Colonial Period
**Directions:** Define the following terms. We will encounter these words as we study the Colonial Period. Defining these words will help you to better comprehend readings and class discussions as well as understand the unit. Use your textbook and/or a dictionary. Create a symbol/graphic to represent each term.

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- *Triangle Trade*

- *Indentured Servants*
Colonization

Colonel: An area of land controlled by a separate, often distant country.

A Little Bit of Background Information...
The English didn't settle there immediately.
English fishermen did visit North America throughout the 1500s.

PUSH FACTORS (what made people want to _____________ England)
Social Problems in England
It was difficult to own ________.
City life in England was ________.
Religious Problems in England
Most English belonged to the Church of ________.

If you didn't like the Church, you were ________________.
Dissenters (those who disagreed with the Church)
Separatists (Pilgrims)
Puritans
Political Problems in England
The King believed he had ________________.

PULL FACTORS (what made people want to _____________ America)
People thought they could make money in America________.
2.5 Jamestown: The First English Colony

Word Bank: John Cabot, Captain John Smith, Pocahontas, mosquitoes, Starving Time, John Rolfe

How did England establish territorial claims in North America?

What was life like in Jamestown?

What type of relationship existed between the English and the Native Americans living around Jamestown?
2.5 Jamestown: The First English Colony

Columbus's voyages inspired John Cabot, an Italian living in England, to seek his own western route to Asia. In 1497, Cabot, who had moved to England from Venice, sailed west across the Atlantic. He landed in Newfoundland, an island off the coast of Canada. A fellow Venetian living in London wrote of Cabot's brief landing:

He coasted for three hundred leagues and landed; saw no human beings, but he has brought here to the king certain snares which had been set to catch game, and a needle for making nets; he also found some felled trees, by which he judged there were inhabitants, and he returned to his ship in alarm.... The discoverer...planted on this newly-found land a large cross, with one flag of England and another of St. Mark [the patron saint of Venice] on account of his being a Venetian.

Like Columbus, Cabot mistakenly believed that he had landed in Asia. Later, however, England would claim all of North America because of the flag planted by Cabot in 1497.

The Lost Colony of Roanoke

Nearly a century later, an English noble named Sir Walter Raleigh tried to start a colony on Roanoke Island off the coast of present-day North Carolina. Indians on the island welcomed the settlers and gave them traps for catching fish. The newcomers, however, were more interested in looking for gold than fishing. When their supplies ran low, they returned to England.

In 1587, Raleigh sent a second group of colonists to Roanoke. Unfortunately, they arrived too late in the season to plant crops. Their leader, John White, sailed back to England for more supplies. While White was in England, however, fighting broke out between England and Spain. As a result, his return to Roanoke was delayed for three years.

When White finally reached the island, the colonists had disappeared. Carved on a doorpost was the word CROATOAN. To this day, both the meaning of this word and what happened to the lost colony of Roanoke remain a mystery.
The first colonists at Jamestown settled in an area they believed would be easy to defend against Native Americans and the Spanish. However, the land was marshy and infested with malaria-carrying mosquitoes.

**Settling Jamestown** Twenty years went by before a permanent English colony was established in America. In 1607, a group of merchants formed the London Company to start a money-making colony in Virginia. The company crammed 144 settlers into three tiny ships and sent them across the Atlantic. The settlers were to ship back valuable goods such as furs and timber.

When they reached Virginia, the colonists settled on a swampy peninsula they believed could be easily defended against Native Americans or Spanish ships. They called their new home Jamestown after King James I. What the settlers didn’t know was that the spot they chose to settle would soon be swarming with disease-carrying mosquitoes. It was also surrounded by a large and powerful Native American group.

To make matters worse, the Jamestown settlers were a mix of gentlemen and craftsmen. None of them knew much about farming. Nor were they willing to work very hard at it. They thought they were in Virginia to look for gold, not to provide for themselves.

As the food the settlers had brought with them disappeared, they began to trade with the Indians, bartering glass beads and iron hatchets for corn and meat. But barter wasn’t easy. Many Indians decided they would sooner kill the English—or just let them starve—than trade. Hunger and disease soon took their toll. Every few days, another body was carried off to the graveyard.

In 1608, a natural leader named Captain John Smith took control of Jamestown. “If any would not work,” announced Smith, “neither should he eat.” The men were hungry, so they worked.

While scouting for food, Smith was captured by the Indians and brought to a smoky longhouse. Seated at one end, he saw Powhatan, the Indians’
powerful chief. The Indians greeted Smith with a loud shout and a great feast. But when the meal ended, the mood changed. Smith was about to be clubbed to death when a young girl leapt out of the shadows. “She took my head in her arms and laid her own upon mine to save me from death,” Smith later wrote.

Smith’s savior was Pocahontas, Chief Powhatan’s favorite daughter. From that moment on, she would think of Smith as her brother. Pocahontas helped Smith save Jamestown by bringing food and keeping peace with her people. “She, next under God,” Smith wrote, “was... the instrument to preserve this colony from death, famine, and utter confusion.”

The Starving Time  Jamestown’s troubles, however, were far from over. In the fall of 1609, after being injured in a gunpowder explosion, Smith returned to England. The following winter was the worst ever—so bad that it came to be known as the “Starving Time.”

Without Smith and Pocahontas to act as go-betweens, the Indians refused to trade with the settlers. The English ate dogs, rats, and even human corpses to survive. By spring, only 60 of the 500 people Smith had left in the fall remained alive.

When supply ships arrived the following spring, the survivors were ordered to abandon their failed colony. Then three more English ships arrived with food, 150 new colonists, and 100 soldiers. Jamestown was saved again.

Jamestown Survives  Even with more settlers, the people of Jamestown lived in constant danger of Indian attacks. To end that threat, the English kidnapped Pocahontas and held her hostage. For a year, Pocahontas remained a prisoner—but a willing and curious one. During that time she learned English, adopted the Christian faith, and made new friends.

Among those new friends was a widower named John Rolfe. Rolfe had already helped the colony survive by finding a crop that could be raised in Virginia and sold for good prices in England—tobacco. The happy settlers went tobacco mad, planting the crop everywhere, even in Jamestown’s streets.

Now Rolfe helped again by making a proposal of marriage to Pocahontas. Both the governor of Jamestown and Chief Powhatan gave their consent to this unusual match. Maybe they hoped that the marriage would help end the conflict between their peoples.

The union of Pocahontas and John Rolfe did bring peace to Jamestown. In 1616, Rolfe wrote, “Our people yearly plant and reap quietly, and travel in the woods...as freely and securely from danger...as in England.”
Pocahontas
LINK BETWEEN TWO WORLDS

Pocahontas saved the lives of many English colonists during the early years of Jamestown. In this way, she served briefly as a link between Native Americans and Europeans. Read the paragraphs below. Then, on a separate sheet of paper, answer the questions that follow.

In 1608, Captain John Smith of the Jamestown Colony was captured by the powerful Native American chief Powhatan. At the end of three weeks, Powhatan ordered this “petty chief of the strangers” put to death. Then, as Smith later told it, a remarkable thing happened:

At the very minute of my execution, [Powhatan’s daughter Pocahontas] hazarded the beating out of her own brains to save mine, and not only that, but so prevailed with her father that I was safely conducted to Jamestown.

After Smith’s release, and during the so-called “starving time,” Pocahontas, then only 13 years old, visited Jamestown regularly. Her mischievous, sprightly presence was almost as welcome as the food she brought. One colonist fondly remembered her turning cartwheels all around the fort.

Pocahontas became a go-between for the Native Americans and the English. She won the release of Native American prisoners and explained Indian customs that caused fear among the English. Once, she even warned the English that her father was planning a surprise attack.

For her part, Pocahontas was eager to learn the English language and the Christian religion. In 1614, she was baptized and given the name Rebecca.

By this time, Pocahontas had fallen in love with colonist John Rolfe, a widower about 10 years older than she. They were married in April 1614. Powhatan accepted the marriage and gave the couple a tract of land to live on. They soon had a son, Thomas. Both Rolfe and Pocahontas hoped that their marriage would improve relations between the English and the Native Americans.

In 1616, Pocahontas sailed for England with her husband, their son, and 12 other Indians. The English gave parties and dances in her honor. She was also presented to the king and queen, who were grateful for the help that she had given to the colonists at Jamestown.

Sadly, Pocahontas died during her visit. On March 21, 1617, the 21-year-old daughter of Powhatan was buried in England, far from home.

1. How did Pocahontas help the English? How did she help her own people?

2. How was Pocahontas treated in England?

3. After Pocahontas’s death, relations between English colonists and Native Americans in Virginia worsened. If Pocahontas had lived to return to the Americas, do you think she could have prevented this? Why or why not?
The House of Burgesses

Step One: Read the following description of the House of Burgesses.

The Virginia House of Burgesses was the governing body of the colony of Virginia and the first popularly elected legislature in the New World. For Virginians, the House of Burgesses was immensely important, transmitting the power of the Crown to the colonies. The House of Burgesses first met in 1619 after the Virginia Company's George Yeardley arrived in Virginia and announced that the company had voted to create a legislative assembly. The first assembly met on July 30 in the Jamestown Church and had as its first order of business setting a minimum price for the sale of tobacco. It had 22 burgesses who represented 11 plantations, two from each.

Each Virginia county sent a representative to the House of Burgesses. The burgesses were elected by landowners at the county courthouse. Each elector voiced his choice publicly, and often the delegate was present to shake the voter's hand and show appreciation for the vote. Once in office, the representative could expect to decide on such important issues as tobacco prices, taxation, policies on religion and education, and relations with Native Americans.

By 1750, there were 100 seats in the House of Burgesses. Although some battles within the house were fierce, on the whole, the work of these officials was extraordinarily efficient and beneficial for Virginia.²

Step Two: Answer the following questions in complete sentences.

1) What was the House of Burgesses?

_________________________________________________________________________

_________________________________________________________________________

2) How did someone become a member of the House of Burgesses?

_________________________________________________________________________

_________________________________________________________________________

3) How does the House of Burgesses demonstrate the ideas of representative government?

_________________________________________________________________________

_________________________________________________________________________

The Pilgrims and Puritans Come to America

As you read previously, colonists came to America for many reasons. They came to explore, to make money, to spread and practice their religion freely, and to live on land of their own. The Pilgrims and Puritans came to America to practice religious freedom.

In the 1500s England broke away from the Roman Catholic Church and created a new church called the Church of England. Everyone in England had to belong to the church. There was a group of people called Separatists that wanted to separate from the Church of England. The Separatists, under the leadership of William Bradford, decided to leave England and start a settlement of their own so that they could practice their religion freely. Bradford went to the Virginia Company and asked them for permission to establish a new colony in Virginia. The Virginia Company agreed, so the Pilgrims set sail on the Mayflower in September 1620 towards Virginia.

The Pilgrims had a long and difficult journey across the Atlantic Ocean. A storm blew them off course so instead of landing in Virginia, they landed further north in Cape Cod. The Pilgrims decided to settle in this area and called it Plymouth. There was a problem with them staying; there was no form of government to follow. The Virginia Company had given the Pilgrims a charter to settle in Virginia. The charter was not valid for Plymouth. The men aboard the Mayflower decided that they would write a plan of government for their colony. The plan of government became known as the Mayflower Compact. The men agreed to consult each other about the laws for the colony, and they promised to work together to make the colony succeed. All the men signed the document. Women were not allowed to participate.

The Pilgrims finally stepped foot on land in November of 1620. This was not the best time to establish a colony. It was very difficult for the Pilgrims to find food and shelter in the middle of winter. By the time spring arrived, half of the colonists had died. When spring arrived the Pilgrims set out to plant crops and build their colony. They Pilgrims were told how to plant corn and other crops and how to trap animals for food and clothing by Samoset and Squanto. By fall the colony was saved and to celebrate their success they celebrated the first Thanksgiving.

In 1630 another group left England in search of religious freedom. This group was
called the Puritans. The Puritans wanted to leave the Church of England to become pure by getting rid of Catholic practices. The Puritans did not want to separate entirely from the Church of England; they wanted to make reforms or changes. King Charles I would threaten the Puritans with harsh punishments if they did not obey the Church of England; therefore, they sought freedom in America.

The Puritans received a charter from the Massachusetts Bay Company to settle land in New England. John Winthrop led approximately 1,000 Puritans to America and established the Massachusetts Bay Colony. The colonists wanted to base the colony on the laws of God. They believed that God would protect them if they obeyed his laws. Winthrop wanted to make this colony a model for all other colonies to follow. Like the other colonies, the Massachusetts Bay Colony established a government. All men who were church members were able to vote for governor and for representatives to the General Court. The General Court would then make laws for the good of the colony.

Roanoke Island, Jamestown, Plymouth, and Massachusetts Bay Colony were the earliest of the English settlements. They paved the way for future colonies to develop. Will it be an easy task? Will the colonists continue to live under English rule? Only time will tell.
Directions: You are to use your "The Pilgrims and Puritans Come to America" story to answer the following questions.

1. Why did the Pilgrims and Puritans come to America?
________________________________________________________________________

2. What was the name of the church that England created when they broke away from the Roman Catholic Church?
________________________________________________________________________

3. What did Separatists want to do?
________________________________________________________________________

4. Who was the leader of the Separatists?
________________________________________________________________________

5. Who agreed to give the Separatists money for their voyage?
________________________________________________________________________

6. What was the name of the ship that the Pilgrims sailed to America on?
________________________________________________________________________

7. Where were the Pilgrims supposed to have landed?
________________________________________________________________________

8. Why did the Pilgrims not land where they were supposed to?
________________________________________________________________________
9. Where did the Pilgrims land?  

10. What was the name of the plan of government the Pilgrims formed before leaving the ship? 

11. What two things did the men agree to do under this form of government? 

12. True or False: Women were allowed to participate in government decisions. 

13. What two Native Americans helped the Pilgrims with planting crops and trapping animals? 

14. Why did the Puritans want to leave the Church of England? 

15. What is a reform? 

16. True or False: The Puritans did not want to separate entirely from the Church of England, they wanted to make reforms. 

17. Who did the Puritans receive a charter from? 

18. Who was the leader of the Puritans? 

19. What was the name of the colony established by the Puritans? 

20. Describe the government set up by the Puritans.
England's First Economic Ventures in North America

By the late 1500's England began to try and establish colonies in North America. These colonies were established for religious and economic reasons. Some people were leaving England so that they could practice their own religion freely, and some were leaving to try to make it rich. Whatever the reason, thousands of people left England and established the original thirteen colonies.

England's first attempt at a colony was Roanoke Island, which was off the coast of present day North Carolina. Queen Elizabeth I offered the job to Sir Walter Raleigh. Raleigh soon raised enough money to send seven English ships to America in 1585. The first winter was very difficult so they returned to England. In 1587 a second attempt was made to establish a colony at Roanoke Island. This time John White brought over more than 100 men, women, and children to the island. White also had a difficult time. When the colony ran out of supplies White returned to England to restock. When he returned to England, he found his country at war with Spain and was not able to return to Roanoke Island right away. White finally returned to Roanoke Island in 1590. When he returned all the colonists had disappeared, and the only clue he found was the word "CROATOAN" carved into a tree. Croatoan was a Native American tribe that lived nearby. No one knows what happened to the colonists of the "Lost Colony." The mystery remains today.

England's first attempt at a colony was very unsuccessful, but they did not give up. They tried once again in 1607. This time they were handing to Jamestown, Virginia. In 1606 the Virginia Company of London received a charter from King James I. A charter gave the Virginia Company the right to colonize the land between the Potomac River and North Carolina. The charter also gave the people living in this area the same rights as people in England. The Virginia Company of London was a joint stock company was people invested their money into the company to send colonists to settle in Virginia. The investors then hoped the colonists would find gold in Virginia to make them a profit.

In 1607, three English ships landed in Jamestown. The problems began as soon as they landed. The area they picked to settle in was very swamplike, it had thousands of disease-carrying mosquitoes, and the water was unsafe to drink. The men that came to Virginia came for gold. Instead of planting crops and building shelter they
spent their days looking for gold. Men began dying of starvation, and by the end of their first year only 38 out of 100 were still alive. Captain John Smith stepped in and became the leader of the Jamestown Colony. He issued a law that said that you would only get food if you worked. The colony under Smith’s leadership began to thrive. Crops were planted, houses were built, and they began trading with Chief Powhatan.

Jamestown began to thrive, but the investors of the Virginia Company of London were soon becoming unhappy with the colonists and were ready to pull out their investments. The colonists were not making them profits with gold. In 1612, John Rolfe saved the day by planting tobacco. Rolfe realized that the crop grew well in Virginia’s soil and it soon became Virginia’s first cash crop (crop sold for profit).

Even though Jamestown started off rocky and it looked like it was destined for failure, it continued to steadily grow and become England’s first permanent colony in North America in 1607. Although they never found the gold they were looking for, they soon realized that Virginia’s gold was found in tobacco plants. The Virginia Company of London continued to try to attract more settlers to Jamestown. They also decided the colony needed its own form of government. The colony established the House of Burgesses. The colonists who owned land would elect representatives and the Governor and elected representatives would make laws for the colony. The House of Burgesses was the first form of self-government for the English colonies. How would the rest of the colonies develop? Will they have just as much trouble as Roanoke Island and Jamestown? Only time will tell.
Directions: You are to use your “England’s First Economic Ventures in North America” story to answer the following questions.

1. What were two reasons the English established colonies in North America?
   
   A. ______________________________________
   
   B. ______________________________________

2. Where was England’s first attempt at setting up a colony?
   
   ______________________________________

3. Who did Queen Elizabeth I send to set up this colony?
   
   ______________________________________

4. Who attempted to set up Roanoke Island the second time?
   
   ______________________________________

5. Who was England at war with that prevented John White from returning to Roanoke Island quickly?
   
   ______________________________________

6. Why was Roanoke Island called the “Lost Colony”?
   
   ______________________________________

7. What was the name of England’s first permanent colony in North America?
   
   ______________________________________
8. Who gave money to the colonists to settle in Jamestown?

9. Who gave the colonists a charter to settle in Virginia?

10. What is a charter?

11. What is a joint stock company?

12. What were the colonists trying to find in Virginia to make money for the Virginia Company of London?

13. What three problems did the colonists face with the location they picked to settle?
   A. 
   B. 
   C. 

14. Who became the leader of the Jamestown Colony and helped it survive?

15. What law did John Smith issue that turned the colony around?

16. What did the colonists start growing for profit?

17. Who brought this crop to Jamestown?

18. What is a cash crop?
19. What was the name of the first form of self-government for the English colonies?

20. Who was allowed to vote for representatives and the governor?
13 Colonies Map Project

Read through the directions below. Check off each question as you label it on your map. All spelling must be correct in order to receive full credit. NEATNESS COUNTS!

Look at the map on page 96 in your textbook. Label the major colonial cities on the map in black ink. Capitalize all proper nouns:

___ Boston
___ Plymouth

Use a blue color pencil to trace the river. Then label the river in black ink. Capitalize all proper nouns.

___ Connecticut River

Using black ink, label the following colonies and then color them purple. Capitalize all proper nouns.

___ New Hampshire
___ Massachusetts
___ Connecticut
___ Rhode Island

Look at the map on page 102 in your textbook. Label the major colonial cities on the map in black ink. Capitalize all proper nouns:

___ New York
___ Philadelphia

Use a blue pencil to trace the rivers. Then label the rivers in black ink. Capitalize all proper nouns.

___ Hudson River
___ Delaware River

Using black ink, label the following colonies and then color them green. Capitalize all proper nouns.

___ New York
___ Pennsylvania
___ New Jersey
___ Delaware
Look at the map on page 109 in your textbook.
Label the following colonial cities in black ink. Capitalize all proper nouns.

____ Charleston
____ Williamsburg

Trace the rivers with a blue color pencil then use black ink to label the rivers. Capitalize all proper nouns.

____ Potomac River
____ Roanoke River

Using black ink, label the following colonies, then color these colonies orange. Capitalize all proper nouns.

____ Maryland
____ Virginia
____ North Carolina
____ South Carolina
____ Georgia

Using black ink label the following bodies of water and then color the area blue with your color pencil. Capitalize all proper nouns.

____ Atlantic Ocean
____ Chesapeake Bay

Using a brown colored pencil draw where mountains should appear. Then use a black pen to label the mountain range.

____ Appalachian Mountains
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The New England Colonies

By 1636 four New England Colonies had been founded: New Hampshire, Massachusetts, Rhode Island, and Connecticut. The region is bordered on the west by New York State, on the north by Canada, on the east by the Atlantic Ocean, and the south by Long Island Sound; the land rises in the north and west to the New England system of the Appalachian Mountains. The coast was the most important commercial area—during the 20th century industry and tourism overran the traditionally important activities of fishing and shipbuilding. Many of the major events of America’s colonial period, including the start of the Revolution, took place in New England. New England colonists faced very cold winters and mild summers in a very rocky area which was not good for farming. Because of the climate, homes were smaller to help keep warm. They were also closer together in small villages with small farms. New Englanders practiced subsistence farming (just enough to get feed the family, no surplus).

During the 17th century, New England became a religious refuge for Protestant followers of John Calvin, whose beliefs differed from those of the Church of England. One such group, the Pilgrims (separatists), established the Plymouth Colony in 1620 to escape persecution in England. The Puritans, another Calvinist sect, arrived nine years later in Massachusetts. The Puritans wanted to “purify” the Church of England. They simply wanted to change some of it ways as opposed to the Pilgrims who wanted to move away from the church all together. The Puritans were treated badly in England because of their beliefs. The Puritans eventually absorbed the Pilgrims and spread into Connecticut, Maine, New Hampshire, upstate New York, and eastern Ohio. The church was the social center of life in New England where everyone went for town meetings and celebrations. Sometimes school was actually held in the same place as church.

New England merchants exploited the rich fishing areas along the northeastern coast of North America. Many financed large fishing fleets and transported catch of mackerel and cod to markets in southern Europe and the West Indies. Other entrepreneurs took advantage of the abundant supply of timber along the coasts and rivers of northern New England. They financed sawmills that provided low-cost wood for houses and shipbuilding. New Englanders were shipbuilders, sail makers, blacksmiths. It was in New England that oceangoing ships were built a sold to British and American merchants. New Englanders made a lot of money from slave trade.
The New England Colonies

Draw a picture depicting life in the New England Colonies.

Describe the geography and climate:

Color and label the correct region on the map below:

The Original 13 Colonies c. 1750

Describe the religious, social, and political life:

How did the colonists make money?


How was the colony organized?
Examining the Mayflower Compact

Step One: Read an excerpt from the Mayflower Compact.

"...We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord, King James, by the Grace of God, of England... Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a voyage to plant the first colony in the northern parts of Virginia; do... mutually in the Presence of God and one of another.. combine ourselves together into a civil Body Politic, for our better Ordering and Preservation;... enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions and Offices, from time to time, as shall be thought most meet and convenient for the General good of the Colony; unto which we promise all due...obedience. 1620."

Step Two: Answer the following questions in complete sentences.

4) What do the signers mean by a "civil Body Politic"?

5) What will the civil Body Politic do "from time to time"?

6) Why do the signers say they need this?

7) How does the Mayflower Compact demonstrate the ideas of representative government?
Of Plymouth Plantation  William Bradford (1590–1657)

William Bradford came to the Americas on board the Mayflower. In 1621, he was elected governor of the Plymouth Plantation and was reelected 30 times. In his history of Plymouth, Bradford describes the hardships the Pilgrims faced and their strong religious faith.

But that which was most sad and lamentable was, that in two or three months' time half of their company died, especially in January and February, being the depth of winter, and wanting houses and other comforts; being infected with the scurvy and other diseases, which this long voyage and their [unfit] condition had brought upon them. So as there died sometimes two or three of a day in the fore-said time, that of 100 and odd persons, scarce fifty remained. And of these, in the time of most distress, there was but six or seven sound persons who . . . spared no pains night nor day, but with abundance of toil and hazard of their own health, fetched them wood, made them fires, dressed them meat, made their beds, washed their loath-some clothes, clothed and unclothed them. In a word, did all the homely and necessary offices for them which dainty and queasy stomachs cannot endure to hear named; and all this willingly and cheerfully, without any grudging in the least, showing herein their true love unto their friends and brethren; a rare example and worthy to be remembered.

Two of these seven were Mr. William Brewster, their reverend Elder, and Myles Standish, their Captain and military commander, unto whom myself and many others were much beholden in our low and sick condition. And yet the Lord so upheld these persons as in this general calamity they were not at all infected either with sickness or lameness. And what I have said of these I may say of many others who died in this general visitation, and others yet living; that whilst they had health, yes, or any strength continuing, they were not wanting to any that had need of them. And I doubt not but their recompense is with the Lord.

1. What special help did William Brewster and Myles Standish offer that winter?
The Middle Colonies

Also known as the Breadbasket colonies, the Middle Colonies included New Jersey, Pennsylvania, Delaware, and New York. The first settlers of the Middle Colonies discovered that the land was good for farming, once the trees and rocks were cleared. The weather was also perfect for agriculture with its moderate climate. The Middle Colonies were located along the Appalachian Mountains and the area consists of coastal lowlands, harbors, bays, and many wide rivers.

Because the area is perfect for growing crops such as wheat, corn, and rye, these colonies became to be known as the "Breadbasket Colonies." Not only did the people make money through agriculture, they also made money through trading goods in the major market towns. The regions rich resources attracted people from many different countries in Europe and many people from varying religious backgrounds. William Penn, who founded the colony of Pennsylvania in 1682, attracted immigrants from many countries with his policies of religious liberty and freehold ownership, which meant that farmers owned their land free and clear from leases and dues to landlords. The great majority of settlers who went to Pennsylvania and New Jersey before 1700 were English or Welsh Quakers and they remained the dominant social and political group unit through 1750's.

Shopkeepers and artisans-- shipwrights, butchers, coopers (barrelmakers), seamstresses, shoemakers, bakers, carpenters, masons, and many other specialized producers-- constituted the middle ranks of the Middle Colonies. Wives and husbands often worked as a team and passed their craft onto their children. Most of these artisans and traders earned enough income to maintain a modest but dignified existence. Farmers depended on market towns as places to trade their livestock and their crops such as grains, fruits, and vegetables. Along with the market towns, the Middle Colonies included small towns and villages as well as big cities such as Philadelphia. Philadelphia became the largest and wealthiest city in the English colonies.
The Middle Colonies

Draw a picture depicting life in Middle Colonies.

Describe the geography and climate:

Color and label the correct region on the map below:

Describe the religious, social, and political life:

How did the colonists make money?

How was the colony organized?

Middle Colonies:
New York, Pennsylvania, New Jersey, Delaware.
The Southern Colonies

In 1607, King James granted the Virginia Company a charter establishing the first English settlement of Virginia. In addition to Virginia, Maryland, North Carolina, and South Carolina made up the southern region of the English colonies. The Southern Colonies are located east of the Appalachian Mountains and include the Piedmont region. It makes up part of the Atlantic Coastal plains which consists of good harbors and many rivers. The climate of the Southern Colonies is very much different than that of the New England and Middle Colonies in that it is very humid. This humidity allows for great farming.

Because farming in the Southern Colonies was so widespread, many large plantations blanketed the area. The plantation owners, also known as planters, were able to grow large amounts of cash crops such as tobacco, indigo, and rice. The plantations included many buildings such as the mansion or the house in which the planter's family lived in as well as the slave's cabins, cattle pen, overseer's house, stable, tobacco barn, kitchen, office, and smokehouse. If a family could not afford a plantation, then that family would make a living by operating a small farm. In addition to farming, the Southern Colonies economy depended on the buying and selling of the wood products made from the vast amounts of trees as well as through slavery. Because each plantation was overwhelmed with a huge amount of work to keep the fields going, the planters had to depend on slaves and indentured servants to ensure success. The overseer's would often times watch the slaves to see if they were doing their work. Slaves were treated well or cruelly depending on their owners. Because life centered on farming, there was little time for education. Also, due to the fact that the plantations were spread far apart, there were hardly any formal schools. Children were often tutored at home. Very wealthy plantation owners might even pay to have a personal teacher or they might even send their children to England to receive formal schooling.

There were minimal towns and cites located in the South. Most life centered on the plantation life. Instead of using the land for building cities, they decided to use it for farming. As more and more people moved in-land to find more farmland, small towns did start to develop. People went to church, held dances, and traded crops for goods in county seats. Slaves were oftentimes bought and sold at the county seats as well. Most Southerners belonged to the Church of England.
The Southern Colonies

Draw a picture depicting life in the Southern Colonies.

Describe the geography and climate:

Color and label the correct region on the map below:

Describe the religious, social, and political life:

How did the colonists make money?

How was the colony organized?

Southern Colonies:
Maryland, Virginia, North Carolina, South Carolina, Georgia.
Although most farmers lived in one-room farmhouses, they held out hope that they would achieve wealth like that pictured above.

4.2 Life on a Farm

Nine out of ten people in the colonies lived on small family farms. Most farm families either raised or made nearly everything they needed. One farmer wrote with pride that, in a single year, “I never laid out (besides my taxes) more than ten dollars... Nothing to wear, eat, or drink was purchased, as my farm provided all.”

The first and hardest task facing farm families was to clear the land of trees. The colonists had only simple, basic tools. They cut down trees with axes and saws. Then they used the same tools to cut square timbers and flat planks for building houses, barns, and fences.

Imagine living on a colonial farm. Your home is a single large room with a chimney at one end. In this room, your family cooks, eats, and sleeps. Your parents sleep in a large bed built into one corner. Your younger brothers and sisters sleep in a smaller “trundle” bed, a bed that can slide under the big bed during the day. At bedtime, you climb a ladder next to the chimney to sleep in an attic or a loft. As your family grows, you help to build another room on the other side of the chimney.

The fireplace is the only source of heat for warmth and cooking. So, keeping a supply of firewood is important. The fire is kept burning all the time because, without matches, it is very difficult to light a new one.

Cooking is one of the most dangerous jobs on your farm. Food is cooked in heavy iron pots hung over an open fire. While lifting or stirring these pots, your mother might burn her hands, scorch her clothes, or strain her back.

Life on your farm starts before sunrise. Everyone wakes up early to share the work. Chores include cutting wood, feeding animals, clearing land, tending crops, building fences, making furniture and tools, gathering eggs, spinning thread, weaving cloth, sewing clothes, making candles and soap, cooking, cleaning, and caring for babies.

How does this compare with life in your home today?
4.3 Life in Cities

In 1750, one colonist out of 20 lived in a city. Compared to the quiet farm life, cities were exciting places.

The heart of the city was the waterfront. There, ships brought news from England as well as eagerly awaited items such as paint, carpets, furniture, and books.

Just beyond the docks, a marketplace bustled with fishermen selling their catch and farmers selling fresh eggs, milk, and cheese. Close by were taverns, where food and drink were served. People gathered there to exchange gossip and news from other colonies.

The nearby streets were lined with shops. Sparks flew from the blacksmith’s block as he hammered iron into tools. Shoemakers, clockmakers, silversmiths, tailors, and other craftspeople turned out goods based on the latest designs from England. There were barbers to cut colonists’ hair and wigmakers to make it look long again.

Cities were noisy, smelly places. Church bells rang out daily. Carts clattered loudly over streets paved with round cobblestones. The air was filled with the stench of rotting garbage and open sewers, but the colonists were used to it. Animals ran loose in the street. During hot weather, clouds of flies and mosquitoes swarmed about.

City homes were close together on winding streets. Most were built of wood with thatched roofs, like the houses the colonists had left behind in Europe. Their windows were small, because glass was costly.

For lighting, colonists used torches made of pine that burned brightly when they were wedged between hearthstones in the fireplace. Colonists also burned grease in metal containers called “betsy lamps” and made candles scented with bayberries.

With torches and candles lighting homes, fire was a constant danger. Colonists kept fire buckets hanging by their front doors. When a fire broke out, the whole town helped to put it out. Grabbing their buckets, colonists formed a double line from the fire to a river, pond, or well. They passed the buckets full of water from hand to hand up one line to the fire. Then the empty buckets went hand over hand back down the opposite line to be filled again.

Colonial cities were very small by today’s standards. Boston and Philadelphia, the two largest, had fewer than 20,000 people in 1700.
4.4 Rights of Colonists

Colonists in America saw themselves as English citizens. They expected the same rights that citizens enjoyed in England. The most important of these was the right to have a voice in their government.

The Magna Carta  The English people had won the right to participate in their government only after a long struggle. A key victory in this struggle came in 1215, when King John agreed to sign the Magna Carta, or “Great Charter.” This agreement established the idea that the power of the monarch (ruler) was limited. Not even the king was above the law.

The next major victory was the founding of Parliament in 1265. Parliament was made up of representatives from across England. Over time, it became a lawmaking body with the power to approve laws and taxes proposed by the king or queen.

In 1685, James, the Duke of York, became King James II. As you read in Chapter 3, King James did not want to share power with an elected assembly in New York. Nor did he want to share power with an elected Parliament in England. When he tried to rule without Parliament, James was forced off his throne. This event, which took place without bloodshed, is known as the Glorious Revolution.

The English Bill of Rights
In 1689, Parliament offered the crown to Prince William of Orange and his wife, Mary. In exchange, they had to agree to an act, or law, known as the English Bill of Rights. This act said that the power to make laws and impose taxes belonged to the people’s elected representatives in Parliament and to no one else. It also included a bill, or list, of rights that belonged to the people.

Among these were the right to petition the king and the right to trial by jury.

English colonists saw the Glorious Revolution as a victory not only for Parliament, but for their colonial assemblies as well. They wanted to choose the people who made their laws and set their taxes. After all, this was a cherished right of all English citizens.
You may be getting the idea that the United States began as a collection of settlements that were not much alike. And you are right.

South Carolina wasn't like Pennsylvania, and Maryland wasn't like Connecticut. The people who founded the colonies had a lot to do with those differences, and so did the conditions of the land.

Massachusetts had a special problem because of its rocky soil and cold climate. It was tough being a farmer in New England, but New Englanders were tough people who liked challenges. So they did farm, although for many it was "subsistence farming." That means they grew enough for themselves; they didn't usually have extra crops to sell. A few New England farmers were able to sell their farm products abroad but, mostly, New England's land just wasn't right for large farms—or plantations—like those in the South.

And when it came to industry, the British made things difficult. They wouldn't let the colonists manufacture goods that competed with English goods. You can understand why that caused some grumbling.

New Englanders had to find ways to earn a living. Fishing was one way. Cod became New England's gold, just as tobacco was Virginia's.

The people in this shed are cleaning and drying codfish, which was (and still is) an important trading commodity for New England.
The Puritan settlers caught codfish and then salted and shipped and sold the fish in Europe or the Caribbean Islands. In order to do that, they needed ships. So they became shipbuilders. To make ships they needed lumber. So they harvested timber and began selling wood and wood products. They became merchants carrying goods around the world. Yankee ships were familiar sights in Singapore and Rangoon and Bristol. And New England boys, who hung around the wharfs, got a chance to touch Dutch coins, Chinese silks, or fruit from Spain. They heard tales of adventures in Tripoli and Jamaica and dreamed of becoming skippers and going to faraway places themselves.

Soon Yankees were trading all kinds of things. They might take their salted cod to Barbados and trade it for cane sugar. Then they’d go to Virginia to pick up tobacco. They’d take the tobacco and sugar to England and trade them for cash, guns, and English cloth. Then on to Africa where they exchanged the guns and cloth for men, women, and children. From there it was back across the Atlantic Ocean to the West Indies where the people were sold into slavery. Finally they sailed home to New England (or, sometimes, New York or Annapolis). All that was called the triangular trade. It made some people very rich.

Picture a triangle—a long one. Do you have three points in your mind? Now stretch the triangle across the Atlantic Ocean. Put one

The New England lumber mill cuts and splits the logs and then spits them out straight into the river so they can float down to the towns and shipyards that need them for building houses and boats.

**Between** 1526 and 1870, nearly 10 million slaves were shipped from Africa to:
- Europe (175,000);
- Spanish America (1,552,000);
- Brazil (3,647,000);
- British Caribbean (1,665,000);
- British North America and United States (399,000);
- French America (1,600,000);
- Dutch America (500,000);
- Danish West Indies (28,000).
A famous diagram of a slave ship that shows how the people were stowed, each in a space maybe 15 inches by six feet.

Stretch another triangle across the Atlantic. This one can start in England, go to Africa, and have a third point in Virginia. The Atlantic Ocean was once filled with ships sailing triangular routes. Most of them included a stop in the West Indies. (They were very jagged triangles.)

Let's pretend a triangle is starting at Newport, Rhode Island—where many did. You can watch as a ship is loaded with rum and guns. (Rum is an alcoholic drink made from sugarcane.) The ship heads for Africa, where the rum and guns will be traded for African people.

The Africans have been captured by enemy tribesmen and sold to African slave traders. The slave traders bargain with the New England boat captain, who buys as many people as he can squeeze on his ship. Some of the captives are children, kidnapped from their parents.

Olaudah Equiano was one of those children. He was 11 in 1756, when he was captured in Benin. He was the youngest of seven children, a happy boy in a loving home. Like many other prosperous African families, his family had slaves. Imagine that you are Olaudah as you read his words:

One day, when all our people were gone out to their works as usual, and only I and my sister were left to mind the house, two men and a woman got over our walls, and in a moment seized us both; and without giving us time to cry out or to make any resistance, they stopped our mouths and ran off with us into the nearest wood. Here they tied our hands, and continued to carry us as far as they could, till night came on, when we reached a small house, where the robbers halted for refreshment and spent the night.

Olaudah and his sister are taken on a long journey, separated; and sold. He is
passed from person to person, staying a month here, a few weeks there. Olaudah sees many parts of Africa and has many adventures. He tries to run away but is unsuccessful. Then, for the first time in his life, he sees the ocean.

The first object which saluted my eyes when I arrived on the coast was the sea, and a slaveship, which was then riding at anchor and waiting for its cargo. These filled me with astonishment, which was soon converted into terror... When I was carried on board I was immediately handled, and tossed up to see if I was sound, by some of the crew; and I was now persuaded that I had got into a world of bad spirits, and that they were going to kill me.

Olaudah is tossed below deck, where the smell is so bad he be-

There was more than one trade triangle. But all of them were tied up with slavery, and slavery was tied up with them. Most of the people who made money out of slavery didn't want to see it come to an end.
comes sick and cannot eat. When he refuses food he is tied down and beaten. Frightened, he is at first unable to talk to anyone because the other Africans do not speak his language. Finally he meets some chained men who speak the language of Benin.

I asked them if these people had no country, but lived in this hollow place [the ship]. They told me they did not, but came from a distant one....I then asked where were their women? Had they any like themselves? I was told they had. “And why,” said I, “do we not see them?” They answered because they were left behind. I asked how the vessel could go? They told me they could not tell; but that there was cloth put upon the masts by the help of ropes I saw, and then the vessel went on; and the white men had some spell or magic they put in the water, when they liked, in order to stop the vessel. I was exceedingly amazed at this account, and really thought they were spirits.

Olaudah learns that he is being taken to the white men’s country to work.

I then was a little revived, and thought, if it were no worse than working, my situation was not so desperate: but still I feared I should be put to death, the white people looked and acted, as I thought, in so savage a manner; for I had never seen among any people such instances of brutal cruelty; and this is not only shown towards us blacks, but also to some of the whites themselves. One white man in particular I saw, when we were permitted to be on deck, flogged so unmercifully with a large rope near the forecastle, that he died in consequence of it; and they tossed him over the side as they would have done a brute. This made me fear these people the more; and I expected nothing less than to be treated in the same manner.

Olaudah describes the scene below deck, where people are packed so closely they can hardly turn over. The smell, he says, are “loathsome.” Women shriek, the dying groan, all is “a scene of horror.”

One day, when we had a smooth sea and moderate wind, two of my wearied countrymen, who were chained together (I was near them at the time), preferring death to such a life of misery, somehow made through the nettings, and jumped into the sea.

Olaudah is taken to Barbados in the West Indies where he is sold. His story is different from most. He will go to sea as a slave, have many adventures, learn to read, and write his autobiography.

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Africa: The Unknown Continent

North Africa was the only part of Africa the Europeans knew. And, of North Africa, they knew only the lands that touched the Mediterranean Sea. Those lands were rich in history. Egypt had once seen a civilization that produced pharaohs, pyramids, and a sphinx. That was more than 2,000 years before the birth of Christ. Much later, in the 9th century C.E., another great civilization flourished in North Africa. It was Islamic (also called Muslim), and it began in Arabia and spread to Morocco and Spain and Mediterranean Europe.

But what of the rest of the huge African continent? What was it like? Europeans knew almost nothing of it—although there were wild rumors of rich kingdoms and of seven lost cities.

There was a barrier of sand that kept the Europeans from learning much: the vast Sahara desert. A few people were able to cross those blazing desert sands. They were African or Arab traders who traveled from oasis to oasis carrying gold and slaves from lands to the south. It was a very dangerous journey.

Why didn’t the Europeans just sail down the African coast and discover for themselves where that gold was coming from? They wanted to, but until the 15th century they couldn’t do it. You see, their boats were powered by men with oars. Those boats were fine in the calm Mediterranean, but
they weren't safe in the rough Atlantic waters. It was not until the 15th century that the Europeans developed sailing technology—learned from the Muslims—that allowed them to build caravels that could sail into the wind.

Then they got up their courage and began going down the coast, farther and farther, until the Portuguese sailor Vasco da Gama rounded the tip of Africa in 1498 and went on to India. Now, perhaps, the Europeans could stop along the African coast and visit the rich grasslands and forests below the Sahara. They could—if the Africans would let them.

But the people who lived in Africa weren't anxious to have outsiders come and explore or settle. They welcomed the Europeans as traders with goods they could use, but that was all. The Europeans couldn't land, take over, and mine the continent's gold, as they did in America. The African warriors were too strong. The Africans let the Europeans build a few trading posts, but nothing more. Besides, there were African diseases that frightened the Europeans.

So the Europeans didn't learn much about the peoples and cultures of the African continent. For them, it remained mysterious. If they had been able to explore, they would have discovered as much variety in Africa as in Europe. There were sophisticated empires and primitive cultures. There were sculptures cast in bronze and gold and useful iron objects hammered by village blacksmiths and cotton that weavers turned into handsome fabrics.

On the west coast of Africa, near the continent's bulge, the three great kingdoms of Ghana, Mali, and Songhai rose and fell between the time of the Roman Empire and the settling of North America. The ruler of Mali, Mansa Musa, was a Muslim who in 1324 took so much gold to Mecca (the center of the Muslim world) that the world price of gold tumbled. In the 15th century, Timbuktu, the leading city of Songhai, was renowned for its schools and wise men. A visitor wrote of the city's "great store of doctors, judges, priests, and other learned men that are bountifully maintained at the King's cost...and hither are brought diverse manuscripts or written books...which are sold for more money than any other merchandise."

But by the time the sailing ships were able to call at West African ports, it was trade alone that interested both peoples. The Europeans had guns, iron, cloth, kettles, and mirrors that were wanted in Africa. The Africans had workers—healthy, hardy people—who were wanted to grow crops and mine and settle the place the Europeans called a New World.

And so men and women would be traded into slavery by people, on both sides of the Atlantic, who didn't seem to worry about the consequences of their actions.
He will take a European name. It is Gustavus Vassa.

Many Africans are sent to Virginia, where they are traded for tobacco. Some are exchanged for sugar and molasses in the West Indies. Others are traded for rice in South Carolina. Then the ships head back to their home ports.

In Newport, Rhode Island, where we started this voyage, the sugar and molasses are turned into rum—and the triangle begins again. That is the way the terrible triangular trade works. Every colony is a part of it. English ships carry the greatest numbers of Africans into slavery.

In the colonies, laws are soon passed that attempt to take away the blacks' humanity. The Virginia Black Code says that slaves are property—not people. New York law says runaway slaves caught 40 miles north of Albany—on the way to Canada and safety—are to be killed.

Remember when the first black people arrived as indentured servants at Jamestown? In 1725 about 75,000 blacks are living in the American colonies. By 1790 there are more than 10 times that number.

A tobacco trader from New Amsterdam.
**Triangular Trade**

After reading the article titled, “A Nasty Triangle” complete the following worksheet. You will also need to use your textbook for some sections of this assignment.

1) YANKEES → Took __________ to Barbados to trade for ___________.
   Then they went to Virginia and got ______________. They took the ___________ and ___________ to England and got __________, guns, and ______________.
   Then they traveled to Africa where they exchanged the guns and cloth for __________, __________, and ___________. Then these people were sold into Slavery in the _____________.

2) IN NEWPORT, RHODE ISLAND → The Ships were loaded with __________ and ___________. Then headed for __________. Where the __________ and __________ are traded for ______________ people.

3) Why did they call this the triangular trade?

Turn to page 110 in your textbook and begin reading at the section titled GROWTH OF SLAVERY. (continue to page 112)

4) What were slave codes?

5) What was the middle passage?

Turn to page 114 in your textbook and begin reading at the section MOLASSES, RUM and SLAVES (and answer the following question).

6) Who were the Yankees?
Salem Witchcraft Trials

In 1692 an episode of mass hysteria gripped the Massachusetts colony and eventually ended the Puritan influence over New England. The panic had much to do with Puritan beliefs and the Puritan lifestyle. Women were not treated well in Puritan communities. It was thought that women should be submissive to their husbands and that they were likely to be tempted by the devil, and could easily be converted to the dark side. Puritans believed that the devil stole souls with help from witches and demons. Puritan life was very repressive. Adults and children were forbidden from doing anything other than read and discuss the bible, or work hard at their jobs, chores, or schoolwork. Recreational activities were thought to be distractions, which would give the devil a chance to steal one’s soul.

In the winter of 1692, several adolescent girls were listening to stories of witchcraft and voodoo, in the home of Reverend Samuel Parris, told to them by a West Indian slave woman known as Tituba. After hearing the stories, the young girls began to act strangely. They rolled their eyes, fell to the floor, and cried out. Adults in Salem Village soon became alarmed. When the local doctor could find nothing physically wrong with the girls it was assumed that the devil must be responsible. An investigation conducted by church leaders began. The girls accused Tituba of witchcraft. Tituba accused others in the town of witchcraft and the mass hysteria was underway.

Special hearings were conducted and again the girls accused people in Salem of working with the devil. Most of the over 200 people who were accused were elderly women or women who were seen as outcasts. During the trials dreams were accepted as hard evidence. Those who confessed and named names were released. Those who maintained their innocence were jailed and sentenced to die. Nineteen men and women were hanged on gallows hill that summer and fall, one man was crushed to death with heavy rocks for refusing to answer questions, and four others died in jail before the governor of Massachusetts called for an end to the trials.

When the dust settled, the people of Salem realized that they had made a tragic error. The trials caused many Puritans to examine their superstitions and their lifestyles. Although the Puritan religion lingered for another 30 years, the door was opened for other Protestant religions to enter Massachusetts and replace Puritanism. The trials also helped to change the court system in the colonies. No longer would dreams be acceptable evidence, and church leaders were removed from the justice system.
Constructed Response
The Colonies

Directions: Base your answers to the following questions on the drawing below and on your knowledge of social studies.

1. Name two industries shown on the map.

2. What was the purpose of stocks?

3. Why was the mill located on the river?

4. Based on the information presented in the drawing, describe one way New England villages were dependent on one another.
THE MIDDLE PASSAGE

A) Define Middle Passage:

B) Look at the African Slave Trade map. Answer the following questions:

1. What continents do you see on this map?

2. From which continent did most slaves come?
Trade in the Colonies by 1750

The English set up colonies in North America to improve their economy. The colonies were a good source of resources like lumber, fish, and tobacco. The English could get these resources very cheaply from their colonies. They could also force their colonies to import things made from these raw materials. By 1750 trade between England and her colonies was doing very well. England began to pay very close attention to what was going on there.

**TRIANGULAR TRADE**

**AS ILLUSTRATED BY VOYAGE OF THE Sanderson**

**SAILING FROM NEWPORT, R.I., IN MARCH, 1752**

- Mercantilism was the idea that

- The Navigation Acts were a series of

- Triangular Trade Routes were the
Make up a full-page advertisement encouraging people to move to one of the original 13 British Colonies (or a section of the British Colonies) back in the 1700’s. Your advertisement can be designed to attract a certain type of people (because of the work they do or the religion they practice).

Imagine that your advertisement would hang at a Town Hall or the local marketplace or at a seaport. The advertisement could also run in the newspaper of a small farming town or a busy seaport city in Europe.

Requirements:

_____ One eye-catching title

•

_____ One small drawing or picture (could be a map)

Reasons to move there:

_____ One about the climate

•

_____ Two political and/or religious

•

•

_____ Two geographic and/or economic (work/food availability)

•

•

_____ A contact person for information (with a place to meet—no phones or e-mail back then)
Draw up your rough draft in pencil here: