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# Colonial America

## *Backwards Planning Curriculum Units*

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# How to Use This Unit

Backwards planning offers an innovative yet simple approach to meeting curriculum goals; it also provides a way to keep students engaged and focused throughout the learning process. Many teachers approach history instruction in the following manner: they identify a topic required by state and/or national standards, they find materials on that topic, they use those materials with their students, and then they administer some sort of standard test at the end of the unit. Backwards planning, rather than just starting with a required instructional topic, goes a step further by identifying exactly what students need to know by the end of the unit—the so-called “enduring understandings.” The next step involves assessment: devising ways to determine whether students have learned what they need to know. The final step involves planning the teaching/learning process so that students can acquire the knowledge needed.

This product uses backwards planning to combine a PowerPoint presentation, activities that involve authentic assessment, and traditional tests (multiple-choice and essay) into a complete curriculum unit. Although the materials have enough built-in flexibility that you can use them in a number of ways, we suggest the following procedure:

1. Start with the “essential questions” listed on slide 2 of the PowerPoint presentation (these also appear in the teacher support materials). Briefly go over them with students before getting into the topic material. These questions will help students focus their learning and note taking during the course of the unit. You can also choose to use the essential questions as essay questions at the end of the unit; one way to do this is to let students know at the outset that one of the essential questions will be on the test—they just won’t know which one.
2. Next, discuss the activities students will complete during the unit. This will also help focus their learning and note taking, and it will lead them to view the PowerPoint presentation in a different light, considering it a source of ideas for authentic-assessment projects.
3. Present the PowerPoint to the class. Most slides have an image and bullet points summarizing the slide’s topic. The Notes page for each slide contains a paragraph or two of information that you can use as a presentation script, or just as background information for your own reference. You don’t need to present the entire PowerPoint at once: it’s broken up into several sections, each of which concludes with some discussion questions that echo parts of the essential questions and also help students to get closer to the “enduring understandings.” Spend some time with the class going over and debating these questions—this will not only help students think critically about the material, but it will also allow you to incorporate different modes of instruction during a single class period, offering a better chance to engage students.
4. Have students complete one or more of the authentic-assessment activities. These activities are flexible: most can be completed either individually or in groups, and either as homework or as in-class assignments. Each activity includes a rubric; many also have graphic organizers. You can choose to have students complete the activities after you have shown them the entire PowerPoint presentation, or you can show them one section of the PowerPoint, go over the discussion questions, and then have students complete an activity.

**5.** End the unit with traditional assessment. The support materials include a 20-question multiple-choice quiz; you can combine this with an essay question (you can use one of the essential questions or come up with one of your own) to create a full-period test.

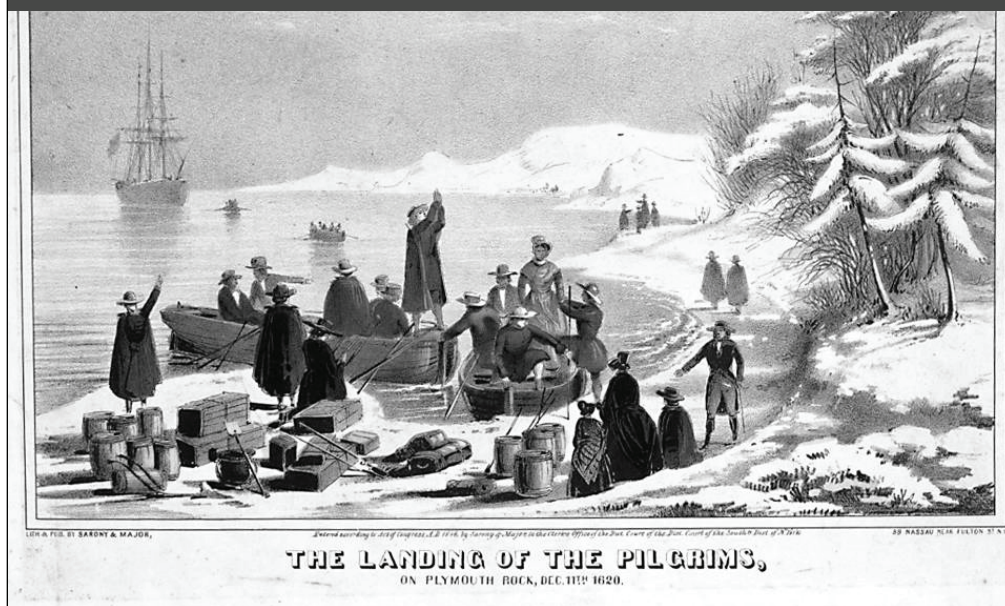
**6.** If desired, debrief with students by going over the essential questions with them again and remind them what the enduring understandings are.

We are dedicated to continually improving our products and working with teachers to develop exciting and effective tools for the classroom. We can offer advice on how to maximize the use of the product and share others' experiences. We would also be happy to work with you on ideas for customizing the presentation.

We value your feedback, so please let us know more about the ways in which you use this product to supplement your lessons; we're also eager to hear any recommendations you might have for ways in which we can expand the functionality of this product in future editions. You can e-mail us at [access@socialstudies.com](mailto:access@socialstudies.com). We look forward to hearing from you.

Dr. Aaron Willis  
Chief Education Officer  
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# Colonial America



Traditionally, people think of Italian explorer Christopher Columbus as the “discoverer” of America. However, some historians believe that Viking explorers may have landed in the “New World” nearly 500 years before Columbus. Europeans came to America for several reasons: lots of land for farming, to profit from America’s natural resources (such as timber, tobacco, and gold), or the opportunity to worship their religions freely, which they had not been able to do in their mother countries.

Several European nations (including Great Britain, Spain, France, and the Netherlands) established settlements in America, but the British eventually developed the most colonies. These colonies had different economies depending on the region: the “Middle Colonies” mostly grew food, the southern ones grew tobacco and sugar, and the northern ones took many of these crops and traded them with other countries for money and manufactured items.

Colonists first cooperated peacefully with Native Americans, but later came into conflict with them and fought wars against them. British colonies also came into conflict with French colonies over land. The two countries fought what became known as the Seven Years’ War in Europe, and the French and Indian War in America. The British won the war, but it cost them a lot of money. They tried to pay off their war debt by taxing the colonists more, but many felt this was unfair and protested. Soon the American Revolution would begin.

## **Essential Questions**

- What factors led Europeans to become interested in exploring and colonizing the New World?
- Why did certain colonies thrive while others failed?
- How did the colonies differ in terms of economy, culture, politics, and types of people who lived there?
- In what ways did colonists and Native Americans interact?
- How did issues in the North American colonies lead to conflicts among European superpowers?
- How did British policies for governing the North America colonies shape how colonists viewed themselves and their relationship with the mother country?

# Explorers

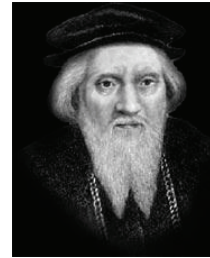
- Leif Ericson
- Christopher Columbus
- John Cabot



Columbus's landing in the  
"New World"



Ericson



Cabot

For years, many claimed that Christopher Columbus was the “discoverer” of America. However, Viking explorer Leif Ericson is thought to have landed on North American shores approximately 1000 CE, nearly 500 years before Columbus.

While other explorers may have gone before Christopher Columbus, he was generally credited with “discovering” the New World. His four voyages, beginning in 1492, made Spain a major colonial force. Upon landing in the Caribbean Sea, on an island he named San Salvador, he thought he’d landed somewhere close to Japan or China. However, the Earth was much larger than he had believed, and he had not come anywhere near Asia. He made three more voyages to the area, never realizing that instead of finding a faster route to the Indies he’d discovered a “New World.”

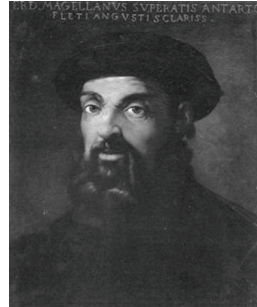
Only five years after Columbus’s first voyage, an Italian explorer named Giovanni Caboto (known in English as John Cabot) made the first British claim in the New World, in Canada. While the exact location of Cabot’s landing is not known, many believe he ended up in what is now Newfoundland. He wanted to find a Northwest Passage—a route through the Arctic Ocean (north of Canada) that would allow ships to reach Asia more quickly. He failed to find one, though, and believed he’d landed in northeastern Asia.

## Explorers (continued)

- Vasco Núñez de Balboa
- Ferdinand Magellan



Balboa



Magellan

Vasco Núñez de Balboa, a Spanish conquistador, first heard of the “other sea” (the Pacific Ocean) while serving as governor of Veragua, an area on the Caribbean coast of South America. Natives there told him of a kingdom in which the inhabitants had a large amount of gold; however, they also warned that it would take “a thousand men” to defeat the tribes living on the coast. In 1513, Balboa began an expedition across the Isthmus of Panama in an attempt to find gold. During the expedition, natives attacked Balboa’s men. The Spaniards won the battle, but lost a lot of troops. Most of Balboa’s men chose to stay behind, but Balboa and a few soldiers finished crossing the isthmus and were the first Europeans to find what Balboa called the South Sea.

Since Balboa had already crossed the Isthmus of Panama on foot and discovered the Pacific Ocean, Ferdinand Magellan believed it would be possible to sail from the Atlantic to the Pacific Ocean and reach the Indies that way. He began his journey from Spain in 1519. However, many of his crew died during sudden storms, and Magellan himself was killed in a battle against natives in the Philippines. Only enough of Magellan’s men were left to sail the three remaining ships. Only one, the *Victoria*, made it back to Spain. Though he and many of his men died, Magellan proved that it was possible—although difficult and dangerous—to sail around the globe.

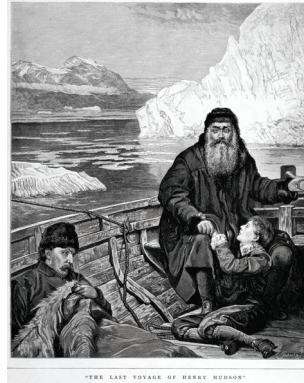


## Explorers (continued)

- Sir Francis Drake
- Henry Hudson



Drake



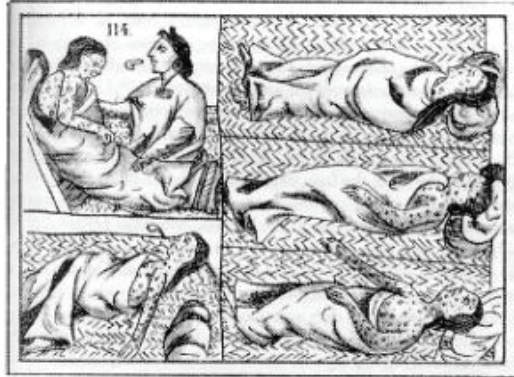
Hudson

In 1577, Sir Francis Drake led the first English voyage attempting to sail around the Earth. His trip was not just for exploration, but to raid Spanish settlements in the Americas, since England was at war with Spain. He made it around South America to the Pacific, but did not get all the way around the globe.

English explorer Henry Hudson sailed to North America in an attempt to find a Northwest Passage to Asia. While he couldn't find a passage, he did explore a large area of territory in what is now New York state, as well as in what is now Canada. His discoveries included the Hudson River and Hudson Bay.

# The Columbian Exchange

- Describes the “exchange” of animals, plants, and diseases between the “Old” and “New” Worlds
- Both worlds changed greatly because of it



An illustration showing how smallpox was transmitted from Europeans to Native Americans

The Columbian Exchange describes the transfer of animals, plants, and diseases between the Old World and New World as exploration of North and South America continued in the 15th and 16th centuries.

The introduction of new crops, animals, and plants transformed both the New World and the Old. Horses, unknown in the New World, became an important part of Native Americans’ everyday life. New food crops such as corn and potatoes became common in European diets as well.

However, illnesses such as typhoid, influenza, cholera, and smallpox—none of which had existed in the New World before the Europeans came—ended up killing thousands upon thousands of Native Americans, who, unlike the Europeans, had no resistance to the disease.



## *Conquistadors*

- Spanish “conquerors”
- Included Cortes, Pizarro, Coronado
- Had better weapons
- Introduced horses to the New World
- Spread diseases as well



*Conquistadors meeting Native Americans*

As Spain began to further move into North America, thousands of soldiers and adventurers known as *conquistadors* (“conquerors”) came to the New World to subjugate native populations as well as claim land and wealth for Spain—and for themselves. Some of the more famous Spanish *conquistadors* included Cortes, Pizarro, and Coronado.

The Spanish had better weapons than the natives, including guns and metal armor. The native peoples, unused to firearms, were awed by the flash, noise, and smoke of gunpowder. There had been no horses in the Americas before Europeans arrived, so native peoples were also surprised by the Europeans’ use of horses during battles. Owing to these reasons, the *conquistadors* won most of their battles with the natives.

Perhaps the most effective weapons the Spanish brought with them—though not on purpose—were diseases. These nearly wiped out the native population, especially smallpox. In some cases, the Spanish even tried to spread smallpox by giving natives blankets and gifts infected with the disease. Europeans had dealt with smallpox for centuries and had some resistance to it, but the natives had none. As a result, several thousand natives died.

## Discussion Questions

1. What was the goal of Columbus's first voyage in 1492? Explain why he never realized he had landed in a "new world."
2. What was the Columbian Exchange? In your opinion, did it help or hurt Native Americans more? Explain your answer.
3. Why was finding a Northwest Passage so important to many early explorers?

1. While Columbus was by no means the first or only European to believe the world was round, he thought the Earth was smaller than it was, and he assumed it would be simple matter to reach the Indies by sailing west, instead of going around the Cape of Good Hope at the southern tip of Africa. Columbus probably wasn't aware of specific landmarks that would have been unique to China or the Indies. Without that information, he didn't have anything to help him realize that he hadn't landed in Asia.
2. The Columbian Exchange describes the movement of animals, plants, and diseases between the Old World and New World as exploration of North and South America continued in the 15th and 16th centuries. Most students will probably believe that this exchange hurt Native Americans, since thousands of them died from diseases that they had never been exposed to. However, some students may note that the introduction of animals such as horses provided long-term benefits for the Native Americans.
3. The Northwest Passage would have been a simpler way to cross the Atlantic to the Pacific, and cut down the time ships needed to reach China and the Indies. Many explorers searched for the fabled passage but could not find it. It wasn't until the early 20th century that ships finally had an easier way of getting from the Atlantic to the Pacific: the Panama Canal.

## Groups Settling in New France

- Fur trappers and traders
- Fishermen
- Catholic missionaries
- Permanent settlers



A fur trapper

The area known as “New France” included much of eastern Canada, went all the way down to New Orleans and even west of there. Once New France had been explored, four main types of people began to settle there. First, frontiersmen moved into the area, looking primarily for beaver pelts. Pelts were in high demand in Europe, and fur trappers could get high prices for them. Trappers also traded goods with Native Americans, often giving them guns and alcohol in exchange for pelts. French traders generally did not go into Native Americans’ hunting grounds, and usually got along well with them.

French fishermen also settled in New France. Small fishing settlements sprang up in coastal areas of Newfoundland and Nova Scotia. The French and British had conflicts over rights to fishing areas, so the French fishermen often had to deal with competition from them.

Missionaries also had a major influence in the New World, particularly Jesuit priests. In their efforts to bring Catholicism to the Indians, missionaries often came into conflict with them, and were sometimes attacked or killed.

Finally, while the number of permanent settlements and settlers in New France was never large, France did try to get more settlers to the New World, and French officials frequently paid people in cash to move to North America.

## Dutch Settlement in the New World



Peter Minuit

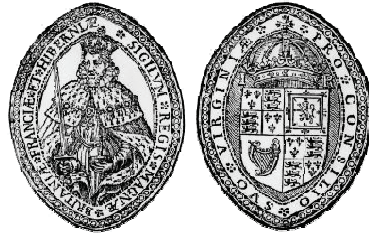
- Hudson explored New York area
- Minuit bought Manhattan Island
- New Netherland formed
- Territory permanently surrendered to British in 1674

Dutch exploration and settlement in the New World began in 1609 with Henry Hudson's exploration of the (now) Hudson River area. His exploration led to the establishment of fur-trading posts in what would become New York state. In 1624, Governor Peter Minuit purchased the island of Manhattan from natives. The Dutch renamed it New Amsterdam, making it the capital of their colony, New Netherland.

In 1664, King Charles II ordered the British navy to New Netherland to take control of the area. Dutch settlers there did not resist, since Holland had not put many soldiers there to defend them. The Dutch did regain control of New Netherlands, but permanently surrendered it to the British in 1674.

## Joint-Stock Companies

- Very expensive to finance a colony
- Joint-stock companies allowed investors to pool resources
- Investors shared profits (and losses)
- The monarch also received a share of the profits



The seal of the Virginia Company —

The British soon discovered that financing a colony was very expensive, and that no individual could fund an expedition alone. Joint-stock companies offered a solution to this.

The idea behind these companies was simple: Investors would combine their money in order to finance a colony. If the colony made money, the investors shared in the profits; if the colony lost money, the investors had to make up the losses.

Although British monarchs did not finance voyages, colonial charters (documents establishing the government of a colony) required that the king or queen receive a share of the profits from whatever precious metals the colony discovered. This was because the British government had granted land to the joint-stock company to start the colony.

## **“The Lost Colony”**



Roanoke Island

- Roanoke colony founded by Raleigh
- Several groups attempted settlement; none succeeded
- First European child in New World born here
- Final group of colonists vanished

Sir Walter Raleigh received royal permission to establish a colony in Virginia, and tried several times to create a successful settlement there. His charter allowed him ten years to establish a colony. The hope was that not only could the colony provide riches, but that it could also serve as a base for conducting raids against the Spanish.

While Raleigh never visited Roanoke colony personally, he did send several groups of colonists to attempt to make a settlement there. The first group stayed nearly a year. During this period, they ran out of food and did not have good relationships with local Indian tribes. The colonists returned to England in 1586.

In 1587, a second group of colonists settled at Roanoke. Soon after their arrival, Virginia Dare became the first English child born in the Americas. However, the colonists still had problems with the Indians, and the colony's leader, John White, returned to England to seek military protection for the colony.

The continuing war between the British and Spanish delayed White's return to Roanoke for three years. When he finally went back to the colony, he found the settlement deserted, with no trace of any of the colonists. The only clue to the where the settlers might have gone was the word "Croatoan" carved on a post of the fort, and the letters "CRO" carved into a tree. White believed that the settlers might have moved to Croatoan Island, but could not search there because of an advancing heavy storm. No trace of the settlers of the "Lost Colony" was ever found.

## **Discussion Questions**

1. What groups tended to settle in New France?  
Why do you think such groups were more common there?
2. Why didn't the Dutch colonies succeed?
3. What were joint-stock companies?
4. Why didn't the Roanoke colony survive?

1. Groups that commonly settled in New France included fur trappers and traders, fishermen, missionaries, and sometimes permanent settlers. Beaver fur was highly prized in Europe for hats and clothing, and America had many beavers, so trappers and traders came to America to make money by obtaining and selling furs. Priests serving as missionaries also saw opportunities to bring Catholicism to Native Americans. Profits derived from the abundant fishing grounds off the coast of Newfoundland also made the area a draw for many French. Most of New France's population was fairly unorganized, as far as major settlements went. However, some permanent settlements did develop in New France.
2. The Dutch colonies in New Netherland (later New York) did not have a great deal of military support. Therefore, when King Charles II sent the British navy to take New Netherland in 1664, the territory surrendered without the British firing a shot.
3. Joint-stock companies were attempts by investors to combine their financial resources for a colonial venture. If the colony made money, the investors shared the profits; however, if the colony lost money, the investors also had to share the responsibility of the loss.
4. Roanoke was unsuccessful for a number of reasons: settlers there continually had trouble getting enough food, they did not have good relations with the local Indians, and they did not have military support from England.



# Richard Hakluyt

- *Discourse on Western Planting* (1584)
- Made case for royal aid for building colonies
- Elizabeth I didn't act on Hakluyt's suggestions
- Most efforts to establish colonies came from private investors, not the crown



A stained-glass portrait of Richard Hakluyt

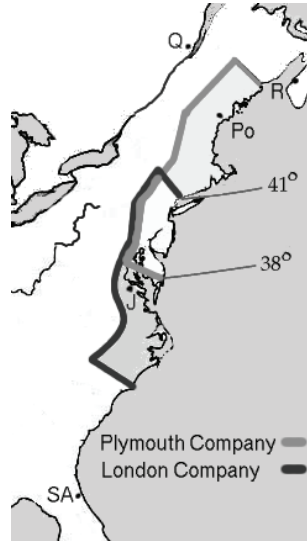
With the failure of Roanoke, it became clear that individuals could not establish colonies on their own, and that royal leaders needed to get involved. In his 1584 work, *Discourse on Western Planting*, British writer Richard Hakluyt promoted this idea.

In Hakluyt's view, building forts in North America would keep the Spanish from attacking British settlements in the New World. He also believed that colonization would help spread Protestantism, as well as provide wealth by both creating new markets for British goods and increasing tax revenues. He noted that America's forests could also provide timber to help build a bigger navy.

Hakluyt also believed that the opportunities available in the New World could provide employment for young workers in England who were having trouble finding jobs. However, Queen Elizabeth I didn't act on Hakluyt's proposals. It was only after her death that England began to seriously try to colonize North America; however, even at that point, private investors made most of the efforts to establish colonies.



## Creation of the London and Plymouth Companies



- Merchants asked James I for charters
- Formed two joint-stock companies
- Companies had a lot of independence
- Main goal of colonization was finding precious metals
- Jamestown founded in 1607

Two years after Elizabeth I's death, King James I chartered two joint-stock companies to colonize Virginia. The London Company was controlled by local merchants, while merchants from the Plymouth and Bristol areas of England controlled what was known as the Plymouth Company. James placed both companies under a Royal Council for Virginia, but since many of the council members had also invested money in the joint-stock companies, the companies were mostly free to do what they wanted.

Although the colonial charter stated that one of the companies' goals was to spread Christianity to the Indians, it also stressed the need to search for, dig, and mine for gold, silver, and copper.

In December 1606, the companies sent three ships (the *Susan Constant*, the *Discovery*, and the *Godspeed*), along with approximately 100 settlers to Virginia. In 1607, the settlers arrived in Jamestown, which would become the first permanent English colony in the New World.

# Jamestown

- Colonists landed, May 1607
- Settled in a mosquito-infested swamp
- Did not plant crops the first year
- Many settlers unused to manual labor
- More than half died during the first winter



The Jamestown settlement

The first colonists arrived in Jamestown in May 1607. From the start, the colony appeared destined for disaster. A navigation error landed their ship in a mosquito-infested swamp, rather than on the higher ground that the original land grant provided for. As a result, many settlers suffered from malaria, the disease the mosquitoes carried.

Since the colonists had arrived late in the growing season, they were unable to plant food crops. In addition, many of the settlers didn't know how to survive in a wilderness environment. More than one-third of the settlers were "gentlemen" unused to manual labor. Others were servants who lacked the experience to survive in the wilderness.

Since most of the colony's land belonged to the company, the settlers at first focused on finding gold rather than food. The resulting food shortage led to the deaths of more than half of the Jamestown settlers during the first winter.

# Captain John Smith



- One of the original settlers
- Organized Jamestown residents to build shelter and grow food
- Strained relations with the Indians
- Stayed in Jamestown only two years

Captain John Smith came to Jamestown as one of its original settlers. He quickly realized that the settlers needed to organize to build shelter and grow food if they were to survive. Smith soon took command of the Jamestown settlement, and required all settlers to help support the colony, saying, “Those who do not work shall not eat.”

He successfully managed to get food and supplies, and traded with the local Indians as well. However, he also had no qualms about taking advantage of Indians, and believed it was necessary to control them in order to avoid bloodshed. At one point, a group of Powhatan Indians captured Smith. He later claimed that the chief’s daughter, Pocahontas, begged her father to spare his life, but the story is probably more legend than fact.

Smith did successfully change the fortunes of the Jamestown colony for the better. However, he only stayed in Virginia for two years. After getting badly burned when a spark ignited a powder keg next to him, he sailed back to England and never returned to Virginia.

## **“The Starving Time”**

- Winter 1609
- Food shortage occurred
- Only 60 colonists survived
- Jamestown nearly abandoned



Carrying out the dead during “the Starving Time”

After Smith left for England, Jamestown’s colonists had to manage to survive on their own. However, the winter of 1609 turned out to be the worst experience the colonists went through. The colony ran out of food, and that winter became known as “the Starving Time.”

The previous summer, the Powhatan Indians, fearful of the increasing number of European settlers on their land, began to kill settlers’ livestock and keep settlers from working the fields. The colonists therefore had very little food by the time winter came.

“The Starving Time” pushed the colonists to the limit. Without crops and livestock to eat, colonists had to eat whatever they could find, including roots, rats, and snakes. Some reports from the time claimed that settlers dug up corpses from graves for food, and one man was executed for cannibalism. Two men caught stealing food were tied to posts and left to starve.

Only 60 colonists survived this period. The settlers were ready to abandon Jamestown, but a supply ship with more settlers and food saved the colony and allowed the settlers to stay.

## John Rolfe and Tobacco



An illustration of Rolfe's wedding  
to Pocahontas

- Tobacco cultivation became popular
- Native Virginian tobacco undesirable
- Rolfe introduced West Indies crop
- Production provided economic independence
- Rolfe married Pocahontas

What eventually “saved” Jamestown was the cultivation of tobacco. Tobacco was in great demand in England, and it soon became a cash crop which yielded a large profit for the colony. However, at first many of the British disliked the tobacco native to Virginia because they felt it was too harsh. Settler John Rolfe solved the problem by importing a sweeter type of tobacco from Trinidad for the colonists to plant.

Tobacco made the colony economically independent. The colonists used much of the money they earned from the sale of tobacco to purchase manufactured goods that they could not produce themselves. By the time tobacco became a common crop in the colony, most of the original settlers had paid off their initial debts to the London Company and had become owners of farms.

In 1614, Rolfe married Pocahontas, the daughter of the Powhatan Indian chief, who had supposedly saved John Smith from execution. The couple moved to England in order to go on a “promotional tour” for the Virginia Company. However, Pocahontas died soon before she and Rolfe were scheduled to return to Jamestown.

## **Discussion Questions**

1. What was the main goal of the Jamestown settlers? What sorts of issues/problems did they have there?
2. What impact did John Smith have at Jamestown? How did he accomplish this?
3. How did John Rolfe make Jamestown a profitable colony?

1. Jamestown settlers were sent to colonize North America in the hopes that they would be able to finding precious metals. Unfortunately, a number of problems nearly caused the collapse of the colony: Establishing Jamestown on a mosquito-infested swamp led to many settlers suffering from malaria. In addition, because of the short growing season and the directive from the joint-stock company to look for precious metals, the colony did not grow crops the first year. Also, the settlers who went to Jamestown were generally unaccustomed to manual labor, and therefore couldn't put in the work required to create a successful colony. As a result, more than half the settlers at Jamestown died during the first winter.
2. Smith organized residents at Jamestown to grow food and build shelter in order to protect them from the harsh winter. He also successfully traded with the local Indians.
3. The settlers at Jamestown had begun to grow tobacco, but many people didn't like the taste of the native strains of tobacco. Rolfe brought in a West Indian strain of tobacco that tasted better and was therefore more desirable. Jamestown thus became a financial success because of tobacco.

# Bacon's Rebellion



Nathaniel Bacon

- Virginia planter  
Nathaniel Bacon
- Led revolt against  
Governor Berkeley
- Attacked Indian tribes,  
as well as Jamestown
- Bacon died suddenly
- Rebellion crushed

Many frontier planters who lived inland in Virginia disliked colonial authority—in particular, Governor William Berkeley. When these planters asked his permission to authorize an “expedition” (i.e., an armed campaign) against Indians who supposedly had been attacking plantations, Berkeley refused.

The planters, led by Nathaniel Bacon, then took matters into their own hands, and Berkeley called Bacon a traitor. Bacon’s forces not only attacked Indian settlements, but also attacked and burned Jamestown as well. However, at the height of the rebellion, Bacon died suddenly (although no official cause of death was reported, most authorities believe he died of dysentery). With the rebellion’s leader gone, British soldiers were able to easily crush the rebellion.



## Mistreatment of the Powhatans

- Early settlers accepted Indian aid
- Settlers took land and other resources by force
- Both settlers and Indians guilty of brutal tactics



The Powhatan attack on Jamestown

While the Jamestown colonists were beginning to become successful economically, they made a major mistake in their treatment of the Powhatan Indians. The Jamestown settlers had only survived because the Powhatans had provided them with food and taught them better ways to farm. The settlers took this aid from the Powhatans—and then took whatever else they wanted by force.

Before long, both white settlers and Indians were guilty of brutal tactics. In one instance, a British settler beheaded 16 Indians. An Indian chief, realizing how much the settlers wanted land and how they would do almost anything to get it, killed 347 colonists in a raid on Jamestown. Afraid of further attacks, the settlers focused on military defense rather than on growing crops, leading to the death of hundreds more in Jamestown from starvation during the next winter. Eventually, King James revoked the Virginia Company's charter and ruled Virginia as a royal colony.



# The Puritans



Puritans worshipping

- Members of the Anglican Church (Church of England)
- Believed that the Anglican faith was too much like Catholic faith
- Sought to “purify” the Anglican Church of its Catholic influences

While some British citizens went to America to make money, others wanted the freedom to worship in ways they could not back in England. During the reign of Elizabeth I, the Anglican Church (Church of England) had become the country’s official religion. However, the Anglican Church under Elizabeth was much like the Catholic Church. Some Anglicans didn’t like this. They believed that the Church of England should focus more on reading and interpreting the Scriptures rather than on the ceremonies of the Catholic Church. They wanted to “purify” the Anglican Church, leading opponents to call them “Puritans” as an insult. However, the Puritans were happy to accept this name and took pride in it.

## Puritan Family Life

- “Upright behavior” from community and families
- Idea came from biblical commandment
- Father the head of family
- Women considered unequal
- Family included relatives as well as father, mother, and children
- Children harshly disciplined



A Puritan family

The expectations of Puritan family life were similar to that of Puritan communities: “upright behavior” from all involved. In Puritan families, the parents controlled life in the home and provided guidance, based on the biblical commandment that requires children to honor their father and mother. But the father was firmly in control of a Puritan household: women were not considered equal to men, and thus had to do what the men told them to. The family included not just the father, mother, and children, but usually other relatives as well. Puritan families tended to be large, with as many as 12 to 14 children, and raising them took up most of the time women had in the home. Generally, Puritan children endured harsher discipline than in other homes, as parents went by the biblical philosophy of “spare the rod, spoil the child.”

# Puritan Government



Puritans in church

- Took an active role in shaping people's behavior
- Laws for church, family, economy
- Crime low in the early years of most colonies

In the eyes of the Puritans, the government had the role not only of keeping order, but also of actively shaping people's behavior. Some Puritan laws required church attendance, banned Quakers from attending church services, and paid ministers' salaries from tax money. Other laws worked to keep family life as Puritan leaders thought it should be, and set prices and wages in order to regulate the community's economic activities.

The role of government in maintaining order was very important—and it was effective. Especially early on in most colonies, most serious crimes, such as murder, assault, and theft, were rare.

## **Discussion Questions**

1. What led to Bacon's Rebellion? How did it end?
2. How did the colonists begin to mistreat and abuse the Powhatan tribe?
3. Who were the Puritans? What did they believe?
4. How did Puritans organize their family life and government?

1. When planters in the interior of Virginia asked to be allowed to attack Indian villages in retaliation for supposed raids by Native Americans, colonial Governor Berkeley refused. Bacon and other planters took matters in their own hands by not only attacking Indian villages but by burning Jamestown as well. However, at the height of the rebellion, Bacon died suddenly. Once the rebel planters had lost their leader, the colonial militia easily crushed the rest of the rebellion.
2. When the Jamestown settlers initially arrived, the Powhatans gave them aid including food, shelter, and information as to how to successfully plant crops and survive. However, the settlers began to use force to take things that they wanted from the Indians (mostly land). This led to brutal violence and killing on the part of both the Indians and the settlers.
3. Puritans were members of the Anglican Church who believed that their faith needed to be "purified" by getting rid of the rituals that had caused the split from the Catholic Church in the first place.
4. A Puritan family included more than just a father, mother, and children: other relatives also formed part of the family. The father was in charge, and women were not considered equal to men. Both Puritan families and Puritan government had "upright behavior" as a goal. The government made laws regarding church, the family, and the economy in order to get the community to behave uprightly.

# The Salem Witch Trials



An 1876 illustration shows an “afflicted” girl on the floor of the courtroom, as well as an accused witch proclaiming her innocence

- Girls who made “foolish speeches” believed to be “bewitched”
- Accusations made that many women and men were witches or wizards
- Governor finally ordered an end to trials and executions

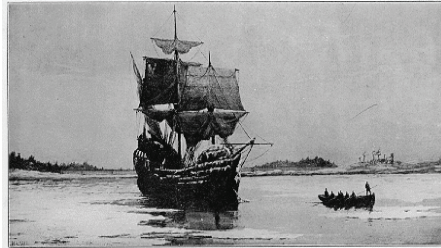
Salem was considered a rural area, but in 1672 the community established its own church and became independent politically as well. In 1689, Samuel Parris arrived in Salem to take over duties as minister. Parris brought with him his wife, daughter, niece, and a West Indian slave named Tituba. In 1692, the church elected to remove Parris as pastor. At this time, Parris’s daughter and niece, as well as another local girl, began uttering “foolish speeches” that no one could make sense of. A local doctor proclaimed the girls were “bewitched.”

Immediately, people suspected Tituba, since she had volunteered to make the girls a “witch cake” to “prove” whether they were bewitched. Other women were also accused of witchcraft, usually because people thought them strange or because the accuser had a problem with the person accused and claimed they were a witch in order to get back at them. Soon, over 150 persons were arrested for practicing witchcraft. Nineteen of these were eventually hanged. One man accused of being a “wizard” was executed by having rocks piled on him until he was crushed. Many other persons accused were those who spoke in defense of other accused “witches,” or who spoke out against the proceedings.

The witch hysteria finally subsided when the governor of Massachusetts adjourned the Salem court and ended the executions.

## The Voyage of the *Mayflower*

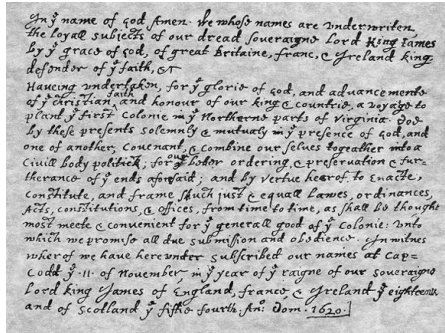
- September 1620: 100 Pilgrims left Plymouth, England, for the New World
- Landed on Cape Cod, north of where they were supposed to settle
- Decided to stay where they had landed



An illustration of the *Mayflower*

The Pilgrims were Puritans who decided to break away from the Anglican Church and leave England. In September 1620, about 100 Pilgrims and others left for the New World aboard a ship called the *Mayflower*. The ship ended up landing north of the area where the Pilgrims had received a land grant from the London Company, coming ashore on what is today Cape Cod, Massachusetts. After a long, stressful voyage in bad weather, the Pilgrims decided it was better for them to remain where they were instead of traveling south to the land they had been given under the grant.

# The Mayflower Compact



The text of the Mayflower Compact

- Written and signed before Pilgrims left the *Mayflower*
- Settlers agreed to follow laws they created
- William Bradford selected as colonial governor

The Pilgrims believed that since they had not landed in the location granted them by the London Company, they were not required to follow laws and regulations set by any government. Before the Pilgrims left the *Mayflower*, they created a document that became known as the Mayflower Compact.

In this document, the settlers agreed that they would agree to be governed by “just and equal laws...for the general good of the Colony.” For the first time, colonial settlers agreed in advance that they would all be subject to laws passed by the majority. The Pilgrims hoped that a simple form of government based on the consent of the governed would ensure order and make it easier to deal with whatever situations they found in the wilderness of the New World.

## Discussion Questions

1. What factors led to the Salem witch trials?  
How did the trials eventually end?
2. What was the significance of the  
Mayflower Compact?

1. The Salem witch trials began with a hysteria which occurred after the dismissal of Reverend Parris as pastor of the congregation. The pastor's daughter, niece, and another girl began to speak in nonsensical terms and act strangely. A West Indian slave, Tituba, also fueled the fire by offering to make a "witch cake" to "prove" whether the girls were bewitched. The hysteria continued as more and more people were accused of witchcraft. The hysteria subsided once the Massachusetts governor suspended the court and put an end to the execution of suspected witches.
2. The Mayflower Compact was an agreement drafted and signed before the Pilgrims left the *Mayflower*. The significance of the compact was that the settlers agreed that they would obey whatever laws the colonists created.



## Squanto (Tisquantum)



Squanto showing the Pilgrims  
how to farm

- Captured and almost sold into slavery
- Converted to Christianity by priests
- Taught Pilgrims how to successfully farm
- Also helped Pilgrims improve relations with Indian tribes

Tisquantum (known in English as Squanto), a member of the Wampanoag tribe in Virginia, first came in contact with white settlers when he and other members of the tribe were captured by Thomas Hunt, a lieutenant of Captain John Smith. Hunt planned to take his captives to Spain and sell them as slaves. However, a group of Catholic priests “saved” Squanto and the other captives (i.e., converted them to Christianity), and taught them the English language and about English culture.

Squanto eventually went back to Virginia colony, and he found that a large number of Native Americans in the area had died from by diseases that the settlers had brought with them from Europe. Living with the Pilgrims, he taught the settlers how to successfully grow maize (corn) by planting the seeds with a dead fish as fertilizer.

He also frequently talked with other Indian tribes in order to help the Plymouth settlers have better relations with them, but had little success because some of the Indians and white settlers didn’t trust him.

Squanto died of a fever in 1622.

# The First Thanksgiving

- Celebrated in 1621
- About 50 settlers and 90 Indians took part
- Celebrated the first anniversary of settlement and a good harvest
- Later made a national holiday by Lincoln



By all accounts, the first Thanksgiving celebration was held in Plymouth colony during the fall of 1621. About 50 Pilgrims met with approximately 90 Indians from the area to celebrate the first anniversary of the founding of the colony, as well as to give thanks for a good harvest that year.

While different areas of the U.S. held subsequent Thanksgiving celebrations at various times of the year, a national celebration of the holiday didn't occur until 1863, when President Abraham Lincoln signed a proclamation making the last Thursday in November a day of Thanksgiving, in order to foster a sense of unity between Northern and Southern states.

# Massachusetts Bay Colony

- Founded in 1629 by Puritans
- Trouble with Charles I and Archbishop Laud
- Over 1000 Puritans sailed to Massachusetts in 1630
- Great Migration of 1630s
- Winthrop named governor



Seal of the Massachusetts  
Bay colony

The Puritans were able to stay in England longer than the Pilgrims because King James I was tolerant of them. His death in 1625 made Charles I the new king. Charles and Archbishop of Canterbury William Laud were no longer willing to tolerate them.

Over a thousand Puritans landed in Massachusetts Bay in 1630. Forming the Massachusetts Bay Company, these Puritans claimed a land grant between the Charles and Merrimack Rivers. More than 200 died during the first year. However, thousands more came to the colony and it continued to grow. This "Great Migration" of the 1630s brought more than 10,000 settlers to Massachusetts. Prior to the Puritans' leaving England, they elected John Winthrop governor of the colony. Winthrop served as governor of Massachusetts Bay for more than 20 years.

## Dissenters



Anne Hutchinson describes her view of religion to shocked colonists

- Went against traditional thought
- Roger Williams and Anne Hutchinson
- Both criticized for their beliefs and forced to leave Massachusetts
- Important in development of the idea of religious freedom

Although many colonists came to the New World in order to enjoy religious freedom, they often did not tolerate there what they considered extreme views. Dissenters—those who questioned the views of the Puritans and Pilgrims—were often targeted for persecution and forced to leave the colony. Two better-known dissenters were Roger Williams and Anne Hutchinson.

Williams arrived in Massachusetts in 1631 and soon became minister of the Salem colony. Strongly committed to a separation of church and state, Williams believed that government officials should have no voice in religious matters, stating that “forced religion stinks in God’s nostrils.” He also publicly stated that British settlers should not take Indian land without paying the Native Americans for it. He was soon forced out of Salem and founded the Rhode Island colony, which practiced total religious toleration as well as the separation of church and state.

Anne Hutchinson also questioned the accepted religious thought of the period by going against the teachings of Puritan leaders, particularly by suggesting that racial prejudice was wrong and that women deserved equal rights. She also questioned the moral and legal authority of Puritan leaders.

As a result, Hutchinson was convicted of antinomianism, or going against church law. The Massachusetts General Court banished her and her family, so she moved to Rhode Island to practice her beliefs there. However, her husband died soon after the move, and the next year, Hutchinson and most of her family were wiped out in an Indian attack.

## **Discussion Questions**

1. What did the first Thanksgiving celebrate? Who took part in it?
2. For what purpose was the Massachusetts Bay Colony settled? What conditions or issues were occurring in England that caused the “Great Migration”?
3. What beliefs did dissenters such as Williams and Hutchinson hold?

1. The first Thanksgiving was celebrated in 1621 as a celebration of a good harvest as well as a celebration of the first anniversary of the Pilgrim settlement at Plymouth. About 50 settlers and 90 Indians took part.
2. Puritans settled the Massachusetts Bay colony in order to gain religious freedom. Charles I and Archbishop of Canterbury William Laud did not tolerate Puritan beliefs, and as a result the Puritans were increasingly persecuted in England. More than a thousand Puritans sailed to Massachusetts Bay to start the colony, but news of the religious freedom there and the harassment they received in England led many more Puritans to move in the New World in what was the start of the Great Migration of the 1630s.
3. Williams and Hutchinson both questioned traditional ideals regarding the role of religion in the colonies, including the moral and legal authority of Puritan leaders. Williams believed that organized religion and the colonial government should stay separate and not influence one another. Hutchinson believed that racial prejudice was wrong and that women deserved equal rights.

# The Pequot War

- Pequot Indians upset over number of white settlers
- Indians began raids; settlers declared war on Pequots
- Settlers used other tribes against Pequots
- Settlers attacked village; killed 400 Pequots
- Pequot nation crushed



A scene from the Pequot War

As more and more settlers arrived in the New England colonies, the Native American population became alarmed about the possibility of the settlers taking their land. In 1636, the Pequot Indians began to resist. After the Pequots lost several battles, the settlers demanded payment from the Indians and that the Indians hand over those who conducted the original raids against white settlements.

Eventually the colonies of Plymouth, Massachusetts Bay, and Connecticut joined with other Indian tribes in the area to fight a war against the Pequots. In the deciding battle, settlers attacked and burned the main Pequot village, killing 400 Indians.

While the settlers won the “Pequot War,” their Indian allies were upset and angered at the settlers’ brutality, noting that the British way of fighting was too “furious” and killed too many people. The settlers had the advantage of using firearms against the Indians, and the Native Americans’ weapons were no match. The Pequot nation was crushed.



# King Philip's War



PHILIP, KING of Mount Hope.  
An illustration of "King Philip"

- Metacom, of the Wampanoag tribe; settlers called him "King Philip"
- Declared war against settlers
- Metacom eventually killed
- Wampanoag tribe crushed

After the disaster of the Pequot War, another Native American leader used more aggressive tactics against European settlers. Metacom, the chief of the Wampanoag tribe who the settlers called King Philip, decided that the only way to successfully deal with the settlers was to drive them out by attacking them. While the Pequots had used bows and arrows against settlers in the 1630s, by the 1670s the Indians had acquired flintlock rifles—along with the skill to effectively use them in battle.

By 1675, in retaliation for the execution of three Wampanoag Indians, Philip's forces attacked several Puritan settlements in New England, destroying 12 of them. More than a thousand settlers were killed in the attacks, and many survivors fled the area.

In 1676, the settlers went on the offensive. Allying themselves with the Mohawk Indians, they attacked and destroyed Wampanoag villages. Mohawk warriors killed Metacom; his severed head was sent to Boston to Puritan leaders. The Wampanoag tribe was eventually crushed in battle in the area known as the Great Swamp in Rhode Island. In total, more than 4000 Indians were killed in King Philip's War.



# Proprietary Colonies



*Geo Calvert*

George Calvert, Lord Baltimore

- Colonies now seen as moneymaking ventures
- “Proprietors” such as George Calvert
- Maryland founded as a haven for Catholics
- Carolinas also settled
- Separated into North and South

Once it became apparent that colonies in the New World could succeed, several wealthy and influential Englishmen decided to try their hand at developing colonies. In their minds, colonization could provide a way to generate substantial profits. After acquiring a grant of land from the king, the owner could charge rent to prospective settlers, thereby providing a constant income.

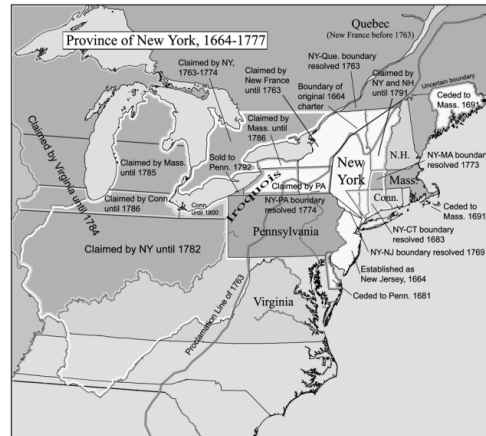
One of these early colonial “proprietors” was George Calvert, also known as Lord Baltimore. Calvert received a grant to establish a colony in Maryland, which he saw as a haven for persecuted Catholics, as well as a moneymaker for him. However, Calvert died soon after his charter was approved, and the grant passed on to his son, Cecilius. Maryland was located near more-established colonies such as Virginia, and with an economy based on tobacco, was similar to other more-established settlements. It easily attracted settlers.

Calvert had a wide range of powers as proprietor, but found that in order for the colony to become successful he had to give a large amount of independence to individual landholders. While the first Lord Baltimore wanted to make Maryland a totally Catholic colony, the number of Protestant settlers soon outnumbered the Catholics. Cecilius Calvert solved the issue by issuing the Toleration Act, which allowed for any religion that believed in Jesus Christ.

The Carolinas were also established as proprietary colonies. However, two separate cultures developed in the colony: the area around Charleston in the south was more urban, and the northern part more rural. By 1712, the Carolina colony was separated into North and South.

# New York Colony

- Surrendered by Dutch to British in 1664
- Duke of York divided territory into New York and New Jersey
- Berkeley and Carteret granted New Jersey
- Many Puritans eventually moved to area
- New Jersey eventually sold to Quakers



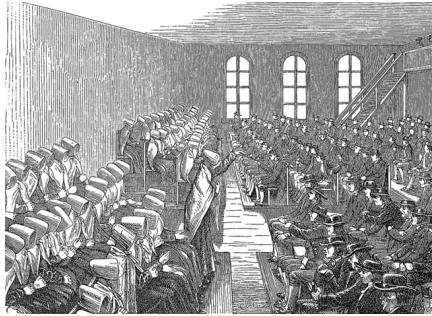
With the surrender of New Amsterdam to the British, Great Britain gained control of New Netherland. Before conflict between the Dutch and British began, Charles II had granted the territory between Connecticut and Maryland to his brother James, the Duke of York.

James later divided this territory into New York and New Jersey, with New Jersey going to Lord Berkeley and Sir George Carteret. These proprietors made land available on easy terms and offered religious freedom as well. Many Puritans settled in this area.

Eventually, Berkeley sold his interest in New Jersey to a group of Quakers, who settled in the area but later moved to the lands to the west of New Jersey.

(Map created by Karl Musser, [www.fantasymaps.com](http://www.fantasymaps.com))

# The Quakers



Engraving showing a typical Quaker meeting

- Quakers did not have ministers or religious rituals
- “Doctrine of the Inner Light”
- Toleration
- Pacifism and passive resistance
- Executed in several colonies

One of the most persecuted religious groups of the colonial era was the Quakers. Quakers believed they could communicate directly with God, and therefore did not need ministers or religious rituals in order to achieve salvation. Quakers also believed firmly in the “Doctrine of the Inner Light,” which meant that a certain element of God’s spirit resided in each person, and therefore each person was capable of understanding religious truth.

Toleration was central to Quaker beliefs. They accepted all religious groups and also promoted fair dealings with Native Americans. The Quakers were also pacifists. When other groups persecuted them, they resorted to passive resistance—that is, without being violent. As a result, several Quakers were executed in or exiled from other colonies for failure to follow Puritan ideas.

## William Penn and Pennsylvania

- Wealthy son of a British admiral
- Became a Quaker
- Owed claim by Charles II
- King gave Penn land grant instead of cash
- Land grant became Pennsylvania

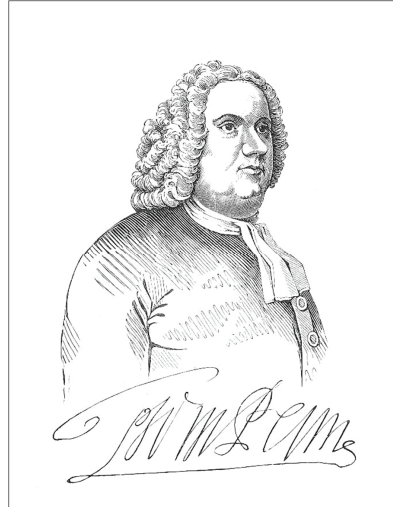


Illustration and signature of William Penn

While some Quakers settled in the New Jersey area, William Penn created a more substantial settlement by founding Pennsylvania. Penn, the son of a British admiral, had lived in a life of wealth and luxury. However, he gave that up in order to become a Quaker missionary. While many Quakers were jailed or executed, Penn was able to gain the respect of many due to his charisma and personality.

With the death of his father, Penn inherited a substantial claim (17,000 British pounds) owed to him by King Charles II. However, the king was unwilling to give up a large sum of cash, and instead offered Penn a land grant of the area west of the Delaware River and north of Maryland. In honor of Penn's father, Charles required the area be named Pennsylvania.

## “A Holy Experiment”



Penn meeting with local Indians

- Penn founded Philadelphia (“city of brotherly love”) in 1682
- Called colony a “Holy Experiment”
- Fair dealings with Indians
- Freedom of worship
- Protected individual rights
- Colony thrived by growing food crops

In 1682, Penn founded Philadelphia, naming it after a Greek word that means “city of brotherly love.” He also referred to the colony as a “Holy Experiment,” and instituted laws that incorporated the Quaker philosophy. He called for fair dealings with Indians, including buying their land rather than simply taking it, and protecting their rights in dealings with traders and settlers. Penn also allowed freedom of worship in the colony and protected the rights of the individual.

Penn welcomed settlers from other countries in Europe to settle in Pennsylvania, including Germans who became known as the Pennsylvania Dutch (probably from *Deutsch*). A few years after the founding of Pennsylvania, nearly 9000 settlers had moved there. By 1700, that number had doubled. While colonies such as Jamestown and Maryland had thrived by planting tobacco, Pennsylvania prospered by growing wheat, corn, rye, and other food staples.

## Ethnicity in the Middle Colonies

- Diverse peoples in Middle Colonies
- Groups included Scandinavian, Dutch, and German settlers
- Later, groups of Scottish and Irish
- Attracted by religious freedom and economic opportunities



Germantown, a city founded by Pennsylvania Dutch

While New England and the Southern Colonies tended to be composed primarily of English settlers, the Middle Colonies were more a “melting pot” of various ethnic and national groups. This diverse group of peoples included settlers from Scandinavian, Dutch, and German backgrounds. Later, Scottish and Irish settlers entered into the mix.

The Middle Colonies tended to attract settlers of other nationalities because of the economic success of the settlers there. Many opportunities existed for settlers from all European countries to come to the New World and find work. In addition, many people came to the Middle Colonies because of the religious freedom allowed there. For example, the Scottish and Irish had been persecuted for their religious beliefs in Europe, and they felt little allegiance to England or to colonies dominated by Anglicans. Therefore, going to the Middle Colonies seemed a better choice.

## Discussion Questions

1. What led to the Pequot War? How did the colonists fight against the Pequots? What was the outcome of King Philip's War?
2. What were proprietary colonies? What was the significance of the founding of Maryland?
3. What religious beliefs and views did the Quakers have?
4. What does the name "Philadelphia" mean? How did Penn deal with the Indians? What sorts of protections did Penn provide settlers in regard to their rights?

1. The Pequot War began because the Pequot Indians felt threatened by the increasing number of white settlers moving onto Indian lands. In response, the Pequots conducted raids against white settlements. In retaliation, settlers went to war with the Pequots. In order to more quickly subdue the Pequots, whites looked to ally themselves with other Indian tribes, making it easier to fight the Pequots. Settlers attacked the main Pequot village, killing more than 400 and crushing the Pequot resistance. In King Philip's War, Wampanoag chief Metacom also decided to attack white settlers. However, the settlers allied with the Mohawk Indians, crushed the Wampanoags, and killed King Philip.
2. Proprietary colonies were those established as money-making ventures. Proprietors such as George Calvert (Lord Baltimore) received land grants in order to generate money for themselves and the British crown. In the case of Maryland, Calvert and his son sought to make the colony a haven for Catholics (who were often persecuted in Europe) and allowed a significant degree of religious toleration that protected the rights of Catholics in the colony.
3. Quakers believed that it was unnecessary to have ministers or religious rituals because each person had the "Inner Light," a part of God that made it possible for them to understand God's word and achieve salvation.
4. Penn's named his "Holy Experiment" after a Greek word that means "city of brotherly love." Penn demanded fair dealings with Indians, including paying them for land settlers took. He also instituted religious toleration and guaranteed individual civil liberties for colonists in Pennsylvania.



## **Conflicts Between Settlers and Native Americans**

- Settlers considered Indians “heathens”
- Settlers didn’t understand Indian government
- Different attitudes regarding work
- Indians not concerned with material wealth
- Impact of settlers on the environment
- Differing concepts of warfare

Conflicts between the Native Americans in the New World and settlers arriving from Europe seemed inevitable. Each group had several cultural and lifestyle differences that the other could not understand, including:

•**religious differences:** Colonists coming to the New World thought that since Indians didn’t worship the Christian god, they were “heathens” (i.e., uncivilized and inferior) and in some instances, instruments of the devil. As a result, colonists felt it necessary to “teach” Indians to become Christian, or wipe them out if they didn’t convert.

•**labor:** Native Americans saw farm labor more as women’s work, a concept foreign to Europeans. In addition, since natural resources were so bountiful in North America, many Native Americans didn’t find it necessary to constantly till their fields.

•**material wealth:** While Europeans wanted to acquire money and goods, Indians did not. Many Indians believed that resources and land did not necessarily belong to anyone. Europeans, therefore, were shocked when Indians sacrificed goods or gave them away.

•**the environment:** European settlers frequently damaged the environment in order to obtain natural resources, while Indians usually did not. Indians often viewed the settlers’ treatment of the environment as a threat to their way of life.

•**warfare:** Indians did not understand the Europeans’ battle tactics, which involved using heavily armed grouped forces to wipe out an enemy. Instead, Indians would ambush but retreat when confronted by a superior force.

## **Cultural Interactions**

- Columbian Exchange
- Colonists learned agricultural techniques
- Colonists and Indians adopted technologies from each other
- Exchange in the fur trade
- Interdependence

While there were significant cultural and lifestyle differences between whites and Indians, they also learned to rely heavily on each other as well. The Columbian Exchange, in which goods, ideas, and even diseases were shared by both groups, illustrated the interaction between the two.

In addition, had it not been for the assistance of Indians in helping early colonists with agriculture, some settlements (including Jamestown and Massachusetts Bay) might not have survived at all.

Both colonists and Indians learned to use the others' technology. Colonists, for example, used birchbark canoes as a simple but effective means of transportation. Birchbark canoes carried men across water effectively, yet were very light. Indians were fascinated by anything metal the settlers brought with them, including firearms.

Exchange also occurred in the fur trade. Settlers gave Indians what they considered valueless trinkets, such as knives and other tools, for what they considered highly valuable furs. Indians, on the other hand, felt the trinkets they received were priceless, and in exchange gave the settlers the less-valuable furs.

In the end, both Indians and settlers began to depend on one another. Indians became so reliant on European goods that they began to adopt some of the settlers' ways of life and move away from their native culture. Similarly, Europeans started rely more and more on trade with the Indians.

# The Headright System

- System of land distribution
- Land available to those who could cultivate it
- Right of land grant given to “head”
- First grants were free; later grants required a small fee



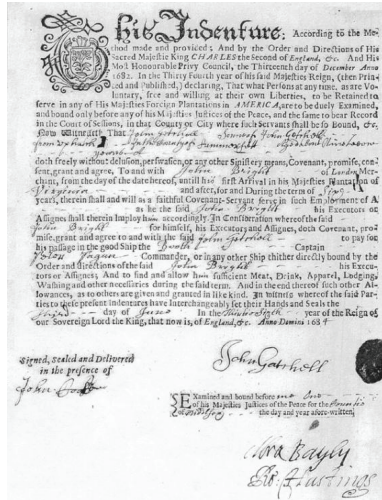
A colonial farm

As colonial proprietors got more settlers to come to the new colonies, it became necessary to develop a system by which land could be granted to those willing and able to settle on it and develop it. The headright system provided a way to ensure that.

The system worked in the following manner. For each “head” (settler) coming to live in a colony, a “right” to 50 acres of unoccupied land was given on the condition that the settler had to plant a crop and build some sort of shelter there. This system was soon in use in Pennsylvania, Maryland, and all of the Southern colonies.

In the first years of the system, grants were given for free. However, grantors later required a small payment, called a “quitrent.” Many settlers objected to these payments, which in actuality were taxes designed to compensate the proprietors some compensation for donating the land.

# Indentured Servants



A certificate of indenture

- System to bring labor to colonies
- Servants “bonded” for a time period (usually five years)
- Received no compensation above room and board
- Strict controls
- Servants became free at end of indenture

Another method proprietors used to increase the amount of labor in the colonies was indentured servitude. In this system, laborers were “bonded” for a period of time (usually five years) to provide labor that would pay for their passage to the New World. Indentured servants worked for their masters for no payment above room and board.

Typically, indentured servants had little in the way of rights, and their masters frequently mistreated them. In addition, should they violate any term of their indenture contract, their masters could increase the time of their indenture.

Once servants had completed the indenture contract, they gained their freedom and could become colonists in their own right. In some instances, they also received small grants of land to farm themselves. However, life for former servants was frequently difficult, as the best land went usually to the proprietor, and crop prices often went into decline.

## **Discussion Questions**

1. What cultural conflicts existed between whites and Indians? What aspects of the others' culture did they adopt?
2. How did the headright system and indentured servitude help to increase the population in the colonies?

1. Several cultural conflicts existed between Indians and whites during the colonial era. Since Indians weren't Christian, settlers considered them "heathens" and often as inferior. Settlers also couldn't understand why Indians didn't care about individual wealth. On the other hand, Indians did not understand why settlers would damage the environment just to obtain resources. Whites and settlers also differed on tactics of warfare. At the same time, the two groups contributed to the other's culture. From the Indians, colonists learned agricultural techniques and adapted other Indian methods (such as canoes). The Indians tended to value the trinkets they obtained in trade from the colonists.
2. The headright system provided a way to distribute land in the New World. Land was available to anyone (a "head" of the land) who would cultivate it and make improvements on it. Since land was available for little or no cost, the number of settlers increases. The same can be said for the system of indentured servitude. Indentured servants were persons who were "bonded" for a period of time (usually five years) to a master. A wealthy colonist would pay the indentured servant's costs to come to the colonies in exchange for labor for the term of the indenture.

## **The Beginnings of Slave Labor**

- First slaves arrived in Jamestown in 1619
- Slavery became common in most colonies by 1640
- Slaves considered “chattel property”



The first African slaves unload from a Dutch boat to Jamestown in 1619

Historical records note that the first African slaves were brought to the New World in the summer of 1619. A Dutch ship loaded with 20 African slaves landed in Virginia, and colonists in Jamestown traded supplies for them.

By 1640, slavery was considered a legal institution in most colonies. In addition, slaves became chattel property, which meant they could be bought, traded, or sold by their masters.

# The Triangle Trade

- Included New World, Europe, and Africa
- Slaves taken to Americas and traded for raw materials
- Raw materials taken to Europe to be fashioned into trade goods
- Trade goods carried to Africa in exchange for slaves

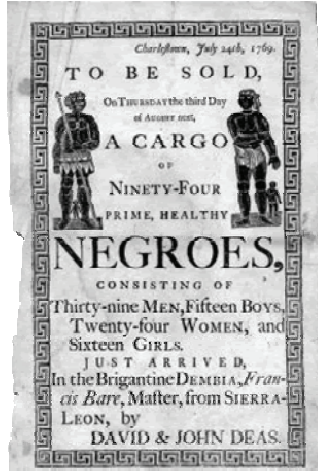


A diagram of the Triangle Trade

The Triangle Trade that brought slaves to the New World included a horrific Middle Passage that saw captured Africans taken by ship to become slaves in the New World. Ships also took goods to Africa to trade for these slaves, and carried raw materials from the Americas to Europe to be fashioned into goods to be exchanged for slaves.



# Slavery in the North and South



Ad for a Southern slave auction

- Slavery more common in Southern colonies
- Northern colonies relied less on agriculture than the South
- Slavery declined in the North, remained strong in the South
- Northern slaves had more rights
- Northerners still considered blacks inferior

While slavery existed in both the Northern and Southern colonies, it thrived in the South. The North—which had shorter growing seasons, less fertile soil, and more industry—relied less on free labor than did the South, where agriculture required more manual labor but drew from a smaller available population to work on farms and plantations. In addition, since farm labor was less skilled, slaves did not need much training to do it, nor did they have to know how to read or write. In contrast, factory labor in the North required more skill and education. Slavery thus began its decline in the North and grew stronger in the South as more and more plantations were developed.

In addition, more antislavery groups (including Quakers) existed in the Northern colonies than in the Southern ones. Northern slaves also tended to have more rights than their Southern counterparts, but blacks in the North were still generally considered to be inferior to whites.

# The Stono Rebellion

- Earliest known slave rebellion
- Slaves believed masters had been weakened by disease
- Rebellion crushed; 44 slaves killed
- Harsh slave codes followed



An illustration of a slave revolt

One of the earliest known slave uprisings occurred in 1739 in South Carolina. In what became known as the Stono Rebellion, slaves in the Charleston area of the Carolinas tried to overthrow their masters.

Slaves mistakenly believed that their masters had been weakened because of a yellow-fever outbreak in the area. In addition, they had received word of a possible war between Britain and Spain, and that if Spain won the war, it might grant slaves their freedom.

As the rebellion spread, seven plantations were burned and 20 whites were killed. However, the colonial militia eventually captured the slaves and crushed the rebellion, killing 44.

As a result of the Stono Rebellion, the colony put a law in place that prevented new slaves from being imported for ten years. In addition, the colony also enacted a harsh set of slave codes—rules that impacted the life and movement of slaves.

## Southern Colonial Life



A small tobacco farm

- Generally difficult, except for wealthiest planters
- Crude houses and furniture
- Formal schooling nonexistent
- Isolated lives
- Limited influence of Anglican Church
- Some planters thrived

Unlike the portrayals of wealthy planters' lives of leisure in popular movies and television shows, life for most in the Southern colonies was difficult and uncomfortable. Most Southerners lived in small one- or two-room homes, and had only crude homemade utensils and furniture.

Most colonists made their own clothing and rarely washed it because soap was expensive. Corn was a food staple for most Southern colonists.

Women tended to work alongside men in the fields. Children in the South weren't harshly disciplined, primarily due to the fact that formal schools in the South were nonexistent. Some wealthy planters could afford to hire live-in tutors, but most Southern children received no education.

Most Southern settlements were spread out and somewhat isolated. As a result, churches were few and far-between, and because of this the Anglican Church had limited influence in the Southern colonies.

Some well-to-do planters lived luxurious lives, in houses with many rooms, fine china, and linens; they also had better clothes. In some instances, these planters owned hundreds of slaves, as well as thousands of acres of land.

# The Founding of Georgia



James Oglethorpe

- Created by Oglethorpe as a debtors' colony
- Hopes dimmed that colony could produce olive oil, silk, and wine
- Georgia became a royal colony in 1752
- Inland settlement became popular

The final colony the British settled was Georgia. The colony was founded by a group of British proprietors, led by James Oglethorpe, who planned to make the settlement a haven for ordinary British citizens who had been imprisoned for debt in England. About 50,000 “undesirables” moved to the colony.

Oglethorpe and the other proprietors had hoped the colony could produce olive oil, silk, and fine wines. However, the climate and soil in Georgia could not support any of these, and soon the proprietors gave up, leaving Georgia to become a royal colony in 1752.

With the departure of the proprietors, the inland areas of the colony became open to settlement. However, early settlement in these areas was difficult because of hostile Indians and harsh living conditions. Still, a large number of settlers moved to the area, and by 1770 more than 250,000 lived in the “back country.”

## **Discussion Questions**

1. How did slavery begin in the New World?  
How did most colonists view African slaves?
2. How did the Triangular Trade operate?
3. How did slavery differ in the North and in the South?
4. What was life in the South like for most colonists?

1. Most accounts note the first slaves having arrived in Jamestown in 1619 on a Dutch ship. Most colonists did not view slaves as equals, or as human beings, in some cases. Instead, they saw blacks as chattel property to be bought and sold.
2. The Triangle Trade stretched between the New World, Africa, and Europe. Finished goods were carried from Europe to Africa to be exchanged for slaves. The slaves were then taken to the Americas and traded for raw materials. The raw materials were taken to Europe to be fashioned into finished goods.
3. The North relied less on agriculture than the South did. Manufacturing, which was bigger in the North, required skilled labor. Slaves did not have these skills, so there was less need for them in the North. In the South, plantation farming required more labor than the population could provide, so slaves became increasingly important to the economy. In the South, slaves had almost no rights. Slaves in the North had some rights, but were still considered inferior to whites.
4. In the South, life was generally difficult, except for the few who had wealth. Generally, houses were crude and furniture homemade. Education was also somewhat limited because of the lack of formal schools. Wealthier colonists could afford to hire live-in tutors, but most Southern children remained uneducated. The Anglican Church also did not have as strong a presence in the Southern colonies as in more northern ones.

# The Trial of John Peter Zenger



Attorney Andrew Hamilton makes his closing argument in the Zenger case

- Zenger published controversial statements about New York's governor
- Accused of "seditious libel"
- Truth a valid legal defense against seditious libel
- Strengthened concept of freedom of the press

One of the most important legal cases in colonial America was that of New York printer John Peter Zenger. Zenger, the editor of the *New York Weekly Journal*, had been hired by opponents of colonial governor William Cosby. When the New York colony supreme court denied Cosby's claim that he was owed back salary, the governor fired the chief justice. Zenger's paper responded with stinging attacks against Cosby and his supporters.

After two months, Cosby had the *Journal* shut down and also had Zenger arrested and charged with seditious libel, meaning that since Zenger had leveled the attacks against a government official, Zenger was potentially guilty of a criminal offense against the government.

Zenger's lawyer, Andrew Hamilton, developed a novel defense against the charge. He argued that Zenger was not guilty of seditious libel since the charges he made against Cosby were in fact true. The jury agreed with Hamilton's arguments and found Zenger not guilty. The case did not entirely eliminate seditious libel laws, but did cut down on their usage.

## **The Rise of Mercantilism**

- An economic and political policy based on a country's supply of gold and silver
- Used to guide British colonies in regard to benefiting the mother country
- Helped to ensure a “favorable balance of trade” for Britain
- Led to several trade laws and policies

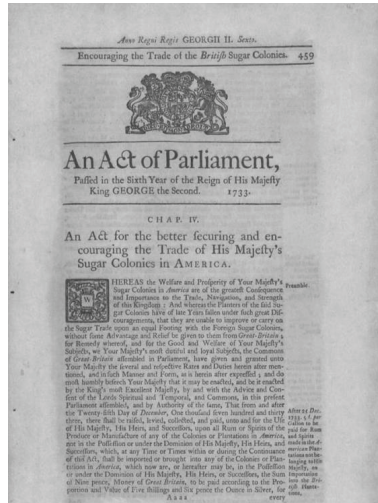
As the British colonial system matured, an economic and political policy called mercantilism began to take shape. According to the theory of mercantilism, a nation's wealth depended on the amount of gold and silver it could collect. Colonies helped by providing raw materials to make into finished goods, as well as a market for these finished products manufactured by the mother country.

To ensure that the system worked, England needed to have a “favorable balance of trade”—having its exports to other nations be greater than its imports. That way, more money is coming into the country than leaving. Moreover, other nations would have to pay in gold and silver in order to buy trade goods.

In order to ensure a positive mercantile policy, Britain also instituted tariffs (taxes) on foreign goods coming into England, and also passed laws to regulate the goods that the colonies could manufacture and raw materials that the colonies could sell to nations other than England.



# Early Mercantile Laws



The Molasses Act

- Navigation Acts
- Wool Act
- Iron Act
- Molasses Act
- Led to a policy of “salutary neglect”

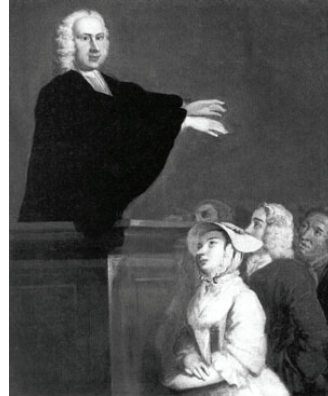
Early British laws concerning mercantilism included:

- **Navigation Acts:** required that only British or colonial ships could ship goods to the colonies from England or to the colonies had to be transported only on British or colonial ships. The laws were designed to help support the British shipping industry.
- **Wool Act:** prohibited the export of colonial wool cloth to nations other than Great Britain. A similar law regarding the export of wool hats was passed in 1732.
- **Iron Act:** outlawed the building of iron mills in America so that they wouldn't compete with British ones.
- **Molasses Act:** required a tax to be paid on molasses imported to the colonies. This was designed to stop cheap molasses coming from the French West Indies, but didn't succeed.

Although policies such as the Navigation Acts remained in force, British officials frequently failed to follow them in a policy that became known as “salutary neglect.” British officials promoted the superiority of British-made goods, and they realized that strict enforcement of those laws could lead to economic catastrophe in the colonies.

# The Great Awakening

- Decreasing interest in religion in early 18th century
- Much greater interest in religion during 1740s
- Reverend George Whitefield
- Encouraged people to question authority, both religious and governmental



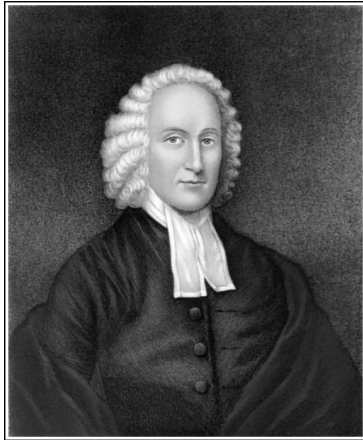
The Reverend George Whitefield, a leading minister during the Great Awakening

By the early 1700s, many people in the colonies began to focus more and more on obtaining material wealth and became less interested in religion. Consequently, church attendance dropped off dramatically. This changed with the advent of the “Great Awakening” of the 1740s. During this time, interest in religion increased, largely because of a new type of minister that preached with great energy and enthusiasm. These ministers appealed more directly to the average person, making religion more of an emotional experience for them. The ministers also preached that each individual could achieve their own salvation, rather than being predestined (fated) to end up in either heaven or hell. One of the leading figures in the Great Awakening was the Reverend George Whitefield, who drew thousands of listeners to his speaking tours in the colonies.

Not everyone saw the Great Awakening as positive. Some continued to support traditional non-Awakening ministers, who were called “old lights,” while those who were stirred by the Great Awakening were called “new lights.” Less educated, poorer church members tended to take part in the Great Awakening, while more wealthy, better-educated persons tended to stay with traditional religion.

Most important was the impact the Great Awakening had on legal authority. Up to this time, religious leaders had claimed it was important and moral to obey governmental authorities. The Great Awakening encouraged colonists to question authority, and this later influenced how some began to view British rule in the years leading up to the American Revolution.

## Jonathan Edwards



Jonathan Edwards

- “Fire-and-brimstone” Great Awakening minister
- “Sinners in the Hands of an Angry God” sermon
- Harsh message to congregation
- Fired by parishioners
- Great Awakening soon lost steam
- Impact of the Awakening

Another famous evangelist from the Great Awakening period was Jonathan Edwards. Upon the death of his minister grandfather, he took over his congregation. Edwards became a “fire and brimstone” minister, as demonstrated in his famous sermon “Sinners in the Hands of an Angry God.” In this sermon, he vividly described the horrors of hell in order to motivate his parishioners to repent their sins. His warning was so harsh that in one instance a church member committed suicide in despair.

After this, many of Edwards’ parishioners felt that he had gone too far. Rather than toning down his message, he continued his harsh sermons. His congregation eventually fired him.

While Edwards’s dismissal was not the only cause, the Great Awakening began to lose its steam soon after. By the mid-1750s, even the once-popular George Whitefield could no longer draw crowds. However, it did have a significant impact. Because the Great Awakening itself was a new religious movement, it encouraged toleration of later emerging religious movements and ideas. In addition, because it spanned the colonies, Great Awakening is sometimes considered the first national event in U.S. history.

## Discussion Questions

1. What was mercantilism? What role did the colonies play in the British mercantile system? What was a “favorable balance of trade,” and how was it important to mercantilism?
2. What was the Great Awakening? How did it change people’s ideas about religion and government?
3. What impact did ministers such as George Whitefield and Jonathan Edwards have on those who heard them speak?

1. Mercantilism was a major economic and political policy during the colonial era. The idea of mercantilism was that a nation could only become strong if it had more gold and silver than its rivals. Colonies played two important roles in this policy: first as a supplier of raw materials, and second as a market for finished goods made in the mother country. A favorable balance of trade means that a nation’s exports are greater than its imports, which is designed to keep a steady stream of revenue coming into the mother country.
2. The Great Awakening was a reaction to a decreasing interest in religion during the 18th century. It fueled an increase in interest during the 1730s and 1740s. Charismatic Great Awakening ministers stressed the idea that people could achieve their own salvation rather than being predestined to end up in heaven or hell. The Great Awakening resulted in questioning traditional religious authority, and taught people that civil leaders did not necessarily have the same authority as religious ones, which made it acceptable to question governmental actions.
3. George Whitefield and Jonathan Edwards were noted Great Awakening ministers who made religion a much more emotional and personal experience for those who listened to them preach. Whitefield stressed the power of individuals to achieve their own salvation, while Edwards described the horrors of hell that awaited those who did not repent their sins.

## **The French and Indian War: Beginnings**

- Pitted Britain against France
- Began with land disputes in Ohio Valley
- Washington sent to notify the French to vacate forts
- Washington forced to surrender Ft. Necessity
- Also called the “Seven Years’ War”



The Battle of Fort Necessity

While the British and French were bitter rivals overseas and in the New World, they generally tended to be at peace with one another in Europe, although tensions still existed between them. However, conflicting land claims in the Ohio Valley in western Pennsylvania caused between these superpowers what essentially became the first “world war.”

While the Ohio Company claimed this area as British territory, the French pushed into the region as well and built several forts along the frontier there. Pennsylvania Lieutenant Governor Dinwiddie sent 21-year-old militia officer George Washington to the area to notify the French that they had to vacate their forts from the area. The young Washington did not do so well with this task. His men and some Indian allies initially defeated a French reconnaissance party, only to bring the bulk of the French forces down on them in retaliation. Hastily constructing what he called Fort Necessity, Washington picked a poor location for the fortifications. The French easily overtook the fort.

The French allowed Washington and his men to return to Virginia after the surrender of Fort Necessity, and they were welcome as heroes. However, the French and Indian War (known in Europe as the Seven Years’ War) was underway.

## **The French and Indian War: The Two Sides**



The Battle of Lake George, one of the first of the French and Indian War

- British held population advantage
- French controlled more territory, including land in the disputed Ohio Valley region
- French had more Indian allies than British
- French more unified than British

Both sides had significant advantages and disadvantages in the war. While the French held more square miles of territory in New France, the British had a large population advantage, with British settlers outnumbering French by nearly two to one. With Washington's defeat at Fort Necessity, the French gained control of most of the disputed territory in the Ohio Valley, thereby making the task of conquering the area more difficult for the British. While controlling the territory, the French managed to gain the loyalty of most of the Indian tribes in the area. Perhaps the most important disadvantage of the British was a lack of unity. Each of the British colonies tended to act independently, while the French were unified and well-disciplined. After several costly defeats for the British in early battles, it appeared as though the French would win the war.

## **The French and Indian War: Battles**

- Braddock defeated, killed at Fort Duquesne
- British losses at Ft. Niagara, Crown Point
- Indians killed large numbers of British
- Fighting spread to Europe
- Pitt became British prime minister



Engraving showing Braddock's death near Ft. Duquesne

As the war continued, the British suffered more and more losses. British Major-General Edward Braddock was ordered to capture the French position at Fort Duquesne. In a poorly planned attack against a smaller French force, Braddock's forces were defeated and he died in the battle. The British lost more than 50% of their troops; George Washington was one of the few British officers to survive the battle.

Other British losses followed, including defeats at Fort Niagara and at Crown Point, outside of Montreal. Many Indian tribes in the region, wanting revenge against the British for taking their lands, killed hundreds of British soldiers. As the fighting continued in America, the war also spread to locations in Europe. The British lost battles on the European front as well as in the New World.

Finally, in 1758, King George II selected William Pitt as prime minister in an attempt to turn the tide of the war. Pitt immediately changed British strategy.



## **The French and Indian War: Pitt's Strategies**



- Spent large sums of money on military
- Bolstered North American forces
- Made better use of the British navy
- Promoted talented officers over senior officers

Once appointed prime minister, Pitt took several steps to change British fortunes in the war. Recognizing that North America was the key to the conflict, he spent large sums of money to better equip the military in the colonies as well as increase the number of troops on the frontier.

He also used the British Navy more effectively to bottle up the French fleet and troops, as well as cut supply lines and lines of communications between New France and Canada. Pitt was also a keen judge of ability, and he frequently overlooked seniority in order to promote better and younger military commanders to leadership positions. One of these officers was James Wolfe, who Pitt made a general at age 31 and who commanded the British forces at the Battle of Quebec. This culminating battle of the French and Indian War occurred in 1759 and resulted in the defeat of the French at the Plains of Abraham in Quebec. The British victory was a huge setback for the French, and eventually resulted in the British winning the war.

## **The Treaty of Paris (1763)**

- France gave up most claims to North America
- Britain took over Canada and eastern half of Mississippi Valley
- British colonial holdings doubled
- British spent a fortune to fight the war; nearly bankrupted its economy

Britain's victory in the French and Indian War made it the world's leading superpower. In the Treaty of Paris that ended the war, France gave up most of its land claims in North America. The French were only allowed a few small islands off the coast of Canada. The British, meanwhile, took all of Canada, as well as the eastern half of the Mississippi River valley.

The size of British colonial holdings doubled, but the British now had to deal with the problem of trying to administer an territory twice the size as before the war. The British treasury spent millions to fight the war, and as a result, nearly bankrupted its economy.

## The War's Effect on the Colonies



Benjamin Franklin's famous  
"Join, or Die" cartoon

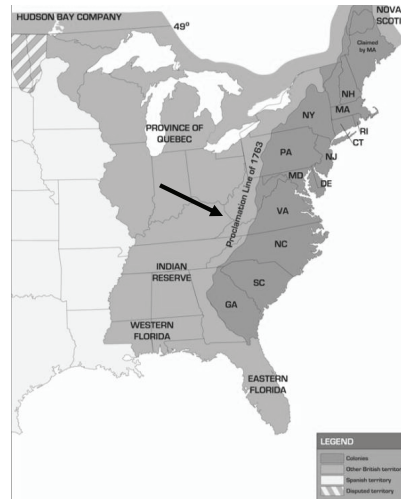
- Americans fought hard during the war, but British forces mainly responsible for victory
- Colonies started to see the need for unity
- Indians lost the French as an important ally

The war had several effects on the colonies that proved quite important in the following years:

- While American forces had contributed much to the war effort, in the end the "regular" British army was most responsible for winning the war. Americans took note of this, and realized the need to train colonial troops more effectively.
- The war also gave the colonies a reason to think about joining together. The threat from the French led some to call for unity in order to more effectively fight the war. In 1754, Benjamin Franklin proposed the Albany Plan of Union, which would have united the seven colonies under a single government. It was then that Franklin created one of the most famous political cartoons in American history: "Join, or Die." The cartoon showed a dead snake cut into seven pieces, each representing one of seven colonies. However, none of the colonies' governments wanted to give up power, and the plan was never accepted. The idea of union, however, stayed in people's heads and later influenced events leading to the American Revolution.
- Finally, with the retreat of the French, the Indians lost an important ally. They now had to stand on their own against the colonists who wanted their land.

## Dealing With Victory

- Pitt had borrowed huge sums of money for war; needed to repay loans
- Huge empire required administration
- Conflicting land claims
- Increased taxation of colonies
- Proclamation Line of 1763



Map showing the Proclamation Line of 1763

Winning the war gave Britain even greater headaches as it looked for effective ways to maintain the peace as well as govern a giant empire. Prime Minister William Pitt had borrowed huge sums of money to win the war, and those loans needed to be repaid. The impact on the British economy was severe; the British national debt doubled during the war years.

In addition, the size of the British Empire had doubled. British military and civil authorities had difficulty maintaining the new land and protecting settlers. Various colonial groups also laid claim to land in the new territories in the Mississippi River valley, another difficult issue the government would have to deal with.

Faced with serious problems, Parliament chose to require the colonists to help pay for the war by levying various taxes on them. It also attempted to regulate the size of British holdings in North America by drawing the Proclamation Line of 1763, which forbid any settlements west of the Appalachian Mountains. In both instances, colonists believed that Parliament had violated their rights. Angry colonists began to protest and seek ways to get representation in Parliament so that they could influence laws England made regarding the colonies.

## **Unrest in the Colonies**

- Britain wanted the colonists to help pay for the war
- Colonists frustrated by “taxation without representation”
- Parliament forced its will on the colonists
- Colonists resisted by protesting
- Stage set for continued conflicts

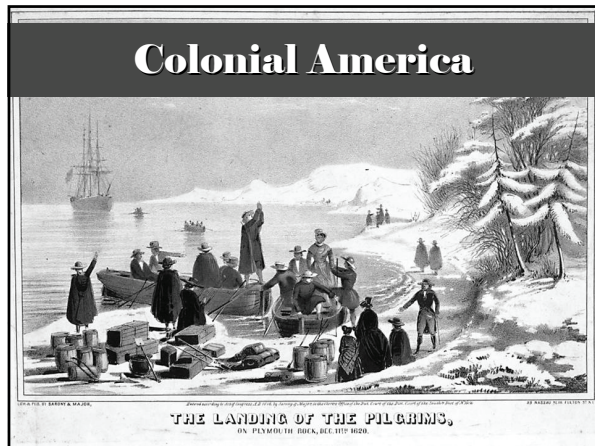
The British government had spent a lot of money on the war, especially to help protect the colonies. Therefore, it felt that the colonies should help pay for that protection. In addition, England needed the colonies to continue their key role in the mercantile economy.

The British continued to levy taxes against the colonists. The colonists became increasingly angry because they lacked a representative in Parliament to make their concerns known, and began to protest. England responded with economic and military pressure to keep the colonists in line. It soon became obvious that some sort of conflict was coming. However, neither side likely realized that this conflict would soon lead to revolution and independence for the colonies.

## **Discussion Questions**

1. What caused the French and Indian War?  
What advantages did each side have?
2. How did the British fare in the early years of the war? How did Pitt change British conduct in the war?
3. What were the terms of the Treaty of Paris?

1. The French and Indian War began over conflicting land claims in western Pennsylvania and the Ohio Valley. While the British had a large population advantage over the French, France controlled more territory in North America, including the disputed territory in the Ohio Valley. The French also had more Indian allies than the British, as well as a more unified government.
2. In the early years of the war, the French consistently defeated the British in many major battles. Indians allied with the French and also killed large numbers of British soldiers. When William Pitt became prime minister, British fortunes changed dramatically. Pitt spent large sums on the military, increased the number of troops in North America, and made better use of the British navy. Pitt also bypassed the seniority system in the military and instead promoted the most talented officers.
3. The Treaty of Paris ended the French and Indian War, and was harsh on the loser, France. As a result of the treaty, France gave up most of its land claims in North America. England took over Canada and the eastern half of the Mississippi Valley. In essence, the size of British colonial holdings in North America doubled.



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## Essential Questions

- What factors led Europeans to become interested in exploring and colonizing the New World?
- Why did certain colonies thrive while others failed?
- How did the colonies differ in terms of economy, culture, politics, and types of people who lived there?
- In what ways did colonists and Native Americans interact?
- How did issues in the North American colonies lead to conflicts among European superpowers?
- How did British policies for governing the North America colonies shape how colonists viewed themselves and their relationship with the mother country?

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## Explorers

- Leif Ericson
- Christopher Columbus
- John Cabot



Ericson



Columbus' s landing in the "New World"



Cabot

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## Explorers (continued)

- Vasco Núñez de Balboa
- Ferdinand Magellan



Balboa



Magellan

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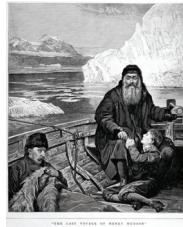
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## Explorers (continued)

- Sir Francis Drake
- Henry Hudson



Drake



Hudson

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## The Columbian Exchange

- Describes the “exchange” of animals, plants, and diseases between the “Old” and “New” Worlds
- Both worlds changed greatly because of it.



An illustration showing how smallpox was transmitted from Europeans to Native Americans.

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## ***Conquistadors***

- Spanish “conquerors”
- Included Cortes, Pizarro, Coronado
- Had better weapons
- Introduced horses to the New World
- Spread diseases as well



*Conquistadors meeting Native Americans*

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## **Discussion Questions**

1. What was the goal of Columbus’s first voyage in 1492? Explain why he never realized he had landed in a “new world.”
2. What was the Columbian Exchange? In your opinion, did it help or hurt Native Americans more? Explain your answer.
3. Why was finding a Northwest Passage so important to many early explorers?

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## **Groups Settling in New France**

- Fur trappers and traders
- Fishermen
- Catholic missionaries
- Permanent settlers



*A fur trapper*

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## Dutch Settlement in the New World

- Hudson explored New York area.
- Minuit bought Manhattan Island.
- New Netherland formed
- Territory permanently surrendered to British in 1674



Peter Minuit

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## Joint-Stock Companies

- Very expensive to finance a colony
- Joint-stock companies allowed investors to pool resources.
- Investors shared profits (and losses).
- The monarch also received a share of the profits.



The seal of the joint-stock company, the Virginia Company

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## “The Lost Colony”

- Roanoke colony founded by Raleigh
- Several groups attempted settlement; none succeeded.
- First European child in New World born here
- Final group of colonists vanished.



Roanoke Island

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## Discussion Questions

1. What groups tended to settle in New France?  
Why do you think such groups were more common there?
2. Why didn't the Dutch colonies succeed?
3. What were joint-stock companies?
4. Why didn't the Roanoke colony survive?

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## Richard Hakluyt

- *Discourse of Western Planting* (1584)
- Made case for royal aid for building colonies
- Elizabeth I didn't act on Hakluyt's suggestions.
- Most efforts to establish colonies came from private investors, not the crown.



A stained-glass portrait of Richard Hakluyt

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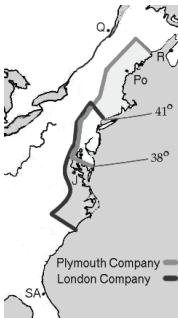
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## Creation of the London and Plymouth Companies



- Merchants asked James I for charters.
- Formed two joint-stock companies
- Companies had a lot of independence.
- Main goal of colonization was finding precious metals.
- Jamestown founded in 1607

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## Jamestown

- Colonists landed, May 1607
- Settled in a mosquito-infested swamp
- Did not plant crops the first year
- Many settlers unused to manual labor.
- More than half died during the first winter.



The Jamestown settlement

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## Captain John Smith



- One of the original settlers
- Organized Jamestown residents to build shelter and grow food
- Strained relations with the Indians
- Stayed in Jamestown only two years

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## “The Starving Time”

- Winter 1609
- Food shortage occurred
- Only 60 colonists survived.
- Jamestown nearly abandoned



Carrying out the dead during “the Starving Time”

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## John Rolfe and Tobacco

- Tobacco cultivation became popular.
- Native Virginian tobacco undesirable
- Rolfe introduced West Indies crop.
- Production provided economic independence.
- Rolfe married Pocahontas.



An illustration of Rolfe's wedding to Pocahontas

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## Discussion Questions

1. What was the main goal of the Jamestown settlers? What sorts of issues/problems did they have there?
2. What impact did John Smith have at Jamestown? How did he accomplish this?
3. How did John Rolfe make Jamestown a profitable colony?

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## Bacon's Rebellion



Nathaniel Bacon

- Virginia planter Nathaniel Bacon
- Led revolt against Governor Berkeley
- Attacked Indian tribes, as well as Jamestown
- Bacon died suddenly.
- Rebellion crushed

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## Mistreatment of the Powhatans

- Early settlers accepted Indian aid.
- Settlers took land and other resources by force.
- Both settlers and Indians guilty of brutal tactics



The Powhatan attack on Jamestown

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## The Puritans



Puritans worshipping

- Members of the Anglican Church (Church of England)
- Believed that the Anglican faith was too much like Catholic faith
- Sought to “purify” the Anglican Church of its Catholic influences

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## Puritan Family Life

- “Upright behavior” from community and families
- Idea came from biblical commandment
- Father the head of family
- Women considered unequal
- Family included relatives as well as father, mother, and children.
- Children harshly disciplined



A Puritan family

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## Puritan Government



Puritans in church

- Took an active role in shaping people's behavior
- Laws for church, family, economy
- Crime low in the early years of most colonies

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## Discussion Questions

1. What led to Bacon's Rebellion? How did it end?
2. How did the colonists begin to mistreat and abuse the Powhatan tribe?
3. Who were the Puritans? What did they believe?
4. How did Puritans organize their family life and government?

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## The Salem Witch Trials



An 1876 illustration shows an "afflicted" girl on the floor of the courtroom, as well as an accused witch proclaiming her innocence.

- Girls who made "foolish speeches" believed to be "bewitched"
- Accusations made that many women and men were witches or wizards
- Governor finally ordered an end to trials and executions.

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## The Voyage of the *Mayflower*

- September 1620: 100 Pilgrims left Plymouth, England, for the New World.
- Landed on Cape Cod, north of where they were supposed to settle
- Decided to stay where they had landed




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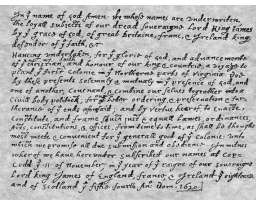
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## The Mayflower Compact



The text of the Mayflower Compact

- Written and signed before Pilgrims left the *Mayflower*
- Settlers agreed to follow laws they created.
- William Bradford selected as colonial governor

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## Discussion Questions

- What factors led to the Salem witch trials?  
How did the trials eventually end?
- What was the significance of the Mayflower Compact?

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## Squanto (Tisquantum)



Squanto shows the Pilgrims how to farm

- Captured and almost sold into slavery
- Converted to Christianity by priests
- Taught Pilgrims how to successfully farm
- Also helped Pilgrims improve relations with Indian tribes

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## The First Thanksgiving

- Celebrated in 1621
- About 50 settlers and 90 Indians took part.
- Celebrated the first anniversary of settlement and a good harvest
- Later made a national holiday by Lincoln



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## Massachusetts Bay Colony

- Founded in 1629 by Puritans
- Trouble with Charles I and Archbishop Laud
- Over 1000 Puritans sailed to Massachusetts in 1630
- Great Migration of 1630s
- Winthrop named governor



Seal of the Massachusetts Bay colony

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## Dissenters



Anne Hutchinson describes her view of religion to shocked colonists.

- Went against traditional thought
- Roger Williams and Anne Hutchinson
- Both criticized for their beliefs and forced to leave Massachusetts
- Important in development of the idea of religious freedom

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## Discussion Questions

1. What did the first Thanksgiving celebrate? Who took part in it?
2. For what purpose was the Massachusetts Bay Colony settled? What conditions or issues were occurring in England that caused the "Great Migration"?
3. What beliefs did dissenters such as Williams and Hutchinson hold?

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## The Pequot War

- Pequot Indians upset over number of white settlers
- Indians began raids; settlers declared war on Pequots
- Settlers used other tribes against Pequots
- Settlers attacked village; killed 400 Pequots
- Pequot nation crushed



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## King Philip's War



An illustration of "King Philip"

- Metacom, of the Wampanoag tribe; settlers called him "King Philip"
- Declared war against settlers
- Metacom eventually killed
- Wampanoag tribe crushed

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## Proprietary Colonies



*George Calvert*  
George Calvert, Lord Baltimore

- Colonies now seen as moneymaking ventures
- "Proprietors" such as George Calvert
- Maryland founded as a haven for Catholics
- Carolinas also settled
- Separated into North and South

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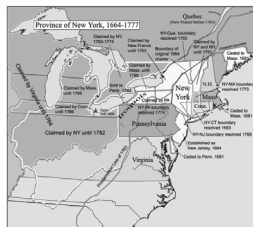
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## New York Colony

- Surrendered by Dutch to British in 1664
- Duke of York divided territory into New York and New Jersey.
- Berkeley and Carteret granted New Jersey
- Many Puritans eventually moved to area
- New Jersey eventually sold to Quakers




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## The Quakers



Engraving depicting a typical Quaker meeting

- Quakers did not have ministers or religious rituals.
- “Doctrine of the Inner Light”
- Toleration
- Pacifism and passive resistance
- Executed in several colonies

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## William Penn and Pennsylvania

- Wealthy son of a British admiral
- Became a Quaker
- Owed claim by Charles II
- King gave Penn land grant instead of cash
- Land grant became Pennsylvania

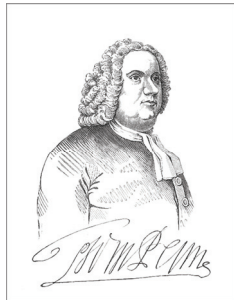


Illustration and signature of William Penn

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## “A Holy Experiment”



Penn meeting with local Indians

- Penn founded Philadelphia (“city of brotherly love”) in 1682.
- Called colony a “Holy Experiment”
- Fair dealings with Indians
- Freedom of worship
- Protected individual rights
- Colony thrived by growing food crops.

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## Ethnicity in the Middle Colonies

- Diverse peoples in Middle Colonies
- Groups included Scandinavian, Dutch, and German settlers.
- Later, groups of Scottish and Irish
- Attracted by religious freedom and economic opportunities



Germantown, a city founded by Pennsylvania Dutch

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## Discussion Questions

1. What led to the Pequot War? How did the colonists fight against the Pequots? What was the outcome of King Philip's War?
2. What were proprietary colonies? What was the significance of the founding of Maryland?
3. What religious beliefs and views did the Quakers have?
4. What does the name "Philadelphia" mean? How did Penn deal with the Indians? What sorts of protections did Penn provide settlers in regard to their rights?

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## Conflicts Between Settlers and Native Americans

- Settlers considered Indians "heathens."
- Settlers didn't understand Indian government.
- Different attitudes regarding work
- Indians not concerned with material wealth.
- Impact of settlers on the environment
- Differing concepts of warfare

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## Cultural Interactions

- Columbian Exchange
- Colonists learned agricultural techniques.
- Colonists and Indians adopted technologies from each other.
- Exchange in the fur trade
- Interdependence

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## The Headright System

- System of land distribution
- Land available to those who could cultivate it
- Right of land grant given to “head”
- First grants were free; later grants required a small fee.



A colonial farm

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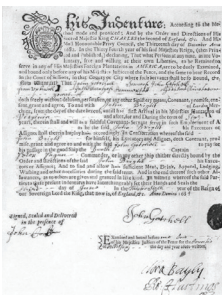
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## Indentured Servants



A certificate of indenture

- System to bring labor to colonies
- Servants “bonded” for a time period (usually five years)
- Received no compensation above room and board
- Strict controls
- Servants became free at end of indenture.

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## Discussion Questions

1. What cultural conflicts existed between whites and Indians? What aspects of the others' culture did they adopt?
2. How did the headright system and indentured servitude help to increase the population in the colonies?

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## The Beginnings of Slave Labor

- First slaves arrived in Jamestown in 1619.
- Slavery became common in most colonies by 1640.
- Slaves considered "chattel property"



The first African slaves unload from a Dutch boat to Jamestown in 1619.

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## The Triangular Trade

- Included New World, Europe, and Africa
- Slaves taken to Americas and traded for raw materials
- Raw materials taken to Europe to be fashioned into trade goods
- Trade goods carried to Africa in exchange for slaves



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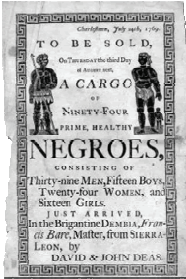
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## Slavery in the North and South



Ad for a Southern slave auction

- Slavery more common in Southern colonies
- Northern colonies relied less on agriculture than the South.
- Slavery declined in the North, remained strong in the South.
- Northern slaves had more rights.
- Northerners still considered blacks inferior.

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## The Stono Rebellion

- Earliest known slave rebellion
- Slaves believed masters had been weakened by disease.
- Rebellion crushed; 44 slaves killed
- Harsh slave codes followed.



An illustration of a slave revolt

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## Southern Colonial Life



A small tobacco farm

- Generally difficult, except for wealthiest planters
- Crude houses and furniture
- Formal schooling nonexistent
- Isolated lives
- Limited influence of Anglican Church
- Some planters thrived.

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## The Founding of Georgia



James Oglethorpe

- Created by Oglethorpe as a debtors' colony
- Hopes dimmed that colony could produce olive oil, silk, and wine.
- Georgia became a royal colony in 1752.
- Inland settlement became popular.

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## Discussion Questions

1. How did slavery begin in the New World?  
How did most colonists view African slaves?
2. How did the Triangular Trade operate?
3. How did slavery differ in the North and in the South?
4. What was life in the South like for most colonists?

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## The Trial of John Peter Zenger



Attorney Andrew Hamilton makes his summation argument in the Zenger case

- Zenger published controversial statements about New York's governor
- Accused of "seditious libel"
- Truth a valid legal defense against seditious libel
- Strengthened concept of freedom of the press

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## The Rise of Mercantilism

- An economic and political policy based on a country's supply of gold and silver
- Used to guide British colonies in regard to benefiting the mother country
- Helped to ensure a "favorable balance of trade" for Britain
- Led to several trade laws and policies

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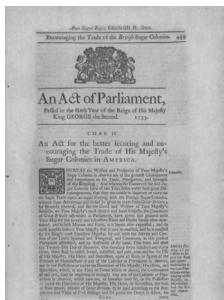
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## Early Mercantile Laws



The Molasses Act

- Navigation Acts
- Wool Act
- Iron Act
- Molasses Act
- Led to a policy of "salutary neglect"

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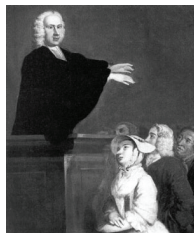
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## The Great Awakening

- Decreasing interest in religion in early 18th century
- Much greater interest in religion during 1740s
- Reverend George Whitefield
- Encouraged people to question authority, both religious and governmental



The Reverend George Whitefield, a leading minister during the Great Awakening

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## Jonathan Edwards



Jonathan Edwards

- “Fire-and-brimstone” Great Awakening minister
- “Sinners in the Hands of an Angry God” sermon
- Harsh message to congregation
- Fired by parishioners
- Great Awakening soon lost steam.
- Impact of the Awakening

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## Discussion Questions

1. What was mercantilism? What role did the colonies play in the British mercantile system? What was a “favorable balance of trade,” and how was it important to mercantilism?
2. What was the Great Awakening? How did it change people’s ideas about religion and government?
3. What impact did ministers such as George Whitefield and Jonathan Edwards have on those who heard them speak?

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## The French and Indian War: Beginnings

- Pitted Britain and France against one another
- Began with land disputes in Ohio Valley
- Washington sent to notify the French to vacate forts
- Washington forced to surrender Ft. Necessity
- Also called the “Seven Years’ War”



The Battle of Fort Necessity

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## The French and Indian War: Combatants



The Battle of Lake George, one of the first skirmishes of the French and Indian War

- British held population advantage.
- French controlled more territory, including land in the disputed Ohio Valley region.
- French had more Indian allies than British.
- French more unified than British

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## The French and Indian War: Escalation

- Braddock defeated, killed at Fort Duquesne
- British losses at Ft. Niagara, Crown Point
- Indians killed large numbers of British.
- Fighting spread to Europe.
- Pitt became British prime minister.



Engraving showing Braddock's death near Ft. Duquesne

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## The French and Indian War: Pitt's Strategies



- Spent large sums of money on military
- Bolstered North American forces
- Made better use of the British navy
- Promoted talented officers over senior officers

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## The Treaty of Paris (1763)

- France gave up most claims to North America.
- Britain took over Canada and eastern half of Mississippi Valley.
- British colonial holdings doubled.
- British spent a fortune to fight the war; nearly bankrupted its economy.

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## The War's Impact on the Colonies



Benjamin Franklin's famous  
"Join, or Die" cartoon

- Americans fought hard during the war, but British forces mainly responsible for victory.
- Colonies started to see the need for unity.
- Indians lost the French as an important ally.

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## Dealing With Victory

- Pitt had borrowed huge sums of money for war; needed to repay loans.
- Huge empire required administration.
- Conflicting land claims
- Increased taxation of colonies
- Proclamation Line of 1763



Map showing the Proclamation Line of 1763

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### **Unrest in the Colonies**

- Britain wanted the colonists to help pay for the war.
- Colonists frustrated by “taxation without representation.”
- Parliament forced its will on the colonists.
- Colonists resisted by protesting.
- Stage set for continued conflicts

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### **Discussion Questions**

1. What caused the French and Indian War?  
What advantages did each side have?
2. How did the British fare in the early years of the war? How did Pitt change British conduct in the war?
3. What were the terms of the Treaty of Paris?

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# **Colonial America: Backwards Planning Activities**

## **Enduring understandings:**

- Exploration of the New World was frequently a difficult and dangerous undertaking.
- Settlers undertook colonization for various social, political, and economic reasons.
- White settlers and Native Americans interacted in various ways, some highly positive, others highly negative.
- Colonies in different regions of America were established for various reasons and had different cultures, economies, and populations.
- Cultural traditions started in the colonies are evident in American life today.
- Military actions in the colonies frequently had major repercussions in Europe.
- Tensions spread between the colonies and England as political and economic policies relating to the colonies changed.

## **Essential questions:**

- What factors led Europeans to become interested in exploring and colonizing the New World?
- Why did certain colonies thrive while others failed?
- How did the colonies differ in terms of economy, culture, politics, and types of people who lived there?
- In what ways did colonists and Native Americans interact?
- How did issues in the North American colonies lead to conflicts among European superpowers?
- How did British policies for governing the North America colonies shape how colonists viewed themselves and their relationship with the mother country?

# Learning Experiences and Instruction

| Students will need to know...   | Students will need to be able to...   |
|---|---|
| <ol style="list-style-type: none"> <li>1. reasons for Europe's interest in exploration and colonization</li> <li>2. information about voyages of early explorers</li> <li>3. how the different colonies formed</li> <li>4. how various European leaders supported colonial development</li> <li>5. reasons why most British colonies succeeded</li> <li>6. why Parliament changed its policies toward the colonies</li> <li>7. why the colonies eventually considered themselves more "American" than "British."</li> </ol> | <ol style="list-style-type: none"> <li>1. read and interpret primary source documents from the colonial era</li> <li>2. identify key persons involved in exploration and colonization of the New World</li> <li>3. recognize social, economic, and political trends that encouraged exploration and colonization</li> <li>4. recognize how the colonial period helped shape American culture</li> <li>5. make conclusions and inferences about various policies and ideals that shaped the colonial era</li> <li>6. describe the differences between regions in colonial America</li> <li>7. understand how the colonies allowed diverse groups to flourish.</li> </ol> |

**These lessons incorporate the following learning activities to help students reach the enduring understandings:**

- Overview of essential questions and basic understandings
- Questions for class discussion of subject matter in the PowerPoint® presentation
- Teacher introduction of common terms and ideas in the essential questions and related projects
- Provide students with primary source materials from which they will complete the related projects in the unit
- Research in groups to be used later in individual and group projects
- Informal observation and coaching of students as they work in groups
- Evaluation and delivered feedback on projects and research reports
- Creating and presenting their unit projects
- A posttest made up of multiple-choice questions covering the presentation, and one or more essential questions as essay questions

# Project 1: A Young Colonist's Blog of the Journey to the New World

## Overview:

In this lesson, students research conditions that young prospective colonists would have encountered as they made the transition from living in the “mother country” to life in the New World. Using their research, students create blog entries in which they describe what life would have been like for a typical teenage (or younger) colonist in the 17th or 18th century. (**Note:** You may elect to adapt this lesson by having students write journal entries using notebook paper, rather than creating blogs on a computer.)

## Objectives:

As a result of completing the lesson, students will:

- understand conditions and hardships facing colonists as they settled the New World
- collect information and make conclusions about the motives, goals, successes, and failures of colonists during the 17th and 18th centuries
- speculate as to the daily lives of colonists.

## Time required:

Four or five class periods, though you may choose to take longer in order to accommodate technology concerns or extend the lesson methodology.

## Materials:

Computers with Internet access, access to a blogging site, and a printer (or notebook paper if you decide to have students write journal entries)

## Procedures:

Prior to beginning the project, ask students if they have experienced a family move in which they had to relocate a long distance from home, far from other family members, friends, and familiar settings such as school, stores, and other landmarks. Ask them if they felt anxiety, worry, or concern about moving, and what fears they might have had. After completing this phase of the discussion, mention to students that colonists would have likely experienced the same fears and anxiety that students moving to a new community would.

Once discussion had been completed, ask students to relate what they know about Web 2.0 tools, such as blogging, social-networking sites, and so on. Most students will have at least a basic concept of these resources, and most probably use them regularly. Ask students which resources they are most familiar with. (Many will probably mention Blogger, Facebook, MySpace, and similar sites.)

**(Note:** If you are not familiar with the concept of blogging or wish to further explain blogging to students, [http://codex.wordpress.org/Introduction\\_to\\_Blogging](http://codex.wordpress.org/Introduction_to_Blogging) offers a rudimentary introduction to the process.)

Next, ask students to consider how the colonial era might have been different if colonists had been able to use social networking to keep in contact with family and friends back in Europe. Tell students that in this project, they will role-play a teenage colonist and blog about life in the New World.

Distribute copies of the “Young Colonist’s Blog: Biography Information Sheet” and have the class begin the process of collecting information. Direct students regarding what information they should collect and include in the blog. Your preference may vary, but you might start with the following:

- Pictures or drawings of everyday life in the colonies
- A biographical statement (creative)
- Blog posts about daily life, hardships, and positive or negative things experienced
- Blog posts from relatives, friends, etc. (you may wish to have other students in class role-play these parts) with reactions and thoughts about the young colonist’s blog posts
- Blog posts the colonist has made to other colonists’ (i.e., other class members) blogs

Once each student has collected the necessary information, have them create a blog using his or her name as the “owner.”

Popular blog sites include Blogger (<http://www.blogger.com>) and Edublogs (<http://edublogs.org/>). In addition, your school e-mail server may also include blogging software for students to use, so you may wish to contact the school’s information-technology department before beginning the lesson.

**(Note:** Some schools’ filtering systems may block blogging sites since blogs are frequently used for recreational or personal activities. You may wish to check prior to beginning the project whether a desired blogging site is available to students; if it isn’t, contact the school’s information-technology department to unblock the site prior to beginning the project. In addition, your school and district may have specific policies regarding the use of blogs by students and through student accounts. Review these also prior to starting the lesson.)

Most freeware blogging sites will create a URL (i.e., a Web address) for individual or group blogs. Be sure to have students include their URL on the information sheet in order to monitor student content and contributions to the blog.

## Evaluation:

After providing sufficient time for students to make blog posts and reply to the posts of others, evaluate student work using a suitable rubric. One is included with this lesson; you may also elect to use a school- or district-approved rubric, or develop one of your own.

## Suggested Web resources:

Many resources and images regarding colonial America are available on the Web. You should encourage students to conduct independent online research in addition to using the resources included here, as well as using traditional sources such as primary source documents and textbooks.

42explore2.com “Colonial Life” (<http://www.42explore2.com/colonial.htm>)

About.com “American History Timeline” page (<http://americanhistory.about.com/od/americanhistorytimelines/a/timeline-1625.htm>)

Colonial Williamsburg “Life in the 18th Century” page (<http://www.history.org/history/index.cfm>)

Cybrary “Early America” page includes several sites on life in individual colonies as well as sites on daily life, including recipes, home life, slavery, clothing, farming, games, and crafts. (<http://www.cybrary.org/colonial.htm>)

Eyewitness to History.com “Daily Life on a Colonial Plantation, 1709–1711” page (<http://www.eyewitnesstohistory.com/colonialplantation.htm>)

Have Fun With History.com “Colonial America” page (<http://www.havefunwithhistory.com/HistorySubjects/colonialAmerica.html>)

Kid Info “Colonial Life” portal page includes several links about everyday colonial life, games and schooling, and other topics. ([http://www.kidinfo.com/american\\_history/colonization\\_colonial\\_life.html](http://www.kidinfo.com/american_history/colonization_colonial_life.html))

PBS *Colonial House* Web site: a companion site to the 2004 film (<http://www.pbs.org/wnet/colonialhouse/index.html>)

PBS “Daily Life in the Colonies” page from the *Liberty!* series ([http://www.pbs.org/ktca/liberty/perspectives\\_daily.html](http://www.pbs.org/ktca/liberty/perspectives_daily.html))

# Young Colonist's Blog: Biography Information Sheet

"Colonist's" name: \_\_\_\_\_ Colony you live in: \_\_\_\_\_

Blog URL: \_\_\_\_\_

| Home life | Education and work | Games and recreation | Dangers facing you | Other important information |
|-----------|--------------------|----------------------|--------------------|-----------------------------|
|           |                    |                      |                    |                             |



# Young Colonist's Blog Rubric

| Category                                  | Excellent<br>(15–10)  | Good<br>(9–5)   | Fair<br>(4–2)  | Poor<br>(1–0)   | Student<br>score |
|---|---|---|--|---|------------------|
| Research                                  | Information chart completed; student shows mastery of material                | Most of chart completed; student shows reasonable mastery of material           | Approximately half of chart completed; student shows some mastery of material  | Less than half of chart completed; student shows little or no mastery of material |                  |
| Clear expression of ideas                 | Very clearly and effectively communicates main idea, theme, and point of view | Clearly communicates main idea, theme, and point of view                        | Communicates important information, but not a clear theme or overall structure | Communicates information as random, isolated pieces                               |                  |
| Effective use of grammar and spelling     | Uses proper grammar in all blog posts; no spelling errors                     | Frequently uses proper grammar; no spelling errors                              | Generally uses proper grammar; some spelling errors                            | Many grammatical mistakes; frequent spelling errors                               |                  |
| Use of technology                         | Student demonstrates mastery in developing and posting to blog                | Student demonstrates above-average competency in developing and posting to blog | Student adequately develops and posts to blog                                  | Student unable to develop and effectively post to blog                            |                  |
| Additional criteria as set by the teacher |   |   |  |   |                  |
|   |   |   |  | <b>Final student score:</b>   |                  |

# Project 2: John Peter Zenger Mock Trial

## Overview:

In this lesson, students work together to role-play various individuals and groups involved in the John Peter Zenger case, and then retry the case. Students research both the issue of freedom of the press as well as the case itself. Groups then use their research to portray attorneys representing both sides in the case, restate the issues involved, and reenact the trial.

## Objectives:

As a result of completing this lesson, students will:

- compare freedom of the press in colonial times to freedom of the press today
- develop research skills targeted to finding information on freedom of the press as well as on the Zenger case
- synthesize this information and make conclusions about the Zenger case.

## Time required:

Five to seven class periods, depending on the amount of time needed for research

## Materials:

Computer(s) with Internet access, printer, paper, and video recording equipment (optional)

## Procedures:

Before beginning the lesson, review the John Peter Zenger case with students. You may wish to review the related slide from the presentation (slide 57) as well as do additional research on the case. It may also be helpful if students are aware of both the First Amendment guarantee regarding freedom of the press, and the definition of “seditious libel.”

After reviewing the Zenger case, discuss it with the class in further detail. Next, assign roles to students for the court trial, either as principals (the defendant, plaintiff, and so on), witnesses, or attorneys. While you may wish to divide the class according to the number of students enrolled, the following roles should be assigned:

- John Peter Zenger (editor and defendant)
- William Cosby (New York colonial governor and plaintiff)
- Andrew Hamilton (Zenger’s attorney)
- Richard Bradley (Cosby’s attorney general)

- James Alexander (leader of the anti-Cosby contingent and creator of the *New York Weekly Journal*; it was Alexander who hired Zenger to publish the *Journal*)
- Francis Harrison (friend of Cosby and editor of the pro-Cosby paper the *New York Gazette*)
- Lewis Morris (New York Colonial Supreme Court chief justice removed by Cosby)
- James Delancey (justice who replaced Morris)
- Rip Van Dam (member of the New York colonial council, from whom Cosby demanded part of his salary)

Any remaining students may assume the roles of research assistants helping the attorneys develop arguments, the bailiff, or jury members who decide the verdict in the case. Once roles have been assigned, have students begin their research using the “Trial Information Sheet.”

You should review some or all of the Web resources (below) in order to familiarize students with basic trial procedures, as well as to prepare them for the actual trial simulation. You should also prepare the class for general procedures in a mock trial. While state laws may vary, most court trials follow the following format:

1. Prosecution (criminal case)/plaintiff (civil case) makes opening statement.
2. Defendant (civil or criminal case) makes opening statement
3. Prosecution/plaintiff presents their case through direct examination of a witness.
4. Defense cross-examines witness.
5. Prosecution/plaintiff presents redirect questions to witness (steps 3–5 repeat for each prosecution/plaintiff witness).
6. Prosecution/plaintiff rests.
7. Defense presents their case through direct examination of a witness.
8. Prosecution/plaintiff cross-examines witness.
9. Defense presents redirect questions to witness (steps 8–10 repeat for each defense witness).
10. Defense rests.
11. Plaintiff/prosecution makes closing argument.
12. Defense makes closing argument.
13. Plaintiff/prosecution makes closing argument.
14. Judge gives instructions to the jury.
15. Jury deliberates verdict.

Once students have had sufficient time to research the evidence and build their case, they may also wish to “coach” witnesses on how to answer questions they may be asked under direct examination or cross-examination. Attorneys should also prepare their opening and closing statements, and become versed in the rules of evidence. (The Web site <http://www.classbrain.com/artteensm/uploads/mocktrialguide.pdf> provides several helpful hints for preparing witnesses, rules of evidence, coming up with questions, and other related issues regarding mock trials.)

In addition, many students will know in advance how the court actually ruled in the Zenger case. You may wish to instruct the class that in an actual court of law, the jury is required to make a decision based on evidence and arguments presented in the trial, and to ignore personal opinion or outside information.

Once students have completed their preparation, they should reenact the trial. Depending on time available, you may wish to limit arguments or questioning times.

### **Evaluation:**

At the conclusion of the trial, evaluate student work using a suitable rubric. To determine the winner of the trial, you may wish to choose the side (plaintiff or defendant) with the most points according to the rubric, or you can have students in class act as a jury, deliberate, and determine the winner.

You may wish to use a rubric developed by your school or district, or you can use the sample rubric included with this lesson.

### **Suggested Web resources:**

(**Note:** Several Web sites provide information on the Zenger case; in addition, you may wish to have students conduct further Web searches for other sources to use in completing the project.)

#### ***Zenger trial:***

America.gov Archive “The Trial of John Peter Zenger” page (<http://www.america.gov/st/educ-english/2008/April/20080422131918eaifas0.6481439.html>)

*American Heritage* “The Case of John Peter Zenger” article ([http://www.americanheritage.com/articles/magazine/ah/1971/1/1971\\_1\\_33.shtml](http://www.americanheritage.com/articles/magazine/ah/1971/1/1971_1_33.shtml))

Historical Society of the Courts of the State of New York “The Trial of John Peter Zenger” page (<http://www.courts.state.ny.us/history/zenger.htm>)

University of Missouri (Kansas City) Law School “John Peter Zenger Trial” site (<http://www.law.umkc.edu/faculty/projects/ftrials/zenger/zenger.html>)

University of Pittsburgh School of Law *Jurist* page, “The Trial of John Peter Zenger” (<http://jurist.law.pitt.edu/famoustrials/zenger.php>)

U.S. History.org “The Trial of John Peter Zenger” page (<http://www.ushistory.org/us/7c.asp>)

Teaching American History.com’s History Grows in Oakland “The Case of Peter Zenger” page ([http://www.teachingamericanhistory.us/tah\\_2/speakers/winterer.html](http://www.teachingamericanhistory.us/tah_2/speakers/winterer.html))

***Mock-trial resources:***

“2004 Simplified Rules of Evidence” page (<http://www.hawaiiifriends.org/mtsmrule.html>)

“2008 IU Law School Trial Tournament Rules and Instructions” (<http://www.law.indiana.edu/webinit/tanford/Tournament/rules.html>)

“Mock Trial Rules of Evidence and Procedure” (<http://www.peterpappas.com/journals/trial/rules.htm>)

“Putting on Mock Trials” (<http://www.classbrain.com/artteensm/uploads/mocktrialguide.pdf>)

**Note:** requires Adobe Acrobat *Reader*

# John Peter Zenger Mock Trial: Information Sheet

| Description of the piece of evidence | Does the evidence help your side or hurt it? | How can you best use this evidence or refute it? |
|--------------------------------------|--|--|
|                                      |  |  |
|                                      |  |  |
|                                      |  |  |
|                                      |  |  |
|                                      |  |  |

# John Peter Zenger Mock Trial Rubric

Team evaluated: Prosecution \_\_\_\_\_ Defense \_\_\_\_\_

| Criteria                               | Poor<br>(1)  | Below<br>average (2)  | Average<br>(3)   | Above<br>average (4)  | Excellent<br>(5)   | Group<br>score |
|--|--|---|--|---|--|----------------|
| <b>Attorneys</b>                       |  |   |  |   |  |                |
| <b>Opening statement</b>               | Poorly delivered; not clear or concise   | Not delivered very well; few effective points made  | Delivered fairly well; some effective points made  | Delivered well; most points made effectively                                      | Delivered extremely well; all points clear, concise, and effective                             |                |
| <b>Direct examination</b>              | Questions don't ask for clear information; witnesses allowed to give mostly irrelevant information | Questions generally do not ask for clear information; witnesses allowed to give much irrelevant information | Questions fairly clear; witnesses allowed to give some irrelevant information            | Questions generally clear; witnesses kept from giving much irrelevant testimony   | Questions always ask for clear information; witnesses not allowed to give irrelevant testimony |                |
| <b>Cross-examination</b>               | Completely antagonistic and argumentative; no testimonial contradictions exposed                   | Antagonistic and overly argumentative; few testimonial contradictions exposed                               | Not antagonistic or overly argumentative; many testimonial contradictions exposed        | Not antagonistic or overly argumentative; most testimonial contradictions exposed | Not antagonistic; all testimonial contradictions exposed                                       |                |
| <b>Closing arguments</b>               | Presentation not organized or reasoned; does not emphasize case                                    | Presentation not well organized or reasoned; not effective in emphasizing case                              | Presentation fairly well organized and reasoned; generally effective in emphasizing case | Presentation well organized and reasoned; effective in emphasizing case           | Presentation extremely well organized and reasoned; highly effective in emphasizing case       |                |
| <b>Understanding of issues and law</b> | Lack of knowledge of issues and law  | Little knowledge of issues and law  | Fair knowledge of issues and law   | Reasonable knowledge of issues and law  | Exemplary knowledge of issues and law  |                |

| Witnesses                          |   |  |   |   |  |  |
|------------------------------------|---|--|---|---|--|--|
| <b>Character-izations</b>          | Neither believable or convincing  | Sometimes believable and convincing  | Generally believable and convincing   | Usually believable and convincing   | Highly believable and convincing   |  |
| <b>Preparation</b>                 | Unprepared to answer questions  | Rarely prepared to answer questions  | Generally able to answer questions  | Usually able to answer questions  | Always able to answer questions  |  |
| <b>Spontaneity</b>                 | Unfamiliar with information on fact sheet/notes                                       | Rarely familiar with information; frequently referred to fact sheet/ notes                           | Adequately familiar with information; only occasionally referred to fact sheet/ notes               | Generally familiar with information; rarely referred to fact sheet/ notes               | Completely familiar with information; did not refer to fact sheet/ notes               |  |
| Team                               |   |  |   |   |  |  |
| <b>Courtroom decorum</b>           | Voices of team members unclear or indistinct; no courtesy to other side not exhibited | Voices of team members rarely clear or distinct; courtesy frequently not exhibited toward other side | Voices of team members unclear or indistinct at times; courtesy usually exhibited toward other side | Voices of team members usually clear and distinct; courtesy exhibited toward other side | Voices of team members always clear and distinct; courtesy exhibited toward other side |  |
| <b>Involvement of team members</b> | Most team members obviously unprepared for trial                                      | Many team members unprepared for trial   | Approximately half of team members unprepared for trial   | Most team members prepared for trial  | All team members prepared for trial  |  |
|                                    |   |  |   |   | <b>Total team score (50 points max):</b>   |  |



## **Activity 3: Colonial Ad Campaign Web Page**

### **Overview:**

As colonial development became more successful, European governments and private entrepreneurs looked to encourage settlers to come to America to help populate the colonies and provide labor. In this lesson, students work in groups to develop marketing plans to attract prospective colonists. They research colonial growth, factors that would have enticed colonists, and how proprietors acquired land for colonies. They then collaborate to develop Web ads, multimedia presentations, commercials, or other persuasive means to encourage colonization.

### **Objectives:**

As a result of completing this lesson, students will:

- recognize “lures” that might have attracted prospective colonists
- develop research skills targeted at gathering information about the colonial era
- demonstrate understanding of factors encouraging colonization by creating persuasive arguments for persons to come to the New World.

### **Time required:**

Five to seven class periods, depending on time needed for research

### **Materials:**

Computer(s) with Internet access, Web-editing software or multimedia presentation software, poster paper and markers (if desired), scanner or printer (if desired)

### **Procedures:**

Open the lesson by discussing various types of colonies and reasons for why they might have prospered. Many of the slides in the PowerPoint presentation provide information as to the reasons for colonial development.

At the end of the discussion, explain to students that in this lesson they will be working as “ad men” to develop an advertising campaign for a prospective owner wanting to establish a proprietary colony in the New World. Explain to the class that the campaign should contain historical evidence about the geography of the proposed colony, as well as other attractive features that may help spur colonial growth.

Divide the class into groups. You may also wish to assign specific tasks to individual students in each group. For example, one student might focus on finding related photos or artwork, another on writing a script for the Web page, and so forth.

Once you have introduced the project, allow students sufficient time to research and collect information that will assist them in creating their presentations. You should also encourage students to consult traditional sources of information. They should use the “Colonial Ad Campaign Information Chart” to organize their findings.

Once students have completed their research, they should begin creating their Web ads. If you find yourself personally uncomfortable with directing students in the more technological aspects of the project, a “team-teaching” arrangement with the school’s Web-design teacher or another more tech-savvy teacher may make this phase easier to handle. The project can also be completed using video cameras, audio recorders, or posterboard and markers. (**Note:** The rubric accompanying this lesson is designed to evaluate Web pages only.)

### **Constructing the Web page:**

While you may already have a preferred format or framework for student Web-page construction, recommended components include:

- some preliminary planning, such as storyboards
- depth of research
- evidence of knowledge of the subject matter
- organization of materials
- correct citation of copyrighted materials
- originality or inventiveness
- aesthetics of Web design.

While some merit should be given to each of these criteria, the focus of the project should be on students’ knowledge of the subject matter, as well as the depth of research.

### **Evaluation:**

Once students have completed their projects, evaluate their work using a suitable rubric that mirrors the objectives of the lesson. You may elect to use a school- or district-created rubric, develop your own, or use the rubric provided with this lesson. **Note:** The rubric accompanying this lesson is designed to evaluate Web pages only.

|                                 |
|---------------------------------|
| <b>Suggested Web resources:</b> |
|---------------------------------|

***Colonies:***

Academic American History “Colonial America, 1607–1763” page  
(<http://www.academicamerican.com/colonial/index.html>)

America’s Story From America’s Library “Colonial America” page ([http://www.americaslibrary.gov/jb/colonial/jb\\_colonial\\_subj.html](http://www.americaslibrary.gov/jb/colonial/jb_colonial_subj.html))

Archiving Early America (<http://www.earlyamerica.com/>)

Best of History Web Sites “U.S. History Colonial” page ([http://www.besthistorysites.net/USHistory\\_Colonial.shtml](http://www.besthistorysites.net/USHistory_Colonial.shtml))

“Colonial America From Exploration Through the American Revolution”  
(<http://www.usgennet.org/usa/topic/colonial/>)

Colonial History “The Colonial Period” links page (<http://www.snowcrest.net/jmike/colonial.html>)

History.com “Colonial American Government and Politics” page (<http://www.history.com/topics/colonial-government-and-politics>)

Internet Public Library “Colonial America” page (<http://www.ipl.org/div/pf/entry/48454>)

PBS *Colonial House* page (<http://www.pbs.org/wnet/colonialhouse/history/index.html>)

“A Study of the Colonial Economy from 1600–1750” page ([http://score.rims.k12.ca.us/score\\_lessons/market\\_to\\_market/](http://score.rims.k12.ca.us/score_lessons/market_to_market/))

Teacheroz.com “Discovery, Exploration, Colonies & Revolution” page  
(<http://www.teacheroz.com/colonies.htm>)

Teachers First “Colonial America” page (<http://www.teachersfirst.com/lessons/colony/index.cfm>)

University of Georgia Hargrett Map Collection “Colonial America” page  
(<http://www.libs.uga.edu/darchive/hargrett/maps/colamer.html>)

University of Memphis Department of History “Web Resources for Colonial American history”  
page (<http://cassian.memphis.edu/history/mcrouse/colonial.html>)

***Web-page construction resources:***

Kent State University's University Libraries "Web Page Construction Tutorials" page  
(<http://www.library.kent.edu/page/13662>)

Nvu (free Web-page construction program) (<http://www.nvu.com/>)

WebsiteTips.com (<http://websitetips.com/>)

# Colonial Ad Campaign: Information Chart

Name of colony: \_\_\_\_\_

Group members' names: \_\_\_\_\_

\_\_\_\_\_

Economic factors that would interest potential colonists (include URLs of the Web sites where you found this information):

Geographic factors that would interest potential colonists (include URLs):

Other factors the group believes would help “sell” the colony (include URLs):

# Colonial Ad Campaign Web-Page Rubric

| Category   | Poor<br>(0–5)  | Fair<br>(6–10)   | Good<br>(11–15)  | Excellent<br>(16–20)   | Total |
|--|--|--|--|--|-------|
| <b>Preliminary planning</b><br>(page design, color scheme, etc.) | Storyboards missing or incomplete; no evidence of planning                     | Storyboards incomplete; little evidence of planning                                | Storyboards generally complete; some evidence of planning                            | Storyboard complete; all assigned elements included; significant evidence of planning                              |       |
| <b>Originality</b>   | No evidence of original thought; work is a minimal collection of others' ideas | Little evidence of original thought; work is a general collection of others' ideas | Project shows some originality; still includes a significant amount of others' ideas | Project shows significant evidence of original thought and invention; majority of content demonstrates originality |       |
| <b>Citing of copyrighted material</b>                            | Copyrighted material not properly cited  | Some sources correctly cited   | Most sources correctly cited   | All sources properly cited   |       |
| <b>Depth of research</b>   | No evidence that group has conducted topical research                          | Little evidence that group has conducted significant research                      | Evidence of fair amount of research; most topics backed by significant evidence      | Evidence of significant research; all topics backed by significant evidence  |       |
| <b>Evidence of knowledge</b>                                     | Little evidence of group understanding of material                             | Some evidence of group understanding of material                                   | Project shows that group grasps material and concepts of the lesson                  | Project shows that group understands all material and concepts of the lesson                                       |       |
| <b>Organization of materials</b>                                 | No organization; difficult to navigate   | Little organization; difficult to navigate   | Some organization; generally easy to navigate  | Significant organization; navigation easy and logical  |       |
| <b>Aesthetics</b>  | Colors and text extremely difficult to read; several broken links              | Colors and text somewhat difficult to read; some broken links                      | Colors and page text fairly pleasing to the eye; most links live                     | Colors and page text very pleasing to the eye; all links live  |       |
|  |  |  |  | <b>Overall score:</b>  |       |

# Colonial America: Quiz

1. This Viking explorer is frequently considered to be the first European to set foot on North American soil:
  - A. Erik the Red
  - B. Leif Ericson
  - C. Thor Heyerdahl
  - D. Viktor Quisling
2. Which of the following was **not** part of the Columbian Exchange?
  - A. Currency
  - B. Animals
  - C. Plants
  - D. Diseases
3. John Cabot's voyage was a failed attempt to
  - A. sail around the world
  - B. find a Northwest Passage
  - C. find the lost colony of Roanoke
  - D. look for a spot for a successful British colony
4. Which of the following groups would have been likely to settle in New France?
  - A. Fur traders
  - B. Missionaries
  - C. Fishermen
  - D. All of the above
5. Which of the following best describes a joint-stock company:
  - A. A group of persons who want to settle a colony for religious toleration
  - B. A group of persons who work to stop religious dissenters
  - C. A group of persons who pool their money to fund a colony
  - D. A group of persons who provided supplies to colonial settlers
6. This British explorer founded the famous "lost colony" of Roanoke:
  - A. Gilbert
  - B. Raleigh
  - C. Smith
  - D. Rolfe

7. This was the first successful British colony in the New World:
  - A. Jamestown
  - B. Roanoke
  - C. Massachusetts Bay
  - D. Plymouth
8. Which of the following was **not** a problem that Jamestown settlers faced when they first landed?
  - A. They settled in a mosquito-infested swamp.
  - B. They did not plant crops.
  - C. Many settlers weren't used to hard labor.
  - D. They had too much trouble loading gold onto their ships for the return trip.
9. What contribution is John Rolfe best known for?
  - A. He introduced Pocahontas to John Smith.
  - B. He introduced a better tasting West Indian strain of tobacco to Jamestown.
  - C. He organized the settlers into work parties.
  - D. He organized the first church in the colonies.
10. This man led a revolt against Jamestown and Governor Berkeley:
  - A. Daniel Shays
  - B. John Smith
  - C. Nathaniel Bacon
  - D. Benjamin Franklin
11. What did the Puritans want to do?
  - A. Persecute Catholics
  - B. Remove "Catholic influences" from the Anglican Church
  - C. Convert Indians in the New World to the Anglican Church
  - D. None of the above
12. What finally ended the Salem Witch Trials?
  - A. A new minister ordered an end to the trials.
  - B. The judge found the accused "witches" innocent.
  - C. The girls who were originally "possessed" admitted it was a hoax.
  - D. The governor finally ordered an end to the trials and executions.



13. What was the purpose of the Mayflower Compact?
- A. The Pilgrims agreed to follow whatever laws they created.
  - B. The Pilgrims agreed to build a church as the first structure in the colony.
  - C. The Pilgrims agreed to return to Europe if the Massachusetts Bay colony failed.
  - D. The Pilgrims agreed to make Miles Standish their governor.
14. This Indian helped the Pilgrims by teaching them how to farm as well as improving their relations with other Indian tribes:
- A. King Hunt
  - B. Squanto
  - C. King Philip
  - D. Tecumseh
15. This person was named governor of the Massachusetts Bay colony:
- A. Bradford
  - B. Laud
  - C. Winthrop
  - D. Charles
16. Anne Hutchinson and Roger Williams could best be described as:
- A. Puritan leaders
  - B. dissenters from accepted religious ideas
  - C. parents of the first child born to European parents in the New World
  - D. founders of the Georgia Colony
17. Which colony was established as a “haven” for Catholics?
- A. Plymouth
  - B. Massachusetts Bay
  - C. Jamestown
  - D. Maryland
18. Why did King Charles II give William Penn a land grant for Pennsylvania?
- A. Charles was considering converting to the Quaker faith.
  - B. Charles owed Penn’s father a large debt, and gave Penn the land grant as payment.
  - C. Charles wanted to get rid of Penn, so he sent him to the New World.
  - D. Penn bought the colony from him.

19. What does the name Philadelphia mean?
- A. "City of Eagles"
  - B. "City of Brotherly Love"
  - C. "City by the River"
  - D. "Penn's Woods"
20. Which of the following best describes the headright system?
- A. A system of land distribution
  - B. A form of colonial government
  - C. A system of indentured servitude
  - D. A way that colonies could be paid for
21. Which of the following best describes "mercantilism"?
- A. A way of funding colonies
  - B. A way of building ships
  - C. A political and economic policy
  - D. A royal land grant
22. Which person is most closely identified with the Great Awakening?
- A. George Whitefield
  - B. George Washington
  - C. Benjamin Franklin
  - D. William Pitt
23. Which of the following ended the French and Indian War?
- A. The Mayflower Compact
  - B. The Treaty of Paris
  - C. The Versailles Treaty
  - D. The Treaty of Tordesillas
24. Which of the following did **not** happen as a result of the French and Indian War?
- A. The amount of land England held in the New World doubled in size.
  - B. The colonies united under a single government.
  - C. England was deeply in debt because of fighting the war.
  - D. Native Americans lost a key ally when the French left.

# **Colonial America: Answer Key**

1. B
2. A
3. B
4. D
5. C
6. B
7. A
8. D
9. B
10. C
11. B
12. D
13. A
14. B
15. C
16. B
17. D
18. B
19. B
20. A
21. C
22. A
23. B
24. B