

Life in the Colonies

my Story Spark



What does it take to build a new society?

Suppose you are moving to a faraway new home. What will you bring with you to start your new life? What would you leave behind?



This modern-day reconstruction of a colonial stage wagon shows how many colonists traveled in the 1600s and 1700s.

- Lesson 1** New England, Middle, and Southern Colonies
- Lesson 2** Daily Life in the Colonies
- Lesson 3** Slavery in the Colonies
- Lesson 4** The French and Indian War

Benjamin Franklin

Young Apprentice

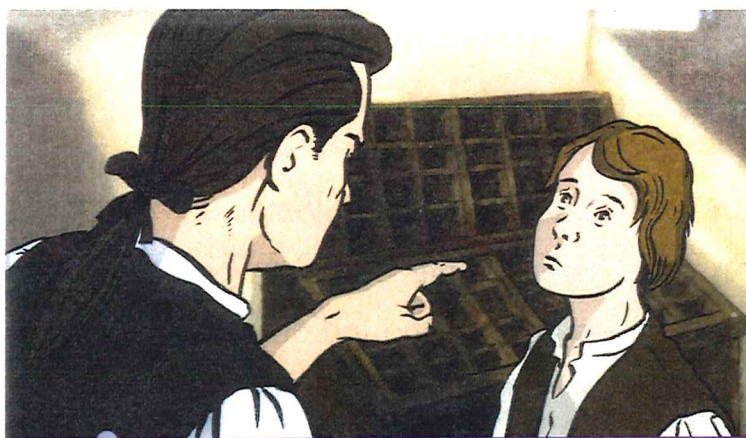
myStory Video

Benjamin Franklin was a remarkable man with a wide range of talents. As a printer and writer, he helped to shape the ideas of American colonists. As a scientist and inventor, he conducted important experiments and created useful tools, such as bifocals and the Franklin stove. As a civic leader, he set up America's first public library and fire department.

Born in the city of Boston in 1706, Benjamin Franklin came from a large family. He had 16 brothers and sisters! His father's job as a candlemaker earned the family enough to live on. Still, the Franklins could not afford to send their bright son Benjamin to college. Instead, Ben needed to learn a trade so that he could earn a living.

Before being apprenticed at age 12 to learn the printing trade, Benjamin Franklin sometimes helped his father make candles.





While Ben was an apprentice to his brother (and master), he was not always treated well.

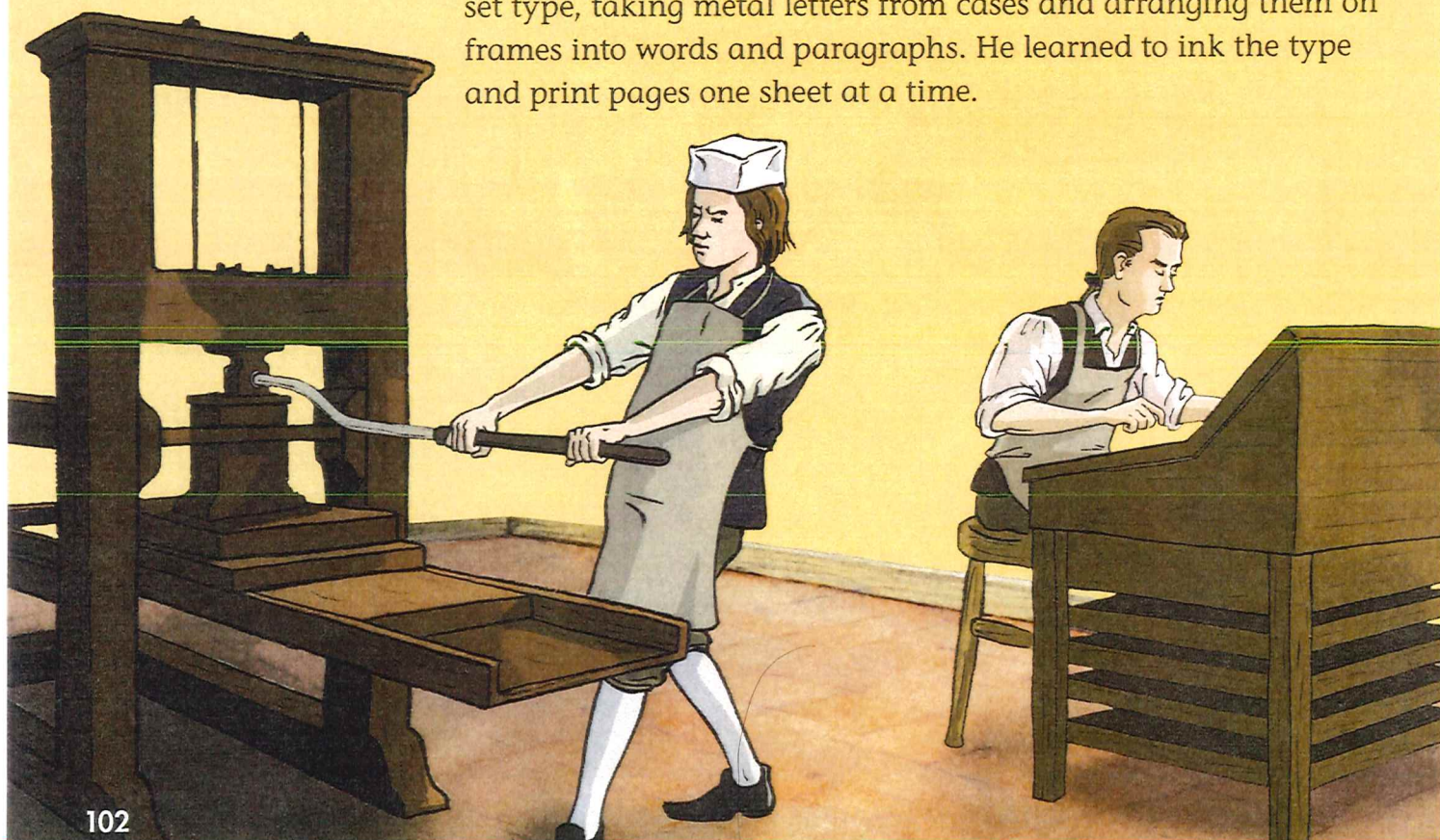


Even as a teenager, Ben Franklin showed a sharp wit in his newspaper articles, which readers enjoyed.

When Ben Franklin turned 12 years old, he did what many young people his age did. He became an apprentice. In the 1700s, young people learned trades by becoming apprentices to skilled “masters.” They might learn to make shoes or build furniture or bind books. An apprentice left home to live and work with a master tradesperson. Working without pay for up to seven years, he or she received food, clothing, and shelter. At the end of the training, the apprentice was ready to start a career.

Benjamin and his father decided that he would learn the printing trade, apprenticed to his older brother. James Franklin ran a shop in Boston, where he printed a popular newspaper as well as pamphlets and posters. Working for him, Ben learned to set type, taking metal letters from cases and arranging them on frames into words and paragraphs. He learned to ink the type and print pages one sheet at a time.

A printer's apprentice needed to learn how to set type for newspapers and how to operate a printing press properly.





Ben abandoned his apprenticeship and sailed away from Boston at the age of 17.



Within a few years, Ben Franklin owned a successful printing business in Philadelphia.

Ben's life as an apprentice was not easy. The work was hard, and hours were long. Sometimes his brother would yell at him or even beat him. This was not unusual for those times. Still, Ben felt that his brother did not always treat him fairly.

Ben did learn to be a printer. For a time, he even helped run his brother's business. He also began writing articles for the newspaper, using the pen name of "Silence Dogood." Even though Ben was a teenager with little education, people loved the clever things he wrote about life in the colonies.

When Ben was 17, he decided that he was ready to set out on his own before his seven-year apprenticeship was complete. In those days, apprentices did not break their agreements. So what did Ben do? He hopped a ship to New York City to look for work.

Soon he moved on to Philadelphia. Using the skills he had learned during his apprenticeship, Franklin found work in a local print shop. Later, he sailed to Great Britain to learn more about the printing business.

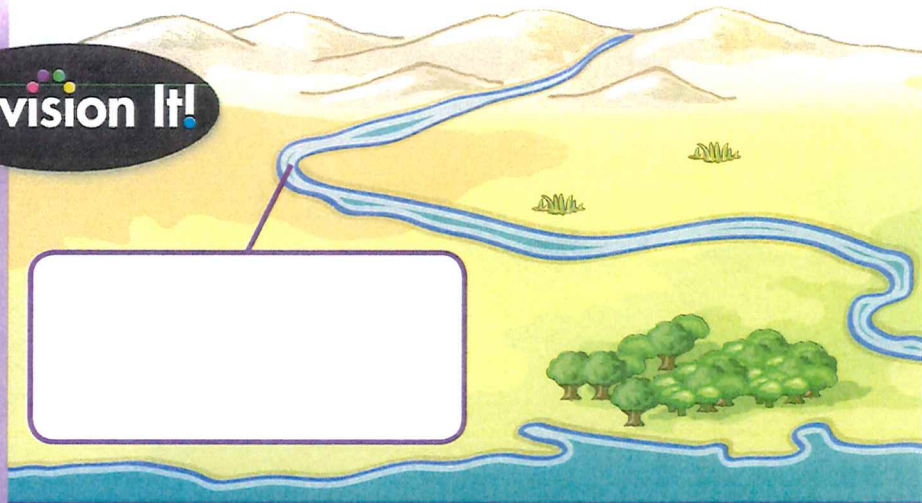
Finally, Franklin returned to Philadelphia. Through hard work, he built a successful printing business there. While Franklin explored interests in many other fields, printing and writing were always important to him. He became famous for the columns he wrote and the witty sayings he published yearly in *Poor Richard's Almanack*. Benjamin Franklin became a symbol of the genius and spirit of the hardworking American colonies.

Think About It Based on the story, what qualities did it take to be successful in the American colonies? As you read the chapter ahead, think about what Benjamin Franklin's story tells you about colonial society.

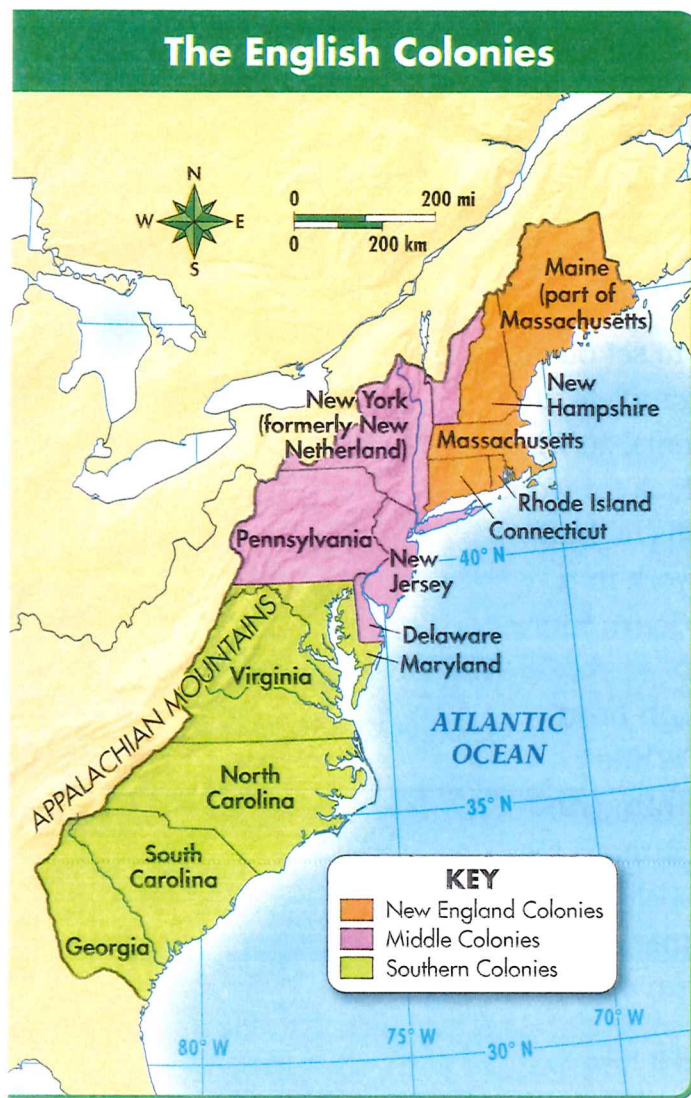
Lesson 1

Envision It!

New England, Middle, and Southern Colonies



This map shows a location in the Middle Colonies where settlers might have landed in the mid-1600s.



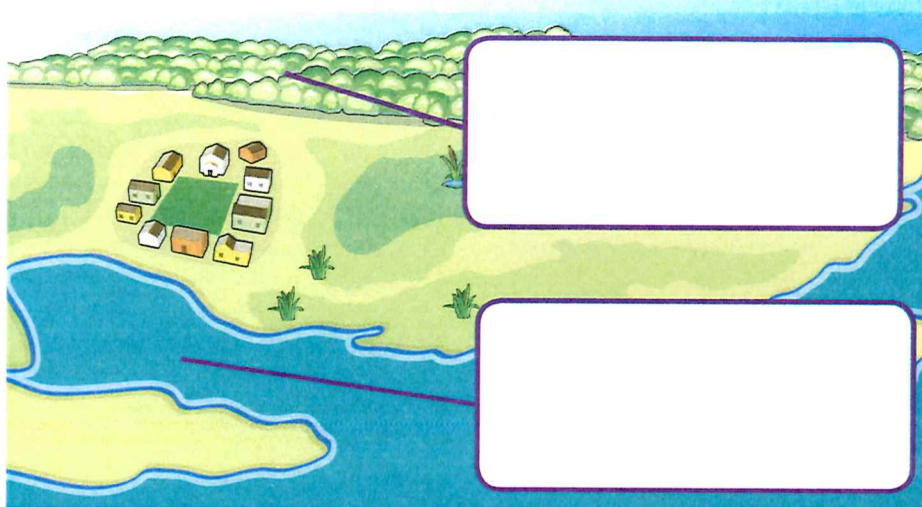
By the 1730s, there were 13 English colonies covering a narrow strip between the coast and the mountains.

The early colonists in North America were influenced by their environment. Settlers in Jamestown faced swarms of mosquitoes from nearby swamps. The Pilgrims at Plymouth Plantation suffered through freezing winter weather. The Dutch in New Amsterdam used their location to become a center for trade. Geography would continue to shape life as the colonies grew.

Geography of the English Colonies

Settlers from England came to North America throughout the 1600s. By the 1730s, colonies stretched from present-day Maine to what is now Georgia. These colonies can be grouped into three geographic regions. A **region** is an area defined by common features or conditions. The colonists lived in New England, the Mid-Atlantic region, and the South.

In New England, people farmed the thin, rocky soil, but farming was not the region's main business. Instead, many local merchants traded goods with England and with other colonies. Others earned their livings cutting timber from dense forests. Along the coast, they built ships, fished, or hunted whales.



I will know the role of geography in the settling and development of the English colonies.

Vocabulary

region
climate
dissent

proprietor
diverse

Explain whether each feature labeled on the map might be helpful or pose difficulties for the new settlers.

The Middle Colonies had rich soil and a warmer climate.

Climate is the pattern of weather in a place over a long period of time. Many colonists in this region raised wheat to sell. Iron dug from the ground was another key resource.

Colonies in the Southern region had an even warmer climate. Along the coast, the land was flat, and the soil was rich. Farmers in this region planted cash crops, such as tobacco and rice. Their large farms were called plantations.

In all regions, water was a key means of transportation and trade. Settlements clustered near rivers and on the coast.

While the land shaped how the settlements grew, settlers also changed the land. They cleared trees for farming and harvested timber. They changed the soil by growing crops year after year. Settlers also built roads and bridges.

1. **Complete** the chart with information about the connection between geography and settlements in the colonies.

Geography and Settlements

How the Land Shaped Settlements	How Settlers Changed the Land
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

The New England Colonies

In New England, the Puritans established towns throughout the region. Settlers built homes and farms on land that they saw as vacant. However, local Native Americans did not fence or use land in the way that English people did. The land that colonists assumed was empty, was often absolutely necessary to Native Americans. Such differences sometimes led to conflict.

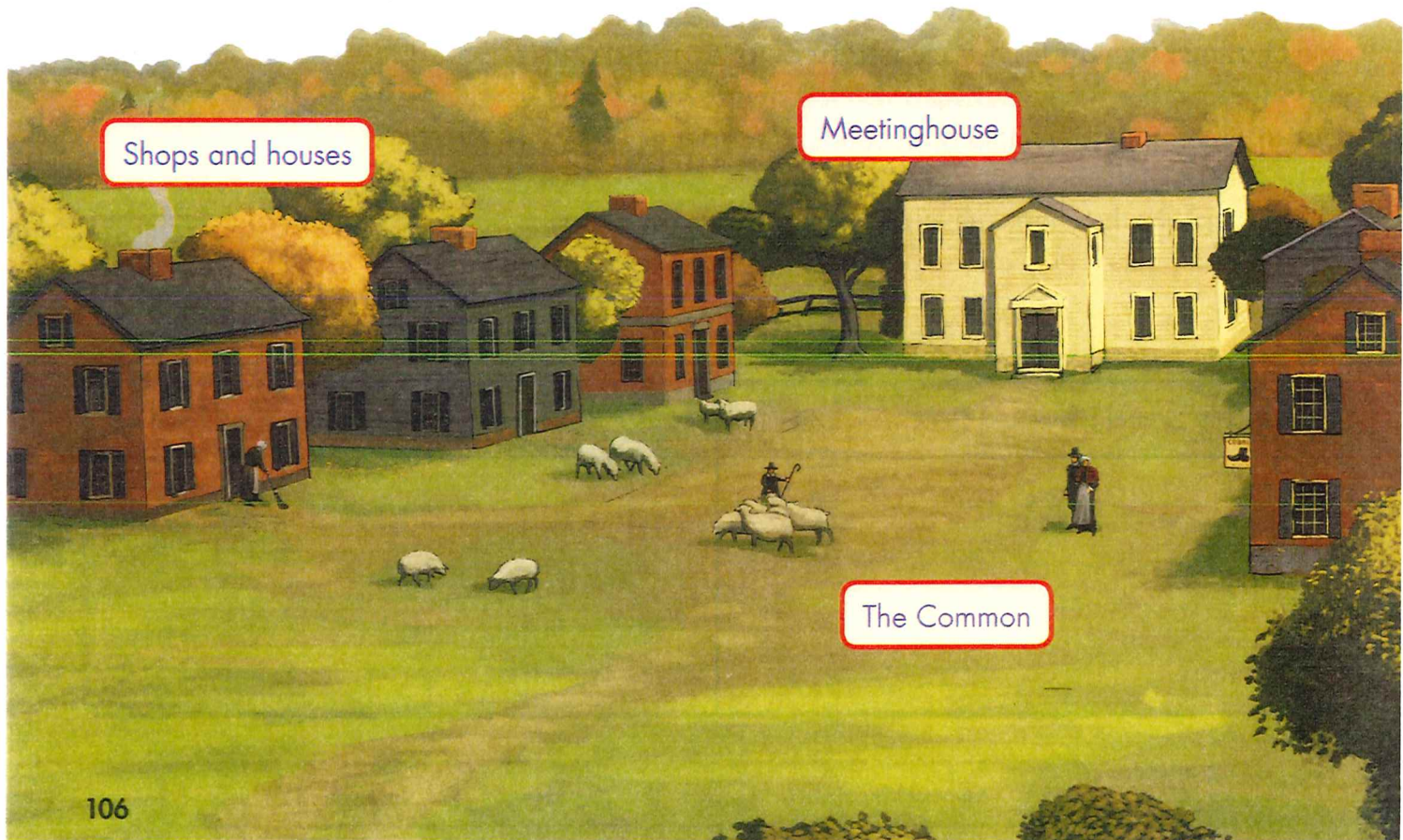
In each New England town, the meetinghouse was the center of town life. It was usually a large, simple building located on the town common area. The meetinghouse was used for religious services and for town meetings. Government decisions and actions were decided at town meetings.

Only church-going men who owned property could vote at these meetings.

Male settlers had a say in government, but Puritan leaders did not put up with **dissent**, or disagreement. Roger Williams discovered this when he came to the Massachusetts Bay Colony in 1631. Williams was a church leader, but he believed in freedom of religion.

2. How are the town residents using the common area?

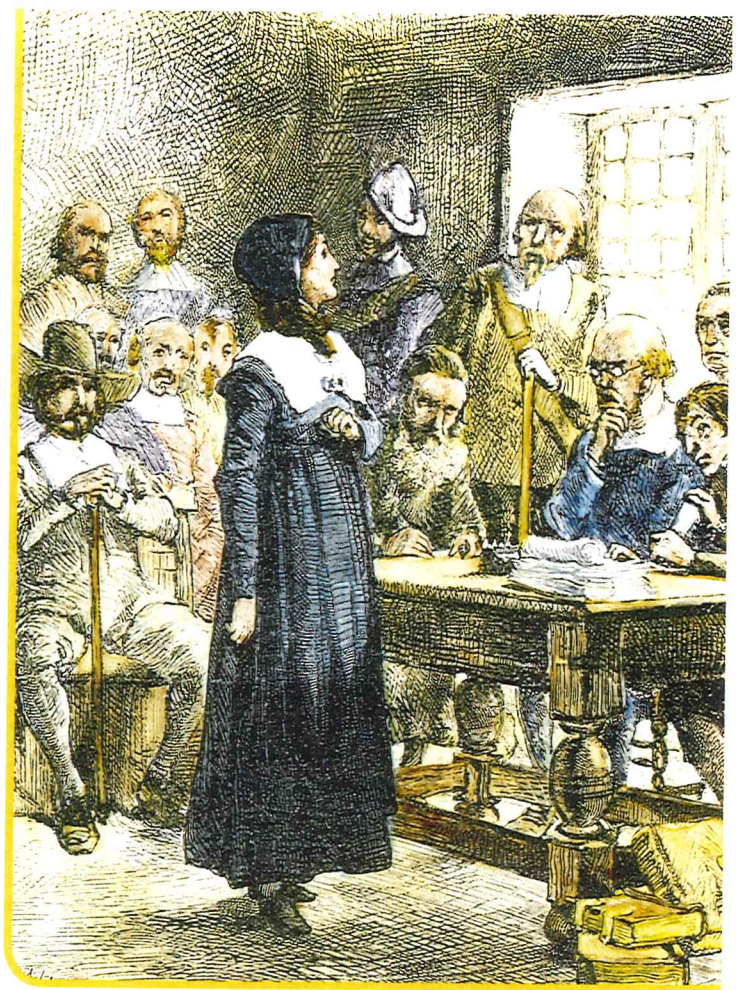
In most New England towns, houses were clustered around a common area, where the meetinghouse and often artisan shops were located.



Williams argued that civil leaders did not have the right to require everyone to worship in exactly the same way. Top Puritan leaders in Boston called Williams's ideas "new and dangerous." In 1636, he was banished, or forced to leave the colony. He started a new settlement that he called Providence. Settlers in Providence were free to practice religion in their own way. This was the start of what would become the colony of Rhode Island.

Anne Hutchinson was also forced to leave Massachusetts. She offended Puritan leaders by speaking out on religious matters and insisting that faith in God was more important than church rules. In 1638, she went to Rhode Island.

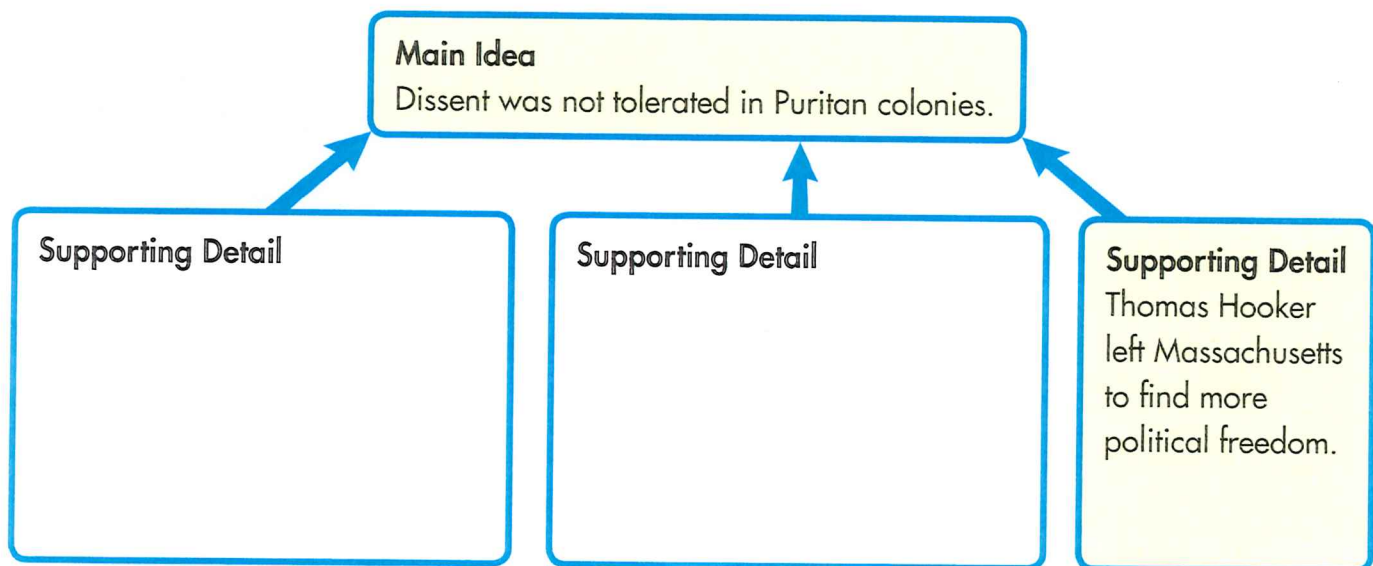
Thomas Hooker, a Puritan minister, wanted more political freedom. He felt that all men should be allowed to vote, not just church members or property owners. His ideas led him to leave Massachusetts in 1636 to start a colony that would become Connecticut.



Anne Hutchinson was banished from Massachusetts because she did not agree with church leaders in the colony.

3.  **Main Ideas and Details** Fill in the graphic organizer below with the missing details.

Dissent in the Puritan Colonies



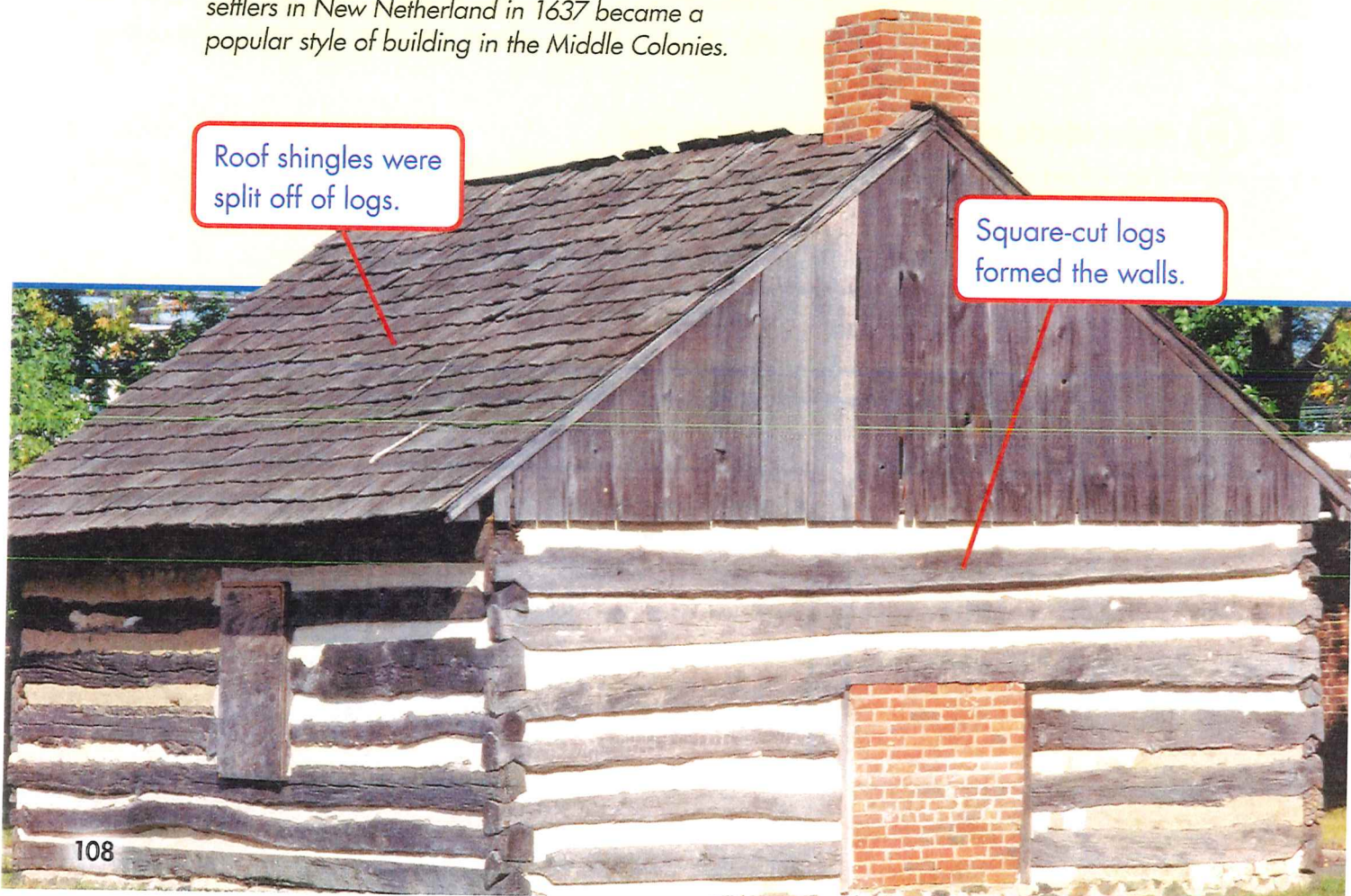
The Middle Colonies

After its founding by the Dutch in the 1620s, New Netherland became a thriving trade center. The colony soon included a settlement made by Swedes in the New Jersey area in the 1630s. Then in 1664, England sent a fleet to capture New Netherland. The colonists refused to fight, so governor Peter Stuyvesant surrendered to the English without firing a shot. The Dutch did try later to recapture the colony. However, by 1674, England was in full control.

England's king gave the colony to his brother, the Duke of York. The colony was renamed New York. This name was also given to the city that had been called New Amsterdam.

The Duke of York gave some of his lands in New York to two friends. Their names were George Carteret and John Berkeley. The land they received would become the colony of New Jersey. The Duke of York, Carteret, and Berkeley were known as proprietors (pruh PRYE uh turz). A **proprietor** is someone who owns land or property. New York and New Jersey were called proprietary colonies.

Log cabins such as this one built by Swedish settlers in New Netherland in 1637 became a popular style of building in the Middle Colonies.



New York and New Jersey had a **diverse** population. That is, there were people from many different countries and backgrounds living there. People in these colonies belonged to many different religious groups, too. This remained true even as the colonies grew.

People of different religions were also accepted in the colony of Pennsylvania. This colony began in 1681. England's king gave the land for the colony to William Penn, who was a Quaker. Quakers were opposed to war and felt people could pray in their own way. Penn believed strongly in protecting each person's right, or freedom, to practice his or her religion. Penn also believed in the rights of Native Americans living on the land he had been given. He promised to pay them a fair price for it.

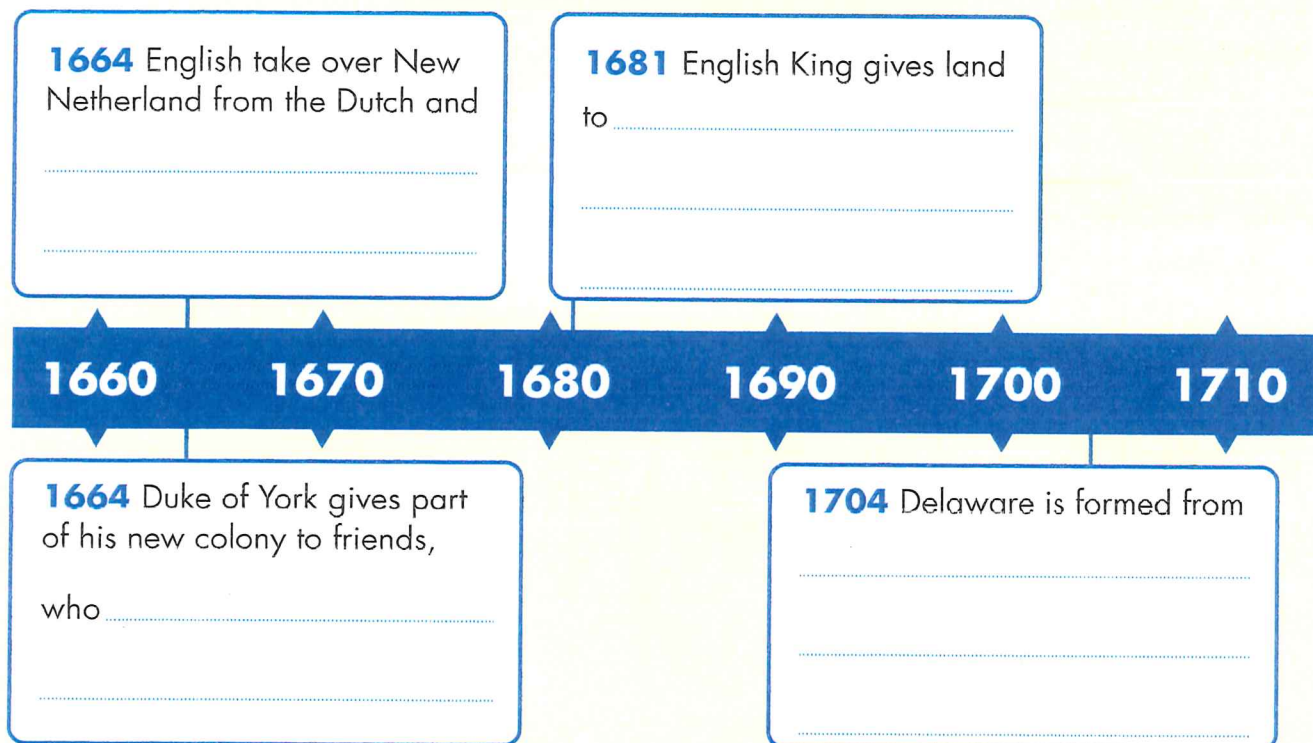
Delaware was also one of the Middle Colonies. It was part of Pennsylvania until 1704, when it became a separate colony.



As a Quaker, William Penn sought to maintain peaceful relations with Native Americans living near his new colony.

4. **Complete** each label on this timeline with facts about the founding of the four Middle Colonies.

Founding of the Middle Colonies



Southern Colonies

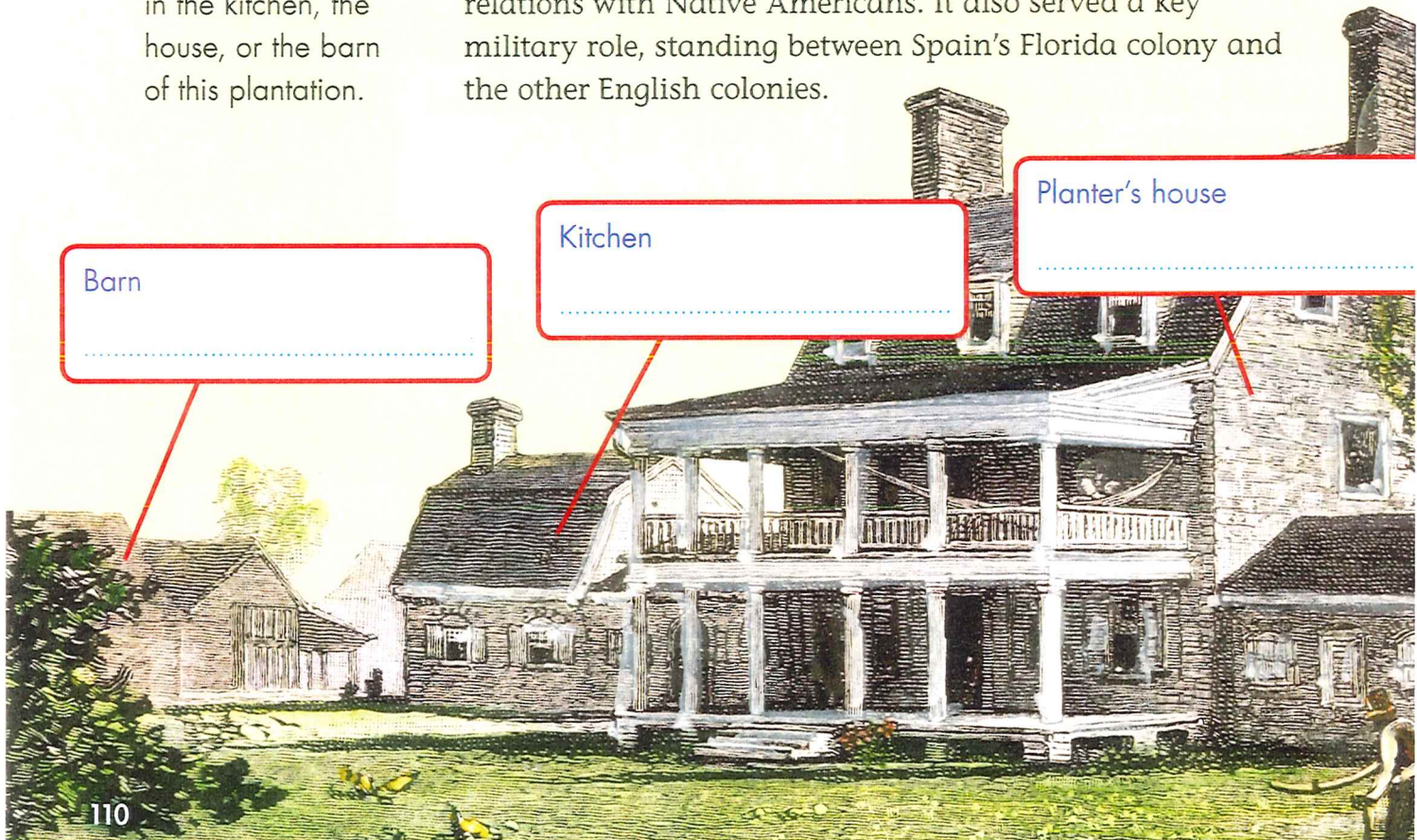
In the South, the Virginia Company controlled Virginia at first. Then in 1624, King James I decided to take over the colony. He appointed a governor under his control to run Virginia. Becoming a royal colony under the king's rule did not really change Virginia much. Self-rule continued. The governing body, the House of Burgesses, continued to meet.

One big change did occur in 1632. Charles I, England's new king, gave part of Virginia to Lord Baltimore, one of his followers. This new proprietary colony was named Maryland. Lord Baltimore belonged to the Catholic Church. Maryland welcomed Catholics, who were not always accepted in other colonies.

Carolina also began as a proprietary colony. In 1663, King Charles II granted this land to eight of his supporters. The colony was split in 1729 into North and South Carolina. The Carolinas had good soil for farming. In South Carolina, plantations grew valuable crops, especially rice. They relied on enslaved workers to farm and do other work. Charleston, an important Carolina city with a fine harbor, became a key trading center.

Georgia was founded in 1732. King George II let James Oglethorpe start a colony there for English people jailed for debt. Oglethorpe was welcomed by Tomochichi (toh moh chee CHEE), chief of the Yamacraws. Georgia became known for its good relations with Native Americans. It also served a key military role, standing between Spain's Florida colony and the other English colonies.

5. Enslaved people did much of the work on plantations, such as this one in Maryland. **Write** a task that a worker might have done in the kitchen, the house, or the barn of this plantation.




6. **Draw** a line to match the detail in the right column with the colony it describes.

Describing the Southern Colonies

Virginia	a. It was a proprietary colony that welcomed Catholics.
Maryland	b. Colonists there had good relationships with Native Americans.
North and South Carolina	c. It became a royal colony when King James I took it over.
Georgia	d. Many rice plantations were located there.

Got it?



7.  **Main Ideas and Details** Provide details to back up the main idea that several new colonies were formed from existing ones.

.....

.....

.....

.....

8.  As a colonial sailor on a merchant ship, you make a stop in Boston.  **my Story Ideas**
Before you sail away, you walk to the town common. How is the common used, and what did you find there?

.....

.....

.....

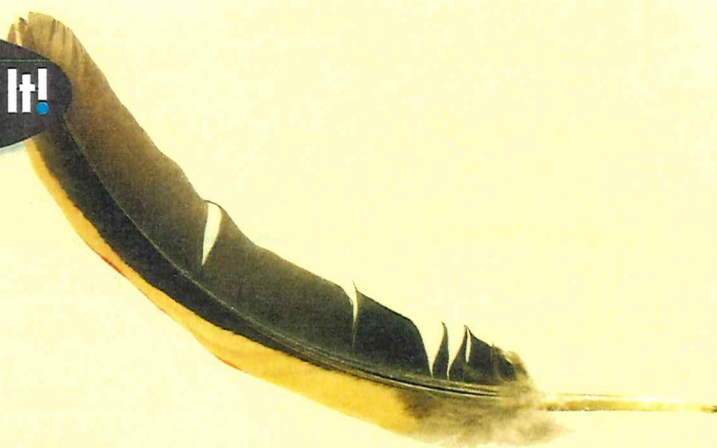
-  **Stop!** I need help with
-  **Wait!** I have a question about
-  **Go!** Now I know

Lesson 2

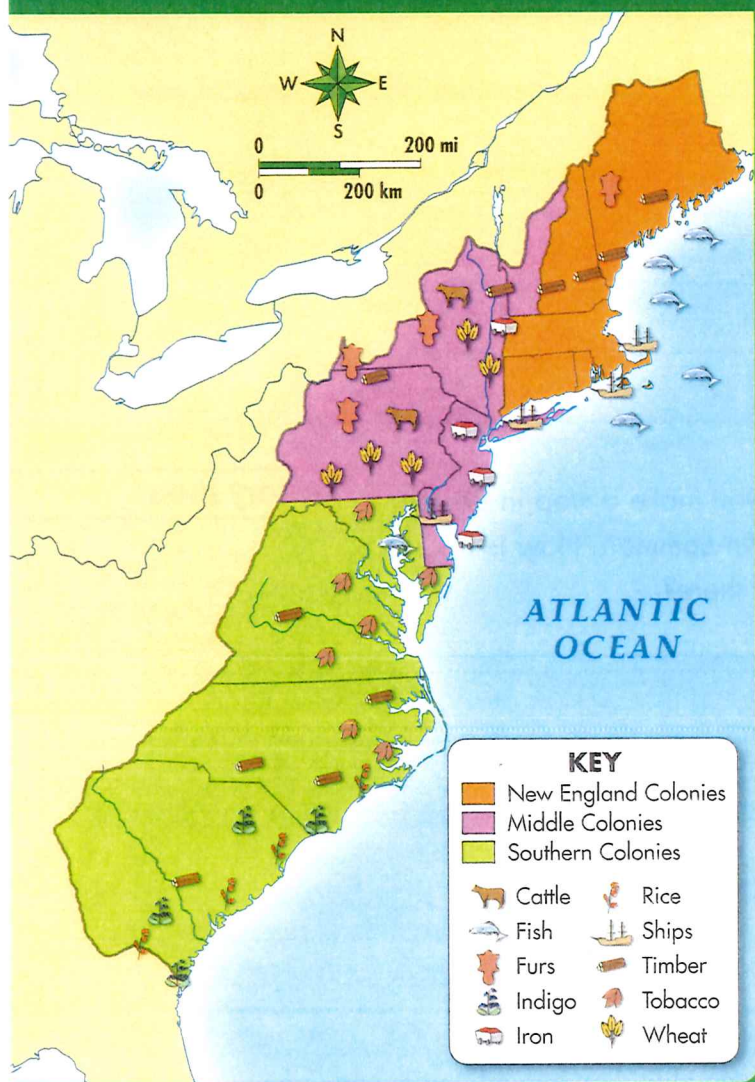
Envision It!

Daily Life in the Colonies

To communicate in colonial America, people wrote letters using quill pens, ink, and paper.



Products of the 13 Colonies



Today, you can shop at a mall or use the Internet to shop online. In colonial America, people did not have such choices. How did colonists earn a living? How did they feed and clothe their families? What did they do to try to improve their lives?

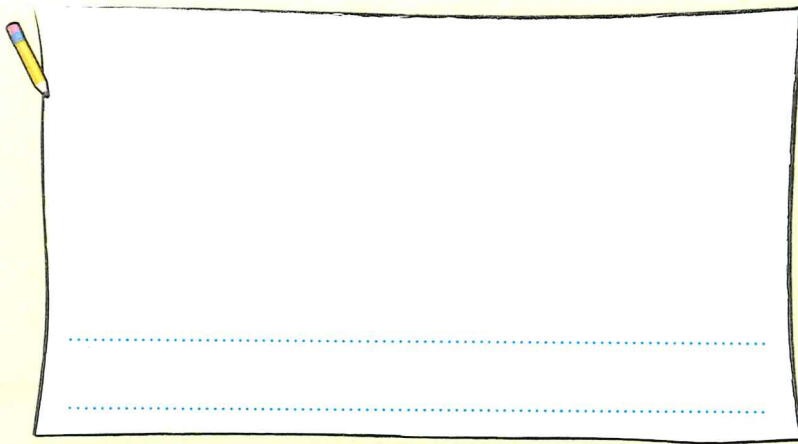
Colonies and Resources

People in different colonies had different answers for these questions. The land, climate, and natural resources differed from one colony to another.

Most colonial American families lived and worked on farms. They grew or made much of what they needed. They sold crops and products to pay for other necessities, such as tools, salt, and gunpowder. They also bartered with neighbors for some needs. **Barter** means to trade one good for another.

Other colonists worked in jobs related to their colony's location, land, or resources. Along the New England coast, many earned their living from the sea.

1. **Circle** the industry that was found in every region. Then **place a check** next to those found in more than one region.



I will know how the patterns of life and work in the colonies differed from the patterns today.

Vocabulary

barter

mercantilism

export

triangular trade

import

artisan

raw materials

class

Draw a tool you often use to communicate with others.
Explain the benefits of the tool you drew.

New England industries sprang up to take advantage of the ocean's resources. Anglers caught and sold fish, such as cod. Whalers hunted whales to make products such as lamp oil, candles, and perfume. Shipbuilders used the region's timber to build boats for fishing and ships for whaling.

In the Middle Colonies, the region's sheltered harbors and deep rivers allowed ships to travel regularly over the waters and trade to thrive. Many colonists in cities such as New York and Philadelphia worked as merchants and traders. Others worked as sailors or dockworkers, people who loaded and unloaded ships.

People also changed the land to suit their needs. For example, some colonists dammed, or blocked, rivers and streams to create power from fast-flowing water. Millers often set up their businesses next to the river or stream. They used the water power for their gristmills. These were machines for grinding wheat into flour. The flowing water turned a water wheel, and the moving wheel turned the grinding stones inside the mill to crush the wheat.

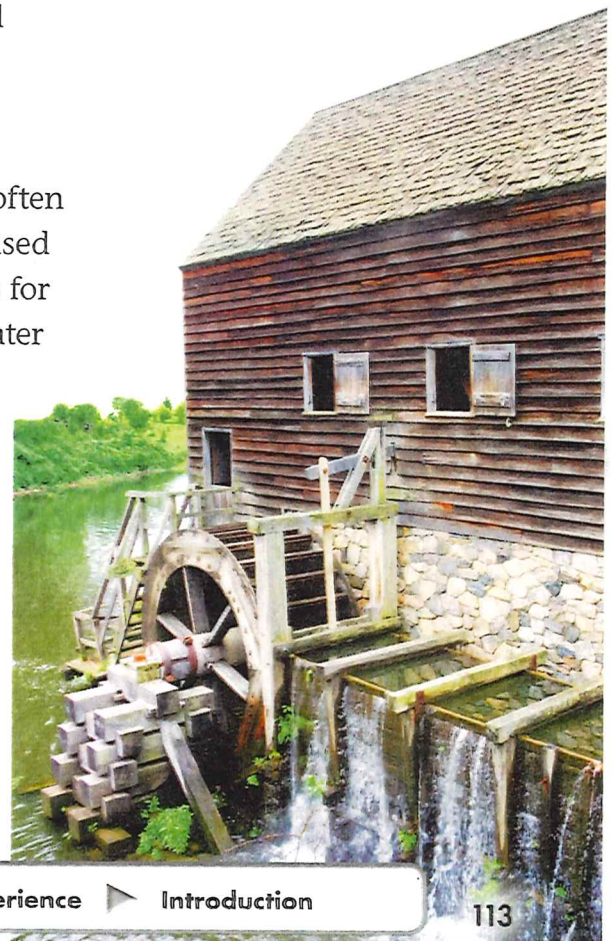
2. Explain why gristmills were built next to rivers and streams.

.....

.....

.....

.....



Imports and Exports

American colonists traded goods among themselves. They also carried on trade with other countries, selling exports and buying imports. An **export** is a product sold to other countries. An **import** is a product bought from other countries.

Over time, England took steps to control colonial trade. The colonies provided England with **raw materials**, or resources that can be made into products, such as timber for making furniture. The English wanted colonists to buy manufactured goods, such as furniture and pottery, from England alone.

In fact, England passed laws limiting colonists' trade with other countries. The English government did this to protect its own industries. This practice is known as protectionism. As a result, colonists had to rely on England for many items. Such restrictions angered many colonists. They felt that these laws showed that England would treat the colonists unfairly to increase their profits from trade.

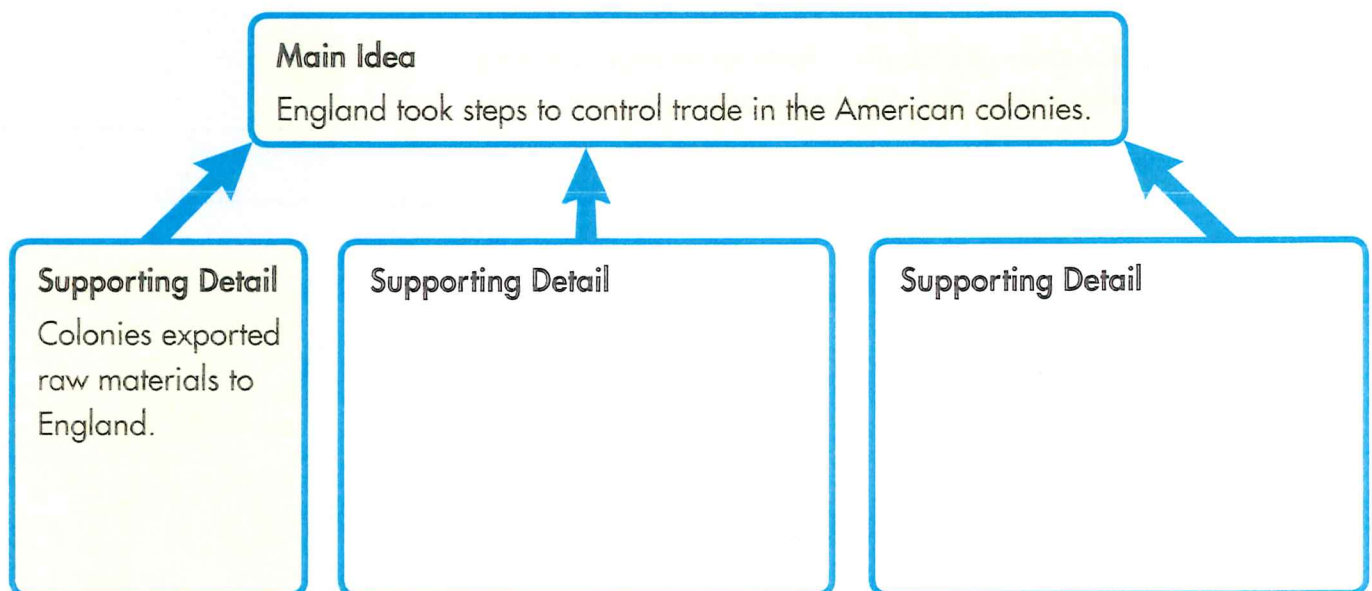
These trade laws were based on England's belief in the economic policy of mercantilism (MUR kun tihl ihz um).



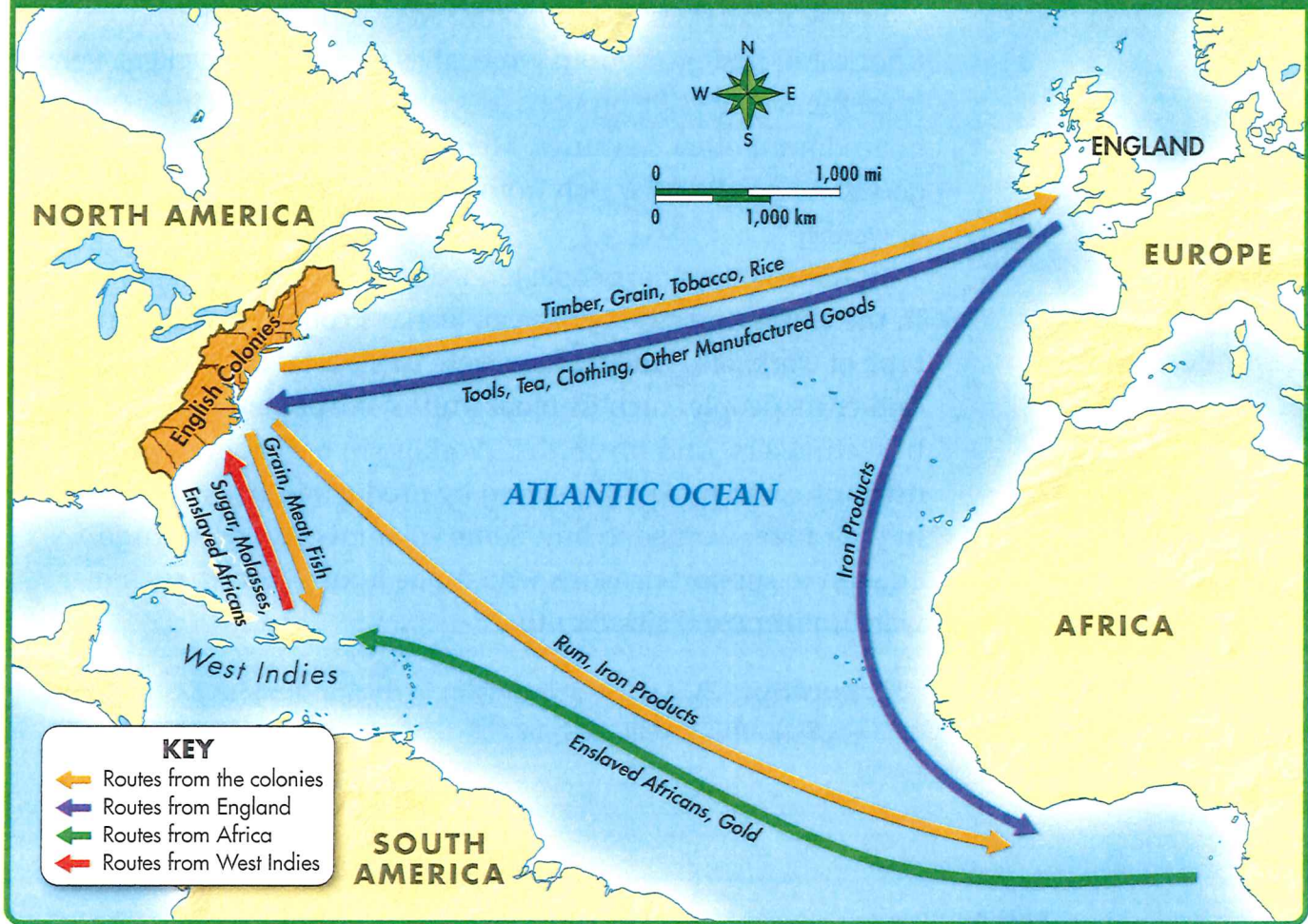
Colonists were expected to buy pottery, such as this vase, only from England.

3.  **Main Ideas and Details** Add details from the text that support the main idea.

How England Controlled Trade in the Colonies



Triangular Trade



Triangular trade routes linked the colonies with Europe, Africa, and the West Indies.

Mercantilism was an economic idea popular in the 1600s and 1700s. People who supported this idea thought that countries benefited from trade when they exported more than they imported. In this way, a country earned more money from products it sold to other countries than it spent on products bought from other countries.

Over time, colonial trade took on a pattern known as **triangular trade**. *Triangular* means “three-sided.” Triangular trade had three parts. Ships sailed to Africa, the Americas, and Europe. Some carried enslaved Africans to the West Indies and then to the English colonies. Ships from the colonies took fish, lumber, and tobacco to Europe. Tools, tea, and manufactured goods came from England. On both sides of the Atlantic, merchants and traders grew rich.

4. **Describe** the route that traders used to bring enslaved people from Africa to North America.

Artisans and Craftspeople

By the mid-1700s, Philadelphia, New York, Boston, and Charleston had grown into large cities and trading centers. People from the countryside brought goods to sell in these cities. Imports arrived from other countries. Merchants bought and sold these goods. As people grew rich from this trade, cities became centers of wealth.

In the countryside, people tended to do many different tasks. In the towns and cities, however, workers could specialize in one type of work, or a trade. These were **artisans**, or skilled workers and craftspeople, such as blacksmiths, carpenters, wigmakers, basketmakers, and tinsmiths. Working in a market economy, artisans could make their living by producing the goods people in their town wanted to buy. Some colonial cities grew large enough to support artisans who made luxury goods, such as watchmakers and silversmiths.

5. Explain what skill each artisan is demonstrating. Do people still perform these skills today?

Modern artisans keep alive the skills of the past at restoration sites such as Colonial Williamsburg in Virginia.



Colonial Society

Europeans in colonial society belonged to certain **classes**, or society groups, based on their wealth or importance. The highest class was known as the gentry. It included wealthy landowners and merchants as well as church officials. Often, government and community leaders came from this group.

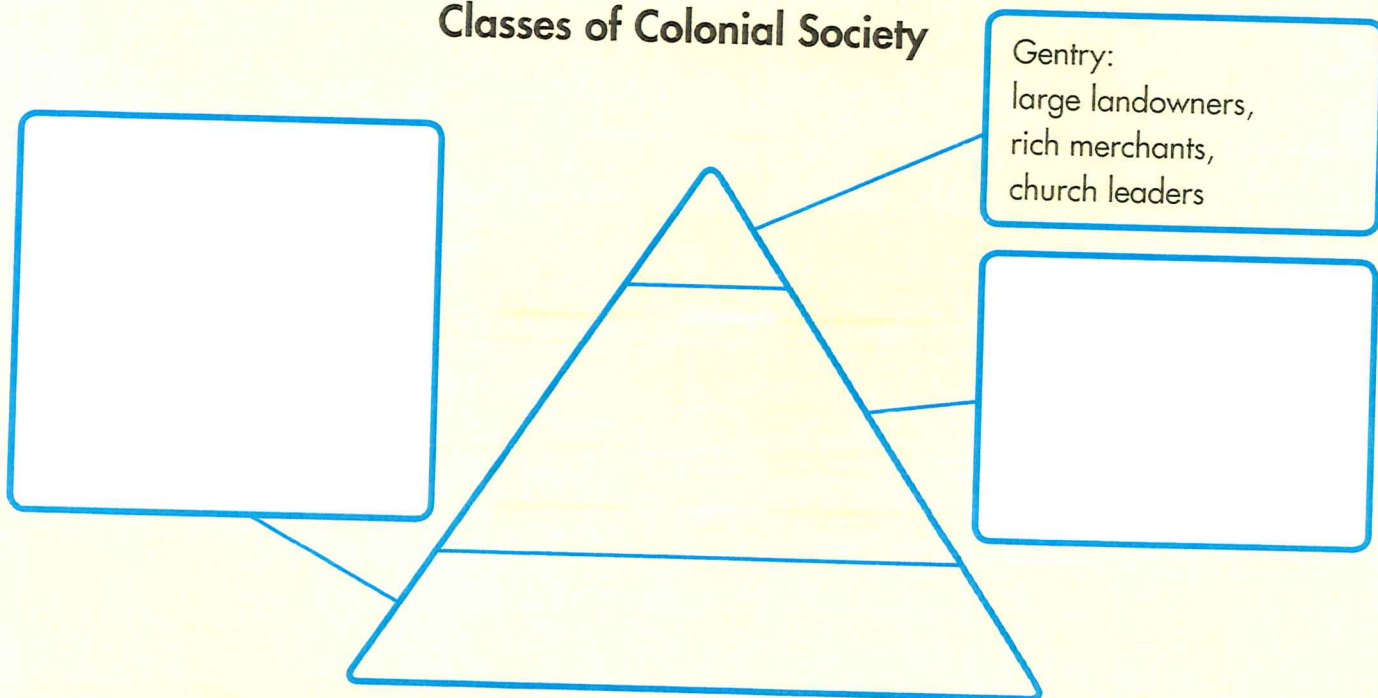
The largest number of colonists belonged to the middle class. This class included small farmers, shopkeepers, and village artisans. These people were not rich, but they earned a living. They had little left over after meeting their basic needs. Most middle-class men were able to vote.

The lower class consisted of ordinary workers and servants. This group of people did not own property or businesses. Unlike today, in colonial times lower class members were not allowed to vote. A worker on a fishing boat or on a farm would belong to this class. So would an indentured servant or apprentice. Indentured servants worked without pay for a period of time in return for food, clothes, and transportation. Enslaved people were considered lower than these three classes of society.

In colonial life, class was important. Even at worship services, people usually sat according to their class. It was possible, however, for a hardworking person to move up in class.

6. Complete the diagram with information from this page.

Classes of Colonial Society



Daily Life in the Colonies

Work, of course, was a big part of daily life. Chores at home took a lot of time and skilled effort. Women made clothing, candles, and other household items. They grew, preserved, and prepared food. Most women cared for children. This could be a big challenge in families with more than a dozen children.

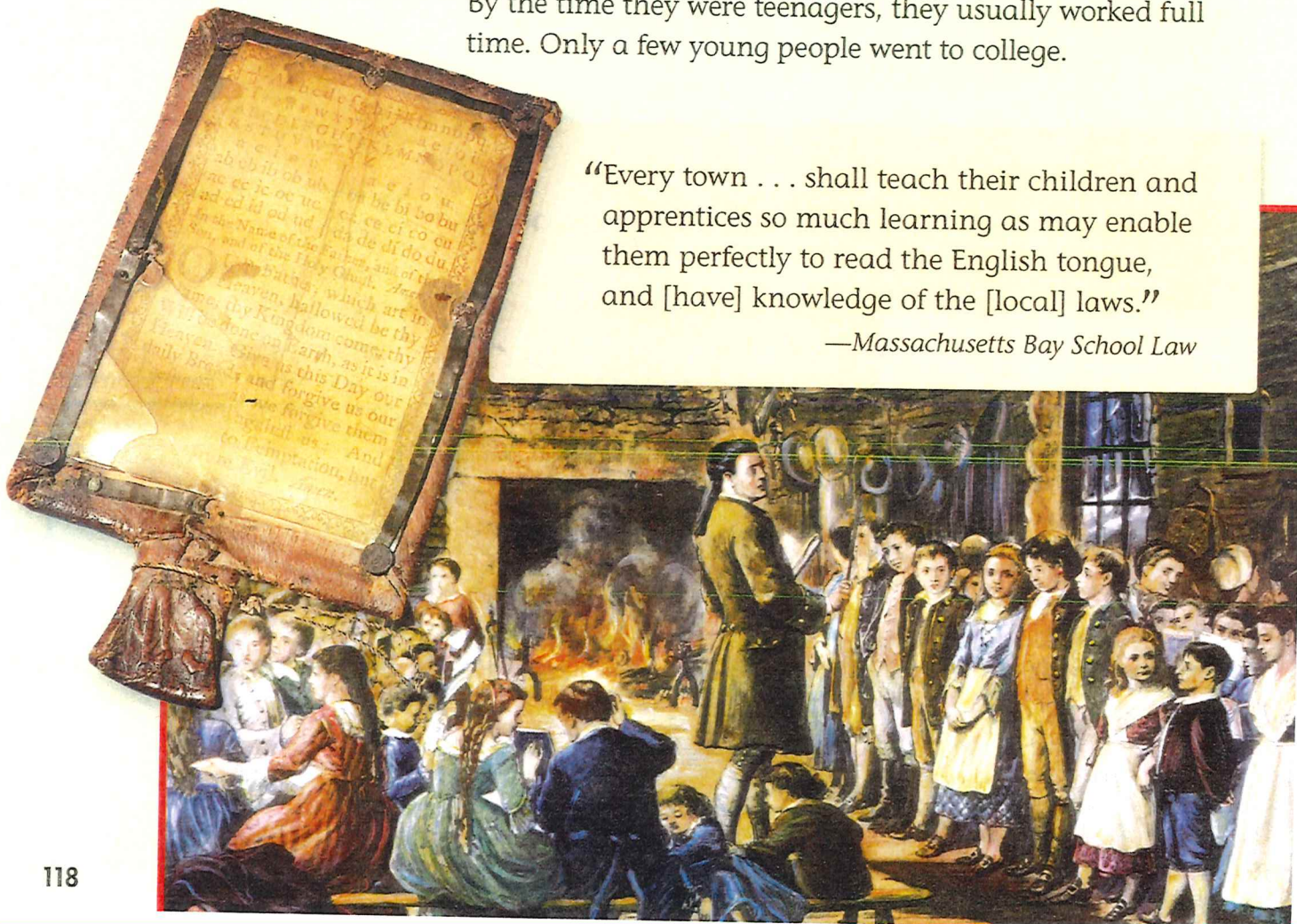
Most children also had work to do, starting at an early age. The chores became more demanding as the children grew older. Many children were sent away at age 12 to begin training in a trade. When they did have time for fun, children played with simple toys. These included metal hoops from barrels, dolls made of cornhusks, or tops made from scraps of wood and string. Children sometimes made work into a game. They might hold a contest to see who could carry the most wood or husk corn the fastest.

Some children did go to school. Most New England towns were required to have schools. There were schools in some other colonies, too. Sometimes, children were given lessons at home. Most children did not have a full education, however. By the time they were teenagers, they usually worked full time. Only a few young people went to college.

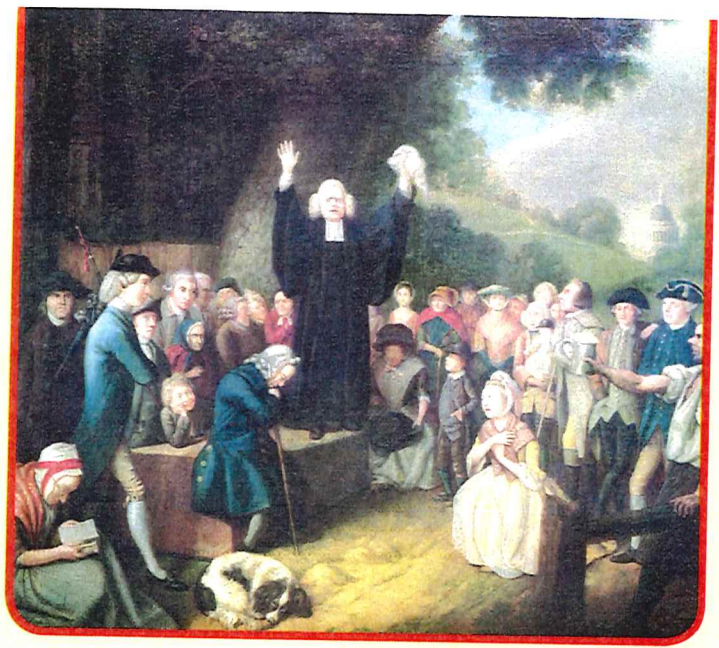
Colonial children of all ages often attended school together, sometimes in one large room. They learned to read from pages placed on wooden tablets and covered with a clear sheet of animal horn.

"Every town . . . shall teach their children and apprentices so much learning as may enable them perfectly to read the English tongue, and [have] knowledge of the [local] laws."

—Massachusetts Bay School Law



Religion was always important to colonial life. In the 1730s, however, an event called the Great Awakening took religious interest to a new level. Preachers traveled from town to town, giving fiery talks that inspired listeners. Large crowds of worshipers would gather for these talks. The Great Awakening helped spread religious feelings. At the same time, it weakened the power of church leaders who had previously directed life in some colonies. The movement stressed that people should develop their own connection to God. They did not have to rely upon a church leader to tell them how to live or worship.



During the Great Awakening, ministers such as George Whitefield inspired churchgoers to stronger religious feelings.

Got it?

7. **Main Ideas and Details Provide** two details to support the main idea that the life and work of a small farmer differed from that of an artisan living in a big city.

.....

.....

.....

8. **?** You are visiting relatives in Philadelphia, Pennsylvania. Your 12-year-old cousin is an apprentice in a furniture workshop. Why did he sign up for an apprenticeship, and what is he learning?

my Story Ideas

.....

.....

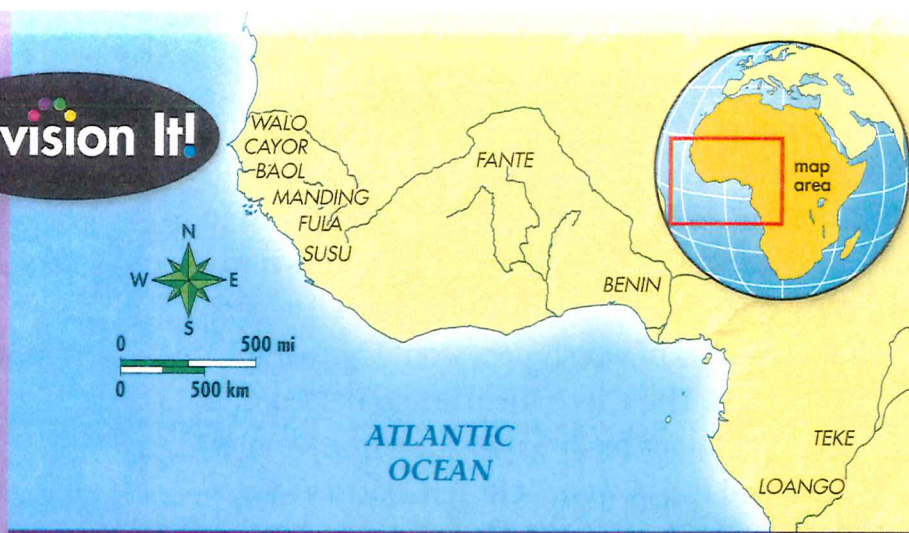
.....

- Stop!** I need help with
- Wait!** I have a question about
- Go!** Now I know

Lesson 3

Slavery in the Colonies

Envision It!



Enslaved people captured in western Africa brought some of their culture and language to the Americas.

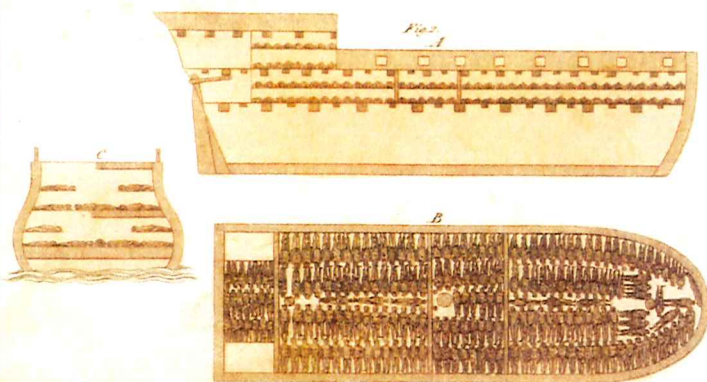
In the summer of 1619, a Dutch ship carrying cargo that included a group of Africans landed at Jamestown. Local residents bartered for these Africans and put them to work. They were not paid and received only food and shelter for their work. A few may have gained their freedom after some time. Within a few years, new laws were passed in Virginia and Massachusetts that took away all rights from African servants. **Slavery**, a system in which people are bought and sold as if they were property, had begun in the English colonies.

The Slave Trade

What began that summer soon grew into a large and horrifying business. Many groups of people have been enslaved throughout history, often as a result of war. In the growing colonies, however, workers were wanted. Indentured servants met part of this need, agreeing to work for a time. Enslaved Africans, however, made no such agreement. They were captured and taken against their will without hope of freedom.

At first enslaved people came mostly from the western part of Africa. Other Africans captured them, marching the captives to the coast where European traders awaited in ships. In return for human captives, the Europeans offered guns and other goods. The African captors used the guns to enslave more people.

Africans were captured and then crammed side by side into ships. They were bound for sale in the Americas.





I will know how slavery developed in the United States.

Vocabulary

slavery
Middle Passage
uprising

Draw a picture to illustrate one of these words of African origin: *banjo, gumbo, jazz, cola, tote, goober, jumbo.*

Next came the terrifying journey to the Americas. This was called the **Middle Passage**. The captured Africans were packed into boats. They were chained together, body to body, in the cargo holds. With little room to stand or stretch, they lay in darkness for weeks and months. Frightened and hungry, many people became sick and did not survive the trip. Many others wished they had died and were jealous of those who no longer had to suffer. As one survivor of the Middle Passage wrote about those who had died:

"I envied them the freedom they enjoyed, and as often wished I could change my condition for theirs."

—Olaudah Equiano

1. **Main Ideas and Details** Write two additional details that support the main idea.

Horrors of the Middle Passage

Main Idea

The Middle Passage was a terrifying experience.

Supporting Detail

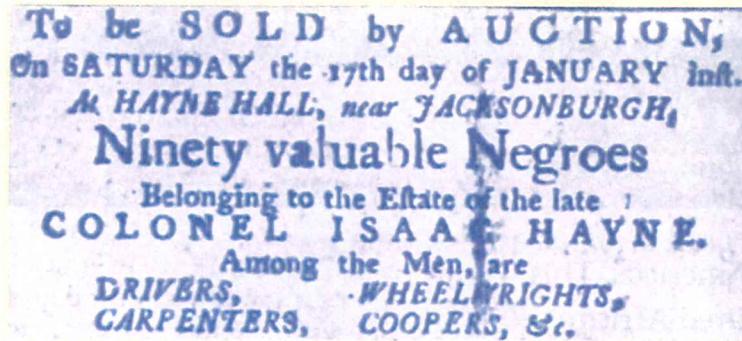
Supporting Detail

The Africans lay in darkness for months and didn't know where they were being taken.

Supporting Detail

Slavery in the North

Following the Middle Passage, many enslaved Africans found themselves in the English colonies of North America. There, they were sold in auctions. An auction is a public sale in which the highest bidder makes the purchase. Once purchased, enslaved Africans became the property of colonists. They had very few basic rights.

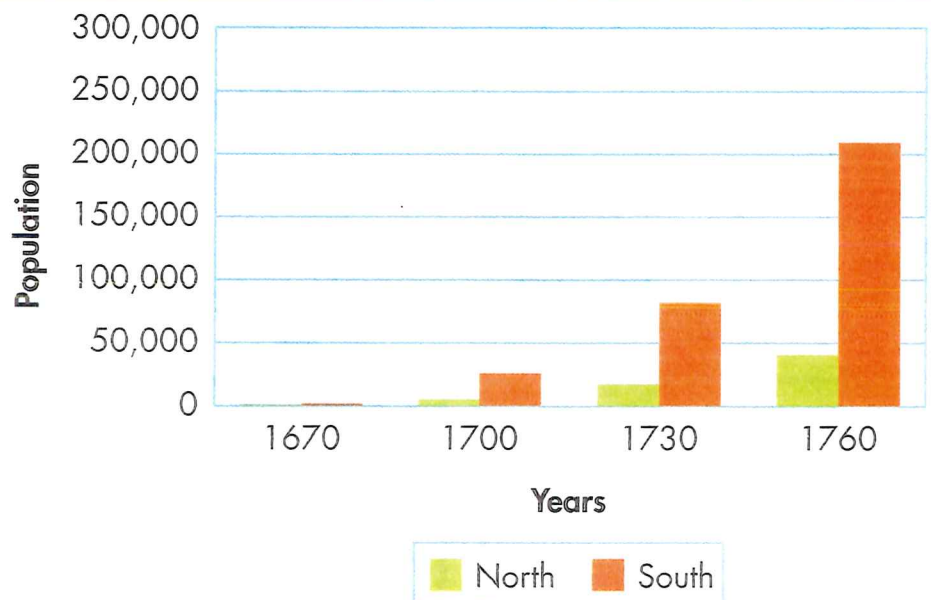


Advertisements for slave auctions used adjectives such as "valuable," as though human beings were mere objects.

Every colony practiced slavery. The Massachusetts Bay Colony passed the first law to allow it in 1641. Other colonies soon had similar laws. Slavery was most widespread in the South, but it existed throughout the colonies.

Many enslaved Africans in the North lived in cities and towns. In the 1750s, for instance, one out of ten residents in the city of Boston was African American. Most of them were enslaved. Some of them worked in shops, helping artisans with their work or doing skilled work themselves. Others worked in inns or as personal servants in the homes of wealthy people. In the cities, slaveholders rarely owned more than one or two enslaved people.

Enslaved Population, North and South

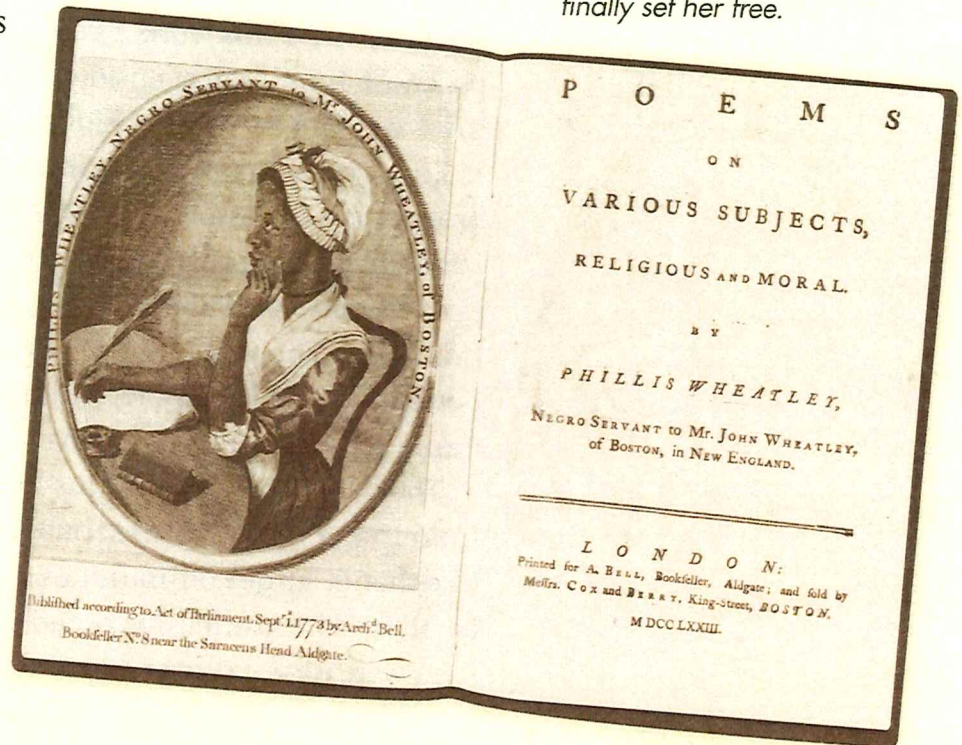


Enslaved people worked in all of the American colonies. However, slavery in the North and in the South grew at different rates.

Some enslaved Africans worked on farms in the North. A successful farmer might keep only one or two of them. Mostly, though, northern farmers did not grow crops that required large numbers of workers. For that reason, there were fewer enslaved farmworkers in the North.

A very few African Americans in the northern colonies were free. Some bought their freedom by saving money from working in shops or selling produce from gardens. Sometimes, a slaveholder would set a person free. Free African Americans often lived in the cities of the North. Still, even free African Americans had few rights. For example, they could be kidnapped and taken back into slavery.

Phillis Wheatley was sold to a Boston family in 1761 at an auction. She learned to write and became a noted poet. Her owners finally set her free.



2. Using the graph on the previous page, **compare** and **contrast** how slavery grew in the North and South between 1670 and 1760.

Topic

Comparing Slavery in the North and South

Ways alike

*

*

Ways different

*

*

Plantation life was hard on African American families. Still, enslaved people developed a rich culture. In plantation villages, people from different parts of Africa met and mixed. African words, foods, and music blended with European languages and customs on the plantations. The result would have a long-lasting impact on American customs and music.

White slaveholders feared the growing slave culture. They often tried to crush it. For example, at times the playing of African music was outlawed in some places. Colonists felt that a united slave community would be strong and dangerous. They could not keep African Americans from forming a strong new culture, however. This culture helped support African Americans in difficult times. It also added to the way of life in the South.

- 3. Explain** why a rice plantation in the South might require many workers and why enslaved Africans were used for this work.

.....

.....

.....

.....



Enslaved workers unload rice plants from barges. Both men and women toiled at this backbreaking work.


Fighting Back Against Slavery

No matter where an enslaved person worked, slavery was a brutal system. The enslaved people had almost no rights. They could be beaten or whipped or worse. Their families could be taken away. They could be kept from meeting with friends or learning to read. These are just some of the horrors with which they had to live.

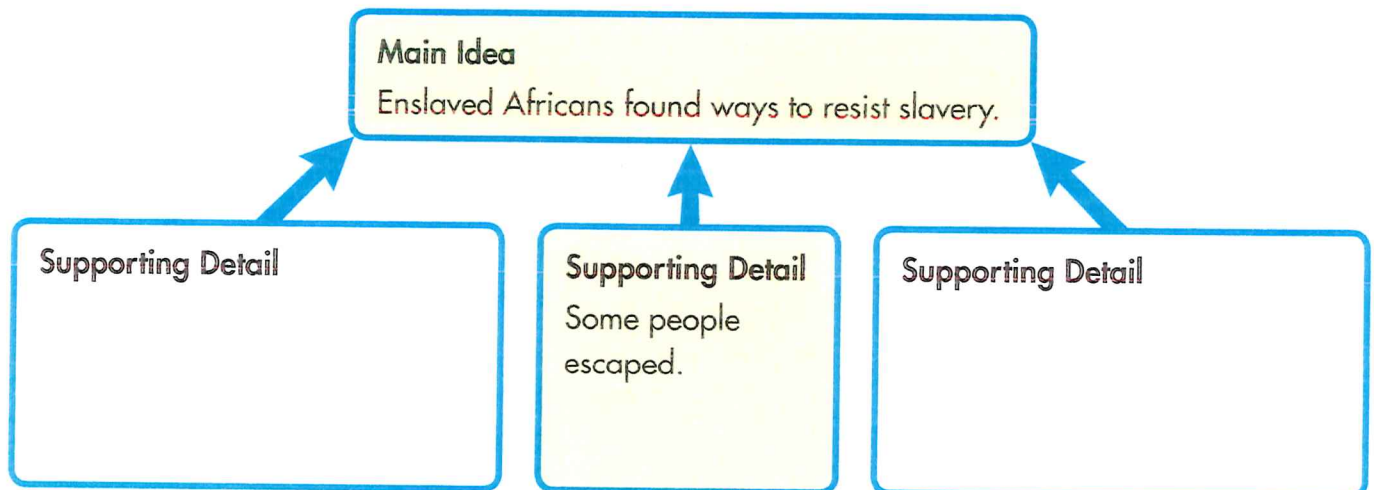
Many enslaved people found ways to fight back. Some learned to read and write and used their new knowledge to encourage others to go against the rules. Others might break tools, set fire to property, or steal food. Some enslaved people saw justice in destroying or taking the property of people who had stolen their freedom. The extra food also helped them to survive their hard lives.

Enslaved people also tried to escape. Sometimes, runaways formed communities in swamps or forests far away from white settlements. In this way, they could avoid capture for long periods of time.

In a few cases, enslaved Africans fought back violently. Slave **uprisings**, or rebellions, occurred in several colonies, including New York, Virginia, and South Carolina. They were often bloody. In 1739, the Stono Rebellion in South Carolina left dozens of whites and blacks dead.

4.  **Main Ideas and Details** Complete the graphic organizer by filling in two more details that support the main idea.

Resistance to Slavery



These uprisings terrified white slaveholders. They sometimes responded by clamping down even harder on enslaved Africans. In 1741, for example, fear of a slave rebellion in New York City led to terrible violence against African Americans. Whites who were thought to be helping enslaved people were also killed.

Still, enslaved Africans kept up their resistance. On plantations, they came up with ways of staying together and sharing information. For example, they used songs to send secret messages among themselves. These songs helped enslaved Africans survive. With time, such songs became part of American culture.



Enslaved Africans played handmade banjos, such as this one, and sang songs to convey secret messages.

Got it?

5. **Main Ideas and Details** List two details to support the main idea that both slave traders and slaveholders mistreated enslaved Africans.

.....

.....

.....

6. **?** As part of your trip to the American colonies, you visit a rice plantation near Charleston. You have a chance to talk to some enslaved workers at the plantation. How did they get there? What is their life like?

my Story Ideas

.....

.....

.....

- Stop!** I need help with
- Wait!** I have a question about
- Go!** Now I know

Compare Viewpoints

A viewpoint is the way someone looks at or thinks about a subject. Often in the study of history, you will find that different people see the same subject in different ways. Comparing two viewpoints can help you understand how differences and conflicts happened. Read, for instance, these two views on colonization in North America.

Passage A

“And as for the general sort that shall go to be planters [in Virginia], be they [very] poor, so they be honest, . . . the place will make them rich.”

—*Virginia Company pamphlet, 1609*

Passage B

“For we must consider that we shall be as a City upon a Hill. The eyes of all people are upon us. So that if we shall deal falsely with our God in this work we have undertaken . . . we shall be made a story and a by-word throughout the world. ”

—*John Winthrop, 1630*

To compare viewpoints, first understand the subject. What idea do the two views have in common? Both writers discuss the reasons why English colonists might come to North America.

Next, consider how the viewpoints differ from one another. Passage A suggests that making money was the key goal of colonization in Virginia. The pamphlet explains that an honest, hardworking person could become rich there. Passage B suggests that colonists came to America to set an example. Through their actions in America, colonists would show others how to live a proper, religious life.

Learning Objective

I will know how to compare viewpoints.

Try it!

Read the two viewpoints from Native American leaders below.

Quote A

“Your forefathers [English settlers] crossed the great water and landed on this island. Their numbers were small. We took pity on them and they sat down among us. We gave them corn and meat. They gave us poison in return.”

—Sagoyewatha, Seneca

Quote B

“When the Frenchmen arrived at these falls, they came and kissed us They never mocked at our ceremonies, [or harmed] the places of our dead.”

—Chippewa chief

1. What is the subject of these two quotes?

.....

.....

2. What is the viewpoint expressed in Quote A?

.....

.....

3. What is the viewpoint expressed in Quote B?

.....

.....

4. **Apply Think** of a subject about which people have different viewpoints. For example, should students be allowed to have cell phones in school? **Write down** opinions on both sides of the subject. **Compare** the viewpoints.

.....

.....

.....

Lesson 4

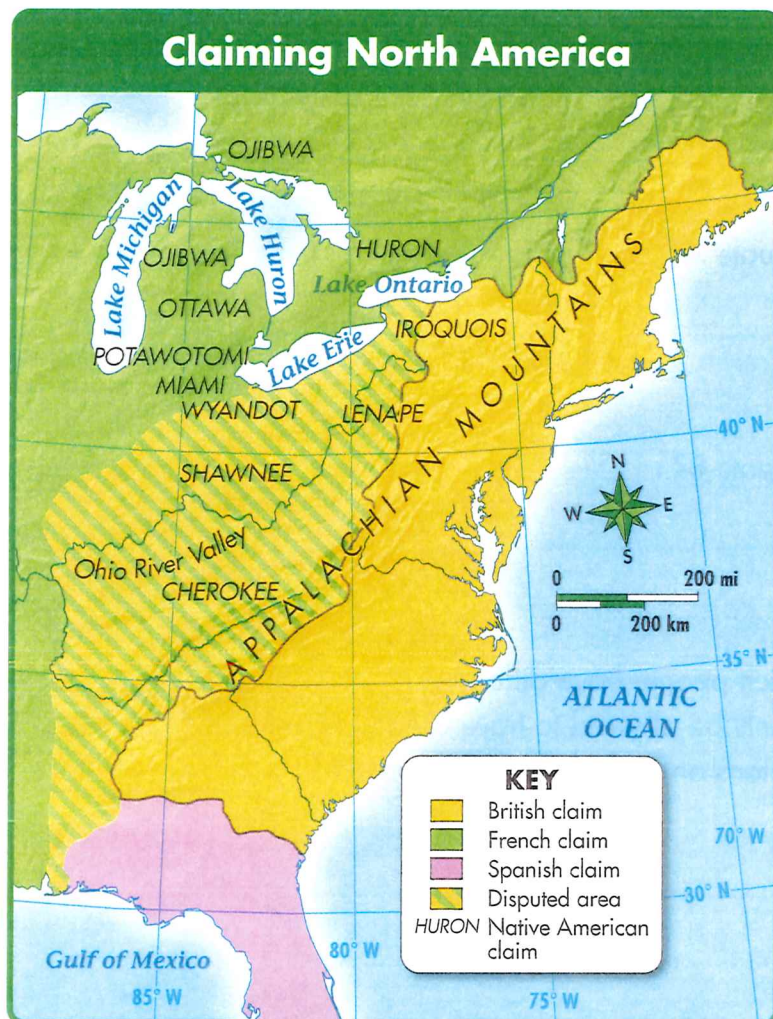
Envision It!

The French and Indian War



In the French and Indian War, many Native Americans chose to fight on either the French or the British side.

1. **Circle** the part of the map where conflicts between the British and the French were most likely to occur in the 1750s.



It was a war with two names, fought on two continents. In Europe, it was called the Seven Years' War, one of many wars between France and Great Britain. In North America, it was called the French and Indian War. Here, the fighting included a third power. Native Americans, who had lived on the land long before the French or British arrived, took sides.

Conflicts Begin

Native Americans had always had a mixed relationship with Europeans. Sometimes, they helped struggling newcomers or traded actively with the colonists in their area. Sometimes, however, they attempted to drive European colonists away.

In 1675, Metacom, a Wampanoag leader in New England, began a war against the colonists in the region.

The British, the French, and Native Americans came into conflict in the Ohio River valley in the 1750s.



I will know how Great Britain became the greatest colonial power in North America.

Vocabulary

King Philip's War
ally
treaty

Pontiac's Rebellion
Proclamation of 1763

List three ways you think Native Americans might help themselves by siding with a European force.

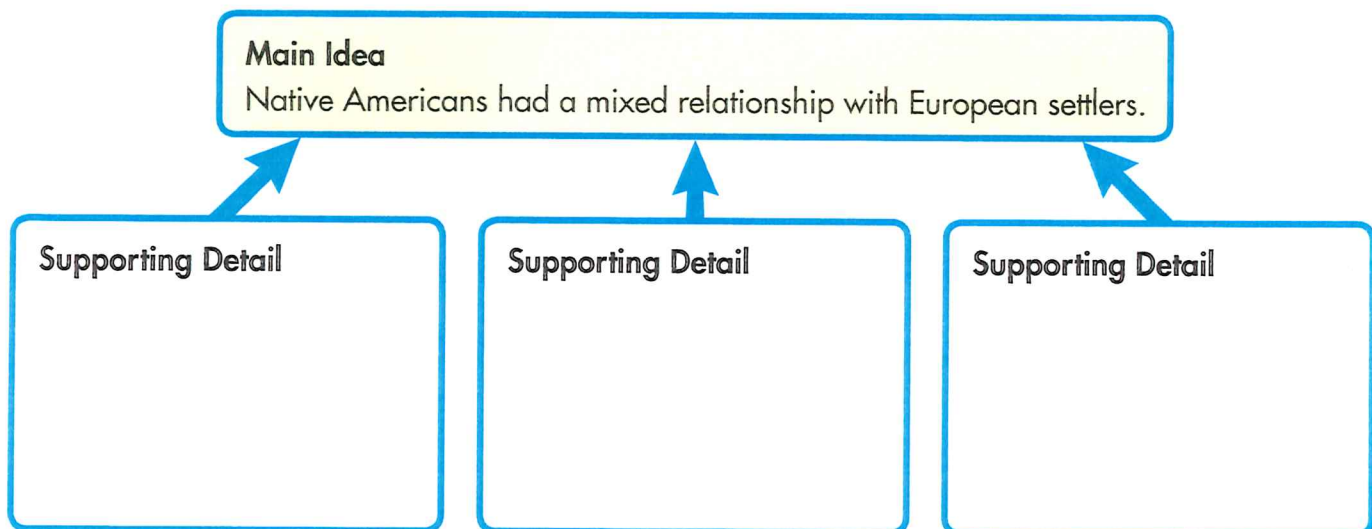
Metacom was called King Philip by settlers. The conflict became known as **King Philip's War**. The result was a defeat for Metacom in which many of his people died. Not all Native Americans supported Metacom. Some joined the colonists in the war.

Colonists accepted Native American help. Yet what they really wanted was their land. As the American colonies grew, settlers pushed west, clearing woods for farms and building towns. By the mid-1700s, many had crossed the Appalachian Mountains to reach the Ohio River valley. This rich land was home to many powerful Native American peoples. The French also claimed the area. The stage was set for a bloody fight.

2. Main Idea and Details

Fill in the graphic organizer with details that support the main idea.

Native Americans React to Settlers



War Between Britain and France

The Ohio River valley was part of the huge region that French explorer Robert de La Salle had claimed for France. The French built forts in the area to protect their claim.

The British also thought the valley was theirs. Some British pioneers established a trading post near the site of present-day Pittsburgh in Pennsylvania. They considered this area across the Appalachian Mountains to be part of the Virginia colony.

The French would not give up their claim to the valley, however. French soldiers destroyed the British trading post and built a fort nearby. They called it Fort Duquesne (doo KAYN).

In 1753, the British sent a small force to the region. Its leader was a young soldier from Virginia named George Washington. Washington saw that Fort Duquesne was well guarded, so he decided not to attack. Instead, his men fought and defeated a small group of French soldiers in the woods nearby. Then, they built their own fort. They called it Fort Necessity.

French soldiers, joined by Native Americans, attacked the fort. Together, they beat the British. The French allowed Washington and his surviving soldiers to return to Virginia.

3. **Write** two reasons why this fort was probably easy for the French and Native Americans to capture.

.....

.....

.....

.....

This is a reconstruction of Fort Necessity, which George Washington surrendered to the French and their Native American partners.



The French and Indian War had begun. The war's name came from the fact that in North America, the British army fought both the French and their Native American allies. An **ally** is a military partner. Many Native Americans supported the French. They feared the British, whose colonies were spreading. The British, in turn, sought the support of the powerful Iroquois as an ally. At first, the Iroquois resisted. One of their leaders said:

[The French and British] are both quarrelling about lands which belong to us, and such a quarrel as this may end in our destruction.

—Hendrick Peters, Iroquois leader

Later, the Iroquois decided to side with the British. They hoped this would help them keep control of their land.

4. **Complete** the sequence chart. **List** two other key events leading up to the start of the French and Indian War.

Events Leading to the French and Indian War

1. French and British claim land in Ohio River valley.

2.
.....
.....

3.
.....
.....

4. French defeat Washington at Fort Necessity with the help of Native American allies.

Lt. Colonel George Washington led a British force in the first battle of the French and Indian War when he was only 22.



The British Win

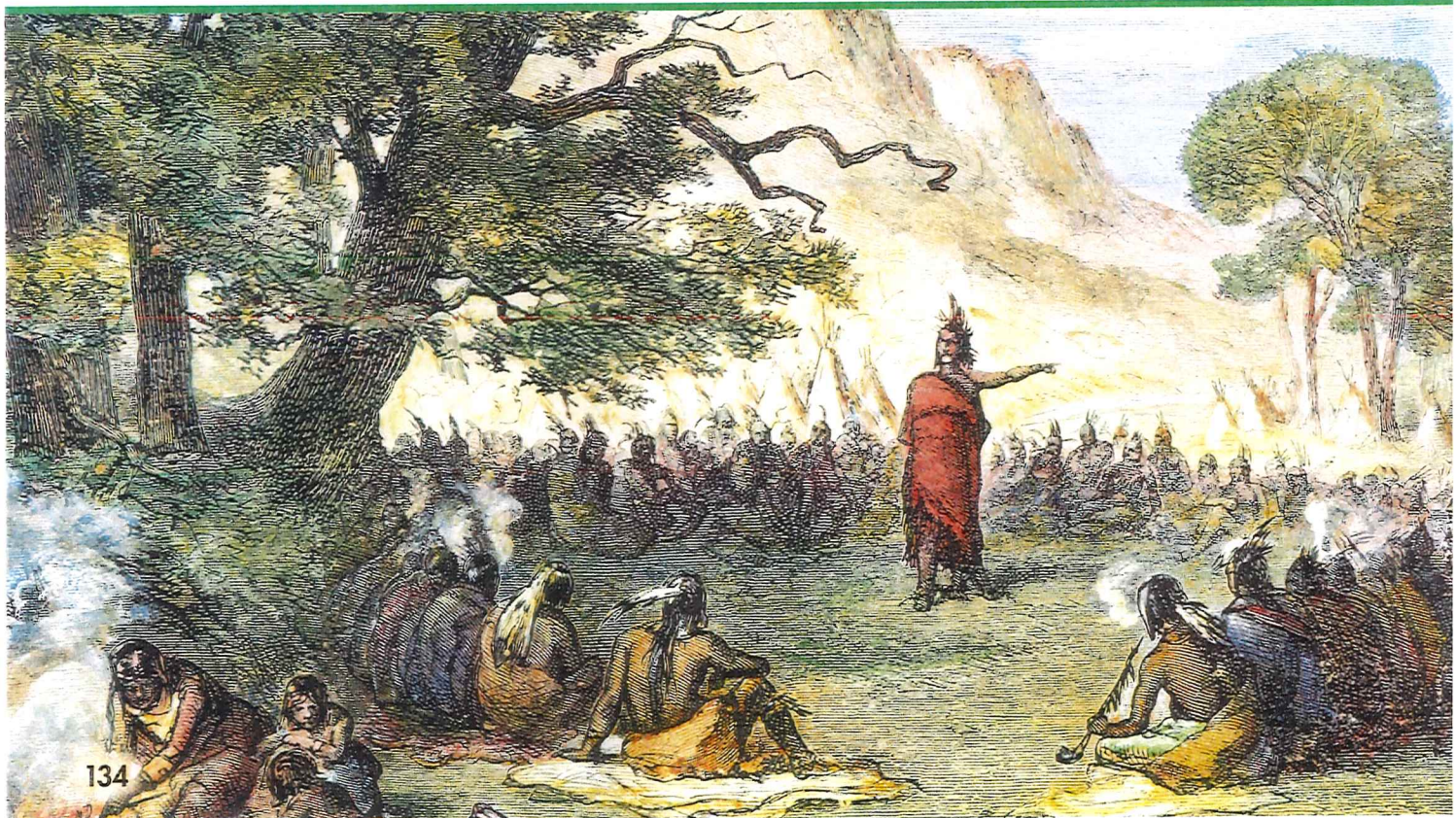
In 1755, the British returned, hoping to capture Fort Duquesne. This time, they sent a general, Edward Braddock. Washington served as his advisor. French and Native American fighters defeated the British again, killing General Braddock. The effort to capture the fort failed.

The British lost many early battles. For a while, it seemed that they would lose the war. Then, in 1757, British leaders sent reinforcements from Europe. Made stronger, the British army at last took control over Fort Duquesne in 1758.

The Iroquois decided to join the British side. This new force was unstoppable. In a key 1759 battle, the allies captured Quebec, the capital of New France. The next year, the British captured Montreal, another French settlement in present-day Canada. The French and their allies had been beaten. In 1763, France and England signed a **treaty**, which is a formal agreement between countries. France agreed to surrender much of its territory in North America east of the Mississippi River.

The Ohio River valley was now under British control. This upset many Native Americans. They knew that more colonists from the east would soon arrive. Unlike the French, British settlers built towns and roads, changing the land. In 1763, an Ottawa leader named Pontiac took action. He led an army that attacked British forts and villages in the Ohio River valley.

In 1763, Pontiac rallied Native American groups to fight together to make the British leave their lands.



After much fighting, the British crushed **Pontiac's Rebellion**. Still, the outbreak alarmed many British leaders, and the fighting had been very expensive. King George III issued a formal order, the **Proclamation of 1763**. It blocked colonists from settling lands west of the Appalachians. The king hoped this order would help keep peace with Native Americans.

The proclamation upset colonists eager to settle in the Ohio River valley. Many of them pushed west despite the order. This added to a growing strain between the colonies and Great Britain.

5. **Explain** what effect the Proclamation of 1763 had on colonization.

.....

.....

.....

.....

.....

.....


Got it?

6.  **Main Ideas and Details Describe** at least three details to support the following main idea: The British and French fought to control North America in the mid-1700s.

.....

.....

.....

7.  After the French and Indian War, you want to move westward to start a farm. Why do you think this is a good idea? How will you persuade your family to cross the mountains? What concerns do you have about this move?

my Story Ideas

.....

.....

.....

 **Stop!** I need help with

 **Wait!** I have a question about

 **Go!** Now I know

Chapter 4

Study Guide

Lesson 1



New England, Middle, and Southern Colonies

- The 13 English colonies were shaped by geography.
- In New England, the ocean and forests provided key resources.
- In the Middle Colonies, farming was a major economic activity.
- In the Southern Colonies, conditions were ideal for rice and tobacco.

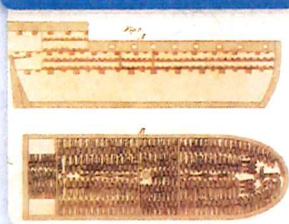
Lesson 2



Daily Life in the Colonies

- Most colonists lived and worked on farms.
- Some colonists in cities were artisans who practiced skilled trades, such as printing, blacksmithing, or basket weaving.
- England tried to control colonial trade.

Lesson 3



Slavery in the Colonies

- The practice of slavery began soon after the settlement of Jamestown.
- Enslaved Africans worked in both the North and the South.
- Enslaved people suffered greatly but made valuable contributions.
- Enslaved people resisted their captivity in many ways.

Lesson 4



The French and Indian War

- British, French, and Native Americans clashed in the Ohio River valley.
- After early defeats, the British and their allies won the war.
- The Proclamation of 1763 tried to stop British settlement beyond the Appalachian Mountains.

Review and Assessment

Lesson 1

New England, Middle, and Southern Colonies

1. **Explain** how geography helped shape the English colonies.

.....

.....

.....

.....

.....

2. What was the difference between a proprietary and a royal colony?

.....

.....

.....

.....

.....

3. **Draw** a line to connect each of the following with the colony to which he is linked.

- | | |
|---------------------|-----------------|
| A. Roger Williams | 1. Georgia |
| B. George Carteret | 2. Maryland |
| C. Lord Baltimore | 3. Connecticut |
| D. William Penn | 4. Rhode Island |
| E. James Oglethorpe | 5. Pennsylvania |
| F. Thomas Hooker | 6. New Jersey |

Lesson 2

Daily Life in the Colonies

4. Why did cities have more artisans than the countryside?

.....

.....

.....

.....

.....

5. What kinds of people occupied the middle class in colonial life?

.....

.....

.....

6. **Circle** the correct answer.

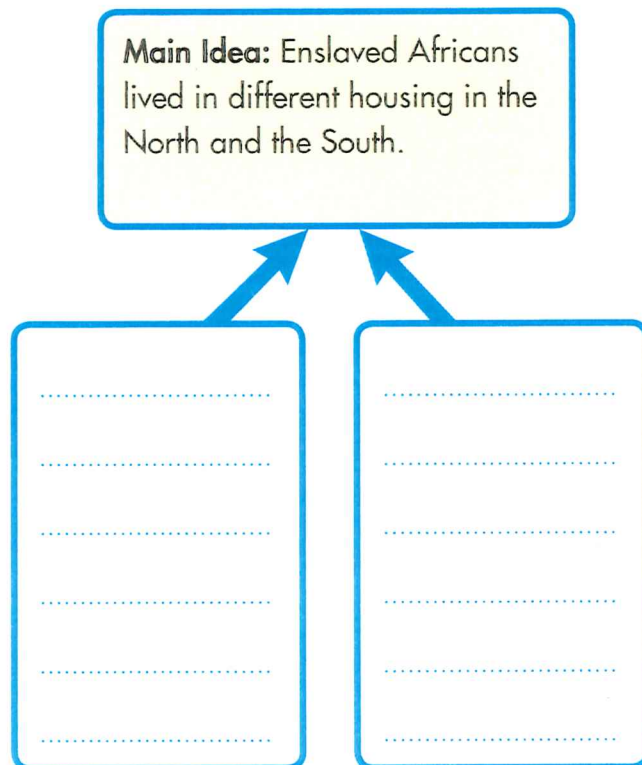
Which of the following was a result of England's pursuit of mercantilism?

- A. The colonies grew very rich.
- B. The colonies became centers of manufacturing.
- C. The colonies focused on producing raw materials.
- D. The colonies were allowed to import goods only from England.

Lesson 3

Slavery in the Colonies

7.  **Main Idea and Details** Fill in the details to support the main idea given in the chart below.



8. What are some of the ways enslaved people resisted slavery?

9. What is the Middle Passage?

Lesson 4

The French and Indian War

10. The French and Indian War started in North America because of conflicts over which region?

11. What helped turn the tide of the war in favor of the British?

12.  **What does it take to build a new society?**

- a. How did enslaved Africans contribute to life in the colonies?

- b. How did creating a community help enslaved Africans to cope with their lives?