

Chapter Overview

After their founding, the colonies continued to grow and prosper. Life in colonial America was based largely on agriculture. However, in some places, primarily New England, business and industry developed.

During this period, American colonists began to develop their own ideas. While American beliefs about government were based on English principles, a uniquely American culture started to emerge.

By the mid-1700s, the rivalry between Britain and France erupted into warfare in North America. Although France was defeated, friction between Britain and the American colonies began to grow

CHAPTER BENCHMARKS



SS.8.A.2.2 Compare the characteristics of the New England, Middle, and Southern colonies.

SS.8.A.2.3 Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.

SS.8.A.2.6 Examine the causes, course, and consequences of the French and Indian War.

SS.8.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

SS.8.A.3.1 Explain the consequences of the French and Indian War in British policies for the American colonies from 1763–1774.

SS.8.A.3.15 Examine this time period (1763–1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

SS.8.C.1.3 Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.

WHAT I NEED TO KNOW

TERMS

- subsistence farming
- cash crop
- diversity
- principal
- triangular trade
- slave code
- representative government
- mercantilism
- export
- import

- immigration
- epidemic
- apprentice
- civic virtue
- militia
- alliance

PEOPLE, PLACES, EVENTS

- New England Colonies
- Middle Colonies
- Southern Colonies
- Tidewater
- Navigation Acts
- Great Awakening
- Jonathan Edwards
- George Whitefield
- Enlightenment
- John Peter Zenger
- Fort Duquesne
- George Washington
- Fort Necessity
- Iroquois Confederacy
- Benjamin Franklin

- Albany Plan of Union
- French and Indian War
- William Pitt
- Quebec
- Treaty of Paris
- Pontiac's War
- Proclamation of 1763

CHAPTER 4

Life in the American Colonies

CHAPTER BENCHMARKS, *continued*

SS.8.C.1.4 Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

SS.8.E.2.2 Explain the economic impact of government policies.

SS.8.E.2.3 Assess the role of Africans and other minority groups in

the economic development of the United States.

SS.8.G.1.1 Use maps to explain physical and cultural attributes of major regions throughout American history.

SS.8.G.1.2 Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

SS.8.G.4.1 Interpret population growth and other demographic data for any given place in the United States throughout its history.

SS.8.G.4.2 Use geographic terms and tools to analyze the effects

throughout American history of migration to and within the United States, both on the place of origin and destination.

SS.8.G.5.1 Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

SS.8.G.5.2 Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

SS.8.G.6.2 Illustrate places and events in U.S. history through the use of narratives and graphic representations.

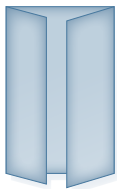


Life In the American Colonies

Comparing and Contrasting Make this Foldable and label the four tabs – *Economics*, *Government*, *Population Growth*, and *Alliances and Conflict*. Use short phrases under the tabs to record what you learn about these in the American colonies. On the back, compare and contrast what life might have been like for an immigrant and an enslaved person living in the colonies during this time.

Step 1

Fold the outer edges of the paper to meet at the midpoint. Crease well.



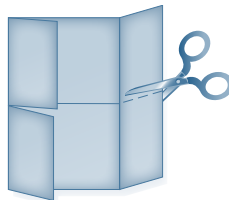
Step 2

Fold the paper in half from top to bottom.



Step 3

Open and cut along the inside fold lines to form four tabs.



Step 4

Label the tabs as shown.



LESSON 1 SUMMARY

Colonial Economy

SS.8.A.1.2; SS.8.A.2.3; SS.8.A.2.7; SS.8.E.1.1; SS.8.E.2.3; SS.8.G.1.2; SS.8.G.5.1; SS.8.G.5.2

Making a Living in the Colonies

Most of the colonists in America were farmers or had a business related to farming. Geography played an important part in the colonies' economic development. Each region was different, and the colonists learned to adapt to the climate and the land.

Commercial New England

In New England, winters were long. The soil was poor and rocky. This made large-scale farming difficult. Most farmers practiced **subsistence farming**. This means that they produced only enough crops to feed their families. They did not have enough crops to sell or trade. Farmers often relied on their children for labor. Everyone worked—spinning yarn, milking cows, fencing fields, and tending crops. Women made cloth, candles, and soaps.

New England also had many small businesses. There were mills for grinding grain and sawing lumber. People used waterpower from streams to run the mills. In large towns, blacksmiths, shoemakers, furniture makers, and others set up businesses.

Building ships was an important industry in New England. The wood needed for shipbuilding came from forests in the region. Workers floated the lumber down rivers to shipyards on the Atlantic coast. Northern coastal cities were centers of the colonial shipping trade, sending ships sailed to other parts of the world. Fishing and whaling were other important industries in New England. Whales were hunted for their oil and whalebone.

New England Economy

Complete the graphic organizer by identifying economic activities in colonial New England.



1. MAKING

CONNECTIONS

In the text, underline the physical features and natural resources of New England. Then use the words you underlined to create a graphic organizer on a separate piece of paper of your choice, such as a series of web diagrams or a chart, that demonstrates the relationships between those elements of the region.

LESSON 1 SUMMARY, *continued*

2. SPECULATING Why do you think farming methods developed in European countries were successful in the Middle Colonies?

The Middle Colonies

In the Middle Colonies, the soil was richer and the climate milder than in New England. Farmers were able to plant larger areas of land and produce more crops. In New York and Pennsylvania, farmers grew large amounts of wheat and other **cash crops**. These were crops that could be sold easily in markets in the colonies and overseas. Farmers sent their wheat and livestock to New York City and Philadelphia to be shipped. These cities became busy ports.

The Middle Colonies also had industries. Some were home-based crafts, such as carpentry and flour making. Others were larger businesses, such as lumber mills, mines, and ironworks.

Many Scotch-Irish, German, Dutch, and Swedish settlers came to the Middle Colonies. Using European farming methods, they became successful farmers. They gave the Middle Colonies a cultural **diversity**, or variety, not found in New England.

Life in the Southern Colonies

The Southern Colonies also had rich soil and a warm climate. Most Southern colonists were farmers. They could plant large areas of land and produce abundant cash crops. There was not much industry in the region.

Large farms called plantations were often located in the Tidewater. This is a region of low-lying plains along the seacoast. Planters built their plantations on rivers so they could ship their crops to market by boat. Each plantation was like a small village. It could provide almost everything a person needed to live and work. Some plantations even had a school and a chapel. Small plantations often had fewer than 50 enslaved workers. Large plantations could have 200 or more.

Between the Tidewater and the Appalachian Mountains lay the hills and forests of the backcountry. In this region, settlers grew corn and tobacco on small family farms. Some had one or two enslaved Africans who worked the fields.

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LESSON 1 SUMMARY, *continued*

Tobacco and Rice

Tobacco was the **principal**, or main, crop in Maryland and Virginia. Many workers were needed to grow tobacco and prepare it for sale. At first, planters used indentured servants to work in the fields. These were people who worked for a time, often to pay off a debt, and then went free. But planters needed far more workers, and they began using enslaved Africans.

Plantation owners grew wealthy by growing tobacco. They sold most of it in Europe. Sometimes, however, they grew more tobacco than buyers wanted. To sell the extra tobacco, planters had to lower their prices. When their profits fell, some planters switched to other crops, such as corn and wheat.

The main cash crop in South Carolina and Georgia was rice. Areas along the coast were low and ideal for growing the crop. Planters built dams to create rice fields called paddies. They flooded the paddies when the rice was young and drained them when the rice was ready to harvest.

3. REASONING When plantation owners grew more tobacco than people wanted, they sometimes switched to growing other crops, such as corn and wheat. How does this illustrate the law of supply and demand?



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LESSON 1 SUMMARY, *continued*

Most Europeans did not have experience growing rice. Many relied on the knowledge of enslaved Africans from the rice-growing regions of West Africa. Growing rice was difficult and dangerous. Enslaved workers had to stand knee-deep in muddy swamps with no protection from the blazing sun, snakes, alligators, and insects.

Rice proved to be a profitable crop. Prices rose as rice became popular in Europe. By the 1750s, South Carolina and Georgia had the fastest-growing economies in the colonies.

The Growth of Slavery

Slavery existed in West Africa before Europeans came to the Americas. Many West African kingdoms enslaved those they defeated in war. Sometimes they sold enslaved people to Arab slave traders. They forced others to work on farms or in gold mines.

In the colonies, plantation owners sought enslaved workers for their fields. West African traders bought captives taken from villages or captured in wars. Those captives were sold to Europeans, who loaded them on ships to the Americas. Slavery and the slave trade soon became major parts of the colonial economy.

4. IDENTIFYING

EVIDENCE Study the table listing the numbers of enslaved people in the colonies from 1650 to 1710. What do these numbers suggest about agriculture in the various regions of the American colonies during these years?

Enslaved People in the Colonies, 1650–1710			
Year	North	South	Total
1650	880	720	1,660
1670	1,125	3,410	4,535
1690	3,340	13,389	16,729
1710	8,303	36,563	44,866

The Middle Passage

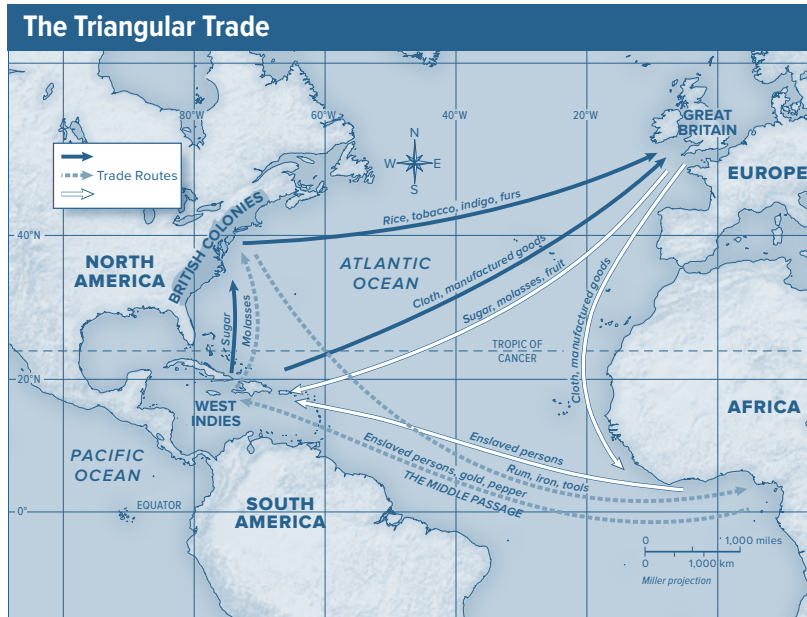
The trip across the ocean from West Africa to the Americas was called the “Middle Passage.” It was the second, or middle, part of a three-part route called the **triangular trade**. People called this route “triangular” because, as the ships traveled between their destinations, their paths formed the three sides of a triangle.

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LESSON 1 SUMMARY, *continued*

Many Africans died during the Middle Passage. Conditions on the ships were terrible. Slave traders chained the enslaved Africans together, making it difficult for them to sit or stand. They had little food or water. If they became sick or died, they were thrown overboard. If they refused to eat, they were whipped. When they reached American ports, the slave traders took them to a slave market. There they were put up for sale as laborers to plantation owners.

5. SEQUENCING Review the map of the triangular trade and focus on the routes between Africa and the Americas (those not including a European segment). Complete this graphic organizer to describe the three parts of the route.



The Life of the Slave

Most enslaved Africans worked in the fields. Some worked in households. Slaveholders often treated them with great cruelty. Many colonies had **slave codes**. These were rules that controlled the behavior and punishment of enslaved people. The rules were very strict, and the punishments were very harsh.

Enslaved Africans had strong family ties. Even so, slave owners often split up families by selling a husband, wife, parent, or child to another slave owner. Many of those who were enslaved found strength in their African roots. They developed a culture that drew on the languages, customs, and religions of their African homelands.

First Segment
 from _____
 to _____



Second Segment: The Middle Passage
 from _____
 to _____



Third Segment
 from _____
 to _____



Then write a brief description of the items and the trade associated with segment of the trade route.

LESSON 1 SUMMARY, *continued*

Some enslaved Africans learned to be carpenters, blacksmiths, or weavers. Sometimes—with permission—they set up shops. They shared the money they made with the slaveholder. At times, enslaved people could earn enough to buy their freedom and join the small population of free African Americans.



REVIEW LESSON 1

- Use the following chart to contrast the climate, soil, and farming activities in the New England Colonies, Middle Colonies, and Southern Colonies.

	NEW ENGLAND COLONIES	MIDDLE COLONIES	SOUTHERN COLONIES
Climate			
Soil			
Type of farming			

- ✏️ MAKING CONNECTIONS** Use the information from your chart and your knowledge from the lesson to write an essay answering the following question: How did the geographic features of the New England Colonies, Middle Colonies, and Southern Colonies affect each region’s economic development?

LESSON 2 SUMMARY

Colonial Government

SS.8.A.2.2

Government in America

The thirteen colonies began as either charter colonies or proprietary colonies. Charter colonies were based on a charter, or a grant of rights by the English monarch to a company. Massachusetts was a charter colony.

Proprietary colonies were owned by individuals or groups. The proprietors set most of their own rules and chose their own leaders. Pennsylvania was a proprietary colony.

Some colonies later became royal colonies. This put them under direct English control. Virginia became the first royal colony in 1624. In a royal colony, Parliament chose a governor and a council, known as the upper house. The colonists chose an assembly, called the lower house. The governor and upper house usually did what the king and Parliament told them to do. Often, this went against the wishes of the lower house.

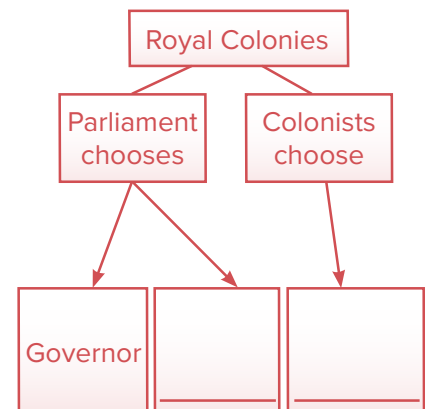
Not everyone in the colonies had a voice in government. Only white men who owned property could vote. Even so, a large share of the population did take part in government in some way. What they learned was useful when the colonies became independent.

People often met to talk about local issues at town meetings. In time, town meetings turned into local governments. Throughout the colonies, people began to take part in government. They developed a strong belief in their right to govern themselves. This helped to set the stage for the American Revolution.

English Economic Policies

In the early 1600s, many European nations followed a theory known as mercantilism. **Mercantilism** holds that a country can build wealth and power by building supplies of gold and silver. To do this, a country must **export**, or sell to other

- 1. DRAWING CONCLUSIONS** Complete this graphic organizer illustrating how colonial governments were organized in the royal colonies. Then answer the question that follows.



Why do you think that the upper house often disagreed with the lower house in royal colonies?

LESSON 2 SUMMARY, continued

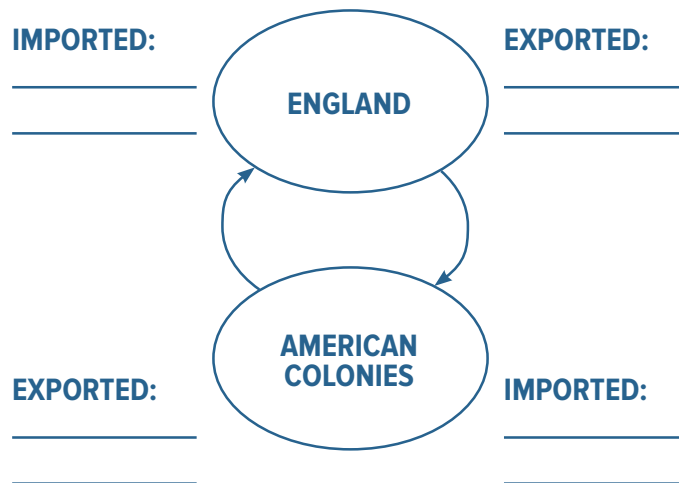
2. DETERMINING CENTRAL IDEAS How did mercantilist policies help European countries build wealth and power?

countries, more than it **imports**, or buys from other countries. A country must also set up colonies. Colonies have two purposes. They provide raw materials and serve as a market for exports.

The English followed the policies of mercantilism. The American colonies provided raw materials such as tobacco, rice, lumber, and fur. They also bought English-made manufactured goods, such as tools, clothing, and furniture.

Complete this graphic organizer by inserting the terms *raw materials* or *manufactured goods* in the appropriate places.

Colonial Imports/Exports



3. ANALYZING INFORMATION How did the Navigation Acts support the mercantilist policies of the English government?

In the 1650s, England began passing a series of laws called the Navigation Acts to control this trade. The laws forced colonists to sell their raw materials only to England. They also controlled trade between the colonies and Europe. If a colonist bought goods from a country in Europe, those goods first went to England. There they were taxed, then shipped to the colony. In addition, all goods had to be carried on ships built in England or in the colonies, and they had to have an English crew.

4. IDENTIFYING POINTS OF VIEW Use a separate sheet of paper to write a dialogue between two colonists, expressing their frustration with the Navigation Acts. The dialogue should identify specific provisions of the acts that the colonists' would like to see changed.

LESSON 2 SUMMARY, *continued*

Colonial Resistance

At first, the colonists accepted the Navigation Acts. The laws guaranteed that the colonists had a place to sell their raw materials. Later, however, the colonists felt the laws limited their rights. They wanted to make their own products to sell. They also wanted to sell their products to countries other than England. Many colonial merchants began smuggling—shipping goods without paying taxes or without government approval. Later, controls on trade would cause problems between the colonies and England.



REVIEW LESSON 2

1. Use the chart below to describe the various types of colonies found in English colonial America.

TYPE OF COLONY	DESCRIPTION	EXAMPLE
Charter colony		
Proprietary colony		
Royal colony		

2. **COMPARING AND CONTRASTING** Each of the thirteen English colonies started out as either a charter colony or a proprietary colony. Eventually, however, some of them became royal colonies. Choose one New England colony, one middle colony, and one Southern colony to research. Find out what type of government each colony had when it was founded, and what type of government it had at the time of American independence. Did the form of government change? Why? Was it related to actions taken by the colonial legislature? Did the colony’s economic system play a role? Write an essay on a separate sheet of paper that explains your findings.

Culture and Society

LC-USZ62-44924 SS.8.A.2.2

1. DETERMINING CAUSE AND EFFECT What factors affected population growth in the American colonies in the 1700s? How do these factors compare with factors that affect population growth in the United States today?

Life in the Colonies

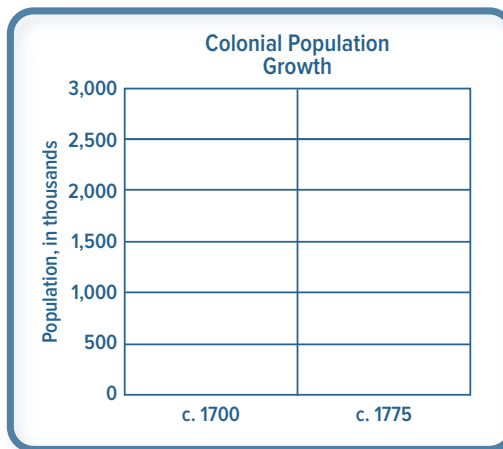
In 1700 there were about 250,000 people living in the colonies. By the mid-1770s, there were about 2.5 million. The number of African Americans grew at an even faster rate, from about 28,000 to 500,000.

Immigration was important to this growth. **Immigration** is the permanent moving of people from one country to another. Between 1607 and 1775, an estimated 690,000 Europeans came to the colonies. Also during this time traders brought 278,000 enslaved Africans to the colonies.

There were other reasons for the growing number of people in the colonies. Colonial women often married young and had many children. In addition, the colonies—especially New England—turned out to be a very healthy place in which to live compared to other parts of the world.

Even so, sickness took many lives. Many women died in childbirth. There were outbreaks of smallpox and other serious diseases. Some outbreaks affected large numbers of people. This is called an **epidemic**. Many people died in these epidemics.

Complete this bar graph to illustrate the rapid rise in population growth in the colonies. Use one bar to represent the population of European colonists. Use a second bar to represent enslaved Africans. Draw a bar showing the estimated population of each group in 1700 and in 1775. Be sure to label the bars or to create a key for your graph.



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LESSON 3 SUMMARY, *continued*

A New American Spirit

People came to the colonies from many other countries. They spoke different languages. They had different ways of thinking. However, coming to the colonies changed them too. They became something new and different. They became Americans.

The American spirit of independence began in these early years. Far from their home countries, settlers began to do things in a different way—their own way. Throughout the colonies, people adapted, or made changes to, their traditions to suit the new conditions of life.

Family Roles

The family was the foundation of colonial society. Men were the formal heads of the households. They ran the family farm or business. On the farm, men worked in the fields and built barns and fences. Sons might work as indentured servants for local farmers or become apprentices. An **apprentice** works with a skilled craftsman as a way of learning a trade.

Women ran their homes and cared for the children. On farms, many worked in the fields with their husbands. Unmarried women might work as maids or cooks for a wealthy family. Widows and women who never married might work as teachers, nurses, or seamstresses. They could run businesses and own property, but they could not vote.

Even children worked. By the time they were four or five years old, they often had jobs. Even so, they did have time to play games and with simple toys.

American Beliefs

The American spirit and the family served as a foundation for life in the colonies. Americans also valued education, religion, and new ideas. These values shaped the character of the colonists.

Colonial Education

Parents often taught their children to read and write at home. In New England and Pennsylvania, colonists set up schools. In 1647, Massachusetts passed a public education law. It said that communities with 50 or more homes must have a school. The result was a high level of literacy in New England.

2. COMPARING AND CONTRASTING

Compare and contrast the work roles of the members of a colonial family, including men, women, and children.

LESSON 3 SUMMARY, *continued*

3. COMPARING AND CONTRASTING How were the Great Awakening and the Enlightenment similar? How were they different?

4. HYPOTHESIZING What do you think might have been the consequences if John Peter Zenger had lost his case?

Most schools in the Middle Colonies were private. Widows or unmarried women ran many of the schools. Quakers and other religious groups ran others. Craftspeople often set up night schools for their apprentices. Early colleges in the colonies were founded to train ministers.

The Great Awakening

Religion shaped much of colonial life. In the 1730s and 1740s, a religious revival called the Great Awakening swept through the colonies. In New England and the Middle Colonies, ministers asked people to renew their faith, or to return to the strong faith of earlier days. Among these ministers were Jonathan Edwards of Massachusetts and an English preacher named George Whitefield.

The Great Awakening led to many new types of churches with new ideas about faith. The new churches stressed personal faith rather than church rituals. This led to greater religious freedom as colonists began choosing their own faiths. The older, more established churches lost power within the colonies.

The Great Awakening also helped unite the colonists from north to south. Regional differences faded as the colonists shared a revival of faith.

The Enlightenment

By the mid-1700s, many colonists were also influenced by the Enlightenment. This movement spread the idea that knowledge, reason, and science could improve society. In the colonies, interest in science grew. More people began to study nature, conduct experiments, and write about the results. The Enlightenment also promoted freedom of expression, a belief in equality, and the idea of popular government.

Ideas of Freedom

Freedom of the press was also important in the colonies. City newspapers carried political news and often faced government censorship. Censorship is the banning of printed materials because they contain ideas that are unpopular or offensive. In 1733 publisher John Peter Zenger was jailed for criticizing New York’s governor. Zenger argued that the statements he printed were true, and he had the right to publish them.

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LESSON 3 SUMMARY, *continued*

The jury found Zenger not guilty. This case is seen as a key step toward the growth of a free press.

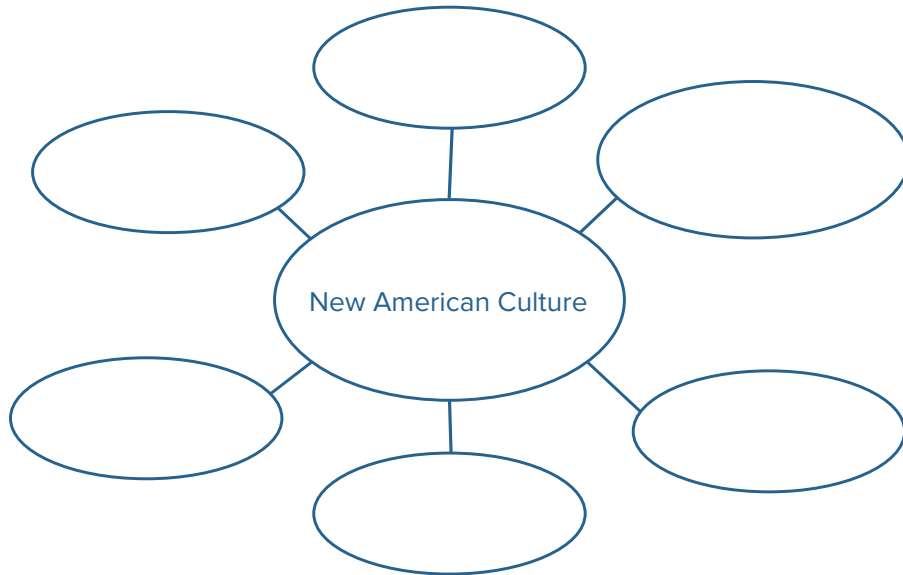
Civic Virtue

Colonists were beginning to form new ideas of freedom. They began thinking in terms of **civic virtue**—democratic ideas, practices, and values that form a truly free society. Colonists would soon put their belief in civic virtue into action. These ideas and actions would become the building blocks of a new nation.



REVIEW LESSON 3

1. Use the graphic organizer below to identify factors in the 1700s that influenced the development of a new American culture. Consider the elements of everyday life, historical events, and the colonists' shared beliefs in your answer.



2. **DRAWING CONCLUSIONS** Choose one of the factors from your graphic organizer. Write an essay on a separate piece of paper explaining how you believe that factor affected the development of the new American culture.

LESSON 4 SUMMARY, *continued***Native American Alliances**

As the conflict between the French and the British grew, both sides sought help from Native Americans. The French had the advantage. Many Native Americans distrusted the British and their hunger for land. The French, however, were more interested in fur trading than in land. French trappers and fur traders often married Native American women. French missionaries converted many Native Americans to Catholicism. For these reasons, Native Americans often helped the French and attacked British settlements.

The British tried to make a treaty with the Iroquois. Delegates from seven colonies met with Iroquois leaders at Albany, New York, in June 1754. The **Iroquois Confederacy** was the most powerful group of Native Americans in eastern North America. The confederacy included six nations. At the meeting, the Iroquois would not agree to an **alliance**, or partnership, with the British. However, they did promise to stay **neutral**. This means they took no side in the fighting.

The Albany delegates also talked about ways the colonies might work together against the French. They decided to adopt Benjamin Franklin's Albany Plan of Union to unite the colonies. However, no colonial assembly was willing to give up some of its powers to form a united government. Meanwhile, the conflict between the British and the French grew into a full-scale war—the French and Indian War.

The French and Indian War

The French enjoyed early success in the war. They captured several British forts. Their Native American allies attacked colonists on the frontier, or edges, of the colonies, killing settlers and burning houses and farms.

In 1757 William Pitt became prime minister of Great Britain. Pitt was a great military planner. He decided to send more British soldiers to fight in North America. He also decided that for now, Great Britain would pay the high cost of fighting the war. He knew the British would raise taxes on the colonists to pay for the fight later.

Pitt had two goals for the war. The first was to secure British rights to the Ohio River valley. The second was to take over French Canada. In 1758 the British won a key victory at Fort Louisburg. They went on to capture Fort Frontenac. Another British force captured Fort Duquesne and renamed it Fort Pitt.

3. IDENTIFYING POINTS OF VIEW

On a separate sheet of paper, contrast the positions taken by different Native American groups toward the French and the British. Why did some Native Americans form alliances with the French? Why do you think the Iroquois Confederation decided to stay neutral? Do you think other Native American groups might have formed alliances with the British?

4. CONSTRUCTING AN ARGUMENT

On a separate piece of paper, write a letter that a delegate to the Albany convention might have written to a colonial legislature, trying to convince members to accept Benjamin Franklin's Plan of Union.

LESSON 4 SUMMARY, *continued*

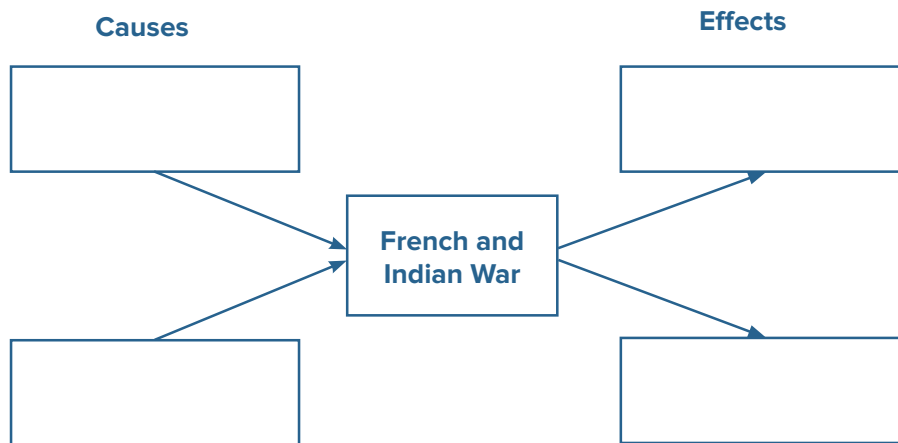
Colonists believed that the proclamation limited their freedom of movement. They feared that British troops might be used to take away their liberties. Distrust began to grow between Britain and its American colonies.

Britain’s financial problems also led to trouble. Deeply in debt as a result of the war, the British government made plans to tax the colonies and tighten trade rules. These efforts would lead to conflict and eventually, revolution.



REVIEW LESSON 4

1. Use the graphic organizer shown to list the causes and effects of the French and Indian War.



2. **✏️ RECOGNIZING RELATIONSHIPS** Use the information in the graphic organizer and consider the war from the viewpoint of the American settlers. On a separate sheet of paper, write an essay that discusses the relationships the settlers had with the different groups involved in the war: the French, the Native Americans, and the British government. Did those relationships change during the course of the war? Explain.



Benchmark Skill Activities

DIRECTIONS: Write your answers on a separate piece of paper.

SS.8.A.2.3; LAFS.68.WHST.1.2

1. INFORMATIVE/EXPLANATORY

Use your **FOLDABLES** to write an essay.

Think about the economic activities most common in the New England, Middle, and Southern Colonies. Write an essay that describes how these activities fulfilled England's economic policy of mercantilism.

SS.8.G.4.2; LAFS.68.RH.2.4

2. DETERMINING WORD MEANINGS

According to geographers, migration can be permanent or temporary, and it can be voluntary or forced. It also can be international or internal. Write a paragraph using the terms that best describe the migration that occurred in England's American colonies.

LAFS.68.RH.1.1; LAFS.68.RH.1.2

3. ANALYZING PRIMARY SOURCES

In 1782 French writer J. Hector St. John De Crèvecoeur described Americans in this way:

He is an American, who, leaving behind him all his ancient prejudices and manners, receives new ones from the new mode of life he has embraced, the new government he obeys, and the new rank he holds. . . . Here individuals of all races are melted into a new race of man, whose labors and posterity will one day cause great changes in the world.

—from *Letters from an American Farmer*

How do De Crèvecoeur's views relate to the development of a new American spirit during the colonial era?

BENCHMARK SKILLS ACTIVITIES, *continued*

LAFS.68.WHST.2.6

4. CONSTRUCTING AN ARGUMENT

Use the internet to conduct research on the Iroquois Confederacy. Find out which Native American nations made up the confederacy, when it was formed, and how decisions were made. Then write an essay that describes the confederacy. Knowing that Native Americans ultimately lost the majority of their land to the colonists, think about whether the confederacy's neutrality during the French and Indian War was an effective strategy. What could the confederacy have done differently or was the outcome inevitable?

LAFS.68.WHST.2.4; LAFS.68.WHST.2.6

5. GATHERING EVIDENCE

The British victory over the French at the Battle of Quebec marked a turning point in the French and Indian War. The fall of Quebec was completely unexpected. Located high on a cliff, Quebec was thought to be impossible to attack. Conduct internet research to find out how the British managed to capture Quebec. Then write a news report that might have been released at the time, describing the events that took place.



Benchmark Note Cards

DIRECTIONS: Use these note cards to help you prepare for the test.

SS.8.A.2.2 Compare the characteristics of the New England, Middle, and Southern colonies.

TYPES OF ENGLISH COLONIES

- Charter colonies: Colonies based on a charter, or grant of rights by the English monarch to a company
- Proprietary colonies: Colonies that were the property of an owner or group of owners
- Royal colonies: Colonies under direct English control

SS.8.A.2.3 Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.

COLONIAL ECONOMIES

Life in colonial America was based largely on agriculture. Most colonists worked as farmers, or in businesses related to farming. Geography played an important role in the economic development of the colonies.

New England Colonies

- long winters, poor soil
- subsistence farming
- small businesses such as flour mills and lumber yards
- shipbuilding, shipping, fishing, whaling

Middle Colonies

- mild climate, fertile soil
- large-scale farming and cash crops
- home-base craft industries, lumber mills, mines, ironworks, small-scale manufacturing

Southern Colonies

- warm climate, rich soil
- plantation agriculture
- cash crops such as tobacco and rice

BENCHMARK NOTE CARDS, *continued*

SS.8.A.2.3 Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.

SLAVERY AND THE AMERICAN COLONIES

Southern Plantations: At first, plantation owners of Southern Colonies used indentured servants as a labor source. But as the demand for workers grew, planters turned to enslaved Africans.

The Slave Trade: Enslaved Africans were taken to the colonies in a trip across the ocean called the Middle Passage—the second, or middle, leg of a three-part route called the triangular trade.

Enslaved Life: Most slaves worked in the fields on plantations, raising cash crops. They often suffered great cruelty. In many colonies, slave codes governed the behavior and punishment of enslaved people.

FAMILY ROLES IN THE COLONIES

Men

- heads of households
- managed farms and businesses

Women

- ran households and cared for the children
- worked in the fields with their husbands
- unmarried women worked as maids, cooks, teachers, nurses, seamstresses
- could run businesses but could not vote

Children

- had jobs on the farm starting at age four or five
- sons worked as indentured servants or became apprentices

BENCHMARK NOTE CARDS, *continued*

SS.8.A.2.3 Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.

LIFE OF ENSLAVED AFRICANS

Most enslaved people worked on plantations. Many suffered great cruelty.

- governed by harsh slave codes
- most worked in fields, raising cash crops
- some learned trades such as carpentry or blacksmithing
- had strong family ties, although families were often broken up
- developed a culture based on the languages, customs, and religions of their African homelands

SS.8.A.2.6 Examine the causes, course, and consequences of the French and Indian War.

CAUSES OF THE FRENCH AND INDIAN WAR

The British and the French were rivals in Europe and in North America. Both claimed territory in the Ohio River valley.

To protect their claims, the French built a series of forts in the region. The French captured a fort the British were starting to build and built their own fort called Fort Duquesne.

The Virginia governor sent a militia led by George Washington to drive the French out. The French defeated Washington at Fort Necessity, marking the start of the war.

ALLIANCES IN THE FRENCH AND INDIAN WAR

France:

The French had many Native American allies.

- The French had a thriving fur trade with Native Americans.
- Many French traders had married Native American women.
- French missionaries had converted some Native Americans to Catholicism.

Britain:

Colonial legislatures refused to join Benjamin Franklin's Albany Plan of Union, which attempted to form a united colonial government to work together against the French.

Neutral:

The Iroquois Confederacy, made up of six nations, remained neutral.

BENCHMARK NOTE CARDS, *continued*

THE FRENCH AND INDIAN WAR

The French enjoyed early success in the war. French soldiers captured British forts. Their Native American allies attacked colonial settlements on the frontier.

The British gained the advantage after William Pitt, a great military planner, became prime minister. Pitt sent more troops to fight in North America.

- The British captured Fort Louisbourg, Fort Frontenac, and Fort Duquesne
- The fall of Quebec, the capital of New France, and Montreal marked the defeat of France in North America

THE TREATY OF PARIS

The war in Europe ended with the Treaty of Paris in 1763.

- France was forced to give Canada and most of its lands east of the Mississippi River to Great Britain
- France's ally, Spain, gave Florida to Great Britain
- Spain acquired French lands west of the Mississippi River, called Louisiana, and the port of New Orleans

The treaty marked the end of France as a power in North America.

SS.8.A.3.1 Explain the consequences of the French and Indian War in British policies for the American colonies from 1763–1774.

BRITISH POLICIES AFTER THE FRENCH AND INDIAN WAR

The Proclamation of 1763

- declared colonists could not settle west of the Appalachian Mountains
- would be enforced by 10,000 troops
- angered the colonists
- helped calm tensions with Native Americans

Financial Changes

- new taxes on the colonists to pay for the war
- stricter trade rules

BENCHMARK NOTE CARDS, *continued*

SS.8.C.1.3 Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.

SPIRIT OF INDEPENDENCE

- Many Americans were born in other countries. Yet in the colonies, immigrants became something new and different. They became Americans.
- A spirit of independence developed early in the history of the American people. Far from their home countries, people adapted their traditions to new ways of life.
- People began thinking in terms of civic virtue—democratic ideas, practices, and values that form a truly free society.

AMERICAN BELIEFS

- American beliefs helped shaped the development of civic virtue.
- role of the family as the foundation of colonial life
 - commitment to education
 - strong religious beliefs, tied to the Great Awakening
 - openness to the new ideas of the Enlightenment
 - belief in the importance of freedom

BENCHMARK NOTE CARDS, *continued*

SS.8.E.2.2 Explain the economic impact of government policies.

MERCANTILISM AND THE AMERICAN COLONIES

Mercantilism:

- countries build wealth by building supplies of gold and silver
- countries should export more than they import
- countries should found colonies, which supply raw materials and serve as markets for manufactured goods

In the American Colonies:

- provided raw materials, such as tobacco, rice, lumber, fur, fish, and whale products to England
- colonists bought English manufactured goods, such as tools, clothing, and furniture

THE NAVIGATION ACTS

To enforce its mercantilist policies, England passed a series of laws called the Navigation Acts.

- forced colonists to sell their raw materials to England
- goods bought by the colonists from other countries in Europe went to England first to be taxed
- all trade goods had to be carried on ships built in England or the colonies and have English crews

Chapter 4

VISUAL SUMMARY

DIRECTIONS: Complete the following graphic organizer.

ECONOMY	POPULATION	GOVERNMENT
<p>★ New England Colonies:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>★ Middle Colonies:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>★ Southern Colonies:</p> <p>_____</p>	<p>Colonists</p> <p>Immigrants</p> <p>Enslaved Africans</p> <p>Native Americans</p>	<p>1. _____ Colonies</p> <p>2. _____ Colonies</p> <p>3. _____ Colonies</p>

The American Colonies

CULTURE AND SOCIETY	HISTORY
<p>★ Family</p> <p>★ Education</p> <p>★ New Ideas:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>★ 1619 Virginia House of Burgesses</p> <p>★ 1650s Navigation Acts</p> <p>★ 1733 John Peter Zenger trial</p> <p>★ 1754 French and Indian War Begins</p> <p>★ 1763 Treaty of Paris</p>

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USING PRIMARY SOURCES

DIRECTIONS: Write your answers on a separate sheet of paper.

DETERMINING CENTRAL IDEAS Below is an excerpt from the text of the Albany Plan of Union of 1754, which proposed a united government for the colonies. As you read, underline information that identifies the leaders of this proposed government, how they would be chosen, and their duties. Then write an essay that summarizes this plan of government. In your essay, discuss how the government suggested in the Albany Plan is similar to the government used in our country today. Research as necessary to help you identify any similarities.

“It is proposed that humble application be made for an act of Parliament of Great Britain, by virtue of which one general government may be formed in America, including all the said colonies, within and under which government each colony may retain its present constitution, except in the particulars wherein a change may be directed by the said act, as hereafter follows.

- 1. That the said general government be administered by a President General, to be appointed and supported by the crown; and a Grand Council, to be chosen by the representatives of the people of the several Colonies met in their respective assemblies.*
- 2. That within months after the passing such act, the House of Representatives that happen to be sitting within that time, or that shall especially for that purpose convened, may and shall choose members for the Grand Council . . .*
- 3. who shall meet for the first time at the city of Philadelphia, being called by the President General as soon as conveniently may be after his appointment.*
- 4. That there shall be a new election of the members of the Grand Council every three years; and, on the death or resignation of any member, his place should be supplied by a new choice at the next sitting of the Assembly of the Colony he represented.*
- 5. That after the first three years, when the proportion of money arising out of each Colony to the general treasury can be known, the number of members to be chosen for each Colony shall, from time to time, in all ensuing elections, be regulated by that proportion, yet so as that the number to be chosen by any one Province be not more than seven, nor less than two.*
- 6. That the Grand Council shall meet once in every year, and oftener if occasion require, at such time and place as they shall adjourn to at the last preceding meeting, or as they shall be called to meet at by the President General on any emergency; he having first obtained in writing the consent of seven of the members to such call, and sent duly and timely notice to the whole.*
- 7. That the Grand Council have power to choose their speaker; and shall neither be dissolved, prorogued, nor continued sitting longer than six weeks at one time, without their own consent or the special command of the crown.*

USING PRIMARY SOURCES, *continued*

8. *That the members of the Grand Council shall be allowed for their service ten shillings sterling per diem, during their session and journey to and from the place of meeting; twenty miles to be reckoned a day's journey.*
9. *That the assent of the President General be requisite to all acts of the Grand Council, and that it be his office and duty to cause them to be carried into execution. . . .*
10. *That they make new settlements on such purchases, by granting lands in the King's name, reserving a quitrent to the crown for the use of the general treasury.*
11. *That they make laws for regulating and governing such new settlements, till the crown shall think fit to form them into particular governments.*
12. *That they raise and pay soldiers and build forts for the defence of any of the Colonies, and equip vessels of force to guard the coasts and protect the trade on the ocean, lakes, or great rivers; but they shall not impress men in any Colony, without the consent of the Legislature.*
13. *That for these purposes they have power to make laws, and lay and levy such general duties, imposts, or taxes, as to them shall appear most equal and just (considering the ability and other circumstances of the inhabitants in the several Colonies), and such as may be collected with the least inconvenience to the people; rather discouraging luxury, than loading industry with unnecessary burdens.*
14. *That they may appoint a General Treasurer and Particular Treasurer in each government when necessary; and, from time to time, may order the sums in the treasuries of each government into the general treasury; or draw on them for special payments, as they find most convenient.*
15. *Yet no money to issue but by joint orders of the President General and Grand Council; except where sums have been appropriated to particular purposes, and the President General is previously empowered by an act to draw such sums.*



Chapter Practice Test

DIRECTIONS: Circle the best answer for each question.

1 SS.8.A.2.2; SS.8.A.2.3 (Moderate)

Which line in the table accurately describes the type of agriculture practiced in each of the colonial regions?

	New England Colonies	Middle Colonies	Southern Colonies
Line 1	plantation agriculture	subsistence farming	large-scale farming
Line 2	subsistence farming	large-scale farming	plantation agriculture
Line 3	large-scale farming	plantation agriculture	subsistence farming
Line 4	subsistence farming	plantation agriculture	large-scale farming

- A Line 1
- B Line 2
- C Line 3
- D Line 4

2 SS.8.A.2.3; SS.8.A.3.15 (Moderate)

Which of the following terms is used for the second leg of the route known as the triangular trade, which carried enslaved Africans to the Americas?

- A Slave Codes
- B Slave Passage
- C Middle Passage
- D African Passage



3

SS.8.A.2.2 (High)

“The common people now claim as good a right to judge and act in matters of religion as civil rulers or the learned clergy.”

To which of the following events does the above quotation refer?

- A the Great Awakening
- B the Enlightenment
- C the Albany Plan of Union
- D the Treaty of Paris

4

SS.8.A.2.4 (High)

Alexander Hamilton served as John Peter Zenger’s lawyer and spoke these words at his trial:

“The loss of liberty in general would soon follow the suppression of the liberty of the press; for it is an essential branch of liberty, so perhaps it is the best preservative of the whole.”

Which of the following statements summarizes this quotation?

- A There can be no liberty without justice.
- B Allowing freedom of the press can lead to a loss of other liberties.
- C Freedom of the press helps ensure and protect all other liberties.
- D The judicial branch of government best able to defend citizens’ liberties.



5

SS.8.A.2.6 (High)

Benjamin Franklin drew this political cartoon in 1754.



What action by the colonists was Franklin promoting with this cartoon?

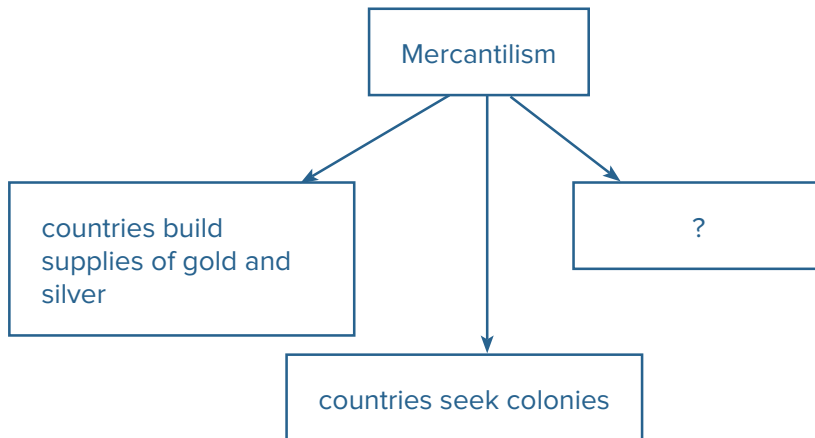
- A** uniting the settlers under the leadership of the New England Colonies
- B** uniting the colonies to work more closely together against the French
- C** joining the Iroquois Confederation against other Native American peoples
- D** having each of the colonies act more independently in matters with other countries



6

SS.8.A.3.12 (Moderate)

Which statement completes this graphic organizer?



- A countries lower taxes
- B countries support free trade policies
- C countries buy manufactured goods only from other countries
- D countries export more than they import



7

SS.8.A.2.6 (Moderate)

Which choice lists the events of the French and Indian War in correct chronological order?

- A** The French build Fort Duquesne.
Washington is defeated at Fort Necessity.
William Pitt becomes prime minister.
Quebec falls to the British.
- B** Washington is defeated at Fort Necessity.
The French build Fort Duquesne.
Quebec falls to the British.
William Pitt becomes prime minister.
- C** Washington is defeated at Fort Necessity.
The French build Fort Duquesne.
William Pitt becomes prime minister.
Quebec falls to the British.
- D** William Pitt becomes prime minister.
Washington is defeated at Fort Necessity.
The French build Fort Duquesne.
Quebec falls to the British.



8

SS.8.A.3.1; SS.8.A.3.15 (High)

This excerpt is from the Proclamation of 1763.

“And We do further declare it to be Our Royal Will and Pleasure, for the present as aforesaid, to reserve under our Sovereignty, Protection, and Dominion, for the use of the said Indians, all the Lands and Territories not included within the Limits of Our said Three new Governments, or within the Limits of the Territory granted to the Hudson’s Bay Company, as also all the Lands and Territories lying to the Westward of the Sources of the Rivers which fall into the Sea from the West and North West as aforesaid.

And We do hereby strictly forbid, on Pain of our Displeasure, all our loving Subjects from making any Purchases or Settlements whatever, or taking Possession of any of the Lands above reserved.”

Source: http://avalon.law.yale.edu/18th_century/proc1763.asp

What effect did this provision of the proclamation have in the colonies?

- A It sparked Pontiac’s War.
- B It removed a source of conflict with Native Americans.
- C It led to acceptance of the Albany Plan of Union.
- D It led to the defeat of the Iroquois Confederacy.

9

SS.A.2.3; SS.E.1.1 (Moderate)

Why was rice the major cash crop of South Carolina and Georgia?

- A The geography of those colonies, with low-lying coastal areas, allowed the crop to grow well there.
- B Europeans no longer wanted tobacco.
- C Corn would not grow in those colonies.
- D Backcountry farmers controlled the economies of those states and grew that crop to earn the greatest profits.



Chapter Practice Test, *continued*

10

SS.8.A.2.2 (Moderate)

What did the New England Colonies, Middle Colonies, and Southern Colonies have in common?

- A** Tobacco and rice were principal crops in all three regions.
- B** Manufacturing was a major industry in all three regions.
- C** In all three regions most people were farmers.
- D** Shipbuilding, fishing, and whaling were important industries in all three regions.