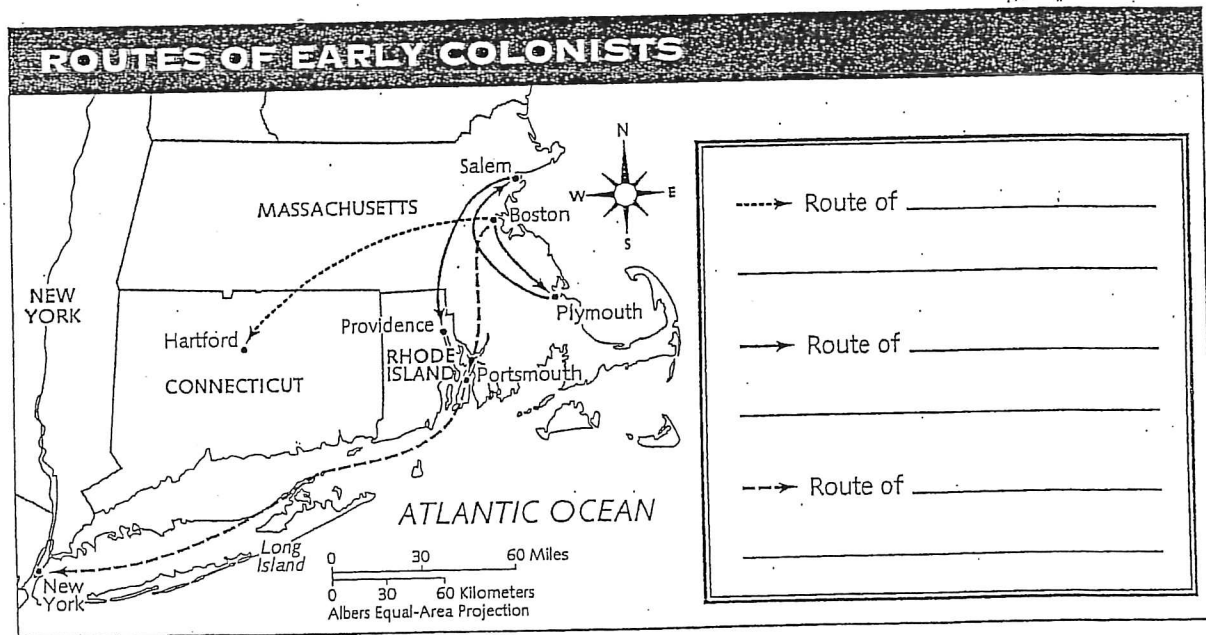
Apply Map and Globe Skills

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.



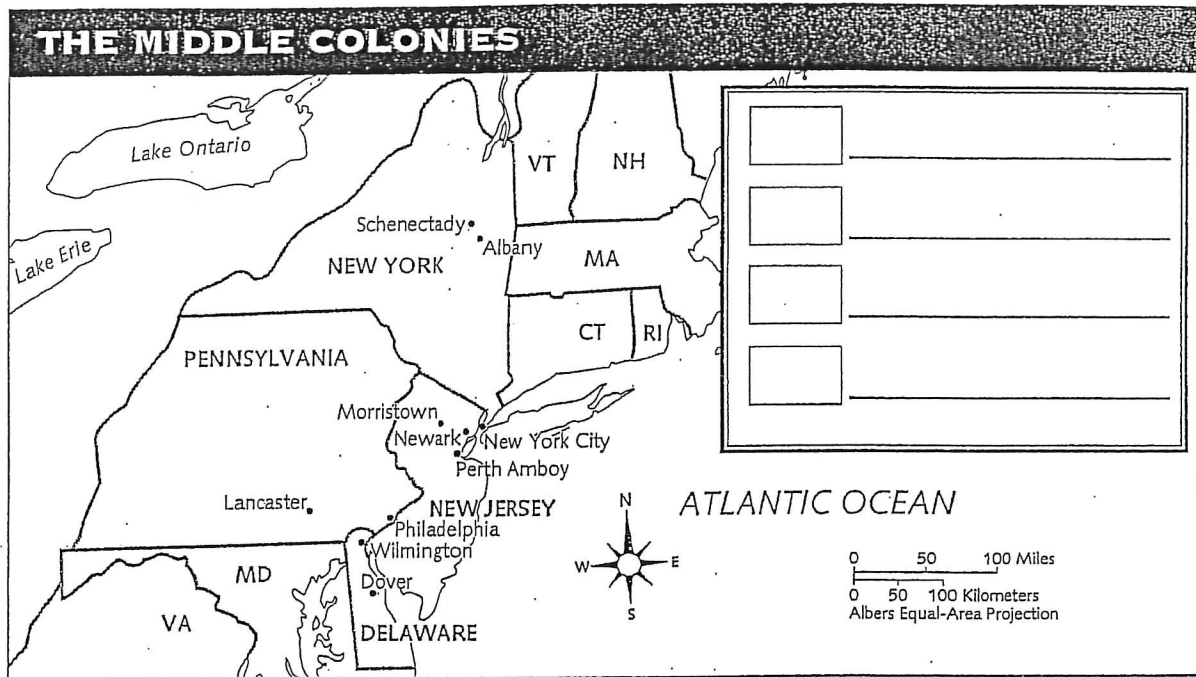
1. The distance between Boston and Plymouth is about _____ miles.
2. When Hooker and his followers left Boston for Hartford, they traveled about _____ miles.

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 immigrants were coming to the Americas

-England became part of Britain

A. New England Towns

- most were self -sufficient
 - gardens and Fields
 - animal pens for Cows, sheep, chickens, and pigs
- town **common** - open area for animals to graze
- important workers
 - herder - took care of the animals on the
 - constable - police officer
 - leader of **militia** - Volunteer army
- meetinghouse for worship and town meetings

B. Market Towns

- middle colonies
- lots of **farm produce** - grains, fruits, and veggies that farmers traded
- Conestoga** - big covered wagon
- general store sold **imports** - goods brought into the colonies from other Countries
- gristmill ground grain into Flour and meal
- many different churches because many religions welcome

C. County Seats

- few towns in southern colonies because all big Farms
- county seat** - main town for each **county** - large part of a colony
- church
- dances
- Slave trade
- general store for trade
- courthouse and jail

D. Cities

- Boston, New York City, Philadelphia, Charleston, etc.
- grew because of trade
 - immigrants and imports came in (tea, sugar, spices, cloth, shoes, stockings, and buttons)
 - exports** left - goods to be sold in other (furs, lumber, dried fish, and cash crops) Countries
- triangular trade routes**
 - linked Britain, the Colonies, and Africa
 - Britain wanted goods sent only to them
 - raw materials from the colonies to Britain
 - manufactured goods from Britain to colonies
 - stopped in Africa for slaves
 - middle passage - trip across the Atlantic Ocean
- many businesses
 - fishing, whaling, shipbuilding
 - 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

E. The Frontier

1. backcountry

a. land between the Coastal Plain and the Appalachian Mountains

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

c. no roads and a fall line - place where land drops sharply, causing rivers to form waterfalls

2. Great Wagon Road

a. Indian trail

b. used by Scotch-Irish immigrants from Pennsylvania

3. Daniel Boone

a. used this road to create others for families

b. led through the Appalachian Mountains and west

4. living in the backcountry

a. log cabin

1.) cleared trees and used these for logs

2.) fireplace and chimney

3.) one room

4.) dirt floor

5.) no windows

6.) beds of dry leaves

7.) loft - part of the house between the ceiling and the roof
(reached with a ladder)

b. food

1.) hunting

2.) gardens and fields with beans, corn, squash

c. had to be self-sufficient in every way

1.) churned butter

2.) dyed cloth

3.) made soap and candles

d. dangers

1.) wild animals

2.) human enemies like Chief Logan

3.) little help and mostly from Indians

F. The Ohio River Valley

1. British fur traders moved west to Ohio River valley

2. claimed by French fur traders

3. British gave Indians a better deal for the furs

4. so French built forts

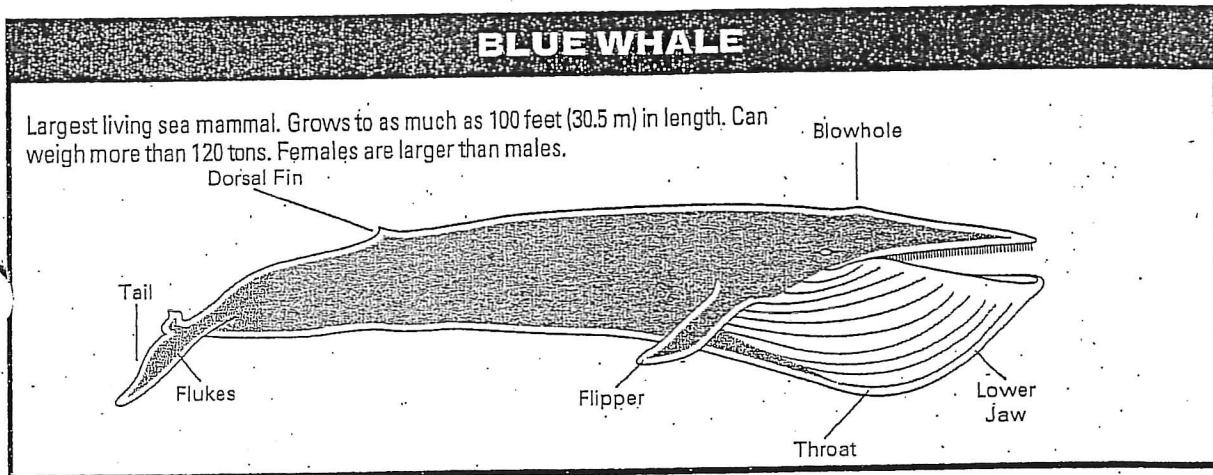
5. WAR was on the way

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.



- 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.
- 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.
- The blue whale has grooves on its throat that help it trap mouthfuls of "sea soup." Shade or color this part of the whale.
- Why was the Marine Mammal Protection Act passed? _____
- 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.

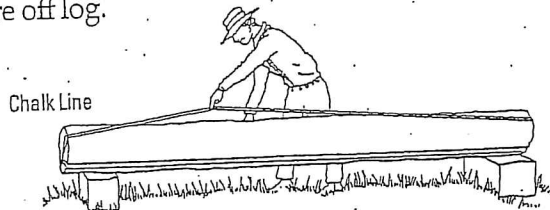
TOOLING Around the Frontier

Sequence with Visuals

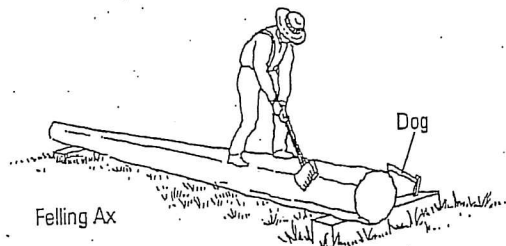
DIRECTIONS: The diagram below shows how the broadax was used to make lumber to build cabins. Study the diagram. Then place the steps on the right in the proper sequence by numbering them from 1 through 10.

USING THE BROADAX TO MAKE LUMBER

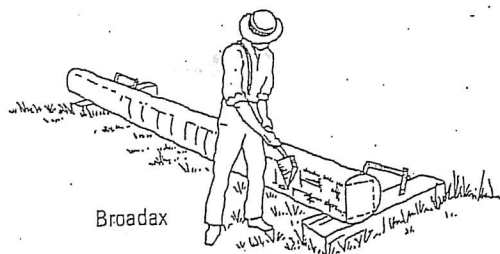
Step 1 Making chalk line on bark-stripped log. Four chalk lines are made by "twanging" a chalked cord onto log to square off log.



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

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 the planter
 - b. traded cash crops for British goods, not money



B. Servants and Slaves

1. on small plantations - planter's family worked
2. on 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 and then FREED
 - 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

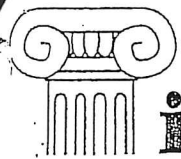
C. Plantation Duties

1. planters
 - a. saw that crops were planted, harvested, stored, and shipped
 - b. kept records
 - c. dealt with sickness, 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 and write
 - b. working beside the rest by the age of 10
 - c. often whipped
 - d. died young from overwork and bad shelter and food

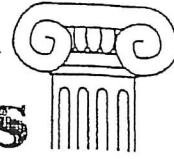
e. had harsh laws

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?

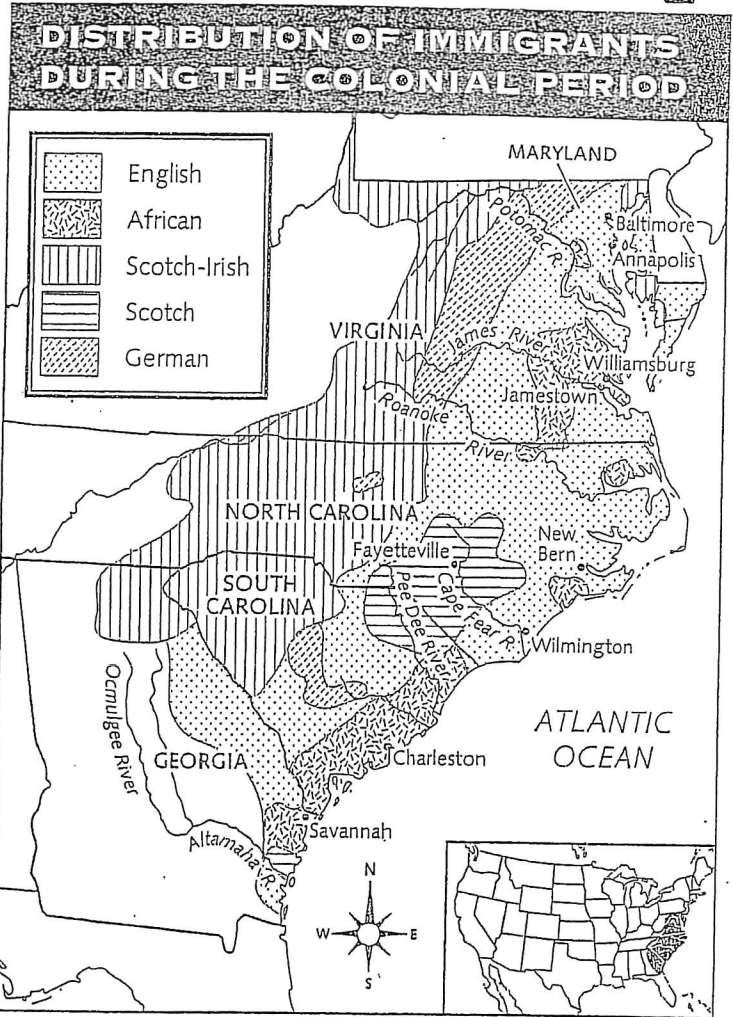
HOW TO USE A Historical Map



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.



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 natives
 - Indians began using horses in hunting and warfare
 - Navajos now raised sheep and wove blankets
- interacted with the natives
 - learned about adobe, herbs, and medicines
 - taught them about plow and other tools and machines
 - changed natives' way of life and religion
- some natives fought back
 - became slaves on farms and ranches against their will
 - treated cruelly
 - fought back and killed missionaries and destroyed churches

B. New France

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

C. New England and King Philip's War

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

D. Middle Colonies' Relations with the Indians

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

E. Indian Wars in the Southern Colonies

- started off nice
- Powhatan Indians has helped Jamestown settlers

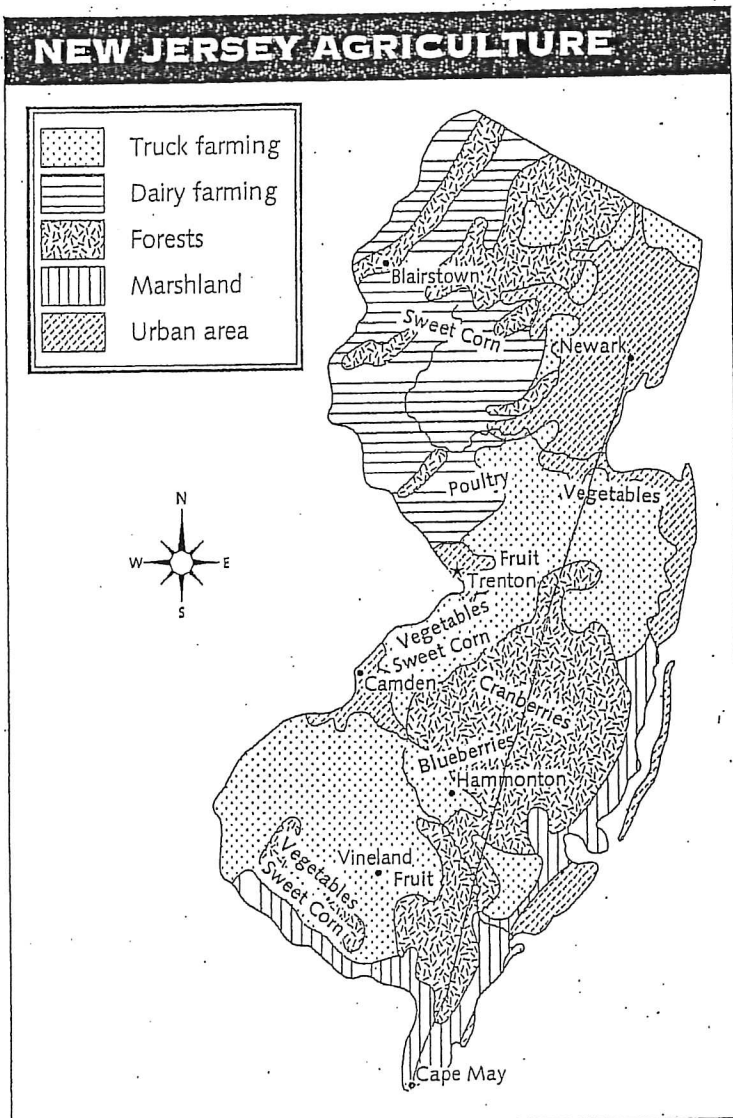
- a. Chief Powhatan died
 - b. Confederation stopped aiding settlers
 - c. natives fought Jamestown
 - d. lost their land
3. Tuscarora Indians
- a. fought to stop settlement in Carolina
 - b. farms and settlements destroyed
 - c. settlers and natives killed
 - d. lasted 3 years
 - e. natives lost again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

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.

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?

V. The French and Indian War

A. Friction Builds in the Colonies

1. monarch
 - a. King George III
 - b. made some laws
 - c. colonists had to follow these
2. **Parliament**
 - a. part of the government that passes laws for all British people
 - b. picked by people in Britain
 - c. colonists couldn't vote for the members
 - d. BUT had to follow the laws they made
 - e. colonists felt they didn't know life in the colonies well
3. governor
 - a. 1 in each colony
 - b. picked by King in a royal colony
 - c. picked by proprietary in a proprietary colony
 - d. made sure colonists followed British laws
4. local **legislatures**
 - a. small, local Parliament
 - b. wanted **self-government** - ability to make own laws
 - c. made most of the decisions in each colony
 - d. first - House of Burgesses in Virginia
 - e. wealthy male land owners
 - f. made local laws and set up militias
 - g. became a **democracy** - gov. in which people take part
 - h. had to get laws 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 Ohio River Valley
 - b. France built forts to protect the fur trade
 - c. George Washington led an army to attack but lost
 - d. Britain sent a larger army over
2. Indian **allies**
 - a. friends in war
 - b. French allies - Delaware, Ottawa, and Shawnee
 - c. British allies - Mohawk and Iroquois
3. Victory for Britain
 - a. were losing at first
 - b. captured Quebec
 - c. French wanted peace and signed the Treaty of Paris
 - d. Britain gained Canada and land all the way to the Mississippi River

C. Consequences

1. **taxes**
 - a. money paid to the gov. to run the country
 - b. had to pay for the war

- c. had to pay for British soldiers to stay for protection (to stop things like Pontiac's Rebellion)
 - d. British citizens refused to help pay for colonial problems
2. Proclamation of 1763
- a. didn't allow colonists to settle lands just taken from France
 - b. set aside for Native American hunting grounds
 - c. wanted to prevent war with natives
3. governors were given more **authority** - control
- a. could order legislatures to change laws
 - b. colonists hoped to gain more freedom 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

